The School and the Stakeholder

A skilled population is a key

The world is changing all around us. A skilled population is a key to a country's sustainable development and stability. We know that obtaining a quality education is the foundation for 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 labor market or 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 fulfill their aspirations and contribute to their societies.

The creative power

Lucubrate project started in 2017 by NKB. The aim of the project is to become one of the world leaders in knowledge transfer independent of the country you live in. Lucubrate gives quality and service as a premier global supplier of a broad range of integrated learning systems, learning modules and components to skill people. To meet the changing needs for skills and ensure the students' success, we have a culture that values the diversity of people and thought.

The Lucubrate Magazine

The Lucubrate publishs a weekly magazine. The Lucubrate Magazine highlights education and development. Development in this context can be technological, educational, individual, social or global, and everything related to education.

Photo: Pixabay

Friday 12th October 2018

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Article 1

Education Institutions Must Listen to Their Stakeholders

By Professor Nita Temmerman (PhD)

It can be a formidable*, revealing as well as exciting and certainly necessary part of any higher education institution's regular planning and improvement agenda, to engage in open discussions with its key stakeholders. Students, alumni, staff, community groups, industry* and *professions, as well as government are all stakeholders in higher education.*

Picture: ALDECAstudio

Stakeholders Are or Will be Affected by What Education Institutions Do and Produce

It could be said that in small developing countries where there is just one education institution providing this level of learning, all these stakeholders stand to gain (or lose) a lot, based on how well their higher education institution contributes to and positively transforms the human, social and economic condition of the country. In some way or another all these stakeholder groups are or

Friday 19th October 2018

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Illustration: dizain

will be affected by what it does and produces. Further, many will be able to support that institution achieve its government mandate of meeting the human resource needs of the country and so it augurs well for it to listen to and potentially incorporate what the various stakeholders have to say.

Stakeholder engagement usually involves communicating with stakeholders about an institution's achievements to date and plans for the future as well as asking their views about both, especially the latter. Stakeholder feedback can then be appropriately factored into the change management process.

What Do You Think the University Needs to Improve On?

I recently facilitated a series of stakeholder focus group discussions with students, recent graduates, staff, industry, professional and community groups, as well as Ministry officials on behalf of a young national University. The overarching broad question asked of all groups was: *what do you think the University needs to improve on?*

The discussions were incredibly insightful and reinforced the high expectations that exist in developing countries for its national University to make a real, constructive difference to the lives of its citizens.

Friday 19th October 2018

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The Future Development Of the University

All stakeholders, without prompting, identified the same issues as being critical to the future development of the University.

They were:

1. The quality of the courses being delivered
2. The quality of the resources, technology and equipment that support the delivery of the courses
3. The quality of the academic staff who design and deliver the courses
4. The quality of the students being accepted into the courses
5. The quality of the graduates being produced

I would suggest that it's a list relevant to most higher education institutions around the globe.

The Importance Of the Quality Of the Academics

For <u>students,</u> the area they rated as most important was the quality of the academic staff and the teaching-learning experience. They expected the academics to be knowledgeable and up to date in their discipline and able to deliver content relevant to the real world in an engaging and motivating way.

For <u>staff,</u> the area rated most highly was the quality of students coming into the university. They expected the standard of entry to be at least comparable to other universities in their region and highlighted the significance of prospective students having requisite good literacy standards.

Picture: michaeljung

Friday 19th October 2018

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For <u>industry and community</u> groups, the quality of the courses being delivered was rated highest, with particular reference to ensuring the curriculum is reviewed regularly to keep it contemporary. They were also vocal about the importance of embedding graduate attributes alongside knowledge learning outcomes and providing students with multiple work-based learning opportunities.

For <u>Ministry officials,</u> there was no single most important area highlighted. All five areas were seen as equally significant and interrelated. Understandably they emphasized the role the University must play in helping meet the challenges for the country and commented on the importance of research in doing this and in developing an identity for the University. They expected the University to provide leadership and develop the country's talent.

