



**3rd Canadian International Conference on
Humanities & Social Sciences 2021**

PAPERS

**June 12, 2021
Toronto, Canada**

**Unique Conferences Canada Publication
Toronto, Canada**



**Papers of 3rd Canadian International
Conference on
Humanities & Social Sciences 2021**

Published by

Unique Conferences Canada

info@uniqueca.com
[http:// www.uniqueca.com](http://www.uniqueca.com)

Published in Canada
August 2021

ISBN 978-1-988652-40-5



@UCC August 2021
All rights reserved.

**Third Canadian International Conference on
Humanities & Social Sciences 2021 (HUSO2021)**

CONFERENCE ORGANIZER

Unique Conferences Canada

CONFERENCE PARTNER

International Center for Research & Development, Sri Lanka

SUPPORTING JOURNAL

International Multidisciplinary Research Journal - ISSN 2424-7073

HUSO2021 Faculty

Prof. Bruno Dallago - Professor of Economic,
Department of Economics and Management,
University of Trento, Italy

Prof. Sadequl Islam - Professor of Economics
Faculty of Arts, Laurentian University, Canada

Prof. Derrick Samuels - Professor of Business Management
United States of America

Prof. H.D. Karunaratne - Professor, Business Economics
University of Colombo, Sri Lanka

Prof. Tennyson Samraj - Professor of Philosophy and Religion
Burman University. Alberta, Canada

**Third Canadian International Conference on
Humanities & Social Sciences 2021 (HUSO2021)**

International Scientific Committee

Prof. Tennyson Samraj (Canada)

Dr. Dilip K. Das (South Africa)

Dr. Ramaratnam (India)

Prof. Brinda Mehta (USA)

Prof. Donathan Brown (USA)

Dr. Cristeta Dulos (Philippines)

Prof. Toshiichi Endo (Hong Kong)

Prof. Ludo Veny (Belgium)

Prof. H.D Karunaratna (Sri Lanka)

Prof. W. Malalasekera (United Kingdom)

Dr. Mrs. Grace I. Omo-Ojugo (Nigeria)

Dr. Fitznor, Laara (Canada)

Prof. N.S. Cooray (Japan)

Dr. Elissa Rosenberg (Canada)

Dr. Rufus Adebayo (South Africa)

Unique Conferences Canada

DISCLAIMER:

All views expressed in these proceedings are those of the authors and do not necessarily represent the views of and should not be attributed to the Unique Conference Canada, or International Center for Research & Development, Sri Lanka.

The publishers do not warrant that the information in this publication is free from errors or omissions. The publishers do not accept any form of liability, be it contractual, tortuous, or otherwise, for the contents of this publication for any consequences arising from its use or any reliance placed on it. The information, opinions and advice contained in this publication may not relate to, be relevant to, a reader's particular interest.

Portions of this work are copyrighted. Except as permitted under the Copyright Act, the copyrighted parts may not be reproduced by any process, electronic or otherwise, without the specific written permission of the copyright owners. Neither may information be stored electronically in any form whatsoever without such permission.

Unique Conferences Canada

Email: info@uniqueca.com

Web: www.uniqueca.com

TABLE OF CONTENTS

Abstract Titles	Presenting Authors	Page No.
Post-Brexit and Post-pandemic European Integration	Dr. Bruno Dallago	7
A Golden Gate to open, a Drawbridge Closed Behind. Using Storytelling as a Way to Discover Learning in Higher Education	Dr. Breda McTaggart	8
Achieving Sustainable Development in Conflict Countries: Cameroon Experience, Challenges and Strategies	Dr. Julius Bongkorog	18
Bot Seeker®, an Automated Profile Recognition Software on Twitter	Rodrigo Silva	25
Nigerian Women for Leadership and Sustainable Development in the Fourth Republic: An Insight from History, 1999-2015	Dr. Nwobi Obiora Isaac	33

Abstract of the Keynote Speech

Post-Brexit and Post-pandemic European Integration

Bruno Dallago, Ph.D.

Department of Economics and Management, University of Trento, Italy

My talk considers first the weaknesses of the institutional construction of the Economic and Monetary Union, which became evident during the international crisis. The attention then goes to the main reforms of the features of the Economic and Monetary Union that contributed to the fair stability and performance of the EU economy during the last years, a period that the pandemic interrupted abruptly. The pandemic hit the EU in both symmetric and asymmetric ways. The EU reaction to the pandemic is on two levels. First, the EU implemented extraordinary measures to support member countries in fighting the pandemic. Second, the EU worked out extraordinary measures and instruments to support the EU economies and help them to restart growth while forcing a fundamental change in the nature of growth with particular attention to digitalization and the green economy. However, while some of these changes go apparently in the direction of far-reaching reforms that have been suggested and requested by many observers and also governments, they do not include any permanent change in the institutional architecture of the EU. The talk stresses the institutional and policy weakness of this position, highlights why the Covid-19 pandemic-caused economic crisis is different compared to the international crisis, stresses the novelty of the EU action, and wonders whether the present temporary measures can result into the start of a major reform of the EU and the Eurozone in particular.

A Golden Gate to Open, a Drawbridge Closed Behind. Using Storytelling as a Way to Discover Learning in Higher Education

Dr. Breda McTaggart

Head of Department of Social Sciences, Institute of Technology Sligo, Republic of Ireland

Abstract

This research paper aims to identify alternative methods of presenting research versus the more traditional methods to better assist the 21st-century student. I propose using the ideas of the "Hero's Story" (Campbell's work) and metaphor, which provide a link between the private and often idiosyncratic world of 'felt reality and the propositional world of theories and constructs in which most academic and professional discourses are conducted.

To grasp a better understanding of basic plots embedded in modern-day fairy tales, my paper will examine the role and reactions of female characters in relation to the plots and challenges within the story, the story of progression and success within higher education.

Keywords: *Higher education journey; storytelling, fairy tale; capital*

Introduction

Once upon a time, in a land far, far away, there lived a peasant girl who hoped and believed that one did not need magic beans, a beanstalk, or a glass slipper, but that you just needed a chance, an opportunity, to be more than just that girl. But was this just a fairy tale? Do such opportunities exist? Is there truly a happy ever after? If so, where is this Kingdom? Who are the wolves and goblins in this tale, the wizard, and witches, and where necessary, can they be overcome? Is she strong enough to do so? Is there a fairy godmother that provides her with multiple options, not just to marry a prince to live her happily ever after?

We live in a time when fairy tales are considered a child's myth, and magic is not believed in. But is there a modern-day fairy tale that needs to be told? One that is embedded with the truth, cultural values system, and the moral of its story, like so many of our tales are (Ogden, 2014)?

As beloved stories from childhood, fairy tales may bring context to the issues being explored, thus providing scaffolding for students' existing knowledge, learning, and understanding in a new field, where traditional research papers struggle to achieve. The intention behind using the fairy tale, which works with people, for people, and provides some symbolic idea or action that has an underpinning of morality (Zipes 2012), is to reduce for readers the language barrier and elitism that exists within research and research papers (Pinker, 2014), and in doing so, raise awareness of key challenges for members of our society in their educational journey and quest.

The Plot

Poor is poor, no matter what century we live in. To have aspiration above our current socioeconomic status brings with it difficulties, but it also provides us with hope. Educational equity has evolved from limited opportunities decades past to better, emerging options and opportunities for all, beyond both the individual and the classroom. As Cassells (2015, p.iii) succinctly puts it:

“The purpose and value of higher education is its ability to add to the understanding of, and hence the flourishing of, an integrated social, institutional, cultural and economic life. It contributes both to individual fulfilment and the collective good.”

This opportunity allegedly exists for everyone, and if the girl in this story can dream that she too has this chance, then perhaps her adventure can continue; but this is a quest with many obstacles.

The first part requires the girl to pass a test of knowledge to be allowed to enter the Higher Education Kingdom (State exams to enter higher education). If she is successful, a Drawbridge across a Moat of Hope will open to allow her to progress through the Golden Gates of her chosen Castle (Programme and Course selection). Once she has entered, the next phase begins, where she must enter the Higher Education Maze, overcoming dark creatures on her way. If she is successful, she will reach the Capital Steps to the Tower, which are long and tiring. Finally, if she has completed all the other parts fully, she will find the Treasure waiting to be retrieved at the top of the steps—a treacherous journey, no doubt, and one that many before her have failed to achieve. Our journey begins.

The Kingdom

Reflective of worldwide trends, until relatively recently, the Irish Kingdom of Higher Education (HE) was traditionally only possible for those from the higher socioeconomic groups. For the girl in this story and many others, it was simply not an option (O'Connor, 2007). Fortunately, free second-level schooling and demand for technically qualified people to support industrial development drove both the supply and demand for HE, leading to policy developments, new HE types (Institutes of Technology), and ongoing restructuring of the sector to its current configuration (Harkin, & Hazelkorn, 2015, p.107).

Today, this Kingdom is made up of 36 publicly funded higher education institutions (or "Castles" for this essay): seven universities, 14 Institutes of Technology (IoT) and seven Colleges of Education. Also, several other third-level institutions provide specialist education in art and design, medicine, business studies, rural development, theology, music, and law (Department of Education and Skills, 2017). The sector is binary, where universities are considered traditional, HE institutions, some in existence in Ireland for over 500 years, and the more recently formed IoT's, believed to be more reflective of the mass higher education movement (Mulcahy, 1981; Lillis and Morgan, 2012, Cassells, 2015). Both HE institutes types deliver undergraduate and postgraduate programmes of study to their respective student ("Hero/Heroine") cohort. This learning and verification of knowledge is the Treasure that those who enter seek and work to achieve.

Overall, participation in higher education programmes of learning within this Kingdom has risen steadily from a full-time enrolment base in 1967 of 21,000 to its most recent figures of over 160,000 full-time enrollments. Participation rates for all students are cited as 56 percent. Undergraduate students account for 82 percent of the total figure, and postgraduates make up the remaining 18 percent. (Oireachtas Research and Library Service, 2014). A closer look at the castles in the Kingdom paints a more detailed picture.

