



POSITIONING RESEARCH IN COLLEGE APPLICATIONS

Evidence from the Lumiere Class of 2027's Early
Application Results

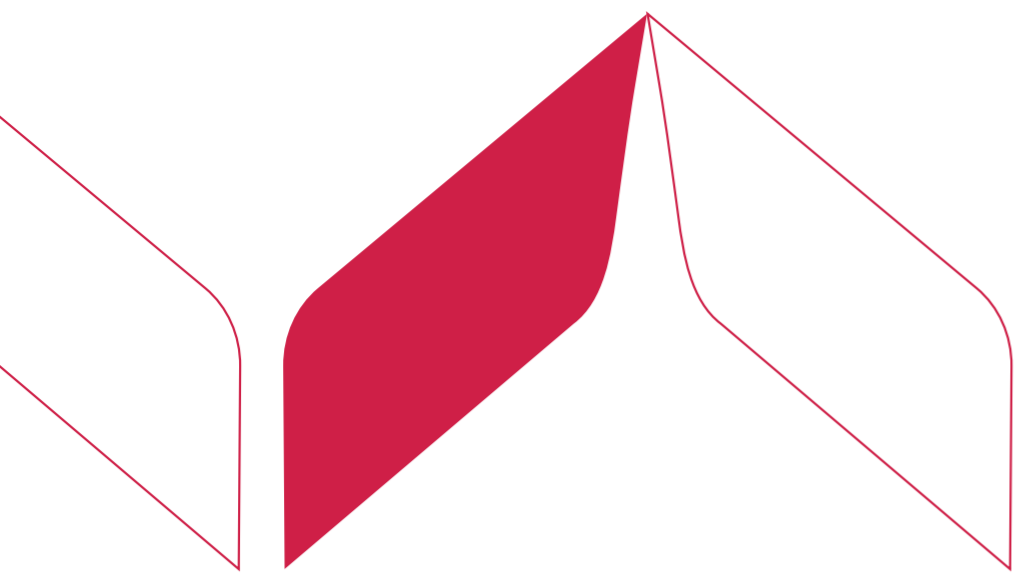
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ABSTRACT

In this report, we analyze data from 259 students who participated in the Lumiere Research Scholar Program on their early admissions results. In particular, we compare Lumiere students to the general admission pool and find that students who did research were 40% more likely than the general pool to be accepted into a top 10 university. For example, in the class of 2027, Lumiere had 4 students accepted at Yale, 3 at Columbia and Cornell, and 2 at Harvard among 100+ other institutions.

We also analyze how these candidates use research in their application and find three main conclusions: A) 98% of respondents used their research project in their college applications, B) students who used their research in their essays were more likely to be accepted than students who only used it in their activities list, and C) successful students used research as part of a narrative to demonstrate expertise in a field.



