PSYCHOLOGY
RESEARCH

SUMMARY

Editorial

Before you is the second volume of the Psychology Research journal, a fact that consolidates this journal, hoping that the previous issue was of interest for researchers in the Psychology and similar fields. I would like to thank all the team involved in this journal for their efforts since it is with their joined forces that this second issue sees the light.

Topics dealt with in this issue are diverse and with a great scientific relevance. The first paper deals with child sexual abuse in a context in which sex is exploited to dominate and humiliate those who are the most vulnerable, that is, children. It is focused on understanding this phenomenon, observing the psychosocial strategies of the girls from the familiar system and from the residential assistance centers as a a protection resource.

From a quite different point of view, the second paper deals with the work relationships in the maritime industry and the management of conflict resolution. This topic is approached with a case study in which the organizational conflicts are classified and data is provided for a better management of the conflicts on board ships, with the use of argument resolution methods, as well as strategies to take advantages from such arguments.

The importance the determinants of the nonagricultural paid work in the productivity and welfare of farmers in South Mozambique is the topic of the successive paper. In this occasion, the owners of small and mid-size agricultural holdings that participate in nonagricultural activities, such as paid work, leads to an increase in their agricultural productivity and welfare. The importance of paid work not linked to the agriculture combined with the agriculture as part of a sustainable political strategy for the rural development was evaluated.

The next paper suggests an education model to educate on sexuality and affection for families with teenagers with a cognitive impairment, exploring the characteristics of the context of teenagers' with cognitive impairment regarding sexuality and affection. It defines the capacities and competencies that the families need to enhance in the topic and designs a pedagogical model to do so.

On the other hand, and from a completely different field, the training in the current football's goalkeepers as a key aspect for the sports performance is approached. Its aim is to review the training methodologies and how to maximize the goalkeeper's performance. It highlights the benefits of the actions made by the goalkeeper and the success this may bring in multiple contexts to boost the ability for his team to score goals and to prevent the offensives of the rival.

In the last article the various ways of living sexuality and love relationships are analyzed. On this occasion, the concept of polyamory, its different definitions and other related concepts, such as relational anarchy, is presented, differentiating it from free love and responding to some of the criticisms that regard it as belonging to neoliberalism. It also describes the different difficulties for the development of polyamor and to live the love in freedom according to different authors, focusing, finally, on the analysis of jealousy and the myth of romantic love.

Dr. Juan Luís Martín Ayala
Editor Jefe

PSYCHOSOCIAL COPING ON THE CHILD SEXUAL ABUSE. QUALITATIVE ASSESSMENT OF RELEVANT VICTIMOLOGICAL CASES

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Abstract. Child sexual abuse is one of the most despicable crimes perpetrated against the human person. This usually takes place in a context where sex is manipulated to exert power and humiliation on the most vulnerable: the children. However, from the perspective of the victims, sexual abuse involves a variety of responses aimed at combating their disastrous consequences. In this way, the present research tries to understand this phenomenon, questioning about the psychosocial coping strategies in a group of 10 girls with clinico-social symptoms in remission and without remission, intentionally selected and whose analysis is made from the qualitative methodology applied to the case study. The results highlight the importance of the mother in the victims' recovery, insofar as she believes in their testimonies, denounces the criminal act, accompanies them emotionally throughout the judicial process and accepts the assistance services. In this way, she may have to face the family system when it is placed on the side of the aggressor. On the other hand, the intervention of the Residential Care Centers as a protection resource and the appearance of unexpected positive events in the daily life of the victims are also valued. In conclusion, the confrontation of child sexual abuse is not always given by planned elaborations, but by intuitive reactions of the victims' environments, depending on the meaning they attribute to this grievance, which affects their choice to be on the victims' side.

Keywords: child sexual abuse, coping strategies, psychosocial resources, psychosocial remission.

ESTRATEGIAS DE AFRONTAMIENTO PSICOSOCIAL EN EL ABUSO SEXUAL INFANTIL. VALORACIÓN CUALITATIVA DE CASOS DE RELEVANCIA VICTIMOLÓGICA

Resumen. El abuso sexual infantil es uno de los delitos más execrables que se perpetran contra la persona humana. Este generalmente tiene lugar en un contexto donde se instrumentaliza el sexo para ejercer poder y humillación sobre los más vulnerables: los niños. Sin embargo, desde la perspectiva de las víctimas, entraña la puesta en relieve de una variedad de respuestas orientadas a combatir sus nefastas

consecuencias. De este modo, la presente investigación busca comprender este fenómeno, interrogándose respecto de las estrategias psicosociales de afrontamiento observadas en un grupo de 10 niñas con sintomatología clínico-social en remisión y sin remisión, seleccionadas intencionalmente y cuyo análisis se realiza desde la metodología cualitativa aplicada al estudio de casos. Los resultados destacan la importancia de la madre en la recuperación de la víctima, en la medida que cree en su palabra, denuncia el hecho delictivo, la acompaña afectivamente a lo largo del tránsito judicial y es receptiva con los servicios asistenciales dispuestos en su favor. En esta tarea es posible que se enfrente al sistema familiar cuando éste se coloca de parte del agresor. De otro lado, la intervención de los Centros de Atención Residencial como recurso de protección y la aparición de sucesos positivos inesperados en la vida cotidiana de las víctimas son también valorados. En conclusión, el afrontamiento del abuso sexual infantil no siempre está dado por elaboraciones planificadas, sino por reacciones intuitivas de los entornos de la víctimas en función del significado que atribuyen a este agravio, lo que incide en que opten o no por estar de su lado.

Palabras clave: abuso sexual infantil, estrategias de afrontamiento, remisión psicosocial.

Introduction

Children and adolescents see their lives disturbed by the cruelty of those who, using deception, threats and force, subdue them to sexual abuse of various kinds.

Indeed, sexual abuse is an execrable crime, even more when the victims are minors. For this reason, society is called upon to fight head-on against this crime and, in order to do so, it must not lose sight of the victims whose approach requires both knowledge of the personal and social impact that child sexual abuse has and the most suitable means that pay in its prevention or, in any case, in the psychosocial recovery of the victims.

