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Perception of the Vulnerability and the Resilience Status of Local Economic Enterprises: The Case Study of the São João Do Lago Do Tupé Community

By Norte Filho, A. F., Mariosa, D. F., Falsarella, O. M., Fraxe, T. J. P. & Norte, N.N.B.

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Abstract- The traditional inhabitants of the Amazon settled on the banks of the several rivers and streams that cut through the forest, and from there they take their daily livelihood through hunting, fishing and handicrafts made from the materials found around them. The actions of protection, preservation, care and conservation are imperative to guarantee the survival of the place. Especially when disruptive events affect the local balance, such as the effects of climate change or the economic and health crises, such as the COVID pandemic19. By restricting the movement of people to avoid contagion and the spread of the disease, it also restricted the spectrum of daily activities for a good portion of the population, which caused disruption in the system. Based on semi-open interview techniques and direct observation of economic entrepreneurs, the São João do Lago do Tupé riverside community, located in the Tupé Development Reserve, Manaus, Amazonas, the study aims to analyze the perception of the vulnerability of these enterprises in the market, finance, organization and cooperation dimensions and assess the state of resilience in the face of the adverse conditions that may reach them.

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Perception of the Vulnerability and the Resilience Status of Local Economic Enterprises: The Case Study of the São João Do Lago Do Tupé Community

Norte Filho, A. F. [α], Mariosa, D. F. [σ], Falsarella, O. M. [ρ], Fraxe, T. J. P. [ω] & Norte, N.N.B. [¥]

Abstract- The traditional inhabitants of the Amazon settled on the banks of the several rivers and streams that cut through the forest, and from there they take their daily livelihood through hunting, fishing and handicrafts made from the materials found around them. The actions of protection, preservation, care and conservation are imperative to guarantee the survival of the place. Especially when disruptive events affect the local balance, such as the effects of climate change or the economic and health crises, such as the COVID pandemic19. By restricting the movement of people to avoid contagion and the spread of the disease, it also restricted the spectrum of daily activities for a good portion of the population, which caused disruption in the system. Based on semi-open interview techniques and direct observation of economic entrepreneurs, the São João do Lago do Tupé riverside community, located in the Tupé Development Reserve, Manaus, Amazonas, the study aims to analyze the perception of the vulnerability of these enterprises in the market, finance, organization and cooperation dimensions and assess the state of resilience in the face of the adverse conditions that may reach them. As a result, the market dimension indicates a reasonable perception of the performance and profile of consumers. Finance and organization activities point to an irregular financial monitoring of economic activities, compromising the efficiency and productivity of local enterprises. Participation in cooperative activities indicates that not everyone is open to cooperation and networking. To reduce vulnerability in the face of eventual climate changes, economic and health crises, practices contained in the concept of resilience seek to balance the system, restoring its stability. Thus, the weakness of the Cooperation dimension seems to be the most important element to contribute to the balance of the system, since the participation of local politics, the financing by credit cooperatives and the active participation in solidarity economy networks and enterprises, could contribute to address drastically affected economic needs in times of crisis. Additionally, the existence of a document that guarantees the real right to use the land can strengthen the generation of income in the communities of the Tupé Reserve, safely allowing the offer of products and services to the local population, even though subsistence agriculture is an activity of relevance for the survival of communities.

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I. Introduction

The Amazon presents itself with a territorial immensity that is rich in contrasts and contradictions at the same time. Consisting of a large forest heritage, remarkable in biodiversity and beautiful natural landscapes, a hydrographic network of equally monumental extension stands out, the axis of movements and human activity that sometimes conserves it, sometimes destroys it.

Scattered across this almost continent, its traditional inhabitants settled on the banks of the various rivers and streams that cut through the forest, taking from there both their daily livelihood and a significant portion of the family's economic income, through hunting, fishing and manufactured handicrafts using the materials found around. The so-called people of the waters and the forest, after centuries of peaceful, harmonious, and healthy coexistence with the environment, see these vital spaces to be irrevocably altered by the ambition awakened by their resources. And, even more, with the consequent destruction of the means of subsistence, depredation of the landscape and the harmful effects of climate change that accelerated by human activity even very far from there reach them.

The actions of protection, preservation, care and conservation of the Amazon and everything it contains are thus imperative for the place and moment.

Primack and Rodrigues (2001, p. 200) claim that the protection of areas that are environmentally fragile or very sensitive to human interference can be done in many and endless ways. However, the two most common and consolidated mechanisms in conservation practices are government action (often at the national level, but also at the regional or local level) and the acquisition of land by individuals and conservation organizations.

Regarding to government action, the Public Authority established protected geographical areas in the national territory, called conservation units (CU's).

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The CU's areas are legally protected by the Law of the National System of Conservation Units (SNUC), with a goal to protect their resources in such a way that the possibilities of negative impacts on the environment are removed or reduced (BRASIL, 2000). Thus,

> The territory, previously physical space arbitrarily cut out, in spite of the practices, the meanings attributed to the space, and the needs for the use of local people and social groups, as was the case with conventional colonization and settlement projects, becomes space for dialogue, between different public agents and the social subjects politically constituted in the region, who start to claim, from their social movements, the recognition of specific territorialities. (SCHWEICKARDT, 2014, p. 283)

The State of Amazonas currently has one hundred and eighteen Conservation Units (CU's), 63 of which are federal, 45 State and 10 Municipal, covering about 35% of the state's territory (over 44 million hectares) (INSTITUTO SOCIOAMBIENTAL, 2021; SEMMAS, 2021). Out of this total, 58 are conservation units for sustainable use, which means, environmentally protected spaces where the human presence is sought to be compatible with the sustainable use of natural resources (SANTOS; ALEIXO; ANDRADE, 2015, p. 20). Due to the limits and legal guidelines given to the use of territorial space, within the Amazon's CU's there is a diverse population, needing public policies aimed not only at the subsistence of this population, but at the fullness of their quality of life, which means, socioeconomic and environmental development of territories and traditional populations.

Among the Amazonian CU's, the present study highlights for analysis the Tupé Sustainable Development Reserve - Tupé Reserve, a conservation unit located on the left bank of the Rio Negro, in the rural area of Manaus, with an approximate distance of 25 km from Manaus (SEMMAS, 2021).

The sustainable development reserve, as described in the SNUC Law (BRAZIL, 2000), is a natural area that houses traditional populations, whose existence is based on sustainable systems of exploitation of natural resources, developed over generations and adapted to conditions and that play a key role in protecting nature and maintaining biological diversity.

Regarding traditional populations and territories, Federal Decree No. 6,040, of February 7, 2007 (BRAZIL, 2007), presents the legal concepts of traditional peoples and communities as culturally differentiated groups that recognize themselves as such, who have their own forms of social organization, which occupy and use territories and natural resources as a condition for their cultural, social, religious, ancestral and economic reproduction, using knowledge, innovations and practices generated and transmitted by tradition. Traditional territories are the necessary spaces for cultural, social and economic reproduction of traditional peoples and communities, whether they are used permanently or temporarily, observing the peculiarities of indigenous and quilombola peoples, legally guaranteed.

Sustainable development are actions that seek to integrate in a balanced way the various dimensions of human activity in a systemic perspective (KOVALSKI, 2016; LAYRARGUES, 1997; VEIGA, 2015). It concerns the balanced use of natural resources, aimed at improving the quality of life of the present generation, but guaranteeing the same possibilities for future generations. For Veiga (2015, p. 46), "sustainable development" must be understood, therefore, as one of the most generous ideals. Comparable perhaps to the oldest "social justice", both express collective desires expressed by humanity, alongside peace, democracy, freedom, and equality.

The great challenge to achieve and maintain the perspective of sustainable development, however, is when global disruptive events affect the local systemic balance, such as climate change and its extreme effects on river levels, distribution of rain and increase in global temperature, affecting the continuity of means of survival (DIAS, 2014); or economic crises, such as the one that occurred in 2008, which triggered a reduction in public funds for social programs or support for the most vulnerable (CECHIN; MONTOYA, 2017); and also those related to health, such as the pandemic of COVID19, which, by restricting the movement of people to avoid contagion, also restricted the possibility of financial gains for a good portion of the population (CASTRO; LOPES; BRONDIZIO, 2020; DASPETT MENDONÇA et al., 2020).

Given the possibility of imbalance and even the systemic collapse of traditional communities in conservation units in the inland of the Amazon, two conditions are assessed here: regarding the internal environment, vulnerability; the external environment, resilience.

For the traditional population, the creation of sustainable development reserves seems to indicate structural difficulties that need to be reviewed. In opposition to the socioenvironmental stability achieved in centuries of interaction with the forest, commercial activities that depend receptively on the flow of people for visitation and consumption are not sustained in adverse situations, such as the Pandemic of COVID 19, changes in levels of rivers or sudden drops in the purchasing power of tourists and visitors of the commercial spaces built in communities belonging to the reserve. The guiding question of the study, therefore, is aimed at understanding how economic enterprises located in an area of environmental protection of sustainable development are vulnerable to changes in behaviors that impact their activities.

Based on semi-open interview techniques and direct observation of economic entrepreneurs located in

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the São João do Lago do Tupé riverside community, located in the Tupé Development Reserve, Manaus, Amazonas, the study seeks to analyze the perception of the vulnerability of these enterprises in the dimensions of market, finance, organization, and cooperation and assess the state of resilience in the face of the adverse conditions that may reach them.

The analysis of the market dimension seeks to observe the perception of knowledge of the area in which the enterprise operates and of the main characteristics and needs of customers. In the finance dimension, the perception of the organization and financial control of the enterprise is analyzed. In the organization dimension, the aim is to analyze the perception of the organizational, operational, and administrative structure of the enterprise and, finally, in the cooperation dimension, there is the perception of the participation and/or involvement of the members of the enterprise in cooperative and network activities.

II. Theoretical Foundation

In the Amazon, throughout history, it has been observed that land is an object of social, political, and economic interest, which has given it relevant value since the times of colonization, constituting a throbbing theme in everyday life. The legal responsibility for the administration and assignment of land belongs to the Public Authority, which, for reasons of different orders, has often carried out and performs the uneven distribution of these territorial spaces, thereby causing the emergence of latifundia and smallholdings, which means, huge portions of land concentrated in the hands of certain people, while small spaces are destined for communities, thus enabling concentration and land exclusion within the same context, in addition to agrarian conflicts and the consequent disruption of rural communities (LOUREIRO; PINTO, 2005).

In relation to space, place, and forms of perception, Fraxe, Witkoski and Castro (2006, p. 235) assert that:

> The trajectory of the process and hominization is marked by the relationship between man and the natural environment. This relationship, at first, was determined by the strong fear of the unknown and uncontrollable forces of nature. Subsequently, men are faced with the desire to unravel the mysteries behind the feared phenomena, with the aim of knowing, overcoming, and dominating them. At the heart of the process of knowing, overcoming and mastering natural phenomena, man transcends himself and ends up promoting articulations between his intentions and the existing world, having nature as a life support, producing, as a result of the interaction between man and nature, the space.

To highlight the social forces that operate in the observed socio-territorial space, in this study, the theoretical model of sociological analysis proposed by Jonathan H. Turner (2010) is considered. In this conceptual scheme, the more abstract analytical dimensions or categories allow us to distinguish different types or levels of social relations. Those that occur at the microstructural level are related to the interaction between subjects; at the mesostructural level, they are particularly linked to the constitution and dynamics of groups; and, at the macro-structural level, it speaks about systemic interdependence. Due to the particularities of a given context, in its historical, economic, social, cultural, and political elements, different ways of standardizing these relations operate. As suggested by the notions of risk, vulnerability, and resilience present in the systemic approach of the epidemiological approach or, similarly, in the interaction of the economic, social and environmental components of sustainability (ELKINGTON, 2008).

Conforme descreve a Organização Panamericana de Saúde (2002, p. 19), o enfoque epidemiológico, a partir do exame dos casos e das ocorrências de determinada doença numa população, local ou tempo específicos, mostra-nos que existe uma cadeia de causalidade e de fatores associados que contribuem para que sua distribuição não seja homogênea e nem fortuita. Considera que a "doença na população é um fenômeno dinâmico e sua propagação depende da interação entre a exposição e a suscetibilidade dos indivíduos e grupos constituintes da dita população aos fatores determinantes da presença da doença". E denomina como Tríade Epidemiológica ao "modelo tradicional de causalidade das doenças transmissíveis indica-nos que a doença é o resultado da interação entre o agente, o hospedeiro suscetível e o ambiente". Não é, portanto, um fator ou conjunto de fatores que determina a emergência da morbidade, possibilidade de tratamento, prevenção ou cura, mas, sim, a associação que sob certas condições, cada qual necessária e suficiente, as reúne.

As described by the Pan American Health Organization (2002, p. 19), the epidemiological approach, based on examining the cases and occurrences of a specific disease in a specific population, place or time, shows us that there is a chain of causality and associated factors that contribute to its distribution not being homogeneous or fortuitous. He considers that "the disease in the population is a dynamic phenomenon and its spread depends on the interaction between the exposure and the susceptibility of the individuals and constituent groups of that population to the determinants of the presence of the disease". And he calls the "Epidemiological Triad" the traditional model of causality of communicable diseases that indicates that the disease is the result of the interaction between the agent, the susceptible host and the environment ". It is not, therefore, a factor or set of factors that determines the emergence of morbidity, the possibility of treatment, prevention, or cure, but rather

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the association that, under certain conditions, each necessary and sufficient, brings them together.

As does Kaja Mandiüe and Katica Pavloviü (2020), we can conceptualize resilience as the ability of a person to adapt to changes and to resist impacts and stressful situations after trauma, accident, tragedy or illness, maintaining or restoring normal functioning. So that the greater the resilience, the less the vulnerability and the risk of illness.

John Elkinton (2008, p. 51) proposes that in order to achieve sustainable development, society depends on the economy - and the economy depends on the global ecosystem, whose health represents the final result. The economic, social, and environmental dimensions or the "triple bottom line" is not a stable relationship; they are in constant flux, due to social, political, economic and environmental pressures, cycles and conflicts. Therefore, the sustainability challenge is more difficult than any of the other challenges in isolation. What requires a systemic approach for your understanding.

Summing up the authors' argument, while risk refers to the possibility that a threat to groups or systems may materialize, vulnerability refers to individual susceptibilities to stress caused by a particular event or predispositions to negative responses and consequences in the face of the threat made (JANCZURA, 2012; MARIOSA, DUARCIDES FERREIRA et al., 2015). Resilience, in turn, refers to the ability or possibility of individuals, groups or systems to be able to restore the original balance or previous state (PICKETT; CADENASSO; GROVE, 2004).

In the present study, the conditions of vulnerability and resilience are addressed in the Amazonian context, in an area of environmental protection, where the local population exercises its economic activities in dialogue with the structural conditions offered at three levels of interaction of social forces: macro, meso and microstructural.

a) Macrostructural Dimension of Social Forces

The National System of Conservation Units (SNUC) was conceived, aiming at the possibility of managing specially protected spaces, as well as bringing benefits to traditional and indigenous populations living in the conservation and surrounding areas, researchers, and visitors. In this sense, the purpose of the conservation units is to promote the preservation of the variety of living organisms from all origins included in terrestrial, marine ecosystems and ecological complexes. The specially protected territorial spaces consist of important and strategic geographic areas in the environmental and social contexts, with the Public Power being responsible for defining, creating, and managing these places, in order to enable the protection of species, the conservation of natural resources and the socioeconomic development of the people that inhabit them. Heline Sivini (2007, p. 263) describes that, in its ecological sense, it can be said that the expression territorial spaces and their components refers to the concept of ecosystem, here understood as an integral part of a broader concept, which is biodiversity.

Thus, the SNUC establishes criteria and standards for the creation, implementation and management of CU's, establishing two groups of Conservation Units, the Integral Protection Units (IPU), which consist of spaces for the maintenance of ecosystems protected from changes caused by human interference, only the indirect use of its natural attributes and the Sustainable Use Units (SUU), which are the rationally protected environmental areas for the purpose of conserving the environment. The Tupé Sustainable Development Reserve, object of this study, is included in this category.

b) Mesostructural Dimension of Social Forces

The National Policy for the Sustainable Development of Traditional Peoples and Communities (PNPCT) foresees their integration, coordinated and systematic, observing the recognition, appreciation, and respect for the socio-environmental and cultural diversity of traditional peoples and communities. Its expression through the full and effective exercise of citizenship: the socio-environmental, economic, and cultural plurality of communities and traditional peoples that interact in different biomes and ecosystems, whether in rural or urban areas, as well as, among others, recognition, and consolidation rights (BRASIL, 2007, p. 040).

The basic objective of the sustainable development reserve is the preservation of nature and, at the same time, the assurance of the conditions and means necessary for reproduction and the improvement of the ways and quality of life and exploitation of the natural resources of traditional populations, as well as valuing, conserving, and improving the knowledge and techniques of management of the environment, developed by these populations. Above all, society/ community is the main recipient of the right to a vital space for housing and social and economic subsistence, regardless of the location in which it is legitimately settled, in order to provide an improvement in the quality of life. And, consequently, conditions worthy of existence through public policies aimed at the preservation of biodiversity, allowing socioenvironmental inclusion through the integrated, participatory, and sustainable management of the natural resources existing in the territorial spaces of the Amazon conservation units.

c) Microstructural Dimension of Social Forces

In general, the traditional populations present in the conservation units of Amazonas were already installed in those lands even before they were transformed, by force of law, into specially protected

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territorial spaces. And even though in the social sphere, the communities located in the Tupé SDR legally behave the right to socioeconomic development and consequently to the survival of these populations, however, the real right of use can constitute an important legitimizing instrument of land tenure by traditional inhabiting populations of conservation units in Amazonas. So far, it hasn't happened.

Facing the insecurity that the absence of a document that confers the real right to use the land, the generation of income in the communities of the Tupé Reserve is directed towards offering products and services to the local population and, particularly, to visitors, tourists, as well as other residents who, having income from retirement, pensions, and other paid activities in Manaus, chose to live there. In addition, to subsistence agriculture, mainly because it is perhaps the only way to guarantee the interests and economic activity in these spaces for the traditional population.

III. Methodological Procedures

The present text consists of an exploratory, observational, and descriptive study (PEREIRA, 2001), based, methodologically, from the analysis of the data collected in an original field research, carried out in the first week of July 2018, and in consulted bibliography on the theme addressed throughout the study. In this collection, semi-open interview techniques and direct observation of economic entrepreneurs located in the riparian community of São João do Lago do Tupé were used (GIL, 2010).

The objective of this procedure was to identify and characterize local economic enterprises and based on observations, interviews and informal dialogues, to analyze the perception of the vulnerability of these enterprises in the dimensions of market, finance, organization and cooperation and to assess the state of resilience.

As a study area, the Tupé Sustainable Development Reserve (see figure 1) is a conservation unit with 11,973 hectares, located on the left bank of the Rio Negro, in the rural area of Manaus, with an approximate distance of 25 km in a straight line from the city center. It aims at the preservation of nature through the guarantee and rational use of natural resources by the traditional populations inhabiting it, as well as the improvement of the techniques of management of the environment by these populations. Its creation took place through Municipal Decree nº 8.044, of August 25, 2005 from the Manaus City Hall. It's only accessible by river (SEMMAS, 2021).

Currently, within the Tupé SDR, according to the management plan, six communities are recognized: São João do Lago do Tupé, studied location, in addition to the communities of Colônia Central, Nossa Senhora of Livramento, Julião, Agrovila and Tatu, also called Tatulândia. The current population is estimated at around 2,000 inhabitants (MARIOSA et al., 2014).

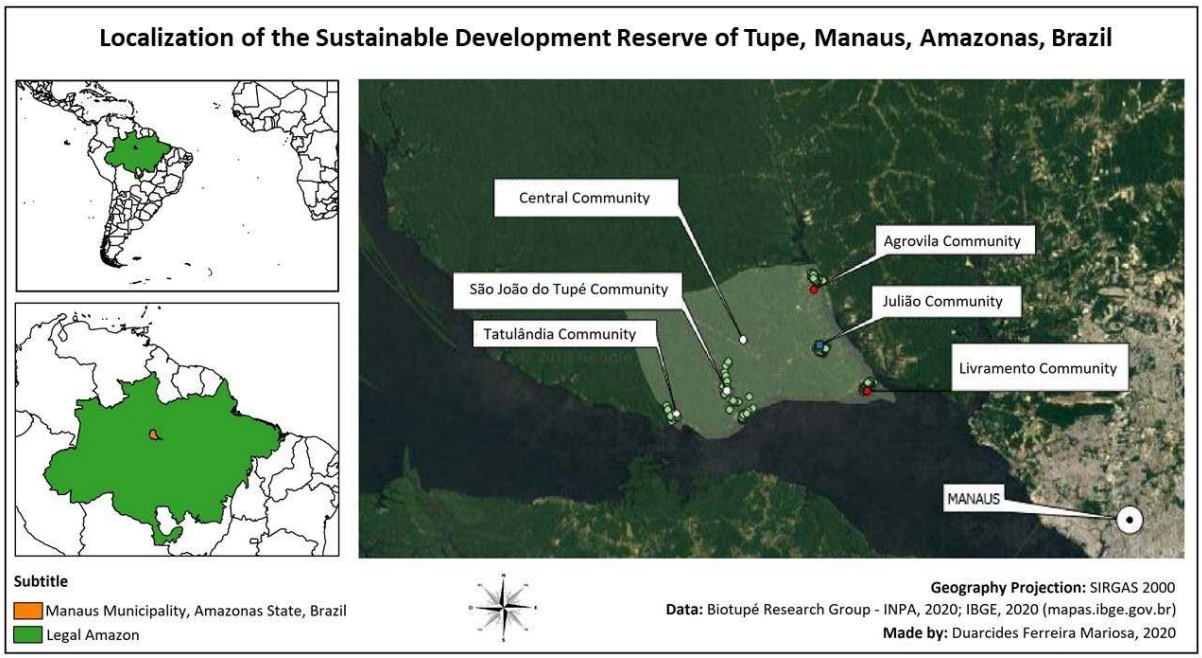

Figure 1: Location of the study area - SDR Tupé, Amazonas

The economic activities of 11 local entrepreneurs were the object of this study, that is, those who develop some economic activity, or which result in economic and/or financial gains, regardless of their formal situation or not. Data collection took place through interviews with entrepreneurs located in the

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central perimeter of the community and who agreed, after being informed and clarified of the research objectives in preparatory meetings, with the research objectives, authorizing the academic use of the information.

The interviews were structured based on open questions that sought to collect information about the general characteristics of each enterprise in its market, financial, organizational and strategy variables of cooperation networks, having as reference for the questions Chart 1.

PERCEPTION SCALE OF VULNERABILITY OF LOCAL ENTERPRISES

Item	Dimension	Question	Perception of Performance
1	**MARKET: knowledge of the area of operation of the enterprise and the main characteristics and needs of customers**	Q1	Ability to Satisfy Customers
2		Q2	Customer Demands Research
3		Q3	Knows Local Market Growth
4		Q4	Has Knowledge of Competitors
5		Q5	Keeps Prices Up to Date
6		Q6	Motivated Sales Force
7		Q7	Plan Marketing Activities
8	**FINANCE: organization and financial control of the enterprise**	Q8	Has Satisfactory Withdrawals
9		Q9	Prepares Annual Budget
10		Q10	Efficient Use of Cash Budget
11		Q11	Strict Control of Accounts
12		Q12	Updated Financial Position
13		Q13	Adequate Income Statements
14		Q14	Efficient Cost System
15		Q15	Consistent and Competitive Prices
16	**ORGANIZATION: organizational, operational and administrative structure of the enterprise**	Q16	Enterprise Efficiency and Productivity
17		Q17	Adequate and Productive Organizational Structure
18		Q18	Balanced Liability Distribution
19		Q19	Cooperation and Coordination Between Segments
20		Q20	Adequate Material Instruments and Conditions
21		Q21	The Enterprise is Organized
22		Q22	Member Turnover
23	**COOPERATION: participation and / or involvement of members of the enterprise in cooperative activities and activities in collaborative networks**	Q23	Operates in the form of a network
24		Q24	Financing by Credit Unions
25		Q25	Participation in SEE Events
26		Q26	Constant Update of the Business Plan
27		Q27	Active Participation in SEE Network
28		Q28	Participation in Training Activities
29		Q29	Perspective of Future Growth
30		Q30	Local Political Participation
(1) Strongly Disagree			(10) Strongly Agree

Source: Questions elaborated based on Nigel Slack's proposal for an Importance-Performance matrix as a determinant of the improvement priority (Slack, 1994).

Chart 1: Issues that Compose the Analytical Scale of Perception of the Vulnerability of Local Economic Enterprises

For the assembly of the tables and construction of the LIKERT perception scale of vulnerability of local economic enterprises, the "Focus Group" technique was used, in which the evaluation is conducted by specialists who, in order to obtain consensus on the scalar measures of each question or variable, dialogues with the interviewing group of each enterprise based on the content previously defined for the interviews and observations carried out (TRAD, 2009). Therefore, the values assigned to each of the variables are the scores given from 1 to 10 for each item in Chart 1 and which, multiplied by the number of occurrences found, allows the vulnerability of each project or unique characteristic of the desired projects to be assessed.

The original data were systematized using measures of centrality, averages and relative frequency, with an estimated margin of error of 5% and a confidence interval of 95%. Using the SPSS 27 software (Statistical Packet for Social Sciences), the internal data reliability test (Cronbach's alpha) was performed to verify that they did not contain significant biases. For greater reliability of the test, all 30 variables of the instrument were evaluated in their contribution to change the final value of Cronbach's Alpha. The results achieved were

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between 0.885 and 0.906, which demonstrates the internal consistency of the applied scale.

In the interpretation of the data, the ecological model or the Bioecological Approach to Human Development, originally proposed by Urie Bronfenbrenner, was followed, Urie, looking for evidence of an association between demographic, environmental, social and economic variables observed directly or inferred through statistical techniques to measure the level of vulnerability of the enterprises (Silveira et al. 2009) (LIMA-COSTA AND BARRETO, 2003).

Subsequently, after analyzing the perception of vulnerability, the state of resilience in the face of the adverse conditions that they can reach, such as those resulting from climate change, economic and health crises, was assessed. In particular, the COVID-19 pandemic, which, by reducing the circulation of people, also restricted the possibility of financial gains for a good portion of the population, unbalancing the existing trade system in place and, consequently, affecting the sustainable development goals of the region.

IV. Analysis of the Perception of the Vulnerability and the State of Resilience

When analyzing the perception of the vulnerability of local enterprises, from the intersection of the information contained in chart 1 and table 1, it can be observed that questions 1 to 7, that is, those that concern the aspects associated with the market dimension of the local enterprises, reaches the value of 6.45 out of 10 possible, indicating a reasonable perception of the performance and the customer's profiles. However, due to the average standard deviation found (2.18), it is possible to deduce a serious heterogeneity between the enterprises.

Table 1: Scale of Perception of the Vulnerability of Local Community Developments in São João Do Lago Do Tupé.

UNIT	STATISTICAL PARAMETERS	MARKET							
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	MEAN
SÃO JOÃO DO TUPÉ	N	11	11	11	11	11	11	11	**11,00**
	MEAN	8,18	5,45	6,55	8	6,82	5,36	4,82	**6,45**
	STANDARD DEVIATION	0,874	2,622	2,622	1,483	2,04	2,693	2,892	**2,18**

UNIT	STATISTICAL PARAMETERS	FINANCES								
		Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	MEAN
SÃO JOÃO DO TUPÉ	N	11	11	10	10	11	11	11	11	**10,75**
	MEAN	4,91	5,55	5,1	6,3	6,27	4,64	4,73	7,91	**5,68**
	STANDARD DEVIATION	1,758	2,734	1,912	2,058	2,054	1,804	3,036	1,446	**2,10**

UNIT	STATISTICAL PARAMETERS	ORGANIZATION							
		Q16	Q17	Q18	Q19	Q20	Q21	Q22	MEAN
SÃO JOÃO DO TUPÉ	N	11	11	11	11	10	11	11	**10,86**
	MEAN	7,45	5,18	6,18	6,09	5,9	7,36	6,91	**6,44**
	STANDARD DEVIATION	1,368	2,523	2,75	1,814	2,558	1,629	3,3	**2,28**

UNIT	STATISTICAL PARAMETERS	COOPERATION								
		Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	MEAN
SÃO JOÃO DO TUPÉ	N	11	10	10	6	10	10	10	10	**9,63**
	MEAN	5,18	1,8	3	4,33	4,4	3,2	7,1	6,1	**4,39**
	STANDARD DEVIATION	2,359	2,936	1,826	1,966	2,413	2,781	2,079	2,726	**2,39**

	CATEGORY	MARKET	FINANCES	ORGANIZATION	COOPERATION	TOTAL
SÃO JOÃO DO TUPÉ	N	11	10,75	10,86	9,63	**10,56**
	MEAN	6,45	5,68	6,44	4,39	**5,74**
	STANDARD DEVIATION	2,18	2,1	2,28	2,39	**2,24**

The same situation appears to occur when analyzing the three other variables on the vulnerability scale. In terms of finances (5.68) and the indexes found on the vulnerability scale regarding the organizational structure (6.44), they point to an irregular financial monitoring of the economic activities evaluated, compromising the efficiency and productivity of local enterprises, as indicated by the standard deviation for

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finances (2.10) and for the organization of enterprises (2.28).

The participation and involvement of the members of the enterprises in cooperative activities and in collaborative networks actions was limited to a low index: 4.39. Furthermore, the intra-enterprise heterogeneity (standard deviation equal to 2.39) indicates that not everyone is open to cooperation and networking, suggesting the need for an awareness of the possibilities of generating work and income based on their real potential in the context of a local articulation for cooperation and solidarity.

Analyzing the answers, it can be seen that the questions that stand out positively, with consensus in perception (standard deviation less than 1.5 and average response greater than 7.45), are: Q1 - ability to satisfy customers (average 8.18 and standard deviation 0.874) and Q4 - be aware of competitors (average 8.0 and standard deviation 1.483) from the Market dimension; Q15 - consistent and competitive prices (average 7.91 and standard deviation 1.445) from the Finance dimension; and Q16 - efficiency and productivity of the enterprise (average 7.45 and standard deviation 1.388) from the Organization dimension.

In the Cooperation dimension, there are no responses with positive results. This dimension presented the worst result, and the average of the questions Q24 - financing of credit unions (average 1.8), Q25 - participation in events Solidarity Economy Enterprises (average 3.0) and Q28 - participation in training activities (average 3.2), can be highlighted negatively.

Additionally, based on direct observation, interviews and informal dialogues with the residents, it was also noticed that in the São João do Lago do Tupé Community there are mixed behavioral characteristics, within the scope of its population, due to the verification of rural and urban habits, possibly due to the proximity of about 25 km from Manaus, but located in a Sustainable Development Reserve in the middle of the Amazon rainforest.

That specially protected territorial space is rich in biodiversity, with emphasis on water resources (Tupé beach), as well as in its perimeter individuals belonging to different traditional population groups, with emphasis on an indigenous group "Dessana", with well-defined spatial occupation and apparent recognition of the limits of each resident group.

The traditional population living in the São João community of Tupé, such as the family units of Amazonian peasants, practices agriculture, hunting and fishing, in addition to raising animals. Due to tourism, this population also practices trade activities, seeking to increase subsistence income. Many of the community's residents are still beneficiaries of the *Bolsa Família* program from both the Federal government and the Manaus City Hall.

The indigenous population, ethnic Dessana, is dedicated to ecotourism through presentations of their rituals and customs, as well as the sale of indigenous handicrafts to visitors of the community. The Dessanas have a cultural project called Cultural Forest *Herisãrõ* that translates into knowledge and respect for the sacred space, enabling the discovery of the culture and experience of that people.

On the occasion of the field visit, several vacation properties were found, used only on weekends by residents of Manaus called landlords, who, during this period, travel to that community by boats to relax, showing that the creation of Tupé SDR, where the São João do Lago do Tupé community is located, by means of Municipal Decree nº 8044/2005, based on the dictates of the Law of the National System of Conservation Units (SNUC), did not achieve its main effect, which is to contain real estate speculation in that place, as well as the excessive use of natural resources.

It was also observed that the place is not subject to inspection by the Public Power, and the only contact of the community with a public agent is characterized by the monthly visit of a doctor from the Municipality of Manaus or politicians during the electoral period.

The commercial activity developed within the Community (Traditional Population), mostly small sales of stowage and drinks, develops, according to the report of the community members, without any accompaniment, technical assistance, concerning minimal notions of entrepreneurship, in addition to a huge logistical difficulty in the dry season, when goods purchased in Manaus, need to be carried a long way to commercial establishments in the locality.

Community members also complain about bureaucracy within the scope of the Municipal Secretariat for the Environment and Sustainability (SEMMAS) of the Manaus City Hall, especially regarding requests for the development of agricultural activities, such as planting monoculture, in addition to the plan of Management of the Tupé Reserve that, due to insufficient regulation of the economic activities to be developed in that place causes a real problem to solve these issues.

Despite living in apparent peace, the conceptions drawn between the Traditional Population and the Indigenous Population in the Community of São João do Lago do Tupé remain clear. While the Traditional Population understands the indigenous people as withdrawn and enveloped in the space destined for them, in another way, the indigenous people see the riverside people as explorers and little pacific.

As for the state of resilience, there is a perception of limitations in view of the adverse

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conditions that permeate economic activities in the area of environmental preservation observed. Given the difficulties of this population to deal with the effects of eventual climate changes, economic and health crises, such as the epidemic of COVID 19, where the flow of visitors and tourists has decreased dramatically, measures that seek to reinforce compensatory strategies, would be very important to be employed. However, finding ways to rebalance the system, which has been severely affected by exogenous factors, finds adaptive barriers at the internal level of communities, groups and individuals.

Analyzing the dimensions and issues, the notorious weakness of the Cooperation dimension presented, seems to be the most important element to maintain the balance of the system, since the participation of local policy (Q30), financing by credit unions (Q24) and active participation in networks and solidarity economy ventures (Q27), could contribute to meeting economic needs drastically affected in times of crisis. In addition, the existence of a document that guarantees the real right to use the land, can strengthen the generation of income in the communities of the Tupé Reserve, with the offer of products and services to the local population, with subsistence agriculture as an activity of relevance to the survival of communities.

Public policies aimed at the preservation of biodiversity, the Public Power being responsible for defining, creating and managing these sites, allowing for socio-environmental inclusion through integrated and participatory management, would be an alternative to guarantee income for local communities, socioeconomic development and, consequently, less dependence of visitors and tourists. In this case, the protection, preservation, care and conservation actions become imperative for the place and time.

V. Conclusion

The main theme addressed in the present work consisted of analyzing the perception of the vulnerability of economic enterprises in the dimensions of market, finance, organization and cooperation and assessing the state of resilience in the face of the adverse conditions that may reach them. In this sense, all the weaknesses found in the four dimensions analyzed are subject to adjustments and corrections, however, the greatest concern and vulnerability stems from possible climate changes, economic and health crises, such as COVID 19 where the resilience concept becomes imperative for the community's survival when seeking to balance the system.

Considering the legal and socio-environmental aspects related to the Community of São João do Lago of Tupé, it appears that this research carried out from a practical contextual approach, it provides significant reflections on the Amazonian legal and socio-environmental system.

When considering the different types or levels of social relationships occurring at the microstructural level, such as those that occur in the interaction between the inhabitants of the Tupé SDR; at the mesostructural level, regarding the constitution and dynamics of traditional population groups; and, at the macrostructural level, related to the systemic interdependence and influence of protective measures to the environment, public and social policies of governments and even the deleterious effects of global economic and health crises, there is a rough notion of the complexity of the situation studied. Especially regarding traditional populations and indigenous peoples living in Conservation Units and who, like any citizen, seek to survive through agriculture, hunting, fishing and animal breeding, as well as economic activities seeking to improve the quality of life.

On the other hand, it is necessary to conceive the importance of the environment in the lives of these Amazonian populations, who also hold the Environment as a common good for everyone and necessary for their healthy quality of life. The Principle of Sustainable Development provides for the conciliation between human development - economic and social - and the preservation of the environment. However, it is not intended to prevent human development, but must be carried out in such a way as to enable the conditions of environmental quality, and quality of life for present and future generations. It is important to note that it is legally imposed on the Public Power, in addition to the collectivity, the duty to preserve and defend the Environment for present and future generations.

In conclusion, community participation in local politics, financing by credit unions and active participation in network and solidarity economy enterprises, could contribute to meet economic needs drastically affected in times of crisis, making the system resilient. Additionally, the existence of a document that guarantees the real right to use the land, can strengthen income generation in the communities of the Tupé Reserve with the provision of products and services to the local population, having subsistence agriculture as an activity of relevance for the survival of communities.

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Biological Markers of Fitness among Qualified Athletes in Greco-Roman Wrestling

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Abstract- The article presents the dynamics of the fitness indicators among qualified athletes in Greco-Roman wrestling in the process of their pre-competition training, as a reflection of adaptive changes during performed exercises. The changing dynamics of the studied indicators and their variability during pre-competition training is a phenomenon of functional reactions of the body's internal systems. Adaptive changes in the energy systems of qualified athletes in the process of training highlight the specifics of training work in Greco-Roman wrestling. It is crucial to control these changes during a series of shock training loads of each weekly microcycle.

Keywords: greco-roman wrestling, markers, adaptation, training loads, pre-competition training.

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Biological Markers of Fitness among Qualified Athletes in Greco-Roman Wrestling

Khoren Tonoyan [α], Lyubov Tarasova [σ] & Alexander Korzhenevskiy [ρ]

Abstract- The article presents the dynamics of the fitness indicators among qualified athletes in Greco-Roman wrestling in the process of their pre-competition training, as a reflection of adaptive changes during performed exercises. The changing dynamics of the studied indicators and their variability during pre-competition training is a phenomenon of functional reactions of the body's internal systems. Adaptive changes in the energy systems of qualified athletes in the process of training highlight the specifics of training work in Greco-Roman wrestling. It is crucial to control these changes during a series of shock training loads of each weekly microcycle.

Keywords: greco-roman wrestling, markers, adaptation, training loads, pre-competition training.

I. Introduction

During the pre-competition period, qualified athletes in Greco-Roman wrestling undergo shock training, which is accompanied by strong functional reactions of the body's internal systems[1]. The number of functional shifts in the body depends on the training load power and the degree of adaptive reactions. Taking into account the special nature of the training work in Greco-Roman wrestling, it is crucial to consider the internal tension of the functional systems. The duration and the intensity of the work performed during pre-competition training can lead either to premature fatigue or to overstrain, which in fact determines the relevance of this study.

II. Goal of the Study

To examine the adaptive changes of the energy systems of qualified Greco-Roman wrestlers in the process of training.

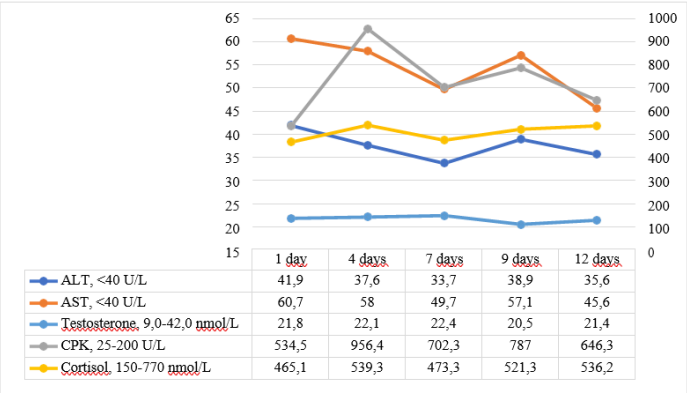
III. Methods and Conduction of the Study

The control of the studied indicators was executed in the context of the current surveys in the pre-competition period. The study has covered the dynamics of enzymatic activity of ALT and AST, the activity of creatine phosphokinase, and the balance of anabolic and catabolic processes in a two-week microcycle of pre-competition training of qualified athletes in Greco-Roman wrestling (n = 24).

IV. Results and Discussion

No unified approach to the assessment of the adaptive mechanisms of the body's energy systems of qualified Greco-Roman wrestlers was found [2, 3, 4, 5], which has become a prerequisite to this study, having been carried out at the stage of pre-competition training using standard training loads.

The dynamics of the fitness indicators among qualified athletes in Greco-Roman wrestling are presented in Figure 1.



	1 day	4 days	7 days	9 days	12 days
ALT, <40 U/L	41,9	37,6	33,7	38,9	35,6
AST, <40 U/L	60,7	58	49,7	57,1	45,6
Testosterone, 9,0-42,0 nmol/L	21,8	22,1	22,4	20,5	21,4
CPK, 25-200 U/L	534,5	956,4	702,3	787	646,3
Cortisol, 150-770 nmol/L	465,1	539,3	473,3	521,3	536,2

Fig. 1: Dynamics of biochemical indicators in the process of pre-competition training of qualified athletes in Greco-Roman wrestling analysis indicators in youth handball players.

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Negative dynamics of enzymatic activity of ALT and AST has been noted throughout the entire sporting event, which points out a directed decrease in the tension of the heart muscle, being an indicator of adaptive changes in the body's energy systems of qualified athletes in Greco-Roman wrestling, whereas the activity of creatine phosphokinase in the fourth, shock training day (956.4 ± 603.2 U/L) increased, displaying the tension of the muscular system in response to the background impact of the training load. Simultaneously, an excess of the physiological norm of the AST indicator (60.7 ± 67.1 U/L) on the first training day, as well as the excess of creatine phosphokinase throughout the entire sporting event have been noted.

The dynamics of the stress hormone cortisol reflects the effect of shock training loads on the fourth and ninth days (539.3 ± 99.0 nmol/L and 521.3 ± 111.3 nmol/L, respectively) compared to a stable testosterone ratio throughout the entire sporting event.