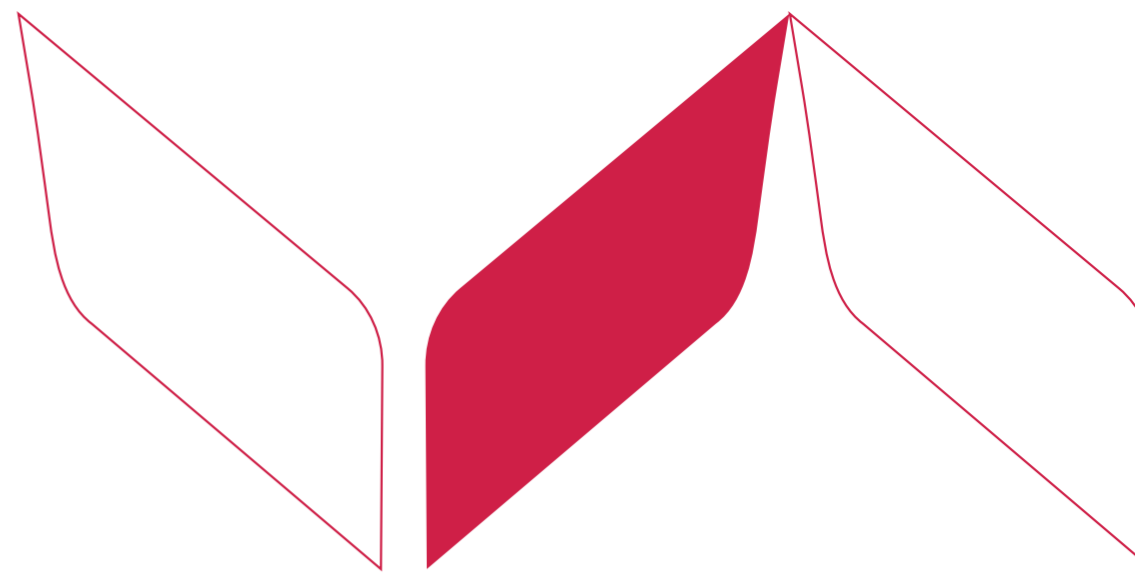
CONTEXT

Applying during the early admissions cycle to US universities is an increasingly competitive process with the total number of applications having increased by 41% in 2022-23² compared to pre-pandemic levels. Applications to the most competitive colleges have grown at the highest rate since 2019-20 (+45%).

Moreover, there has been a marked shift in what universities look for in students. As of December 2022, over 1800 accredited, 4-year colleges and universities have confirmed that they will not require ACT/SAT scores in the 2022-2023 admissions season³, deciding instead to opt for more holistic criteria. **Supplementary application materials like innovative projects, community service endeavors, and research portfolios have become important** and widely used means to assemble a diverse class of students who are markedly creative, enterprising, and committed.

We published a similar report last year that compared Lumiere students to the general admission pool and found that students who did research were 27.7% more likely than the general pool to be accepted into a top university. This report is an update on that and analyzes the latest early admission cycle data.

Using survey and interview data from Lumiere alumni, we examine how students most effectively use independent research experiences to build their profile during high school and set themselves apart in the college application process.



We have a ringside view to this at Lumiere, having guided over 1000 students from more than 40 different countries on their independent research projects. To find out how our program helped them in their admissions process, we reached out to our alumni to collect some data on the most recent round of early applications.

Here's what we found

LUMIERE ALUMNI CLASS OF 2027 EARLY ACCEPTANCE STATISTICS

In the 2022-23 admissions cycle, Lumiere alumni were accepted early to undergraduate degrees at 6 Ivy League universities, Stanford and Oxford. This includes



4
YALE
acceptances



3
UPENN
acceptances



2
HARVARD
acceptances



3
DARTMOUTH
acceptances



3
CORNELL
acceptances



3
COLUMBIA
acceptances

We collected data from

259

Lumiere alumni about their admission results and their use of research in the application process.

Of these 259 students,

50%+

were accepted at one of the universities they applied to early.

University	# Lumiere EA/ED Applicants	# Lumiere EA/ED Deferrals	# Lumiere EA/ED Acceptances	# Lumiere Acceptance Rate	Overall Acceptance Rate	Increased Odds of Admission
Yale	12	5	4	33%	10.02%	3.3x
Stanford	6	1	1	17%	4.73%	3.5x
Princeton	10	8	0	0%	9.40%	0x
Pennsylvania	16	5	3	19%	15.60%	1.2x
Harvard	13	11	2	15%	7.50%	2x
Dartmouth	9	1	3	33%	19.20%	1.7x
Cornell	29	11	3	10%	23%	0.5x
Columbia	11	6	3	27%	10.10%	2.7x
Brown	7	3	0	0%	13%	0x
	113	51	19	17%	12%	1.4x

We had students from around the world fill out the survey:

India	Vietnam	Pakistan	Hong Kong	Uganda
Germany	USA	Qatar	Bangladesh	Switzerland
Spain	UAE	South Korea	Singapore	
Egypt	Canada	China	Indonesia	

These were students who had done research projects in **25** different fields across the sciences, the social sciences, and the humanities.