Thus, this research seeks to know and understand coping strategies manifested in the social environments of a group of children offended by sexual abuse, emphasizing those resources expressed by their family environment. Consequently, it recovers such experiences and places their meanings at the disposal of those who suffer the consequences of this crime and of those who take care of its preventive or recuperative approach.

Approach

Professionals dealing with sexual abuse face various interdisciplinary situations aimed at seeking the psychosocial recovery of victims who, according to data from the United Nations (UN, 2006), 1 in 5 are women and 1 in 13 are men.

Sexual abuse not only causes alterations in the mental and physical health of the victims, but also disrupts their psychosocial stability and, therefore, propels a permanent process of reorganization and adaptation of their lives. (Pennewaert, 2013)

According to data from the Peruvian Ministry of Women and Vulnerable Populations (MIMPV, 2011), approximately 2 out of 10 Peruvian women under the age of 15 have suffered some form of sexual abuse. Similarly, between 2000 and 2017, the Public Prosecutor's Office of Peru (2018) reported 263,584 cases of sexual abuse at the national level. Particularly, between 2013 and 2017, 76% of the reports corresponded to sexual abuse of minors.

This disastrous reality calls for continuous development of research work of a different order and level of scope that will make it possible to know and understand the victims, especially children. One way to do this is to highlight the coping strategies

developed around them, so that they become alternatives that will guide those who are harmed and the professional teams in the best approach to the consequences of this crime.

With these premises in mind, we ask ourselves the following research questions:

What relevant coping strategies can be distinguished around child victims of sexual abuse?

Objectives

The overall objective of this study is to understand the psychosocial coping strategies of victims of child sexual abuse.

Specifically, it aims to identify and understand the strategies undertaken by the environments of child victims with and without psychosocial remission.

In this task the presence of clinical symptoms has not been emphasized, considering that sexual abuse can produce symptomatology of diverse nature, but it has been specially repaired in the psychosocial circumstances that are woven in favor or against the minors, which directly concerns the disposition or not of social and institutional family support.

Literature Analysis

Early childhood, second childhood and adolescence

Childhood is that stage of life that extends from birth to the age of 8 years old, where children are most influenced by their environment and where important and critical evolutionary changes take place. (UNESCO, n.d.; UNICEF, 2013).

With the passing of the years the child acquires greater independence and skills that enable him to better interact with the environment, which means his entry into the second childhood that takes place between the ages of 6 and 11 years old approximately. At the end of this stage, adolescence emerges, which will give rise to a series of biological transformations such as the development of the circulatory, respiratory and reproductive systems, as well as the appearance of psychological characteristics such as self-exploration and the search for identity. Both early and late childhood and adolescence belong to a formative stage that at the end allows the passage to adult life itself. (Mansilla, 2000).

Sexual abuse

Sexual abuse involves a variety of physical and other non-physical contacts that range from conduct to sexual penetration, including touching, oral sex, erotic storytelling, exhibitionism or exposure to pornography among others. All these acts violate respect for privacy and freedom and are intended to subdue and harm the victim. (Calvente, 2009)

Save The Children (2001) highlights some categories of sexual abuse of interest in this research. On the one hand, sexual abuse itself, defined by any form of physical contact with or without carnal access that may include vaginal, oral and anal penetration, digital penetration, caresses or explicit sexual propositions that take place without consent and do not necessarily involve explicit violence or intimidation. When sexual abuse involves violence and intimidation, it becomes sexual assault.

Child sexual abuse in Peruvian legislation

Under Peruvian law, minors lack consent, as their stage of development does not allow them to properly discern responsibility for their actions or the other multidimensional implications of sexual intercourse with another person. However, legal doctrine accepts the possibility of consent in minors between 13 and 18 years old.

The sexual conduct sanctioned by the Peruvian Penal Code is expressed in article 173, which provides for the punishment of anyone who has carnal access by vaginal, anal or oral means or performs other acts similar to these.

Further on, with regard to acts against modesty, article 176 of the same legal system establishes that a person who, without the purpose of having carnal access, performs on minors under fourteen years of age or obliges them to perform on themselves or a third party, improper touching of their intimate parts or libidinous acts contrary to modesty is subject to a custodial penalty.

Therefore, sexual abuse is severely punished by the Peruvian State, which stipulates custodial penalties ranging from 5 to 10 years in the case of acts against the modesty of a minor, and from 25 to life imprisonment in the case of rape of a minor, depending on aggravating factors such as the position, charge, family bonds of the aggressor, as well as the age and psychological and physical damage caused to the harmed minor.

Addressing the reporting of child sexual abuse

Once the report of sexual abuse has been made, the Public Prosecutor's Office, as the body that prosecutes the crime, initiates a retinue of investigation actions established by Peru's New Procedural Code.

In this way, the harmed child is evaluated by the forensic doctor and then relates the harmed child in a single interview conducted at the Gesell Dome, which is a facility designed to provide as much privacy as possible and, at the same time, ensure the legal procedural usefulness of the victim's statement. As Ruiz (2011) points out, the purpose of the single interview is to avoid the revictimization of the child, since facing the judicial process entails a source of secondary victimization that accentuates the psychological damage.

At the end of the interview, the minor will leave the dome and will be evaluated in the psychological office of the Institute of Legal Medicine, being especially interesting to know the state of their mental functions, personal history and emotional problems, among other elements of examination.

Consequences of sexual abuse

Children must be within the protection of their homes, preparing for adult life through play and interactions in the family and school, but when sexual abuse occurs the following effects can be noticed, as Calvente (2009) points out:

a) at the psychological level: emotional instability, depression, self-harm, difficulty in integrating their development and embodiment, confusion, shame, guilt.

b) at the sexual level: inhibition, integration problems in sexuality.

c) at the social level: withdrawal, lack of communication, isolation, distrust.

