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# Lucubrate

Magazine

## Training for all

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Article 1

## ***Important learnings from an external accreditation process: A case study from Papua New Guinea***

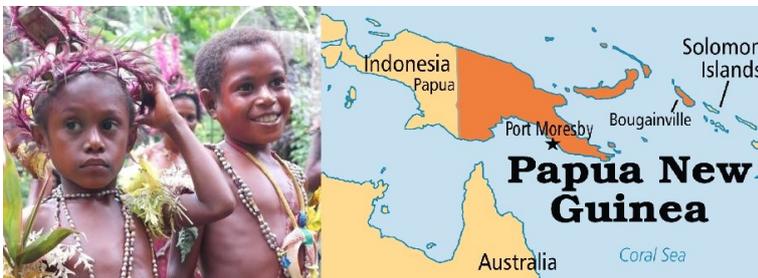
By Nita Temmerman

*One of the most significant learnings for all involved in the project has been recognition of the underutilization of internal based expertise. Another essential learning is the importance of conducting regular informal professional development for staff about local, constructive teaching-learning topics.*



Photo: unitechpng.com

In the middle of 2018, I was invited by the University of Technology (Unitech) Papua New Guinea (PNG), to support a process of reconceptualizing its undergraduate Engineering degrees for external accreditation of these programs. The broader aim was to ensure that the University continues to successfully contribute to the development of both human and social capital for the country. Unitech, which celebrated its 50<sup>th</sup> year of existence in 2015, is located in Lae – PNG’s second largest city and an industrial center in Morobe Province. Interestingly, 2015 was the same year that PNG celebrated 40 years of independence.



*Papua New Guinea, in the south-western Pacific, encompasses the eastern half of New Guinea and its offshore islands. Capital city: Port Moresby. Population 8 million people.*

It was my first time in the township of Lae and at Unitech. Although I have spent quite a lot of time in the Solomon Islands (SI) over the past couple of years and they are close neighbor countries they are different in some significant ways. PNG has a much larger population, a higher cost of living, is about 16 times bigger than SI, with a lower life expectancy and the roads are more horrendous! Personal security is always an issue. Like

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the Solomon Islands, however, PNG continues to struggle with its many on-going development challenges in education and health, not helped by reasonably frequent natural disasters such as earthquakes. Just like the people I have met and worked with in the SI, the PNG University staff were welcoming, hospitable and importantly, committed to making a difference to young people's lives and higher education in their country.

## The University of Technology PNG

Unitech is the only technological university in the South Pacific outside Australia and New Zealand. It has a student population of approximately 3000 and offers a range of undergraduate and postgraduate degree programs hosted by 13 academic departments including commerce, agriculture, computer science, architecture and building, applied science, food technology, engineering, forestry, language & communication, surveying, cartography and land management.



*The Campus. Photo: Nita Temmerman*

The University itself has had its fair share of challenges over the years, not the least of which include recent issues associated with internal governance. It is fair to say that education in PNG at all levels still faces considerable challenges of instability, scarcity of quality resources and lack of places at the higher education level. It is estimated that only about 20 percent of students who complete their final year of schooling-Year 12, go onto university or vocational training of some sort.

## Enhancing profile and attracting High-Quality Students

The reconceptualization project's expected end result is full accreditation of its Civil, Electrical, Mechanical and Mining Engineering degree programs as a means of enhancing its international profile and attracting more high-quality students from across the South Pacific. The tasks involved in achieving the desired outcome are considerable and still on-going. These include the development of Program learning outcomes, Program graduate statements, a new degree framework which has a first year that is common across all engineering disciplines, new subject specifications and consideration of new laboratory and equipment needs.

## Important learnings gained

The learnings gained by staff thus far are no different to those acquired by the team in universities elsewhere that I have worked with, regardless of geographical location. Notably, they reveal to the staff that many contributing factors impact on the success of new program design and accreditation.

One of the most significant learnings for all involved has been recognition of the underutilization of internal based expertise at Unitech. It is worthy for staff to realize that it is not essential to employ outside facilitators for every aspect of the program design and accreditation process. A number of the highly qualified academics who have recently joined the University come from elsewhere including Canada, China, Germany, India, Kenya, Libya, and the United States. There are also local staff who have completed doctoral studies in Australia, New Zealand, the UK and the USA. These constitute resources not fully tapped into regarding learning about practices, processes, systems and program designs in other universities.



