

The Violation of Working Constitutional Right in Ecuadorian University Professors who Arrive 70 Years Natural Age

Julio Eduardo Vallejo Romero and Angela María Cevallos Cedeño

Abstract--- *The education system plays a key role in the integral development of the country, especially education at the higher level that has the task of preparing the future professionals who must promote the progress of the nation in the State of Rights that fights for justice and social equity. The work is based on the problem associated with the mandatory retirement process of teachers in the Ecuadorian higher education system. The investigation has allowed analyzing the legal aspects that motivate the violation of the right of equality of said persons, where the legal obligation of the Ecuadorian State has been considered as the guarantor of the rights endorsed in the Constitution. The legal framework governing Ecuadorian higher education and especially related to the retirement of professors and researchers who work in universities are analyzed. The objective of the work is to perform a critical analysis of the legality of what is stated in article 77 of the Career and Escalator Regulation of the professor and researcher of the Higher Education System, considering what is established in the Constitution of the Republic of Ecuador approved in referendum popular in 2008.*

Keywords--- *Future Professionals, Integral Development, Natural Age, Researchers, Violation.*

I. INTRODUCTION

By their nature, universities are an integral part of the backbone of society. In them, the formation of professional human talent capable of boosting the socio-economic development of the country is developed (Galarraga, 2014). In recent years the country assumed the challenge of undertaking a series of reforms aimed at social, economic and educational development. It highlights the educational reform that seeks to close productivity gaps and quality of life in relation to developing countries, resulting in urgent training and updating of teachers, knowing that without better teachers it will not be possible to significantly transform education.

Currently, education has the essential mission of training highly trained professionals who act as responsible, competent and committed citizens with social development, this implies that the process of training teachers of any educational level are full of knowledge and comprehensive skills that allow to fulfill the functions that your profession requires, in this the teacher's experience plays a key role, together with the training as an obligation that must be practiced in any educational institution (Rodríguez, 2014; Astuti *et al.*, 2018; Collins & Jisum, 2019).

The art of teaching is so complex that it demands mastery of pedagogical strategies that facilitate its didactic performance. Therefore, the process must learn to teach to better understand the teaching and to enjoy it, which is largely gained over time. Teacher training constitutes a challenge that the government must plunge into the new challenges and developments that are experienced in the technological scientific world. That is why the training of

*Julio Eduardo Vallejo Romero, Pontifica Universidad Católica Del Ecuador, Sede Manabí.
Angela María Cevallos Cedeño, Colegio Bruno Sanchez, Portoviejo, Manabí, Ecuador.*

new knowledge and adaptation to technology, is a strategic way that the teacher of these times must assume as a fundamental tool to absorb the changes and transformations that are experienced in the educational area; but the wisdom in the professional knowledge of education is acquired over time, which has traditionally been called educational experience, constituting an investment that the State gradually makes according to the preparation of teachers, which means that the longer the performance in the teaching profession, the more experience and results that the teacher can offer, but at the same time there will be more resources invested by the country in the training of that teacher.

Despite this, in Ecuador, the university teaching that has seen the years dedicated to the noble task of training professionals to promote the socio-economic development of the country, having accumulated years of knowledge and experiences, is violated by the provisions of the Article 77 of the Regulation of Career and Escalator of the professor and researcher of the System of Higher Education that provides that: the members of the academic staff of the universities and public polytechnic schools that comply with the requirements of the social security laws and have reached 70 years of age, they must withdraw from their positions and will be eligible for mandatory retirement (CES, 2012).

The situation presented above is aggravated when in the tenth ninth transitory provision, literal second provides that higher education teachers who are eligible for retirement until December 2014, will receive the economic benefit referred to in the same article in the initial literal, so that with this economic stimulus, the number of experienced professors who prefer to retire increased, implying that higher education centers take urgent corrective measures to fill vacancies (Rodriguez *et al.*, 2018; Surya, 2019).

It is true that higher education institutions managed to fill vacancies in terms of physical teachers, but it was not possible to fill the experience and significant preparation of those who went to retirement, for which the State needed to devote significant resources to less, raise the training of new teachers (Keohin & Graw, 2017; Leyva *et al.*, 2018).