It is also possible to find other impacts such as nightmares, eating disorders, loss of sphincter control; flights, low performance, hyperactivity, low academic

performance; fear, anxiety, aggressiveness, rejection of one's own body, post-traumatic stress disorder; sexual knowledge inappropriate for age, compulsive masturbation, exhibitionism; deficits in social skills, behavior problems (UNICEF, 2001).

In any case, according to UNICEF, the impact of sexual abuse should lead to the assessment of each victim in particular, which will depend on a number of variables such as:

- The identity of the aggressor, being more complicated when there is an affective relationship between the aggressor and the victim.

- The age of the aggressor seems to have a greater impact from the perspective of the use of power.

- The existence of previous abuses and maltreatment histories, as well as the duration of the abuse, being all the more serious when the abuse has been prolonged.

- The plurality of aggressors.

- The personality of the child victim as well as his assertiveness, his social and cognitive abilities that can contribute to the modulation of the experience of abuse.

- The use or not of physical violence or threat.

- The reaction of the child's immediate environment when the abuse has been discovered, lessening its harmful effects if the victim has credibility and family support; and, in that sense, when quick and effective measures are adopted for the provision of social support.

Prevention factors and coping strategies for sexually abused minors

Sexual abuse is not a chance or haphazard reality, as it directly or indirectly involves various factors that damage the integrity and alter the victim's life's normal course.

In this sense, prevention will have to do with the risk factors' neutralization in a primary, secondary and tertiary prevention context, as proposed below by Save the Children (2001):

Primary prevention:

It occurs when the abuse has not happened and is related to a set of strategies from society (community, family, school and other institutions) to prevent it and, in any case, detect it early. "Any primary prevention program should address child's rights, affective-sexual education and good treatment promotion." (p. 96)

Secondary prevention:

It is the intervention point for those at risk of sexual abuse, e.g. institutionalized children, children with disabilities, children living in poverty, children of young women, children living in dysfunctional families or who have previously experienced abuse.

Tertiary prevention

It is the set of actions carried out with the abuse victims, providing them with self-defense, treatment and rehabilitation guidelines, empowering them so sexual abuse does not happen again.

It should also be considered that in tertiary prevention, the child's negative identification can have two construction and expression forms: the first is that the child grows up elaborating its identity according to the abuse, which increases its revictimization and makes it vulnerable to recidivism; the second is that the child grows up identifying with the aggressor, which can lead to recidivism and transgenerational repetition of sexual abuse. Another tertiary prevention's objective, according to Save the Children (2001), is to avoid the victim and the aggressor's social stigmatization which leads to social rejection and isolation.

Revictimization

The crime's impact on the victims is not only presented as their rights transgression and the consequent alteration of their lives; in effect, the harm's repercussions caused by sexual abuse, as noted above, encompass the whole spectrum of the child's physical, psychological and social development. This first impact is known as primary victimization or first victimization.

Consequently, the medical-forensic evaluations and interviews that the minor victim must undergo in order to constitute useful evidence for the prosecution and eventual criminal accusation of the aggressor, imply discomfort and victimizing impacts on the aggrieved in their contact with the police, prosecutorial and judicial systems. These repercussions fall within the revictimization's framework or secondary victimization and are related to the treatment received by justice officials and the usually lengthy period of fiscal investigation and prosecution.

On another level, it should be considered that if society and the family directly or indirectly stigmatize the victim. It is likely that they will have difficulties in their social integration and limitations in the recovery of the normality of their daily life, in this case facing the phenomenon of tertiary victimization. (Gonzáles, 2011)

Thus, as part of the tertiary revictimization, Paredes (2015) highlights the negative attitudes of the victim's family and social environment when they lose hope, beyond the gravity of sexual abuse, in the human capacity for recovery of the aggrieved.

In order to avoid or reduce revictimization, offices such as the Victim and Witness Assistance Unit (UDAVIT) and Assistance Centres such as the Women's Emergency Centres (CEM) and the Tutelary Investigation Division of the Ministry of Women and Vulnerable Populations (DIT) have been created to provide victims and their families with psychological, social and legal services.

The DIT, now called the Special Protection Unit, provides protection to abandoned minors. Thus, through multidisciplinary teams, the family, psychological and social situation of children and adolescents is investigated, and protective measures such as: care in the home, foster care by a family, participation in a special foster care service or program, and comprehensive care in a Residential Care Centre are available. If required, pending the conclusion of the guardianship investigation. At the end, minors are reintegrated into their family through their professional services support or, otherwise, the DIT promotes the guardianship process and procedural follow-up in the courts. (MIMPV, n.d.)

In addition to this, educational institutions play a transcendental role in the child's recovery who would have to continue studying and developing school's dynamics and richness that could be interrupted by the abuse's effect.

As a result, the Ministry of Justice free legal services are particularly noteworthy, which, by the victim's request, are eligible for legal sponsorship throughout the initiated fiscal or judicial proceedings. Its aim is not to leave children and their families alone in the transit of a normally lengthy and complex legal process.

In any case, it should be noted that there is consensus among specialists that the victim's mental health preservation is closely related to the support resources' rapid intervention (Suárez, 2000). This encourages believing in the aggrieved person's word and to recognize the victim's condition (Pennevaert, 2013): breaking the secret is challenging them, meaning to face the shame and the threats coming from the aggressor, among many other things. (Laing y Kansler, 2002)

Paredes and Vásquez (2015) consider that psychological and social intervention in sexual abuse is, regardless of its recent or remote externalization, an emergency that requires the participation and linking of all possible resources in favor of the victims, highlighting the family's position, especially the mother, whose attitude must be supportive, protective and always in favor of the minor and not the committed. By the way, Lippert, Cross, Jones and Walsh (quoted by Pereda, 2011) find that maternal support not only protects the child psychologically but also judicially helps to prevent retractions.

In the latter case Sas et al. (cited by Pereda, 2011) highlight the fact that in addition to the child's maternal support importance of maternal, there is a positive impact of a guilty verdict on the victim's emotional stability.

Resilience and coping in child sexual abuse

Resilience

According to Cyrulnik (quoted in Itad Sistémica, 2015a [video]) he understands resilience as the recovery conditions within development after a traumatic agony. This implies a series of internal and external resources of the child. In the first, temperament, attachment style, language as well as elements prior to language acquisition stand out; in the second, the family's role, community and culture stand out.

