



Magazine EDUCATION



Self-Assessment



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online?**

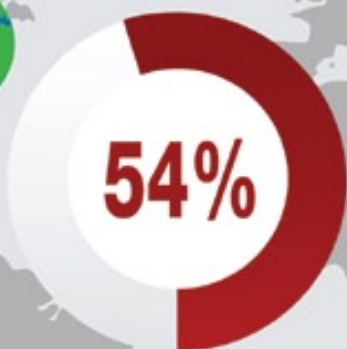


**Innovation
awards**



Exam challenges

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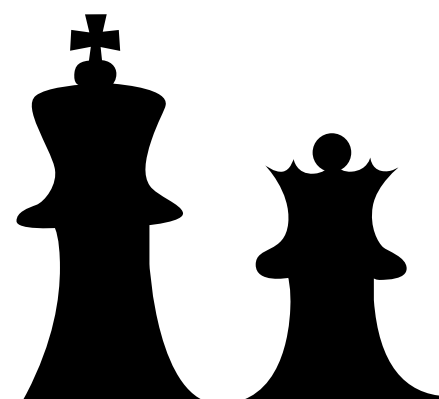
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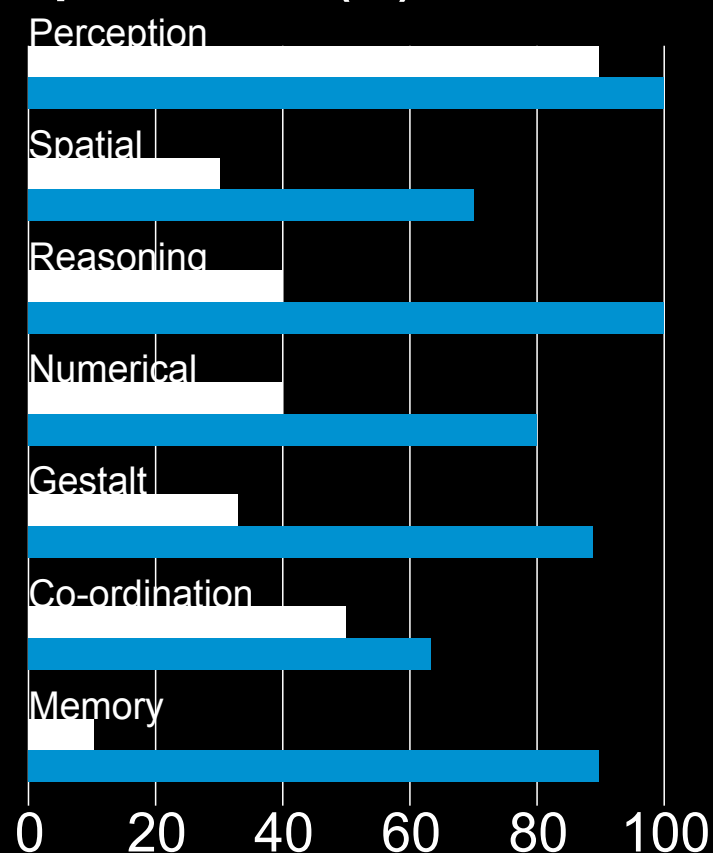
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- **Garry Kasparov 2012**

MiniChess pre-school study
University of Pretoria. Parsons 2011
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■ Pre-Test ■ Post-Test

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- **Parsons (educational psychologist) Early childhood study, 2011**

MiniChess - Effective teaching with holistic results



Contents



EDUCATION Magazine

>> Technology feature

Is your online presence closing doors for future employment or business opportunities? 3

>> Back to school

Label your school items with My Tower Labels 8

>> Education matters

The 5th Annual SAB Foundation Social Innovation Awards 12

>> Learners & teachers

Overcoming a learning disability to succeed in exams 16

>> Careers & training

Global survey reveals students want universities to skill them in entrepreneurship 20

Advertisers

Mini Chess
(IFC) Inside Front Cover

Edupac
Page 4 - 5

Cummins South Africa
Page 7

Tower
Page 9

ALT (Pty) Ltd
Page 10 - 11

Freedom Stationery
Page 13

EDUBOARD
Page 15

Macmillan Education
Page 17

CeeBee
Page 19

ES Africa
(IBC) Inside Back Cover

UC-Wireless Education
(OBC) Outside Back Cover

Our front cover

Snippets of some of our exciting and informative stories for this issue.