Within this Kingdom, the learner groups' profiles who attend particular higher education institutions (Castles) are different. The university sector has traditionally espoused elite higher education values, while the IoT's are considered to have a more applied focus, where a considerable proportion of the student cohort are non-traditional and/or the first to higher education (Mooney, Patterson, O'Connor, & Chantler, 2010). With a little imagination and hard work, increased numbers of students have progressed to higher education programmes (McGuire, 2016). More significant numbers would be preferable, but there has been progress. This progression has occurred within both types of institute/castle, with the IoT's unsurprisingly having a greater representation from the lower socioeconomic groups than their university counterparts.

The Castle & Its Subjects

Regardless of its type, every Castle has been strongly influenced by its hierarchy, people/subjects, its historical background, its own journey, and evolution within its community. These factors can impact the recruitment, retention, and attainment of potential students (Bourdieu, 1990, Darmody, 2012). For example, does a castle hold intrinsic values and beliefs of what type of person is a higher education student? Do castles invite non-traditional students' participation and support their integration, or do they erect entry barriers? Yes, they create obstacles for student entry and progression, which is often the answer (Bourdieu, 1986; McTaggart, 2016).

Once the girl gets through the Castle gates, the next quest is to reach the Treasure/qualification/certification/learning/knowledge. For the people who successfully progress, the Treasure is of tangible value with real potential to positively impact their happily ever after. It has been found that people without higher-level education experience higher unemployment rates, 26.9%, compared with unemployment rates of 5.1% for those with a tertiary degree. (Organisation for Economic Cooperation and Development (OCED), 2016). In tandem with this and all OECD countries, adults with tertiary education earn more than adults with upper-secondary education who, in turn, earn more than adults with below-upper-secondary education (OECD, 2016). In Ireland, where this story is situated, graduates' employment and earning ability are currently higher than those who do not have such a qualification. (Cassells, 2005, p.19).

The Quest

While this opportunity is very positive for the girl in our story, the quest must still be undertaken. To get into the Castle and be allowed to progress through all the mythical barriers on the way and get to the Treasure and the promise of a better life is indeed challenging. When she begins her journey, she does not have magic beans in her pocket but often has a fairy godmother or godfather who appears in various places or guises; perhaps a teacher, local community leader, or parent, who

motivates, advises, and encourages the girl to aspire to be something more, to truly believe in herself. Where this does not occur and where nothing is expected of the girl, it can be a self-fulfilling prophecy where many that are capable of higher-level education fail to pursue this because they lack confidence in their ability to progress (Hynds, Averill, Hindle, & Meyer, 2016). The fairy godmother appears and supports the peasant girl's aspiration, dreams, and confidence to follow this path and seek out her fate.

This dream is about being more than a peasant girl, rising above her current socioeconomic status. It is about habitus. In its totality, this habitus demonstrates a particular social class's norms and acceptable behaviour (Bourdieu & Passeron, 1990). This habitus can be a dark character for our tale's girl, making her feel scared or inferior. It presents itself as the Wolf of Institutional Habitus (Davies, 1999). This institutional habitus is understood as "the impact of a cultural group or social class on an individual's behaviour as it is mediated through an organisation" (Reay et al. 2001, para. 1.3). But what has this Wolf and the girl's class got to do with the quest? The answer is as much to do with the consequence of class as it is to do with the construct itself. If we reflect on the impact of class on educational opportunities, it is known that children who are provided with greater opportunities and support, money or supported schooling, throughout their life are more likely to progress to higher education (O'Brien, 2019). Not only because of the likelihood of achievement of better grades increases with this support, allowing them to enter higher education, but also there is innate sense of expectation that this progression is a normal part of their life journey (Read et al., 2003; McTaggart, 2016). This is not normal for the girl of our story and many others like her (Bourdieu, 1986; Yorke and Longden, 2004, 2008). To believe in herself is a possibility, easily thwarted by wolves, whose snarl makes us afraid, doubt ourselves before we even begin this journey. She may not know what this snarl means; one thing she does know is that it is neither encouraging nor welcoming and that it can stop her from believing in this dream. The Wolf is protecting the Kingdom and its Castles from intruders; those who do not belong would not fit in (Bourdieu, 1990. Read, Archer & Leathwood., 2003), making her feel that she would not be welcome there.

The Wolf is powerful unless we are assured that we possess the necessary strengths to thwart it and make it less powerful. This requires two things: (1) an imagination, often nurtured by a fairy godmother or her peers, to see a future of a different kind (imagined social capital) to allow her bridge and bond into that new world (Coleman, 1990; Putnam 2000, Quinn, 2005), and, (2) a bag of charms. One of these charms appears to be a simple piece of paper stating that the girl was successful at the second level. Schooling. When you look at this charm more closely, it is much more than just a piece of paper; it is educational capital and a passport into the Kingdom and Castle, whether the Wolf likes it or not. This piece of writing gives legitimacy and entitlement to the girl's entry. She has this deed and waves it at the Wolf as he stalks angrily off into the woods. The drawbridge to the Castle opens, and she crosses. She walks to the Golden Gates and enters the Castle; the drawbridge closes behind her. However, she must remember that the Wolf of Institutional Habitus will most likely be back. He tends to appear before and during the educational quest.

The Maze

Having finally entered the Castle, she soon discovers an enchanted Maze that she must now negotiate. She asks herself these questions.

- Where does it start?
- What does she need to get through it?
- Who are the likely supports through this Maze?
- Are there any dangers?

She tries to ask these questions of the people standing around, the other castle subjects, Wizards, before entering. On entering, she quickly realises that those she asks are using a different language, both in their speech and written words, to the one with which she is familiar. She simply does not understand what they are saying and therefore struggles to grasp what they are trying to ask or advise her. Others who enter this Castle's gates appear to understand the language and can ask the right questions and follow the guidance to negotiate the Maze (Bourdieu, 1986; Bourdieu & Passeron, 1990; Culpeper, Katamba, Kerswill, Wodak, & McEnery, 2009).

No one told her she needed to learn a new language. This fills her with self-doubt. She struggles immensely in the first part of the Maze because of this. Not because she does not work hard, but she does not know where and how even to start the Maze because she does not understand the language presented to her. This unfamiliarity with the education system and the frustrations of an admission process is a challenge to navigate, a challenge for the girl to overcome (Wilbur & Roscigno, 2016). The other contestants, she feels, will perhaps laugh at her attempts. She feels foolish and often wishes to give up. She stands out (Bourdieu, 1986). Her fairy godmother reappears in a different guise; a lecturer or a fellow student. who makes her believe that she can complete the Maze. She slowly learns this new language, which allows her to understand the rules. The time it takes to do this and the impact on her self-confidence can be most telling, but she holds onto her imagination and dream.

Simultaneously, as she struggles to learn this new language, those in charge of the Castle may or may not be supportive. They can take the form of a benevolent wizard or a wicked wizard who is intolerant of the girl's efforts, not considering who she is and just serving the needs of those who know the language and appear to belong (Reay, 1998; McTaggart, 2016).

What she does discover during the initial stages of this Maze is that she is not alone. Conversing with others in this virtual world, they, too, are struggling with the Maze. They, too, do not know the language. They become her friends. They help each other out, learning the language together, and developing their community of learning together. They, too, are on their journey.

The most significant risk for her and all others is in the first stage of this Maze. If they do not learn the language quickly, they will not know what is required of them and will often fall behind or end up on the wrong path. As this is an enchanted maze, time is of the essence. If she runs out of time at particular points, the Maze will start to shrink, making it exceedingly difficult to get through the narrow space. This failure to get through specific checkpoints, assessment, is evident in many students who do not progress through the first educational millstones (Barrett, 2015). When this occurs, students leave or are forced out of the Maze.

The Institutional Habitus Wolf reappears, sometimes fleetingly, other times for extended periods. He does so in many guises, perhaps in the structure of the timetable, at various times in an outdated pedagogy, or in an assessment strategy that is unwelcoming and makes heroes of our story

feel like "strangers in paradise" (Reay et al., 2009). This Wolf would have been recognisable a hundred years ago and still lives today (Darmody, 2012). Each time he reappears, the girl must assert herself against the darkness of it all. This is where her friends have been shown to help each other get through during challenging times (McCabe, 2016b).

Creatures

There are other creatures that she must overcome before she can climb the steps. One such monster is the Goblin. The Goblin appears and seeks payment for her to continue on this path. She cannot give this, and while some support is available, it is not enough. Where will she get this money? She decides the only way to do this is by working all night and going to college to pay him (Vossensteyn, Cremonini, Epping, Laudel & Leisyte, 2013). She is tired. She is weary, often feeling and questioning if it is worth it. The Goblin must be paid throughout this journey. Those in charge of the Castle think that this just further demonstrates the girl's lack of suitability to be part of this Kingdom. Others realise this is not the case and encourage and support her. After three long years, the Maze has come to an end, with the last number of paths easier to negotiate and get through as she now understands the rules of the game.

The Institutional Habitus Wolf has also shrunk in size at each encounter, as her confidence in her ability to overcome his snarl has grown. She realises that there is nothing to fear. In their last meeting, she challenges Wolf's outdated perspective, arguing that it is time to develop new values and get to know the student of today (McTaggart, 2016).

Capital Steps

She moves forward. The stairs are narrow, so she must climb them on her one by one. Each step represents a transition in herself which has supported and allowed her to progress to the top. Each step has been a preparation for her final decisive task before the Treasure can be secured and liberation can occur (Booker, 2004). Some of the steps represent a change in her academic knowledge, skills giving her legitimate experience (Bourdieu & Bernstein, 1977), ultimately, her educational capital. This educational capital allows the progression and acquisition of other types of capital because of the opportunity of education, not just in its knowingly future ability to obtain economic stability, but also social mobility.

Inhabiting the educational space allows the girl to strengthen her social and cultural capital. This capital evolution and acquisition will enable her to progress through this environment and climb the steps with ease. This diversity of capital makes it easier for her to exist and progress into a different life than she dreamed of (Plagens, 2011).