This year, our scholars were admitted to the following universities in the US:



Arizona

Arizona State University Main Campus

California

Santa Clara University

Colorado

University of Denver

Connecticut

Yale University

Georgia

- Emory University
- Georgia State University
- University of Georgia
- Georgia Institute of Technology

Illinois

- Illinois Institute of Technology
- University of Chicago
- Northwestern University

Indiana

- University of Notre Dame
- Indiana University at Bloomington

Iowa

Cornell College

Massachusetts

- University of Massachusetts at Amherst

- Worcester Polytechnic Institute
- Northeastern University

Michigan

- Michigan State University

Minnesota

- University of Minnesota Twin Cities
- Macalester College

New Jersey

- Rutgers at New Brunswick
- Drew University
- Seton Hall University
- Rutgers State University at Newark
- Princeton University

New York

- Fordham University
- Barnard College
- Columbia College
- Union College
- New York University
- Cornell University

Ohio

- Case Western Reserve University
- Ohio University
- College of Wooster

Oregon

Reed College

Pennsylvania

- University of Pittsburgh – Main Campus
- Carnegie Mellon University
- University of Pennsylvania
- Pennsylvania State Univ. Main Campus

Tennessee

- Vanderbilt University

Texas

- Texas A&M Univ. at College Station
- University of Texas at Austin
- Rice University

Virginia

Virginia Commonwealth University

Washington D.C

Georgetown University



They used their Lumiere research project prominently in their college applications:

	Students who were accepted	Students who were deferred	Students who were rejected
My mentor wrote me a recommendation letter for my application	47%	19%	34%
I wrote about my Lumiere experience/project in a main essay (e.g. CommonApp essay, UCAS statement, SOP)	65%	18%	17%
I included it in my “Activities“ section	50%	21%	29%
I included my Lumiere paper as a link/attachment	47%	19%	33%

*Source: Lumiere Alumni University Application Update Survey 2022; N = 259

While almost all respondents used their Lumiere research project in some way in their college application, they framed it in different ways. We probed this further to gain insights into the **nature of the impact that research can have based on where and how it is used**. The results are enlightening. For instance, around 65% of students who wrote about their research in a primary essay were offered early admission. Similarly, almost half of all students who asked their mentors for a recommendation letter secured positive early decisions.

In the early admissions cycle, Lumiere alumni received offers from 6 of 8 Ivy League universities and Stanford University. **19 of the 113 respondents who applied to top universities were accepted in the early admissions cycle, which makes them 40% more likely to be offered admission than the general pool⁴** (acknowledging that this is a small dataset, so these numbers are suggestive!). 107 respondents applied to Ivy League universities in the early application cycle, with 18 being accepted and 50 deferred.

Our analysis of the data suggests three clear takeaways:

- 01** | **Successful students don't just list their research as an activity** – they provide context and description either through an essay or by mentioning it in interviews.
- 02** | **Mentors provide great external validation** – not just because most of them are from top universities but also due to the unique and intensive nature of their engagement with the student, they are able to offer novel insights into the scholar's capabilities. A significant chunk of our students asked their mentors for letters of recommendation.
- 03** | **Research is also a tangible addition to the profile** – many students attached their research papers as part of their application. In fact, some students also sent them as STEM supplementals. The data suggests that many of these students had favorable results in the early round too.

To better understand how students use research in the high school profile building and application process, the next section covers six case studies in greater detail.



HOW THEY DID IT: CASE STUDIES OF RESEARCH IN THE PROFILE-BUILDING PROCESS

Based on in-depth interviews⁶ with Lumiere alumni and analysis of their research material, this section outlines the case studies of the paths that 6 students took when doing research in their high school journeys and showcasing it in the college application process. The aim is to identify how students in different disciplines and applying to different types of universities (Ivy, public, private) communicated the content and value of their research effectively when applying to college.



