

Report of Children and Youth

Origin:

This report originates from the Internet to call on senior high school students who have the willingness to write and jointly submit a comprehensive report of children and youth with multiple facets. Four partners act as the editorial writers. The report is delivered to **Wei-Che Yu, an 11th-grade student at Mingdao High School in Taichung City**, for collection, correction and compilation. We hope that this report can provide the members of the International Review Meeting with more voices and perspectives of the students in order to eliminate the deficiencies of the schools and the education system.

Pingtung M*** Junior High School, 8th Grade C****-M** C******

(1) Body Autonomy

Motive:

I have acted in an opposing way against the school rules. Unexpectedly, my coat was forfeited in the current cold days. However, the school was not allowed to record a demerit against me according to the requirements of the law. These requirements are not specified in the school rules but disseminated by broadcasting to avoid the explicit specification.

Core concept:

“Body autonomy” means that a person has the right of self-assertion with respect to the thinking and perception of his/her body, and also has the obligation of utilization, self-protection and management. No one can question what to eat, what to use or what to wear. According to Article 21 of the “Directions Governing the Establishment of the Regulations on Teachers’ Guidance and Discipline for Students”, the “Principles on the Establishment of Dress Codes for Senior High School Students”, and the “Principles on the Establishment of Dress Codes for Junior High School Students”, schools are not allowed to specify the hairstyle or ornament in their school rules. They should allow the students to wear additional warm clothes inside and outside the uniform. But most of the schools’ act in violation of these regulations.

Instance:

Most of the schools have dress codes in violation of the body autonomy in their school rules. For example, they prohibit the students from using make up, applying nail polish, wearing accessories, dyeing hair, having a perm, having tattoos, using hair rollers, etc. These obviously infringe the body autonomy of the students. And, even though no prohibition is explicitly specified in the school rules, teachers may correct students. As the Humanistic Education Foundation points out, some schools even extend their control from the eyebrows to underwear. For this, the Executive Yuan issued a letter to the schools at all levels in January 2021. However, this effort did not have any effect. For example, Pingtung Mingzheng Junior High School does not allow students to have tattoos or dyed hair in its school rules, and prohibits girls from using make up (OK for boys?) and applying nail polish (how about clear nail polish?...), and requires the additional coat to be put on inside the uniform (looking very fat and hard to zip up).

Effective solution:

The regulations of the government governing the school rules are described above, but the aforementioned instances clearly indicate that schools do not implement these regulations properly. The Ministry of Education should conduct an enhanced investigation by distributing anonymous questionnaires or setting up simple and convenient anonymous reporting channels for the students to express their views. Only this way can stop the school rules that violate the legal regulations.

(2) Mental Health

Motive:

My classmates and I have lost control of our emotions under pressure and have been clearly aware that schoolwork and social expectations are not ignorable sources of pressure. Suicides of teenagers were occasionally reported in social news.

Core concept:

According to the definition of the WHO, mental health is not merely “no mental disease”, but a state in which “a person is able to clearly understand his/her potential, address the pressure in his/her daily life, live in his/her own way, and make contribution to the society”.

Instance:

A young man of 13 in New Taipei City entered the gifted education program in mathematics and sciences two weeks ago. He said “goodbye” to his parents with tears in his eyes yesterday and jumped from the building where he lived in the morning. There were many traumas on his body and he lost the signs of life on the spot. The cause of the case is under investigation. The parents expressed sadly that their boy told them he did not want to go to school but did not say why... In fact, the suicide death rate of teenagers in Taiwan has kept rising for 20 consecutive years. The news about the suicide of the students participating in the gifted education program is often heard in recent years. A few years ago, a Taipei First Girls High School student seemingly jumped to her death under pressure. At National Taiwan University, the student of the department of history and the graduate institute of law took their lives within three days at the end of last year. This news was really a shock in Taiwan.

This paragraph is extracted from “Business Today”.

Effective solution:

The following are two major sources of pressure to teenagers

Reason 1. Hormone fluctuation that results in emotional dissonance and external pressure

Young boys and girls have experienced rapid changes in their body, mentality, and social activity since their adolescence. The stress and obsession brought about by these changes or the external pressure (originating from, for example, schoolwork, expectation of their parents, personal relation, sleep insufficiency, and sequelae of miserable experiences in childhood) causes emotional fluctuation and affects the learning, social activity and daily life, or even brings about insomnia and other mental disorders in a vicious circle.