At the top of the stairs, she enters a room. Exhausted and battle-weary, she has done all she can to release the Treasure. She has read, she has followed the rules, she has asked questions, she has learned a new language, and she has overcome the Wolf and the Goblin. She takes from her bag of charms something she cherishes that seeks its rightful resting place, a final piece that declares and assures her belonging in this space to those who did not believe that she could or would achieve the completion of her quest. Once it has settled in that place, she waits and waits. She is waiting to see a

bright yellow light rising from the Tower. It happens. She is elated, and her happily ever after has occurred. The Treasure is hers, at least, for this part of her life journey anyway.

Conclusion

While this research paper focused on exploring the use of fairy tales and metaphors to explain the higher educational journey, it also engaged the reader. to explore the use of an alternative presentation method to explain the educational journey of many. The metaphors and creatures of traditional fairy tales are adapted to lend a narrative to the non-traditional student, their struggles and encountered barriers within the third level education system in Ireland (HEA, 2019).

In our tale, the peasant girl can see that others have had the opportunities afforded by third-level education. They have opened the Golden Gate, but like every good fairy tale, it is a quest she must undertake to overcome obstacles and become the architect of her future. The quest on this occasion is a complex, educational maze, with paths leading to knowledge and opportunity, whereon she must necessarily prevail over the goblins and wolves that she encounters on her journey. Some of this journey will leave her battle-scarred and weary at times, but the Treasure makes it all worth it in the end. This fairy tale is about enabling non-traditional students to believe in themselves and their ability to get to their Treasure, where a new story can begin.

The moral of this story is one that again uses Campbell's words,

" Where you stumble there lies your treasure. The very cave you are afraid to enter turns out to be the source of what you are looking for" (Osborn, 1991).

What is the symbolic cave you fear entering? Do not be afraid of that cave.

References

- Booker, C. (2004). *The Seven Basic Plots: Why We Tell Stories* 1st Edition. London: Continuum International Publishing Group. ISBN-13: 978-0826480378
- Bourdieu, P. (1986). The Forms of Capital. In J. Richardson, John (Ed.), *Handbook of Theory and Research for the Sociology of Education*. New York: Greenwood.
- Bourdieu, P. (1990) *In Other Words: essays towards a reflexive sociology*. Cambridge: Polity Press.
- Bourdieu, P. & Passeron, C. (1990). *Reproduction in education, society, and culture*. London: Sage, Second Edition.
- Cassells, P. (2015). *Expert Group on Future Funding for Higher Education: The Role, Value and Scale of Higher Education in Ireland*. Department of Education and Skills. <https://www.education.ie/en/The-Education-System/Higher-Education/Higher-Education-Role-Value-and-Scale-of-Higher-Education-in-Ireland-Discussion-Paper-1-.pdf>
- Coleman, J. (1990). *Foundations of Social Theory*. Harvard University Press. Cambridge.
- Collier, V. (1995). *Acquiring a second language for school*. Washington, D.C.: National Clearinghouse for Bilingual Education.
- Culpeper, J., Katamba, F., Kerswill, P., Wodak, R., and McEnery, A. (2009) *English Language: Description, Variation and Context*. Palgrave.
- Darmody, M. (2012). Institutional Habitus and Secondary School Transitions: comparative study of Ireland and Estonia. *Research in Comparative and International Education*. Volume 7 Number 4 2012 www.worldwords.uk/RCIE 530 <http://dx.doi.org/10.2304/rcie.2012.7.4.530>
- Davies, P. (1999). Student retention in further education: a problem of quality or of student finance? Paper presented at the *British Educational Research Association Annual Conference*. 2-5. The University of Sussex at Brighton.
- DiPrete, T. and Buchmann, C. (2004). *The Rise of Women: The Growing Gender Gap in Education and What It Means for American Schools A Briefing Paper*. Prepared for the Council on Contemporary Families. Russell-Sage Foundation.
- Harkin, S. & Hazelkorn, E. (2015). Restructuring Irish Higher Education through Collaboration and Merger. In Curaj, A. et al. eds *Mergers and alliances in higher education: International practice and emerging opportunities*. Springer, 2015, pp.105-121.
- HEA (2019). *A Spatial & Socio-Economic Profile of Higher Education Institutions in Ireland Using Census Small Area Deprivation Index Scores derived from Student Home Address Data, Academic Year 2017/18*, HEA, Retrieved from <https://hea.ie/assets/uploads/2019/10/Higher-Education-Spatial-Socio-Economic-Profile-Oct-2019.pdf>
- Hynds, A., Averill, R., Hindle, R., and Meyer, L. (2016). School expectations and student aspirations: The influence of schools and teachers on Indigenous secondary students. *Ethnicities*. DOI: 10.1177/1468796816666590
- Hunt, C (2006). Travels with a turtle: metaphors and the making of a professional identity. *Reflective Practice*. Vol. 7, No. 3, August 2006, pp. 315–332
- Lillis, D., Morgan, J. (2012). Irish Education and the Financial Crisis. *Weiterbildung*, Vol.4, 2012.

- McCabe, J. M. (2016b). *Connecting in College: How Friendship Networks Matter for Academic and Social Success* (pp. 216). Chicago, IL: University of Chicago Press.
- McTaggart, B. (2016). Modern higher education students within a non-traditional Higher education space: Not Fitting in, often falling out'. *Research in Post-Compulsory Education*. February 2016.
- Mc Taggart, B., & Cavaliero, T. (2015), A change will do you good. *Innovations in Education and Teaching International*. DOI:10.1080/14703297.2015.1013144.
- Mooney, O. Patterson, V. O' Connor, M. Chantler, A. (2010). *Progression on Irish Higher Education*; Dublin, The Higher Education Authority. Retrieved from <http://www.hei.ie/en/statistics/> May 20 2011.
- Mulcahy, D.G., (1981). *Curriculum and Policy in Irish Post Primary Education*. Institute of Public Administration, Dublin.
- O'Brien, C. (2016). Mind the gap: the stark class divide in access to third level. Apr 12, 2016. *The Irish Times*. <http://www.irishtimes.com/news/education/mind-the-gap-the-stark-class-divide-in-access-to-third-level-1.2602138>.
- O'Connor, M. (2007). *Sé Sí – Gender in Irish Education*. Government Publications Sales Office.
- OECD (2004). *Review of Higher Education in Ireland: Examiner's Report*. OECD Directorate for Education Committee.
- OECD (2016). Unemployment rates by education level (indicator). DOI: 10.1787/6183d527-en (Accessed on Jan 02, 2017). O'Brien, C. (2019). Mind the gap: Affluent students have firm grip on top university courses Despite access initiatives, a large divide remains between rich and poor at third level. *The Irish Times*. Mon, Oct 21, 2019.
- Osborn, D. (1991). *A Joseph Campbell Companion: Reflections on the Art of Living*. Harper Collins Books.
- Ogden, V. (2014). The True Stories Behind Classic Fairy Tales. *Huffington Post*. 11/05/2014. http://www.huffingtonpost.com/valerie-ogden/fairy-tale-true-story_b_6102602.html.
- Oirchetas, Library and Research Services (2014). *Higher education in Ireland: for economy and society?* July. 5.
- Plagens, G. (2011) Social Capital and Education: Implications for Student and School Performance. *Education and Culture*. Vol. 27: Iss. 1, Article 6. Available at: <http://docs.lib.purdue.edu/eandc/vol27/iss1/art6>Pinker, S (2014) Why academics stink at writing. *The Chronicle Review - The Chronicle of Higher Education*. Sept 26.
- Putnam, R., 2000. *Bowling Alone. The Collapse and Revival of American Community*. New York, Simon, and Schuster.
- Quinn, J., 2004. Understanding working class 'drop out' from HE through a socio-cultural lens: cultural narratives and local contexts. *International Studies in Sociology of Education*, 14(1), 57-74.
- Quinn, J. et al. (2005). *From Life Crisis to Lifelong Learning: Rethinking working class 'drop out' from HE*. York: Joseph Rowntree Foundation.
- Read, B., Archer, L. & Leathwood, C. 2003. Challenging cultures? Students' conceptions of 'belonging' and 'isolation' at a post-1992 university. *Studies in Higher Education*, 28(3): 261– 277.
- Reay, D., 1998. Always knowing and never being sure: familiar and institutional habituses and higher education choice. *Journal of Education Policy*, 13(4), 519-529.

- Reay, D., Davies, J., David, M. and Ball, S. J (2001). Choices of Degree or Degrees of Choice? Class' Race' and the Higher Education Choice Process. *Sociology of Education*, 35(4), 855-874.
- Reay, Diane, Crozier, Gill and Clayton, John (2009). Fitting in' or 'standing out: working-class students in U.K. higher education. *British Educational Research Journal*. DOI: 10.1080/0141192090287892.
- Thomas, L. (2002). Student retention in higher education: The role of institutional habitus. *Journal of Educational Policy*, 17(4), 423-442.
- Vossensteyn, J.J., Cremonini, L., Epping, E., Laudel, G., Leisyte, L. (2013): International Experiences with Student Financing: tuition fees and student financial support in perspective. *Final Report for the Dutch Ministry of Education, Science and Culture*. Enschede: CHEPS.
- Wilbur, T. G., & Roscigno, V. J. (2016). First-generation disadvantage and college enrollment/completion. *Socius*, 2, 1-11.
- Yorke, M. and Longden, B. (2004). *Retention and student success in higher education*. SRHE and Open University Press.
- Yorke, M. and Longden, B. (2008). *The first-year experience of higher education in the U.K.* York: Higher Education Academy.
- Zipes, J (2012). *The Irresistible Fairy Tale: The Cultural and Social History of a Genre*, Princeton University Press.

“Achieving Sustainable Development in Conflict Countries: Cameroon Experience, Challenges and Strategies”

Julius Bongkorog, PhD

Department of History, University of Buea, Cameroon

Abstract

Security and justice guarantee peace in every society. Peace and stability are essential ingredients for sustainable development. The salience of sustainable peace in achieving sustainable development goals is recognised by the United Nations and enshrined in its Sustainable Development Agenda 2030, goal 16: “Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels”. This was re-echoed in one of the aspirations of the African Union Agenda 2063 where it called for a peaceful and secure Africa. There is an inextricable nexus between peace and development. Development is only possible where there is peace and security. Very recently, Cameroon has faced security challenges beginning from the Boko Haram attacks in the Northern Region of the country to the Anglophone crisis. It has resulted in grave insecurity with many abandoning their homes. The abandonment of the rural villages has resulted in drop in food production, increase food prices, a fall in income and increased poverty. Some youths have been deprived of their right to education as the non-state armed groups imposed a ban on schools. This paper sets out to examine insecurity as a major challenge to achieving the sustainable development goals. Through investigation of secondary sources using historical research method, the paper submits that development-peace nexus will achieve sustainable development in Cameroon.