Work Toward Truly Transforming the Human, Social and Economic Condition Of the Society

I have been involved in several such exercises in four different countries over the past few years. Most of the universities involved responded positively and genuinely to the stakeholder feedback. There was an overarching acknowledgement from university senior staff that the views raised – some of which were hard to hear, were shared within a spirit of concern and respect for the future potential of their university.

A positive response to such a necessary organizational process, which results in real change at the operational level shows real leadership. It has in the majority of instances led to a sincere offer on the part of various stakeholders to support the University to continuously improve and work toward truly transforming the human, social and economic condition of the society.

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Professor Nita Temmerman

Nita Temmerman (PhD) is a former university Pro Vice Chancellor Academic and Executive Dean, Faculty of Education. She is currently visiting Professor to Ho Chi Minh City Open University and University of Technology PNG, Academic Reviewer University of Queensland, Australia; as well as invited specialist with the Hong Kong CAAVQ, invited external reviewer with Oman Academic Accreditation Authority (OAAA), and published author.

Article 2

Human Capital, Customer Capital and Structural Capital

By Peter Welch, Georgia, CEO GlobalCfo.LLC

Think about this simple statement, is it better, from a marketability and fund-raising perspective, to have more high-quality assets being reported than less! Being a no-brainer I suspect the answer is intuitively obvious and thus why is IC not being embraced. Difficulties in measurement is not a response! Consider Skandia!

In 1991, Skandia AFS formally established an Intellectual Capital function headed by a Director of Intellectual Capital-the first ever in the world. Oh, if 1991 seems 'dated', consider the history of lease accounting:

> 1949: The Committee on Accounting Procedure determined that operating lease accounting shouldn't be used for long-term leases. They issued the bulletin, *Disclosure of Long-Term Leases in Financial Statements of Lessors,* which required finance leases to be recorded as a leased asset and long-term liability. However, since capitalization was not required by GAAP, most lessees still used off-balance lease reporting. (https://explore.leaseaccelerator.com/history-lease-accounting/)

Accounting Series – article No: 24

Accounting Theory – Advanced Part 14

Buy a Company

"WHEN YOU BUY A COMPANY, what do you buy?

The fixed assets? Or do you look for some more sustainable assets? What do you measure? The number of customers? The number of nodes in the network of the virtual corporation? What do you value? The number of working hours? The number of good ideas? The reason why Skandia started to focus on intellectual capital was, among other things, a need for a new logic regarding the development of knowledge-intensive services. This is based on the very simple metaphor of a tree with fruit as well as roots. For the long-term sustainability of an organization, it is much more important to focus on nurturing the roots than harvesting the fruit. The long-term idea might even be to get a new balance with a leadership focus on how the tree is flourishing. A focus on intellectual capital provides an effective instrument to manage and develop the company. It will also serve as a useful indicator when benchmarking the company against other companies. It will stimulate renewal and development. It is also a better tool for evaluating the soft assets of the organization. Therefore, in the final analysis, intellectual capital becomes at least as important as financial capital in providing truly sustainable earnings." End quote. Long Range Planning, Vol. 30, No. 3, pp. 366 to 373,1997 (*Leif Edvinsson*)

Photo: Pexcel

Now consider these 'Google' definitions relative to Skandia and the concept of IC.

- Differentiation ~ businesses must differentiate themselves from the competition to stand out to potential customers.
- Commoditized ~ it is the movement of a market from differentiated to undifferentiated price competition.
- Holistic ~ characterized by the belief that the parts of something are intimately interconnected and explicable only by reference to the whole.

Competitive advantage ~ in business, a competitive advantage is an attribute that allows an organization to outperform its competitors. A competitive advantage may include access to highly skilled labor, geographic location, high entry barriers, and access to new technology.

