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# **Lucubrate**

Magazine

## **Develop Dynamic Classroom**

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"I believe that the school must represent present life – life as real and vital to the child as that which he carries on in the home, in the neighborhood, or on the playground." *John Dewey*

## 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.

## LUCUBRATE MAGAZINE

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## New President for The Chartered Global Investment Analyst Institute

*The Chartered Global Investment Analyst Institute has appointed Peter Edward Welch as its President.*



*Peter Edward Welch*

Lucubrate Magazine is proud to announce that one of our most significant contributors to the magazine has been appointed to this critical position. Peter Edward Welch has contributed with near 30 articles in the magazine. He shares his vast knowledge and let us get insight into the important world of accurate accounting, openness, and transparency. Besides, Peter Edward Welch will now use his significant experience in the new role as President and Chair of the Global Council.

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The CGIA Institute is a leading and recognized professional body providing an approved designation for the finance and investment management industry. The Institute offers the CGIA program which leads to the award of the CGIA Charter Designation recognized globally.

Peter Welch comes to this role with 40 years of working experience in the finance, accounting and investment management industry having worked for several major financial service companies such as John Hancock, Paul Revere and AIG.



*The image is from a presentation [video about CGIA](#)*

Peter Edward Welch has chaired the International Special Interest Group of the Financial Executives Networking Group (FENG); has served on the membership, and hospitality committee of the Financial Executives Institute (FEI); and served as a board member for professional accounting bodies.

He started his career as an accountant at the British Diplomatic Service / Foreign & Commonwealth Office in London, and then held other private-sector senior accounting roles before, in 1979, moving to the USA, where he worked mostly in the inquiries of specialisation. Since then, Mr. Welch has worked for various different private sector companies, including USAID and EU projects, in countries such as Botswana, Kuala Lumpur, Kenya, Bangladesh, Nigeria, Ghana, Iraq, Afghanistan/Singapore, Egypt, Georgia, Sudan, Bosnia & Herzegovina, South Africa, Japan, India, UAE, Puerto Rico and Bermuda.

During his tenure as the Institute's President, Peter Welch is responsible for providing strategic leadership that will drive the Institute to achieve its core mandate.

At a CGIA Institute ceremony to outdoor his appointment, Mr Welch said, "it gives me the greatest honour and pleasure to lead as the President of the CGIA Institute and to Chair the Global Council.

I believe that all professionals, institutions, and regulators are responsible for what happens to the industries in which we operate.

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It is my greatest conviction that we have an enormous opportunity, now than ever before, to set things right for our industry and to be held accountable for our actions as professionals.”

He further called on individuals, professionals and firms in the finance and investment management industry to embrace the CGIA program as a means of gaining deeper knowledge and demonstrated expertise in the finance and investment management industry. “I invite you to make the right career choice by enrolling into the CGIA program today.”

Peter Welch’s role as President takes effect from November 12, 2018.

For all enquiries about the CGIA Institute, use [info@cgiaglobal.com](mailto:info@cgiaglobal.com) / [www.cgiaglobal.com](http://www.cgiaglobal.com) and copy: [petr@cgiaglobal.com](mailto:petr@cgiaglobal.com)

You will find some brief videos where Peter Welch introduces you to the CGIA program. Please take a look:



[Video: President for The Chartered Global Investment Analyst Institute, Peter Welch, Welcomes You \(02:12\)](#)



[Video: The Future of Finance is Being Shaped Now; Blockchain, Cloud Hosting, Artificial Intelligence \(03:56\)](#)

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## Higher Focus on Technology for the New Framework for Education in the Middle East and North Africa

*Education, which had been at the heart of the Middle East and North Africa region's history and civilizations for centuries, has a large untapped potential to contribute to human capital, well-being, and wealth. Five decades of investments in education, impressive growth in enrollment rates, and gender parity at almost all levels of education have not been able to translate into increased human capital and wealth, failing to meet the aspirations of 435 million people in the region.*



Photo: wckiw

## The Republic of Korea Established a World-Class Education System

Despite large investments in education over the last 50 years, impressive growth in enrollment rates, and gender parity at almost all levels of education, the Middle East and North Africa (MENA<sup>1</sup>) has not been able to fully reap the personal, social, and economic benefits of education. During these same 50 years, the Republic of Korea also invested in its human capital and succeeded in moving from a developing country in the early 1960s to one of the top 20 economies in the world today. Korea established a world-class education system, and its students consistently rank among the top in international learning assessments. By contrast, MENA students have consistently ranked among the lowest on such assessments.