Studies by Echeburua, Lopez, Kendall-Tackett, Williams, Finkelhor, and Stevenson show that approximately one in three victims do not necessarily have psychopathological symptoms, which may indicate an apparent overcoming of the abuse experience. Echeburúa and Guerricaechevarría propose understanding the victim's resilience variables mediating between sexual abuse and psychosocial problems: variables in relation to the victim, to the aggressor, to the family and the social environment. (Pereda, 2011)

No one can live without interacting with others. A child alone cannot be resilient, because resilience is built in relation to the other person: through someone who gives security and expresses confidence and support. This relationship can reside in the home that fulfills its support role, where the child stops being mistreated, to be in an affective environment.

According to Cyrulnik, anti-resilience factors are affective impoverishment in relation to the child, humiliation and the fact that the child does not find meaning in what happened to him/her (experience of nonsense). Therefore, the child's recovery intervention will try to help him or her make sense of what he or she has experienced. (Itad Sistémica, 2015b [video]; Cyrulnik, 2001)

This task can be carried out by a resilience tutor who helps the child, as Pereda (2011) indicates, to make sense of the abuse experience, supporting it in its recovery and social integration. Normally the resilience tutor is the child's mother or a relative, but in the absence of one or another, it is the professional dealing with the case who could perform such a role.

When biological and social parentalities cannot fulfill their functions, it is time for community parentality to appear, according to Barudy (in Itad Sistémica, 2015b [video]), i.e., when others take care of what the parents are not competent in, thus allowing new opportunities for the development and well-being of victimized children.

Coping. Unlike resilience, coping refers to the most common strategies' repertoire with which, according to Folkman and Lazarus (cited by Botero, 2013), a person faces daily life situations, which does not necessarily imply the problem's solution, but the reference to how the person faces it in the emotion planes, the problem management and the avoidance of the stress causing problem.

When referring to the strategies the person uses when overcoming the problem, it is preferable to categorize it as positive coping or resilient coping, although for Cyrulnik (quoted in Itad Sistémica, 2011a [video]) coping is linked to strategies and skills for coping with problems; whereas resilience implies a narrative change.

In Lazarus and Folkman's model, —those who consider that it is not the situations themselves that provoke an emotional reaction, but rather the individual's interpretation of them—, coping is defined as "the continuously changing cognitive-behavioral efforts made by the subject to handle internal and/or external demands, which require the individual adjustment or adaptation" (quoted by Lizarazo, 2014, p. 23). Based on this transactional model, plus the contribution of other authors, Lizarazo concludes that coping takes into account the conscious and intentional affective, cognitive and psychosocial efforts that a person uses to control stressful situations in order to reduce or eliminate them.

Method

Procedure

It is a qualitative study which develops the analysis of 10 victimology-relevance cases corresponding to girls and teenagers victims of sexual abuse, assessing them from the researcher´s experience for 9 years as staff psychologist of a support public institution to victims of different crimes in the city of Arequipa, Peru.

Arequipa has around one million inhabitants, its important touristic flux, mine production and agricultural activity give it a demographic and economic dynamic which have set it up as the second most important large city in the country; however, this city has some of the main problems of its social fabric: domestic and sexual violence.

In effect, the regions of Lima, Arequipa (included the city of Arequipa), Lambayeque and Junín represent more than 50% of the reported cases for sexual violence in the whole nation. (Public Ministry, 2018).

About the reflection of this reality, professional notes and references have been considered, emphasizing the corresponding ones to the coping resources perceived in the victims and their families during the psychological care approach made by the

researcher as psychologist specialized in victimology matters, whose impressions about them were not necessarily expert, because in this research, the starting point is that, once the medical and psychological-forensic assessments have been carried out, the victim children are found facing to familiar and social events which are pretended to be revealed in the prosecutor´s investigations and in the criminal proceeding.

In a second part, a professional formed in legal and juridical affairs (lawyer) has been interviewed as prosecutor with experience in the processing of crimes related to child sexual abuse.

This person was requested to relate some cases she has directly addressed or known indirectly through her law firm but that she estimates in general significant, whatever for the improvement level and important risk seen in the victims and their families (improvement/risk criterion), the complexity its procedural approaching and the possibility of participation in the criminal investigation (criterion of procedural complexity).

In other words, it was requested to this professional to consider, first, the cases in which she has perceived favorable recovery conditions (remission symptoms)[**]; and secondly, the cases without remission, that is to say, those cases in which the conditions of the injured parties and their environments have difficulties which place them in psycho-social risk.

The same qualitative criteria were considered by the psychologist who, along with the prosecutor-lawyer, give their impressions as underlying ideas in each case they tell, the ones that are involved in the understanding of the familiar and personal experience of the minor victims, after the outsourcing and denounce of the sexual abuse.

With the aim of specifying if the cases chronicled really corresponded with the ones in which improvement was experienced, those in which there was suspicion of the presence of a temporary asymptomatic period which usually happens between the commitment of the offense and the subsequent apparition of the symptoms (inter-cyclic period) were filtered. For this, the researcher has considered those relates which suggest a minimum time of legal or psychological approach superior to 6 months or, alternatively, those which have ended with the judgment and sentence of the corresponding cause (temporary pertinence criterion).

In this research, the clinical analysis subject to a detailed psychological assessment through the opinion of experts who get diagnosis conclusions prior a qualitative and psychometric research have been omitted. On the contrary, it was preferred to take general impressions of a justice operator (attorney), because the criminal investigation depends on him and, in that interim, he requires all evidence involving the ones coming from the victim to make the tried known them and, in this way, require the penalty of the criminal conduct before the trial.