Buy an Employee

Number one reason why managers fail: inability or ineptitude in retaining top talent. Many bosses have this attitude that anyone is replaceable easily like gloves, that they can hire someone even better. They are fooling themselves, and do the disservice to their company. A good employee has knowledge of systems, products and processes. They have trust relationships with clients and co-

workers that takes years to build. When you lose a good employee, you lose part of your culture. You lose part of your company and they may lose their own future.

Intellectual Capital Calculation
Building Blocks – Elements/Phenomena

	Human Capital	Customer Capital	Structural Capital (Organizational Capital)
GUTHRIE (2001)	• Know-how; • Education; • Vocational qualification; • Work-related knowledge; • Work-related competencies; • Entrepreneurial spirit • Innovativeness, • Proactive and reactive abilities • changeability	• Brands • Customers • Customer loyalty • Company names • Distribution channels • Business Collaborations • Licensing agreements • Favourable contracts • Franchising agreements	• Patents • Copyrights • Trademarks • Management Philosophy • Corporate Culture • Management processes • Information Systems • Networking Systems • Financial Relations

Thus with IC, we're looking at:

- Human Capital
- Customer Capital
- Structural Capital (Organizational Capital)

Last week we said, accounting for IC does, in fact, create a supplementary balance sheet also based on the debit and credit system in the same way as financial accounting standards.
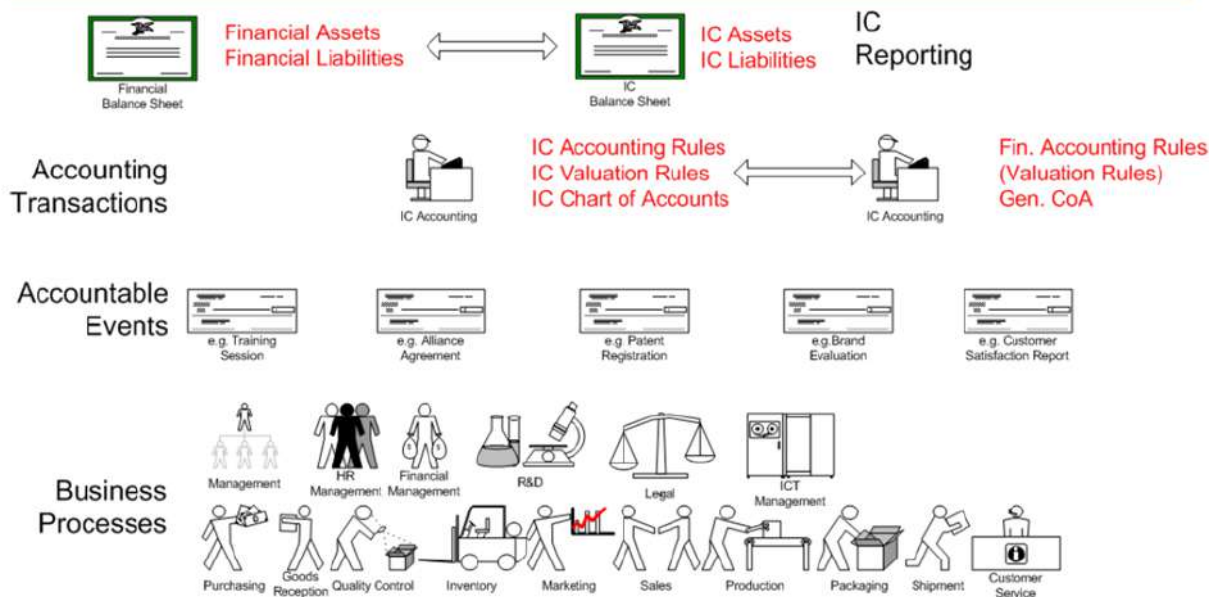
Photo: Erik Scheel

IC Accounting: the same principles apply

Buy an Organization

Now, let's try and put this into perspective. Let's say we have two small entities one on the East Coast and one on the West. Both entities start off with the same capital, rent an office, purchase furniture and equipment and hire employees. Let us also assume that both businesses are attempting to find a cure for the common cold, certainly most desirable. Based on this information, the financial statements i.e. particularly the balance sheet would pretty much look identical. We'll also make an assumption that the costs of setting up business were also very similar.