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## Capacity and Resources to Leverage Technology to Create Education Systems that Will Build its Human Capital

Although much has changed politically, economically, and socially in MENA, its education systems have largely remained unchanged. Over the last decade, new technologies have emerged and spread globally, disrupting the lives of billions and changing the nature of work. Consequently, the kinds of skills needed to succeed in the labour market are changing as well. The role of technology as a demand shaper in the future of work is certain, but its role as a delivery catalyst holds great potential that the region has not yet tapped. Indeed, technology is changing how today's students are being prepared to enter the future workforce—that is, it is influencing not only the ends of education but also the means. Technology presents a unique opportunity to help deliver high-quality education in a more efficient and effective manner.

MENA has the capacity and resources to leverage technology to create education systems that will build its human capital. The region has the tools and the opportunities to leapfrog and create prosperous and peaceful societies. However, the power of education to build human capital and to create change depends on its quality, its access to complementary economic and social environments, and its ability to leverage technology smartly.

<sup>1</sup> The World Bank defines MENA as including these countries and economies:

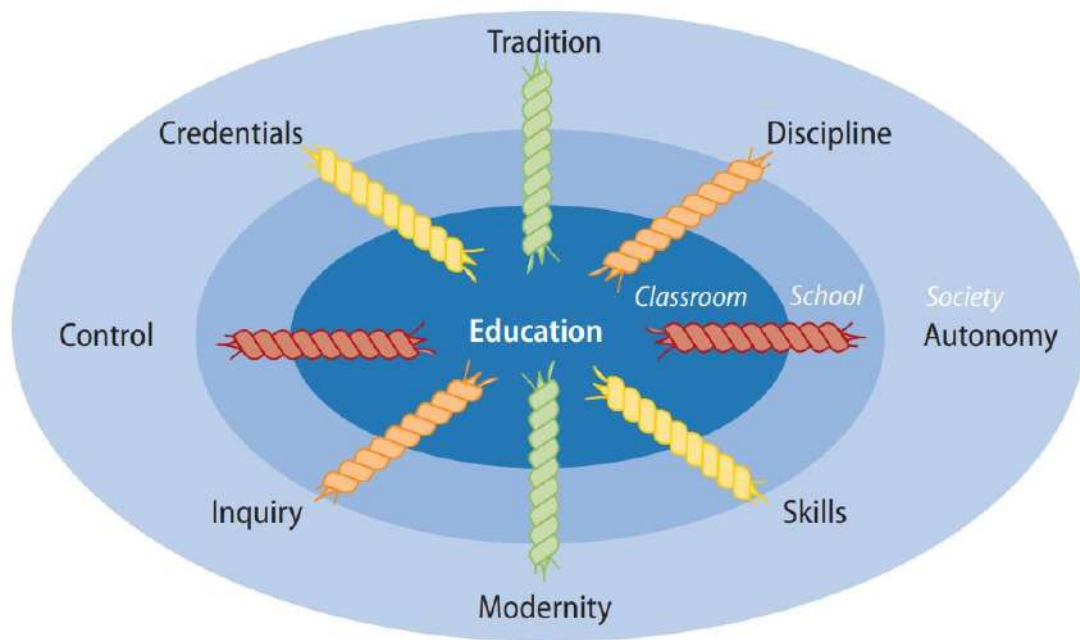
Algeria, Bahrain, Djibouti, Arab Republic of Egypt, Islamic Republic of Iran, Iraq, Jordan, Kuwait, Lebanon, Libya, Malta, Morocco, Oman, Qatar, Saudi Arabia, Syrian Arab Republic, Tunisia, United Arab Emirates, West Bank and Gaza, and the Republic of Yemen. (This article excludes Malta from the analysis as it has little in common with the rest of the region).

*Photo: Pem Sherwood*



## Four tensions

The education process consists of a complex set of factors and actors at multiple levels. Factors outside the education system—political, economic, and social—formally and informally interact with the education system and shape its outcomes. Behavioural norms and ideological polarization among governments, interest groups, and citizens can hold countries back from delivering public goods. Education in MENA has been held back by these behavioural norms and ideological polarization, which are embodied in four sets of tensions (see the figure under):



Source: World Bank.

Explanation of the figure above, (1) credentials and skills; (2) discipline and inquiry; (3) control and autonomy; and (4) tradition and modernity. These tensions have held education back from evolving to deliver learning that prepares students for their future. The four tensions are deeply embedded in the region's history, culture, and political economy, but exist to varying degrees in each country, and they largely define social and political relations. They have informed and shaped education policy in MENA countries since independence, and they are at the heart of the current national discourses on education reforms.