Publisher

Sunward Park High School
P.O. Box 17233
SUNWARD PARK, 1470

Branding

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Editor

Janos Bozsik

Editorial panel

ASH Peens (Principal)
Dr. G. C. Pereira (Former SGB Chair)
Proof concepts

Contributors

- Communications Manager, Pitch & Polish Entrepreneur Programme
- Belinda Germeshuizen, Macmillan Education
- Bridgit Evans, SAB Foundation Manager
- Nola Payne, Head of Faculty: Information Technology at The Independent Institute of Education
- Esther Benjamin, CEO of MSA & CEO of Africa Operations Laureate International Universities
- Douglas L. Becker, founder, chairman & CEO of Laureate Education, Inc.

Correspondence and enquiries

editor@themightypen.co.za
082 940 3771

Advertising and publicity

marketing@themightypen.co.za

Production, design and layout

VLC WorX

Website

www.themightypen.co.za
www.sphs.co.za

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Editor's column

Enough 'wheeling and dealing' in education already!

An international forum has developed a code of ethics to apply to education agents, businesses and providers; called the *London statement*. The document sets out an ethical framework consisting of seven items relating to ethical behaviour and a set of seven principles. It urges education business agents to make their business dealings more open by providing written agreements, promising to offer honest and accurate information and adhering to high standards of professionalism.

The "London statement" says the principles are based on an underlying ethical framework of:

- Integrity – Being straightforward and honest in all professional and business dealings.
- Objectivity – Not allowing professional judgment to be compromised by bias or conflict of interest.
- Professional competence and due care – Maintaining professional knowledge and professional service, and acting diligently.
- Transparency – Declaring conflicts of interest to all clients, especially when service fees are charged to both the education provider and the prospective student.
- Confidentiality – Respecting and preserving the confidentiality of personal information acquired and not releasing such information to third parties without proper authority.
- Professional behaviour – Acting in accordance with relevant laws and regulations and dealing with clients competently, diligently and fairly.
- Professionalism and purpose – Acting in a manner that will serve the interests of clients and the wider society even at the expense of self-interest.

The seven principles say agents and consultants should:

1. Practise responsible business ethics.
2. Provide current, accurate and honest information in an ethical manner.
3. Develop transparent business relationships with students and providers through the use of written agreements.
4. Protect the interests of minors.
5. Provide up-to-date information that enables international students to make informed choices when selecting which agent or consultant to employ.
6. Act professionally.
7. Work with destination countries and providers to raise ethical standards and best practice.

(Now this is worth discussing, keep reading and contributing to our ethics in education forum, Ed.)

Editor

**Sunward Park High School would like to thank
Kip McGrath Boksburg for sponsoring
1 200 envelopes for the learner report cards.
Visit them at: www.adhdsolutions.co.za**



Is your online presence closing doors for future employment or business opportunities?

Living in the digital age means that as a student and potential entrepreneur you have a footprint that extends beyond your business card, CV and business aspirations. This footprint includes your social media presence on sites such as Facebook, Twitter and LinkedIn.

Today, potential employers and investors are looking at your online story to gain insight into your character, authenticity and to see the bigger picture. Your online profile could make or break an opportunity for you.

The ENGEN Pitch & Polish annual programme, now in its sixth year, is designed to help students and entrepreneurs polish their pitch in order to understand their profile, know the numbers and gain employer and investor confidence. Business incubator Raizcorp, sponsor Engen Petroleum Ltd, national media partner SAfm and the QuadPara Association of South Africa want student entrepreneurs to have the ability to access funding through their ability to express the business or business idea effectively.

Below are some tips for a professional online presence

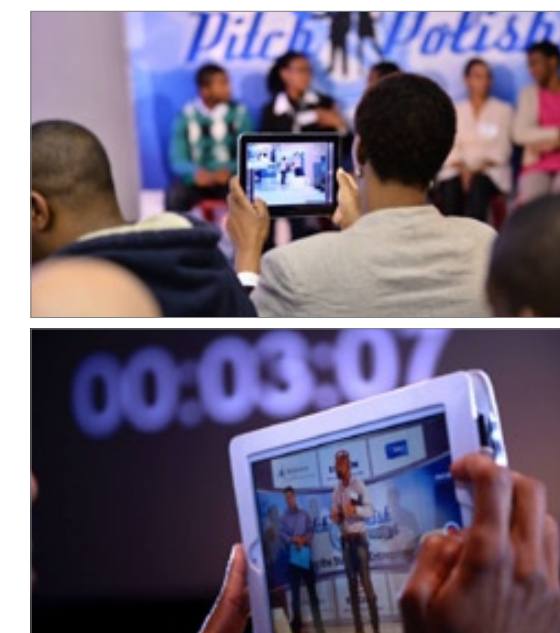
- Run a search on your name to find out what information is readily available
- Your profile picture should be professional yet reflect your personality at the same time
- Create a short yet descriptive punchy one sentence bio and use it consistently
- Include your interests such as favourite books, movies, music, TV shows and sport interest as it gives potential investors a glimpse into your personality
- Develop a compelling and authentic story
- Consider creating and publishing a short video presenting yourself
- Maintain a healthy and current level of activity on your main social networks
- Proofread before posting to ensure your profile and posts have no spelling or grammatical errors
- Do not post negative comments about your education provider
- Keep controversial opinions to yourself – do not post them publicly
- Do not empathise with criminals
- Derogatory posts are always offensive
- Do not use any hateful speech
- Do not post any inappropriate and discriminating comments and images which include: abuse of any kind to any form of nature, drunk, wild nights, doing anything illegal, nudity, any reports of police involvement in your life
- Keep it clean
- Express your personality
- Express your causes