The high variability of AST indicators on the first day and creatine phosphokinase throughout the entire pre-competition training points out a different level of adaptive reactions of the athletes' bodies in response to the training load taken.

V. Conclusions

The results of the study have shown the dynamics of adaptive changes in the energy systems of qualified athletes in Greco-Roman wrestling in the process of training, the markers of which are the most notable indicators of AST at the beginning of the training event; of creatine phosphokinase on the loading day of the first training microcycle; and of cortisol in a series of shock training of each weekly microcycle.

The figure of adaptive changes in the body's energy systems athletes in Greco-Roman wrestling should be considered as biological markers of fitness in the process of pre-competition training.

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Intervención de Enfermería en la Violencia de Género

By Evelyn Paola Estévez Macas

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Abstract- *Introduction:* Gender violence is “any act or intense that origins a hurt or physical, sexual or psychological suffer against women, including threats of these acts, coercion or arbitrary privation of freedom, in public or private life”. The specific needs of these women are multidimensional, so it demands sanitary interventions that take into account biological, psychological and social aspects.

Goal: To identify the nursing interventions for the attention of gender violence.

Methodology: To carry out a bibliographic research in the scientific databases: PubMed, Cuidatge, Cuiden and ScienceDirect. Analysis of the results obtained on the research and the comparison of them in order to answer the expressed questions.

Results: The final results of the bibliographic research are 23 articles.

Discussion: The nursing interventions involve embracing the victims. To ask open ended questions. Trying to understand and reinterpret the symptoms. To give a biopsychosocial assessment.

Keywords: "*nursing*", "*intimate partner violence*", "*primary care*", "*screening*".

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INTERVENCINDEENFERMERAENLAVIOLENCIADEGNERO

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Intervención de Enfermería en la Violencia de Género

Evelyn Paola Estévez Macas

Resumen- Introducción: La violencia de género (VG) es "cualquier acto o intención que origina daño o sufrimiento físico, sexual o psicológico a las mujeres, incluyendo las amenazas de dichos actos, la coerción o privación arbitraria de libertad, ya sea en la vida pública o privada" Las necesidades específicas de estas mujeres son multidimensionales, por lo que se requieren intervenciones sanitarias que tengan en cuenta los aspectos biológicos, psicológicos y sociales.

Objetivo: Identificar las intervenciones de enfermería en la atención a la violencia de género.

Metodología: Realizar una búsqueda bibliográfica en las bases científicas: PubMed, Cuidatge,Cuide y ScienceDirect . Análisis de los resultados obtenidos y comparación de estos para responder las cuestiones planteadas.

Resultados: Los resultados finales de la búsqueda bibliográfica constan de 23 artículos.

Discusión: Las intervenciones de enfermería conllevan acoger a las víctimas. Realizar preguntas abiertas. Intentar comprender y reinterpretar los síntomas. Realizar una valoración biopsicosocial. Informar y asesorar sobre los recursos disponibles. Registrar en la historia clínica todas las intervenciones realizadas. Realizar el parte de lesiones. Concertar visitas de seguimiento. Desarrollar un plan de cuidados individualizados y elaborar campañas educativas.

Conclusión: Las intervenciones de enfermeras son necesarias para prevenir, detectar y tratar la violencia de género. Es necesaria una formación más específica y estudiar más a fondo cuales son las claves para el abordaje, la eficacia de los protocolos y las intervenciones que se realiza en los hijos y la relación entre suicidio-maltrato.

Palabras claves: "enfermería", "violencia de género", "atención primaria", "cribado".

Abstract- Introduction: Gender violence is "any act or intense that origins a hurt or physical, sexual or psychological suffer against women, including threats of these acts, coercion or arbitrary privation of freedom, in public or private life". The specific needs of these women are multidimensional, so it demands sanitary interventions that take into account biological, psychological and social aspects.

Goal: To identify the nursing interventions for the attention of gender violence.

Methodology: To carry out a bibliographic research in the scientific databases: PubMed, Cuidatge, Cuiden and ScienceDirect. Analysis of the results obtained on the research and the comparison of them in order to answer the expressed questions.

Results: The final results of the bibliographic research are 23 articles.

Discussion: The nursing interventions involve embracing the victims. To ask open ended questions. Trying to understand and reinterpret the symptoms. To give a biopsychosocial assessment. To inform and advise about the available resources. To record all the interventions in the victim's medical record. To write an injury report. To arrange for following-up visits. To develop an individualized care plan and developing educational campaigns.

Conclusion: The nursing interventions are necessary prevent, detect and address the gender violence. A more specific formation is necessary, also to study deeper which are the keys to the approach, the protocols effectiveness, the interventions on the children, and the relationship between suicide and gender violence.

Keywords: "nursing", "intimate partner violence", "primary care", "screening".

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I. Introducción

El uso de la expresión "violencia de género" es tan reciente como el propio reconocimiento de la realidad del maltrato a las mujeres. Es significativo que hasta muy avanzado el siglo pasado no se encontrase ninguna referencia precisa a esa forma específica de violencia en los textos internacionales, salvo acaso como expresión indeterminada de una de las formas de discriminación contra la mujer proscrita por la Convención de Naciones Unidas de 19791. Sólo a partir de los años noventa, comienza a consolidarse su empleo gracias a iniciativas importantes tales como la Conferencia Mundial para los Derechos Humanos celebrada en Viena en 1993, la Declaración de Naciones Unidas sobre la eliminación de la violencia contra la mujer del mismo año, la Convención Interamericana para prevenir, sancionar y erradicar la violencia contra la mujer (1994) o la Conferencia Mundial de Mujeres de Beijing (1995). [(1)]

Según La Organización de Naciones Unidas (ONU) [(2)] la violencia de género puede definirse como "Todo acto de violencia basado en la pertenencia al sexo femenino que tenga o pueda tener como resultado un daño o sufrimiento físico, sexual o psicológico para la mujer, así como las amenazas de tales actos, la coacción o la privación arbitraria de la libertad, tanto si se produce en la vida pública como en la privada". La Organización Mundial de la Salud (OMS) añade que "La violencia contra las mujeres es un de las violencias más graves de la derechos humanos, es un obstáculo para conseguir los objetivos de igualdad, desarrollo y paz. Viola las libertades fundamentales para la vida e

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impide el desarrollo de la igualdad entre hombres y mujeres" [2,3].

En España, en la Ley Orgánica 1/2004, de 28 de diciembre, de Medidas de Protección Integral contra la Violencia de Género, se manifiesta que "la violencia de género no es un problema que afecte al ámbito privado. Al contrario, se manifiesta como el símbolo más brutal de la desigualdad existente en nuestra sociedad. Se trata de una violencia que se dirige sobre las mujeres por el hecho mismo de serlo, por ser consideradas, por sus agresores, carentes de los derechos mínimos de libertad, respeto y capacidad de decisión" [4].

El Parlament de Catalunya aprueba el Artículo 3 de la Ley 5/2008, de 24 de abril, del derecho de las Mujeres a Erradicar la Violencia Machista en la que se define como "violencia que se ejerce contra las mujeres, como manifestación de la discriminación y de la situación de desigualdad en el marco de un sistema de relaciones de poder de los hombres sobre las mujeres y que, ejercida por medios físicos, económicos o psicológico, incluidas las amenazas, intimidaciones o coacciones, tenga como resultado un daño físico, sexual o psicológico, tanto si se produce en el ámbito público como en el privado" [5].

Existen otros términos muy utilizados como "violencia doméstica" o "violencia intrafamiliar", pero estas expresiones son menos adecuadas porque se limitan a informar sobre el lugar en el que se produce la violencia y no especifica aspectos tan esenciales de la misma como quién es la víctima, quién es el agresor o cuál es el objetivo y la causa de esta violencia, estos términos incluirían la agresión entre cónyuges o parejas, pero también la agresión a menores, personas mayores o con discapacidad. [1].

La violencia contra la mujer es un fenómeno multifactorial y multidimensional, por lo que no existe una causa o factor que precipite la misma, se atribuye, en general al hecho de tener una cultura patriarcal. El patriarcado es desde siglos el sistema de organización dominante, integrado en el contexto cultural en el que se desarrolle y aceptado como propio de las personas que lo integran. En esta sociedad estructural se asignan diferentes atributos y roles en función del sexo, produciéndose un desequilibrio entre los derechos y las oportunidades de hombres y mujeres. La violencia machista es, además, instrumental, ya que éste necesita un mecanismo de sumisión, que sirve para tener control social y poder ejercer mayor dominio [6].

Actualmente se sabe que la violencia machista existe en todo el mundo haciendo vulnerable a cualquier mujer independientemente de su edad, raza, etnicidad, educación, identidad cultural, situación socioeconómica, ocupación, religión, orientación sexual o aptitud física o mental [1,2].

Los primeros signos del maltrato suelen comenzar al inicio de la relación de pareja con conductas de abuso psicológico. A su vez aparecen conductas restrictivas y controladoras que minimizan la autonomía de la mujer y que van aumentando a medida que la relación se consolida, dificultando que la víctima rompa con la relación.

La psicóloga Leonore Walker en 1979[1,7], investigó las razones que imposibilitan a la mujer maltratada a romper con la relación y a buscar alternativas para salir de la situación de maltrato. La autora concluyó que la violencia se produce de manera cíclica en tres fases y las explica en el denominado Ciclo de la Violencia:

1. Fase de *acumulación de tensión*. La victima percibe cómo el agresor va volviéndose más violento, encuentra motivos de conflicto en cada situación.
2. Fase de *explosión o agresión,* la violencia finalmente explota dando lugar a la agresión física, psicológica y/ o sexual
3. Fase de *"Luna de miel" o Arrepentimiento*, el agresor pide disculpas a la víctima y trata de mostrar su arrepentimiento. Utiliza estrategias de manipulación afectiva para impedir que la relación se rompa. La mujer tiende a pensar que el agresor cambiará y le perdona, sin saber que refuerza la posición dominante de él.

Cada vez que el ciclo da una nueva vuelta, la violencia se va consolidando, la calma tiende a desaparecer y la violencia se hace más frecuente y sus consecuencias más graves. Para que un ciclo se complete pueden pasar de uno a dos años cuando se inician las relaciones, o un mes o quizá menos cuando se lleva varios años de relación. Las consecuencias de convivir y sufrir maltrato afecta a la salud física y/o psicológica tanto de la mujer como de sus hijos a cargo.

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Una mujer que sufre malos tratos puede convivir con varias formas de maltrato. (Véase Tabla 1) [7].

Tabla 1: Tipos de violencia

Violencia	Definición y características
Física	Destinada a controlar a la víctima a través de la fuerza física utilizando objetos, armas o las manos. Pone en riesgo la vida de la mujer. Provoca lesiones, quemaduras, dolor crónico.
Psicológica	Destinadas a conseguir dominio y sometimiento de la mujer. Forman parte los insultos, desvalorizaciones, ataques a la autoestima, humillaciones y celos.
Sexual	Cualquier abuso sexual, incluyendo la coacción psicológica y/o física, que obliga a la mujer a tener relaciones de manera forzada, cuando ha estado enferma, embarazada o en el posparto. Trasmisión de enfermedades sexuales, abortos prematuros, disfunción sexual.
Económica	Somete a la mujer a través del control económico. Priva a la mujer al acceso de las cuentas, obstaculiza su desarrollo laboral, apropiación de sus bienes patrimoniales o incluso explota laboralmente a la mujer.
Social	Controlar las relaciones externas de la mujer, aislándola progresivamente para privarle de apoyo. No se respeta la privacidad de la mujer, se controla llamadas, correspondencia, correo, etc.
Ambiental	Rompe o estropea objetos, espacios o animales de gran valor simbólico que pertenecen a la mujer. Destroza joyas, se apropia del coche, romper muebles, cartas o fotos, torturar o matar a los animales domésticos, etc.

a) Datos Epidemiológicos

i. *Datos a nivel mundial*

La Organización Mundial de la Salud, la Escuela de Higiene y Medicina Tropical de Londres y el Consejo Sudafricano de Investigaciones Médicas presentaron el primer informe sistemático y un resumen de la prevalencia de la violencia contra la mujer ejercida por la pareja.

Las conclusiones de este informe son llamativas: el 35% de las mujeres del mundo han sido víctimas de violencia física y/o sexual por parte de sus parejas. Casi un 30% de todas las mujeres que han mantenido una relación de pareja han sido víctimas de violencia física y/o sexual por parte de su pareja, en algunas regiones del mundo pueden llegar hasta el 38%.

A nivel mundial, el 38% del número total de homicidios femeninos se debe a la violencia conyugal; las mujeres víctimas de abusos físicos y/o sexuales por parte de su pareja, tienen mayor riesgo de padecer problemas de salud, así por ejemplo, el 16% de las víctimas tienen más probabilidades de dar a luz a bebés con insuficiencia ponderal y más del doble de probabilidad de sufrir un aborto o casi el doble de probabilidades de padecer una depresión, en algunas regiones, son 1,5 veces más propensas a contraer VIH; las mujeres víctimas de abuso sexuales son 2,3 veces más propensas al consumo de alcohol y 2,6 veces más propensas a sufrir depresiones o ansiedad[3].

ii. *Datos en España*

La Delegación del Gobierno para la Violencia de Género [8] ha realizado una macroencuesta sobre la violencia de género en el 2015, en la que se entrevistó a 10.171 mujeres con edades comprendidas desde los 16 años en adelante y residentes en España.

Algunos de los resultados fueron los siguientes: El 10,3% había sufrido violencia física de alguna pareja o expareja en algún momento de su vida. El 8,1% había sufrido violencia sexual de alguna pareja o expareja en algún momento de su vida. El 25,4% había sufrido violencia psicológica de control de alguna pareja o expareja en algún momento de su vida. El 21,9% había sufrido violencia psicológica emocional de alguna pareja o expareja en algún momento de su vida. El 10,8% había sufrido violencia económica de alguna pareja o expareja en algún momento de su vida. El 13% había sentido miedo de alguna pareja o expareja en algún momento de su vida. El 63,35% de las victimas afirman que los hijos presenciaron o escucharon episodios de violencia, de estos hijos el 92,50% fueron menores de edad y un 7,5% mayores de edad .El 64,2% de los hijos también fueron víctimas de malos tratos.

iii. *Datos en Cataluña*

Según el informe de 1 de noviembre de 2015 del Institut Català de les Dones [9]: el 93,3% de las mujeres que han sufrido violencia han recibido maltrato por parte de su pareja; han sido víctimas de maltrato psicológico un 96,1% seguido por el maltrato físico con un 33,7%; ha sido la propia víctima la que denuncia las agresiones un 73,4% y en un 25,8% lo hizo un familiar; porcentaje por edad de 31-40 años fueron víctimas el 35,8%, seguido de la edad comprendida entre los 41 a 50 años.

Dado que la violencia de género produce gran discapacidad y es una de las principales causas de muerte en mujeres de todo el mundo (por delante de muertes provocadas por cáncer, guerras, accidentes de tráfico), se han ido creando iniciativas y leyes para la protección de la mujer.

El primer organismo internacional que adopta una iniciativa al respecto es la ONU, que aprueba la Convención sobre la eliminación de toda forma de discriminación contra la mujer en 1979 y la Declaración sobre la eliminación de la violencia contra las mujeres y niñas en 1993 [3].

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La Unión Europea ha desarrollado distintas iniciativas, entre ellas el Informe de julio de 1997 del Parlamento Europeo sobre la necesidad de realizar en toda la Unión Europea, una campaña de tolerancia cero ante la violencia contra las mujeres[5].

Por su parte, España tiene como principal iniciativa legislativa relativa a la violencia de género la Ley Orgánica 1/2004 de 28 de diciembre, de Medidas de Protección Integral contra la Violencia de Género, que abarca aspectos preventivos, educativos, sociales, asistenciales y de atención posterior a las mujeres víctimas de la violencia machista. También cabe que destacar la Ley Orgánica 3/2007, de marzo, para la igualdad efectiva de mujeres y hombres que al combatir la discriminación previene la violencia hacia la mujer. [3].

En Cataluña a través de la Ley 5/2008 de 24 de abril, el derecho de la mujer a erradicar la violencia machista, tiene como objetivo erradicar la violencia y remover las estructuras sociales y estereotipos culturales que la perturben. Prevenir, detectar y sensibilizar con el fin de erradicarla. Reconoce los derechos a la atención, asistencia, protección, recuperación y reparación integral, de la mujer víctima de malos tratos [4].

En Cataluña existen protocolos que ayudan al personal sanitario a valorar situaciones de riesgo, de estos, destacaría el Protocolo para el abordaje de la violencia en el ámbito de salud en Cataluña; Guía para el abordaje del maltrato de género en la atención primaria; Plan de salud; Cuaderno núm. 14. Recomendaciones para la atención sanitaria a las mujeres maltratadas; Protocolo de detección del maltrato intrafamiliar en la mujer (MID).

A través del contenido en la introducción se deja evidencia que la violencia de género es un problema de salud pública, que requiere de intervenciones conjuntas desde todos los ámbitos educativos, sociales y sanitarios.

Teniendo en cuenta el Código Deontológico de Enfermería en el cual se nos indica las responsabilidades como enfermeras/ros, de prevenir las enfermedades, mantenimiento de la salud, atención, rehabilitación e integración social del enfermo y formación, administración e investigación en enfermería, estoy en la obligación de investigar y formarme en este tema de actualidad para dar respuestas efectivas e intervenciones acertadas a las victimas e hijos víctimas de la violencia de género, es por este motivo por el que decidí realizar una búsqueda bibliográfica sobre este tipo de violencia y poder dar respuesta a las siguientes preguntas: ¿Cuáles son las intervenciones de enfermería en la atención a la violencia de género? ¿Las enfermeras/ros tienen herramientas y una formación adecuada para prevenir, detectar y hacer el seguimiento a la víctima de malos tratos?

II. Objetivos

a) General

- Identificar las intervenciones de enfermería en la atención a la violencia de género.

b) Secundarios

- Identificar las consecuencias en la salud de las mujeres e hijos víctimas de la violencia de género.
- Analizar los protocolos existentes en Cataluña sobre la atención a la violencia de género.
- Identificar las barreras que impiden la detección de la violencia de género en la consulta de enfermería.

III. Metodología

Para realizar este trabajo se revisan los estudios orientados a identificar el papel que tiene la o el enfermero/ra en la detección de la violencia de género o intrafamiliar, con el propósito de cumplir con los objetivos propuestos. Se consideraron como fuentes de información: base de datos, informes de la administración pública, estadísticas del Ministerio de Sanidad, Sociales e Igualdad y protocolos de actuación.

a) Descripción de las bases de datos seleccionadas

Para realizar la búsqueda bibliográfica se seleccionlas siguientes bases de datos: PubMed MEDLINE, Cuidatge, Cuiden y ScienceDirect.

i. *Pubmed Medline*

Base de datos, de acceso libre y especializado en ciencias de la salud, con más de 19 millones de referencias bibliografías. No solo permite ejecutar búsquedas sencillas sino también consultas más complejas mediante las funciones de búsqueda por campos, con términos de Encabezados de Términos, también conocidos como MeSH (acrónimo de Medical Subject Headings) o también con límites.

ii. *Cuidatge*

Base de datos, producida por el Centro de Recursos para el Aprendizaje y la Investigación (CRAI) del Campus Catalunya de la Universidad Rovira y Virgili. Nace en el año 1993 con el propósito de conocer la producción científica de enfermería. Actualmente dispone de 47.000 registros.

iii. *Cuiden*

Considerada una base de datos importante para la revisión bibliográfica debido a que incluye artículos científicos de enfermería española e iberoamericana tanto de contenido asistencial en todas sus especialidades como con enfoque metodológico, histórico, social o cultural. También contiene libros, monografías y material no publicado.

iv. *Science Direct*

Es una base de datos que forma parte de la editorial Elservier, contiene información científica,

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técnica y médica con la publicación de más de 2.500 revistas, 11.000 libros y tiene más de 11 millones de artículos.

b) Estrategia De Búsqueda

i. *Palabras clave*

Para la revisión bibliográfica se utilizaron palabras claves, entendiéndose como aquellas que son significativas del tema principal y que corresponden a descriptores que representan de forma univoca un concepto dentro de una base de datos.

Palabras claves: "enfermería", "violencia de género", "atención primaria", "cribado". Utilicé como palabras claves en inglés: "intimate partner violence", "primary care", "nursing", "screening", con el objetivo de ampliar la búsqueda y no limitarla solo a fuentes en castellano.

ii. *Operadores Booleanos*

Estos operadores nos permiten localizar aquellos documentos que contengan o excluyan palabras claves determinadas. En esta búsqueda se utilizó el operador booleano AND, siendo un operador restrictivo ya que localiza solo aquellos términos que contengan todos los términos de búsqueda especificados y el operador booleano NOT, operador que localiza registros que contengan el primer termino de búsqueda pero no el segundo.

iii. *Resultado de la Búsqueda En las bases de Datos*

A través de las bases de datos junto con los descriptores se han conseguido los siguientes números de resultados de publicaciones encontradas (véase Tablas 2, 3, 4, y 5: resumen de resultados totales).

Tabla 2: Resultados de la búsqueda en PubMed MEDLINE

PubMed MEDLINE					
Violencia género	Intimate partner violence	Violencia género AND enfermería	Intimate partner violence AND nursing	Violencia género AND (enfermería AND detección NOT hospital)	Intimate partner violence AND (nursing AND screening NOT hospital)
10	9.458	0	459	0	120

Tabla 3: Resultados de la búsqueda en Cuidatge

Cuidatge					
Violencia género	Intimate partner violence	Violencia género AND enfermería	Intimate partner violence AND nursing	Violencia género AND (enfermería AND detección NOT hospital)	Intimate partner violence AND (nursing AND screening NOT hospital)
25	5	6	0	0	0

Tabla 4: Resultados de la búsqueda en Cuiden

Cuiden					
Violencia género	Intimate partner violence	Violencia género AND enfermería	Intimate partner violence AND nursing	Violencia género AND (enfermería AND detección NOT hospital)	Intimate partner violence AND (nursing AND screening NOT hospital)
430	126	234	19	20	5

Tabla 5: Resultados de la búsqueda en ScienceDitect

ScienceDirect					
Violencia género	Intimate partner violence	Violencia género AND enfermería	Garder Violence AND Nursing	Violencia género AND (enfermería AND detección NOT hospital)	Intimate partner violence AND (nursing AND screening NOT hospital)
922	980	81	85	35	45

iv. *Criterios de Inclusión y Exclusión*

Los criterios de inclusión y exclusión de la búsqueda son variables en función de lo que cada base de datos permitía filtrar. A continuación se muestra un resumen de los criterios generales deseados. (Véase la tabla 6)

Criterios de Inclusión:

- Publicaciones posteriores al 2006
- Idioma castellano, catalán, e inglés.
- Atención primaria
- Violencia ejercida por la pareja o ex pareja.

Criterios de exclusión:

- Publicaciones anteriores al 2006
- Otros idiomas no mencionados.
- Atención hospitalaria.
- Otro tipo de violencia hacia la mujer.

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Tabla 6: Resumen numérico de resultados totales de las búsquedas

Base de datos	Total artículos tras aplicar filtros	Artículos asociados seleccionados manualmente	Artículos no incluidos por su contenido	Total de artículos seleccionados
PubMed MEDLINE	10	5	12	3
Cuidatge	0	3	2	1
Cuidem	20	5	20	5
Science Direct	45	10	43	14
Total	**75**	**23**	**77**	**23**

Se localizaron publicaciones que no tenían interés con el contenido del tema a pesar de aplicar los filtros correspondientes. Así mismo, se seleccionó artículos manualmente de otros artículos por su contenido con los objetivos planteados.

v. *Selección Final de los Artículos Seleccionados*

La selección final de los artículos, tras aplicar los filtros de criterio de inclusión y exclusión en las bases de datos consultadas son las siguientes:

- PubMED MEDLINE
  - 120 artículos sin la aplicación de filtros, al aplicar los filtros se obtuvo 10 artículos.
  - 5 artículos seleccionados manualmente ya que esta base de datos nos da a conocer artículos que pueden estar relacionados con la búsqueda.
  - 12 artículos deseleccionados por no ser de interés para cumplir el objetivo de búsqueda.
  - 3 es el total de artículos seleccionados en esta base de datos.
- Cuidatge
  - 0 artículos encontrados en total.
  - 3 artículos seleccionados de forma manual.
  - 2 deseleccionados por no ser de interés para cumplir el objetivo de búsqueda.
  - 1 es el total de artículos seleccionados en esta base de datos.
- Cuiden
  - 25 artículos encontrados en total.
  - 5 artículos seleccionados de forma manual.
  - 20 deseleccionados por no ser de interés para cumplir el objetivo de búsqueda.
  - 5 es el total de artículos seleccionados en esta base de datos.
- ScienceDirect
  - 45 artículos encontrados en total.
  - 10 artículos seleccionados de forma manual.
  - 43 deseleccionados por no ser de interés para cumplir el objetivo de búsqueda.
  - 14 es el total de artículos seleccionados en esta base de datos.

c) *Gestión De La Documentación Seleccionada*

Los artículos seleccionados fueron grabados en su formato original con el título del archivo seguido del apellido del autor. Estos artículos se distribuyeron en un total de 4 carpetas, según la base de datos. De esta manera se ha podido identificar de manera sencilla los artículos. En cuanto a la clasificación del contenido se separó por artículos que traten sobre las intervenciones de enfermería, consecuencias físicas y psicológicas, formación de los profesionales y herramientas de detección.

Para esta revisión bibliografía, se utilizó el programa Mendeley para la gestión de referencias ya que se integra en ScienceDirect y con el resto de bases de datos el Catálogo del CRAI de la Universidad de Barcelona.

IV. Resultados

Los resultados obtenidos han sido 23 artículos, que se resumen en la tabla 7. Los artículos seleccionados analizan las intervenciones que realiza enfermería en la detección de casos de violencia de género, las dificultades que impiden a los profesionales tener una actitud activa, estudios que analizan la eficacia de los instrumentos que se utilizan para la detección y las consecuencias en la salud de la víctima y sus hijos.

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Tabla 7: Resumen de artículos

Año	Autores	Título	Metodología	Muestra	Objetivos	Resultados	Conclusiones
2016	Carmen Ana Valdés Sánchez[10].	Violencia de género: conocimientos y actitudes de las enfermeras en atención primaria.	Estudio descriptivo transversal.	N= 167 enfermeras	Evaluar el nivel de conocimiento y las actitudes de las enfermeras sobre la violencia de género y su relación con las variables sociodemográficas y la detección de casos.	El 62,2% de las enfermeras demuestran un nivel de conocimientos medio, el conocimiento es superior en enfermeras casadas o con pareja. El 71% no detecto ningún caso en los últimos tres meses. La detección de casos se relaciona con estar casado o vivir en pareja, bajo nivel de conocimientos, autopercepción, falta de formación y no aplicar el protocolo.	La baja detección y el diagnostico están relacionado con el nivel de autopercepción de conocimientos y no con el nivel real. Como principal obstáculo para dar una respuesta efectiva señalan a la falta de formación.
2015	Fernanda Visentin [11].	Women's primary care nursing in situation of gender violence.	Estudio exploratorio descriptivo	N=17 enfermeras	Identificar las acciones que realizan las enfermeras de atención primaria en situaciones de violencia de género.	El personal de enfermería opina que la acogida, la empatía, el diálogo, la escucha activa y el establecer un vínculo de confianza con la victima son estrategias, que ayudan a detectar y actuar en casos de VG. La falta de tiempo por la sobrecarga de trabajo, la formación escasa, la falta de confianza son las limitaciones que impiden el reconocimiento de más casos.	El personal de enfermería no tiene una adecuada formación sobre la violencia de género por lo que no están preparados para cuidar a la víctima de maltrato.
2015	M. del Carmen Fernández Alonso [12].	Compromiso de la atención primaria ante la violencia de género. ¿Hemos superado el reto?	Revisión bibliográfica		Comprobar que los profesionales de la atención primaria han mejorado la actuación frente a la violencia de género.	En España se ha implantado un protocolo común, la inclusión de la violencia de género en la cartera de servicios sanitarios y un plan de formación. Los profesionales de enfermería pueden realizar actividades educativas en el servicio de atención al joven, promocionar las relaciones de igualdad, y responsabilidades compartidas en la consulta de atención maternal, con el propósito de realizar una prevención primaria.	Las actuaciones de detección y atención a la violencia de género están bien definidas y sistematizadas en los protocolos, el reto es llevarlos a la práctica, mejora la detección y ofrecer a las victimas una respuesta adecuada
Año	**Autores**	**Título**	**Metodología**	**Muestra**	**Objetivos**	**Resultados**	**Conclusiones**
2014	Kattia Rojas Loría[13].	Actitud hacia la violencia de género de los profesionales de Atención Primaria: estudio comparativo entre Cataluña y Costa Rica	Exploratorio-trasversal y comparativo	N=235 profesionales de Medicina, Enfermería, Psicología y Trabajado Social.	Relacionar la actitud ante VG de los profesionales de AP con satisfacción y carga laboral, orientación de la práctica, conocimientos, formación y uso de los recursos sociosanitarios.	El 63% de los profesionales de Costa Rica tiene más experiencia en la detección de VG frente a un 52,1% de Catalunya. La actitud del profesional hacia la violencia doméstica fue favorable en los dos contextos. Los factores que influyen en la actitud hacia la	Una formación actualizada y sensibilizadora y el uso de los recursos sociosanitarios repercuten en una actitud favorable para detectar casos de violencia de género en la atención primaria.

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						detección fueron: formación, uso de recursos sanitarios, conocimientos, satisfacción del personal.	
2014	Germán Calvo González [14].	La violencia de género: evolución, impacto y claves para su abordaje.	Revisión bibliográfica		Profundizar en los aspectos relevantes de la violencia de género, situación actual, normativa vigente e implicación a nivel social y sanitario.	La violencia de género es un problema sanitario creciente en todo el mundo, la salud física y emocional de la víctima se ve afectada, es por ello que utilizan con frecuencia los servicios médicos. Las causas de la infradetección es la falta de formación, de protocolos de detección y la presión asistencial. Enfermería demanda mayor capacitación, aumentar los recursos disponibles y reforzar la coordinación interdisciplinar. Las enfermeras son un grupo fundamental en la prevención, detección precoz, atención e identificación de la violencia de género así como en la elaboración de un plan de cuidados integrado e individualizado.	Los profesionales de enfermería tienen un papel fundamental en la atención de mujeres maltratada, siendo una responsabilidad ética y profesional diseñar, implementar y evaluar programas que respondan a sus necesidades.
2014	R. Bugarín-González [15].	Aspectos éticos en la atención sanitaria de la violencia de género.	Revisión bibliográfica		Reflexionar sobre los principios éticos en situación de violencia de género.	El profesional de la salud debe tener siempre presente los principios éticos: principio de no maleficencia, principio de justicia, principio de beneficencia, principio de autonomía, que le permitirá tomar la mejor decisión para ayudar a la mujer maltratada.	Facilita la toma de decisiones en el abordaje de la violencia de género.
Año	**Autores**	**Título**	**Metodología**	**Muestra**	**Objetivos**	**Resultados**	**Conclusiones**
2014	Dora Mariela Salcedo-Barrientos[16]	¿Cómo los profesionales de la atención Primaria enfrentan la violencia contra las mujeres embarazadas?	Cualitativo	N=14 profesionales sanitarios	Como reconocen y enfrentan la violencia doméstica en mujeres embarazadas los profesionales sanitarios.	Los profesionales sanitarios centrar sus intervenciones en aspectos biológicos dejando a la mujer sin una atención integrada. La falta de formación, los prejuicios y la falta de coordinación con otros profesionales hacen que este problema sea invisible. Cuando se trata de identificar casos de maltrato se hace más complicado en mujeres embarazadas. Los profesionales ven la integración de la familia y las visitas a la consulta prenatal como una buena oportunidad para	Los profesionales de la salud no tienen en cuenta aspectos biopsicosocial, lo que dificulta la detección y una atención integrada a la víctima de malos tratos. La dificultad de detección se acentúa si la mujer embarazada es adolescente debido a los prejuicios, ya que son consideradas como personas inmaduras para asumir el papel de madre.

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						identificar cosos de violencia de género.	
2014	Casilda Velasco [17].	Intimate partner violence against Spanish pregnant women: application off two screening instruments to assess prevalence and associated factors.	Cualitativo.	N=779 mujeres	Investigar sobre la prevalencia del maltrato en mujeres embarazadas y los factores asociados utilizando dos instrumentos.	Se utilizaron dos herramientas de detección de violencia de género: Abuse Assessment Screen (AAS) e Index of Spouse Abuse (ISA). En este estudio se encontraron diferencias, según AAS, la violencia de pareja durante el embarazo fue experimentada por el 7,7% de las mujeres y el abuso físico por el 1,7%. Según ISA el abuso durante el embarazo fue de 21,3% y al abuso físico fue del 3,6%. ISA es un instrumento más efectivo porque permite a las mujeres evaluar su experiencia con mayor privacidad.	Los dos instrumentos de detección son válidos para detectar la violencia de género, siento más efectiva ISA por permitir a la mujer realizarla en privacidad.
2013	Susana Menéndez Álvarez-Dardet[18].	La violencia de pareja contra la mujer en España: cuantificación y caracterización del problema, las víctimas, los agresores y el contexto social y profesional.	Revisión bibliográfica.		Analizar los principales indicadores del fenómeno de los malos tratos en España en cuanto a su frecuencia, prevalecía y desarrollo.	En el 2011 el 10,9% de las mujeres mayores de 18 años sufrieron malos tratos; como consecuencia estas mujeres están predispuestas a padecer problemas de salud tanto físico como psicológico. Los hijos de estas mujeres sufren indirectamente los malos tratos y presentan una sintomatología parecida a las de su madre. El perfil del agresor es heterogéneo, pero está relacionado con hombres celosos y posesivos, consumidores habituales de alcohol o drogas, sin problemas psicopatológicos. La familia y sus amigos son el principal apoyo de las víctimas.	La violencia de género es un grave problema social y sanitario, que afecta a un colectivo importante en España. Los profesionales sanitarios son una fuente relevante para la detección y son clave en el proceso de asesoramiento y atención a las víctimas.
Año	**Autores**	**Título**	**Metodología**	**Muestra**	**Objetivos**	**Resultados**	**Conclusiones**
2013	Mican DeBoe[19].	What are barriers to nurses screening for intimate partnet violence?	Estudio transversal	N=156 enfermeras.	Identificar la actitud de las enfermeras la hora de percibir y detectar barreras durante la exploración de la violencia de género.	El 82,6% de las enfermeras identificaron dos o menos casos de violencia doméstica en el último año. Un 81% está de acuerdo que tiene tiempo para abordar el tema. El 56% considero estar adecuadamente entrenadas. Un 92% considera que todos los pacientes necesitan ser explora dos indiferente de si presentan o no daño físico. El 95% estuvo de acuerdo en afirmar que es responsabili	Las enfermeras consideran que debe mejorar el entrenamiento, la formación así como tener unas adecuadas herramientas que permitan una correcta detección de casos de violencia doméstica.

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						dad de la enfermera detectar casos y un 37,4% se siente cómodo realzando preguntas de VG.	
2012	J. McLaughlin [20].	Intimate partner abuse and suicidality: A systematic review.	Revisión bibliográfica	N=37 artículos	Analizar la asociación entre la violencia de pareja y las tendencias suicidas.	Las mujeres que sufren malos tratos tienen riesgo de tener pensamientos y conductas suicidas y otras alteraciones psicológicas como la depresión y el estrés postraumático. En las mujeres que sufren violencia física y sexual el riesgo de suicidio aumenta.	Existe un clara relación entre la violencia de género y las ideaciones suicidas.
2012	S. Carrilero López [21].	Aproximación teórica del profesional enfermero a los dispositivos legales para afrontar la violencia de género.	Revisión bibliográfica		Dar a conocer los distintos sistemas de protección estatal para afrontar la violencia de género.	En el estado español existe los siguientes recursos: guía de derechos; web de recursos de apoyo y prevención; 016 servicio telefónico de información y asesoramiento jurídico; servicio de teleasistencia móvil para víctimas. Contratos bonificados y contratos de sustitución de víctimas; ayuda económica prevista en el artículo 27 de la Ley Integral, que garantiza una ayuda social según el nivel de renta. Sistema de seguimiento por medios telemáticos de las medidas de alejamiento. Servició telefónico y on-line de información y orientación sobre políticas de igualdad.	El personal de enfermería debe conocer los recursos para convertirse en un aliado destacado a la hora de garantizar la seguridad e integridad de la mujer.
Año	**Autores**	**Título**	**Metodología**	**Muestra**	**Objetivos**	**Resultados**	**Conclusiones**
2011	Juan Miguel Martínez Gallardo [22].	Detección y atención a la violencia de género en el embarazo. Una asignatura pendiente.	Estudio observacional descriptivo	N= 87 profesionales encargados del control de embarazo	Identificar la existencia de recursos de los que dispone este personal para abordar la violencia de género. Conocer la prioridad que este personal asigna a la violencia de género dentro del sistema sanitario.	El 82,76% de los profesionales creen que desde su labor profesional diaria pueden contribuir a la erradicación de la VG; el 91,96% atendió alguna vez a lo largo de su carrera alguna mujer en situación de maltrato; un 95,40% afirma que no tiene los recursos necesarios para abordar el tema; el 97,70% ve necesaria una formación más específica y el 94% cree que se deberían poner medidas para detectar casos de maltrato durante el control de embarazo.	El personal sanitario encargado del control de embarazo, parto y puerperio esta sensibilizado pero no están preparados y no disponen de los recursos necesarios para abordar el tema.
2011	Kathryn H. Howell [23].	Resilience and psychopatholog y in children exposed to family violence	Revisión bibliográfica		Investigar el impacto que tiene en el desarrollo de niños pre-escolares cuando está expuesto a la violencia de género.	La exposición durante los primeros años de vida provoca en el niño agresividad, hiperactividad, conductas antisociales, ira, miedo, depresión, ansiedad, son poco	La exposición a la violencia de género durante los primeros años de vida de un niño, cuando su capacidad para regular las emociones están

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						empáticos, pueden presentar estrés postraumático. Para que el niño expuesto a la violencia de género presente una correcta adaptación en años posteriores, es importante que su familia presente una actitud positiva, apoyen y quieran s sus hijos, así también si el niño se centra en realizar actividades que le motiven, hará que estos niños sean resilientes.	creciendo y el apego de los niños a los padres es más fuerte, los efectos negativos son más severos y duraderos.
2011	Sarah McMahon [24].	The impact of emotional and physical violence during pregnancy or maternal and child health at one year post-partum	Cuantitativa	N=3961 Familias.	Explorar la relación entre la violencia de género en el embarazo y la salud para la madre y el niño después del parto.	Las víctimas de malos tratos tienen más riesgo de padecer depresión postparto, abortos espontáneos, adoptar conductas perjudiciales para la salud como el abuso de drogas o alcohol. Sus hijos pueden nacen con bajo peso, prematuros, presentar lesiones fetales incluso la muerte.	Las mujeres embarazadas tienen mayor riesgo de padecer violencia de género y alteraciones psicológicas.
Año	**Autores**	**Título**	**Metodología**	**Muestra**	**Objetivos**	**Resultados**	**Conclusiones**
2010	Miguel Juan Martínez Galian. [25].	Importancia del sistema sanitario en la identificación de casos de violencia de género.	Búsqueda bibliográfica			La violencia de género afecta a la salud física y psicológica de la víctima y la de sus hijos provocando en ellos dificultades de aprendizaje, enfermedades psicosomáticas, sensaciones de amenaza, tendencia a la agresividad, etc. Las mujeres en esta situación utilizan con frecuencia los servicios de urgencia y son frecuentes las hospitalizaciones.	La formación del personal sanitario, identificar indicadores de sospecha, la utilización de instrumentos para el cribado, saber cómo y cuándo preguntar y apoyar a la víctima puede ayudar y salvar la vida de las mujeres expuestas a la violencia de género.
2010	Mireia Sans [26].	Detección de la violencia de género en atención primaria.	Revisión bibliográfica		Analizar consecuencia de la violencia de género, la detección, las intervenciones y seguimientos que se realiza en Atención Primaria.	La entrevista clínica es la herramienta principal para detectar posibles casos de VG, se debe aplicar el protocolo y registrar en la historia clínica el tipo de agresión, el lugar, el riesgo y las intervenciones realizadas. La primera acción será proteger a la víctima y a sus hijos. Si la mujer no reconoce la situación y no presenta riesgo inminente se deber realizar seguimientos.	Las victimas de VG sufren graves consecuencia físicas, psicológicas o social por lo que el personal de enfermería debe tener una correcta formación y una actitud activa para detectar posibles casos.
2010	Sara Sánchez Castro [27].	Valoración de las mujeres maltratas sobre la asistencia sanitaria recibida.	Cualitativo	Mujeres mayores de edad que han sufrido maltrato en la comunidad de Madrid.	Conocer la percepción que tienen las mujeres maltratadas tras recibir asistencia sanitaria.	Las mujeres maltratadas manifiestan que es cuestión de suerte que un profesional detecte una situación de violencia doméstica, sobre todo cuando no hay lesiones visibles, lo asocian a la falta de	El concepto biopsicosocial no está instaurado en la mentalidad de los profesionales de la salud, lo que impide una buena valoración y una correcta asistencia sanitaria.

