

CAMPUS *mundi*

#90

Orlando, nicknamed “the City Beautiful”, is the county seat of Orange County, in Central Florida, USA. Orlando is one of the most-visited cities in the world primarily driven by tourism, major events, and convention traffic. The two largest and most internationally renowned tourist attractions in the Orlando area are Walt Disney World, and Universal Orlando.



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**AIU News + Essays + Education + Culture + Science +
Technology + Art + Design + Body + Mind + Spirit + Environment
+ Human Rights + Animal rights + Linguistics + About AIU**

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Campus Mundi
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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 in The Nation



MARCH 24, 2021. One of our graduates, **Ojiugo Ajunwa**, has published the article

“Pushing women to break gender barriers” in *The Nation*.

Article summary: What Nigerian women are highly entrepreneurial has never been in doubt. Across all the sectors, successful women entrepreneurs dot the business

landscape. However, many of them still face formidable challenges such as lack of access to capital and meaningful mentoring, which, sometimes, limit their capacity to compete with their male counterparts.

Mrs. **Ajunwa** said she believes that building robust business networks are important, but women should start with smaller networks and then expand. She also said

collaboration and bringing a different set of values to the workplace such belief in teamwork and creating a positive, communal work culture are also key.

Find the article here: <https://thenationonlineng.net/pushing-women-to-break-gender-barriers/>

Ojiugo Ajunwa has completed a Doctorate program in Project Management at **Atlantic International University**.



THE NATION

Presentation in Stockholm



MARCH 26, 2021. One of our Academic Advisors, **Dr. Mohammad Shahidul**

Islam, has recently had one of his previous research work accepted for oral presentation in “ICEECE 2021: International Conference on Energy, Environmental and Chemical Engineering” to be held on July 15-16, 2021 in Stockholm, Sweden.

ICEECE 2021 is a highly prestigious and recognized

conference in the world. His presentation will be in the Engineering and Physical Science research category.

Dr. Mohammad Shahidul Islam has completed a Doctorate program in Chemical Engineering at **Atlantic International University**.



Webinar on gender equality

MARCH 27, 2021. **Dr. Ricardo Gonzalez**, AIU’s Provost and Academic Advisor, attended a webinar on Gender Equality: **An**



from around the world assess gender equality performance across the workplace, marketplace, and community.

View the webi-

nar here: <https://uso2web.zoom.us/j/6430016691643000>

intro to the WEPS gender gap analysis tool on March 25th, 2021. The webinar was focused on exploring how the American private sector can best contribute to gender equality.

The webinar offered an overview of the women empowerment principles gender gap analysis tool (WEPS Tool), a business-driven tool designed to help companies

nar here: <https://uso2web.zoom.us/j/6430016691643000>



Tribute to Amb. Elijah Onyeagba

APRIL 16, 2021. Join us in congratulating another AIU alumnus for an outstanding achievement. An article by Simon Tuleh was published in tribute to **Dr. Elijah Onyeagba**, Nigeria’s Ambassador to the Republic of Burundi.

Vanguard News is one of the leading Newspapers in Nigeria today. It has developed a rich heritage as the most entertaining, refreshing, authoritative, detailed and reader friendly newspapers in the country.

In this article, **Ambassador Elijah Onyeagba** was highted as one of the 41 diplomats

appointed by President **Muhammadu**, who were posted to various missions to represent the country. The article also noted that he is the plenipotentiary of the Federal Republic of Nigeria to the Republic of Burundi, East Africa.

You can read the rest of the article on the following link: <https://www.vanguardngr.com/2021/04/tribute-to-amb-elijah-onyeagba-nigerias-ambassador-to-the-republic-of-burundi/>

Dr. Elijah Onyeagba completed a Doctorate program in Economics at **Atlantic International University**.

Ambassador Onyeagba, we wish you the best in all your future projects and congratulate you on your achievements.



Paper on digital technologies

APRIL 7, 2021. One of our students, **Shivajee Sapkota**, Team Leader of HUB Cooperative Service of Nepal presented a paper on Digital technologies for Nepalese cooperatives on April 2, 2021 on the occasion of National Cooperative Day in Nepal. This is the first program organized in far western region.

There were around 200 representatives from the cooperative leaders and managers to get idea of latest technologies for cooperatives to provide better and quick service to the member in this pandemic. HUB cooperative service Ltd



(www.hubcooperative.com) is a technology service which has nationwide network for digital payment, remittance and mobile banking.

The presentation was focused on technology adoption and cashless transaction of community people from the cooperatives, branchless

banking and promotion of mobile banking which will reduce health risk and cost in the societies.

A data from national network of telecommunication shows the total user of mobile is 39,988,752 (2020) out of 26,400,000 population of Nepal, it means

people has more than one mobile connection. The digital payment system for cooperatives will enable any members or individual to perform their transaction or payment through mobile applications now.

During the Inaugural session, vice-chairperson from the cooperative development board, member of parliament from the province, district administration officer, national federation members supported the mission of HUB cooperatives to digitization of cooperatives and committed for its expansion of the service collaborating with local authorities to enhance the capacities of cooperatives in the region.

Shivajee Sapkota has completed a Doctorate program in Human Resources Management at AIU.

16TH INTERNATIONAL CONFERENCE ON Interdisciplinary Social Sciences



Call for Papers

This Conference will be held **21–23 July 2021** at **Oxford Brookes University**, Headington Campus, Oxford, UK. We invite proposals for paper presentations, workshops/interactive sessions, posters/exhibits, colloquia, focused discussions, innovation showcases, virtual posters, or virtual lightning talks.

2021 Special Focus:

“The opportunities of crisis: Resilience and change in world history”

Theme 1: Social and community studies. **Theme 2:** Civic

and political studies. **Theme 3:** Cultural studies. **Theme 4:** Global studies. **Theme 5:** Environmental Studies. **Theme 6:** Organizational studies. **Theme 7:** Educational studies. **Theme 8:** Communication.

Become a Presenter:

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

Late proposal deadline

21 June 2021

Regular registration deadline

21 June 2021

Visit the website:
<https://thesocialsciences.com>



AIU Students & Graduates BREAKING PARADIGMS

May you enjoy the videos and be inspired by them.



Forbes Magazine for two years running and voted as one of the most powerful women in the world.

She also created the **Joyce Banda Foundation**, an

Dr. Joyce Banda GRADUATE

This video is about Malawi's first female president and Africa's second, **Dr. Joyce Banda**. She was voted as Africa's most powerful woman by

organization that is dedicated to improving the wellbeing of women and children.

Watch video here: <https://www.aiu.edu/resources/repvideos/AIU%20STUDENTS%20BREAKING%20PARADIGMS%20JOYCE%20BANDA.mp4>



This video is about **Dr. Marina Aymar Gomez**. She is an expert in the area of communication.

She is a published author and currently works in the Universidad Estatal of Dominican Republic.

Watch video here: <https://atlanticinternationaluniversity.screencasthost.com/watch/crerovVVia>



This video is about **Luis Antonio Poblete Oñate** from Chile. He graduated from AIU with a

Bachelors of Business Administration. The subtitles can be read to the side of the video.

Watch video here: <https://atlanticinternationaluniversity.screencasthost.com/watch/criffqkVVS3r>

14TH INTERNATIONAL CONFERENCE ON Global Studies



Call for Papers

This Conference will be held **5–6 June 2021** at **Concordia University**, Montreal, Canada. We invite proposals for paper presentations, workshops/interactive sessions, posters/exhibits, colloquia, focused discussions, innovation showcases, virtual posters, or virtual lightning talks.

2021 Special Focus:

"Life after pandemic: Towards a new global biopolitics?"

Theme 1: Networks of economy and trade.
Theme 2: The power

of institutions.

Theme 3: Vectors of society and culture.
Theme 4: Ecological foundations.

