



Impact of the Functional Literacy Programme of Bauchi State Agency for Mass Education on the Well-being of Internally Displaced Persons

Habibu Ibrahim Yusuf, Ibrahim Umar Zwall, Hussaina Musa Gar
Department of Adult Education, Centre for Continuing Education,
Adamu Tafawa Balewa College of Education Kangere, Bauchi State

ABSTRACT

This study investigates the impact of Bauchi State Agency for Mass Education's functional literacy program on the well-being of internally displaced persons (IDPs) in Bauchi State. It aims to understand the socio-economic conditions of IDPs, assess the skills provided by the agency, evaluate IDPs' participation in the program, and study its overall impact. The research adopts the conscientization theory, focusing on self-sufficiency, self-reliance, and self-actualization. The theoretical framework underscores the importance of education and training in fostering entrepreneurship, signaling a shift from foreign direct investment to self-employment and entrepreneurship in Nigeria's economic landscape. The study rejects the notion that individuals are solely responsible for poverty, attributing limited opportunities to economic, political, and social systems. Entrepreneurship, as defined in the study, involves combining resources, labor, materials, and other assets to create greater value. The research employs a descriptive research design to assess the impacts of entrepreneurial training programs on youth empowerment in Bauchi Local Government Area. Descriptive design is chosen for its ability to describe aspects or characteristics of the human population, such as opinions and attitudes. Data is collected and analyzed through three research questions to understand respondents' opinions in terms of frequency and percentage. The study aims to provide insights into the challenges faced by IDPs and proposes solutions that could benefit non-governmental organizations (NGOs) and government policymakers. The conscientization theory serves as a guiding principle for promoting self-sufficiency and empowerment among the targeted population.

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INTRODUCTION

The provision of education and training to all is fundamental to the success of any country's overall development strategy because education is considered generally as the key to overall development of a nation Educational Scientific Cultural Organization. UNESCO (2004) acknowledged that socio-economic progress of a country depends on a general rise of the standards of education among the masses of a given population.

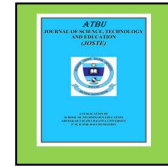
Mwaluko (2009) opines that, education is a tool for promoting social, economic and political development of any country. To achieve high level of development educationally, all countries, including Nigeria have signed various international declarations on education and committed themselves to the provision of quality education for every citizen. According to Kenneth Levine published an article in the Harvard Educational Review 2001 the dominance of concept to functional literacy in adult basic education since the Second World War.

Corresponding author: Habibu Ibrahim Yusuf

✉ habibuyusufibrahim@gmail.com

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Functional Literacy all but disappeared from policy discourse in the U.K however government announced a policy to introduce new qualifications in functional literacy skills to learners in England over the age of 14 year and above.

Functional literacy programme is a component of Adult Education programme that gives prominence to any organized activity to foster the development of adults' attitudes, knowledge and skills to promote values which facilitates adults to perform their roles in the society (Bhatia 2013). In UNESCO resources, functional literacy is defined by Savaş (2006) as the ability of an individual to take part in significant activities in professional, social, political, and cultural fields for a society in which he/she lives with the help of literacy skills he/she acquires. Savas (2006) further says, someone who is 'functionally literate' is a person who can read and write well enough to live independently. Such a person would be able to read government guidelines to apply for social security, and to fill out forms that are essential to his day to day life.

Nigerian government started her efforts in the promotion of adult literacy since the colonial time. The first mass literacy campaign in Nigeria took place in 1960s. Another National Mass Literacy Campaign was launched in 1982 in Nigeria. The programme was slated to last for ten years (1982-1992) with the aim of eradicating illiteracy for socio-economic and political development of Nigerian adults. In line with the government desire to achieve the goal of a literate, economic, political and social developed society, a number of administrative structures have been set up. There was an establishment of a National Commission for Mass Literacy, Adult and Non-Formal Education in 1990 all over Nigeria.

Wellbeing of the Internally Displaced Persons: according to the African Union Convention for Protection and Assistance of Internally Displaced Persons (IDPS) in African Kampala convention, 2009. Internal displaced means the involuntary or forced movement, evacuation or relocation of persons or group of persons within internationally recognized state borders. (Article I).