Keywords: *Sustainable Peace, Sustainable Development, Insecurity, Peace*

Introduction

The collapse of the Berlin Wall in 1990 ushered in a new era in world history, globalization. Globalisation has seen the increasing interconnectedness of the world in terms of trade, cultural exchanges and other developmental issues. With the world narrowing to a global village, the need for international solidarity becomes compelling. Since its creation in 1946, the objective of the United Nations Organisation (UN) has been to foster and promote international solidarity of countries (Taliedje 2019, 1). To mobilise governments and public opinions on the necessity of aid and assistance to one another, the UN came up with the Millennium Development Goals (MDGs) to be fully accomplished by the year 2000. The MDGs made a significant inroad in the fight against hunger and poverty. It helped to lift up more than one billion people out of extreme poverty, the fight against hunger and enabled more girls than ever before to attend school (Kumar et. al, 2001). Yet inequality persists and the progress has been uneven. The world’s poor remain overwhelming concentrated in some parts of the world and several women continue to die during pregnancy or from other childbirth related complications (Kumar et. al, 2001). These global challenges caused the specialized agencies and funds of the UN to meet at various summits and conferences to address three dimensions of development:

economic, social and environmental. The Millennium Declaration and the MDGs saw the convergence of development agenda of the United Nations Development Programme (UNDP); United Nations Environmental Programme (UNEP); World Health Organisation (WHO); United Nations Children Emergency Fund (UNICEF); United Nations Educational Social and Cultural Organisation (UNESCO) and other development agencies adopted the Sustainable Development Goals (SDGs) to further strengthen convergence of the development agenda. The concept was born at the UN Conference on Sustainable Development Rio+ 20 in 2012.

Sustainable Development is the development that meets the needs of the present without compromising the ability of future generations to meet their own needs (UN Department of Economic and Social Affairs). Sustainable development encompasses three core dimensions: economics, social and environmental (Kumar et. al. 2021). It is a comprehensive plan of action for humanity, the planet and prosperity, which also aims to strengthen peace around the world (UN Cameroon). To achieve these objectives the United Nations in Cameroon has assisted the government of Cameroon in the design and implementation of activities conducive to the implementation of Sustainable Development Goals. This drive has been complicated by conflicts in the country starting from the Boko Haram terrorist activities in the Far North region of Cameroon to the Southern Cameroons nationalism. In October/ November the lawyers and teachers of the English-speaking expression started a strike against what they considered the gradual but systematic erosion of the English Common and the English system of education in Cameroon by the French speaking majority (Bongkorog 2018, 255). It soon morphed to a civil strife with fighting raging on between non-state armed groups and the regular forces posing enormous challenges to SDGs objectives.

The aim of this paper is to examine the efforts made by the state of Cameroon in implementing the SDGs objectives; the challenges of the SDGs objectives in a conflict context and strategies of achieving sustainable development in a conflict country like Cameroon. The paper shall answer the following questions: what steps have been taken by the state of Cameroon to implement the SDGs? What are the challenges to the implementation of the SDGs caused by the ongoing conflict in the country and what strategies have been adopted to achieve the SDGs objectives? The methodology adopted for this paper was the historical research method.

Implementing Sustainable Development Goals in Cameroon

In Cameroon, the SDGs are managed by the National Development Plan under the catch phrase, *Emergence 2035*. It calls for collaboration between the government and the private sector and the involvement of youths in developmental projects (Yute 2019, 6). The 2035 Vision aims at transforming Cameroon into an emerging country by 2035 through poverty reduction, promotion of industrialization, consolidation of democratic process and national unity in diversity. It focuses on some priority areas such eradication of poverty through job creation, the fight against hunger, and access to health, quality education and environmental protection for sustainable agriculture (Yute 2019, 6).

Within the framework of *Emergence 2035*, Cameroon is committed to eliminate poverty in all its forms including extreme poverty. To achieve this lofty objective, the government of the state of Cameroon has pledged same rights to economic resources to all men and women, especially the poor and vulnerable. Access to basic services and ensure land property to everyone (Yute 2019, 14). The

effort of the state of Cameroon in the fight against poverty is lagging far behind given the minimum standard established by the United Nations. According to a house survey carried out in 2014 by the Fourth Cameroonian Survey of Households (ECAM 4), it was established that a majority of Cameroonians live way below the poverty line of 738 F CFA per day as given by the United Nations. This set amount is an illusion in Cameroon where 37.7 percent of women and 37.2 percent of men in rural areas live with less than 738 FCFA per day. In the rural areas with a huge concentration of poor people compared to the, two-third of the people are poor, 56.8 percent as opposed to 8.9 percent in the urban areas.

The next area of focus is fight against hunger. It calls for the elimination of hunger by 2035 and ensure that everyone has access to healthy, nutritious, and sufficient food all-round the year. The fight against hunger and food security consists in putting an end to all forms of malnutrition, meet the nutritional needs of the adolescent girls, pregnant women, breastfeeding women and the elderly. According to the Food and Agricultural Organisation (FAO) report for Cameroon in December 2016, malnutrition reduced from 30.8 percent to 9.9 percent between 2000-2002 and 2014-2016 9 (Ibid., 15). The fight against hunger and ensuring food security is closely linked to a healthy population.

An important Sustainable Development Goal is, to ensure the health and wellbeing of the population through the improvement of reproductive, maternal and child health; the eradication of epidemics and communicable diseases; reduction of non-communicable diseases; establishment of universal health insurance and; the guarantee of access for all to safe and available drugs, affordable and effective medicine and vaccines. In this direction the government of the state of Cameroon has done a commendable stride. The proportion of birth attended to by skilled health personnel had been on the upward trend between 2004 and 2014. According to the MICs report for Cameroon during this period, the percentage of rural women attended to by skilled personnel stood at 48, 88 percent for urban women; 64 percent for primary school graduates; 92 percent and 97 percent for secondary school leavers and university graduates respectively (MICs Report, 2014). The results were obvious; mortality rate for children below the age of five reduced from 62 percent in 2011 to 31 percent in 2014 (Ibid.). Skilled health personnel are the product of a good educational system.

Good health and quality education are very important in achieving sustainable development in every society. Education consists in the acquisition of basic, technical or vocational skills. Sustainable development desires quality education on equal footing for both genders and promotes lifelong learning opportunities. Cameroonians of both genders (male/female) should benefit equally from education which would enable them to be socially productive. The importance of education as one of the seventeen SDGs was cogently captured at the World Education Forum (WEF 2015) at Incheon Korea in the following words: “The Incheon Declaration rightly commits us to non-discriminatory education that recognizes the importance of gender equality and women empowerment for sustainable development....” (UN Sustainable Development Goals). It is a clarion call for education stake holders to work together across all sectors towards the fulfillment of education for all. Education informs, mobilisers, creates awareness and consciousness of the environment and the importance of conservation for generational use.

As concerns climate change, the state of Cameroon has ratified the Paris Agreement and has prepared its national REDD+ strategy and is striving to reduce emission by 32 percent. Climate change

is also mainstreamed in the Agricultural Investment Plan (National Review, 2019). The Agricultural Investment Plan does not only desire a sustainable agricultural practice, it also calls for the sustainable management of the forest, combat desertification, halt and reverse land degradation and biodiversity loss. Through its ministry of forestry and wildlife the state of Cameroon protects the forests and their resources through controlled management of their flora and fauna. Despite all this, the state of Cameroon is facing great challenges in its drive towards achieving the sustainable development goals.

The state of Cameroon has been facing serious security challenges since 2014. The country has lived repeated attacks from the Boko Haram terrorist movement in the northern part of the country and the flow of Central African refugees into the Eastern region of the country. The presence of the refugees and the activities of the Boko Haram terrorist movement have caused serious security challenges in these regions truncating the achievement of sustainable development goals. The scenario was further made worse with the internal conflict, the Southern Cameroons nationalism. It started in October/November 2016 when lawyers and teachers of the English-speaking expression went on strike against what they considered the erosion of the English Common law system and the English educational system by the francophone majority. It soon degenerated to a civil strife and an open conflict between government forces and non-state armed groups (Bongkorog 2018, 255). This has affected the capacity of the state in mobilizing domestic resources with a negative impact on the achievement of SDGs.

Challenges to the Implementation of Sustainable Development Goals

The first major challenge to the implementation of the sustainable development goals is political instability. Political instability leading to violent conflicts, hinder social and economic progress in many countries and regions (DAC Guide Lines, p. 20, 2021). Growing inequality of income between and within countries as well as marginalisation of ethnic groups and other minorities contribute to political instability. The conflict in the two English speaking regions of Cameroon which started in October/ November following the lawyers/ teachers strike was partly provoked by the marginalisation of the English speaking minority by the francophone majority. The tension that had been fomenting over the years since the reunification of the two Cameroons (the British Southern Cameroons and the Cameroon Republic) in 1961, found a vent in 2016 in the lawyers/ teachers strike. It soon morphed to a civil strife degenerating to a conflict between government forces and non-state armed groups. The political instability in the English-speaking regions for the country has adversely affected the country's capacity to achieve the sustainable development goals. Consequent on the conflict and yet another challenge to the achievement of sustainable development goals is poverty.

Poverty is a major challenge to sustainable development goals in developing countries. It is very rife and ravages the lives of one out of every five persons in the developing world (The DAC Guide lines, p.20, 2021). The conflict in the Anglophone regions of Cameroon has engendered poverty not only the regions but in the whole of Cameroon. Due to the insecurity caused by the conflict people were forced to abandon their farms and sources of livelihood for safety in relatively secured areas. The displacement of persons has also led to food insecurity as people escaped from the rural areas which constitute the breadbasket of the nation to relative safe urban towns. Food insecurity leads to hunger. Therefore, the conflict in the country has complicated the attainment of the UN sustainable development

goals numbers one and two which emphasize the elimination of poverty and zero hunger respectively by 2030 (UN Sustainable Development Goals).