Having dropped a hint above, the founder, on the East Coast, is both a researcher and a doctor and has hired other doctors, researchers, to assist in the work. The entity however on the West Coast has a founder both a doctor and researcher but also a Ph.D. On the West Coast as well, the founder has hired a similar number of employees to assist in the work but besides being researchers and doctors, they are all Ph.D.'s as well.

Photo: Pixabay

Photo: Pixabay

Understand though that this additional information is still not disclosed in the financial statements, and at the surface level their financial statements are still very similar. It would be reasonable to assume that the providers of capital would consider that these entities have an equal opportunity to succeed. Let's add a caveat that in both entities irrespective of qualifications the payroll is quite similar. At this juncture, all the expertise and knowledge can be classified as tacit.

Now let's start mixing things up a bit. On the East Coast, the founder though very well-qualified and experienced has a certain disdain and indifference towards accountants and infrastructures. His/her time they believe is better spent focused on the mission of the entity, that is to produce a cure for the common cold. This attitude effectively creates the corporate, politically orientated culture such that the accounting (bean-counter) personnel are pretty much isolated to do their work and instructed not to interfere nor disturb the researching function.

On the contrary, the West Coast founder believes in a very participative style of management with all functions cooperating to help each other. (continued)

IC and knowledge management is accounting absent IFRS accounting standards. Such contrasting internal information is critically valuable.

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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).

Will You Hire an Apprentice?

Why wouldn't a company want to hire an apprentice? They get to bring in someone who will contribute to the business from day one, who will add the right skills to the mix and who will absorb their ways of working.

Photo: Robert Kneschke

Although youth unemployment levels are still high, we have witnessed in many countries a change in employer behavior over the last few years. Indeed, many employers have started to recognize that investing in young people helps them to win the war on talent and that this investment begins early with engagement, at schools and universities.

What Is an Apprenticeship?

An Apprenticeship is a combination of employment and training (the apprentice obtains a nationally recognized qualification upon completion) available to anyone entitled to work. Employers train individuals in the context of their organization, so apprentices develop their skills while contributing to the organization's productivity.

Friday 19th October 2018

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Photo: torwaiphoto

Apprenticeships are an asset to any organization and bring significant benefits to the business and existing workforce. Apprenticeships are a unique way to 'grow your own'; they combine on-the-job training in an organization with off-the-job learning and provide employers with an effective way of growing their skills base. The apprentice's learning takes place in context and provides a real understanding of the working world, combining practical skills with theoretical knowledge.

Apprenticeships can, therefore, offer a career route into an organization and an invaluable opportunity to develop the expertise the organization needs now and in the future. Furthermore, offering Apprenticeships can help to improve social mobility and diversity within an organization.

Why Employ an Apprenticeship?

As well as improvements to diversity, Apprenticeships can help staff retention and engagement, can offer a means of developing the existing workforce and increase innovation and productivity.

In a guide for employers, you can find some key ideas on the apprenticeships in an organization [1]:

- Apprenticeships need to be embedded in a workforce planning approach with clear business benefits, as part of a long-term strategy on workforce growth and skills development

- Traineeships can be an effective way of sourcing and preparing the next generation of apprentices for your business and planning where your future skills are coming from.