Case study 1

USING RESEARCH TO DEMONSTRATE AN ACADEMIC “SPIKE” AND A HOLISTIC EXTRA-CURRICULAR PROFILE



Yale

ANDRE EDWARD BOTERO

Location: USA

University: Yale University

While Andre knew that he was interested in STEM, it was joining the pre-med club at school that helped him choose between engineering and medicine. Once he became president of the club in his junior year, he learned more about every specialization in medicine and narrowed down on neuroscience as a potential major in college. As he learned more about neuroscience, he began looking for research opportunities to continue to develop his knowledge.

Andre was already volunteering for people with ADHD or autism and Lumiere served as a natural academic extension of his practical experience. He wanted to build upon his knowledge of neurodivergence and understand the linkages between autism and ADHD. As Andre says, “Autism and ADHD are very similar and very different in many ways”. With Lumiere, he worked on discovering how these two could be related and whether they could be on the same spectrum. This could potentially lead to improved diagnosis and management of the disorders.

Andre’s paper took the shape of a literature review. At the start of the program, reading advanced academic papers was challenging – he hadn’t done that before! But he found that constant communication with his mentor and asking his mentor questions during each of their sessions helped make this easier – and reading different research papers on the origins of neurodivergence ended up becoming one of his favorite parts of the experience!

When applying to university, Andre discussed his research project in CommonApp’s activities section, got a recommendation letter from his mentor, and also submitted the entirety of his paper as a STEM supplement. This helped him **establish an academic “spike” in neuroscience, that could allow Andre to set himself apart as an accomplished and high-potential neuroscientist who would make effective use of Yale’s research opportunities and internship programs.**



Andre also had a strong extra-curricular profile. He had been playing the piano for 9 years and tennis for 12 and was the president of the pre-med club at school. The research added a new dimension to this profile. It acted as a perfect bridge between his academic interests and extra-curricular interests. Our research showed that many students were in a similar position – **research can help students with strong extracurriculars (e.g. in the arts or sports) round out their profile by proving their academic ability too!**





Case study 2

RESEARCH LEADING TO OTHER ADVANCED OPPORTUNITIES TO ENHANCE PROFILE



Northwestern
University

VINAYAK KAPOOR

Location: India

University: Northwestern University

Vinayak's case is a great example of **how doing a research project with a mentor can help open doors to new opportunities.**

Growing up, Vinayak always knew he wanted to study physics. In his Lumiere interview, he described his fascination with everyday physics: from playing with an electric circuit kit when he was four years old to thinking about fluid dynamics and the design of juice bottles. When in school, he took part in the F1 in Schools STEM Competition (ranking in the top 15 teams nationally) and led the school's tech club.



As he explored physics, he realized that he wanted to do research - but found it hard to do without a mentor. So he applied to Lumiere's summer 2022 cohort and worked with Andrew, a Ph.D. student in Purdue's top quark working group. Over the course of the program, Vinayak **built a strong relationship with his mentor** - so much so that Andrew explained in his course-end evaluation form that Vinayak was capable of "garnering more knowledge in performing a particle physics measurement in a single summer project than most undergraduates would have taken 1-2 years to accomplish."

At the conclusion of his program, Vinayak assumed that it was the end of his research journey. To his surprise, his



mentor offered him the **opportunity of working with his quark research group at Purdue as an independent researcher**. An unprecedented opportunity, Vinayak could not believe that he would be able to experience ‘actual research’ at such an early stage of his scientific career.

Working as the only high school student in a group of PhDs was a game-changer. Not only did it exponentially increase the academic grasp of his chosen subject, but it also stood out in his application since high school students rarely get to do research at the university level.

When applying to universities, this experience contributed significantly to Vinayak’s profile, demonstrating his ability to succeed in a challenging academic environment like Northwestern’s. Our key takeaway here is that **research can open up access to advanced opportunities that can boost your profile. These are opportunities that can be otherwise hard to access** since they require a strong understanding of the discipline and somebody to vouch for your skill.



