

# GLOBAL JOURNAL

OF MANAGEMENT AND BUSINESS RESEARCH: G

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Mass Migration of Students

Highlights

A Moroccan Contextualization

The Evolution of Professions

The State of Education in Ukraine

Discovering Thoughts, Inventing Future

VOLUME 24

ISSUE 1

VERSION 1.0

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GLOBAL JOURNAL OF MANAGEMENT AND BUSINESS RESEARCH: G  
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VOLUME 24 ISSUE 1 (VER. 1.0)

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GLOBAL JOURNAL OF MANAGEMENT AND BUSINESS RESEARCH: G  
INTERDISCIPLINARY

Volume 24 Issue 1 Version 1.0 Year 2024

Type: Double Blind Peer Reviewed International Research Journal

Publisher: Global Journals

Online ISSN: 2249-4588 & Print ISSN: 0975-5853

# The Role of E-Learning in the Evolution of Professions: A Moroccan Contextualization

By Adil Boulahoual & Meriem Rafik

*Hassan II University*

**Abstract-** *From bullshit jobs to bullshit people*, the relevance of the individual within the group has consistently been a determining factor in their social value and personal esteem. The advent of new technologies, particularly artificial intelligence (AI), poses an existential question to humanity about its place in a world rapidly saturated by AI. The latter has propelled the evolution of professions at an unparalleled speed, a challenge the academic world struggles to manage. If the new era of the university has indeed arrived, it must then redefine its role as an intellectual institution to avoid a general mediocrity of profiles, a pitfall it had encountered in its trajectory as an entrepreneurial university. It is imperative for the university to ensure the democratization of human intelligence, a crucial element in the strategic management of the advent of artificial intelligence, and guarantee social equity in access to knowledge.

Thus, it is appropriate to assign to E-learning the function of certifying and preparing the technical profiles necessary for the practical functioning of society. E-learning emerges not only as an alternative solution but as an evolution of the modern university, distinguishing between graduation and certification.

**Keywords:** *e-learning, artificial intelligence, higher education, evolution of professions, theory of economic behavior, soft skills, morocco.*

**GJMBR-G Classification:** *JEL Code: I23*



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# The Role of E-Learning in the Evolution of Professions: A Moroccan Contextualization

Adil Boulahoual <sup>α</sup> & Meriem Rafik <sup>σ</sup>

**Abstract-** *From bullshit jobs to bullshit people*, the relevance of the individual within the group has consistently been a determining factor in their social value and personal esteem. The advent of new technologies, particularly artificial intelligence (AI), poses an existential question to humanity about its place in a world rapidly saturated by AI. The latter has propelled the evolution of professions at an unparalleled speed, a challenge the academic world struggles to manage. If the new era of the university has indeed arrived, it must then redefine its role as an intellectual institution to avoid a general mediocrity of profiles, a pitfall it had encountered in its trajectory as an entrepreneurial university. It is imperative for the university to ensure the democratization of human intelligence, a crucial element in the strategic management of the advent of artificial intelligence, and guarantee social equity in access to knowledge.

Thus, it is appropriate to assign to E-learning the function of certifying and preparing the technical profiles necessary for the practical functioning of society. E-learning emerges not only as an alternative solution but as an evolution of the modern university, distinguishing between graduation and certification. Within this theoretical framework, supported by the theory of economic behavior, we will explain how Morocco can follow the global technological trend by creating intellectual and technical profiles simultaneously, strengthening self-taught profiles, consolidating cross-cutting skills, and establishing a culture of informational follow-up beyond the graduation curriculum. The five crucial points addressed include the degradation of the value of university degrees in Morocco and their relationship to the labor market, the exploration of the theory of behavioral economics and the quest for meaning, the resilience of the academic world in the face of technological revolution, the pedagogy of E-teaching, and finally, a perspective on the future of employment in Morocco.

**Keywords:** *e-learning, artificial intelligence, higher education, evolution of professions, theory of economic behavior, soft skills, morocco.*

**Résumé-** *Du bullshit jobs au bullshit people*, la pertinence de l'individu au sein du groupe a constamment constitué un élément déterminant de sa valeur sociale et de son estime personnelle. L'avènement des nouvelles technologies, en particulier l'intelligence artificielle (IA), confronte l'humanité à la question existentielle de sa place dans un monde rapidement saturé par l'IA. Cette dernière a propulsé l'évolution des métiers à une vitesse inégalée, que le monde universitaire peine à gérer. Si le nouveau règne de l'université est effectivement arrivé, celle-ci doit alors redéfinir son rôle en tant

qu'institution intellectuelle afin d'éviter une médiocrité générale des profils, écueil qu'elle avait engendré dans sa trajectoire en tant qu'université entrepreneuriale. Il est impératif qu'elle assure la démocratisation de l'intelligence humaine, élément essentiel dans la gestion stratégique de l'avènement de l'intelligence artificielle, et garantisse une équité sociale dans l'accès au savoir.

Il convient ainsi de confier au E-learning la fonction de certification et de préparation des profils techniques nécessaires au fonctionnement pratique de la société. Le E-learning émerge alors non seulement comme une solution alternative, mais comme une évolution de l'université moderne, distinguant entre la diplomation et la certification. Dans le cadre de cette réflexion théorique, étayé par la théorie du comportement économique, nous expliquerons comment le Maroc peut suivre la tendance technologique mondiale en créant des profils intellectuels et techniques simultanément, en renforçant les profils autodidactes, en consolidant les compétences transversales, et en instaurant une culture de suivi informationnel au-delà du cursus de diplomation. Les cinq points cruciaux abordés sont la dégradation de la valeur des diplômes universitaires au Maroc et leurs relations au marché du travail, l'exploration de la théorie de l'économie comportementale et la quête de sens, la résilience du monde universitaire face à la révolution technologique, la pédagogie du E-teaching et enfin, une perspective sur l'avenir de l'emploi au Maroc.

**Mots-clés:** *e-learning, intelligence artificielle, enseignement supérieur, évolution des métiers, théorie du comportement économique, soft skills, maroc.*

## 1. INTRODUCTION

La transition du paradigme, comme l'a préalablement identifié David Graeber à travers le concept d'emplois dénués de sens, communément qualifiés de « bullshit jobs », s'oppose désormais à une société émergente qui accorde une importance accrue à l'utilité, considérant toute personne non productive comme dépourvue de sens, engageant une productivité à la limite de toxicité. Graeber a souligné le manque de signification inhérent à de nombreux emplois et leurs répercussions néfastes tant sur le bien-être individuel que sur la société dans son ensemble. Il a mis en lumière la relation problématique entre le travail et la valeur personnelle, un lien contribuant à la détérioration de la santé mentale des individus (Graeber, 2018).

Au cours de la pandémie de COVID-19, le monde a connu, grâce aux nouvelles technologies, une optimisation de la productivité, incitant quasiment

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l'ensemble de la planète à aborder le travail avec une perspective renouvelée (Charef et al., 2023). La notion même d'utilité a subi une transformation radicale en un laps de temps, de 2018, date de rédaction du livre de Graeber, à nos jours. Cette métamorphose s'est manifestée à travers une redéfinition significative des valeurs sociales et de la productivité. Bien que la pandémie mondiale ne soit pas nécessairement la catalyseuse direct de ce changement, elle a indubitablement renforcé la transition numérique, non comme un choix, mais comme une obligation impérieuse, grâce au télétravail qui a émergé comme un moyen d'optimiser le temps de travail et les ressources nécessaires pour atteindre des résultats concrets (Mbiadjo Fandio et Nomo, 2022), ou comme le E-learning qui a poussé l'école et l'université à sortir de leur léthargie (Rafik, 2023).

Dans ce cadre, diverses études se sont penchées sur le recours le recours au E-learning en tant que substitution à l'enseignement en présentiel (Giannakos et al., 2022). Toutefois, il s'avère impératif de réévaluer cette approche et de moderniser le E-learning. Plutôt que de le concevoir comme une simple alternative, il convient de le considérer comme un complément au modèle pédagogique conventionnel. Cette perspective actualisée vise à optimiser l'efficacité de l'apprentissage. Dans cette optique, le marché du travail accordera une plus grande valeur aux certificats complémentaires aux diplômes, les considérant comme

des outils plus efficaces pour distinguer et sélectionner des profils de plus en plus uniques et distingués (Costantino and Rodzinka, 2022). Les individus seront ainsi amenés à gérer leurs propres carrières en investissant de manière judicieuse tant sur le plan intellectuel que certificatif, afin de se démarquer sur un marché compétitif.

Par ailleurs, l'avancée de l'intelligence artificielle (IA) ouvre de nouvelles perspectives quant à l'évolution des métiers (Laurent, 2023). Si cette transformation peut être maîtrisée par les nouveaux diplômés, la situation se complexifie pour les individus déjà en activité. Il est impératif que ces derniers, conscients de la nécessité de s'adapter aux changements constants du marché du travail, prennent en main leurs formations et développements professionnels. Les certifications en ligne, offertes dans une grande diversité, émergent ainsi comme des moyens privilégiés pour maintenir sa compétitivité sur le marché de l'emploi. Le Maroc, comme de nombreux autres pays, fait face à des changements rapides dans son économie et sur le marché du travail. Des changements qui nécessitent la création d'un projet social relatif à l'intégration de l'intelligence artificielle au tissu économique marocain et qui comprend plusieurs volets (Rafik, 2023) dont celui de la formation. L'utilisation croissante du E-learning offre de nouvelles opportunités pour répondre aux défis des NBIC en fournissant une formation flexible et accessible (Meski, 2021).

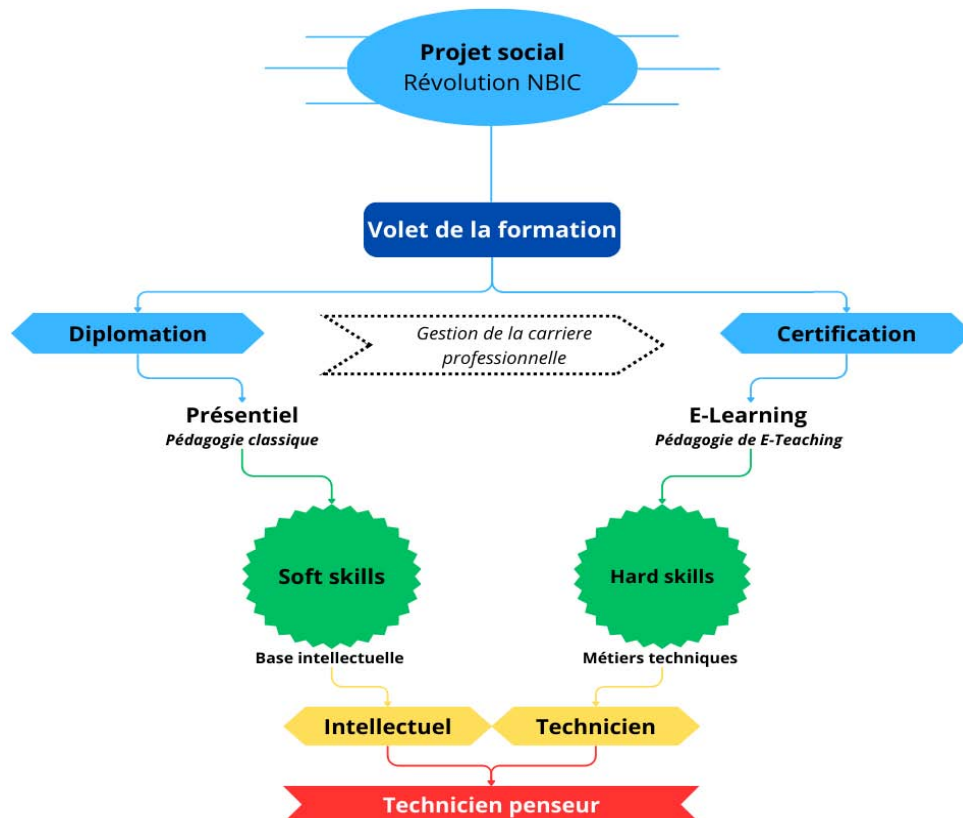


Figure 1: Structure de recherche (par les auteurs)

Le schéma présenté si dessus simplifie et donne une visibilité générale du sujet donc pour réussir à répondre à notre problématique centrale du rôle du E-learning dans l'évolution des métiers au Maroc, en choisissant comme ancrage, la théorie du comportement économique (Thaler, 2015), nous allons devoir montrer comment le E-learning grâce à la certification (complément de la diplomation) peut permettre d'optimiser l'accès au savoir et assurer une veille professionnelle dans la gestion de toute carrière.

Cette réflexion théorique préconise une réflexion approfondie sur la nature du travail, de l'apprentissage et de l'adaptation dans un monde où la productivité et l'utilité gagnent en importance. Il met en évidence la nécessité de se libérer des « bullshit jobs » et d'assumer activement la responsabilité de son propre développement professionnel, tout en reconnaissant la valeur essentielle du E-learning en tant que complément à l'enseignement traditionnel et la position centrale de l'université dans cette évolution. Les cinq points cruciaux abordés sont la dégradation de la valeur des diplômes universitaires au Maroc et leurs relations au marché du travail, l'exploration de la théorie de l'économie comportementale et la quête de sens, la résilience du monde universitaire face à la révolution technologique, la pédagogie du E-teaching et enfin, une perspective sur l'avenir de l'emploi au Maroc.

a) *La Dégradation De La Valeur Des Diplômes Universitaires Marocains Et Leurs Rapports Au marché du Travail*

Avant l'indépendance du Maroc, l'accent était mis principalement sur l'enseignement religieux, notamment avec "LAMSID" et l'apprentissage du Coran. Pendant la période du protectorat français, le Maroc a connu un enseignement stratifié et classiste. Les crèches d'enfants ont émergé à la nécessité des familles françaises. L'Église a alors joué un rôle prépondérant dans leur création. Il convient de mentionner que ces institutions accueillaient également les enfants des notaires marocains (Knibiehler, 1994). Ce qui a permis plus tard à ces derniers d'intégrer les universités et les grandes écoles européennes. La bourgeoisie marocaine a investi dans l'éducation de ses enfants en les envoyant étudier à l'étranger. Au moment où la classe moyenne également comprend le rôle d'équité sociale que l'école peut offrir à leurs enfants, de 1944 à 1956, le taux de scolarisation des enfants marocains passe alors de 2% à 13% (Chafiqi et Alagui, 2011).

Après 1956, la création de cadres marocains visait à remplacer les profils administratifs français qui devaient alors quitter leurs postes d'un Maroc indépendant (Knibiehler, 1994) devenait une préoccupation majeure dans la construction du « Grand Maroc », projet d'appui de la souveraineté du royaume. Dans les années 60, le certificat des études primaires

(5 ans) était suffisant pour trouver un emploi, l'effort de création d'un système éducatif solide touche surtout l'étape primaire, alors que le développement du secondaire est ralenti par le déficit de personnel enseignant qualifié. Les années 70 ont vu des gens travailler avec le brevet des collèges (9 ans) voir simplement le niveau brevet (Emperador Badimon, 2020). La fin des années 70 a rendu le baccalauréat ou le niveau bac obligatoire (12 ans d'étude) (Hadab, 1998). La relation diplômes/marché du travail a donc suivi la construction d'une base administrative éducative du Maroc.

Les années 80 ont connu une intellectualisation accrue, poussant une génération de Marocains de la classe moyenne et ouvrière vers la poursuite d'études supérieures principalement la licence (Bac +4) (Gérard and Schlemmer, 2003a). Les années 90 à 2000 le marché du travail est devenu plus compétitif le Diplôme des Études approfondies (DEA) (Bac+5) et le Diplôme des Études supérieures (DES) (BAC+6) prennent plus d'ampleur. Finalement en 2003, le Maroc a adopté le système LMD pour harmoniser les cursus avec les normes européennes. Il y a deux ans le Maroc a fait une tentative d'intégration du système Bachelor qui a échoué (Meski, 2021). Aujourd'hui, le doctorat (Bac + 11 ans) commence à perdre de son attrait sur le marché du travail (Nazih, 2021), les chances de travail des doctorants se réduisent à cause d'une « surqualification », les DRH préfèrent souvent ne pas recruter de doctorants pour éviter des salaires plus élevés sans justification de compétences supérieures à celles d'un titulaire de master (Agénor and El Aynaoui, 2005a). La dégradation de la valeur des diplômes s'accompagne de taux fulgurant de chômage et d'attractivité énorme des études supérieures, comment expliquer cette contradiction? Si les diplômes ne sont plus garants de l'accès au marché du travail pourquoi les jeunes bacheliers investissent de plus en plus dans les cursus universitaires plus longs et plus compliqués?

Le dernier rapport de l'HCP expose des données de chômage et d'activité générale qui poussent à réflexion. Le volume du chômage a atteint, au troisième trimestre de 2023, 1 625 000 personnes au niveau national (248 000 chômeurs de plus), un taux de chômage record et un taux d'activité nationale de 43,2%, avec 297 000 emplois détruits entre les mois d'octobre 2022 et 2023, se décomposant en une diminution de 29 000 postes en milieu urbain et de 269 000 en milieu rural. Les taux les plus élevés demeurent ceux parmi les jeunes âgés de 15 à 24 ans, enregistrant 38,2%, les femmes 19,8% et les diplômés, 19,8%. Le secteur de l'« agriculture forêt et pêche » a perdu 297 000 postes d'emploi, les services 15 000 et celui des BTP 2 000, alors que le secteur de l'« industrie y compris l'artisanat » en a créé 14 000 (HCP, 2023).