*Photo: Nita Temmerman*

Another essential learning is the importance of conducting regular informal professional development for staff about local, constructive teaching-learning topics. The University has a Teaching-Learning Unit (TLMU), with a new highly qualified and very enthusiastic Director, that has as its mandate to support both students and staff in related issues. To date, it has offered formal-for-credit programs for staff, but what staff want and have indicated would be of higher value, are informal sessions on staff identified topics. Such sessions, coordinated by the TLMU, might take the form of staff sharing their own practices, seeking feedback and learning from each other about alternate ways of engaging students in the learning process and the use of different assessment tasks. These sessions will help build a stronger community of practice amongst the academics at Unitech.

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## Continuous Quality Improvement

Developing quality curriculum is a continuous process. It is mostly an on-going cycle of implementation, appraisal, reflection, and redevelopment of what is offered to students, based on evidence from staff, students, and external stakeholders. The process is part of an institution's educational quality assurance system aimed to regularly improve its practices. Whatever approach is taken to continuous quality improvement (CQI), it must be inclusive of all involved in the implementation of the academic programs. Different staff will bring different perspectives, expertise, and experiences in the exercise. There must be a full representation of aspects and ownership of changes made. There should also be an opportunity to acknowledge 'good' practice and ensure these and actions taken are shared with relevant stakeholders including students and those external to the University.

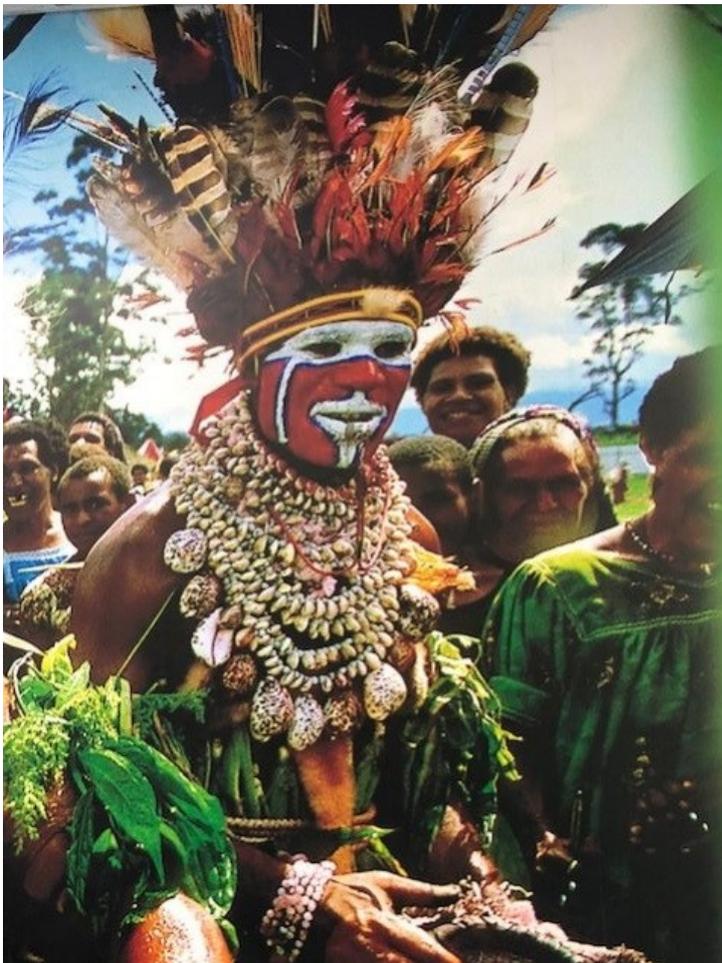


Photo: Nita Temmerman

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### Nita Temmerman (PhD)

is a former university Pro Vice-Chancellor Academic and Executive Dean, Faculty of Education. She is currently Chair of two Higher Education Academic Boards in Australia, visiting Professor to Ho Chi Minh City Open University, University of Technology PNG, Solomon Islands National University, as well as an invited specialist with the Hong Kong CAAVQ, invited external reviewer with Oman Academic Accreditation Authority (OAAA), and published author.

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## ***Policies, Changes, Estimates, and Errors***

By Peter Welch, Georgia, CEO GlobalCfo.LLC

*Changes in Accounting Estimates and Errors. The article looks into some rules when it comes to Policies, Changes, Estimates, and Errors*



Illustration: Pixaby



Accounting Series – article No: 16

Accounting Theory – Advanced Part 6

Let's now delve into IAS 8 or Accounting Policies, Changes in Accounting Estimates and Errors.