- A prerequisite for a successful Apprenticeships programme is clarity about the role that apprentices play in the organization, job design which ensures on- and off-the-job learning and development, and a shared understanding of how they will be supported and by whom

- Winning the support of the existing workforce, senior management, as well as line managers and trade unions, is crucial. Line managers, in particular, need the right assistance and tools to effectively manage young apprentices straight out of education who may be new to the workplace

- The training apprentices receive on and off the job needs to be high quality and tailored to both the apprentices' and employers' needs; to achieve this, the relationship with the training provider needs to be managed carefully

- Recruiting apprentices may differ from the usual recruitment procedure, especially when the candidate is particularly young (16–18) and has no prior work experience

- To ensure success, the apprentice needs to be placed at the heart of the Apprenticeship programme and employers must provide ongoing support, pastoral care and mentoring. At this stage, management of the apprentice is essential to guarantee that apprentices adapt to the workplace and continue to grow with your business

- Employers need to make sure they provide fair access to their Apprenticeship schemes and widen the talent pool from which they recruit concerning gender, ethnicity, and diversity

Will you hire an apprentice?

Why wouldn't a company want to hire an apprentice? They get to bring in someone who will contribute to the business from day one, who will add the right skills to the mix and who will absorb their ways of working. Young people who enroll in graduate schemes, for example, are expected to bring in knowledge and skills from outside the organization; but an apprenticeship scheme grows those skills from within.

Do you have a comment or do you want to give your feedback on this article? Do you want to write letters to the editor? Please use the link https://lucu.nkb.no/feedback/

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[1] Learning to Work, A guide for employers, CIPD (2017)

Friday 19th October 2018

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Article 4

The 21st Century Teachers and Learners

There is at least one generation gap between the Learners and the Teachers! It is also important to recognize that the 21st-century learners are indeed very different from what we were as students.

Photo: New Africa

The Student Has Not Touched a Typewriter

Most of them have never worn a watch, touched a typewriter, played a record album, calculated with a slide rule, traveled in a steam engine, hand-written a letter, known a world without computers. "Today's young generation knows more about technology than do their teachers. Young kids get bored if they are doing only one function at a time; they need multiple stimuli. For example, a new generation of learners watches their computer screens, listen to music through headphones, and carry on the conversation; all at the same time.

Today's learners have short attention spans and have the attitude of take-it-all-at-once. They experience a technologically-saturated childhood. Unlike adults, they are not surprised by new techno

logy -- they integrate it into their lives. They want and expect to collaborate with their teachers (and bosses), not take orders from them".

There are significant differences between four recent generations:

- the Matures (1900 – 1946)

- the Baby Boomers (1946 – 1964)

- Generation X (1964 – 1982)

- Generation Y or Generation Net (1982 – Present).

Throughout a century, the teaching style has transformed lecture, primarily verbal, and wrote, for Matures, to interactive, even in large classes, and problem-based with feedback via clickers and online software. Then for Generation Y; and the Learning style from memorizing, try again and again, for Matures, to simulations, frequent interaction with faculty and peers, and open-ended, for Generation Y.

Picture: rawpixel.com

Friday 19th October 2018

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Changes in the New Teaching and Learning Environment

During the last three decades, the changes in the educational environment have been phenomenal. The model, focus, role of the learner and technology have been changed drastically from traditional instruction to virtual learning environment as depicted below.

Table 1. Changes in TeachingLearning Environment

Model	Focus	Role of learner	Technology
Traditional	Teacher	Passive	Chalk and talk
Information	Learneres	Active	Personal computer
Knowledge	Group	Adaptive	Pc+ network

Teacher Helping Students Working At Computers In Classroom

Photo: Monkey Business

Change in the Roles of Both Teachers and Learners

Shifting the emphasis from teaching to learning can create a more interactive and engaging learning environment for teachers and learners. This new environment also involves a change in the roles of both teachers and learners. The purpose of the teachers will change from knowledge transmitter to that of facilitator, knowledge navigator and sometimes as co-learner. The new role of teachers demands a new way of thinking and understanding of the original vision of the learning process. Learners will have more responsibilities of their learning as they seek out, find, synthesize, and share their knowledge with others. ICT provides powerful tools to support the shift from teacher-centered to the learner-centered paradigm and new roles of teacher, learner, curricula and new media. The significant variations have been described in the table below.