When in doubt, rather be safe and refrain from posting your comment or photo. Remember, your ideal online presence doesn't have to be perfect; however, it must represent a truthful picture of you.

As a student or entrepreneur you want to control your online reputation with a professional and employer/investor-friendly digital footprint.

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- **Supporting, Mentoring, Facilitating Role.**



e-LEARNING

- **Learners empowered to become a global e-Citizen.**
- **Using technology effectively and innovatively.**
- **Self-paced / Self-determined Learning.**

The value of learner self-assessment

Belinda Germeshuizen (Macmillan Education)

Today's learning and teaching goals include enhancing a learner's ability for self-directed, non-passive study. Learners need motivation and understanding of what they are learning in order for them to be well-rounded and higher achieving candidates.

Self-assessment is one tool which teachers and learners can use in order to achieve this. As summarised by eduplace.com, learners who engage in self-assessment learn to judge their own work objectively. This helps them to establish whether or not they are reaching the goals they have ultimately set for themselves. They learn that assessments are not just something a teacher simply allocates for them to do, but are rather an important part of their educational development.

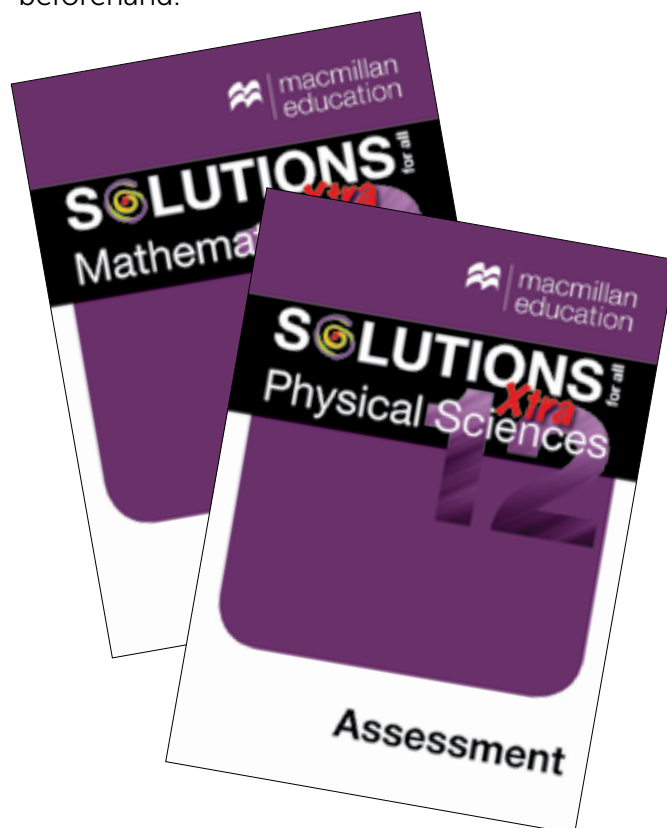
Self-assessment influences how learners respond to work. It assists them to appreciate the value of knowing and understanding what it taught. Engaging in self-assessment also helps learners develop a feeling of empowerment and a sense of independence. Ultimately, self-assessment helps learners achieve better results in formal assessments and exams as they have self-reflected on what they need to study beforehand.

Macmillan Education has addressed the need for CAPS aligned self-assessment tests by developing *Solutions for All Xtra Assessments*. These digital and interactive assessments are interactive ebooks which test learners from Grades 4–12 through various types of questions.

These questions are based on each topic of the CAPS curriculum which ensures learners are assessing the correct work. Since progression is such an important consideration of assessment, these tests are also set at three levels with 15 questions per topic.

The importance of these assessments are that they give immediate feedback so that learners can assess where they have gone wrong and then go back to re-study material they are still not 100% comfortable with. This way learners can deal with difficult or confusing subjects matter pro-actively therefore empowering themselves through assessment.

