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Impact of Ethical Training

Effective Strategies to Teach

Highlights

Sciences Teacher Education

Assignments of Aesthetic Studies

Discovering Thoughts, Inventing Future

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Contents of the Issue

i. Copyright Notice
ii. Editorial Board Members
iii. Chief Author and Dean
iv. Contents of the Issue

1. Impact of Ethical Training: A Reflexive Contribution from Educational Ethnography. *1-7*
2. Evaluating the Skills for Writing Referencing Styles in the Assignments of Aesthetic Studies Undergraduates: Case Study at Eastern University, Sri Lanka. *9-11*
3. School Climate as a Key Factor to Improve Academic Outcomes: A Task for School Leadership. *13-21*
4. Gender Approach: A Requirement for Peacebuilding. *23-30*

v. Fellows
vi. Auxiliary Memberships
vii. Preferred Author Guidelines
viii. Index

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Impact of Ethical Training: A Reflexive Contribution from Educational Ethnography

By Elizabeth Murrain Knudson

Abstract- Due to the national and international impact of the training of civic and ethically competent professionals and citizens, I describe the teaching, learning and evaluation strategies applied during more than 9 years of educational work. Methodological strategies, which have allowed to have results of quality, excellence and effectiveness both in the evolution and development of the students, as well as for the academic and administrative academic management developed by the the High Quality University Institution, in Bogotá D.C.

I share the present reflection with the purpose of explaining that values, virtues, principles, attitudes and human behaviors can be taught, learned and modeled with exigency and transcendence even in the university setting, having found in educational ethnography a tool that gives value and Meaning to everything that happens before, during and after the classroom encounters.

As a result and relevant conclusion, the same students express that for the 93.47% of those who studied the subject of ethics, the subject matter, didactics and strategies of evaluation and participation, had a positive effect on their attitude and performance as citizens and professionals , beyond the classroom and the grades obtained.

Keywords: *training, ethics, educational ethnography.*

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Abstract- Due to the national and international impact of the training of civic and ethically competent professionals and citizens, I describe the teaching, learning and evaluation strategies applied during more than 9 years of educational work. Methodological strategies, which have allowed to have results of quality, excellence and effectiveness both in the evolution and development of the students, as well as for the academic and administrative academic management developed by the the High Quality University Institution, in Bogotá D.C.

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I. Introducción

En agosto de 2018 cumplo 18 años de haber iniciado mi carrera docente, desde el 2009 en particular con asignaturas como Ética, Bioética y Responsabilidad Legal. Motivo por el cual, he decidido hacer esta reflexión antropológica como homenaje a todos aquellos estudiantes que han compartido conmigo las aulas de clases y a través de quienes, con quienes y para quienes he perfilado y nutrido mi ser humano, docente, profesional y social, particularmente porque desde el año 2006 la vida me fue llevando a especializarme en el área de ética, tanto con un discurso como mediante un estilo de vida coherente con lo que profeso al tener la oportunidad de ser Magistrada en los Tribunales de Ética de Enfermería por "reconocida idoneidad profesional, solvencia ética y moral" (1).Muy especialmente dedicada esta reflexión, a los estudiantes que he tenido en el año 2016, quienes me movilizaron profundas fibras cognitivas y humanas por sus aportes a la práctica docente y los retos que me generaron ante las confidencias que realizaron en público o en privado, sobre sus circunstancias de vida ante las temáticas que abordamos.

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Los argumentos que enuncio a lo largo del texto han sido debidamente autorizados por los estudiantes de cada cohorte, a través de un formato escrito que empecé a circularles desde el segundo semestre académico del año 2009, cuando como proceso de coevaluación verbal y escrita al final del curso, les he pedido que me describan lo que la asignatura ha significado para ellos en su vida personal, cotidianidad y futuro profesional.

La metodología seleccionada fue la etnografía como modelo de investigación en el aula, teniendo en cuenta que los beneficios y aportes que me generaba corresponden a4

"la descripción de los contextos (humanos, educativos, sociales), la interpretación de los mismos para llegar a su comprensión, la difusión de los hallazgos, y, en último término, la mejora de la realidad educativa" (2), social y cultural, todo lo cual debe enriquecer nuestra práctica docente e institucional y resignificar lo que ocurre en el aula como un resultado de gran responsabilidad y compromiso con los ciudadanos y profesionales que se encuentran en la cotidianidad.

Los hallazgos y conclusiones son producto de las situaciones sistematizados por la docente durante 10 años.

II. Metodología

Entendida la etnografía como "el estudio de personas en sus entornos naturales, entregando la oportunidad a los investigadores de conducir un estudio detallado de un grupo de personas. También podríamos pensar que la etnografía es una descripción profunda de una cultura o de un grupo de personas que comparten un espacio geográfico, una labor, una práctica, un gusto, una memoria, una realidad; en general, una forma de ser y estar en el mundo. Básicamente una etnografía es una intervención sobre comportamientos, emociones, conciencia y lenguaje." (2).

Álvarez (3), Velasco y Díaz de Rada (4), Serra (5) plantean frente a esta metodología etnográfica, que el investigador en un "intento por ser uno más en la comunidad estudiada son fundamentales tres cualidades: intuición, reflexión y empatía", cualidades que desde mi propia perspectiva filosófica y práctica, son igualmente esenciales para la labor docente y considero que han emergido en la interacción con los

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diferentes grupos de estudiantes a lo largo de estos 16 semestres, permitiendo ir más allá de la periódica explicación teórica de contenidos sobre ética, normatividad y humanismo en el aula de clases.

Teniendo en cuenta que Álvarez (3) y Serra (5) nos aportan además, que el objetivo de la metodología etnográfica puede ser sintetizada en las siguientes perspectivas descritas en la tabla 1:

Tabla 1: Finalidades que persiguen las diferentes perspectivas etnográficas. (3)

Perspectiva	Finalidad
Etnografía holística	Descripción e interpretación cultural de modo holístico.
Antropología cognitiva	Identificar y entender las categorías culturales que usan los miembros de una cultura para organizar su modo de vida.
Etnografía de la comunicación	Estudiar los patrones con los que interactúan los miembros de una comunidad, realizando análisis socio-lingüísticos.
Interaccionismo simbólico	Examinar las interacciones sociales que se producen en los grupos, destacando la importancia de analizar los símbolos y los significados que se les atribuyen en las relaciones.

Surge entonces (2-5), el concepto de etnografía educativa que aún a hoy, es amplio y se encuentra en proceso de construcción, que remite al investigador y/o docente, al estudio etnográfico en los escenarios académicos (escuelas, colegios, universidades), entregando una serie de oportunidades, retos y perspectivas frente a todo lo que se cultiva en el interior de los contextos educativos, absolutamente significativos si se da voz a estudiantes, docentes y todos aquellos que integran la comunidad educativa, en ese reto que tenemos de educar y transformar los escenarios sociales de acuerdo a las crisis humanas e institucionales (6) que nos pone de presente este siglo XXI en su segunda década, suficientemente documentada mediante la literatura gris y la producción académica.

Cada una de las perspectivas etnográficas descritas en la tabla 1, cuenta con fundamento específico, metas, ámbito, metodología, que el investigador y/o docente debe conocer, para aplicarlos de acuerdo a la finalidad que pretenda desde su rol docente o como investigador, entendiendo en particular que la: "(…) La educación es un proceso querequiere de la interacción docente- estudiante en consonancia con el currículo; relación dialéctica demarcada por las formas de comprender el mundo por parte del estudiante, y la actuación del profesor para "hacerlo" entender. La investigación cualitativa debe ser el eje dinamizador de la acción pedagógica en la educación. (…)", visibilizando un aporte significativo a través de la etnografía educativa como estrategia sistemática, del quehacer docente (7 - 9).

Particularidad de la Función Docente: Esencia de mi práctica

La práctica docente entendida como la capacidad de enseñar, transmitir y formar es inherente a la personalidad del cada instructor docente, esta al igual que el liderazgo, la gestión, la administración y tantas otras cosas de la vida, depende de todo aquello que la persona tiene en su cabeza y en su corazón (10, 11). La docencia, implica empatía como virtud pública, ser modelo de rol humano y profesional idóneo, coherente e integral; así como, la movilización de los recursos personales, socioculturales y profesionales para fortalecerlos y presentarlos abierta y claramente en la interacción que plantea la presencia del educando, y en cada contexto tanto interno como externo que representa la institución donde se ejerce la docencia (10, 12).

El docente de manera individual debe ratificar el conocimiento, presentar el desarrollo de las nuevas ideas, invitar al estudiante a ser partícipe de la generación de nuevos saberes y realidades, poner en confrontación el contexto tradicional e histórico con esta información, abrir ventanas al pensamiento crítico, la reflexión, la creatividad, el ingenio, todo lo cual es posible si el docente es una persona asertiva, libre, autónoma, equitativa, justa y respetuosa en el mayor sentido de cada palabra (10-13).

En esa medida el docente de este nuevo siglo (10 - 14) debe vivir y hacer evidente en el aula de clases habilidades incluyentes como son: diversidad de género,inter/multiculturalidad, respeto por diversidad en cuanto a formas de pensamiento, filiación política, religiosa, desempeños, condición socioeconómica; además de generar y mantener el pensamiento crítico, analítico, reflexivo, científico, complejo, matemático entre otros. Debe así mismo, generar confianza, respeto, seguridad, autoridad (ser visto como líder), ser comprensivo, dialogar, ser buen negociador y cultivar entornos de aprendizaje respetuosos, comprometidos, democráticos, dinámicos, lúdicos, armoniosos, solidarios, colaborativos y que enaltezcan esquemas de valores explícitos y sólidos.

Ese es el currículo oculto y el que más pesa en el proceso de enseñanza–aprendizaje y en la relación docente–estudiante (10,13 - 16). Uno de los valores que tiene la función docente, además de motivar en los

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educandos gran conocimiento, es promover progresivamente el desarrollo personal y profesional favoreciendo en el proceso de aprendizaje, el desarrollo cognitivo y actitudinal de destrezas y habilidades integrales humanamente sensibles y adecuadas (10 - 16), transformación que se recrea a través de las Figuras 1, en la cual, se describe cómo el estudiante avanza secuencialmente en el proceso de aprendizaje, los niveles de retención de los conceptos aprendidos en relación con las diversas estrategias didácticas establecidas por el docente, aportando intuitiva y deductivamente qué estrategias metodológicas se deben asumir para evaluar el aprendizaje (10 - 16).

La "Pirámide de Miller", de la base hacia arriba (Sabe y Sabe cómo) corresponden al desarrollo de competencias cognitivas necesarias y obligatorias para todo proceso de aprendizaje, y los dos siguientes (Demuestra cómo y Hace) al desarrollo de conductas, habilidades y destrezas; todos estos niveles deben estar mediados por la apropiación, cultivo y desarrollo de principios, valores y virtudes humanas (10, 13-16). La pirámide de aprendizaje (Figura 1), muestra que entre más activa y dinámica sea la participacióndel estudiante en clase y en relación con el trabajo independiente, más fija y retiene los conocimientos, esto sirve de referencia para que los docentes generen didácticas activas, participativas, que movilicen el interés, la empatía y la afectividad, sean variadas de acuerdo a los objetivos de aprendizaje y nivel de desarrollo de competencias que pretende lograr en el estudiante (10-16).



Figura 1: Cono del aprendizaje (10)

Por tanto, los esquemas o formatos de evaluación que elabore el docente en forma planificada y previa, deben ser consistentes con los conocimientos, habilidades y destrezas que se desean medir y evaluar como algo positivo, armonioso, necesario, importante y de gran crecimiento individual y colectivo. Es necesario que los docentes centren su atención en los procesos de evaluación para dar garantía de calidad en el ciclo enseñanza - aprendizaje, generando coherencia y congruencia entre lo enseñado, las estrategias metodológicas utilizadas y el tipo de evaluación para medir lo que se desea medir: saber, saber hacer, quehacer, actitud, desempeño, entre otras. Además para que la evaluación termine midiendo lo que se pretende, la evaluación debe ser tanto o9 más planificada que las mismas clases, talleres, laboratorios y, debe generar nuevo conocimiento en el área de la docencia pues es la fase menos explorada y documentada en la gestión educativa (10, 17).

