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A Process of Destroying

Challenges, Pragmatic Justification

Highlights

Policy History of Connection

Multimedia Approach in Teaching

Discovering Thoughts, Inventing Future

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Policy History of Connection Curriculum for Kindergartens and Elementary Schools in Japan

By Atsushi FURUYA

Abstract- In recent years, “learner-centered” is required as that is remarkable in the new guidelines for teaching announced in 2017. But the current situation surrounding education still does not throw off the competition and confusion based on the old-fashioned paradigm of “visualized” academic ability. Under such circumstances, "the figures that it is desirable to grow by the end of early childhood" was shown. In this article, I tried to examine the value of “the Context of Each Child” in the connection period from early childhood education to elementary school education through the overview of the policy history of the history of "the collaboration between kindergarten and elementary school".

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Atsushi FURUYA

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I. Introduction

Heating "academic ability" competition and "the figures that it is desirable to grow by the end of early childhood".

The publication of the results of the “National Academic Achievement / Learning Situation Survey” in recent years and the news reports of the mass media are increasingly stirring the” academic ability” competition among the prefectures. “National Ability and Learning Situation Survey” started in 2007 is conducted in late April every year for 6rd-grade elementary school and 3rd-grade junior high school. Ministry of Education, Culture, Sports, Science, and Technology (MEXT) has published the average correct answer rate of the prefectures and ordinance-designated cities. However, the attentions of people always focus on the rankings and scores of prefectures in the report on the announcement. Each prefectural board of education is obsessed with the results, and the educational scenes are under the tangible and intangible pressure of the further work. In fact, on August 2, 2018, the (Osaka City) chief said that the results would be reflected in the teachers' performance review and a fear went through the educational scenes around the country. On the other hand, a pre-practice with the past questions for the test has become normal in the schools. Of course, this situation was different from the intention of MEXT. At the press conference on April 20, 2016, the Minister of MEXT Hase pointed out that some areas of the students had solved the past questions to improve their grades around February. 'The Academic Ability Test is not for a competition of scores, but for improving teaching. It's putting the cart before the horse.' he let out his anger. (Mainichi News Paper)"

Author: *e-mail: euryalus1853@gmail.com*

In this way, although it was not the intention of MEXT, the new guidelines for teaching which is revised every 10 years was published in March 2017, in a situation where fierce competition was taking place over “academic abilities” that was able to be scored and visualized. From the perspective of "the collaboration of preschool and elementary school", the new guidelines revised all of the "Kindergarten Instruction Procedure", "Nursery Childcare Guidelines", "Collaboration between Nursery and Kindergarten Type Certified Children's Garden Education and Childcare Guidelines", and "Elementary School Education Procedure". The main feature of this revision is "the figures that it is desirable to grow by the end of early childhood" (so-called “10 Figures”).

The details will be described later. For the time being, I will extract only the headlines from the “Kindergarten Instruction Procedure”.

(1) Healthy heart and body
(2) Self-reliance
(3) Cooperation
(4) Awakening of morality and norm consciousness
(5) Connection with social life
(6) Awakening of thinking faculty
(7) Connection with nature and respect for lives
(8) Interest and sense of quantity, figure, sign and character
(9) Communication with language
(10) Great sensitivity and expression

Of course, the childcare site responded sensitively to the presentation of 10 Figures. Just then, the competition for “visible academic abilities” was intensifying. In other words, there may have been a way of thinking that emphasized the importance of early childhood education as "a thing of preparing intellectual school education after elementary school”. But is the nature of early childhood education like that?

Before discussing that issue, it is necessary to review the history of policy history and discussion in Japan regarding the collaboration between kindergarten and elementary school.

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II. The Current of the Policy History and Discussion Regarding the Collaboration between Kindergarten and Elementary School

So-called the First Grade Problem became a social problem at the beginning of the 2000s, and the Kindergarten Instruction Procedure in 2008 which was led by the problem, and the revision of Elementary School Education Procedure has raised the arguments about the importance of the collaboration among nursery, kindergarten and elementary school. However, there is a record on the connection issue, especially between kindergarten and elementary school, which has been treated as a topic of discussion since the Taisho period before that. In the following, I would like to take a look at the current of the discussion by taking up the main claims, laws, and regulations, and major events related to the collaboration between kindergarten and elementary school at each period.

a) Meiji Period: Beginning of Kindergarten and Elementary School

The beginning of kindergarten in Japan dates back to 1876. This year, The Kindergarten Attached to Tokyo Women's Normal School (currently The Kindergarten attached to Ochanomizu Women's University) opened, and kindergarten education started in Japan. The law was based on Article 40 of the Ordinance for Enforcement of Elementary School. It was said that municipalities should establish kindergartens, libraries, blind and dumb schools, and schools matched for elementary schools. At that time, kindergarten did not have its laws, and the independence law was not enacted until the "Kindergarten Ordinance" on April 21, 1926. And the beginning of a nursery in Japan was the day when a nursery in Niigata was established by Kanemi Akazawa and his wife in 1890. The purpose of the nursery was to raise infants of poor families on behalf of their mothers.

Regarding elementary schools, the school system was enacted in 1872, the Elementary School Attached to Tokyo Norm School (currently the Elementary School Attached to Tsukuba University) was established in the following year. Since then, elementary schools spread out throughout the country, but the school enrollment rate didn't reach 90 percent of school-age children until the end of the Meiji era.

b) Taisho period: Rising a question from Sozo Kurahashi

During the Taisho era when the modern education system was established and expanded in Japan, Sozo Kurahashi, a professor at Tokyo Women's Higher Normal School and a director of the Kindergarten attached to the school, raised the question regarding the connection between kindergarten and elementary school. His idea was not only about a problem of the connection between kindergarten and elementary school at that time but also seems to include many problems that we should return to today.

> The side of elementary school tend to blame the side of kindergarten, but as the result, the people of kindergarten say that kindergarten education will not directly prepare for elementary school education. (...) However, life itself in the lower grades of elementary school has changed the learning attitude of them. After all the life of the same kind of project as kindergarten, that is, if the children solve their purpose by themselves, or if the producing becomes the main subject those who have been adapted at the kindergarten in advance are ready for elementary school life. Then, real collaboration will be created between kindergarten and elementary school for the first time.

What Kurahashi, a pioneer of early childhood education in Japan, pointed out at that time overlaps with the current connection problems between kindergarten and elementary school. Kurahashi said that kindergarten is not a prep school for elementary school, but it is natural that kindergarten is the foundation of elementary school. Kurahashi introduced the Project Method which is a problem-solving study carried out in the United States at that time and asked for the establishment of consistent teaching from a kindergarten to the age of eight by reforming the lower grades of elementary school. It can be said that this is an idea of extending the life of early childhood to an elementary school.

c) School Education Law (1948)

As time goes by, the transition to a new educational system during the post-defeat reconstruction period, the School Education Law in 1948 , which became a pillar of post-war education policy, showed the position of kindergarten at that timefirstly. Article 1 of the School Education Law states, "In this law, schools means elementary school, junior high school, high school… university,…, and kindergarten". They are Article 1 School. In this sentence, it is not the order of the stages of development, but kindergarten was dared to be placed at the end of the kind of school, "… and kindergarten". The order had continued with various debates until the revision of the law in 2007, which I will describe later.

The reason for the arrangement in the School Education Law was that kindergarten which was prescribed by the original law called Kindergarten Ordinance before the World War 2 was combined with elementary school and other types of schools in the law. That was why kindergarten was generally placed at the end. "I think that early childhood education and childcare leaders would have dared to put the kindergarten rather at the end than in front of elementary school as kindergarten childcare and elementary school education are fundamentally different." Gen Tamiaki

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suggested the intentional involvement of early childhood education at that time. Yutaka Oda also supported his suggestion, and stated that "because early childhood education is similar to but different from elementary school education."

d) Childcare Procedure (1948)

In the same year, the Ministry of Education announced the Childcare Procedure as a guidebook for early childhood education and the first policy document after World War 2. The procedure was the preliminary predecessor of the current Kindergarten Instruction Procedure which is really different from that because the target readers of the previous procedure were nurseries and families in addition to kindergartens.

In the Childcare Procedure, the childcare content of early childhood was 12 items and positioned as “a fun experience for early childhood”. In Section 4 of Chapter 7, it referred to the connection between kindergarten and elementary school as “Communicating with Elementary Schools,” “It is necessary to keep close contact with teachers in the lower grades,” and “both of pre-school education and school education must have consistent purposes and methods."

e) Kindergarten Instruction Procedure

Furthermore, the Kindergarten Instruction Procedure was announced in a way to substantially revise the Childcare Procedurein 1956. Unlike the previous procedure, which was widely used as a handbook for early childhood education, it was compiled as a standard just for the kindergarten curriculum. In the Kindergarten Instruction Procedure, the aim was to strengthen cooperation in terms of educational content, as it said, “it has made the content of childcare have consistency with elementary schools.” As a result, the Kindergarten Instruction Procedure was classified into 6 areas which was close to the design of the elementary school curriculum as follows. "1. Health" "2. Society" "3. Nature" "4. Language" "5. Music and Rythm" "6. Painting" Moreover, the procedure clarified the uniqueness of early childhood education, "Kindergarten has a very different character from education in elementary school or higher," “Therefore if the plan and method of elementary school teaching are directly applied to kindergartens, it will result in making mistake in early childhood education.” However, these six areas were regarded as “subjects”, that cause a problem that childcare activities were separated as a result.

f) Kindergarten Instruction Procedure (1964)

Following the situation, the Kindergarten Instruction Procedure was revised for the first time in 1964. To respond to the criticism including misunderstandings that the 6 areas were confusing because they followed the subject in elementary school education, it has been changed to “5 areas”. And, to further clarify the uniqueness of kindergarten education, it advocated providing comprehensive instruction in according with the life experiences of early childhood, with taking advantage of their interests and desires.

However, because each area has a “fun experience”, the reason why the areas were established was explained as “for convenience to think about the contents systematically, and to draw up teaching plans, there was a misunderstanding that it was desirable to teach by each area in the end. Besides, the revised procedure is written as “the desirable experience and activities must be properly arranged and a harmonized teaching plan must be created and implemented,” which also spread as an idea of activity-centrism. Thus, it cannot be said that the revision philosophy has infiltrated enough to correct the course of early childhood education even in this revision.

g) Period of high economic growth

It was just during the period of high economic growth. Regarding the relationship between the state of the Japanese economy and education at that time, Teruyuki Hirota referred: "The steady expansion of employment opportunities and the growth of new industrial sectors and industries resulted in that less specific education skills and knowledge were required for school education (…) The Japanese employment system was organized in a way that takes advantage of the general basic cognitive skills of workers. In that sense, the school has conducted educational activities that are closely related to the economic system, such as the formation of basic cognitive abilities and learning of the disciplines of corrective life." The educational community which has consistently focused on ensuring autonomy from politics since the end of the war seems to have disregarded such economic trends, but in the hindsight-based opinion, it has been given the room to function as an important tool for economic development.

This economic trend inevitably brought about a kind of early talent development and competition which was based on the “capability-based” view of education also in kindergartens as describing below. It included the danger of making a kindergarten into a cram school. And the entrance rate of nursery and kindergarten of 5-years-old children reached 80%in 1972. But there was a growing demand for unification of nursery and kindergarten in the context of “correcting inequalities” before compulsory education due to differences in facilities and systems between nursery and kindergarten at that time.

h) Central Council for Education (1971)

In such a social situation, the Central Council for Education made a report in 1971. It was so-called the 46 Report. While the report admitted that there was obviouslya problem with the connection between the kindergarten and the elementary school, the report was

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an attempt to draw a concrete conclusion on the proposals for the reexamination of the school-age corresponding to early maturity in childhood, and the possibility of the talent development by early education. The section of 'Basic Ideas for Primary and Secondary Education Reform' and the article of 'Development of School System According to Human Development' in the report are as follows.

> In order to find out the way to investigate to solve the problems pointed out about the current school system, it is necessary to start a leading trial with the following goalsas the first step.
> (1)To improve the educational effect of early childhood by providing consistent education from 4 to 5 years-old-children to lower elementary school children at the same educational institution.
> (...) In the future, after evaluating the results of the leading trials based on the spread and content enhancement and basic concept 1, necessity and possibility of pre-school education as a compulsory education should be considered (...)

This report proposed a solution to the problem during connection by "consistent educating at the same educational institution". But contrary to Kurahashi's idea described above, the context means that it is the tries as a possibility to advance schooling to early childhood, and to provide early education.

The 46 Report also refers to the lower grades of elementary school. Tatsuji Hatano found the path leading to the later establishment of living environment studies. "(In this report,) it is important to cultivate basic attitudes and abilities of life and learning through comprehensive education and training of intelligence, emotion, will and body in the lower grades. It (the report) suggests reexamining the way of the curriculum which is not confined to traditional subject categories.

i) Kindergarten Instruction Procedure, Revision of Elementary School Course of Study Procedure (1989)

After that, the policies changed greatly in 1989. And both of the Kindergarten Instruction Procedure and the Elementary School Course of Study Procedure were revised. In the Kindergarten Instruction Procedure, which was revised for the first time since 1964, there is a statement that emphasizes the uniqueness of early childhood education, and no description about the cooperation between kindergarten and elementary school in reversal: "Perform through the environment based on the characteristics of early childhood."

On the other hand, there was a dynamic change in the Elementary School Course of Study Procedure, in which science and social studies were abolished in the lower grades, and the new subject living environment studies were introduced, considering the connection with kindergarten. Hatano said that living environment studies was not simply a new subject that combined traditional science and social studies, but was based on two factors. The first factor is the developmental characteristics of children. In early childhood education, children learn comprehensively through play. Since elementary school suddenly focuses on subject learning, children feel a gap and their smooth transition is difficult. Second is the development of the ability to respond independently to social changes. In the lower grades, children must acquire knowledge, skills, and customs through independent, concrete, and comprehensive activities rather than teacher-centered classes. In other words, it is a way of thinking of handing over the kindergarten education method to elementary school. Basically, the ideas were inherited in the revision of the Kindergarten Instruction Procedure and the Elementary School Course of Study Procedure in 1998.

Besides, the Kindergarten Instruction Procedure revised in 1998 includes a description that positions the early childhood as the basis of lifelong learning: "Considering that kindergarten education leads to the development of basic life and learning after elementary school…"

j) First Grade Problem becoming a social problem and revision of the Fundamental Law of Education and School Education Law

From the late 1990s to the 2000s, the First Grade Problem got attention as a major problem related to the collaboration between kindergarten and elementary school education law. It is said that the term of the First Grade Problem came to be received attention by the mass media reports in 1999. At that time, the cause of the First Grade Problem was thought to be early childhood education, and there was an opinion that they should have cope with 5 years old school. It would be a recurrence of the 46 Report.

Under the arguments, the Central Council for Education set up Early Childhood Education Committee in 2003. In January 2005, the subcommittee submitted a report titled "The Future Way of Early Childhood Education Based on Changes in the Environment Surrounding Children". The report pointed out strengthening and improving cooperation between early childhood education and elementary school education, encouraging "collaborative learning" for 5-years-old children, and reviewing the School Education Law Article 1 and the order of school types, based on the continuity of development and learning.

Although the report aimed at strengthening the cooperation between kindergarten and elementary school, it explained the necessity of improving early childhood education after clearly separating early childhood and childhood. As Kurahashi argued, it is different from the idea of providing consistent teaching from early childhood to 8-years-old. There is a view that this is "the resistance of the Early Childhood Education Committee to admission to 5-years-old children".

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And the School Education Law was amended about 60 years after the enforcement in June 2007. Kindergarten was involved in the context of "a foundation for lifelong learning," but it was finally positioned as the first type of school. Also, the revision achieved another epoch to define "academic ability" in elementary school education, and the meaning related to the collaboration between kindergarten and elementary school which will be described later.

In December of the same year when the following year was scheduled for the revision of the Kindergarten Instruction Procedure and the Childcare Guideline, a report titled "The Revision of Childcare Guidelines for Nursery" of "Study Group on Revision of ' Childcare Guidelines for Nursery'" was issued. In this report, there are the words that "Based on the continuity of children's lives and developments (...) actively collaborate with elementary schools".

The following the report of Central Council for Education "The improvement of the curriculum standards of kindergartens, elementary schools, junior high schools, and special-needs school" in January 2008, focused on the issues of normative consciousness and adaptation to cope with the First Grade Problem. The movement of the policies was premised on the "personalization of problems" that gives back to the personal issue of the growth of children, rather than the social structure and educational system.

k) Revision of Childcare Guidelines for Nursery, Kindergarten Instruction Procedure, and Elementary School Course of Study Procedure (2008)

After the arguments, the Childcare Guidelines for Nursery, the Kindergarten Instruction Procedure, and the Elementary School Course of Study Procedure were revised at the same time in 2008. It is apparent that the guideline and procedures are revised with a common purpose, from the background of the arguments and the simultaneous revision. The purpose was to nurture Zest for living, but the context is would not just Zest for living, but "Zest for living in a knowledge-based society". However, if we extract only the content related to the period of the connection between kindergarten and elementary school, it seems that even the child's own experience and attitude to cherish each child's unique growth are emphasized rather than trying to give children some kind of power.

First of all, the Childcare Guidelines for Nursery was the first "notice" from the Minister of Health, Labor and Welfare, and it has normativeness as a standard for the contents of childcare at nurseries. In the guideline, the Record of Nursery Children Childcare was clearly written that it was to be sent to elementary schools, and the educational function was strengthened in a direction to ensure the unique "continuity of development" for each individual just as kindergartens.

The Kindergarten Instruction Procedure clearly stated that "kindergartens would lead to the development of a foundation for life and learning after elementary school...", and was based on the philosophy of lifelong learning. This is in accordance with Article 11 of the Fundamental Law of Education which was revised in the previous year: "Education in early childhood is an important part of fostering a foundation for lifelong personality development."

In the Elementary School Course of Study Procedure, the cooperation with the nurseries and the kindergartens was positioned as one of the collaborations with the various institutions, and it was decided to "devise measures such as providing comprehensive teaching which is centered on living environment studies". It was recommended to implement a so-called "Start Curriculum" that consciously organizes a curriculum with the connection with early childhood at the beginning of the entrance. The schools would take over the results of early childhood education and be conscious of educating while utilizing the resultsat the beginning of the lives of elementary school. Regarding such a series of revisions, Kiyomi Akita referred to the importance of a viewpoint that guarantees "a meaningful experience for children":

> The kindergartens and the elementary schools should have not only the short-sighted meaning of cooperation for the prevention of the First Grade Problem for avoiding a situation that the children bother the teachers immediately after entering the elementary school, but also the viewpoint of connecting more meaningful experiences from the viewpoint of children.

l) Research Council of Study for the way of the Smooth Connection of Early Childhood Education and Elementary School Education (2010)

As a major event after the revision of the Childcare Guidelines for Nursery, the Kindergarten Instruction Procedure, and the Elementary School Course of Study Procedure, MEXT established the Research Council of Study for the Way of the Smooth Connection of Early Childhood Education and Elementary School Education in March 2010. The council considered the smooth connection between early childhood education and elementary school education based on the continuity of development and learning. And it was epoch-making because it focuses just on the connection between kindergarten and elementary school.

The 6 Pillars were shown in the presentation of the final report in July 2010: (1) Importance of the smooth connection, (2) Abilities to acquire from early childhood to elementary school, (3) Activities to develop them, (4) Necessity of device in the teaching methods and systems in the connection period, (5) Way of cooperation and connection between early childhood

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education and elementary school education, (6) Relation to educational environment "(2) Abilities to acquire from early childhood to elementary school" was named as Basis of Learning

The following report in November 2010 emphasized the continuity and consistency of education in early childhood and childhood, and intended to define early childhood education and childhood education as a difference considering the stage of development. The council also proposed the development of three independences as “development of Basis of Learning”: "independence in learning", "independence in life", and "mental independence". In addition, the council mentioned that early childhood was the time when learning begins, and a smooth transition to a time of subjective learning was required. So there was not the familiar term in early childhood education “play”, and “learning” was unified.

III. Considering the Simultaneous Revision of the Courses of Study in 2017 from the Viewpoint of "Collaboration between Kindergarten and Elementary School"

a) "Two positions" that led the collaboration between kindergarten and elementary school

Now, looking back at the flow of arguments on the collaboration between kindergarten and elementary school, there would be two main reasons in the backdrops and they have competed and complement each other.

The first is the position to guarantee “the abilities that children should acquire". This is also the basic idea that modern public education consistently has as a national policy. Focusing on "the development of useful human resources for society (the people and the nation)", and the purpose is developing the qualities and abilities that children should have when they become adults and bear society in the future.

Since the goal is clear, these expected qualities and abilities are organized and subdivided in a step-by-step manner from the basic to the application and are subdivided systematically in reverse. The learning is evaluated as “(measurable) academic ability” based on the achievement level of the intents which are set for each element and stage and are able to be grasped objectively. The forms of subject learning are based on the concept. As long as the goal is determined by the social demands, the learning is affected by the circumstances surrounding Japanese society, especially the economy, such as the past high economic growth and the globalization in these days, with visible or invisible ways.

For this reason, “continuity” which was in reverse from the subject education after elementary school, will be emphasized as a policy of this cooperation, and early childhood education is inevitably required for early intellectual education and compulsory education. Naturally, the arguments are taken place from the view of the social demand in regardless of whether or not the child feels necessary, so it is “children's happiness that adults think”. In that sense, children are assumed to be “anonymous presence in the system”.

The second is the position to ensure “children's own experience”. Whereas the first position assumes children to be “anonymous”, the second position is based on the premise that each child has a unique name and develops as a whole person through communication in the living world. The education of young children whose individual differences are large is based on the idea which places emphasis on the child's own empirical and holistic learning that cannot be recovered by the subjective element. Therefore, the inner meaning that is continuity which is unique to each person like "context" in other words, of the child who is a learner is centered above all.

What this idea tries to secure is the pursuit of “your child's own happiness” and stands the same place of living environment studies and integrated studies in elementary schools. "Lifelong learning" would share the same-root personality from the view of learner-centered. Therefore, this idea has the character of continuing the independent learning of the child in the early childhood to the elementary school while protecting the uniqueness of early childhood education when it appears as a policy of the collaboration between kindergarten and elementary school. It has the character of antithesis to the first position.