Internally Displaced Persons. According to the African Union Convention for Protection and Assistance of internally Displaced Persons in African (Kampala) IDPS is persons or groups who have been forced or obligated to flee or to leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situation of generalized violence, violation of human right or natural or human made disaster, cultural religions and who have not crossed an internationally recognized state border.

Statement of the Problem

It is a known fact that many States in the North-Eastern Geo-Political Zone of the Federal Republic of Nigeria are already engulfed in and ravaged by crises of large scale magnitude which had led to loss of lives and properties in relatively all the States of the zone. Apart from that, many citizens have been internally displaced from their communities and are now living as refugees in other communities. As refugees, they are continually relying on humanitarian aid and support which is seemingly deteriorating and not sustainable over time. As a result of this situation, Bauchi State Government through Bauchi State Agency for Mass Education (BASAME) introduced Functional Literacy Programme for the benefit of these internally displaced persons who are mainly youths and women with a view to equipping them with usable skills and competencies with which they can initiate ventures, entrepreneurship activities or set up their personal income earning activities.

These youths and women are being provided with training programmes that will help in empowering them economically and socially so as to cope with living in Bauchi State or when they might have gone back to their communities. With the initiative the IDPs can reduce dependence on humanitarian aid and support which is not always, not forthcoming. Participants in this Functional literacy programme stands to benefit enormously from their participation in terms of being literate, gaining certificates, improving their job skill, being able to use numerals, having opportunity to join the formal sector of education. This study

Corresponding author: Habibu Ibrahim Yusuf

✉ habibuyusufibrahim@gmail.com

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therefore will attempt to investigate the impact of the agency for mass education's functional literacy programme on the well-being of internally displaced persons in Bauchi State.

Objectives of the Study

The following objectives will guide this study:

1. To examine the scope of the functional literacy programme for the enrolled Internally Displayed Persons (IDPs) by the Bauchi State Agency for Mass Education;
2. To examine the number of enrollees of the functional literacy programmes for the enrolled Internally Displayed Persons (IDPs) of the Bauchi state Agency for Mass Education;
3. To determine the level of participation of the enrolled Internally Displayed Persons (IDPs) in the functional literacy programmes of the Bauchi state Agency for Mass Education;
4. To determine the impact of the functional literacy programme of Bauchi State Agency for Mass Education;
5. To determine the challenges faced by Bauchi State Agency for Mass Education in the provision of functional literacy programmes to enrolled Internally Displayed Persons (IDPs)
6. To determine the relationship between the level of participation of internally displaced persons in functional literacy programmes of BASAME and the impacts of the programs;
7. To determine the relationship between the scope of functional literacy programmes of BASAME for internally displaced persons in and the impacts of the programmes

Research Questions

The following research questions will be answered in this study:

1. What is the scope of the functional literacy programme for the enrolled Internally Displayed Persons (IDPs) by

the Bauchi State Agency for Mass Education?

2. What is the exact number of enrollees of the functional literacy programmes for Internally Displayed Persons (IDPs) of the Bauchi state Agency for Mass Education?
3. What is the level of participation of the enrolled Internally Displayed Persons (IDPs) in the functional literacy programmes of the Bauchi state Agency for Mass Education?
4. What impact(s) have the functional literacy programme of BASAME made on the well-being of Internally Displayed Persons (IDPs) in Bauchi State?
5. What are the challenges faced in the provision of functional literacy programmes to Internally Displaced Persons (IDPs) by Bauchi State Agency for Mass Education?

Research Methodology

The study adopts descriptive survey research design. Survey is a method of collecting information by interviewing or administering questionnaires to a sample of individuals (Orodho, 2005). Descriptive survey is mostly used in studying attitudes, opinions, preferences and perceptions so as to determine the actual status of population (Gay, 1976). Using the design, this study seeks to establish the effects of certain valuables like the age of learners, problems the learners are facing among others under investigation. Therefore, the present study will adopt a descriptive survey research design because it is going to conduct an examination of the impact of functional literacy programmes designed for internally displaced persons by BASAME which will involve the collection of data on the opinion of participants of the programme who are mainly internally displaced from their homes as a result of crises and disputes that have occurred.