Schools and classrooms are the platforms where these tensions are exercised through curricula, pedagogy, and the norms that define interactions among principals, teachers, parents, and students. These tensions ultimately shape the educational outcomes for young people in MENA and affect their lives, as well as the economies and societies in which they live. In an increasingly connected world, the effects of these tensions can reach beyond the region's borders. Unless they are addressed, MENA will not be able to reap the full benefits of education, no matter how much money is invested.



## Credentials and skills (1)

A credential in the form of a degree, diploma, or certificate is usually associated with acquiring a specific set of skills. In the labour market, credentials signal productivity based on the assumption that more years of education are associated with higher productivity. Throughout MENA, public sector employment was historically guaranteed to anyone with a sufficient education credential. Thus checking the credential box became more valued than acquiring skills. As a result, in MENA there is little or no link between education credentials and skills. Countries are stuck in a “credentialist equilibrium,” in which a weak demand for skills and a strong demand for credentials in the labour market induce families to demand credentials from the education system more than skills. The education system, in turn, responds to their demands by providing credentials.

## Discipline and inquiry (2)

In societies in which social norms are strong, discipline ensures adherence to those norms. Concepts of discipline and inquiry are closely linked to pedagogy and curricula, as well as to the day-to-day interactions in schools and classrooms among principals, teachers, and students. Overemphasis on discipline leads to

memorization and passive learning. Across MENA, curricula depend heavily on rote memorization, leaving little time for the development of critical thinking skills. Although discipline is important, too much may constrict students’ ability to learn, think, explore ideas, or question concepts. The inquiry, by contrast, allows students to understand their surroundings, contextualize concepts through questions and experimentation, and build the skills they need to learn throughout life.



*The discipline. Arabic father and son.*

*Photo: Jasmin Merdan*

## Control and autonomy (3)

The tension between control and autonomy is embodied in the ongoing debate about the decentralization of education services delivery and the balance of power among central ministries, regional offices, and schools. Several ME-NA countries have experimented with aspects of education decentralization, autonomy, and

accountability. The success of these efforts has varied. In some instances, a decentralized model was rolled out, devolving decision-making power but without the capacity or resources to implement it at the local and school level.

## Tradition and modernity (4)

According to some scholars, the greatest challenge facing MENA is aligning the development needs of a modern world and the moral imperatives of a religious society. The result is tension between modernity, or the forces of change, and tradition. This tension can lead to conflicts within education processes. In MENA, modernity is frequently associated with Western models and approaches and is used by opponents of change to halt reforms. However, modernity is the process of renewing social norms, and there are multiple “modernities.” The issue is not replacing tradition with modernity. Rather, it is allowing review of the traditional practices and norms that hold back the potential of education and engaging in a process of renewal that prepares students to better relate to a changing world.

## Push, Pull, and Pact: A New Framework for Education

To realize the potential of education, MENA needs to tackle the four tensions and establish an education system that prepares all students for a productive and successful future. Such a system would be modern and flexible and would nurture a culture of excellence and creativity in learning. It also would leverage disruptive technologies and adopt modern approaches so it can offer young people the skills they need to define their trajectories in life and adapt to local, national, and global changes. Finally, it would be a system that would be based on a shared national vision and would connect with the overall development goals of the country. All of society would be responsible for ensuring its success. To establish such a system, MENA needs to adopt a new framework for education—one that includes a concerted push for learning, a wide-reaching pull for skills and the new pact for education.

The potential for education is achieved only when it confers the skills and knowledge that constitute human capital. It is, in fact, the skills conferred through learning that determine education’s contribution to economic growth—not the years of schooling. MENA has succeeded in providing schooling; now it needs to achieve learning. The number of actual years of schooling has increased across MENA, with several countries reaching an average that is close to a full cycle of primary and secondary education. However, when the number of actual years of schooling is adjusted for learning, the effective years of schooling in MENA are on average 2.9 less than the number of actual years of schooling. In other words, the poor quality of education in MENA is equivalent to approximately three lost years of education.

## Seven Important Areas

To pursue a push for learning, countries must focus on seven areas:

1. Building the foundational skills—from early childhood through the early grades of school—needed for future learning and success.
2. Ensuring that teachers and school leaders, who are the most important inputs to the learning process, are qualified, well selected, effectively utilized, and incentivized to continue to develop professionally.
3. Modernizing pedagogy and instructional practices to promote inquiry, creativity, and innovation.
4. Addressing the language of instruction challenge given the gap between spoken Arabic and modern standard Arabic. The close connection between language, religion, and national identity makes it difficult to make a regional recommendation. Even though this phenomenon is a regional one, it manifests itself in many different ways in different countries. Hence, it needs to be addressed with a very specific formula in each country.
5. Applying learning assessments that regularly monitor student progress to ensure that students are learning.
6. Giving all children, regardless of gender, race, background or ability, an opportunity to learn—a requirement for raising learning outcomes at the national level.
7. Leveraging technology to enhance the delivery of education and promote learning among students and educators and preparing students for an increasingly digital world.