Reason 2: Pressure from schoolwork and expectations of the teachers

In June 2018, John Tung Foundation conducted a survey of 3,478 junior and senior high school students in the six municipalities to understand the level of their melancholy. 64.8% of them were worried about their schoolwork and tests. Here we only talk about the pressure from the schoolwork. Teachers pay much attention to the learning performance of the children. The students who are used to the environment of high pressure in the process from their childhood can adapt themselves well. They are usually highly self-demanding in learning and may have strong cumulating negative emotions when they cannot archive their goals. This and other reasons result in increasing suicide cases for 20 consecutive years. Or, teachers may probably force students to learn hard and watch them closely every day and every hour. This way, they infringe the privacy of the students and their freedom to control their time. Teachers may also establish standards and impose severe punishments that gradually affect the mental health of the students.

Solution - Counseling

Prevention requires the change of the social value, but this is hard work. Currently, only the counseling resources of the schools can help, but the capacity and quality must be enhanced substantially. A counseling teacher takes care of a large number of students and his/her work is extensive and complicated. The quality and effectiveness are affected as a result. The capacity for the transfer under the three-level guidance and counseling system must be enhanced or more professional counselors must be dispatched to the schools.

(3) Adoption of the Physical Fitness Scores

The physical fitness test in the appropriate development required by the 2019 Curriculum Guidelines is crucial to the calculation of the scores under the Comprehensive Assessment Program. Some students even come to the physical test center to test 18 times to have a perfect score. The difference in the long-distance running between the boys and girls is also a dispute. To be sure, the physical fitness test results are not related to the hours of the normal sports activities that the students engage in. Physical fitness is easily affected by innate conditions. So, why should the result of the physical fitness test be incorporated in the calculation of the multiple performance?

(4) Unclear School Rules and Damage to the Reputation of the Schools

Motive:

My classmates have been punished with a minor demerit for smoking in the narrow alley outside the school and causing damage to the reputation of the school.

Core concept and instance:

“____ punishment of warning in less serious circumstances, ____ punishment of a minor demerit in less serious circumstances” is commonly seen in school rules. However, the severity of a specific case is not defined clearly. There is a really “evil clause” - damage to the reputation of the school. In many cases, it is hard to define if a student really damages the reputation of the school. In almost all the cases, teachers may punish a student for damage to the reputation of

the school when they dislike what the student is doing, and no students can fight it. Article 3 of the “Directions Governing the Establishment of the Regulations on Rewards and Penalties to Senior High School Students” states, “schools shall establish regulations on rewards and punishments to students based on the practical education purposes, maintenance of the order on campus, and necessity to ensure learning of the students. The establishment shall meet the following principles:

- (1) Explicitness principle: The types, prerequisites and processes of the reward and punishment shall be specific, explicit and foreseen by the students.
- (2) Equality principle: The same rewarding or punishment case shall be addressed in the same way unless there are any exceptional reasons.
- (3) Proportionality principle: The appropriateness, necessity and proportion shall be taken into account in the rewarding and punishment measures from the viewpoint of the education.
- (4) Due process principle: The decision on the reward and punishment shall be subject to the regulations for fair and reasonable processes. The regulations explicitly state “maintenance of the order on campus” rather than “maintenance of the social order”. Hence, the school rules should not impose punishment on the students for their improper behavior outside the school. The first principle tells that in many cases, it is hard to define if a student really damages the reputation of the school.

Effective solution:

Comprehensively review the regulations of all the schools regarding the implementation of the rewards and punishment, help students understand their rights through different channels (including textbooks), and provide anonymous accusation approaches for the students.

(5) Unbalanced learning and rest time

Motive and instance:

I get up at 07:00 and the school time ends at 17:00. The insomnia yesterday makes me feel exhausted and I have to go the cram school for my mathematics class from 18:00 to 19:30. As expected, I am too tired to concentrate. This is the routine of many students.