From	To
Transmitter of Knowledge	Guide & Facilitator of Knowledge
Controller of Learning	Creator of Learning Environment
Always Expert	Collaborator & Co-learner
Learning to use ICT	Using ICT to Enhance Learning
Didactive/Expository	Interactive/Experiential/Exploratory

Table 2. Changes in Teachers' Roles

From	To
Passive Learner	Active Learner
Reproducer of Knowledge	Producer of Knowledge
Dependent Learner	Autonomous Learner
Solitary Learner	Collaborative Learner
Solely Learning Content	Learning to Learn/Think/Create & Communicate

Table 3. Changes in Learners' Roles

Teachers are expected to create a new, flexible and open learning environment in the ICT era with interactive, experiential and multimedia-based delivery system. Today, interactive technologies enable learners to enjoy the experience of acting as citizens in a borderless world, acquiring local and global knowledge without leaving the classroom.

Friday 19th October 2018

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The significant changes in media application are as follows:

From	To
Single Sense Stimulation	Multi Sensory Stimulation
Single Media Application	Multimedia Application
Delivery of Information	Exchange of Information
Monologue Communication	Dialogue & Collaborative
Analogue Resources	Digital Resources

Table 5. Changes in Media Applications

ICT Can Help Teachers and Learners to Communicate and Collaborate

All these changes taking place in learning and teaching demand a new learning environment to effectively harness the power of technology to improve knowledge. ICT has the potential to transform the nature of education: where, when, how and the way learning takes place. It will facilitate the emergence of a responsible knowledge society emphasizing lifelong learning with meaningful and enjoyable learning experiences. The integration of technology into teaching and learning always places pedagogy over technology. Mastering ICT skills are not the only concern, but instead, it involves using ICT to improve teaching and learning. The primary emphasis of ICT infusion in pedagogy should be such that it tends to enhance learning, motivate and engage learners, promote collaboration, foster inquiry, and exploration, and create a new learner-centered learning culture: a bold response to knowledge explosion that has taken place and described above. It permits the move from a reproductive model of teaching and learning to an independent, autonomous learning model that promotes initiation, creativity and critical thinking with independent research. Learners are expected to collect, select, analyze, organize, extend, transform and present knowledge using ICT in an authentic and active learning paradigm. Teachers are expected to create a new flexible and open learning environment with interactive, experiential and multimedia-based delivery system. ICT should help teachers and learners to communicate and collaborate without boundaries, make learners autonomous and allow teachers to bring the whole world into the classroom. It is ultimately important to understand the role of ICT in promoting educational changes. The basic principle is that the use of ICT changes the distribution and ownership of information resources in the space of teaching and learning and thus changes the relationship among educational participants. While designing any innovative education and learning environment using ICT, the teacher should always keep learning at the center of all activities and pedagogy should be at heart, and integration of pedagogy-technology should be the central focus.

Technological Obsolesces and Generic Skills

A teacher requires many educational and didactical skills to deal with new situations. In concrete terms, this concerns matters that teachers need to know, and issues that need to be transferred to the next generation. These are

- Understanding the subject matter deeply
- Learning to learn Skills
- A large knowledge of digital educational tools.
- How to be a facilitator and motivator of the learning environment

The new learning environment differs from the one we are familiar with; the teacher has to cope with many more uncertainties. A curriculum in which lessons and content are fixed no longer exists. It requires Generic Soft Skills like:

- Cognitive
- Interpersonal
- Adaptability
- Values and attitudinal
- Cross-cultural understanding
- Sustainable development

The teachers of the 21st century require the ability to jump between fields of technical specialization and capture the key issues quickly. A base-level of familiarity with scientific concepts and processes reduces the time taken to master new areas where emerging tasks and work processes occur. Generic skills are not just restricted to their usefulness in the workplace but are equally required across the spectrum of living experience in today's world.