*Photo: Jasmin Merdan*



## A Curricula With a Change From a Credentials Equilibrium to a Skills Equilibrium

To reap the benefits of education, MENA must align its push for learning with a pull for skills. Without a realignment of the labour market that increases the demand for skills, the contribution of the education sector to the economy will not be fully realized. A concerted push for learning can lead to some progress, but it is not enough to realize the full potential of education. Such a push would move education closer to fulfilling its potential, but it would be a second-best approach that would leave most of that potential untapped. A first-best approach involves multisystem reforms that align the push for learning with a pull for skills. It includes economic reforms to bring the skills required in the labour market in line with those conferred by education and sought by parents and students, as well as efforts to address distortions in the education sector and beyond. Employers would shift from focusing on credentials to demanding skills.

Parents and students could then demand skills from the education system, which would help MENA move away from a credentials equilibrium to a skills equilibrium. But achieving this shift will depend on employers doing a better job of signalling the skills they need. It will also depend on policymakers addressing rigid labour policies that discourage employers from seeking open, transparent ways of hiring for skills. A pull for skills will depend as well on civil service reforms that support hiring, motivating, and empowering the best teachers and placing them where they are most needed.



*Photo: Anamul Rezwan*



Finally, a pull for skills will depend on curricula that reflect the skills that prepare students for social and economic life. Curricula reforms must, then, ensure alignment of what students learn with the skills they need. In fact, curricula should serve as the nexus for the multiple spheres of society, the labour market, and the education system. Meanwhile, the shift from a credentials equilibrium to a skills equilibrium should be evident in curricula. Systems are aligned when official curricula reflect the skills demanded by society and the labour market. Conversely, when official curricula are outdated and disconnected from real life, the result is a mismatch between what students acquire and what society and employers require.



Photo: Pixabay

## Context matters

Education reforms in MENA through a push for learning and a pull for skills will not achieve the same results in all contexts. There are multiple models for transforming education. Finland and Korea were both top scorers in the 2015 Programme for International Student Assessment (PISA), a sign of strong learning. And yet the two education systems that produced this learning are quite different. MENA countries need to roll out reform efforts based on what is feasible in education, economic, and social reform—that is, successful education reforms will depend on understanding the existing constraints. How reforms are designed, introduced, approved, and implemented within a specific country also determines their success. The effectiveness of different policy options often depends on whether complementary conditions are in place and whether sufficient resources are available.

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Making any substantial changes in education calls for tackling inefficient social norms that inhibit reform. Changing social norms is not easy, but it can be done. Raising awareness about the costs or inefficiencies of certain norms, or the benefits that would accrue to society from reforms, can help shift the social mindset. However, such an effort must be based on credible evidence not linked to any ideological or political rhetoric, and it must focus on real, substantial reforms and not minor changes in policies. Changing laws can also lead to a shift in norms. However, enactment of laws alone is not sufficient; they must be strictly implemented and compliance encouraged. A behavioural response to incentives in the short run can lead to longer-term shifts in behaviour and social norms.

## A pact for education

Improving education is not the responsibility of educators alone; it must involve all members of society—politicians, businesspeople, and community and religious leaders, as well as parents, teachers, school principals, and the students themselves. Education can potentially play many roles in an economy and society, but there are tensions among stakeholders' goals. By far the most difficult is often-opposing views, strongly held convictions, and divergent interests. The dissonance across different stakeholders' goals for education is a substantial obstacle.

Amman, Jordan  
Cityscape



Photo: Orhan Cam



Establishing a new pact for education is therefore critical. The interests of a wide variety of stakeholders—including teachers, principals, inspectors, politicians, communities, employers, and students—need to be aligned by building a powerful alliance. This requires a unified vision that takes into account the four tensions holding back education, the local context, and the social norms that define the tensions. It also requires strong leadership to align interests and rally support around common national goals to which education must contribute. A new pact also will depend on common sense that everyone is responsible and everyone is accountable for the provision of education—that is, accountability needs to go beyond the education system. Finally, a new pact requires reconciling investments and resources with the vision's priorities. High-performing education systems—such as those in Japan, Korea, and Singapore—are good examples of strong education pacts across stakeholders. These countries have adopted a unified vision for education and have consistently and coherently instituted reforms to achieve human capital-driven economic growth.