Case study 3

USING RESEARCH TO ENRICH ESSAY CONTENT WITH DEEPER INSIGHTS AND STRONGER FOUNDATIONS



KHÁNH CHI NGUYỄN

Location: **Vietnam**

University: **Yale University**

Yale

Debating is what got Chi interested in history, international relations, and politics. Reading about all these topics to prepare for debates opened up the world of

global geopolitics and statecraft for her. However, it was Middle Eastern nation building that fascinated her the most due to how it intersects politics, history, and global geopolitics and how similar it was to her home country's (Vietnam) own nation-building dynamics. Finally, she decided to take this interest more seriously by exploring it under expert guidance through research.

At Lumiere, Chi worked with a mentor who was studying political science at Princeton. While deciding on potential areas of research, they started with West Asian geopolitics but gradually moved closer to Chi's home, as her interests evolved. Chi has always felt that her national government's actions in the past have been questionable and wanted to see how it reconciles this past with future generations. Thus, historical negationism was seen as an interesting topic to dive deeper into. She surveyed people of various generations in Vietnam to gauge how fresh controversial events are in today's public memory.

The research experience led to both intellectual as well as personal growth. Chi remembers well how her mentor played the devil's advocate by challenging a lot of her beliefs about her own country and helping her think deeply about contemporary nation-building. Towards the end, Chi was not just equipped with a better understanding of her chosen subjects but also had a more insightful and nuanced opinion of her own country's history and political systems.

She used this as a foundation to build her "Why X major?" essay for Yale. Using insights from her research, she wrote about her conflicting relationship with Karl Marx. How she admires the person deeply due to the revolutionary ideas of an equal and classless society but also recognizes the impracticality and difficulty of implementing these ideas in Vietnam. Chi's aim is to bring the hidden part of history to the forefront and her research was the first step towards that end.



Our key takeaway here is that research can give you unique insights into students' areas of interest (and other aspects of their lives and identities!) that can translate into high-quality content for college essays.



Case study 4

USING RESEARCH TO GIVE ACADEMIC FOUNDATION TO PRACTICAL EXPERIENCE AND FURTHERING A NICHE SPECIALIZATION



Yale

DHRUV BHALLA

Location: India

University: Yale University

Dhruv's case study is a great example of how **independent research can allow students to explore the frontiers of their intellectual capabilities without the constraints of a traditional curriculum based academic setting.**

Early in high school, Dhruv realized that he was actually interested in human geography and education a lot more than the sciences. The sociology of education and urban deprivation was an area that really captured his imagination. In fact, Dhruv had even written in his Lumiere application that education is his dream job - "I want to be a teacher".

Raised in the metropolis of Mumbai, where a skyscraper can often be seen next to a slum, Dhruv wanted to explore the influence of sociological factors on learning outcomes. However, given that his school curriculum only had a small chapter on educational outcomes, he looked for more avenues to pursue his interest.

Dhruv came to Lumiere in the summer of 2021 and worked with a Ph.D. mentor from Oxford University who was studying how sociological factors contribute to digital inequalities in education. The match turned out to be a good fit for Dhruv’s niche interest. His mentor helped him explore areas of academic debate in the field of education and guided him to a specific research question. Dhruv distinctly remembers intensive sessions where his mentor challenged assumptions that he had in his original research question, for example by encouraging Dhruv to define what types of social inequalities he was analyzing, and pushing him to define what exactly he meant by the term “education”.

After this rigorous back and forth, the two finally gave shape to a clear and concise research question involving a literature review on how factors like socioeconomic background, gender, and geography impact secondary learning inequalities. Merely coming up with a research question in this manner gave Dhruv a good insight into the research methodology and process.