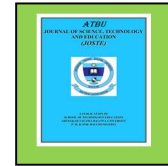
The population of the study will consist of all internally displaced persons who are participants of the BASAME functional literacy training programmes as well as their facilitators in

Corresponding author: *Habibu Ibrahim Yusuf*

✉ habibuyusufibrahim@gmail.com

Department of Adult Education, Centre for Continuing Education, Adamu Tafawa Balewa College of Education Kangerere.

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Bauchi State. According to statistical data obtained from the BASAME, there are 3,833 who are spread around the areas of Mararrabar Liman Katagum in Bauchi Local Government Area, Nabardo, (Toro Local Government Area) and Danbam in Danbam Local Government Area. There are also a total of 65 facilitators in these areas who are facilitating these programmes. Therefore, the sum total of 3898 subjects will form the population of the present study.

Out of the population of 3898 subjects who will be involved in the study as population, 351 subjects were selected as sample for the study. The selection of this sample size was based on the specifications of Krejcie and Morgan (1970) who prescribed that a researcher working with a population of 4000 subjects should select 351 subjects as sample. This study involves a figure that can be approximated to 4000, hence the choice of 351 as sample for the study. The sample size of this study was drawn by using multi-stage sampling procedure.

The researcher decided to employ questionnaire and interview methods because; it is used to collect large information from the respondents in a reasonably quick space of time. Questionnaire was also used because it is useful when factual information is desired and is usually used to obtain facts about the past, present and anticipated events and also about prevailing condition and practice (Oyetunde, 2002). Questionnaire also gives freedom for the respondents to express their views or opinion and make suggestions to ensure anonymity of the respondents. Questionnaires were administered to the selected internally displaced persons on impacts, challenges and strategies that could promote functional literacy programme.

An open-ended interview was also used in this study due to its flexibility, adaptability and variation in structure. Open-ended interview was used because the instrument allows for probing of credible in-depth responses to complement qualitative data captured in the questionnaire. The instrument was used to obtain the opinion of center managers on the impacts of functional literacy programme of Bauchi state Agency for Mass Education on the well being of internally

displaced persons. Mwanje (2010) states that interview method is an interactive session that enables the researcher cover a wide area of investigation. The interview was carried out with the help of interview guide.

The instruments in this study were validated through the use of content validity. Content validity according to Gay (1992) is a matter of judgment by the researcher and professionals. There is no formula by which it can be computed and there is no way to express it quantitatively (Gay 1992, Huck 2000). To validate the instruments, the researcher discussed the content of the instruments with fellow colleagues. Forming a panel of experts to review the questions also help validate the instrument. The expert might include practitioners who work in a setting like the one to be surveyed, a methodologist and a person experienced in questionnaire design. The researcher asked a test question then proves with follow-up questions about how the respondents understood the questions, how confusing it was, and so forth.

To determine the reliability of the instrument, a Pearson product moment formula for the test –retest was employed to compute the correlation coefficient in order to establish the extent to which the contents of the questionnaire were consistent in eliciting the same responses every time the instrument is administered. This is a correlation coefficient developed by the English statistician Karl Pearson. This coefficient is used when scale of measurement is of either the interval or the ratio type. A correlation coefficient (rho) of 0.80 was obtained and considered high enough to judge the reliability of the instruments.

The result obtained from the two similar samples showed reliability of the instruments then the instruments was used for the final study. The researcher collected a research permit from BASEMA. The data was collected by the researcher. The researcher visited the centers as a familiarization exercise and introduced the purpose of the study to the concerned authorities. The researcher told respondents the purpose of the study and made it clear to them that there were no consequences to their training, work or any other way by not participating. Thus, there was no

Corresponding author: Habibu Ibrahim Yusuf

✉ habibuyusufibrahim@gmail.com

Department of Adult Education, Centre for Continuing Education, Adamu Tafawa Balewa College of Education Kangere.