MENA has the history, culture, and resources to leapfrog into a future founded on a learned society and a knowledge economy. The region has great expectations and aspirations. Unleashing the potential of education is attainable, but it will take a commitment by all to make education not only a national priority but also a national emergency.

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## Note

1 The World Bank defines MENA as including these countries and economies:

Algeria, Bahrain, Djibouti, Arab Republic of Egypt, Islamic Republic of Iran, Iraq, Jordan, Kuwait, Lebanon, Libya, Malta, Morocco, Oman, Qatar, Saudi Arabia, Syrian Arab Republic, Tunisia, United Arab Emirates, West Bank and Gaza, and the Republic of Yemen. (This article excludes Malta from the analysis as it has little in common with the rest of the region).

The article is the Executive summary in the report “[Expectations and Aspirations. A New Framework for Education in The Middle East and North Africa](#)”, The World Bank (November 2018). [The Lucubrate Magazine editorial staff has filled in new headlines and pictures]

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## Develop the Dynamic Classroom by Using Accessible Technology

By Karl Skaar

*Technology can be a major tool, both in terms of pedagogical resources and in terms of connecting with the younger generations.*



Photo: Micro Monkey

Today's modern classrooms in many countries are packed with technology, from tablet computers and wi-descreen televisions to interactive whiteboards. Technology has always been at the forefront of education. From the days of carving figures on rock walls to today, when most students are equipped with portable technological devices like smartphones. Technology's importance in the classroom is evident now more than ever.

### Technology as Pedagogical Resources

We live in a world where nearly everything is 'tech.' We are glued to our mobile phones from morning to night – gaining knowledge through social media and websites. We download apps to learn new languages and watch YouTube videos to learn how to play musical instruments. Yet, when it comes to learning in the classroom, we've barely scratched the surface of what's possible; many universities still require students to purchase print textbooks and we lecture at students as they sit passively. I'm encouraged by the innovative

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Boy Works on a Fully Functional Programmable Robot with Bright LED Lights for His School Robotics Club Project.

*Photo: Gorodenkoff*

approaches I've seen some professors take, as they adopt more technology in the classroom and I think that will only accelerate as they learn and gain access to new and helpful tools. [1]

Matthew Lynch has listed the top seven important concepts to understand the use of technology for education [2]:

1. Active engagement with the learning material
2. Use of real-world issues
3. Simulation and modelling
4. Discussion and debate boards and forums
5. Working groups
6. Coaching
7. Formative assessment.

Technology in the classroom is much more and much better than the stereotypical idea of a cell phone going off in the middle of class. Technology can actually be a major tool, both in terms of pedagogical resources and in terms of connecting with the younger generations.

## Technology in the Dynamic Classroom

Of course, what technology looks like in ten years may change pretty dramatically. Innovation in AI, for instance, is happening at a rapid pace. While I don't think AI tutors and teaching assistants will ever replace teachers, I do think that machine learning algorithms will help educators on non-priority tasks – like reading directions out loud, grading standardized tests, taking attendance – so educators can focus on more 1-on-1 time with students and on the more thoughtful activities only a human can do, like forming arguments, writing critically, and initiating more interesting and compelling discussions.[1]

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As classrooms evolve with technology, we learn and create new ways to interact with our students, and students push the boundaries of technology to discover new ways of interacting with each other. The dynamic classroom is where the learning is characterized by constant change, activity, and progress. This is where learning lives, grows, connects, and extends beyond the boundaries of the class day, beyond the physical location, beyond using tools as digital substitutes, and even beyond due dates; supporting critical thinking, communication, collaboration, and creativity skills.

Teachers have been working to create a dynamic classroom experience for decades. This has taken shape in experiments like flipped classrooms (an instructional strategy where educational content is delivered outside of the classroom, while activities traditionally considered “homework” move into the classroom), as well as a heavy emphasis on group work and peer collaboration.



*Photo: rawpixel.com*

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## Develop the Dynamic Classroom by Using Accessible Technology

There is a multitude of diverse technologies available for integration in the classroom, but considering how to implement these initiatives can be overwhelming to the teacher. The adaptation of this technology is often very simple and involves little more than the Internet and basic word processing skills. Multimedia items that can be easily implemented in the classroom include animation, slideshows, blogging, instant messaging, podcasting, and video on demand. Multimedia, which uses the Internet as its transfer mechanism, can be an effective method of creating a dynamic college classroom experience.

