

Problems of Schools We Have Solved

Decades of helping students to achieve beyond requirements and guiding their teachers to cooperate towards competitive and most competitive colleges, have allowed us to solve problems as follows.

Problems	Schools	We	Remark
1	Rely on each individual teacher to teach and empower students to learn and grow based on the same old knowledge, which is misaligned with demands of college and corporate employers for the present and the future.	Have offered ideas, information, tools, and solutions for willing teachers to enhance and accelerate their teaching and empowerment process for their students.	These teachers or we could reorganize and publish much of what has been offered.
2	Maintain instructions divided between academic subjects rather than allowing for interdisciplinary studies, which is inconsistent with the research-oriented culture of most colleges and beyond.	Have designed and coordinated interdisciplinary studies for teachers and students to execute across varying depths and goals.	The relevant details can be used for building connections with top tier college professors and corporate employers seeking high performance.
3	Divert from guiding the small number of advanced or talented students to a higher point of achievement or growth beyond high school or college, which is misaligned with their interest.	Have offered personalized guidance for each advanced or talented student towards his or her goal.	Many of the relevant details have been shared with the students' school officials and college officials including those in charge of admission – and corporate employers we matched them with.
4	Divert from guiding the large number of average performing students or late bloomers to work harder and achieve their milestones, which is misaligned with their interest.	Have offered guidance, tools, and solutions for many willing students to utilize with facility at their own pace towards his or her goal.	Autonomy and access are among the values we have offered to the vast majority of students and their teachers and parents.

5	Keep silence or obscurity on the role of knowledge and its operation, thereby allowing for students and their teachers to desensitize towards the super-fast changing real world.	Have clarified the narrower scope of utility for existing knowledge and offered solutions for building new perception and competencies needed in facing challenges of the real world.	Our interactions with students and their teachers have often triggered or yielded innovations and inventions that added value to their experiences and achievements.
6	Allow less wealthy to average income earning families to go without securing help from the outside.	Have offered guidance, information, tools, and solutions for serving community or public interest.	The benefits we have extended include free to affordable products, services, and opportunities accessible for the majority without discrimination.
7	Avoid presenting their plan or details on when they or their students and teachers will begin to most efficiently prepare for facing real challenges of creativity and inventiveness in the instruction process and the broader context of education.	Have presented plans and details for immediate execution of the products, services, and the opportunities for training and growing creativity and inventiveness.	Students and teachers working to overcome their passivity and inaction are increasingly taking advantage of what we offer, including those within their school and working with college professors for expanding the breadth of their experiences and achievements.
8	Avoid explaining whether their intention aligns with that of corporate titants in changing the world while maintaining their lack of action and silence on elevating their students' capabilities with a focus on creativity and inventiveness required for success and survival.	Have advocated and proposed for changes in taking actions to elevate their students' and teachers' creativity and inventiveness-centric capabilities beyond knowledge acquisition.	The growing number of schools and their officials are paying closer attention to the need for relevant changes, with some of them making deeper considerations for specific implementations of our products,

			services, and opportunities.
9	Avoid clarifying their position on the essential need to shift towards a creativity-and-inventiveness-centric reform for learning and school experience.	Have provided what schools need to make their position clear as a signal for new changes towards the relevant reform.	Students and teachers at some schools have selectively executed details that build up towards the relevant reform regardless of their schools' lack of position.