Relative to the IASB (policies and estimates): Definitions (para 5),

Accounting Policies

The following terms are used in this Standard with the meanings specified:

*Accounting policies* are the specific principles, bases, conventions, rules, and practices applied by an entity in preparing and presenting financial statements.

*A change in accounting estimate* is an adjustment of the carrying amount of an asset or a liability or the amount of the periodic consumption of an asset, that results from the assessment of the present status of, and expected future benefits and obligations associated with assets and liabilities. Changes in accounting estimates result from new information or new developments and, accordingly, are not corrections of errors.

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However, can you frequently change or amend accounting policies, I don't think so! Circumstantially you can only change accounting policies when:

- IFRS requires a change
- Improves 'faithful representation'

Sometimes transitional implementation arrangements exist, codified by other IFRSs, but ordinarily, changes in accounting policies are retrospectively implemented and in accordance with the Framework provides for comparability, a key feature. But what are accounting policies:

#### EXAMPLE-change in policy

Your financial instruments had been accounted for using LIFO. IAS 2 Inventories has now removed LIFO as an option. You change your policy for financial instruments to FIFO in accordance with IFRS.

IAS1(117)

### 25 Summary of significant accounting policies <sup>1-5,15,16</sup>

IAS1(112)(a),(b)  
(51)(b)

This note provides a list of the significant accounting policies adopted in the preparation of these consolidated financial statements to the extent they have not already been disclosed in the other notes above. These policies have been consistently applied to all the years presented, unless otherwise stated. The financial statements are for the group consisting of VALUE IFRS Plc and its subsidiaries.

IAS1(112)(a),(117)

#### 25(a) Basis of preparation

IAS1(16)

##### (i) Compliance with IFRS

The consolidated financial statements of the VALUE IFRS Plc group have been prepared in accordance with International Financial Reporting Standards (IFRS) and interpretations issued by the IFRS Interpretations Committee (IFRS IC) applicable to companies reporting under IFRS. The financial statements comply with IFRS as issued by the International Accounting Standards Board (IASB).

IAS1(117)(a)

##### (ii) Historical cost convention

The financial statements have been prepared on a historical cost basis, except for the following:

- available-for-sale financial assets, financial assets and liabilities (including derivative instruments) certain classes of property, plant and equipment and investment property – measured at fair value
- assets held for sale – measured at fair value less cost of disposal, and
- defined benefit pension plans – plan assets measured at fair value.

Illustration: PricewaterhouseCoopers 2017

## Changes in Accounting Estimates

But how do we identify and distinguish a change in accounting policy? Often it can become blurred as to whether there is a change in accounting policy or an accounting estimate? As suggested last week, though IAS 8 seems to contain three codifications (policies, estimates, and errors), there is potentially the risk of a wrong classification as the concepts can overlap.

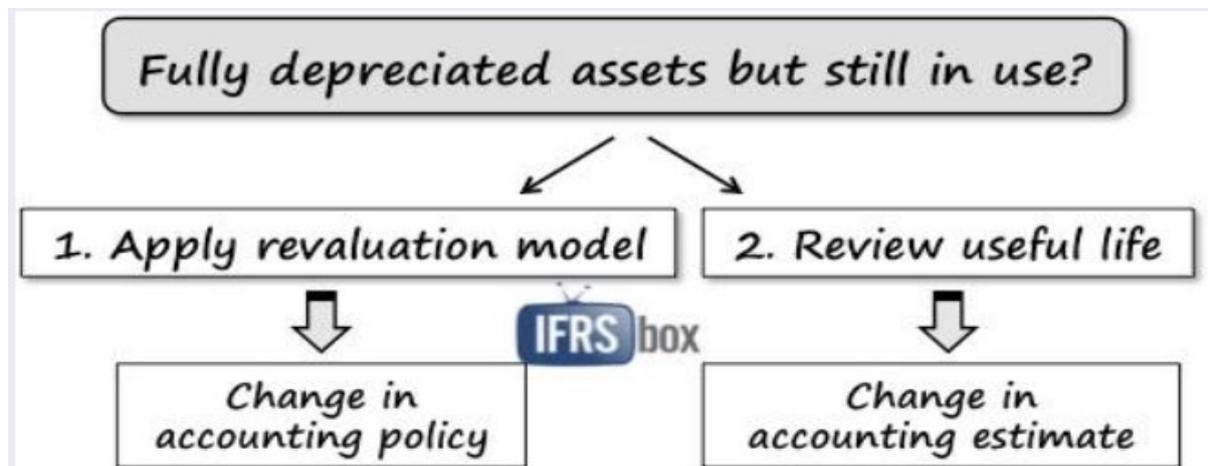


Illustration: Courtesy of IFRSbox

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### Changes in Accounting Estimates

-Some financial statement items can only be estimated, rather than measured precisely. These are forecasts of the future.