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						conocimientos de los profesionales ya que no están especializados en este tema.	
Año	**Autores**	**Título**	**Metodología**	**Muestra**	**Objetivos**	**Resultados**	**Conclusiones**
2010	Lluïsa Garcia Esteve [28].	Validación y comparación de cuatro instrumentos para la detección de la violencia de pareja en el ámbito sanitario.	Observacional	N=405 mujeres mayores de 18 años.	Comparación de la precisión diagnóstica y concordancia de cuatro instrumentos para la identificación de la violencia de pareja.	Para este estudio se formaron dos grupos por un lado mujeres con casos de violencia de género (muestra de casos) y mujeres sin maltrato (muestra control) y se utilizó 4 instrumentos: Index of Spouse Abuse (ISA), Psychological Maltreatment of Women Inventory Short Forn (PMWI-SF), Women Abuse Screen (PVS). Obtuvieron un ABC (Approximate Bayesian computation) por encima de 0,90, lo que indica que tiene una excelente valides para la detección de violencia familiar. ISA y PMWI-SF presentaron un mejor funcionamiento y una mayor concordancia con el diagnóstico clínico. PVS es el instrumento menos concordante.	La utilización de cualquier instrumento utilizado en este estudio es óptima para la detección de VG.
2010	Roser Cirici Arnell [29].	La consulta sanitaria: ¿un espacio privilegiado para la detección y el abordaje de la violencia de género?	Revisión bibliográfica			Las mujeres víctimas de violencia acuden frecuentemente a la consulta médica por síntomas banales. Existen preguntas cortas que termite al profesional indagar sobre una posible situación de violencia, se puede preguntar, ¿discute con su pareja?, ¿tiene miedo a la reacción de su pareja? Una vez detectado un posible maltrato se debe explorar en qué consiste el maltrato, el tiempo que lo padece, soluciones que ha realizado la mujer y el apoyo con el que cuenta. El profesional debe evaluar la presencia de síntomas de las secuelas del maltrato, realizara una historia clínica, si hay sospecha de agresión física se debe explorar, si hay lesiones se hará parte médico y hacer foto grafías para posibles juicios, valorar el riesgo vital de la mujer y los menores, iniciar tratamiento médico o psicoterapéutico y valorar si se deriva a otros servicios de atención.	La consulta sanitaria es un espacio idóneo para la detección y el abordaje de la violencia de género. El profesional debe crear un clima de confianza, será respetuoso y empático.

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Año	Autores	Título	Metodología	Muestra	Objetivos	Resultados	Conclusiones
2010	Neha A Deshpande [30].	Screening for Intimate Partner Violence During Pregnancy.	Revisión bibliográfica		Proporcionar a los profesionales de atención a la salud herramientas para evaluar la violencia doméstica en mujeres embarazadas, incluye Routinely	La herramienta RADAR (Routinely, Ask, Document, Assess; Review) ayuda a resumir los pasos claves a seguir, incluye un examen de rutina, hacer preguntas directas, documentar hallazgos y evaluar la seguridad del paciente. HITS (Hurt, Insult; Threatem, Scream) es un instrumento que evalúa la frecuencia de maltrato físico, si se siente amenazada o si la pareja le grita. Tiene una escala de 1al 5, si la puntuación es mayor de 10 es susceptible de maltrato. Abuse Assessment Screen, realiza 5 preguntas abiertas entre ellas ¿desde que estas embarazada, le han golpeada o hecho daño físico? ¿Tienes miedo de tu pareja o alguien más? Estas herramientas deben utilizarse longitudinalmente durante las visitas en cada trimestre y también en el postparto.	Las mujeres embarazadas son pacientes que deben ser rastreados rutinariamente para detectar violencia de género y así asegurar una salud positiva para la madre y el feto. Las herramientas de detección pueden proporcionar una mejor detección que la entrevista estándar del paciente.
2010	Inmaculada Sala Musach[31].	Violencia Doméstica: preguntar para detectar.	Asignación aleatoria.	N= 400 mujeres.	Evaluar si preguntas clave permiten detectar VG y conocer prevalencia en AP y atención a la mujer.	Se hallaron 105 casos de VG. El maltrato psicológico tiene mayor prevalencia con 90 casos. Se observó una relación significativa entre el mayor número de abortos voluntarios y mayor prevalencia de enfermedad psiquiátrica en las mujeres maltratadas. Las preguntas claves demostraron mayor eficacia cuando era la primera vez que las mujeres acudían a la consulta.	Se demuestra que utilizar preguntas directas o a través de preguntas clave, ayuda a la detectan casos de violencia doméstica.
2009	Amy Bull [32].	Screening for Intimate Partner Violence: Offering the Tissue Box	Estudio descriptivo		Describir el papel que tiene el personal de enfermería en la detección de la VG.	La/el enfermera/e de be conocer sus propios sentimientos sobre la VG; ser proactivo para reducir los sentimientos negativos; ser capaz de delegar a otro profesional si la situación se desborda; registrar en la historia clínica; adquirir habilidades clínicas; no presionar a la víctima para extraer información; ser específico y concreto en las explicaciones que se da a la víctima; nunca recomendar accesoria de pareja.	Las enfermeras deben tener una actitud activa en la detección de VG, ya que son profesionales que tienen más contacto con el paciente y pueden modificar conductas inadecuadas.

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V. Discusión

Cualquier mujer puede ser víctima de violencia de género ya que según los estudios realizados por Menéndez S et al [18], Calvo G et al [14] y Sala I et al [31], demuestran que no hay un perfil típico de mujer maltratada, se da en todas las clases sociales, religiones y niveles educativos, por tanto cualquier mujer, y más si acude con frecuencia a consultas de atención primaria, puede ser víctima de violencia. Según el estudio de Sans M et al [26], la violencia de género en cualquiera de sus formas constituyen un factor de riesgo para la salud de la mujer, las consecuencias afectan a la salud física que van desde lesiones diversas, deterioro funcional y trastornos crónicos.

McMahon S et al [24] y Deshpande N et al [30], coinciden en describir las consecuencias en la salud sexual y reproductiva, que en muchos casos vienen causadas y agravadas por el temor hacia su pareja, esto hace que las mujeres tengan embarazos no deseados, provoca enfermedades de trasmisión sexual por no utilizar métodos anticonceptivos. Además las mujeres embarazadas víctimas de la violencia de género, suelen presentar hemorragias vaginales, abortos espontáneos, partos pretérmino, bajo peso del recién nacido y muerte fetal [24]. Además, la mujer víctima de agresión intrafamiliar tiene probabilidad de adoptar conductas de riesgo como el tabaquismo, el abuso de alcohol y drogas que pueden traducirse en resultados fetales adversos, así también pueden tener dificultad para cumplir con las responsabilidades de atención prenatal como asistir a las vistas con el pediatra, mantener una nutrición y suplementos adecuados[30].

Las consecuencias psicológicas de las mujeres maltratadas, pasan desapercibidas para los profesionales sanitarios, así el estudio de Sánchez C et al [27], recoge que las mujeres víctimas de violencia domestica consideran que los sanitarios se centran en atender consecuencias físicas y que resulta muy difícil convencer a un profesional que es víctima de maltrato psicológico. Es importante conocer que estas mujeres tienen riesgo de padecer síndrome de estrés postraumático, depresión, baja autoestima, sentimiento de culpa, además tienen un 5% de posibilidades de suicidarse. McLaughlin J et al [20], recoge que debido a la tensión emocional y física que sufren las victimas hacen que vean en el suicido una idea de liberación para aliviar su sufrimiento. Las mujeres que están expuestas por un largo periodo de tiempo al maltrato y las mujeres embarazadas maltratadas presentan mayor riesgo de quitarse la vida. De los cuestionarios que se realizan a las mujeres para detectar la violencia intrafamiliar tan solo una pregunta evalúa el riesgo de suicido.

Además de las consecuencias mencionadas, las victimas ven afectada su vida social, sufren aislamiento, perdida del trabajo, ausencia laboral, siendo más vulnerables debido a que les hace dependientes del agresor y no cuentan con una red social de apoyo, que es un factor fundamental para que la mujer salga adelante [26].

La violencia de género también tiene consecuencias sobre los hijos e hijas de las mujeres maltratadas tanto si son testigos como si son víctimas. Según el estudio de Howell K et al [23], el maltrato a mujeres es más prevalente en parejas casadas y que cohabitan con hijos, entre un 55 y un 75 % de los niños y los adolescentes también son objeto de abuso, siendo más vulnerables los niños pequeños a una exposición directa. Esta investigación muestra que una exposición durante los primeros años, cuando la capacidad para regular emociones está creciendo y el apego de los niños a los padres es más fuerte, tiene efectos negativos severos y duraderos, pueden desarrollar ansiedad, miedo, alteraciones del comportamiento, dificultades para concentrarse, fracaso escolar, hiperactividad, agresividad, suelen presentar problemas de adaptación y tienen más probabilidades de padecer asma, problemas gastrointestinales, entre otras alteraciones.

Así pues, la violencia de género es un problema de salud pública, que requiere de un abordaje multidisciplinar. La enfermería tiene un papel fundamental para intervenir en la violencia de género, por su posición estratégica, y la percepción que tienen las víctimas de considerar a la enfermería cercana y asequible. Como enfermeros guiados por conocimientos legales, éticos y deontológico, junto con otros profesionales nos percataremos de defender los derechos humanos. Según Bugarín R et al [15], el hecho de no ser proactivo en la búsqueda de casos de violencia de género y no acompañar a la mujer hace que estemos actuando en contra del principio de no maleficencia y el de justicia ya que la mujer y sus hijos están en una situación de vulnerabilidad, que requiere una actuación efectiva. Sala I et al [31], expone que el estrés, el miedo y la vergüenza a menudo impiden que las mujeres expongan su situación hasta que no surgen problemas complejos o se produzca una lesión significativa.

Visentin F et al[11] explica que crear un ambiente agradable en el que la víctima se sienta cómoda y segura , ser empático, escuchar de manera activa, asegurar la confidencialidad de la visita, ayudan a crear un vínculo de confianza entre el profesional y la víctima. La enfermera Bull A [32], añade que los profesionales debemos conocer nuestros propios sentimientos acerca de la violencia de género, si nos sentimos incomodos con la situación es mejor delegar a un colega, debemos ayudar a reducir sentimientos negativos y tener conocimientos sobre los recursos de los que se dispone. Conocer los dispositivos legales de los que dispone la mujer forma parte del cuidado

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integral, Carrilero S et al [21], nos acerca a los dispositivos de protección estatal, en España existen guías de derechos, servicios telefónicos de información, asesoramiento jurídico, sistemas de seguridad por medios telemáticos, ayudas económicas entre otros recursos. La tarea del profesional sanitario ante una mujer que padezca maltrato es muy compleja ya que se persiguen diferentes objetivos en poco tiempo, es por este motivo que Calvo G et al [14], Fernández M et al [12], Martínez J [22], Cirici R et al [29] y Sans M [26], coinciden en indicar que las intervenciones de enfermería conlleva acoger a víctimas, realizar preguntas cortas comenzando por cuestiones abiertas: "¿Cómo están las cosas en casa? ¿Se siente seguro en su comunidad? ¿Se siente seguro en casa? a las mujeres cuando acuden por primera vez a la consulta y siempre que se sospeche de violencia de género. Si las respuestas dadas no parecen coincidir con el mecanismo de la lesión, exprese su preocupación por la inconsistencia. Así también debe detectar signos, intentar comprender y reinterpretar los síntomas. Asesorar, dar apoyo psicológico. Le ayudaremos a ordenar sus ideas. Debemos informar que el maltrato es un problema que afecta a otras mujeres para ayudarle a disminuir su ansiedad, así como el ciclo de violencia, el síndrome de Estocolmo, las características del estrés postraumático. Se realizará valoración física, psicológica, social y de seguridad. Debemos informar al pediatra si la mujer tiene hijos/as, así como derivar a la atención especializada si procede. No desvalorizar la sensación de peligro expresado por la mujer y no imponer criterios ni decisiones. Como señala Bugarín R et al [15], debemos respetar las decisiones que tome la mujer para no caer en el paternalismo que no es, ni más ni menos, una beneficencia mal entendida. Esta dramática situación no priva a la mujer de su autonomía moral por lo que, mientras no se demuestre lo contario es ella la que tiene que tomar las decisiones. A demás se realizara el parte de lesiones, que debe entenderse como una medida preventiva- terapéutica, este documento debe emitirse junto con el informe médico al Juzgado de Guardia correspondiente, haciendo entrega a la mujer de una copia de ambos. También se informara sobre el derecho a presentar una denuncia o solicitar protección en el juzgado o comisaría de policía. La presentación de la denuncia no tiene por qué ser inmediata se irá valorando a lo largo de vistas sucesivas. Sans M et al [26], Cirici A et al [29], Fernández Mª et al [12], coinciden en recomendar vistas concertadas para hacer el seguimiento oportuno, con el fin de favorecer la toma de decisiones si la mujer desea iniciar cambios en su situación, prevenir nuevos episodios de violencia o valorar la situación de peligro y añaden que debemos anotar en la historia todas las intervenciones realizadas, trascribiendo los hechos, el lugar, el tipo de agresión y riesgo. Debemos realizar y garantizar unos cuidados individualizados e integrados [12]. Es importante conocer la situación familiar, las personas dependientes a su cargo y los recursos con los que cuenta [29].

El trabajo multidisciplinar y coordinado es el mejor abordaje frente a la violencia de género, se debe contar con la colaboración de la policía, los servicios sociales, los servicios especializados en salud mental, las unidades de ingreso hospitalario, servicios jurídicos o asociaciones de mujeres. Dentro del mismo equipo sanitario conviene garantizar un canal abierto de comunicación, con encuentros periódicos entre los diferentes dispositivos, para evitar el peregrinaje penoso y descoordinado de la mujer [12, 14,15, 22, 29].

Otra de las intervenciones importantes que realiza enfermería es la prevención, ésta se debe centrar en diversas líneas, según Fernández Mª et al [12], pueden realizarse actividades educativa en los servicios de atención al joven, promocionar las relaciones de igualdad y responsabilidad compartidas en la consulta materno infantil. También es efectivo exponer, en las consultas de atención primaria y en hospitales carteles informativos sobre la violencia de género [32].

Los profesionales tienen como soporte un protocolo común diseñado por el Ministerio de Sanidad, Servicios Sociales e Igualdad, que guía al profesional para abordad la violencia de género, no se han encontrado estudios que evalúen o analicen dicho protocolo pero si existen artículos que han estudiado escalas y cuestionarios de cribado que ayudan en la detección de casos de violencia. Esteve Ll et al [28], estudio la efectividad de 4 instrumentos como Index of Spouse Abuse (ISA) que evalúa la magnitud de la violencia, el Women Abuse Screening Tool (WAST) útil en la detección de maltrato en la Atención Primaria, el Partner Violence Screen (PVS) diseñado para detectar casos de violencia doméstica en urgencias y el Psychological Maltreatment of Women Inventory-short versión (PMWI-SF) herramienta que evalúa la magnitud de las consecuencia psicológicas. Todos estos instrumentos demostraron ser efectivos y tener concordancia ente ellos.

El embarazo puede presentar una oportunidad única para identificar y examinar a las pacientes que experimentan violencia de género. Deshpande N et al [30], analizó tres instrumentos útiles para la detección de la violencia doméstica en mujeres embarazadas, por una parte analizó RADAR una herramienta que permite reforzar la atención, el apoyo y la confianza, incluye realizar un examen sistemático a pacientes adultos, hacer preguntas directas, documentar sus hallazgos, evaluar la seguridad del paciente y revisar opciones y referencias. Otra de las herramientas evaluadas es HITS, se pregunta a la paciente si su pareja se le ha causado daño, si le insulta y le amenaza habitualmente. Así también se valoró Abuse Assessment Screen (AAS), siendo la herramienta más efectiva en mujeres embarazadas, ésta es una pantalla que incluye

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preguntas abiertas como: ¿Alguna vez ha sido abusada emocional o físicamente por su pareja o alguien importante para usted? ¿Desde qué le vi por última vez le han golpeado, abofeteado, pateado o hecho daño físico por alguien? En caso afirmativo, ¿Por quién? ¿Número de veces? ¿Naturaleza de la herida? Para que cualquiera de estas tres herramientas de detección sea más eficaz en el contexto clínico, deben utilizarse longitudinalmente durante las visitas en cada trimestre y también en el examen postparto. Velasco C et al [17] realizo un estudio en el que utilizo el instrumento AAS y el Index of Spouse Abuse, se demostró que las dos herramientas fueron efectivas para la detección y la valoración, pero este último demostró ser más efectivo, ya que podía ser autoadministrado por las mujeres.

Si las actuaciones de detección y atención a las víctimas están bien definidas y existe herramientas que nos guíen en el abordaje, ¿Por qué hay una infradetección? Según el estudio de Calvo G et al [14], sólo se diagnostica un pequeño porcentaje de éstos y con una demora de entre 6 y 10 años desde que se inician las primeras agresiones, siendo un motivo de preocupación por las consecuencias que tiene para la víctima y para los hijos. Según Martínez J et al [22], Rojas K et al [13] y Martínez M [25], coinciden en señalar que existen barreras institucionales como la falta de privacidad en la consulta, saturaciones de los servicios de salud, falta de tiempo, escaso personal cualificado a los que pedir asesoramiento, falta de registros o variabilidad entre ellos y la poca accesibilidad interinstitucional. También describen barreras personales relacionado con falta de una formación más especializada, no conocer el protocolo, no sentirse cómodo identificando casos, miedo a perder el control u ofender la paciente, temor a invadir la intimidad de la mujer, prejuicios. En la investigación de Salcedo D [16], se demuestra que existe una infradetección de casos de violencia de género por tabús sobre las mujeres adolescentes embarazadas.

Tan solo el estudio realizado por DeBoe Mican et al [19] discrepan con la falta de tiempo para asistir estos casos, las enfermeras encuestadas, expusieron que tienen tiempo para afrontar una situación de violencia de género en la consulta, esta discordancia de opiniones puede venir determinada por el contexto social, las enfermeras españolas tienen un ratio de asistencia alto, mientras que las enfermeras americanas pueden tener algo menos de carga asistencial. Otro punto en el que hay diferencia de opinión es en la seguridad a la hora de afrontar un caso de violencia doméstica, las enfermeras americanas demuestran tener mayor seguridad para afrontar una situación de malos tratos lo que no ocurre con el personal de enfermería del trabajo realizado por Valdés C et al [10].

En el artículo de Valdés C et al [10], demuestra que las enfermeras tienen un nivel de conocimiento medio, conocen el protocolo común para la actuación sanitaria ante la violencia de género y las obligaciones que tienen como profesional, pero a pesar de esto, tan solo el 30% de los/ las enfermeros/ras detectaron casos de violencia de género, siendo una cifra un poco más elevada en el trabajo realizado por DeBoe M et al[19], en el que un 82,6% de las enfermeras identificaron dos o más casos en el último año. Según el estudio realizado por Salcedo D et al [16], el 66% de los profesionales no suelen plantearse la violencia doméstica como un diagnóstico diferencial en su actividad diaria, mientras que los profesionales de la investigación realizada por Valdés C et al consideran que necesitan un diagnóstico diferencial. El 87% consideró que la violencia de género era un problema importante y el 60% opinaba que podrían tener un papel más relevante en la detección de esta situación. Estos estudios demuestran que los profesionales de salud están sensibilizados pero no están preparados para abordar la violencia de género.

Para realizar esta búsqueda bibliográfica se tuvieron como limitaciones los escasos estudios actuales de las consecuencias en la salud de los hijos de las víctimas de violencia de género, en español casi no existen artículos que analicen estas consecuencias y en la literatura inglesa se puede localizar más estudios pero tienen 10 años de antigüedad. Otra de las limitaciones es la inexistencia de artículos que hablen de las intervenciones que realiza enfermería en el seguimiento de los hijos de las víctimas de violencia de género. No se encontraron artículos que analicen los protocolos de actuación para afrontar la violencia de género.

VI. Conclusión

A través de la búsqueda realizada en este trabajo se puede concluir que el fenómeno de los malos tratos a mujeres por parte de sus parejas no afecta a un colectivo especial, especifico o diferenciado de mujeres en cuanto a indicadores sociodemográficos, individuales, familiares ni sociales y que lo único que tienen en común es que constituyen una violación a los derechos más elementales, produciendo graves consecuencias tanto en la víctima como en sus hijos. Al ser un problema de salud pública, requiere un abordaje integral e integrado desde una perspectiva interdisciplinar, en el cual enfermería debe tener un papel activo en la prevención, detección y seguimiento de las víctimas de maltrato siendo una responsabilidad ética y profesional diseñar, implementar y evaluar programas que respondan a las necesidades específicas de este colectivo.

Como herramientas que favorecen nuestra actuación contamos con un protocolo común para la actuación sanitaria ante la violencia de género y cuestionarios de cribaje con preguntas simples y directas, que se debe realizar siempre que una mujer acude por primera vez a la consulta y cada vez que se sospecha de abuso doméstico.

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Enfermería es clave para el abordaje de la VG, pero a pesar de esto existen pocos estudios que evalúen las intervenciones y las actividades preventivas que realizan en la atención primaria, salud mental o salud sexual y reproductiva. Sería conveniente que se investigue y estudie más a fondo cuáles son las claves para el bordaje, la eficacia de los protocolos de actuación y las repercusiones e intervenciones en las/los hijas/os espectadores o víctimas la de violencia. Si conocemos más y mejor la realidad de los malos tratos podremos contribuir de manera relevante a diseñar intervenciones más ajustadas a este fenómeno que permitan a su vez desencadenar actuaciones más eficaces.

La aplicabilidad de este trabajo puede ayudar a sensibilizar al personal sanitario y contribuir a la formación de éstos, ya que aporta temas poco tratados como son las consecuencias en la salud de los hijos de las víctimas, y da a conocer herramientas de detección o evaluación de casos de violencia doméstica en mujeres embarazadas. También aporta información sobre las intervenciones que realiza enfermería en las víctimas y aquellas barreras que condicionan la detección de casos de maltrato. Debemos formar a los profesionales desde la universidad, por este motivo sería necesario incrementar las horas de formación sobre el concepto de la violencia de género, las consecuencias en la salud de la mujer y sus hijos, signos y síntomas de sospechas, qué herramientas se posee para abordar estas situaciones, los recursos a los que puede acceder la víctima, entre otros temas.

VII. Plan de Difusión

Este trabajo de búsqueda bibliográfica puede ser un aporte para el crecimiento y consolidación de la disciplina de enfermería dentro de la violencia doméstica.

Se pretende dar la mayor cobertura posible, intentando llegar al máximo de profesionales y estudiantes de Enfermería, este plan de difusión se centra en revistas de atención primaria y enfermería, como por ejemplo:

- Revista “Atención primaria”, que es el Órgano de Expresión Oficial de la Sociedad Española de Medicina de Familia y Comunitaria.
- Revista “Rol de Enfermería”, en la que se tratan múltiples áreas de enfermería entre las que se encuentra atención primaria y comunitaria.
- Revista “Enfermería Clínica”, en la cual se recogen experiencias prácticas y los resultados de la aplicación de las intervenciones de enfermería recogidos a través de estudios de investigación.

Otra estrategia de difusión se hará en formato de póster en diferentes congresos:

- Congreso Nacional de FAECAP (Federación de Asociaciones de Enfermería Comunitaria y Atención Primaria).
- Congreso para el Estudio de la Violencia contra las Mujeres.
- Jornadas Catalanas de Estudiantes de Enfermería.

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The Development of Business Organization through the Effective Network Management. Case Study at SMEs Cluster in Indonesia

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Abstract- The purpose of this study is to evaluate the internal and external factors, as well as strategies related to the effectiveness of network management, link with the development of SMEs Cluster. The research location in East Kalimantan Province, was divided into the three categories of clusters, including the Batik, Food and Handicraft, where 351 respondents were selected as using the cluster sampling design, and the data obtained was analysed using structural Equation Modeling. Therefore, the following hypothesis were established; (1) there are relationship between internal factor and the effectiveness of network management. (2), there are relationship between external factor and the effectiveness of network management, and (3), there are relationship between strategy and the effectiveness of network management. This research identified four strategies that ought to be properly implemented, in order to achieve effectiveness, consisting of community and bureaucratic orientation, accounting management, workforce organization and interdependence strategy maintenance.

Keywords: *organization development, SMEs cluster, network management.*

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The Development of Business Organization through the Effective Network Management. Case Study at SMEs Cluster in Indonesia

Daryono [α], Muhammad Noor [σ], Achmad Nurmandi [ρ] & Aji Ratna Kusuma [ω]

Abstract- The purpose of this study is to evaluate the internal and external factors, as well as strategies related to the effectiveness of network management, link with the development of SMEs Cluster. The research location in East Kalimantan Province, was divided into the three categories of clusters, including the Batik, Food and Handicraft, where 351 respondents were selected as using the cluster sampling design, and the data obtained was analysed using structural Equation Modeling. Therefore, the following hypothesis were established; (1) there are relationship between internal factor and the effectiveness of network management. (2), there are relationship between external factor and the effectiveness of network management, and (3), there are relationship between strategy and the effectiveness of network management. This research identified four strategies that ought to be properly implemented, in order to achieve effectiveness, consisting of community and bureaucratic orientation, accounting management, workforce organization and interdependence strategy maintenance.

Keywords: organization development, SMEs cluster, network management.

I. Introduction

Currently, cluster method is one of the approaches applied by the government in the development of SMEs, due to the numerous advantages. Marcin Piatkowski (2015:313-320) reported on the possible benefits, which include profitability, skills improvement for employees, influential effect on economic policy at regional and national scales, and also the possibility of joint product promotion. Other considerations related to the contribution of SMEs in accelerating economic growth, include the increasing number of enterprises, employment generation, and an upsurge in gross domestic product (Tambunan, 2011).

This study emphasizes on organization development through network management, with reference to the weaknesses of SMEs Cluster in East Kalimantan, which limit focus on the product, hence marketing tends to be slow and unable to penetrate beyond the region. However, reinforcing the network management is assumed capable of influencing the development and expansion of product distribution. This characteristics is generally attributed as weak, based on the following indicators; (1) sub-optimal interaction among stakeholders, including the local governments, banks, large companies, and associations, and also between clusters. (2) a shortfall in the distribution percentage of SMEs products outside the province of East Kalimantan, as well as the low frequency and mobility of relationships established with affiliated agencies. Based on the fundamental networking problems, this research concentrates on two basic questions, including the factors influencing the effectiveness of network management, and the development of possible achievement strategies in the development of SMEs Cluster.

II. Theoretical Review

Tambunan, (2005), reported on the ease for government to establish patterns, strategies and policies supporting the development of SMEs cluster. This was confirmed in a study by Sarah Foghani (2017:2), which made reference to the agglomeration of interrelated companies producing of similar commodities. Conversely, the concentration of businesses in one place has been associated with the relative ease of consolidation and cooperation in management, although the main theory is centered on defining the cluster as a geographical area where interrelated companies are converged. The operations are conducted in a similar sector, which is simultaneously cooperate (Porter:1998). Meanwhile, then the supporting theory asserts cluster as "an organizational form that involves stakeholder in the course of development, including some formula of partnership (Palmen & Baron, 2011:13). In another viewpoint, this is explained as a group of companies, institutions and economic agencies located in close proximity to each other (Clipa, 2012: Ibrahim M. Awad *et al*, 2017: 631-654). In addition, Marcin Piatkowski (2015:313-320), reported on the following advantages and benefits of clusters: a. Creating favorable conditions

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for business development. b. Enhancing the skills of employees. c. Fostering interactions in the product development process. d. Joint promotion and creation of merchandize. e. Affecting economic policies associated with issues surrounding cluster specialization.

Also, it is necessary to recognize a common value with this cluster system, with emphasis networking and cooperation (Haviernikova, 2013: Ibrahim M. Awad *et al*, 2017: 631-654), and as a legal entity offering support, management, and direction (Adumitroaei *et al*., 2013). This uniion have numerous positive effects, including better access to market and suppliers, competent human resources, and easy technology spillover of know-how (Long and Zhang (2011), needed to improve innovation capacity and competitive ability (Zhang and Luo, 2014). Meanwhile, a common aspect is that the geographic proximity of related industries or service providers share considerable interests linked through interdependences (Ibrahim M. Awad 2017: 631-654). There are good explanations for the operation of a successful cluster, in terms of increased competitiveness, which subsequently play an important role in economic growth. These initiatives tend to increase yield and innovative capacities, stimulate quick production, and attract new firms, ensuring higher quality of regional strategic planning (Stejskal and Hajek, 2012: Ibrahim M. Awad *et al*, 2017: 631-654). Haris (2015), defines cluster as a collection, unit, or group of objects with similar characteristics and indicators. This concept has comparableindicators with SME cluster, which is also obtainable in all kinds of businesses, interconnected with each other, and conducted in a single location. Lyon and Atherton (2000) reported on the three fundamental requirement of categorical SME industry clustering, which include: commonality, concentration, and connectivity.

Based on the above description, SME cluster is then defined as a group of enterprises assumed to fulfill certain and specific requirements, including (1) commonality; refers to similarities in products, (2) concentration; a grouping of businesses with the tendency to interact, (3) connectivity; this is affiliated with interconnection and interdependence, and (4) ease to reach the market, indicated by the straight-forward recognition as a centre of industry.

Developing the cluster method is one of strategy to strengthen SMEs, hence the stages of institutionalization instrument from W. Richard Scott (2003) are monitored. There are three phases in institutional development, including the regulative, normarive and cultural-cognitive, which are identified using four idnikators, encompassing the symbolic and relational system, as well as routine and artifacts.

Tambunan (2008:99) reported on the use of paradigm change as a single method of organization development. the success of this strategy is not observed in the increasing the number of units but in the extent of innovative and productivity. Furthermore, Tambunan (2011: 68) implement four indicators in the development of SMEs, which include the role of SMEs, critical constraints, the women entrepreneurship development, and innovation capability. Moreover, Dipta, IW (2005) reported on the ability for facilitated associations to consequently synergize resource allocation through clusters, in a quest to create and enhance effective coaching, facilitate technology transfer, and promote information dissemination. In addition, other thoughts and ideas are possibly obtained through the identification of problems, with the following as the most common; a. Lack of production design, planning and control, b. Managing the process, c. Aspects of safety and maintenance (Eugenio López-Ortega: 2016: 59-69).

The driving factors for cluster growth encompass collective efficiency, social capital, and policy (Parrilli 2009; Lucas FigalGarone *et al*., 2015), while Lucas Figal Garone, (2015) revealed the impact of central government authority on encouraging the development of small sectors through financial, technical, and managerial assistance. Sri Herliana (2015) emphasized on growth fact that was determined by several indicators, comprising of human resources, marketing, capital, technology, organization and management, infrastructure issues, cooperation, competitors, access to large businesses and government. Therefore, the possibility of adequately developing a cluster design through several indicators was established, including market mechanism, human resources, external support, and the role of government. This concept has the tendency of adoption with certain considerations in some cases in Indonesia, including East Kalimantan.

Enhancements in innovation was identified as the engine to increase small business activities, in attempts to assure contribution towards sustainable economic growth (Sri Herliana: 2015), while competition is the trigger force of any market (Sibel Ahmedova 2015). This is particularly divided into three separate groups, including the environmental factor, industry-level and enterprise (company)-level (Sibel Ahmedova 2015). Hence, a combination of innovation augmentations and competitiveness amongst business entities is assumed to play a role in encouraging the development of businesses. However, the absence of the latter makes it difficult to achieve this target, although innovation successfully drive competitiveness.

Based on the theories above, internal and external factors were concluded to have an influence on the development of SMEs cluster. Conversely, the internal factor consist of business strategy and diversity, technology, human resources, network strength, performance and productivity, as well as production and marketing, business capital, the next generation,

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enhancement in innovations, organization and management. In addition, external factors comprises of market, customer, business competitor, government role and policy, partnership, competition, suppliers, supporting institutions, and access to large enterprises.

In connection with network management, Robert Agranoff (2001) raised several basic questions based on flexibility in networks, accountability and trust issue, mutual dependency, power in networks, alongside results and productivity. Mirzadeth P. (2012) reported on three fundamental themes of network management, which include strategies, organization, and information, established under the scope of material, infrastructure, supervision of network information and equipment, as well as public relations. Therefore, network management is a study associated with planning, organizing, supervising, controlling, and accounting of affiliated resources, in attempt to maximize efficiency and productivity, as well as to allocate, deploy, coordinate, and monitor network resources.

III. Research Method

This study implements the analysis of Structural Equation Modeling (SEM), a multivariate technique encompassing a combination of factor and regression, aimed at examining the relationships between variables (Hair *et al.,* 1998: 583). This is a confirmatory procedure, due to the analytical characteristics with the ability to describe, rather than explain affirmation.

The following theory was used in the determination of samples;

First, estimating the type of input and matrix of the model, with reference to Ferdinand, 2006. The data obtained from the field was compiled in a tabulation and automatically converted by the program into a covariance or correlation matrix. This was followed by changes effected by the Analysis of Moment Structures (AMOS), and the table below makes reference to the proposed model:

Table 1: Sample size for Structural Equation Modelling

No.	Sample Size	Model Estimation
1	100.–200	Maksimum Likelihood (ML)
2	200–500	Maksimum Likelihood atau Generalized Least Square (GLS)
3	500–2.500	Unweighted Least Square (ULS) atau Scale Free Least Square (SLS)
4	> 2.500	Asymptotically Distribution Free (ADF)

Second, the research location determination, which was based on the existence of SME clusters and the quality of relationship, as well as the development of home industries. The sample sizes were determined based on ownership, size of SME and time of operation (Suafa Badi 2017). Hence, this study was conducted in four regions and three Cluster categories, including Batik, Food and Handicraft. The criteria used involve having a minimum of 5 units and less than 100 employees, being members of a joint business group and a part of the cluster system. Based on these concept, three hundred and fifty-one respondents were selected in four regions to be sampled, using a cluster sampling design. Therefore, data collection was performed with a full structure questionnaire, and measured on an ordinal scale, using five answer levels.

IV. Research Finding and Discussion

The effectiveness of network management is expected to have an impact in the process of strengthening network management. This is required to assess and classify the scores height for each indicator, as arranged in the four levels below:

Table 2: Classification of score levels

No.	Category	Score
1	Low	351 to 702
2	Medium	703 to 1.054
3	High	1.055 to 1.406
4	Very High	1.407 to 1.758

a) Internal Factor

There are seven influential internal factors associated with the effectiveness of network management, including business strategy and diversity, technology development and innovation, human resources, network strength, performance and productivity. However, a reference to the results of data analysis show three internal factors with a strong relationship, which include;

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i. *Network Performance*

There is a list of five indicators assumed to serve as a measure, although the quality of business people is known to be the most influential, in terms of network performance. Therefore, an upgrade in individual attributes enhances network performance, which subsequently reflects on the company output. The logic, however, is that business people cannot work alone, as other supporting factors are required to supplement this key quality. In addition, the policy is expected to strengthen the position of business people, as well as the institutions' status, as the Business Capital Assistance is a decisive indicator, with the tendency of being a driving force to start a business. Meanwhile, a total of three are in the high category, while the others are medium. The following are factors influencing network performance.

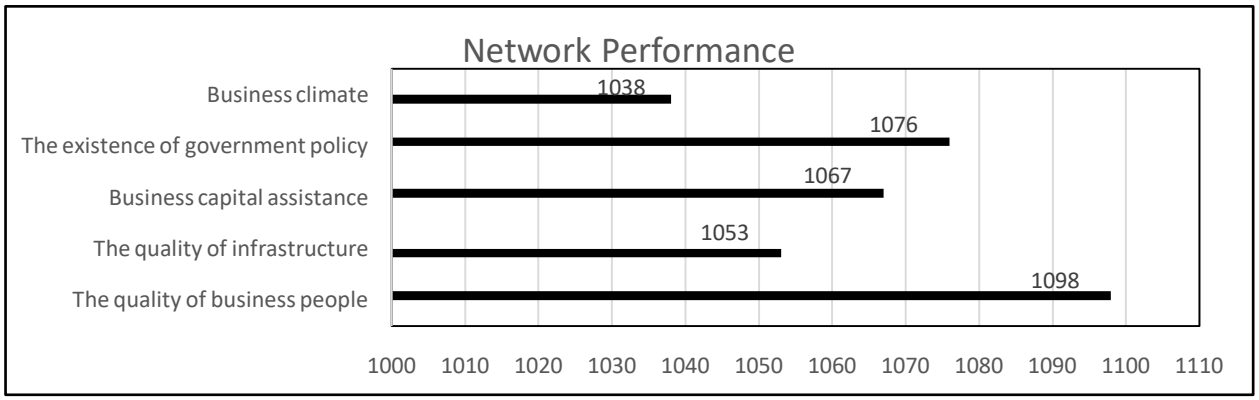

Figure 1: The influence factors in determine the network performance

Figure 1 shows all the role of indicators in the effectiveness of network management, with differences in the level of intensity. Furthermore, the following is a statement from a chairman of the association of the Ulap Doyo Batik Cluster; "*The important key for SMEs is on leaders quality: Most of the business people in Ulap Doyo exhibit weak managerial abilities, hence activities carried out are centered on the association chairman. Therefore, progress is expected to be made only with the propagation of good technical and non-technical qualities.*

ii. *Business Diversity*

Business diversity can be observed from size, type, and design, as well as product quality, which is specifically attributed the most important, and is placed in the high category, while others indicators are classified as medium. In addition business trend tends to focus on product design, hence a reduction in attractiveness leads to difficulties in market competition. Therefore, there is need to deeply and properly analyze the aspects of quality and design, as a good design without quality has an impact on product durability, while the reverse influences sales. Conversly, size and types are not an urgent concern for SMEs Cluster businesses, reinforced by the association members of the Samarinda Rhombus Cluster: "*The maintenance of consumer loyalty requires maintaining the quality of product, hence business people acquire better confidence in market expansion*". These explanations emphasizes the influence of quality on business success, hence more direct attention is paid in this direction, in order to maintain consumer loyalty and ultimately support market penetration.

iii. *Network Productivity*

The effect of network productivity on the effectiveness of management is assessed through five indicators, including the direction of the leaders to staff; business owners summit; meeting among the joint venture leaders; supervision and guidance by government staff; discussions between business owner and non-government stakeholders. In addition, most individuals in SME cluster explained the direction of leadership towards staff as the most influential indicator of productivity, designating the strength and influence of business owners.

b) External Factors

Based on the results of data analysis, three external factors were identified to have a strong relationship with the effectiveness of network management. These include partnership, customer, and Policy.

i. *Partnership*

The purpose of this research, therefore, is to determine the right institution to partner in the development of SMEs Cluster. Therefore, the measurement of network management effectiveness in patenership programs require the use of several instruments, includingthe collaboration program of SMEs Clusters with Technical and Vocational Education and Training Centers (TVETC); large companies; capital assistance institutions; Associations; as well as

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communities surrounding the business location. According to most affected business people, the partnership programs with TVETC, a large company, and capital assistance institutions were assumed to have a great impact on the effectiveness of network management. Therefore, it is important for government to prioritize policies to support the association between SMEs Clusters and the three institutions.

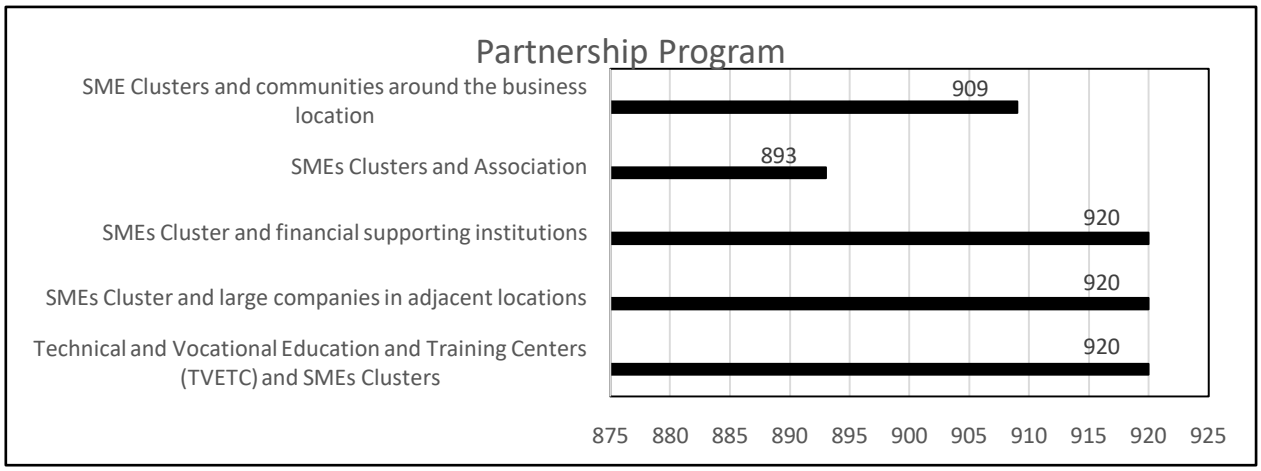

Figure 2: Preference for Cluster SMEs business partners in East Kalimantan

The implementation of partnership programs are observed in several locations, while the realization in Kutai Kertanegara Regency is an example for other regions. However, maximizing this approach in East Kalimantan is expected to optimize the important role of the three recommended institutions, including SMEs Cluster partner companies, supporting institutions, as well as Technical and Vocational Education and Training Centers (TVETC). Hence, partnership programs are estimated to have a significant influence on the cluster development.

ii. *Policy and Government Role*

This study was conducted to determine the policy role in achieving effectiveness in network management. These were identified using five item, of which three were ascertained as priority by business people, including (1) simplification of regulations and tax reduction, (2) simplification of bureaucracy in busines licensing, and (3) standardization of product quality. These collectively have a significant impact, hence the need for government to immediately respond technically on issues related to these aspects. Meanwhile, product quality control is required to overcome market competition levels, which ultimately ensure customer satisfaction and maintain loyalists. In addition, the implementation of complicated regulations and high tax are known obstacles and burdens for SMEs Cluster entrepreneurs, thus the need for government to implement a different scheme in this environment. This realization is a step toward a encouraging performance. Also, business people frequently face complicated bureaucracies in managing licenses, which often causes delay in proposing legalities of individual institutions. This is possibly solved by government intervention in ensuring simplicity in bureaucy:

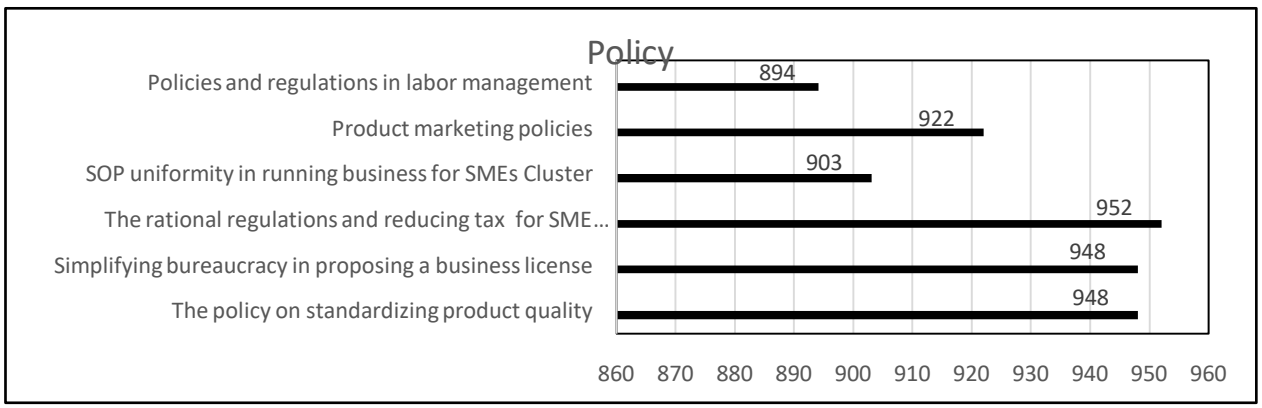

Figure 3: Diversity of policies priority proposed by SMEs Cluster business people

The data above is strengthen through the following statement from the Food Cluster Association: "As start-up entrepreneurs, it is important to demand intervention, care and government support towards the

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existence and development of businesses, particularly in terms of simplifying permits and tax breaks. Therefore, the government is expected to accommodate these aspirations and take concrete steps to prepare encouraging policies.

iii. *Customer*

Customer play an important role in the development of networks and characterization, which is measured through several indicators. This consumer-based attribute is highly considered by most business people, resulting from the ability to balance and harmonize the reciprocal relationship with the manufacturers. In addition, producers play a different role by fabricating the customer needs, which serves as the market. This relationship is mutually beneficial, hence the existence of customers greatly influence the process of network development in SMEs Cluster.