Become a Presenter:

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

Late proposal deadline
5 May 2021

Regular registration deadline
5 May 2021

Visit the website:
<https://onglobalization.com>

Honors

APRIL, 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!**



SUMMA CUM LAUDE

Cristian Perdomo Hernández
Doctor of Political Science
POLITICAL PARTIES AND ELECTORAL JUSTICE



CUM LAUDE

Lilian Cerna Cartes
Master of Psychology
CHILD PSYCHOLOGY



CUM LAUDE

Marino De Jesus Lopez Garcia
Doctor of Education
COMPLEX THINKING

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Latest News: www.aiu.edu/news.aspx
News Archive: aiu.edu/aiu2016/DownloadCenter.html

Image: www.studyinternational.com

Graduates of the month

APRIL 2021

João Manuel Ferreira Da Conceição Neto
 POST-DOCTORATE OF AGRICULTURAL SCIENCE
AGRONOMY AND LEGAL STUDIES
 ANGOLA

Gastón Armando Cazeaux
 BACHELOR OF SECURITY
ANTI-TERRORISM SECURITY
 ARGENTINA

Terri Ann Johnson
 MASTER OF ARTS
MUSIC
 BAHAMAS

Uchada Sankoloba
 BACHELOR OF SCIENCE
ENVIRONMENTAL HEALTH SCIENCE
 BOTSWANA

Sharon Thangadurai
 DOCTOR OF SCIENCE
PUBLIC HEALTH
 CAMBODIA

Cecilia Verónica Jaramillo De Rojas
 DOCTOR OF SCIENCE
PERSONALITY PSYCHOLOGY
 CANADA

Adefemi Michael Debo-Omidokun
 DOCTOR OF SCIENCE
INFORMATION SYSTEMS ASSURANCE
 CANADA

Jean Chrisostome Joseph Felix
 MASTER OF SCIENCE
RISK AND DISASTER MANAGEMENT
 CANADA

Marcolino Fonseca Dias
 BACHELOR OF SCIENCE
ELECTRICAL ENGINEERING
 CAPE VERDE

Nicolás Andrés González Saavedra
 MASTER OF NUTRITION
SPORTS NUTRITION
 CHILE

Angela Maryed Florez Rios
 DOCTOR OF BUSINESS ADMINISTRATION
BUSINESS ENVIRONMENTAL MANAGEMENT
 COLOMBIA

Arcadio Muñoz García
 BACHELOR OF SCIENCE
CIVIL ENGINEERING
 COLOMBIA

Mauricio Fernandez Dulcey
 BACHELOR OF SPORTS SCIENCE
PHYSICAL EDUCATION
 COLOMBIA

Marino De Jesus Lopez Garcia
 DOCTOR OF EDUCATION
COMPLEX THINKING
 COLOMBIA

Yesenia Alt. Moronta Piña
 MASTER OF SCIENCE
PSYCHOPEDEAGOGY
 DOMINICAN REPUBLIC

Cristian Perdomo Hernández
 DOCTOR OF POLITICAL SCIENCE
POLITICAL PARTIES AND ELECTORAL JUSTICE
 DOMINICAN REPUBLIC

Raysa Maria Montilla
 BACHELOR OF MARKETING
MARKETING
 DOMINICAN REPUBLIC

Juan Francisco Lugo Mejia
 BACHELOR OF SCIENCE
ELECTRICAL ENGINEERING
 DOMINICAN REPUBLIC

Rafael Moreta Frias
 BACHELOR OF VISUAL ARTS
VISUAL ARTS
 DOMINICAN REPUBLIC

Claudio Jorge Suero M.
 BACHELOR OF INTERNATIONAL BUSINESS
BUSINESS DEVELOPMENT
 DOMINICAN REPUBLIC

Alenny Rivas Santos
 MASTER OF INDUSTRIAL ENGINEERING
STRATEGIC PLANNING, RISK MGMT AND ORG. DEV.
 DOMINICAN REPUBLIC

Lía Azucena Buñay Toledo
 BACHELOR OF EDUCATION
COMPREHENSIVE EDUCATION
 ECUADOR

Milena Estefani Zhong Pitti
 BACHELOR OF BUSINESS ADMINISTRATION
ACCOUNTING
 EL SALVADOR

Nitin Navitesh Raj
 BACHELOR OF SCIENCE
POLITICAL SCIENCE
 FIJI

Pa Majagne Ndow
 MASTER OF ACCOUNTING AND AUDIT
ACCOUNTING AND AUDIT
 GAMBIA

Luz Marina Urrego
 MASTER OF SCIENCE
PUBLIC HEALTH
 GERMANY

Agyemang Prempeh
 DOCTOR OF PHILOSOPHY
PUBLIC HEALTH
 GHANA

Kwame Adinkra Amo
 DOCTOR OF PUBLIC HEALTH
PUBLIC AND COMMUNITY HEALTH
 GHANA

Emmanuel Woolhouse-Sackey
 MASTER OF FINANCE
FINANCE
 GHANA

Byron Estuardo Samayoa Bojorque
 BACHELOR OF ACCOUNTING
ACCOUNTING
 GUATEMALA

Jairo Javier García Zelaya
 BACHELOR OF SCIENCE
CIVIL ENGINEERING
 HONDURAS

Timothy Ozemebhoya Asotie
 MASTER OF INTERNATIONAL RELATIONS
INTERNATIONAL RELATIONS
 ITALY

This month we have graduates from: Angola · Argentina · Bahamas · Botswana · Cambodia · Canada · Cape Verde · Chile · Colombia · Dominican Republic · Ecuador · El Salvador · Fiji · Gambia · Germany · Ghana · Guatemala ·

<p>Asanad Adwoa Kenny Ayilara- Giwa BACHELOR OF SPECIAL EDUCATION <i>SPECIAL EDUCATION</i> IVORY COAST</p> <p>Calvin Young DOCTOR OF PHILOSOPHY <i>PSYCHOLOGY</i> JAMAICA</p> <p>Samuel Muriithi Mbogo DOCTOR OF PHILOSOPHY <i>DEVELOPMENT STUDIES</i> KENYA</p> <p>Alan Robert Jordan MASTER OF THEOLOGY <i>THEOLOGY</i> KENYA</p> <p>Abraham B. Holly MASTER OF HEALTHCARE ADMINISTRATION <i>HEALTHCARE ADMINISTRATION</i> LIBERIA</p> <p>Daniel V. H Kashikola DOCTOR OF PHILOSOPHY <i>BUSINESS MANAGEMENT</i> NAMIBIA</p> <p>Abraham Okechukwu Nwachukwu DOCTOR OF PHILOSOPHY <i>PSYCHOLOGY</i> NIGERIA</p> <p>Uche Lilian Ekwunife DOCTOR OF PHILOSOPHY <i>PUBLIC ADMINISTRATION</i> NIGERIA</p> <p>Aiwuyor Omoyahiegbe Samson BACHELOR OF BUSINESS ADMINISTRATION <i>BUSINESS ADMINISTRATION</i> NIGERIA</p> <p>Okoye Innocent Emeka MASTER OF SCIENCE <i>FINANCIAL MANAGEMENT</i> NIGERIA</p>	<p>Ekundayo Olorundare MASTER OF SCIENCE <i>HUMAN RESOURCES MANAGEMENT</i> NIGERIA</p> <p>Babajide Aminu Jabita DOCTOR OF PHILOSOPHY <i>FINANCE</i> NIGERIA</p> <p>Olasoji Olugbenga Oginni DOCTOR OF PHILOSOPHY <i>FINANCE AND ACCOUNTING</i> NIGERIA</p> <p>Liman Alhaji Goje DOCTOR OF PHILOSOPHY <i>HEALTH INFORMATION SYSTEMS</i> NIGERIA</p> <p>Daniel Kwaw Cudjoe BACHELOR OF SCIENCE <i>PROJECT MANAGEMENT</i> OMAN</p> <p>Gregory Mario Gilbert Monfardino BACHELOR OF SCIENCE <i>DIET AND NUTRITION</i> PANAMA</p> <p>Benjamin Hemb BACHELOR OF SCIENCE <i>FISHERIES AND MARINE RESOURCES</i> PAPUA NEW GUINEA</p> <p>Israel Constantino Sanchez Pulido BACHELOR OF BUSINESS ADMINISTRATION <i>HUMAN RESOURCES MANAGEMENT</i> PERU</p> <p>Cesar Augusto Fernandez Pena BACHELOR OF ECONOMICS <i>ECONOMICS</i> PERU</p> <p>José Manuel Macumbo Costa Alegre BACHELOR OF SCIENCE <i>INFORMATION TECHNOLOGY MANAGEMENT</i> SÃO TOMÉ E PRÍNCIPE</p>	<p>Umaru Tamba Lamin BACHELOR OF SCIENCE <i>ENVIRONMENTAL ENGINEERING</i> SIERRA LEONE</p> <p>Endalkachew Wubetu Gebre BACHELOR OF SCIENCE <i>MECHANICAL ENGINEERING</i> SIERRA LEONE</p> <p>Cosmas Kayanga Elisa Munda MASTER OF BUSINESS ADMN. AND ECONOMICS <i>BANKING AND FINANCE</i> SOUTH SUDAN</p> <p>Lilly Toby Kullo BACHELOR OF SCIENCE <i>PUBLIC HEALTH</i> SOUTH SUDAN</p> <p>Merve Fedai BACHELOR OF ARTS <i>BUSINESS ADMINISTRATION</i> TURKEY</p>	<p>Semih Kiraç BACHELOR OF ARTS <i>BUSINESS ADMINISTRATION</i> TURKEY</p> <p>Mert Akbaba BACHELOR OF ARTS <i>BUSINESS ADMINISTRATION</i> TURKEY</p> <p>Yusuf Uzunkaya BACHELOR OF ARTS <i>BUSINESS ADMINISTRATION</i> TURKEY</p> <p>Freddy Espin Ordoñez BACHELOR OF SCIENCE <i>PHYSIOTHERAPY</i> UNITED KINGDOM</p> <p>Doris De Souza BACHELOR OF ARTS <i>EDUCATION</i> UNITED KINGDOM</p>	<p>Mariela Beatriz Acosta Peña BACHELOR OF EDUCATION <i>COMMUNITY PROJECTS</i> URUGUAY</p> <p>Carlos Neris Cisneros Cortez BACHELOR OF SCIENCE <i>CIVIL ENGINEERING</i> USA</p> <p>Gregory Omolua Anyiador DOCTOR OF BUSINESS MANAGEMENT <i>BUSINESS MANAGEMENT</i> USA</p> <p>Nobert Muvhiringi MASTER OF PHYSICAL EDUCATION <i>SPORTS NUTRITION</i> ZIMBABWE</p> <p>Stephen Mutamba MASTER OF ARTS <i>CRIMINAL JUSTICE</i> ZIMBABWE</p>
				