II. MATERIALS AND METHODS

The work has a descriptive approach, for which a bibliographic review of articles, books, laws, regulations and other norms related to the right to equality protected by the Constitution (Hernández, Fernández & Batista, 2010; Maba, 2017; Maba & Mantra, 2017), especially those that are related to the professors of the higher education system, which allowed us to deepen the concept of legality linked to the retirement of university educators and researchers arriving at seventy years of age. Opinions offered during interviews and conversations with university professors, especially those of older age, were considered. All this allowed an approach to the research problem and the design of the objective set for the study, which allowed us to reach precise conclusions related to the concept of the legality of compulsory retirement of university professors in Ecuador.

The relevance of education as a public law

The two fundamental ideas about the configuration of the educational function, have their origin in the eighteenth century and revolved around two ideas (Souto, 1999):

- a) The requirement that the public authorities assume their responsibility in the development of instruction as an instrument of progress of the nation and;
- b) The demand for freedom as a necessary requirement to guarantee ideological pluralism and neutrality in school.

On the other hand, the Enlightenment supposed a deep rethinking of the educational question. After the antecedents of Greece and Rome, during the Middle Ages, the formative questions were considered domestic and only through the impulse of the lights did the teaching again become a matter of privileged public interest (Murcia, 2015; Maba *et al.*, 2017; Margunayasa, 2018).

In the 21st century, society struggles to live in a highly complex society, marked by information and communication, whose characteristics have shaken and transformed the rhythm and ways of operating social life as a whole, where barriers do not they exist between nations and connection networks are an indispensable reality for the competitive, social and personal development that Garbanzo aspires to 2011.

Currently, the material base of the company has been modified rapidly for different reasons. One of them is the marked emphasis on information technologies, which has permeated all social structures. The new parameters of competitiveness have required organizations to play a more decentralized, flexible and interconnected role. Individualism also increases and societies have begun to function interdependently (Cordero *et al.*, 2010; Suwija *et al.*, 2019; Tuarez *et al.*, 2019).

Organizations in the new globalized order have faced different transformations; they act in varied, complex and wide scenarios; they face a kind of organizational metamorphosis, which gives them opportunities, threats, risks and contingencies, which encourages the revival of new trends and approaches to modern administration (Chiavenato, 2002).

The emerging society is immersed in the complexity of their interactions and their ways of competing. This context also brings challenges for the person, regardless of their social location: individuals with a critical and interdisciplinary vision are required, which has led them to rethink their same educational systems in search of the competitiveness that society expects of them, so that Educational coverage, quality and the inclusion of an education for all, is a reality.

In Latin America, despite the limitations of the region and is the most unequal in the world, for some years an effort has been made in educational coverage. Since the nineties, work has been carried out for new educational development, with a period of sustainability that gave answers to phenomena such as multiculturalism, social equity, reforms, educational policies and political democratization, responding to the emerging social challenges of the new social order. However, the 21st century was reached without having completed the effort and resolved all educational problems, such as achieving quality improvement in the systems, the development of education in a comprehensive manner, the teacher's employment status, access education and quality education for all (Yaski, 2018; Wijaya *et al.*, 2018; Woodlove & Vurly, 2017).

Education is currently the social process that allows older generations to transmit the most valuable of their culture and development to new generations, becoming the main responsible for the definition and operation of the

formal relations of man with his natural and social environment. The educational function directs the efforts to the training of teachers as a factor of school improvement, being a strategy that aims to increase the possibilities of improvement of learning and school performance, constituting an effort made by teachers of institutions, both public and private and where governments invest huge resources (Lucariere, 2008).

However, in Ecuadorian universities, teachers do not usually have training in pedagogy, but from empiricism, they try to transfer the same knowledge they obtained in their formative development along with their experiences in the exercise of the profession; but in recent years, emphasis has been placed on the improvement of university professors in that branch of science (Portillo, 2016). In the effort made by the country to improve the higher education system and achieve a meaningful education, according to the requirements of the current labor market, experienced teachers can provide important support, not only in the training of students but also which can represent a great help in the formation of new generations of university professors and in the organization of the teaching process and of scientific research.

Analysis of the principle of equality

The right to equality, as it is known today, is the fruit of the historical evolution of human society. On September 3, 1789, in the French Constitution, the Declaration of the Rights of Man and the citizen is proclaimed, taking equality, fraternity and freedom as a paradigm of struggle. It defines three powers: the executive, the legislative and the judicial (Peces-Barba, 1989). However, the constitutional text itself opens a space of limitation to equality, when it is established that the people who had to vote were those who paid certain taxes. All this allows us to deduce that the right to equality has a legal origin.