Solutions for all Xtra Assessment can be downloaded from the Macmillan website at www.macmillan.co.za at only R29.95 each. They can be used on almost any modern device including cellphones.



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Label your school items with My Tower Labels

It's nearing the end of the year which means 2016 Back to School will soon be upon us. That wonderful time when labelling everything in sight takes priority on your holiday to do list. It's true. Don't be shocked, when at the school's request, you find yourself labelling every single pencil. Every marker. Every glue stick. Oh. And don't forget the sports kit, backpack, hoodie and lunchbox. Not to mention the scissors, coloured pencils, water bottle and calculator!

All this effort to ultimately prevent school supplies getting lost every year or property mix-ups with other kids at school.

Make your life easier with My Tower Labels voucher packs. First purchase a voucher pack from your nearest Makro or participating stationer. Then visit mytowerlabels.com to personalise your labels and lastly receive 270 pre-printed labels via registered mail within two weeks.

The My Tower Labels personalised label pack contains book, stationery, wrap-around, mini, shoe and clothing (iron-on) labels to meet all your scholastic labelling needs. These labels are smudge and scuff proof, dishwasher safe and have a strong adhesive.

Avoid the lost and found box or worse, another round of expensive stationery, with My Tower Labels!



Note: This product is also available direct to schools or through the school's preferred supplier, for more information contact Tower.

Tower Helpline: 0800 220 5488

Ensure you get the best results by correctly applying your Tower Labels!

Book Labels

Apply to a clean dry surface for best results, allowing a few minutes for a permanent bond to form.

Stationery and Mini Labels

Apply to a clean and dry surface for best results. Suitable for your stationery, sporting and associated school items. These labels are dishwasher safe.

Wrap-around Labels



Apply the white printed section to your writing instruments with your name running down the item. Wrap the label around the item. Try to keep the label straight so that the clear section covers the white printed section properly.

Shoe Labels

Ensure that the application area inside the shoe is clean and dry. Apply the clear label shield to your shoe label before the shoe label is removed from its backing. Then peel and apply the two labels combined into the shoe.

Shoe Shields

These are clear round labels in your pack that are designed to protect your shoe labels.

Iron-on Labels

These labels are supplied as a strip and can be cut off as needed.

1. Set your iron to dry mode and the temperature to between 140 to 170 degrees C. If your iron has a cotton mode this should result in the same temperature.
2. Please use the supplied blank labels on a waste piece of material to test the iron settings are correct.
3. Using a firm flat surface, position your iron-on label on the garment you wish to label and place a thin pressing cloth over the label.
4. Using your iron, apply light pressure to the label area for +- 30 seconds. Ensure the iron is kept stationary.
5. Allow the label to cool and repeat 2 more times.

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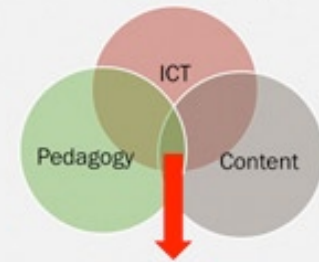
Contents of Delivered Pack	Size	Units
Book Labels	35mm X 70mm	48
Stationery Labels	13mm X 50mm	50
Wrap around Labels	50mm X 32mm	60
Mini Labels	13mm X 19mm	50
Clothing(iron-on) Labels	10mm X 50mm	50
Shoe Labels [12 shields included]	40mm dia	12
Total:		270



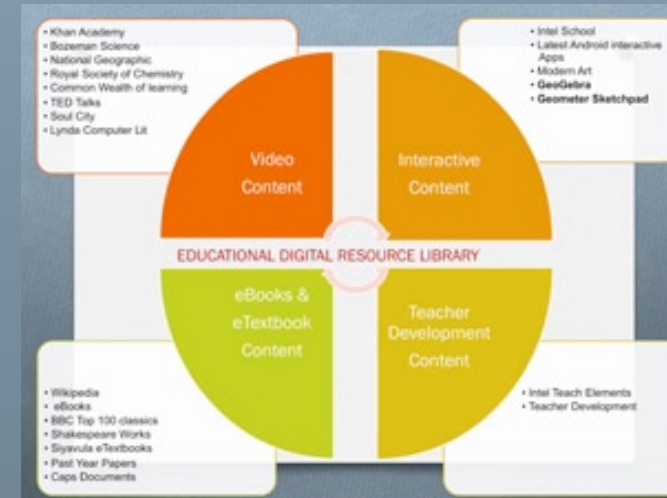
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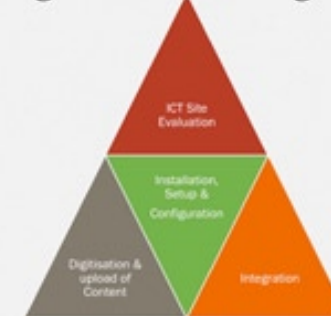
eLearning Holistic Solution