Core problem:

1. Morning self-study:

Most of the schools in Taiwan arrange the morning self-study time for the teachers and students to use flexibly. Over time, however, chaos occurs in the effect of the culture (rest = not studious = bad student). For example, teachers may instruct students to fulfill specific tasks during the morning self-study period (e.g. recite vocabularies together), or students should not sleep but read books. This chaos again substantially reduces the time of the students to explore their interests. For some students, they are wasting their time. Moreover, unlike normal learning times when teachers may not be respected in some cases, students will not affect others during the morning self-study period if they do not make noise or disturbance. Revoking the morning self-study can postpone the time to arrive at the school. The research points out that sufficient sleep is very helpful for learning efficiency. Fortunately, the Ministry of Education announced on February 15, 2022 that senior high schools should not ask students to arrive at the school or arrange any tests or other activities before the first class. Students are encouraged to learn on their own account. I hope there will be the same protection for junior high school students.

2. Excessive learning hours

The learning hours of the students in Taiwan rank as one of the top in the world and we are worthy of the name of the No. 1 in blood, sweat, and tears students in the world. The attention time of a human being is up to 18 minutes. A class lasts 45 minutes and it means that students do not concentrate their attention in the class for the rest of the 27 minutes. Insufficient rest time also affects the ability of the students to learn new knowledge. Lengthy lessons make students tired and there are at least 7 classes in a day. These obviously affect the learning efficiency of the students. Many students have to take lessons after school and many cram schools give lessons till eleven o'clock in the evening. The resultant pressure causes the problem of sleep indirectly and physiological diseases may occur when it accumulates over a long period of time. Due to the passive receiving of information for a long time, many students have lost their self-study ability since their higher grades in elementary schools. They cannot arrange the schedule themselves and lose their critical thinking ability and goals. Like a machine, they go to cram schools, memorize, recite question banks, and follow the orders of the teachers repeatedly, and, in the end, find they are only specialized in examinations. What a pity!

3. Lunch break

The lunch break is necessary after long and tedious learning for 5 hours in the morning. Some schools (or classes) ask students to bend over the desk. They are not allowed to raise their heads, go to the toilet, or open their eyes until the lunch break is over. Some class teachers “patrol” along the passageway outside the classroom. All of these instructions are similar to the orders in the army.

4. Learning assistance class (8th period)

Many junior and senior high schools require students to take part in the “additional” learning assistance in the 8th class. Although the school conducts a survey on the willingness to participate in the learning assistance after the semester begins, checking the consent field is the unspoken rule on the campus. Most of the teachers use the learning assistance class to catch up with the teaching schedule and the students who do not participate in the class cannot keep up with it. Some teachers “suggest” students participate in the learning assistance even by menacing them with deduction of their school grades. This reduces the time that students can make use of by themselves and does not protect the right of the student to select freely.

Effective solution:

Revoke the morning self-study and learning assistance. Reduce the classes. For the classes that are not suitable to revoke, arrange them in the elementary schools because, after all, the pressure from the schoolwork of the elementary schools is less than that of the junior and senior high schools.

(6) Prohibition of Romantic Relationships

Motive:

There were cases of romantic relationships between the students of the opposite (or same) sex. In these cases, teachers told the parents of the students involved and they were punished with demerits or transferred to other schools or classes (private schools). Dating someone becomes a fuss and the students who love each other must go out furtively like a criminal. When there are any problems in the romantic relationship, no students dare to ask for assistance, and late intervention may bring about much risk.

Core concept:

The 2014 Article 10 of the “Directions Governing the Establishment of the Regulations on Rewards and Penalties to Senior High School Students” states explicitly “when establishing the regulations on the rewards and penalties to the students in order to prevent them from disobeying the gender equality and interpersonal relationship principles and, thus, bringing about damage to the learning environment and order on the campus, public advantages, or the right to learn of other students, the school shall take the overall purposes of the regulations into account and specify the prerequisites explicitly, and shall not generally define the romantic relationship (boy and girl), vague relationship (boy and girl), intimate relationship (boy and girl), or other similar requirements as the prerequisite for the punishment.” Cancellation of the prohibition order means students can date someone freely and there are no restrictions within a reasonable range. Now, when finding any romantic relationship between the students on the campus, the military instructor or teacher tries to expostulate more or less, or informs the parents and asks them to discuss in the counseling center (persuading them to help the students part from each other). Is this a prohibition of romantic relationships to a certain extent? Does the teacher have the obligation to give a notice in a timely manner?

Instance:

My classmates dated each other and the teacher told their parents and asked them and the students to “talk” in the counseling center. I think what the school did is very abnormal.