From the legal point of view, the Law of Equality implies equalizing all citizens whenever the identity of circumstances concurs, since, otherwise, the subjects themselves or the facts impose different treatment. Both are holders, but neither legislator has decided to treat the same in good faith as in bad faith, nor to acquire, nor in regard to compensation for expenses, improvements or other causes (Cabanellas, 2011). Considering the criteria expressed above, it can be affirmed that every citizen is equal when their characteristics are similar, otherwise, it will be taken care of that, under different circumstances, their treatment will also be different.

However, it can be pointed out that equality has been, is and will be a subject of constant debate and interpretation, since it has often been tried to establish equality between human beings, a situation that implies that such equality highlights the differences personal (Pérez, 2010). In this way, it can be seen that all human beings are different and the legal system guarantees that difference, which is reflected in the legal system.

In the Ecuadorian constitution, the idea that we all participate on equal terms is endorsed. In Article 11, literal 2 determines that all people are equal and will enjoy the same rights, duties, and opportunities. Similarly, article 3 shows that: the State guarantees without discrimination the enjoyment of the rights embodied in the Constitution, international instruments and other rights referred to in the legal regulations (Assembly-Constituent, 2008). Summing up, it can be said that equality constitutes the identification of differences between human beings and that in order to resolve this real difference, the use of legal tools is necessary, thus becoming legal differences.

Importance of equality in Ecuador

At present Ecuadorian equality between human beings is a challenge and especially for the political system prevailing in the country. It can be affirmed that in the content of the Constitution and the laws that regulate human coexistence in the country, the struggle to reduce existing differences in society is not left aside.

The Ecuadorian constitution provides for instruments that allow offering equal treatment to people or groups of vulnerable people or who are in conditions of inequality. Article 11, paragraph 2, states that: the State shall adopt affirmative action measures that promote real equality in favor of right holders who find themselves in situations of inequality (Assembly-Constituent, 2008). The aforementioned demonstrates the importance that the Ecuadorian State devotes to promoting the right to equality. That is, having equal opportunities for all.

Equality as a right

Equality as a right is a subject carefully treated by the international legal system. The Spanish Constitution in its article 14 states: The Spaniards are equal before the law, without any discrimination based on birth, race, sex, religion, opinion or any other personal or social condition or circumstance (Congress-of-Spain, 1978).

It will be appreciated later that the Spanish constitutional dogmatic has similar characteristics with the Ecuadorian Constitution regarding the right to equality and non-discrimination. In Ecuador, human rights have developed over time and have taken more legal enhancement with their proclamation in the different constitutions of the last hundred years.

In the Ecuadorian Constitution endorsed in 1998, in article 47, reference is made to the priority attention of those persons or groups of these considered vulnerable.

Currently, equality rights are protected in the Montecristi Constitution of 2008 (Assembly-Constituent, 2008). In their text, these rights are safeguarded and those who are in unequal conditions such as ethnic minorities, the rights of children and adolescents and persons of the female sex are protected.

Article 9 refers to equal rights, where foreigners residing in the country are even recognized the same rights as Ecuadorian citizens. Later in article 11, paragraph 2, it is established that all persons are equal and enjoy the same rights, duties, and opportunities. The statement contained in article 35 refers to the protection of the elderly, girls, boys, adolescents, pregnant women, persons with disabilities, persons deprived of liberty and those who suffer from catastrophic or high complexity diseases, ensuring that they receive priority and specialized attention in public and private sector institutions. It means that the same attention will be given to people who are at risk, victims of domestic and sexual violence, child abuse, natural or anthropogenic disasters (Assembly-Constituent, 2008).

Especially in the case of older adults, which according to the provisions of article 36 of the Ecuadorian Constitution are those who have reached sixty-five years of age (Assembly-Constituent, 2008). Aging well is the ideal of all, but a positive old age can only be achieved within the parameters contemplated in social welfare. The process of natural aging of a person brings difficulties, because the human body deteriorates over the years, appearing ailments and diseases that impair the physical capacity of the human being, in addition to other social

problems such as family homelessness, economic precariousness by reducing personal income and difficult employment status among others.

The Constitution enshrines the role of the State as a protector par excellence to watch over and protect older adults, so that the text of the Magna Carta specifies and directs preferential care to people over 65, with an intention marked in reducing or eliminate the inequality gap that occurs in this group of people. It is emphasized that attention is a priority both in the public and private sectors, especially in terms of social and economic inclusion, in addition to protecting these people against violence (Assembly-Constituent, 2008).