En esa medida el plan de curso, microcurrículo o proyecto de aula, no debe ser plano, predecible, rutinario, al contrario requiere ser dinámico, armonioso, propositivo, retador tanto para el estudiante como para el docente, debe corresponder a las características globales del grupo de estudiantes sin perder de vista valores como: tolerancia, honestidad, felicidad, compromiso, amabilidad, solidaridad, trabajo en equipo, disciplina, puntualidad, equidad, autonomía, libertad y sinceridad, entre otros; al igual que virtudes como: empatía, responsabilidad, aceptación, gratitud, asertividad, profesionalismo, respeto, compasión, prudencia, generosidad, confianza (10-18),

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promoviendo el desarrollo de conocimientos, habilidades, destrezas, competencias pero por sobre todo, formando seres humanos idóneos para el contexto laboral y social humano (18).

III. Resultados y Discusión

Describiré en los hallazgos dos ángulos, el primero la visión de la docente, el segundo las expresiones de los estudiantes.

a) Impacto de la Formación Ética desde el Quehacer Docente

Inicio con la visión de la docente, porque si bien es cierto describiré el impacto de la formación en ética en estudiantes universitarios, debo expresar, que completando el acápite anterior sobre la práctica docente, su integración con el currículo y la filosofía Universitaria, he logrado estos resultados gracias a la libertad, autonomía, respeto, afectividad y complicidad que a lo largo de estos 8 años de labores, me ha brindado el grupo académico y administrativo en la10 Universidad Acreditada con Alta Calidad en Bogotá D.C. (Colombia). Porque si mi labor docente está colmada de felicidad, satisfacción personal y resultados sencillos que afectan positivamente a estudiantes y compañeros, no me hago ni desarrollo unitariamente, he requerido de esos otros docentes, estudiantes y administrativos que tengo a mi alrededor, para SER MAESTRA de un área que social e incluso académicamente no es valorada con la trascendencia que implica para la formación de sujetos humanos y profesionales idóneos.

Equipo humano de la Universidad, en particular los de la Facultad a la cual me encuentro asignada, dentro de la cual se encuentra un equipo Directivo, docente y administrativo que ha sido congruente y consistente con los preceptos y valores Corporativos, con los cuales he compartido mis alegrías y resultados en el aula de clases, al igual que las preocupaciones o insatisfacciones a lo largo de todos estos semestres y, sin los cuales, lo que soy, pienso, siento, preparo, planifico y hago no tendría mayor significado, cumpliendo eso sí con la labor delegada, pero sin mayores resultados sobre nuestra razón de ser institucional "formar ciudadanos y profesionales de bien, dentro de una cultura de la vida, su calidad y su sentido"(PEI).

Expreso entonces que el primer y más significativo impacto de la formación en ética, es la propia transformación como persona, ciudadana y profesional, porque más que el discurso teórico o normativo, he requerido vivir la ética y armonizarla con valores cívicos urbanos (sigue siendo tendencia la urbanidad de Carreño) en todo momento y lugar, en cada acto grande o pequeño. Circunstancia que no es fácil en nuestro contexto social y humano, porque algunas personas en ocasiones confunden la decencia, honestidad e integridad ética – moral como un asunto de debilidad o "estupidez humana" si se quiere.11

Ante lo cual, es necesario ser firmes, sólidos y consistentes en el pensar, sentir y obrar si deseamos cambiar nuestro entorno, debemos empezar por cambiar y mantenernos diferentes nosotros mismos independiente de las circunstancias que nos plantea en la cotidianidad. Es la única manera de ser modelo de rol eficiente, efectivo y aceptable para nuestros estudiantes, compañeros de labores, familia, las instituciones y la sociedad en general.

La formación en ética es una labor que requiere conciencia, idoneidad, compromiso consigo mismo, libertad, felicidad, autonomía, credibilidad y confianza para poder motivar a que otros asuman similar o mejor desempeño personal y social, pues el estudiante siempre debe superar al maestro.

b) Impacto de la Formación Ética desde la Experiencia Estudiantil

Dado que a través de la formación universitaria, las experiencias que vive cada persona le permiten generar sus propios conceptos, creencias e inquietudes, suelo preguntarle a los estudiantes qué es para ellos, para qué les sirve y cómo pueden aplicar, los contenidos que desarrollamos en las asignaturas de ética que cursan entre IV; VI y VIII semestre de su formación, los que quieran me hacen la reflexión por escrito y en este momento cuento con más de 250 folios y varios mensajes en el correo, donde los estudiantes me han regalado sus retroalimentaciones o feedback. Dentro de las expresiones que han realizado los estudiantes, sobre el impacto de la ética en su formación profesional, en general tenemos:

- "(…) es uno de los ejes más importantes que hay porque nos recuerda que como profesionales debemos ser buenas personas (…)".
- "Deberíamos cursarla e integrarla durante toda la carrera no solo dentro de la propia asignatura".
- "Todos los docentes deberían mostrarnos las implicaciones que tiene a lo largo de toda la vida, no solo la de esta asignatura".
- "Nos ayuda a mejorar nuestra propia moral, valores y virtudes personales para asumir el cuidado de las personas".
- "Es necesaria para tomar buenas decisiones y resolver dilemas de cuidado a las personas".
- "Es muy importante para la vida cotidiana porque muchas veces uno actúa de acuerdo a los principios y valores que tiene".
- "Nos ayuda a ser integrales, tener buenas relaciones y trabajar en equipo".
- "La ética es importante porque está presente en todos los actos de la vida".
- "Es muy importante porque a diario nos enfrentamos a dilemas que requieren que

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tengamos valores y principios claros para que no cometamos tantos errores".

- "Para los trabajadores de la salud y enfermeras es fundamental, aunque en los servicios uno suele ver que son muy inhumanos e indiferentes con el dolor y necesidades de los pacientes".
- "¿Por qué no es tenida en cuenta esta temática por los docentes en las prácticas hospitalarias?".
- "Parece una cosa que debemos traer desde la casa desde niños, pero si no es así en la universidad le deben dar mayor valor y tiempo para desarrollarla".
- "No le damos valor porque a los propios docentes no les importa, a veces ni nos respetan o tratan bien".
- De manera positiva, el 93.47% de los estudiantes que han cursado la asignatura estos años, expresan reconocer, aplicar y retomar valores importantes para su desarrollo personal y profesional, virtudes y principios humanos de forma significativa, incluso llevarlos a otros escenarios y modificar su desempeño, comportamiento y actitud consigo mismos y con los otros.
- De manera honesta, igualmente debo expresar, que el 6.53% de los jóvenes me han expresado que consideran estas reflexiones y exigencias en aula como algo: "escuelero", "inútil", "infantil", "innecesario", "ridículo", en líneas generales porque "consideran que son cosas de crianza y de casa y que si no las tienen, la universidad ya no puede hacer nada al respecto, (…) porque a un adulto ya no lo cambia nada". Pero así no valoren, consideren importante o le encuentren mayor sentido a esta exigencia, de todos modos durante los encuentros en aula, los asumen e integran a su actitud, interacción y desempeño.

La estudiante MVRO, que curso con honores la asignatura durante el primer semestre del 2016 me pidió que expresara en el presente artículo lo siguiente:

> *"¿Tiene sentido la formación en ética?:* La ética se refiere propiamente al pensamiento de cada uno de nosotros sobre lo que es correcto o no, en mi opinión, la formación en ética tiene sentido si se inculca desde muy temprana edad, es decir, surge en el hogar; una variante es que la cuestión de ética, no es igual en todos los hogares o en todos los escenarios ya que viene de un referente moral distinto en cada persona. Por lo tanto la formación en ética es una guía hacia la toma correcta de decisiones que cada uno de nosotros acepta y aplica o por el contrato rechaza y descarta. Situación donde la ética se exprese: En el aula de clase, se ve muy reflejado ya que muchas estudiantes solo asisten a la asignatura por el hecho de no tener fallas, y no se centran en poner atención a aspectos tan importantes y grandes que podemos abarcar en una persona como lo es el respeto a su dignidad; vamos a ser futuras enfermeras y es increíble que no se tome en cuenta el trato humanizado y el respeto con los otros; simples actitudes como el lenguaje no verbal dicen mucho a la hora de educar y prestar cuidado a un paciente de manera integral y respetuosa; esas conductas no solo se ven reflejadas en esa asignatura sino que me he dado cuenta que se manifiestan en la cotidianidad."(MVRO, mayo 25 de 2016).

Así mismo, en cuanto a las circunstancias que hemos debido abordar, intervenir y realizar seguimiento incluso extraclase en relación con el desarrollo de temas que afrontan los dilemas del comienzo de la vida (embarazo, malformación congénita, aborto, métodos de planificación vs influencia de la cultura, eugenesia, entre otros) y dilemas del final de la vida (suicidio, enfermedad crónica, vejez, afrontamiento del dolor, discapacidad, pérdida del rol personal–familiar–social, duelo, eutanasia, muerte, entre otros), hemos tenido:

- Maltrato de los estudiantes cuando eran niños o adolescentes (17%): físico, emocional, sexual. Donde emergen angustias, dolores, relatos, incluso llanto, durante el desarrollo de la didáctica o lúdica de los temas.
- Baja autoestima, depresión, fatiga crónica, síndrome de las personas quemadas o burnout, intento de suicidio o suicidio de algún compañero - amigo (15%).
- Situaciones de maltrato vigente (diferentes actores) y bullyíng (3%). Generalmente emergen extraclase por temor a lo que digan sus otros compañeros y angustia de que expongan lo socializado con otras docentes o equipo administrativo de la Facultad.

Abordaje de situaciones que han quedado dentro del fuero del cuerpo docente y/o administrativo de la unidad académica y administrativa, según cada caso, para lo cual, ha sido extremadamente valioso el acompañamiento y tolerancia que profesa el equipo humano descrito.

IV. Conclusiones

En consecución general, si nos mantenemos centrados dentro del marco que expresa el título del presente artículo "Impacto de la Formación en ética: un aporte desde la etnografía educativa" (Figura 2, importancia de la educación), es posible recrear que la formación en ética (cívica, humanismo), es altamente positivo para el entorno de formación universitaria, que lejos de ser peyorativo o "escuelero" hace parte del reto y compromiso de la comunidad académica.

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Figura 2: Frase sobre la Importancia de la Educación. Encontrada en:https://plus.google.com/+ByronMorales JB/posts/TFS5kbZsMfe, consultada mayo 15 de 2018.

Formar, cultivar y desarrollar personas, ciudadanos y profesionales desde los referentes que nos plantea el Proyecto Educativo Institucional (PEI), es trascendente si nos comprometemos con todos y cada uno de los actores directos, indirectos, activos y pasivos. Como Nación debemos seguir poniendo en primera fila la formación en ética si deseamos mejorar los entornos sociales, humanos, políticos, institucionales y económicos. La formación en ética nos ayuda a reflexionar, ser conscientes y asumir comportamientos e interacciones más efectivas y empáticas, no nos hace santos ni perfectos, pero si mejores personas.

La metodología etnografía educativa, es agradable en la medida que le da voz y sentido a todo lo que se cuece y genera en el aula de clase con rigor metodológico, con gran emotividad y sensibilidad para el docente – investigador, que debe permitir que su labor cotidiana sea reflexiva, analítica, critica y propositiva, ante lo cual apreciado docente o estudiante respóndase: ¿Cuál es la pretensión humana, con la que usted ingresa o sale a diario de su aula de clase? y, de acuerdo a sus pretensiones humanas ¿cómo vive y le impacta la formación en ética su propia vida personal y profesional?, ¿la puede identificar, describir, definir?, le agradezco de antemano que, se responda estos tres enunciados como reflexión una vez revisado el presente documento.

La experiencia sistematizada que hoy tengo la oportunidad de compartirles, permite analizar que vale la pena invertir tiempo, oportunidades, estrategias y didácticas para fortalecer la apropiación individual y colectiva de los conocimientos éticos y bioéticos aún a nivel universitario, partiendo del precepto "que la ética nos hace humanos, reflexivos y conscientes de nuestros pensamientos, palabras, acciones, pero no nos hace perfectos" (10, 18). Bajo esta mirada, al menos en nuestros estudiantes es possible incrementar y mantener la responsabilidad y compromiso de ser ante todo "buenas personas además de excelentes profesionales". La ventaja que me ofreció el seguimiento de la etnografía educativa, es que todo lo que ocurre en el aula de clase, hasta lo más simple y rutinario tiene sentido, voz, valor, importancia para la formación integral de personas y profesionales que son nuestros estudiantes, pero además me transforma también a mí misma como educadora y ciudadana.

Consideraciones Éticas

Manifiesto abierta, honesta y autónomamente, que la presente disertación ha sido elaborada, siguiendo los criterios éticos de la docencia, investigación y publicaciones vigentes a nivel nacional e internacional.