- **Estimation involves judgments** based on the latest available information. For example, estimates may be required for loan loss provisions, inventory obsolescence, fair values, useful lives and warranty obligations.

-An estimate may need revision if changes occur as a result of new information or experience.

-The revision of an estimate does not relate to prior periods and is not the correction of an error. **Financial information presented for prior periods should not be restated.**

-IFRS consider prior-period financial statements to have been properly prepared, even though estimates are revised in a subsequent period.

-The effect of revisions to estimates should be included in income in the period of the change, and future periods where relevant.

*IFRS Workbook 2017 IAS 8*



A change in accounting policy can be established by the following tests. The accounting policies chosen by an entity should reflect transactions and events through:

-recognition e.g. capitalizing or writing off certain types of expenditure);

-measurement (e.g. measuring non-current assets at cost or valuation); and

-presentation e.g. classification of costs as cost of sales or administrative expenses).

If at least one of these criteria is changed, then there is a change in accounting

*Illustration: Emile Woolf International Ltd, Essential IFRS 2017*

## Now, for ‘errors’!

Relative to the IASB (errors) para 41:

**Errors** can arise in respect of the **recognition, measurement, presentation or disclosure** of elements of financial statements. Financial statements do not comply with IFRSs if they contain either **material errors** or immaterial errors **made intentionally to achieve a particular presentation of an entity’s financial position**, financial performance or cash flows. Potential current period errors discovered in that period are corrected before the financial statements are authorized for issue.

However, material errors are sometimes not discovered until a subsequent period, and these prior period errors are corrected in the comparative information presented in the financial statements for that subsequent period

*(see paragraphs 42–47).*

Relative to ‘materiality’ you may recall Article 15, last week, referencing “Financial Shenanigans (How to detect accounting gimmicks and fraud in financial reports)

### Materiality

The nature and materiality of the information affect its relevance, and in some cases, the nature of information alone is sufficient to determine its relevance. Information will also be material where the nature and circumstances of the transaction or event are such that users of the financial statements should be made aware of them. Determining whether the information is material or not is a matter of professional judgment. The test is whether omission or misstatement of the information could influence the decisions a user of the financial statements might make. The following items will often qualify as material, regardless of their individual size:

1. related party transactions;
2. a transaction or adjustment that changes a profit to a loss, and vice versa;
3. a transaction or adjustment that takes an undertaking from having net current assets to net current liabilities and vice versa;
4. 4 a transaction or adjustment that affects an undertaking’s ability to meet analysts’ consensus expectations;

*IFRS Workbook 2017 IAS 8*

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## To be continued... (next issue)

### Acknowledgments:

- **IFRS Workbook 2017** IAS 8. The set of books provides a book for every standard. Our acknowledgment to Mr. Prof. Robin Joyce.
- Thanks also to **IFRSbox** and Silvia for her valuable contribution as a reference source. Ms. Silvia Mahútová runs the website [ifrsbox.com](http://ifrsbox.com) dedicated to helping people understand and learn IFRS in an easy way. In 2018, her website has over 130 000 visits per month and from more than 130 countries in the world.
- **PricewaterhouseCoopers**: This publication (**VALUE IFRS Plc.**) presents annual financial reports of a **fictional listed company**, and illustrates a model of IFRS financial reporting requirements. All tables/financial statements/notes used are shown without any modification.
- **Emile Woolf International Ltd**, Essential IFRS 2017. Emile Woolf International is an international global training and publishing provider. Over 100,000 people have studied with us and over 80,000 people have used our textbooks to help them pass Professional examinations.

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**Mr. Peter Welch**, CEO of GlobalCfo.LLC

GlobalCfo.LLC is expert at developing entrepreneurs and building 3-5 year business plans and cash flow projections as a prerequisite for accessing financing sources. GlobalCfo.LLC targets accounting standards compliance and theory, sound infrastructure /process mapping and COSO 2013-17/solid internal controls, ERM, and last but not least documentation /Policy and Procedures and other manuals. Additionally interim CFO services (or Rent-a-CFO by the hour/day) are offered locally or remotely as well as training at all levels and all functions not just accounting; e.g., management and leadership skills. Pre/Post-M&A is also offered.