Article 37 of the Ecuadorian constitutional text clearly endorses a group of rights that older adults have, which states: free health care, paid work based on their abilities, taking into account their limitations, universal retirement, reduction in public services and private transport and entertainment services, exemptions in the tax system, exemptions in payment for notarial and registration costs, access to housing that ensures a decent life with respect to your opinion and consents (Assembly-Constituent, 2008).

Article 38 protects the right to promote the work of older adults in public and private entities to contribute their experiences, as well as protection in case of violence, abuse, sexual exploitation, preferential attention in case of disasters, armed conflicts, creation of special regimes when deprived of liberty and special assistance when suffering from diseases and catastrophes, among other rights (Assembly-Constituent, 2008).

Thus, equality rights are considered immediately applicable by public sector authorities, as well as by law operators. Synthesizing the content of the above, it can be determined that, both the principle of equality and the right to equality itself, constitute precepts that protect and make visible that the treatment of individuals is carried out in an equitable manner.

It can be verified that the Ecuadorian Constitution comprehensively protects the rights of older adults, especially the right to work in correspondence with their capacity and possibilities, even endorsing that measures will be taken to promote the labor participation of these people in the field public and private, considering that work is an inalienable right of the individual and a social duty as a source of personal fulfillment that guarantees a dignified and decent life with fair remuneration. At no time in the text of the Ecuadorian Magna Carta does the limitation of the right to work by older adults be prescribed, on the contrary, it protects it.

The labor retirement of the university teacher

The work activity of the university teacher is governed by the laws and regulations that allow the development of public and private sector universities. Within these institutions there are people considered as older adults and that because of their condition they should receive priority attention so that their work becomes a true source of accomplishment that allows them to maintain a dignified life according to the principles of Good Living.

In article 1 of the Regulation of Career and Escalator of the Professor and Researcher of the System of Higher Education, the norms are established that imply obligatory fulfillment for the academic and research personnel of the institutions of higher education, where the selection process is regulated, income, dedication, stability, remuneration scale, training, improvement, evaluation, promotion, cessation, and retirement (CES, 2012).

In article 77 of the Regulation of Career and Escalator of the Professor and Researcher of the System of Higher Education, it is established, that those teachers who have fulfilled the requirements established in the Law of Social Security and have reached the seventy years of age must obligatorily withdraw from Teaching at the end of the current academic period and for that reason, they will receive financial compensation, the calculation of which is provided for in article 76 of the regulations (Congress-National, 2011).

In the above, a legal contradiction can be noted between what is established by the Ecuadorian Constitution and what is stated in the Career and Escalator Regulations of the Professor and Researcher of the Higher Education System. On the one hand, the Magna Carta protects the right of people to work without discrimination of any nature and on the other, a regulation developed by a State institution under the Social Security Law punctures compliance with such constitutionally protected right, which It translates into a discriminatory measure for teachers and researchers who for natural reasons reach the age of adulthood.

In this type of legal contradiction, what is accepted by the doctrine and by good legal practice is that the norm of greater hierarchy prevails, which in this case is the Constitution.

The acts of labor discrimination against teachers who have reached the age of elderly in Ecuador, in accordance with the regulations set forth in the Career and Escalator Regulations of the Professor and Researcher of the Higher Education System, under the protection of Legal interpretation of the provisions of the Social Security Law of Ecuador, violate the provisions of the Magna Carta, constituting violations of labor guarantees and rights recognized in the Ecuadorian Constitution, for people who have reached adulthood.

In correspondence with the endorsed in article 349 of the Constitution, the State guarantees to the teaching staff, in all levels and modalities of the system of education stability, updating, continuous training and improvement of the pedagogical and academic level. Fair remuneration is recognized according to professionalization, performance and academic merits. The system of evaluation and salary policy is considered (Assembly-Constituent, 2008).

The discriminatory act against university professors who arrive at seventy years of age, as established by the Career and Escalator Regulation of the professor and researcher of the Higher Education System, constitutes an act of labor segregation where people are included who by their age, they are going through health problems, transgressing the fundamental right of people not to be discriminated against, legally constituting an injustice their removal (Galarza, 2014). When considering the above, it can be noted that the labor treatment that is being given to university professors who arrive at the age of seventy, does not have any relation to the principle of protected equality in the Ecuadorian Constitution according to what has been expressed in article 11, literals 2 and 6. The legal interpretation in which the norm is based in the Regulation of Career and Escalator of the professor and researcher of the System of Higher Education, according to the arranged thing in the Law of Social Security, does not keep a relationship with the precepts of equality that the Constitution protects.