These two positions generally correspond to the controversy between “systematicism” and “empiricalism” in pedagogy, or the educational arguments of "cramming" or "pressure-free".

b) "Qualities and abilities" and "academic abilities"

Based on this perspective, let's take a look at the simultaneous revisions including the Courses of Study.

Three laws and regulations, the Kindergarten Instruction Procedure, the Childcare Guidelines for Nursery, and Early childhood education and Childcare of Collaboration between Nursery and Kindergarten Type Certified Children's Garden Education and Childcare Guidelines (three laws relating to kindergartens and nursery) are revised around the same time on the announcement on March 2017. It is a simultaneous revision in with the Elementary School Course of Study Procedure and is based on a common purpose of the previous simultaneous revision of the Childcare Guidelines for Nursery, the Kindergarten

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Instruction Procedure, and the Elementary School Course of Study Procedure in 2008.

The three laws relating to kindergartens and nursery are designed to be consistent with the aims and content of the kindergarten, and newly indicate “qualities and abilities to be fostered” and “ideal images to be brought up by the end of early childhood” as “matters to be shared as facilities for early childhood education”. The idea of “qualities and abilities”, or competency is the warp (from birth to lifelong learning) that runs through the current revisions of the procedures and is also the principle that is a weft (cross-disciplinary) too. The Course of Studies in elementary school and over are organized and organized based on the same principle.

In 2007, it was 11 years ago prior to the previous revision, “academic ability” whose the definition was ambiguous and apt to jeopardize the premise of the arguments, was defined and written when the School Education Law was revised. According to the revision, "academic abilities" in elementary school education were prescribed as 1. Basic knowledge and skills 2. Abilities of thinking, judgment, and expression 3. Independent attitude to learn These “three elements of academic abilities” correspond to the current “three pillars of qualities and abilities”. In other words, 1. Knowledge and skills 2. Abilities of thinking, judgment, and expression 3. Power and humanity toward learning. So today, “academic abilities” must mean “qualities and abilities”.

And “qualities and abilities” means “academic abilities” and that is “power”. Therefore, you may think that "the position to secure the power which you want to give children” mentioned in the previous chapter, that is the idea of subject education after elementary school has begun to encroach on early childhood education. Certainly, this idea is not a mistake when you just see the style of thinking. In fact, it seems that early talent development has finally started when you see that the world is obsessed with the “results” and “ranking” of National Academic Ability and Learning Situation Survey. But I would like to emphasize that this is a misunderstanding at least from the viewpoint of the revision.

c) *Identity of early childhood education and "non-cognitive abilities"*

In the three laws relating to kindergartens and nursery and the Elementary School Course of Study Procedure of "living environment studies", the words of “the base of ...” follow for 1 and 2. In other words, 1. The base of knowledge and skills 2. The base of abilities of thinking, judgment, and expression 3. Power and humanity toward learning. These seemingly insignificant differences among the words are a modest but distinctive indication of the “identity of early childhood education” that the ancestors have preserved, which is different from the education after elementary school. Both of these qualities and abilities are intellectual aspects, in other words, “cognitive abilities”, and one of the parts that have been emphasized in the education after elementary school. That is to say, these roots are fostered in early childhood education and living environment studies, but education of cognitive ability should not be brought forwardin early childhood education and life sciences, Kurahashi Shinzo's suggestion that “Kindergarten is not a prep school for elementary school, but it is natural that kindergarten is the foundation of elementary school” is exactly true. At least, he spoke eloquently with using different words that it should not be aimed for the acquisition (in the first place, it is suspicious that this may be called acquisition) of abstract, fragmentary, and elemental knowledge and skills for early childhood and children in the connection period, or the establishment of non-independent "abilities of thinking, judgement, and expression" that is far from the context of their lives.

And how about "3. Power and humanity toward learning"? There is no phrase of "the basis of ..." here. That is why it was originally an unrivaled sphere for early childhood education.

Japan's early childhood education has historically focused on the development of “emotions, motivations and attitudes” that are premised on intellectual ability. “Power and humanity toward learning” in early childhood from MEXT's “Organization of qualities and abilities that should be fostered in early childhood education", listed 8 matters as examples: "Sympathy", "Stable emotion", "Confidence and acceptance of other's feeling", "Curiousness and spirit of enquiry", "Conflict, and facing and compromising with themselves", and "Discussing, sharing of purpose, cooperating", "Sense of beauty and fun such as for color, shape and sound", and "Interest in natural and social phenomena". Hearing “power to learn and humanity,” you might be wondering if you have to work on something new, but that is not a big deal. It is needed to cherish developing “emotions, motivations and attitudes” that have been valued by early childhood education, in other words, “emotional abilities” such as motivation, self-regulation, self-esteem, and empathy for others, at the same level as before or higher.

These are called as “non-cognitive abilities” in contrast to the previous “cognitive abilities”, and these are qualities and abilities that have recently become recognized as important. Toshihiko Endo explained the significance and nature of the “non-cognitive abilities”.

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> Psychology has traditionally emphasized the abilities including numerical or linguistic ability, that is basically desirable as much as possible. However, it has become clear in recent years that it is not only possibility to predict the happiness of a person's in whole life just based on such abilities. It has become clear that it is the characteristics of the social and emotional aspects which are the power to support happiness throughout a person's lifetime rather than that. Originally, each person has a different innate temperament and personality. (...) Non-"cognitive ability", "characteristic features that are not cognitive abilities" in other words, does not make sense of that all children should have it unlike abilities. In that sense, we use the word "competence" instead of the word "ability" in our research. Competence is translated into Japanese as "yuno-sei"(有能性) and "yuno-kan" (有能感). It is not the measurable ability that children can do something but means the ability to interact effectively with various environments in a flexible manner. That is how well they interact with the environment.

Endo suggested that "non-cognitive abilities" are the different "context of each child", that is having different meanings and values depending on the individual "temperament and character born". In other words, although it is "qualities and abilities", "power and humanity toward learning" is not a kind of value that can be evaluated by a uniformly standardized standard, and it means that it has value only through the interaction between "the context of each child" and the surrounding environment. This is exactly the idea of early childhood education (and living environment studies), and it would be the essence or the foundation that support the learning that leads to "lifelong learning" as Endo suggests in terms of "happiness throughout life".

Early childhood education is never encroached (by the idea of subject education after elementary school). Conversely, the importance of "context of each child" which is the essence of early childhood education, would be reflected in the "qualities and abilities" of learning after elementary school. But it must be remembered that there is a risk of changing easily the essence because we fall into the "form of thinking" based on the assumption of making an anonymous child "obtain certain qualities and abilities".

d) Understanding "the figures that it is desirable to grow by the end of early childhood" from the view point of "emotion"

Now, let's return to the "the figures that it is desirable to grow by the end of early childhood", the so-called 10 Figures, which was taken up at the beginning. First of all, I would like you to take a look at the contents with focusing on "emotion". (* Underlined by the author)

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(1) Healthy mind and body

Children will fully work their minds and bodies toward what they want to do with a sense of fulfillment, act with prospects, and create healthy and safe lives themselves in kindergarten life.

(2) Self-reliance

While actively engaging in the familiar environment and enjoying various activities, children are to be aware of what they have to do, to think and devise to do it with their own power and without giving up, to feel the sense of accomplishment, and to act with confidence.

(3) Cooperativity

While interacting with friends, children share each other's feeling and thought, and come to fulfill with the sense of fulfillment by thinking, devising, and cooperating to achieve a common purpose.

(4) The beginning of morality and norm awareness

As children have various experiences with their friends, they understand what they can do or not, look back on their actions, sympathize the feelings of their friends, and act from the standpoint of others. They also understand the need to follow the rules, to adjust their emotions, and come to make and follow rules while negotiating with friends.

(5) Relationship with social life

While having the feeling of valuing the family, children are to be aware of the various ways of interacting with people in the community, they interact with considering other's feelings, feel the joy of helping others, and become familiar with the community. In addition, in relation to various environments inside and outside the kindergarten, they take in information with necessary for play and life, and activities while making use of information, such as making judgments based on information, communicating information, and using them. And they are to aware of the connection with society by taking care of using public facilities.

(6) The beginning of thinking abilities

As children are actively involved in familiar events, they feel and notice the nature and structure of things. And they come to enjoy various relationships such as thinking, anticipating, and divicing. In addition, while touching various ideas of friends, they realize that others have ideas that are different from their own and make their ideas better while enjoying the joy of creating new ideas, such as making judgments and rethinking.

(7) Relationship with nature and respect for life

Through the experience of touching nature and being moved, children become to feel the changes in nature, to express in thought words with curiosity and exploration, to increase their interest in familiar events, and to have affection and respect for nature. And by being moved by familiar animals and plants, they are tobe aware of the mysteries and preciousness of life, to think about how to interact with familiar animals and plants, totake care of them as lives, and to be involved with them with warmth.

(8) Interest and sense of quantity, figures, signs and characters

In play and life, children experience to get close to quantities, shapes, signs, and characters, and notice the role of signs, and characters. And based on their own needs, they will use them and take interest, concern, and feeling.

(9) Communication with words

While communicating with teachers and friends, children become familiar with picture books and stories, acquire rich words and expressions, communicate their experiences and thoughts with words, listen carefully to other's story, and enjoy verbal communication.

(10) Rich sensitivity and expression

In touching events that move their mind and using the sensibility, children are to be aware of the characteristics and ways of expression of various materials, to express themselves what they felt and thought, to enjoy the process of expressing with their friends to experience the joy to express, and to be motivated

How about reading the above sentence focusing on “emotion”? (Although there may be some objection to the underlined parts…), some “emotion” would be emphasized in all issues.

This 10 Figures has been discussed in Central Council, Elementary and Secondary Education Section, Education Committee and Early Childhood Education Committee since 2010. It was summarized that “Based on the aims and content of the five areas of childcare content, what reorganized the human image requirements that care providers and parents wish to acquire these qualities and abilities until the end of childhood, that is before graduation, with a curriculum open to society by accumulating play and life suitable for early childhood in each kindergarten.”

Compared with other items, it seems that Japan's early childhood education has not focused on 6 and 8 as well as other issues among them. Nevertheless, it is still too early to think that you should make children study something intellectual just looking at the headlines. What is important is that the children themselves “enjoy” and “experience” perceiving them while feeling “necessity” in their own context, and naturally learn these senses through the process of

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"feeling experience", that is the "original experience". So a child would have "learned" in the childcare though care providers weren't aware of and missed it. From now on, it will be necessary to carefully "reinterpret" and "discover" it.

Even though hoping that children "acquire by the end of early childhood", it would be understandable to the readers who have read the draft so far that this is not to assess whether a child's growth has reached a certain line or to drive the child to achieve that ideal. In other words, there is basically no change in the scenes of early childhood education, especially for daily childcare, at least in the short-term instruction plan level. If there is a change, it can be used as a clue to correct childcare by looking at the figure of the child's growth in the light of the 10 Figures as an opportunity to review and evaluate long-term instruction plans such as "month", "term", "semester", or "end of school year".

e) 10Figures which is living in curriculum management at elementary schools

On the other hand, how do elementary schools receive the results of early childhood education? I hope it would be my groundless fear, but I cannot help thinking that the elementary school scenes do not show as much interest in the 10 Figures as the early childhood education scenes. It has long been said that elementary schools haven't had the same level of the awareness of the issue as early childhood education in terms of "common understanding of teaching views". But I think that the 10 Figure will prove its worth as a "common language" that connects both precepts of early childhood education and elementary school education.

In particular, it has great significance to understand the context of children in early childhood and the inner "story" when planning a Start Curriculum that leads children to soft landing immediately after entering elementary school, and the annual plan for living environment studies that share a common philosophy with early childhood education. Teachers should not make an end of a curriculum following the previous example just like every year. That is just the framework of thinking that assumes anonymous children. In the time when elementary school education was based on content, it may have been (ideally) good, but today's education is nothing more than helping a child learn by attracting objects to their context and make better transformations, with an individual name in front of us based on qualities and competency.

It is said that "All teachers are responsible for curriculum management." To turn the curriculum at the beginning of enrollment in the PDCA cycle, it is the first step Ex-ante Evaluation of the cycle, that first-grade elementary school teachers know how each child grew up in childhood and how the care providers perceived it. Educational activities are works that support the growth of children. That is why that "Ex-ante Evaluation = Understanding child growth in early childhood" is indispensable for teaching planning.

From this point of view, early childhood education is needed to understand the growth of each child using 10 Figures as a clue and to convey it to elementary schools. It is required that "the care providers can speak their childcare in their own language" for that. I also have experience of both early childhood education and elementary school education, so I can understand well that there is a nuance that can be communicated and sympathized with each profession without a word. On the other hand, care providers and elementary school teachers often use surprisingly different images and nuances, even with the same term. From the common perspective of 10 Figures, it is necessary to make the significance as a "common language" more certain by accumulating information exchange and joint training on the child-rearing and the Context of Each Child. I think that will help to make the collaboration between kindergarten and elementary school more meaningful.

IV. Means of an Afterword: it is Necessary to Develop Learning based on the Context of each Child in the Time of "Qualities and Abilities" Basis

In this paper, I tried to examine the value of the Context of Each Child in the connection period between early childhood education and elementary school education after reviewing the policy history of the connection between kindergarten and elementary school, and understanding where it is today.

The education-related laws and regulations were greatly changed to "learner-centered" with the revision of the Fundamental Law of Education Law and School Education Law about 10 years ago. At the same time, the conflict structure that has been shown in the arguments between "the position to guarantee 'the power people want children to acquire'" and "the position to guarantee 'the child's own experience", is changing its shape as something consistent while incorporating various academic knowledge, as a result of a paradigm shift to a competency base of fostering qualities and abilities.

The "learner-centered" approach based on the Context of Each Child is essential when thinking about child-rearing during the kindergarten and elementary school connected period. On the other hand, looking back on today's "academic abilities" competition, the separation from such a deep educational philosophy is serious and it looks like that people run around in all directions with inorganic numbers and rankings as a result.

Academic ability is the "qualities and abilities" that emerge as a result of each child with an individual name learning by attracting objects to the context in the

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life world. And in the light of "lifelong happiness", the value of academic abilities can only be evaluated legitimately only in mutual relationships of the children and the surrounding circumstance, and that is "different values in different contexts".

I hope that children will continue to learn while enriching their inner world, and be happy from early childhood to elementary school, and throughout their lives. Now is the time for learner-centered learning based on the Context of Each Child.

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Multimedia Approach in Teaching and the Attainment of Secondary Education Goals

By Dr. Ezemoyih Chuks Marcel, Dr. Tina Nwaeze & Dr. Angela Eze

Alex Ekwueme Federal University

Abstract- Educational media contribute immensely in the attainment of educational goals at all levels, Media approach is an aspect of educational technology that discusses the utilization of materials and equipment in solving educational problems for positive attainment of educational goals at all school levels. This paper, therefore, discusses educational, media, multimedia approach to instruction, the Nigerian experience, and remedy to problems of multimedia approach in teaching and learning at, the secondary school level for quality assurance.

Keywords: *multimedia, teaching and attainment.*

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Multimedia Approach in Teaching and the Attainment of Secondary Education Goals

Dr. Ezemoyih Chuks Marcel [α], Dr. Tina Nwaeze [σ] & Dr. Angela Eze [ρ]

Abstract- **Educational media contribute immensely in the attainment of educational goals at all levels, Media approach is an aspect of educational technology that discusses the utilization of materials and equipment in solving educational problems for positive attainment of educational goals at all school levels. This paper, therefore, discusses educational, media, multimedia approach to instruction, the Nigerian experience, and remedy to problems of multimedia approach in teaching and learning at, the secondary school level for quality assurance.**

Keywords: multimedia, teaching and attainment.

I. Introduction

Ibib in Ibe-bassey (1988) described educational technology from main perspectives; Teaching machines and equipment:- move projector, tape-recorders, computer, slide programs, overhead projects, and other mechanical instructional materials-technology is regarded as an assembly of technical materials and resources for education purposes-in other words for technology in education.

The mass communication system point of view: that is broad educational broad casting that involves educational radio, television, satellites, and cable television use in educating a large number of people.

Others, perceived educational technology as a psychological research laboratory where experiments are conducted on learning within closed doors using ideal conditions of learning on human beings and animals thus:-restricting educational technology to the application of psychological models or principle under learning conditions.

Virtually, these are aspects of educational techology because of each one aimed at focusing on material, products, and processes that could help solve. Educational problems Educational technology is a problem - solving approach that utilizes both process and products aspects in solving educational problems. The attainment of educational goals needs to be planned, designed, and organized in such a way that the learner at a particular level. The achievement of educational aims depends on the quality of instruction given to the learner at a particular level. The instructional system component needs to be planned, designed, and organized in such a way that learner who is the focus benefits through purposeful and meaningful learning acquired from schooling.

II. Concept of Education Media

Association for educational technology (1977) defines educational media as born of the communication revolution which is be used for instructional processes alongside the teacher, textbook, and blackboard. The association further indicated that educational media are also self- supporting devices that can present a complete body of information in the teaching learning process. Agung (1988) defines educational media, thus:

Materials that can be used to record, store, preserve, and transmit or retrieve information. Teachers and learners can refer to use them as sources to obtain knowledge, new idea and to acquire new skills and competencies. Teachers can also use them to present learning task, when properly used; they can help to make the message of the teachers more valid, interesting, and intelligible.

Akude (2005) posits that all forms of communication through which teaching and learning are facilitated are referred to as educational media. Farrant (1980) called it educational resources, Onyejemezi in (1990,1996, 2001 and 2004) referred to it as educational resources, curriculum materials, and teaching materials. Babalola (2004) saw it as resources and even, curriculum materials (Akude 2005).

Education media are materials or equipment the teacher uses to stimulate the learner's natural gateway to learn during the teaching and learning process for purposeful and meaningful learning to take place. Awotua-Efebo (1999) opines that no matter the classification of these media, it is not to lose sight of the purpose (.i.e. instructional objectives) which is being used.

III. Multi-Media Approach to Instruction

According to kemp (1980), multimedia has to do with sequential use of a variety of instructional,

Author α: Department of vocational and technical education, Alex Ekwueme Federal University Ndufu Alike Ikwo, Abakiliki Ebonyi State.
e-mail: ezemoyihchuks1961@gmail.com
Author σ: Department of Educational Foundations Faculty of Education Alex Ekwueme Federal University Ndufu Alike Ikwo, Abakiliki Ebonyi State.
Author ρ: Department of Arts and Humanities Education, Alex Ekwueme federal University Ndufu Alike Ikwo.

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media, either for presentations to groups or for independent study by students. Example of multimedia is the use of overhead transparency and motion picture with slides a classroom presentation or the use of chat, audio cassette recording and a filmstrip for the achievement of a set of objectives for a topic.

The media can be still pictures, sound, motion video, animation, and text items combined in a product whose purpose is to give information.

Multimedia is a combination of media that appeal to more than one or two sensory channel (vision, taste, feel) in the teaching and learning process to achieve the stated objectives of the learning. it could be simultaneously (audio visual) or in isolation.

Instruction is to the teacher as learning is to pupils/students, therefore, multimedia approach to teaching is when the teacher applies varieties of media that appeal to more than one senses with the aim of change in the learner's behavior. Furthermore, multimedia learning relates to a planned interaction between the learner and the learning activities are designed utilizing varieties of media for the learner and those learning kits, self instructional- packages to achieve stated specific obejctives of a particular content unit or topic. Multimedia could be used to teach an individual, a small group, or a large class size.

IV. Multimedia in Teaching and Learning at the Secondary Level; the Nigerian Experience

As earlier indicated, the learner's natural gateway to learning needs to be stimulated for purposeful and meaningful learning to take place. The implementation of the education policy to achieve the goals and values of education among others by the government is the approval of utilization of modern educational techniques to improve upon at all levels of the education system (National policy on education 2004

In addition to that, Nation policy on education defines secondary education as education children receive after primary education and before the tertiary stage. Students should take a subject that are grouped under core vocational electives and non-prevocational elective at both junior and secondary school level.

Secondary education prepares the learner for tertiary level and at the same time, gets the recipient ready to function effectively in the community through being self-reliant and acquiring skill for shared responsibility. Instruction at the secondary school level needs to be effectively and adequately facilitated for positive attainment of the secondary education goals. Facilitation of instruction, according to of form (1996) is an important aspect of curriculum planning and implementation which has to do with enhancement of teaching and learning activities.

Learning has been found to be optimally enhanced by adequate and appropriate selection and use instructional materials by the teacher and the teacher and the learner as well. It is therefore, very essentials that teachers are acquainted with the knowledge with which to select and use learning resources effectively for the attainment of set goals.

It is pertinent therefore to admit that effectively facilitation of instruction should involve the use of varieties of educational media/device, multimedia techniques by both the teacher and learner the successful and maximal achievement of the specific objectives of the lesson contents.

Virtually, no two individual is the same, that is why there are different ways and styles individual learn, Effective and efficient teaching and learning take place with a condition means subjecting a learner to the materials, objects, equipment (instructional, media), for learning to take place. The secondary school learner needs to be provided with such; multimedia play vital roles in leaning because, it attracts more than one sensory channels.

Dike (1988) admits that audio visual resources contribute to teacher effectiveness by helping students understand key concepts and principles basic to the understanding of certain subjects. Futher more, Dale (1969) asserts that all teaching can be improved by the use of audio visuals because, the help to make the learning experience memorable.

Onyejemezi (1996) posits that audio-visual materials when well utilized, concretize experiences, make learning meaningful, a high degree of interest, offer a reality of experience which stimulates self- activity on the pupil, leads to variety and variation in learning among others.

Previous research findings have revealed that in spite of the benefits in the use of multimedia; it's used in Nigeria schools is at its low ebb (Onyejemezi, 1988). Akude (1999) revealed that instructional materials were poorly utilized amongst secondary school teachers in Imo state. Ike (1988) opines that teachers lack manipulative skills with which to utilize these materials, adding that worst still was that these materials were not available for use. Ifegbo (2003) carried out a study on the availability, adequacy, and utilization of human and materials in the learning of science at the primary level and found out that only graphic materials, models and some graphic display boards were available in public primary schools in Imo state. The same result is not far from public secondary schools. There were no projectors nor audio-visuals (multimedia) to carry the content of instruction are ignored; hence the persistent human to human teaching still prevails in our secondary schools.