Incorporating digital quizzes and assessments, videos, simulations, and gamification elements into course content, educators can create a dynamic learning experience for each student on an individual level. By capitalizing on the digital habits of students, the classroom can be filled with interactivity regardless of the class size or topic. [1]

*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/>*

## References

[1] Mike Silagadze, Co-Founder and CEO at Top Hat, Forbes (May 4, 2018)

[2] Matthew Lynch, «7 WAYS TECHNOLOGY IS IMPACTING MODERN EDUCATION», The Tech Edvocate (March 2017)

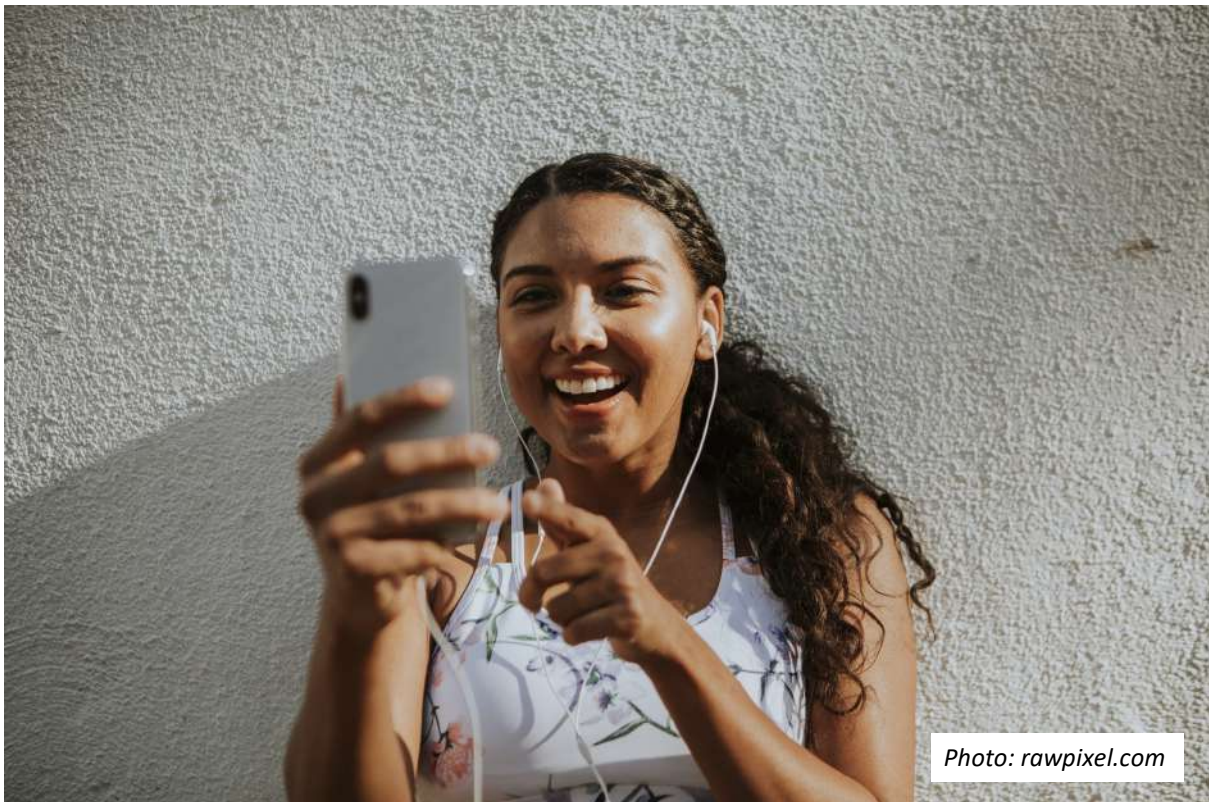


Photo: rawpixel.com



## The Future of Aid and Non-Governmental Organisations in 2030

*In the past thirty years, NGOs have risen to prominence on the international stage against the backdrop of globalization. International relations moved into the media spotlight, public opinion increasingly swayed domestic and foreign policymaking, borders opened up and a new-found awareness of moral issues surfaced - creating fertile ground for the emergence of Non-Government Organisations. How can it look like in 2030?*