It should be noted that the constitutional precepts have supremacy over any other norm of the legal system of the country, which must maintain harmony with the rights protected in the Magna Carta, otherwise such rules lack legal efficacy, as provided in article 424 of the own Constitution (Assembly-Constituent, 2008).

Consequently, to the previously analyzed and to the legal incompatibility of what is established in article 77 of the Regulation of Career and Escalator of the professor and researcher of the System of Higher Education in what refers to the obligatory retirement of the university professors who arrive at the age of seventy years, the unconstitutionality of what is established in the mentioned article of the referred regulation is determined.

In order to establish the constitutional legal compatibility of those indicated in article 77 of the Career and Escalator Regulation of the professor and researcher of the Higher Education System, it is appropriate to demand the situation of unconstitutionality before the Ecuadorian Constitutional Court, with the objective that Issue the relevant pronouncement, taking into consideration that the abstract control of constitutionality is governed by the principle of equality protected in the Constitution of the Republic.

III. CONCLUSIONS

The principle of equality protected by the Ecuadorian Constitution approved in a public referendum in 2008, constitutes one of the basic components of the legal system, taking into account that a state of rights and social justice prevails in the country, which is why the principle of equality is present in all social strata, especially when it comes to equality between people and that everyone enjoys the same rights, duties and opportunities, a situation that is not fulfilled in university professors who, naturally They arrive at seventy years of age, as forced retirement is imposed in accordance with the provisions of the Career and Escalator Regulations of the professor and researcher of the Higher Education System.

The principle of non-discrimination that emerges as a constitutional precept constitutes a parallel and complementary element to the principle of equality and that in its text indicates that no one may be discriminated against because of ethnicity, place of birth, age, sex, among others and that all manifestation or form of discrimination will be sanctioned in correspondence with what is provided in the laws, however, since there is a normative pronouncement of mandatory retirement benefits for having arrived at seventy years of age, this field of discrimination is being incurred, without considering that taking into account the formative characteristics of the work performed by the university professor, his experience can be valuable in the attempt to transmit knowledge to future professionals.

When there are contradictions in the matter of rights between what is reflected in the laws of the legal and regulatory system, in such a way that the rights of society are threatened, as is the case of the right to equality for university professors who arrive naturally to Seventy years, those who are forced to retire in compliance with the provisions of the Career and Escalator Regulations of the professor and researcher of the Higher Education System, are in the presence of a legal contradiction that violates the constitutional inviolability, Therefore, the knowledge and decision of the Constitutional Court of Ecuador is appropriate.

REFERENCES

- [1] Assembly-Constituent. (2008). Constitution of the Republic of Ecuador. *Official Registry 449 of Oct 20, 2008. Status: Current.*