Another sustainable development goal that has been affected by the conflict in Cameroon is education. Education is central to achieving the UN SDGs as it inculcates values, provides technical training, skilled personnel for the achievement of the SDGs in other domains. Prior to the crisis, the state of Cameroon had made some great strides in the enrolment of students, expansion and a significant reduction of disparities and girl/child ratio (National Review, 2019). However, there is still the need for a new education programme that would meet the demands of the SDGs; higher education still has to develop professional programmes that would guarantee jobs and ensure economic growth. With the outbreak of conflict, the challenge to the educational goal is herculean. Education is one of those areas that have been hard hit by the crisis. The non-state armed fighters have successfully stopped schools in some parts, particularly, in the rural areas of the two English speaking regions of Cameroon. In some areas school buildings were burned down and children of school going age prevented from schooling. In the face of this challenge priority is not balancing or narrowing the gender disparities to access education but ensuring education for children of the school going ages at all levels.

Another challenge to sustainable development goal is economic growth. Partly as a result of the conflict and a 17-percent drop in oil production economic growth has slowed down and stood at 3.5 percent in 2017 as against 4.5 percent in 2016 and 5.2 percent in 2015 (National Review, 2019). In the midterm prospects remain hopeful with the revival of a growth rate of 3.8 percent in 2018 and a projected growth of 4.4 percent in 2019 (Ibid). The growth rates, still lag behind as it does not attain the 7 percent rate required achieving the expected goals of sustainable development. The is planning to place in place conditions that will enable the private sector to take the relay baton from public investment to drive growth through the promotion of greater diversification of the economy (Ibid). Achieving sustainable development goals still remain topmost priority to the state of Cameroon; therefore, strategies shall be proposed for achieving the SDGs in a conflict context.

Strategies for Achieving Sustainable Development Goals

Like in post conflict Liberia, a National Sustainable Development Strategy in Cameroon shall seek to address the dual challenge of sustaining development and building sustainable peace (UN Department of Economic and Social Affairs). Sustainable peace and sustainable development are inextricably linked; there is an unbreakable nexus between peace, security and development. To Magdy Martinez Soliman, the UN Assistant Secretary General of the United Nations Development Programme, sustaining peace and sustainable development are two sides of the coin. The salience of peace in achieving sustainable development objectives is graphically captured in United Nations Sustainable Development Agenda 2030, goal 16: *“Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels”* (UN Sustainable Development Goals). This was re-echoed in one of the aspirations of the African Union Agenda 2063 where it called for a peaceful and secure Africa. The Agenda 2063 recognizes peace as a sine qua non for sustainable development. Development is impossible without peace and there can be no peace without security and vice versa. The former UN Secretary General, Boutros Boutros Ghali stated *“There can be no peace without economic and social development just as development is not possible in the absence of peace”* (Arrey 2015, 7). This view was corroborated by

another former Secretary General of the UN, Koffi Atta Anan when he stated, “we will not enjoy development without security, we will not enjoy security without development, and we will not enjoy either without respect for human rights” (Ibid). Peace enhances development opportunities while development can help prevent conflict and reinforce peace and security. The quintessence is if Cameroon were to achieve the UN sustainable development goals, then, the restoration of peace is a *sine qua non*. The peace should be sustainable for sustainable development. Sustainable peace consists in fight against corruption, good governance and a development approach that meets the needs of the marginalized.

Law No. 96/06 of 18 January 1996 to review the constitution of 2 June 1972, in its article 10, gave decentralization as the driving force to improve and boost Cameroon’s political, social and economic development (MINATD 2013). Law No. 2019/024 of 24 December 2019 Bill to institute the general code of Regional and Local Authorities in its section (5) sub (2) states, Decentralization shall constitute the basic driving force for the promotion of development, democracy, and good governance at the local level (MINATD 2019). Section 31 sub (1) of the 2019 law empowers the local councils to initiate project of local interest. The above constitutional provision defines the relevance of decentralization in the promotion of development. In this context the council is a developmental space in its own right in which citizens have the responsibility to develop their locality. They become the main driving force of development and participate in decision making on management, development planning, resources and environmental management. The relevance of decentralization is to promote sustainable development by involving the people at the grassroots in the management of their own affairs (MINATD 2013). Decentralization can foster development policies and strategies suited to local economic, social and environmental conditions. It can potentially promote good governance structures which are responsive for citizens’ demands (The DAC Guidelines, 2021). Decentralization engages the citizens in participatory development; collectively eradicate hunger and achieve food security by focusing on agricultural productivity to enhance availability of food as well as accelerate poverty reduction through sustainable agriculture (Kumar et. al). Decentralization allows the local councils to run schools and define educational policies; train skilled health personnel for the optimal benefit of its citizens and by extension achieving the sustainable development goals.

Conclusion

This paper has examined with extreme erudition the efforts of the state of Cameroon in achieving the UN SDGs. The catch phrase of the government in this effort is Emergence 2035. In this direction the government had made some strides in the fight against hunger, the elimination of poverty, promotion of good health, access to quality education and ratification of international treaties for the protection of the world’s climate. The government’s capacity to achieve the UN sustainable development goals was limited by the Boko Haram terrorist activities in the northern part of the country since 2014 and the later conflict in the two English speaking regions of Cameroon. The principal challenge to sustainable development resulting from the Anglophone crisis has been political instability. The paper established that there is an inextricable nexus between peace and development. Sustainable peace leads to sustainable development and vice versa. A sustainable peace that shall take care of the problem of marginalisation leading to sustainable development can best be garnered through a decentralization policy.

References

- Arrey, William Hermann. 2019. *Challenges to Implementing 'Inclusive and Human-Centred' Security Mechanisms for Sustainable Peace and Development in Africa: Implication for Policy and Practice*. www.nkafu.org access 6 January 2020
- Bongkorog, Julius. 2018. "Crossing over the come-no-go divide: A Historical Discourse on Relations between the English speaking Regions of Cameroon, 1996- 2017". *The Lincoln Humanities Journal*, 250-267.
- Cameroon 2014 MICs Key Findings Report. <https://mics.unicef.org>> access 7 January 2021
- DAC Guidelines <https://www.oecd.ilibrary.org> access 10 January 2021
- Fourth Cameroon Household Survey (ECAM 4). <https://searchworks.stanford.edu> access 7 January 2021.
- Kumar, N., Hammil, M., Raihan, S. & Pandi, S. 2019. Strategies for Achieving Sustainable Development Goals in South Asia: Lessons from Policy Simulations <https://ideas.repec.org/eap>ssw> access 5 January 2020.
- Ministry of Territorial Administration, MINATD. 2013. Better Understand Decentralization. www.minatd.cm.gov/www.gtz.de access 3 February 2021.
- Ministry of Territorial Administration, MINATD. 2019. Law No. 2019/024 Of 24 December 2019 Bill to Institute the General Code of Regional and Local Authorities. <https://www.minddevel.gov.cm> access 3 February 2021.
- National Review. 2019. <https://sustainabledevelopment.uno.org> access 5 December 2020.
- Sustainable Development Goals <https://researchgate.net>> access 12 February 2021.
- Yute, I. Taliedje. 2019. Sustainable Development Goals in Cameroon <https://www.researchgate.net/publication/337565806> access 3 December 2020

Bot Seeker®, an Automated Profile Recognition Software on Twitter

Andrey Luiz¹, Paulo Martins², Rodrigo Silva³

¹ *Unilagos University, Brazil*

² *Center for Administration and Public Policy, Institute of Social and Political Sciences, University of Lisbon, Portugal*

³ *Institute of Social and Political Sciences, University of Lisbon, Portugal*

Abstract

Written in Java Script, Bot Seeker® is an automated profile recognition software on Twitter, known as bots. It makes calls to the Botometer® and Twitter APIs, from a database, answering precisely whether a given profile is automated or not. To present Bot Seeker®, 63,737 tweets were collected on 05/29/2020 that mentioned the hashtag #leidacensuranao (censure law not), an event where social network users protested against a bill that aims to "fake news combat" from government of Jair Bolsonaro. In this study, it was found that, among the most relevant users in this debate, 66.6% of the profiles had some kind of automation, 26% were real profiles, 10.2% were already excluded accounts and 7.2% the application was not. to be able to distinguish. Bot Seeker®, working together with other data visualization tools, such as Gephi and RawGraphs 2.0, also allowed us to conclude that automated profiles had more influence in the debate than real profiles.

Keywords: Fake News, Twitter, Big Data, Digital Methods, Bots

Background

Fake news is not new in the digital age (Allcott and Gentzkow 2017), but having gained great proportions in everyday and academic vocabulary. In this context, with the help of robots that create an ecosystem composed of a network of fake news sites, the reader has the feeling that he is reading something legitimate. In the political sphere, especially in extremist governments, fake news is created to alter voters perceptions (Waisbord 2018, 1866), benefiting a government organization or public figure, as an authoritarian leader in a polarized scenario. It is in this context that many researchers (Lago and Massaro 2018; Silva and Luiz 2019; Al-Rawi, Groshek, and Zhang 2019) are dedicating their research to the proliferation of fake content on social networks. Mostly, using some programming language to obtain large amounts of data or even to analyze them. However, researchers are not always able to accomplish this feat without some difficulty or a long learning curve, since there are no studies in programming language within the background of social science researchers. The lack of programming language skills prevents, for example, some researchers from accessing the more complex database, as we will see later, of the Botometer®, which identifies whether a given profile on Twitter is automated or not.

In this sense, we sought to *develop an application that would allow the researcher to know, within his Twitter database, to know which of the profiles have some kind of automation.* For this, as we will see later, it was necessary to understand what type of methodology has been used to analyze the phenomenon of automated profiles on Twitter and how these profiles influence the opinion of a given subject.