Effective solution:

Enhance the execution of the regulations and organize workshops for the teachers to change their perspectives and the social value.

(7) Announcement of the Ranking List

Motive:

Parents and students compare with each other and analyze every time the ranking list of the sectional examination is announced. I realize that everyone runs into the curse of the ranking. Do the parents love their children or their school grades and ranking?

Core concept:

According to Article 10, Paragraph 2 of the “Regulations Regarding the Assessment of Elementary and Junior High Students' Academic Performance”, “schools may announce and explain the distribution of the students’ scores and may not make public the ranking of individual students in the class or school.” However, there are schools acting in violation of these regulations.

Instance:

The Top 150 of the students who had good performance in the sectional examination were announced on the bulletin board in the school. The result of each subject in the sectional examination and the total score were distributed to each student in a class. Though no ranking was announced, students could have it by calculating their scores. I planned to take a picture of the ranking list announced in the Academic Affairs Division with my mobile phone after school, but it disappeared. I asked the teacher in charge of the administrative affairs and was told that the ranking list was only announced within the school hours and I should come tomorrow again. Isn’t it a perfect use of the loophole?

(8) The Predominant Values of Entrance to a Higher School in Taiwan

Motive:

I am a student of the 2022 Comprehensive Assessment Program. Teachers give many test papers to practice before the examination. Though I can sustain this extremely torturing “practice” of high intensity, many of my classmates complain of this hardship. Nevertheless, many students study so hard in the hope of entering a good senior high school. What they are doing is distressing and resenting. So, I write this report in the hope of attracting the attention of the government through international scholars.

Core concept:

The day-to-day learning substantially reduces the rest and leisure time of the students, and thus violates the requirements of the **student’s right to rest and leisure** in the **Convention on the Rights of the Child**. The abnormal values of the teachers lead to violation of their teaching behavior against the law. It is useless when a student reports this behavior to the school. What the teachers are doing infringes upon the student’s rights to welfare and be protected.

Instance:

Since the examination for entrance to a higher school requires a lot of practice, many non-academic classes and even the time originally arranged for non-academic purposes are used for the tests. This substantially occupies the time of the students to rest. The excessive borrowing and rearrangement of class periods lead to more learning hours, but Taiwan is not ranked as one of the top competitive entities with this effort. These make me wonder whether all of these learning hours are positive or negative to the competitive strength.

Though the Ministry of Education has established many regulations and tried to bring teaching back to its normal route, the current system governing the entrance to a higher school and the tremendous required practices do not allow the frontline teachers to comply with the laws in the end. That teachers have higher authority than students is the established value of the society in Taiwan. The whistleblower who dares to report the violation usually becomes the target of the teachers or is not understood by the classmates. These make the students not dare to report it to the authority and thus affect the enforcement of the law.

To sum up, the inequality between the teachers and students and the abnormal development of the teaching methods originate from the predominant values of entrance to a higher school and the exam-based channels to enter such school.

Effective solution:

All the students study and slave away for a good school. Most of them study hard for better resources, and some of them take this opportunity to show off to their relatives. As for the former, the best practice is to distribute resources to the schools as equally as possible and, in

this way, revokes the senior high school entrance system progressively to realize the actual exam-free entrance to a higher school. In addition, technical and vocational education is also a major part to be enhanced. This is an approach to the cultivation of professional talents and provides another choice for the students who are not good at school. As for the latter, I think it will be improved gradually as long as the policy with the examination as the decisive prerequisite to enter a higher school is revoked.

Mingdao High School, Taichung City, 10th Grade Li-Min Li

(9) Dress Code

Motive:

It's another busy day when I enter the campus that I am familiar with. But I see the significantly increased school patrol members after I became a 10th-grade student. What's going on? I could avoid them in the crowded stream of students previously. But now I am stopped more easily. An upperclassman ever borrowed my schoolbag at the place close to the door of the school. She said she would not be stopped by the school patrol this way. I saw a student who put on his coat outside the uniform and was stopped. I also saw a classmate who mixed and matched his shoes and became a concern of the military instructor. These are the freedoms that should not be restricted, but they must be recorded individually.