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Evaluating the Skills for Writing Referencing Styles in the Assignments of Aesthetic Studies Undergraduates: Case Study at Eastern University, Sri Lanka

By Mr. B. Prashanthan, MAC.Fathima Aroosiya & Ibnu Suhood Narsheeth

Eastern University

Abstract- Writing appropriate Referencing style is identified as a skill among the academic researchers in the higher education society. It plays a significant role in assignments process. If research or assignment used appropriate referencing style that particular document becomes high-quality document. In this context this paper analyses the skill for writing-different referencing styles in aesthetic Studies Undergraduate assignments. The study used the survey research design through the stratified random sampling method, 75 out of 164 undergraduates were selected as sample. Referencing skill was evaluated through three categories (referencing style the format of Books, periodicals and Non-print source). This study was carried out by pretest and posttest. Before the one month of post-test, two days seminar was conducted about referencing style. According to the pre-test result, the overall level for the undergraduates' performance of writing referencing style in their assignments is 28.33%. However, due to the two days' workshop knowledge about the usage of referencing style was increasing all categories. The referencing style for books were increased from 43.33% to 51.66%, for periodicals were increased from 26.6% to 33.33%, for non-print sources were increased from 15% to 18.33%, and the overall performance was 34.44%, but level is not in satisfactory level.

Keywords: *referencing style, aesthetic, assignment.*

GJHSS-G Classification: *FOR Code: 199999*



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Mr. B. Prashanthan [α], MAC.Fathima Aroosiya [σ] & Ibnu Suhood Narsheeth [ρ]

Abstract- Writing appropriate Referencing style is identified as a skill among the academic researchers in the higher education society. It plays a significant role in assignments process. If research or assignment used appropriate referencing style that particular document becomes high-quality document. In this context this paper analyses the skill for writing-different referencing styles in aesthetic Studies Undergraduate assignments. The study used the survey research design through the stratified random sampling method, 75 out of 164 undergraduates were selected as sample. Referencing skill was evaluated through three categories (referencing style the format of Books, periodicals and Non-print source). This study was carried out by pretest and posttest. Before the one month of post-test, two days seminar was conducted about referencing style. According to the pre-test result, the overall level for the undergraduates' performance of writing referencing style in their assignments is 28.33%. However, due to the two days' workshop knowledge about the usage of referencing style was increasing all categories. The referencing style for books were increased from 43.33% to 51.66%, for periodicals were increased from 26.6% to 33.33%, for non-print sources were increased from 15% to 18.33%, and the overall performance was 34.44%, but level is not in satisfactory level. The study reveals that aesthetic studies undergraduates do not have enough knowledge in referencing style. As a whole, if it essential to improve the referencing style among the undergraduates for their assignments writing and it helps for their future research works. Therefore, this study suggested organizes several workshops to upgrade the skill in the referencing style.

Keywords: referencing style, aesthetic, assignment.

I. Introduction

The current development technologies provide a huge amount of information within a minute; information was obtained in different formats. In this scenario, access, organize and using appropriate printed and electronic information resources becomes an essential requirement in the contemporary era. In the context of University education, writing of assignments are an integral part of the learners, to expand knowledge in specific disciplines, engage in learning and research. In the meantime, writing and organizing the references, in particular referencing style plays a significant role in the academic assignments writing process. If it's used appropriate reference style, that particular document or research becomes high-quality reference and helps to avoid plagiarism. But it is a challenge for undergraduate in the present information era, where the information is abundant. According to Mashroofa (2009) "Information, overload is a frequent complaint within these environments. Because of the complexity of these environments, undergraduate face with diverse and abundant information choices in their academic studies" taking into consideration of these factors undergraduates should be guided to acquire proper skills for using reference system. In this background, this study aims to evaluate the knowledge and for writing different referencing style in the final year esthetic Studies Undergraduates assignments at Eastern University, Sri Lanka. Although there are different reference management software like End Note, Mendeley etc; it is difficult to use this software in aesthetic studies assignments and the medium for conducting all academic programme in tamil at Swami Vipulananda Institute of Aesthetic Studies . The available software does not support the local language properly. Moreover, available literature on various referencing styles is also in English, by which the students in aesthetic studies struggle to write the references in their assignments and reports. Therefore students have to be trained for different referencing styles manually. The undergraduate follows esthetic studies at the Swami Vipulananda Institute of Aesthetic Studies, which was merged as a higher education institute with Eastern University, Sri Lanka officially in 14th March 2005.The Institute has three departments such as Department of Music, Department of Dance, Drama and Theater Arts and Department of Visual Technological Arts.

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Statement of the Problem

Referencing style has been a subject of concern to an undergraduate in most of the Aesthetic studies. Also, the lack of appropriate knowledge in writing referencing style in assignments has become worrisome for all undergraduate. It was observed while the undergraduate students submit assignments throughout their study programme. Therefore, the study intended to carry out on evaluating their Skills for writing Referencing Styles in the Assignments of Aesthetic Studies Undergraduates.

II. Objectives of the Study

The objective of the study is

- To investigate the use of reference skill of aesthetic studies undergraduate in their assignments
- To examine the use of referencing styles for different formats of information sources (Books, Periodicals, and Nonprint sources) in Undergraduates assignments.
- To suggest the remedies for undergraduates to write the reference more effectively.

III. Methodology

Descriptive survey method has been used for this study and observation chart has been used as the data collecting instrument. The target population included in the study was all final year students of the academic year of 2009/2010, enrolled in Swami Vipulananda Institute of Aesthetic Studies, Eastern University Sri Lanka. The sample size calculated as per Barletta. (2001). accordingly, the sample size for the present study is 75 as the population size is 164. However, only 60 students have responded for this study. Therefore the response rate of present study is 80 %. The sample was selected through stratified random sampling. The undergraduates' population was satisfied into two categories, according to their field of study and gender.

In this study, a pre-observation (pre-test) carried out with undergraduate's assignment in 2014 October. The researcher conducted a workshop on different referencing styles consisting of three sub topic. The programs conducted for two days and at the end of the program (after one month of a program) a post observation (post-test) was carried out with undergraduates' new assignments. The collected data were analyzed using SPSS statistical software for descriptive statistics.

IV. Results and Discussion

Since the aesthetic studies undergraduate mostly use books, periodicals and non-print sources for their assignments, the data analysis was limited only to three categories such as referencing style for the format of Books, Periodicals and Non print sources. According to the pre-test, it was noted that the highest percentage of aesthetics studies undergraduates (56.67%) were not familiar with for the referencing style for books. Likewise, the Undergraduates were also not familiar in referencing styles of non- print sources and Periodicals. In the pre-test, 15% of the students wrote appropriate reference for non-print sources and only 26.66% of the students wrote an appropriate reference periodical. Overall performance in writing different reference style in undergraduates' assignments was not in the satisfactory level that is Majority of students (71.67%) was not familiar with the use of reference in an appropriate way. The results are given Table 01.

Table 1: From Pre-observation

Category	Writing appropriate reference styles	
	Undergraduates	Percentage
Books	26	43.33%
Periodicals	16	26.66%
Non-print sources	09	15%

The performance levels of writing referencing styles in undergraduate assignment after the post observation are given table 02.

Table 2: From Post-observation

Category	Writing appropriate reference style	
	Undergraduates	Percentage
Books	31	51.66%
Periodicals	20	33.33%
Non print sources	11	18.33%

The result of post-test indicates that the skills for writing different referencing styles in the assignments of aesthetic studies undergraduates after conducting two days' workshop were slightly increased in all categories. The in-depth analysis showed that the overall performance of appropriate referencing style level was increased by 6.11%, which ranges from 2.16% to 8.33%. The writing skill referencing style for periodical was increased by 6.67%, for non-print sources it was increased by 2.16%, and for books it was increased by 8.35%. However, the overall increase did not exceed the 50%, but it was only 34.44%. In the comparison of pre-observation and post-observation for writing referencing style in their assignment is given in table 03.

Table 3: From Pre-observation and Post-observation

Category	Pre-observation	Post-observation
Books	43.33%	51.66%
Periodicals	26.66%	33.33%
Non print sources	15%	18.33%
Overall	28.33%	34.44%

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V. Conclusions and Recommendations

According to this study, the overall average level in the usage of referencing style in Undergraduates assignment was at needs improvement level. Further, the study reveals that due to the two days' workshop knowledge about the usage of referencing style at the assignment of aesthetics studies undergraduates was slightly increased in all categories. But those levels are not even in a satisfactory level. Therefore the skills for writing referencing styles should be improved in an appropriate way among the aesthetic studies undergraduates from in their first-year studies. Hence, the following recommendation can be made to develop the undergraduate referencing style.

The Institute should plan and arrange short term awareness program and workshop at regular intervals to develop the referencing skill among students. They need training especially on non-print sources referencing and periodical reference style. Therefore Institute should consider the time duration and the length to the program to be relevant to Undergraduates.

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School Climate as a Key Factor to Improve Academic Outcomes: A Task for School Leadership

By Ana Cristina Oliveira

Abstract- Given the pivotal role played by school principals in school effectiveness (Sammons, 2008; Souza, 2006), this study asks *how* principals' work can affect schools' outcomes? Based in the concepts of *school leadership* (Leithwod, 2009; Lima, 2001) and *school climate* (Aguerre, 2004; Brunet, 1992), it was developed a survey with new questionnaires that were tested and applied to a sample of 42 municipal public schools in Rio de Janeiro, Brazil. Through statistic approach, it was investigated possible associations between the principals' activity and both the teachers' work and students' proficiency. The data analysis indicates that a recognized and proactive principal, specially creating a positive environment to academic practices, is an important element for school outcomes. The study intended to analyze which aspects related to principals' job (leadership, relationship, management, etc) could be associated to two important school outcomes: teachers' job satisfaction and students' proficiency. In doing so, seeks to enlarge the discussion about school leadership and its effects to school outcomes by proposing a new quantitative research instrument, and presenting the results of an exploratory study, with important clues to future researches on the school leadership field.

Keywords: *school principals; school leadership; school climate.*

GJHSS-G Classification: *FOR Code: 130313*



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School Climate as a Key Factor to Improve Academic Outcomes: A Task for School Leadership

Ana Cristina Oliveira

Abstract- Given the pivotal role played by school principals in school effectiveness (Sammons, 2008; Souza, 2006), this study asks *how* principals' work can affect schools' outcomes? Based in the concepts of *school leadership* (Leithwod, 2009; Lima, 2001) and *school climate* (Aguerre, 2004; Brunet, 1992), it was developed a survey with new questionnaires that were tested and applied to a sample of 42 municipal public schools in Rio de Janeiro, Brazil. Through statistic approach, it was investigated possible associations between the principals' activity and both the teachers' work and students' proficiency. The data analysis indicates that a recognized and proactive principal, specially creating a positive environment to academic practices, is an important element for school outcomes. The study intended to analyze which aspects related to principals' job (leadership, relationship, management, etc) could be associated to two important school outcomes: teachers' job satisfaction and students' proficiency. In doing so, seeks to enlarge the discussion about school leadership and its effects to school outcomes by proposing a new quantitative research instrument, and presenting the results of an exploratory study, with important clues to future researches on the school leadership field.

Keywords: school principals; school leadership; school climate.

I. Introduction

It's well known that school principal's leadership is an important factor related to school's outcomes (Sammons, 2008; Leithwood, 2009; Alves & Franco, 2008, among others). But how school principals can make a difference inside their schools? How can their actions, decisions, and relationships impact school teachers' job quality and their students' learning? This study tries to answer those questions. It is part of a larger research which intended to deepen the understanding about *if* and *how* school leadership could affect two important school factors: teachers' job satisfaction and students' learning. Through a quantitative approach, this research designed questionnaires with specific items to access the information about school leadership as perceived by school teachers. The study intended to analyze which aspects related to principals' job (leadership, relationship, management, etc) could be associated to two important school outcomes: teachers' job satisfaction and students' proficiency. The theoretical and methodological contributes of this paper pretends to collaborate with the discussion about the importance of public schools in minimizing the social effects on students' academic trajectory.

a) Some Context

Brazil has a decentralized educational system spread over its 27 states and their municipalities. In 2017, Brazil had almost 34 million school-age children attending approximately 183,000 elementary and secondary schools (MEC/INEP, 2017). The public-school system is responsible for more than 80% of the elementary and secondary school.