<p align="center">FIND MORE GRADUATES</p>				
<p align="center">Gallery: aiu.edu/Graduation/grids/currentgallery.html Interviews: www.aiu.edu/Graduation/grids/interviews.html</p>				

EDUCATION AS A HUMAN RIGHT

Role of education in daily life and betterment of society

Idris Ortameson Kamara | Doctorate in Public Health | Excerpt



Image: www.education.pitt.edu

The role of education in daily life as well as society is very important and leaves a great on the overall progress of society. Education is the only area which is equally important to each and every person of the society.

The role and function of education cannot be over emphasized. Education enhances and develops human abilities, identity, integrity, power and even potential. Until the early twentieth century, education was a privilege for only certain classes of a society. Some countries on the other hand tried to enlighten the general masses by making education a right. In 1948 United Nations Charter and Universal Declaration of Human Rights (UDHR) provided a human right to education under Article 26. To have a better understanding of the rights to education, laws from other foreign countries implemented the human rights principles for a better understanding to education. Therefore, education should reflect the purpose, function, quantity, quality, access and contents which the human right to education attempts to protect, prohibit, and provide.

Numerous international instruments, treaties and national laws relating to education as a human right became

diversified, complicated and interdisciplinary. Domestic laws, including state laws and local ordinances were considered as the right to education was applied and implemented differently among different states.

Because the right to education has been recognized as a human right and defined in various human rights instruments in various contexts, this right was asserted against states and their agencies. UDHR Article 26(1) states that “everyone has the right to education”.

It is not meant only schooling or getting degrees from colleges and universities. It may be formal, informal or non-formal. In its every form, it is equally important.

Education has a prominent role in this modern era of the global world. In today’s world, it has become the most important factor in the development of society. It plays a key role in the betterment of society. The need of education is increasing day by day due to which it has become of utmost importance.

Education is the ultimate pathway of success. It gives a great deal of support and encourages each and every individual. The stunning fact is that education is given the highest place in today’s world.

Education is an institution that typically is established

through a collective social desire to have civil and supportive societies. And if one considers the social dynamic found in many countries around the world, there is suggestion that education is a right. With this in mind, many existing international laws and UN documents have been created to promote and protect this notion of education like the UDHR, the International Covenant on Economic, Social and Cultural Rights (ICESCR), and the International Convention on the Rights of the Child (ICRC). These documents have helped to establish viable legal mechanisms from which nation-states can and have implemented the structures necessary to provide for appropriate educational opportunities.

Articles 28 and 29 in the CRC for example made mention on the establishment of an educational environment as a legitimate right of all children to gain access to education irrespective of their sex, ethnicity, race or religion all around the world (e.g. UNESCO, 2009). To do this is to recognize as the UN stipulates, that a right to education “goes beyond formal schooling to embrace the broad range of life experiences and learning processes which enables every child access to education

within the society”.(UN, 2001, ‘APPENDIX’, P.2). To uphold these goals of the CRC is to make a commitment to prepare children to live a useful life in the society in the spirit of the ideals found in the UDHR and provide children with an empowering educational environment.

Basically, education is a process of continuous learning which should be continued till life ends. One should learn to live a decent life, a life which many promote knowledge and awareness to society or individuals. To acquire education is a fundamental right of each

and every individual. Education should be imparted to all without any discrimination. It is an essential commodity like food, clothing and shelter.

Role of education in daily life and society

Education plays a key role in determining how you spend your adult life-a higher level of education means higher earnings, better health and longer life. By the same token, the long term social and financial costs of educational failure are high.

Those without the skills to participate socially and

economically generate higher costs for health, income support, child welfare, and social security systems. Education is a major aspect of the development of any modern society.

It brings awareness to people and keeps them away from superstitious beliefs. It provides best possible settlement. An educated person can always manage things better than those of uneducated persons. An educated person can lead his life with many comforts.

Education teaches the students to remain physically and mentally strong. It is the best investment for the people





Image: www.britannica.com

because well educated people have more opportunities to get a job which gives them satisfaction. An educated person will be always respected in any part of the world and his talent will be awarded and rewarded.

Literacy rate depends on education, the higher is the literacy rate, and the better is the society. All the advancement in technology is due to education. Education is the ultimate factor that provides employment, so it plays a vital role in the development of the country and also in raising the per capita

income of the country.

Education is the best weapon to eradicate poverty. It keeps the people away from superstitious beliefs. It is the only pathway to maintain success in life. It increases the ethical values of the person.

Education is not only learning about books but also learning about how to live life. It rapidly increases your skill and awareness. An educated person will identify the difference between good and bad. Education has expanded significantly in the past

half-century but hopes that this would automatically bring about a fairer society have been only partly realized.

Women have made dramatic advances, but overall social mobility has not risen and in some places due to which inequalities of income and wealth have increased.

In short, we can say that education is of the utmost importance and plays a vital role in the advancement of any society. Education has also become a basic commodity like food, clothing and shelter.

It develops a positive attitude in the society. It is the ultimate pathway of success. Education is a major tool in the world which is a key to success in every work of life.

A comprehensive essay on education for all.

Education is a process of imparting knowledge from teachers to the students. This process may contain a different variety of steps depending on the stage and quality of education. It is a key process which plays a significant role in maintaining the culture and ethics of the society.

Education thus is an extremely important element and prior condition of revamping the society. It empowers the people to comprehend the world out of the box and help them to become humanist and self-reliant.

Modern education is most suitable, open and liberal. The education brings freedom, equality, and humanism to the life of individual and society as well. There are variety of subjects taught in different fields that is technology, linguistics, economy, culture, agriculture, health and many more.

Education is an important medium to acquire skills and knowledge. Education of a child for example begins at home. Thereafter, as the child

grows, he/she goes to schools, colleges, and other educational institutes.