Les nomenclatures utilisées dans l'enquête nationale sur l'emploi réalisé trimestriellement par le

HCP sont: la nomenclature analytique des professions; des diplômes; de la situation dans la profession; des activités et puis du Code géographique du Maroc (Gauthier, nd.). Malgré l'importance donnée aux diplômes dans ces rapports, ces taux de chômage vont à l'opposé des données du rapport présenté par Plan national d'Accélération de la Transformation de l'Écosystème ESRI 2023 et le ministère de l'Enseignement supérieur qui montre une attractivité fulgurante de l'investissement des jeunes dans des diplômes de plus en plus élevé. 321 925, c'est le total des nouveaux inscrits (avec baccalauréat) le total est de ce qui donne

un effectif global de 1 218 687 et donc un chiffre supérieur de 4,09% en comparaison avec 2021-2022 et un effectif des diplômes de 181 866 supérieurs de 0,26% par rapport à l'année universitaire précédente. Il est aussi possible de remarquer sur le tableau ci-dessous une augmentation du nombre d'étudiants qui rejoignent le deuxième et troisième cycle en comparant avec 2021-22. Il est clair que les taux d'inscription en études supérieures continuent d'être attractifs aux nouveaux Bacheliers (PNATE ESRI, 2023).

الجامعة	2021-22 (1)	إجمالي Global (2)	2022-2023						التغير ب % Var en % (2)-(1) / (1)	الجامعة
			الدكتوراه Doctorat	الماستر Master	الدبلوم Cycle normal	المستجدين NI	إجمالي Global	الدكتوراه Doctorat		
محمد الخامس الرباط	84 104	87 320	7 699	9 227	70 394	24 596	87 320	3.82	2 807	48 734
الحسن الثاني الدار البيضاء	136 926	144 257	6 904	7 821	129 532	42 906	144 257	5.35	2 386	82 367
سيدي محمد بن عبد الله فاس	98 545	100 204	5 773	4 520	89 911	30 577	100 204	1.68	1 663	53 214
العاصمي عياض مراكش	104 792	114 000	3 878	3 236	106 886	37 204	114 000	8.79	977	62 300
السلطان مولاي سليمان بني ملال	43 197	46 732	1 945	1 945	42 533	14 228	46 732	8.18	175	25 946
محمد الأول وجدة	84 587	81 872	3 384	3 384	75 377	17 606	81 872	-3.21	643	43 409
عبد المالك السعدي تطوان	124 992	127 602	7 156	7 156	116 189	30 070	127 602	2.09	1 637	66 024
شعيب الدكالي الجديدة	26 786	27 900	871	871	25 916	9 500	27 900	4.16	412	16 773
الحسن الأول سطات	49 165	50 406	1 780	1 780	47 449	9 431	50 406	2.52	824	24 519
المولى إسماعيل مكناس	80 431	79 947	2 740	2 740	75 468	20 170	79 947	-0.60	698	43 790
ابن طفيل القنيطرة	81 116	89 884	8 090	8 090	76 580	23 055	89 884	10.81	1 513	46 788
ابن زهر أكادير	146 615	145 544	3 566	3 566	139 883	35 765	145 544	-0.73	728	73 259
المجموع	1 061 256	1 095 668	45 214	54 336	996 118	295 108	1 095 668	3.24	14 453	587 123

Figure 2: Effectifs des étudiants par université (source: [PNATE ESRI, 2023])

Lorsque l'on aborde la qualité de l'enseignement supérieur, cela évoque, pour ceux en mesure de procéder à des comparaisons, la qualité de la formation dispensée aux étudiants marocains dans les années soixante-dix, en contraste avec celle offerte de nos jours. Autrefois, les profils étudiants répondaient à un ensemble déterminé de compétences, telles que la capacité de synthèse, le jugement, une certaine finesse intellectuelle, une approche cartésienne, ainsi que des compétences avérées en matière de rédaction et de réflexion. Actuellement, la dégradation de la qualité de l'enseignement supérieur est largement admise. Cela se manifeste en premier lieu par le niveau insatisfaisant des indicateurs de performance, tant internes qu'externes. (Zouaoui, 2006).

La perception de la valeur des diplômes universitaires peut être sujette à des changements au fil du temps en raison de divers facteurs. Il est important de noter que ces changements peuvent varier selon les régions, les domaines d'études et les contextes socio-économiques (Van Tilburg, 2002). Parmi les facteurs qui peuvent contribuer à la dégradation potentielle de la valeur des diplômes universitaires au fil du temps nous trouvons l'inflation académique (le nombre de diplômés universitaires augmente plus rapidement que la demande sur le marché du travail), la qualité de l'enseignement, l'évolution des besoins du marché du

travail, la saturation du marché, l'évolution des normes éducatives, ou même la montée en puissance des alternatives (Laflamme, 1996) comme le E-learning.

En 2020, le Maroc a misé sur le E-learning afin qu'il puisse servir de levier de résilience face à la propagation de la pandémie de COVID-19. Cette initiative s'est concrétisée par la mise en œuvre de divers outils technologiques, notamment le programme Tilmid TICE et la diffusion de cours à travers les chaînes nationales, entre autres. L'université marocaine a également activement participé à ce processus en proposant des formations à distance, des MOOC (Cours en ligne ouverts et massifs) et des sessions «Lives» (diffusions audiovisuelles en direct sur les réseaux sociaux) animées par certains enseignants. (Charef et al., 2023). Le E-learning été alors une simple solution alternative au système scolaire et universitaire classique.

#### b) La Théorie De L'économie Comportementale Et La Recherche De Sens

«La psychologie est évidemment à la base de l'économie politique et, en général, de toutes les sciences sociales. Un jour viendra peut-être où nous pourrons déduire des principes de la psychologie les lois de la science sociale.»

Vilfredo (Pareto, 1981)



Nous ne vivons pas dans un monde d'éconos, mais dans un monde d'humains. Adam Smith le père de la pensée économique moderne a reconnu explicitement ce fait. En 1759 avant son magnum opus recherche sur la nature et les causes de la richesse des nations, il avait publié un ouvrage sur les passions humaines «The Theory of Moral Sentiments», une notion qui n'apparaît dans aucun manuel d'économie. L'Homo œconomicus est sans passion, c'est un optimisateur à sang froid (Haakonssen, 2002). Selon A. Smith, le libéralisme économique s'érige en la seule configuration d'organisation sociale apte à assurer l'équilibre délicat des passions humaines. Intégrant des considérations linguistiques, philosophiques et psychanalytiques à son approche économique, cette étude dévoile l'œuvre d'A. Smith comme étant façonnée par une éthique ouverte tout en étant encadrée par une morale socialement codifiée (Keppler, 2010). S'ajoute à cette réflexion les travaux de pionniers tels que Daniel Kahneman Prix Nobel de l'économie en 2002 sur l'économie expérimentale et Amos Tversky (Kahneman and Tversky, 2000). Ils ont à eux deux jeté les bases de l'économie comportementale qui a permis à Richard H. Thaler d'obtenir le prix Nobel de l'économie pour l'année 2017, en mettant en lumière les écarts systématiques par rapport à la rationalité supposée dans les modèles économiques traditionnels (Thaler, 2015).

Cette théorie explique que l'économie comportementale se distingue des approches traditionnelles en supposant que les individus ne sont pas toujours parfaitement rationnels dans leurs décisions économiques. Au lieu de cela, elle intègre des éléments de psychologie, de cognition et de comportement dans l'analyse économique. L'économie comportementale utilise des modèles théoriques pour expliquer les phénomènes économiques en tenant compte des biais cognitifs, des émotions, des influences sociales et d'autres facteurs psychologiques qui peuvent influencer les choix économiques. Les chercheurs en économie comportementale se sont penchés sur divers aspects, tels que les décisions d'investissement, la consommation, les choix éducatifs, et ont examiné comment les individus réagissent à des incitations économiques dans des contextes réels (Thaler, 2015). Certains principes clés de l'économie comportementale incluent les biais cognitifs (comme la surévaluation des gains probables et la sous-évaluation des pertes probables), les heuristiques (raccourcis mentaux utilisés dans la prise de décision), l'aversion à la perte, l'influence sociale, etc. Ces concepts sont intégrés dans des modèles qui cherchent à expliquer et à prédire le comportement économique observé (Thaler, 2015).

Ainsi, l'économie comportementale fournit un cadre théorique qui enrichit et élargit les approches conventionnelles de l'économie, en reconnaissant la

réalité de comportements humains qui ne correspondent pas toujours aux prédictions des modèles classiques. Cette perspective a des implications importantes pour la compréhension des marchés, des politiques publiques et des choix individuels. L'économie comportementale se penche sur la manière dont les individus prennent des décisions économiques dans la réalité, en tenant compte de divers aspects psychologiques, émotionnels et sociaux qui peuvent influencer ces choix.

Le savoir a ses raisons que le travail ignore. Au-delà ou en deçà de la position qu'il pourrait occuper dans la société, l'individu détient une valeur intrinsèque qui justifie la quête et l'exigence d'une reconnaissance, même symbolique. Toutes les voies permettant l'enrichissement et la valorisation du savoir sont minutieusement examinées et recensées, mobilisant tous les capitaux disponibles tant dans le cercle familial que dans l'espace public. La conscience d'être un individu «savant», associée au sentiment d'une certaine supériorité, au sein d'un milieu où le travail occupe une place prépondérante, vient combler ce que d'autres perçoivent comme une marginalisation. En effet, le savoir définit une position nécessairement distincte et façonne une identité marquée par la différence. (Gérard et Schlemmer, 2003). La conviction en la supériorité intrinsèque du savoir, où c'est par lui, et non par le travail, que l'homme réalise d'abord sa pleine essence, et où c'est lui qui attribue une signification au travail, justifie la légitimité de l'accès à une fraction de la classe sociale supérieure. Dans cette perspective, la recherche d'un emploi socialement valorisé ne laisse guère de place au renoncement, même si l'espoir peut parfois s'atténuer et que pointe un sentiment d'amertume.

Voici quelques façons dont l'économie comportementale peut être pertinente dans le contexte du choix d'un diplôme universitaire:

- *Biais De Confirmation:* Les individus ont tendance à préférer des informations qui confirment leurs croyances existantes. Cela peut influencer le choix d'un diplôme en favorisant des domaines qui correspondent aux intérêts ou aux convictions préalables de la personne, même si d'autres options pourraient être plus rationnelles d'un point de vue purement économique.
- *Aversion à La Perte:* Les gens sont souvent plus sensibles à la perte qu'au gain. Cela peut influencer le choix d'un diplôme en faisant en sorte que les individus évitent les domaines perçus comme risqués, même s'ils pouvaient offrir des opportunités significatives à long terme.
- *Biais Temporel:* Les individus ont souvent du mal à évaluer correctement les récompenses et les coûts à long terme par rapport à ceux à court terme. Cela peut influencer le choix d'un diplôme en favorisant des domaines offrant des bénéfices immédiats

plutôt que ceux qui pourraient nécessiter un investissement plus important à long terme.

- *Influence Sociale*: Les décisions liées à l'éducation sont souvent influencées par des facteurs sociaux, tels que les attentes familiales, les normes culturelles et les opinions des pairs. Ces influences sociales peuvent dévier le choix d'un diplôme de ce qui pourrait être considéré comme une décision purement rationnelle sur le plan économique.
- *Heuristiques Cognitives*: Les individus utilisent souvent des raccourcis mentaux (heuristiques) pour prendre des décisions plus rapidement, mais cela peut entraîner des choix suboptimaux. Par exemple, le choix d'un diplôme pourrait être influencé par des raccourcis tels que la réputation d'une université plutôt que par une évaluation approfondie des opportunités éducatives.

Le choix d'un diplôme universitaire est donc plus complexe que ce qu'il ne paraît et peut être influencé par divers facteurs comportementaux. L'économie comportementale fournit un cadre utile pour comprendre comment ces influences psychologiques peuvent jouer un rôle dans les décisions éducatives. Cette modélisation de la théorie de l'économie comportementale nous mène, alors vers la question que nous avons posée à la fin de la première partie, si les diplômes universitaires ne sont plus garants de l'intégration au marché du travail pourquoi les jeunes bacheliers continuent à investir (en temps, en énergie et en argent) dans ces formations ?

Entre médiocrité et excellence entre spécialisation et multidisciplinarité, l'université s'est perdue en route. Le rôle de l'université était d'ordre intellectuel, avec le temps elle est devenue entrepreneur. Lorsque l'université s'est focalisée sur la préparation de cadre et salarié, elle a arrêté de créer des intellectuels et des penseurs, malgré cela elle a gardé son image de démocratisatrice de l'accès au savoir et la principale responsable de la recherche et développement (Alexandre, 2017). L'évaluation des universités repose sur des éléments quantitatifs, fétichistes et publicitaires, qui corrompent l'institution et contribuent à la détérioration de la valeur des diplômes universitaires. D'après James Heckman prix Nobel de l'économie pour l'année 2000, notre avenir économique dépend de la fourniture d'outils de mobilité ascendante et de la constitution d'une main-d'œuvre hautement scolarisée et qualifiée. (Cunha, et al., 2015). L'université est donc synonyme de l'estime personnelle et de validation sociale. Elle doit donc obligatoirement reprendre son rôle et sa position de démocratisatrice de la connaissance et de l'accès au savoir (Rafik, 2023), mais si, l'université se focalise sur la création d'intellectuels qui s'occupera de la formation des techniciens et des professionnels de demain ?

L'absence d'un projet social nous empêche d'avoir une politique transversale dans les domaines économiques, sociaux et culturels. C'est pour cela que la nouvelle université que nous allons inventer devra nous permettre de relever le défi immense de notre utilité dans un monde bientôt saturé d'intelligence artificielle (Rafik, 2023).

Joseph Schumpeter explique dans son livre le cycle des affaires (1939) la notion de la destruction créatrice: chaque innovation porte en elle le germe du progrès. Des innovations majeures détiennent le potentiel de transformer le monde. À chaque diffusion, elles engendrent la construction d'un nouvel ordre, affranchi des entraves de son prédécesseur. À chaque occurrence, un monde plus vélocé, plus efficace et plus moderne se présente. L'ensemble du milieu économique en bénéficie, tandis que l'Ancien Monde s'éclipse avec ses professions désuètes, excessivement onéreuses et trop languissantes. (Schumpeter, 1939).

#### c) *La Résilience Du Monde Universitaire Face A La Révolution Technologique*

La majorité des secteurs qui étaient jusqu'à lors stables malgré les mutations qu'a connues le monde depuis la révolution industrielle passent par une phase de remaniement général grâce à une nouvelle phase de l'histoire de l'économie «le capitalisme cognitif» (Dieuaide et al., 2003). Ce dernier souligne le rôle central de la connaissance dans la création de valeur et l'accumulation du capital. Le secteur de l'étude et de la recherche accompagne cette évolution, assurant l'adaptabilité humaine à ces changements. Le E-learning peut donc être un moyen de sortir l'université de son rôle entrepreneur à son vrai rôle cognitif et intellectuel. L'université est interpellée, elle doit se transcender. Il ne s'agit plus pour elle d'être uniquement concomitante avec les besoins du développement économique et social, il s'agit de les devancer et les anticiper (Miraoui, 2021).

Le Maroc, comme de nombreux autres pays, doit s'ajuster rapidement aux mutations économiques du marché du travail. L'émergence du E-learning offre des opportunités cruciales pour relever ces défis en proposant une formation flexible et accessible (Daoudi, 2007). Le E-learning n'est plus qu'une simple solution alternative à la forme pédagogique traditionnelle, mais il est devenu un complément incontournable à la veille professionnelle.

Deux profils émergent de cette dynamique: les nouveaux lauréats et les individus diplômés cherchant à assurer leur veille pour rester compétitifs sur le marché du travail. La gestion de carrière, qui n'est plus exclusivement du ressort des départements des ressources humaines, impose à chaque individu de garantir l'originalité de son profil et la veille de ses compétences. La distinction entre l'importance de la diplomation et celle des certifications devient apparente,

la première assurant la base intellectuelle et les soft skills, tandis que les certificats préparent le profil technique nécessaire à l'avancement social. L'université, en assurant la délivrance des diplômes (Softskills), établit une fondation intellectuelle qui permet d'éviter la médiocratie, justifiant ainsi la préservation de la valeur des diplômes face à toute dégradation potentielle (Deneault, 2015). Alors que le E-learning garant de la certification (Hardskills) assurera la partie technique nécessaire au fonctionnement de toute profession. Le diplôme seul apparaît désormais largement insuffisant dans un environnement mouvant, où nos enfants changeront plusieurs fois de métier, d'entreprise, de statut même (Miraoui, 2021). Les deux deviennent alors nécessaires à la construction du profil de tout individu. Le marché du travail a donc besoin de techniciens penseurs.

L'accent accru sur les soft skills, révélé par une recherche comparant les perceptions des étudiants et des employeurs dans différents pays, souligne la nécessité pour les entreprises et les établissements d'enseignement supérieur de collaborer pour sensibiliser les étudiants à l'importance de ces compétences transversales (Simon, 2022).

Les soft skills, cruciales dans un environnement en constante évolution, deviennent des atouts majeurs sur le marché du travail 4.0, selon une étude du cabinet McKinsey, la demande en compétences physiques et manuelles devrait chuter de 16% d'ici 2030 en Europe (Pôle emploi, 2022), au sein du marché de travail 4.0, les employés munis de compétences comportementales, communément désignés sous le terme de soft skills, connaîtront une demande croissante, jouant un rôle central dans les initiatives de transformation organisationnelle. Cette tendance préfigure une orientation stratégique accrue envers ces compétences dans les processus de recrutement projetés jusqu'à l'horizon 2030. Les softskills, également qualifiées de compétences comportementales ou compétences douces, représentent des aptitudes transversales dont le déploiement s'étend à divers contextes et est intrinsèquement lié au savoir-être des individus. Leur importance croissante dans l'environnement professionnel découle de leur complémentarité avec les hard skills (compétences techniques), constituant un impératif pour une performance optimale au sein d'une fonction donnée. En résumé, les soft skills incarnent un investissement prospectif, reflétant le développement personnel et l'amélioration de l'employabilité individuelle. Bien que leur acquisition soit plus ardue que celle des hard skills, ces compétences revêtent une importance primordiale pour exploiter pleinement le potentiel des nouvelles technologies et les transformer en un atout tangible pour les entreprises (Pôle emploi, 2022).