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compulsion to participate in the study. The visit helped the researcher to understand well the centers schedules. The researcher then made appropriate appointment with the centers heads to fix the most appropriate times for conducting the exercise and the data collection took about two months.

As Cohen, Manion & Marrison (1997) put forward that, the data collected is known to be raw information and not knowledge by itself. It therefore, has to be organized in various stages. At the end of data collection the raw data will be in the possession of the researcher. The data for the study was computer analyzed, using Statistical Package for Social Science (SPSS) programs. According to Gall, Borg & Gall (2003) the SPSS program is a comprehensive statistical program

that is used to analyze and describe data. The descriptive statistics, that is, frequency distributions and percentages were used to describe and summarize the data obtained. Bell (1993) maintained that when making the result known to a variety of readers, descriptive statistics has a considerable advantage over a complex statistics. Further, Born & Gall, (1989) held that the descriptive statistics is the most used and understood standard proportion.

RESULTS

Research question 1: This research question answered frequency percentage and data presented on the following table

Table 1: Scope of entrepreneurial training programmes of BASAME

Scope of training in BASAME	Apprentice						Instructors					
	A		U		D		A		U		D	
	No	%	No	%	No	%	No	%	No	%	No	%
Decorations	115	82.0	15	11.0	10	7.0	6	85.7	1	14.3	-	-
Tailoring	112	80.0	17	12.0	11	8.0	5	71.4	1	14.3	1	14.3
Knitting	101	72.0	30	21.0	9	7.0	5	71.6	2	28.6	-	-
Shoes making	100	71.0	31	22.0	9	7.0	5	71.6	-	-	2	28.6
Cosmetics	88	63.0	39	28.0	13	9.0	4	57.1	3	42.9	-	-

The study sought to examine whether there are different types of entrepreneurial training programme and the result of the study attest to this conjecture. Majority of apprentice in the study, (82.0%), 6 centre managers (85.7%) were of the view that a decoration was one of the types of training in BASAME. Only 15 apprentice (11.0) and 1 centre coordinator (14.3%) were undecided while 10 apprentices (7.0%) disagreed with the assertion that decoration is one of the types of training in BASAME. It is imperative to bear in mind that decoration is one of the types of training in BASAME. In a bit to establish whether tailoring was among the types of training in BASAME, an analysis of the study data reveals that 111 apprentice (80.0%) and 5 (71.4%) centre manager were of the view that this, indeed, was the case as opposed to 11 apprentice (8.0%) and 1 (14.3%)

who held a contrary opinion while 17 apprentice (12.0%) and 1 centre manager (14.3%) were neutral. On the issue of whether knitting was another type of BASAME training, as many as 5 (71.6%) of the center managers and 101 (72.0%) apprentice attest to this verity while 2 (28.6%) of center managers disagreed with the statement. Again, 30 (21.%) of apprentice and 2 (28.6%) of the center managers had contrary view.

With regard to a statement that sought to establish whether shoe making was among the BASAME training skills, the analysis in Table 1 shows that 5 out of the 7 center managers who participated in the study and 100 apprentices out the 140 apprentices agreed with the statement. Only 2 center managers (28.0%) and 9 (7.0%) apprentice disagreed with the assertion while only 31 (22.0%) apprentice were neutral. The data in

Corresponding author: Habibu Ibrahim Yusuf

✉ habibuyusufibrahim@gmail.com

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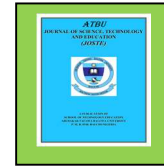


Table 1 clearly showed that 4 (57.0%) of the center managers and 88 (63.0%) of the apprentice agreed that cosmetics was among the training skills in BASAME while 4 center managers and 39 apprentice were undecided. This could be possibly that their centers did not trained

cosmetics. The result further reveals that 13 (9.0%) of the apprentice disagreed with statement.