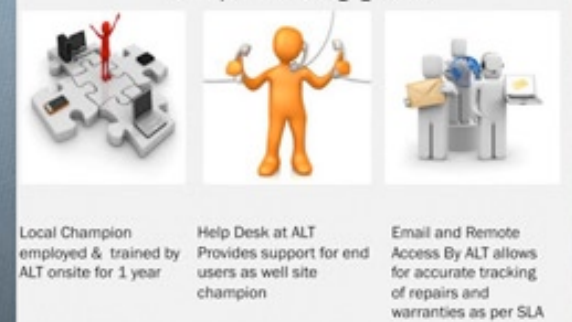
eReadiness Program



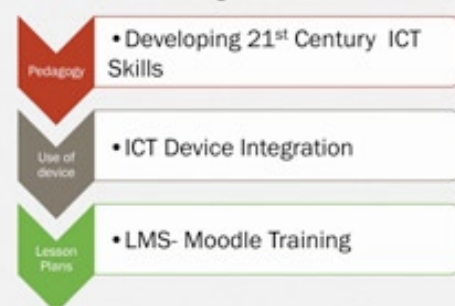
Configuration Management



Project Support



Teacher Development & Training



Project Roll Out Plan



Road Map for School



The 5th Annual SAB Foundation Social Innovation Awards

The SAB Foundation invests in micro, small and medium enterprises through the Tholoana Enterprise Programme providing grassroots support for co-operatives, micro-businesses and similar ventures. The inaugural SAB Foundation Innovation Awards were introduced in 2011 to promote innovation to address the daily challenges facing persons in low-income areas.

The SAB Foundation selected 14 finalists in its 5th annual Social Innovation Awards for 2015 and Snapplify was awarded with seed funding from the SAB at the awards evening held in Johannesburg this month.



The finalists were selected from 125 entries this year and SAB Foundation Manager, Bridgit Evans says that since the programme was initiated 5 years ago the quality of innovations has been on the rise. “We are seeing some incredibly talented young South Africans produce socially informed and transformative products and services that are truly going to help make a change in the lives of those who need it the most,” says Evans.

Waste management unit for emerging farmers wins R1.2 million



SAB Innovation Award winner Bandile Dlabantu with (right) SAB Corporate Affairs and Transformation Executive Director Monwabisi Fandeso and (left) SAB Foundation chairman Moss Mgoasheng

The winner of the 5th annual Social Innovation Awards is a Low-cost insect production unit for animal feed by Khepri Biosciences.

Owner of Khepri Biosciences, Bandile Dlabantu from the Eastern Cape, was awarded a prize of R1.2 million for the commercialisation of the invention, a cost-effective waste management method for food producers and abattoirs. The container unit is able to process organic waste onsite using fly larvae, with a 40% reduction of the waste products. The larvae are converted into low cost animal feed protein.

Judges said the insect production unit would assist local emerging famers, particularly chicken farmers, reduce their feed bills. “It offers a replacement which is equally as nutritious as fish meal and is more sustainable,” says Evans.

The winning innovation was cost effective, sustainable and replicable, and would have a significant impact on social problems, particularly for people in rural areas, the judging panel said.