Le E-learning propose une large gamme de formations et de certifications dans divers domaines,

notamment le numérique et le digital. Certaines formations sont parfois gratuites et sont dispensées par d'éminentes universités internationales telles qu'Oxford ou Yale, ainsi que par des grandes entreprises comme Google ou Microsoft. Ce qui fait qu'un jeune indien au fin fond de son village peut acquérir des compétences en développement ou en Deeplearning et avoir un niveau aussi excellent qu'un lauréat d'une grande université américaine ou européenne de renommée. C'est donc de cette manière que la démocratisation de l'accès à la connaissance prend tout son sens.

Il est indéniable que l'employabilité des diplômés universitaires représente l'un des objectifs fondamentaux des programmes académiques mis en place par le système d'enseignement supérieur de tout pays aspirant à la compétitivité (Meski, 2021). Cet objectif peut uniquement être atteint si les programmes de formation universitaire reposent sur une architecture pédagogique intégrant, entre autres, des cours en langues étrangères, communication professionnelle, entrepreneuriat et compétences transversales. Les compétences transversales jouent également un rôle crucial dans les projets de transformation des entreprises, que ce soit dans le cadre d'une réorganisation, d'une fusion ou d'une acquisition. Les entreprises commencent à anticiper l'échéance de 2030, où les soft skills occuperont une place centrale dans les stratégies de recrutement des entreprises. (Pôle emploi, 2022). L'université devra également favoriser la collaboration et les approches interdisciplinaires en matière de résolution de problèmes, car les systèmes d'IA excellent dans les tâches spécialisées, mais peuvent être confrontés à des défis complexes et multidimensionnels.

Le gouvernement marocain a pris des mesures pour promouvoir le E-learning dans le pays. Des programmes et des politiques ont été mis en place pour faciliter l'accès à l'éducation en ligne, surtout dans les zones éloignées où l'accès à l'éducation traditionnelle peut être limité. Le Maroc a connu une augmentation de l'adoption du E-learning à tous les niveaux d'éducation, de l'enseignement primaire à l'enseignement supérieur. Les établissements éducatifs, tant publics que privés, ont mis en œuvre des plateformes en ligne pour offrir des cours et des ressources éducatives (Miraoui, 2021).

Selon les déclarations du ministre de l'Enseignement supérieur et de la Recherche scientifique, M. Miraoui, dans le cadre du Plan national d'accélération de la transformation de l'écosystème de l'Enseignement supérieur et de la Recherche scientifique (PACTE ESRI 2030) au Maroc d'ici 2027, on prévoit la formation de 22 500 lauréats dans le domaine du numérique, accompagnés de l'introduction de 144 nouvelles spécialités liées aux métiers du numérique, notamment en intelligence artificielle, data science, cybersécurité et big data. Douze universités publiques sont engagées dans la mise en œuvre de ce projet, en

collaboration avec le ministère de la Transition numérique et de l'Avancement technologique (Miraoui, 2023).

Malgré les efforts déployés par le gouvernement pour s'aligner sur les tendances technologiques, il est manifeste que la perspective d'un projet social clair en accord avec ces avancées n'est pas encore établie. Il y a un manque notable d'une initiative globale illustrant la trajectoire prédictive des investissements dans ce domaine. L'Europe, depuis longtemps considérée comme un modèle dans diverses dimensions, ne peut être imitée de manière incontestable dans le domaine des technologies émergentes, étant donné qu'elle peine également à surmonter ses propres défis pour combler le fossé numérique (Laurent and Copé, 2019). Par conséquent, il est impératif pour le Maroc de formuler sa stratégie nationale en tenant compte de son cadre politique, de l'allocation des ressources, de la gestion des données, de la souveraineté, ainsi que de ses caractéristiques culturelles et économiques uniques. Cette réflexion stratégique devient essentielle pour prévenir une dépendance numérique envers les pays qui ont judicieusement embrassé l'ère de l'intelligence artificielle en temps opportun.

## II. LA PÉDAGOGIE DU E-TEACHING

Les différentes modalités de E-learning, qu'elles soient employées de manière autonome ou de concert, se présentent comme des instruments fondamentaux pour concevoir des expériences d'apprentissage en ligne à la fois efficace et captivante. La pédagogie du E-learning signale une transition de paradigme, caractérisée par une reconfiguration spatiotemporelle des séquences pédagogiques, engendrant ainsi l'avènement d'approches pédagogiques hybrides et inversées. Dans le contexte de l'enseignement supérieur 4.0, marqué par une flexibilité grandissante et influencé par l'évolution des métiers et les attentes des

employeurs, une emphase prospective est observée (Miraoui, 2021). L'objectif sous-jacent est d'équiper les apprenants de compétences universelles, les habilitant à réexaminer, agir, anticiper et concevoir des solutions alternatives au sein de scénarios prospectifs complexes. Cette approche intersectorielle intègre des dimensions interdisciplinaires et interprofessionnelles, favorisant ainsi la collaboration et la convergence de perspectives.

Lorsque nous parlons de nouvelle aire dans le monde de l'enseignement il est devenu important de parler de la pédagogie qui accompagne ce changement, plus précisément du E-teaching. Le E-teaching, en tant que composante essentielle du paysage éducatif contemporain, représente une modalité pédagogique novatrice qui exploite les possibilités offertes par les technologies éducatives. Cette approche transcende les limites traditionnelles de l'enseignement en favorisant une flexibilité spatiale et temporelle, tout en permettant une personnalisation accrue de l'expérience d'apprentissage. Au sein de l'enseignement supérieur 4.0, il s'intègre dans un écosystème éducatif axé sur la « flexibilité » croissante, répondant aux exigences évolutives du marché du travail. En adoptant une orientation résolument orientée vers l'avenir, le E-teaching vise à développer chez les apprenants des compétences polyvalentes, les préparant à naviguer dans un futur complexe (Kofi Mensah, 2021). Cette approche éducative émerge également comme un vecteur de transition vers un modèle pédagogique centré sur l'étudiant, où l'engagement actif et la collaboration sont encouragés, contribuant ainsi à façonner une génération d'apprenants autonomes et adaptables.

La conception des contenus d'apprentissage dépend également du type de méthodes E-Teaching que nous choisissons lors de la phase d'analyse. Examinons maintenant en détail la pyramide d'apprentissage avec le schéma suivant:

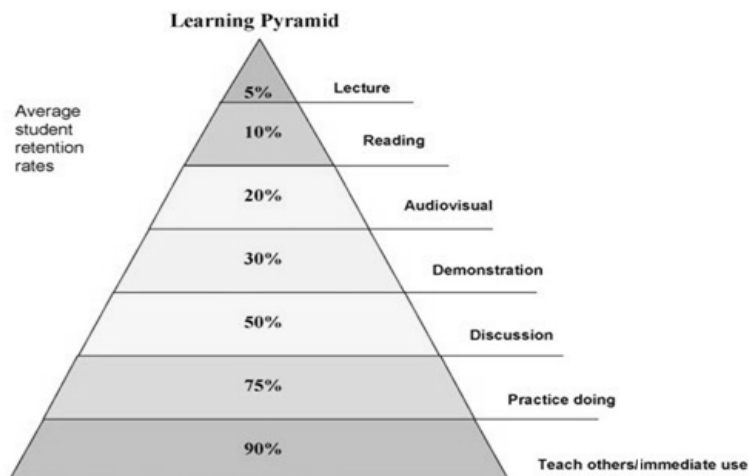


Figure 3: Pyramide d'apprentissage adaptée des Laboratoires nationaux de formation à Bétel, dans le Maine

Source: (Abo El-Nasr, 2017)



La Pyramide d'Apprentissage, étudiée et élaborée par les Laboratoires Nationaux de Formation à Betel, illustre le pourcentage de rappel des apprenants associé à diverses approches. Les quatre premiers niveaux- la conférence, la lecture, l'audiovisuel et la démonstration- représentent des méthodes d'apprentissage passives. En revanche, les trois niveaux inférieurs- le groupe de discussion, la pratique active et l'enseignement aux autres- correspondent à des méthodes d'apprentissage participatives (actives).

Il est aussi recommandé de se référer au livre apprendre à apprendre de Abderrahim Harouchi qui propose une approche globale de l'apprentissage, centrée sur l'apprenant et ses besoins. L'auteur s'appuie sur les connaissances actuelles en psychologie de l'apprentissage pour proposer des conseils et des méthodes pratiques pour améliorer son efficacité. L'apprentissage est un processus actif et constructif ou l'apprenant doit être acteur de son apprentissage et ne peut se contenter de la réception des informations passivement. Il doit être capable de les comprendre, de les assimiler et de les utiliser. L'apprentissage est également un processus progressif. Il ne s'effectue pas en un jour, mais nécessite un effort et une persévérance constants. Finalement, L'apprentissage est un processus adaptatif ou l'apprenant doit être capable de s'adapter aux nouvelles situations et aux nouveaux défis (Harouchi, 2019).

Le livre aborde les différentes étapes de l'apprentissage, de la préparation à la consolidation, en passant par la compréhension et l'application. Il propose également des conseils pour améliorer sa mémoire, sa concentration et sa motivation, en se fixant des objectifs clairs et réalisables, en organisant le temps et les efforts, en faisant des pauses régulières, en révisant les connaissances, et en trouvant des méthodes d'apprentissage qui conviennent à chacun (Harouchi, 2019).

L'apprentissage assisté par ordinateur (AAO) englobe diverses modalités, dont l'enseignement assisté par ordinateur (EAO) et l'expérimentation assistée par ordinateur (EXAO). L'EAO implique l'utilisation de l'ordinateur pour l'enseignement, avec des séquences préprogrammées, tandis que l'EXAO concerne l'utilisation pédagogique de l'ordinateur pour des expérimentations. L'AAO va au-delà de l'enseignement pour inculquer de nouvelles notions et démarches aux apprenants. Il peut prendre des formes telles que l'apprentissage en ligne synchrone et asynchrone, l'apprentissage mobile, l'apprentissage mixte, le microapprentissage, l'apprentissage gamifié et l'apprentissage virtuel (Janitza, 2018). Les méthodes pédagogiques utilisées dans le E-learning peuvent être regroupées en trois points essentiels: L'apprentissage par objectifs, L'apprentissage par problèmes et l'apprentissage par simulation. Il est également pertinent de mixer des modes d'apprentissages à distances et en

présentiels comme éléments complémentaire à la formation comme les travaux dirigés, travaux pratiques et les stages.

L'évaluation des apprenants en formation en ligne (E-Testing) constitue un élément essentiel du paysage éducatif contemporain, et divers modes d'examen ont été développés pour répondre aux exigences spécifiques de cette modalité d'apprentissage. Les évaluations formatives, telles que les quiz en ligne et les exercices pratiques, sont fréquemment employées pour évaluer la compréhension continue des apprenants tout au long du processus d'apprentissage (Garrison and Kanuka, 2004). Parallèlement, les évaluations sommatives, comprenant des examens en ligne surveillés, offrent une évaluation plus formelle des connaissances acquises à la fin d'un cours (Means et al., 2010). Les approches d'évaluation authentiques, impliquant des tâches pratiques et des projets réels, sont également favorisées pour évaluer la capacité des apprenants à appliquer leurs connaissances dans des contextes réels (Conole, 2010). Ces différentes modalités d'évaluation en e-learning s'appuient sur les avancées technologiques telles que les plateformes d'apprentissage en ligne, les outils d'évaluation automatisée et les dispositifs de surveillance à distance, garantissant ainsi l'intégrité du processus d'évaluation.

Prenant l'exemple de Cisco, un acteur mondial dans le domaine des technologies réseau, leur programme de certification Cisco Certified Network Associate (CCNA) illustre comment l'E-Testing est mis en œuvre. Ces examens, administrés via la plateforme Pearson VUE, permettent aux candidats de s'inscrire en ligne, de se préparer à l'examen à l'aide de ressources en ligne fournies par Cisco, et de passer l'examen surveillé à distance grâce à des outils de surveillance, il faut donc allumer la webcam, faire un tour de l'espace d'examen et télécharger des logiciels de contrôle qui permettent d'éviter d'accéder à d'autres onglets ou sortir du lien d'examen, garantissant ainsi la sécurité et l'intégrité de l'évaluation. Les résultats sont généralement disponibles instantanément, et les certifications Cisco sont soumises à des exigences de recertification périodiques, reflétant une tendance générale de l'industrie vers des évaluations en ligne pour une plus grande commodité des candidats. La même chose pour le CFA (Chartered Financial Analyst) une certification dans le domaine de la finance, délivrée par l'Institut CFA ou les certifications proposer par l'entreprise IBM. Cette utilisation judicieuse de la technologie E-Testing offre aux candidats une flexibilité tout en assurant une évaluation rigoureuse des compétences en réseautage (Toby and Anthony, 2013).

La pédagogie occupe, trop peu de place à l'université. Du moins, comparativement à la recherche. Comme le soutient Bell Hooks (1994), «la plupart d'entre nous ne sont pas enclins à considérer la discussion sur la pédagogie comme essentielle pour

notre travail académique et notre croissance intellectuelle, ou la pratique de l'enseignement comme un travail qui améliore et enrichit l'érudition » (Deneault, 2015). L'arrivée de nouveaux outils de travail nous oblige à ouvrir la discussion sérieuse de la pédagogie dans les amphithéâtres. L'étudiant de demain n'a plus besoin de la connaissance, il a besoin des outils pour qu'il la trouve tout seul. L'intelligence artificielle privilégie les autodidactes, ce n'est que de cette manière que nous pourrions atteindre la démocratisation intellectuelle (Rafik, 2023).

Les cours deviennent pénibles autant pour les professeurs que pour les étudiants, dans l'air de l'instantané ou une vidéo de 5 min peut résumer un cours de 2 heures, la fracture numérique des professeurs qui n'ont jamais utilisé l'équipement audiovisuel de base est flagrante et crée une fissure énorme qui donne une image rétrograde de l'université. Internet fait que l'information n'est plus monopolisée par les enseignants et cela ne remet pas en question leur importance ni leur utilité, cela signifie juste que la nature du besoin a changé et qu'ils devraient s'y adapter, l'étudiant n'a donc plus besoin d'un enseignant comme source d'informations, mais, d'un enseignant mentor (Rafik, 2023).

Du point de vue pédagogique, il serait judicieux de se demander, pourquoi les softskills doivent être enseignés en présentiel et les hard skills en E-learning ? La réponse est en rapport avec l'importance de la répétition dans l'acquisition de nouvelles informations techniques et l'importance de l'interaction dans la construction de compétences sociales.

La répétition est un élément essentiel de l'apprentissage des hard skills. En effet, ces derniers nécessitent une maîtrise de la technique et de la pratique. Lorsque nous répétons une information ou une compétence, nous créons des nouvelles connexions neuronales. Ces connexions sont plus solides et plus durables que celles qui sont créées lors d'une seule expérience. Ce qui est plus facile dans un cadre contrôlé par l'étudiant: Le nombre d'heure de formation, nombre d'exercices réalisés, etc. Autrement dit, l'apprentissage des hard skills est de nature beaucoup plus quantitative et chiffrable. La répétition permet de fixer les connaissances et les compétences dans la mémoire à long terme. Elle permet également d'améliorer la rapidité d'exécution et la précision des gestes. En outre, la répétition permet de développer la confiance en soi et la capacité à faire face à des situations nouvelles.

En ce qui concerne les soft skills, elles nécessitent une interaction sociale par exemple pour l'apprentissage d'une nouvelle langue ou pour les techniques de communication, l'autre représente une partie importante du processus d'apprentissage. La formation est alors d'ordre qualitative. Les soft skills sont des compétences sociales et interpersonnelles qui

contribuent à la réussite dans la vie professionnelle et personnelle. Elles comprennent des compétences telles que la communication, la collaboration, la résolution de problèmes, la gestion du temps et le leadership.

L'apprentissage des soft skills nécessite une interaction sociale où ces compétences sont développées par la pratique et le feedback. Elles sont également influencées par notre environnement et nos relations avec les autres. Exemples d'interaction sociale dans l'apprentissage des soft skills: L'apprentissage des langues où il est important de pratiquer la communication avec des locuteurs natifs. Cela permet de développer la fluidité, la compréhension et la prononciation (Guinamard et al., 2015). L'apprentissage des techniques de communication telles que la prise de parole en public ou la négociation peuvent être améliorées par la pratique avec des pairs ou des mentors. Le développement de compétences interpersonnelles telles que l'écoute active ou la résolution de conflits peuvent être développées par la pratique dans des situations réelles (Bourgeois and Nizet, 2005).

L'interaction sociale dans l'apprentissage des soft skills offre de nombreux avantages, notamment, lorsque nous interagissons avec les autres, nous devons mettre en pratique les concepts que nous apprenons. Cela nous aide à les comprendre et à les intégrer plus profondément. Également, lorsque nous nous engageons dans des interactions sociales, nous sommes plus susceptibles de nous souvenir des informations que nous apprenons. Cela est dû au fait que nous sommes plus impliqués dans le processus d'apprentissage. Finalement, l'apprentissage en interaction sociale peut être plus motivant que l'apprentissage individuel. En effet, nous sommes plus susceptibles de nous sentir soutenus et encouragés lorsque nous travaillons avec les autres.