Education brings positive changes in the child's life and helps him or her to become a useful member in the society. It enhances knowledge, skill, and intelligence of a person and enables him/her to lead a successful life.

Education is a social instrument through which a man can guide his destiny and shape his future. It is also important in social and economic development of a country. In this scenario, adult's education becomes inevitable for his own life as well as society. It is very difficult for an uneducated person to contribute towards betterment and development. A child entering his adult life gets education from college or university. Both colleges and universities play important role in imparting adult education.

Education at any stage of life

One should get education throughout his life from childhood to end of his life. Even if an individual cannot get proper education, he may acquire the technical knowledge which never requires age restrictions.

No development is possible without skillful and technical education. Skillful and

<p>technically trained human resource plays important role in the development of the country. Economic growth of a country mostly depends on these skillful human resources.</p> <p>Advantages of education</p> <ul style="list-style-type: none"> • Knowledge gained through education opens the door of a lot of opportunities and betterment. • Education makes us humble, polite and courteous. 	<ul style="list-style-type: none"> • Education creates awareness and expands our vision. • We become more aware of ourselves, about society, about everything that surrounds and affect our life. • An educated person commands respect in society. • Education enables us to earn our livelihood. Education empowers an individual to get a good job. • The knowledge of science and technology empowers development in many fields. 	<p>Steps to improvement in education</p> <p>Keeping in view the importance and advantages of education, the following steps can be taken for improvement of education:</p> <ol style="list-style-type: none"> 1. Foreign research material should be translated into a local language. It would be helpful in gaining more knowledge and advancement in different fields of life. 2. Keep a check in distance education. 	<ol style="list-style-type: none"> 3. Increase in incentives of teachers. 4. Announcement of scholarships and financial support for students. 5. Different steps should be taken to enhance the creativity of students. <p>Conclusion</p> <p>The countries with a high level, effective and more focused system of education are the leaders of the world both economically and socially. Education is very helpful for us because it helps us to grow</p>	<p>in every work of life.</p> <p>The importance of education cannot be explained in words. Its importance can be known after gaining the knowledge. Education makes a well-known personality and respects. It creates the ability to take right decisions.</p> <p>The claim that education is a human right is an important one. It is important because there is responsibility to enable one to develop and acquire a set of capabilities to lead their own lives in a meaningful and fulfilling way.</p>
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Live on



Image: Michael Smith / Flickr

e) Live on is solving what apparently became a problem.

More than one will say that it's too much to do to say that I live, that I'm in this world.

There are those who spend their lives and didn't know what it was to live.

It is very sad to get to the end and perhaps in those final years to realize all that they let go of.

For many, living is being happy, they can be asked what it's to be happy and they don't have an answer.

Given the historical moment that we are living, what is clear to many is what happens when you don't have life.

It wouldn't be better for us to learn about the virus that plagues humanity, what life is?

If living is all that we have just listed and it translates into being happy, it seems that we have to be very clear about what it's to be happy.

The first expression of living as being in the world is not

Live on is such a short expression. How much meaning is inside it! We are in a period of History in which what we hear is the opposite of this expression. The great thing

about our historical moment is that we have to fight to live.

What live on is? There are those who think that live is being in the world and having all possible goods. Live on, for

others, is just eating every day. Live on is being biologically.

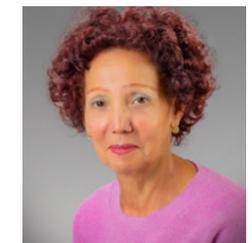
The concept about live on has many meanings

a) Live on is developing our skills.

b) Live on is looking for growth opportunities.

c) Live on is feeling happy for the goals we achieve.

d) Live on is seeking new goals.



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

living; it doesn't make us happy because to be in the world you have to know where politics, the economy, the social movement, morality are going, so that the movements that occur don't generate surprises. Therefore being in the world is not so easy.

Having all the goods is not living either, because together with having you have to live biologically. In that living biologically, you have to take care of being healthy.

You have to take care of eating what the body needs and knowing how to do it.

Therefore having everything doesn't mean living without thinking about anything.

Eating every day also has its strong point; you have to look for the right foods and also in a society of commerce, the production of goods, to obtain them: you have to work to buy them, so, eating well doesn't mean getting under a palm tree and waiting for the food to arrive.

To live is to be well biologically because we eat the right things and in the right amounts and for that we have to investigate. Things get complicated when living involves developing our skills. Like it or not, for everything, we have to seek the knowledge of.

If we seek the knowledge of our abilities and we develop

them, our whole being and environment begin to grow in the appropriate sense because we walk in the sense that makes us feel satisfied, happy and therefore we are living.

When we seek the development of our skills, it comes with it to see our opportunities clearly.

My abilities are mine so, my opportunities are also mine and then, yes, I'll find the space to be happy; I'll find the space to live.

If I dedicate myself to copying what I see in others, I won't be able to do anything because I don't have the skills to do so. If I look for my skills I'll be very clear about the search for my opportunities and by doing a job that leaves me satisfied, I'm living.

Living is being, it's being to be well: biologically, socially and mentally.

When we achieve the stages that we have mentioned, we can say that we live and with that having we achieve in an easier way to solve what comes our way with some difficulty.

Living is more than being there for what we are describing. All the aspects that we have mentioned constitute what we call freedom.

As human beings, it happens to us that we don't know what to live is and when we



Image: kafka4prez / Flickr

learn it, the time to carry out the activities that we had to carry out has passed.

We are facing a global event that apparently surprised all human beings.

We can't let the facts defeat us as human beings and as a society. Each of us, instead of complaining about governments or that other circumstance generated what we live; we have to find a solution to what life is for each one.

What do I have to do in the environment that I live to move forward? I have to see if I have to set long-term goals.

What can I do with what I now obtain? What we should never do is fall into the circumstances. We can continue to be in control of our lives.

The anxiety of many people is the uncertainty of what happens. That uncertainty is what can't beat us. That uncertainty is what generates sadness and anxiety. I can't do this or that but I can do this and that.

Another thing that we can't do is, wait for each day to see what will happen because that

way we lose control of our life.

Nor can we continue to think that now I can't do this or what I did, we must continue to build a way as human beings. You have to look for the goals to achieve and not fall into the anguish of living in the past. We must continue to build our lives.

Go ahead, you can look for the positives in your life
Go ahead, you can build with what you have.

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LEARNING



Image: www.bostonglobe.com

High education

Post-pandemic is time to ask what teaching means.

If someone had said back in 2019 that most university teaching could go online within a few months, no one would have believed it. They would have been told that it would take years for academics and universities to prepare. The pandemic of 2020 showed that it was possible to move teaching online fast. A pragmatic decision made necessary by a government lockdown changed university teaching almost overnight.

Some excellent university technicians facilitated huge technical changes to teaching. This was very impressive, but it was merely a technical shift that had no basis in professional or curricula development. The argument for online learning had not been won. A

few universities went 'online only', but others went for a blended approach. ...

Of all the arguments that the pandemic forced academics and others to face was the argument for education. That argument was not won. The return to education was defended in terms of protecting the well-being and mental health of students. The argument that what students needed above all else was an education was bypassed. Students were defended not as human beings who need to have that conversation between generations, but as diminished vulnerable victims of the pandemic who needed schools as a therapeutic place. ... *Read full text: <https://www.universityworldnews.com/post.php?story=20210201131303605>*

Read full text: <https://www.universityworldnews.com/post.php?story=20210201131303605>

The minds of plants

From the memories of flowers to the sociability of trees.

At first glance, the Cornish mallow (*Lavatera cretica*) is little more than an unprepossessing weed. It has pinkish flowers and broad, flat leaves that track sunlight throughout the day. However, it's what the mallow does at night that has propelled this humble plant into the scientific spotlight. Hours before the dawn, it springs into action, turning its leaves to face the anticipated direction of the sunrise. The mallow seems to remember where and when the Sun has come up on previous days, and acts to make sure it can gather as much light energy as possible each morning. When scientists try to confuse mallows in their laboratories by swapping the location of the light

source, the plants simply learn the new orientation.