In our educational system, as well as in other Brazilian areas, deep historical social inequalities can be found. The school educational system has been getting, in the last few years, special attention amongst the other social challenges in our country. Since the 1990's it has been guaranteed that almost all children (97%) have access to elementary school. Nevertheless, many of them do not reach high school. The number of students with access to high school and even college has increased in the last 20 years, but very slowly compared to other countries, as Andrade (2012) points out:

> Despite this intense grow observed in higher education, the rate of youth access is still restricted - 19% of people between 18 and 24 years old (PNAD, 2009). When we compare the Brazilian situation with other countries better developed, we see that the Higher Education access, in 1997, had reached 45% of 18 to 21 years old ones in USA and 69% in South Korea. (p. 18)

So, despite the goal of having almost all children with access to elementary school, the Brazilian educational system faces the challenge of retaining them and delivering a high-quality education. At the end of elementary school[1], only 15% of the teenagers enrolled in Brazilian public schools demonstrated appropriated learning in Mathematics test. And, this reality is even worse: 31% of our teenagers are finishing the elementary school without learning the Mathematics basic concepts that they should, being classified at the

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[1] Data provided by Prova Brasil, 2017.

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Insufficient level group, which means "learned almost nothing"[2].

Many studies in Educational Sociology are trying to explain and find solutions for the educational inequalities, specially looking for the school factors that can minimize the social economic impacts on students' learning. In Brazil, this challenge is urgent, considering our delay in providing that our students could read and solve math problems when finishing elementary school.

Trying to contribute on this field, this study was developed in municipal public schools in Rio de Janeiro. As have been well noticed, Rio struggles with economical, security and social problems that increased in the last years. Despite of being one of the most important cities in our country, the results for this municipal school system are alarming (just 49% of the 5th grade students and 19% of 9th students learned the Math's basic level[3]). Also, we have one of the higher indexes of school lateness (33% students with more than 2 years of school delay). The municipal school system of Rio de Janeiro included 996 elementary public schools, spread across a beautiful but complex city, with 483,073 students entitled to progress on their academic experience. The principals of these public schools struggle with providing good quality academic learning in a challenging social context. This study tries to better understand how it can be possible.

II. Theoretical Framework

Extensive national and international research in sociology of education indicates that, if the family background has a significant weight in determining the student's academic performance, some intra-school factors could minimize this effect of students' social background, stimulating efficiency and equity in the educational offer (Brooke & Soares, 2008; Sammons, 2008; Franco et al., 2007; Medeiros, 2007; Brandão et al., 2008). Sammons (2008), as well as Alves and Franco (2008) point out some of these intra-school factors, including efficient pedagogical actions focused on learning, teacher training and remuneration, school infrastructure, monitoring the academic progress of students, among others.

School principalship – often identified with the leadership skills of school principals – is a relevant school factor of effectiveness, regarding which Sammons (2008) makes the following consideration:

> Almost every school effectiveness study shows leadership as a key factor both in junior schools and high schools. Gray (1990) says that "the importance of the Principal's leadership is one of the clearest messages from research into school effectiveness '. [...] the study of the literature shows that three characteristics were found to be frequently associated with successful leadership: strong purpose, involvement of other employees in the decision-making process, and professional authority in the processes of teaching and learning. (p. 351- 352).

School leadership has been raising increasing interest in the academic studies of the educational field and has gained prominence in the current educational policies. In our review of articles published between 2010 and 2017 in four important national and international educational journals[4], we found 44 papers that explored the relationship between the school principal tasks and the teachers work[5]. Leithwood, the most frequently author cited in those articles, underscores the attention paid to the topic:

> School leadership is currently receiving unprecedented attention. The agenda of educational reform, in its ongoing evolution, seems to have grasped that the role of leadership is in itself an important goal for reform and, at the same time, a vehicle for other things to happen. (p. 17).

Although Leithwood highlights the influence of practice in the classroom as being the most relevant school factor that can influence students' academic results, he states that 'school leaders also influence student learning, but it is more indirectly' (ob. cit., p. 20). Leithwood stresses that even though school leadership only accounts for between 3% and 5% of learning variance between students from different schools, it accounts for a quarter of total variance when variables such as students' social origins are controlled, and only intra-school factors are analyzed (2009, p. 23). So, considering the findings in his huge literature review in this subject, we can consider that principals' work is the second most important factor - inside the school - that influence students' outcomes.

Soares (2007) also highlights the importance of school management: 'inside the school there are two important processes interacting to produce student performance: school management and teaching' (Soares, 2007, p. 153). According to the results of his research, Soares points out that the school principal's job includes guaranteeing the school's functioning in a way 'that its existing resources can be used to meet the learning needs of the students' (ibid.).

The variance in the students learning results, related to the principalship, is usually linked to the combination of maintaining a good school climate (suitable to learning) and building a collective perception among the other school agents - characteristics of effective schools, as identified in

[2] Based on official classification presented by QEdu: www.qedu.org.br
[3] Data provided by Prova Brasil, 2017.

[4] Revista Brasileira de Educação, Revista Brasileira de Política e Administração da Educação, Educational Administration Quarterly e Americam Educational Research Journal.
[5] To know more about the literature review, including the papers' categorization and the list of the references, go to Author (2015; 2018).

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literature. Sammons (2008, p. 351) considers that the impact of school management in the improvement of academic results is not direct, but it involves real work behind the scenes, seeking to ensure the development of other key features recognized as essential for school effectiveness. Among them she points out: shared objectives and visions, learning environment, positive incentives, family-school partnership, learning-oriented organization and monitoring of students' academic progress.

Ogawa and Bossert (1995) analyzed the comprehension of leadership from different perspectives that influenced the school climate studies. It's interesting to note that the focus is on the principals' work and there the leadership assumes different variations, both in its form and its substance (op. cit., p. 239). But Brunet (1992, p. 128) cautions against generalizing the results since the 'the leadership style just indicates one of the possible dimensions of the climate [organizational]'.

Boyd et al. (2011), however dedicated special attention to the contextual/relational factors inside the school, and their impacts on teachers' decision of stay or leave the school. The factor *administration* (which, in the authors' study involves the relationship with the school leadership team) was an important predictor in the teachers' decision of keep working in the school, as well as the lack of support from the school leadership team was pointed as an aspect that influenced the teachers' decision to leave the school.

Thoonem et al. (2011), in their turn, analyses the impact of school leadership practices, school organizational conditions, and motivational factors (including personal relationships) in school teachers' practices.

Considering the principals' leadership as an important factor to school improvement, the study here presented aimed to identify how the principals' work can be effective to schools' outcomes. Trying to understand that, it was investigated some possible variables that could be related with the teachers' satisfaction in their job (as a *proxy* of the improvement in teachers' job) and with students' results in Math tests (as a *proxy* of the improvement in academic quality). The methodological procedures to reach that are described in the next section.

III. Material and Methods

As the aim of this study was to understand how leadership, relationship, and management, (i.e. aspects of school principals' leadership) could be associated to teachers' job satisfaction and students' proficiency, a quantitative survey-based study was designed.

The quantitative studies about school leadership in Brazil are normally limited by the available data: the principals and teachers' responses to the contextual questionnaire of Prova Brasil[6], but they have some limitations[7]. These limitations challenged our research group to design a special survey trying to deep access the information about school leadership and school climate. Inspired by our studies and by the literature review, this study designed new correlated instruments to access principals and teachers' perceptions about these concepts. The questionnaires were tested to verify their confidence level to measure our constructs.

Therefore, the study here presented used data provided from two different sources: the first one was the results of the survey mentioned above, that was applied to school principals and teachers in 2014. It was used a stratified sample (n= 42) of municipal public schools in Rio de Janeiro that attend all grades of elementary school (N= 163)[8]. The questionnaires applied were answered by 45 principals and principal assistants and 394 teachers. In some schools the survey didn't receive an expressive number of teachers' answers, reason why this study considered the results collected in 27 schools where it was found a representative number of respondents (211 teachers, in total). So, we worked with a sample of 27 schools, that was confirmed tested as representative of their universe (N= 163). The questionnaires were applied both online (through surveymonkey.com) and in paper[9]. In this study, I used teachers' answers to our questionnaires to build indexes of their perceptions about school leadership and school climate.

The second source of data used in this study was provided by Prova Brasil/2013. The Social Economic Status - SES variable was designed with the information provided by students' questionnaires about their social background (in average per school). We considered the parents' academic background as a

[6] Prova Brasil is a large-scale assessment (Mathematics and Language skills tests) applied every two years to students in the 5th and 9th grades of the elementary school, in all Brazilian public schools. The assessment includes contextual questionnaires applied to principals, teachers and students of the classes being evaluated.

[7] To know more about this assessment and the limitations of the contextual questionnaires, see AUTHOR, 2015 and 2018; FRANCO, 2001.

[8] According to Brazilian educational laws, the municipal educational systems are responsible for organizing and offering the kindergarten schools (attending children from 4 to 5 years old) and the elementary school (6 to 14 years old students). The municipal public schools in Rio de Janeiro differ in their organization: some of them offer only kindergarten, others offer kindergarten plus the first term of elementary school, others offer all the elementary school, some of them offer just the first or the second terms of the elementary school, etc. We can find different arrangements in all the municipal school units in the city of Rio de Janeiro, reason why the actual government are trying to reorder all the system. In this study, we chose to apply the survey in those units that were serving in 2014 all 9 grades of elementary school, trying to access a larger number of teachers and trying to figure out the complexities of leading a huge school.

[9] To have a detailed description of the survey's methodology and challenges, see Author (2015; 2018).

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proxy of student SES, considering the studies that already related the important association of economic background and education level. (Hasembalg & Silva, 2000; Silva & Barbosa, 2012; Curi & Menezes-Filho, 2006; Menezes-Filho, 2007). The information about students' academic results was also provided by Prova Brasil/2013. We considered the Math tests' results of 5th grade students (in average per school) considering that this subject reflects the school academic improvement more than the Language one - which is still much dependent of family backgrounds, as highlighted Rutter et al. (2008).

The data provided of those different sources were than organized in two databases – Schools (with the data provided by Prova Brasil: SES and Math Proficiency in average per school) and Teachers (With the data collect in our survey).

To analyze the data, we used factor analysis with teachers' answers to build indexes that synthetized a group of answers linked to the constructs to be tested. Factor analysis allow the estimation of latent variables rather than only measured variables, improving validity and reliability (Brown 2006). For this study, the main indexes were "Leadership recognition (by teachers)", "Teachers' Perception of school climate" and "Teachers' job satisfaction". The first one synthesized the teachers' perception about their principal (or principal team) leadership and included items like *"the school management team is known as an effective team"* among others. The second index included items related to discipline and relationships. The third index included questions in a concordance scale, as "*I feel happy working at this school*" and "*If I could I would transfer to another school*", among others. These indexes are completed described in the table below.

Table 1: Indexes

Index	Items and factorial charges	Validity and reliability
Leadership recognition (by teachers)	In my school the leadership team is recognized for their good job (0,796); The leadership team has an encouraging and solidarity attitude with teachers (0,933); The school principal value and encourage the teachers' job (0,930).	KMO:0,668 α de Conbrach: 0,866
Perception of School Climate (by teachers)	How do you evaluate the following aspects in your school: Students discipline/behavior (0,767); The relationship of students and their teachers (0,909); The relationship of teachers and their students (0,842); The relationship between students and school's employees (0,847).	KMO:0,784 α de Conbrach: 0,851
Teachers' Job Satisfaction	I am satisfied with the number of students in my classroom (0,675); Sometimes I think that it´s waste of time gives the best of me at this school (0,710); I am satisfied in working at this school (0,643); I've been considering in transfer myself to another school (0,653); If I could, I would choose another career (0,653).	KMO:0,675 α de Conbrach: 0,710

Source: Elaborated with data provided by Survey 2014.

After checking the confidence level of these indices to synthetize the items (validity and reliability), which enabled us to synthesize teachers' perceptions about the three themes, the indices were aggregated in average by school. So, each one of the 27 schools in our sample had their indices, expressing the perceptions of their teachers in average. The aggregated indices were then merged to the Schools Database.

The study intended to analyze which aspects related to principals' job (leadership, relationship, management, etc) could be associated to two important school outcomes: teachers' job satisfaction and students' proficiency. Trying to better understand the possible relationships between the variables created, two groups of linear regressions were developed, having the variables "*Index of Teachers' job satisfaction*" and "*Students results in Math test* (5th grade)" as dependent variables. I am here considering the teachers' satisfaction in working in their schools as a *proxy* of their quality of work and the 5th grade students' results in Math test as a proxy of school academic achievement.