L'université 4.0 incarne une transition significative d'un modèle pédagogique axé sur l'enseignant à un mode d'apprentissage centré sur l'étudiant, constituant ainsi un nouveau paradigme intégrant des approches pédagogiques novatrices qui placent l'étudiant au cœur des préoccupations (Miraoui, 2021) et qui le pousse à apprendre comment apprendre. Plutôt que scruter les statistiques à la recherche du métier « qui marche » ne vaut-il pas mieux réfléchir sur la nature du monde de demain, pour s'y installer plus sûrement (Laurent, 2023) ?

### III. L'AVENIR DE L'EMPLOI AU MAROC

Dans la section précédente, nous avons esquissé une perspective évolutive de l'apprentissage. Il serait donc opportun d'examiner les répercussions de ce projet universitaire sur le marché du travail au Maroc. 34,8% des emplois ont une forte probabilité d'automatisation, 6 régions présentent un taux d'automatisation supérieur à la moyenne nationale, 66,1% des emplois

dans la région de Beni Mellal/Khenifra seraient potentiellement automatisables soit le taux le plus élevé du Maroc. Ce sont des chiffres exposés dans un document réalisé par le ministère de l'Économie, des Finances et de la Réforme de l'Administration qui aborde plusieurs points essentiels concernant l'automatisation et son impact sur l'emploi au Maroc. Il met en évidence les secteurs avec un potentiel élevé d'automatisation, les régions les plus touchées, et les implications pour l'économie et la société. Le document se base sur des analyses détaillées de diverses sources, telles que le McKinsey Quarterly et le rapport Roland Berger (Abbad and Boumahdi, 2022).

Au cours des années récentes, particulièrement depuis 2013, une pléthore d'études prospectives a été entreprise pour examiner les implications de l'automatisation sur l'emploi. Malgré la diversité marquée des hypothèses et des approches méthodologiques, ces investigations ont révélé une intensification significative de ce phénomène et indiquent qu'il transcendera largement le simple cadre de la chaîne de production, modifiant de manière radicale les perspectives relatives aux types d'emplois requis dans le futur et le Maroc n'échappe pas à cette tendance lourde (Abbad and Boumahdi, 2022).



Figure 4: Prévalence régionale à l'automatisation 2013

Source: (« Direction des Études et des Prévisions financières | DEPF, » 2013)

Le rapport sur l'avenir de l'emploi 2023 du Forum Économique Mondial suggère que près d'un quart des emplois devraient changer au cours des cinq prochaines années, ce qui inclut 69 millions d'emplois créés et 83 millions supprimés. Les secteurs les plus touchés par ces changements seront l'industrie manufacturière, les services administratifs et le commerce de détail (*The Future of Jobs Report 2023*).

Les emplois à la croissance la plus rapide seront ceux liés aux technologies émergentes, telles que l'intelligence artificielle (IA), l'apprentissage automatique (ML), la cybersécurité et le commerce numérique. Ces emplois exigeront des compétences spécifiques, telles que la pensée analytique, la pensée créative et la culture technologique (Laurent, 2023). Les emplois dans les domaines de l'enseignement, de l'agriculture et des services sociaux devraient également connaître une croissance significative. Ces emplois exigeront des compétences générales, telles que la communication, le

travail d'équipe et la résolution de problèmes (*The Future of Jobs Report 2023*).

Les membres de la génération Z, qui représentent désormais la majorité de la population active au Maroc, ont des attentes uniques en matière d'emploi. Ils recherchent des emplois qui soient flexibles, rémunérés équitablement, et offrant des possibilités d'évolution. Dans la même perspective, les entreprises marocaines auront un besoin croissant de compétences spécifiques, des profils autodidactes avec une grande veille des besoins économiques et sociaux futurs avec également une élasticité mentale des profils qui additionnent une culture générale diversifiée et des compétences techniques spécifiées. Elle requiert également des professionnels capables de concevoir, d'utiliser et d'adapter, de maintenir, d'évoluer et d'innover dans un marché toujours plus concurrentiel, capable de se reconverter et de s'adapter à tout changement potentiel.

On passe de l'échelle de Turing à l'échelle de l'utilité donc avant de choisir un travail demandez-vous si une machine peut le faire, si oui, n'y investissez pas votre temps et votre énergie (Laurent, 2023). La machine pourra tout faire ou presque. Il devient alors nécessaire de bien choisir le positionnement de votre formation pour pouvoir intégrer le marché du travail plus sûrement. Les secteurs affichant la croissance la plus rapide sont intrinsèquement liés à la technologie et à la numérisation. Le Big Data se distingue en tant que technologie suscitant le plus d'anticipations en termes de création d'emplois, avec 65% des répondants prévoyant une croissance de l'emploi dans les domaines associés. Les fonctions telles que les analystes et scientifiques des données, les spécialistes du Big Data, les experts en intelligence artificielle et apprentissage automatique, ainsi que les professionnels de la cybersécurité sont projetées connaître une augmentation moyenne de 30% d'ici à 2027. La formation des travailleurs à l'utilisation de l'intelligence artificielle et du Big Data émerge comme une priorité pour 42% des entreprises interrogées au cours des cinq prochaines années, se positionnant ainsi derrière la pensée analytique (48%) et la pensée créative (43%) en termes d'importance. Notamment, le commerce numérique devrait être à l'origine de la plus significative augmentation absolue du nombre d'emplois, avec l'anticipation d'environ 2 millions de nouvelles fonctions digitales, telles que les experts du e-commerce, de la transformation digitale, ainsi que du marketing et de la stratégie numériques. (*The Future of Jobs Report 2023*, 2023)

Le gouvernement marocain quant à lui doit prendre des mesures pour aider les travailleurs à faire face à ces changements. Il peut investir dans l'éducation et la formation professionnelle pour préparer les travailleurs aux emplois de demain (Miraoui, 2021). Cela ne pourra se faire sans un projet social bien structuré qui pourra guider l'avancement technologique et justifier les dépenses et les investissements faits dans ce sens. Le gouvernement doit plus que jamais favoriser une société inclusive et prévenir les décrochages. Dans son infinie diversité, la jeunesse ne constitue ni un risque ni une contrainte pour l'institution, elle incarne au contraire sa richesse et sa prospérité.

En conclusion, l'avenir du marché du travail marocain est caractérisé par une transition vers des emplois plus qualifiés et plus technologiques. Les travailleurs devront s'adapter à ces changements en développant les compétences nécessaires pour les emplois de demain.

#### IV. CONCLUSION

En défendant la sacralité de la mission universitaire visant à former des citoyens éclairés dans un monde en constante mutation, il devient impératif d'insuffler une dynamique de compétitivité accrue sur le

marché du travail, tout en établissant une culture d'apprentissage et de veille tout au long de la vie. Pour répondre à l'impératif de pertinence de la version 4.0, l'université du 21<sup>e</sup> siècle doit transcender des contenus de formation souvent dépassés, favoriser des approches pédagogiques innovantes, et intensifier son engagement avec les acteurs économiques. Elle doit également se positionner comme un épicerie actif, en symbiose avec son écosystème économique, politique et sociétal, tout en préservant sa raison d'être fondamentale: la qualité et l'intégrité du savoir académique, des remparts immuables dans un monde empreint d'incertitudes. L'éventualité de la substitution de l'humain par la machine au sein des entreprises sert les intérêts sociétaux plutôt que ceux de l'État, qui risque de se retrouver avec des citoyens marginaux, dépourvus de capacités de consommation. C'est dans ce contexte que la nécessité d'un contrôle politique sur l'intelligence artificielle émerge comme impérative.

En conclusion, le E-learning émerge comme un acteur essentiel dans l'évolution des professions au Maroc, en proposant une solution de formation flexible et accessible. La collaboration entre les secteurs de l'éducation, du gouvernement et de l'industrie est cruciale pour maximiser les bénéfices du E-learning et préparer la main-d'œuvre marocaine aux défis futurs. Les certifications en ligne, variées et accessibles, deviennent ainsi des outils privilégiés pour maintenir la compétitivité sur le marché de l'emploi. En somme, cet article encourage à repenser la nature du travail, de l'apprentissage et de l'adaptation dans un monde qui accorde une importance croissante à la productivité et à l'utilité. Il souligne la nécessité de se libérer des « bullshit jobs » tout en prenant activement en charge son propre développement professionnel, tout en valorisant le E-learning comme un complément essentiel à l'enseignement traditionnel.

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GLOBAL JOURNAL OF MANAGEMENT AND BUSINESS RESEARCH: G  
INTERDISCIPLINARY

Volume 24 Issue 1 Version 1.0 Year 2024

Type: Double Blind Peer Reviewed International Research Journal

Publisher: Global Journals

Online ISSN: 2249-4588 & Print ISSN: 0975-5853

## Mass Migration of Students: Analysis of the Geopolitical and Social Contexts of Origins

By Elsa Del Rosario Pech Ceballos

**Abstract-** State and international migratory routes toward the state of Yucatan have expanded exponentially, due to its well-known level of social welfare within Mexican territory. The study of quiet, peaceful environments, appropriate for human development, quite underestimated in the industrialized era, has been insufficient. This state has produced a significant proportion of mass, national, and international migrant populations looking for permanent settlement in other places. Therefore, this study was done during the 2019-2020 school year among secondary students immersed in the migratory phenomenon. The geopolitical and social contexts of origins are analyzed to determine their degree of influence on the possible causal variables of social constructions. It also looks at the imaginaries of migrant students and the multifaceted, volatile behaviors that may lead to ethical dilemmas, caused by audaciousness, among the majority of indigenous adolescents. For this study, we used a non-probabilistic sample at several school divisions, as well as the observation of participants through the application of the focus survey technique and content analysis.

**Keywords:** *mass student migration, migrant student adolescents, cultural imaginaries.*

**GJMBR-G Classification:** LCC: JV6011



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# Mass Migration of Students: Analysis of the Geopolitical and Social Contexts of Origins

Elsa Del Rosario Pech Ceballos

**Abstract-** State and international migratory routes toward the state of Yucatan have expanded exponentially, due to its well-known level of social welfare within Mexican territory. The study of quiet, peaceful environments, appropriate for human development, quite underestimated in the industrialized era, has been insufficient. This state has produced a significant proportion of mass, national, and international migrant populations looking for permanent settlement in other places. Therefore, this study was done during the 2019-2020 school year among secondary students immersed in the migratory phenomenon. The geopolitical and social contexts of origins are analyzed to determine their degree of influence on the possible causal variables of social constructions. It also looks at the imaginaries of migrant students and the multifaceted, volatile behaviors that may lead to ethical dilemmas, caused by audaciousness, among the majority of indigenous adolescents. For this study, we used a non-probabilistic sample at several school divisions, as well as the observation of participants through the application of the focus survey technique and content analysis.

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## I. INTRODUCTION

Several theories explain the causal variables of standard migration and the families that choose to leave their native countries to settle in other areas, looking to improve their economic situation. However, according to the various currents in favor or against them, these causal variables seem to deviate toward other aspects, such as the improvement of life standards that may be generated, as well as the problems arising from reaching other countries or locations already dealing with mass conglomerations. However, there are very few focus studies on micro-social organizations, whose behaviors are reconstructed from patterns that influence the sum of all individual behaviors, which lead to the development of different personalities in direct opposition to the values and beliefs of human agency.

In this study, we attempt to not only learn about migration experiences but also to emphasize the various geopolitical and social facets of mass migration flows of adolescent migrants that become trapped in it and reproduce this social behavior later on in life.

When the first study on secondary migrant students in Yucatan was done, there was relatively little

literature available on the subject. Therefore, we suggested developing a theoretical framework that would lend support to the study. The most important question we needed to find the answer to was that of the existence of so many contradictions (Pech, 2011: 407). The results were encouraging but led to further analysis of the subject. A second study was done using proxemics (Pech, 2012:75), which served to establish the importance of gentle contexts and affable sociocultural interaction for the rational upbringing of human groups during the developmental stage.

This third study attempts to establish a relationship between the socio-cultural, and political structure in which migrant students develop and the formation of their individual imaginaries and personal interpretations to understand the causal variables of this mass student migration phenomenon. We selected a bibliography on contemporary student migration in Mexico, El Salvador, Guatemala, and Honduras, four Latin American countries that have undergone mass migration from the beginning of the twentieth century to the present. The purpose is to understand the situation of migrants living under these affective-political conditions and to interpret the phenomenon of geographical uprooting determined by the person or persons responsible for the decision-making process in providing support during the upbringing and development process of the new generations of national and international mass migrants.

We also considered it important to focus our theoretical framework on current studies on school migration and the theories of social welfare that are important to encourage economic, cultural, and ethical growth among current and future generations. The above comes to mind because every country looking for holistic improvement must have a visionary view of what it means to have cultured, well-educated, physically healthy, and mentally sustainable populations in the future. Thus, it is important to ensure a type of social welfare that leads to individuals' healthy expression of emotions, from the perspective of critical geopolitics (Verduzco, 2012: 40).

## II. STUDIES ON MIGRANT STUDENTS

Research on student migration in Argentina, Costa Rica, and Antigua and Barbuda was done between the years 2009 and 2011 by the Organization of American States (OAS, 2009, 2010, 2011). Entitled

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"Education for Migrant Children and Youth in the Americas", it consisted of observing the similarities of complex situations of home and school environments among migrant students and the adaptation process to international migration.

The first OAS study in 2009, presented a preliminary mapping of several countries in America that focused on migrant educational policies. The results showed that the main recipient country of migrants was the United States, which together with Mexico and Canada, is one of the only countries that have implemented systematized migration-related educational policies. No other countries have implemented programs or platforms capable of establishing the number of registered migrants. Migration control is quite disorganized and there exist too many problems in solving migration problems, especially with budgets and the teacher training plans, and the entrance of war refugees from Colombia and Venezuela, for example. In short, there do not exist any specifically developed curricula directed at the consolidation of cultures.

By the 2010 and 2011 field research done by the said organization, most Argentinians that were interviewed were poor migrants. Researchers were unable to interview working parents of Bolivian, Paraguayan, and Ecuadorian migrants considered to be the main groups of migrants that sought to improve their living standards in this country since they would not show up for their appointments at the school. School infrastructure, in terms of comfort as well as study and school service areas, was quite deficient. There was great teacher, and most worrisome, student absenteeism at several of the schools we visited, partly because fieldwork was done during the rainy season. Another aspect that requires consideration is the immigration data and secondary documentation related to the official census on school enrolment, which does not match the official information presented to school authorities.

Regarding educational policies, Argentina did allow for the autonomy of the curriculum for early, elementary, and secondary stages of study. However, there was such a level of disarray that the curriculum was centralized once again as of 2006. That same year, intercultural, bilingual education was born. A Bolivian interviewee declared that education at the primary and secondary levels varies from one community to another, therefore, as a migrant, it is good to be able to attend school, but one also needs to think about eating and having a roof over one's head.

As for the fieldwork in Costa Rica, this same study found that it had not been possible to contact the parents of migrant students due to job schedule interference. It was only possible to interview three migrant women; Nicaraguan migrants whose uprooting was due to armed conflicts or volcano eruptions, among

other reasons. However, in Costa Rica, there exists political, social, and economic stability since 1948 and it is among the Latin American countries with the highest human development index. Wages are high, even in agricultural areas, and the development of educational policies has gone smoothly within a centralized, functional educational system. Poor, uneducated youngsters tend to move to Costa Rica, and better-educated people migrate to the United States.

The OAS study in Antigua and Barbuda detected that difficulties for the interviews did not have so much to do with the parents as with teachers and administrators. Those who migrate to these islands are most frequently the inhabitants of Dominica, the Dominican Republic, Jamaica, and Guyana. The service sector represents the leading economy of the country. The government provides free uniforms, food, and schoolbooks, but there is an ever-increasing government debt. In their conclusions, researchers of this OAS international study proposed the development of a workshop directed at the Ministries of Education to reflect on the need for more research and actions tending toward the provision of better migration services.

A seminar called "Migrants, My School, my world", based on a 2016 study in Chile, was held in five schools around the metropolitan area. It was broadcast under the title "Migration in the School World" (2016: 15). The seminar dealt with student migration to Peru, Bolivia, Argentina, Ecuador, Uruguay, Colombia, Venezuela, the Dominican Republic, and Haiti. It was possible to detect refused enrollment of these migrant students due to "unsuitability". On the other hand, there exists a request to establish more schools for migrants, but researchers declared that this only leads to more difficulties for student enrollment.

Another measure promoted in this Chilean study was the use of folk dance from these countries to help migrant communities feel "more at home" and to raise curriculum awareness among the faculties of schools, thus helping each child during the adaptation process at his or her own pace and capability. This has to do with the diversity of educational policies brought by these students from their countries of origin. Moreover, the Ministry of Education took responsibility for the data collection on migrant students and other agreements related to the flexibility of all documentation on access to Chilean education benefits.

Another study, also done in Chile by Salas et al (2017: 1-15) analyzes the situation of 75% of Latin American migrants to this country between 1992 and 2002, mainly due to the economic and political stability of the country during the said period. Objectives focused on the detection of prejudices and negative perceptions regarding migrant students among Chilean teachers and society in general. In this study, the Pettigrew and Martens contact test hypothesis was

used. This hypothesis holds that the greater the amount of contact between in-group and out-group among students, the more likely a decrease in negative stereotyping toward the latter, which is generally the minority group.

Results of the first quantitative study showed that a significantly higher percentage of students surveyed did not show any rejection toward immigrants, whereas the majority of teachers considered immigrants affected the overall performance of the group and the prestige of the school. The study also showed the effects of aggressiveness and discrimination against immigrants among students and school staff. The greater the number of immigrants attending school, the less implicit the prejudice, thus confirming the contact hypothesis. The opposite is true when the number of immigrants attending schools decreases, which represents a model of intercultural education with values and standards that are compatible with various social and cultural practices, in direct contrast with the multicultural model.