For these reasons, this research does not raise the term of recovery, nor analyzes the cases chronicled depending on the permanent absence of clinically significant symptoms and signals, but of a global improvement state which allows or not the child

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[**] Knowing that the remission refers to the attenuation or disappearance of the symptoms or the signals of a disorder manifested in case of an improvement of the psychic conditions. (Dictionary of Psychology by Umberto Galimberti, 2002) In this research, the remission has to do with the improvement and not the remission as a state of psychosocial risk; that is to say, the vulnerability of the child victim because of scarcity or insufficient provision of support family and social resources.

to live with his social support systems and, in this way, to participate properly in the proceedings the legal treatment of his causes needs, in which there are support and limiting elements that this research tries to determine.

Thus, 5 stories of favorable cases and 5 stories of psychosocial risk were obtained, addressed by the Peruvian justice system, the ones which are presented from the elaboration of the underlying ideas and the psychosocial situation implicit in them.

Processing

Once the 10 chronicles are obtained, we have proceeded to present a summary of each one, mentioning the most relevant elements characterizing them depending on the research objectives (see Table 1).

The personal data of the injured parties mentioned in the chronicles have been held in reserve, preferring, due to confidentiality reasons, to use any identification name.

Then, a summary of the considered cases has been made and, with these elements, interpretative elaborations presented in a narrative way have been proposed (see Table 2). Such elaborations try to evidence the coping strategies and the underlying ideas associated to them in order to know the sense of the favorable and unfavorable decisions and actions of the environments where the victim children are developed.

Afterwards, the interpretative content of the narrative summaries is widened to finally discuss them along with the global findings of this research in the section Discussion and conclusions.

Results

The corresponding tables to the data processing are presented below (Table 1 and Table 2).

Table 1
Summary of the characteristics of the proposed cases

Case	Circumstances	Professional	Underlying idea
Regina (8)	*In circumstances in which her mother decides to go out with a friend of work, the girl is sexually abused by him.*	Psychologist	The mother provided everything she could to her daughter, but she seemed very incredulous about the danger she exposed her daughter.
Luz (4)	*Under the pretext of playing, she is improperly touched many times by her grandfather. Finally, he infects her with a*	Lawyer	The mother had been abuse victim by the same attacker when she was a child, but she did not still suspect what was happening with her

	sexually transmitted infection.		daughter.
Karen (11)	*After the death of her mother, the girl is under her father´s responsibility, who did not wait long to sexually abuse her.*	Lawyer	After the death of her mother, the girl is at the mercy of the violence of her father.
Andrea (13)	*Her uncle touched her improperly until her mother found it out.*	Psychologist	The mother always supported her daughter in all the proceeding: judicial, familiar, school.
Marisol (12)	*With the aim of bringing home income, Marisol helped a subject in a walking business; after a while, she fell pregnant by him.*	Psychologist	While her state of pregnancy was increasing, the minor was feeling more tired, wishing only to go back with her mother, her brother and her stepfather.
Greta (15)	*Since she was a very small girl, she was sexually assaulted by her father, and, over time, she pretends to change the version of these events.*	Lawyer	The minor was confused because her father was her attacker and she was also being pressured by her family in order to not incriminate him.
Inés (11)	*His uncle takes advantage of Inés and abuses her when she was left in his care.*	Psychologist	The mother believed that moving her away from her attacker, without receiving professional support and forgetting the criminal proceedings was enough. She wanted to protect the aggressor.
Lilian (12)	*In circumstances her big brother visited her, Lilian was improperly touched by him.*	Psychologist	The mother did not believe her daughter´s version, she blamed her daughter from what it could happen. The father felt guilty and he commiserated.

Donna (11)	After passing the medical assessment, it was found that the girl was pregnant.	Psychologist	Despite the minor has indicated other man as guilty, the mother seemed to hide something else.
Solange (8)	She told her mother that her father has improperly touched her for some time.	Psychologist	The girl´s father victimizes before her so that she did not tell what happened.

Note: Source: Own creation

Table 2

Confrontation Strategies by Resulting Condition

Case	Strategies	Narrative	State
1. Regina	.denunciation .credibility in the minor .medical support .psychological support .maternal accompaniment. .continuity of the process .parents reconcile with each other and support their daughter. .birth of a brother .recovery of her daily life.	*This is not going to stay that way, we will collaborate with the justice system and my daughter will succeed, but in this I will need professional and family support so that my daughter recovers her normal life as soon as possible.*	.referral Although the physical and psychological injuries of Regina's abuse were severe, she resumes her schooling, showing an eagerness to go to school, to reunite with her classmates. The girl also expressed excitement about the newest member of the family - her newborn brother - talking about him and playing with him since her mother was pregnant.
2. Luz	.denunciation .hosting .assistance support .away from the aggressor and the weak family environment	*The girl will be better away from the abuser and his precarious and unsafe family environment.*	.referral The girl receives support from the shelter, where educational, psychological and care services are made available to her. Luz had a quick integration and although she missed her mother, grandmother and little sister, she was able to adapt to her new environment, full of novelties: children to play with, recreational tasks, regular feeding hours and, above all, good treatment.
3. Karen	.denunciation .assistance support	*The girl will recover away from the abuser and her weak family environment. She will*	.referral The girl expresses joy at the presence of the tax authority, appreciates the