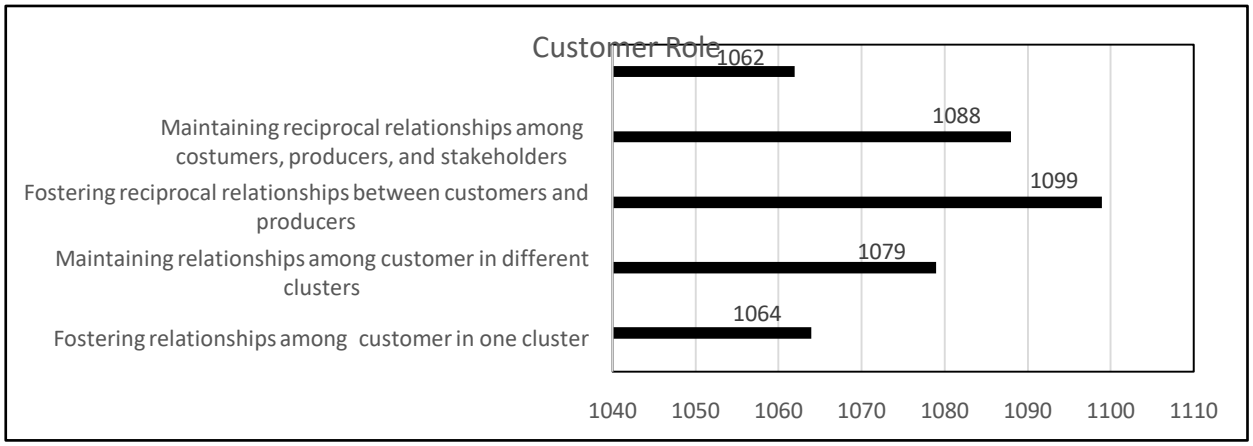

Figure 4: The role of customers in network management effectiveness

The figure above is strengthened through the following statement from the chairman, Business Clinic Board; "*In my opinion, the most important role of customers is activity and the desire to maintain a reciprocal relationship. This is a very helpful characteristic for SMEs Clusters to evaluate the development of businesses, primarily regarding products and market conditions*". Based on the opinions above, it is establised the tremendous assistance rendered to business people, by the response from customer, pertaining to the products distributed, realized through the maintenance of mutual relations.

c) *Strategy*

There are four strategies strongly associated with the effectiveness of network management, including;

i. *Community and bureaucratic Orientated Strategy*

As a space to ensure creativity and innovation, the community members tend to demonstrate genuine concerns for one another. This invovles the role played in product distribution and also in ensurng loyalty and fanaticism. In addition, the role of the community orientation strategy is assessed by measuring some indicators with equal degree, which are collectively optimized by adjusting the implementation process to government programs. However, challenges are frequently experienced during direct application, and the following responses were obtained from the entire respondents:

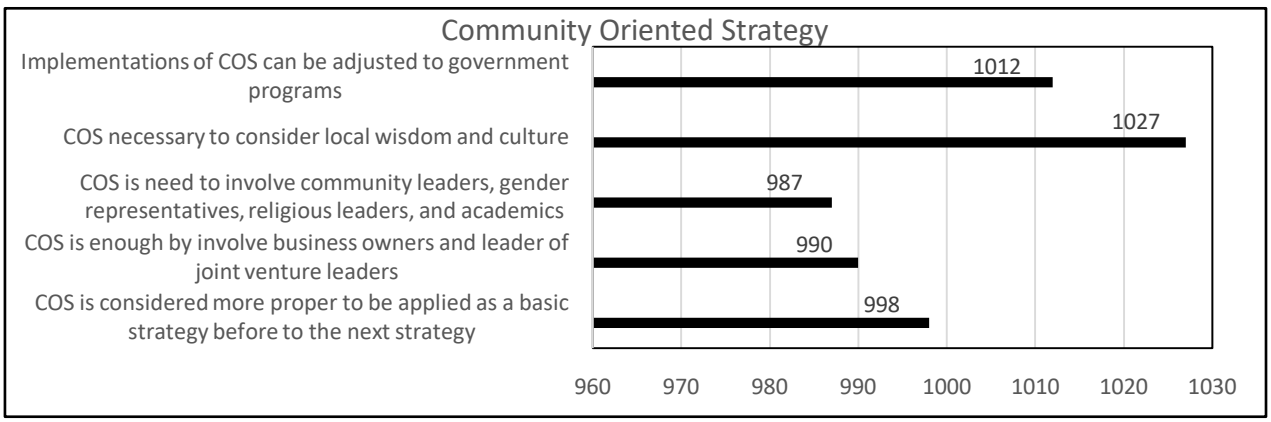

Figure 5: Community Oriented Strategy

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Based on the community orientation strategy, a government staff of Citra Niaga stated: "Managers observe the establishment of various communities by indigenous business people as an effort to develop the enterprise. This was attained through some department, including culture, art, sports, hobbies, and others, although culture and local wisdom wre attributed the most interesting, empowered to encourage SMEs. Therefore, the role of community is concluded to be very effective in these Cluster business development, especially for those with a purpose to extend culture and local wisdom, hence the need for further considerations.

ii. *Accounting Management Strategy*

Business people with good accounting management proficiency possess the capacity to control business developments from existing balance sheets. This role is evaluated through the assessment of several indicators, assumed to greatly inspire human resource performance, based on the basic accounting functions, which becomes a strong foundation in business. The following contains general information on the roles of accounting.



Figure 6: Accounting Management Strategy

This primary data is strengthened by the statement from government official: "*The weaknesses of business people lies in bookkeeping and business reporting. This is frequently emphasized, as orderly and neat bookkeeping practices have been known to inspire the performance of SMEs, especially for the actors involved in the business. However, this method has not been fully developed, both personally (business people) and institutionally*".

iii. *Workforce Management Strategy*

Workers plays an important role in the conduction of business activities, and also in ensuring the existence as an important asset. The role of workforce management is measured through several indicators, as employees are considered useful by business people, on the basis of expertise. These attributes subsequently influence the effectiveness of network management, and the following figure provides a descriptive illustration.

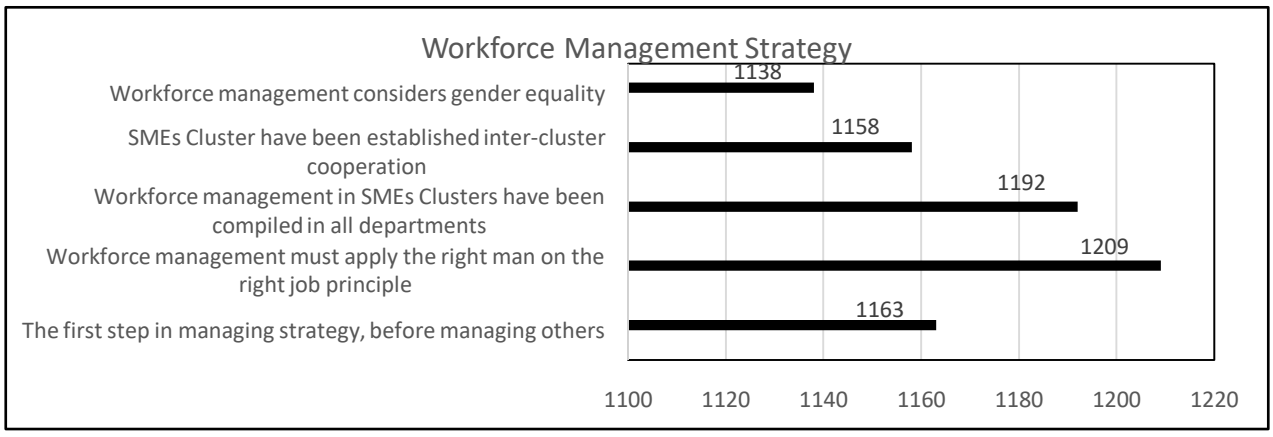

Figure 7: Workforce Management Strategy

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The Indonesia Bank has a good commitment to the development of SMEs cluster, with priority centered on the field of food security, and also in the development of local cultural potentials. The Following is a statement by the representative of Indonesia Bank: "*As a supervisor, we strongly emphasize on the importance of workforce management, hence job distribution is expected to be adjusted in accordance with expertise. This ought to be considered during the employee recruitment process, although challenges arise in the inability for business leaders to demonstrate capable management skills, hence the Indonesia Bank established a Mini University".* Based on these statements and the assessment from other business inclined individuals, it is possible to conclude that the workforce management strategy provides a very significant influence on the effectiveness of network management, especially through expertise structuring.

iv. *Maintain Interdependence Strategy*

The substance of the network encompass the relationship among stakeholder, assumed to depend on, encourage and support one another. The purpose of this research is to identify the most influential indicators of interdependence maintenance strategies, and the findings show the role of SMEs Cluster business people in controlling power, in order to avoid domination. Hence, the individuals involved are observed to have an equal position with each other, and collectively maintaining dominance in the presence or absence of business. Meanwhile, developing this strategy is required to avoid monopoly, which denotes the interdependence of members to one another, leading to the generation of stronger bonds. The following supporting data clarifies the role of this strategy:

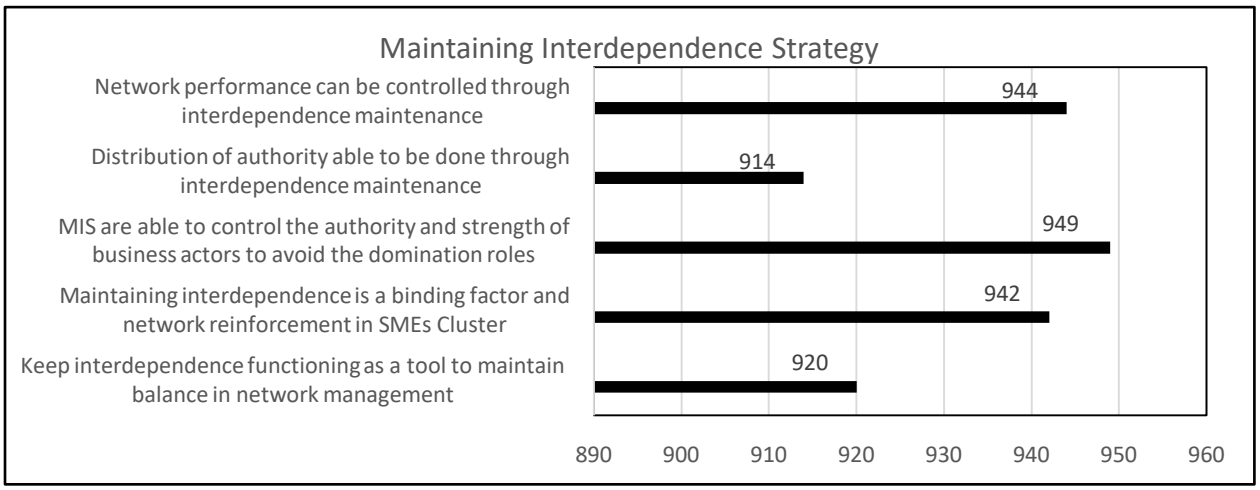

Figure 8: Maintaining Interdepedent Strategy

There is need to maintain the dependencies in SMEs Clusters, alongside position equality and connectivity among business inclined individuals. The following is a statement from one of the business people in Sarong Samarinda Cluster: "*As sarong craftsmen, it is often difficult developing businesses, due to the incidence of domination (for example, in promotion programs), and a host of other problems surrounding Sarong Samarinda Cluster. However, this incidence is anticipated to not happen here, due to the equality in individual role, which creates the opportunity for healthy and pleasant competition".* Based on the statements obtained from the business people, the strategy highlighted to ensure the maintenance of dependency ought to be developed. Finally, it is also possible to adequately maintain the existence of cluster, hence facilitating the strength of SME Cluster networks.

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d) Analysis of Structural Equation Modeling (SEM)

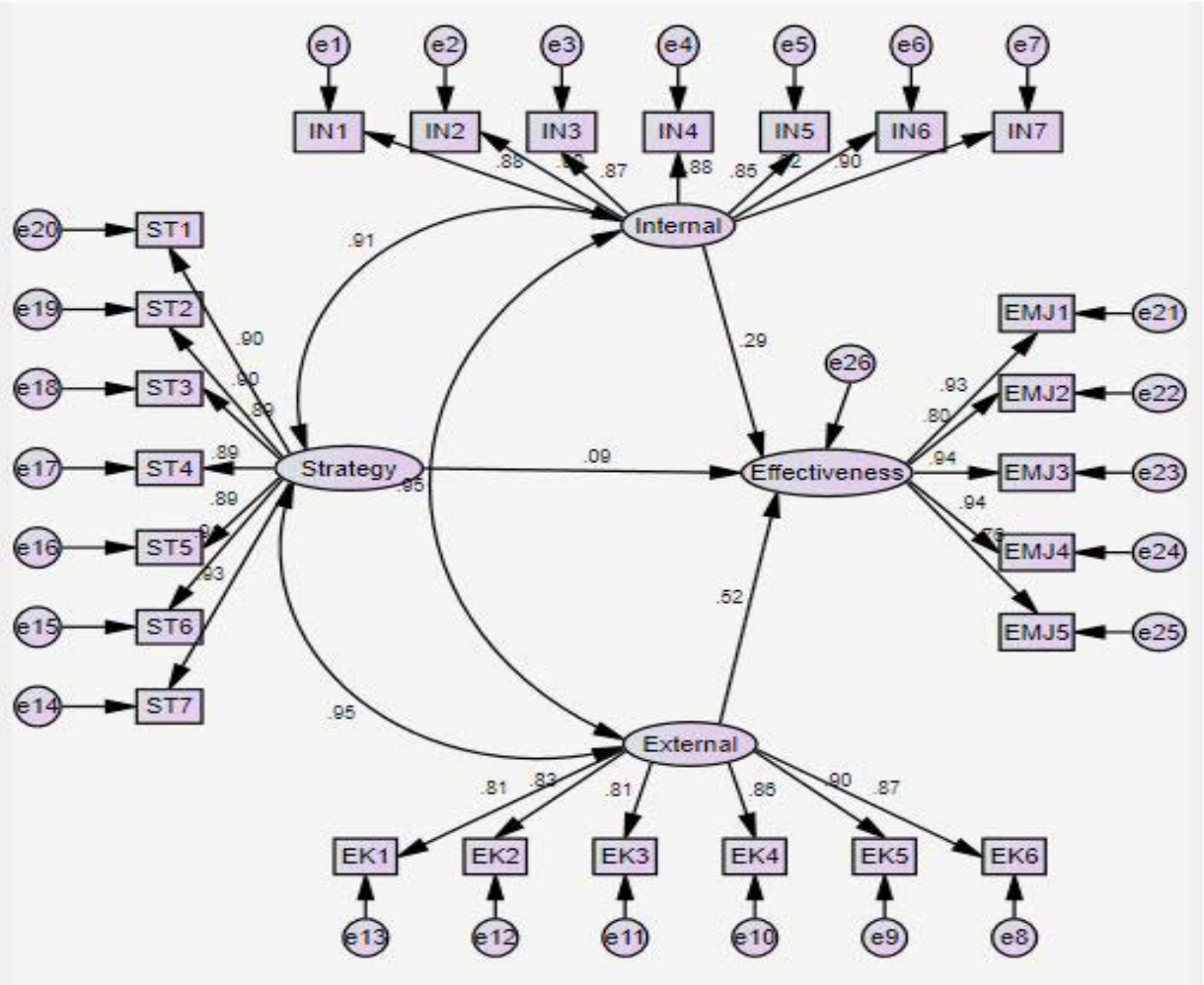

Figure 9: Amos test to determine the relationship of exogenous constructs and endogenous constructs

The figure above is a structural model produced by AMOS, which according to Ghozali (2014), is used to test for good or bad. The principle was based on the ability to fulfil at least four criteria among others, including chi-square, degree of freedom, probability, and CFI. The following is overall information data collected:

Tabel 3: Criteria Goodness of fit Index Model

No.	Goodness of fit Index	Criteria	Cut of value
1	Chi square	> Chi Square table	1.224
2	Probability	> 0,05 (5%)	.000
3	Root Mean Square Error Approximation (RMSEA)	< 0,08	0,08
4	The Minimum Sampel Discrepancy Function atau Degree of Freedom (CMIN/DF).	< 2 atau 3	3
5	Comparative Fit Index (CFI)	> 0.95	1 (SM)

Source: Calculation Results with AMOS

Based on the table above, the model is concluded as good, despite the absence of absolute values, with reference to assumptions of Structural Equation Modeling analysis. In addition, the figures obtained and the Goodness of Fit Index Model Criteria table show a measureable variable relationship.

i. *Test the Relationship among Variables*

The AMOS test was used to generate the structural model as shown in figure 6.4. This technique identified a relationship between the exogenous and endogenous constructs, and the following hypothesis were obtained:

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Hypothesis 1: There is the relationship between Internal Factors and the effectiveness of Network Management, based on the covariance (Regression Weights) of 0.210, and correlation (Standardized Regression Weights) of 0.241. These were significant at $p < 0.5$, indicating the existence of a positive association between X1 and Y.

Hypothesis 2: There is the relationship between External Factor and the effectiveness of Network Managers. This is evidenced by a covariance (Regression Weights) of 0.440 or correlation (Standardized Regression Weights) of 0.399, at significance of $p < 0.5$, which indicate a positive correlation between X2 and Y. Furthermore, the AMOS also confirms this association in SMEs Cluster.

Hypothesis 3: There is the relationship between Strategy and the effectiveness of Network Management. This is proved by a covariance (Regression Weights) of 0.471 or correlation (Standardized Regression Weights) of 0.346, at significance of $p < 0.5$, which indicate a positive association between X3 and Y. In addition, the AMOS test ascertains this claim, hence the specific Strategy implemented by business actors in SMEs Cluster influences Network Management Effectiveness.

V. Conclusion

Based on the research finding, the acquisition of organizational development through the effectiveness of network management in SMEs Cluster is achievable through the following stages:

First, Focus on the Five Internal Factors. There are three internal factors confirmed to have a strong relationship with the effectiveness of network management, including (1) network performance, which is linked with the quality of business people. This is because the presence of good attributes fosters creativity in business development, and also enables the development of critical thinking. (2) Business diversity: this parameter in association with astounding network performance facilitates the creation of ideas related to qualitative production. In addition, the majority of SMEs Cluster business people reported on the maintenance of quality as a key to marketing success, resulting from the enhanced ease of establishing a company image. Network productivity: this is the outcome of appropriately conducting the previous factors, determined by the direction chosen. Therefore, an integration of these three factors is expected to encourage the effectiveness of network management.

Second, Focus on External Factors. These factors have a strong relationship with the effectiveness of network management, consisting of (1) Partnership, a system of collaboration between large companies and SMEs, expected to strengthen and expand the cluster network with other agencies. (2) Policy: this relationship is possibly facilitated by implementing the appropriate governmental policies, due to the supporting role towards the existence of SMEs. Hence, there is need to focus on the preparation of regulations, provison of infrastructure, as well as access to development. (3) Customers, this is known to play a role in establishing balance and harmony, and also reciprocal relationships with producers. Furthermore, an integration of these three external factors is predicted to strongly impact on the effectiveness of network management

Third, Implementing the Proper Strategy. With reference to statements from business people, four strategies were identified to have a strong relationship with the effectiveness of network management. These include; First, community and bureaucratic oriented strategy; this has proven to be effective in the development of SMEs Cluster businesses. The development of local culture and wisdom, is primarily strengthened through local government interventions, based on the provision of simple and transparent bureaucracy, as well as standardized public services. Second, accounting management strategy; this significantly inspires the performance of human resources, based on the basic functions of accounting, being a strong foundation in business. Third, workforce management; the placement of employee in accordance with expertise is known to help strengthen network management, which consequently affects the effectiveness of network management. Fourth, maintenance of interdependence; expected to control the power of business people, in order to avoid role domination. This is possible because individuals in the SMEs Cluster have equal positions with each other, which is used collectively to maintain the business and evade dominance. Furthermore, the proper implementation of these four strategies are expected to influence network management, which ultimately encourages and strengthens the existence of SMEs Clusters.

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Exploring the Factors in Student's Retention of E-Learning Mathematics: A Case of Grade 12 Senior High School Students at the University of Perpetual Help System- Pueblo de Panay Campus

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Abstract- The study aims to determine the effects of teacher's factors, student attitude, and motivation on student's ability to absorb, recall and maintain the learned concepts. This research measures the effects of the said factors on student's mathematics retention. For this study, the data are collected from 101 STEM students of the University of Perpetual Help System-Pueblo de Panay Campus. The data analysis is done using Paired t-test, Cronbach's Alpha and Pearson r. The results have revealed that teacher's factor, students' attitude and motivation have significant differences. Results indicate that the three factors have statistical effect and significant impact on student's ability to absorb, recall and maintain the learned concepts in Mathematics subject via e-learning platform. Based on the findings, teacher's factor is one of the factors that the school should give much focus on since teacher has the ability to motivate and influence the attitude and performance of the students and they are accountable for the achievements and performance for the students.

Keywords: *emerging methodology, e-learning, retention.*

GJHSS-H Classification: *FOR Code: 930199*

EXPLORINGTHEFACTORSINSTUDENTSRETENTIONOFELEARNINGMATHEMATICSACASEOFGRADE12SENIORHIGHSCHOOLSTUDENTSATTHEUNIVERSITYOFPERPETUALHELPSYSTEMPUEBLODEPANAYCAMPUS

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Exploring the Factors in Student's Retention of E-Learning Mathematics: A Case of Grade 12 Senior High School Students at the University of Perpetual Help System-Pueblo de Panay Campus

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Abstract- The study aims to determine the effects of teacher's factors, student attitude, and motivation on student's ability to absorb, recall and maintain the learned concepts. This research measures the effects of the said factors on student's mathematics retention. For this study, the data are collected from 101 STEM students of the University of Perpetual Help System-Pueblo de Panay Campus. The data analysis is done using Paired t-test, Cronbach's Alpha and Pearson r. The results have revealed that teacher's factor, students' attitude and motivation have significant differences. Results indicate that the three factors have statistical effect and significant impact on student's ability to absorb, recall and maintain the learned concepts in Mathematics subject via e-learning platform. Based on the findings, teacher's factor is one of the factors that the school should give much focus on since teacher has the ability to motivate and influence the attitude and performance of the students and they are accountable for the achievements and performance for the students. Furthermore, the study finds out that e-learning does not reduce education, learning process, between students and teacher. Retention rates for online students are much higher than for traditional because it makes every learning material accessible and makes it more likely that a student can increase his productivity by finishing a course or program when physical limitations are removed.

Keywords: emerging methodology, e-learning, retention.

I. Introduction

Mathematics is one of the fundamental subjects that is a part of human life that can solve and understand ourselves and the world we live in (Russell, 2017). Mathematics in education can provide an effective way towards new inventions, solutions and innovation. Through this, people can do a lot of things at ease by the help of its applications. In meeting this convenience, there is a need to find out whether the identified factors have a relationship between student's retention of Mathematics.

As one of the identified factors, teacher's influence towards the learning of a student has a vital role in education (Bombaes, 2017). Teacher's factor contributes to the students' academic performance. Moreover, under this factor, other variables are taken identify the sub-factors that fall under teacher's influence are teacher motivation (Thoonen et al., 2011), punctuality of teachers (Sahito et al., 2016), learners' exercises (Min, 2008), teacher preparedness and teacher teaching aid (Siachifuwe, 2017). This also includes teacher's ability to utilize e-learning platform as a mode of teaching and learning to deliver information and instruction to student. Other factors like attitude (Briz-Ponce et al., 2017) and motivation of students (Augustyniak et al., 2016) can influence and affect their academic performance most specifically in learning mathematics. In this regard, the perceived enjoyment is regarded as one of the components which determines students behavior towards math retention using the e-learning platform (Panay et al., 2019).

In today's generation, education is enhanced by the use of technology integration particularly the e-learning platform and teaching using this platform is regarded as an emerging methodology of teaching and learning. Teaching and learning via e-learning platform brings changes in pedagogical strategies and improves the efficiency of teaching and learning (D. Doculan, 2016). It is regarded as an emerging methodology. This platform bridges the students and teacher relationship to the next level of education. Digital technology has changed the very notion of what being a human means (Borba et al., 2016).

Retention of learned concepts can be defined as having the information stored in long-term memory in such a way that it can be readily retrieved, for example, in response to standard prompts (Karpicke & Roediger, 2007). Retention attempts to describe the ways in which the student and the institution interact with one another. The theoretical principles convey the importance of having knowledge of student attributes that influence retention (READ, 2017).

This paper confirms the relationship between teacher's factors, student attitude, and student motivation where the role of the teacher in on-line education and the degree of student's attitude and motivation are substantiated. To further understand this relationship between these factors towards student 'retention of learned concepts of mathematics, the paper is explained and discussed in different sections as follows.

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II. Research Objectives

With the advanced technological innovation and development, the use of e-learning platform has become very prominent especially during the COVID-19 pandemic period. E-learning has become the primary way of teaching and learning and become a necessary teaching method (Moreno-Guerrero et al., 2020). This study presents contributing factors towards student's retention of mathematics via e-learning as a mode of delivery in teaching. The aims of this study to identify the influences and impacts of teacher's influence, student attitude, and motivation on student's retention of mathematics which can be observed when teaching is delivered and learning is achieved online. The main objective of this study is to identify the factors that influence retention and effectiveness of the e-learning method in student's ability to absorb, recall and maintain the learned concepts about mathematics.

III. Method of Investigation

a) Research Design and Method

The study is a quantitative research developed is quantitative. A case study has been designed to measure the teacher's factor, students' attitude, and students' motivation towards student's retention of learned concepts in mathematics. The delivery of teaching and learning was done through the use of e-learning as an emerging methodology. To assess the said factors, the study was done through correlational research. The total number of population consisted of 101 grade 12 STEM students has been covered, for it serves the purpose of the study. To find out the relationship and significant difference of the variables of the study, a self-made questionnaire was used gather the needed data. The questionnaire was made by the researchers in accordance with the current study.

b) Instrumentation

The study took place at the University of Perpetual Help System – Pueblo de Panay, Roxas City, Capiz, Philippines. All STEM students of Grade 12 were covered to gather the information. The questionnaire has only one part which measures the student's retention in terms of teacher factor, student's attitude and student's motivation towards student's retention of learned concepts using five-point Likert Scale.

c) Sample Design

For statistical analysis the data were collected from Grade 12 STEM students, all are active users of e-learning platform of the university. There were 101 participants and they were given a structured questionnaire to identify and perform the relationship of every variable using correlation analysis. Cronbach's Alpha was used to determine the reliability of each item from the questionnaire. This study is quantitative with the support of SPSS.

d) Pilot Testing

The number of participants was identified based on the 15% of total Grade-12 STEM students and it was conducted in Grade-11 STEM students first in order to test the applicability and objectivity of the research tool.

e) Data Analysis and Results

i. *Data Analysis and Results*

Pearson r correlation analysis is utilized for measuring the model that consists of validity test. All factors are tested to be greater than 0.5. In the reliability test, Cronbach's Alpha value is determined and found to be higher than 0.8. This is a manifestation that questions under each construct are significantly valid and reliable with Sig.(2-tailed) = 0.000 < p = 0.05 and r(x,y) ≥ 0.5 > r = 0.195 in order to measure the teacher's factor, students' attitude and perceived enjoyment towards students' retention in mathematics using e-learning platform.

Table 1.0: Teacher's factor items correlation

Correlations

		TOTAL (TEACHER FACTOR)
Q1	Pearson Correlation	.738**
	Sig. (2-tailed)	.000
	N	101
Q2	Pearson Correlation	.728**
	Sig. (2-tailed)	.000
	N	101
Q3	Pearson Correlation	.694**
	Sig. (2-tailed)	.000
	N	99

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Q4	Pearson Correlation	.809**
	Sig. (2-tailed)	.000
	N	101
Q5	Pearson Correlation	.770**
	Sig. (2-tailed)	.000
	N	101
Q6	Pearson Correlation	.663**
	Sig. (2-tailed)	.000
	N	101
Q7	Pearson Correlation	.582**
	Sig. (2-tailed)	.000
	N	101
Q8	Pearson Correlation	.592**
	Sig. (2-tailed)	.000
	N	101
Q9	Pearson Correlation	.786**
	Sig. (2-tailed)	.000
	N	101
Q10	Pearson Correlation	.760**
	Sig. (2-tailed)	.000
	N	101
TOTAL TEACHER FACTOR	Pearson Correlation	1
	Sig. (2-tailed)	
	N	101

***. Correlation is significant at the 0.01 level (2-tailed).*

**. Correlation is significant at the 0.05 level (2-tailed).*

Table 1.1: Students' attitude item correlation

Correlations

		TOTAL (STUDENTS ATTITUDE)
Q1A	Pearson Correlation	.600**
	Sig. (2-tailed)	.000
	N	101
Q2A	Pearson Correlation	.635**
	Sig. (2-tailed)	.000
	N	100
Q3A	Pearson Correlation	.803**
	Sig. (2-tailed)	.000
	N	98
Q4A	Pearson Correlation	.784**
	Sig. (2-tailed)	.000
	N	100
Q6A	Pearson Correlation	.738**
	Sig. (2-tailed)	.000
	N	100

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Q7A	Pearson Correlation	.695**
	Sig. (2-tailed)	.000
	N	100
Q8A	Pearson Correlation	.685**
	Sig. (2-tailed)	.000
	N	100
TOTAL STUDENTS ATTITUDE	Pearson Correlation	1
	Sig. (2-tailed)	
	N	101

***. Correlation is significant at the 0.01 level (2-tailed).*

**. Correlation is significant at the 0.05 level (2-tailed).*

Table 1.2: Perceived enjoyment items correlation

Correlations

		TOTAL (PERCEIVED ENJOYMENT)
Q1B	Pearson Correlation	.889**
	Sig. (2-tailed)	.000
	N	100
Q2B	Pearson Correlation	.910**
	Sig. (2-tailed)	.000
	N	100
Q3B	Pearson Correlation	.718**
	Sig. (2-tailed)	.000
	N	100
Q4B	Pearson Correlation	.855**
	Sig. (2-tailed)	.000
	N	100
TOTAL PERCEIVED ENJOYMENT	Pearson Correlation	1
	Sig. (2-tailed)	
	N	101

***. Correlation is significant at the 0.01 level (2-tailed).*

Table 2.0: Teacher factor Reliability Statistics

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No. of Items
.887	.894	10

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Table 2.1: Teacher factor Inter-Item Correlation Matrix

Inter-Item Correlation Matrix

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Q1	1.000	.743	.605	.282	.443	.526	.585	.489	.443	.307
Q2	.743	1.000	.626	.324	.458	.330	.351	.402	.458	.216
Q3	.605	.626	1.000	.465	.415	.527	.444	.308	.732	.507
Q4	.282	.324	.465	1.000	.681	.368	.563	.537	.341	.393
Q5	.443	.458	.415	.681	1.000	.637	.325	.592	.304	.371
Q6	.526	.330	.527	.368	.637	1.000	.510	.228	.386	.557
Q7	.585	.351	.444	.563	.325	.510	1.000	.570	.325	.579
Q8	.489	.402	.308	.537	.592	.228	.570	1.000	.408	.325
Q9	.443	.458	.732	.341	.304	.386	.325	.408	1.000	.639
Q10	.307	.216	.507	.393	.371	.557	.579	.325	.639	1.000

Table 3.0: Student attitude Reliability Statistics

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No. of Items
.850	.864	7

Table 3.1: Student attitude Inter-Item Correlation Matrix

Inter-Item Correlation Matrix

	Q1	Q2	Q3	Q4	Q9	Q10	Q11
Q1	1.000	.433	.218	.400	.284	.218	.319
Q2	.433	1.000	.285	.717	.256	.285	.368
Q3	.218	.285	1.000	.591	.653	.473	.593
Q4	.400	.717	.591	1.000	.675	.591	.563
Q9	.284	.256	.653	.675	1.000	.760	.725
Q10	.218	.285	.473	.591	.760	1.000	.593
Q11	.319	.368	.593	.563	.725	.593	1.000

Table 4.0: Perceived enjoyment Reliability Statistics

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No. of Items
.893	.892	4

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Table 4.1: Perceived enjoyment Inter-Item Correlation Matrix

Inter-Item Correlation Matrix

	Q5	Q6	Q7	Q8
Q5	1.000	.837	.515	.746
Q6	.837	1.000	.500	.943
Q7	.515	.500	1.000	.503
Q8	.746	.943	.503	1.000

**Therefore, the result in Table 1.0 – table 1.2 shows validity of the items in each factor and table 2.0 – table 4.1 shows the reliability of the items in each factor.*

Table 5.0: Statistics (Teacher Factor, Student Attitude and Perceived Enjoyment)

	Mean	N	Std. Deviation	Std. Error Mean
Teacher Factor	4.4072	101	.51276	.05102
Perceived Enjoyment	3.8430	101	.64014	.06370
Student Attitude	3.2896	101	.80291	.07989

Table 5.1: Paired Correlations (Teacher Factor, Student Attitude and Perceived Enjoyment)

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Teacher Factor & Perceived Enjoyment	101	.565	.000
Pair 2	Teacher Factor & Student Attitude	101	.308	.002
Pair 3	Perceived Enjoyment & Student Attitude	101	.714	.000

Table 5.2: Paired Test (Teacher Factor, Student Attitude and Perceived Enjoyment)

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1 Teacher Factor - Perceived Enjoyment	.56415	.54950	.05468	.45567	.67263	10.318	100	.000
Pair 2 Teacher Factor - Student Attitude	1.11755	.80887	.08049	.95787	1.27723	13.885	100	.000
Pair 3 Perceived Enjoyment - Student Attitude	.55339	.56630	.05635	.44160	.66519	9.821	100	.000

ii. *Result and Hypothesis Testing*

After signifying the validity of the measurement model, the next step was to hypothesize the significant difference and relationship using paired T-test and person r. The results based on the structural model support that all proposed hypotheses were supported by the data.

Teacher Factor (mean = 4.4072, SD = .51276) is higher than *Perceived Enjoyment* (mean = 3.8430, SD = .64014) in terms of mean which signifies that teacher factor has higher effect than perceived enjoyment on student's retention. Based on the result, there is a high significant difference between teacher factor and perceived enjoyment with t = 10.318, df = 100 and sig.

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(2 tailed) = .000. Also, the correlation value of teacher factor and perceived enjoyment is equal to .51276 which indicates that there is a positive or direct relationship between these two variables.

Teacher Factor (mean = 4.4072, SD = .51276) is higher than *Student attitude* (mean = 3.2896, SD = .80291) in terms of mean which signifies that teacher factor has higher effect than student's attitude on student's retention. Based on the result, there is a high significant difference between teacher factor and student attitude with t = 13.885, df = 100 and sig. (2 tailed) = .000. Also, the correlation value of teacher factor and student attitude is equal to .308 which indicates that there is a positive or direct relationship between these two variables.

Perceived Enjoyment (mean = 3.8430, SD = .64014) is higher than *Student attitude* (mean = 3.2896, SD = .80291) in terms of mean which signifies that perceived enjoyment has higher effect than student's attitude on student's retention. Based on the result, there is a high significant difference between teacher factor and student attitude with t = 9.821, df = 100 and sig. (2 tailed) = .000. Also, the correlation value of perceived enjoyment and student attitude is equal to .714 which indicates that there is a positive or direct relationship between these two variables.

IV. Discussion and Conclusion

This study examines the influence and impact of teacher's factor, student's motivation, and student's on student's ability to absorb, recall, and maintain the learned concepts in Mathematics of Grade 12 STEM students of the University of Perpetual Help System-Pueblo de Panay Campus, Roxas City, Philippines. The results of this study assemble by t-test and Pearson r which indicate that teacher factor, student attitude and student motivation towards students' retention. These findings support that these factors are significant and have a positive impact on the findings generated with the use of Paired t-test analysis.

As part of the investigation, it reveals that based on 101 respondents who participated in the data collection; Teacher Factor has the highest influence on student's ability to absorb, recall and maintain the knowledge she or he learned. With the help of e-learning the students along with teacher factors, teacher was able to successfully and effectively deliver his lessons thus contributing to the success of teaching and learning. The findings show that teacher preparedness and ability to deliver his lesson through e-learning platform, teacher motivation, marking of learner's exercises, punctuality of teacher and teaching aid which fall under teacher factor should be considered in teaching mathematics. Teachers who are successful in establishing an online learning community encourage student participation and discourage lurking behavior. This was followed by the student motivation and student attitude have the least effect on student's retention.

Based on the findings, the study recommends that, teachers should enrich better the teacher factor such as teacher preparedness, teacher motivation, marking of learner's exercises, teaching aid, together with student motivation and student attitude for these contribute to student's retention of learned concepts and knowledge in Mathematics. In order to make learning appears more profound, teachers should engage students in a more challenging online environment by making the lessons more interactive and the e-learning platform fun since students find it enjoyable to use.

Furthermore, the study finds out that e-learning does not reduce education, learning process, between students and teacher. This only proves that retention rates for online students are much higher than for traditional, in-person students, for online learning increases access and makes it more likely that a student can finish a course or program.

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Professional Burnout in Workers in Nurseries and Kindergartens in a Southern Chilean Province: An Approach to Children's Mental Health

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Abstract- *Introduction:* In Chile there is little information on professional burnout in workers in nurseries and kindergartens, despite the fact that it is a phenomenon that would have consequences not only for those who suffer from it but also for the people around them, particularly those who are under their care. *Methodology:* A quantitative approach, descriptive non-experimental transectional design was used. 97 caregivers selected through convenience sampling were studied, to whom the Maslach Burnout Inventory (HSS) and a sociodemographic background scale were applied with the objective of determining the prevalence of burnout syndrome in such workers in a province of the South of Chile. *Results:* The results show that almost all the participants (99%) have some level of professional burnout, a high number of people have medium or high levels of Emotional Exhaustion (46.9%) and Depersonalization (31.2%), as well as a level medium or low Personal Achievement (27.1%). It was also observed that Emotional Exhaustion varies according to the stage of development ($p = .009$) and the educational level ($p = 0.017$).

Keywords: *burnout, early childhood educators, child mental health, alternative care.*

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Professional Burnout in Workers in Nurseries and Kindergartens in a Southern Chilean Province: An Approach to Children's Mental Health

Desgaste Profesional en Trabajadoras de Salas Cunas y Jardines Infantiles de una Provincia del Sur de Chile: Una Aproximación a la Salud Mental Infantil

Mg. Felipe Rivera Hernández [α], Mg. Germán Monje Ojeda [σ], Ps. Elías Argel Zúñiga [ρ] & Ps. Yessenia Ayancán Hijerra [ω]

Abstract- ***Introduction:*** In Chile there is little information on professional burnout in workers in nurseries and kindergartens, despite the fact that it is a phenomenon that would have consequences not only for those who suffer from it but also for the people around them, particularly those who are under their care. ***Methodology:*** A quantitative approach, descriptive non-experimental transectional design was used. 97 caregivers selected through convenience sampling were studied, to whom the Maslach Burnout Inventory (HSS) and a sociodemographic background scale were applied with the objective of determining the prevalence of burnout syndrome in such workers in a province of the South of Chile. ***Results:*** The results show that almost all the participants (99%) have some level of professional burnout, a high number of people have medium or high levels of Emotional Exhaustion (46.9%) and Depersonalization (31.2%), as well as a level medium or low Personal Achievement (27.1%). It was also observed that Emotional Exhaustion varies according to the stage of development (p = .009) and the educational level (p = 0.017). ***Discussion:*** The implications that the level of professional burnout would have for the participants in the skills of attending, mentalizing, self-mentalizing and regulating the stress of the children in their care and the possible effects on their emotional security, their self-regulation are discussed., social relations, mental health in general, among others.