Fake news and big data

So how do you know what is true? And what is not? The Botometer® is a tool, developed between the Institute of Network Science at Indiana University and the Center for Complex Networks and Systems Research (CNetS), which checks a completed Twitter account, providing a probability score of this same account being a bot (OSoMe 2019). In this perspective, this tool has gained a lot of academic credibility and has been referred to, and used, in recent articles. A study made use of Python to make calls to the Botometer® API, a study looked at the percentage of automated profiles that are followers of the largest television vehicles in Venezuela during a blackout on March 8, 2019 (Silva and Luiz 2019). With a data set of over 3 million profiles and 6,400 tweets from the teleSUR and VTV media, the results revealed not only the use of automated profiles in both media, but the exact number of automated user profiles. And due to the growing number of social science researchers who opt for new research methodologies, but who, for some reason, have some difficulty using lines of code to obtain and analyze large amounts of data, some applications appear that allow working big data without programming knowledge, such as Hoaxy¹ and Botslayer². However, these applications have a very low call limit, which often comprises a very small sample of data for the researcher. In addition, these applications often do not allow the researcher to upload their own databases, being dependent on the databases of these applications.

Methodology

The Bot Seeker® application is built on top Electron³. A V8 powered⁴ container that offers both Browser and Node.js environments in a single container. This makes it possible to create applications that can rely on both browsers and Node.js APIs. An example that was used on the Bot Seeker® application is the File System API from Node.js. A regular browser doesn't have access to the disk. But since Electron leverages both environments, we can access the File System without any restrictions. The Bot Seeker® application has been built entirely with React⁵ as a provider for the UI update lifecycle and the UI rendering itself. The interface is built with Material UI⁶, a library built on top of React those features Google's Material Design⁷. This made the UI very clean, easy to manipulate and to maintain. The charts are provided by chart.js⁸ and its extension for React. This library turns easy the job of building data visualizations and charts.

For storing data Bot Seeker® leverages the native browser's IndexedDB⁹. It's a technology that brings a tiny database to the browser. It is available on all major supported browsers. And since Electron is heavily based on Chrome, it also supports it. Since IndexedDB has a quite outdated API, I

¹ Hoaxy is a tool to visualize the spread of claims and fact checking. <https://hoaxy.osome.iu.edu>

² BotSlayer is an application that helps track and detect potential manipulation of information spreading on Twitter. <https://osome.iu.edu/tools/botslayer>

³ Electron is an open source framework for developing desktop applications using web technologies (HTML, CSS and JS). <https://www.electronjs.org>

⁴ V8 is the name of the JavaScript interpreter from Google used in Google Chrome. <https://v8.dev/>

⁵ React is a JavaScript library for building user interfaces. <https://reactjs.org>

⁶ React component library for agile and easy development. Build your own design or start with Material Design. <https://material-ui.com/>

⁷ Material is a design system created by Google to help teams build high-quality digital experiences for Android, iOS, Flutter, and the web. <https://material.io/design>

⁸ Chart.js is a simple yet flexible JavaScript charting for designers & developers. <https://www.chartjs.org>

⁹ IndexedDB is a low-level API for client-side storage of significant amounts of structured data, including files/blobs. This API uses indexes to enable high-performance searches of this data.

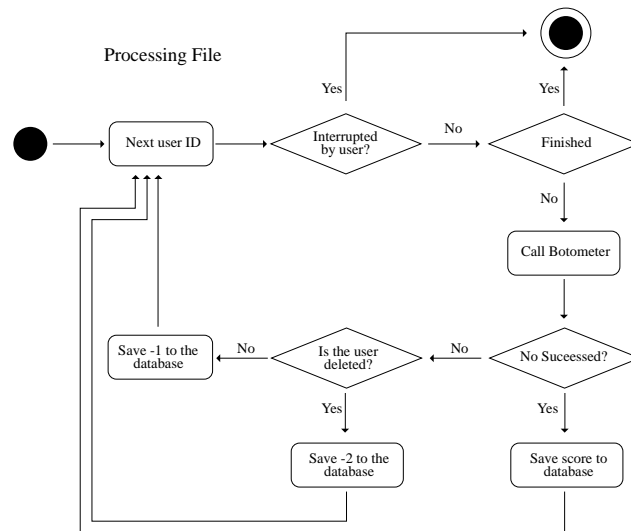
https://developer.mozilla.org/en-US/docs/Web/API/IndexedDB_API

used an NPM package called `idb`¹⁰, which “modernizes” the API using promises. The Botometer API endpoints¹¹ are not being called directly from the application. Instead, I built an NPM Botometer¹² package that only exports simple functions. It has been so well accepted by Botometer developers themselves that it is in the Botometer official API page¹³.

How does it work?

The application starts in a configuration screen, where the API tokens for Twitter and Botometer should be provided. Without this information, the application can’t properly connect to the required APIs. Once the APIs are configured, a screen with the user files is shown. These files are stored in the previously mentioned IndexedDB database. When uploading, the File System Node.js API loads the file, then this file is parsed and all the Twitter user IDs are extracted, using the information provided in the upload screen, such as which column to use as the source for the user IDs. All this information is then stored in the IndexedDB database, and it is immediately available in the file list screen. The process of running Botometer is more complex. Refer to figure 1 for further reference.

Figure 1: the architecture of the file processing.



Once all user IDs went to the process, the user is brought back to the files screen. And the statistics button will be available. Clicking on this button, the user will be able to see a plot built on Chart.js of the data.

¹⁰ This is a tiny (~1.09k brotli'd) library that mostly mirrors the IndexedDB API, but with small improvements that make a big difference to usability. <https://www.npmjs.com/package/idb>

¹¹ Botometer offers an API to be called via HTTP to test the Twitter profiles. In their official API page, you can find libraries for Python and JavaScript, including the one created specially for this project. These libraries are only interfaces between the programming languages and the HTTP interface itself;

¹² A simple and tiny library to get botometer scores. <https://www.npmjs.com/package/botometer>

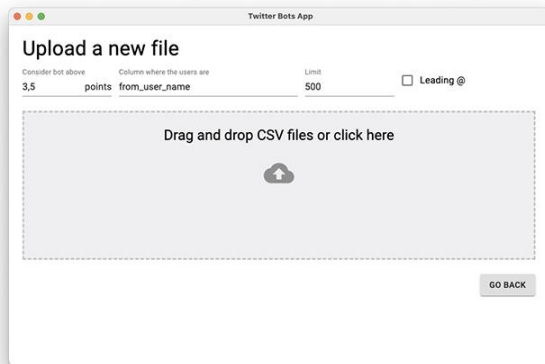
¹³ <https://botometer.osome.iu.edu/api>

Using Bot Seeker®

To take advantage of Bot Seeker®, the researcher must have a Twitter account, be registered a developer, create the API Key and Secret Key. The next step is to register your Botometer® API and generate Rapid API key. In Bot Seeker® insert the credentials.

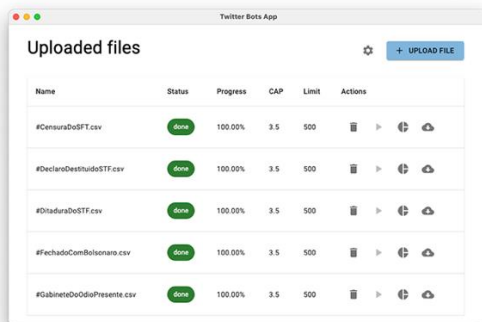
In the part of upload files, the researcher should consider an automation index that will be considered in the analysis. This value will determine whether or not a profile will be considered a bot. By default, Bot Seeker® will use 3.5 / 5 but this value can be modified by the user. The next step is to determine the column of the file where the profiles to be analyzed will be, by default, Bot Seeker® searches for the profiles in a column called from_user_name but the name of this column must be the same as that contained in the database. Finally, the researcher must determine the limit of calls that the Bot Seeker® will make to the Botometer API. By default, Bot Seeker® uses a limit of 500 calls, but this value can be changed if the researcher wishes.

Figure 2: Bot Seeker® Screenshot (upload a new file)



The use of the application is simple. The user is washed to a dashboard where he can control the database calls, as well as view a circle plot or download his database in a new *.csv file but with the results of the application.

Figure 3: Bot Seeker® Screenshot (uploaded files)



Crossover with other applications/plataforms

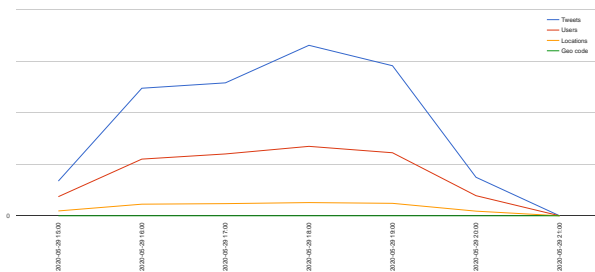
Since, to use Bot Seeker®, it is only necessary to determine the column in which the profiles to be analyzed are found, one can use a diverse database, whether obtained through Phyton, R (twitterR), Gephi or by the tool T-CAT. Focusing on the latter, as we will see shortly, it is possible to extract large amounts of data by T-CAT as a first step, an intermediate step for applying metrics in algorithms in Gephi that will give rise to a database already with some analysis of data. This is because DMI T-CAT collects data directly through the Twitter API for robust data analysis and interconnects with any other existing analytical software (Borra and Rieder 2014), as in this example, Gephi, which is one of the main software for mapping networks and communities, for interactive visualization, which explores complex, dynamic and hierarchical graphical systems, has become a powerful tool for data analysis. The algorithms executed by this software allow flexibility and agility in use, generating quick results for the amount of information that is analyzed. This data can be exported to a *.csv file that is imported into Bot Seeker®:

Id	Label	timeset	no_tweets	no_mentions	modularity_class	weighted indegree	weighted outdegree	weighted degree	score	cap	bot
1	leandroruschel		0	8084	0	229	0	229	0.799570188835745	3.5	Yes
3	taoquei1		0	2008	31	66	0	66	0.7527121552274618	3.5	Yes
5	feliapedri		0	55	20	5	0	5	0.6608500314332488	3.5	No
7	jouberth19		2	3436	30	263	2	265	0.7334998320027682	3.5	Yes
10	claudersonmiran		2	56	0	3	2	5	0.7219510972984345	3.5	Yes

Case study

63,737 tweets were collected on 5/29/2020 that mention the hashtag #leidacensuranao, an event where users of social networks protested against a bill that aims to "fight as fake news" from the government of Jair Bolsonaro.