	.hosting .away from the aggressor and the weak family environment .communication in mother tongue (Quechua) .relationship of support and friendship with justice operator.	*improve by receiving assistance services and creating new bonds of empathy in a human relationship that may well include justice workers. She will feel better understood is she also expressed herself in the idiosyncratic possibilities that her mother tongue provides.*	support available to her. She usually talks a lot and is happy when her new friends (prosecutor, care staff) visit her now. She talks a lot about what she wants to do in the future.
4. Andrea	.denunciation .welfare support and the search for legal support .permanent accompaniment of the mother .impulse of the legal process .credibility and not guilt. .mother defends the girl and her cause before her own family .parental reorganization of tasks and activities for more time with your children.	*We will offer all our support to our daughter. We will even fight against the family that does not believe in her or minimizes what has happened to her. This cannot stay that way, we will support the work of justice. Our daughter has to make her normal life, developing and being happy. We will be with our children, giving them more time and care.*	.referral The younger one was more attached to her mother, the two became stronger and more friends. Thus, Andrea used to tell Mom everything that happened to her and the mother listened to her patiently. She also checked her homework and was more aware of how her daughter was doing at school.
5. Marisol	.parents seek the recovery of their daughter's daily life (continuity of studies and positive family activities)	*The girl needs support, she needs her mother and the baby needs both. In this task the impulse of his stepfather can help a lot, who assumes a true protective and director role, strengthening the mother and fulfilling the parental functions with the aggrieved one. He is now husband, father and grandfather...*	.referral Marisol has found support in her mother and stepfather, reconfiguring her life in the maternal role and at the same time in her role as daughter and sister. She feels good next to her baby, whom she cares for with care. In the same way, she is looking forward to returning to school and continuing her studies.
6. Greta	.denunciation .assistance support .temporary hosting .economic and affective support of the stepfather towards the minor's mother, the mother and her daughter. .awareness and improvement of the mother's attitude .participation and involvement with the fiscal and judicial	*It is necessary to avoid that your father goes to prison, in addition you are already well...*	.without referral Greta, along with his family, rejected the continuity of psychological and social assistance until his aggressor was captured and, with this, the need for his participation in the investigation process that had been pending for years. Greta was now trying to exonerate his father, drastically changing his version of what had happened.

process

7. Inés	.confused position of mother and other relatives over time .direct and indirect pressure from the mother, the accused and the family for a change of version .dismissal of the sustained assistance service .conflict of loyalties	*We are leaving, there is nothing more to say to the authorities, that they evaluate, but we will not do anything else that contributes to the imprisonment of your uncle..., poor of his family.*	.without referral The mother delayed in deciding for her daughter or brother (aggressor) did not favor the overall recovery of her daughter, who was overwhelmed by what happened and confused about her future.
8. Lilian	.the mother was ambivalent about the continuity of the criminal proceedings. .fleeing to protect the accused. .the rest of the family wanted to protect the accused.	*He must be lying, what he says is not possible, I am not mistaken and nobody is going to make me change my opinion [elaboration of the mother]" ... "I failed as a father [elaboration of the father]*	.without referral Lilian is sheltered, recovering with psychological and social assistance. Her father is stronger in his role, while her mother still defends her son (aggressor) and does not believe what the little girl said.
9. Donna	.ambivalence of the maternal role. .little awareness of the significance of the facts. .repeated transfers of city and fleeing, .extended family according to maternal attitude. .dismissal of welfare support.	*We are leaving..., we'll have a new life away from here, without anyone bothering us, the most important thing is that you're fine.*	.without referral Donna's mother naively believed that by moving away with her daughter from the place where the complaint was made, she could get rid of the tax investigation, while social and welfare services tried to find them and offer them support.
10. Solange	.direct and indirect pressure from the accused. .new sentimental relationship of the mother.	*This can't stay that way, we will collaborate with justice and I will take you away as far as possible from the one who hurt you... In this new relationship I am sure that I will find the support I need to be better and to get my daughters through [elaboration of the mother].*	.without referral The minor reacts with tears and marked discomfort at the mere mention of the fact denounced. In the same way, she showed opposition and discomfort with her mother, showing regressive and aggressive symptoms with her and her sister, although these diminished when the mother prevents

	the father from having access to the girl and decides at the same time to end the sentimental relationship that had begun a few months after having made the complaint.

Note: Source: Own creation

Discussion and conclusions

The post-facto panorama of sexual abuse is favorable for aggrieved minors to the extent that the actions of their environment specifically promote their recovery. In this sense, the presence of resilient and non-taxable tributary elements in their improvement has been noticed.

Consequently, it has been found that the mother plays a transcendental recuperative role, and that is that the mother is usually the closest being to the aggrieved minor. Thus, multidimensional help and support for her daughter is expected, which starts by believing her and initiating at least a triple task with her: firstly, the full recovery of the minor, seeking to restore normalcy to her daily life in the family, school and activities related to these and other instances; secondly, the courageous participation of the victim and her family in the fiscal investigation and eventual trial of her case, which involves, at the same time, struggling in an extensive process, full of diligence and other legal procedures over months and even years.

This situation is even more complex when the aggressor is a family member who, despite having broken the law and violated the dignity of the victim, can claim credibility and family support for himself.

In short, the mother fights for her daughter to have a better family and to have sustained access to assistance services, which in turn entails re-evaluating the relationship with the child in order to correct any problem prior to the abuse. As mentioned in previous lines, this fight takes place within the judicial context, the rationality of which is usually very complex for a person who does not understand legal matters. In addition, time must be added as a relevant factor in the sustainability of the testimony, especially when the personal and family condition of the victim does not account for a real psychosocial remission or improvement.

Finally, the third great task has, at the same time, two flanks of struggle: on the one hand, the confrontation against one's own relatives, who may be incredulous or reject the word of the aggrieved minor, and, on the other hand, fight in the difficult judicial process in the course of which the victim is susceptible to change versions.

In the same perspective, it is possible that the aggressor, in the spirit of avoiding prison, may resort to countless tricks, pressures, blackmails and threats that attempt to retract the victim or, at the very least, weaken the persistence of the victim in collaboration with justice. On the other hand, the mother often finds herself in the dilemma of opting for her aggrieved daughter or for the accused, on which the further genuine recovery of her child will probably depend.

In fact, access to psychological, legal and social assistance services contribute to the improvement of those who have suffered sexual abuse, but these are insufficient

if the mother does not internalize the idea of taking her daughter's side, protecting her and defending her.

In the meantime, when the father is not the aggressor, the mother should also be the pillar for the reconstruction of her home. If this is not the case, and faced with a weak father, as was observed in Lilian, where the harm caused to the adolescent is also dismissed, because they do not believe her, blame her and do not contribute to her receiving assistance, there are sufficient reasons to remove the minor from this inappropriate and dangerous familiar environment, opting immediately for her shelter.