The first group of linear regression model was trying to understand what can be associated with "*Teachers' job satisfaction*" and its control variable was the "*Teachers' age*" (percentage of teachers older than 40, per school), considering the studies that showed the relationship between teachers' age/experience and their satisfaction in working at their schools (as showed, for example, by Cunha, 2015).

The second group of linear regressions asks: what can be associated with the variation in "*Students results in Math test - 5th grade*"? Its control variable was the SES (percentage, per school, of students which at least one parent finished high school). This control variable was chosen considering that the social background has the major influence in students' outcomes (Alves, 2008; Soares & Andrade, 2006 and 2007) and that it can be measured by the parents' formal educational level (Hasembalg & Silva, 2000).

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The tables below summarize the variables used in each model.

Table 2: Descriptive Statistics in Group 1

Variables	Minimum	Maximum	Mean	Std. Deviation
DEPENDENT				
Index of Teachers' Job Satisfaction	-1.07	.80	.0045	.51447
INDEPENDENT				
Percentage of teachers older than 40 years old	.20	.86	.5964	.15613
Index of Leadership Recognition (by teachers)	-2.48	1.34	0.0	1.0
Index of Teachers' Perception about School Climate	-1.63	1.77	0.0	1.0

Source: Elaborated with data provided by Prova Brasil 2013 and Survey 2014.

Table 3: Descriptive Statistics in Group 2

Variables	Minimum	Maximum	Mean	Std. Deviation
DEPENDENT				
Students' Math Results -5th grade (in average)	175.60	251.83	219.47	18.06
INDEPENDENTS				
SES (percentage, per school, of students which at least one parent finished high school)	-2.05	1.79	0.0	1.0
Index of Leadership Recognition (by teachers)	-2.48	1.34	0.0	1.0
Index of Teachers' Perception about School Climate	-1.63	1.77	0.0	1.0
Index of Teachers' Job Satisfaction	-2.09	1.55	0.0	1.0

Source: Elaborated with data provided by Prova Brasil 2013 and Survey 2014.

IV. Results

After statistical analyses of the data, some associations were found to explain the variance of the dependent variables tested in each model. This paper highlights the significant and positive association between the Index "*Teachers' Perception about School Climate*" with the both dependent variables, as discussed below.

Considering the collinearity among all the variables and the size of the sample as technical limitations for an analysis of the indexes' simultaneous effects, we considered their individual associations with the dependent variable, in each model. As a result, we have different models introducing each index with the control variable (stepwise method, on SPSS). The Final Model, on the two groups of regression, presents the index "*Teachers' Perception of School Climate"* as the one which better adjusted to the models, amplifying its power to explain the variation of the dependent variable in each group.

In the first group, which was measuring what could affect the teacher's satisfaction in working at that school, the index "*Teachers' Perception about School Climate*" had a coefficient $b = 0.27$ (sig < 0.01) in the variation of the dependent variable ($r^2 = 0.46$). It was the most important index measured to explain the variation on the teachers' job satisfaction and the only one that stayed in the Final Model, as showed in the table below:

Table 4: Regression Coefficients in Group 1

	Model 1	Model 2	Model 3	Final Model
Constant	-0.963*	-0.734*	-0.734*	-0.734*
Percentage of teachers older than 40 years old	1.58*	1.17*	1.21*	1.15*
Index of Leadership Recognition (by teachers)		0.27**		
Index of Teachers' Perception about School Climate			0.27**	0.27**
R^2 Adjusted	0.20	0.45	0.46	0.46

** = sig < 0.05*
*** = sig < 0.01*
Source: Elaborated with data provided by Prova Brasil 2013 and Survey 2014.

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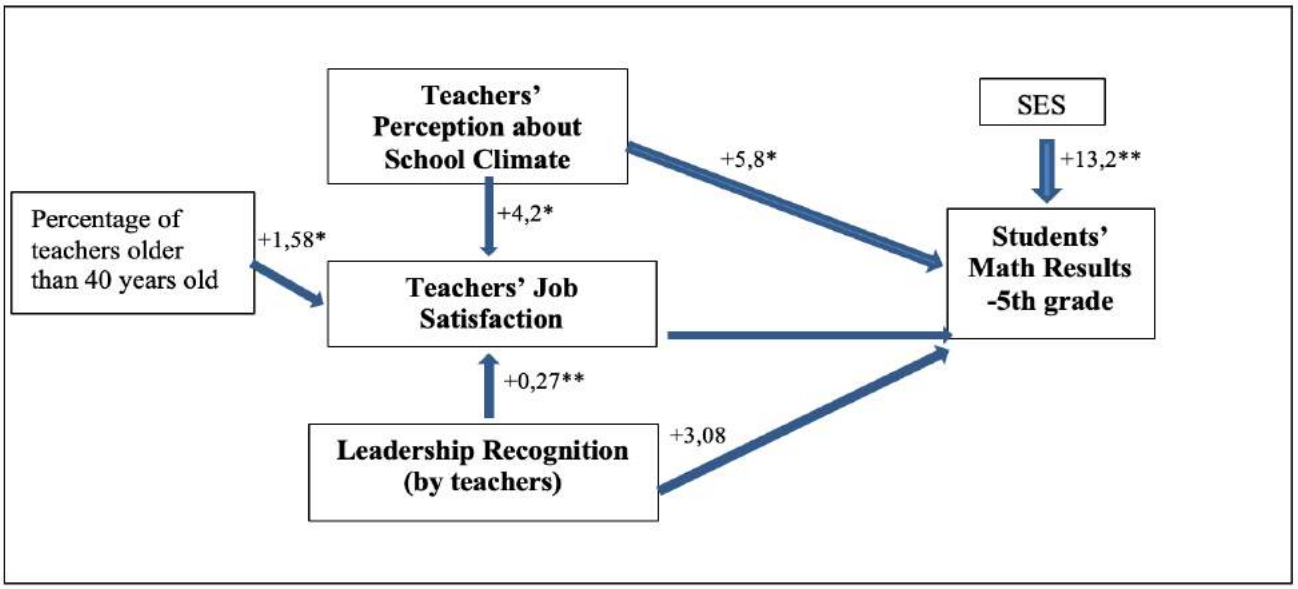
It can be inferred of this result that teachers are more satisfied working at schools where they perceive a better academic and relational climate. These results corroborate common sense: teachers are more satisfied working in those schools where they find a good climate to teach. They also work happier where they recognize and legitimate their principals.

In the second group, testing what could be related with the students' academic results, we found that the Index "*Teachers' Perception about School Climate*" had a coefficient *b*= 5,8 (sig < 0.05) in the variation of the variable "*Students' results in Math test* (5th grade)" (r^2 = 0.59). It was again the most important index measured to explain the variation on the students' results (average per school) and the only one that stayed in the Final Model, as showed in the table below:

Table 5: Regression Coefficients in Group 2

	Model 1	Model 2	Model 3	Model 4	Final Model
Constant	219.47**	219.47**	219.47**	219.47**	219.47**
SES (percentage, per school, of students which at least one parent finished high school)	13.2**	13.3**	10.9**	12.8**	10.9**
Index of Leadership Recognition (by teachers)		3.08			
Index of Teachers' Perception about School Climate			5.8*		5.8*
Index of Teachers' Job Satisfaction				4.2*	
R^2 Adjusted	0.52	0.53	0.59	0.56	0.59

= sig < 0.05
*** = sig < 0.01*
Source: Elaborated with data provided by Prova Brasil 2013 and Survey 2014.



** = sig < 0.05*
*** = sig < 0.01*
Source: Elaborated with data provided by Prova Brasil 2013 and Survey 2014.

Figure 1: Study results (synthesis)

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V. Discussion

This study tried to better understand how school leadership could affect two important school outcomes: the teachers' job satisfaction (as a *proxy* of teachers' work quality) and the students' academic results. Considering the hypothesis that the relationships built inside the school, between principals (or principal team) and teachers could affect these outcomes, it was developed a survey specially designed to capture information about these relationships.

Even considering the limitations of working with a small sample, the statistic findings of this study contribute to better understand how and through which ways principal's leadership can be related to schools' outcomes.

The results presented above confirmed that the teachers work more satisfied and students had better Math results on those schools where teachers reported a better perception about their school climate (which is also associated with principals' tasks). This finding corroborates the study developed by Shapira-Lishinsky and Tsemach (2014, p.676-677) about the association of an authentic leadership with organizational factors, among them, teachers' satisfaction on their work.

Considered at the study here presented as one of the dimensions in school climate, the index developed and tested deserves attention. In our previews tests this index was correlated with other ones related to school management and leadership, indicating that care about school climate should be one of the school principals' aim. Indeed, Urick and Bowers (2014) pointed out this priority: 'In more recent studies, leadership behaviors that contribute to a creation of a school climate have been found to have an increased influence on teacher and student outcomes compared to managerial tasks' (p.98)

In the present study, the data allowed us to infer that working in a school where faculty recognizes and legitimates the effectiveness of the school leadership team and perceive a good school climate is positively significant to teachers' feeling of belonging and, consequently, to their satisfaction and retention at the school. Considering the decentralized orientation to choose school principals in Brazilian school systems, we would like to highlight the importance of democratic practices to provide school principal's positions to build a sense of his/her recognition by school faculty (Author et al, 2013; Mendonça, 2001).

The findings also indicate that the teachers' feelings of job satisfaction are related with better academic results, probably because satisfied teachers are more engaged on their students' learning. Some studies investigated the evidence of relations between the teachers' work and the students' outcomes (an important review of this topic was made by Torrecilla, 2008). Some of them pointed out how the teachers' level of satisfaction on their job (including stability) could affect their students' learning (Hulpia et al., 2011; Thoonem et al. 2011; Price, 2012).

The Index "*Leadership Recognition*" also related positively with students results, although not significantly. Sammons (2008) and Alves & Franco (2008) considered the school management/leadership as an important school effectiveness key-factor. In fact, they pointed out the indirect effect of the principals' work on school academic results, and the findings presented in this study reinforce this assumption. The leadership factor of effectiveness can work through the teachers' recognition and through principals' work in maintaining a good school climate. Other studies investigated how the principals' leadership could improve the students' learning, highlighting the role of the school principal in this matter (Bruggencate et al., 2012; Fuller et al., 2011; Spillane et al., 2011; Sebastian & Allensworth, 2012). Regarding the public schools of Rio de Janeiro in our sample, it is important that principals become leaders and work for the construction and maintenance of a good school climate.

Although these results are not representative of all Brazilian or Rio de Janeiro's schools and cannot be generalized, they offer important clues for understanding school leadership amidst the complex social and educational challenges faced by public school systems. Finally, the study contributes to school leadership research field in two ways: offering a new and tested survey instrument (to be applied in larger samples and different contexts) and mapping suitable schools to deeply investigate those findings, through a qualitative approach, which can be reached in future studies.

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Gender Approach: A Requirement for Peacebuilding

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Abstract- After the signing of a peace agreement, countries enter into a process to determine what elements will be taken into account for the peacebuilding phase that begins. This is the case of Colombia; a country that today tries to decipher how it is to live in peace, after more than 50 years of conflict. This essay deals with the general topic of peacebuilding and focuses on a specific issue, the relationship between peacebuilding, gender approach, and education for peace. Thus, the paper will try to solve the following research question: *should the gender approach be included in one of the essential elements of an educational pedagogy for peace in Colombian schools*? The outline of the present essay is as follows: first, the objective of determining whether or not the gender approach should be considered as one of the elements of a peace education pedagogy; second, the background of Colombia's current situation related to peace education and the gender approach; third, the literature review; fourth, an analysis of two cases considered successful; fifth, a series of recommendations; and to finish; sixth, the conclusion of the paper that shows the need to include a gender approach in a peace education pedagogy for children.

Keywords: *gender approach, peace education, peacebuilding, colombian children.*

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Gender Approach: A Requirement for Peacebuilding

ジェンダーアプローチ：平和構築のための必

Andrea Luna Ruiz

Abstract- After the signing of a peace agreement, countries enter into a process to determine what elements will be taken into account for the peacebuilding phase that begins. This is the case of Colombia; a country that today tries to decipher how it is to live in peace, after more than 50 years of conflict. This essay deals with the general topic of peacebuilding and focuses on a specific issue, the relationship between peacebuilding, gender approach, and education for peace. Thus, the paper will try to solve the following research question: *should the gender approach be included in one of the essential elements of an educational pedagogy for peace in Colombian schools?* The outline of the present essay is as follows: first, the objective of determining whether or not the gender approach should be considered as one of the elements of a peace education pedagogy; second, the background of Colombia's current situation related to peace education and the gender approach; third, the literature review; fourth, an analysis of two cases considered successful; fifth, a series of recommendations; and to finish; sixth, the conclusion of the paper that shows the need to include a gender approach in a peace education pedagogy for children.