According to Gilbert (1998: 24-35) the first migration in Mexico took place, back and forth, from the countryside into larger cities, by people looking to improve family income. Gilbert also stated that the effects of natural disasters, such as the earthquake of 1985 in Mexico City, also led to migrations. However, this author holds that the two aspects to consider in a safe, healthy human environment are employment and housing. Similarly, Varela, Ocegueda, and Castillo (2017: 1-25) state that the active pace of the states and the sources of employment are fundamental for the improvement of the living standards of all households. Thus, they mention both internal and local migration, especially toward big cities. The asymmetry of prosperity between states is focused on better quality of life and the tracking of better-paid jobs for the unemployed, as well as for the employed in search of better financial conditions, thus leading to internal migration and the necessary improvement of city services on the part of recipient states.

Ramos (2017: 2) reflects on the need to emphasize the importance of migrant students that attend school. The challenge lies in adapting education to the multicultural context, based on the three principles of integration, equality, and interculturality since all school migrant populations have three basic requirements: linguistic (language), curricular (educational programs,) and tutorial (personalized support). The author stated that there should also be an adjuvant relationship between the sending and the recipient countries, mainly among civil registry offices because migration into Mexico generally occurs from Guatemala, Honduras, and El Salvador via the state of Chiapas, which means there is a severe need for customs control and supervision.

Vargas and Aguilar (2017: 1-10) established a more *in situ* concern related to the Trump anti-immigrant policies that, following statistics of the Department of Homeland Security, are being complied with. These policies became the stepping-stones to power for Donald Trump in 2017-2021. Therefore, we must focus on the question of whether the Mexican Educational System is capable of receiving all the children of fellow compatriots being deported, even though early and primary education is acceptable, but secondary level education is not.

One other challenge mentioned has to do with legislation. In 2012, Article 3 of the Constitution established the compulsory nature of Secondary Education. Since 2019, however, this compulsory nature extended to Higher Education, making education at all levels compulsory in Mexico. However, one has to wonder whether this also applies to all these school levels in the case of possible deportees. This author also mentioned the high level of non-attendance and absenteeism among migrant students in early, primary, and secondary level education, compared to these issues among non-migrant students.

Muro (n.d 1-16) delves deeper into the situation of migrant adolescents from Zacatecas, who traditionally drop out of secondary school and travel to the United States and whose transit has become a routine event occurring for generations. However, once on American soil, families from Zacatecas choose not to enter any school system so a dropout culture becomes ingrained among these migrant students.

This migratory culture among Zacatecan adolescents is governed by compliance with the rules of migrant peers who have acquired the financial means to purchase real estate and have thus accessed a much higher standard of living in comparison with their fellow citizens. This becomes quite a magnet for traveling that has made migration the first option for achieving a better life within the local culture.

The author states that, while the United States makes efforts to bring these adolescents back into school systems, such efforts are usually unsuccessful. Authorities of the Secretary of Public Education (SEP) in the state of Zacatecas have shown little interest in solving educational lagging with the establishment of ESL learning programs and undertaking actions for the gradual reduction of this culture of migration that leads to a growing disinterest in secondary education among local adolescents. According to these studies, the language barrier (Limited English Proficiency or LLP) is only one of the many limitations that migrant students must face.

In their study on migration flows from an early age, Giorguli and Serratos (n.d 313- 338) present the costs and benefits of this phenomenon, and pose the question of whether remittances from international migration might be responsible for promoting

employment and economic development at the local level. Moreover, they wonder whether migrants represent promising agents of change that may lead to a better standard of life among the local labor force. Despite the existence of extensive literature in favor of these possible opportunities, their benefits are still nowhere to be seen in Mexico.

As far as costs are concerned, the study mentioned family disintegration is due to migration and to permanent setbacks in the development of sustainable production systems among the communities of origin, and, most importantly, the considerable drain of human resources at the productive stage. The family context is essential during the learning process and the upbringing of children and adolescents. However, detachment from either parent or both, due to migration, leads to axiological and affective changes among the family members in those regions where remittances play such an important role. Thus, it often happens that more emphasis is placed on migration than on education and the reason for this is that attending school hinders social mobility from an early age, so non-attendance is routine in life in households, for learning is not part of the future economic ritual. This is particularly true in rural areas of Mexico with an intense migratory history and with high dropout rates caused by migration.

During the Thematic Forum on Education and Migration organized by the Research Department of the Ibero-American University (UIA) held in Mexico City, Pederzini (2008) declared during her presentation that migration encourages school dropouts and learning setbacks because there is no adult supervision or guidance of the children in the home. Since these children have working parents that are out all day, every day, they are left to their own devices. On the other hand, she considers that school is not a mechanism for social mobility because attending school does not guarantee access to a better income and not even the remittances obtained from migration encourage school attendance. Therefore, the high percentage of migrant students in this situation of absolute family detachment and its effects on future formal education from the earliest stages are cause for great alarm in Mexico.

Pederzini also mentioned that the subject of geography as part of the curriculum does not present a truthful picture of the dramatic situation of migrants, which are described as simple displacements. Therefore, students need to learn about the migratory routes and the critical situation that migrants must face to reach their destination. This requires teaching students in class how to deal with all aspects of this phenomenon.

On his part, Aruj (2008: 1-22) established that the cause of migrations is determined by imaginaries, ideologies, and a culture of entertainment that is "light", as well as by the media, particularly the visual media

that is responsible for mass migration. The reason for this is that every individual, no matter how illiterate, is a consumer of said media. Thus, he or she receives information regarding the status of permanent exclusion within a consumerist economic model. More than 500 million outcasts choose migration to achieve an imaginary dream at the cost of their own lives. When they encounter adverse situations that are strictly related to the reality of their situations and outside the utopian fantasies of social media in route to their final destination. Therefore, these migrants undergo a psychological shock that leads to peer violence, which in turn expands based on the axiological environment of each individual.

The same author also presented other causes for migration, such as war, social insecurity, political persecution, and unemployment on one hand and the advantage of migration that permits control by northern countries on the other. It specifically points to the use of brain drain, a phenomenon that permits the selection of qualified human resources (HR) for specific purposes, without the need of investing in training them or having to deal with legal counsel or defense requirements. He goes on to declare that all types of migration have consequences for the migrant-sending country, such as the elimination of the EAP, which hinders development, even when employment is being generated in the recipient country. These types of migration become a "pocket" of poverty, prostitution, drug abuse, and discrimination. Those who are less qualified may lose become unemployed, or receive a meager salary. However, Aruj anticipates future migration to Latin America from northern countries by high-income groups for the exploitation of abundant natural resources, especially water.

Another situation that migrant students face, Aruj goes on to explain, is poor school performance due to habits that are influenced by the socioeconomic background of the families and, even more importantly, by their cultural integration. Therefore, it is advisable to deal adequately with diversity. However, migration has caused family disintegration, with children being left to their own devices presenting difficulties at school because of the utter absence of supervision at home, as well as guidance in their compliance with school assignments, or support in facing the different developmental challenges. This same situation of abandonment leads to immature independence that, due to their young age, may in turn lead to unwanted pregnancies, delinquency, and drug abuse, among others.

Currently, many of these C&As<sup>1</sup> choose to follow the path of their parents, thus becoming migrants that travel on their own. This problem is compounded by

<sup>1</sup> Children and Adolescents.

their ignorance of the law and their naivety of their young age. The consequences include falling prey to pedophile networks, drug abuse, and human trafficking. Migrant children live in a permanent state of sadness, which can turn into irritability or rebelliousness. Schools are currently facing the challenge of establishing spaces for C & A migrant students that meet their requirements in terms of research and knowledge, as well as the dissemination of the results of research related to professional attention to socioemotional integration.

Verduzco (2012: 41-44) delves even more deeply into the humanistic approach of Critical Geopolitics to emphasize the importance of interaction among individual contexts for the benefit and welfare of society, through proper organization by the authorities, or groups of political power in the three orders of government and the citizenry. He goes on to explain that human groups build settlements when the process of social interaction runs smoothly and peacefully. However, it may be that these settlements are dangerous, unsafe grounds. Thus, welfare and security go hand in hand with city and regional planning, thus allowing individuals to participate in influencing their environment through social relations and rational behaviors, as well as by holding public, private, and individual entities accountable for the welfare or insecurity of all geographical, human settlements.

However, he points out that violence and insecurity, especially in Mexico, have been a challenge for many years. Let us not forget that these two issues and their harmful consequences occur in "abandoned" areas that have been unattended by the urban and regional planning entities. Edgardo Buscaglia, an expert in this topic that is also mentioned in Verduzco's study, calls them these "pockets of a failed State or ungovernability".

Verduzco goes on to explain that this unfair separation of families by the State with the subsequent disregard of vast areas of the national territory leads to violence and insecurity, which in turn, tend to reproduce themselves exponentially and are difficult to control both in the short and the long term. Therefore, he underlines the importance of ensuring the organizational capacity of government officials, as well as the establishment of a new governance technique. He goes on to present four geopolitical models to ensure citizen welfare, at the center of which are attention and supervision, as well as the provisions of order and welfare that every city or suburban development projects to ensure the safety and sustainability of all areas.

a) *El Salvador, a Country of Migrants and the Mara Salvatruchas*

This theory by Verduzco (2012: 41-44) is similar to Azar's theory of protracted social conflict (1990), which was mentioned by Celis (2015: 212-224), describing forgotten and underdeveloped areas as a

breeding ground for social conflict, promoted to a large extent by the lack of social, political and legal certainty. However, he mentioned international linkages as some of the determining variables of these impetuous contexts of protracted social conflicts. He believed there are two main factors for this situation. The first is a colonial legacy that Dussel (2020: 23-49) called Eurocentrism,<sup>2</sup> based on the principle of "dividing to rule", which led to the birth of the second historical factor, rivalry, and competition among societies that result in a separation between society and State.

The State also encouraged conflict because it usually adhered to the standards of a single dominant group that functioned as a monopoly managed by individual actors, just during colonial times. The most basic needs, such as the welfare, of most civilians, were not satisfied, which in turn gave rise to a permanent cycle of insecurity and other difficulties arising among the people who fall prey to the patronage of other countries.

Poverty, inequality and violations of human rights, and interference by the government and other countries have led to a state of permanent uncertainty among citizens in Latin American countries.

Celis (2015: 216) discussed the civil war of El Salvador, waged during the 1980s, and presented its three characteristics<sup>3</sup>, tempered with Eurocentrism, as well as reflecting on the participants in social conflict. Said participants moved around the entire country and the Salvadoran government, with its Death Squadron (Army), applied repressive and coercive measures, as well as stipulating the compulsory participation of twelve-year-old children in the armed conflict. A second angle involved the financial support of the United States to the authoritarian government of El Salvador. A third angle has to do with peace mediation by the United Nations Organization and the countries of Latin America, even though such efforts were only part of a bureaucratic endeavor that is still ongoing. The fourth angle concerns the Farabundo Marti National Liberation Front in rural areas, which would also recruit children, with the consent of their families.

We can see that, for many years the threat of having to deal with any or all these angles would fill the citizens of El Salvador with uncertainty, no matter their socioeconomic and cultural level. We can guess that families were not entirely convinced of sending their children to fight a fratricidal war, by choice or by force, especially when the purpose of such conflict was

<sup>2</sup> Europe distorted history to establish that the domination of inferior or barbaric cultures is emancipation for the good of the uncivilized that requires modernization, no matter the chaos involved.

<sup>3</sup> 1/Excluding government, 2/participating countries that support government exclusion, 3/ both lead to fear and uncertainty among the population and as a consequence, difficulties for interaction among all communities, thereby leading inhabitants to fall into dependence and the patronage of other countries.



supposed to be the complex negotiation of peace between the government and armed FMNLF groups.

However, the consequence of inequality and poverty in El Salvador, as well as the cultural and institutional consent of violence, among others, represented a fertile ground for the arrival and proliferation of an atrocious generation of children, adolescents, and young adults (C & As) that were as horribly conflictive as the Mara Salvatruchas (MS 13). Even today, this group's goal is the destabilization of the communities, not only in that country but in all other countries to which they have spread.

An article in INFOBAE<sup>4</sup>, an Argentinian newspaper, describes how this bloodthirsty gang came into existence. During the civil war in El Salvador during the 1980s, there was an important inflow of migrant families from El Salvador into the United States. Once a significant number of Salvadoran youths had settled into the ghettos of Los Angeles, California, they started being involved with the Mafia and learned to survive through extortion and human trafficking. They called themselves "Maras Salvatruchas" and grew to such an extent as to have feuds with other dangerous gangs. However, once the civil war in El Salvador finished in 1992, the Maras Salvatruchas were deported back to their country from the United States.

Due to the weak legal and political situation of the country, as well as to the limited resources and precarious socioeconomic status of children and adolescents in El Salvador, the gang exploited this situation of inequality and social exclusion to expand their resources to drug trafficking, drug dealing, extortion, arms trafficking, and right of way collection. All this happened under blood and fire, without the possibility of putting a stop to it due to the internal conflicts of each country and the tyranny of Eurocentrism. The gang spread to Guatemala and Honduras, creating what is known as the Northern Triangle, formed by those three Latin American countries, known as the most dangerous around the world due to their irrationality and bloodthirstiness. The Maras Salvatruchas spread to various countries, including Argentina, the United States, and Mexico, where they have been linked to the Zeta and Sinaloa cartels.

Rodgers and Baird (2016: 20-23-35) with an extensive bibliography on the Maras Salvatruchas, confirm what is mentioned above regarding their origins and formation, as well as their violent and devastating incursion into El Salvador upon their deportation from the United States.

One of the factors that influenced the achievement of control in their country, as well as in the rest of the Northern Triangle countries where they

operate, is a policy of harsh enforcement. The smallest mistake or disloyalty is punished with death; initiation rites are sinister; offensive and defensive retaliation are absolute bloodbaths that cause chaos and fear to any person or group facing such onslaught. This wait-and-see period by government authorities provided many opportunities for the Maras Salvatruchas to grow in all aspects possible, gaining strength by working with and within transnational criminal organizations.

These authors re-emphasized the origin of dysfunctional gangs in neglected regions where poverty and social, political, and economic injustice are present. These criminal groups operate in marginalized regions as an alternative or substitute for the lawlessness of institutions. Generally, those institutions sheltered behind their official capacity, contribute to the proliferation of drug empires under the mantle of impunity that powerful and corrupt politicians offer. Thus, gangs become uncontrollable, tyrannical cartels for any region or country.

#### b) *Guatemala, a Country in the Northern Triangle*

As regards Guatemala, where colonial conditioning, discrimination, and betrayal, the banners of the Spanish invaders have remained rooted, Balutet (1999: 17; Carrera: 2015: 1-19) again confirmed the presence of Eurocentrism among the power groups. They have left deep wounds within the communities, along with the difficulties of interaction between citizens and the State. The latter has always received the support of other nations with economic interests, going so far as to promote a long-standing civil war that lasted 36 years (1960 - 1996) between the national army and the population, whose motivation was defending a rightful demand for a deep socioeconomic and inclusive political change.

It is important to mention that Guatemala has also been dominated by US intervention and by two guerrilla groups: The Revolutionary Movement 13<sup>th</sup> November (MR-13) and The Rebel Armed Forces (FAR). However, Balutet explained, the latter fought for the concentration of personal power, showing absolute indifference to the problems and needs of the mostly native, population.

The greatest wickedness occurred when the government army, in its eagerness to eliminate the guerrillas in any way possible, attacked regular inhabitants to impose terror that would lead to greater anger in the face of such unfair treatment, which occurred simultaneously with routine, socio-political, and economic exclusion.

Later, due to internal complications of the guerrillas, the MR-13 and FAR disappeared and once their leaders had been annihilated, two new guerrilla groups emerged in the 1970s with various members of the two extinct guerrillas. These were the Guerrilla Army of the Poor (EGP) and the Organization of People in

<sup>4</sup> Argentinian Digital newspaper, distinguished in 2017 as the best digital enterprise by the KONEX foundation.

Arms (ORPA), as well as the first-time participation of native communities. This synchronization between guerrillas and native communities, not without prior, complex mediation, allowed them to become stronger in all aspects, while at the same time marking a distance from the State.

Guerrillas and inhabitants came together to face new attacks, massacres, destruction, and barbarism from the army. The offensive turned to the defensive so that the exodus of inhabitants increased, sometimes to escape extermination and sometimes to take up arms. However, despite international intervention in favor of the cease-fire, the army imprinted their attacks against the communities with even more viciousness and ignominy. This, in turn, led to the permanent uprooting of thousands of Guatemalans that escaped repression before, during, and after the civil war, due to the political and socioeconomic wounds that have not yet fully healed.

Garcia (2009), a former gang member of the Maras Salvatruchas and human rights activist today, gives his testimony in a presentation on the birth and growth of gangs in Guatemala. He states that Guatemala has never given importance to the needs of children, much less to those of young people, but he goes into detail about their death toll, which rises in multi-digit numbers: 1,976 deaths, and 90% unofficial executions, accompanied by intense social violence daily. 57% of the population lives in poverty, six thousand minors live in the streets and 49.3% of the population is chronically malnourished.

In addition to this, people live in constant and intense fear. "2008 was declared the most violent year in the history of the country", with more deaths caused by social warfare per day than in countries where a war had been officially declared, according to the author. Thus, the children of war, the generations that lived under these terrifying circumstances since birth, are under the influence of the Ecology of Fear and, consequently, of a culture of terrorism.

These permanent violations of human rights in Guatemala caused many families, generally from El Salvador, to take refuge in Los Angeles, California, in the United States. Young people adopted the "cholo" culture until they were deported to San Salvador. There were Maras Salvatruchas and 18<sup>th</sup> Street gang members from Guatemala. The life of these generations of US nationals that had language and cultural differences started their new life in Latin American environments in fits and starts, but later became empowered and took control of the local gangs and extended to the rest of Central America and on to Mexico.