Thus, in Dhruv’s case, the **independent research program offered him an opportunity to engage with the rigor of research beyond the restrictions of prescribed curricula. He could explore his favorite topic, with the academic thoroughness needed to build a foundation for future expertise.**



Dhruv always knew that in order to make his application stand out he had to demonstrate significant effort towards engaging with his core interest and presenting a coherent narrative. He was already interning at 2 places in the education sector and was volunteering as a math teacher at a local slum. The research tied perfectly with this overall profile and made it more holistic. **It became a thread for connecting all these experiences and gave his niche interest an academic foundation.**



Case study 5

USING EXPERIENCE WITH A MENTOR TO GET EXTERNAL VALIDATION THROUGH A RECOMMENDATION LETTER



DARTMOUTH

ARAL CAY

Location: **Turkey**

University: **Dartmouth College**

We will now look at Aral’s example to see how **research can help students boost their applications through external validations from accomplished mentors.**

“Computer science is the heart and the rest of the natural sciences are the organs”, says Aral while perfectly summing up his interdisciplinary approach towards computer science and its ability to enhance our understanding of the natural sciences. It all started with a curiosity that led Aral to learn to code on his own. Through online textbooks and videos and a lot of trial and error, Aral picked up Python much before his classmates. Eventually, he came to a point where he wanted to take his CS understanding to a new level and apply it in combination with the natural sciences, in particular, Astronomy/Astrophysics. After all, when both your parents are astronomers, it is hard not to feel drawn to the discipline.

Aral joined Lumiere in the summer of 2022. He worked with Andrea, a PhD candidate at Harvard’s Department of Earth and Planetary Sciences. Their academic association started with the two of them trying to understand Aral’s interests and a potential research question. Based on their conversation, Andrea would send him readings and videos to deepen his understanding and gauge the extent of his interest in a particular topic. They eventually settled on exploring the habitability of exoplanets.

As time progressed, so did the difficulty of the research. Using data from NASA’s exoplanets archive, they aimed to gauge the level of habitability of various planets by analyzing factors like temperature, distance from star, eccentricity, etc. Aral learned how to use the NumPy library for the first time and also grappled with how he could balance the various nuts and bolts of his data analysis. Over the course of the four months, Aral noticed his understanding of both computer science and astronomy go through a steep learning curve.

The research experience boosted Aral’s profile. Apart from mentioning the research project on his CV and activity list, he also requested his mentor to write him a recommendation letter. He felt that the mentor had witnessed his academic capabilities grow enough for him to request this. Moreover, having a letter of recommendation from a Harvard-based doctoral candidate could add value to his profile.



Our key takeaway here is that a letter of recommendation from an external mentor can be an effective testament to a student’s work ethic, attitude, and ability. Given the rigorous setting in which independent and individual research takes place, research mentors can often develop a unique and in-depth understanding of their mentee’s academic capabilities in a short span of time. This can stand out in comparison to a traditional school letter of recommendation.



Case study 6

USING RESEARCH TO GAIN INSIGHT INTO A TECHNICAL DISCIPLINE FOR A SPECIALIZED PROGRAM



ALINDA MUTABAZI

Location: Uganda

University: University of Manchester, University of Nottingham



The University of Manchester



University of
Nottingham
UK | CHINA | MALAYSIA

Research helps students applying to technical programs exhibit both expertise and passion for their chosen field. Alinda's example is a good case in point.

Alinda has always looked at her country and wondered why it is lagging behind in terms of economic growth. Why, after so many decades of independence, were African nations low on most developmental indicators? “Are the economic disparities encountered by African nations a result of colonialism?”, she wrote as part of her Lumiere application. She couldn't help but contrast it with the stories of other Asian nations like Singapore that managed to increase economic growth significantly despite similar colonial history.

Most answers that she found were superficial platitudes that lacked a nuanced understanding of the country. Corruption, electoral fraud, and authoritarian leaders were some common answers but seemed to lack a good grasp of the unique nature of post-colonial African nations. In order for her to understand this field better, Alinda turned towards independent research with Lumiere.

As someone interested in law, Alinda wanted to make sure that she focused on understanding Uganda's development not just in economic terms but also from the governance and legal perspective.

Alinda's research focused on governance in Uganda and seeks to highlight the complexities of the issue, which is often overlooked in the literature. She also sought to find alternative forms of governance that could potentially aid in the further development of the country despite and in response to the issue of corruption.