Keywords: gender approach, peace education, peacebuilding, colombian children.

I. Gender Approach: A Requirement for Peacebuilding

A peace education pedagogy is associated with several ideas, including promoting critical thinking, the ability to make decisions, assertive communication and conflict resolution skills, that can be adapted to the realities and needs– in this case of children– in the different regions of a country. Taking into account the complexity of proposing a unique peace education pedagogy –the realities and needs of each region are certainly different–, the primary objective of this research is to determine the essential elements of a peace education pedagogy, to provide educational institutions with tools and strategies to turn education for peace into a process of permanent learning, as a sustainable solution for peace. In the specific case of this paper, the objective will be to determine whether or not the gender approach should be consider as one of these elements, and whether or not it should be included in a peace education pedagogy.

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Moreover, rather than the static idea of teaching peace through a traditional, mandatory and theoretical school lecture, it is sought that the pedagogy aims at mainstreaming peace learning in the school environment. This can be achieved through collaborative work and horizontal dialogue between children, families and teachers, where the school's goal should be the integral development of its students, and not only the classic idea of transmitting certain knowledge and academic skills. The pedagogy aims at integrating peace education transversally in academic areas, involving the entire educational community, so that children empower themselves as true peacebuilding agents in their closest contexts and in society in general.

We must start by pointing out what is an education for peace and its importance. According to Unicef (n.d.), education for peace is defined as a process of promoting the knowledge, skills, attitudes, and values necessary to produce behavioral changes that allow children and adults to prevent conflicts and violence, to solve conflicts peacefully and create conditions conducive to peace. The relevance of education for peace in schools cannot be denied. Schools are one of the most privileged spaces for citizenship training, as it is like a small society where you learn how to live with others. The real challenge is to promote in this space a peace culture, living in peace implies committing to a cultural change. Families and schools are the scenarios where the construction of the concepts of citizenship and collectiveness begins. These are the environments where we can show children that inclusive and peaceful citizen coexistence is possible. Nevertheless, we need to know what are the adequate skills and tools to educate children, so that they can lead this process in the future and make peace stable and lasting.

The role of the teachers as guides in the learning process is of crucial importance in this investigation. Teachers are actors who can be a great support for the active participation of children. They must become behavioral guides in the school's microcosm, generating spaces to build critical conscience, individual thinking and protective environments where children feel valued. Thus, the strategy will promote teachers to review their training practices and expand their horizons, fostering new skills

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in their pedagogies and developing spaces for participation and active citizenship with children towards peacebuilding.

Likewise, for the determination of the essential elements of a peace education pedagogy, less conventional alternatives of education will be taken into account. Pedagogies based on games and artistic practices, for example, become languages through which children express themselves and communicate with the world more spontaneously. The recommendations of tools and mechanisms to implement in schools will take into account alternative pedagogies such as playful games, talking circles, artistic exercises, role-play, theatrical interventions, among others.

Now, we should start by describing the background. The armed conflict in Colombia, in addition to being the longest internal conflict in Latin America has left more than 8 million victims (RUV, 2018). The results of the war in Colombia have been devastating and today are reflected into rates of violence and conditions of inequality and inequity. However, the efforts of different actors to advance a peace process began to bear fruit in recent years. Through negotiations Colombia was able to reach a peace agreement with FARC[1], which is now a reality. Colombia is facing today a historical moment that forces us to look towards a future without war and to imagine the process that our country will experience in the transition to peace. Despite the fact that the process will be slow and painful for all, especially for the victims and the victimizers, it forces us to rethink our imaginaries of war and to initiate the promotion of a culture of peace and reconciliation. Forgiveness and real reconciliation become a fundamental axis to achieve sustainable peace in a country that has been battered by violence for so many years. This process will deeply mark our generation and the generations to come.

Besides, for several years the Colombian government has been working on initiatives related to the construction of a peace culture. The most relevant was a law promulgated on 2014, obliging all the educational institutions of the country to hold a 'Chair for Peace'. In addition, the Ministry of Education provided the schools with a series of guides with the basic concepts that should be taken into account when educating for peace. However, social, academic and educational sectors of the country have voiced their concerns about the way the chair for peace is being implemented, on account of the poor research, reflection and critical analysis on which it is based: the initiative did not include the voice of students, families, teachers and researchers (El Espectador, 2017).

According to El Espectador (2017), today the country's schools are not talking to children about the historic peace agreement between the government and FARC. Although Colombia has rigorously documented the dynamics of armed conflict, there are few studies of its impact on children (El Tiempo, 2015). Children are usually seen and treated only as victims and are often ignored as social agents in peacebuilding (Ahmed, F., 2015, p.19). For this reason, the basic elements for a peace education pedagogy must have as its principle the active participation of children, through their experiences and representations of the armed conflict.

Now, the literature review is presented below, mainly on the Colombian Peace agreement and the Unicef's program "Learning for Peace," which focuses mostly on the relationship between gender, peacebuilding, and education for peace.

II. Colombian Peace Agreement

The Colombian peace process is structured in three phases. Currently, Colombia is in the third phase, 'building peace,' where the primary goal is to promote and guarantee the rights of all Colombians through ten specific work points. Analyzing the ten points of the agreement and the full text we find that the peace agreement establishes some 'guiding principles,' and one of them is a Gender-based approach. The Colombian Peace Agreement (2016) states:

> Gender-based approach: special emphasis will be placed on the protection of women, children and adolescents, who have been affected by the criminal organisations that are the subject of this agreement. This approach will take account of the specific risks faced by women against their life, freedom, integrity and safety and will be appropriate for those risks (p. 80).

The peace agreement does very well to include the gender-based approach as a guiding principle that must mainstream the other issues; this approach is a huge advance in the process of women as active actors and protagonist in the post-conflict process. The strategies created in the peace agreement to achieve peaceful coexistence within communities are gender-based.

However, several stipulations of the agreement need revision in order to guarantee greater participation. The focus of the agreement seems to be reactive, that is, it refers only to women or girls who had some violation of rights, but does not talk about the prevention of these violations. If we look more specifically at the agreement, we can see that it does not refer to the intersection between education, gender, and peace. That is, we have the gender approach as a principle, but we do not know how to implement it in practice. Thus, the agreement does not include or even specify a point related to the construction of a culture of peace or

[1] Revolutionary Armed Forces of Colombia.

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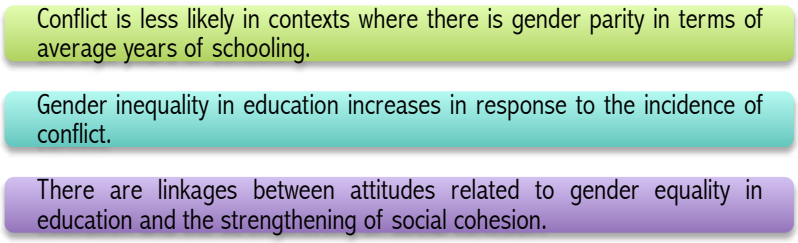
education for peace (OHCP, 2017). Even worst, it does not speak of education for peace that includes among its elements a gender approach.

III. 'Learning for Peace' Program

This program led by Unicef is part of the peace education programs that have been developed in several countries in the world over the past decade. According to the Unicef (2016), Learning for Peace is a catalyst for exploring how to break cycles of violent conflict, by addressing its root causes, to contribute to sustainable peace. Hence, "evidence indicates that improving gender equality in peacebuilding initiatives has a positive impact on both their durability and outcome, and as such, Learning for Peace adopted gender considerations as a cross-cutting principle at its inception" (p.2). In this way, with this program Unicef tries to use the full range of children's educational experiences to promote the principles of peace, social justice, and gender balance.

This program finds its foundations in the Unicef Gender Action Plan 2014-2017, which establishes, among other things, how the conflict has a different impact on boys and girls, and the need to prepare responses for each case to achieve gender equality in schools, highlighting the importance of these interventions for the construction of peace. The importance of education for Unicef lies in considering education more than a social service, "it can serve to develop identities and influence deeply seated cultural norms, and it plays a vital role in shaping the understanding of gender roles and responsibilities and in internalizing positive gender norms during childhood and adolescence" (Unicef, 2016, p. 1). Undoubtedly, education plays a crucial role in legitimizing gender stereotypes at an early age, a situation that can put at risk the inclusion of girls and boys in the peacebuilding processes.

Promoting gender equality in schools allows increasing opportunities for children to contribute equally in peace processes, as active agents of change. The objective of this program is to generate significant lessons, recommendations, and practices around the role of education in implementing gender-transformative peacebuilding strategies. Learning for Peace program conducted a global analysis of cases and showed that:



Own elaboration based on Unicef (2016).

Additionally, to carry out an efficient process of peacebuilding, it is necessary to understand the causes and roots of the conflict, "evidence demonstrates that effective and sustainable strategies to build resilience must address gender inequalities, and that failing to consider gender-related structural barriers and unequal power dynamics can reinforce vulnerabilities for the entire population" (Unicef, 2016, p. 1). For this reason, Learning for Peace program contains different strategies that it uses in all its interventions, some like 'building back better' to promote positive gender relations and social norms; empowering women and youth to promote and participate in building sustainable peace; invoking positive models of masculinity and supporting at-risk male youth; and addressing gender-based violence (GBV). The above strategies aims to addressing gender inequalities, as an integral part of building long-lasting peace.

This program leaves us with great lessons about the importance of including the gender-based approach in peace education pedagogies for children. On the one hand, the program points out "evidence indicates that improving gender equality in peacebuilding initiatives has a positive impact on both their outcome and durability" (Unicef, 2016). Also that "it has been found that the greater the level of gender inequality in a country, the more likely a country is to be involved in intra- and inter-state conflict" (Hudson et al., 2012). Including the gender approach guarantees sustainability in peacebuilding processes, that is, thanks to them we can achieve changes that are internalized in a community and can be passed on from generation to generation. When this level of internalization is achieved, daily practices are based on respect and peaceful actions, before responding with violence. In this way, conflicts are foreseen in the future, and peaceful spaces in the community are guaranteed.

Education for children begins in family and school, in these places; behaviors are learned that will be transmitted to society and the community. According to Caprioli (2000), education is "(…) linked to social or community norms of tolerance and inequality that are mirrored in behaviours throughout a population, from the individual through to the whole society, as the blueprint for interaction between humans with different characteristics is learned from female male relationships

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in every society". If we manage to talk and educate with the base of respect for the other, and respect for differences, we will be able to transmit to the children the idea of balance of power that must exist between genders and the importance of not reproducing negative gender stereotypes.

The approaches to peacebuilding that countries like Colombia have done so far are based on the assumption that women are weak (dichotomy men/war and women/peace) and face higher levels of vulnerability and marginalization. Although it is essential to be clear that boys and girls live war in different ways, we cannot pass on to children the idea that women represent weakness, as this causes women in the end not to be considered as active actors in the peacebuilding processes. Although we already know the potential benefits of education, traditionally education undermine gender equality schools, through their practices or the teaching materials they use. These actions reinforce gender stereotypes and perpetuate the unbalanced system of powers that exists today in the world.

The post-conflict period is the ideal scenario for the peacebuilding approaches redress gender inequalities and set new precedents during this transition (O'Reilly et al., 2015). This transitional period is a window of opportunity where you can 'build back better' (one of the strategies of the Unicef program), to transform the discourses, institutions, structures and gender relations in these societies. Women and girls should not continue to be considered as weak and passive actors, just as men and boys have lived the war and can be peacemakers in their communities. Thus, post-conflict periods represent the opportunity to make major changes in gender roles and reformulate the responsibilities that teachers and families have in this process for children, "(…) the transitional period presents an opportunity to influence education systems to adopt strategies aimed at reformulating negative gender and social norms. In addition to improvements such as girl friendly infrastructure, the supply of qualified female teachers, and specific measures to prevent and address gender-based violence, approaches to promote positive gender socialization in schools are emerging as an important element of peacebuilding" (Unesco, 2014).

Now that we have done the literature review, this essay proceeds to present an analysis of two cases where Gender-transformative peacebuilding approach has been included in peacebuilding processes.

1. Gender Socialization in Schools in Uganda: Karamoja pilot Project

The Karamoja project was implemented during 2015 in Uganda, specifically in the region of Karamoja. The project provided training to over 1000 primary school teachers that aimed to enhance their knowledge, attitudes, and practices relating to the promotion of gender equality and conflict management. It is important to say that the region of Karamoja records the highest levels of GBV of all areas in northern Uganda; this violence includes female genital mutilation/cutting, early marriage, and child labor. In Karamoja, masculinity is traditionally associated with ownership of cattle, while femininity is associated with marriage and child rearing.