Keywords: burnout, early childhood educators, child mental health, alternative care.

Resumen- ***Introducción:*** En Chile existe poca información sobre el desgaste profesional en trabajadores de salas cunas y jardines infantiles pese a que es un fenómeno que tendría consecuencias no sólo para quien lo padece sino para las personas que lo rodean, particularmente para quienes se encuentran bajo su cuidado. ***Metodología:*** Se empleó un enfoque cuantitativo, diseño no experimental transeccional descriptivo. se estudió a 97 cuidadoras seleccionadas a través de un muestreo por conveniencia, a quienes se les aplicó el Maslach Burnout Inventory (HSS) y una escala de antecedentes sociodemográficos con el objetivo de determinar la prevalencia de síndrome de burnout en tales trabajadoras en una provincia del sur de Chile. ***Resultados:*** Los resultados muestran que casi todas las participantes (99%) tienen algún nivel de desgaste profesional, una alta cantidad de personas niveles medios o altos de Agotamiento Emocional (46.9%) y Despersonalización (31.2%), así como también, un nivel medio o bajo de Realización Personal (27.1%). Se observó, además, que el Agotamiento Emocional varía según la etapa del desarrollo (p =.009) y el nivel educacional (p = 0.017). ***Discusión:*** Se discute las implicancias que tendría para las participantes el nivel de desgaste profesional en las habilidades de atender, mentalizar, automentalizar y regular el estrés de los niños y niñas que están a su cuidado y los posibles efectos en su seguridad emocional, su autorregulación, relaciones sociales, salud mental en general, entre otras.

Palabras clave: desgaste profesional, educadores de párvulos, salud mental infantil, cuidados alternativos.

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I. Introducción

Los infantes son seres sociales, vinculares, intersubjetivos y autorregulados/auto-organizados, características que entre otras, los hacen especialmente susceptibles a los estados afectivos y mentales de quienes los rodean (Lecannelier, 2010). Estas características suponen un desafío para las personas responsables de su cuidado, en especial si es alternativo ya que los niños puede formar un vínculo de apego con sus educadores (Sroufe et al., 2005), el que incluso puede llegar a diferir entre un 30-55% del que ha sido desarrollado con sus propios cuidadores en su primer año de vida (Howes et al., 1988), por lo que un ambiente de cuidado libre de estrés es clave para un desarrollo optimo del infante ya que tal y como Belsky (2002, 2006) ha concluido, un apego inseguro del infante hacia su educadora puede repercutir negativamente en la seguridad del niño con sus padres.

En Chile, el sistema educativo asociado al nivel de educación parvularia ofrece cuidados alternativos hasta los seis años a través de diversos establecimientos (salas cunas, jardines infantiles, escuelas y colegios) que reciben aproximadamente a 800.000 niños, más de la mitad de quienes tienen posibilidad de hacerlo de acuerdo con la edad. Dentro los principales sostenedores que entregan educación parvularia (Junji y Fundación Integra), se observa que

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por cada seis niños aproximadamente hay un adulto responsable de su cuidado ya sea Educadora de Párvulo o Asistente/Técnico de Párvulos. Sin embargo, si sólo se considera a los Asistentes/Técnico en Párvulos, se observa que por cada uno de ellos hay aproximadamente ocho niños en el proveedor Junji y cerca de nueve niños en Integra (Subsecretaría de Educación Parvularia [SDEP], 2019). Esta proporción de adultos por niño es una situación particularmente preocupante ya que se ha demostrado los efectos negativos en el desarrollo del apego de los niños, especialmente cuando el tiempo de estadía de los niños supera las cuatro horas diarias y la razón de niño/cuidador es mayor a seis (Belski, 2002, 2006).

En relación con esto último, Lecannelier, Monje & Guajardo (2019), luego de observar a 444 niños pertenecientes a salas cunas y jardines infantiles, encontraron que poco más de la mitad de ellos (51%) presenta inseguridad y desorganización en el apego, así como también, las educadoras que perciben un alto conflicto con los niños que están a su cuidado es mayor a un tercio (35%), mientras que más de la mitad muestra un nivel de cercanía bajo con ellos (56%). Adicionalmente, en un estudio multicultural, donde se comparó a 15 sociedades en relación con dificultades emocionales y conductuales, reportado por educadores de párvulos, Chile aparece como el quinto país con mayor tasa de problemas totales de salud mental en niños preescolares (Rescorla et al., 2012). Estos lamentables datos de salud mental en preescolares confirman los resultados de otro estudio multicultural, donde Chile aparece como el país, de un total de veinticuatro, con mayor tasa de dificultades emocionales, conductuales y sociales en niños entre uno y cinco años reportado por sus padres, lo cual, es evidentemente muy preocupante ya que varios de los países con los cuales Chile se comparó viven dictaduras o crisis sociales permanentes (Rescorla et al., 2011).

Por otra parte, en cuanto al impacto de asistir a la sala cuna en el desarrollo infantil, Seguel et al. (2012), tras haber conducido un estudio longitudinal en Jardines Infantiles Junji desde los tres meses a los cuatro años, concluyeron que asistir desde los tres años tendría un efecto positivo en el desarrollo infantil, sin embargo, asistir desde sala cuna menor no tendría un efecto distinto respecto de los niños que no asisten. Ahora bien, pese a este resultado, asistir a sala cuna debiese analizarse con más cuidado ya que la calidad de la práctica pedagógica es clave para el desarrollo posterior, pero sobretodo si se consideran variables relativas al desarrollo socio-emocional ya que tal y como Howes, Matheson, & Hamilton (1994) han planteado, aunque los niños hayan desarrollado un apego seguro o inseguro con sus padres, las educadoras pueden revertir negativa o positivamente el estilo de apego formado. Igualmente, se sabe que una buena calidad de apego entre los niños y sus profesores se relaciona con comportamientos pro-sociales y empáticos en la sala de clases, a mostrar menos irritabilidad y aislamiento, y mayores competencias de resolución de conflictos interpersonales a largo plazo (Copeland-Mitchell, Denham, & DeMulder, 1997), lo cual evidentemente puede ser muy beneficioso no sólo para el aprendizaje y la calidad de los mismos, sino que para la vida en sociedad, considerando que algunas de las habilidades que se requieren para el siglo XXI están relacionadas con el desarrollo socio-emocional como lo son la conciencia de sí mismo, de introspección y meditación, inteligencia emocional y social, empatía y escucha activa, perseverancia y resiliencia, entre otras (Waissbluth, 2018).

Ahora bien, más allá de los factores propios de la salud mental de los niños, uno de los factores que pudieran influir en la práctica pedagógica y de cuidado de las educadoras de párvulos o asistentes de párvulos es el desgaste profesional o burnout, enfermedad que la Organización Mundial de la Salud incorporó en el año 2019 en la Clasificación Internacional de Enfermedades (CIE-11) y que se entiende como un estrés crónico desarrollado en el contexto laboral, que no ha sido tratado con éxito, y que se caracteriza por sentimientos de pérdida de energía, distancia mental respecto del trabajo (cinismo) y reducción de la eficacia profesional (World Health Organization [WHO], 2019). Donde, el agotamiento emocional es la dimensión básica del estrés individual y se entiende como la sensación de agotamiento de los recursos tanto físicos como emocionales; mientras que la despersonalización representa la dimensión del contexto interpersonal y la reducción de la eficacia personal hace referencia a la dimensión de autoevaluación, caracterizándose por sentimientos de incompetencia y falta de logro y productividad en el trabajo (Maslach, Schaufeli & Leiter, 2001).

En un revisión sistemática del impacto a nivel físico, psicológico y ocupacional del burnout indica que quienes lo experimentan tienen mayor probabilidad de padecer un serie de enfermedades físicas como diabetes tipo II, obesidad, problemas cardiovasculares, hipercortisolemia, problemas gastrointestinales, infecciones respiratorias, dolores de cabeza, entre otras; a nivel psicológico, son más proclives a experimentar insomnio y otros problemas de sueño, síntomas depresivos, a ser hospitalizados por problemas de salud mental y a llevar a cabo tratamientos antidepresivos o con psicotrópicos; y por último, a nivel laboral experimentan mayor insatisfacción en el trabajo, ausentismo, demandas laborales, entre otras (Salvagioni et al., 2017)

Se ha planteado que los síntomas asociados al burnout en la población docente tienen una alta prevalencia, de hecho, en un estudio realizado con

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profesores de educación básica se encontró que el 58% tenía niveles altos de desgaste profesional (Salgado & Leria, 2018). Igualmente, Ortiz et al. (2012) al comparar síndrome de burnout en educadoras de párvulos en Chile, sostienen que habría diferencias parciales entre las diferentes dependencias administrativas de los centros educacionales, no obstante, no señalan la intensidad de dicho desgaste.

Entonces, considerando cómo este estrés crónico de origen laboral puede afectar no solo a la salud de las educadoras, sino que también, indirectamente en el desarrollo socio-emocional y pedagógico de los pre-escolares es que el objetivo de este estudio fue determinar la prevalencia de síndrome de burnout en trabajadores de salas cunas y jardines infantiles de una provincia del sur de Chile. En específico se buscó identificar la prevalencia de Agotamiento Emocional, Despersonalización y Realización Personal, así como también, determinar la existencia de diferencias en tales dimensiones del desgaste profesional según diversas variables sociodemográficas.

II. Método

a) Diseño

Estudio no experimental cuyo diseño es transeccional, con un alcance descriptivo.

b) Participantes

En el estudio participaron 97 mujeres, seleccionadas a través de un muestreo por conveniencia, que trabajan jornada completa en jardines infantiles y salas cunas de una ciudad del sur de Chile.

En relación con su edad, éstas comprendían entre los 21 y 61 años ($\bar{X}$=36.2; DS=11 años). Asimismo, aproximadamente el 63% de ellas se encontraban casadas y 36% en una relación de convivencia (casadas o en unión civil) y el 1% se encontraba viuda. Además, el 74% de ellas tenía hijos. En cuanto al tiempo de permanencia en la institución, el 69% de ellas tenía más de 5 años. El 78,9% tenía un ingreso mensual reportado inferior a 500.000 pesos chilenos (aproximadamente 670 US$). Por otra parte, el 30% de ellas había completado estudios medios y 70% educación de nivel superior. Finalmente, el 98% declaró realizar labores domésticas.

c) Instrumentos

El Desgaste Profesional se midió a través del instrumento MBI – HSS (Maslach Burnout Inventory - Human Services Survey) versión adaptada al español y con propiedades psicométricas que permiten sostener su validez y confiabilidad en Chile (Manso-Pinto, 2006; Olivares-Faundez et al., 2014).

Adicionalmente, se construyó un cuestionario socio-demográfico ad-hoc para medir variables tales como edad, estado civil, número de hijos, tiempo de permanencia en el trabajo, nivel educacional y la realización de labores domésticas, las cuales fueron utilizadas para la caracterización de la muestra y análisis comparativo relacionado con objetivos de investigación.

d) Procedimiento

En primer lugar, se contactó con los Directores de los establecimientos educacionales, invitándolos a participar previa exposición de los objetivos del estudio. Tras la autorización, se acordó con las participantes un día y horario para la aplicación de los instrumentos, así como también, para firmar el consentimiento informado. La extensión de la aplicación tomó dos meses aproximadamente y se llevó a cabo a través de papel y lápiz. Por último, es importante señalar, que se explicitó la posibilidad de solicitar los resultados si así lo estimaron conveniente.

e) Análisis de datos

Se llevo a cabo un análisis descriptivo e inferencial a través del programa computacional Jamovi 1.1.9 Solid. Es relevante mencionar que para el cálculo de la potencia estadística, cuando fue pertinente, se ocupó el programa GPower 3.1.

En primer lugar, se caracterizó a los participantes a través de un análisis descriptivo de las principales variables socio-demográficas. Luego, se analizó cada una de las dimensiones formadas y se procedió a realizar puntos de corte, de acuerdo con lo sugerido por Bosqued (2008), distinguiendo así entre nivel bajo, medio y alto.

Para determinar si existían diferencias respecto a las características sociodemográficas se tomó como variable a contrastar los puntajes brutos obtenidos por los participantes en las tres dimensiones (Agotamiento Emocional, Despersonalización y Realización Personal). Luego, se procedió a realizar pruebas de normalidad para dichos datos de acuerdo con los grupos formados por las características sociodemográficas. Posteriormente, se llevó a cabo prueba U de Mann-Whitney, cuando se trabaja con dos grupos y Prueba de Kruskal-Wallis cuando se trabajó con tres grupos.

f) Conflictos de interés

Los autores declaran no tener conflictos de interés.

III. Resultados

En primer lugar, como se observa en la Tabla 1 en cuanto a la presencia de desgaste profesional, sólo el uno por ciento de las participantes lo presentaría propiamente tal debido a sus altos puntajes tanto en Agotamiento Emocional como Despersonalización y bajos en Realización Personal. Por otra parte, un 35% de ellas no presentaría nada de desgaste profesional con puntajes bajos tanto en Agotamiento Emocional como Despersonalización y altos en Realización

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Personal. Por último, un 64% presentaría algún nivel de desgaste profesional con al menos Agotamiento Emocional o Despersonalización en un nivel medio o alto.

Tabla 1: Nivel de Desgaste Profesional (%)

	Desgaste Profesional
Presencia	1
Algún nivel	64
Ausencia	35

Fuente: elaboración propia.

En cuanto a los diferentes niveles de agotamiento emocional, despersonalización y realización personal de las educadoras y técnicos de párvulos que se evaluaron, los resultados en términos porcentuales se pueden evidenciar en la Tabla 2. Dentro de los aspectos más interesantes que se pueden observar es que el 46.9% de ellas presenta un nivel medio o alto de agotamiento emocional, así como también un 31.2% de ellas presentaría un nivel medio o alto de despersonalización. Por último, un 27.1% de ellas presentaría un nivel medio o bajo de realización personal.

Tabla 2: Nivel de la variable (%) según dimensión

	Agotamiento Emocional	Despersonalización	Realización Personal
Bajo	53.1	68.8	12.5
Medio	22.9	18.7	14.6
Alto	24	12.5	72.9

Fuente: elaboración propia.

Por otra parte, al analizar los puntajes obtenidos en las tres dimensiones de desgaste profesional de acuerdo con las variables sociodemográficas (ver Tabla 3), se pudo constatar la inexistencia de diferencias estadísticamente significativas - a través de la prueba U de Mann-Whitney – en las tres dimensiones de desgaste profesional con el hecho de estar en una relación de convivencia, según el hecho de tener hijos o los años de experiencia laboral, así como tampoco, entre quienes llevan poco tiempo trabajando y quienes llevan más.

Sin embargo, si se observó que la intensidad del Agotamiento Emocional sería mayor en personas que se encuentran en la denominada adultez joven en comparación con aquellas que se encuentran en la adultez media (Mann-Whitney U = 620, p =.009, 1 – β = .82, d = .5980). Aunque tales diferencias no se observaron en las dimensiones de Despersonalización y Realización Personal.

Por último, se observó que el Agotamiento emocional se expresa con diferente intensidad de acuerdo con la formación académica (Kruskal-Wallis = 8.134; p = 0.017). De hecho, las personas que tenían educación media mostraron puntajes promedio más bajos de Agotamiento emocional que aquellas que tenía educación técnico profesional (Mann-Whitney U = 440.5, p =.048, 1 – β= .71, d = .5479) o universitaria (Mann-Whitney U = 204, p =.006, 1 – β = .91, d = .8393). Cabe mencionar, no obstante, que las diferencias expresadas entre quienes tienen educación profesional y universitaria no resultan significativas.

IV. Discusión y Conclusiones

El presente estudio se planteó la necesidad de conocer el nivel de desgaste profesional que presentan los cuidadores dentro del sistema educacional formal del nivel parvulario debido a su rol clave en diversas áreas del desarrollo de los niños que se encuentran bajo su cuidado. En primera instancia, se puede concluir que existe una intensidad disímil en las diferentes dimensiones del fenómeno, es decir, en agotamiento emocional, despersonalización y realización personal, sin embargo, llama profundamente la atención que sólo el 1% de las cuidadoras presentará un desgaste emocional alto. En ese sentido, sería interesante explorar los factores asociados al alto nivel de realización personal que experimentan dentro de su contexto laboral ya que el 72% de ellas así lo indica y tal vez esto actúan como un factor protector para el desgaste profesional, como pudiera ser la autoeficacia en la gestión escolar (Aloe, Amo & Shanahan, 2014), sobre todo si se considera que el 78,9% percibe un sueldo mensual inferior a los $500.000 pesos.

En cuanto al agotamiento emocional, entendida como el núcleo central del síndrome y que se manifiesta como fatiga o falta de energía y la sensación de que los recursos emocionales se han agotado (Maslach, Schaufeli & Leiter, 2001) resulta interesante que cerca de la mitad de las participantes tengan un nivel medio o alto en esta dimensión, lo que supondría la necesidad de incorporar estrategias que le permitan tomar distancia de aquello que le provoca la pérdida de energía y que, dada la dificultad de recuperarla, puede resultar en baja respuesta a las demandas de los niños

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y niñas que atiende. Adicionalmente, podría afectar la calidad del vínculo de apego entre el cuidador y el niño – y en consecuencia su seguridad emocional - ya que muchos de ellos forman una estrecha relación de seguridad, considerándolas como su otro ser significativo en su vida (Riley, 2011).

De igual manera, un tercio de los participantes muestra un nivel de despersonalización medio o alto, lo que implicaría el desarrollo de actitudes negativas e insensibilidad hacia las personas que se atiende, así como también hacia los colegas de trabajo. Frente a esto, es posible que las personas que se encuentren en el nivel señalado sean más proclives a tener conflictos interpersonales y aislarse de los demás (Cordes y Dougherty, 1993). De igual forma, esto puede afectar la capacidad de mentalización y empatía hacia el estrés de los niños ya sea porque mentaliza negativamente las conductas estresantes de los niños o porque no mentaliza, lo cual puede afectar no sólo el vínculo entre cuidador-niño, sino que también la regulación de los afectos, mantener relaciones interpersonales significativas e intimas, y darle un sentido de control sobre ellas mismos (Hagelquist, 2017). En este mismo orden de ideas, habría una repercusión en la posibilidad de entregar cuidados de calidad que, desde la teoría del apego y la concepción de los niños y niñas como sujetos de derechos, implica pensar los ambientes de cuidado, tanto en sus aspectos físicos y psicológicos desde el concepto de sensibilidad del cuidador, es decir, que sea capaz de ver las cosas desde el punto de vista del niño o de la niña, y que negocia de manera flexible las necesidades y metas en conflicto. También, el cuidado sensible implica ajustarse a los estados emocionales y al momento evolutivo del niño y de la niña, favoreciendo ambientes de cuidado amorosos y cálidos (Carbonell, 2005).

Pese a lo anterior, se observa que poco más de la décima parte de los participantes tiene un nivel bajo de realización personal, lo cual es muy interesante ya que podría significar que pese al agotamiento y la despersonalización que pudieran experimentar dentro del contexto laboral, aun así, la gran mayoría de las cuidadoras evaluarían positivamente los logros que obtienen en su trabajo (Maslach, Schaufeli y Leiter, 2001). En este sentido, se observa con especial atención que la edad y el nivel educativo de las participantes pudiera configurarse como un factor a tener en consideración. Es posible, que a menor edad mayor sea el compromiso con la tarea realizada lo que pudiera llevar a sobre involucramiento con el consecuente Agotamiento emocional; de igual manera, es posible que el nivel educativo repercuta en la incorporación de perspectivas idealizadas respecto al trabajo realizado lo que pudiera no ser coherente con los desafíos del cuidado adecuado. Se considera la necesidad de seguir explorando y profundizando en estas dimensiones.

Por otro lado, se ha planteado que un desarrollo cognitivo y social depende de la calidad de los establecimientos educacionales los que, según Benavides et al. (2019) podrían relacionarse con los recursos de operación y gestión curricular, el liderazgo pedagógico, la convivencia y apoyo a estudiantes, así como también resultados. No obstante, los resultados mostrados parecen sugerir que el desgaste profesional también pudiera repercutir en ello, toda vez que una persona que no identifique y/o no responda a las demandas de los niños, sea más proclive a tener conflictos interpersonales o que no valore su trabajo, que en este caso implica cuidar a niños y niñas, corre el riesgo no sólo de no influir, sino que provocar daño. Se considera esencial reflexionar sobre el costo que tiene para la vida de los niños y niñas la incorporación a entornos educacionales formales a temprana edad pues, aunque es un porcentaje muy bajo el que manifiesta desgaste profesional propiamente tal, no deja de ser relevante las consecuencias en la forma de llevar el cuidado alternativo si al menos una de las dimensiones que componen el fenómeno se encuentra deteriorada. Resulta revelador que las características descritas aquí interfieran en lo que Lecannelier (2019) destaca como aspectos necesarios para realizar un cuidado adecuado, es decir, con el atender el estrés del niño, preguntarse por el estado mental del niño y por el suyo cuando se atiende un niño o niña (automentalización) y regular los eventos estresantes; las cuales son habilidades claves para lo que se ha denominado el Cuidado Respetuoso Emocionalmente Seguro (CRESE), el cual, favorece la seguridad emocional en los niños.

Adicionalmente, hay un porcentaje importante de personas que entregan cuidados alternativos en el contexto educativo parvulario que presenta desgaste profesional en al menos una de las dimensiones analizadas, lo cual, repercutiría negativamente en el ejercicio del rol profesional y cuidado a niños y niñas que asisten a sala cuna y jardines infantiles, los cual vuelve necesario tomar medidas de prevención que ayuden a disminuir el impacto negativo en el cuidado de los niños y en los mismo cuidadores (Hozo, Sucic & Zaja, 2015).

A partir de lo expuesto, urge transmitir a la sociedad en su conjunto la preocupación por la salud mental de las cuidadoras de niñas y niños en contextos institucionalizados, como lo son las salas cunas y jardines infantiles. Dicha preocupación, creemos, debiera orientarse en la incorporación de evaluaciones permanentes de la salud mental de los adultos que trabajan en dicho lugar, indagando no sólo alteraciones clínicamente relevantes y que impliquen psicopatología, sino también las dimensiones que componen el desgaste profesional, en especial el agotamiento emocional y la despersonalización, las cuales determinan la posibilidad efectiva de identificar y

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responder a las necesidades de otros. De igual manera, junto con el componente evaluativo, incorporar estrategias de intervención y seguimiento continuo a la comunidad educativa, incorporado dentro de la actividad institucional estos elementos.

Esto supone, además, pensar sobre el tipo y proveedor de cuidados infantiles que se promueve en Chile. En esta línea, Vera, Montes & De la Barra (2016) en un estudio mixto en el que se compararon diversas características y arreglos familiares relacionados con la provisión de cuidados, encontraron que en Chile el nivel de familiarización, es decir, qué tanto se hace cargo la familia, disminuye en la medida que aumenta la edad de los niños y niñas, reportando, por ejemplo, que el cuidado extra – hogar en personas de 0 – 3 años es de 28.4%, mientras que en personas de 4 – 5 años aumenta a 87.4%. De igual manera los autores señalan que el tipo de equidad de género es principalmente maternalista, donde se reconoce, como ideal, el rol de las mujeres como responsables del cuidado.

Los resultados obtenidos, en relación con lo señalado en el párrafo anterior, supone preguntarse sobre si la oferta de servicios de cuidado alternativos ofrecidas por el Estado que permiten desfamiliarizar el cuidado infantil evalúan cuánto de estos esfuerzos conlleva un riesgo para la salud mental de los niños y niñas.

Por otro lado, surge la interrogante sobre por qué la totalidad de los participantes son mujeres, pudiendo ser ilustrativo de cómo las instituciones en las que colaboran entienden el ejercicio del cuidado y de la preponderancia del rol de la mujer (maternalismo). Al respecto, cabe preguntarse cuál es la razón por la que hombres no se encuentran ejerciendo el rol de cuidadores en salas cunas y jardines infantiles a los que se accedió en esta investigación y cómo es la articulación que existe entre la familia, el marcado y el estado, así como las creencias sobre la provisión de cuidados hacia las niñas y niños, determina este hecho. Adicionalmente, reflexionar en cómo lograr que, tal y como lo sugiere Comas d'Argemir (2016), se entienda el cuidado como un asunto social y político que permita un reparto equilibrado de los cuidados. Entenderlo así, tal vez contribuya a proteger la salud mental de quienes cuidan y de quienes son cuidados, en particular al visualizar los efectos que tiene en las niñas, niños y adolescentes.

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Tabla 3: Estadísticos Descriptivos e Inferenciales Según Variables Sociodemográficas.

Dimensión	Etapa del Desarrollo	N	X	Md	SD	SE	Mann-Whitney U	p	Cohen's d
Ag. Emocional	Adultez Joven	70	21.44	20.50	11.21	1.340	620	0.009	0.5980
	Adultez Media	27	15.07	15.00	8.99	1.730	-	-	-
Despersonalización	Adultez Joven	70	3.73	2.00	4.55	0.544	935	0.938	0.0397
	Adultez Media	27	3.56	3.00	3.81	0.733	-	-	-
Realización Personal	Adultez Joven	70	42.04	44.50	6.04	0.722	941	0.977	0.2760
	Adultez Media	27	40.04	43.00	9.80	1.887	-	-	-
Dimensión	**Convivencia**	**N**	**X**	**Md**	**SD**	**SE**	**Mann-Whitney U**	**p**	**Cohen's d**
Ag. Emocional	No	61	19.36	18.00	10.15	1.299	1085	0.926	-0.0756
	Si	36	20.19	17.00	12.39	2.065	-	-	-
Despersonalización	No	61	3.46	2.00	3.75	0.481	1092	0.967	-0.1371
	Si	36	4.06	2.00	5.22	0.870	-	-	-
Realización Personal	No	61	40.93	44.00	7.90	1.011	967	0.327	-0.2034
	Si	36	42.42	45.00	6.11	1.018	-	-	-

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Dimensión	Hijos	N	X	Md	SD	SE	Mann-Whitney U	p	Cohen's d
Ag. Emocional	Si	72	19.33	16.00	11.88	1.400	771	0.289	-0.1186
	No	25	20.64	21.00	7.95	1.589	-	-	-
Despersonalización	Si	72	3.60	2.00	4.60	0.542	760	0.240	-0.0740
	No	25	3.92	3.00	3.57	0.714	-	-	-
Realización Personal	Si	72	40.90	44.50	8.09	0.953	838	0.610	-0.3111
	No	25	43.16	44.00	3.85	0.770	-	-	-

Dimensión	Años de ejercicio	N	X	Md	SD	SE	Kruskal-Wallis	df	p	ε^2
Ag. Emocional	5 ó menos años	30	18.7	16.5	9.49	1.73	0.409	2	0.815	0.00426
	6 - 10 años	28	20.9	18.5	11.1	2.10	-	-	-	-
	11 ó más años	39	19.6	18.0	12.1	1.94	-	-	-	-
Despersonalización	5 ó menos años	30	3.40	2.00	4.10	0.748	0.455	2	0.796	0.00474
	6 - 10 años	28	4.14	2.50	4.84	0.915	-	-	-	-
	11 ó más años	39	3.56	3.00	4.22	0.676	-	-	-	-
Realización Personal	5 ó menos años	30	41.3	44.0	7.05	1.29	2.251	2	0.324	0.02345
	6 - 10 años	28	43.5	45.0	4.54	0.858	-	-	-	-
	11 ó más años	39	40.2	43.0	8.77	1.40	-	-	-	-

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Dimensión	Nivel educacional	N	X	Md	SD	SE	Kruskal-Wallis	df	p	ε^2
Ag. Emocional	Media	29	15.0	15.0	8.84	1.64	8.134	2	0.017	0.08473
	Técnico profesional	43	21.0	17.0	11.9	1.82	-	-	-	-
	Universitaria	25	22.9	23.0	10.1	2.01	-	-	-	-
Despersonalización	Media	29	3.52	3.00	4.01	0.744	2.506	2	0.286	0.02610
	Técnico profesional	43	4.44	3.00	5.01	0.763	-	-	-	
	Universitaria	25	2.56	1.00	3.22	0.643	-	-	-	-
Realización Personal	Media	29	41.2	44.0	8.14	1.51	0.468	2	0.792	0.00487
	Técnico profesional	43	41.9	45.0	7.05	1.07	-	-	-	-
	Universitaria	25	41.0	44.0	6.89	1.38	-	-	-	-

Fuente: Elaboración propia.

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Barriers to Educational Opportunities for Pregnant Adolescents/Mothers in Two Chiefdoms in Sierra Leone; Lokomasama Chiefdom Port Loko District, North- West and Bumpe Ngao Chiefdom Bo District Southern Province

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Abstract- Teenage Pregnancy and adolescent motherhood in Sierra Leone has been increasing and is one of the world's highest rates leading to girls dropping out of school. Some pregnant teens were asked out of school, while others bow to societal pressure and self-isolate before they are visibly identified as pregnant. Ensuring they have access to education is vital for achieving gender equality and empowering women and girls. This seems to be a priority for the government by the introduction of the Free Quality Education in 2018 and the "Radical Inclusion Policy" targeting these vulnerable girls ensuring their human rights are upheld and achieving inclusive development, as recognized in the international development agenda, the Sustainable Development Goals (SDG) 4 and 10. (UN-SDG, 2015)

This study/research looked at the barriers to educational opportunities for adolescent mothers in two districts in Sierra Leone, with the case study of Lokomassama chiefdom, Port Loko district, North-west and Bumpe Ngao chiefdom Bo district, and southern province.

Keywords: barriers, adolescent, radical inclusion, stigma, lokomassam and bumpe ngao chiefdoms, school re-entry.

GJHSS-H Classification: FOR Code: 139999



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Mangenda Kamara

Abstract- Teenage Pregnancy and adolescent motherhood in Sierra Leone has been increasing and is one of the world's highest rates leading to girls dropping out of school. Some pregnant teens were asked out of school, while others bow to societal pressure and self-isolate before they are visibly identified as pregnant. Ensuring they have access to education is vital for achieving gender equality and empowering women and girls. This seems to be a priority for the government by the introduction of the Free Quality Education in 2018 and the "Radical Inclusion Policy" targeting these vulnerable girls ensuring their human rights are upheld and achieving inclusive development, as recognized in the international development agenda, the Sustainable Development Goals (SDG) 4 and 10. (UN-SDG, 2015)

This study/research looked at the barriers to educational opportunities for adolescent mothers in two districts in Sierra Leone, with the case study of Lokomassama chiefdom, Port Loko district, North-west and Bumpe Ngao chiefdom Bo district, and southern province. The study adopted a mixed method where both qualitative and quantitative techniques were used to survey in these two districts, a structured questioner, group discoursion and key informant interviews. The study used a target population of sixty (60) adolescent mothers, with a sample of fifteen (15) adolescent mothers attending school, fifteen (15) adolescent mothers who dropped-out of school, fifteen (15) adolescent mothers already cohabiting with a boy-friend and fifteen (15) adolescent mothers are physically challenged. Random sampling techniques were used to select those adolescent mothers at the two different chiefdoms. The result analyzed reveal that, adolescent mothers have some barriers to educational opportunities in these two chiefdoms under review: The cultural perspective is against the idea of adolescence mothers going to school during and after pregnancy, Religious norm is another barrier to the education of adolescence mothers in these districts, the non-tolerant attitudes of some teachers towards adolescent mothers in schools also serves as barriers to their education, the holding up of family values, culture and curbing public perception by parents against their adolescent mothers is another barrier. The distance from villages to the schools is also serving as a barrier to education for adolescent mothers.

Data was collected were analyzed in relation to theories of access or barriers to educational opportunities, empowerment and inclusive development. The analysis centers around challenges the pregnant/adolescent mothers encounter to return to school and make strategic life choices. Findings of the study indicate that the major barriers to girls' education are social and economic rather than legal, and it appears that the government policy "Radical Inclusion" has not had any significant impact on the targeted vulnerable children.

Keywords: barriers, adolescent, radical inclusion, stigma, lokomassam and bumpe ngao chiefdoms, school re-entry.

I. Introduction

Sierra Leone has one of the highest rates of Teenage Pregnancy in the world. 3 in every 10 teenage Sierra Leonean girls are pregnant and nearly 40 per cent of girls are married before their 18th birthday. (UNICEF, 2015). teenage girls face profound structural exclusion, discrimination and poverty; norms related to gender and sex are in flux, with traditional norms existing alongside newer attitudes (Bransky et al, 2017); the situation become so appalling that His Excellency President Julius Maada Bio officially declared a National Emergency on Rape and Sexual Violence, Thursday 7 February 2019 as a major step towards addressing rape and all forms of sexual violence in Sierra Leone. In his keynote address, President Bio said that each month hundreds of cases of rape and sexual assaults were being reported against women, girls and babies with some of the fatalities being as young as three months old and that 70% of survivors of the traumatic experience being under the age of 15. (State House Media and Communications Unit on February 07, 2019) and where a relatively progressive policy and legal framework has emerged, but its implementation is hampered by extreme institutional weakness and limited ownership.

The COVID-19 pandemic has caused economic growth to slow and educational opportunities to diminish, especially for girls, for whom there already existed great disparity in educational opportunity. Many girls were instead sent out to make money for the family, and in the case of teenage girls, some returned pregnant. The terrible economic situation for many families spurred a surge in teenage pregnancies. (World Bank in Sierra Leone, 2020). The 2020 Economic Update takes a specific look at girls' education and highlights that similar to the 2014 Ebola crisis, COVID-19

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is likely to affect adolescent girls' education prospects and their human capital potentials.

Economic factors include the prevalence of transactional sex, girls working or living outside the family home, older girls being expected to provide for themselves, and overcrowded living conditions. Meanwhile social and normative factors include those that underlie practices of female genital mutilation (FGM) and child marriage, expectations about girls' obedience to men (de Koning et al 2013), cultural taboos against discussing sex, peer pressure, and access to pornography. High rates of sexual violence also drive teenage pregnancy and are exacerbated by a climate of impunity in which victims are blamed, families priorities compromise over prosecution of impregnators, and justice responses are weak and inaccessible. Girls also use transactional sex to buy fashionable clothes, good exam results, known locally as "sexually transmitted grades", and even staple foods.

The government of Sierra Leone in August 2018 launched the Free Quality Education for the pre-primary school, Junior and Senior for Government and Government assisted school in Sierra Leone. The initiative provided free admission and tuition to all children in Government approved schools. While the initiative is timely and well received, many teenage girls are still out of school, at risk of dropping out or not benefiting from this initiative, because they are pregnant or teen mothers under the grip of societal norms that education is not for pregnant girls and teenage mothers.

The Ministry of Basic and Senior Secondary Education (MBSSE) charged with the responsibility of rolling out the Free Quality Education program got a nudge from Non-Governmental Organizations of existing norms preventing vulnerable children (including pregnant and lactating adolescents) from benefiting from the program. This prompted the development of a new policy captioned "Radical Inclusion Policy". This national policy on Radical Inclusion in schools pursues to safeguard that schools throughout Sierra Leone are accessible to, and inclusive of all children; removing barriers especially those are typically marginalized or excluded and marginalized group: children with disabilities; children from low-income families; children in rural and underserved area; especially girls who are currently pregnant and in school or are teenage mothers.

Inclusion means "The intentional inclusion of persons directly or indirectly excluded (from education) due to actions or inactions by individuals, society or institutions. Sometimes silence and infrastructure added to other intentional actions are excluded. Radical inclusion means that these silent exclusionary policies, moral stances, formally stated actions, institutional regulations, national laws and systemic frameworks should be removed intentionally and with urgency to achieve inclusion." Dr. David Moinina Sengeh- Minister of MBSSE.

A recent Ministry of Finance and International Monetary Fund (IMF) study in Sierra Leone indicated that closing gender pay gaps and increasing the quality of education could yield annual gains of 8% and 27% of Gross Domestic Product respectively. (IMF, 2020). Crucially, adolescent pregnancy and child marriage in Sierra Leone are among the highest globally, resulting in an estimated 20% of girls dropping out of the classroom. (Statistics Sierra Leone and ICF 2019). Even with these realities, there are positive trends in Sierra Leone that serve as foundation for the successful implementation of the "Radical Inclusion" policy. As reported in the UNESCO GEM Report, 2020: "Some studies in Sierra Leone indicate localized increases (Elston et al., 2016) but at national level the rate of girls aged 15 to 19 who had a live birth fell from 26.4% in 2010 (Statistics Sierra Leone and UNICEF Sierra Leone, 2011) to 19.3% in 2017 (Statistics Sierra Leone, 2018)". Historically, pregnant girls were not allowed to attend school or sit for examinations while visibly pregnant. This was formalized by the Government of Sierra Leone through a Cabinet Conclusion in 2010 which was enforced in 2015. The legal basis of this position was challenged in the Economic Community of West African States' (ECOWAS) Court of Justice, which ruled in December 2019 that banning pregnant girls from school and public examinations was not tenable and ordered the immediate overturn of the policy.

In March 2020, the Government overturned the policy with immediate effect. This decision provided the basis for a policy on radical inclusion and comprehensive safety of all children in the education system. Since the overturn of the policy, there has been a significant increase in the number of pregnant girls as candidates for both the Basic Education Certificate Examination (BECE) and the West African Senior School Certificate Examination (WASSCE). Out of 71,657 females who sat the 2020 WASSCE; 2,064 (2.9%) of these students were pregnant. 1.4% of the total number (151,625) of WASSCE candidates were pregnant. (MBSSE 2020)

Notwithstanding the increase in school attendance and retention among pregnant girls and teenage mothers, the stigma, discrimination and a lack of integration mechanisms for pregnant and parent learners still remain as a barrier to their full participation in schools.

The future for pregnant and teenage mothers now looks certain and full of hope for a better lifestyle on paper, a picture depicting, teen pregnancy or lactating teens will no longer be a red tape for inclusion in the mainstream education system. It is absurd to reprimand pregnant school girls and use their fate as an excuse to deter them from continuing schooling. Sending them

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away from school at a tender age is the worst and injustice act. However, the policy has a number of loopholes, chief among them being its implementation, the effectiveness of the Radical Inclusion policy is shouldered with uncertainties in terms of the role the community and school stakeholders need to play in the implementation of the Policy. Pregnant and teenage mothers are still largely invisible in schools, a stigma which prevents girls from returning to school once they have had children. Teachers and classmates often have a negative perception towards teenage mothers and those who courageously consider going back to school are often faced with institutional rejection quietly encouraging them to leave school. Therefore, it is worthy to research and proffer recommendations that will suggest how this policy is cascaded to the rural communities.

II. Aims and Objectives of the Study

This study will investigate the underlying factors hindering and enhancing the continuation of pregnant/adolescent mothers' schooling in Sierra Leone from their perspectives, with a specific focus on poor rural settings in Lokomassama Chiefdom Port Loko District and Bumpe Ngao Chiefdom of Bo district.

a) Research Questions

1. What are the barriers to educational opportunities for adolescent mothers in Sierra Leone?
2. How does cultural and traditional practice or beliefs/religions affect the education of adolescent mothers?
3. What support do adolescent mothers need most for accessing education in their learning institutions?
4. What are the problems with the implementation of the re-entry policy for adolescent mothers?
5. What factors might improve pregnant and adolescent mother's participation in school?

b) Research Specific Objectives

The research objectives for this study are to:

1. Assess the drop- out rate of adolescent mothers in Lokomassama Chiefdom, Port Loko District and Bumpe Ngao Chiefdom, Bo Districts of Sierra Leone.
2. Examine if any the "Radical Inclusion" policy of Government has its desired effect for pregnant/adolescent mothers.
3. Proffer policy/s for recommendation to education stakeholders on readmission of adolescent mothers.
4. Assess some of the challenges adolescent mothers face in accessing education after giving birth.
5. Identify what are the adolescent mothers' perceptions of stigma within the various educational settings.
6. Find out what are adolescent mothers' perceptions of the opportunities and support services available in each educational setting.

III. Methodology/Research Design

The research design adopted was a descriptive survey involving a mixed method where both qualitative and quantitative techniques were used. This seeks to gain an in-depth complex understanding of the meanings derived from the lived experiences of pregnant and adolescent mothers who are in or out of school. Based on the belief that personal interview would best capture how participants interpreted their experiences, the factors that they viewed as challenges, and the factors to which they attributed their success.

Quantitative research techniques were utilized to examine the subject matter through numerical representation and the use of a structured questionnaire. Qualitative research tools were extremely useful for obtaining insights into regular or problematic experiences and the meaning attached to those experiences of selected individuals. It also allows the researchers to focus on critical and contextual factors that enhance or impede the educational attainment of pregnant/ adolescent mothers in the two districts sample population are drawn from Bumpe Ngao Chiefdom of Bo district and Lokomassama Chiefdom of Port Loko district. The quantitative method was most helpful in answering questions of who, where, how many, how much and what is the relationships between the variables.

a) Study Area

This was conducted in two provincial locations in two districts of Sierra Leone, Lokomassama, one of the thirteen (13) chiefdoms of Port Loko district, North-West of Sierra Leone and Bumpe Ngao, one of the sixteen (16) Chiefdom of Bo district Southern Province Sierra Leone. Bo district occupies a total area of 5,219 kilometers square miles with a population of 575,478 and Portkoko with a total area of 5,719 kilometers and a population of 615,376 According to the population statistics (2015 population census), the population is predominantly Muslims (80%) and the largest ethnic group is Themne in Porl Loko. While in Bo district, population is ethnically and culturally diverse, particularly in the city of Bo; however, over 60% of the population belongs to the Mende ethnic group.

b) Data Collection Method and Tools

A structured and open ended questionnaire was used to collect data in the study areas. Group discursions and key informant interviews were conducted and recorded. It was designed purposely to address the objectives of the study.