Due to their rejection by the community these gangs, which were considered stateless opposition, were grouped into a "family" with strong emotional, organizational, legal, and solidarity ties they had never had as children and young adults. However, the

repressive environment where they had grown up led to an interactive distortion of universal values that was apparent in their interactions with others.

This behavior has generated controversy among specialists, but most of them agree that the existence of gangs, such as the Maras Salvatruchas, which developed out of violent contexts, must lead governments such as that of El Salvador and Guatemala to reflect on this grave situation. Both countries have been responsible for the existence of these generations of psychopathic characters and their dictatorial yoke on the communities. So, instead of holding gangs responsible for everything that happens in El Salvador and Guatemala, as well as applying an "iron fist" to put an end to these gangs, these two governments should prioritize preventive and rehabilitation measures that favor the establishment of better justice mechanisms to replace the one that does not work, concluded Garcia (2009).

### c) *Honduras, a Militarized Country*

According to Honduran sociologist Posas (1979: 53-64) this country also wears Eurocentrism, with its three characteristics, as an opportunistic tattoo. The State disregards the needs of its citizens and the shortcut to achieving economic development is apparent in the various coups d'état that are so typical of its government, and which were carried out with the financial assistance of foreign companies that deal in mining, industry, and arable lands, among many others since times immemorial. The consequence of this has been pervasive poverty, marginalization and an authoritarian regime working against its citizens.

The above conditions have led to civil wars since the emancipation from the Spanish crown in 1821, as well as to its annexing and separation from other countries, with the population being the only that suffers the consequences of such actions.

From the beginning, the history of Honduras as an independent country has been accompanied by El Salvador and Guatemala during the process of change. However, the ever-present political unrest in the country has resulted in permanent social uprisings that have usually been encouraged by neighboring countries. Continuous expenditure for army support in an effort to establish "law enforcement", leading to a continuous drain of the country's finances in favor of landowners that are conveniently instrumental in conspiring against the localized attempts to achieve financial stability. Honduras became subject to dependence from North American banana companies at the beginning of the twentieth century. In time, this situation led to the seizure of the economic and political control and to confrontations that occurred all over the country, resulting in civil wars that forced the government to acquire more debt to contain the volatile political and social situation. Among the actions taken were the non-

payment of public servant salaries that retaliated by providing poor services and a showing obvious lack of professional principles. They would subsequently be dismissed without the possibility of being re-hired, although always depending on the regulations established by the political administration in office. Therefore, uncertainty is a constant in all areas of daily life in Honduras even today.

Aguilar (2009: 699-707) also discussed the criminal networks in which Honduras has been trapped, as well as another one that does not appear in other studies: The manipulation of the media that is most capable of moving public opinion, due to article 274 of the Honduran Constitution. It allows high-ranking military commanders in Honduras to become entrepreneurs with the power to develop independently in the transportation, education, and communication sectors under the control of the business-military oligarchy.

However, he went on to explain that there exists a gap in the financial ceiling to the military budget, which increases gradually, while the justice system budget suffers a sharp decrease.

He spoke of the adverse situations that led to the coup d'état against President Manuel Zelaya in 2009, who had attempted to make constitutional changes for the good of the Honduran nation that would affect the interests of the military oligarchy, which the latter retaliated to with a coup d'état, despite international protest. Aguilar stated that "conditions that led to war, hunger and, exclusion in past decades continue to be the elements of daily life in the Central American social, political, and economic landscape of the twenty-first century".

The stateless and egocentric mental paradigm that was brought, seeded, and reinforced in Latin American countries by the Europeans since colonial times, represents a powerful, intangible chain that makes it impossible for Honduras to develop a sustainable national project.

Other obstacles to national cohesion, Aguilar continued, are the subordination of the State and elite to US capitals and their financial support, which is used to influence political decision-making. The circle closes, on one hand, with a bourgeoisie that uses political parties to consolidate its power and, on the other, with the unrestricted support of the U.S. military.

The Honduran army was created with the consent of the United States to overthrow the reformist Guatemalan government of Jacobo Arbenz in 1954. This support was reinforced when the Cuban revolution triumphed in 1959. Since then, the Honduran army has been the military arm of the United States in Latin America, established to bring down all types of governments, insurgencies and uprisings that are not in line with US interests. Like any well-trained institution, the Honduran army was very powerful and became a pivotal, autonomous political and economic node. It was

able to intervene in the decision to leave presidents in office or remove them at its convenience, through coups carried out with the complacent consent of the United States, although not so much of foreign interests.

The last coup d'état was carried out by the military oligarchy in 2009, leading to multiple demonstrations by the popular, artistic, and academic sectors that had never before participated and the subsequent retaliation in blood and fire on the part of the perpetrators. The National Popular Resistance Front (FNRP), a Honduran social organization, not a guerrilla, was established and brought various sectors together in peaceful demonstrations against the coup d'état and favor of the return of President Zelaya without any success.

It is important to mention that the FNRP has stood out for its brave patriotism, nationalism, and social resistance, despite the opposition from local groups that operate with foreign support and the repression against its people for the true democracy and socioeconomic development of their country (Castro, 2011: 43-74).

We can see that El Salvador, Guatemala, and Honduras are trapped in their contexts. According to Nuttin (1982: 69; 90-91), this situation of forced coexistence in difficult contexts, where individual guarantees are weakened through a pervasive tension and adrenaline that flow continually among adolescents during the various stages of development are what motivates behavior, causing motor disturbances, instability, immaturity, as well as depressive syndrome, all with traumatic effects.

Thus, human beings create an important link with their environment from which they copy what they observe to modify it, conforming it to their personalities that develop from the environment itself. Therefore, since the location, size, and geographic settlement, as well as overcrowding, injustice, and helplessness, among others, have an altering effect on behaviors and attitudes (Proshansky, Ittelson, and Rivlin: 1978: 11; 13; 419), adaptation to the environment aims to promote or prevent certain types of behavior.

Coronel (2013) mentioned that change generates uncertainty and anguish for human beings, especially when it comes to change caused by the migratory phenomenon, which causes psychological disorders that limit the socioemotional and affective domains. Individual personalities are a code and value capturing and assimilation process that occurs through daily interaction, but when sudden changes occur in the individual's life these changes may generate either temporary or permanent disruption. These crises usually arise during adolescence, during marriage, after the death of a loved one, or due to migration.

Change may also have a strong, sometimes positive influence on the personality of the individual that adapts easily. However, in some instances, the most

common negative reactions lead to psychosomatic and altered emotional states.

Several aspects are involved in the process of acculturation. For example, general culture, the motivation for traveling, the socio-cultural context in which settlement occurs, possible opportunities for betterment insofar as school, as well as personal and family welfare, climate, and health, among others. All the above help the adaptation process, but not before having to face various obstacles, such as possible rejection, xenophobia, and communication difficulties due to language barriers, among others.

Tizon (2004: 218- 225) also mentioned that children who have suffered important losses during childhood are more vulnerable to mental disorders in the short and long term. This mental instability, literal or symbolic abandonment (detachment, coldness, indifference) affects their state of mind and may lead to clinical depression or excessive self-demands, but may also lead to more severe extremes, such as psychopathy, perversion, fetishism, drug addiction, alcoholism, among other problems. Adults have a general tendency to underestimate these disorders and refuse to take responsibility for their consequences.

#### d) *Southeastern Mexico. Demographics on the Rise*

According to Pradilla (2012: 325), Mexico is made up of three regions. The northern region has an intensely vibrant economy but is completely dependent on NAFTA, so its growth, economic, social, and cultural structure are aligned with those of the United States. The central region has a large population and modern, highly developed infrastructure. However, its growth became stagnated after the 1982 recession and it is dominated by the fluctuations of the United States economy. Finally, the Southern region is the most underdeveloped, poverty-ridden area of the country since the Spanish invasion, due to overexploitation of its natural resources. Pradilla mentioned that, in despite great differences, as well as the opportunities the country has to offer in every geographical area, all cities and towns show a high degree of inequality, unemployment, and poverty.

With regard to the Southeastern areas of the country, such referents were appropriate in the past, for the state of Yucatan remained naturally insulated by peninsular land and water. The only way to go in or out was by sea. Havana, Cuba and the state of Veracruz were unreachable for the Mayan slaves who worked the farms for a meager salary. Bad communication meant there existed no sociocultural influence, aside from that originating among the dominant groups like hacienda owners, who formed an oligarchy that dominated both public and private spheres during the first millennium (Camara, 1977: 689).

Migrants, particularly from Asia and Lebanon, arrived to the state of Yucatan to provide cheap labor for

the wealthy henequen haciendas, which to date belong to a high trade hierarchy.

The southeast, however, especially the state of Yucatan began a radical change in the first decade of the twentieth century, with accelerated growth due to the henequen boom. Merida, capital city of Yucatan, distinguished itself in terms of modern buildings with multiple development services, as well as education, health, and social programs. Over time, the three Meridas, as established by Quezada (2001: 250), came into existence. The northern sector consisted of families of high, well-to-do and middle socioeconomic status. The southern sector was made up of popular housing, and the third Merida, was that of the constabularies and hells of haciendas where, even today, there is a rural atmosphere.

The different chronicles of the history of Yucatan establish the limitations of social, political and economic development. These limitations are due to that intangible tattoo of Eurocentrism that can be perceived in the bitter struggles among landowners accustomed to the power of radical autonomy, exercised for generations to suit their own interests. There were also various leaders that came together to integrate and ensure access to justice for the Mayan people. Finally, there existed another figure within political parties that had the same features of egocentric attachment of elites and State alike, which was part of corrupt and unpunished compromises. With some exceptions, this decomposed socio-political and economic fabric was the banner of all battles, which were dependent on the favorable or adverse status of the federal governments in office (Pasos, 1980: 381).

However, Yucatecan groups that have been at war for decades are territorial and watchful of their personal and family interests. In order to become part of their select group, it is necessary for people to meet all, or most, norms of decorum, education and culture considered appropriate for ego gratification. Financial status counts, but accountability for the improvement of the entire group is much more important. This is worth mentioning because these groups are known for their sense of solidarity and colonialist belonging that has prevented, to a certain extent, interference from other groups with different idiosyncrasies. Thus, they avoid the political and social entrenchment of others, as well as their, control, and indirect influence on the preservation of social welfare in the state (Sierra, 1994: 22-27).

After the 1985 earthquake in Mexico City, migration to the Yucatan peninsula increased, especially toward the capital city and to the most important municipalities of the state, such as Valladolid, Tizimin and Progreso. Subsequently, as of the year 2000, the influx of migration from the north of the state and from Mexico City to Yucatan increased simultaneously with the migratory flows from Honduras, El Salvador and Guatemala in an attempt to reach the United States by



the latter two. This Central American migration was possible due to the lack of any type of customs supervision in the borders with these countries. Therefore, entry into Mexico through Chiapas represented no problem since there was no migratory/customs supervision or control programs on the part of federal institutions (Castillo, 2001:4).

According to the State Population Council COESPO, 2010) in 2010, the population in Yucatan was 1,955,577. In 2015, it increased to 2,097,175, according to the National Institute of Statistics, Geography and Informatics (INEGI, 2015) and by 2019, it was predicted that the population would rise to 2,233,866 (INEGI forecast). There is evidence of international and statewide migratory flows that favor continuous state growth, into geographical areas that are generally infused with extreme social insecurity (Pech, 2011: 180-182).

Since 2020, the southeast region, including Yucatan has been known for its potential development through investment in real estate and modern land and flight transportation routes to take advantage of regional resources and modern infrastructure, with universities intervening in the process of territorial planning.

However, the take-off toward equality in terms of employment and elimination of poverty is still far from coming true. There is social welfare in the state capital and among the majority of indigenous communities, thanks to the recognized and demonstrated professional ethics of the State Secretary for Public Security, Mr. Felipe Saiden Ojeda, who is responsible for ensuring peace in Yucatan.

It is of utmost importance to present the results of the first study on secondary school migrant student inflows, conducted during the 2006-2007 school year to understand this phenomenon.

The first study was done among 102,611 students from 186 secondary level private, state, technical, and distance-learning schools in the three largest municipalities of Yucatan, namely, Merida, Valladolid and Tizimin. From this group, we obtained a sample of 7,222 migrant students in 78 secondary schools from all modalities, following stratified sampling with a 1% proportional distribution rate, and a 1% precision rate of 99%. This sample yielded a total distribution of 1,400 school migrants and the results appear in Table 1 below.

*Table 1: Quantitative Result of School Migrants from the First Study*

School sample 78		Student sample 7,222		
School migrants	Total	Male	Female	Percentage
Inter-state	728	331	397	52%
Inter-municipal	644	310	334	46%
International	28	13	15	2%
Total	1,400	654	746	100%

*Source: Prepared by the Author from Research Data.*

As we can see, 27 of the 32 states presented migration to Yucatan, with 21 of these being higher education students, out of 728 students in all.

Of the 106 municipalities, 73 presented migration by 644 students to the three most attractive areas of the state, particularly to Merida.

Yucatan presented a migration of 20 higher education students, out of 28 students that migrated

from Canada, Costa Rica, Cuba, the United States, France, Honduras, Peru, and Switzerland.

In the second study done during the 2010-2011 school year, the sample consisted of 2, 541 students in 26 schools in Merida, including nine federal secondary-level schools, six state secondary-level schools, nine distance-learning schools, and two private schools. The results obtained appear in Table 2, below.

*Table 2: A Second Study on School Migrants*

School sample 26		Student sample 2,541		
School migrants	Total	Male	Female	Percentage
Inter-state	187	101	86	57%
Inter-municipal	121	70	51	37%
International	21	12	9	6%
Total	329	183	146	100%

*Source: Prepared by the Author from Research Results.*

Interstate migration. Yucatan is not included among the 32 states of Mexico because it is a recipient state. However, 187 students from 22 states migrated to the Yucatan peninsula, and out of those, adolescent students from as early as primary school corresponded to 10 states. As was the case with the first study, the

state of Quintana Roo is the most important provider of migrant students, followed by Mexico City.

It is also important to mention that, similarly to the first study, inter-state adolescent migrants came from developmental hubs with an intense economic activity, expected to ensure welfare for the communities.

However, the deportation of families from these hubs, mainly due to the "pockets of a failed or ungovernable State", which was established by Buscaglia and mentioned by Verduzco (2012), was confirmed by the testimonies of migrants in that second research study.

Inter-municipal migration. Of the 106 municipalities in the state of Yucatan, migration in the case of 30 went to Merida, with 121 adolescents attending secondary school. The highest number of inter-municipal students came from the municipalities in the outskirts of Merida.

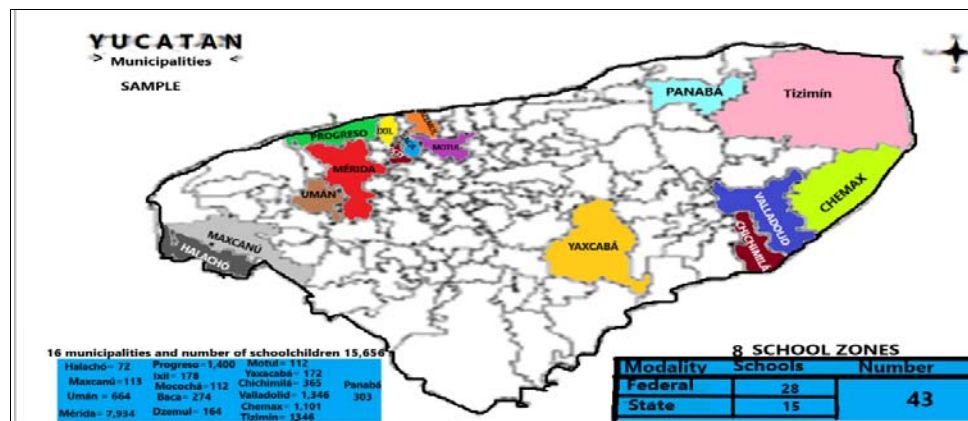
International migration. Migrant students came from six different countries that provided 21 migrants to

Merida: Argentina, Canada, Cuba, the United States, Spain, and France. Of these, the highest number of migrant students came from the United States.

#### e) Third Quantitative Study on Migrant Students

For this third study, which was done during the 2019-2020 school year, a sample of 43 federal and state secondary-level schools was taken with random distribution throughout 16 municipalities of Yucatan concentrating 15,656 students aged 11 to 16.

Map 1: Municipalities Sample of Yucatan.



Source: Prepared by the Author from Research Results.

The migratory flows of the aforementioned sample appear in Table 3:

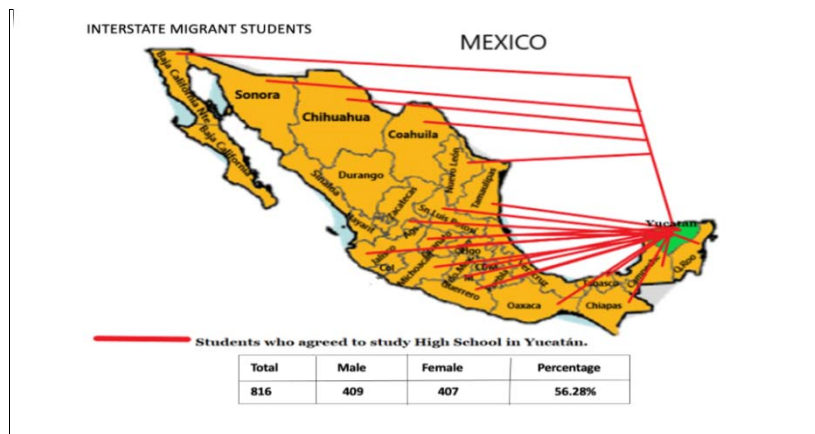
Table 3: Third Study of School Migrants to the State of Yucatan.

School sample 43		Student sample 15,656		
School migrants	Total	Male	Female	Percentage
Inter-state	816	409	407	56.28%
Inter-municipal	586	286	300	40.41 %
International	48	29	19	3.31%
Total	1,450	724	726	100%

Source: Prepared by the Author from Research Data.