What does it even mean to say that a mallow can learn and remember the location of the sunrise? The idea that plants can behave intelligently, let alone learn or form memories, was a fringe notion until quite recently. Memories are thought to be so fundamentally cognitive that some theorists argue that they're a necessary and sufficient marker of whether an organism can do the most basic kinds of thinking. Surely memory requires a brain, and plants lack even the rudimentary nervous systems of bugs and worms. ...

Read full text: <https://aeon.co/essays/beyond-the-animal-brain-plants-have-cognitive-capacities-too>





img.ge: www.celebtattler.com

Janna Levin

On seeing and hearing black holes.

Black holes have always fascinated **Janna Levin**. In this episode, the astrophysicist ... describes the fierce scientific beauty and poetry she finds in them. She also talks with host about the importance of extreme creativity in scientific discovery, and why she took a major risk early in her career. ...

Strogatz: **Janna Levin** is a cosmologist. That's somebody who studies the cosmos as a whole, the whole universe. She's especially interested in how the universe evolved, how it went from the Big Bang to what it is today. I met **Janna** around 2003. It was right after she published *How the Universe Got Its Spots*, and I was completely enthralled by that book. It's so poetic, so intimate, and scientifically accurate.

There was so much to learn from it, and I just felt like I was dying to meet her, and I arranged for her to come to Cornell for a session ... and we've been friends ever since. **Janna** is a professor of physics and astronomy, but she's also a director of sciences at a cultural center in Brooklyn called Pioneer Works. Her programming there involves a lot of unsolved mysteries.

Levin: So "Scientific Controversies" is two scientists on stage addressing an unsolved problem. So the controversy isn't between the scientists, necessarily, so much as it —as it is between the scientists and nature. ...

Listen to podcast and read full transcript:
<https://www.quantamagazine.org/janna-levin-on-seeing-and-hearing-black-holes-20200303/>

Chip for AI

It works using light, not electrons.

As demand for artificial intelligence grows, so does hunger for the computer power needed to keep AI running. Lightmatter, a startup born at MIT, is betting that AI's voracious hunger will spawn demand for a fundamentally different kind of computer chip —one that uses light to perform key calculations. "Either we invent new kinds of computers to continue," says CEO **Nick Harris**, "or AI slows down."

Conventional computer chips work by using transistors to control the flow of electrons through a semiconductor. By reducing information to a series of 1s and 0s, these chips can perform a wide array of logical operations, and power complex software. Lightmatter's chip, by contrast, is designed to

perform only a specific kind of mathematical calculation that is critical to running powerful AI programs.

Harris showed *WIRED* the new chip at the company's headquarters in Boston recently. It looked like a regular computer chip with several fiber optic wires snaking out of it. But it performed calculations by splitting and mixing beams of light within tiny channels, measuring just nanometers. An underlying silicon chip orchestrates the functioning of the photonic part, and also provides temporary memory storage. Lightmatter plans to start shipping its first light-based AI chip, called Enviser, later this year. ...

Read full text: <https://www.wired.com/story/chip-ai-works-using-light-not-electrons/>

Lightmatter's Enviser chip on a conventional computer motherboard.





Bhutan

How this tiny kingdom out-vaccinated most of the world.

The Lunana area of Bhutan is remote even by the standards of an isolated Himalayan kingdom: It covers an area about twice the size of New York City, borders far western China, includes glacial lakes and some of the world's highest peaks, and is inaccessible by car. Still, most people living there have already received a coronavirus vaccine.

Vials of the Oxford-AstraZeneca vaccine arrived last month by helicopter and were distributed by health workers, who walked from village to village through snow and ice. Vaccinations proceeded in the area's 13 settlements even after yaks damaged some of the field tents that volunteers had set up for patients.

"I got vaccinated first to prove to my fellow villagers that the vaccine does not cause death and is safe to take," Pema, a village leader in Lunana who is in his 50s and goes by one name, said by telephone. "After that, everyone here took the jab."

Lunana's campaign is part of a quiet vaccine success story in one of Asia's poorest countries. As of Saturday, Bhutan, a Buddhist kingdom that has emphasized its citizens' well-being over national prosperity, had administered a first vaccine dose to more than 478,000 people, over 60% of its population. The Health Ministry said this month that more than 93% of eligible adults had ...

Read full text: <https://www.nytimes.com/2021/04/18/world/asia/bhutan-vaccines-covid.html>

Covid-19 vaccine

Researchers are hatching a low-cost one.

A new vaccine for Covid-19 that is entering clinical trials in Brazil, Mexico, Thailand and Vietnam could change how the world fights the pandemic. The vaccine, called NDV-HXP-S, is the first in clinical trials to use a new molecular design that is widely expected to create more potent antibodies than the current generation of vaccines. And the new vaccine could be far easier to make.

Existing vaccines from companies like Pfizer and Johnson & Johnson must be produced in specialized factories using hard-to-acquire ingredients. In contrast, the new vaccine can be mass-produced in chicken eggs —the same eggs that produce billions of influenza vaccines every year in

factories around the world.

If NDV-HXP-S proves safe and effective, flu vaccine manufacturers could potentially produce well over a billion doses of it a year. Low- and middle-income countries currently struggling to obtain vaccines from wealthier countries may be able to make NDV-HXP-S for themselves or acquire it at low cost from neighbors. "That's staggering —it would be a game-changer," said **Andrea Taylor**, assistant director of the Duke Global Health Innovation Center.

First, however, clinical trials must establish that NDV-HXP-S actually works in people. The first phase of clinical trials will conclude in July ... *Read full text:*

<https://www.nytimes.com/2021/04/05/health/hexapro-mcclellan-vaccine.html>



Toshiko Horiuchi

Crochet play sculpture 'Knitted wonder space 2' at Hakone Open Air Museum.

The artist created this structure using 650kg of nylon. She knitted the entire web by hand over the timeframe of a year. ... She was influenced by the Spanish architect **Antonio Gaudi** who was inspired by nature's soft curves and organic shapes. The sculpture was created by a team of structural and project designers who assisted **Toshiko** in the artwork's production. ...

"All children can play together. They do not have to be athletic, but can still use their whole bodies for fun –laughing, giggling and screaming. They have a great time together. Often older children help smaller children. They try to dazzle each other with their ingenious and acrobatic feats" said **Toshiko** in an



interview. "Children need to cope with risk. They enjoy a challenge but by nature are very careful. Presented with a play structure which does not challenge them, they quickly grow bored... and then break them. If you give them a challenging play environment, designed so children can assess risk, they will not get hurt. Our structures encourage children to challenge themselves but with many routes and options. There is no program of play. There are always alternatives. Each child plays at the level he or she is comfortable with." ...

Interplay Design and Manufacturing is the design company start by **Toshiko**. Visit: netplayworks.com

Read full text: <http://www.louisapenfold.com/>

childrens-tactile-learning-toshiko-horiuchi-macadam/



Seven Lives

By Anna and Eugeni Bach

Architecture studio **Anna and Eugeni Bach** has designed *Seven Lives*, an apartment block in Barcelona that references its surroundings but has been given a playful modern touch with vibrant balconies and an adaptable layout. The building was designed by the Barcelona-based studio to conserve and capture the essence of the neighbourhood, while also adding a contemporary look. Read

full text: [https://www.dezeen.com/2021/03/13/](https://www.dezeen.com/2021/03/13/seven-lives-apartment-barcelona-anna-eugeni-bach/)

[seven-lives-apartment-barcelona-anna-eugeni-bach/](https://www.dezeen.com/2021/03/13/seven-lives-apartment-barcelona-anna-eugeni-bach/)

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Best exercises

...for longevity, inspired by the Blue Zones.

[The Blue Zones are five places in the world where people regularly live long, healthy lives into their 100s.]

1 Walking. It is good for the overall body, including the brain. Daily walking is correlated with preserving the hippocampus, which is the part of the brain where memory is stored.

2 Bicycling. According to Robert Agnello, DO, people in the Blue Zone of Sardinia prefer bicycles as their primary mode of transportation. This undoubtedly has long-term positive effects on their cardiovascular health.

3 Dancing. This is another way people in Blue Zones keep moving with people they love in ways that bring them joy. Dancing isn't just a

way to get your heart rate up; it's also good for cognitive function because it takes coordination.