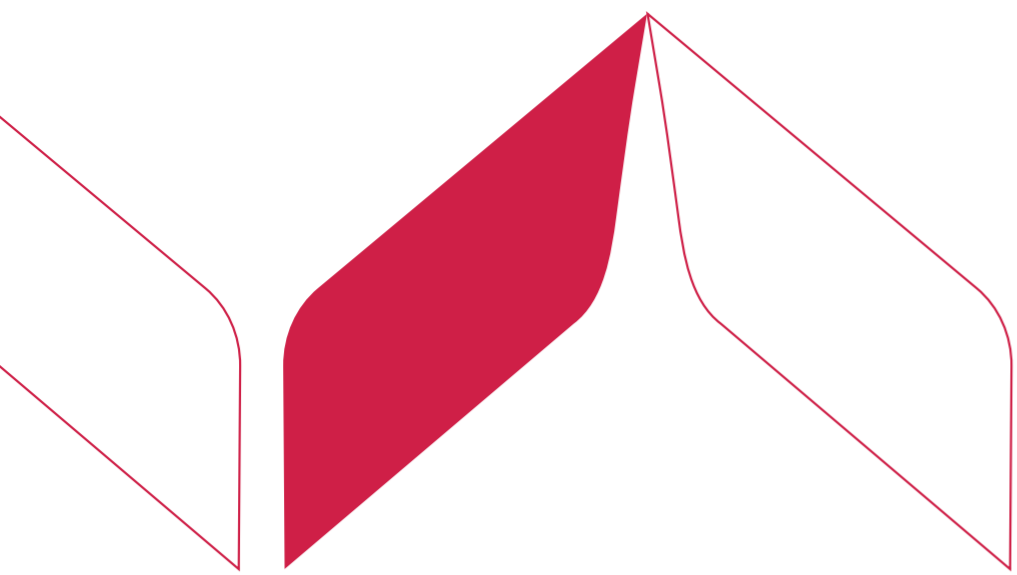
Specifically, she also focused on the impact of laws on the ease of doing business and the country's economic growth. She found out how the quality of laws affects the number of shareholders which in turn reduces investment and economic development in the country.

Her research insights formed an entire paragraph in her UK applications. Personal statements in the UK are fundamentally different from the essays that US universities use. They need to be academically oriented and thus our takeaway here is that **research can play a huge role in giving students the necessary technical understanding of a discipline that is otherwise not offered at the high school level. This can be especially useful for technical programs.**



CONCLUSION

In a competitive early application cycle, students who did research projects had strong admissions outcomes at selective universities. Some Lumiere alumni showcased their research in their list of activities or through a recommendation letter, to prove their academic ability and expertise. Others built on their research and reflected on their experiences in essays to demonstrate personal growth and social commitment. By identifying and effectively communicating the larger narrative that their research is placed in, applicants can make a convincing case for their candidacy and prepare themselves well for college.



NOTES

¹ In this context, “top university” is defined as one of the 8 Ivy League universities and Stanford University. See note 4 for more details.

² From <https://www.forbes.com/sites/michaelnietzel/2022/11/18/some-good-news-on-the-college-application-front/?sh=48957c0e7f70>

³ From <https://fairtest.org/university/optional>

⁴ Early admissions acceptance rates are from the most recent year for which data is available. The acceptance rate for Lumiere alumni is calculated based on the number of survey respondents who applied to a given university, and who were admitted. Appendix 2 provides a full breakdown of student acceptances

⁵ Based on classifying areas of respondent interest into “humanities”, “sciences” or “social sciences”.

⁶ Thank you to the 6 students for contributing to the case studies.