(<http://www.GlobalCfoLLC.Com>).

## ***Intergenerational mobility outcomes among the children of immigrants***

*Intergenerational mobility outcomes among the children of immigrants vary significantly. We can find this both within and across countries, particularly along the lines of gender and parental origin countries. The good news, however, is that in all countries considered, children of low-educated immigrants on average tend to fare better than their parents.*



*Photo: Deep6 photography*

A report published in 2018 discusses the social mobility of immigrants in OECD and the European Union; “Catching Up? Country Studies on Intergenerational Mobility and Children of Immigrants”

### **Social Mobility and Social Cohesion**

Social mobility is a crucial objective for policy to foster inclusive economies and societies. How immigrants and their children, who are now accounting for almost one-in-five persons in the OECD, are faring in this respect, is particularly important for social cohesion. It is not surprising that many persons who have immigrated as adults face specific difficulties to progress, linked among others to the fact that they have been raised and educated in a different environment and education system, and that they may not have the same command of the host language as the native-born. One would, however, generally expect that for children of immigrants, especially those who are native-born, these barriers would disappear and they could enjoy the same opportunity for social mobility as their peers.

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Evidence from previous work by the OECD and the European Union suggests that native-born children of immigrants tend to still lag behind their peers with native-born parents in many OECD countries, especially in Europe. This is particularly worrying since these are a significant and growing group in most states.



*Photo: Kaique Rocha*

## **Intergenerational Mobility Patterns Vary**

The consequences of past immigration and integration are reflected in today 's intergenerational mobility of immigrants' native-born children. Among these OECD countries, Austria, France, Germany and the Netherlands share the experience of large-scale low-educated immigration, the so-called "guest workers," in the post-World War CI economic boom period. The native-born children of these immigrants generally had relatively lower starting conditions regarding socio-economic characteristics compared to their peers with native-born parents. In contrast, immigration to Canada has been mostly high-educated, although not all immigrant groups have the same background, and intergenerational mobility patterns vary across groups. The native-born children of many Asian immigrants in Canada, for example, have a remarkably high university attendance rate that is relatively insensitive to parents ' education, family income, and even their high school results.

Data from France suggest that immigrant parents frequently have high aspirations for their children, 1nore than native-born parents in a similar situation. They do not always have the capabilities or the institutional knowledge to support their children in the same way that native parents can. For example, less than 5% of children with Turkish immigrant parents receive help with homework from their mothers in France compared to over 60% of children with native-born mothers. Pre-school is of particular importance to ensure a head start, but children of immigrants are frequently underrepresented. In Austria in 2011, children whose parents were born outside of the EU were six times less likely to attend preschool than children whose parents were born in Austria. Evidence from the Netherlands also suggests that a fair share of children of immigrants "at risk" are not reached by pre-school offers.

## **Children of Immigrants in Europe are more Likely to Move Up**

A common finding across countries is that the education and labor market trajectories of immigrants' children are generally less determined by their parents than is the case for children of native-born parents. Because of their usually lower starting points, children of

immigrants in Europe are more likely to move up from one generation to the next than the children of natives. This is particularly visible among the group with a Turkish immigrant background in Germany: Almost 50% of women and about 30% of men had no educational degree in 2012. In contrast, less than 10% of their children born in Germany had left school without any diploma. Interestingly, the share of Turkish immigrant women holding no educational degree was much higher in 2012 (49%) than in 2000 (33%).



*Photo: Min An*

## Gender Differences

In France, Sweden, the Netherlands, and Canada, daughters of immigrants outperform sons in school – but not in Austria and the United States. The better performance of women is particularly pronounced among native-born whose parents came from the Maghreb in France, the Netherlands, and Sweden. Indeed in Sweden, there is no significant relationship between their education and that of their mothers. For sons of immigrants, however, low levels of mothers' education seem to have a particularly negative impact on educational attainment. One explanation put forward is the potential for bias and negative stereotyping that could affect boys more than girls. In France, sons of immigrants report unfair treatment at school more often than daughters. Despite the good performance of many immigrants' daughters at school, they tend to be more disadvantaged than their male counterparts when entering the labor market. Fewer daughters of immigrants are active in the labor market, and more remain at home, especially after they have their first child. In the Netherlands, one-quarter of the daughters of Turkish and Moroccan immigrants stop working in a paid job after having their first child, compared with 10% of women with native Dutch parents.