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c) Sampling Technique

60 respondent for the questioner were selected, 30 from each chiefdom, pregnant/adolescent mothers in or out of school were identified by my co researchers and asked to volunteer for the study. The District Education Officers of MBSSE where reached who gave governments position on the researched topic. Community Chives, heads of the pilot schools and selected parents of volunteered adolescent mothers where interviewed.

d) Quality Control

The following steps were used to guarantee quality in the course of the study. The interview schedules were conducted in local languages (Krio, Mende and Themne) and back to English to confirm the meaning. This was to safeguard mutual understanding and meaning to avoid misunderstanding during the data collection. The questionnaire was pre tested with girls of similar age in areas similar to the study area and mistakes were rectified. All completed questionnaires were check at the end of each interview for their completeness and consistency. The assistant researchers was responsible for the distribution and collection of the questionnaires to ensure quality of data.

e) Ethical Considerations

Before the conduction of interviews, the research protocol, including study design, questionnaire, informed consent ,procedure and the method of protecting of the individual and research criterion was approved by the Head of Department, Institute of Research, Gender and Development studies, Fourah Bay College, University of Sierra Leone. Dr.Alphous Koroma. I also sought permission from District Education Officers of MBSSE in BO and Portloko respectively. Interviews for all respondents where done in Krio and translated to English. Due to this, ethical considerations, it have been a crucial part of the research process, and each step of the study was guided by the criterion of protection of the individual and the research criterion. That is, the risk of harming participants was weighed against the potential benefit that the study can contribute for them.

IV. Results (Quantitative Data and Qualitative Data from the Questionnaire)

The findings combine information/data generated from both primary and secondary sources, results obtained from structured questionnaires administered and interviews conducted, an analysis of this investigation from sixty (60) pregnant/teenage mothers who have either dropped out of school or have re- admitted back to school. 20 Education stakeholders from both districts researched. (Lokomassama Chiefdom of Port Loko and Bumpe Ngao Chiefdom of Bo Districts, Sierra Leone) Secondary data was through desk review of existing policies of the Ministry of Basic and Senior Secondary Education (MBSSE), Ministry of Gender and Children's Affairs (MGCA) and documents that relates to the research. The quantitative findings are structured into five (5) main themes:

- Social and Demographic background of Respondent;
- Understanding the prevalent age girls get pregnant
- Social challenges for re-entry in schools for teen mothers
- Educational and institutional challenges for school re-entry for teen mothers and
- What support do teenage mothers need to re-enter or stay in school?

a) Social and Demographic Background of Respondents

For me to understand Respondent's social and demographic background, the questioner captured address, gender, marital status (all my questionnaire respondents are adolescent girls who are also singles) but the analysis in table 1.1 below focuses on three important variables: age bracket, educational level when they got pregnant and the percentage of teenage mothers that have re-entered school.

Table 1

	BUMPE NGAO CHIEFDOM			LOKOMASSAMA CHIEFDOM	
Variables	Options	Frequency(N= 30	%	Frequency(N= 30)	%
AGE	9 to12 Years	2	6.7	3	10
	13 to 15 years	10	33.3	5	16.7
	16 to 18 years	14	46.7	15	50
	19 to 22 years	4	13.3	7	23.3
	TOTAL	30	100	30	100
Level of Education					
	classes 4 to 6	4	13.3	0	0

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	JSS 1 to3	18	60	20	66.7
	SSS 1 to3	8	26.7	10	33.3
	TOTAL	30	100	30	100
School Re-entry %					
	Returned to schooling	14	46.7	14	46.6
	Dropped out of school	16	53.3	16	53.3
	TOTAL	30	100	30	100

Table 1.2. An analysis of girls that got sent out of school, self-isolated or never stopped schooling and the percentage of those granted permission to take exams while identified as visible pregnant. Bottom is the need on a scale of preference to re-enter or stay in school.

Table 2

		BUMPE NGAO CHIEFDOM		LOKOMASSAMA CHIEFDOM	
Variables					
Percentage of pregnant girls that got sent out of school, those that self-isolated and those that never dropped out.					
	Options	Frequency(N= 30	%	Frequency(N= 30)	%
	Sent out from school	14	46.6	9	30
	Self-decision to stop schooling	16	53.3	21	70
	Never stopped attending school	0	0	0	0
	TOTAL	30	100	30	100
Public/School Exams Acceptance rate					
	I was not allowed to take exams	18	60	19	63.3
	I was granted permission for exams	2	6.6	0	0
	Nobody knew I was pregnant	10	33.3	11	36.6
	TOTAL	30	100	30	100
What support do adolescent mothers need on a scale of preference to re-enter or stay in school?					
	Counselling/mentorship	12	40	11	36.6
	Financial support	6	20	7	23.3
	Special school for pregnant girl's access	4	13.3	3	10
	Sensitization on Radical Inclusion Policy	8	26.6	9	30
	TOTAL	30	100	30	100

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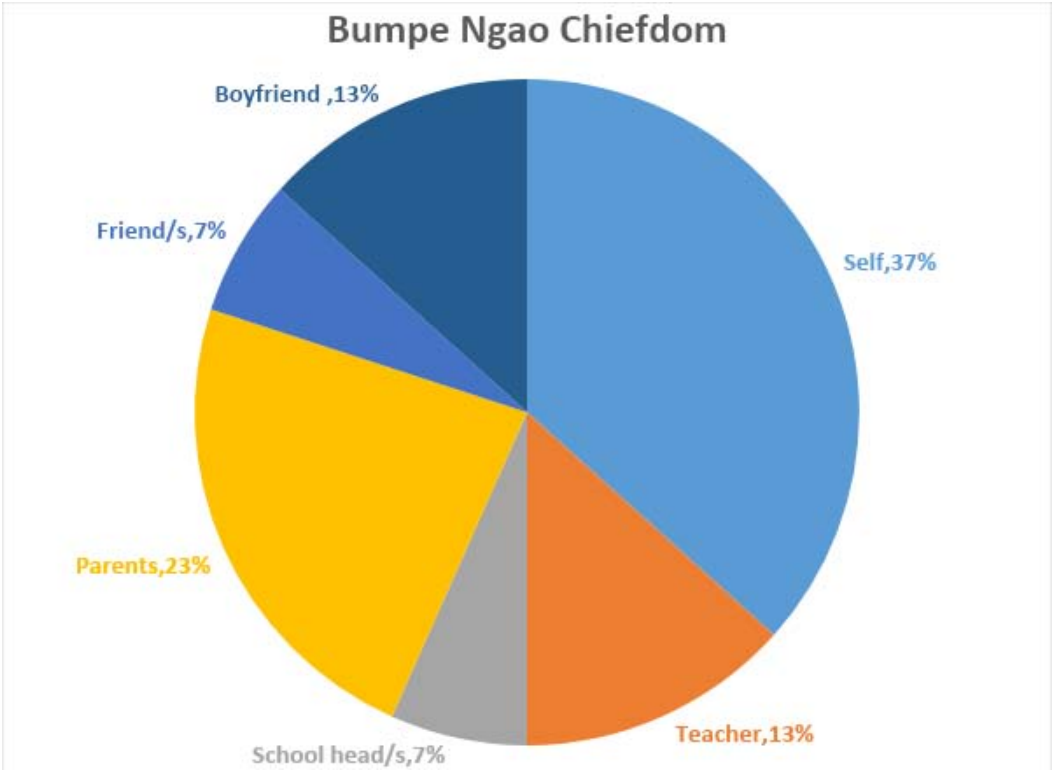

Figure 1: Shows the Percentage of who Prevents Pregnant Girls Accessing School in Bumpe

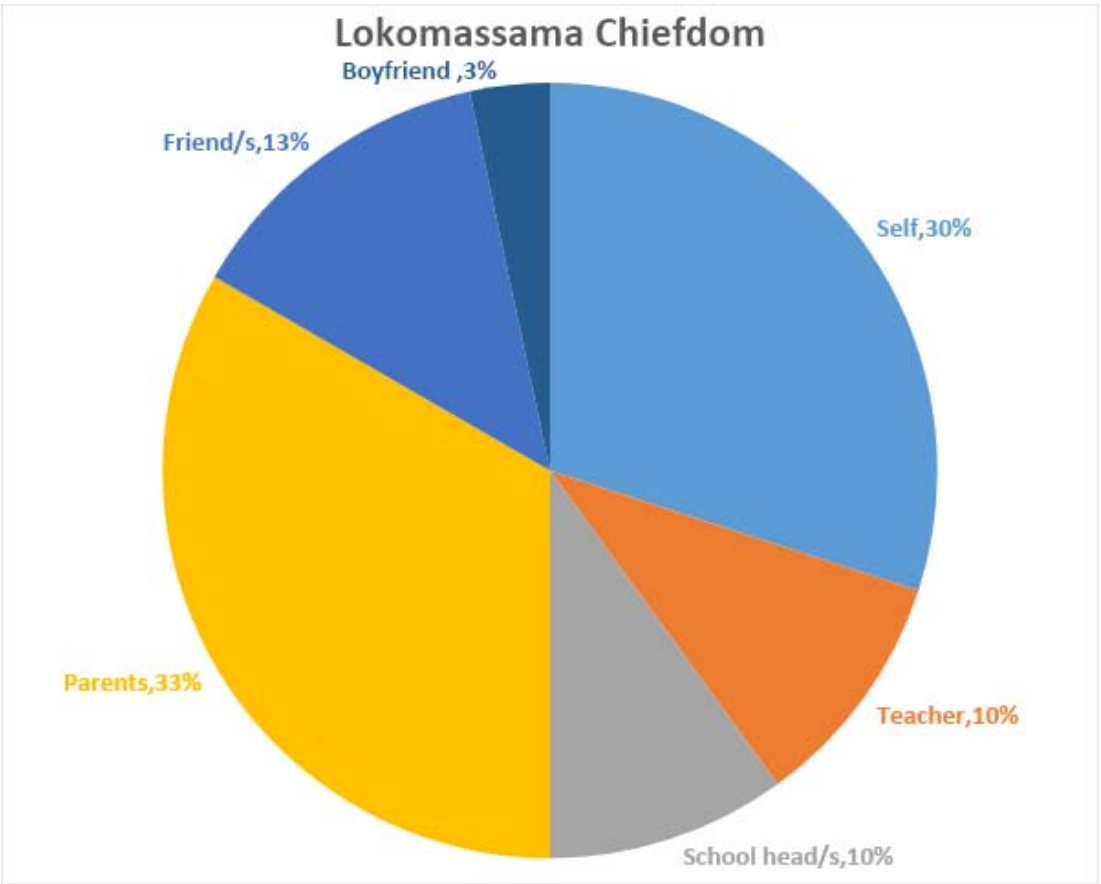

Figure 2: Shows the Percentage of who Prevents Pregnant Girl Accessing School in Lokomassa.

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b) *Analysis of qualitative data from in-depth interviews, group discursions and current literature on the researched topic.*

20 pregnant/adolescent mothers were engaged in a focus group discussions first in a batch of 10 from each district and 12 were engaged further in a one on one in-depth interview with those who opted to talk further. Education stakeholders (school heads, teachers, town chives parents/guardians and the district education officers of both districts. The major teams discussed are as follows;

i. *Stigma*

From the analysis of the interviews conducted, historically, pregnant girls were not allowed to attend school or sit for examinations while visibly pregnant. This was formalized by the Government of Sierra Leone through a Cabinet Conclusion in 2010 which was enforced in 2015. This amplified the stigma associated with teenage pregnancy identified as the major factor that deters pregnant teenagers and teenage mothers from continuing school. They feel marginalized or excluded from school, especially children from low-income families; children in rural and underserved areas; especially girls who are currently pregnant and in school or are parent learners.

Pregnancy and child bearing are momentous life changing proceedings, more so for young girls. Going through these experiences while still at school – often stigmatized or rejected, with little to no support from the family or school, condemned by government officials, facing economic hardship and occasionally abuse and violence – can present serious challenges for pregnant girls and adolescent mothers to continue with their education.

ii. *Poverty*

The Free Quality School Education (FQSE) policy of the Sierra Leone Government aims to achieve greater access to education by reducing financial barriers to school enrollment and improving teaching and learning outcomes for all students. Poverty affects girls in gender specific ways, involving issues such as transactional sex, early marriage, and the burden of having to perform a disproportionate share of household chores. As a result, girls from low-income families are less likely to stay in school while pregnant or re-enter school when parenting.

iii. *Distance to School*

Rural areas have greater concentrations of poverty than towns and cities, and practical problems such as access to schools, transportation to school, hunger, and the lack of trained and qualified teachers are prominent. A 2013 study by UNESCO found that one in 10 children in rural areas have to spend more than 45 minutes getting to school compared to just three percent in urban areas.(UNESCO 2013) Pregnant girls will find it intimidating to cover long distances to access school.

iv. *Pressure at School and Home*

Numerous overlapping social and economic pressures face girls, these include expectations that adolescent girls engage in caring for, and economically supporting their families, and threats to their safety and bodily integrity. Systemic influences unreasonably affect the protection, attendance and performance of girls in school as they reach adolescence and adulthood, such as sexual exploitation by teachers and the low number of female teachers and other role models. (UNICEF, 2011)

Unintended pregnancy amongst school-age girls is not new to the education system, but its wide-ranging impact in the post Ebola and on-going Covid-19 should be a concern for educational stakeholders, the lockdowns are flash points for teenage pregnancy that was once the norm across the social spectrum.

v. *Lack of Awareness of the Radical Inclusion Policy*

High among barriers to school re-entry of adolescent mothers is the lack of awareness about re-entry policies (Radical Inclusion) among rural communities, girls, teachers, and school officials that girls can and should go back to school. Girls are most often deeply affected by financial barriers, the lack of support, and high stigma in communities and schools alike. In numerous cases, poor dissemination at the school level and lack of awareness of these policies by teachers, communities, and girls themselves limit their re-entry and effectiveness. For example, education officials do not proactively follow-up on girls who left school due to pregnancy to initiate re-entry. Data is mostly absent on the number of girls who drop out due to pregnancy; teenage mothers that have been readmitted to school under the "Radical inclusion" and "Free and Quality Education" policies; the challenges they face after readmission; and, the performance of adolescent mothers once they are back at school

vi. *Non Tolerance and Inventiveness of Some Education Stakeholders*

Non tolerance and insensitiveness of some school authorities towards teenage mothers was highlighted by the parents of one of my respondent. Respondent 04- Jeneba (pseudonym), a teenage mother in Bumpe Chiefdom dropped out from school when she felt she had been publicly humiliated by the principal for coming to school late, the formal Principal told her at the assembly that his school is not for " mothers" but children who are not parenting and has very little to do in the morning. The teenage mother had to breastfeed her baby well and other house duties before going to school, that was her reason for going late. She felt so ashamed that a request was made to her parents that she must be relocated to the city where she can go to school without the population knowing

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that she is a lactating teenager. In her case, the parents could not afford the cost of relocation, upkeep and someone to care for the baby while in school.

Socio-cultural practices such as Female Genital Mutilation (FGM) and religious believes such as a child born out of wedlock is on-Godly and a disgrace to their family, leading to forced child marriages that promotes adolescent mothers to drop out of school prematurely.

The lack of mentoring of teenage mothers experienced and role models in communities is also a barrier as our inaction is the same as those discouraging teenage mothers from taking the advantage of the provisions made available by government. Stakeholders of education not strengthening linkages between schools and homes to support re-entry and ensure follow up on pregnancy dropout cases in order to overcome socio-cultural challenges to re-entry is barrier.

vii. *Teenage Pregnancy and School Attendance*

In an in-depth interview, data were collected in an open-response question and I was able to explore educational stakeholder's perspectives about the barriers and facilitators to education for pregnant/ adolescent mothers. The data were analyzed thematically by carefully identifying and expanding significant themes that emerged from the informants' perceptions on the topic discoursed. The study discovered that teenage pregnancy has a negative or detrimental effect on the school attendance, academic performance, emotional behavior and relationships between pregnant teenagers, their peers and educators. Attendance in school is greatly affected by teenage pregnancy and adolescent motherhood. Educational stallholders indicated that school attendance is seriously a major barrier as adolescent mothers are faced with domestic chores, health conditions, negative public perceptions, unfit uniforms, or rejection by parents, teachers or friends contributes to poor attendance.

Child Care/Breastfeeding's Support Problem.

Most adolescent mothers interviewed said they have babysitting arrangement problems, which need their attention especially if their baby's health is not stable. Majority of the teenage mothers intervened and said, there is elderly relative or person to look after their babies' when/if in school so they have to choose between getting education and caring for their babies and often the latter is their choice. Schools do not have safe provisions/spaces for breastfeeding and the time at school is too long to level babies unfed.

Child care is an overwhelming duty that demands one's total attention, said a senior female teacher in Lokomassama. "Adolescent mothers are inconsistent in school mainly because they usually have to breastfeed their babies for which our school does not have provision for schooling mothers to do so in school. Attending health clinics with their babies is often the major excuse given for being absent in school"

According to the pregnant/adolescent mothers, the discovery of their pregnancy by parents also resulted in fury and shame among family members. Some adolescent mothers were rejected by their family members. The home environment had become unhomely and volatile for these adolescents.

(Respondent 05) Massah (pseudonym) in Bumpe told me "family members are very angry and ashamed of me. They refused to accept my pregnancy because the father of my child (a bike taxi rider) ran away from our community in fear of police arrest or going to prison for our action below 18 years and against the national laws. I continued to live in the house but they refused to take care of me and the baby." How will I tell them that I want to return to school and who will look after my baby? Was her closing question I'm still pondering over.

At Lokomassama. Amina, who lived with her step mother and father, narrated her plight. My father chased me away when his wife who disliked me told him that I was pregnant by a fisherman. I moved in with my boyfriend at the wharf. I can't go to my previous school because of the distance and we are struggling to feed ourselves, I go about selling fish cake to support running the home,"

viii. *Teenage Pregnancy on School Performance*

Educators also identified the following influences during the study as a barrier to education access by pregnant/adolescent mothers.

Teenage pregnancy seems to result in teenage mothers ending their schooling. In Bumpe Chiefdom a significant number, unlike in Lokomassama, girls usually continue their education after giving birth. For those who re-enter school fail to cover the gap as our school system, stages are not by age but stages are attained by academic performance. Staying out of school during pregnancy leaves them behind while their age mates progress, this course delays in completing their schooling rather than dropping out. Unfortunately, only approximately one third of teenage mothers return to school in Lokomassama. A principal at lokomassama noted that a delay in returning to school could reduce the likelihood of girls ever pursuing further education and it also reduce their level of school performance. Equally the likelihood of failing a grade increases with pregnancy. Educators from both Chiefdoms were of the opinion that pregnancy and adolescent motherhood do not necessarily end a teenager's schooling; nonetheless for those who remain in school or return following childbirth, it does impact on their grades and at times their progress in school.

The Head of the mathematics department in my pilot school in Bumpe told me "I notice pregnant girls by

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their sleeping habits in class after lunch, they miss out on schoolwork, and missing out on schoolwork makes them not to perform well. They struggle with the school syllabus, they do not finish their school work, homework and assignments; they hardly concentrate in class."

A JSS 2 class master in Lokomassama asserted that "Teenage pregnancy unfavorably affects school performance. After a pupil falls pregnant, the academic performance will drop, definitely it will drop because the learner will spend time at home, in hospital or battling the social problems associated with child pregnancy which is in direct conflict with the law for impregnator and the family members trying to settle such matters out of court as a family. They miss school, in that way they usually underperform."

ix. *Emotional Experience and Mental Health's Effect on Access to Education for Pregnant/Adolescent Mothers*

During my in-depth interview, it was revealed that pregnant/adolescent mothers emotional experiences are often affected by the guidance and support they get from educators, family or mentors in the community.

Teachers and community mentors were of the opinion that the pregnant /adolescent mothers, usually they finds it difficult to reveal their pregnancy to parents and they sometimes resort to friends and mentors to talk to the parents on their behalf. As a consequence they experience psychological stress from dialogues with parents, disclosure to the unborn child's biological father, peer rejection and isolation, having to leave school, fear and stigmatization. The expected perceptions and the experiences of inconsiderateness of nurses towards teenage pregnancy also contribute to the stress experienced by learners. Statement from nurses like "pikin born pikin" a child births a child. Unserious/wayward girls. A mentor for the project "2 Young Lives" in Bumpe told me "we often accompany our mentees to the clinic to protect them from uncalled for statements that prevent pregnant teens going to access medical attention". Negative comments from care givers instill psychological torture leading to self-isolation including avoiding school.

Coordinator for "2 Young Lives" mentoring scheme for pregnant girls in Port Loko. Isatu Koroma said;

> ….."Pregnant/adolescent mothers are vulnerable to poor mental health outcomes for the following reasons. Adolescence is a transitional stage characterized by psychological, biological, and social changes. Pregnancy and parenting during at such critical period interferes with normative developmental processes, and the challenges of the biological changes of adolescence and pregnancy may increase a girls' poor psychological and physical vulnerability. The possible effect of these neurobiological changes can be observed in pregnant/adolescent mothers experiencing higher rates of depression, anxiety, and stress than over 18 and mature women. Pregnant adolescents and adolescent mothers also experience social changes that may have connection to poor mental health consequences."

However, mentors and educators do attempt to provide support and are often important motivators and enablers for pregnant/adolescent mothers to stay at school during pregnancy and return to school following the childbirth. It is critical for girls to return to school as soon as possible following childbirth, because even short interruptions in education do impact on the girls' futures.

(Respondent 13) "My boyfriend was very angry and aggressive with me. He refused to talk to me. He said he was not ready for the pregnancy. He accepted the child only after he was born. He didn't accept responsibility for the pregnancy. He said that anyone could have impregnated me. It was a random sexual encounter and we were not in a relationship. I found it extremely difficult to return to school. I didn't have a nanny and I did not have the family support to return to school and look after my child."

Many adolescent mothers expressed that motherhood is accompanied by anxiety and stress. The additional responsibilities of motherhood contributed to the stress and anxiety among adolescent mothers. The participants expressed various concerns regarding the raising of their children. They perceived the following as their parenting concerns: the health and well-being of their child, procuring baby consumables, and securing a future for their child. They were always concerned about not having enough food, nappies and clothes for their children. The financial hardships contributes to their concerns regarding baby consumables.

Finally, adolescent pregnancy often occurs within environments of risk, which expose young women to multiple drivers of psychosocial distress and barriers to accessing care and support. As many as two-thirds of adolescent pregnancies may be unintended, introducing new responsibilities and demands for adolescents who may not be ready to become parents, or may undergo additional stressors when experiencing an unintended pregnancy

c) *Discussion of Findings*

This study shows that all the participants were willing to take part in the study and majority was between the ages 14 to 19 years. It also revealed that majority of them were single and only quite few of them were non-school going girls.

Government Educational policies do have limitations and an important limitation is on inclusion. While it attempts to, it does not cater for all and every child experiencing exclusion and marginalization in Sierra Leone. Resources and other constraints simply

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exceed the capacity of the Ministry of Basic and Senior Secondary (MBSSE) to address the learning needs of all marginalized children through policies that lack effective implementation and monitoring. Nevertheless, effective resourcing and implementation of this policy will secure equitable access, retention and inclusion in basic and senior secondary education for the children targeted by the policy even as they strive to reach the ideal of inclusion for all.

Adolescent pregnancy and child marriage in Sierra Leone are among the highest globally, resulting in an estimated 20% of girls dropping out of the classroom. Also there is significantly less engagements with adults in activities that promote learning and school readiness in the rural poor communities selected for this research.

On the responsibilities of Government, there is lack of collaboration between directorates within the MBSSE, other ministries, stakeholder, partners and communities to develop guidelines and Standard of Operations (SOP) to ensure effective implementation and monitoring of all policies.

V. Summary of Research Findings, Conclusions and Recommendations

This research is the culmination of a modest undertaking to better understand the barriers to educational opportunities for pregnant/teenage mothers in the Bumbe Ngao Chiefdom of Bo District and Lokomassama Chiefdom of Port Loko District, Sierra Leone. Although the scope of this research is limited and data collection was not exhaustive, considering 2 out of 16 districts including Western Urban and Western Rural districts, nevertheless, the perceptions and opinions gathered from structured questionnaires, engaged interviews with key educational stakeholders and review of available literature on the subject matter, provide valuable insights into the extent of barriers pregnant and teenage mothers face in accessing education and training opportunities in Sierra Leone. It has revealed both the positive progress that has been made by the government through policies "Radical Inclusion", as well as the significant room for improvement that persists in implementation and monitoring of the fine education policies, especially the Free and Quality Education introduced in 2019 and the Radical Inclusion announced in 2020.

In 2013, all the countries that make up the African Union (AU) adopted Agenda 2063, a continent-wide economic and social development strategy. Under this strategy, African governments committed to build Africa's "human capital," which it terms "its most precious resource," through sustained investments in education, including "elimination of gender disparities at all levels of education." Two years after the adoption of Agenda 2063, African governments joined other countries in adopting the United Nations Sustainable Development Goals (SDGs), a development agenda whose focus is to ensure that "no one is left behind," including a promise to ensure inclusive and quality education for all.

Sierra Leone emerged from a troubled recent past that saw the country experience a ten-year civil war (1991-2001), followed by a devastating Ebola outbreak in 2014-2015 which killed thousands and harshly interrupted public service delivery. Both of these events led to significant teenage pregnancy and loss of learning time as schools were forced to close for significant periods of time. I could say, as we recover from this tragedy for girls. COVID 19 has engulfed the world compounding the already precarious conditions for girls in Sierra Leone that is receiving a fair share of the epidemic. Teenage pregnancy and child marriage in Sierra Leone are among the highest globally, resulting in an estimated 20% of girls dropping out of the classroom. (Statistics Sierra Leone and ICF, 2019)

Government in fulfilment of its commitment and responsibility, that requires an inclusive education system – one that is accessible to all children and acknowledges, addresses and responds to the diverse realities and needs of all learners. The national policy on radical inclusion in Schools seeks to ensure that schools throughout Sierra Leone are accessible to, and inclusive of, all children – especially those that are typically marginalized or excluded. In particular, the policy focuses on pregnant teens. This policy is an incremental one. Building on the Free Quality School Education (FQSE) program of the Sierra Leone Government that aims to achieve greater access to education by reducing financial barriers to school enrollment and improving teaching and learning outcomes for all students. Poverty affects girls in gender specific ways, involving issues such as transactional sex, early marriage, and the burden of having to perform a disproportionate share of household chores. As a result, girls from low-income families are less likely to receive an education than their male counterparts. (Statistics Sierra Leone and ICF, 2019) To compensate for the chronic neglect of female education, the "Radical Inclusion) policy is intended to encourage positive discrimination in favour of girls in basic education and provide measures that aim to foster greater equality by supporting them so they also can have access to opportunities as others in the community.

In my opinion, these policies are yet an ideal/concept yet to be achieved, it needs to be cascaded in real terms to rural communities like Lokomasama Chiefdom and Bumpe Ngao Chiefdom in real terms to get its intended impact.

a) Summary of Research Findings

In discoursing the barriers to educational by pregnant/teenage mothers in Lokomasam Chiefdom of

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Port Loko and Bumpe Ngao Chiefdom of Bo districts, research finding reveals that prominent among the barriers to education for pregnant/adolescent mothers is stigma, degrading treatments; labeling pregnant girls and adolescent mothers as "moral" failures, punishing them by excluding them from school is a total violation of their fundamental human rights. From the questionnaire administered 37.6 % of respondents in Bumpe Ngao Chiefdom and 30% or respondents in Lokomassama out of 7 variables forming the highest reason for school drop out by pregnant teens. They decided to quit school in fear of the stigma associated with teenage pregnancy.

Cultural and religious norms contribute to barriers to education for pregnant/adolescent mothers. School authorities, parents, community stakeholders refuse to unlearn some cultural traditions and values that prefer child marriages to single motherhood for adolescent girls. Both chiefdoms are Muslim dominated, they believe single motherhood is a disgrace to the family. Culturally, it is viewed as unethical for a pregnant girl to put on a regular uniform and mingle with normal students, they see them as a bad influence on "innocent" girls, and therefore they prohibit them from attending the regular schools. traditional practices such as female circumcision practiced in both chiefdoms is a passage from childhood to adults culturally, once girls complete the ceremony , the see themselves as adults and act as such indulging in sexual exploits that results in unplanned pregnancy that eventually course them to drop out of school.

Rural areas have greater concentrations of poverty than towns and cities, and practical problems such as access to schools, transportation to school, hunger, and unavailability of learning materials have transformed decent girls to prostitutes accept sex for grades, domestic slaves and petty traders. Poverty has been one of the greatest barriers to education in Sierra Leone. Analysis of the Out-of-School Census (OOSC) survey data with respect to wealth status of households reveal that 79% - 81% of households in the poorest wealth quintile have out-of-school children, as opposed to 19% - 21% of affluent households with out-of-school children.

Lack of effective government policy implementation and monitoring in remote rural communities is a barrier to education for teenage/ adolescent mothers who faces embarrassment in the hands of school authorities because Government resources and other constraints faced by staff of MBSSE simply exceed the capacity of the Ministry to address the learning needs of all marginalized children through policies .

My research also revealed that the lack of trained and qualified teachers plus the small number of female teachers poses a threat to girls in schools, teachers that can provide school-based counselling services for students who are pregnant, married or mothers. Provide long-term psychosocial support to adolescent survivors of sexual abuse and harassment. But on the contrary, some teachers in the area of study were involved in "name calling" of pregnant/adolescent mothers. Names in creole like "pikin born pikin" a child given birth to a child, "skul pikin Konbra" pupil parent and "skul pikin bele woman" a pregnant pupil. Such unprofessionalism is a barrier to education for pregnant/adolescent mothers.

The lack of sensitization and popularization of the policy "Radical Inclusion" leaves pregnant girls at the mercy of school authorities, the majority of pregnant girls, parents, community stallholders and school authorities seem not knowledgeable of the "Radical inclusion" policy. Information is power, if they don't know, they won't implement it, thereby serving as a barrier to the education of pregnant/adolescent mothers.

Distance to school facility, majority of the girls uses motor bike taxies (locally called OKADA) as transport means, those whose parents can't afford fall pray of these riders who will asked for sex in return of the favor to transport them to school and back. Mostly they vanish into thin air when the realize that the girl in pregnant, this has also been a barrier to education for girls. Plenty girls could be seen selling wears on various streets, Motor parks and along the wharf populated with roving fisher men who after selling their catch are armed with cash to pay for sex. Often petty trading girls are their targets, poverty opens the door to prostitution leading the teenage pregnancy. Financial support to girls for up keep, no matter how small, will help prevent girls trading sex.

Multiple overlapping social and economic pressures face girls. These include expectations that adolescent girls engage in caring for, and economically supporting their families, and threats to their safety and bodily integrity. Systemic factors disproportionately affect the protection, attendance and performance of girls in school as they reach adolescence and adulthood, such as sexual exploitation by teachers and the low number of female teachers and other role models.

b) Conclusion

The importance of girl child education in an emerging economy like Sierra Leone cannot be overemphasized. We have experienced the impact women can create if given equal opportunity in contributing to nation building, as partners in development, I applaud the giant steps taken by the Government in first the implementation of the Free Quality School Education (FQSE) removing tuition fees, enrolment fees and giving some teaching and learning materials that has significantly reduced the direct cost on parents. The raise of the minimum age for marriage

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to 18 for both boys and girls and taken all necessary measures to eliminate child marriages in law and practice, establishing the sexual offences courts, including by implementing comprehensive and well-resourced national campaign (Hands Off Our Girls) for combating child rape marriage, and sharing best practices. The removal of the ban on visible pregnant girls from taking public exams to replace it with the "Radical Inclusion Policy" The policy particularly emphasizes the inclusion of historically marginalized groups: pregnant girls and parent learners, children with disabilities, children from rural and underserved areas, and children from low-income families. It is about creating an inclusive education system that allows all children in Sierra Leone to thrive. The policy ensures compliance with existing laws and regulations surrounding inclusion and provides guidelines for decision making and streamlining internal processes, providing equitable access to education for all children in Sierra Leone.

Notwithstanding the inroads Government has made, there still remain plenty to do to ensure the barriers to educational opportunity for pregnant and adolescent mothers are removed. As evidenced in this research, the idea of pregnant teenagers attending regular school has depicted culture shock for students, parents, community stakeholders and even teachers.

Popularization of all policies by MBSSE will eliminate stigma and prevent teenage pregnancy, teachers and other education officials will support the education of pregnant girls and adolescent mothers, and to ensure they guarantee a safe school environment. Monitor implementation of school re-entry policies by keeping data on the number of pregnant/adolescent mothers who get readmitted, their school attendance and completion rates; and use the information to improve support for pregnant/ adolescent mothers.

c) Recommendations

i. *School authorities/heads, board of directors and School Management Committees*

Schools should ensure the inclusion of all students and take all necessary measures to protect all children (regardless of being pregnant, lactating or parenting) from stigma, sexual abuse, exploitation, or harassment. Schools should also play a key role in providing students with the information and tools to understand changes in adolescence, sexuality, and reproduction, and provide information that enables them to make informed decisions, without the pressure, stereotypes, or myths shared by their friends or communities.

School management stakeholders should provide and ensure effective school-based mentoring/ counselling services for students who are pregnant/ adolescent mothers. Provide long-term psychosocial support to adolescent survivors of sexual abuse and harassment.

Immediately adopt the "Radical Inclusion" and re-entry policies, expedite regulations that facilitate pregnant/ adolescent mothers returning to primary and secondary schools.

During parents and teachers meetings, propagate information to parents, guardians, and community leaders about the harmful physical, educational, and psychological effects of teenage pregnancy and the importance of pregnant/adolescent mothers continuing with school.

Embrace Pregnant/adolescent mothers in programs that target female students at risk of dropping out, and ensure targeted programs include measures to provide financial assistance to at-risk students, counselling, and distribution of inclusive educational materials and sanitation facilities, including menstrual hygiene management kits in schools.

Engage with teachers and other education officials to support the education of pregnant girls and adolescent mothers, and to ensure they guarantee a safe school environment.

Catering for Special school uniforms that are different in size and shape from the normal school uniforms used by the general school body should be provided for pregnant pupils to make them feel comfortable and relaxed. Or non-mandatory for them to put on uniforms.

Create options for childcare/nursery and early childhood development canters for children of adolescent mothers so that their children of school-going age can attend school along with their mothers.

Create a database that will capture data and monitor the implementation of MBSSE school policies, especially the "Radical Inclusion" on issues that relate to pregnant/adolescent mothers. The information from the database will help:

Initiate and implement tools to follow up on and keep trajectory of girls who drop out of school due to pregnancy or marriage, with the aim of initiating their return to school;

The supervision of the implementation of the "radical inclusion" policies by keeping record on the number of pregnant/adolescent mothers who get readmitted, their school attendance and completion rates; and use the information to motivate others out of school or seek support for pregnant/adolescent mothers.

ii. *For the Government and the MBSSE*

The initiation and formulations of policies are good but it's just a white elephant if not religiously implemented and monitored to create the impact for its initiation. Based on the research finding, I recommend government and its line ministry, MBSSE should;

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Engage in public information campaigns directed at families, community leaders, teachers and adolescents themselves that address the stigma around teenage pregnancy and adolescent mothers, sexuality, and deliberate the significance of sex education and promote ways for parents to talk about healthy sexual practices.

Guarantee a mandatory national curriculum on sexuality and reproductive health that complies with international standards and that it: Embraces comprehensive information on sexuality and reproductive health, including information on sexual and reproductive health and rights, responsible sexual behavior, and prevention of early pregnancy and sexually transmitted diseases. Provide teachings and skills of relevance to gender equality, bullying, and the prevention of sexual and gender-based violence, including avenues for reporting and redress by in-cooperating the "Hands off Our Girls" campaign messages

Providing social and financial support for pregnant/ adolescent mothers in school will keep them in schools and reduce burden for those who have to fend for themselves and their babies.

Engage with school authorities to provide special accommodations for young mothers at school, for instance time for breast-feeding or time off when babies are ill or to attend health clinics. Ensure through school inspectors that unsafe school environments including sexual abuse, harassment and exploitation by teachers, school officials and classmates; stigma linked to pregnancy and marital status; corporal punishment by teachers and school officials, which sometimes amounts to inhuman and degrading treatment are abolished.

Government should give pregnant/adolescent mothers a choice of access to morning or evening shifts especially those coming from long distances.

Government should put monitoring mechanisms in place to monitor school authorities including school leaders and teachers regarding the acceptance of pregnant/adolescent mothers in all schools regardless of grade, privately managed, government or government assisted schools. Ensure that teachers treat adolescent mothers or pregnant mothers with respect within and out of the school premises.

Government should also encourage stakeholders of education to strengthen linkages between schools and homes to support re-entry and ensure follow up on pregnancy dropout cases in order to overcome norms and socio-cultural challenges to re-entry.

iii. *To Parents*

Parents should stop stereotyping the way of dealing with their children, some send away their daughters or abandon them when they become pregnant for fear of the stigma the family faces from the community. Parents should be supportive to their daughters when they become pregnant and when they give birth; adolescent mothers find it very difficult to enroll back to school because most of them squat with their friends and they have nobody else to take care of their babies if they go to school, so they prefer to stay home.

Parents should continue to provide social and financial support for pregnant/ adolescent mothers, withholding care and support will increase their risk level and demotivate them from re-entering or continuing school, endangering their future and that of their babies.

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Private Universities and Building a World Class University in Africa

By Caseley Olabode Stephens

Abstract- In the past decade, the term "world-class university" "WCU" - also called "globally competitive universities", "world-class", "elite", or "flagship" universities- has become a catch phrase, not simply for improving the quality of learning and research in higher education but also, more important, for developing the capacity to compete in the global higher education marketplace through the acquisition and creation of advanced knowledge. This paper will provide a description of the attributes of world-class universities, the steps in building and sustaining world-class universities in Africa and will propose methodologies by which private universities in Africa can attain world-class status sharing the experiences in Nigeria. The paper will be concluded to offer a few tips to private Universities to guide their earnest quest to attain world-class status.

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Private Universities and Building a World Class University in Africa

Caseley Olabode Stephens

Abstract- In the past decade, the term "world-class university" "WCU" - also called "globally competitive universities", "world-class", "elite", or "flagship" universities- has become a catch phrase, not simply for improving the quality of learning and research in higher education but also, more important, for developing the capacity to compete in the global higher education marketplace through the acquisition and creation of advanced knowledge. This paper will provide a description of the attributes of world-class universities, the steps in building and sustaining world-class universities in Africa and will propose methodologies by which private universities in Africa can attain world-class status sharing the experiences in Nigeria. The paper will be concluded to offer a few tips to private Universities to guide their earnest quest to attain world-class status.

I. Introduction

The goal of establishment and changing the university to world Class University is compete in the universal knowledge economy and also training productive human resources and promote national development. Furthermore, worldwide competitiveness has given rise to the idea of world-class university. Considered one of the four recent movements in higher education, "the new concern on 'excellence' in the context of competing universities" (Bellon, 2005, p. 56) has prompted the interest of economic observers as well as higher education observers. The recent survey of higher education trends by The Economist argues that "the emergence of a super-league of global universities," also called world-class university, is the most significant development in higher education. As the global dynamics of higher education have expanded and grown in complexity, stakeholders in the sector are re-evaluating their priorities and expectations (World Bank, 2009b: ix). The dynamics have also led to the emergence of phenomenon that scholars are calling the World-class university (also called Flagship University, World-Class Higher Education Institution) institutions that transcend culture and education. They are "points of pride and comparison among nations that view their own status in relation to other nations" (World Bank, 2009b: x).

Since the emergence of global university rankings in 2003, the interrelated connection between World-class Universities and university rankings has been a heated topic around world, which very few studies and researches have investigated the subject of World Class Universities and as far as the researcher searched, has not find similar research about the establishment of World class universities in Africa.

According to Lin 2009 necessarily any country should have a world class university in order to play its role in the world. (Lin 2009) states that "No longer are countries comfortable with developing their higher education systems to serve their local or national communities. Instead, global comparison indicators have gained significance in local development of universities". Having a World Class University is everyone wishes and requires national, collective, and programmed efforts (Altbach, P.G., 2007). The same author adds ''The problem is that no one knows what a world-class university is…'' It may be true that there is no agreement on a definitive concept of ''world Class University'', but the research university model is in everyone's mind when the idea of ''world class universities'' is mentioned. Based on this thinking Egypt should focus on how to transform a few selected universities into World Class Universities. One definition of WCUs follows from Williams and Van Dyke 2007.

"In the past decade, the term 'world-class university' has become a catch phrase for not simply improving the quality of learning and research in higher education but more importantly for developing the capacity to compete in the global higher education marketplace through the acquisition and creation of advanced knowledge. With students looking to attend the best possible institution they can afford, often regardless of national borders, and governments keen on maximizing the returns on their investments on universities, global standing is becoming an increasingly important concern for institutions around the world". Governments have responded to this global reputational competition with additional funding to promote their national elite universities, as illustrated by the various "Excellence Initiatives" in countries as varied as China, Denmark, Germany, Nigeria, Russia, South Korea, Spain, or Taiwan. In some cases, the government has also encouraged its top universities to merge so as to achieve economies of scale and reach a better position to compete globally. A few countries have even decided to establish new universities from scratch, with the explicit purpose of creating world-class institutions.

Another definition of a WCU follows from Levin, et. al. (2006): "In general, there is wide agreement that great universities have three major roles: (1) Excellence in

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education of their students; (2) research, development and dissemination of knowledge; and (3) activities contributing to the cultural, scientific, and civic life of society. Excellence in education means the resources and organization of undergraduate, graduate, and professional instruction and educational opportunities for students. Clearly, this goal requires outstanding faculty, high quality teaching and other instructional activities, and availability of good libraries, laboratories, and other pertinent facilities as well as highly prepared and motivated students who serve to educate through their peer influence. Research, development, and dissemination of knowledge refer to the embryonic identification, growth, and extension of concepts and ideas as well as their transformation into applications, goods, and services that enhance understanding and welfare. Activities contributing to the cultural, scientific, and civic life of society are many and varied, but include conferences, publications, artistic events and forums as well as provision of services (e.g. medical clinics and hospitals or museums) that engage and contribute to the larger community including the regional, national, and international communities."