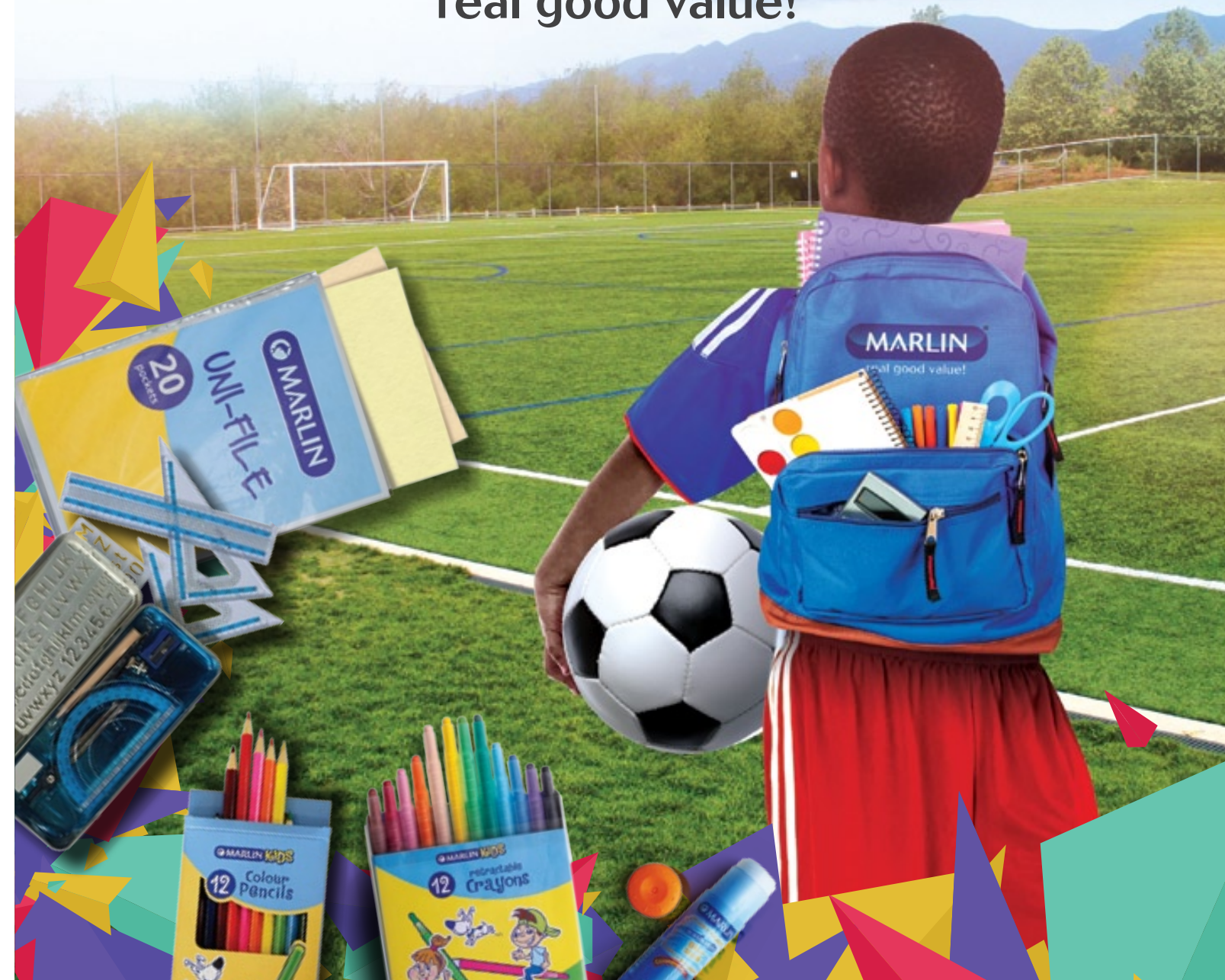
“While all of this year’s entrants were of such an extremely high standard that for the first time ever, all 14 finalists were given some kind of seed funding, what made Bandile’s project stand out was his out-grower scheme which allows for increased job opportunities through partnerships with rural communities in running small scale fly farms,” says Evans.

>> to page 14



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"The prize from the SAB Foundation allows us to commission the first six mobile fly farms for our pilot facility a Chamdor abattoir that will process 100% of the waste produced by the abattoir daily," said Diabantu. "This site would employ 10 people permanently and three part-time allowing us the opportunity to raise the funding that will build a plant with a capacity to take 60% of the organic waste in Gauteng and produce 100 000 tons of animal feed protein in five years' time."

Gradesmatch, an innovative system designed to enhance the way in which high school learners interact with higher learning institution and bursars in South Africa, was awarded the second place grant of R600 000. The innovation matches learners' high school marks with the institution entrance requirements. Gradesmatch breaks down the student's results by subject, showing them how to improve or alternative paths to follow best suited to their strengths, whilst also providing career information.

Third place winner Lakheni, which gives low income families access to discounted food items, won a R400 000 grant. Lakheni provides poorly resourced crèches with a stable income stream that will enable them to deliver better services and be better equipped to nourish young children.

Developmental grants of R250 000 each were awarded to

Subz Washable Sanitary Pads – A sustainable, washable, eco-friendly, reusable sanitary pad and panty that is easy to use and wash that allows girls freedom to go to school with dignity to get the education they deserve.

Manufacturing of external maxillofacial prostheses - A new way to make external maxillofacial prosthesis using Additive Manufacturing technology to benefit people suffering from facial deformities caused by accidents or cancer. There is a backlog of patients requiring prosthesis and very few skilled technologists using traditional methods of prosthesis fabrication.