Nwoji (2000) conducted an experimental study compares. The effectiveness of videotaped instruction (VTI) an audiotape instruction (ATI) in the teaching of

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introductory technology epics for JSS1 students in Nsukka urban education zone of Enugu state. The VIT group had a mean score of 14.07 while the ATI group obtained a mean score of 9.08. Similarly, Okwo, Osuagwu and Aguekwe (2003) utilized multimedia approach on students achievement in poetry to SS3 students offering interactive in English in WAEC from the two oldest boys and girls secondary school in Nsukka urban of Enugu State using two treatments of multimedia made and text only mode. The result revealed highly positive learning on multimedia mode group with adjusted mean score of 23.30 and 15.12 respectively while those taught with 'text-only' mode an adjusted mean scores of 18.43 and 8.70 on the theme and poetic devices respectively.

Furthermore, Onydira, Agoro and Fabiyi (2004) utilized multimedia instructional strategy on sixty (60) JSS students on intergrated science using difficult topics of metal and non-metal, Atomic theory, Genetics, Hormones and motivate more students to join the science class.

Akude (2005) taught geography with videotaped lessons to SS3 students in Owerri north local government area in Owerri educational zones of IMO state and found out that teachers should employ a multimedia instructional approach to teaching as this motivate more students to join the science class.

Actually, these are research findings, yet it is a true that these materials are not seen in our public secondary schools due to non availablity of these materials to teachers, lack of needed skills to manipulate these gadgetries for learning, financial constraints, lack of resourceful and above all, proactive inhibition on the part of teachers who find it difficult to accept teaching in a technology-based environment. Thus dubbing of old notes and talk-chalk approach are still in vogue at all the levels of our educational system.

V. A Multimedia Approach to Instruction: the way Forward

Media-mix helps the learner to consolidate what is learned, and the benefits of such an approach to instruction need to be harnessed for factual and better learning to take place at the secondary school level. Unfortunately, such media are virtually lacking in public schools. To remedy the situation. The, following are suggested:

1. The educational services of the. National policy on Education should be attended to and provided.
2. National Educational technology center (NETC) that is now attached to the National open University of Nigeria (NOUN) should be revitalized to enable them to carry out effectively the design and production of instructional materials (multi-media inclusive) for secondary schools subjects.
3. Curriculum planners should ensure that multimedia be included as curriculum materials to be used either in combination or in isolation in the learning process at the secondary school level.
4. Educational resources centers (ERC) at the federal, state, and local government levels should be encouraged from time to time to produce and store these materials for secondary schools to borrow them.
5. National Association for Education and media technology (NAEMT) should organize workshop and education media exhibitions for teachers to enable them to be aware of some of these materials and at the same time, learn how to manipulate such materials.

VI. Conclusion

Multimedia approach to instruction when effectively selected and utilized, will help in attaining a better understanding of the concept taught and more learning experiences are gained. This paper succeeded, therefore, defining educational media. A Multimedia approach to instruction media approach teaching and learning are done above all, teachers who are the facilitators and the implementers of the planned curriculum should be effectively and efficiently trained on the use of multimedia approach especially technology-based and to avoid proactive inhibitions and for attainment of secondary education goals.

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Brazilian Language Sciences: Discourse Theories

By Roberto Leiser Baronas, Samuel Ponsoni & Tamires Bonani

Federal University

Abstract- In this paper, we discuss the positive heuristic potential of two Brazilian discourse theories: the first one is Semiotics of the song, by the Brazilian researcher Luiz Tatit; the second one is the Theory of basic stereotypes and opposed stereotypes, by the Brazilian researcher Sírio Possenti. The first theory, on one hand, is based on the preparation of a complete concept for a systematic study of Brazilian songs considering the meeting of melody and lyrics. The Semiotics of the Song Theory presents an isotopic analysis of elements of content and expression, in which melody and lyrics are taken as equivalent structural elements. The researcher Tatit, in his studies, relates aspects of expression to aspects of content in various Brazilian popular songs. He comprehends that Brazilian songs may be assigned to three major types: thematized, passionalized and figuretivized.

Keywords: *brazilian discourse theories; epistemology; history of brazilian linguistics.*

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Brazilian Language Sciences: Discourse Theories

Roberto Leiser Baronas [α], Samuel Ponsoni [σ] & Tamires Bonani [ρ]

Abstract- In this paper, we discuss the positive heuristic potential of two Brazilian discourse theories: the first one is Semiotics of the song, by the Brazilian researcher Luiz Tatit; the second one is the Theory of basic stereotypes and opposed stereotypes, by the Brazilian researcher Sírio Possenti. The first theory, on one hand, is based on the preparation of a complete concept for a systematic study of Brazilian songs considering the meeting of melody and lyrics. The Semiotics of the Song Theory presents an isotopic analysis of elements of content and expression, in which melody and lyrics are taken as equivalent structural elements. The researcher Tatit, in his studies, relates aspects of expression to aspects of content in various Brazilian popular songs. He comprehends that Brazilian songs may be assigned to three major types: thematized, passionalized and figuretivized. On the other hand, on the second theory, the researcher Sírio Possenti mobilizes corpus jokes that circulate in the Brazilian context and thematize many stereotypes covering different human groups. In accordance with Possenti, the jokes about the several different types of human groups work as a relationship of stereotypes, based on an ideas that are taken by individuals or social groups (the basic stereotype) and put into circulation with the lowest possible opposition (the opposed stereotype or simulacrum). To make this epistemological understanding of these discursive theories, we use the method of description and interpretation, quite usual in the scope of the discursive theories, especially of the French line, in which, in a same gesture, the inquiry of describing and interpreting, as a discursive approach of theoretical objects in events, becomes crucial to the work of research in discourse analysis, enabling a critical analysis of linguistic and discursive materiality. These two theories have in common the fact that they refer to pertinent studies from Brazilian researchers about the existence of a Brazilian Linguistics and try to demonstrate this contribution and theorization of one own discursive linguistics and own authorship in Brazilian research works is what we hope it will be our greatest contribution in this paper.

Keywords: brazilian discourse theories; epistemology; history of brazilian linguistics.

Author α: Professor and researcher at Federal University de São Carlos, UFSCar, Departament of Letters and Graduate Program in Linguistics, São Carlos, São Paulo, Brazil. Grant recipiente for productivity in research from CNPq, level 1D, process number 303803/2017-7. Orcid.org/0000-0003-0758-0370. e-mail: baronas@ufscar.br
Author σ: Professor and researcher at Universidade do Estado de Minas Gerais - UEMG campus Passos. Minas Gerais State, Brazil.Orcid.org/0000-0001-9802-3267.
e-mail: samuel.ponsoni@uemg.com.br
Author ρ: PhD researcher at Federal University de São Carlos, UFSCar, São Carlos, São Paulo, Brazil. FAPESP Grant process number: 2018/05275-1. Orcid.org/0000-0002-5572-6007.
e-mail: tamy_bonani@hotmail.com

I. First Words: a Little about Brazilian Language Theories...

This paper is methodologically organized around two working hypotheses that are closely related: first, there are in Brazil not only proper language theories, and second, it is necessary to expand Brazilian discursive theories, making them creak, which means it is necessary to continuously test them, attending theoretically and analytically to distinct data from which the authors of such theories rely on. To take such hypotheses into account, we first consider a provocative scientific disclosure paper entitled "Uma teoria brasileira do idioma" ("A Brazilian language theory"), published in Edition 78 of Revista *Língua Portuguesa*,[1] on April 2012, and then we briefly comment on the a conference address of Prof. Dr. Rodolfo Ilari from State University of Campinas (Universidade Estadual de Campinas – UNICAMP), at GEL[2]-USP, on July 2013. These two texts have in common the fact that they refer to pertinent studies from Brazilian researchers about the existence of a Brazilian Linguistics.

In the papers just cited, Professors Marcelo Módulo and Henrique Braga from USP talk about some of the linguistic theories developed by Brazilian researchers in our country in recent years. They highlight, for example, "already structured propositions in Brazilian lands", the *Gramática construtural da língua portuguesa* from Back and Mattos (1972),[3] Parametric Sociolinguistics from Kato and Tarallo (1989),[4] the *Semantics of contexts and scenes* from Ferrarezi Jr.

[1] This paper is available free, online, at: http://Revistalingua.uol.com.br/textos/78/artigo255300-1.asp
[2] Grupo de Estudos Linguísticos do Estado de São Paulo – www.gel.org.br.
[3] A rich discussion on Constructural Grammatics, proposed by Back and Mattos can be seen in an paper by Ronaldo de Oliveira Batista to be "accepting or denying the propositions of Constructural Gramatis: a historiographical and sociological interpretation of a period in Brazilian grammatics", accessible at: <http://www.abralin.org/abralin11_cdrom/artigos/Ronaldo_Batista.PDF>.
[4] A detailed presentation of the postulates prepared by Tarallo & Kato about parametric sociolinguistics can be seen in papers by Tarallo, F. "For a Parametric Romanic Sociolinguistics: Phonology and Syntax", *Ensaios de Lingüística* 13: 51–84. E Tarallo, F. & Kato, Mary A. (1989); "Trans-systemic harmony: inter and intralinguistics variation", in *Preedição* 5: 315–353, Campinas, Unicamp.

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(2010) [5] and the Multisystemic approach from Ataliba Teixeira de Castilho[6] (2010).

The discussion by Módulo and Braga centres more on a rapid presentation of the theory proposed by Castilho. For Ataliba de Castilho, an author epistemologically grounded in a sociocognitivistic basis for whom understanding language is a complex and dynamic phenomenon, "believes it is possible to analyze lexical, semantic, discursive and grammatical traces of a word or construction, even if it is in a 'dictionary state'". Thus, there should be, for Castilho, a central device, with a sociocognitive basis, that can activate, deactivate or reactivate the linguistic traces of a word or construction in each of these systems, according to needs. In consonance with this point of view, our minds operate in a simultaneous way, processing a set of processes and products recovered from these subsystems.

To show some of the issues that Castilho's theory intends to solve, the authors mobilize a lexical item "...'conta'. What semantic traces can this term withhold? How are such were grouped (lexicalized) in this word? What is the behaviour of such a term in the syntactic structure of a phrase? How do speakers use this word in interactions with other individuals? [Through a] multi-systemic analysis of issues relating to the same linguistic phenomenon."

We now turn to a lecture by Prof. Rodolfo Ilari in GEL-USP given in the city of São Paulo in July 2013. At the conference, "A fábrica de ideias linguísticas do Professor Salum, o pinheiro e o lago" ("The linguistic ideas factory, the pine tree and the lake"), Ilari, based on a set of texts handwritten by Prof. Salum himself, written in the middle of the 1970s, presented, among other work, a "linguistic-rhetoric approach to texts" or, more popularly, "The Forks Theory" by Prof. Isaac Nicolau Salum. This is a pertinent theory of text analysis, whose main objective is to handle the meaning relationships established between different levels of a text. It is a singular approach that seeks to understand the operation of a "text's linguistic intelligence", above all, the literary, describing its semantic value, as well as the stylistic, the rhetorical and even the "ideological", aspects which were completely at odds with the linguistic analysis practised at the time. Regarding the pertinence of the approach by Salum for text analysis, let us hear from Blikstein (1993) [7] what is said about Professors Antonio Candido and Segismundo Spina, two great Brazilian intellectuals, from, respectively, the areas of Literary Theory and Philology and Portuguese Language:

> "...in one field he [Isaac Salum] unravelled: linguistic-literary analysis. Perhaps because the forks and schematics that he invented have a slightly puzzling feature that, in introducing a certain playful atmosphere, seems to soften the commitment to rigour and allow greater freedom. Anyway, there he works with relief and pleasure, disseminating widely the results of a thorough dismantling, patient and full of enlightenment, which allows one to safely showcase the anatomy and message of texts – without fear or favour, precise and fruitful, which also has the advantage of projecting itself onto a figure that meets the eye, seeing text as architecture with real meaning".
>
> "...and then around 1965, text analysis charts from Prof. Salum began to circulate among colleagues at the Philosophy College, at that moment this technique grew mature in its methods, slowly conquering colleagues' adhesion to old ways, though at the beginning they only saw in his charts a decorative schematics, like an arabesque... The distribution of the schematics increased, gradually attracting the curiosity and interest of clients who started to believe in the system's novelty, for it overcame the old and timid method of logical analysis, opening up new horizons of text linguistics intelligence, of which semantic, stylistic, rhetorical values and, I dare say, the very ways in which authors viewed the world were completely unknown in the traditional syntactic approach. Salum was filled with joy when he realized that his schematics were examined, studied and at times even contested by his colleagues. The charts were frequently redistributed in second or even third editions, for the author himself often times realised that there were imperfections still present in his schematics, or conceded to divergent opinions that seemed valid to him".

Beyond the originality of the approach, it is worth highlighting that the theory of Prof. Salum was produced even before publication of the classic *Cohesion in English* by M. K. Halliday and R. Hasan in 1976 (see the following image), work that would come to inaugurate studies about text grammar or what we know today as Text Linguistics.

[5] A presentation of the proposition formulated by Ferrarezi Jr. can be seen in the book "Introduction to semantics of contexts and scenes", published by Editora Mercado de Letras in 2010.

[6] The multi-systemic approach proposed by Ataliba de Castilho can be seen in "New Grammatics of Brazilian Portuguese", published by Editora Contex to in 2011.

[7] Paper published online at: http://www.usp.br/revistausp/ n20/ izidoro.html

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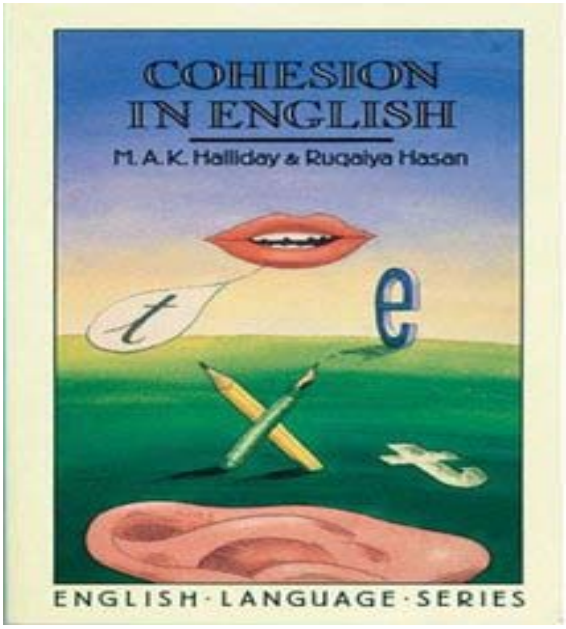


Figure 1: The book cover Cohesion in English, by Michel A.K Halliday

Given the pertinence and positive heuristics of both the paper by Módulo and Braga and the conference organized by Prof. Rodolfo Ilari to debate over history and prospects of doing linguistics in Brazil, we would like to broaden this discussion by proposing in this chapter the thesis that there are, in Brazil, not only language theories that make Brazilian Portuguese the central object of their study, emphasizing phonological, morphological, syntactic, semantic and textual levels, but also, on the one hand, theories about spoken languages in Brazil[8] and, on the other hand, Brazilian discourse theories, and so, as a consequence, postgraduate studies in linguistics should devote even more time to the discussion of historiography, scientific disclosure, application, expansion and preparation of Research Programs in Brazilian Language Sciences.

It is not about acting like Policarpo Quaresma,[9] intransigent defender of Brazilian science and even a zealous follower of Miguel Nicolelis,[10] proposing, based on his reflections, a *Tropical Linguistics*, or more specifically *Abaporu Discourse Analysis (ADA)*, but rather pointing out some paths on which our Postgraduate in Linguistics Programmes could tread in the years to come, investing vigorously in Brazilian discourse science, thus producing true innovation.

II. Brazilian Discourse Theories: A Little More...

The theories and their respective authors that we rank below are among the most varied domains of the discourse study field,[11] in other words, they are outlined not only to show the derivation of the domain of Discourse Analysis with a French orientation, for example. They go from a semiotics of song to a theory of stereotypes. It should be said that despite all these theories having discourse as the object of observation, each of them constructs its own theoretical object very differently.

For that matter, we have some discourse theories forged in a little green and yellow, the Semiotics of Song, proposed by Luiz Tatit; the Semantics of the Event, proposed by Eduardo Guimarães;[12] Theory of Basic Stereotypes and Opposed Stereotypes, proposed by Sirio Possenti; and Analysis of Materialistic Discourse, proposed by Eni Orlandi.[13] All of these

[8] According to Gilvan Müller de Oliveira (2000), "in today's Brazil around 200 languages are spoken. Indigenous peoples across the country speak around 170 languages (called autochthonous), and the communities formed by immigrant descendants another 30 languages (called allochthonous)".

[9] A character in Brazilian Literature who presented himself in a speech, especially the first time, when suggesting to the Republican Assembly at the time that they adopt Tupi as the official Brazilian language, with an ethos, a self-image, quite nationalistic, on the verge of xenophobic feeling, above all it was about linguistic manifestations (demanded) from Portugal.

[10] A manifest by Miguel Nicolelis that proposes the creation of a new scientific paradigm entitlde *Manifesto da Ciência Tropical: um novo paradigma para o uso democrático da ciência como agente efetivo de transformação social e econômica no Brasil (Manifest of Tropical Science: a new paradigm for the democratic use of science as an effective agent of social and economic transformation in Brazil).* Nicolelis' proposal is grounded in the philosophy of the educators Paulo Freire and Alberto Santos-Dumont and proposes fifteen goals that aim to unleash the massification and democratization of means and mechanisms of generation, dissemination, consumption and commercialization for high-end knowledge all over Brazil. The manifest is available at: <http://www.viomundo.com.br/entrevistas/nicolelis-lanca-manifesto-da-ciencia-tropical-vai-ditar-a-agenda-mundial-do-seculo-xxi.html>.

[11] In a book published in early 2014 by Armand Colin, "Discours et analyse du discours", Dominique Maingueneau asserts: "ce champ de l'analyse du discours, aujourd'hui mondialisé et en expansion continuelle, résulte de la convergence de courants de recherche issus de disciplines très diverses (linguistique, sociologie, philosophie, psychologie, théorie littéraire, anthropologie, histoire…) et, en retour, il exerce son influence sur elles. On a beaucoup parlé d'un « tournant linguistique » pour la philosophie, pour l'histoire ou pour les sciences sociales de la seconde moitié du xxe siècle ; on pourrait aussi parler d'un « tournant discur- sif ». En effet, il n'est pas un secteur des sciences humaines et sociales ou des humanités qui ne puisse faire appel à ses problématiques, ses concepts ou ses méthodes [...] même si les problématiques d'analyse du discours développées en France ont indéniablement joué un rôle fondateur et continuent à présenter un certain nombre de traits caractéristiques, elles se trouvent aujourd'hui prises dans un espace de recherche qui est mondialisé, où les hybridations conceptuelles se multiplient ; – *le champ des études de discours doit être distingué de celui, plus restreint, de l'analyse du discours, qui définit un point de vue spécifique sur le discours*; – l'univers du discours, le matériau à partir duquel travaillent les analystes du discours, est foncièrement hétérogène : on ne peut pas l'unifier autour du modèle dominant de la communication orale en face à face" (writer's notes).

[12] A detailed presentation of the reflections proposed by Guimarães can be seen in the book *Semântica do Acontecimento*, published by Pontes Editores in 2005.

[13] A detailed presentation of the propositions formulated by Eni Orlandi can be seen in the book *Discurso e texto: circulação e formulação de sentidos*, published by Pontes Editores in 2004.

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theories, even though they have interacted, some more than others but not that much *anthropofolemically*, with theories developed mostly in France by the end of the 1960s and '70s, have epistemological traces that are quite Brazilian. In our understanding, it is not simply about expansions to handle specific data, or mere puzzle-solving to use khunnian terminology, these are research programmes in the sense given to such methodology by Lakatos.[14]



Figure 2: Respectively, the book covers Semiótica da canção, by Luiz Tatit and Humor, língua e discurso, by Sírio Possenti, both Brazilian researchers.

[14]In Imre Lakatos' (1979) understanding, a research programme is constituted by a strong core – a set of hypotheses or theories considered undeniable by scientists – and an heuristics that mobilizes scientists to modify the protecting belt – a set of auxiliary hypotheses and observation methods that suit the programme when confronted with new data.

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Figure 3: Respectively, the book covers Semântica do acontecimento, by Eduardo Guimarães, and As formas do silêncio, by Eni Orlandi, both Brazilian researchers.

To support the point of view expressed previously, we will first rank here at least two of these discourse theories; second, given the space available, we will give a brief description of such theories; third moment, we will illustrate how these theories endeavour to take into account their study objects, and lastly, we will try to rank distinct objects on which the authors base their proposals in order to begin a debate over the need for the systematic testing of the positive heuristics of their theories. A discussion about theories of spoken languages in Brazil remains for reflection in the future.