*State Migration:* 24 states presented migration of 816 students to the southeast area of Yucatan. Of these, five went into primary school. The state of Quintana Roo is the main provider of school migrants, followed by Mexico City, as was the case in the two previous studies. It is important to mention that the state of Quintana Roo has an intense economy, consisting of tertiary activity. The same can be said for Mexico City. However, the latter involves all the industrial and tertiary productive nuclei, although social insecurity continues to be intense in both states. This reinforces the theory presented by Verduzco (2012) and Pradilla (2012), both of them based on the testimonies of the migrants.

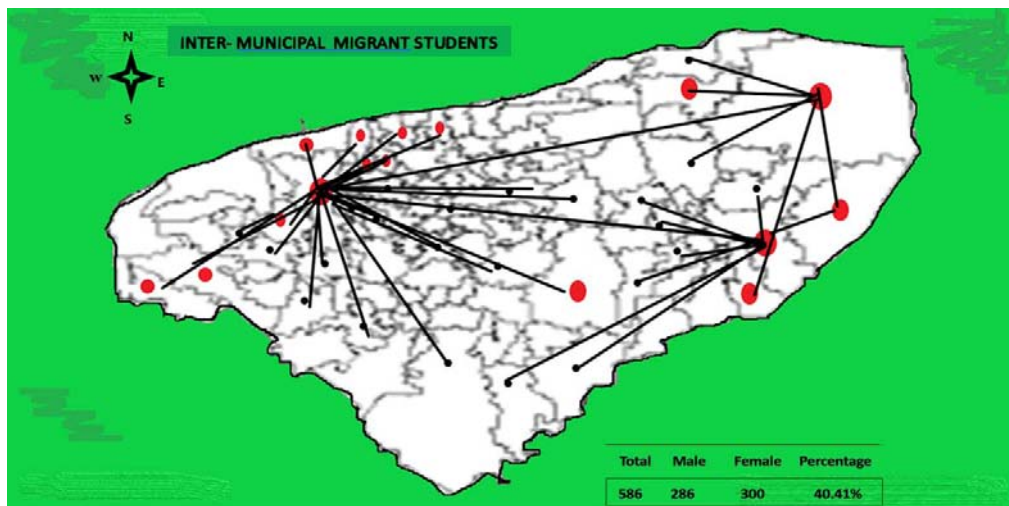
Map 2: Interstate Migrant Students.



Source: Prepared By The Author From Research Data.

Inter-municipal migration: 16 municipalities presented migration of 586 students to the most attractive municipalities in the state: Merida, Valladolid, and Tizimin, as was the case with the first study.

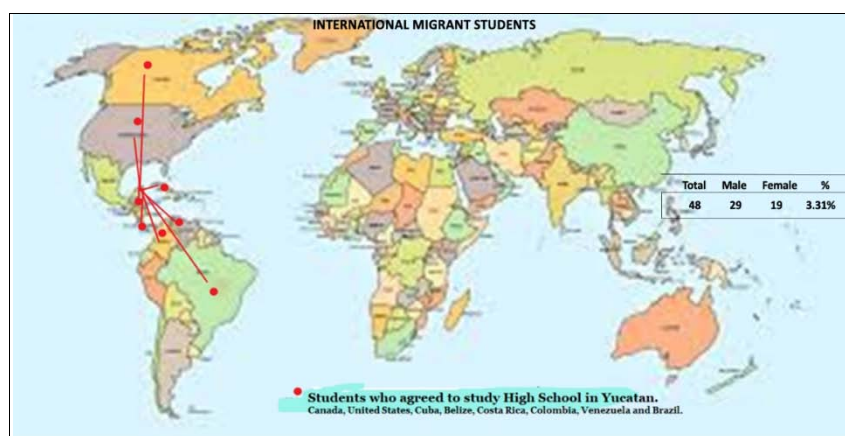
Map 3: Inter-Municipal Migrant Students.



Source: Prepared by the Author from Research Data.

International Migration: 48 students from nine countries migrated to the state of Yucatan with the United States holding the highest number of migrants, as was the case with the two previous studies.

Map 4: International Migrant Students.



Source: Prepared by the Author from Research Data.

As we can see, these are not homogeneous quantitative samples used to make numbers match. These studies attempt to follow up on the flows of migrant students to determine the causal variables of interaction from different perspectives, including violent tendencies that are present both in the victim and in the aggressor.

Thus, the first study was done in the three municipalities with the greatest student body, including Merida, Valladolid, and Tizimin. Ninety percent of interstate migration was due to social insecurity. In the second study, only schools in the municipality of Merida were studied, showing considerable satisfaction among migrant interviewees within the Yucatecan context. In the third study, schools were selected randomly, based on specific zoning. Notwithstanding the quantitative and qualitative adolescent migratory flow, an increase of exclusion, as well as family and social disinterest in the promotion of safe upbringing and development have been demonstrated. The above leads to aggressive behaviors, against the self and others, such as copycat attitudes, drug abuse, or suicide.

In 41% of interviews with state and international migrant students and their parents, it was possible to determine the difficulties of sociocultural adaptation to the Yucatecan geographic context. Adaptation to school discipline and regulations was even more difficult to achieve. This was because a meeting had to be held between the student's parents or tutor and the school's authorities, to discuss the consensual application of school guidelines. Of course, said guidelines are rarely met with everyone's consent. One of the salient questions was why those guidelines for student security, both in and out of school, changed, when according to the testimonies of 89% of all migrant families and 20% of international migrant students to Yucatan left their homeland due to social insecurity and nonexistent social justice or communication and participation.

Did these rebuffs and omissions allow for the birth of another proactive mental paradigm, as Proshansky, Iltelson, and Rivlin (1978), Nuttin (1982), and Aruj (2008) mentioned? In this case, it was possible to establish that migrant students with irregular, permanently aggressive, or extremely passive behaviors are not to be held responsible for their behaviors since they only repeat what is learned at home, among family members or close adult relatives, such as exclusion and indifference towards the acquisition of values. To better understand this, those managers who were interviewed mentioned that, in this third study, migrant families, both international (31%) and inter-state (10%) were generally very demanding, and expected situations must meet their expectations or their interpretation thereof, in direct contrast with the amicability and willingness to negotiate of most families in Yucatan.

Proactive and reactive differences, with a reflection on student life among migrant families, are

also mentioned. "...people who come looking for peace are more tolerant, but those who are fleeing from instances of kidnapping, extortion, or homicide are very nervous and excessively aggressive. Therefore, it seems that they tend to vent the anger they carry inside, but there is no point in dumping these issues on those of us who are only in charge of school matters".

School administrators mentioned that the families of these impulsive and excitable migrant students generally do not approve of these guidelines. Therefore, the "General guidelines for the establishment of democratic, inclusive and peaceful environments for school coexistence" (SEGEY) were developed and must be signed by all prospective students before enrollment to any school. All school principals mentioned that the families of migrants who present these difficulties in enforcing discipline in school areas, generally also have difficulty enforcing it at home. Social workers that make daily visits to the homes of parents who work all day find there is no one to supervise these children or guide adolescents, in establishing appropriate study habits self-organization, as confirmed by Pederzini (2008). Another aspect has to do with the lack of significant, friendly communication with children, to teach them how to coexist socially, due to disinterest in getting involved with the school performance of their children and, most likely, in their behavior both at home and at school, as mentioned in the OAS study (2010).

It was also possible to demonstrate the relevance of these two areas of responsibility during the Coronavirus pandemic that forced students to be homeschooled and schools to find technological strategies to provide distance learning<sup>5</sup> for their students. Thus, families who were in the habit of overseeing the performance of their children at school found a way to make sure their children would comply with their assignments. Regardless of a family's socioeconomic status, they used any tool that was made available to them by the educational system to ensure compliance with distance learning<sup>5</sup> television, radio, internet networks, WhatsApp, textbooks, cell phones, etc. Principals describe cases of national and international migrant students of middle, upper-middle, and affluent socioeconomic levels that unfortunately did not have the support of the family to help in facing the consequences of negative actions. For example, a student who came from state X had access to a credit card and, through persuasion, convinced his classmates to provide him with the credit card information of their parents to download the UBER

<sup>5</sup> Schools in Yucatan had already prohibited the use of cell phones inside school premises due to their misuse on the part of some students, against some of their peers. However, these devices became necessary during the Coronavirus pandemic, so in unsupervised homes, there existed no rules for their use by unattended students



application and have UBER car service at his or her disposal any time of day or night and to make all sorts of purchases. All this while at the same getting his or her peers to emulate these dishonest actions.

There are also cases of adolescents from X countries or states that specialize in stealing cell phones from their classmates, to pawn them in exchange for money. Delinquent gang members are bound to be discovered when the whistleblowers inform school authorities, out of either naivety or age, claiming nonpayment on the part of gang member X for stealing a cell phone, taking out the GSM chip, and extracting it from school premises for delivery. "Parents of students in this second example usually react aggressively and violently against school authorities, making threats of official complaints to Human Rights for "insults" and "bullying" against their children." Each meeting turns into exhausting debates that make focusing on priority issues, such as attention to the possible options for increasing student achievements and educational quality, to focusing endless mediation between parents and school authorities. In some sporadic cases, these migrant families chose to transfer their children to other schools, along with their personal, social, and organizational interpretations.

Another challenge that schools in the sample had to face was attendance and punctuality problems. These two determining aspects of professional and social success seem to be quite unimportant to 30% of the migrant families interviewed. Some of the comments received were "He doesn't want to get up!", or "What am

I supposed to do if he doesn't want to go to school?. There is nothing I can do; I have to go to work....!"

It is worth mentioning that these families correspond to the middle, upper-middle, and affluent socioeconomic status. Given such indifferent responses regarding the education of their descendants, we were able to determine there exists a grave lack of motivation among the majority of the migrant families concerning providing support to their children, as Giorguli and Serraltos (n/d) and Muro (n/d), among others, mentioned. In this way, it we can see that traditional families, as conceived in the past, had taken on another more detached and indifferent paradigm to the axiological and formal development of these migrant descendants.

Another aspect presented in this study, which was given exposure by international school migrants themselves, was made known thanks to a fortuitous situation that occurred during a geography class. It was possible to do a follow-up. However, we believe that a more in-depth study should be made *in situ* about the situation that was exposed, as well as presenting it hereunder.

Some examples of this are the change of routes of the massive Central American migration toward the United States, which used to go through Guatemala, via Chiapas but which, due to restrictions, caused migrant caravans to become less densely populated caravans that moved towards Belize to enter Mexico via Quintana Roo.

Map 5: International Migratory Route to the State of Quintana Roo, Mexico.



Source: Prepared by the Author from Research Data.

However, according to testimonies given, families change nationality and ensure smooth transportation services as long as they can pay the stipulated amounts upon arrival in Belize, only. However, in Mexico, the cost for the acquisition of the Mexican nationality is higher, whenever entrance is done through Quintana Roo, through Mexican territory, to reach the United States without any problems. These routes are controlled by the Maras Salvatruchas, who have

removed all tattoos from the face and body to go unnoticed.

It was possible to confirm, through the testimonies given, the emotional state of Central American countries, such as Honduras, Guatemala, and El Salvador where Eurocentrism, with all its aggressive power and the exclusion, injustice, and extreme marginalization in which their communities are trapped, Dusell (1966), Celis (n/d), Posas (n/d), Aguilar (2009) and Balutet (1999) mentioned in their studies.

The routes for entrance into Mexico through Quintana Roo do not have the operational surveillance or infrastructure to set up limits. However, this entrance is not so much made up of families fleeing their countries in search of better contexts of social welfare and security, but of families with obscure connections, who are lawless and do not respect the rules of coexistence, except those of its members. Most of them are drug traffickers, kidnappers, traffickers of women, extortionists, and hitmen. They are all grouped into "family gangs", whose money is used for illegal activities and is always sufficient to allow the destabilization of social order without legal consequences therefor.

These "family gangs" lead their offspring using the same purport, so that their behaviors will be similar to those of their parents, which are also apparent in school and among their peers. Schools are usually the places where it is possible to learn about the family history of each child since, according to Tizon (2004) the child's behaviors go hand in hand with those of the family and its social context, whose reactive intensity can cause mental disorders.

It is worrying that many school migrants in full psychosocial and emotional development are defenseless when they become part of the migration phenomenon. This is true when they were born and raised within geographical areas, whose State has a dictatorial and authoritarian regime based on Eurocentrism. Due to their young age, these children are unable to escape the evil of such family patterns, thus becoming conditioned to them and becoming, both in the short or long term, statistics of the social scum.

On the other hand, one must wonder about the existence of oppressive regimes, as well as of crimes against humanity, which are replicated and reinforced in the twenty-first century, and with the legislation of international organizations constantly pointing at the attack against children and adolescents, regardless of race, country of origin, sex, religion, or socioeconomic status.

### III. CONCLUSION

Critical geopolitics focuses on the importance of urban and territorial planning where governance has a relevant role in the structuring of social welfare, avoiding compartmentalization of the regions to offer alternatives for education, growth, and human development among these groups.

Even today, a significant number of countries in Latin America suffer the ravages of the characteristics of Eurocentrism that have been present since its inception. Socioeconomic and political practices are an intangible envelope that prevents the development of democratic, communitarian Latin American societies, notwithstanding the development of corporations and international ad hoc legislations. Therefore, the study of

this atavism must be a priority to attempt a possible transformation to unlearn the old and learn a new democratic mental paradigm of belonging and inclusion, to enable the construction of cultured, physically and mentally healthy societies where children and adolescents (C & A's) feel safe within their family and social environment.

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GLOBAL JOURNAL OF MANAGEMENT AND BUSINESS RESEARCH: G  
INTERDISCIPLINARY

Volume 24 Issue 1 Version 1.0 Year 2024

Type: Double Blind Peer Reviewed International Research Journal

Publisher: Global Journals

Online ISSN: 2249-4588 & Print ISSN: 0975-5853

# The State of Education in Ukraine and The Role of Education Managers in Problem-Solving

By Zamanov Taleh Arzu

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**Abstract-** For an educational system, or any system for that matter, the terms which lift the weight are management and leadership. By the dawn of the past century, much attention has been given to these two terms for their magnitude of importance and implication. When it comes to the educational facility and the question of allocating the available resources to achieve the maximum goals, it becomes crystal clear that a figure with influence is needed in the educational playground, so to speak. This review shed some light on these points and illustrates their use.

At the beginning of the 21st century, there is great interest in educational leadership in war-torn countries because of the widespread belief that the quality of leadership has a significant impact on school and student outcomes. It is also increasingly recognized that effective leaders and managers are required to provide the best possible education for schools or their pupils. Schools in conflict countries need trained and committed teachers, but they, in turn, need the guidance of highly effective principals and the support of other senior and managers. Although the need for effective leaders is now widely accepted, there is less certainty about it which leadership behaviors are most likely to produce favorable results.

**Keywords:** *ukraine, strategy, leader, school management, places of conflict.*

**GJMBR-G Classification:** *FOR Code: 139999*



THE STATE OF EDUCATION IN UKRAINE AND THE ROLE OF EDUCATION MANAGERS IN PROBLEM SOLVING

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# The State of Education in Ukraine and The Role of Education Managers in Problem-Solving

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**Abstract-** For an educational system, or any system for that matter, the terms which lift the weight are management and leadership. By the dawn of the past century, much attention has been given to these two terms for their magnitude of importance and implication. When it comes to the educational facility and the question of allocating the available resources to achieve the maximum goals, it becomes crystal clear that a figure with influence is needed in the educational playground, so to speak. This review shed some light on these points and illustrates their use.

At the beginning of the 21st century, there is great interest in educational leadership in war-torn countries because of the widespread belief that the quality of leadership has a significant impact on school and student outcomes. It is also increasingly recognized that effective leaders and managers are required to provide the best possible education for schools or their pupils. Schools in conflict countries need trained and committed teachers, but they, in turn, need the guidance of highly effective principals and the support of other senior and managers. Although the need for effective leaders is now widely accepted, there is less certainty about it which leadership behaviors are most likely to produce favorable results. I explore the theoretical foundations for the field of educational leadership in conflict countries, evaluate management, different leadership styles, and discuss evidence of their relative effectiveness in developing successful schools.

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## 1. INTRODUCTION

During times of conflict, the civilians affected often have to make several life-or-death decisions: where to go to find food to eat, whether to flee their homes, and where they should go if they flee. During these turbulent periods, there is often the danger that other less immediate areas of concern are neglected, one of which is education. Given the surge of refugees and internally displaced persons leaving their homes for safer locations, this issue has come into particularly sharp focus.

In many parts of the world, there are conflicts that have a negative impact on education. Although education may continue during conflict, this conflict has a negative, direct impact on education and its quality due to the prevalence and risk of violence, fear and security problems. It destroys schools; causes schools to be used for military purposes or as shelters for

displaced families; puts teachers and students at risk of being killed, injured or kidnapped; and causes psychological trauma [Sapre 2002: 101-8]. Indirect consequences of the conflict include displacement, deterioration of health services, increased demand for domestic workers, and lack of social opportunities to provide educational services [Bush, 2003; Kimani, 2011; O'Malley, 2010]. Government budgets under pressure are also directed towards eliminating the consequences of the conflict [Ali, 2021: 51]. While conflict can destroy the foundations of education systems, it can also overlap with other problems that differ from one society to another, such as exacerbating conflict and hindering the progress of any development efforts.

"Why is it so important to focus on education at the very beginning of a crisis?"