Research question 2: This research question answered frequency percentage and data presented on the following table

Table 2: The impacts of entrepreneurial training programme of BASAME on Youth Empowerment in Bauchi Local Government Area Bauchi State

Impacts of BASAME to youth	Apprentice						Instructors					
	A		U		D		A		U		D	
	No	%	No	%	No	%	No	%	No	%	No	%
Improves economic growth	105	75.0	27	19.0	8	6.0	7	100	-	-	-	-
Creates job opportunity	99	71.0	22	16.0	19	13.0	6	85.7	1	14.3	-	-
Develops an industrial based	86	61.0	40	39.0	14	10.0	6	85.7	1	14.3	-	-
Creates problem solving innovative	78	56.0	47	34.0	15	10.0	5	71.6	1	14.3	1	14.3

Study respondents were asked whether BASAME would contribute to economic growth of the society. The results on table 4.3 revealed that all the center managers 7 (100%) and 105 (75.0%) of the apprentices agreed with the statement while 27 (19.0%) of the apprentice answered in the affirmative and 8 (6.0%) were undecided. We can therefore conclude that BASAME plays a pivotal role in transforming and improving the economic development of not only the youth but also the entire society. Because most youth became independent after they acquired skills in BASAME. According to one of the center manager, youth must first acquire certain skill so as to confidently respond to their daily needs. This position essentially declares that society cannot be developed as long as its youths did not acquire any skill that could enable them become self-reliance.

Center managers and apprentice were asked whether BASAME creates job opportunities for the empowering of the youth. Table II above indicates that majority of the center managers 6 (85.7%) and 99 apprentices (71.0%) shares this

sentiment. 22 apprentice (16.0%) and 1 center manager (14.3%) were undecided while 19 apprentice (13.0%) disagreed with the statement. From the results thus adduced can confidently surmise that BASAME creates numerous job opportunities in Bauchi LGA. This would enable the youth to be self-reliance, fit in to the society in order to contribute to the development of the entire society. The table above reveals that majority of apprentice 86 (61.0%) agreed that entrepreneurial training programme of BASAME serves as an industrial based, 40 (39.0%) were undecided while only 14 (10%) disagreed with the statement. The result further indicates that out of the seven center managers who participated in the study 5 (71.6%) agreed with the statement, 1 (14.3%) were undecided while another 1 (14.3%) disagreed with statement. This study therefore, established that BASAME creates a lot of opportunities to teaming youth in Bauchi LGA by establishing small scale industries. Further, this study also reveals that 78 apprentice (56.0%) identified problem solving innovation as one of the impacts of BASAME to youth empowerment in Bauchi LGA. The result

Corresponding author: Habibu Ibrahim Yusuf

✉ habibuyusufibrahim@gmail.com

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indicates that 47 apprentice (34.0%) were undecided while 15 (10.0%) disagreed with the statement.

Research question 3: The Challenges facing the Entrepreneurial Training programme of BASAME on Youth empowerment in Bauchi Local Government Area, Bauchi State.

Table 3: Challenges facing the entrepreneurial training programme of BASAME programme

Challenges	Apprentice						Instructors					
	A		U		D		A		U		D	
	No	%	No	%	No	%	No	%	No	%	No	%
Lack of adequate skilled workers	104	74.0	25	18.0	11	8.0	6	85.7	1	14.3	-	-
High business competition	99	71.0	29	21.0	12	8.0	4	65.7	-	-	3	34.3
Lack of creating awareness	86	61.0	40	29.0	14	10.0	5	71.4	1	14.3	1	14.3
Lack of loan	78	56.0	47	34.0	15	10.0	7	100	-	-	-	-
Lack of capital	99	71.0	12	8.0	29	21.0	5	71.4	1	14.3	1	14.3

As presented in table 3, the study established that majority of the apprentice 104 (74.0%) were of the view that lack of adequate skilled workers hindered the smooth running of BASAME programme, 25 (18.0%) were undecided while 11 (8.0%) disagreed with the statement. Center coordinators' result seems to concur with the result of the apprentice. The finding reveals that 6 (85.7%) of the center coordinators agreed with the view that the cause of poor performance of BASAME was attributed to lack of skilled workers who could train the apprentice effectively. In addition, the result on table 3 reveal that 99 (71.0%) of the apprentice were of the opinion that high business competition was one of the challenges affecting the smooth operation of BASAME skills acquisition, 25 (18.0%) were neutral while 11 (8.0%) disagreed with assertion. Similarly, center coordinators result further 6 (85.7%), reveals that high business competition was a serious predicament of BASAME programme.