The Principle of the Semiotics of the Song[15] was proposed by USP researcher Luiz Tatit, at the end of the 1990s. This theory is constituted based on the preparation of a whole concept outline for a systematic study of Brazilian songs considering the meeting of melody and lyrics. The Semiotics of the Song Theory proposes an isotopic analysis of elements of content and expression, thus melody and lyrics are taken as equivalent structural elements. Luiz Tatit, in his studies, relates aspects of expression to aspects of content. He recognises that Brazilian songs may be assigned to three major types: *thematized, passionalized* and *figuretivized*. In *thematized* songs, the researcher observed that the content of lyrics is related, in most cases, to conjunction states between "subject" and "object". Usually the meaning of lyrics is related to moments of euphoria and satisfaction with life. *Deixa a vida me levar* by Zeca Pagodinho is a good example of a *thematized* song. In *passionalized* songs, vertical melodies are consistent with disjunction states between "subject" and "object". In this type of song an effect of inverted meaning is observed more than in *thematized* songs, it indicates disphoria, enclosure and dissatisfaction. The author of song theory shows us that *passionalization* is waiting or reminding time. This is time that allows the subject to think about his/her feelings of missing someone or something and (re)living the tension of circumstances that put him/her in immediate disjunction with his/her conjunction object at a distance so as to value the object. *Retalhos de cetim* by Benito de Paula is a good illustrative example of such *passionalization*. In *figuretivized* songs, what is observed is an attempt by the subject to draw attention to the content of the words. For that matter, it is possible to observe that prosody elements overcome melodic elements. A good example of this type of *figuretivized* song is *Alegria, alegria* by Caetano Veloso. It is important to highlight that such a classification corresponds to typical situations, but usually such types blend with each other and they might all be present in the same song. What is found, actually, is the dominance of one aspect on the construction of a song.[16]

[15]A detailed explicitation of the theory proposed by Tatit can be found in his book *Semiótica da canção: melodia e letra*, 3 ed. São Paulo, SP: Escuta, 2007.

[16] A good example of the operationality of this theory and to deal with musical discourse – understood as the junction between lyrics and melody – can be observed in the text by A. Werney *Articulação em*

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Given the heuristic character of scientific theory, one might wonder if we could mobilize the Tatit proposition, with the aim to expand it and deal with other sorts of data that contain lyrics and melody in the form of a dialogue. Here we take the son *Pelados em Santos* by "Mamonas Assassinas":

Mina, seus cabelo é da hora
Seu corpão violão
Meu docinho de coco
Tá me deixando louco

Minha Brasília amarela
Tá de portas abertas
Pra mode a gente se amar
Pelados em Santos

Pois você, minha pitchula
Me deixou legalzão
Não me sintcho sozinho
Você é meu chuchuzinho

Music, is very good
(Oxente ai, ai, ai!)
Mas comigo ela não quer se casar
(Oxente ai, ai, ai!)
Na Brasília amarela com roda gaúcha
Ela não quer entrar
(Oxente ai, ai, ai!)

É feijão com jabá
Desgraçada num quer compartilhar
Mas ela é lindia
Mutcho mar do que lindia
Very, very beautiful

Você me deixa doidião
Oh, yes! Oh, nos!
Meu docinho de coco

Music, is very porreta
(Oxente Paraguai!)
Pos Paraguai ela não quis viajar
(Oxente Paraguai!)
Comprei um Reebok e uma calça Fiorucci
Ela não quer usar
(Oxente Paraguai!)

Eu não sei o que faço
Pra essa mulé eu conquistchar
Por que ela é lindia
Mutcho mais do que lindia
Very, very beautiful

Você me deixa doidão
Oh, yes! Oh, nos!
Meu chuchuzinho

Oh, yes! No, no, no, no!
Eu te I love youuuuu!

Pera aí que tem mais
Um poquinho de "u"
Uuuuuuuuuu...

We have seen that Tatit, from his data, proposes an isotopic analysis of the elements of content and expression, thus melody and lyrics are taken as equivalent structure elements. The author, in his studies, relates aspects of expression to aspects of content. Therefore, he recognizes that Brazilian songs can be categorised as three major types: *thematized; passionalized* and *figuretivized*. However, as for the song "Pelados em Santos", which category does it belong to? Thematized? Passionalized? Figuretivized? What is the role of variant and linguistic varieties, such as those mobilized in Mamonas Assassinas' song, in the theory proposed by Tatit? We may wonder if the discursive subject constructed by "Mamonas Assassinas" in their songs intends not to be in either conjunction or disjunction with the object, but to see this object as one of derision. To deal with this and other questions is something quite innovative for Brazilian Discourse Theory.

We continue this text by dealing with the Theory of Basic Stereotypes and Opposed Stereotypes, proposed by a researcher from UNICAMP, Sirio Possenti,[17] in 2010. To handle his theoretical endeavour, Possenti mobilizes corpus of jokes that thematize many stereotypes covering different human groups. According to Possenti, the jokes about the many different types of human groups work as a relationship of stereotypes, based on an ideas that are taken by individuals or social groups (the basic stereotype) and put into circulation with the lowest possible opposition (the opposed stereotype or simulacrum). The author takes as a corpus gaucho jokes. In this type of joke, what is questioned is the basic stereotype, which means the characteristics of a gaucho: a set of values that constitute positively the gaucho ideal (hospitality, freedom, the fact that they are jaunty, brave, not too refined, eat barbecue food, drink "chimarrão" and, overall, are manly and boast of their manliness). Although such features serve as material for humorous discourse, it is mostly the manly trace of the gaucho that serves as a motto for jokes – the basic stereotype. In other words, based on this trace, or its lowest opposite, the jokes represent gauchos: "he will not be wimpy or fearful, or have any other traits in opposition to manliness, but will be a bottom

entre melodia e prosódia na canção popular brasileira: uma análise de retrato em preto e branco. Text published in Revista dEsEnrEdoS; Year I, Number 2; Teresina, Piauí. September/October 2009.

[17]A detailed presentation of Possenti's theory can be found in the book "Humor, língua e discurso", São Paulo, Contexto, 2010.

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homosexual". Thus, as far as gaucho jokes are concerned, the basic stereotype involved is the macho ("male") gaucho, and the opposite stereotype is the bottom homosexual "gaucho". [18] Here is one of the examples presented by the author:

A gaucho congressman might have said, some decades ago, during a session:

- In Rio Grande do Sul there are only machos!
- Whereupon a congressman from Minas Gerais replied:
- Well, In Minas Gerais, half are men, half are women and we have been getting along just fine.

In the previously joke, the basic stereotype is set in motion by the gaucho himself: "In Rio Grande do Sul there are only machos!". Thus manliness is presented as being an identity trait of gaucho people. The opposite stereotype, on the other hand, is evoked by the Other, in this case the "Mineiro" congressman, who does so via a positive representation of his people; the "mineiros", unlike gauchos, like women, and not machos. The example given by Possenti shows us that gaucho jokes question gaucho features.

Given the heuristic character of scientific theory, one might wonder if it is possible to mobilize Possenti's proposition in order to expand it and deal with other sorts of humour data. We take here humorous discourse materialized as a cartoon. It is a cartoon published at www.cornetafc.blogosfera.uol.com.br on 6 September 2012.



Figure 4: Humor memes about the rivalry of two Brazilian soccer teams, Grêmio and Internacional.

In this cartoon one can observe, based on the textualized dialogue between two "Grêmio" fans during a match at "Estádio Olímpico" – "Grêmio are in second place!" ; "What about Inter?" ; "They are way belhind!" – that the performance by "Internacional" in the 2012 Brazilian Championship is an object of derision.

In the previously cartoon, which stereotypes are set in motion by the "Grêmio" fans? The basic one set in motion by them is that Grêmio is a better team than "Internacional". The opposing stereotype that sets up a controversy with the first one is that Inter, even though they present themselves as superior, are in fact an inferior to "Grêmio". Are such opposing stereotypes brought up interdiscursively? What is the weight of interdiscourse in this type of humour data? To test the heuristics of the stereotypes theory proposed by Possenti, based on other data, is one possible way to innovate in Brazilian Discourse studies.

III. A Little More to Produce an Ending Effect...

We believe it is important to state (again) that Brazilian language theories do not just comprise important works by Back and Mattos (1972), Kato and Tarallo (1989) and Ferrarezi (2010) and Castilho (2010), for we could also rank the work by Heitor Megale [19] and Rosana Virgínia Matos [20] about diacronic Portuguese, that by Aryon Rodrigues [21] on indigenous Brazilian languages, work by Maria Helena Moura Neves [22] on grammar uses in Portuguese, by Francisco da Silva Borba [23] on dictionary uses of Portuguese; theories about discourse are not restricted to the authors anteriorly mentioned. For that matter, also worth highlighting is the work by Beth Brait[24] on verb-visuality, by josé Luiz Fiorin[25] on literary discourse, Diana Barros[26]

[18] A nice example of the operationality of such theory to handle humour discourse, mostly jokes, is the "application" used by both Fernanda Góes de Oliveira Ávila, in her master's dissertation "Os estereótipos nas piadas de Joãozinho", defended at IEL in UNICAMP last July, and the one performed by Gisele Franchi about blonde jokes.

[19] In the book co-organized with Sílvio Almeida de Toledo Neto, *Por minha letra e sinal: documentos do ouro do século XVII*, published by Ateliê Editorial in 2005, can be found a metonymical representation of the theoretical propositions developed by Megale.

[20] In *Ensaios para uma sócio-história do português brasileiro*, published by Parábola Editorial in 2004, can be found a nice representation of the theory proposed by Rosa Virgínia Matos.

[21] Representative works by this important Brazilian linguist are freely available at: http://biblio.etnolinguistica.org/colecao:aryon

[22] A detailed presentation of the theory proposed by Moura Neves can be found in the book *Gramática de usos do português*, São Paulo: Editora da UNESP, 2000.

[23] The theoretical propositions made by Borba can be found in the book *Dicionário de usos do português do Brasil*, São Paulo: Ática, 2002.

[24] A good example of the theory proposed by Brait can be seen in the book *Ironia em perspectiva polifônica*, Campinas, SP: Editora da UNICAMP, 1996.

[25] The discussion conducted by Fiorin about literary discourse can be found in the book *As astúcias da enunciação: as categorias de pessoa, espaço e tempo*, first published by Editora Ática in 1999.

[26] The reflections by Diana Barros on the discourse of intolerance can be found in "O discurso intolerante: primeiras reflexões", São Paulo (typed text), 2005.

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on intolerance discourse; Ida Lúcia Machado [27] on emotions and work by Izabel Magalhães [28] on the relations between discourse and power.

To draw to a conclusion, we can say that the epigraph by Mario de Andrade is not just to garnish my text, rather it intends to suggest to the reader the image of a scholarly researcher. We believe that during research in Brazilian language sciences we should first do as Andrade did, in his textualization of a tiny grammar of Brazilian Speech, which means: "to be Brazilian and not a nationalist. To write [produce] natural Brazilian [Brazilian language sciences] without claim or complaint", by (re)constructing our own discursive theories.

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[27] One of the works by Ida Lúcia Machado can be seen in the book *As emoções no discurso*, published in 2010 by Editora Mercado de Letras.

[28] A metonymical representation of the works developed by Izabel Magalhães can be found in "Teoria crítica do discurso e texto. *Linguagem em (Dis)curso*, 4, 2004. Available at: http://www.unisul.br/paginas/ensino/pos/linguagem/0403/05.htm

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Repetition: A Process of Destroying the Narrative Unity in Abdelkader Djemai's Saison De Pierres

By Bekhedidja Nabila

Université d'Oran 2 Mohamed Ben Ahmed-Algérie

Abstract- In Saison de pierres, Abdelkader Djemai makes the repetition process one of his principles of composition: narrative sequences are repeated, repeating themselves thus openly provoking the traditional novel. The reader at first glance thinks he is reading the same text but after concentration, there are many variations between the two narrative passages. By using the repetition process, Abdelkader Djemai wants to introduce a new reflex in the reader: to test his memory by using his insight and intelligence. Repetition allows the author to say and repeat in several copies the same idea, the same event, the same experience offering a multitude of perspectives and invoking maximum concentration.

Keywords: *repetition; reflection; destruction; construction; reader.*

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Repetition: A Process of Destroying the Narrative Unity in Abdelkader Djemai's Saison De Pierres

La Répétition: Un Procédé De Destruction De L'unité Narrative Dans Saison De Pierres d'Abdelkader Djemai

Bekhedidja Nabila

Abstract- In Saison de pierres, Abdelkader Djemai makes the repetition process one of his principles of composition: narrative sequences are repeated, repeating themselves thus openly provoking the traditional novel. The reader at first glance thinks he is reading the same text but after concentration, there are many variations between the two narrative passages. By using the repetition process, Abdelkader Djemai wants to introduce a new reflex in the reader: to test his memory by using his insight and intelligence. Repetition allows the author to say and repeat in several copies the same idea, the same event, the same experience offering a multitude of perspectives and invoking maximum concentration.

Keywords: repetition; reflection; destruction; construction; reader.

Résumé- Dans Saison de pierres, Abdelkader Djemai fait du procédé de la répétition un de ses principes de composition: des séquences narratives se répètent, se réitèrent provoquant ainsi ouvertement le roman traditionnel. Le lecteur au premier abord croit lire le même texte mais après concentration, se révèlent maintes variations entre les deux passages narratifs. En utilisant le procédé de la répétition, Abdelkader Djemai veut instaurer un nouveau réflexe chez le lecteur: tester sa mémoire en faisant appel à sa perspicacité et à son intelligence. La répétition permet à l'auteur de dire et redire en plusieurs exemplaires la même idée, le même événement, la même expérience offrant une multitude de perspectives et invoquant un maximum de concentration.

Motsclefs: répétition; réflexion; destruction; construction; lecteur.

I. Introduction

Abdelkader Djemai est un écrivain d'origine algérienne. Son premier roman Saison de pierres publiées en 1986, concerne le séisme qui a frappé une ville. Comment raconter cette catastrophe? Quand tout est sens dessus – dessous, le minéral, les humains, les animaux, les arbres…Comment rendre compte de cette dislocation? Saison de pierres à tout l'air d'un roman heurté, disloqué et hybride. Le roman met en exergue la vie, les souvenirs, les délires, les fantasmes de Sandjas. Le récit se clôt sur Sandjas meurtrier ou meurtri, considéré parmi les fous. Son hérésie l'enferme dans la camisole des fous et dans la camisole des mots.

Author: Enseignante à la faculté des Langues Etrangères (Université d'Oran 2 Mohamed Ben Ahmed-Algérie) –Département de Français.
e-mail: bekhedidja.nabila@yahoo.fr

Le roman se caractérise par la succession et l'entrecroisement de séquences narratives apparemment sans lien entre elles mais en réalité solidement articulées car toutes les histoires tournent autour de Sandjas, le personnage principal.

Des fragments de récit se répètent, provoquant ainsi ouvertement le roman traditionnel. Le lecteur au premier abord croit lire le même texte mais après concentration, se révèlent maintes variations entre deux passages.

L'étude de la structure fragmentaire du roman et l'analyse de l'enchaînement thématique entre les séquences nous permet de dire que même invisible aux yeux du lecteur il existe toujours un lien entre les séquences. Ainsi, divers modes et moyens de transitions favorisent les bifurcations et les articulations entre les séquences: récurrence d'une même image, association d'idée, répétitions de termes analogiques…

Abdelkader Djemai morcelle, répète, retravaille le fragment textuel afin que le lecteur se voie proposer, d'après coup une clé (ou plusieurs clés?) pour l'interprétation des pages narratives précédemment rencontrées.

Certes, Abdelkader Djemai fait du procédé de la répétition un de ses principes de composition mais loin d'introduire dans son roman des éléments préexistants hétérogènes, créateurs de contrastes inattendus, il cherche plutôt à créer une harmonie thématique et textuelle en faisant appel à la collaboration du lecteur pour rassembler les éléments en apparence éparpillés.

En utilisant le procédé de la répétition, l'auteur veut instaurer un nouveau réflexe chez le lecteur: tester la mémoire du lecteur en faisant appel à sa perspicacité et à son intelligence. Dès lors, notre questionnement est le suivant:

Comment lire ce roman hybride? Quel est le lien entre les différents fragments textuels? Quel est le moyen qui permet la relance entre eux? Pourquoi les mêmes fragments se répètent-ils dans le roman? Quel est le rôle de la répétition dans ce roman? En tant que procédé de création ou d'écriture, de quelle manière la répétition fonctionne-telle dans Saison de pierres? Quelle est l'intentionnalité de la répétition dans Saison de pierres?

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La présente étude se propose donc d'analyser, en recourant à la narratologie et à la stylistique, les techniques narratives mises en œuvre par l'auteur pour montrer comment la répétition est utilisée comme un procédé de composition qui met en cause les représentations traditionnelles de la narration.

II. Mémoire et Concentration

La fréquence de la répétition du même mot dans le roman d'Abdelkader Djemaï n'est pas gratuite mais participe à la création d'un effet poétique:

« […] Elle dort, elle dort la lionne. Les lignes du corps, de la main, sillons fertiles conjurant le sort à coups d'ongle, Assia dort, le ventre sur la pierre chaude, les seins brûlants de remous ; elle dort la soie vivante en ses dons replis. […] » (Saison de pierres: 19). La répétition du même mot contribue à mettre en exergue un effet esthétique en rapprochant des mots de sens différents mais de sonorités voisines tels que: « dort », « corps », « sort »:

«[…] La voix, oui sa voix qui filtrait des interstices, traversait le bois, sa voix pulpeuse, chaude, moirée, sa voix murmurante, emmurée. […] » (Saison de pierres : 29) .La répétition du mot « voix » contribue à mettre en exergue le rapprochement sonore entre « voix » et « bois ».

L'auteur met en exergue le caractère particulier du grand- père de Sandjas par la réitération du mot « rien » qui crée l'anaphore dans un but d'insistance: « […] Rien. Un simple geste suffisait. Rien. Un regard brisait l'équilibre. Grand-père n'est pas un homme à se laisser faire […] » (Saison de pierres: 53)

Abdelkader Djemaï s'ingénie à mettre en valeur les mots: « Un silence. Une attention. Une trace. Son journal intime, plutôt ses notes, ses parenthèses dans lesquelles il maudit, maudite Assia, s'épluche, se déshabille, se répand, se reprend, s'en prend au mensonge, à la gabegie par petites phrases sèches, amères, ironiques … […] » (Saison de pierres: 79).Par l'énumération de termes organisés de façon croissante « un silence », « une attention »et « une trace ». L'auteur crée une gradation dans le but de produire un effet de « zoom » car la gradation peut tendre à l'hyperbole. La synonymie « s'épluche » et « se déshabille » et la paronomase « se répand », « se reprend » et « s'en prend » ces ressemblances sémantiques et sonores permettent de rapprocher des sens pour renforcer des relations existantes ou pour créer une relation inattendue. D'ailleurs, Abdelkader Djemaï est attentif à cet aspect du langage qui lui permet de prolonger, de nuancer ou de transformer les sens que le lexique et la syntaxe donnent aux mots et aux phrases. L'auteur désire mettre en relief par ces jeux de mots le désordre qui parsème le texte.

Saison de pierres se caractérise par une fusion de thèmes cependant limités qu'on peut énumérer: le séisme, le prédateur, la photo, l'oued, les souvenirs d'enfance de Sandjas, la conquête d'Assia, le train, les aventures de grand père, les hallucinations, les délires, les rêves de Sandjas….Insertion des rêves, des fantasmes et des contes contribuent à déconcerter le lecteur et à mettre en évidence l'aspect hétéroclite et hybride du roman.

En effet, Saison de pierres ne respecte ni les contraintes chronologiques, ni les contingences événementielles, ni les lois psychologiques, procédant essentiellement au moyen d'opération qui assure la bifurcation du récit, des ruptures, des confusions volontaire dans la distribution des séquences narratives. Le roman se caractérise par la succession et l'entrecroisement de séquences apparemment sans lien entre elles mais en réalité solidement articulées.

Comment Abdelkader Djemaï favorise-t-il le transit d'une séquence à une autre?

Parfois Abdelkader Djemaï enchaîne entre les chapitres en répétant le même mot, c'est- à -dire que le chapitre «x» contient un «vocable» qu'on retrouve forcement au début du nouveau chapitre, l'analyse du dernier paragraphe du chapitre 6:« Il me fallait tuer le sourcier[1] qui ricanait aux vœux de l'iconoclaste, j'avais soif de son sang. » (Saison de pierres: 60). Et la comparaison avec les premières lignes du chapitre 7: «Sandjas dédaignait le pouvoir du sourcier- sorcier qui avançait, le regard disperse, les pieds tâtonnant sur la rocaille» (Saison de pierres: 61). Nous permet de dire que le personnage le sourcier est le lien entre les deux chapitres.

De la même manière s'enchaînent les différentes séquences à l'intérieur du même chapitre. L'utilisation du même champ lexical « feu »et « brûlante » permet aussi aux deux derniers sous chapitre de créer un moyen d'articulation. Reportons les dernières lignes du deuxième sous chapitre: « […] Elle buvait sa joie, un baiser de menthe brûlante sur les lèvres le mien que j'imagine». (Saison de pierres: 65).Ainsi que le début du troisième sous chapitre: «La part du feu, du hasard, Sandjas, caillou, le plâtre des ruches mortuaires. […]» (Saison de pierres: 65).

Le chapitre 5 évoque le départ de l'oncle à Oran pour prendre le bateau, son père [le grand père de Sandjas] est à sa recherche. Il finit par le ramener à la maison. Citons un extrait du premier sous chapitre de la page 41 à la page 43: « [...] Leur retour fut salué d'un immense repas, et dès la première nuit de cellule, ils scellèrent une paix enfin retrouvée dans l'adversité. Grand –père raconta son équipée mouvementée à Madame Tortoza et au Défroqué [...]» (Saison de pierres: 43). Le deuxième sous chapitre débute à la fin de la page 43, il expose une réflexion sur l'écriture. Le thème est donc différent de celui de l'escapade de l'oncle (cf le premier sous chapitre) néanmoins, il n'est

[1] C'est nous qui soulignons.

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pas sans lien avec le premier sous chapitre car la relation est de nature lexicale : l'emploi du synonyme de mot « équipée » est « voyage ».

L'équipée mouvementée du grand père qu'on peut lire à la fin du premier chapitre ressemble peut être au « voyage »et à l'aventure de l'écriture (de l'encre) dans le roman qu'on trouve au début du deuxième sous chapitre. De même, la réflexion sur l'écriture est interrompue par le resurgissement des souvenirs d'écoliers de Sandjas. La soudure cette fois -ci est de type lexical et thématique entre les deux fragments avec le mot « écrire »:

«Rien ne s'est de biaiser avec les lignes sinueuses occupées à décrire le voyage de l'encre, le Klame, la plume roseau, sait la semence des formes, la fertilité des signes, la fragilité de la voix. Il précise la métamorphose définit la pierre, embellit le cercle. Remplaçant le monologue, il interdit les visages cultives le verbe et tisse minutieusement ses sortilèges. A l'école coranique, Sandjas l'utilisait pour écrire des versets sur la planche de noyer. Penché sur elle, il parcourait les signes sans comprendre [...]» (Saison de pierres: 43-44).