"There are several reasons for that. First, it is because we are talking about youth and children's futures. We also know that the longer a child is kept out of school, the less chance he or she has of returning. For this reason, limiting time away from school is incredibly important. War creates chaos. From a child psychology perspective, it is important that all children have some routine to their lives. If children living in a warzone cannot go to school, the routine disappears, and they will have trouble recovering from the crisis," says Ollie. "Life as a refugee is also demanding for parents. They often have to spend much time figuring out where to live. They may have to build their own shelter, or they may have to stand in line for food. If they have several children, it can be difficult to make ends meet in terms of the purely practical as well. It is therefore a help to them to be able to drop their kids off to school, knowing that they are there with responsible adults. That makes life easier."

The conflict in Ukraine has a strong impact on education. For example, UNICEF [UNICEF: 2015] reported on the impact of the war on education in Ukraine, stating that the number of school-aged Ukraine refugees will increase to 1.3 million in 2022, with an additional 1.4 million children at risk. In addition, the report notes that access to education is a major concern for displaced children, who make up at least 20% of those enrolled in schools in government-controlled areas. The war in the neighboring country of Russia caused feelings of fear resulting in social isolation, psychological disorders, reduced academic achievement and lack of progress due to conditions that

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adversely affect children's attention and interest [Rahima, 2017: 220–255]. The armed conflicts in Ukraine have also led to reduced government budgets and mismanagement of the budget for education, leading to poor student-teacher ratios and a shortage of qualified and trained teachers [Ministry of Education., 2016]. Such factors have forced many children not to go to school, and those who enroll later do not continue their education. These direct effects lead to other indirect effects that may be more harmful to society and therefore require careful examination of these effects from different perspectives, including teachers, children, families and other components of society.

## II. EDUCATION IN UKRAINE

Thinking of peacebuilding in the post-conflict era is a sustainable approach; however, it is crucial to emphasize social development; address the underlying impacts of conflict, such as political, economic, and sociocultural inequality and injustice; and understand the politics and other complex factors [Bush, Saltarelli, 2000]. Before developing a peacebuilding approach for the Ukraine context, it is vital to initially reach a deep understanding of the impacts of the war on education in Ukraine where the conflict overlaps between ethnic and sectarian influences, and regional and international interventions, considering the social and cultural components. In other words, analyzes of the conflict's impacts on education are needed because designing educational pathways without carefully examining social contexts may lead to opposite impacts. It is therefore crucial to have positive peacebuilding initiatives that seek to deconstruct the structures of violence and construct the structures of peace [Baron, 2001]. In this paper, we argue that understanding these contexts helps to develop education on the one hand and helps to develop peace on the other. This paper mainly answers these research questions: (1) What are the direct impacts of war on education in Ukraine? (2) How do local contexts shape these impacts? (3) How do the negative aspects of war interact to affect education? The originality of our paper mainly relates to highlighting the negative impacts of the war in the Ukraine context, providing a simple model of the interaction of the war's impacts on education, and that any future treatments dealing with peacebuilding in Ukraine need to consider these findings in advance.

### a) *The Impact of War on Education and Initiatives to Repair War-Emerged Education Systems*

Although there is a consensus that education can have both positive and negative effects on social relations [Baron, 2001], scholars agree that education is important for building peace in conflict-affected countries by focusing on the structure of education; reduction of ethnic, religious and regional inequalities; poverty eradication; and teaching about controversial

issues, history of violence and human rights [Bush, 2000]. Recognizing the importance of education in the post-conflict stages, many states have implemented policies and initiatives to help rebuild war-torn education systems. For example, Donetsk in Ukraine has made progress in increasing the number of schools and/or encouraging students to enroll. Such progress has been attributed to the implementation of several initiatives and policies, namely development of Donetsk's own curriculum framework with consistent language teaching, expansion of affordable mobile phone and internet services, cooperation between community members and international organizations on educational opportunities, school census for collection and reporting of education system data. development and testing of an early grade reading assessment strategy in Mariupol in December 2022. Specifically, the collaboration between the community members and international organizations helped with providing basic and vocational education, leading to the improvement of education in Ukraine. Although Donetsk is the closest city to Mariupol, the cultural and social differences between the two cities make it difficult to transfer experience. Furthermore, the nature of the differences at the root of the conflict calls for different approaches to peacekeeping.

Among different social consequences, the lack of education increases child labor and creates a fertile ground for recruiting underage Ukraine children for war purposes. Without proper education, Ukraine's new generations will not be able to shoulder the future burden of reconstructing the economy and the state, which are currently being destroyed. However, there is an urgent need to approach this problem in connection with other factors in the Ukraine society wherein external interference, sectarian divisions, tribal differences, and political strife are feeding the conflict. proposed the design of an education system in Ukraine that focused on developing the communication channels with tribal peoples, seeking to marginalize those within them, using economic and humanitarian methods through literacy and digital integration. While the is one of the factor that make up the complexity of the conflict in Ukraine, exploring the effects of war on education in its social or cultural contexts is crucial for developing peaceful dialogues and unified national education plans and curricula.

Further, while the path to peace and stability in society demands practices that allow for gender equality and empowerment, improved water and energy sustainability, economic growth, and reduced inequality within and between nations [Higgins, 2019, 127–145], pedagogical practices at schools lie at the heart of repairing the school education system [Baranovicé, 2001, 13–26]. Ukraine strongly demands the implementation of peace education in schools and media. However, attention toward strengthening



historical identities should be approached and conducted with much care, since history education may act as a weapon of war. As contexts differ, the impacts of the war also vary. While our findings support previous studies, they also contextualize the impacts of the war on education in Ukraine, which is an essential and initial step for developing peace-building strategies that are suitable for the country. Following is a discussion of the study design.

The beginning of the school year during the war was a great test for Ukraine. According to the Ministry of Education of the country, every seventh Ukrainian pupil or student is in the countries of the European Union, which is approximately 640 thousand children. In early August, the European Commissioner for Internal Affairs, Ylva Johansson, said in an interview with the newspaper "Ukrainian Pravda" that about 4 million Ukrainian citizens, mostly women and children, were granted temporary residence permits in the EU (about 6.5 million people left the country during the first phase of the war). According to Johansson, all school-age children currently in the EU must study at the place of registration, but if possible, they can also study remotely at a Ukrainian school. In Ukraine, according to official information, more than 2,000 schools were damaged because of Russian army fire. About 300 buildings were completely destroyed. An estimated 38 schools were destroyed in occupied Mariupol, which was practically wiped out by the Russian army.

Ukrainian authorities allowed face-to-face classes only if there was a bomb shelter in or near the school itself - so about 40 percent of all schools in the country were able to open the doors to students in the classroom, while the rest organized online learning. During full-time education, the child should wear a special bracelet on his arm, where not only his name and surname, but also blood type, address, and information about his parents should be recorded. The reason for this was that the Russian army fired rockets at both hospitals and educational institutions during school holidays in the summer. This does not guarantee that Ukrainian schools will not be destroyed by the Russian army after the start of education. Air raid sirens sound almost every day in many Ukrainian cities. For many Ukrainians - not only schoolchildren, but also those returning to their workplaces during the war - the daily reality is the need to go down to a bomb shelter or at least a basement after the sound of a siren.

The Ukrainian authorities understand that not all parents will agree to send their child to school for full-time classes, even if there is a bomb shelter, so at the beginning of the school year it was necessary to choose one of several options for education: face-to-face, distance, at home, external education. Individual and family forms of education are also implemented for children in the occupied territories of Ukraine. The

Ministry of Education has developed a special online program for them.

Children evacuated from the war zone, as well as those living under occupation, can start education throughout the academic year, not necessarily from September 1. Some parents have chosen distance education in five Ukrainian regions partially controlled by Russia: Donetsk, Zaporozhye, Luhansk, Kharkiv and Kherson. According to the officials of education departments in Kherson region, 91 schools have started functioning with the participation of teachers and school principals appointed there by Moscow. However, according to the register of educational subjects, there were 457 secondary schools in Ukraine before the war, of which only 65 were located in Kherson.

Many Ukrainian teachers who left their homes with their children after the outbreak of aggression were deployed in the EU countries. About 11 thousand teachers remained in the occupied territories, about 24 thousand went abroad, some found work in the EU in their specialty. In the countries that receive the largest number of refugees not only in terms of numbers, but also per capita - Germany, Poland and the Czech Republic, classes have appeared in which training is conducted with the participation of Ukrainian specialists.

The Czech authorities assumed that 130,000 refugee children would stay in the country to study. However, in the end, according to the minister of Education Vladimir Balash, 57-60 thousand students from Ukraine, who should receive primary school education, began to study. The minister said that the figures are still being clarified, and this is only a quarter of the children who fell into the Czech Republic after the start of the war. According to the Ministry of education of the Czech Republic, 5,000 Ukrainian high school students were supposed to enter secondary schools, but education in the Czech Republic from the age of 16 is not mandatory, so these students were paid less attention, and not all of them received education. In order to study, they need to learn the basics of the Czech language. Adaptation courses worked all summer long, and some children, without knowing the language, began to study in Czech schools in the spring. But despite this, there were few Ukrainian children in secondary schools. The Czech authorities believe that older children continue to study online in Ukrainian schools, although they still live outside their home country.

Primary classes of individual Ukrainian schools were organized, for example, in the city of Kolin near Prague. Here the Ukrainians were given a promise in one of the schools - training is carried out in Ukrainian and Czech in parallel at the initial stage. In Prague, refugee children are assigned to classes whose language of instruction is Czech, but on weekends children go to schools where teaching is conducted in their native language.

According to the Polish authorities (this country has received the largest number of refugees in the EU), some children from Ukraine chose distance education in their native language, and not education in schools. The minister of Education Przemysław DKK said that instead of the expected 300000 students from Ukraine, 185000 children were enrolled in schools in Poland, explaining that this is due to the possibility of the Ukrainian authorities to start online education.

While in Ukraine, Ylva Johansson said: the European Union expects the temporary protection regime for Ukrainian refugees to be in effect until March 2024. According to him, this does not mean that the war will end by this time, but one can hope for it. Then refugees from Ukraine will be able to return home with their children. But if the battles do not stop, then the protection program will most likely be extended.

Management, like any activity, should take into account not only its static characteristics, but also the dynamics of the implementation of the effect, the interaction of various rings, their development, that is, in other words, all processes. In turn, management processes have many features that indicate the specifics of their movement and implementation. Among these features, the most important is the differentiation and integration of management processes. Today, Ukrainian Education strives for this.

#### b) *The Role of Educational Managers in Solving Educational Problems in Ukraine*

The school manager must overcome the vision of education as training, recovering for the pedagogical space of professional education values such as justice, solidarity, cooperation, equality, respect for differences as opposed to competition and individual merit, prejudice, priority tasks of a democratic school, making it a space for dialogue and collective debate, is a way to resist current pressures.

##### i. *As Chiavenato (2012, p. 335-336) points out*

There are seven dimensions of power tactics: 1. Reason: use of facts and data to elaborate a logical orrational presentation of ideas. 2. Kindness: use of compliments, creating a climate of goodwill, humble posture and attempting to seem friendly when making an order. 3. Coalition: getting support from others in the organization for a particular idea. 4. Bargain: use of trading by exchanging benefits, favors or advantages. 5. Affirmation: use of a direct and vigorous approach, repeated reminders, orders for compliance, or citation of rules that require obedience. 6. Senior authorities: getting support from the highest levels of the organization for the idea. 7. Sanctions: Use of rewards and punishments, such as promises or threats regarding salaries, performance evaluation, or promotions.

Before anything, the manager needs to break old paradigms and build a new identity for the school,

because there is a custom or even vice, of the servants who work in public schools, of them make the extension of their homes. Especially in early childhood education units, perhaps it is because their origin is based more on care, on assistance than on educating; but it occurs is that most of the time it is the public "school" breakdown that has to suit the employee, who feels comfortable to disco ply with the rules of operation. Therefore, in view of the confrontation between the management of the servers and this reality, briefly presented, it is understood that it is more than necessary to develop in schools policies of management of servers. However, acting in this perspective requires knowledge, administrative and pedagogical maturation from the management team; because democratic management has been confused with paternalism, omission lack of attitude towards non-fulfillment of commitments.

##### ii. *Asseverate Alvarez (2014, p.73)*

The school rules have its own structure, composed of elements such as: introduction; articles regulating the functioning of the elements of the structure; articles relating to coexistence; articles that include the provision of immediate solutions in the face of contingency situations; articles establishing the conditions for amending the Regulation itself.

However, it is necessary to reinforce the need to invest in growth, in the first personal qualification of individuals who are part of this important social group that is the school; then in your professional improvement. It is important to take another look at the school composition, which needs to be taken seriously and should be perceived in the light of legality for positions and functions, that is, as familiar as it may seem, the school is a company, an institution. It is necessary to unveil the eyes and excel in a management whose administrative bases are well-defined and structured in statutes and career plans; recognizing, yes, that this composition is made by people who deserve and need to be respected in their rights, but that for this they need to know them, as well as their duties.

In democratic management, there should be understanding of school administration as a means of activity and gathering collective efforts to implement the purposes of education, as well as the understanding and acceptance of the principle that education is a process of human emancipation; pedagogical political plan (P.P.P.) it should be elaborated through collective construction and that in addition to training there should be the strengthening of the School Board. [Paraná, 2012, 25]

The policy of continuing training in service is salutary in this personal and professional construction, where everyone participates together in the knowledge of the functions and importance of each professional

within the school, where each sector can share their doubts, anxieties and difficulties and each server can self-evaluate and evaluate the other, with the sole purpose of confirming the successes and reviewing the failures. For this, it is necessary to develop the "culture of listening".

It is worth remembering that institutional evaluation is an indispensable tool for planning, management and other activities that constitute the nursery curriculum, having a critical but comprehensive view, with objectives and methodologies defined democratically, with rigorous and consistent processes and instruments from the theoretical, technical and political points of view, covering more than the production and quality of people's work and also the institution itself. In a way, it is a procedure for detecting positive and negative points, allowing to outline actions, individual and collective, of institutional improvement.

The teacher's education and their level of participation in the political decisions of education play an important role in the pedagogical project process, both in its specific pedagogical dimensions and in its political dimension, as critical citizens and aware of its social role. Consequently, poor professional competence at any stage will affect the other. On the other hand, any reflection on teacher education will point to the political-pedagogical discussions about the society that is intended for what is meant by citizenship, the social role in this context, and the types of linkage existing between other public policies.

Only by maintaining the organization and participation of all those involved in the educational process, we will be able to impose the group's will and ensure the principles by articulating pedagogical management, obtaining positive points in internal and external school performance.

The implementation of democratic and participatory management is closely linked to the attitude and conceptions of the school manager, which can contribute or hinder the implementation of participatory processes. The school community has not yet appropriated the public school that is still seen as the property of the government or school staff, favoring the teaching and administrative segments. All segments of the community can and should participate in management if well-defined criteria are established to guide and define this participation.

Law 9394/96 articulates that despite the difficulties arising from the implementation and functioning of school collegiate, these are a mechanism capable of promoting the stripping of the domination of one person, overcoming monocracy as a logic of the functioning of school management.

For democratic management to take place in day care centers as well as in other public schools, it is necessary to include the subjects in the teaching unit in the elaboration of their actions and to raise awareness

of the entire school community, about what is and how democratic management is done.

### III. CONCLUSION

Studies of the impact of wars on education in Ukraine and Azerbaijan have shown that conflicts affect children in several ways: from direct deaths and injuries to more subtle but lasting and irreversible effects on school, health, nutrition, future opportunities and well-being. Exposure to violence worsens, above all, the educational level of children. In the countries studied, conflict zones are inhabited by more than 20% of all primary school students, but they make up about half of the children attending extracurricular primary (UNESCO, 2011, 2013).

In countries affected by the conflict (especially in Ukraine), young children are more likely to drop out of school than elsewhere in the world, while in these countries only 65% of children go to the final grade of Primary School, in the conflict zone this figure is 86%. Another issue is the negative impact of conflict in terms of reducing the number of years children spend at school or transferring to another school. These effects, in turn, have a significant negative impact on the future life prospects of children, including access to the labor market, earnings and the state of Health in adulthood. These results emphasize the importance of reforming education systems in war-torn countries. This sometimes poses a serious problem for countries that have experienced decades of wars or conflicts. On the one hand, the destruction of infrastructure, social institutions and markets can create serious obstacles to ensuring school education and creating favorable conditions for the reconstruction of educational systems. The aim of this article was to identify the basic requirements that may impede the expansion of education in conflict-affected countries and to analyze the role of educational managers to reduce the negative impact of conflict on children's learning outcomes. In our opinion, it would be more correct to introduce educational systems that support positive social change in conflict situations, as well as to train educational managers who can remove obstacles on the way to improving education.

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

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

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

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

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



## FORMAT STRUCTURE

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

All manuscripts submitted to Global Journals should include:

### **Title**

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

### **Author details**

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

### **Abstract**

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

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

### **Keywords**

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

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

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

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

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

### **Numerical Methods**

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

### **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 MANAGEMENT RESEARCH PAPER

Techniques for writing a good quality management and business 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 management and business 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.

**19. 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.

**20. 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.



**21. 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.

**22. 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.

**23. 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 through 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.

### 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.

**Results:**

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

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

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



**Content:**

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

**What to stay away from:**

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

**Approach:**

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

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

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

**Figures and tables:**

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

**Discussion:**

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

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

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

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

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



**Approach:**

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

Describe generally acknowledged facts and main beliefs in present tense.

## THE ADMINISTRATION RULES

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

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

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



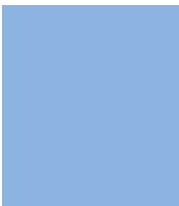
CRITERION FOR GRADING A RESEARCH PAPER (COMPILATION)  
BY GLOBAL JOURNALS

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Topics	Grades		
	A-B	C-D	E-F
<i>Abstract</i>	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
<i>Introduction</i>	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
<i>Methods and Procedures</i>	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
<i>Result</i>	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
<i>Discussion</i>	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
<i>References</i>	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring







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ISSN 9755853



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