II. The Concept of World-Class Universities

The concept of world-class universities, a term adopted largely interchangeably with global research universities or flagship universities has been firmly embedded in governmental and institutional policies to promote national competitiveness in the increasingly globalized world. However, the paradox is that the concept has been widely employed without an explicit, clear definition. Philip Altbach (2004) notes the paradox of the quest for a — world class university thus: — everyone wants one, no one knows what it is, and no one knows how to get one.

"A world-class university as "an institution with teaching, learning and research delivery systems meeting global standards" (Okebukola 2010a), the world-class university has an origin dating several countries.

"In the early days of development of universities in Europe, especially between the 12th and 15th centuries, students, and teachers were attracted to universities far from home., propelled by two major forces. The environment where radical thoughts could be expressed without hinderance and where research could be conducted unfettered by the ruling authorities, especially the church, was one of such forces. The other was the availability of resources for quality teaching, learning and research" (Okebukola and Shabani, 2007).

By early 18th century, many universities in Europe and North America, especially Bologna, Ocford and Harvard enrolled scholars as students and teachers from wide array of countries and offered what could be described at that time as qualitative education. These universities whose processes and products were able to favourably compete in the world market were referred to as "world class".

With the rapid increase in universities across the world in the 20th century, there arose a variegated profile showing some universities are doing better than others in meeting what can be referred to as "world-class standards". The need to reach consensus on such standards emerged and the defining framework for a world-class university became necessary. Thoughts gravitated around defining a world-class university as exhibiting a number of basic features such as highly qualified staff; excellence in research; quality teaching; high levels of government and non-government sources of funding; international and exceptionally talented students; academic freedom; well defined autonomous governance structures; and well-equipped facilities for teaching; research, administration, and student life (Altbach 2004; Khoon, et al. 2005; Niland, 2007). As Salmi (2009) noted, world-class universities are recognised in part for their superior outputs. They produce well-qualified graduates who are in high demand on the labour market; they conduct leading-edge research published in top scientific journals; and in the case of science-and-technology oriented institutions, the contribute to education and technical innovations through patents and licences.

By the beginning of 21st century, notably in 2001, global ranking of universities gained increasing prominence and the defining characteristics of the world-class university was fine-tuned (Okebukola, 2008). The indicators for ranking gradually fused into the defining parameters for world-class universities as the institutional ranks were used as basis for conferring world-class status. Thus, institutions or programmes listed high on league tables were broadly adjudged as world class. Whether this proxy using high ranking on league tables is an acceptable measure of world-class status has been a matter for debate.

There would appear to be growing consensus about the following major characteristics of a world-class university as mentioned by (Alden and Lin, 2004; Okebukola, 2008; Salami, 2009):

- Has an international reputation for its research.
- Has an international reputation for its teaching.
- Has a number of research stars and world leaders in their fields of endeavours.
- Recognised not only by other world-class universities but also outside the world of higher education.
- Has a number of world-class departments.
- Identifies and builds on its research strengths and has a distinctive reputation and focus.
- Generates innovative ideas and produces basic and applied research in abundance.
- Produces ground-breaking research output recognises by peers and prizes such as Nobel Prize Winners.
- Attracts the most able students and produces the graduates.

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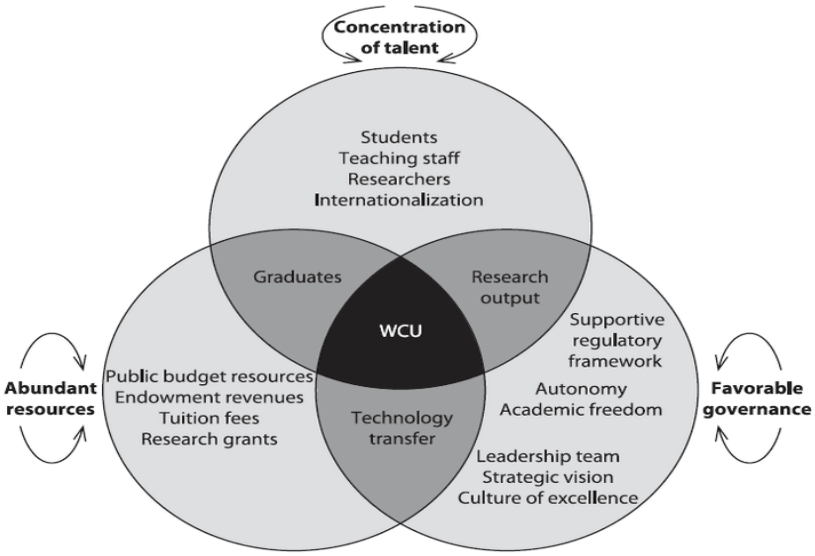
- Runs an efficient governance and management system.
- Can attract and retain the best staff.
- Can recruit staff and students from an international market.
- Attracts a high proportion of students from overseas.
- Operates within a global market and is international in many activities such as students and staff exchanges, and research links.
- Has a sound and strong financial base.
- Receives large endowment capital income.
- Has diversifies sources of income from private companies, research income, and high fees paid by overseas students.
- Provides a high quality and supportive research and educational environment for both its staff and students such as high standard buildings and facilities to make high quality campuses.
- Has a first-class management team, with strategic vision and implementation plans.
- Produces graduates who end up in positions of influence and power.
- Has a long history of superior achievement.
- Makes important and huge contributions to the society.
- Continually benchmarks with top universities and departments world-wide.
- Has the confidence to set its own agenda.

III. Alignment of Fundamental Characteristics of World-class University

The superior essential features and characteristics of world class University — highly sought graduates, leading-edge research, and dynamic technology transfer—can essentially be attributed to three complementary sets of factors (Salmi, 2009): (a) a high concentration of talent (academics and students), (b) abundant resources to offer a rich learning environment and support advanced research, and (c) favourable governance features that encourage strategic vision, innovation, and flexibility, enabling institutions to make decisions and manage resources without being encumbered by bureaucracy (Figure1). While the configuration of results—research, learning and technology transfer— depends on the nature and specific mission of each higher education institution (research intensive, teaching, applied science, etc.), the alignment of the three sets of factors is a requirement for any kind of institution.



Source: Salmi, 2013, p. 132.

Figure 1: Characteristics of a World-class university (WCU): Alignment of Key Factors

Salmi, 2014, indicated that the first and perhaps foremost determinant of academic excellence is the presence of a critical mass of top students and outstanding faculty. The most recognized universities globally are able to select the best students and attract the most qualified professors and researchers, not only from the country where they are located but also internationally. Abundance of resources is the second element that characterizes well-performing universities, especially in the case of research-intensive universities that require sophisticated laboratories and equipment. These universities have four main sources of financing: government budget funding for operational expenditures and research, contract research from public organizations and private firms, the financial returns generated by endowments and gifts, and tuition fees.

The third dimension concerns the degree of those universities enjoy. World-class universities operate

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in an environment that fosters competitiveness, unrestrained scientific inquiry, critical thinking, innovation, and creativity. Institutions that have substantial autonomy are also more flexible because they are not bound by cumbersome bureaucracies and externally imposed standards, notwithstanding the legitimate accountability approach s that do bind them. As a result, they can manage their resources with agility and quickly respond to the demands of a rapidly changing global labor market. These autonomy elements are necessary, though not sufficient, to establish and maintain world-class universities. Other crucial governance features are needed, such as inspiring and persistent leaders; a strong strategic vision of where the institution is going; a philosophy of success and excellence; and a culture of constant reflection, organizational learning, and change.

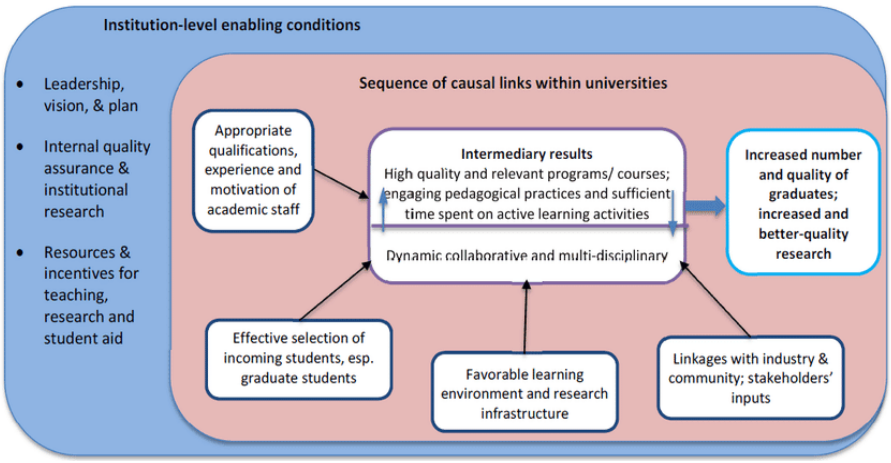
Jamil's paradigm could be referred to as the World Bank paradigm because he anchors educational matters at the institution. There is no doubt that his analysis is ideal for establishing a world class university worldwide. He, however, missed the realities in most developing economies. Favourable Governance, for instance, is elusive in most failed States and remained suspect in stabled and emerging developing nations like Egypt. There is absence of abundance resources because promises are common at fanfares that celebrates opening of new universities. The culture of endowment is mostly absent, and where it exists, corrupt officials use the opportunity to become billionaires. There is a continuous dichotomy between faculty, staff, and students.

It should be noted that the World Bank report on the subject and its definition of world paradigm for classification of an institution is subjective and not entirely adaptable in many parts of the world. To the World Bank,

> All world-class universities are research universities, and they always play a critical role within the tertiary education system in training the professionals, scientists and researchers needed for the economic development and generating new knowledge in support of the national innovation system (World Bank, 2002).

IV. Theory of Change Within Higher Education Institutions

Salmi, 2014, indicated that the above framework can be complemented by a theory of change as represented in Figure 2, the theory of change involves two dimensions. First, it identifies institutional-level factors that affect the performance and sustainability of higher education institutions by directly influencing their mode of operation. Second, it models the inputs and intermediary results that, according to the literature and international experience, lead to better graduates and research.



Source: Salmi (2014).

Figure 2: Theory of change for producing well-qualified graduates and high-quality research

The most important dimensions in the causal chain explaining the performance of any higher education institutions include the following aspects (Salmi, J., 2014):

a. Academic preparation and motivation of incoming students.
b. Qualifications, experience, and motivation of academic staff influenced, in turn, by Institutional recruitment policies, faculty development programs and incentives systems.
c. Existence of close linkages with employers and the community to improve the relevance of students' learning experiences and ensure that university research is oriented to the resolution of priority economic and social problems.
d. Learning environment and research infrastructure.

V. Higher Education Ecosystem and World Class University

The best universities in the world, or in a country, do not operate in a vacuum. A full assessment

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cannot be made without taking into consideration some significant external factors of what could be called the higher education ecosystem. As illustrated in Figure 3, the main dimensions of the ecosystem include the following elements (Salmi, 2011).

a. *Macro Environment:* The political and economic situation of the country, along with the rule of law and respect for fundamental freedoms among those who exert influence, in particular, on the governance of higher education institutions (selection of university leaders), their level of funding, academic freedom and safety for individuals.
b. *Leadership at the National Level:* Vision and strategic plan to shape and guide the future of higher education and the technical and political capacity to implement the necessary reforms.
c. *Governance and Regulatory Framework:* Governance structures and processes at the national and institutional levels that determine the degree of autonomy, as well as accountability approaches.
d. *Quality Assurance System:* The institutional framework and the tools for assessing and encouraging the quality of research, teaching and learning.
e. *Resources and Financial Incentives:* The resources available to fund higher education and the approaches used to allocate these resources.
f. *Location:* The quality of the setting and infrastructure, which allows the university to attract top scholars and talented students, and finally.
g. *Digital and Telecommunications Infrastructure*: The availability of a broadband connection.

Salami, 2011b reached a significant new finding from the case studies is the weight of the higher education ecosystem in influencing the performance of universities seeking to achieve world-class status. The various features of the ecosystem—from the macroeconomic and political situation to key dimensions of governance to resource mobilization and allocation to location and the digital infrastructure—have a strong effect on the ability of universities to make progress on the road to world-class universities.

VI. Top 10 World-Class Universities in Africa

The ranking rates university performance was measured using some indicators such as teaching, research, research impact, innovation, and international outlook.

Table 1: Top 10 World-Class Universities in Africa

World Ranking	University
155	University of Cape Town, South Africa
201	University of the Witwatersrand, South Africa
251	Stellenbosch University, South Africa
351	University of KwaZulu-Natal, South Africa
400	Aswan University, Egypt
421	Durban University of Technology, South Africa
431	University of Ibadan, Nigeria
451	Makerere University, Uganda
500	Mansoura University, Egypt
501	Lagos State University, Nigeria

Source: Face2Face Africa.

Table 2: Top Ten World-Class Universities

World Ranking	University
1	Harvard University
2	Massachusetts Institute of Technology
3	Stanford University
4	University of California--Berkeley
5	University of Oxford
6	Columbia University

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7	California Institute of Technology
8	University of Washington
9	University of Cambridge
10	Johns Hopkins University

Source: US Global News 2021.

VII. Overview of the Problems and Challenges of Higher Education System in Africa

Since Plato's time the academy has shown remarkable improvement and durability. Through turbulent times it has survived, transformed, accommodated, and absorbed new religions, evolving political systems, demographic pressures, and technology (Buchen, 2005). Unlike many corporations which have emerged and collapsed, most educational institutions are still thriving in many parts of the world including Africa. Actually, on the contrary except for a small number mostly sectarian, the number of institutions has increased. Indeed, the dramatic period of growth in Africa has occurred during the age of liberalization when most governments resolved to open up and embrace other players. More significantly the church has played a dramatic role in accelerating the accessibility of education to the masses. Buchen (2005) continues to argue that professional development gradually has transformed globally all education and training to the point where it not only has supplemented, competed with, and even exceeded its parental versions of higher education, but also spawned two separate and distinct future-driven education alternative providers. The first are institutions which can be referred to as educational entrepreneurs. They operate as creative and experimental variations on the traditional academic model. They are close to resemble conventional programmes but distinct enough to appear as alternative in their own right. The second is the emergence of corporate universities which function as intact and autonomous learning enterprises situated in their own corporate campuses. They are characterised by a corporate research capacity. These two alternatives provide a more personal and market driven needs. As professional development seeks to keep pace with changing and greater workforce demands and threats of downsizing and outsourcing, professionals will seek and even be required to become permanent students. This means that our educational system will be transformed by emerging alternatives driven by workforce needs and professional aspiration. Essentially this kind of trend means constant development of innovative customized curriculum.

VIII. Problems and Tasks of african Education

Since independence African states have faced numerous problems in implementing an educational policy that would encourage economic and social development, curriculum and Pedagogical problems and economic and political problems intermixed. The difficulties confronting most governments, however, have been attributed to be basically political. (Scanlon and Moumouni 2012). Africa's problems have no single explanation and differ considerably from country-to-country Summers (2000). Most observers attribute the downward divergence of the continent in the past few decades to a number of factors, including poor national economic policies; the prevalence of autocratic and corrupt governments; frequent civil and regional conflicts; and the challenges posed by the environment, which leaves Africa vulnerable to infectious disease and makes it more difficult to produce adequate food or trade with the global economy. In 1968 a conference held in Nairobi indicated that there was an alarming lack of progress in education and literacy in the context of growing populations.

Scanlon and Moumouni (2012) report that Increasing emphasis was placed on improving and expanding vocational-technical, adult, and nonformal programs of education. There was also insufficient liaison between educational policy makers and the planners of economic and social development. In short, an educational crisis developed and ripened in Africa. Africa's recovery and sustainable development will therefore depend on many important factors, including the expansion - both quantitative and qualitative - of the continent's stock of human capital through education (Kwapong 1988). A onetime President of the World Bank, Barber Conable, introduced a study on education by remarking that "Without education, development will not occur. Only an educated people can command the skills necessary for sustainable economic growth and for a better quality of life". Zuma (2011) commenting on education says that Schools do not provide the skills to enter the job market, leaving the incubation of business too late down the chain. Education in Africa is poor and far behind the rest of the world. Too many schools have not been reached with correct curriculum and those who have, do not have money for books or the technology to access the work. Much is said by government, but implementation and, action is way behind the needs of our youth. Zuma finally says, "Success in education will

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determine the scope and extent of the country's future growth and development".

- *Technology, Education and Development*

The engineering, technical and vocational schools are still teaching 1960"s and 1970"s techniques and technologies. There is a complete mismatch between the knowledge and skills acquired by the graduates from these schools in Africa and those actually required by industry or for self-employment. The result is a growing number of unemployable youth and job losses by technical artisans and slower economic growth because industry cannot find the qualified and the skilled employees they need. Those unemployed and unemployable are getting restless (Twinomugisha, 2009). Most of these unemployable people are the youth who constitute a political time bomb. The recent uprising and riots in many cities in Africa pose an alarming trend. Governments across Africa are seriously re-examining the technical education system. A research by Castells found little evidence of national 'pacts' around higher education and development in African countries, limited coordination between "weak" government departments on funding university projects, too many projects undertaken by academics for "individual advancement" rather than academic worth, and vice-chancellors struggling to juggle competing notions of the role of universities, among other things (as cited by MacGregor, 2009).

> Despite of the negative scenario there are indications that Collaboration with industry is growing and more importantly private industry is becoming more vocal on issues of education and employment. The link between technology, education and socio-economic development is getting clearer and African governments need take practical and urgent steps to address these issues. Otherwise, Africa risks negating recent progress made and being left further behind by the rest of the world. There is need therefore of entrepreneurial universities that create the capacity for people to directly relate research to what happens in society.

- *Role of Higher Education*

Higher education `in Africa is as old as the pyramids of Egypt, The obelisks of Ethiopia, and the Kingdom of Timbuktu (Teferra and Altbach, 2004). All other universities in Africa have adopted the western model of academic organization. While Africa can claim an ancient academic tradition the fact of the matter is that traditional centres of higher learning in Africa have disappeared. Concern about the quality of higher education is on the rise in Africa. It comes at a time of growing recognition of the potentially powerful role of tertiary education for growth, and it is a natural response to public perception that educational quality is being compromised in the effort to expand enrolment in recent years; growing complaints by employers that graduates are poorly prepared for the workplace; and increasing competition in the higher education marketplace as numerous private and transnational providers enter the scene. (Materu, 2007). As African countries look to tertiary education to make a significant contribution to economic growth and competitiveness, improvements in the quality of programs and institutions will be critical.

Education provides essential skilled manpower for both the formal and informal sectors of the economy, provides the means of developing the knowledge, skills, and productive capacities of the labour force, and acts as a catalyst in encouraging modern attitudes and aspirations. In the case of Africa, tertiary education plays a critical capacity building and professional training role in support of all the Millennium Development Goals (MDGs).

Recent research findings indicate that expanding tertiary education may promote faster technological catch-up and improve a country's ability to maximize its economic output (Bloom, Canning, and Chan 2006). A new range of competences will be needed, and higher educational institutions are challenged to adjust their program structures, curricula, teaching and learning methods to adapt to these new demands. In recognition of this challenge, greater attention is should be focused on quality assurance as a critical factor to ensuring educational relevance. New Challenges for higher education underscore the importance of establishing robust quality assurance systems as necessary instruments for addressing today's challenges (World Bank 2008).

- *Education for sustainable development*

Education is critical for achieving environmental and ethical awareness, values and attitudes, skills, and behaviour consistent with sustainable development and for effective public participation in decision-making (UNSECO, 1992/2012). According to UNESCO, sustainable development is a culturally directed search for a dynamic balance in the relationships between social, economic, and cultural systems, a balance that seeks to promote social equity (UNESCO-UNEVO, 2008). Although it has commonly been remarked that "In Africa, we are very good at drawing up strategies and plans but when it comes to implementation, there is always a difficulty", which was also cited by African Union, 2007, p. 41). Education for Sustainable Development (ESD) is being regarded as the key component of implementing sustainable development. In particular, the Technical and Vocational Education Training (TVET) for entrepreneurs has been identified as a vehicle for the implementation of education for sustainable development. Given that sustainable development is the emerging challenge of the 21st century, the United Nations Educational, Scientific and Cultural Organization asserted that Technical and Vocational Education and Training (TVET) programs need to play a pivotal role in developing a new generation of individuals who will face the challenge of

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achieving sustainable socio-economic development throughout the globe (UNESCO, 1999).

- *Science and Technology*

Without a strong science and technology base no country can develop in this modern era. African countries are really handicapped in this field. New techniques and products are emerging in the information sciences, communications, biotechnology, space science and aeronautics, medicine, and many other areas. (Sawyerr, 2012). Our Universities and Research Institutes should take up the challenge. Universities in Africa should be more flexible by shedding off the excess baggage carried over from the colonial era and re- equip themselves with learner more efficient resources.

The 21st Century will therefore see many young people as youths and young adults demanding education, employment, basic services, and other citizen's rights. The education sector must be ready to provide the necessary social, economic, and technological skills for productive existence while at the same time offering the cultural and spiritual dimension necessary for an integrated and fulfilled life. Technical and vocational training provides personnel with knowledge and skills necessary for agricultural, industrial, commercial, and economic development matching the supply of skilled labour with demand. It also provides the operatives, artisans, craftsmen, technicians and other middle- level technical personnel and prepares them for self-employment.

- *Envisioning the Future*

Despite this good trend, it is time to take stock of our practices and look into the future. It is always significant to draw experiences from ancient civilization. The Romans were so immersed in their numbering system, such that they had no clue that it was preventing them from doing every rudimentary mathematics such as adding a column of numbers or simple multiplication or division because they were in form of equations. Indeed, it actually prevented them from advancing in areas of science, astronomy, and medicine. The author of megatrends, John Naisbitt, writes “education is now the number one economic priority in today’s global economy.” Indeed, the future is likely to place an even higher demand on how our people are educated and the substance of this education. The future of human existence, therefore, depends on advancement in education.

If we want to move Africa forward with confidence, then we need to change our ways of educating and training our students. We cannot achieve this with our minds buried in tradition, custom and beliefs. We need to break new ground. Our priority must be to deliver quality education and training.

Our extricable bond, therefore, must be established between our training infrastructure including the state of art technology, curricula and what actually happens in classrooms. Development occurs where appropriate investment has been made in the cultivation of talents, skills, and knowledge. We must endeavour to seek opportunities in the unknown world by leaving the present behind. Envisioning is about applying our imaginations to the future and cutting for us niches from the opportunities available. This begins by decidedly endeavouring to educate, develop and train our people. We need to develop an educational curriculum that is designed specifically for transformation of our society and prepare it for the knowledge economy, (Tapisa,1999). The pace of development will be determined by the speed of various transactions. The decisions taken, the speed with which new ideas are created in laboratories, the rate at which ideas are brought to the market, the velocity of capital flows and above all the speed with which information pulses through the economic system. The pertinent question is, can our children be prepared for this transformation, (Toffler,1990).

We should empower our future generation with the ability to participate actively, creatively, and comprehensively in the information economy where they will use pertinent information to create the knowledge surplus that is needed to transform society. Our first step towards that goal should be to change from overtly academic and theoretical orientations to workplace educational and training programmes. In achieving this our objectives should be:

- To bring education and work together.
- To equip students with job-oriented competencies so that they become active and creative participants in the economy.
- Strengthen the relationship between education and employment by emphasising the application of skills in real work situations.

It is worth noting that in doing all these greater opportunities should be given to employers and other stake holders to influence and become involved in education.

- *Knowledge to Skill based*

We need to educate and train our young people for now, for the future and for change. What is required is a process which can produce a workforce which is actively involved in the business, as well as flexible and responsive enough, not only to recognize the need for change, but also to anticipate and contribute to the process with innovative and progressive ideas, (Kay, Nickie & Chris, 1992). There is an increasing need for learners to have a range of transferable academic and vocational skills in order to operate independently and autonomously. Discussion on the need to teach students how to learn have been going on for decades but the requirement to teach the subject-based national curriculum along with the traditional methods I, mean it

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has so far not been achieved. The national imperative for a skilled world-class workforce, the IT revolution which is robbing teachers of their exclusive hold on knowledge alongside the wishes and needs of individuals mean this trend will inevitably gain momentum in the future.

In order to move forward, (Frey,2007) a futurist observes that, as a starting point, one question we should be asking is, "what systems do we employ today that are the equivalent of Roman numerals, preventing us from doing great things? This question is very revealing. It has a way of opening a pandora box full of friction points, inefficiencies, and flow restrictors that we contend with every day in our educational systems. The pace of change dictates that we produce a faster, smarter, and better grade of human being. In realizing this future education system will be unleashed with the advent of a standardized rapid courseware- builder and a single point global distribution system. As a matter of fact, only a small percentage of the information being developed today is being passed on to future generations in the form of classes or courseware meaning that, supply has clearly not kept up with demand.

- *Future Educational Challenges*

Roy (1990) a futurist and president of the Institute for the Future cautioned that "anything you forecast is by definition uncertain" therefore our planning to shape better ways of life must be based on a blend of interpretations of projections as well as our aspirations. The question we need to ask ourselves is do we actually have the foresight needed to give us reasonably accurate images of tomorrow's world, (Roy, 1990). Some of the challenges that are likely to complicate educational planning in the next decade according to Harold, (1990) are as follows:

- Trends in population and shrinking job markets. The increasing youth population possess a special challenge to educators in providing self-sustaining skills in the light of decreasing job opportunities.
- Environmental problems. Hazards including deforestation, acid rain, misuse of energy resource, pollution and generally climate change. Learners need to understand that security of nations also depend on policies regarding the environment. There is need, therefore, for education systems to participate actively and intelligently in these issues.
- Family challenges. Change in family such as single-parent, endemic homelessness and working mothers. Schools may be left with responsibilities formerly assumed by the family such as providing day care and teaching important values and behaviours.
- Teen pregnancy, Alcohol consumption, and Drug abuse.
- Technological developments. These developments are creating other challenges for education and society. They include the possibility for information overload with knowledge expected to increase fourfold and changes in the nature of knowledge and what we believe. Education must learn to deal with rapidly accumulating innovations such as laptop computers, interactive video technology and robots with artificial intelligence.
- Schooling in the home may find a place in the future. Distance learning creatively well designed will play a major role in educating people. Herold, (1990), therefore warns that we must remain diligent in dealing with changes for tomorrow and not be immobilized by trying to polish the aged mosaics of past practices.

Currently, virtual schools have been developed world-wide due to the Covid-19 pandemic, but students could still meet in person for athletic and other social events, observing the existing Covid-19 protocols. In this case, physical plants are shrinking, and some administrative and ancillary jobs have reduced drastically and learners and are being forced to buy whatever instruction they want online. Teachers and students can live anywhere in the world and only meet online. This means that it will prove difficult or impossible to preserve many contemporary institutions in the future. In addition, Fray, (2007), foresees some school buildings transitioning into learning centres that are open 24 hours a day, accommodating both child and adult learners, providing support staff to assist people who struggle with the system or specific topic. Teachers on the other hand will become event planners, guides and coaches and some who are entrepreneurial-minded may choose to become full-time course producers.

Future education and its practical application is key to the future of Africa. Future education will continue to change as education has always changed to meet the needs of business and industries. A strong economy depends on our educational system's ability to provide a workforce to sustain our current and future economy. It is evident that certain amount of forecasting or predicting of future educational needs will become more important with increased population and decreased renewable resources. The preparedness for these challenges is significant for Africa.

In 2009, the World Conference on Higher Education of UNESCO (United Nations Educational, Scientific, and Cultural Organization) noted the progress made in Africa since its previous conference, in 1998, but acknowledged that many challenges still existed to be met in the 21st century. Such challenges include the underlisted which are believed can be dealt with at the institutional level, some at the national level, and others will require a regional approach. It was also mentioned

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that, if the African governments and higher education institutions are to meet these underlisted challenges, they need to plan and innovate. Their policies require commitment and collaboration of all the stakeholders. There is no reason why African countries cannot transform these challenges into opportunities to make their higher education sector a vibrant and productive one.

- *Increased Enrolment*

The tertiary student enrolment ratio in sub-Saharan Africa reached only around 6 percent in 2007, the lowest quantity of the world regions. Thus, a determined effort must be made to significantly increase tertiary enrolment in Africa. In increasing enrolment, however, the intake to existing public institutions must be controlled, considering their capacity. The vast majority of public universities in Africa have student enrolment far beyond what they were designed to accommodate.

Further enrolment without adequately increasing the infrastructure and other resources can only worsen the situation and affect quality. At the same time, in several African countries an effort has been taken to rapidly set up new universities that are almost copies of the existing ones. This is not the right approach, as in many cases this results in depleting the staff of the existing institutions and transferring them to the new ones. Yet another tendency is to create new universities by simply upgrading polytechnics and technical colleges. Africa needs differentiated institutions, ranging from research-strong universities to polytechnics and technical colleges, as well as diversified programs within each institution, to cater for different types of learners and needs of the country. During increasing access, appropriate steps must be taken to ensure the success of the admitted students. The lack of resources, including faculty, often leads to high dropout rates. The time to complete a three-year degree program sometimes takes as much as five to six years. The situation is also exacerbated by frequent campus closures as a result of student unrests, which hamper revitalization initiatives. Both a national and regional approach to this challenge needs to be considered. Clearly, the increasing demand for higher education in Africa will never be met by traditional face-to-face delivery alone. Other approaches such as open, distance, and online learning will have to be met, especially for continuous adult education and teacher training. This is already happening with the creation of open universities in several countries and the use of distance education in traditional universities to complement face-to-face teaching.

- *Funding*

The dramatic increase in student enrolment in higher education in Africa has not been matched by public funding. Effectively, the public expenditure per student has declined considerably, and this has inevitably led to deterioration in quality. The daunting challenges facing African higher education involve the ongoing increase in student numbers, the more faculty needed to be recruited, additional infrastructure to be built; and yet, the availability of public funds will be limited.

Paradoxically, public spending per higher education student in Africa is much higher than in other developing countries, indicating overspending and inefficiency in the use of resources. Reduction in expenditures and promoting efficiency in the institutions should therefore be the first step in coping with the shortage of funds. Changing the method of budgeting is another approach. Currently, in most countries the annual institutional budget allocated by government is determined by simply adjusting the previous year's budget by a percentage, depending on the availability of public funds. The use of formula funding, for example, based on the unit cost per student, can stimulate improvement in institutions and help to achieve more accountability and transparency.

Ultimately, however, public institutions will inevitably have to resort to the charging of tuition fees from students if they are to provide quality education. The danger here, moreover, is that public higher education then will eventually be regarded as a private enterprise, receiving decreasing contribution from the state. African governments should recognize that higher education is a "public good" and, accordingly, must benefit from state support. While fees should be introduced, they should represent only a proportion of the actual economic cost and should be accompanied by appropriate loan schemes or scholarships for the socially disadvantaged students.

The income from cost-sharing measures, however, will never sufficiently cover the huge cost of physical infrastructural development. Capital expenditure funding to a large extent must come from government. Some countries—for example, Ghana—have served an innovative approach of using a small proportion of the national contribution from the value-added tax for funding capital projects in higher education.

Public-funded institutions alone will never manage to meet the huge demand for higher education. Private and cross-border higher education institutions, which already operate in significant numbers in Africa, should be encouraged and can be beneficial in many ways. However, many of them are profit motivated and offer poor-quality education. They, therefore, need to be regulated and quality controlled.

- *Research*

The research output from African universities is very low. The reasons include a lack of research-experienced faculty, given brain drain, heavy teaching

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load, moonlighting by faculty, and lack of resources—such as, library facilities, information and communications technology infrastructure, and well-equipped laboratories. The relevance of the research carried out is also questionable. Most faculty undertake research for personal gain, with the aim of publishing in internationally refereed journals for promotion purposes. The chosen topic is often not appropriate to national development. Most faculty do their research as individuals; there is insufficient multidisciplinary research, essential for solving development problems. Much of the research is externally funded, and being determined by the funders, the topics may not be of direct relevance to national development.

Research publication comprises another challenge. Most of the research results end up on university library shelves—in theses and dissertations or advanced research journals. They are, thus, not accessible to or understood by policymakers or communities. There is a dearth of African research journals; those that are started are often not sustainable.

Several steps need to be taken to redress the situation. Adequate provision should first be made for funding research at the national level. The setting up of national research councils can extend toward mobilizing resources and identifying national priorities for research. At the institutional level, universities should incorporate research in their strategic planning and ensure that it is given the same priority as teaching. Each university should also create a central research office to coordinate, promote, facilitate, and manage research. A process of upgrading the research qualification of university staff—through, for example, split-site PhDs—is already under way in many institutions and needs to be expanded. With regard to accessing publications on and in Africa, efforts should be made for greater online access to research publications and theses in Africa.

- *Quality Assurance*

Quality assurance in higher education is a relatively new phenomenon in Africa. In 2007 only 16 out of 52 countries in sub-Saharan Africa had national quality assurance 6 agencies, most of them recently set up. The agencies have been created mainly to regulate the development of higher education provision, especially by the private sector, rather than ensuring accountability or improving quality. The main challenges facing quality assurance in Africa are a dearth of adequately trained professional staff in the national quality assurance agencies, lack of knowledge about the related process among the staff in the institutions, resistance from faculty to get fully engaged in the very time-consuming process of data collection and processing, and lack of funds to establish quality assurance systems in the institutions. Sensitization, capacity building, and funding are, thus, the main issues that need to be addressed in promoting quality assurance.

IX. Africa's Future, through Agenda 2063 – Progress so Far, and Recommendations

Agenda 2063 is the continent's blueprint and master plan for transforming Africa into the global powerhouse of the future. It is the concrete manifestation of how the continent intends to achieve this goal within a 50-year period. The First Ten-Year Implementation Plan of Agenda 2063, spanning from 2014 to 2023, outlines a set of goals, priority areas and targets that the continent aims to achieve at national, regional, and continental levels. It is at this background that the African Union Commission and African Union Development Agency-NEPAD were tasked by policy organs of the African Union to coordinate and prepare biennial performance reports on Agenda 2063. This is the first continental-level report that consolidates progress reports from 31 out of 55 AU Member States, covering 56% of the continent, and six Regional Economic Communities. There have been reports presenting an analysis of progress made on the implementation of the seven aspirations of the Agenda 2063 against the 2019 targets.

The continent embarked on the implementation of her 50-year development blueprint through domesticating and implementing Agenda 2063 into national and regional development strategies, achieving an aggregate score of 32% against the 2019 targets. At aspiration level, the continent registered a good performance on Aspiration 4 "A peaceful and secure Africa" (48%), with most Member States reporting the existence of functional national peace mechanisms, in addition to the continental-level Africa Peace and Security Architecture. Similarly, relatively good progress was made on Aspiration 2 towards achieving "An integrated continent, politically united that is based on the ideals of Pan-Africanism and the vision of an African Renaissance", with a score of 44%. This was achieved through the collective and concerted efforts of Member States on operationalising the African Continental Free Trade Area, amongst others. Aspiration 6 "An Africa whose development is people-driven, relying on the potential of the African people, especially its women and youth, and caring for children" recorded a relatively strong performance of 38%. This was attributed, amongst others, to the implementation of the provisions of the African Charter on the Rights of the Youth which realised 77% of the 2019 target.

The continent saw a weak performance under Aspiration 1 "A prosperous Africa based on inclusive growth and sustainable development", with an aggregate score of 29%. Even though a strong performance was achieved for Goal "A high standard of

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living, quality of life and wellbeing for all" – attributed to the exponential growth in the percentage of the population with access to internet. Furthermore, low scores were recorded on matters pertaining to good governance, democracy, respect for human rights and the rule of law – related to Aspiration 3 with an aggregate score of 16%. This was mainly due to high levels of corruption in delivering public services; weak mechanisms and institutions of holding leaders accountable; and low freedom of the press. The continent saw a very weak performance on Aspiration 5 "An Africa with a strong cultural identity, common heritage, values and beliefs", with the continental score standing at 12% against the 2019 target. This was largely due to weak integration of indigenous African culture, values, and language into primary and secondary schools' curricula.

At the regional level, East Africa recorded the highest performance in five out of the seven aspirations in Agenda 2063 First Ten Year Implementation Plan with an aggregate score of 40% against the 2019 targets. The aggregate performance of West Africa stood at 34%, while the aggregate performance of North Africa stood at 27%. Southern and Central Africa both recorded an aggregate score of 25% against the 2019 targets.

The continent made notable progress on implementing the 14 African Union Flagship Projects. Noteworthy was the progress made on operationalising the African Continental Free Trade Area. The overall performance of African Member States on advancing the AfCFTA stands at 92% of the target set for 2019. To-date, 54 countries have signed and 29 have ratified the AfCFTA. Similarly, notable progress was registered on the "Free Movement of People and the African Passport". 32 Member States have signed the Protocol to the Treaty on the Establishment of the African Economic Community relating to the Free Movement of Persons, Right of Residence and Right of Establishment.

The Single African Air Transport Market was launched in January 2018 during the African Union's 30th Ordinary Summit. Following the launch, 29 AU Member States – covering almost 80% of intra-African air traffic – signed the Solemn Commitment to establish the SAATM of which 18 Member States have signed a Memorandum of Implementation to remove any air service agreement restrictions that are not in compliance with the Yamoussoukro Decision.

"Silencing the Guns in Africa" was adopted by Member States as the African Union Theme of the Year 2020, aimed at highlighting the remarkable progress made by the continent on reducing the number of armed conflicts. Furthermore, African Members to the UN Security Council are making efforts to promote the Silencing the Guns agenda on the international forum.

Notable progress was also made with regards to the Great Museum of Africa, which is planned to be launched in 2023. The Museum of Africa Permanent Memorial of Slave Trade will showcase, protect, and promote the rich cultural heritage of the continent, and will be hosted by the People's Democratic Republic of Algeria in Algiers.

Since the adoption of the First Ten-Year Implementation Plan in 2015, technical support has been provided to 42 Member States and five RECs in domesticating Agenda 2063, aligned to national and regional development strategies. Furthermore, a number of these countries have anchored Agenda 2063 in their national structures and integrated the Agenda 2063 Results Framework into their national development plans with designated focal persons.

The Executive Council approved the Agenda 2063 Financing and Resource Mobilisation Strategy and requested the African Union Commission and African Development Bank in close collaboration with the United Nations Economic Commission for Africa and African Union Development Agency-NEPAD to prepare an "Agenda 2063 Financing and Domestic Resource Mobilisation Roadmap and Guide" for AU Member States and Regional Economic Communities.

On the recommendations, looking at the report of progress made, the need for more sensitisation on Agenda 2063 and its added value to country and regional development efforts were cited. Further efforts should be made towards deepening domestication and mainstreaming of the continental development agenda into planning, budgeting and implementation at national, regional and continental levels. It will be important to anchor Agenda 2063 within existing country and regional institutional mechanisms with designated focal points for improved domestication, coordination, implementation and reporting on Agenda 2063. Institutionalising evidence-based reporting on Agenda 2063 among all AU Member States, RECs and AU continental-level bodies is thus required to review progress on a biennial basis. On this note, it is recommended that AUC, AUDA-NEPAD and other relevant bodies strengthen the capacities of Member States and RECs in data collection, data analysis and reporting on Agenda 2063. Furthermore, flexible mechanisms for domestic resource mobilisation should be deployed. AUDA-NEPAD, as the continental development agency, should continue to leverage through partnerships to provide knowledgebase advisory services to support Member States in driving their national development priorities, as well as play a critical role in disseminating best practices.

A harmonized and integrated approach to the implementation of Agenda 2063 and the 2030 Agenda will help to minimize duplication, optimize resource use, and mobilize the support of domestic and external

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stakeholders and development partners. AUDA-NEPAD and the AUC should support Member States and RECs to use the methodology to report concomitantly on both development agendas.

It was concluded that, the continent has registered good progress in attaining several goals and targets defined in the First Ten-Year Implementation Plan of Agenda 2063. The continental blueprint is a rallying point for African Union Member States, regional bodies, and development stakeholders to garner investments and collective efforts towards a common development agenda. This first continental-level progress report serves as a key milestone to promote peer learning and mutual accountability among Member States and thereby accelerate implementation of Agenda 2063. The progress in implementation notwithstanding, more efforts will be required to accelerate implementation of the First-Ten Year Implementation Plan to move Africa closer to "The Africa We Want". The continent will need to address key challenges encountered in domestication, implementation, monitoring and reporting on Agenda 2063. It will also require concerted and coordinated efforts at sub-national, national, regional, and continental level to effectively harness opportunities, including the potential of the youth dividend.

X. Higher Education, World-Class Universities, Africa's Future, and the Attainment of Agenda 2063

Africa's future and the attainment of the Agenda 2063 is inextricably linked with the quality of higher education delivered on the Continent. The socio-economic performance of the region can be significantly bolstered and sustained if basic ad higher education Is paid greater attention and the challenge of skills shortage, among others is addressed. African economies face unmet demand for highly skilled engineers, medical workers, agricultural scientists and researchers, particularly in the growing sectors of extractive industries, energy, water, environment, infrastructure, and service sectors, such as hospitality, banking and ICT (Materu, 2011). For instance, the extractive industries demand specialised civil, electrical and petroleum engineers a s well as geologists, and environmental and legal specialists.