Les fragments textuels s'articulent à l'intérieur du même sous chapitre. Dès l'incipit, le lecteur découvre presque tous les thèmes du roman. Ils sont cités par bribes et seront développés par la suite: « […] Il est ici, ailleurs, avec sa clair voyance, sa torture rigide, son délire. Il ne peut que se répéter, ressasser jusqu'à l'écœurement, ruser avec les impressions fugaces, les taches d'ombre, les zébrures de sa mémoire. Il n'a pas le luxe de s'offrir une logique, une ligne de flottaison tranquille linéarité. Il se revoit indistinctement dans une maison close, entourée de chaire flasque, de parfums gros, d'alcool aigre. » (Saison de pierres: 11). Le seul lien entre les différentes bribes d'histoire c'est Sandjas « Il »: Sandjas et le point focal du roman. Toutes les histoires lui sont inhérentes puisque Sandjas délire, Sandjas rêve, Sandjas fantasme, Sandjas aime, Sandjas hallucine, Sandjas témoigne, Sandjas se remémore, et Sandjas écrit aussi.

Ainsi, la répétition est un procédé qui touche à la fois au mot, à la phrase, au fragment et à la structure d'un texte.

Le récit de la « photographie » se répète à volonté dans le roman mais à chaque fois avec un nouveau détail ou une variation intéressante à analyser. Le premier fragment apparaît à la page9: « […] Le temps dessous, l'horloge figée, la photo pleure, alors, de tous ses graines dans son cadre aux mâchoires cassées. Cette photo, ton unique butin, que tu gardes souvent, que tu ne veux montrer à personne, sauf aux insectes. Rappelle- toi le petit garçon près d'une fillette, c'est toi. Ce fut avant que l'armoire ne soit fracturée, l'horloge éborgnée, que ta rue ne mange du verre, la ville, la gorge de travers et le couteau dans le dos […] » (Saison de pierres: 9).Le premier fragment insiste sur l'importance de la photo « un butin ». Le deuxième fragment à une dizaine de pages plus loin, nous informe sur le contenu de la photo: une fillette et un garçon côte à côte où le narrateur feint d'ignorer la cause de l'accident de la fillette. La photo est en possession de Sandjas: « […] La fillette qui sourit, le regard clair, le garçon, une petite moue sur les lèvres, un rien agressif. La chaussure gauche de la fille est délacée, une chaussure à bout carré, remontant plus haut que la cheville. Une cicatrice barre son genou (un accident?). La photo jaunâtre est écornée, zébrée de filaments blancs. La trace au creux du genou, faite par une écharde, un buisson, une chute? La fillette savait – elle l'emplacement du figuier, la présence de l'araignée, des nids de fourmis le long des murs crépis de la maison? Peut- être n'est – elle qu'une ombre, une tache sur la photo…). […] » (Saison de pierres: 28)

Le troisième fragment met en exergue le lien de parenté entre la fillette et le garçon (Sandjas). L'accident sur le genou de la fillette ronge toujours le narrateur: « La fillette est étrangement immobile sur le papier usé, aux coins rognés. Son point d'ancrage reste le sol degrés, la surface de la photo qui parait la protégée, l'encadrait dans un précaire équilibre. […] L'homme près du garçon fuit, par la médiocrité de la prise, à une trop grande tristesse qui le mine, le garçon à une moue trop dédaigneuse pour être sincère. Encore faut- il repérer après une lecture minutieuse, leurs attaches, rien ne le prouve. […] » (Saison de pierres: 69)

Le lecteur est dérouté, il ne comprend pas: s'agit-il d'une photo ou d'un évènement car la photo bouge! Ou bien la photo rappelle à Sandjas un souvenir, provoque une réminiscence: « Sandjas voit imperceptible bouger le genou de la cicatrice, le premier pas naître lentement, un ralenti qui conduit peu à peu la fillette au bord de la première case […]. Elle y revient réintègre la photo, contourne le jet d'eau et court, le bras hurle vers elle. Sandjas hurle alors dans la lumière crue qui scie sa mémoire […] » (Saison de pierres: 69-70- 71).

On trouve un autre fragment un peu plus loin: « Ici, ne pas négliger place, que la photo élastique qui cogne la rétine de Sandjas… […] » (Saison de pierres: 87). Le fragment est interrompu par un autre récit. Il réapparaît en suite à une trentaine de lignes après: « […] La fillette sur la photo, la benjamine au regard clair, la tante de huit ans, l'attachait au tronc pour aller jouer à la marelle […] (Saison de pierres: 88).

La fillette en jouant est écrasée par des roues de voitures:

«[…] dans le crissement des pneus, des roues qui écrasèrent la fillette dans la case du Ciel ; son sang traçant d'autres jeux, d'autres cases, oui dans celle du Ciel, elle recroquevillée et les chaussures jaunes de l'automobiliste devant celle partie à cloche – pied vers les nuages, qui n'est jamais revenue sans le figuier revoir les chevaux de grand- père (peut –être y a t- il des

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chevaux, des marelles dans le ciel) […]» (Saison de pierres : 88-89) . Plusieurs versions entourent la fille et la photo sur laquelle elle se trouve: le lecteur ne sait plus si la fillette existe et si elle a eu vraiment un accident ou bien il s'agit seulement de la description d'une photo. Abdelkader Djemai brouille volontairement les pistes.

Ainsi, le détail, par l'importance qui lui est accordée, fait perdre de vue l'ensemble, comme le révèle la description de cette photographie: « Une photo prise sur la place, le père un peu n retrait, l'œil vide, la main molle. Un garçon ; une fillette avec une robe bleue à losanges, un ruban sur les cheveux, des socquettes jusqu'aux genoux […] On sent une légère tension sans l'air […] La main de l'homme (pourquoi molle ?) […] la fillette qui sourit, le regard clair […] (une cicatrice barre son genou [un accident?). » (Saison de pierres: 28). Cet extrait a été retenu parce qu'il représente l'écriture typique de ce roman qui laisse transparaître l'hésitation du narrateur, du texte, de l'écriture, à la lecture de cette photographie prise sur place: (laquelle? on ne le sait pas !), dans quelle circonstance ? Le texte ne répondra pas; son but n'est pas d'apporter des informations, mais de s'éloigner de cet objet décrit: "La petite fille" pour s'arrêter à des détails insolites: la main du père, sa position, son aspect: (molle, pourquoi molle?). La cicatrice sur le genou (il cherche des explications à cette ancienne blessure)[2]. L'expression d'agressivité, la position des socquettes, pour délaisser complètement la description, et suivre le récit de "cette petite fille à la robe bleue à losanges" (le détail du motif de la robe est-il prépondérant sur la photo?) qui? se demande le narrateur: connaissait-elle les lieux? Les coins et recoins? Cette surabondance de détails anodins, futiles, empêche la description de "montrer" précisément, dénature sa fonction et torpille la narration.

Ces procédés, inscrits dans le roman du corpus d'étude, tels que: l'accumulation de détails-le grossissement du détail- la répétition-la précision-les figures de rhétoriques inhabituelles déplacées, inversées, désarticulées, décalées. Autant d'éléments qui obscurcissent la forme, ralentissent la connaissance, déshabillent le texte, donnant à l'objet un statut de figuration et non de la connaissance ou de reconnaissance[3].

La mort du grand- père et l'état des relations familiales après son décès, ce fragment est mis entre parenthèse, se répète à chaque reprise, porte des variations:

« […] C'est là où grand – père aimait ses chevaux, ses chiens, maquignon aux chaussures crissantes (à sa mort, les chevaux vendus, les chiens noyés, les oncles dispersés, les tantes éparpillées)». […] (Saison de pierres : 88).Comparons avec le deuxième fragment: « […]Elle [grand- mère] emporta aussi dans le ballot hâtivement fait de sa vie (à cause de la mort de l'époux ou parce qu'il lui préférait les chevaux, l'anisette les gitanes) une grande jarre de miel, des galettes de semoule frite pour qu'il n'ait pas faim dans le ciel et sceller leur réconciliation (à leurs décès, les chiens hurlants, les chevaux nerveux, les oncles réunis, les tantes larmoyantes) […] » (Saison de pierres: 90). Il est important de tenir compte des variations entres les différentes versions puisque Abdelkader Djemaï pousse le lecteur à se concentrer. Les trois versions sont mises entre parenthèses par l'auteur. Analysons les variations : entre la première «à sa mort, les chevaux vendus, les chiens noyés, les oncles dispersés, les tantes éparpillées », la seconde « à leurs décès, les chiens hurlants, les chevaux nerveux, les oncles réunis, les tantes larmoyantes » et la troisième « les chiens essayèrent de le déterrer comme un os, les chevaux, les oncles fiers, les tantes jubilantes ». Les variations concernent : « les chiens », ils sont « noyés »dans la première version, dans la seconde ,ils « hurlants » ;puis « les oncles », dans la première version, ils sont « dispersés » et dans la seconde version, ils sont « réunis » ensuite les tantes, une fois, elles sont« éparpillées » et les autres fois ,elles sont« larmoyantes »et « jubilantes ». Les oppositions entre ces éléments créent une impression de déséquilibre qui se trouve au centre du roman. Abdelkader Djemai veut peut- être aussi signaler l'importance de la répétition et mettre en évidence ce « désir de variation, mais aussi désir que rien ne varie »[4].

Remarquons aussi que tout le roman fonctionne de cette manière: le retour du même fragment avec de maintes variations. L'histoire du scorpion offre un bon exemple:

Le récit du scorpion est cité plusieurs fois dans le roman par bribes jamais de son intégralité: le premier fragment apparaît dès début du roman. Il nous dévoile la mort du scorpion tué par la tribu car c'est un traître: « […] nous déplacions constamment les fourrés, le buisson, et découvrîmes, scorpions sous la pierre, un traître parmi nous. On l'exécuta en traçant sur sa peau de fictives positions. On lui trancha également les parties intimes pour le lui planter dans la bouche. Les enfants crevèrent ses yeux avec des épines de cactus, les femmes lacérèrent sa gorge d'aiguilles rouillées. […] » (Saison de pierres: 56). Et à la page 81, le narrateur nous avise des méthodes abominables du scorpion:

«[…] Sandjas vit un scorpion sortir de l'auvent d'un caillou. Il; se déplaçait sans peur d'être coupé en deux. […] Sa rancune se sert de poisson. Sa mort

[2] OUHIBI GHASSOUL, Bahia, Perspectives critiques : le roman algérien de langue française dans la décennie 1985-1995. Thèse de doctorat d'état 2003-2004, Oran, p. 278.279.

[3] OUHIBI GHASSOUL, Bahia, Perspectives critiques : le roman algérien de langue française dans la décennie 1985-1995. Thèse de doctorat d'état 2003-2004., Oran. p. 278.279.

[4] BARDECHE, Marie –Laure, Le principe de répétition : Littérature et modernité, L'Harmattan, 1999, P.223.

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aussi, il ne démobilise pas, passe sa vie à attraper les faibles proies, fort de sa démarches, en plein digestion, il calme son aisance. Scorpion, parvenu inquiet de sa réincarnation, matamore descendu dans l'arène des ruines. Toréador pompeux, il choisira par ruse et intérêt de pratiquer ce qu'il condamne en public. […] » (Saison de pierres: 81).Les méthodes du Scorpion rappellent à Sandjas un traître de l'envergure du Sachem Tatoué « […] il fit rappelle à Sandjas le Sachem Tatoué. La comparaison desservait l'arachnide au regard de ses avatars, de sa pitance. Le ridicule, en ce cas tuerait l'affairiste et le militant escroc. Dans un duel éventuel entre le scorpion et le Sachem Tatoué avec pour témoin Sandjas, encourageant les adversaires à s'entre égorger, à utiliser les coups bas dont ils détenaient le secret. Mais ce dernier s'était concerté pour un simulacre de combat feignant d'être exténués au milieu d'un ring tendu par les rus de l'oued au tapis caillouteux. » (Saison de pierres: 81-82).

La répétition des énoncés peuvent aussi correspondre à la répétition effective d'un événement, le récit répétitif traduit une perception cyclique de l'Histoire (les politiciens véreux des années 80 en Algérie). Ces reprises peuvent encore s'expliquer par le caractère crucial de l'évènement, indéfiniment relaté[5].

La répétition permet à Abdelkader Djemai de dire et redire en plusieurs exemplaires la même idée, le même événement, la même expérience offrant une multitude de perspectives et invoquant un maximum de concentration.

Un même fragment textuel est cité deux fois, une fois à la page 8 du chapitre 1 et l'autre fois à la page 90 du chapitre 9:

Le premier: « […] Grand-mère tranchée en deux, grand-mère qui n'aimait pas les chaussures retournés, « mauvais présage », disait-elle […] ». (Saison de pierres: 8)

Le deuxième: « […] grand-mère veillait à ce que les chaussures des invités ne soient face contre terre: « Mauvais présage », criait-elle […] » (Saison de pierres: 90).

Le lecteur au premier abord croit lire le même texte mais après concentration, se révèlent maintes variations entre les deux passages.

La grand-mère de Sandjas tient toujours le même discours, elle déteste voir les chaussures retournées: mauvais signe selon elle. Ces variations et ces modifications dans la même version peuvent mettre en évidence la richesse de la langue d'un côté (dire la même chose mais en employant des mots différents) et de l'autre côté, l'auteur voudrait insister sur le comportement superstitieux de la vieille.

Les énoncés se répètent à l'envi, provoquant ainsi ouvertement le récit traditionnel. Dans Saison de pierres, le lecteur assiste à une course-poursuite incessante de Sandjas après Assia, sans que celle-ci aboutisse: « Chaque fois, il s'était promis de l'aborder » (Saison de pierres: 17). «Assia toujours absente». (Saison de pierres: 21). « La voix d'Assia qui danse sur le parquet ». (Saison de pierres: 29). « Elle marche vers eux ». (Saison de pierres: 38). « Assia ne gouverne pas ses nuits ». (Saison de pierres: 45). « Où est Assia dont la simple séparation inaugure un immense vide? ».(Saison de pierres: 47).Cette présence/absence emplit tout le texte, alors qu'Assia n'est jamais "intervenante" au niveau du récit[6].

Ainsi, la répétition ne prend tout son sens que grâce à l'œil de celui qui la perçoit: « La répétition ne change rien dans l'objet qui se répète, mais elle change quelque chose dans l'esprit qui la contemple»[7]. La répétition ouvre l'esprit du lecteur à de nouvelles possibilités, de nouvelles visions, à l'innovation.

III. Le Procédé de la Répétition

La répétition est un phénomène qui possède une longue histoire, mais une histoire qui semble appartenir à un passé révolu. La répétition occupe en effet une place importante dans la tradition rhétorique. Elle est même pour la rhétorique un principe fondateur, sans doute oublié avec la disparition de cette science: « La répétition est donc la figure qui conditionne tout discours » (Molinié: 1992:292). Avec la disparition de la rhétorique en tant que discipline semble être tombée en disgrâce. Pourtant, si la répétition a disparu des dictionnaires spécialisés, elle n'a pas pour autant disparu du langage[8].

Si la répétition a, pour ce qui est de la prose, largement été étudiée du point de vue du contenu (études par motif ou par thèmes), elle est restée, en revanche, longtemps associée au manque, à la non-pertinence dès qu'il s'agissait de la répétition du signifiant. La tradition rhétorique l'a longtemps assimilé à un procédé négatif incompatible avec les impératifs de la narration, alors que les autres domaines de l'art que sont la musique et la poésie ont toujours salué en elle un principe de composition fondamental[9].

La répétition est souvent le principe du Nouveau Roman. Le procédé de la série, reprise constante de thèmes avec de légères variations, comme des mouvements musicaux, constitue

[5] BARDECHE, Marie –Laure, Le principe de répétition : Littérature et modernité .L'Harmattan , 1999,P.222.

[6] OUHIBI GHASSOUL, Bahia, Perspectives critiques : le roman algérien de langue française dans la décennie 1985-1995. Thèse de doctorat d'état 2003-2004. Oran. P. 237-238-258-259.

[7] DELEUZE, Gilles, Différence et répétition, Paris : Presses universitaires de France, 1968.

[8] DIAS, Dominique, Les figures de répétition : une rhétorique à l'œuvre dans Atemsschaukel de Herta Muller. ATER-Université de Nice – Sophia-Antipolis. Publié par Marie Laure Durand le 4/11/2012.

[9] PRAK-DERRINGTON, Emmanuelle, Récit, répétition, variation. Cahiers d'études germaniques, Université de Province-Aix-Marseille, 2005, p55-56.HAL ID : halshs-00377283, p 55-56.

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l'organisation du récit .L'œuvre perd sa linéarité pour ne plus constituer qu'un ensemble.

Les écrivains comme Duras, Beckett, Simon, ont utilisé la répétition comme procédé subversif. Il faut rappeler que le procédé de la répétition n'est pas limité aux récits dits modernes, même si c'est avec eux qu'elle a pris toute son ampleur.

L'étude de ces quelques exemples, dans Saison de pierres, ont montré en quoi et pourquoi la répétition, « une des plus puissantes de toutes les figures » (Molinié 1994:102), constitue pour le récit « une porte d'entrée privilégiée dans la structure texte[10] ».

Il importe de rappeler en effet que la répétition à l'identique est impossible, l'acte et la situation d'énonciation n'étant jamais reduplicables: le seul fait de répéter implique un changement de perspective. La répétition est alors la reformulation selon la définition d'Anne –Marie Clinquart « qui ne tient pas compte de la dichotomie reprise /reformulation et permet d'utiliser indifféremment les deux termes pour designer ces activités verbales »[11].

Selon Genette la répétition est « l'autre du même »[12], car toute répétition est déjà variation. Parler de répétition, c'est donc construire, pour les besoins de l'analyse, du Même, là où ce Même est déjà Autre. Qu'est-ce qui sépare le Même du presque Même? Les ressemblances et les divergences, aussi minimes soient-elles (qu'ils s'agissent de reprise lexicale, syntaxique,), créent des effets de parallélisme et de symétrie, de contraste et d'opposition)[13].

Saison de pierres peut être lu comme une « Œuvre de mémoire construite sur le modèle de la mémoire », comme le formule si bien Chantal Lapeyre-Desmaison[14]. Comme elle le précise aussi, le fragment peut prendre de nombreuses formes, quelques mots, un petit conte un trait d'esprit, tous éléments constitutifs d'un tout .Aux différentes formes de fragments qu'elle nomme, nous ajouterions les listes, ces énumérations hétéroclites récurrentes dans l'ensemble de l'œuvre d'Abdelkader Djemai qui constituent même l'ensemble du roman.

En effet, les romans des années 80 sont particulièrement riches d'invention. La notion de postmodernité ne permet pas de délimiter le temps du Nouveau Roman, mais éclaire quelques-uns de ses aspects. L'impact du mouvement sur la littérature actuelle se disperse en échos partiels, dans la part donnée au jeu, dans le travail narratologique persistant, dans un retour au référent qui n'efface par l'élaboration scripturale, dans des compositions cryptées très denses, dans une présence poétique au contact des autres arts. Ainsi serait valorisée l'« aventure romanesque »par excellence: celle de l'écrivain aux prises avec les éléments de son œuvre[15]. Saison de pierres met en relief: « Deux référents qui se superposent, l'un fictionnel, l'autre textuel. Systématisant la pratique gidienne, le récit donne à lire, dans le temps même de la narration, sa narrativité. […] Les écrivains inventent le passé: l'idée même de littérature appelle cette fabrication et cette fabulation rétrospectives. Quand les repères canoniques se mettent en cause, l'écriture se met en jeu: elle mérite et médite un héritage qui ne lui est plus nécessairement acquis. […].[16]»

Bien des œuvres contemporaines renoncent dès lors la fiction narrative stricto sensu au profit des textes beaucoup plus indécidables qui à la fois interrogent le sens même de la fiction et se confrontent aux autres formes de pensée. Le lien entre fiction et réflexion n'est plus lors un rapport d'illustration ou de servitude mais d'échange et de collaboration, au sens quasiment étymologique de ce terme: fiction et réflexion travaillent ensemble. Ces formes littéraires « hybrides » ne relèvent pas d'une décision esthétique, comme ce fut majoritairement le cas du poème en prose, du vers libre ou des autres formes promues par les diverses avant-gardes, mais d'un choix de nature épistémologique. Les limites définies des genres ne parvenant plus à être circonscrites, la fiction s'est considérablement rapprochée de l'essai. Délaissant son ancrage fictif sans l'abandonner pour autant, les écrivains déploient alors ce que propose d'appeler Dominique Viart des « fictions critiques »[17].

Ainsi, il est facile de voir comment cette sorte de raccord scriptural en l'occurrence la répétition apparemment fortuite d'un signe assure la mise en ensemble de scènes appartenant à deux motifs du thème global, cependant un tel rapprochement apprend au lecteur à déchiffrer non seulement le mot mais aussi à avoir une meilleure vue d'ensemble de tout le texte, sans parler du roman.

[10] GUARDIA, Jean de, Les impertinences de la répétition. Portée et limite d'un outil d'analyse textuelle, Poétique n132, Novembre, 2002, p490.

[11] CLINQUART, Anne Marie, Fonctions rhétoriques de la reformulation ou quand la reformulation est le témoin de la maitrise discursive et communicative du locuteur, Cahiers du français contemporain3, CREDIF, Dédier –Erudition, 1996, p153.

[12] GENETTE, Gérard, L'autre du même, Figures IV, Seuil, Coll. Poétique, 1999 p101.

[13] PARK- DARLINGTON, Emmanuelle, Récit, répétition, variation. Cahiers d'études germaniques, Université de Province-Aix-Marseille, 2005, p55-56.HAL ID : halshs-00377283.

[14] LAPEYRE-DESMAISON, Chantal, Mémoire de l'origine, Paris, Flohic Editeurs, 2001, p.197.

[15] DUGAST-PORTES, Françoise, Le Nouveau Roman, une cassure dans l'histoire du récit : une révolution littéraire, autre vision du sujet, du monde et des représentations, Armand Colin, Nathan/Her, 2001-2005, p100.