Photo: adimas

### Changes the past thirty years

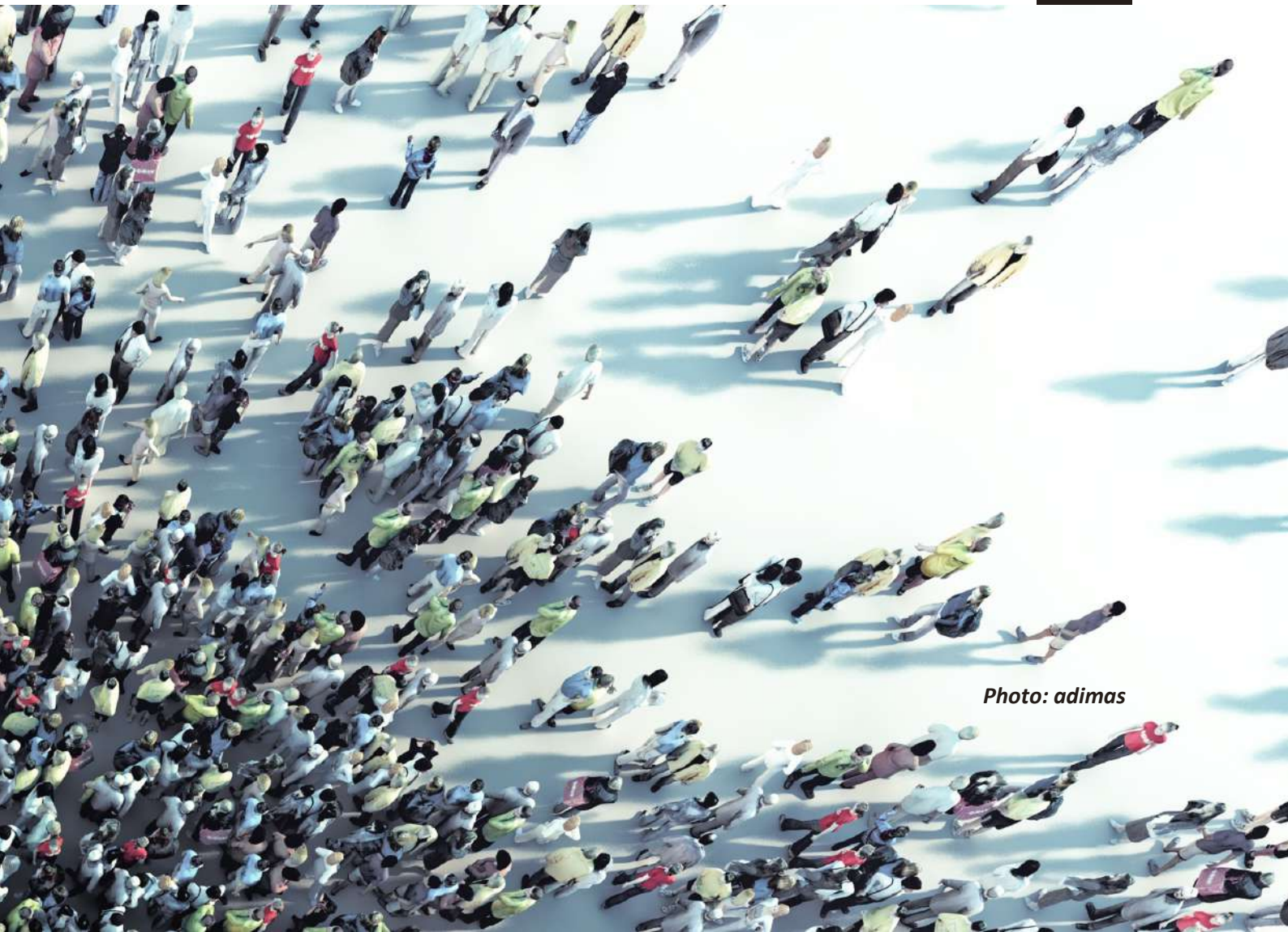
In the past thirty years, NGOs have risen to prominence on the international stage against the backdrop of globalization. International relations moved into the media spotlight, public opinion increasingly swayed domestic and foreign policymaking, borders opened up and a new-found awareness of moral issues surfaced - creating fertile ground for the emergence of Non-Government Organisations. How can it look like in 2030?

Their growing influence is admittedly quite a game-changer. However, a more fundamental trend has emerged, directly impacting their actions. In our turbulent Post-Cold War era, the goalposts are shifting all the time, but we are talking about a period only spanning four decades. Another momentous strategic turnaround has closed a chapter of history opened as long as five centuries ago - the global domination of the

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*Photo: adimas*

West. This dominance has changed the face of international relations, concurrently shaping the development of INGOs (international non-governmental organizations) whose roots primarily lie in the West.

In the face of such rapid and far-reaching changes, the need for a global vision and a long-term approach has never been more evident.