## Country Differences

The entrenched disadvantage is less common among the children of immigrants in North America. In Canada, the educational attainment of the children of immigrants exceeds that of same-aged children of native-born parents. Children of immigrants in North America have labor earnings that are either indistinguishable from those of the children of natives, with or without controlling for observable characteristics (as is the case in the United States), or higher (in Canada). In Canada, there even seems to be an earnings premium for certain groups, related to the higher educational attainment of immigrants' children and their concentration in Metropolitan areas, where earnings are higher.

In the European OECD countries considered here, labor market outcomes for the children of immigrants are more mixed. Unemployment is a particular challenge for the low-educated children of immigrants. In the Netherlands, for example, the unemployment rate among the children of Moroccan immigrants is 54% one-and-a-half years after they drop out of school – three times higher than among early school leavers with native Dutch parents.

## Intergenerational Mobility Outcomes Among the Children of Immigrants Vary Significantly

In conclusion, intergenerational mobility outcomes among the children of immigrants vary significantly. This holds both within and across countries, particularly along the lines of gender and parental origin countries. The good news, however, is that in all countries considered, children of low-educated immigrants on average tend to fare better than their parents.

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From “Catching Up? Country Studies on Intergenerational Mobility and Children of Immigrants”, OECD Publishing, Paris (2018)

## **The Poor Child Deserves Quality Education and Better Living Condition**

By Serumu Igberadja

*Training in the US has inspired the participants to concentrate more on advocacy for building young leaders from low-income families and communities to advocate for quality education, health and better living condition for teens and young adults with a poor family background.*



Photo: Global Giving

### **A Model for Development of Sustainable Livelihood**

The knowledge gained during the International Visitors Leadership Program is very significant to the growth and development of Nigeria, if well put to practice by using some of the best practices as a model for development for sustainable livelihood in the Niger Delta Region in particular and the Nigerian society at large.



Five participants from Akwa Ibom, Bayelsa, Rivers, and the Delta States were trained in the United States of America from June 18th, and all participants returned to Nigeria on the 7th of July 2018. The expense was taken care of by the United States Department of State including local and international flight tickets, accommodation, and feeding through Cultural Vistas.

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*Photo: IGBERADJA SERUMU*

The program took place in the States; Washington DC, Maryland, South Dakota, North Dakota, New Orleans-Louisiana, Biloxi/Jackson-Mississippi. The training was centered on the American system of government with special reference to States and Federal laws, as well as the various Tribal government.

## **The Steps Ahead**

At the end of the program Niger Delta participants were able to understand:

- how the American communities have partnered with State and Federal government, civil society organizations, and oil and gas exploration companies to develop effective, non-violent ways to foster development and improve the livelihood of members of their communities.
- concrete examples of community-based platforms that have addressed local priorities in a constructive and sustainable fashion.
- how to establish their own platforms, and to implement negotiation strategies to enlist the help of State and Federal government, civil society organizations, and oil exploration companies to achieve this aim.

Also, the roles of civil society organizations in the development of the American communities, other areas of focus include the practical steps in:

- conflict resolution using non-violence approaches
- preservation of cultural history and heritage through the establishment of national parks, research centers, and museums
- revitalization and preservation of natural resources such as rivers, trees, and wildlife in their environment for decades

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- strategies for addressing issues of environmental pollution as a result of oil exploration activities
- improving the lives of low-income individuals and families through community engagement and volunteering services
- provision of vocational education for sustainable future and the engagement of teens and young adults with knowledge-based events to help reduce their involvement in crime-related activities such as drug abuse, gang killings, runaway, prostitution, illicit use of the substance, and human trafficking.



Photo: IGBERADJA SERUMU

## The Poor Child Deserves Quality Education

On this note, this training has inspired the participants to concentrate more on advocacy for building young leaders from low-income families and communities to advocate for quality education, health and better living condition for teens and young adults with a poor family background. In no distance time, we will start a project tagged 'The Poor Child Deserves Quality Education and Better Living Condition' which will target teens and young adults from low-income families that will be giving educational support, vocational training, housing support, and leadership training that will prepare them for sustainable livelihood, as well as leadership in the near future.