[16] BLANCKEMAN, Bruno, Les récits indécidables, presses universitaires de Sententrion, Paris.2000, p 211.

[17] VIART, Dominique et VERCIER, Bruno, La littérature française au présent : Héritage, modernité et mutations.2eme édition augmentée. Editions Bordas, Paris 2008.Première édition : 2005. p279-280.

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IV. Conclusion

En conclusion, on peut dire qu'Abdelkader Djemaï se plait à tromper la mémoire textuelle de son lecteur. En lui faisant croire qu'il existe une logique fictionnelle à l'intérieur du roman. Il enseigne de la sorte que lorsque resurgit le même thème émaillé de menues variations, il convient d'examiner avec minutie ces variations afin de pouvoir rendre compte de l'altération dont été l'objet le thème. Il prouve qu'au sein du roman seul importe l'écriture.

Abdelkader Djemai fait appel à l'intelligence et la mémoire du lecteur car la lecture fait intervenir la mémoire visuelle du lecteur. Mais la mémoire intervient de bien d'autres façons dans le processus de la lecture. Elle est d'abord nécessaire à la compréhension du texte, qui fait intervenir le souvenir des pages précédentes, des chapitres précédents. Cette sorte de « déjà vu » lectural - à savoir le retour du même fragment –a été appelé la « mémoire infinie de la signifiance[18]». Abdelkader Djemai demande à son lecteur d'avoir de la mémoire, dans la mesure où son écriture désorganise et bouleverse l'habituel fonctionnement mémoriel de la lecture d'une phrase, d'une séquence, d'un événement où « le sentiment du déjà lu se combine celui de l'autrement lu[19] »

La répétition à plusieurs implications dont la destruction de l'effet du réel, la compromission de la narration, l'intérêt démesuré accordé à l'anodin. Subversion de la motivation réaliste: « Le décentrement, qu'il soit d'ordre narratif ou sémantique, agit comme une traînée de poudre, gagne les autres pages, les autres textes et opère un démembrement et du langage et de la narration dans une épaisseur multidirectionnelle »affirme Ouhibi[20]. Le procédé du décentrement et de la dislocation du procès d'énonciation est inhérent à notre corpus d'étude.

Ce qui retient désormais l'attention, ce n'est certes plus l'histoire, mais les mots pour le dire, "les à-côtés du récits", si bien que le texte narratif devient un texte poétique et substitue à l'intérêt romanesque, l'intérêt esthétique.

L'anti- conformisme de ce roman, constaté dans l'atomisation, la singularité des écritures, originalité que nous avons montré, en nous écartant de toute tentation aprioriste, idéologique ou autre, en gardant à l'esprit, la sauvegarde de la spécificité de ce texte littéraire.

Ce romancier, tout en innovant et tout en refusant les sentiers battus, conserve à l'écriture son statut habituel, c'est-à-dire normatif et s'en prennent à l'organisation du récit.

Abdelkader Djemai a la capacité d'ouvrir plusieurs pistes narratives et à les brouiller en laissant le lecteur choisir, comparer, et /ou désorienté.

D'ailleurs Bruno Blanckeman souligne que les effets de déconstruction formelle et d'affranchissement narratologique, que multiplient les récits portés par une écriture à grande vitesse, à très forte rythmique, marquent une volonté similaire : fuir les états constitués, faire bouger les contours admis et les profils fixes, répercuter organiquement les mutations du contemporain, en élaborant ainsi un sens adapté. Cette déconstruction se manifeste par un éclatement des catégories du récit, une dispersion diégètique, une dissolution des référents stables. Bruno Blanckeman souligne aussi que « le récit réinstalle l'homme dans des histoires, en proposant des fictions renouvelées, ouvertes au désordre du réel, à la combinatoire des mots, à la structuration du sens. Points de société, parcelles d'humanité, options d'existence appellent sans discrimination, d'une œuvre à l'autre, la forme littéraire appropriée fut-elle hybride[21] ». Le romancier retenu pour cette étude à savoir Abdelkader Djemaï a séduit, pour son professionnalisme du récit, sa technicité du roman, son expérimentation de l'écriture, son écriture a- canonique[22]. Pour Alain Robbe –Grillet: « Ce qui fait la force du romancier, c'est justement qu'il invente en toute liberté sans modèle. Le récit moderne a ceci de remarquable: il affirme de propos délibéré ce caractère, à tel point même que l'invention, l'imagination, deviennent à la limite le sujet du livre[23]. »

En effet, le roman d'Abdelkader Djemaï représente la subversion de la motivation réaliste, parce qu'il exhibe, en montrant sa tragédie, son désarroi, ses limites et sa vulnérabilité, le travail de l'écrivain: ce difficile travail du créateur.

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The Challenges, Pragmatic Justification and more Effective Ways of Implementing the Continental Education Strategy for Africa (2016-2025)

By Okonkwo Chigozie Emmanuel

Abstract- The Continental Education Strategy for Africa (2016 -2025) as an initiative by the African Union holds a lot of potential in the prospective transformation of education in Africa. With its focus on all levels of education and collaborated efforts at the continental, regional and national level, it provides relevant strategies for attaining its goals within its targeted 2016-2025-time frame. Since its inception, progress in implementation of the CESA 16-25 has been minimal. This paper provides an analysis of the challenges faced, practical reasons for its implementation, experiences and lessons gained from the implementation. It also explores the possibility of deploying alternative ways which are more effective for the implementation of the CESA 16-25.

Keywords: *CESA, education.*

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The Challenges, Pragmatic Justification and more Effective Ways of Implementing the Continental Education Strategy for Africa (2016-2025)

Okonkwo Chigozie Emmanuel

Abstract- **The Continental Education Strategy for Africa (2016 - 2025) as an initiative by the African Union holds a lot of potential in the prospective transformation of education in Africa. With its focus on all levels of education and collaborated efforts at the continental, regional and national level, it provides relevant strategies for attaining its goals within its targeted 2016-2025-time frame. Since its inception, progress in implementation of the CESA 16-25 has been minimal. This paper provides an analysis of the challenges faced, practical reasons for its implementation, experiences and lessons gained from the implementation. It also explores the possibility of deploying alternative ways which are more effective for the implementation of the CESA 16-25.**

Keywords: CESA, education.

I. Introduction

The Continental Education Strategy for Africa (CESA 16-25) was adopted by the African Union Heads of State and Government at their Twenty-Sixth Ordinary Session on 31st January 2016 in Addis Ababa as the framework for transforming education and training systems in Africa (AUC CESA Journal, 2017). The CESA 16-25 was established as a means of creating a new African citizen who will be an effective change agent for the continent's sustainable development as envisioned by the AU and its 2063 Agenda (CESA 16-25, 2015). The Agenda 2063 is a strategic framework for the socio-economic transformation of the continent over the next 50 years. Introduced in 2013, it builds on, and seeks to accelerate the implementation of past and existing continental initiatives for growth and sustainable development (Brand South Africa Research Note, 2015). The realization that education is a critical tool in realizing goals of the Agenda 2063 is what led to the birth of the CESA 16-25 in 2015. This was upon the understanding of the lack of human capital on the continent (Addaney, 2017).

At the adoption of the CESA, there was a call for Member States, Regional Economic Communities, partners, private sector and civil society to popularize and raise awareness about CESA. This came along with another call for the collaboration with the Commission to develop implementation plans and mobilize domestic resources for the implementation of CESA. This call was re-iterated in 2017 at the Second Ordinary Session of the Specialized Technical Committee on Education, Science and Technology (STC-EST2) in Cairo, Egypt. On the CESA Implementation Platform, Ministers called on Member States and Regional Economic Communities to popularize and organize local launching of the Continental Education Strategy for Africa as Africa's domestication of the global SDG 4 and Education 2030, and reiterated the call for Member States to support the work of the Commission (AUC CESA Journal, 2017).

CESA serves as a continuation initiative by the African Union to the Second Decade of Education for Africa which came to its end in 2015. This was a plan of action that span from 2006 to 2015 focusing on gender and culture; education management information systems; teacher development; tertiary education; technical and vocational education and training; curriculum, and teaching and learning materials and; quality management (African Union, 2006).

According to the CESA Journal (2017), CESA's content was a result of continental and global discussions on post-2015 development goals. The CESA and its content reflect Africa's contribution to the global Education 2030 programmes and constitutes Africa's implementation framework for the United Nation's Sustainable Development Goal number four (SDG 4) on ensuring inclusive and quality education for all (AUC CESA Journal, 2017). The CESA, among other initiatives, complements the SDG 4 especially when taking into consideration the fact that it (SDG 4) is lacking in as far as promoting higher education is concerned. For example, as Teferra (2018) notes, the SDG 4 only barely refers to higher education. It reads: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" and sets 10 targets of which only two relate to higher education (Teferra, 2018).

In the 2017 session of the Specialized Technical Committee on Education, Science and Technology held

Author: e-mail: chigozieokonkwo12@yahoo.com

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in Cairo, Egypt from the 21st–23rd of October, progress made in CESA implementation was recognized and commended. Then, in relation to the implementation, the committee discussed a number of critical issues such as Girls and Women's Education, School Feeding, the Pan African University as well as African Writers and Teacher Development. They also called for establishment of the African Union Teachers' Prize (AUC CESA Journal, 2017).However, according to CESA:

> "virtually all development players now concur that for meaningful and sustainable economic growth to be achieved, tertiary education must be central to any national development agenda. Countries around the world are striving to build this sector either under pressure, as is the case in Africa, or as a priority in their strategic development plans, as in developed and emerging countries" (Teferra, 2018).

The shortfalls with the different projects and initiatives at the continental level, such as the SDG 4 and the Second Decade of Education for Africa, and the need to facilitate implementation of other crucial initiatives such as the Agenda 2063 highlight the significance of the CESA.

Heeding to the CESA's call for awareness and collaboration,a gender mainstreaming guideline for CESA was developed by FAWE in collaboration with AU-CIEFFA targeting the elimination of gender bias possibilities in all CESA activities (AUC CESA Journal, 2017). According to Prof. Sarah Anyang Agbor, the African Union Commission, the CESA Indicators manual was finalized by AU-IPED in collaboration with ADEA in 2017 and would be available for implementation by the end of the first quarter 2018. The manual provides a harmonized framework against which to benchmark progress of member states tracking the performance of various departments of Education in achieving the objectives of the Continental Education Strategy for Africa. It will also facilitate the strengthening of the continental AU Education Observatory, as the one stop platform for education data of African countries; and make the Observatory a more effectual agent for capacity building and policy analysis of Member States and RECs (CESA 16-25 Indicators Mannual , 2017).

II. The Current Difficulties of Implementing cesa 16-25

The Continental Education Strategy for Africa (CESA) is arguably an ambitious project for Africa which seeks to ensure that her dream for educational development comes to fruition. It, though, is bedeviled by a number of challenges that militate against its successful implementation. According to the CESA 16-25 document, challenges are immanent in all levels of education which are pre-primary, primary, technical and vocational education and training (TVET), secondary, tertiary as well as informal and non-formal education and training and illiteracy.

One of the areas which the CESA seeks to address is pre-primary education. This is an important area as it places special emphasis on preparation for school and the child's own knowledge, skills, experiences and other potentialities. Not all schools provide this and in some cases in which they do, they do not have adequate and efficient human and material resources to use for this purpose. Pre-primary education mainly employs play as the mode of learning and the acquisition of positive outlook on life. The CESA (16-25) document points out that this is one of the key pillars which prop up future learning as well as training. Be that as it may, this important pillar of education is facing a myriad of challenges. A study carried out by Mghase and William (2016) in the Tanzanian pre-primary education revealed that head teachers faced multiple challenges in regard to managing pre-primary education. This means that they lacked essential skills and knowledge that are important in the supervision of pre-primary classes. Such a scenario is cause for concern as these heads will not be able to meaningfully advise subordinates on how to go about their teaching. The CESA (16-20: 15) document observes that "Many children (in Africa) go to primary school unprepared and thus discontinuities between the home and classroom environments are prevalent." Ideally, the role of pre-primary education is to bridge the gap between home and school. In cases where bridging the gap has failed, this could account for poor performance by the children when they finally go into primary school. Mghase and Williams (2016) proceed to say that, in their study, they noted a marked shortage of resources ranging from classrooms, qualified staff and teaching and learning materials. This Tanzanian situation is only a tip of the iceberg and many countries in Africa are victims to this problem.

CESA 16-25 also grapples with the vestiges of colonialism in learning spaces. Years after African countries have become independent, even pre-primary education makes use of foreign language, or the former colonial master's language, as the language of instruction. As CESA 16-20 (15) notes: "It is very difficult for the child in kindergarten to cope with a new language and structured approaches to teaching and learning". To add on, research has amply demonstrated that children's first language is the optimal language for literacy and learning not only at pre-primary level, but throughout primary school (UNESCO, 2008). When a foreign language is used as the language of instruction, children will not be able to carry out learning tasks successfully and teachers will feel overwhelmed by children's inability to participate, early experiences of

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school failure, and other related problems. In cases in which they master the foreign language there is the fear that they lose the ability to connect with their African cultural heritage(Ball, 2014).Further, Ball (2014) sheds more light on the effects of using foreign languages for the instruction of children at pre- primary and primary school level when she says that they will be unable to communicate about more than mundane matters with parents and grandparents, and this will account for a depletion of the Africans' repository of languages and dialects and the cultural knowledges that are conveyed through them. For these reasons, the CESA 16-25 identifies Early Childhood Education and Care (ECEC) as the next frontier if Africa is to realize sustained quality education and training.

The other challenge that the CESA notes that impinges on pre-primary education is children's readiness to learn in school. Children's readiness for school has changed from a primarily maturational definition to a more socially constructed concept (Gesell and Ames: 1974; Pandis: 2001). According to Murphy and Burns (2002), school readiness is a product of the interaction between the child and different environmental and cultural experiences that increase development outcomes for children. Such an approach is supported by the United Nations World Fit for Children (WFFC) mission statement of 2002 which perceives school readiness as that which promotes a good start in life in a nurturing and safe environment that enables children to survive and be physically healthy, mentally alert, emotionally secure, socially competent and able to learn. This is an all-inclusive statement which, though, remains a pipe dream to most African countries.

That most schools in Africa, especially those in SSA, are not ready schools is a major drawback to the implementation of the CESA. This means the school environment and related practices do not foster and support a smooth transition for children into primary school and advance and promote the learning of all children(Mghase & William, 2016). Most families are not ready and they they do not focus on parental and caregiver attitudes and involvement in their children's early learning and development and transition to school. More often than not, children are not successful as they lack competence in basic behaviors and abilities including literacy, numeracy, ability to follow directions, working well with other children and engaging in learning activities. On a broader scale, school readiness encompasses physical well-being and motor development, social and emotional development, approaches to learning, language development, and cognition and general knowledge, including mathematics. Also important are attitudes towards learning such as task persistence, attention, creativity, initiative, curiosity and problem solving.

What this means is that most schools offering pre-primary education are not child-friendly (CFS) (UNESCO, 2008) and lack high-quality learning environment that offers appropriate levels of instruction and is safe, secure and inclusive.

Finally, child-friendly schools are child-centered and focus on characteristics that are most beneficial for children's holistic development and comprehensive learning. The challenge to the CESA in this regard is that school environments are not child-centered in teaching and learning and that there no health provisions in most instances as schools have not incorporated nutrition, deworming and vaccination programs. Also lacking are hygienic practices which include providing clean water and environments as well as sanitation. Other areas of concern include the use of unsafe and sub-standard places for learning. Punishment, abuse or violence and lack of gender sensitivity predominate and derail the CESA agenda.

The CESA is also facing challenges in primary education. This is in spite of the tremendous progress made in terms of access to this level of education in the last two decades. According to the CESA (16-25) document, the main challenge in primary education is to sustain access while, simultaneously, improving learning outcomes. Although from 1999 to 2012, the adjusted net enrollment ratio leap-frogged from 59% to 79%, there remain some 30 million children who are out of school and need to be brought into the school system.

The CESA also faces the problem of qualified and competent teachers. In an attempt to solve this problem, many countries are sacrificing standards and undermining progress by hiring people with little or no training(UNESCO, 2017). The same paper shows that by 2014, at least 93 countries had an acute teacher shortage, and needed to recruit some four million teachers to achieve universal primary education by 2015. The UNESCO policy paper says that if the deadline for ensuring there are sufficiently trained teachers in schools was extended to 2030, it means more than 27 million teachers would have to be hired - 24 million of whom will be required to compensate for attrition, according to UIS data. At the current rates, however, about 30% of these 93 countries will not be able to meet these needs. Notably, SSA faces the greatest teacher shortage and accounts for two-thirds of the new teachers needed by 2030. What worsens this problem is that there is a steadily growing school-age population.

"A quality universal primary education will remain a distant dream for millions of children living in countries without enough trained teachers in classrooms," said Irina Bokova, Director-General of UNESCO. "Teachers are the core of any education system. Some countries, under pressure to fill gaps,

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have resorted to recruiting teachers who do not have the most basic training. A reading of UIS data indicates that, in one-third of countries with data, fewer than 75% of primary school teachers were trained according to national standards in 2012. In Angola, Benin, Equatorial Guinea, Guinea-Bissau, Senegal and South Sudan, this figure falls below 50%. Resultantly, in about a third of countries in SSA, the GMR shows that the challenge of training existing teachers is greater than that of recruiting new teachers to the profession.

The other difficulty that the CESA is confronted with has to do with the teacher- pupil ratio. High teacher-pupil ratios are not working positively in the quest to offer the best learning experiences to the learner (UNESCO, 2014). Countries must ensure that all new teacher candidates have completed at least secondary education. Conversely, the GMR shows that the numbers of those with this qualification in many countries are in short supply: eight countries in sub-Saharan Africa would have to recruit at least 5% of their secondary school graduates into the teaching force by 2020. The problem is acute in Niger which would have to recruit up to 30%.

In sub-Saharan Africa, the cost of paying the salaries of the additional teachers required by 2020 totals an extra US$5.2 billion per year, according to UIS projections, before counting for training, learning materials and school buildings (Hendrik van der Pol, director of the UNESCO Institute for Statistics). Some four countries which are the Central African, Malawi, Mali and Chad will have to increase to a greater degree, their education budgets so to cover the education bills and the costs of training new recruits.

In most African countries, there is a pattern of supply in urban areas and shortage in rural areas and this is strong evidence that the problem of teachers in rural schools will not be solved simply by producing more teachers. Most teachers do not want to work or stay in rural areas due to rampant low salaries, lack of access to professional opportunities and discouraging social isolation(Kitchenham & Chasteauneuf, 2010).

TVET in Africa also faces a number of challenges. In spite of this, African counties continue to make spirited efforts to expand TVET training facilities but this appears to be too costly.

There is also a discrepancy in TVET access especially for poor people in rural areas. As most TVET institutions are situated in the big cities, such a scenario puts paid to huge barriers to economic and geographical inequalities and also gender inequalities (African Union, 2006).

In addition, the current system of education in most African countries is mostly theoretical and lacks the practical element and this can be a challenge in fostering technical skills and enhancing the capability to achieve growth in their economy (Muriithi, 2005). There is no doubt that TVET needs many materials for teaching and learning, especially in the form of specialist equipment and consumable materials and lack of resources is one of the major factors to ineffective TVET system. More to this, most of the available equipment in TVET institutions is not in good working order or directly relevant to the curriculum. The internal efficiency of polytechnics is low and that there is underutilization of facilities and equipment coupled with weak management and ineffective teaching staff. As a result, it is impossible for most graduates to find employment or launch their own businesses, and to work productively (UNESCO-UNEVOC).

While great attempts are being made to provide tertiary education in Africa, there are also factors that militate against the successful implementation of this project. According to the CESA 16-25 document, virtually all development players realize that for any meaningful and sustainable economic growth to be realized and sustained there is need for prioritizing tertiary education in the development agenda of nations. However, enrollment figures in universities do not point to encouraging trends.

African higher education, at the beginning of the new millennium, faces unprecedented challenges as the demand for access is always increasing, especially in the context of Africa's traditionally low post-secondary attendance levels, but higher education is recognized as a key force for modernization and development. Most of Africa's academic institutions face major barriers in the provision of education, research, and service needed if the continent is to advance. What is clear is that African universities currently operate under very difficult circumstances, which include the social, economic, and political problems facing the continent and in the context of globalization.

For Africa to succeed economically, culturally and politically, it must have a strong post-secondary sector and academic institutions are a key element to the future. It is important to note that higher and tertiary education had largely been ignored by national governments and international agencies but there has been the realization that this cannot be ignored as higher education is the key driver to socio-economic development. Africa, a continent withfifty -four countries, has slightly over 620 institutions thatfit the definition of a university and by international standards, Africa is the least developed region in terms of higher education institutions and enrollments. Most countries on the continent cannot claim comprehensive academic systems as they have just a few academic institutions and have not yet established the differentiated post-secondary systems required for the information age(Taskforce of Higher Education and Society, 2000).

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In northern Africa, however, the overall trend and state of university education is considerably different from the rest of SSA. Even in the SSA, a few countries, such as Botswana, Namibia, and South Africa have their own unique characteristics. There is diversity in function, quality, orientation, financial support, and other factors in African universities and pronounced differences in national circumstances and realities.

The CESA also focuses on informal and non-formal education and training and illiteracy in Africa. This area, too, is experiencing some challenges. According to the CESA document, illiteracy is a major challenge to the adoption of scientific and technological innovations geared towards improvement in agriculture, health and people's livelihoods. Following this, there is needed to stem it so that it does not hamper economic and social progress on the continent.

It is not misnomer to say that Africa has the highest number of children, youth and adults who are out of school. According to UNESCO (2015), 6 out of 10 countries with the highest out of school children are from Africa. This translates to very high figures and calls for corrective action to be taken.

It has been the practice that non-formal education and training has largely been put in the hands of NGO'S, thus relying on external development resource to expand alternatives for education. Sadly, there is currently a decline in external funding and the picture painted is not at all rosy if African governments do not take a pro-active role in addressing this anomaly.