Investment dealing with the development of human capital in Africa – a critical element in socio-economic transformation is still far from optimal. Unsurprisingly, Africa is at the bottom of almost every knowledge-economy indicator. For instance, it contributes less than 2% to global patents in 2013 and had the lowest researcher-to-population ration in the world with less than 120 researchers per million inhabitants compared to about 700 in North Africa, 300 in Latin America, and 1,600 in central and Eastern Europe. Investment in quality higher education would generate more high-quality professionals with higher-order skills, entrepreneurial spirit and high research capacity. Part of the driving force of the East-Asian economic miracle was a rapid build-up of technical and technological workforce stimulated by quality higher education and an ever-improving applied research system. These capacities will also be important for diversifying the African economies by increasing the likelihood of new economic growth sectors with higher value added.

Higher education, defined as "all forms of post-secondary education offered in universities, polytechnics, colleges of education and their equivalents", has witnessed impressive numerical growth in Africa since the 1989 UNESCO World Conference on Higher Education. The report on Africa at the 2009 World Conference on Higher Education which traced growth trends confirmed a 25% jump in students' enrolment into higher education institutions and the high international mobility of African students. In comparative terms, African students may be considered the most mobile in the world, largely due to limited access and lack of comprehensive study programmes in the region. In a number of countries, the outbound mobility ration is one third of the students. These countries include Botswana (89%), Namibia (61%), Swaziland (58%), Lesotho (48%), and Mauritius (41%). Given the global average is 1.8%, the outbound mobility ration is still high in many other African states, such as Malawi (31%), Niger (22%), Central Africa Republic (21%), Senegal (17%), Cameroon (15%), and Kenya (11%). The lowest rations for the region and found in South Africa (0.8%), Nigeria (1.6%) and Ethiopia (2.1%) - UNESCO Institute for Statistics – UIS, 2013. The rate of growth of private higher education institutions especially universities has remained one of the highest in the world over the last 15 years (Varghese, 2012).

The higher education systems of Africa are currently not capable of responding fully to the immediate skill needs in the medium term. There are several impeding factors. There is shortage of a critical mass of quality lectures, insufficient sustainable financing, inappropriate governance, and leadership, disconnect with the demands of the economy, and inadequate regional integration. The average percentage of staff with PhD in public tertiary education institutions in Africa is estimated to be less than 20% (based on a study of 10 countries in the region by Materu, 2009: 2011). Most departments do not have more than one or two senior Professors. This prevents departments and universities from establishing vibrant research environments. The relatively low salaries of lecturers, lack of research funding and equipment as well as limited autonomy provide disincentives for Professors to stay in African universities (Materu, 2011; Okebukola, 2014).

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Some other issues which the higher education system in Africa is grappling with as summarised by Mater, (2009), include (a) efforts to improve educational quality at secondary level are still not yielding desired results, as shown by African countries' performance in international mathematics and science tests; (b) a review of distribution of graduates in 23 African countries shows the predominance of "soft" disciplines: social sciences and humanities (47%); education (22%); and engineering (9%) ; sciences (9%); agriculture (3%); and (c) funding for research in African universities is low and is mostly supported by outside organisations.

Woldetensae (2013) identified challenges to quality in higher education in Africa to include increased enrolment; inadequate facilities and infrastructure; shortage of qualified and heavy workloads; outdated teaching methods; weakening of research and publishing activities; mismatch between graduate output and employment; low level of quality management system and limited capacity of governance and leadership; many countries yet to establish regulatory agencies for quality assurance and accreditation; and the problem of comparability (credit transfer). In a recent regional survey by Shabani (2013), the top ten challenges facing higher education in Africa are listed in the table below.

Table 3: Ranking of Challenges to Quality Higher Education in Africa

Rank	Challenges
1	Depreciating quality of higher education teachers
2	Research capacity deficit
3	Infrastructural / facilities inadequacies
4	Lack of regional quality assurance framework and accreditation system
5	Slow adoption of ICT for delivering quality higher education including distance education
6	Capacity deficit of quality assurance agencies
7	Weak internationalisation of higher education
8	Management inefficiencies
9	Slow adoption of LMD reform
10	Poor quality of entrants into higher education from the secondary level

Source: Shabani (2013).

The removal of the foregoing challenges to quality higher education through the activities of the universities of world-class ranking, is imperative for the actualisation of the vision of the African Union. The Agenda 2063 vision of the African Union is "to build an integrated, prosperous and peaceful Africa, an Africa driven and managed by its own citizens and representing a dynamic force in the international arena". One of the major thrusts of African Union in the realisation of this vision is the strengthening of the higher education systems in the continent. The African Union overarching framework for the development of higher education is the harmonization Strategy with four key policy objectives. These are:

a. To establish harmonised higher education systems across Africa.
b. To strengthen the capacity of higher education institutions to meet the many tertiary educational needs of African countries through innovative forms of collaboration; (c) to ensure that the quality of higher education is systematically improved against common, agreed benchmarks of excellence; and
c. To facilitate mobility of graduates and academics across the continent. At the heart of the five objectives is quality higher education.

The African Union identified quality in higher education as focus in the Plan of Action for the Second Decade of Education for Africa known as the Continental Education Strategy for Africa – (CESA 16-26). The African Union's Continental Education Strategy for Africa (CESA 16-25) was adopted in 2015, to respond to the education crises and thereby transform Africa's education systems. This is through implementation of twelve (12) strategic objectives that articulate high-level results aimed at reorienting and improving African education and training systems. The African Union's Continental Education Strategy for Africa (CESA 16-25) also serves as a platform for bringing together Education actors across the continent behind a transformative Pan African agenda for education. It is in this regard that the thematic cluster approach was adopted to bring together various stakeholders in specific fields of education to contribute to the achievement of The African Union's Continental Education Strategy for Africa (CESA 16-25) strategic objectives. In the furtherance of this, the African Union Commission developed a framework for Harmonisation of Higher Education Programmes in Africa, with the specific purpose of establishing harmonised higher education systems across Africa, while strengthening

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the capacity of higher education institutions to meet the many tertiary education needs of African countries through innovative forms of collaboration and ensuring that the quality of higher education is systematically improved against common, agreed benchmarks of excellence and facilitates mobility of graduate and academics across the continent. One of the key result areas of the Harmonisation strategy is 'Cooperation in information exchange'. This involves the:

- Establishment and maintenance of central database of African higher education institutions and programmes.
- Establishment of an African system to measure and compare performance of higher education institutions; and
- Representation of African interests in global higher education ranking systems.

The African Quality Rating Mechanism (AQRM) is a product f this Strategy. The aim is to establish an African system to measure and compare performance of higher education institutions. The purpose of this is threefold:

- Establishing an African system will ensure that the performance of higher education institutions can be compared against a set of criteria that takes into action the unique context and challenges of higher education delivery on the continent.
- Creating a system that allows for comparison can – if well designed – facilitate improvements in quality of delivery of institutions across the continent and allow for an objective measure of performance.
- A continental system will pave the way for African institutions to compete more effectively in similar systems in operating at a global level, while also creating a case for review of the basis on which those global systems operate.

Together with the African Quality Rating Mechanism (AQRM), the African Union Commission, the operating organ of the African Union, is also running the Mwalimu Nyere African Union Scholarship Scheme. The Mwalimu Nyerere African Union Scholarship Scheme (MNAUSS) is a Flagship project of the African Union, initiated in 2005. From the beginning, the Mwalimu Nyerere African Union Scholarship Scheme (MNAUSS) was planned as an 'umbrella' programme, which would cover a range of initiatives for mobility of African students and academic staff. The Scholarship Scheme is designed to enable African students undertake degree programmes (Masters and PhD) in African Universities, in science and technology.

The aim of Scholarship Scheme is to contribute to production and retention of high calibre human resources in Africa, promote African higher education and enhance intra-African mobility of students. Thus, the scheme will contribute to regional integration, attractiveness and competitiveness of African higher education, and reversal of brain drain. Since the Scheme covers specific areas of study and research necessary for addressing Africa's development challenges, it will in this way contribute to Africa's prosperity, particularly in the areas related to science, technology, and innovation. The scheme directly supports Pan African University networks, which was launched in 2010.

So far, 240 African students are currently benefiting from the Scholarship Scheme, which all their costs for tuition, travel, and subsistence, with modest allowances to cover purchase of a laptop and textbooks, are covered. In addition, the most popular destinations for students appear to be the Republic of South Africa, followed by Ghana. It is also noteworthy that many students opted to study in universities in their home countries. The high numbers of student that are benefiting from the Scholarship Scheme from certain countries was a result of respective Ministries of Education making extra effort to publicize the Scholarship Scheme and compile applications.

XI. Development of Private University Education in africa

As narrated by Okebukola (2015), private universities have increased in number and scope of programmes in response to the need to provide higher education to a larger proportion of the workforce. Even in countries where historically, the higher education sector was made up only of public institutions under central control, private universities have shown extra-ordinary growth. This growth means increased access as well as more diverse educational options for students and nations. In most countries with a higher education system, there is a minimum of 20% of private degree-awarding institutions actively competing for students with public-funded institutions.

Over time and as a consequence of diminishing government financial subsidies, public universities are turning out to be private in the sense of fee paying. Introduction of user fees/charges, cost-sharing, free market competition and higher education contributions which are essentially fees by other names are now common features of public universities. Recently, "privately-controlled" has been used to express the essential differences between private and public universities, as the structure and operation of their governance and legal control are what radically distinguish one from the other.

Varghese (2004) identified three types of private higher institutions. State-supported private higher institutions which receives some form of grant from government and hence are subjected to regulations of fees. For example, in India, state support for private colleges can account for more than 90% of recurrent

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expenditure. The second type of not-for-profit private institutions. These are owned and operated by thrusts that depend largely on endowments and fees collected from students. Some of the best universities in the Unites States of America, such as Harvard, Yale and Princeton fall within this group. The third group is for-profit institutions. Many of the private universities in developing countries belong to this category and are established for profit, albeit marginal profit.

Private university education has expanded dramatically in a number of European countries especially since the integration of the countries into the European Union. Between 1990 and 2014, the Czech Republic, Hungary, Poland, and Romania, for example, have seen average annual growth rates of nearly 60% each year. In Asia, the growth of private universities is also phenomenal. In Japan, the 579 (78% of total) private universities are expected to play key role in the Japanese government's "300,00 International Student Plan", which sets a long-term goal of having 300,000 registered international students at universities by 2020 (Zang and McCornac, 2014).

India and Pakistan show a very contrasting history of the development of private universities, India has a long tradition of private schools even before independence where private initiative and households played substantial role in supporting higher education. Cutbacks in public higher education funding in the wake of structural adjustment in 1980s and 1990s, paved the way for the rapid expansion of self-financed private university education. The exact number of private colleges, universities and enrolments in India higher education system is unknown (Gupta, 2014). Both federal and state governments in India have legal powers to regulate and legislate higher education thus, paving the way for some states to pass legislation on private higher education.

Unlike India, Pakistan had one of the poorest rates of increase in higher education. The situation in Pakistan is partly blamed on the role of the state in its insistence on paying for the higher proportion of the cost of public sector education. Private sector participation in university education took a firm stand in 1970 under an act of Parliament. High tuition fees and an underdeveloped student loan scheme led to extremely low enrolments in accredited private universities and a limitation to their growth. Non-accredited private institutions are however flourishing under the guise of affiliation with one foreign university or another.

China's higher education has been under government control characterised by central control and allocation. It was not until the mid-1980s that China began to diversify education services, allowing and encouraging the establishment of institutions run by the non-state sector. In recent years, private university education has been undergoing rapid development particularly in big cities. By 2012, the number of private universities in China has soared to more than 630, up from 20 in 1997 (Butrimovicz, 2012).

In Malaysia, all private institutions of higher learning come under Private Higher Educational Institutions Act 1996. This act allows private universities and university colleges to provide tertiary education and to confer their own degree. There are now 47 of such institutions. Indonesia has over 1,200 private higher education institutions enrolling about 60% of tertiary education students.

Private sector participation in the provision of university education in Africa assumed a rapidly changing scene from 1995. Prior to this period, only Ghana, Zimbabwe and Kenya had private-owned universities in Anglophone Africa. The entrance of Nigeria and South Africa into the 'scene' in 1996 and 1997 respectively changed the face of private higher education in the region. Today, most countries in the continent have private higher education institutions, mostly universities, offering programmes in "market attractive" disciplines like Busines, Finance, Economics, Management, Information and Communication Technology, and Law. In some of the countries, like Ghana, the universities can only affiliate with a public institution for the award of degrees. Kenya, Tanzania, Ethiopia, and Egypt are all witnessing rapid growth in the number of private higher education institutions and are developing quality assurance mechanism to address concerns on quality issues.

XII. Development of Private Universities in Africa - Nigeria Historical Perspective

The establishment of private universities in Nigeria dates back to 1979 when education was placed on the concurrent list in the nation's constitution permitting individuals and organisations to establish and run such institutions. Within a period of four years, twenty-four of such universities were established. The university were hurriedly established without due regard for proper planning and implementation. It was observed during this period, that the threat to qualitative university education was so real that its subsequent devastating effect would be irreparable hence the promulgation of Decree (Act) No. 19 of 1984 and 16 of 1985 to sanitise the system (Obasi, 2007).

The growing increase in the number of prospective candidates for admission into universities and increasing inability of existing public universities to cope with the increase in demand for university placement, necessitated a review of the 1984 ban. The review led to the enactment of Decree No. 9 of 1993, which allowed individuals, organisations, corporate bodies as well as local governments to establish and run private universities upon meeting laid down guidelines and obtaining approval of government. The

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decree stipulated the conditions that must be met to enable the National Universities Commission (NUC), assess the adequacy or otherwise of applications for government's approval (Okebukola, 2002; 2004).

The followings are the National Universities Commission (NUC) 14-step Process in the Licensing of Private Universities.

1. Application in writing stating the intent for the establishment of the university.
2. Interview of Prospective Proprietors
3. Collection of Application Forms
4. Submission of Application Forms and relevant documents
5. Intensive review/analysis of documents by experts in relevant NUC Department
6. Revision of documentation by proprietors based on report by SCOPU
7. Interactive Meeting of SCOPU with the proposed Universities
8. First Site Assessment Visit
9. Finalization of Documentation
10. Second (final) Site Assessment visit
11. Security Screening of Proprietors and Board of Trustees
12. Approval by NUC Management
13. Approval by NUC Board
14. Approval by the Federal Executive Council

Six years after the promulgation of decree 9 of 1993, the first set of private universities were licensed. These are Igbinedion University, Okada; Babcock University, Ilishan-Remo; and Madona University, Okija. Thereafter, five others were licensed between 31st July, 2001 and 28th May, 2003. In 2005, 15 private universities were established, and the rate had maintained a slow and steady climb bringing the total to 79, as at October 28, 2019 (Okebukola 2019).

XIII. Place of Private Universities in Africa

In recent years, the African Union and the Member States have driven major reforms for modernizing the countries and the continent. While the success of this effort depends heavily on the quality of education and skills of the population, accessibility and lifelong learning is currently going through the second phase of its Higher Education Reform plan, which began in in 2016 after the endorsement of the Continental Education Strategy in 2015, by the African Head of States and Government. In some African Union Member States, some positive steps and changes have taken place relating to the situations found in each of the Member State, and whether or not these changes will continue is still a question that only time can provide an answer for. Some governments have set out a long-term program which is aimed at raising the level of efficiency by granting universities more autonomy in the modernization of their curricula and the allocation of their internal resources. Egyptian Ministry of Higher Education for example, has indicated that the plans which began to be implemented before the revolution are continuing as planned without significant changes in the postrevolutionary period. Since the revolution, the ministry has, however, been undergoing continuous changes to its structure and personnel, and this has caused some stagnation in the policy design and its implementation (Rezk; Katarína, 2012). This part will be discussed under some important sub-heads, using Nigeria as a case study, for proper explanations and understanding, due to first-hand information available.

- *Significant Contributor to High-Level Human Resources Development*

Universities al over the world are spawning grounds for high-level human resources. The nation's doctors, engineers, teachers, lawyers, architects, and other categories of workers who drive the economy are largely products of universities. While public universities demonstrate their slice of the production cake, private universities are worthy partners in the graduate production process. Private universities offer a delivery system wrapped around small class sizes and well-resourced classrooms that stimulate the production of good quality graduates. All the private universities especially in Nigeria that have turned out graduates have documented success stories on the quality of their products. These are the high-level human resources contributions to the Nigerian economy that cannot be wished away.

There would appear to be a global trend where in the early decades of establishment, private universities, relative to their public counterparts, have initial business in the delivery process and are a shade weaker in the quality of their graduates. About four decades down the line, the private university system springs to surpass the public, having gained traction from sustained investment over the years to improve human and physical resourcing while keeping the comparative advantage of small class size and improved staff welfare. For example, it is still under 18 years since the establishment of the first university in Nigeria and if the Nigerian case does not deviate from the global trend, the forecast that there be distinctive edge of private over public, say in another two decades.

Talking about the healthy competitor to public universities, the monopoly of public universities was effectively broken in 1999 in the case of Nigeria. Public universities were characterised by staff and students' strikes, leading to disruption to the academic calendar, manifestation of cultism and violent students' behaviours, examination malpractices, undisciplined

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behaviours of lecturers, and general weak disciplinary philosophy. With the appearance of private universities redefining the space with no strike actions to disrupt the academic calendar and unnecessary lengthen the duration of the degree programme, better disciplinary environment, and insignificant manifestation of social vices, public universities will begin to be re-evaluating and revitalizing their delivery system and general operations to shake off their ignoble attributes.

The attraction of many parents to private universities is the predictability of the academic calendar. They are aware that, a student will not stay a day more for a four-year degree programme to graduate. On the other hand, the student on a four-year degree programme in many public universities, looking at the case of Nigeria, unsure of graduation date, which could extend to be six years. Over the past five years, there appeared to be a general improvement in all public universities with regard to the stability of the academic calendar which many believe is nudged by the competition which private universities have stimulated.

- *Training of Persons with Better Values*

Cherished values, such as honesty, discipline, diligence, abhorrence of drug us and abuse, fear of God, good neighbourliness and teamwork have become the hallmarks of most private universities in the case of Nigeria, especially, those that are faith-based. Co-curricular activities in these universities are mainly designed to slough off unacceptable behaviours and ingrain the behaviour that society embraces. It has also been noted that, public universities do not have platforms as rich as private universities for the implementation of such co-curricular activities. For example, in an assemblage of graduates of Nigerian universities, typified by the National Youth Service Corps (NYSC) Scheme, where the young graduates are mandated to serve the Nation for a period of one year to gain experience into the labour market, while being paid certain amount as stipends by the government, a larger proportion of those who win national awards, based on the cherished values of society is from private universities. If nothing else, the private university experience may be an explanatory factor.

- *Model for University Governance*

In more ways than one, the governance structure in private universities provides a model for their public counterparts, especially in terms of observance of due process, accountability, discipline, and probity. In Nigeria, for example, whereas policy making, and oversight powers reside in Council of Public Universities, Private Universities have Board of Trustees as another layer on top of Council in the organogram. The Board provides additional layer of superintendence over Council, thus strengthening the apparatus for accountability and due process.

In Nigeria, the Vice-Chancellor of a public university can exploit loopholes in the governance system that can bring probity under question. Not so for the Vice-Chancellor of a private university who is under constant surveillance and scrutiny by Council, Board of Trustees, and the proprietor. While this may be an advantage in itself, it has been noted to constrict creativity of the Vice-Chancellor.

- *Model for Financial Autonomy*

A pull-out of government subvention will bring all public universities to their knees. The over dependence on such subventions have blunted the appetite of managers of these universities for the creatively sourcing extra-governmental funding and move gallantly towards financially autonomy. Herein comes private universities that are in a swim-or-sink situation with regard to funding. In most cases, as soon as set up, many of the owners continue to invest scantily making the universities very weak on financial resources. Necessity being the mother of invention, most of the private universities have decided to take their financial destiny in their hands by striving assiduously towards financial autonomy.

Private universities are setting worthy templates for financial autonomy through maintaining the delicate balance between income and expenditure. To achieve such autonomy, whatever is made through tuition is supplemented by income from ventures and motley sources. The aggregate of these income is what is expected in the payment of salaries, attending to a few capital needs and for running expenses. At the end of the financial year, a nil balance is often returned. Expenditure is not allowed to outpace income, and avenues of financial leakages are blocked, and prudence becomes the common vocabulary in financial management, which is a key ingredient of financial autonomy.

- *Model for Discipline of Staff and Students*

The weak disciplinary culture of many public universities has no place in private universities. Discipline is key to building graduates who will embed disciplinary tone in their daily activities. Discipline is important for keeping within the boundaries of the laws, policies, rules, and procedures of a university and of the community and nation where the university is located. It is a key ingredient in running an efficient university. When discipline goes out of the window, staff acquire liberty for licence to cut classes, engage in sexual misconduct and aid and abet examination malpractices as well as display indiscipline in dressing and overall general behaviour.

In a typical private university, staff and students are under written and unwritten obligations to be disciplined in all things and in all ways. The more propelling is the consequences of sanctioning behaviours which falls out of line of the disciplinary

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boundaries. There are red lines if when crossed, are met with sanctions already specified in the conditions of service or other instruments. On the other hand, in many public universities, even when such red lines are specified, crossing them meets with weak sanctions, if at all. This tides over from the general national malaise of skirting sanctions. Little wonder you find motorists jumping red light, corruption in high and low places even as stark as you find on the streets with policemen, are taken as a matter of course and not eyebrow-raising. The culture of indiscipline is nationally pervasive, as private universities are proving to be agents of positive change and are looked upon as institutions that produce future generations of disciplined leaders and citizenry.

- *Model for Exploring New Grounds*

Private universities in Nigeria have played leadership role in innovating courses and exploring new grounds in research and development. On the matter of new programmes, private universities have been more preponderant than public in proposing new courses which are not captured in the National University Commission (NUC) Benchmark Minimum Academic Standards (BMAS). These courses are visionary and are targeted at producing truly 21-Century graduates. The courses are futuristic and are in the league of those that will produce what have been labelled "jobs of the future". There are many Private universities in Nigeria that are noted for exploring new ground.

New grounds in research and development have also been explored by private universities, setting standards for the public. For instance, while Ebola virus raged, public universities made feeble efforts to support the national effort to respond to the Pandemic. In the Covid-19 generation, private universities also responded by putting together resources to set up well-equipped Covid-19 test and isolation centres. Rising stoutly to the challenge and researching these diseases and its containment was Redeemer's University, a private university. It sets a model for partnership in research and development that is now a global case study. Much can also be said of the research and development efforts of American University in Nigeria (AUN), in Yola, in connection with tackling radicalism and dealing with the ricochet of insurgency. Landmark University, Nigeria, has also been a star in research and development in food security and is serving as a model for prosecuting Sustainable Development Goal (SDG) number 2, on zero hunger.

XIV. Pathway to Attaining World-class Status by African Universities

Most Nigerian universities desire world-class status in present and in future. This dream is realisable using the suggested pathways that may be adopted by such university.

- *Programme/Institutional Benchmarking*

Basing judgement on its vision, mission and strategic goals, the Nigerian University desiring world-class status decides on an already-established world-class university against which it will benchmark itself. The university has three benchmarking options – Programme(s), institutional, or both. The Senate of the university may decide in favour of elevating one or two of its programme to world-class status. The easier path to tread is to decide in favour of those programmes where the university is currently well ranked. For instance, Arts/Humanities for University of Ilorin; Las of University of Lagos; and Medicine/Health Science for University of Ibadan.

The second option is to benchmark the entire university against a world-class university as an institution. The institution to be selected should exhibit congruence with the vision, mission, and strategic goals of the Nigerian university. The third option is a combination of both where the university decides on benchmarking one or more of its programmes with a world-class programme in another university and also selects a whole university for benchmarking. In all of these, the target programme or institution may be from one or more world-class universities. If two programmes are targeted for elevation to world-class status, the two programmes may be drawn from the same or from two different universities. Indeed, in the combination model, that is, programmes plus institutional, the university to which a Nigerian university desires to pitch its benchmark maybe different from the location of the programme(s).

Three key clusters of variables from the basis for the programme or institutional benchmark. These are input, process and output. The figure below summarises the elements in the three clusters.

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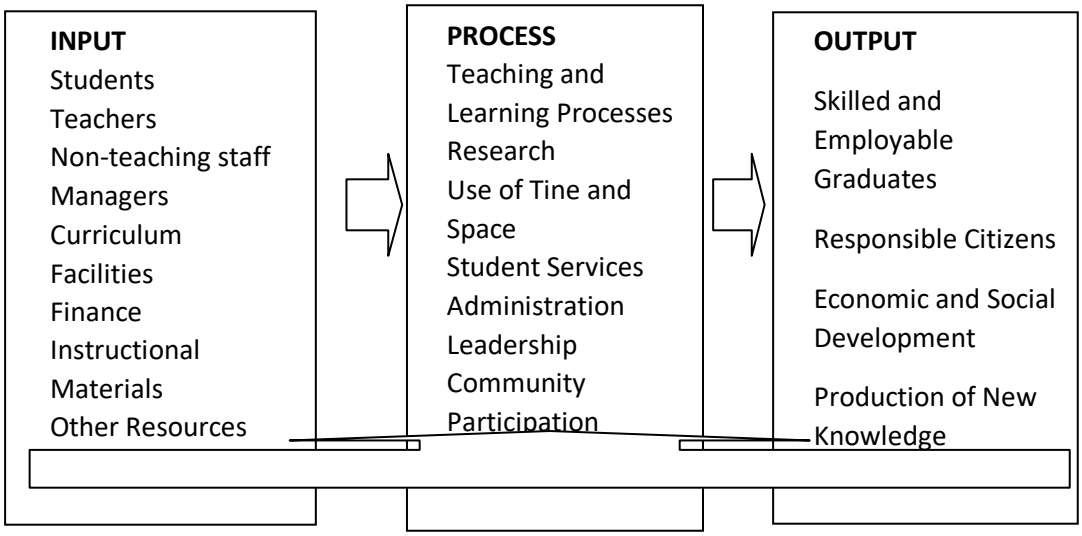

Figure 3: Clusters of Variables for Benchmarking

- *Gap Analysis*

The next step is to conduct a gap analysis between where the Nigerian university is, in this case, where the world-class's programme or entire institution is using the input-process-output model as templet. For instance, if the Bachelor of Science in Criminology and Security Studies programme of Oxford University is the target for any university, a qualitative and quantitative gap analysis of student enrolment which is seen as an input variable should be conducted. The level at how the quality and quality of candidates admitted to first degree in that course at Oxford, relative to the programme's carrying capacity, should be compared with what obtains at any university in Nigeria.

An onsite study visit to the target university is strongly advised. In this case, staff of the Bachelor of Science in Criminology and Security Studies programme of any university in Nigeria should undertake a study visit to Oxford. The quantitative and qualitative gaps are then documented. The same process is implemented for all the variables in the model. At the end of the gap analysis, which is undertaken by a technical committee in the university, using relevant data from the target and home institutions, a gap-analysis report should be prepared under such headings as facilities (human and material), quality of teaching, quality of research, community service, efficiency of governance and management, and funding.

- *Develop Action Plan to Close Gaps*

An Action Plan is prepared to close the gaps revealed by the gap analysis and filtered through different layers of the university governance – Department, College, Senate, Management, Council and Board of Trustees. The Plan should embody activities to be implemented to ensure that observed gaps are closed; the phasing of such activities; who should take responsibility for implementing each activity; timeline; estimate of cost for each activity to be implemented; sources of funds; key monitoring and performance indicators; risk factors to avert; and evaluation. The Plan should be shred with leadership of the target programmes/institution as the case may be.

- *Mobilisation of Resources*

The university takes steps to mobilise human and financial resources to implement the Plan. A broad spectrum of funding sources should be explored such as from the proprietor, internally generated and from development partners.

- *Implement the Plan*

The university implements the Action Plan for progressing to world-class status after mobilising take-off funds. As the plan is progressively implemented, it is anticipated that more funds will come in. Waiting to secure all needed funds before kicking off the implementation process may lead to delay in implementation or the inability of the university to get the implementation process off the ground. An Implementation Committee to oversee the process at this stage is advised.

- *Monitoring and Evaluation*

How well is the implementation progressing? What are the emerging challenges to successful implementation? What lessons are being learned as implementation progresses? These are some of the questions which the monitoring and evaluation phase of implementing the plan will answer. A Monitoring and Evaluation Committee is important where persons from the world-class university are given roles. In this case it is also advisable to bring one person or two from a world-class university to be part of the membership of the Monitoring and Evaluation Committee of any university in Nigeria in the Development of World-Class

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Programme. The findings of the monitoring and evaluation could cause the university to begin the intervention all over again and the circle restarts.

XV. The Progress Made by Nigerian Universities in Attaining World-Class Status

From Year 2000 to date, the Nigerian university system has eased slowly into a recovery mode. Success stories are chalked up for it in a number of fronts. Within the last 12 years, funding especially to Federal universities has taken a huge leap. The Tertiary Education Trust Fund (TETFund) injected more money into public university system than it had done in the past. The Science and Technology Education Post-Basic (STEP-B) funding had some impact in improving facilities and building human and institutional capacities. More admission spaces have been provided with more universities licensed to operate thus easing, albeit in a little way, the problem of access. The National Open University of Nigeria added an open and distance learning perspective to enhancing access.

Further, staff salaries took an upward swing as a spin-off of the 2009 strike action by university staff unions. As a result of the relentless and fearless monitoring and accreditation by the National Universities Commission, over 80% of academic programmes in the system now have full accreditation. By way of external validation, recent graduates of Nigerian Universities are in the top 5% of postgraduate classes in Europe, North America, and Asia. At international conferences, the contributions of Nigerian scholars are valued on account of their quality. In spite of these silver linings, the dark clouds of poor-quality input, process and output still rage. The pace of the recovery process needs to quicken.

Bemoaning the past and sulking over the present will not clear the layer of plague occluding the shine of quality in the Nigerian university system. The profitable path to tread is to gallop to the future, pulling down obstacles to progress. The Golden Fleece to be sought is how Nigerian universities can be the model for Africa and a towering giant in the world, producing nationally relevant and globally competitive graduates. Several pathways can be described for achieving this goal and rising above the ashes of the sordid past.

A strong positive link has been established between the quality of student intake and the quality of graduates in an educational system. If quality of processing is held constant, the resultant of admitting poor quality secondary school leavers into the university system are graduates whose quality has a high chance of being compromised. Hence, to shoot for five-star quality from the present one-star, the admission process through the Unified Tertiary Matriculation Examination Board (UTME) and post-UTME, in Nigeria should move a notch or two higher in stringency. The universities should cream off the best from the large army of half-baked secondary school leavers. Those "left behind" should be worked through remedial programmes outside the university to spare them better for university education. Re-introduction of the Higher School Certificate (HSC) could pull the magic. On the quantity front, enrolling beyond programme carrying capacity is a recipe for poor quality products. National University Commission, Nigeria, should continue to apply sanctions to breaches of carrying capacity.

Over 90% of graduates spotted as "poor quality" are from over-enrolled programmes in satellite campuses, sandwich programmes and affiliations of colleges of education with universities. Since these arrangements are in place, mainly as cash cows, for commerce rather than for scholarship, proprietors should improve allocative mechanism of funding so that Vice-Chancellors who are driven by income shortfall, especially to pay salaries, by engaging in back-racketeering in over-enrolled into satellite campuses and sandwich programme can adopt a less quality-depressing methodology for their internally generated revenue.

A measure of global ranking of universities is the proportion of foreign students (the diversity factor). In 2018, only 0.1% of the total enrolment in Nigeria universities was made up of foreign students. Efforts should be invested to make the Nigerian university environment attractive to foreign students, which should be done in other nations in Africa. Conducive teaching or learning environment, good hostel facilities, high quality staff, secure campus with no cult activities and stability of academic calendar are some of the attractions that system can offer foreign students, in Nigeria and other African nations.

Staff quality and quantity is another area of improving international competitiveness and the quality of graduates. With the ever-increasing number of universities, there is an urgent need to put in place an Accelerated Teacher Development Project to ensure that teacher production keeps pace with system expansion, especially in Africa. The goal should be annual production of at least, 1,500 local and foreign trained quality PhD holders in the next 20 years.

A high proportion of foreign teacher content should also be sought. Today, the system has a mere 2.9% foreign staff content. The goal should be to achieve at least 10% by 2025, (Okebukola, 2019). Attractive salaries, conducive environment for teaching and research, excellent housing, and non-threatening external environment, will encourage foreign staff. These conditions will also slow down internal and external brain drain of staff. It will encourage Nigerians and the Africans as a whole, both at home and in the Diaspora to come back home to offer services to foster transfer of skills.

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The quality of teachers is also key to enhancing global ranking and promote the production of quality graduates. Quality staff translate to quality research, giving conducive research environment. In turn, quality research results in high scores in international research citations and elevation on the global ranking of the university. There is need to continue to build research capacity of African Scholars through national and international training and collaboration with researchers from reputable universities all over the world. Insistence on the PhD as a minimum for a Lecture Grade II position in Niger, for example, will be a lever for stimulating the research culture. The Nigeria context, and Africa as a whole, demands such a radical posture if we are to rise rapidly to eminence in the area of high-level scholarship. It is worth noting that, a number of countries in Africa and outside Africa are eyeing the Nigeria model for adoption.

XVI. The Rasheed Revitalisation Plan

There have been efforts of the National Universities Commission (NUC), led by Professor Abubakar Adamu Rasheed as the Executive Secretary to revitalise the Nigerian University System, and move many universities towards world-class status. This is encapsulated in the Rasheed Revitalisation Plan. This is also similar to the Marshall Plan of 1947. After the Second World War, Europe was in ruins. America was desirous of helping the revitalisation of the region and President Harry Truman appointed the then Secretary of State, George Marshall to develop a workable plan. Officially known as the European Recovery Programme (ERP), the Marshall Plan was intended to rebuild the economies and spirits if Western Europe, primarily. Marshall was convinced the key to restoration of political stability lay in the revitalisation of national economies. From 1948 through 1952, European economies grew at an unprecedented rate. Trade relations led to the formation of the North Atlantic Alliance. Economic prosperity led by coal and steel industries helped to shape what we know now as the European Union. The Rasheed Blueprint 2018-2023 has similar logic as the Marshall Plan.

To some background to the Rasheed Plan, in 2016, the Buhari led Administration made a commitment to reverse the decline in university education. The pace of efforts in this direction achieved by previous administrations will have to be quickened. The Honourable Minister of Education, Mallam Adamu Adamu directed the new Executive Secretary, Professor Abubakar Adamu Rasheed to work within the Ministerial Strategic Plan 2016-2019 to begin the process of developing a Blueprint for rapid revitalisation of university education in Nigeria. By January 2019, the National Universities Commission (NUC) Strategic Advisory Committee was inaugurated by the Executive Secretary with the development of the draft Blueprint a one of its Term of Reference.

The development of the draft Blueprint by the Strategic Advisory Committee was proposed on an extensive multi-stakeholder base. Inputs were sought from students, parents, teaching and non-teaching staff, Vice-Chancellors, Chairpersons of Council, and a miscellany of other stakeholders. A three-pronged approach was used for data gathering. First, was to determine and rank the challenges facing the system at this time. Second was to seek practical and sustainable solutions to the challengers. Third, was to put costs to the solutions and propose how such monies will be sourced and prudentially utilised.

The key challenges facing the system that stakeholders uncovered and ranked are:

1. Inadequacies in facilities for teaching, learning and research.
2. Inadequate funding.
3. Deficit in teacher quality and quantity (including quality of professors).
4. Governance deficits (including stemming the tide of strikes).
5. Depressed quality of graduates.
6. Inadequacies in access.
7. Deficiencies in research and postgraduate training
8. Academic corruption and other social vices
9. Regulation by national Universities Commission (NUC) and professional bodies.
10. Promoting ICT-driven universities.
11. Fostering Skills Development and Entrepreneurship.
12. Gender issues.

On the basis of the foregoing challenges and within the framework of the Ministerial Strategic Plan, 2016-2019, the Strategy Advisory Committee agreed with stakeholders on the following strategic goals for 2019-2023:

1. By 2023, access to university education should have increased by a factor of 20% over 2018 figures.
2. By 2018, the curriculum of Nigerian universities should be rated among the best three in Africa in terms of its relevance to producing nationally and regionally relevant graduates who are high-level human resources for delivering on Africa's Vision of African Union Agenda 2063 and addressing the global SDGs.
3. By 2023, at least 30% of facilities for teaching, learning and research should have been upgraded to meet international standards and maintained thereafter.
4. By 2023, the gap in the number of teachers needed in the Nigerian university system and those in post should have been reduced from 30% to 20%.
5. By 2023, the quality of graduates from Nigerian universities should be improved by at least 20% as

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captured in feedback from employers and users of products of the system.

6. By 2023, scholars in Nigerian universities should be among the top three in productivity as measured by national and global productivity standards and reflected in relevance to solving Nigeria's socio-economic challenges.
7. By 2020, a sustainable funding model should have been approved at all levels and implemented via appropriate instruments of federal and state government. This is still in progress.

It has also been revealed that, most of the baseline data from which to measure progress are in place and the achievability of the goals is promising.

XVII. Conclusion

The concept of the "world-class university" has been described and the distance between the world-class universities and the African Universities, using Nigerian University system as a case study, has been assessed. The gap analysis has shown that, access, quality, management, governance, staffing, facilities, research, and curriculum delivery are some of the areas that need urgent attention. The pathways to clearing the obstacles to attaining world-class status have also been prescribed, as well as the roles of private universities in national and regional development. Suggestions have also been made as how to some private universities, especially in Nigeria can attain world-class status in the shortest possible time.

It should also be noted that, in the case of Nigerian University or higher education systems, the 71-yaer old is a mere toddler when viewed against the age of universities in Europe, North America, and Asia, that are top on the league table of universities. While the oldest university in Nigeria, the University of Ibadan was established in 1948, Bologna was established in 1088, Oxford in 1096 and Harvard in 1636. In spite of the relatively young age of the system, it can be deduced that, the system can still rise to the top at an accelerated pace as young universities in Asia and Australia have done.

There is need for political commitment towards this accelerated development. For example, according to Digital Learning Network, 2008, the Prime Minister of India announced establishment of 14 world-class universities in the 11th five-year plan between 2007 and 2012. Likewise, in 2007, Pakistan announced its ambitious US$4.3 billion project to create nine world-class engineering universities in collaboration with European universities, with 50% of its academics and administrators coming from Europe, according to University World News, 2009.

The World Bank Report released by Jamil Salmi in 2009 points out that, "becoming a member of the exclusive group of world-class universities is not achieved by self-declaration; rather, elite status is conferred by the outside world on the basis of international recognition". In building world-class universities in Africa there is need to leverage four complementary sets of factors: (a). a high concentration of talent (staff and students); (b). abundant resources to offer a rich learning environment and to conduct advanced research; (c). favourable governance features that encourage strategic vision, innovation, and flexibility and that enable institutions to make decisions and to manage resources without being encumbered by bureaucracy; and (d). sustained financial support, with an appropriate mix of accountability and autonomy. African universities should appropriately benchmark themselves with the best in the world and strive to work towards quality improvement. Our universities in Africa also need to recognise that achieving world-class standards requires a strong commitment to global best practices adapted to the local context. There is also a need to launch a World-Class University Project at country levels, which is believed can make one university at country levels emerge among the world's top 100 and with the African Universities producing a steady stream of nationally and continentally relevant and globally competitive graduates.

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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.

Abbreviations

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.

Color charges: Authors are advised to pay the full cost for the reproduction of their color artwork. Hence, please note that if there is color artwork in your manuscript when it is accepted for publication, we would require you to complete and return a Color Work Agreement form before your paper can be published. Also, you can email your editor to remove the color fee after acceptance of the paper.

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.

5. Use the internet for help: An excellent start for your paper is using Google. It is a wondrous search engine, where you can have your doubts resolved. You may also read some answers for the frequent question of how to write your research paper or find a model research paper. You can download books from the internet. If you have all the required books, place importance on reading, selecting, and analyzing the specified information. Then sketch out your research paper. Use big pictures: You may use encyclopedias like Wikipedia to get pictures with the best resolution. At Global Journals, you should strictly follow here.



6. Bookmarks are useful: When you read any book or magazine, you generally use bookmarks, right? It is a good habit which helps to not lose your continuity. You should always use bookmarks while searching on the internet also, which will make your search easier.

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.

9. Produce good diagrams of your own: Always try to include good charts or diagrams in your paper to improve quality. Using several unnecessary diagrams will degrade the quality of your paper by creating a hodgepodge. So always try to include diagrams which were made by you to improve the readability of your paper. Use of direct quotes: When you do research relevant to literature, history, or current affairs, then use of quotes becomes essential, but if the study is relevant to science, use of quotes is not preferable.

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.

.

Informal Guidelines of Research Paper Writing

Key points to remember:

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

Final points:

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

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

The discussion section:

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

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

General style:

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

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



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Mistakes to avoid:

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

Title page:

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

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

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

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

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

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

Approach:

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

Introduction:

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

The following approach can create a valuable beginning:

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

Approach:

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

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

Procedures (methods and materials):

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

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

Materials:

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

Methods:

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

Approach:

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

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

What to keep away from:

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



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Results:

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

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

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

Content:

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

What to stay away from:

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

Approach:

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

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

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

Figures and tables:

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

Discussion:

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

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

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



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

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

Approach:

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

Describe generally acknowledged facts and main beliefs in present tense.

The Administration Rules

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

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

Segment draft and final research paper: You have to strictly follow the template of a research paper, failing which your paper may get rejected. You are expected to write each part of the paper wholly on your own. The peer reviewers need to identify your own perspective of the concepts in your own terms. Please do not extract straight from any other source, and do not rephrase someone else's analysis. Do not allow anyone else to proofread your manuscript.

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

Criterion for Grading a Research Paper (Compilation) by Global Journals

Please note that following table is only a Grading of "Paper Compilation" and not on "Performed/Stated Research" whose grading solely depends on Individual Assigned Peer Reviewer and Editorial Board Member. These can be available only on request and after decision of Paper. This report will be the property of Global Journals

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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