- [2] Astuti, P. S., Wardana, I. K., Puspawati, D. A., & Sukanadi, N. L. (2018). Interactive lesson study as a competence indicator of prospective English teachers. *International Journal of Social Sciences and Humanities*, 2(2), 15-25.
- [3] Cabanellas, G. (2011). Elementary legal dictionary. *Updated edition*, p.24.
- [4] CES (2012). Career and Escalafón Regulation of the professor and researcher of the Higher Education System. Council of Higher Education of Ecuador. RPC-SO-037-No_265-2012.
- [5] Chiavenato, I. (2002). Administration in the new times. *Bogota Colombia. McGraw-Hill*
- [6] Collins, L., & Jisum, C. (2019). The role of linguistics studies on the political debate. *Linguistics and Culture Review*, 3(1), 48-59.
- [7] Congreso-Nacional. (2011). Ley de Seguridad Social. Ley 55. Registro Oficial Suplemento 465 de 30-nov-2001 Última modificación: 31-mar-2011. *Estado: Vigente. País Ecuador*.
- [8] Congress-of-Spain. (1978). Spanish constitution. Agencia Estatal Boletín Oficial del Estado. NIPO: 007-14-093-3. Catálogo de Publicaciones de la Administración General Del Estado, publicacionesoficiales.boe.es.
- [9] Cordero Cantillo, R., Molina Rojas, N., Páez Cerdas, W., & Vargas Sandoval, Y. (2010). Análisis de las funciones y valoración de la carga laboral del puesto docente a nivel de primaria, de las agremiadas y los agremiados de la Asociación Nacional de Educación (ANDE).
- [10] Galárraga Álvarez, EL (2014). *Compulsory retirement of university teachers: a violation of the constitutional right to work and an unjustified legal dismissal in Ecuador* (Bachelor's thesis, Quito: University of the Americas, 2014.).
- [11] Galarza, E. (2014). Barrio boy. *University of Notre Dame Press*.
- [12] Garbanzo, María. (2011). Condiciones dignas de la labor docente del siglo XXI, un derecho inalienable, no una opción. *Revista Electrónica Educare* Vol. XV, N° 2, [87-109], ISSN: 1409-42-58, julio-diciembre, 2011.
- [13] Hernández, R., Fernández, C., & Baptista, P. (1998). *Investigation methodology*.
- [14] Keohin, H. C., & Graw, N. J. (2017). Linguistic and cognitive ability of children before five years old on their effort to communicate action. *Linguistics and Culture Review*, 1(1), 50-59.
- [15] Leyva, T. F., Mendoza, Y. R. M., Alcivar, B. M. P., & Caballero, A. M. A. (2018). Obesity: problem to consider in public health. *International Journal of Health Sciences*, 2(3), 1-10.
- [16] López, LEP (2016). The stereotyping of education in the field of law: Implications for teacher training. (*Doctoral dissertation, Autonomous University of Madrid*).
- [17] Lucariere, José. (2008). La formación docente como factor de mejora escolar. *Tesis doctoral. Universidad Autónoma de Madrid*.
- [18] Maba, W. (2017). Teacher's perception on the implementation of the assessment process in 2013 curriculum. *International Journal of Social Sciences and Humanities*, 1(2), 1-9.
- [19] Maba, W., & Mantra, I. B. N. (2017). An analysis of assessment models employed by the Indonesian elementary school teachers. *International Journal of Social Sciences and Humanities*, 1(1), 39-45.
- [20] Maba, W., Perdata, I. B. K., & Astawa, I. N. (2017). Constructing assessment instrument models for teacher's performance, welfare and education quality. *International Journal of Social Sciences and Humanities*, 1(3), 88-96.
- [21] Margunayasa, I. G. (2018). Improving teachers competency through strengthening of teachers group work based on lesson study. *International Journal of Social Sciences and Humanities*, 2(2), 87-98.
- [22] Murcia, A. (2015). Los derechos implicados en el ámbito educativo. La competencia social y ciudadana en la legislación española. *Tesis doctoral. Universidad Carlos III de Madrid. España*.
- [23] Peces-Barba, Gregorio. (1989). Los Derechos del Hombre en 1789. Reflexiones en el segundo centenario de la Declaración Francesa. *Anuario de Filosofía del Derecho*. VI (1989) 57-128.
- [24] Pérez, J. (2012). Curso de Derecho Constitucional. Madrid. Edit. Ediciones Marcial Pons. Madrid, p218.
- [25] Rodríguez, D. L., Leyva, T. F., Mendoza, Y. R. M., & Mendoza, C. A. (2018). Analgesia and pain. *International Journal of Health Sciences*, 2(3), 22-32.
- [26] Rodríguez, H. (2014). Importancia de la formación de los docentes en las instituciones educativas. *Universidad Autónoma del Estado de Hidalgo*.
- [27] Souto, J. (1999). Comunidad política y libertad de creencias: introducción a las Libertades Públicas en el Derecho Comparado, Marcial Pons Madrid, 1999, p. 411.
- [28] Suryasa, W. (2019). Historical Religion Dynamics: Phenomenon in Bali Island. *Journal of Advanced Research in Dynamical and Control Systems*, 11(6), 1679-1685.
- [29] Suwija, N., Suarta, M., Suparsa, N., Alit Geria, A.A.G., Suryasa, W. (2019). Balinese speech system towards speaker social behavior. *Humanities & Social Sciences Reviews*, 7(5), 32-40.

- [30] Tuarez, M. A. V., Delgado, M. A. C., Delgado, R. I. Z., & Romero, J. E. V. (2019). Approaches to evaluation assumed by teachers on teaching process - learning. *International Journal of Social Sciences and Humanities*, 3(3), 60-70.
- [31] Wijaya, M., Giri, M., Wahyuni, N. P., & Setiawan, K. (2018). Premarital sex behaviors of teenagers: a case in Bali, Indonesia. *International Journal of Health Sciences*, 2(3), 11-21.
- [32] Woodlove, G. M., & Vurly, M. E. (2017). Political discourse approach applied the current study issue occurred. *Linguistics and Culture Review*, 1(1), 26-37.
- [33] Yasky, Hugo. (2018). Declaración de Cochabamba. Internacional de la Educación. Comité Regional Internacional de la Educación de América Latina. *Bolivia*.