Such a scenario is further worsened by the rapidly increasing population which raises the danger that socio-economic success in Africa may be retarded by a huge population of illiterate people (CESA 16-25). Regrettably, only a few countries continentally have been able to embark on massive literacy campaigns that could transform lives on the African continent. It is a sad scenario that community learning centers are still few in number in both rural and urban areas. African cities remain obliged to fully embark on the learning cities initiative in an attempt to put to nought the notion of ignorance conjured by absence of these institutions.

If Africa is to move out of the quagmire of failure in her pursuit for excellence, there is a compelling need for these difficulties to be addressed. It is only after these pertinent issues ate addressed that one can think of an efficiently and effectively educated Africa taking a significant share of the cake in global socio-economic development.

III. Practical Reasons of Implementing the CESA 16 – 25

In a recent interview with a French newspaper Le Monde, the chief economist of the International Monetary Fund, Maurice Obstfeld, asked him how to stimulate the potential of world growth, he replied: "First of all, investing in education, and especially in the younger ones, who will be the next innovators (Obstfeld, 2018). We can do more and better in this field. Our econometric studies show that, even in the poorest countries, education efforts offer real, this also holds true for the United States, and this makes even more sense when it comes to promoting equal opportunities. "This acts as an explanation into the efforts on improvement of education by countries globally, inspiring regional bodies into acting on the best strategies that would be implemented in ensuring that the desired goals in access to quality education are attained.

Also for businesses, wherever in the world, education, training and skills are essential to boost investment and productivity, as well as to boost entrepreneurship. A shortage of skilled workers is an obstacle to investment. And without investment, neither wealth nor employment is created. It is therefore a serious and dangerous barrier to human development and inclusive growth. Access to education, training and qualification is still an important factor of freedom and contributes to a better citizenship.

Africa and Africans are obviously not an exception to these principles and values. In Africa, too, human development, of which education is a central component, together with health, enables people to participate and benefit from the processes of economic growth. As stated in the African Economic Outlook 2017, the most educated and healthy people tend to have better wages and the same document also points out that the lack employment is the most pressing challenge for the young population (African Economic Outlook, 2017)

On the African continent, a young person is generally three times more likely to be unemployed than an adult (International Labour Organization, 2015). And the African Development Bank (ADB) estimates that half the young population is unemployed or inactive, and 35% are in vulnerable jobs (AfDB, 2016). In addition, the youth unemployment rate increases with the level of schooling, indicating that education systems in Africa are not preparing people for the job market. Young people who have completed tertiary education in Africa are two to three times more likely to be unemployed than those with primary education or less (ILO, 2015), all as stated in the Africa Economic Outlook for 2017.

The investment in education in order to fulfill all its potential has to go hand in hand with the creation of career and career guidance processes throughout all schooling and working life. Developing career management skills, self-awareness of interests and motivations, understanding how these interests relate to professions and careers are essential soft skills for

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investment in education to reach its highest potential in Africa. Companies play an essential role in this process, pointing out the skills and qualifications they will need, and acting in coordination with the education system in offering training possibilities in a practical context.

Pre-primary education has taken more account in recent times, and while progress is being made in some areas, early learning of children is often neglected, putting millions of children at a disadvantage before they even begin primary school.

World leaders recognized the key role that the early years play in tackling inequality by agreeing to a crucial target within the Sustainable Development Goals (ODS), they agreed that by 2030 they will ensure that all girls and boys have access to quality pre-school education, in order to serve as a preparation for primary education.

According to State of Education in Africa Report (SEAR) (2015), "In 2012, 184 million children were enrolled in pre-primary education worldwide. Nearly 11 million children were enrolled in pre-primary education in sub-Saharan Africa in 2008. Globally, 8 of the 10 countries with the lowest pre-primary net enrollment rates are in sub-Saharan Africa. In sub-Saharan Africa, only seven countries achieved the gross enrollment ratio target of 80 percent or more students enrolled in pre-primary education programs. Yet, enrollment in pre-primary education programs is expanding throughout Africa. Enrollment rose by almost two and half times between 1999 and 2012. On average, only 20 percent of young children in Africa were enrolled in pre-primary programs in 2012"(State of Education in Africa Report, 2015).

This demonstrates that African countries have to invest more in pre-school education, increasing the material and economic resources for their development, as well as the quality of education, in order to make pre-school education free and compulsory for all the children and pay special attention to the children who need help.

In relation to primary education, in SEAR (2015) affirms that between 1990 and 2012, the Africa region has experienced an impressive increase in the number of children enrolled in primary schools, from 62 million to 149 million children. And another positive achievement is that in sub-Saharan Africa, since 2000, 15 countries have abolished the schools fees, which gives the children more possibilities to frequent schools, but in other hand no African country has achieved universal primary education, and in the world in 2012, 58 million children of primary school age were out of schools, and 38 million children of that number were in Africa, and half of all out-of-school children in Africa will never go to school.

According to SEAR (2015), "in sub-Saharan Africa achieved the greatest gains in secondary education participation compared to all other regions of the world between 1999 and 2012. Worldwide, there were 552 million youth enrolled in secondary schools in 2012. Some 49 million secondary students resided in Africa. After graduating from primary school, many students are finding it difficult to attend secondary schools close to home. Across Africa, secondary schools can accommodate only 36 percent of qualifying secondary students. Young people living in rural communities are more likely to have limited access to secondary education compared to youth in urban areas. Seven out of ten rural youths have never attended school" (p.8).

Technical and vocational education and training (TVET) is extremely important as it offers an opportunity for professional development, which enhances Africa's global competitiveness and the creation of new decent jobs, and helps strengthen the workforce. In 2012 in Africa just 6 percent of secondary schools were enrollment in TVET programs, 2 to 6 percent of educational budgets are devoted to develop TVET skills (State of Education in Africa Report, 2015).

According to a report in the Word Development Report, 2018, entitled Learning to Realize Education's Promise, explains that low-income and developing countries are most affected by the global learning crisis. In low-income countries, less than 5% of students in late high school score above the minimum proficiency level for reading. This is at 14% for math. In sub-Saharan Africa, less than 7% of high school students are proficient in reading, compared to 14% in math. The report also explains that school attendance is not a problem in sub-Saharan Africa, but learning gaps remain high (Word Development Report, 2018). Many children are not well prepared to learn due to illness, malnutrition and other social problems affecting the region. The quality of teaching is poor because some teachers are not particularly well-educated. Another problem affecting sub-Saharan Africa is the absence of teachers. The variable classroom absence combines absences from school with absences of class among the teachers who are in school. For example, in Kenya, the difference between the two variables shows that 32% of teachers enter school without attending classes. The report suggests that teachers' absence can be attributed to low wages - teachers often have to take on secondary jobs to support themselves. In addition, in addition to teaching, many teachers find themselves dealing with administrative tasks that are normally outside their area of work due to the lack of staff in schools.

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In general, education in Africa has developed over the years as statistics show, but education in Africa is still facing major difficulties today, there will still be insufficient numbers completing secondary school, especially girls, and very few post-secondary institutions and posts available to high school graduates. Currently, only 30% of African girls complete secondary education there are places in the mainland university for only 6% of all eligible secondary school graduates.

IV. The Experiences and Lessons of Implementing CESA 16 – 25

Since its inception by the African Union, some strides have been attained in the CESA 16 – 25's implementation across the continent. Nearly two years after the adoption of CESA 16-25, African countries are at different stages of progress in integrating/ mainstreaming the internationally and regionally agreed targets and commitments into their national education policies, plans and practices (PACE, 2018).

a) Higher Education Pan-Africanization (through Pan African universities)

In the efforts to enhance education that is relevant to the continent's needs, the CESA has a special focus on higher education, propagating for the advancement of Pan African centres of excellence. The implementation of the CESA with this aspect has been noticeable, although not at a satisfying level. It has seen the birth of Pan African University (PAU) institutes in selected countries representing different regions on the continent. The PAU Institutes in four of Africa's five regions are embedded within existing universities of excellence in those regions. The first one is the PAU Institute for Water and Energy Sciences (including Climate Change (PAUWES) which is hosted at Abou Bekr Belkaid University of Tlemcen in Algeria (Northern Africa). This is followed by the PAU Institute of Life and Earth Sciences (including Health and Agriculture, PAULESI) hosted by the University of Ibadan in Nigeria (Western Africa). Third is the PAU Institute for Basic Sciences, Technology and Innovation (PAUSTI) which is in Kenya (Eastern Africa). The fourth one is the PAU Institute for Basic Sciences hosted at the Jomo Kenyatta University of Agriculture and Technology in Kenya again. The last of the institutes is the PAU Institute for Governance, Humanities and Social Sciences (PAUGHSS) at University of Yaounde II in Cameroon (Central Africa)(AUC CESA Journal, 2017). PAU's fifth thematic institute, on Space Sciences, will be hosted by South Africa and is expected to be operationalized this year (2018). The Institute for Space Sciences (PAUSS) will be based at the Cape Peninsula University of Technology and a consortium of eight universities in South Africa. Its existence sees coverage of all the five regions of the continent which form the continental lay-out of the Pan African University (AUC CESA Journal, 2017).

The Pan African University offers full scholarships to all students enrolled into its programs with calls for scholarship applications issued and widely disseminated by the Rectorate and students apply online for a wider outreach. The Pan African University is already contributing to the integration of the African Continent through extra language courses in all the institutes and consolidated courses on the History of Africa plus Gender and Human Rights, across all programs (Khadija, 2018).

However, there are still numerous challenges in the collection, compilation and analysis of statistical data in higher education sub sector in particular at institutional level in Africa (African Development Bank, 2017). For example, "only 2 out of 23 countries (i.e. Ghana and Seychelles) in Sub-Saharan Africa completed the Higher and Tertiary Education questionnaire to UNESCO Institute for Statistics in 2015" (African Development Bank, 2017). Experts in higher education have bemoaned the coordination of the fragmented and parallel systems in place as one of the biggest challenges in many countries: the monitoring of education systems is the responsibility of multiple ministries, agencies and departments across different levels of government (African Development Bank, 2017). There is also a lack of clear and comprehensive indicators to underpin the monitoring and evaluation framework for the Higher Education sector. Unfortunately, these are the indicators that are critical for tracking the implementation of the Continental Education Strategy for Africa 2016-2025 (CESA 16-25), Africa's Agenda 2063 and the 2030 Global Agenda for Sustainable Development Goals (SDGs), in particular SDG 4 on "Quality Education" (African Development Bank, 2017). This signifies little progress in the implementation of the CESA 16 – 25 specifically with regards to higher education pillar.

b) Gender Equality in Education

One of the initiatives contained in the CESA 16 – 25 is the effort to achieve equality between boys and girls in terms of access to education. although there have been various initiatives targeting the reduction of gender parity in terms of access to education, even within the CESA's initiatives the results have not been satisfying. For example, in the Pan African Universities, as of 2017, the total number of female graduates stood at thirty percent (30%) of the total graduating students (AUC CESA Journal, 2017).

Doraba (2017) observes that despite various African governments developing policies in response to the CESA 16 – 25 among other initiatives, implementation is still neglected. The implementation

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process is often compromised or inconsistent. This is often linked to among other factors: lack of policy awareness and understanding by the key implementers at the national and community levels; minimal consultation with the beneficiaries of the policies; and lack of data depicting the impact of the policies on the ground (Doroba, 2017). The limited resource allocation to support the policy implementation process and the lack of political will among government leaders further leads to the shelving of these key yardsticks for progress (Doroba, 2017).

Despite the numerous efforts in inventing policies that are centered on equal access to education, reports show that the number of out–of-school children in Africa continues to soar. For instance, a 2016 UNESCO report shows that about 264 million children and youth are out of school, with a majority of these coming from sub-Saharan Africa (UNESCO, 2017). According to the report, girls are still more disadvantaged than boys by a wider margin:

> Girls are more likely than boys to never set foot in a classroom despite all the efforts and progress made over the past two decades. According to the UIS data, 9 million of the 15 million adolescent girls who will never get the chance to learn to read or write in primary school, live in sub-Saharan Africa.(UNESCO, 2017)

However, there are still a few instances of progress and success in the implementation of the CESA 16 – 25 goals related to gender equality in some countries. In The Gambia for example, the development and implementation of education policy 2016-2030 is bridging the discrepancy in access to education for both girls and boys(Doroba, 2017). Doraba (2017) further notes that Gambia's Education Sector Policy 2016–2030 is the first sector-wide policy in the country written after the separation of the portfolio of Higher Education from Basic and Secondary, which saw the creation of a ministry responsible for higher education, research, science and technology and the repositioning of the former Ministry of Education to focus on basic and secondary education matters. "As a result of the changes, gender parity in the Gambia's classrooms is now almost at par. Currently, more students are enrolling for health and agriculture studies but the Ministry is also promoting engineering courses to young ladies."(Doroba, 2017).

c) Collaboration between AU and NGO for CESA

The call for collaboration by the Heads of State at the summit that saw the launch of the CESA 16 – 25 as well as reiterations by ministers of education in follow-up conferences have yielded some positive results in the implementation of the strategy. On the forefront of interventionist programmes aimed at attaining the CESA's objectives has been the Forum for African Women Education (FAWE). For every objective that relates to education, the organization has developed a clearly outlined list of interventionist measures. This has seen FAWE developing 10 different strategic interventionist measures responding to 10 CESA objectives that relate to education(FAWE, 2017). The objectives tackle crucial areas such as revitalizing the teaching profession, ICT education, gender parity and equity in education, infrastructural renovations as well as literacy campaigns among others(AUC CESA Journal, 2017).

In each of the CESA clusters – the different categories through which strategic implementations are attained – there is a specific lead partner in collaboration with the African Union. The table below presents some of the CESA 16 – 25 cluster information, with each thematic area presented along with the lead partners that are active in collaboration in the given area:

Thematic clusters	Active	Launched	Date	Lead Partner
STEM Education	Active	Launched	30th September, 2016	African Institute for Mathematical Sciences
ICT in Education	Active	Launched	11th November, 2016	Global e-Schools and Communities Initiative
Teacher Development	Active	Launched	9th December, 2016	UNESCO-International Institute for Capacity Building in Africa
Women and Girls Education	Active	Launched	December, 2016	International Center for Girls' and Women's Education in Africa
Higher Education	Active	Launched	8th June, 2017	Association of African Universities/INHEA
School Feeding	Active	Launched	31st May 2017	World Food Program

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Education Planning	Active	Not launched	October, 2017	Association for the Development of Education in Africa
Peace Education	Active in safe schools' and 'education for peace'	launched (Technical Advisory Committee exists)	November, 2017	Save the Children/UNESCO
TVET	Active	Not launched	November 2017	New Partnership for Africa's Development

d) The CESA School Feeding Cluster

During the African Union Summit in January 2016, the African Heads of State decided to adopt a continental strategy on home grown school feeding programmes, to enhance retention rates and performance of children in schools, whilst boosting income generating activities and economic development in local communities (African Union, 2018). This declaration encourages AU member states with operational school feeding programmes to continue their programmatic efforts, while inviting other member states to learn and adapt lessons from those running school feeding programmes.

The CESA School Feeding Cluster has been much of a success in a number of countries on the continent. This is mostly the case because its adoption came at a time when there were similar initiatives by other international organizations in collaboration with governments as noted at the 2016 Heads of State Summit where the CESA was launched. For example, in Malawi, the Ministry of Education, Science and Technology started the school-feeding program in as early as 1994 with the help of the World Food Program, initially targeting selected schools in 24 districts (Kamlongera, 2009). In some countries, the school feeding program has been in place for so long, much earlier than Malawi. For example, Cape Verde introduced its school feeding program in 1979.In September 2010, the Government of Cape Verde took over responsibility for funding and managing the national school feeding program which had been in place since 1979 under the management of WFP(FAO, 2010). The Government requested the United Nations (UN) technical support in specific areas aimed at consolidating and strengthening the gains already made in order to secure continuity of the program. At the time, the project covered 100 percent of public elementary schools, registering a high enrolment rate of 92 percent for the 2007/2008 school year, while supporting the food security and nutrition of students and providing social protection to the most vulnerable families (FAO, 2010).

The feeding program has so far been a success. For example, evaluations of the school feeding programmes on the continent show positive and near-immediate impacts on increasing girls' attendance and enrolment rates, even in the absence of specific, gender-related programme objectives(African Union, 2018). And, there are examples of school feeding programmes going beyond simply serving in-school meals to accomplish progress vis-à-vis gender equity, such as distributing Take-home Rations (THR) in Burkina Faso and giving goats (Niger) to high-performing girl students as a way of encouraging girls to stay in school, hiring local women to work as remunerated school caterers (Nigeria), the participation of more women in smallholder cooperative societies that sell to Home-grown School Feeding (HGSF) programmes (various countries), amongst other initiatives (African Union, 2018).

The success of the school feeding program mainly results from the fact that there were already working structures for the same before the CESA 16 – 25's adoption of the program. This also explains the call for collaboration with various institutions which the CESA has always emphasized on. It demonstrates that for the CESA to be implemented successfully there is need for such collaborated efforts. In recognition of the relevance of the school feeding program in CESA, the XIX Global Child Nutrition Forum in Montreal in 2017 praised the African Union for launching the Implementation Cluster on School Feeding under its Continental Education Strategy for Africa (CESA), acknowledging the importance of global and regional networks such as the Pan-African Network for School Feeding and Nutrition.

e) TVET and the CESA

The Continental Education Strategy for Africa (CESA 16-25) calls for the expansion of TVET opportunities at both secondary and tertiary levels and strengthening linkages between the world of work and education and training systems. With a view to guiding the African Union Member States and Regional Economic Communities, the AUC is developing a continental Plan of Action for the promotion of Technical, Professional and Entrepreneurial Training and Youth Employment in Africa (PACE, 2018). Additionally, the AUC has commenced The Skills Initiative for Africa with support from the German Government. The continental programme aims at strengthening occupational

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prospects of young people in Africa through practical skills development.

In line with the CESA's TVET goals, the Malawi Government is registering some progress in its effort to expand provision of improved technical, entrepreneurial, and vocational education and training (TEVET) to its young people by building community technical colleges and community skills development centres in its smaller centres and introducing a harmonized curriculum(PACE, 2018). With technical assistance from UNESCO and funding from the EU, the Skills and Technical Education Programme (STEP) is promoting inclusion by enhancing the image of TVET, providing opportunities for women and girls to try their hand at a trade, and identifying and responding to challenges faced by females in traditionally male occupations. Currently, STEP is informing its work from studies on career guidance and counseling, sexual reproductive health, gender-based violence, and inclusion (PACE, 2018). As reported by the Malawi Government at the 2018 Pan African High-Level Conference on Education in Kenya, the major initiatives that are currently under way in the country include women's apprenticeship programs, support to administrators to reduce cases of gender-based violence in colleges, development of student-orientation materials, training on codes of conduct for instructors etcetera.

V. Effective Ways of Implementing CESA 16 – 25

CESA 16-25 is aiming to achieve many objectives by 2025 in order to fully reorient African education and training systems towards the achievement of the AU's vision and Agenda 2063. To achieve the goals, strategic objectives have been put in place and they are:

1. Revitalize the teaching profession to ensure quality and relevance at all levels
2. Build, rehabilitate, preserve education infrastructure and develop policies that ensure a permanent, healthy and conducive learning environment in all sub-sectors and for all, so as to expand access to quality education
3. Harness the capacity of ICT to improve access, quality and management of education and training systems
4. Ensure acquisition of requisite knowledge and skills as well as improved completion rates at all levels and groups through harmonization processes across all levels for national and regional integration
5. Accelerate processes leading to gender parity and equity
6. Launch comprehensive and effective literacy campaigns across the continent to eradicate illiteracy
7. Strengthen the science and math curricula and disseminate scientific knowledge and the culture of science in the African society
8. Expand TVET opportunities at both secondary and tertiary levels and strengthen linkages between the world of work and education and training systems
9. Revitalize and expand tertiary education, research and innovation to address continental challenges and promote global competitiveness
10. Promote peace education and conflict prevention and resolution at all levels of education and for all age groups
11. Build and enhance capacity for data collection, management, analysis, communication, and improve the management of education system as well as the statistic tool, through capacity building for data collection, management, analysis, communication, and usage.
12. Set up a coalition of all education stakeholders to facilitate and support initiatives arising from the implementation of CESA 16-25

The objectives have been set but to develop Africa, now actions need to be taken. Some of these objectives can sound vague and monotonous, if we just see them written down and no major action taking place for it to be accomplished. The above mentioned objectives were set in order to bring development to Africa but sometimes we forget that Africa besides the need to be developed needs to be modernized.

The better way to achieve or implement CESA through these objectives is to change the mentality of African citizens in all the countries. Right now, many Africans can only perceive themselves as victims. They have first to stop thinking of themselves as beggars in need of charity. In order to change the current perception of Africa and Africans, it would be really helpful if the aid organisations were to wind down and pull out, and the media would do their job properly and portray Africa as it really is, not as a disaster zone full of warlords, dictators, pirates, famine victims and disease. One strategy that African nations should look at is reworking the current model of what constitutes a nation. As it stands, the nations of Africa are largely based on the colonial model which did not take into consideration the various ethnic and religious backgrounds of the local people. When it comes to Education in Africa and trying to change it for the better, the most effective way is not just to change the system or graduate many students.

The problem of persistent underdevelopment has only one cause. It is the failure of university education to fulfil the promise to underdeveloped countries that it provides more than technical training. The consistent failure of university education to provide graduates with the ability to perform as effectively as

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expatriates from the West and from the developed countries of Asia is the single cause of underdevelopment. These countries now have an army of university graduates. Yet, they continue to wait for development to begin at some unknown future date. But a persistently underdeveloped country (PUC) always needs expatriate leadership in much larger numbers than it can afford or tolerate. Underdevelopment is permanent because the need has not been fulfilled.

Vikas Pota in his article about How to Fix Education in Africa, he points 3 major steps for this purpose. First, there needs to be a focus on the unglamorous area of vocational training. In South Africa, where half of young people are unemployed, three-quarters of companies struggle to fill engineering roles. African governments must work closely with employers to find out where the skills gaps lie. India's experience should be a cautionary tale. The National Skills Development Council there created many trained workers who haven't found demand for their qualifications in the labour market. Employer involvement is how countries such as Germany raised vocational education's standards, filled skills gaps and kept youth unemployment down (Pota, 2015).