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## **THE TVET EXPERT OF THE WEEK**

### **Mr. Peter E. Welch**



*Peter is a renowned trainer and also writes weekly accounting articles for the Lucubrate Magazine targeting 18-24s and TVET. To date, he has written 15 articles and now writes about IAS/IFRS accounting standards at an advanced level. He addresses the academic needs of TVET and entrepreneurs. Besides being an accomplished trainer, certified by IABFM (International Academy of Business and Financial Management) and consultant, Peter has functioned as an Adjunct Faculty for Golden Gate University and the University of Southern New Hampshire both in the United States. Besides the*

*US he has taught/worked in Botswana, Kuala Lumpur, Kenya, Bangladesh, Nigeria, Ghana, Iraq, Afghanistan/Singapore, Egypt, Georgia, Sudan, Bosnia & Herzegovina, South Africa, Japan, India, UAE, Puerto Rico and the UK. Peter's overall experience already has exceeded 40 years.*

In 2009, he provided advice to the South African National Treasury within the framework of an EU-funded technical assistance project. During this mission, and in his capacity as IFRS trainer, he was responsible for the implementation of GRAP/IPSAS accounting training. Mr. Welch also worked in Georgia, under USAID, in 2002 where he taught ACCA final accounting papers, IFRS-based material, and assessed the financial sustainability and capacity of the local accounting standard-setting body.

Peter demonstrated excellent teaching skills in delivering the training course and was well received by both the client and the trainees. It was commented as unusual to find anybody that clearly enjoys and embraces these accounting and technical issues. Peter is an instructor who exercises due diligence in his method of teaching and carries his class along on every aspect of the lecture. He is very versed in IFRS skills and very good at impacting knowledge.

He has published several papers:

- Effective Liquidity Management in the Post-Credit-Crunch Era
- Global Financial Crisis (and the concepts of risk and return) – who contributed?
- Asset / Liability Matching – What is it?
- “What do Sarbanes-Oxley, Dodd-Frank, and Hedging FOREX have in common; they’re all risk and compliance related” Question: Should Sox 404 Go?
- Inflation, a micro and macroeconomic perspective

Peter Welch is the CEO of GlobalCfo. GlobalCfo is expert at developing entrepreneurs, and training in the 18-24s and TVET space, as well as building business plans and cash flow projections as a prerequisite for accessing financing sources. GlobalCfo targets accounting standards compliance and theory, sound infrastructure / process mapping and COSO 2013/solid internal controls and last but not least documentation Policy and Procedures and other manuals. Additionally, interim-CFO services are offered as well as training at all levels and all functions, not just accounting; e.g. management and leadership skills. Pre/Post-M&A is also offered.

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GlobalCfo: <http://contractualcfo.com/contactus.asp>

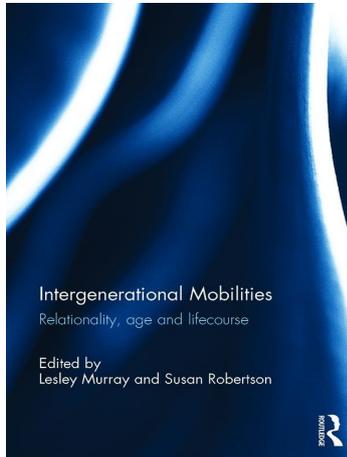
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Book

## Intergenerational Mobilities

By Lesley Murray and Susan Robertson



### Intergenerational Mobilities: Relationality, age and lifecourse

Drawing from work on mobilities and geographies of the lifecourse, this collection is concerned with the ways in which age, as a relational concept, is constructed and played out in mobile urban space. With studies of ageing and mobility often focusing on discrete age groups, most notably children and older people, this study seeks to fill a gap in existing literature by exploring mobility in relation to the lifecourse and generation, looking not only at the margins. Whilst some generations are increasingly mobile, others are less so and this disparity in mobility opportunity is relational as age is relational. This book addresses gaps in knowledge in relational geographies of ageing, whilst contributing to literature on mobility and transport, in particular the burgeoning field of mobility (in)justice. Here mobility is considered in its broadest sense, for example in relation to the movement or lack of movement of bodies and to computer-mediated intergenerational communications. Through focusing on urban mobile spaces, from very local spaces of medical care to global spaces of migration that are the context for intergenerational mobilities, this collection explores these interdependencies and considers ways in which intergenerational mobilities are conceptualised and researched.