Besides, there are high rates of domestic violence and intimate partner violence; it is normal to force women into marriage and there are several cases of child marriage. In the case of Karamoja, there is something different about gender relations, because gender discrimination is not only against girls and women. The community has an initiation ritual to attain the social status of adulthood, so boys and younger men who have not yet this initiation, are considered like "girls and women," and are under the power of the elders of the community, that undermine the cultural acceptance of violence (Unicef, 2016).

To this we must add the perception they have about education, communities show a general mistrust of education, and school enrolment rates are low, especially among girls. With this background, Unicef Learning for Peace program was aiming training teachers' to understand concepts related to gender equality –included the difference between gender and sex, gender roles, among others-, training in conflict resolution and the application of this knowledge in the classroom. Hence, "the program was based on a theory of change that suggested that teachers' with the knowledge result of the training, would improve their capacity to recognize and address gender inequalities and conflicts within the classroom, and like that generate a more gender equitable environment in schools and, ultimately, in the wider community – helping to strengthen social cohesion" (Unicef, 2016).

The pedagogies that were used for these training were through focus groups, discussion between families, teachers, and children, role-play exercises, participatory debate, among others. Also, Unicef asked teachers to draw up action plans for schools and classrooms, based on the knowledge and training they had received, as well as record their experiences in the application of the program. After a year of implementation of the program, where teachers and children were trained in peacebuilding gender-based, the following results were achieved:

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RESULTS
Increasing teachers' knowledge of some gender equality concepts.
Recognition of the equal capacities of girls and boys.
Awareness of the effects of gender-based discrimination on girls' social interactions and confidence.
Recognition of particular situations for girls (E.g., Missing school during menstruation).
Better knowledge of how to promote a more gender equitable environment in the classroom.
Equal participation, representation and responsibility sharing in the classroom.
Classrooms behavior and student's performance among girls changed.
Distribution of resources and tasks among girls and boys in a more equal way.
Encourage girls in subjects that had previously been considered inappropriate for them (E.g., Mathematics).

Own elaboration based on Unicef (2016).

2. Súper Campeonas - Colombia

'Súper Campeonas' is a program of the Colombian government, specifically led by the Colombian Family Welfare Institute (ICBF), whose main objective is the promotion of the rights of girls and adolescents in conflict zones. The strategy focuses mainly on the prevention of commercial sexual exploitation of children and adolescents, and the prevention of pregnancy in adolescence, from the practice of women's soccer (ICBF, 2017, p.3). The program considers that the protective environments of children are not just their homes, are also the schools where they spend the majority of the day. In these spaces, they learn how to relate to their communities, and this is where gender dynamics and stereotypes are reproduced that affect the participation and decision-making of girls.

This program has a gender approach mainstream in a peace educational pedagogy for children. The program considers an intervention based on the empowerment and strengthening of the life skills of girls and adolescents allows the construction of scenarios of social transformation for building peace. For this program, girls' education enable them to strengthen their life skills, such as self-knowledge, decision making and the construction of their life project, at the same time they recognize themselves as subjects of rights, and may develop tools to demand the guarantee of them.

The process of social transformation that is sought through this strategy is carried out through soccer, the sport that is most played in Colombia. According to the ICBF (2017), the sport is a tool that can transcend the barriers of sex, race, economic condition, a universal language of millions of people, including numerous children and adolescents, in whom generates a great passion. Now, soccer is traditionally considered as a sport for men, so this program also sought to train teachers whom traditionally only work with boys, to transform the conceptions they have about the role of girls in sporting practices.

For this program, the peacebuilding process must necessarily be linked to education with a gender approach. For this reason, with education in rights through soccer, the program tries to provide girls with tools that allow them to assume more prominent and active participation in community settings. When you train soccer, you learn to define, decide, analyze, attack, defend, encourage, lead and project (ICBF, 2017). The program relates these learnings to the skills that girls must have for life, internalized and shared in the community. This program, which has been implemented in Colombia for more than two years, has the following results:

RESULTS
Through teamwork, spaces of equality between boys and girls were fostered.
Boys and girls stopped considering girls as less capable individuals than boys.
The teachers, boys, and girls understood the difficulties and limitations that girls might have due to their gender.
Taboos are broken on the idea of what role girls should play. Soccer, like other activities, can be for boys and girls.
Teamwork generates bonds of friendship and mutual support to strengthen skills and empower children.
Girls recognized themselves as subjects of rights, with equality of possibilities in the development of skills and roles without gender discrimination.
It is recognized that the school is the closest and most crucial protective environment in life and the development processes of girls and adolescents.

Own elaboration based on ICBF (2017).

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Even if the intersections between gender equality, education and peacebuilding are varied and extensive, both, literature review and analysis of successful cases, allow us proposing a series of recommendations and conclusions for future peacebuilding strategies seeking to adopt gender approach.

First, some recommendations, tools or strategies, that can be made to schools and teachers, to promote gender equality in the classroom:

What?	How?
Challenge students' ideas of gender roles	Teachers should challenge students' ideas about gender roles in the context of any class assignment or discussion. Teachers can inspire kids to think critically about the origins and consequences of these inequalities between boys and girls.
Self-reflection	Teachers must become aware of the gender stereotypes that perhaps unconsciously they perpetuate in the school. When teachers are conscious of their perceptions of gender, they will be able to make an effort not to recreate them in the classroom.
Mainstream gender approach in the different assignments	There are many forms of mainstream gender approach and include women's perspectives in the different assignments, for example, history. Teachers can emphasize the role of women in history since many textbooks tend to center more on men. Teachers can focus on the peace-building processes of history and the role of women and men. They can show students how women don't have equal participation in these processes and start a discussion with the students about why this happens.
Gender-neutral language	Teachers should also try to use a gender-neutral language in the classroom as much as possible, teach about gender neutrality in language, and discuss with the students how gender-biased language perpetuates inequalities. According to Confortini (2006), "feminist theories consider language creates realities and reproduce gender relations (…) gendered language have to be included in peace theories, taking into account this is a tool through which legitimation occurs" (p. 351). Language is a tool through which reality is created, teachers must use a gender-neutral language in their classes, a simple example could be not referring to 'policeman,' but to 'police officer,' like this, teachers break the stereotypes of some jobs for women and others for men.
Gender-transformative pedagogic approaches	Teachers must strengthen their capacities to develop complementary teaching and learning materials under a gender approach. Traditionally, education has focused on the inequalities faced by women and girls, but the narrow and rigid constructions of masculinity are left aside, "gender-transformative peacebuilding approaches must go beyond simply including women and girls, to understanding and responding to how gender roles and relationships work across various contexts" (Unicef, 2016).

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After showing the analysis performed, the conclusions that were obtained from this essay are presented below.

First of all, gender and peace are not separate concepts or topics. The impact of gender equality is less use of violence as a response. Thus, there's a connection between gender and peace; a gender approach is necessary to build peace. It is crucial to understand this relation, when talk about peace through education its imperative to include gender approach, "gender relations are immersing in the creation of violence, in other words, violence creates and describes gender and vice versa. This is why violence and gender have to be interrelated and understand like a mutual constitution" (Confortini, 2006).

Peace approaches -peace pedagogies for education in this case-, must use 'gender lenses,' in the words of Sjoberg (2013) "the gender analysis is indispensable to identify causes, consequences and to propose solutions. The result of using the gender lenses is to have more questions with different types of answers. But all these perspectives help us to understand better the idea of peace, expand our notions about what it really means." Therefore, trough gender we can analyze relationships of power, and their relevance in the way we are educating children.

Further, the intersection between gender, peace, and education, invites us to rethink about the dichotomies society traditionally uses to define and conceptualize different situations. Peace/war, women/men, children/adults, victim/victimizer, are some of the examples of these dualisms, that excludes different realities and understandings of the world, and "(…) do not allow a more strong notion of peace, that includes concepts as justice and equality" (Sjoberg, 2013). A dialogue regarding dichotomies ends up being a discourse of power hierarchies, where the roles for the different actors are determined, some can be passive actors some can be agents of change. History has shown us how these roles have been assigned, and adult men are the ones who have the power to influence peacebuilding processes. Strategies proposed by some feminist perspectives are necessary for the debate of how to teach peace. Strategies such as "empathic cooperation", where you become aware of putting yourself in the place of the other (emotional connection); or a mechanism where you talk about peace from the "witness", in other words, a discourse made from the experiences of women who have lived through the war (feeling-based approach); among others (Sjoberg, 2013).

Finally, even though peace education must mainstream every school curriculum, post-conflict period it's the perfect scenario to promote gender transformative interventions in the peacebuilding process. Peace agreements and post-conflict periods are the beginning of a process where we can interrupt gender roles and women's discrimination, are 'windows of opportunity' to organize, demand change, and create social and political changes, a moment to end gender violence and leave exclusion aside. We know that "education can be transformative when it is equitably available, of good quality, relevant and conflict-sensitive, and can touch the lives of every citizen" (Unicef, 2016) now education with a gender approach is a crucial prerequisite for building sustainable peace.

Determining the elements of a peace education pedagogy for children has the primary goal to give students some tools to have critical thinking to question traditional practices we have in our communities. Schools must encourage children to challenge themselves all the time, to make critiques with arguments, to understand their benefits and the limitations society puts in some people, and to realize the power game related to gender so that they can take action, or simply not repeat these behaviors in their families and communities. So far, the answer to the research question is yes, it is necessary to include a gender approach in a peace education pedagogy for children. Undoubtedly, gender is a crucial element in peacebuilding, and promoting gender equality is not an option.

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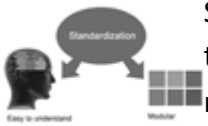
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11. Pick a good study spot: Always try to pick a spot for your research which is quiet. Not every spot is good for studying.

12. Know what you know: Always try to know what you know by making objectives, otherwise you will be confused and unable to achieve your target.

13. Use good grammar: Always use good grammar and words that will have a positive impact on the evaluator; use of good vocabulary does not mean using tough words which the evaluator has to find in a dictionary. Do not fragment sentences. Eliminate one-word sentences. Do not ever use a big word when a smaller one would suffice.

Verbs have to be in agreement with their subjects. In a research paper, do not start sentences with conjunctions or finish them with prepositions. When writing formally, it is advisable to never split an infinitive because someone will (wrongly) complain. Avoid clichés like a disease. Always shun irritating alliteration. Use language which is simple and straightforward. Put together a neat summary.

14. Arrangement of information: Each section of the main body should start with an opening sentence, and there should be a changeover at the end of the section. Give only valid and powerful arguments for your topic. You may also maintain your arguments with records.

15. Never start at the last minute: Always allow enough time for research work. Leaving everything to the last minute will degrade your paper and spoil your work.

16. Multitasking in research is not good: Doing several things at the same time is a bad habit in the case of research activity. Research is an area where everything has a particular time slot. Divide your research work into parts, and do a particular part in a particular time slot.

17. Never copy others' work: Never copy others' work and give it your name because if the evaluator has seen it anywhere, you will be in trouble. Take proper rest and food: No matter how many hours you spend on your research activity, if you are not taking care of your health, then all your efforts will have been in vain. For quality research, take proper rest and food.

18. Go to seminars: Attend seminars if the topic is relevant to your research area. Utilize all your resources.
Refresh your mind after intervals: Try to give your mind a rest by listening to soft music or sleeping in intervals. This will also improve your memory. Acquire colleagues: Always try to acquire colleagues. No matter how sharp you are, if you acquire colleagues, they can give you ideas which will be helpful to your research.

19. Think technically: Always think technically. If anything happens, search for its reasons, benefits, and demerits. Think and then print: When you go to print your paper, check that tables are not split, headings are not detached from their descriptions, and page sequence is maintained.

20. Adding unnecessary information: Do not add unnecessary information like "I have used MS Excel to draw graphs." Irrelevant and inappropriate material is superfluous. Foreign terminology and phrases are not apropos. One should never take a broad view. Analogy is like feathers on a snake. Use words properly, regardless of how others use them. Remove quotations. Puns are for kids, not grunt readers. Never oversimplify: When adding material to your research paper, never go for oversimplification; this will definitely irritate the evaluator. Be specific. Never use rhythmic redundancies. Contractions shouldn't be used in a research paper. Comparisons are as terrible as clichés. Give up ampersands, abbreviations, and so on. Remove commas that are not necessary. Parenthetical words should be between brackets or commas. Understatement is always the best way to put forward earth-shaking thoughts. Give a detailed literary review.