4 Tai chi. Similar to dance, tai chi takes coordination, which is good for cognitive health. Another reason why tai chi is beneficial is because it helps with stress relief.

5 Gardening. Yard work is basically strength training and it's one of the best exercises for longevity. "In all Blue Zones, people continue to garden even into their 90s and 100s," says Buettner. Gardening has the power to boost your mood whether you do it on a city balcony or in a suburban backyard. ...

Read full text: <https://www.wellandgood.com/exercises-for-longevity/>

Smartphone App

Can one change your personality?

Most of us have something about us that we're not 100% in love with—an impulsive streak, perhaps, or a short temper. What if those personality traits could be modified with daily use of a smartphone app? That was the focus of a new study from an international research team led by the University of Zurich, published in *Proceedings of the National Academy of Sciences*. ...

Around 1,500 participants were provided with a specially developed smartphone app called PEACH (Personality coACH) for three months. After this period, the researchers assessed whether—and if so, how—their personalities had changed. Five major personality traits were examined: openness, conscientiousness,

sociability (extraversion), considerateness (agreeableness), and emotional vulnerability (neuroticism). The app included elements of knowledge transfer, behavioral and resource activation, self-reflection, and feedback on progress. A virtual companion (chatbot) communicated with the participants daily and provided support to help them make the changes they desired. ...

The researchers found that participants in the waitlist control group did not change their personality traits during the one-month waiting period, but participants who received the intervention reported changes in the desired direction. ... *Read full text: <https://www.verywellmind.com/can-a-smartphone-app-change-your-personality-5113350>*



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Gabon forest

This village fights to save it from logging company.

A forestry company in Gabon has built new roads to log a forest in the northeastern province of Ogooué-Ivindo. Villagers had applied to the government last August to reclassify this valuable forest as a protected area, and say they are alarmed by the company's rapid advance while they wait for a formal response.

Rural communities in this area rely on local forests for fishing, hunting and gathering. These livelihoods and the wildlife populations they depend on are increasingly threatened by mining, intensive logging, and poaching for the illegal ivory trade and unregulated commercial hunting for bushmeat. A massive increase in logging by foreign companies over the last decade—around 40 companies hold logging

concessions covering most of the area— and associated road building has opened access to formerly intact forests and razed local ecosystems.

In response, three Ogooué-Ivindo villages have taken steps to protect the environment and their way of life. The villages of Latta, Ebessi, and Massaha have established management plans to regulate hunting practices and delineate informal protected reserves in their forests.

With logging rapidly expanding, the village of Massaha, 56 kilometers (35 miles) from the provincial capital of Makokou, has gone one step further. A portion of the forest relied on by villagers is also ... *Read full text: <https://news.mongabay.com/2021/03/logging-company-moves-into-intact-gabon-forest-as-village-fights-to-save-it/>*

Wind & solar

These energy sources ignore questions of supply and waste.

The California Independent System Operator, which manages our electric grid, rejected an oversupply of wind and solar energy last year that was equal to the annual volume of wind and solar energy from MCE (Marin Clean Energy). The oversupply pace is worse this year and points to growing issues California cannot outrun.

Wind and solar constitute the majority of our renewable energy supply. Because these sources are intermittent ... much of it cannot be used. The oversupply situation is getting worse as MCE and other energy companies attempt to pour more wind and solar onto an electric grid that is incapable of absorbing it.

The solution ... is battery storage. It is not. Lithium-ion batteries can only discharge energy for about five hours, assuming there are enough in service. The largest in the U.S. is a monster-sized 409-megawatt battery in Florida that, in a blackout, could run that state for about two minutes. Should we manufacture more batteries? According to the Manhattan Institute, it would take Tesla's giga-factory outside Reno, the largest lithium-ion battery production site in the country, 500 years to produce enough batteries to power the U.S. for one day. ... *Read full text: <https://www.mariniij.com/2021/04/07/marin-voice-wind-solar-energy-push-ignores-questions-of-supply-waste/>*



Eco Tip: Old people can teach you a lot about how to not create trash. Change your life, get sustainable. Visit MyAIU Knowledge



Indigenous peoples

Brazilian Supreme Court takes step towards recognizing their rights.

A small community of Brazilian Indians has won a land rights case at Brazil's Supreme Court that could have major repercussions for indigenous people across the country. The Court has ruled that a 2014 judicial decision canceling the return of some of their ancestral territory to the Guarani community of Guyra Roka must be revisited because the Guarani themselves were not involved in the process. Now, they must be given a fair hearing before the Court votes again on the return of their territory.

The ruling will potentially affect other communities whose lands have been stolen, but who hope to reclaim them. However, the chances of the Guarani recovering their land any time soon are remote. Most of the area has been

taken over by a powerful politician and rancher, **José Teixeira**, who has been implicated in a series of attacks on the Guarani. One of the leaders of Guyra Roka, **Ambrosio Vilhalva**, who acted in the feature film *Birdwatchers*, was stabbed to death in 2013. **Vilhalva** and others led a "re-occupation" in 2000 to recover a small parcel of their land from the rancher.

Tito Vilhalva, a religious leader of the Guyra Roka community, said: "I'm 99 years old now. [When I was young] Guyra Roka was forest –there was no road, no fences. It was just forest and Indians, monkeys and tapirs. There were no Brazilians then."

The 2014 cancelation of the Guyra Roka's territory was based ... *Read full text:* <https://www.survivalinternational.org/news/12561>

Wolves and ravens

A fascinating relationship.

The following information comes from "*The Wolf Almanac*," a celebration of wolves and their world, by **Robert Busch**. He explains the relationship and proves once again one of the many contributions wolves give to the environment.

"One of the most fascinating relationships between animals is the one that seems to exist between wolves and ravens. The raven ... will often follow wolf packs in hopes of morsels of food. And wolves have learned to watch for circling ravens as a sign of possible food below. But there seems to be more than just a symbiosis based on food between the two species; many observations have been made that can only be

described as a friendship between the big predator and the wily bird."

In *Arctic Wild*, **Lois Crisler** states her belief that "ravens and wolves just like each other's company." She described one play session between the two species, with the raven diving at the wolves and jumping around just out of reach. "He played this raven tag for ten minutes at a time. If the wolves ever tired of it, he sat squawking till they came over to him again."

L. David Mech, in *The Wolves of Isle Royale*, described the "peculiar relationship" between a flock of ravens and a large wolf pack, and ... *Read full text and find more photos:* <http://www.whitewolfpack.com/2015/06/wolves-and-ravens-fascinating.html>