Read more...(<https://lucu.nkb.no/books-right-now/>)

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*Lucubrate support education for building skills to all kind of businesses to create possibilities for jobs and make a lasting difference in people's lives. Globally. 24/7. The vision is to be the world leader in knowledge transfer across borders. Lucubrate publish on the web a weekly magazine. The Lucubrate Magazine highlight education and development. Development in this context can be technological, educational, individual, social or global, and everything related to education.*

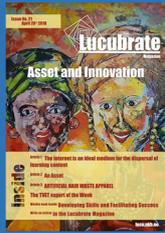
## Advertisement

### Who see your ad?



Issue 20

More than 180 000 people have seen the Lucubrate Magazine April 5<sup>th</sup>, 2018.



Issue 21

More than 185 000 people have seen the Lucubrate Magazine April 20<sup>th</sup>, 2018.

### Prizing and requirements

## Advertisement in the Lucubrate Magazine

The Lucubrate Magazine highlight education and development. Development in this context can be technological, educational, individual, social or global, and everything related to education.

We want to emphasize practical advice and practical knowledge that can be used in everyday life. We want to bring forth new knowledge that can be used by professional practitioners and non-professionals. The reader of the ad should find that what he is reading is useful.

### How to make an ad?

- An ad will typically be information about a service or a product
- If the ad is a text, it should contain less than 2500 characters or 400 words (one page).
- The ad will be best when it is followed by illustrations and/or pictures
- You can use your logo in the ad
- Send your request to [lucubrates@nkb.no](mailto:lucubrates@nkb.no) (indicate that the email is about advertisement) for the Lucubrate Magazine).

### Prizing:

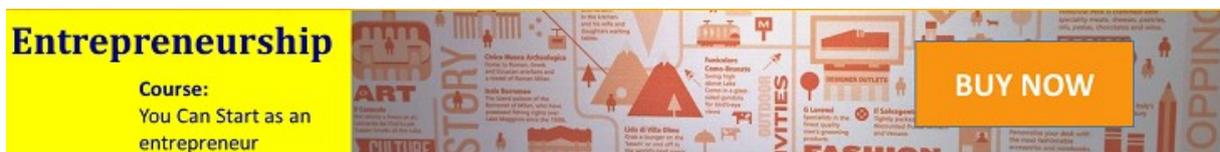
- Full page 1500 USD for one issue
- Full page 1500 USD for the first issue, there after 900 USD for the same ad in following issues
- Half page 800 USD for one issue
- Half page 800 USD for the first issue, there after 500 USD for the same ad in following issues

Mail to: [lucubrate@nkb.no](mailto:lucubrate@nkb.no)

## Entrepreneurship

Entrepreneurship refers to the concept of developing and managing a business venture. This in order to gain profit by taking several risks in the corporate world. Entrepreneurship means different things to different people. One understanding of entrepreneurship can be a commitment to turning an idea into a profitable business.

This course discusses different important issues for an entrepreneur. The course is prepared for people that want to start or just have started their own business. However, also people running their own business can benefit from the course.



**Entrepreneurship**  
Course:  
You Can Start as an entrepreneur

**BUY NOW**

Web: <https://lucu.nkb.no/courses/entrepreneurship-1/>

Friday 3<sup>rd</sup> August 2018

<https://magazine.lucubrates.com/>

## LUCUBRATE MAGAZINE

**T**he world is changing all around us. A skilled population is the key to a country's sustainable development and stability. We know that obtaining a quality education is the foundation to improving people's lives and sustainable development. To contribute to skill people over the next ten years and beyond, we must look ahead, understand the trends and forces that will shape our business in the future and move swiftly to prepare for what has to come. We must get ready for tomorrow today. We will make it possible for youth and young adults all over the world to gain skills they can use in the labour market or to create their own jobs. We will make it possible for every person to have lifelong learning opportunities to acquire the knowledge and skills they need to fulfil their aspirations and contribute to their societies.

**T**he Lucubrate project started in 2017 by NKB. The aim for the project is to become one of the world leader in knowledge transfer independent of the country you live in. The Lucubrate Magazine is a part of the Lucubrate project.

**W**e recognize the creative power that comes from encouraging collaboration and innovation among a team of knowledgeable experts. This unique energy is our greatest competitive advantage in the world marketplace.

- Our purpose is to bring Quality Education and Skills Everywhere.
- Our mission is to support education for building skills to all kind of businesses to create possibilities for jobs and make a lasting difference to people's lives. Globally. 24/7.
- To be the world leader in knowledge transfer across all borders.

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# Lucubrate

Magazine

**Training  
for all**