21. Report concluded results: Use concluded results. From raw data, filter the results, and then conclude your studies based on measurements and observations taken. An appropriate number of decimal places should be used. Parenthetical remarks are prohibited here. Proofread carefully at the final stage. At the end, give an outline to your arguments. Spot perspectives of further study of the subject. Justify your conclusion at the bottom sufficiently, which will probably include examples.

22. Upon conclusion: Once you have concluded your research, the next most important step is to present your findings. Presentation is extremely important as it is the definite medium though which your research is going to be in print for the rest of the crowd. Care should be taken to categorize your thoughts well and present them in a logical and neat manner. A good quality research paper format is essential because it serves to highlight your research paper and bring to light all necessary aspects of your research.

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Informal Guidelines of Research Paper Writing

Key points to remember:

- Submit all work in its final form.
- Write your paper in the form which is presented in the guidelines using the template.
- Please note the criteria peer reviewers will use for grading the final paper.

Final points:

One purpose of organizing a research paper is to let people interpret your efforts selectively. The journal requires the following sections, submitted in the order listed, with each section starting on a new page:

The introduction: This will be compiled from reference matter and reflect the design processes or outline of basis that directed you to make a study. As you carry out the process of study, the method and process section will be constructed like that. The results segment will show related statistics in nearly sequential order and direct reviewers to similar intellectual paths throughout the data that you gathered to carry out your study.

The discussion section:

This will provide understanding of the data and projections as to the implications of the results. The use of good quality references throughout the paper will give the effort trustworthiness by representing an alertness to prior workings.

Writing a research paper is not an easy job, no matter how trouble-free the actual research or concept. Practice, excellent preparation, and controlled record-keeping are the only means to make straightforward progression.

General style:

Specific editorial column necessities for compliance of a manuscript will always take over from directions in these general guidelines.

To make a paper clear: Adhere to recommended page limits.



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Mistakes to avoid:

- Insertion of a title at the foot of a page with subsequent text on the next page.
- Separating a table, chart, or figure—confine each to a single page.
- Submitting a manuscript with pages out of sequence.
- In every section of your document, use standard writing style, including articles ("a" and "the").
- Keep paying attention to the topic of the paper.
- Use paragraphs to split each significant point (excluding the abstract).
- Align the primary line of each section.
- Present your points in sound order.
- Use present tense to report well-accepted matters.
- Use past tense to describe specific results.
- Do not use familiar wording; don't address the reviewer directly. Don't use slang or superlatives.
- Avoid use of extra pictures—include only those figures essential to presenting results.

Title page:

Choose a revealing title. It should be short and include the name(s) and address(es) of all authors. It should not have acronyms or abbreviations or exceed two printed lines.

Abstract: This summary should be two hundred words or less. It should clearly and briefly explain the key findings reported in the manuscript and must have precise statistics. It should not have acronyms or abbreviations. It should be logical in itself. Do not cite references at this point.

An abstract is a brief, distinct paragraph summary of finished work or work in development. In a minute or less, a reviewer can be taught the foundation behind the study, common approaches to the problem, relevant results, and significant conclusions or new questions.

Write your summary when your paper is completed because how can you write the summary of anything which is not yet written? Wealth of terminology is very essential in abstract. Use comprehensive sentences, and do not sacrifice readability for brevity; you can maintain it succinctly by phrasing sentences so that they provide more than a lone rationale. The author can at this moment go straight to shortening the outcome. Sum up the study with the subsequent elements in any summary. Try to limit the initial two items to no more than one line each.

Reason for writing the article—theory, overall issue, purpose.

- Fundamental goal.
- To-the-point depiction of the research.
- Consequences, including definite statistics—if the consequences are quantitative in nature, account for this; results of any numerical analysis should be reported. Significant conclusions or questions that emerge from the research.

Approach:

- Single section and succinct.
- An outline of the job done is always written in past tense.
- Concentrate on shortening results—limit background information to a verdict or two.
- Exact spelling, clarity of sentences and phrases, and appropriate reporting of quantities (proper units, important statistics) are just as significant in an abstract as they are anywhere else.

Introduction:

The introduction should "introduce" the manuscript. The reviewer should be presented with sufficient background information to be capable of comprehending and calculating the purpose of your study without having to refer to other works. The basis for the study should be offered. Give the most important references, but avoid making a comprehensive appraisal of the topic. Describe the problem visibly. If the problem is not acknowledged in a logical, reasonable way, the reviewer will give no attention to your results. Speak in common terms about techniques used to explain the problem, if needed, but do not present any particulars about the protocols here.

The following approach can create a valuable beginning:

- Explain the value (significance) of the study.
- Defend the model—why did you employ this particular system or method? What is its compensation? Remark upon its appropriateness from an abstract point of view as well as pointing out sensible reasons for using it.
- Present a justification. State your particular theory(-ies) or aim(s), and describe the logic that led you to choose them.
- Briefly explain the study's tentative purpose and how it meets the declared objectives.

Approach:

Use past tense except for when referring to recognized facts. After all, the manuscript will be submitted after the entire job is done. Sort out your thoughts; manufacture one key point for every section. If you make the four points listed above, you will need at least four paragraphs. Present surrounding information only when it is necessary to support a situation. The reviewer does not desire to read everything you know about a topic. Shape the theory specifically—do not take a broad view.

As always, give awareness to spelling, simplicity, and correctness of sentences and phrases.

Procedures (methods and materials):

This part is supposed to be the easiest to carve if you have good skills. A soundly written procedures segment allows a capable scientist to replicate your results. Present precise information about your supplies. The suppliers and clarity of reagents can be helpful bits of information. Present methods in sequential order, but linked methodologies can be grouped as a segment. Be concise when relating the protocols. Attempt to give the least amount of information that would permit another capable scientist to replicate your outcome, but be cautious that vital information is integrated. The use of subheadings is suggested and ought to be synchronized with the results section.

When a technique is used that has been well-described in another section, mention the specific item describing the way, but draw the basic principle while stating the situation. The purpose is to show all particular resources and broad procedures so that another person may use some or all of the methods in one more study or referee the scientific value of your work. It is not to be a step-by-step report of the whole thing you did, nor is a methods section a set of orders.

Materials:

Materials may be reported in part of a section or else they may be recognized along with your measures.

Methods:

- Report the method and not the particulars of each process that engaged the same methodology.
- Describe the method entirely.
- To be succinct, present methods under headings dedicated to specific dealings or groups of measures.
- Simplify—detail how procedures were completed, not how they were performed on a particular day.
- If well-known procedures were used, account for the procedure by name, possibly with a reference, and that's all.

Approach:

It is embarrassing to use vigorous voice when documenting methods without using first person, which would focus the reviewer's interest on the researcher rather than the job. As a result, when writing up the methods, most authors use third person passive voice.

Use standard style in this and every other part of the paper—avoid familiar lists, and use full sentences.

What to keep away from:

- Resources and methods are not a set of information.
- Skip all descriptive information and surroundings—save it for the argument.
- Leave out information that is immaterial to a third party.



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Results:

The principle of a results segment is to present and demonstrate your conclusion. Create this part as entirely objective details of the outcome, and save all understanding for the discussion.

The page length of this segment is set by the sum and types of data to be reported. Use statistics and tables, if suitable, to present consequences most efficiently.

You must clearly differentiate material which would usually be incorporated in a study editorial from any unprocessed data or additional appendix matter that would not be available. In fact, such matters should not be submitted at all except if requested by the instructor.

Content:

- Sum up your conclusions in text and demonstrate them, if suitable, with figures and tables.
- In the manuscript, explain each of your consequences, and point the reader to remarks that are most appropriate.
- Present a background, such as by describing the question that was addressed by creation of an exacting study.
- Explain results of control experiments and give remarks that are not accessible in a prescribed figure or table, if appropriate.
- Examine your data, then prepare the analyzed (transformed) data in the form of a figure (graph), table, or manuscript.

What to stay away from:

- Do not discuss or infer your outcome, report surrounding information, or try to explain anything.
- Do not include raw data or intermediate calculations in a research manuscript.
- Do not present similar data more than once.
- A manuscript should complement any figures or tables, not duplicate information.
- Never confuse figures with tables—there is a difference.

Approach:

As always, use past tense when you submit your results, and put the whole thing in a reasonable order.

Put figures and tables, appropriately numbered, in order at the end of the report.

If you desire, you may place your figures and tables properly within the text of your results section.

Figures and tables:

If you put figures and tables at the end of some details, make certain that they are visibly distinguished from any attached appendix materials, such as raw facts. Whatever the position, each table must be titled, numbered one after the other, and include a heading. All figures and tables must be divided from the text.

Discussion:

The discussion is expected to be the trickiest segment to write. A lot of papers submitted to the journal are discarded based on problems with the discussion. There is no rule for how long an argument should be.

Position your understanding of the outcome visibly to lead the reviewer through your conclusions, and then finish the paper with a summing up of the implications of the study. The purpose here is to offer an understanding of your results and support all of your conclusions, using facts from your research and generally accepted information, if suitable. The implication of results should be fully described.

Infer your data in the conversation in suitable depth. This means that when you clarify an observable fact, you must explain mechanisms that may account for the observation. If your results vary from your prospect, make clear why that may have happened. If your results agree, then explain the theory that the proof supported. It is never suitable to just state that the data approved the prospect, and let it drop at that. Make a decision as to whether each premise is supported or discarded or if you cannot make a conclusion with assurance. Do not just dismiss a study or part of a study as "uncertain."

Research papers are not acknowledged if the work is imperfect. Draw what conclusions you can based upon the results that you have, and take care of the study as a finished work.

- You may propose future guidelines, such as how an experiment might be personalized to accomplish a new idea.
- Give details of all of your remarks as much as possible, focusing on mechanisms.
- Make a decision as to whether the tentative design sufficiently addressed the theory and whether or not it was correctly restricted. Try to present substitute explanations if they are sensible alternatives.
- One piece of research will not counter an overall question, so maintain the large picture in mind. Where do you go next? The best studies unlock new avenues of study. What questions remain?
- Recommendations for detailed papers will offer supplementary suggestions.

Approach:

When you refer to information, differentiate data generated by your own studies from other available information. Present work done by specific persons (including you) in past tense.

Describe generally acknowledged facts and main beliefs in present tense.

The Administration Rules

Administration Rules to Be Strictly Followed before Submitting Your Research Paper to Global Journals Inc.

Please read the following rules and regulations carefully before submitting your research paper to Global Journals Inc. to avoid rejection.

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Written material: You may discuss this with your guides and key sources. Do not copy anyone else's paper, even if this is only imitation, otherwise it will be rejected on the grounds of plagiarism, which is illegal. Various methods to avoid plagiarism are strictly applied by us to every paper, and, if found guilty, you may be blacklisted, which could affect your career adversely. To guard yourself and others from possible illegal use, please do not permit anyone to use or even read your paper and file.

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Topics	Grades		
	A-B	**C-D**	**E-F**
Abstract	Clear and concise with appropriate content, Correct format. 200 words or below	Unclear summary and no specific data, Incorrect form Above 200 words	No specific data with ambiguous information Above 250 words
Introduction	Containing all background details with clear goal and appropriate details, flow specification, no grammar and spelling mistake, well organized sentence and paragraph, reference cited	Unclear and confusing data, appropriate format, grammar and spelling errors with unorganized matter	Out of place depth and content, hazy format
Methods and Procedures	Clear and to the point with well arranged paragraph, precision and accuracy of facts and figures, well organized subheads	Difficult to comprehend with embarrassed text, too much explanation but completed	Incorrect and unorganized structure with hazy meaning
Result	Well organized, Clear and specific, Correct units with precision, correct data, well structuring of paragraph, no grammar and spelling mistake	Complete and embarrassed text, difficult to comprehend	Irregular format with wrong facts and figures
Discussion	Well organized, meaningful specification, sound conclusion, logical and concise explanation, highly structured paragraph reference cited	Wordy, unclear conclusion, spurious	Conclusion is not cited, unorganized, difficult to comprehend
References	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring

INDEX

B

Bilingual · 2, 5

C

Consortium · 21
Convergence · 28

E

Ethical · 5, 11
Exigency · 11

M

Misogyny · 36, 39

P

Pedagogies · 20
Perpetuated · 7
Practitioner · 34

R

Recalcitrant · 22
Reflexive · 11
Reinvigorate· 40
Ressuructive · 43

T

Treatise · 33, 44
Triumphs · 34



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