In this cases, the recovery of the victims is promoted from a Residential Care Center (shelter) as an alternative that does not intend to replace their parents but rather gives them the opportunity to access a resilience tutor, if we take the Pereda concept (2011), nor does it intend to replace their home but to grant them another home. That is, to give them the opportunity of a community parentality, if we take the Barudy concept, (in Itad Sistémica, September 2015b), where girls can be protected, heal and improve.

In any case, the design of Residential Care Centers is aimed at avoiding tertiary victimization, while it is found, recovers or, on the other hand, strengthens the victims' parental and family system. Whenever the latter is possible, children return to their homes to develop alongside their own; otherwise, shelters are the best alternative to ensure them a more promising future.

However, in the course of this investigation, the importance of the relationship of the aggrieved minor not only with the assistance services, but also with all those persons who, due to their profession, might have contact with the victim during the fiscal investigation or judicial approach, has been highlighted; For example, the justice workers who, in the exercise of their functions, interact with the aggrieved minor or her family and, consequently, have the possibility of promoting an empathic, but above all human, approach based on respect and warmth with the victim, as was evident in the case of little Karen.

Along this reflection, the relevance of the mother tongue is rescued as a vehicle for affections and communicative contents of the relationship between the formal judicial system and the human person who has something to tell society and justice.

On the other hand, it is true that during recuperative work there are events that moderate the tension that happens at home. These events can defocus attention on a gloomy panorama that presents itself on the family and especially on the victim, as happened with Regina and her parents, who find with the birth of a new member of the family, a means of channeling their affections and hope for the whole family.

As for the cases without remission, that is to say, those that do not foresee solid and appropriate attitudes of facing the criminal act, the mother continues to be the axis for the permanence of discomfort and above all confusion, when her option is not for the aggrieved minor but for the aggressor. In the same way, the erroneous belief that sexual abuse has already been overcome and, therefore, that it makes no sense to continue with criminal prosecution, as was observed in the cases of Inés and Donna, seems to be maternal accommodation and subordination and, in any case, familiar to the interests of the aggressor, who struggles to evade responsibility, pressuring the aggrieved directly or indirectly to alter his version of the facts and thus contribute to the assumption of a protective role that does not correspond to him. The impact of such actions on the victim does not favor his welfare or the resilient elaboration of the grievance occurred.

Also, an attempt to avoid the repercussions of criminal proceedings and protect the aggressor, there are those who force the deterritorialization of the minor victim, who, is exposed to long escapes with the intention of not declaring or appearing before the authorities, which does not allow him to undergo a proper recovery process that must be based on the stability of his family and social ties.

Through this research work, some coping strategies have been observed that have positively impacted on the general condition of the victims. Although these strategies are particular to each family, minor victim and the psychosocial and legal situation of their causes, the role played by the mother is highlighted once the criminal act has been externalized and reported.

As a result, maternal attitudes require giving absolute credibility to the girl's word and mobilizing resources so that she receives sustained comprehensive professional care, as well as positively modifying family dynamics and accompanying her solidly in the entourage of fiscal investigation and judgment.

When the aggressor is a member of the family, the mother and other members of the family group often find themselves choosing between the victim or the aggressor. When the aggressor is chosen, they can appeal to narratives or subjective mechanisms of dismissal of the criminal act, guilt of the victim, flight, escape, inducement to vary version and little or no collaboration with fiscal and judicial actions.

On the other hand, if the victim is chosen, the mother and the family wage a struggle to obtain justice, participating in and encouraging the participation of aggrieved minors in this process, while at the same confronting the aggressor and even his own family when he seeks to protect or favor the aggressor.

From all of this, a state without psychosocial remission can be inferred, when the victims directly or indirectly feel obliged to assume a protective role over the aggressor. This role can be expressed in the intention of changing versions or no longer participating in the judicial process.

By the way, the methods of dealing with sexual abuse are not always planned or programmed elaborations, but intuitive reactions based on the way of perceiving the world in general and sexual abuse in particular, especially on behalf of parents and relatives of the victims who, on a preceding axiological basis, may decide to support the aggressor. At this point, assistance and educational services must contribute to this axiological order so that the decision of the environment is always in favor of those who were offended by the crime.

It should be also considered that when faced with the axiological, volitional and subjective precariousness of parents, shelters constitute important alternatives for the protection and psychosocial recovery of victims, at least while, with professional help, their family environments improve and strengthen sufficiently.

Finally, with the participation of support systems and multidimensional approaches to sexual abuse, new relationships are established that prosocially replace the old and pernicious victim-aggressor relationships with others based on humanism and victimological correspondence: victim-assistance personnel, victim-fiscal or judicial personnel.

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CATEGORIZATION OF ORGANIZATIONAL CONFLICTS IN BRAZILIAN MARITIME SUPPORT VESSELS

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Abstract. Maritime labor relations in an offshore oil industry environment have been studied recently, but maritime support vessel organizations have little prominence. They fulfill a mission of support in this Industry, having their crew in confinement and under other exhausting situations. This presents itself as a stage where there are presumed to be many organizational conflicts. Methodology. In a case study, which will have their working relationships in the vessels placed in the light of the "Taxonomy of Organizational Conflicts according to their Scope" developed by Armadans, Vega and Sacristán (2016). The content analysis was used to identify empirical evidence, within a bibliographical contribution guided by digital bibliographical revision, in primary sources for the selection of scientific texts that could describe the situations and work routines on board. Collected on 07/07/2018, from the Google Scholar database, written in Portuguese, searching for the syntax "organizational conflicts" in the period 2017 and 2018, and "maritime support", from 2014 to 2018. Results. With empirical evidence it was possible to categorize organizational conflicts. The two most outstanding organizational conflicts present are those linked to the organizational structure and those by individual competition for scarce resources. Discussion. It is proven the need to engage the High Direction for better management of conflicts on board vessels, with application of methods of conflict resolution. Suggestions for mitigation and use of conflicts are presented, as well as the limitations of the study.

Keywords: organizational conflicts, ships, maritime support, categorization.