APPENDIX 1

Full list of early acceptance results

USA

Alabama

University of Alabama at Birmingham

Arizona

Arizona State University Main Campus (8)

California

• Chapman University (3)
• Pepperdine University
• Loyola Marymount University
• Santa Clara University
• Stanford University
• University of San Francisco
• University of Southern California (2)

Connecticut

Yale University (4)

Colorado

University of Denver

Connecticut

Yale University

Delaware

University of Delaware

Illinois

• University of Chicago
• Northwestern University (4)

Florida

• Embry–Riddle Aeronautical University
• Florida Institute of Technology
• Florida State University

Georgia

• Emory University (4)
• Mercer University
• University of Georgia (3)
• Georgia Institute of Technology (2)

Indiana

• University of Notre Dame
• Indiana University at Bloomington (13)
• Indiana State University
• DePauw University (2)

Louisiana

Tulane University

Maryland

Johns Hopkins University

Minnesota

• University of Minnesota Twin Cities (7)
• University of Minnesota at Morris
• Macalester College

Massachusetts

• University of Massachusetts at Amherst (6)
• Wellesley College
• Tufts University (4)
• Northeastern University (4)
• Smith College
• Harvard University (2)
• Boston College
• Boston University

Michigan

Michigan State University (6)

New Jersey

• Rutgers at New Brunswick (2)
• Rutgers University–Camden
• Rutgers State University at Newark

New York

• Fordham University (3)
• Pace University
• Columbia University (3)
• Union College
• New York University (4)
• Cornell University (3)
• State University of New York at Albany (2)

New Hampshire

Dartmouth University (3)

North Carolina

• Duke University
• University of North Carolina at Chapel Hill
• University of North Carolina at Charlotte

Ohio

• Case Western Reserve University (3)
• Ohio State University

Oregon

University of Oregon

Pennsylvania

• University of Pittsburgh – Main Campus
• University of Pennsylvania (3)
• Pennsylvania State Univ. Main Campus (12)
• Villanova University
• Swarthmore College

Tennessee

Vanderbilt University

Virginia

University of Virginia (2)

APPENDIX 1

Full list of early acceptance results

USA

Texas

- Texas A&M Univ. at College Station (2)
- University of Texas at Arlington
- Baylor University (2)

Washington D.C

Georgetown University

Washington

- Washington State University
- Washington University in St. Louis

Wisconsin

Lawrence University

UK

Coventry, England

University of Warwick (2)

Durham, England

University of Durham

Edinburgh, Scotland

University of Edinburgh

East Sussex, England

University of Sussex

Manchester, England

University of Manchester (2)

Nottingham, England

University of Nottingham (2)

Fife, Scotland

University of St. Andrews (2)

London, England

- Imperial College London
- Queen Mary University of London
- University of London

Cardiff, Wales

Cardiff University

South Yorkshire, England

University of Sheffield

IRELAND

University College Dublin

MEXICO

Monterrey Institute of Technology and Higher Education

APPENDIX 2

Breakdown of Ivy Results

University	General Early Acceptance %	# Lumiere Scholars Applied	# Lumiere Scholars Accepted	% Lumiere Scholars Accepted	# of applications (estimate)
Brown	13%	7	0	0%	6770
Cornell	23%	29	3	10%	9017
Columbia	10.10%	11	3	27%	6305
Dartmouth	19.20%	9	3	33%	3009
Harvard	7.50%	13	2	15%	9553
Pennsylvania	15.60%	16	3	19%	7795
Princeton	9.40%	10	0	0%	8648
Yale	10.02%	12	4	33%	7744
Stanford	4.73%	6	1	17%	8648

***Notes:**

- For universities that did not release early acceptance data, we have either used the latest available statistic or averaged the acceptance rate of other comparable universities.
- Early acceptance rates are from the class of 2027 or most recent available data.



Founded by Harvard & Oxford researchers, the Lumiere Research Scholar Program is a rigorous research program for talented students. In the program, students work 1-1 with a researcher from a top university to produce an independent research project.

To learn more or schedule a private info session reach out to us at **contact@lumiere.education**

To learn more about our financial aid and outreach efforts, please visit the website for the Lumiere Research Inclusion Foundation here:

www.lumiere.foundation

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