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CAMPUS

SAFE SPACE FOR HUMANITY

The nine planetary boundaries

humanity must respect to keep the planet habitable

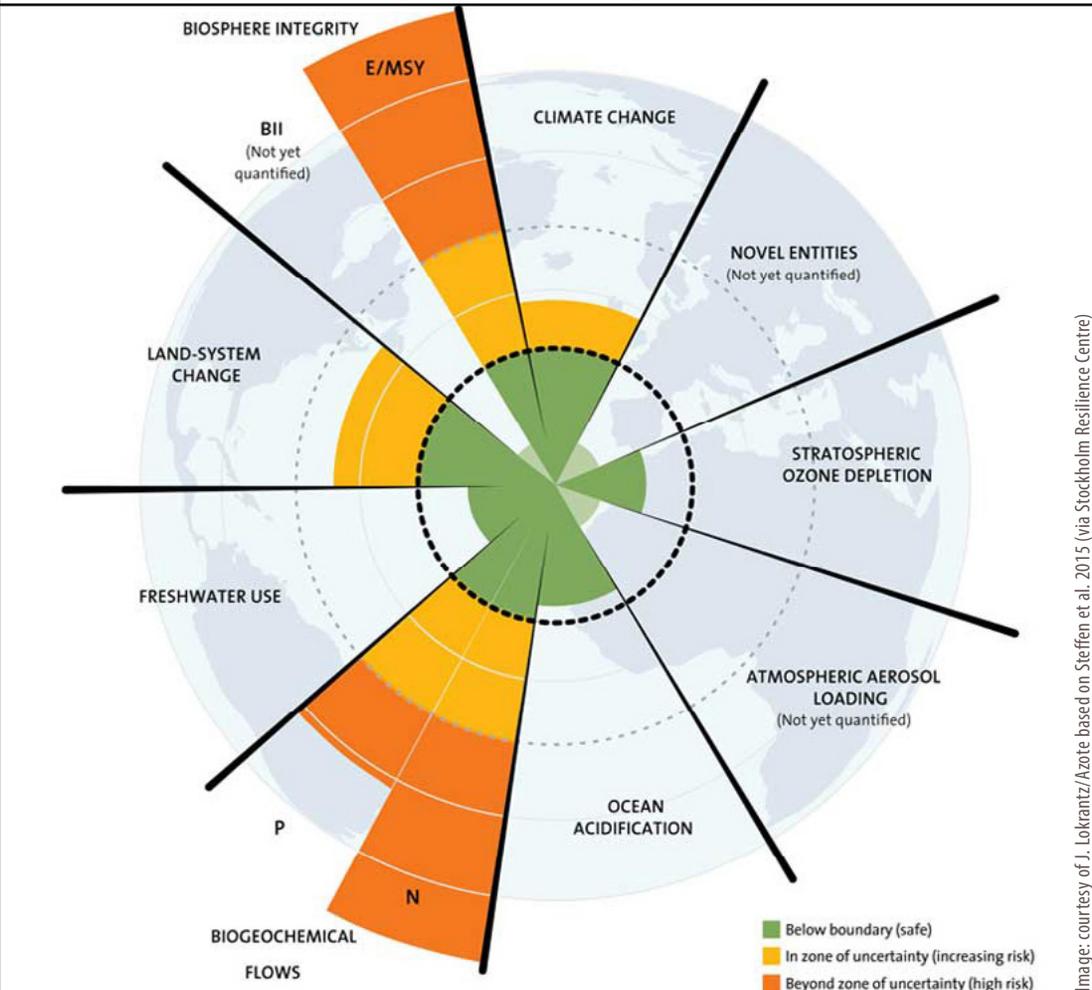


Image: courtesy of J. Lokrantz/Azote based on Steffen et al. 2015 (via Stockholm Resilience Centre)

the conditions for which civilization has been designed.

Unfortunately for us, climate change represents just one of nine critical planetary boundaries, which the imprudent actions of our species risk dangerously destabilizing and overshooting.

A safe operating space for humanity

In the mid-2000s, Johan Rockström, founding director of Sweden's Stockholm Resilience Centre, gathered an international, interdisciplinary team of scientists to unite behind a single goal: define the boundaries for a "safe operating space for humanity" on Earth. They asked themselves: what are the safe operating limits of our planet, and what changes can we force on it before we trigger rapid, catastrophic environmental harm?

In 2009, the center published the *Planetary Boundaries Framework*, which outlined nine key processes, influenced by humanity, that threaten the stability of the entire Earth System. These are: climate change, biodiversity integrity (functional and genetic), ocean acidification, depletion of the ozone layer, atmospheric aerosol pollution, biogeochemical flows of nitrogen and phosphorus,

freshwater use, land-system change, and release of novel chemicals (including heavy metals, radioactive materials, plastics, and more).

Together, the stability of these nine processes is essential to maintaining the Earth's atmosphere, oceans and ecosystems in the delicate balance that has allowed human civilizations to flourish. However, these are also the processes that human activities have impacted most profoundly.

The researchers then estimated a limit of just how much human activities could exploit and alter each of these processes before the global system would pass a tipping point—a threshold beyond which we risk sending the Earth spiraling into a state that hasn't been experienced for the entirety of human existence, bringing extreme change that could crash civilization and endanger humanity.

"Systems—from the oceans and ice sheets and climate system and ecosystems—can have multiple stable states separated by tipping points," explained Rockström, now the director of the Potsdam Institute for Climate Impact Research. If those "stable" systems are pushed too far, he said, they lose resilience and

Advanced human societies emerged during an unprecedented period of stability on Earth. During the 12,000 years prior to the Industrial Revolution, our planet's

surface temperature varied by less than 1° Celsius (1.8° Fahrenheit) above or below the average for that entire period. As a result, life—both human and wild—thrived.

But over the past two centuries, humanity has dramatically increased greenhouse gas concentrations in the atmosphere, pushing us outside this "safe" climate zone; outside

can transition, abruptly and irreversibly, into a new self-reinforcing state —one that might not support humanity.

The original 2009 Planetary Boundaries report, and its update in 2015, revealed a stark assessment: researchers found that humanity is already existing outside the safe operating space for at least four of the nine planetary boundaries: climate change, biodiversity, land-system change, and biogeochemical flows (Earth’s nitrogen and phosphorous cycles, which are being heavily impacted by global agribusiness and industry).

However, the experts warn, these limits are estimates: what we don’t know is how long we can keep pushing these key planetary boundaries before combined pressures lead to irreversible change and harm. Think of humanity, blindfolded, simultaneously walking toward nine cliff edges, and you gain some sense of the seriousness and urgency of our situation. ...

The nine planetary boundaries: a closer look

The Planetary Boundaries Framework (last updated in 2015) defines nine key Earth System processes and sets safe boundaries for human activities. They are:

1 Climate change: Rising concentrations of greenhouse gases in the atmosphere are leading to increasing global temperatures. We passed the safe boundary of 350 parts per million of CO₂ in 1988. By 2020, levels were 417ppm.

2 Novel entities: One of the more elusive planetary boundaries, novel entities refers to harmful chemicals, materials, and other new substances (such as plastics), as well as naturally-occurring substances such as heavy metals and radioactive materials released by human activities. We release tens of thousands of synthetic substances into the environment every day, often with unknown effects. These risks are exemplified by the danger posed by CFCs to the ozone layer, or of DDT to biodiversity.

3 Stratospheric ozone depletion: The depletion of O₃ in the stratosphere as a result of chemical pollutants was first discovered in the 1980s and led to the 1987 *Montreal Protocol on Substances that Deplete the Ozone Layer*. The ozone layer is now showing signs of recovery.

4 Atmospheric aerosols: Atmospheric aerosol pollution is a bane to human health and can also influence

air and ocean circulation systems that affect the climate. For example, severe aerosol pollution over the Indian subcontinent may cause the monsoon system to abruptly switch to a drier state.

5 Ocean acidification: Rising atmospheric CO₂ levels are increasing the acidity of the world’s oceans, posing a severe risk to marine biodiversity and particularly invertebrates whose shells dissolve in acidic waters.

6 Biogeochemical flows: We have profoundly altered the planet’s natural nitrogen and phosphorus

cycles by applying these vital nutrients in large quantities to agricultural land, leading to runoff into neighboring ecosystems.

7 Freshwater use: Agriculture, industry and a growing global population are putting ever greater strain on the freshwater cycle, while climate change is altering weather patterns, causing drought in some regions and flooding in others.

8 Land-system change: Changes in land-use, particularly the conversion of tropical forests to farmland, have a major effect on climate

because of the impact on atmospheric carbon dioxide concentrations, on biodiversity, freshwater, and the reflectivity of the Earth’s surface.

9 Biosphere integrity: The functional integrity of ecosystems is a core planetary boundary because of the many ecoservices they provide, from pollination to clean air and water. Scientists are concerned about rapid declines in plant and animal populations, the degradation of ecosystems, and the loss of genetic diversity which could disrupt essential biosphere services. ...

The world’s crops will need to feed 8 billion people by 2023, putting incredible pressure on Earth Systems.



Image by Albert Aschli via Flickr (CC BY-NC-SA 2.0)

Read full text and watch video: <https://news.mongabay.com/2021/03/the-nine-boundaries-humanity-must-respect-to-keep-the-planet-habitable/>

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



Image: wheelchair_rapunzel / Instagram

“There is a body positivity movement happening today and it’s so important for people with disabilities to be represented in this.”

Alex Dacy, AKA ‘Wheelchair Rapunzel’, has a degree in Rehabilitation Services, and is a strong voice for disabled body compassion and equality in social media.