The finding also reveals that only 1 (14.3%) center coordinator held contrary view. On item 4 on table 3 that sought to find out whether lack of creating awareness was a challenge to effective operation of BASAME programme, result

on same table indicates that more than half of apprentice 86 (61.0%) agreed that lack of creating awareness in Bauchi LGA affects some of the programmes of BASAME as against 14 (10.0%) who held contrary view while 40 (29.0%) were undecided. The result on table 4 reveals that 78 apprentice (56.0%) agreed that lack of loan was identified as one of the challenges affecting the smooth running of BASAME, 47 (34.0%) were undecided while 15 (10.0%) disagreed with the assertion. Similarly, the result on table 4 reveals that all the center coordinator agreed that lack of loan is a greatest predicament to BASAME programme.

FINDINGS OF THE STUDY

From the preceding data analysis, the following findings are deduced;

1. That decoration, tailoring, knitting, showed making and cosmetics are the scopes of entrepreneurial training programmes of BASAME among youth in Bauchi Local Government Area, Bauchi State.
2. It was also find out that, the benefits of BASAME to the youth includes, improve economic growth, creation of job opportunity development of industrial base and creation

Corresponding author: Habibu Ibrahim Yusuf

✉ habibuyusufibrahim@gmail.com

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of problem solving innovative skills in Bauchi Local Government Area, Bauchi State.

3. It was found out that, lack of skilled workers, high business competition, lack of creating awareness lack of loan as well as lack of capital are the challenges facing BASAME programme in Bauchi Local Government Area, Bauchi State.

DISCUSSION OF FINDINGS

The researcher finds out that decoration, tailoring, knitting, shoe making and cosmetics are the scopes of entrepreneurial training programmes of BASAME among youth in Bauchi Local Government Area, Bauchi State. And the benefits of BASAME to the youth includes, improve economic growth, creation of job opportunity development of industrial base and creation of problem solving innovative skills in Bauchi Local Government Area, Bauchi State. The researcher further finds out on this research that, lack of skilled workers, high business competition, lack of creating awareness lack of loan as well as lack of capital are the challenges facing BASAME programme in Bauchi Local Government Area, Bauchi State.

CONCLUSION

In relation to objective one that sought to identify different BASAME training skills, the study findings indicate that BASAME had numerous training skills geared towards empowerment of the youth in Bauchi LGA. Respondents identified decorations, tailoring, knitting, shoes making and cosmetics as available training in BASAME. Respondents felt that these training skills have significantly contributed to the development of Bauchi LGA. The findings revealed numerous benefits of BASAME training skills to youth which include promoting economic growth, creating job opportunities, develops an industrial based and creates problem solving innovative. The study further identified lack of capital, lack of adequate skilled workers, high business competition, lack of creating awareness and lack of soft loans to youths as challenges affecting BASAME

RECOMMENDATIONS

Following the researcher findings, particularly, BASAME in Bauchi LGA,

1. There is need for Government to promote economic growth to create job opportunities for self-empowerment to youths.
2. There is need for sustainable development (skills acquisition) based, and creates problem solving innovative (vocational) centers.
3. Government should create flexible policy to encourage youths in entrepreneurial training programmes, which may lead to self-sufficient and self-employment.
4. There is need for the creation of awareness centers for skills acquisition centers in all the district head.

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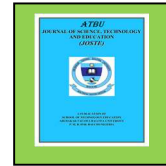
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Corresponding author: Habibu Ibrahim Yusuf

✉ habibuyusufibrahim@gmail.com

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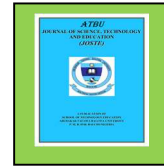
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Corresponding author: Habibu Ibrahim Yusuf

✉ habibuyusufibrahim@gmail.com

Department of Adult Education, Centre for Continuing Education, Adamu Tafawa Balewa College of Education Kangerere.

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Corresponding author: Habibu Ibrahim Yusuf

✉ habibuyusufibrahim@gmail.com

Department of Adult Education, Centre for Continuing Education, Adamu Tafawa Balewa College of Education Kanger.

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