There are signs that this is beginning to happen. The Go for Gold partnership in South Africa, collaboration between the education department and engineering firms, offers promising students extra school classes and paid work experience(Pota, 2015).In Nigeria, philanthropist Tony Elumelu, who has funded a huge programme to plug the shortage of plumbers, electricians and welders, is working to encourage the government to adopt a more work-based approach to vocational training(Moore, 2017).

Second, African schools must harness new technology. Distance learning, in which lessons are live-streamed over the internet, can provide a backstop of quality when teachers' standards vary so wildly (Pota, 2015).The Varkey Foundation operates a distance learning initiative – "Making Ghanaian Girls Great" – tailored for girls, who are prone to leaving school prematurely. Lessons are led by a teacher based in a studio in the capital, Accra, that are then fed into classrooms throughout the region (Pota, 2015). A local teacher is present in each classroom to ensure that pupils keep up with the lessons.

Third, the energies of the private sector should be set free to assist public education systems (Pota, 2015). It has the resources to scale up quickly, whereas education has to compete with hospitals and roads for straitened government budgets. Free from direct education ministry micro-management, the private sector also has the ability to innovate.

Perhaps one of the reasons behind the implementation of CESA 16-25 resides in the worrying trends in learning achievements as presented in notable reports that majority of learners are not learning (World Bank, 2018). This problem is prominent in early grade education across the continent. African countries may not have financial and technical capacity to deal with such challenges. In view of this, Africa's traditional donor countries through their development agencies have engaged governments in ensuing that early grade learning is improved. One such initiative is the literacy interventions, which the United States government through United States Agency for International Development (USAID) has partnered with more than thirty-five countries across the continent to strengthen literacy gains in early grade learning. In Malawi for instance, this progamme called National Reading Programme (NRP) will run from 2016 to 2020. Through such partnerships, USAID is offering financial as well as technical support in areas of literacy development to build capacity and other technical as well as material supports.

Another partnership worth pointing out is that involving aid assistance from the government of China through its African human resource development initiative which intends to give scholarships for African students to study in China in a foreseeable period. African Union has been advertising Chinese government scholarships since 2016 and it is expected that 15,000 Africans will benefit from this opportunity in its lifespan (African Union).

Lastly, the CESA 16 – 25 can best be implemented through strong collaborative efforts between international and local organizations and the different governments on the continent. As noted, there have already been instances of success in several projects such as the school feeding and Pan African University initiatives. This is the case because the strategies were integrated into organizational systemic structures that were already operational. In several African countries for example, the school feeding program has been in existence for decades. The situation is not much different with the existence of universities. As such, when strategies which are in line with work that has already been in existence, it has always been easy to facilitate their successful implementation.

VI. Conclusion

In conclusion, the Continental Education Strategy for Africa (2016 -2025) as introduced by the African Union, if executed well, holds the ability to transform the education of Africa. Through its inclusion at national and regional levels, though it has strategies of implementation targeting a specific period (2016-2025), the progress pertaining to implementation does not necessarily reflect this urgency because it has

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encountered several challenges. The challenges faced exist at all levels of education. These are the pre-primary, primary, technical and vocational education and training (TVET), secondary, tertiary as well as informal and non-formal education and training and illiteracy.

For example, one can deduce from the discourse at hand that at the pre-primary level in many African countries, teachers lack the necessary knowledge and expertise to support high quality pre-school education. Lack of other resources such as teaching and learning materials which emanates mostly from lack of commitment by governments and international as well as local organizations also adversely affects education at all the levels.

The other main challenge that can be extracted from the discussion on the CESA 26–25 implementation relates to the political and historical context of the continent. Several years after independence, traces of colonialism still exist in the language of instruction with most education systems deploying previous colonial languages as media of instruction. It is the existence of such problems that validate the creation of institutional interventions into the progress and development of Africa through initiatives such as the Pan African University.

Pertaining to the challenges encountered in higher education, access has always been a problem, along with other problems such as the provision of education and research which are needed for the proper advancement of the continent. As much as this is the general situation in Africa, it has to be noted that there are some regions on the continent that are better off than others. For example, experiences in education in North Africa are different to the rest of Sub Sahara Africa. In the north, literacy and TVET are far much improved. There is diversity in function, quality, orientation, financial support, and other factors in African universities and other pronounced differences in national circumstances and realities.

However, with the existence of several initiatives under the CESA 16-25, the disparities that currently exist primarily between some countries in the north and a majority of countries in the Sub-Saharan region are bound to extinction. This can become a reality if the implementation strategies are made effective. For example, CESA's strategic focus on higher education which resulted to the birth the Pan African University, is already contributing greatly to education on the continent. The initiatives targeting gender equality in education on the continent have also registered success in certain areas. For example, the initiatives' legal dimensions have necessitated the effectiveness of laws and policies in education that target the elimination of disparities. This has been possible with the help of international and local NGOs in partnership with governments. A good example has been FAWE's continued lobby for readmission policies in various countries, targeting teen mothers who remain out of school after pregnancy because the law does not allow them a chance to return. In addition, initiatives such as the school feeding projects have been boosted by the systemic obligations of the CESA School Feeding Cluster, rendering it a success in a number of countries.

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You may join as member of the Editorial Board of Global Journals Incorporation (USA) after successful completion of three years as Fellow and as Peer Reviewer. In addition, it is also desirable that you should organize seminar/symposium/conference at least once.

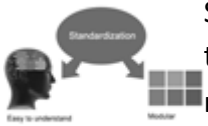
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The FARSHS can go through standards of OARS. You can also play vital role if you have any suggestions so that proper amendment can take place to improve the same for the benefit of entire research community.

As FARSHS, you will be given a renowned, secure and free professional email address with 100 GB of space e.g. johnhall@globaljournals.org. This will include Webmail, Spam Assassin, Email Forwarders,Auto-Responders, Email Delivery Route tracing, etc.





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The FARSHS member can apply for grading and certification of standards of the educational and Institutional Degrees to Open Association of Research, Society U.S.A. Once you are designated as FARSHS, you may send us a scanned copy of all of your credentials. OARS will verify, grade and certify them. This will be based on your academic records, quality of research papers published by you, and some more criteria. After certification of all your credentials by OARS, they will be published on your Fellow Profile link on website https://associationofresearch.org which will be helpful to upgrade the dignity.



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As MARSHS, you willbegiven a renowned, secure and free professional email address with 30 GB of space e.g. johnhall@globaljournals.org. This will include Webmail, Spam Assassin, Email Forwarders,Auto-Responders, Email Delivery Route tracing, etc.





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The MARSHS member can apply for approval, grading and certification of standards of their educational and Institutional Degrees to Open Association of Research, Society U.S.A.





Once you are designated as MARSHS, you may send us a scanned copy of all of your credentials. OARS will verify, grade and certify them. This will be based on your academic records, quality of research papers published by you, and some more criteria.

It is mandatory to read all terms and conditions carefully.

AUXILIARY MEMBERSHIPS

Institutional Fellow of Open Association of Research Society (USA) - OARS (USA)

Global Journals Incorporation (USA) is accredited by Open Association of Research Society, U.S.A (OARS) and in turn, affiliates research institutions as "Institutional Fellow of Open Association of Research Society" (IFOARS).



The "FARSC" is a dignified title which is accorded to a person's name viz. Dr. John E. Hall, Ph.D., FARSC or William Walldroff, M.S., FARSC.

The IFOARS institution is entitled to form a Board comprised of one Chairperson and three to five board members preferably from different streams. The Board will be recognized as "Institutional Board of Open Association of Research Society"-(IBOARS).

The Institute will be entitled to following benefits:

The IBOARS can initially review research papers of their institute and recommend them to publish with respective journal of Global Journals. It can also review the papers of other institutions after obtaining our consent. The second review will be done by peer reviewer of Global Journals Incorporation (USA) The Board is at liberty to appoint a peer reviewer with the approval of chairperson after consulting us.

The author fees of such paper may be waived off up to 40%.

The Global Journals Incorporation (USA) at its discretion can also refer double blind peer reviewed paper at their end to the board for the verification and to get recommendation for final stage of acceptance of publication.





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The Board can also play vital role by exploring and giving valuable suggestions regarding the Standards of "Open Association of Research Society, U.S.A (OARS)" so that proper amendment can take place for the benefit of entire research community. We shall provide details of particular standard only on receipt of request from the Board.



The board members can also join us as Individual Fellow with 40% discount on total fees applicable to Individual Fellow. They will be entitled to avail all the benefits as declared. Please visit Individual Fellow-sub menu of GlobalJournals.org to have more relevant details.

We shall provide you intimation regarding launching of e-version of journal of your stream time to time. This may be utilized in your library for the enrichment of knowledge of your students as well as it can also be helpful for the concerned faculty members.



After nomination of your institution as "Institutional Fellow" and constantly functioning successfully for one year, we can consider giving recognition to your institute to function as Regional/Zonal office on our behalf.
The board can also take up the additional allied activities for betterment after our consultation.

The following entitlements are applicable to individual Fellows:



Open Association of Research Society, U.S.A (OARS) By-laws states that an individual Fellow may use the designations as applicable, or the corresponding initials. The Credentials of individual Fellow and Associate designations signify that the individual has gained knowledge of the fundamental concepts. One is magnanimous and proficient in an expertise course covering the professional code of conduct, and follows recognized standards of practice.

Open Association of Research Society (US)/ Global Journals Incorporation (USA), as described in Corporate Statements, are educational, research publishing and professional membership organizations. Achieving our individual Fellow or Associate status is based mainly on meeting stated educational research requirements.



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We shall provide print version of 12 issues of any three journals [as per your requirement] out of our 38 journals worth $ 2376 USD.

Other:

The individual Fellow and Associate designations accredited by Open Association of Research Society (US) credentials signify guarantees following achievements:

- The professional accredited with Fellow honor, is entitled to various benefits viz. name, fame, honor, regular flow of income, secured bright future, social status etc.

- In addition to above, if one is single author, then entitled to 40% discount on publishing research paper and can get 10%discount if one is co-author or main author among group of authors.
- The Fellow can organize symposium/seminar/conference on behalf of Global Journals Incorporation (USA) and he/she can also attend the same organized by other institutes on behalf of Global Journals.
- The Fellow can become member of Editorial Board Member after completing 3yrs.
- The Fellow can earn 60% of sales proceeds from the sale of reference/review books/literature/publishing of research paper.
- Fellow can also join as paid peer reviewer and earn 15% remuneration of author charges and can also get an opportunity to join as member of the Editorial Board of Global Journals Incorporation (USA)
- • This individual has learned the basic methods of applying those concepts and techniques to common challenging situations. This individual has further demonstrated an in–depth understanding of the application of suitable techniques to a particular area of research practice.

Note :

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- In future, if the board feels the necessity to change any board member, the same can be done with the consent of the chairperson along with anyone board member without our approval.
- In case, the chairperson needs to be replaced then consent of 2/3rd board members are required and they are also required to jointly pass the resolution copy of which should be sent to us. In such case, it will be compulsory to obtain our approval before replacement.
- In case of "Difference of Opinion [if any]" among the Board members, our decision will be final and binding to everyone.

"

Preferred Author Guidelines

We accept the manuscript submissions in any standard (generic) format.

We typeset manuscripts using advanced typesetting tools like Adobe In Design, CorelDraw, TeXnicCenter, and TeXStudio. We usually recommend authors submit their research using any standard format they are comfortable with, and let Global Journals do the rest.

Alternatively, you can download our basic template from https://globaljournals.org/Template.zip

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Before and during Submission

Authors must ensure the information provided during the submission of a paper is authentic. Please go through the following checklist before submitting:

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2. Authors must accept the privacy policy, terms, and conditions of Global Journals.
3. Ensure corresponding author's email address and postal address are accurate and reachable.
4. Manuscript to be submitted must include keywords, an abstract, a paper title, co-author(s') names and details (email address, name, phone number, and institution), figures and illustrations in vector format including appropriate captions, tables, including titles and footnotes, a conclusion, results, acknowledgments and references.
5. Authors should submit paper in a ZIP archive if any supplementary files are required along with the paper.
6. Proper permissions must be acquired for the use of any copyrighted material.
7. Manuscript submitted *must not have been submitted or published elsewhere* and all authors must be aware of the submission.

Declaration of Conflicts of Interest

It is required for authors to declare all financial, institutional, and personal relationships with other individuals and organizations that could influence (bias) their research.

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- Findings
- Writings
- Diagrams
- Graphs
- Illustrations
- Lectures

- Printed material
- Graphic representations
- Computer programs
- Electronic material
- Any other original work

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2. Drafting the paper and revising it critically regarding important academic content.
3. Final approval of the version of the paper to be published.

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The corresponding author should mention the name and complete details of all co-authors during submission and in manuscript. We support addition, rearrangement, manipulation, and deletions in authors list till the early view publication of the journal. We expect that corresponding author will notify all co-authors of submission. We follow COPE guidelines for changes in authorship.

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Unless specified in the notification, the Editorial Board's decision on publication of the paper is final and cannot be appealed before making the major change in the manuscript.

Acknowledgments

Contributors to the research other than authors credited should be mentioned in Acknowledgments. The source of funding for the research can be included. Suppliers of resources may be mentioned along with their addresses.

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Preparing your Manuscript

Authors can submit papers and articles in an acceptable file format: MS Word (doc, docx), LaTeX (.tex, .zip or .rar including all of your files), Adobe PDF (.pdf), rich text format (.rtf), simple text document (.txt), Open Document Text (.odt), and Apple Pages (.pages). Our professional layout editors will format the entire paper according to our official guidelines. This is one of the highlights of publishing with Global Journals—authors should not be concerned about the formatting of their paper. Global Journals accepts articles and manuscripts in every major language, be it Spanish, Chinese, Japanese, Portuguese, Russian, French, German, Dutch, Italian, Greek, or any other national language, but the title, subtitle, and abstract should be in English. This will facilitate indexing and the pre-peer review process.

The following is the official style and template developed for publication of a research paper. Authors are not required to follow this style during the submission of the paper. It is just for reference purposes.

Manuscript Style Instruction (Optional)

- Microsoft Word Document Setting Instructions.
- Font type of all text should be Swis721 Lt BT.
- Page size: 8.27" x 11'", left margin: 0.65, right margin: 0.65, bottom margin: 0.75.
- Paper title should be in one column of font size 24.
- Author name in font size of 11 in one column.
- Abstract: font size 9 with the word "Abstract" in bold italics.
- Main text: font size 10 with two justified columns.
- Two columns with equal column width of 3.38 and spacing of 0.2.
- First character must be three lines drop-capped.
- The paragraph before spacing of 1 pt and after of 0 pt.
- Line spacing of 1 pt.
- Large images must be in one column.
- The names of first main headings (Heading 1) must be in Roman font, capital letters, and font size of 10.
- The names of second main headings (Heading 2) must not include numbers and must be in italics with a font size of 10.

Structure and Format of Manuscript

The recommended size of an original research paper is under 15,000 words and review papers under 7,000 words. Research articles should be less than 10,000 words. Research papers are usually longer than review papers. Review papers are reports of significant research (typically less than 7,000 words, including tables, figures, and references)

A research paper must include:

a) A title which should be relevant to the theme of the paper.
b) A summary, known as an abstract (less than 150 words), containing the major results and conclusions.
c) Up to 10 keywords that precisely identify the paper's subject, purpose, and focus.
d) An introduction, giving fundamental background objectives.
e) Resources and techniques with sufficient complete experimental details (wherever possible by reference) to permit repetition, sources of information must be given, and numerical methods must be specified by reference.
f) Results which should be presented concisely by well-designed tables and figures.
g) Suitable statistical data should also be given.
h) All data must have been gathered with attention to numerical detail in the planning stage.

Design has been recognized to be essential to experiments for a considerable time, and the editor has decided that any paper that appears not to have adequate numerical treatments of the data will be returned unrefereed.

i) Discussion should cover implications and consequences and not just recapitulate the results; conclusions should also be summarized.
j) There should be brief acknowledgments.
k) There ought to be references in the conventional format. Global Journals recommends APA format.

Authors should carefully consider the preparation of papers to ensure that they communicate effectively. Papers are much more likely to be accepted if they are carefully designed and laid out, contain few or no errors, are summarizing, and follow instructions. They will also be published with much fewer delays than those that require much technical and editorial correction.

The Editorial Board reserves the right to make literary corrections and suggestions to improve brevity.



Format Structure

It is necessary that authors take care in submitting a manuscript that is written in simple language and adheres to published guidelines.

All manuscripts submitted to Global Journals should include:

Title

The title page must carry an informative title that reflects the content, a running title (less than 45 characters together with spaces), names of the authors and co-authors, and the place(s) where the work was carried out.

Author details

The full postal address of any related author(s) must be specified.

Abstract

The abstract is the foundation of the research paper. It should be clear and concise and must contain the objective of the paper and inferences drawn. It is advised to not include big mathematical equations or complicated jargon.

Many researchers searching for information online will use search engines such as Google, Yahoo or others. By optimizing your paper for search engines, you will amplify the chance of someone finding it. In turn, this will make it more likely to be viewed and cited in further works. Global Journals has compiled these guidelines to facilitate you to maximize the web-friendliness of the most public part of your paper.

Keywords

A major lynchpin of research work for the writing of research papers is the keyword search, which one will employ to find both library and internet resources. Up to eleven keywords or very brief phrases have to be given to help data retrieval, mining, and indexing.

One must be persistent and creative in using keywords. An effective keyword search requires a strategy: planning of a list of possible keywords and phrases to try.

Choice of the main keywords is the first tool of writing a research paper. Research paper writing is an art. Keyword search should be as strategic as possible.

One should start brainstorming lists of potential keywords before even beginning searching. Think about the most important concepts related to research work. Ask, “What words would a source have to include to be truly valuable in a research paper?” Then consider synonyms for the important words.

It may take the discovery of only one important paper to steer in the right keyword direction because, in most databases, the keywords under which a research paper is abstracted are listed with the paper.

Numerical Methods

Numerical methods used should be transparent and, where appropriate, supported by references.

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Authors must list all the abbreviations used in the paper at the end of the paper or in a separate table before using them.

Formulas and equations

Authors are advised to submit any mathematical equation using either MathJax, KaTeX, or LaTeX, or in a very high-quality image.

Tables, Figures, and Figure Legends

Tables: Tables should be cautiously designed, uncrowned, and include only essential data. Each must have an Arabic number, e.g., Table 4, a self-explanatory caption, and be on a separate sheet. Authors must submit tables in an editable format and not as images. References to these tables (if any) must be mentioned accurately.

Figures

Figures are supposed to be submitted as separate files. Always include a citation in the text for each figure using Arabic numbers, e.g., Fig. 4. Artwork must be submitted online in vector electronic form or by emailing it.

Preparation of Eletronic Figures for Publication

Although low-quality images are sufficient for review purposes, print publication requires high-quality images to prevent the final product being blurred or fuzzy. Submit (possibly by e-mail) EPS (line art) or TIFF (halftone/ photographs) files only. MS PowerPoint and Word Graphics are unsuitable for printed pictures. Avoid using pixel-oriented software. Scans (TIFF only) should have a resolution of at least 350 dpi (halftone) or 700 to 1100 dpi (line drawings). Please give the data for figures in black and white or submit a Color Work Agreement form. EPS files must be saved with fonts embedded (and with a TIFF preview, if possible).

For scanned images, the scanning resolution at final image size ought to be as follows to ensure good reproduction: line art: >650 dpi; halftones (including gel photographs): >350 dpi; figures containing both halftone and line images: >650 dpi.

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Tips for writing a good quality Social Science Research Paper

Techniques for writing a good quality homan social science research paper:

1. Choosing the topic: In most cases, the topic is selected by the interests of the author, but it can also be suggested by the guides. You can have several topics, and then judge which you are most comfortable with. This may be done by asking several questions of yourself, like "Will I be able to carry out a search in this area? Will I find all necessary resources to accomplish the search? Will I be able to find all information in this field area?" If the answer to this type of question is "yes," then you ought to choose that topic. In most cases, you may have to conduct surveys and visit several places. Also, you might have to do a lot of work to find all the rises and falls of the various data on that subject. Sometimes, detailed information plays a vital role, instead of short information. Evaluators are human: The first thing to remember is that evaluators are also human beings. They are not only meant for rejecting a paper. They are here to evaluate your paper. So present your best aspect.

2. Think like evaluators: If you are in confusion or getting demotivated because your paper may not be accepted by the evaluators, then think, and try to evaluate your paper like an evaluator. Try to understand what an evaluator wants in your research paper, and you will automatically have your answer. Make blueprints of paper: The outline is the plan or framework that will help you to arrange your thoughts. It will make your paper logical. But remember that all points of your outline must be related to the topic you have chosen.

3. Ask your guides: If you are having any difficulty with your research, then do not hesitate to share your difficulty with your guide (if you have one). They will surely help you out and resolve your doubts. If you can't clarify what exactly you require for your work, then ask your supervisor to help you with an alternative. He or she might also provide you with a list of essential readings.

4. Use of computer is recommended: As you are doing research in the field of homan social science then this point is quite obvious. Use right software: Always use good quality software packages. If you are not capable of judging good software, then you can lose the quality of your paper unknowingly. There are various programs available to help you which you can get through the internet.

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7. Revise what you wrote: When you write anything, always read it, summarize it, and then finalize it.

8. Make every effort: Make every effort to mention what you are going to write in your paper. That means always have a good start. Try to mention everything in the introduction—what is the need for a particular research paper. Polish your work with good writing skills and always give an evaluator what he wants. Make backups: When you are going to do any important thing like making a research paper, you should always have backup copies of it either on your computer or on paper. This protects you from losing any portion of your important data.

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10. Use proper verb tense: Use proper verb tenses in your paper. Use past tense to present those events that have happened. Use present tense to indicate events that are going on. Use future tense to indicate events that will happen in the future. Use of wrong tenses will confuse the evaluator. Avoid sentences that are incomplete.

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:

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- 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.
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- 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.
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Approach:

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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:

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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.

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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

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