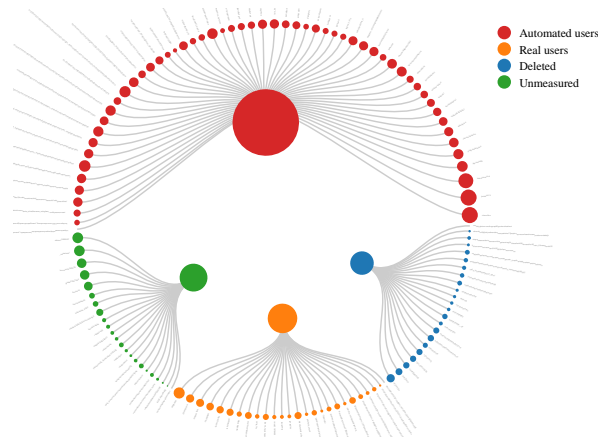
Figure 5: Hashtag life cycle



Results and Discussion

From the data returned from Bot Seeker®, it was found that, among the users most mentioned in this debate, obtained by the Social graph by mentions module of the T-CAT tool, 66.6% of the profiles had some kind of automation, 26% were real profiles, 10.2% were already excluded accounts and 7.2% the application is unable to distinguish.

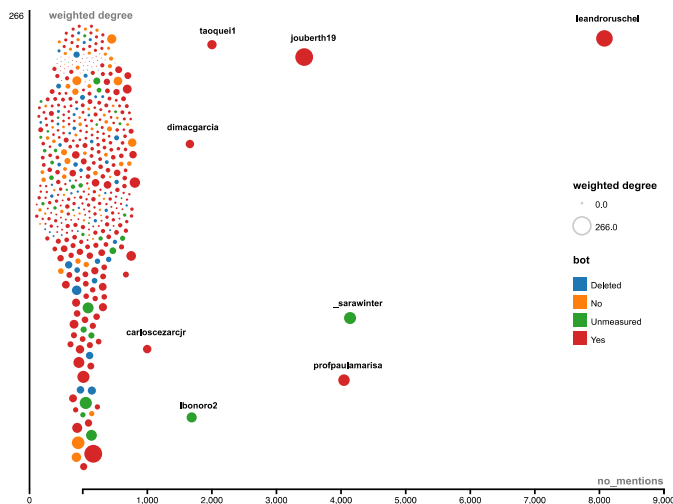
Figure 6: Circular dendrogram plot with first results



As this database had an intermediate step in Gephi, it is possible to measure the influence of each profile by the weighted degree metric. In this case, co-relating if more influential profiles have more automation and the result was positive. Through the RAWGraphs¹⁴ tool, we were able to scale the profiles. That is, in this visualization of data, the larger the node the more influential this node is within this data network.

Ahead, it is noted, that profiles that have some kind of automation have more influence among the profiles with higher numbers of mentions.

Figure 7: Circular dendrogram plot with first results



¹⁴ RAWGraphs is an open source project designed and developed by DensityDesign, Calibro and Inmagik.
<https://app.rawgraphs.io>

Although these automated profiles are popularly known as bots, many are real users who make use of some kind of automation. Of these profiles that make use of automation, it is noted that they are more influential and have a greater number of mentions.

Conclusion

What we saw in the graphics above was just one of the possibilities that the use of Bot Seeker®, associated with other applications, is able to offer. Creating native software that the researcher did not need to make use of a fully configurable programming language was done. However, the results that Bot Seeker® delivers still depend on the Botometer® database.

For future research and improvements, we do not rule out the use of artificial intelligence and machine learning that could, among other things, create the Bot Seeker® database itself. Which would make it possible to work with even larger samples.

However, we want Bot Seeker® to be a powerful tool in the analysis of social networks and to help understand how automated profiles influence how they operate in a given Twitter debate and how these bots impact the opinions of other profiles.

Availability

Bot Seeker® is available at <https://botseeker.org/>

References

- Allcott, Hunt, and Matthew Gentzkow. 2017. 'Social Media and Fake News in the 2016 Election'. *Journal of Economic Perspectives* 31 (2): 211–36.
- Al-Rawi, Ahmed, Jacob Groshek, and Li Zhang. 2019. 'What the Fake? Assessing the Extent of Networked Political Spamming and Bots in the Propagation of #fakenews on Twitter'. *Online Information Review* 43 (1): 53–71. <https://doi.org/10.1108/OIR-02-2018-0065>.
- Borra, Erik, and Bernhard Rieder. 2014. 'Programmed Method: Developing a Toolset for Capturing and Analyzing Tweets'. Edited by Dr Axel Bruns and Dr Katrin Weller. *Aslib Journal of Information Management* 66 (3): 262–78. <https://doi.org/10.1108/AJIM-09-2013-0094>.
- Lago, Lucas, and Massaro Massaro. 2018. 'Bot ou Não: Quem Segue os Candidatos a Presidente?' São Paulo: INTERNETLAB Pesquisa em Direito e Tecnologia. [Http://www.internetlab.org.br/wp-content/uploads/2018/07/Relat%C3%B3rio-Bots-ou-n%C3%A3o.pdf](http://www.internetlab.org.br/wp-content/uploads/2018/07/Relat%C3%B3rio-Bots-ou-n%C3%A3o.pdf).
<http://www.internetlab.org.br/wp-content/uploads/2018/07/Relat%C3%B3rio-Bots-ou-n%C3%A3o.pdf>.
- Nelson, Jacob L. 2018. 'Misinformation and Mass Audiences'. *Journal of Broadcasting & Electronic Media* 62 (4): 719–21. <https://doi.org/10.1080/08838151.2018.1524635>.
- OSoMe. 2019. 'Botometer'. Botometer by OSoMe. 26 May 2019. <https://botometer.iuni.iu.edu>.
- Silva, Rodrigo, and Andrey Luiz. 2019. 'Robots, Lies and Misinformation in Venezuela. Identifying Automated Twitter Profiles of the Telesur and Vtv Media'. In *Proceedings of the VIII ICSSW 2019*, 412–25. Faculty of Psychology and Educational Sciences of the University of Coimbra: Faculty of Psychology and Educational Sciences of the University of Coimbra.
<https://www.fpce.uc.pt/icssw/doc/proceedingsbook.pdf>.
- Waisbord, Silvio. 2018. 'Truth Is What Happens to News: On Journalism, Fake News, and Post-Truth'. *Journalism Studies* 19 (13): 1866–78. <https://doi.org/10.1080/1461670X.2018.1492881>.

Nigerian Women for Leadership and Sustainable Development in the Fourth Republic: An Insight from History, 1999-2015

Nwobi Obiora Isaac, Ph.D

*Department of History and International Relations, Ebonyi State University, Abakaliki,
Nigeria.*

Abstract

This paper examines gender politics in Nigeria. It finds that the spate of discrimination often meted out women within the Nigerian socio-political environment has contributed to the low level of national development in spite of the several mineral and material resources available for the development of the country. It anchors her analysis on Mary Wollstonecraft Feminist theory to explain the dire effects of gender inequality to Nigeria's national development. It argues that the problem of Nigeria's national development is located on the patriarchal system that confers government powers and functions within the men hold population to the extent that women are often discriminated and could only be seen in the kitchen and when producing children. It further argues that such practice as prevalent in Nigeria and some other countries was not only against international convention but prompted the 1995 Beijing global summit to discuss and approve 30% Women Affirmative Action. Its position is that, Nigeria's leadership system as presently practiced cannot give her the desired development needed to compete with the industrialized nations globally except there will be change within the political system. It argues that the tremendous national and economic development recorded within Nigeria's economic sector came when the likes of Drs Dora Akunyili, Ngozi Okonjo Iweala, Mrs Oby Ezekwesili and Mrs Diezani Alison Madueke were holding one political office or the other in the fourth republic hence, the paper concluded that sustainable national development can only be achieved if women are mainstreamed into Nigerian political and administrative positions. Data for this study were derived from secondary sources while thematic, historical and analytical methodologies were adopted.

Keywords: *Nigerian Women, Leadership, Sustainable Development, Fourth Republic*

Introduction

The slow development of Nigeria is a factor from her political structure/arrangement that is highly dependent on socio-political discrimination of gender if not, certain category of Nigerian population. There are these classes of people that have continued to hold on to political administration for several years without prioritizing development in Nigeria's political scene. These classes comprise the Fulani aristocrats who wield powerful influence within the Hausa-Fulani oligarch and have the wherewithal for deciding Nigeria's politics while others are the survival heroes and heroines of the erstwhile Nigerian civil war who have little to commit to the political development of Nigeria. The latter are more committed to survival of Nigeria as country and are willing to commit development of the nation at any point of political consideration. Since Nigeria's political independence, its administration and

governance have remained largely within the make-shift power rotation of the Hausa-Fulani and Yoruba male political elites. The women have been ably discriminated against the background of the constitution provision of section 42(3) which inter alia avers that:

Nothing in subsection (1) of this section invalidate any law by reason only that the law imposes restrictions with respect to the appointment of any person to any office under the state or as member of the armed forces of the Federation or member of the Nigeria Police Force or to an office in the service of a body corporate established directly by any law in force in Nigeria. (1999 Constitution of the Federal Republic of Nigeria, 19-20).

It is unfortunate that from October 1, 1960 when the British colonizers granted independence to Nigeria up to the fourth republic, the leadership of Nigerian state had aptly remained the sole political rights of the men. This arbitrary domination of men is dependent upon the nature of Nigerian society which gave certain rights to the men on the one hand while discriminating women on the other. This practice is not good for an emerging developing economy like Nigeria with high corruption cases. It would be arguably stated that 75% of the Nigerian politicians from 1999 till 2015 are men while 35% of them are women. 10 out of this 35% were politically elected, 25% were appointed into one political office or other. This largely shows that Nigeria is politically men dominated nation state and the political system is however patriarchal. This practice has continued to allow the politicians in the country to perpetuate corruption because there is no a complete balance of ideas among the politicians.