Core concept:

According to the Article 4 of the "Principles on the Establishment of Dress Codes for Senior High School Students", no restrictions shall be imposed on the dress of mix-and-match style with the uniform in the school except for the PE class, internship activity, competition, important ceremony and exchange event for which a unified dress style can be specified. Schools shall not impose restrictions on the hairstyle of the students save that these restrictions are required for prevention from damage to the safety and health of the students, public health, or infection of disease. In cold weather, schools should allow the students to wear additional warm clothes inside and outside the uniform, such as coats, hoodies, sweaters, scarves, gloves, hats, etc.

Instance:

My school allows us to wear everyday clothes outside the collared uniform or sandals at a given temperature (10°) and in a given environment (e.g. a rainy day). In fact, however, the temperature on the lowland in Taiwan is rarely so low due to global warming, and the sensitivity to the temperature is different depending on individuals. When additional everyday clothes are put on outside the uniform in the winter, teachers will usually ask to take them off or put on a coat, or the student dressing this way may be stopped by the school patrol. As for the shoes, the student who put on the uniform without wearing leather shoes in the school will be recorded. A student must carry the schoolbag on one side of the shoulder or the back when carrying other bags together with it. Otherwise, the student will be recorded.

Effective solution:

Schools should compulsorily amend the dress restrictions in their school rules. Teachers should be reminded strongly that no records should be made and no punishment should be imposed in these circumstances. After the school rules are amended, measures should be taken to prevent conservative teachers from imposing restrictions in a different form by deducting the academic or conduct grades.

(10) Living Environment Contest

Motive:

My class was once at the bottom in a living environment contest because there were too few students in the classroom at noon. But we had participated in many activities and were out of the classroom for meetings or events. The class teacher wanted to impose restrictions on us and reduce the times of going out at noon in the hope of having a better ranking.

Instance:

My school promotes many activities such as study group, volunteer club, the current Summit of the Youth, and the future Manxing and Shiqing summer camps. All of these require discussions at noon. The honor evaluation committee members come to score right at this time. They deduct the point if there are too few students in the classroom. The restriction is looser in senior than in junior high schools. I remember even the student who did not sleep in the classroom would be recorded. The class teacher was not happy with this because the deduction of the point caused us to have the worst score among the classes at the same grade. She said you were the students of the humanities experiment class, but why did you perform worse than the regular classes, and so on. She even decided to impose restrictions on us and reduce the times of our gatherings at noon. We must record our name every time when we go out.

Effective solution:

Revoke the contest system so it will not become a competition between the teachers of the classes or a criterion for evaluating the students. The freedom of the students to participate in activities will not be restricted.

(11) Chaos in the Education Reform under the 2019 Curriculum Guidelines

Motive:

The 2019 Curriculum Guidelines have been on the firing line since they were announced. Students, parents and even professors of the universities found many deficiencies in the guidelines and quite a few people launched a petition to “revoke the portfolios”.

Core concept:

So far, the portfolios demonstrate four deficiencies as follows:

1. Waste of time: Senior high schools are a bridge to colleges. The complicated schoolwork is a heavy burden and students must participate in many camps, activities, and class officers and students organizations. These have occupied much time of the students and they have to write portfolios. In these circumstances, they are forced to generate portfolios of low quality. Hence, this policy does not give assistance to the students in their learning, but occupies their time and affects their schoolwork and admission to the college.
2. Loss of meaning: Preparation of the portfolios must start from the 10th grade. However, senior high schools should be a stage at which students are exploring their careers and quite a few students have no idea about their target departments in the future. They are not in the position to accurately prepare the portfolio materials needed for their 12th grade. The first deficiency and the fact that the parts to be adopted and valued differ depending on the professor, college and department make the students difficult to pin down and generate the portfolios.
3. Fiercer social inequality: Though the portfolio's comprehensive content is not necessarily a transfer from the economic capital, both have a positive or complementary relation in general. However, this only makes the social class more solidified, impedes social mobility, and facilitates class reproduction. The first problem has become fiercer as the cram schools follow the tendency and provide portfolio-related courses.
4. Formalization: The purpose of the portfolios is originally to help students learn more knowledge and experience after school. As stated in the motion of “A Request for Elimination of the Academic Portfolios from the Courses of the Senior High School under 2019 Curriculum Guidelines” and the Suggestion field on the public policy participation platform (<https://join.gov.tw/>), the portfolios have become “schoolwork that must be prepared well before entering the college. It seems a contest to see who can really write a fine story.” As pointed out in the third problem, this and the cram schools that follow the tendency make the portfolios become a story writing competition in the end. And subject to the definition of good and bad stories, they are developing to a stereotyped writing style.
5. Incomplete support measures: Since the implementation of the academic portfolio policy, students have presented the problems such as insufficient upload capacity and inadequate time frame. There are even suppliers losing the databases.