## How can it looks like in 2030?

The evolving global context in which the humanitarian ecosystem will exist, as is expressed in the global scenarios, will define how humanitarian actors must adapt to be successful. Though there are uncertainties as to how this environment will evolve and the way in which humanitarian needs and crises will change, there are some adaptations actors in the humanitarian ecosystem can make to best prepare. The humanitarian ecosystem is changing, and new actors will increase in their prominence and power. If formal humanitarian-sector actors do not change their modalities of interaction with non-formal actors and support a genuine power shift, they could find themselves side lined as “parallel systems” are created. The humanitarian ecosystem must explore new ways of working together (including with actors that have hitherto been kept at arm’s length, such as the private sector and military actors) and embrace new approaches to humanitarianism, accepting a broader understanding of what principled humanitarian action can look like.

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The ongoing initiatives to bridge the divide between humanitarian and development work are critical for the humanitarian ecosystem to make the shift to systematically engaging with the vulnerabilities they tackle and the crises they respond to, which is fundamental to increasing their effectiveness in the long term. In order to design and implement systematic interventions, which is the only way to make measurable progress toward the SDGs, actors in the humanitarian ecosystem must work more collaboratively and draw on the expertise of all the actors included under that umbrella. All actors in the humanitarian ecosystem must learn to act pre-emptively if they are to become game-changers and effect long-term change for the communities they serve. The ability to plan strategically for a collaborative response that most efficiently uses the resources of the diverse actors in the humanitarian ecosystem is an essential capacity that must be developed.

## The Role for the International Non-Governmental Organizations

The International Non-Governmental Organizations (INGO) will need to work against the current incentive structure to shape their new role in the evolving system. This will require a double focus, to continue to deliver muchneeded humanitarian aid in the near-term while concurrently challenging themselves to make the investments necessary for a successful strategic shift toward 2030.

INGOs will need to be proactive in pursuing their own structural change to be in a position to exert leadership and explore new ways of working with different humanitarian actors. If INGOs wait for the incentive structure to change or postpone making the requisite changes to their approaches, they will be left behind.

INGOs will need to give more support to the inversion of the power structure in the humanitarian ecosystem, going beyond capacity building to the full transfer of activities of the value chain, even though this will reduce their own comparative advantage. INGOs can be instrumental in pushing the humanitarian ecosystem to abide by the commitments of localization, cash programming, and networked ways of working that came from the World Humanitarian Summit.

From the Report: The Future of Aid INGOs in 2030, Directed by Michel Maietta, Eilidh Kennedy, Francois Bourse, UNISEF (2017) ([http://futureofaid.iran.org/The\\_Future\\_Of\\_Aid\\_INGOs\\_In\\_2030.pdf](http://futureofaid.iran.org/The_Future_Of_Aid_INGOs_In_2030.pdf))

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## You Can Start as an Entrepreneur

*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.*

Entrepreneurship has been described as the "capacity and willingness to develop, organize and manage a business venture along with any of its risks in order to make a profit". An Entrepreneur is an entity which has the ability to find and act upon opportunities to translate inventions or technology into new products: "The entrepreneur is able to recognize the commercial potential of the invention and organize the capital, talent, and other resources that turn an invention into a commercially viable innovation."

Lucubrate offer courses in entrepreneurial skills both [on-site training and eLearning](#) or a combination of those two.

The Lucubrate eLearning course discusses different important issues for an entrepreneur. The course is made 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.

The course expects much activity from you; follow the steps, videos, quizzes, and tasks. The more you work with the course the more you will benefit from it.

See more: [You Can Start as an Entrepreneur](#)



Photo: Torwaipphoto

Friday 16<sup>th</sup> November 2018

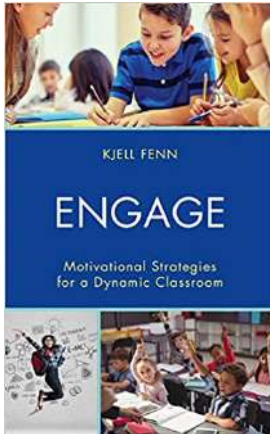
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Book

## Engage

By Allan Collins and Richard Halverson



### Engage: Motivational Strategies for a Dynamic Classroom

The most pressing issue in schools is classroom management, specifically how to motivate students to do the work well. Many teachers need strategies to help them and they also need the theory and research behind the strategies. Why do the strategies work and why do they sometimes not work?

This book has 5 sections that are the different theoretical foundations for 18 different keys to student motivation. At the beginning of each section, the theory is explained briefly. It is important that the readers understand the reason why a key or strategy works. In this understanding, a teacher can modify and accommodate the key or strategy to fit his/her particular students and context.

There are 18 chapters. Each chapter is a key, or applicable concept, to student motivation that has been garnered from a theory or seminal work. This explanation is followed by a vignette of a teacher's experience, called *In The Classroom*, and is followed by multiple strategies.

(Paperback – January 12, 2019)

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**Magazine**

**Develop  
Dynamic  
Classroom**