Importantly, it must be said here that the performance of any nation, in seeking to achieve its set goals, to a large extent depends on its leadership. This is because effective leadership commits government resources to the development of communities in the state. This vision is lacking in Nigeria where its leaders more specifically, the men are practically concerned with the egoistic acquisition of wealth. In fact there are much complementarity between women and development in every state. Women produce children for development of state, make peace and settle differences, contribute in building the economies whether at personal or national level. It is on this premise that the role of women for leadership and sustainable development will be explored.

Theoretical Perspective of Mary Wollstonecraft Feminism

A theoretical perspective of Mary Wollstonecraft's political philosophy has been adopted for wide spectrum of analysis. The popularity of Wollstonecraft radical nature toward the desperate subjugation of women in the past must begin with the understanding of her political philosophy in her eminent work entitled "**A Vindication of the Rights of Women**" published in 1792. Wollstonecraft's philosophy came amid the violation of her mother's rights which she experienced from the tyrannical nature of her abusive father. The experience enjoined her to envision and propose a social and political order in which women were treated as rational, autonomous being capable of independence and virtue. She debunks the perception in which women for most of history were considered by many thinkers to be irrational and intellectually hollow beings that merely existed for the sake of beauty and procreation (Meany, 2019). She propounded an Equality Feminism theory which was a dominant version of feminism of her time. In fact, Equality Feminist theory is the extension of the equality of the male and

female into theoretical and philosophical fields of thought. At its core, equality feminist theory advocates for equal standing of both men and women in terms of desires, wants, goals and achievement. Through this viewpoint, the basis of human nature outside of culture is androgynous, natural and equal. Wollstonecraft (1792) stresses that women should enjoy the same legal and political rights as men on the grounds that they are human beings and went further to assert that both men and women should have equal access to rights because they have an equal access to the capacity to reason. This theory is very succinct in explaining women leadership capacity if mainstream into politics for effective sustainable development of the country. A practical example will be seen in few cases of Nigerian women that had attain certain leadership political role and used same to develop various ministries, agencies and commissions which they had at one time or the other been appointed to lead.

The Brief Concept of Leadership in Nigeria

A review of leadership literature provides one with a plethora of definitions and theories, all of which point to the fact that there is gamut of meanings often conveyed by writers to often suit the perception of the authors who suggest them, or as descriptions of the leadership landscape that existed during certain eras or periods of human life. This suggests that there are several meanings as several authors that exist within the leadership circle and to that extent, any attempt to hazard one general meaning will be probably difficult. Against this background, there are several older theories such as Behavioural theories that focus on the behaviours or actions exhibited by individuals in such leadership role and others like Situational and Contingency theories that looked at it as context-specific in nature.

However, Darty-Baah (2014), arguably maintains that these theories suffered several flaws as they focus on the role of the individual (leader) in achieving set of organizational goals, neglecting the importance of the contributions of followers and the need for enhanced relationship between leaders and followers for effectiveness in goal attainment, hence, leading to the emergence of newer theories that were more ideal and effective. This suggestion is good for a proper theoretical conceptualization but we may not properly dwell on it since our task is to highlight some various meanings and definitions that abound on the subject matter. For Mayowa (2009), leadership is the ability to evaluate and or forecast a long term plan or policy and influence the followers towards the achievement of the said strategy. In this definition, there is a complete interconnection between who leads and those that are led. Its importance reveals that there must be cooperation and unity for effective development of the society. Leadership by Batten (1989:35) is a development of a clear and complete system of expectations in order to identify, evoke and use the strength of all resources in the organization, the most important of which is people. Key in this definition is a complete system of expectations; evoke the strength of all resource and people. Undoubtedly, it is surprising that the political system of Nigeria is structured in a way that the hope of the masses is dazed with only a few individual middle class amassing wealth

Nigerian Women and Sustainable Development

Recent achievements within the Nigerian political history have revealed that women have the capacity for developing Nigeria if mainstream into the administrative governance of the country. This is because women stand astride of good leadership and sustainable development. To that extent, women become

the most powerful agent for sustainable development. For example, there was relatively economic improvement under the leadership of Ngozi Okonjo-Iweala as Nigerian Minister for Finance in 2003-2006 and 2011-2015. It was Ngozi Okonjo-Iweala that was able to revamp Nigerian economy from the pitiful state of Adamu Ciroma in 2003 to a point that Nigeria emerged as the leading economy in Africa. Again, Dora Akunyili was very outstanding in presenting Nigeria's international image as good people during her time as the minister of information and communication. In fact, Fapohunda (2009) opines that women play a central role in development is becoming increasingly recognized. They are the principal producers of food, the managers of household resources and the custodians of family welfare. This emphasizes that women from time immemorial have been at the epic centre of development hence, Yesufu (1962) observes that development means the process and result of improving the well-being of people - not category or some categories of people, but all persons within the national economy, the totality of the citizens. In fact, women in traditional Africa were a product of social, political and economic realities of the society. The 2006 Census population figure puts women at 67% of the agricultural workforce in the country. Generally, this shows that women account for 70% of all the agricultural products prevalent in the country. There is no doubt however, that women as a condition for social improvement have emotional, intellectual and spiritual contact with the next generation of the country's population. These new generations constitute another workforce needed for societal development. This is necessary for the development of country since no country will be completely detached from the intellectual property of her population while thinking for sustainable development.

Selected Cases of Prominent Nigerian Women in Nigerian Political Development

As stated above and until recently, Nigeria's politics has been men dominated and basically gender insensitive. Up till 2015, all the Executive positions except in Legislative Chambers of Senate and House of Representatives and possibly State Assemblies were occupied by men except in Anambra State where Her Excellency Virginia Ngozi Etiaba was the first Nigerian woman governor following the impeachment of His Excellency Mr Peter Obi from November 2006 to February 2007. By this, women involvement in Nigeria's politics became the outcome of the 1995 Beijing Global Summit to discuss and approve 30% Women Affirmative Action. With the resolution adopted as a platform of action to mitigate all forms of discrimination on women, President Olusegun Obasanjo on assumption of office in 1999 appointed four women out of the fifty-four (54) Federal Executive Council members (Ojiakor, 2007:317). Among them were"

1. Mrs Modupe Adelaja as Hon Minister of State - Defence
2. Dr (Mrs) Aminat Ndolola - Hon Minister of Health
3. Mrs Pauline K. Tallen, Hon Minister of State – Science and Technology
4. Dr (Mrs) Kema N. Chikwe - Hon Minister - Transport
5. Dr Bekky Igweh - Hon Minister of State Solid Minerals.

In 2003, the following women were appointed and sworn in as Ministers:

1. Ngozi Okonjo-Iweala - Finance
2. Nenadi Esther Usman - Deputy Finance

3. Binta Ibrahim Musa - Deputy Education
4. Alice Mobolaji Osomo - Housing and Urban Development
5. Rita Akpan - Women Affairs and Youth Development (2003)

In 2007 Musa Yar'Adua appointed the following into his Executive cabinet:

1. Halima Tayo Alao - Environment
2. Dora Akunyili - Information and Communication
3. Diezani Alison-Madueke - Mines and Steel Development and later Transport
4. Grace Ekpiwhrr - Science and Technology (African News, 2010).

In a cabinet reshuffle of President Goodluck Jonathan, after the demise of Yar'Adua, Jonathan appointed the following women:

1. Stella Oduah-Ogiemwonyi- Hon. Minister of Aviation
2. Ruqayyatu Rufai – Hon. Minister of Education
3. Ngozi Okonjo-Iweala – Hon. Minister of Finance
4. Viola Onwuliri - State Minister for Foreign Affairs
5. Mrs Omobola Johnson – Hon. Minister of Communication and Technology
6. Diezani Alison-Madueke – Hon. Minister of Petroleum Resources
7. Zainab Maina – Hon. Minister of Women Affairs

While in offices these women worked tirelessly in Nigeria's change agenda and specifically others like Okonjo-Iweala and Dora Akunnya's landslide achievements earned international recognitions.

Conclusion

A study on Nigeria's political development reveals that Nigeria came close to improving a bit in the various Ministries where women were appointed as the political heads. This development further reveals that a better and organized political system that can advance economic development can be achieved if women are mainstreamed into Nigerian politics. This is because women by several functions they do in the society are agents of societal development. This reflected in the campaign that affirmed only 30% political opportunities for women as strategy for development.

References

African News, Yar'Adua Names Cabinet. In <https://en.w.wikipedia.org>. Retrieved on 6/8/2020

Batten, J. D. (1989), *Tough-minded Leadership*, New York, AMACOM.

Constitution of the Federal Republic of Nigeria, 1999, Lagos, p.8.

Darty-Baah, K. (2014), *Effective Leadership and Sustainable Development in Africa: Is There “Really” A Link?*, *Journal of Global Responsibility*, in [https://dx.doi.org/10:11108/JGR-03-2014-0014](https://dx.doi.org/10.11108/JGR-03-2014-0014).

Elombah (2011), Nigeria's Goodluck Jonathan is Acting president. In BBC news. Retrieved on 6/8/2020.

Mayowa, A. (2009), *A Leadership Manager in Nigeria*, in *Leadership Definitions by Scholars*, retrieved from Leadership.blogspot.com, 3/8/2020.

Nze, M. Obasanjo Swears in New Cabinet. In [https://www. onlineNigeria.com](https://www.onlineNigeria.com), 18/7/2003.

Ojikakor, N. (2007), *Social and Political History of Nigeria 1970-2006* (Enugu: EWANS Press Nig), 317.

Wollstonecraft, M. (1792), *A Vindication of the Rights of Woman*, in *Equality Feminism*, in <https://en.m.wikipedia.org>. Retrieved on August 3, 2020.

Yesufu, T. M. (1962), *Nigeria Manpower Problems: A Preliminary Assessment*, *Nigerian Journal of Economic Studies*, Vol. 4. No. 3.