Instance:

As for Point 2 of the deficiencies, the survey cited by the Central News Agency shows that 87% of the professors find students only need to select some interesting subject for their portfolios. They don't need to prepare the portfolios for every subject. This is the problem that

leads to confusion, maladjustment, and dilemma. The quantity and quality are usually opposite to each other, and the direction must be established first for the latter. There is obviously a contradiction.

Effective solution:

The channels to enter the college may be separated for the students who use and do not use portfolios. This way, the students who focus on learning and diverse development may select the most suitable processes. The courses may be modified to a minimum extent with reference to the practices before the 2019 Curriculum Guidelines. Moreover, communication should be made with the colleges to establish more explicit guidelines for the scoring criteria, subjects to be adopted, and highlighted achievements. The amendments on the qualifications for participation in the selection should be communicated to the students clearly.

(12) Inadequate Seats for the Students in the School Affairs Meeting

Motive:

The Legislative Yuan amended some provisions of the “Senior High School Education Act” on May 11, 2021 and required that the number of student representatives in the school affairs meeting not be less than 8% of the total number of members. The new provision came into force on October 1. This legislation has a positive intention and specifies a lower limit for the schools in which only a few seats are provided for the representatives of the students. However, most schools maintain the number of the students’ representatives at a level close to the threshold without increasing anymore.

Core concept:

The 8% of the students’ representatives in the school affairs meeting is not enough to sure a full participation of the students. In terms of the policies related to the rights of the students, the excessive seats of the school’s representatives mean that only the proposals of the school can be adopted in almost every case, and the proposals of the students must be in line with the views of the school to be adopted by a majority of the members. The threshold of 8% is only set up nominally.

Instance:

A school affairs meeting of Chiayi Senior High School was held on January 20 to reduce the seats of the students’ representatives from 62 to 20, close to the threshold required by the Ministry of Education.

Taking Taichung Municipal Taichung First Senior High School as an example, Article 3 of the “Organization and Operation Guidelines of School Affairs Meeting” specifically allocates 17 out of 206 seats to the representatives of the students, or a percentage of only 8.25%.

Effective solution:

The Legislative Yuan adjusted the threshold in Article 25, Paragraph 2 of the “Senior High School Education Act”. It is unlikely to adjust the percentage up to 50% because, after all, student’s rights are persuasion in nature. Hence, adjusting the threshold to 10~25% is an acceptable proposal in the current circumstances.

(13) Appeal Mechanism

Motive:

As the chairman of the student council in my school and the chief of student's rights under the student union in Taichung and Nantou areas, I receive many complaint cases and find the problems of long response time, buck-passing between agencies, and inexplicit announcement of the appeal channels in many cases. It is very difficult for the students to file a complaint.

Instance:

Instance 1: Many students on whom administrative discipline measures were imposed in my school have told me their punishment was unjustifiable or they did not accept the punishment, but they have never been told about the appeal channels.

Instance 2: I reported to the K-12 Education Administration about the violations of my school in catching up with the teaching schedule during the learning assistance period in summer vacation and the failure of the school to fill out the checklist for normalization of the learning assistance periods properly. I received the reply several months later and it stated the competent authority was the Education Bureau of Taichung City Government and the report was transferred accordingly. Then, I got nothing.

Effective solution:

1. Most of the schools provide appeal channels, but only a few cases are filed through them. Granted that a complaint is filed successfully, teachers usually persuade the student to give it up. I suggest that the Ministry of Education establish regulations and make it compulsory for the school to give oral or written notification to the students on whom punishment is imposed about the appeal and remedy processes as well as their rights.
2. I understand that different appeal processes need to be set up for different competent authorities. But this is not friendly to the students because they have to sustain tremendous learning pressure and are not in the position any more to understand these complicated and minute appeal process information. The Ministry of Education should provide an appeal platform for all the students and define a deadline for the reply to avoid concealment of cases and procrastination of investigation.

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