Mobile career planning platform - The TshedzaApp uses technology to positively impact on education in South Africa. It mimics the conversation that young people have with a career counsellor, from finding careers that are suitable for them to knowing which subjects to select in high school, courses to study and

which universities, and cuts out the classical expensive and time consuming face to face and brick and mortar counsellor-led career planning.

Seed grants of R100 000 were awarded to eight more projects, namely: SnappBox, Genie Lamp, The Lumkani early warning fire detection system, briGado. Abomakgereza (Recycling Hustlers), Specialised Deliveries, Lady Liberty and Egghmobile Social Project.



**Lona Mnguni from Gracenet
Logistics/Specialised Deliveries**

All winners receive their grant funding in tranches determined by their growth plan to commercialise and upscale the service and product.

"The prize money for all categories was increased this year because we want the award to have an impact and inflation has taken its toll over the years. SAB believes that investing in the country's entrepreneurs will help to grow SA's economy. Each year we look for innovations which address social challenges and assist our intended beneficiaries – women, youth, people with disabilities and people living in rural areas," said Evans.

The SAB Social Innovation Awards has to date invested R20 million in 63 innovations which are geared at benefiting the SAB Foundation's core beneficiaries. ▲



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Overcoming a learning disability to succeed in exams

With exams having started for high school learners and students at higher education institutions, thousands will face the challenge with the added hurdle of having to contend with a learning disability. But an education expert says that these young people can make a success of their studies with the help of a solid strategy and support from their institutions.

“Current figures suggest that almost 11% of learners and students face learning disabilities, although the actual figure is likely to be much higher than that due to under-reporting and under-detection,” says Nola Payne, Head of Faculty: Information Technology at The Independent Institute of Education.



Payne says the challenges faced by young people attempting to master their work also fall within a broad range – with some experiencing diagnosed challenges and others facing limiting challenges which are either considered normal, behavioural challenges, or are not identified at all.

“Learning disabilities can be severely limiting, but they are not always often spoken about or considered,” she says, adding that the key to success was to identify and acknowledge any problems – with the help of school or tertiary institution support staff – and then to fully understand which skills and strategies normally associated with successful study needed to be supplemented or altered.

“Students and learners, with the support of their teachers and lecturers, have to determine where the challenge lies, for instance whether with reading or writing, higher organisational skills, abstract reasoning, time management, long or short term memory retention, or concentration.

“Strategies then need to follow from this understanding and awareness as some of the challenges can be addressed by the student while others, such as the need for extra time, normally involve a structured application and approval process.”

Payne says that often people were not aware that if a learning disability had been identified and documented, it was possible to apply for some form of concession or accommodation during exams.



“To qualify for such concessions, formal assessment is critical. For disabilities, the accommodations and concessions are often ongoing and may or may not need to be formally renewed. More often than not you will be able to access the same concessions you did at school in your higher education institution.”

Payne says that if a student has a learning problem as opposed to a disability, interventions are often behavioural, and some higher education institutions will allow concessions for a period while the intervention is in process.

“A professional must assist with the documentation and motivation, which should include the period for which a concession is likely to be needed. Higher Education institutions will also require reasonable notice so it is prudent to apply as soon as you can.”

But Payne says in addition to concessions, students and learners who will be writing exams in coming months can employ a range of strategies to manage the impact of their situation on their success.

“These techniques are valuable to everyone, and even more so to those who need a little bit extra support and preparation,” she says.

Ways to counter the impact of learning challenges include

- **Starting revision well in advance of the exams**

“It is common for those who find studying particularly difficult to avoid it and thus it is important to implement a study programme and time table well in advance of the assessment dates,” says Payne.

>> to page 18

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>> from page 16

"Starting early not only provides the additional time that students with learning disabilities need, but it also helps to reduce stress as it provides additional time for review and for different learning and study techniques and strategies."

- **Having a study timetable**

Payne says that working to a fixed schedule is an important tool to not only manage time around other activities, but also to help you focus your daily routine.



"You need to be disciplined about this. Honesty in recording what you really do relative to what you planned to do will help you keep track of how far you are falling behind or how much extra time you are providing for yourself."

Sufficient breaks should be built in so that fatigue does not undermine progress made."

- **Keeping study sessions short**

Short study sessions are not as daunting as having huge chunks of hour upon hour of study planned, says Payne.

"A 2-hour uninterrupted session is exhausting and frustrating if you're struggling to process information. Rather have 1 hour separated by a break of another hour and then 1 more hour study per day. This gives your brain time to process the information covered in the first hour, re-energises you and enables you to concentrate for the next hour session."