Polaroid Go.
The smallest instant analog camera in the world. Features a polycarbonate resin lens with a 34-mm focal length (in 35-mm film terms), an aperture of f/12 and f/52 and has a shutter speed of 1/125 - 30 seconds. It also has a selfie mirror.
us.polaroid.com



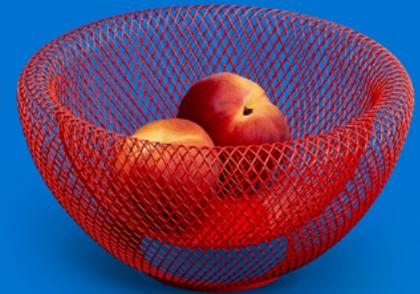
Colander bag.
Perfect for collecting fresh vegetables from your backyard garden or farmer’s market. When you’re done, you can wash all your picks at once with the hose outside or bring them to the sink in the kitchen.
www.thegrommet.com

Good advice

11. LISTEN TO LEARN.

Learn how to listen.
You can’t learn anything when you’re talking.

Source: www.inc.com



Wire mesh bowls. Ideal for serving and storing fruit: the double-walled mesh design allows for air circulation, keeping your fruit fresh. Powder-coated steel. Hand wash only. **store.moma.org**

BACHELOR'S DEGREE

Linguistics

SCHOOL OF SOCIAL AND HUMAN STUDIES



The Bachelor of Linguistics (BA) program objective is to help students develop a strong foundation in literature, literary theory, and writing allowing for a gain in comprehensive understanding of Linguistics. The Bachelor of Linguistics (BA) 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 Linguistics (BA) 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

Philosophy of language

- Syntax
- Logic and formal languages
- Introduction to computational linguistics
- Pragmatics
- Historical linguistics
- Linguistic theory
- Speech treatment
- Corpus linguistics
- Lexicology and terminology
- Psycholinguistics
- Epistemology

Skills for Success

- Good communication skills
- Able to think clearly and act quickly
- Able to stay calm in difficult situations
- Technical aptitude.

Research Project

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

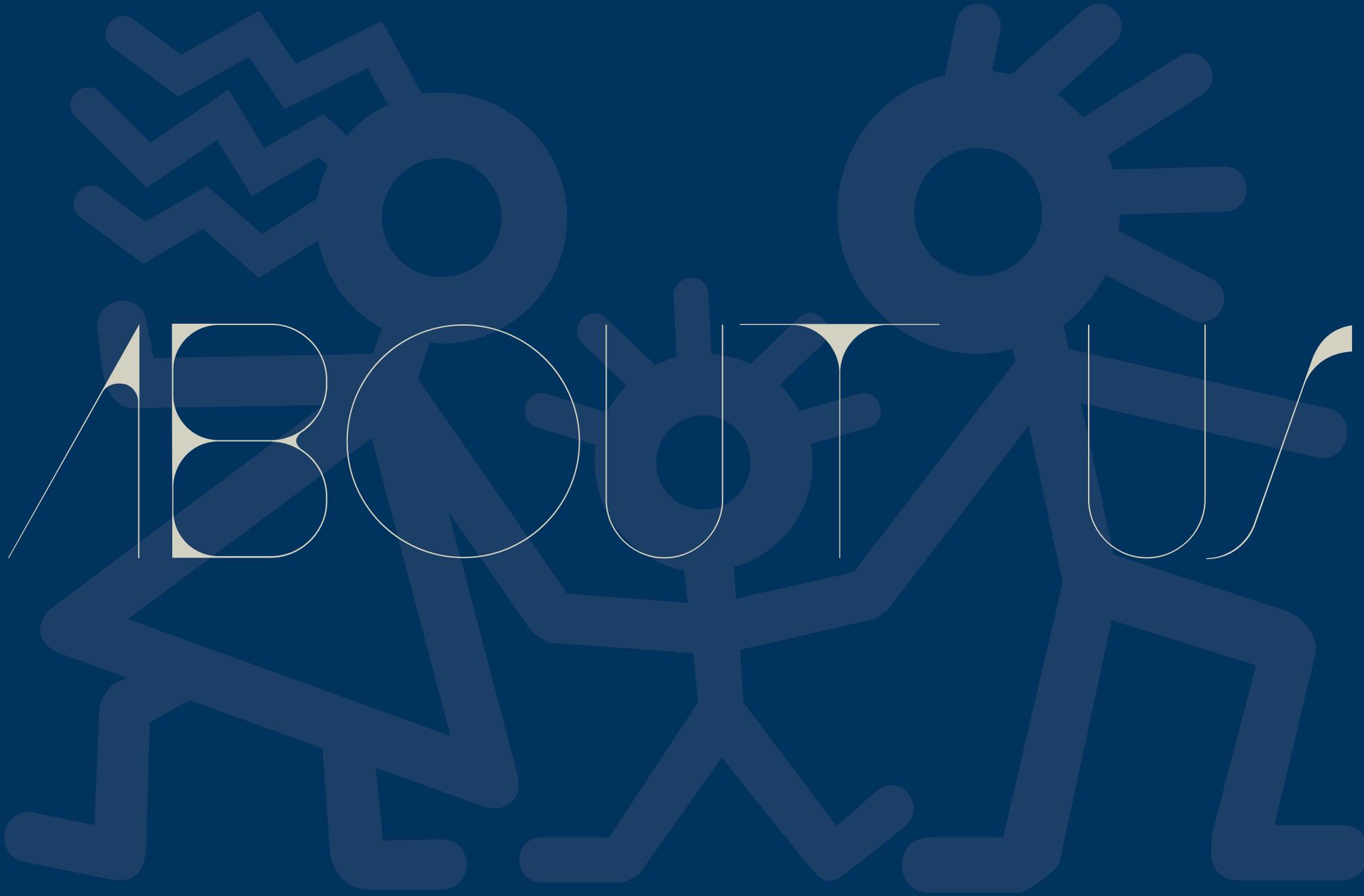
Publication. Each Bachelor graduate is encouraged to publish their research papers either online in the public domain or through professional journals and periodicals worldwide.

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
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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



School of Social and Human Studies



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.

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.

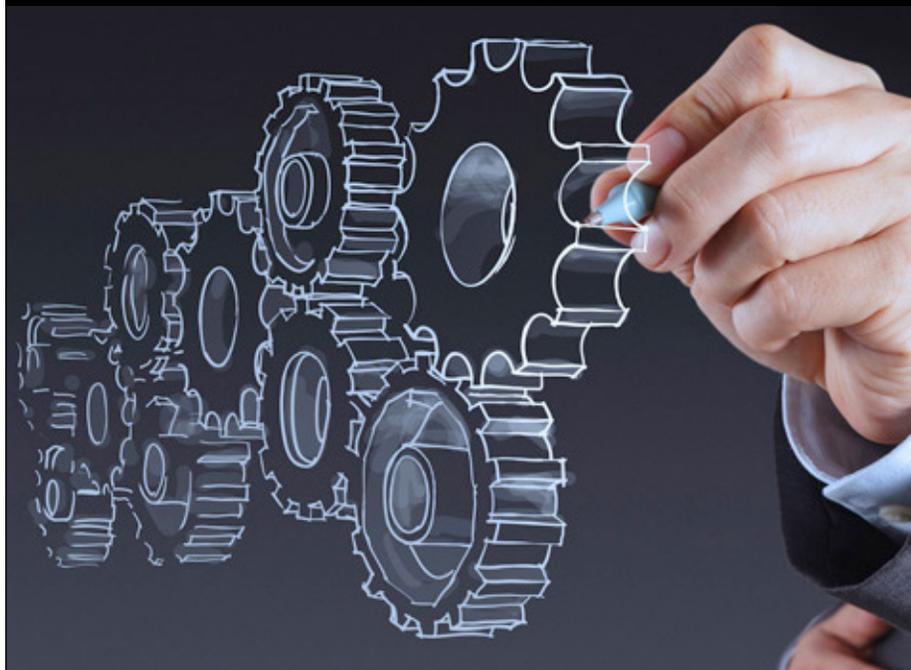
The founding principles lie on the basic right of education as outlined in the Declaration of Human Rights. We instill in our students a sense of confidence and self reliance in their ability to access the vast opportunities available through information channels, the world wide web, private, public, 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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www.aiu.edu/apply3_phone.aspx