Emerging workplace demands a new set of generic skills for the learners. In addition to job-specific technical competencies, there is a requirement of a set of generic skills, which are generic to a cluster of occupations to perform competently as a knowledge worker. All learners require generic skills. However, the extent to which these skills need to be possessed varies from one occupational grouping to another. The varying levels of generic skills use needs to be determined to further guide the development of educational content rich in job-specific and generic skills formation.

Photo: rawpixel.com

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The article is a part of an article in the UNESCO IICBA Newsletter Vol. 13 No. 2 December 2011. The article is called "New Challenges in TVET Teacher Education," written by Prof. Shyamal Majumdar, Ph.D.

Have you seen them?

Flamingos are famous for their bright pink feathers, stilt-like legs, and S-shaped neck. When a flamingo spots potential dinner—favorite foods include shrimp, snails, and plantlike water organisms called algae—it plunges its head into the water, twists it upside down, and scoops the fish using its upper beak like a shovel. They are able to "run" on water, thanks to their webbed feet, to gain speed before lifting up into the sky.

Flamingo are found by the million in Kenya. They are attracted by the proliferation of algae and crustaceans which thrive in the soda lakes of Baringo, Bogoria, Nakuru and Magadi in the Rift Valley, and Lake Natron across the border in Tanzania.

There are always some birds at each lake but large concentrations seem to move capriciously from one to another over a period of years. Lake Nakuru is the current hot spot but this may well change. It is thought that the changing water levels may be one reason why they change locations. Whatever lake they are presently at, the best time of the year for flamingo viewing is in January-February when they form huge pink masses around the shores of the lakes.

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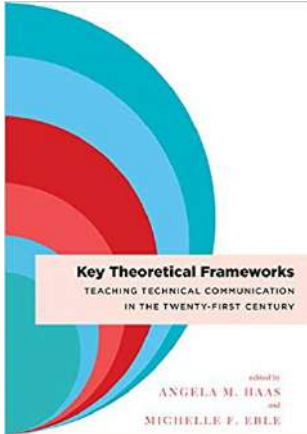
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Book

Technical Communication

By Angela M. Haas and Michelle F. Eble

Key Theoretical Frameworks: Teaching Technical Communication in the Twenty-First Century

Drawing on social justice methodologies and cultural studies scholarship, Key Theoretical Frameworksoffers new curricular and pedagogical approaches to teaching technical communication. Including original essays by emerging and established scholars, the volume educates students, teachers, and practitioners on identifying and assessing issues of social justice and globalization.

The collection provides a valuable resource for teachers new to translating social justice theories to the classroom by presenting concrete examples related to technical communication. Each contribution adopts a particular theoretical approach, explains the theory, situates it within disciplinary scholarship, contextualizes the approach from the author's experience, and offers additional teaching applications.

The first volume of its kind, Key Theoretical Frameworks links the theoretical with the pedagogical in order to articulate, use, and assess social justice frameworks for designing and teaching courses in technical communication.

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Lucubrate

Magazine

Lucubrate launched in june 2018 a new platform for the Magazine.

The new platform gives you a quick overview: On the top you will find the latest news. Just under the menue you will find the latest issues of the magazine. A click on a magazine image, takes you to that magazine. The collage under showes the articles in the latest issue.

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.

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LUCUBRATE MAGAZINE

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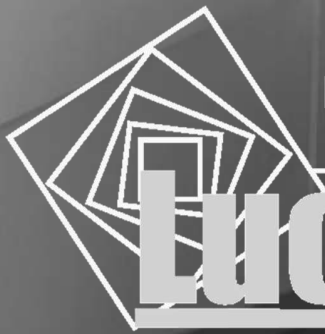
We recognize the creative power that comes from encouraging collaboration and innovation among a team of knowledgeable experts. This unique energy is our greatest competitive advantage in the world marketplace.

- 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.

The School and
the Stakeholder