- **Using other resources to supplement the notes from class**

"Students with learning disabilities should strategise to use study methods that compensate for their particular challenge. Students with dyslexia, for example, can benefit from watching videos or podcasts or, for their set works, watching videos or dramatic productions."

"For those who struggle with recall, mnemonics or rhymes can help. The key is to fully understand which processing or recall capacity your disability undermines and to try and develop study skills that compensate."

- **Getting a study buddy**

"Working with a friend who can discuss topics with you and assist in making notes, asking questions and generally explaining content is an effective study strategy that shouldn't be underestimated. This dialogue can stimulate thinking in both partners, which in turn helps one to retain the information. It also provides important social and psychological support when you are feeling overwhelmed."



- **Making posters**

"Making posters assists in revision, and act as constant visual reminders. Use colours, pictures, mind maps and diagrams which visually demonstrate or display a chunk of information. Often in an exam setting, recalling the visual will then assist in your brain accessing the information that was part of the diagram/chart/mind map."

- **Practising**

"If you have been allowed a concession such as a scribe, extra time or a reader, then becoming familiar with how the assessment will actually feel and be experienced by you is critical to your ability to make the best use possible of the concession."

"Learning disabilities do pose challenges but they do not necessarily stand in the way of achieving your dreams," says Payne.

"In fact, some would argue that the tenacity that is required to succeed in the face of a learning disability is exactly the tenacity needed to be really successful. You can therefore capitalise on the additional skills you learn from managing the disability, and follow in the footsteps of the likes of Richard Branson and Steve Jobs who battled and overcame similar challenges."

Matriculants requiring concessions must apply during their Grade 11 year. ▲



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Global survey reveals students want universities to skill them in entrepreneurship

South African youth are echoing their global peers, with 97% voicing a need for universities to equip them in taking on educated entrepreneurial and leadership roles in society. This is according to a global index of student attitudes compiled by Laureate International Universities and Zogby Analytics. Local partner and part of the Laureate International Universities network since 2013; Monash South Africa (MSA) conducted the survey at the South African campus.

Esther Benjamin, CEO of MSA and CEO of Africa Operations Laureate International Universities says, "This survey is part of an ongoing dialogue with students to address their needs and empower them with skills relevant to South African and global markets. As a private educator, we play a critical role in grooming the future leaders and workforce of growing economies. For this reason, being agile and responsive to market needs is a priority. As strong student outcomes are of the utmost importance it is vital that we are able to respond to the needs of our students as well as the employment market."

The 2015 Laureate/Zogby Student Survey includes the responses of more than 23 000 Laureate students and more than 4 000 non-Laureate students across 22 countries and provides unique insights on students' perceptions regarding tertiary education. The 2015 survey provides one of the most comprehensive studies of student perspectives on international higher education.

In addition to being entrepreneurially-minded, 76% of South African students saw innovation as a central aspect of the university curriculum. This is 10% above the global trend. Suggestions for innovation included career-orientated education, paid apprenticeships and employer-run courses. There was an undeniable focus on being practically equipped for the workforce.

"In an increasingly competitive job market, students not only want their educators to provide them with skills, but with a reliable bridge into employment," emphasised Benjamin. This was a priority both globally and locally, with 93% of students agreeing that universities need to work directly with employers to ensure they teach students the skills they need to be successful. This emphasises a need for corporate South Africa to become involved early in students' education, in order to shape their careers.

Interestingly, the Laureate survey also highlighted an overwhelming global trend towards 'doing good'. Over 85% of all students considered it essential to apply their skills to social and environmental causes. 88% of South African students wanted to empower those less fortunate and 89% were concerned with protecting the environment.

Benjamin adds, "This trend is clearly visible in MSA's focus on corporate social responsibility initiatives, many of which are initiated and led by the students



themselves. This year, the global "Here for Good" award, which recognises the social impact of students from across the Laureate network, was won by one of our South African students, Lebo Sekhotla for her education initiative for local school learners. Nearly a third of our students participate in some form of volunteerism. Last year alone, over 650 students completed 15 000 hours of tutoring, benefitting learners in 50 schools."

The survey also found that students worldwide are optimistic that their education is leading them toward career success. More than 75% of students believe that their course of study will give them the career skills necessary to succeed. Additionally, the majority of respondents believe career and life prospects will be better for students in the future. This indicates that, in an unstable global economy, students are looking to high-quality education to differentiate themselves.

"Access to quality higher education is a catalyst for transforming lives and societies," said Douglas L. Becker, the founder, chairman and CEO of Laureate Education, Inc. "Meeting students' expectations and delivering on a promise to provide them with the skills to meet their career aspirations should be the goals of every university." ▲

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