CATEGORIZAÇÃO DOS CONFLITOS ORGANIZACIONAIS EM EMBARCAÇÕES DE APOIO MARÍTIMO BRASILEIRAS

Resumo. As relações de trabalho marítimo em um ambiente da Indústria de petróleo em alto mar vêm sendo estudadas recentemente, contudo as organizações de embarcações de apoio marítimo possuem

pouco destaque. Estas cumprem com uma missão de suporte nesta Indústria, tendo seus tripulantes em confinamento e sob outras situações desgastantes. Isto se apresenta como um palco, onde se presume existirem muitos conflitos organizacionais. Metodologia. Em um estudo de caso, que terão as suas relações de trabalho nas embarcações colocadas à luz da "Taxonomia de Conflitos Organizacionais segundo seu Âmbito de Atuação" desenvolvida por Armadans, Vega e Sacristán (2016). Utilizou-se a análise conteúdo para identificação de evidências empíricas, dentro de um aporte bibliográfico pautado por revisão bibliográfica digital, em fontes primárias para a seleção dos textos científicos que pudessem descrever as situações e rotinas de trabalho a bordo. Coletados em 07/07/2018, do banco de dados do Google Acadêmico, escritos em português, com busca das sintaxes "conflitos organizacionais", no período de 2017 e 2018, e "apoio marítimo", no período de 2014 a 2018. Resultados. Com as evidências empíricas foi possível a categorização dos conflitos organizacionais. Os dois mais destacados conflitos organizacionais presentes são os ligados à estrutura organizacional e os por competição individual por recursos escassos. Discussão. Comprova-se a necessidade do engajamento da Alta Direção para melhor gerenciamento de conflitos a bordo de embarcações, com aplicação de métodos de resolução de conflitos. Sugestões de mitigação e aproveitamento dos conflitos são apresentadas, bem como as limitações do estudo.

Palavras-chave: conflitos organizacionais, embarcações, apoio marítimo, categorização.

CATEGORIZACIÓN DE LOS CONFLICTOS ORGANIZACIONALES EN EMBARCACIONES DE APOYO MARÍTIMO BRASILEÑAS

Resumen. Las relaciones de trabajo marítimo en un entorno de la industria petrolera en alta mar han sido estudiadas recientemente, pero las organizaciones de embarcaciones de apoyo marítimo no tienen ningún destaque. Estas cumplen con una misión de soporte en esta industria, teniendo sus tripulantes en confinamiento y bajo otras situaciones desgastantes. Esto se presenta como un escenario, donde se presume que existen muchos conflictos organizacionales. Metodología. En un estudio de caso, que tendrán sus relaciones de trabajo en las embarcaciones colocadas a la luz de la "Taxonomía de Conflictos Organizacionales según su Ámbito de actuación" desarrollada por Armadans, Vega y Sacristán (2016). Se utilizó el análisis contenido para identificación de evidencias empíricas, dentro de un aporte bibliográfico pautado por revisión bibliográfica digital, en fuentes primarias para la selección de los textos científicos que pudieran describir las situaciones y rutinas de trabajo a bordo. Recopilada en 07/07/2018, la base de datos de Google Académico escrito en portugués, la sintaxis de búsqueda de "conflictos de organización" en el período 2017 y 2018, y "apoyo marítimo" en el período de 2014 a 2018. Resultados. Con las evidencias empíricas fue posible la categorización de los conflictos organizacionales. Los dos más destacados conflictos organizacionales presentes son los vinculados a la estructura organizacional y los por competición individual por recursos escasos. Discusión. Se comprueba la necesidad del compromiso de la Alta Dirección para una mejor gestión de conflictos a bordo de embarcaciones, con aplicación de métodos de resolución de conflictos. Se presentan sugerencias de mitigación y aprovechamiento de los conflictos, así como las limitaciones del estudio.

Palabras clave: conflictos organizacionales, embarcaciones, apoyo marítimo, categorización

Introduction

Maritime vessels transport societies' goods throughout the world and, even within a more restricted activity, they work in research-related units, in support, operational support and consultancy to the offshore oil industry, more specifically in towing and anchoring work for the activities carried out by the maritime units involved in the drilling, extraction and storage of oil and gas along the maritime coastline. These vessels are referred to as maritime support navigation. They are part of the Shipping

Industry and provide many types of logistical support services and special activities, supporting offshore oil exploration and production activity.

Maritime Support Navigation is regulated by the Brazilian State, defined by ABEAM (2018) as "*navigation performed to provide logistical support to vessels and installations in national territorial waters and in the Economic Zone, which are involved in mineral and hydrocarbon research and working activities*" (p. 3). At the end of April 2018, the maritime support fleet in Brazilian waters amounted to 366 vessels, with about 11,000 maritime workers. 316 of the vessels flew the Brazilian flag and the other 50 flew a foreign flag (ABEAM, 2018). There are several types of maritime support vessels, identified, described and categorized in ABEAM (2018); Mendas, Teixeira, Rocio and D'Oliveira (2017); Campos (2017), Restum (2017) and Sousa e Martins (2014). In Santana (2016), there is a historical record of the evolution of the technological development of boats from ancient times to the present day.

Maritime work can be understood as all work carried out on board vessels, both to perform navigational services and to maintain and operate the vessels (Bulboz, 2016). This complex, high sea environment contains the conditions that lead to the appearance of organizational conflicts, which need to be resolved efficiently for the good progress of individual and team work in accordance with the one established by Pedreira (2017) "avoiding the emergence of loopholes that could result from bad management" (p. 25). It also generally results in a need to deal with thoughts and actions that do not adhere to what Organizations expect from their officials about the work activity and the relationships involved in it (Paniza, Cassandre and Senger, 2018).

This study aims to identify, categorize and propose solutions to existing organizational conflicts on board maritime support vessels. This study's relevance and contributions are given by the fact that there are few reports and studies on the subject in this specific context and few discussions at the regional and national level. As a result, there are few papers available on the characterization of existing organizational conflicts versus working conditions on ships. This study in this organizational context, besides enriching the knowledge in this industry, will broaden the academic discussion on the subject, with the understanding of how and which organizational conflicts occur on board in the current scenario of Brazilian maritime support navigation seeking to demonstrate the specific reality of the work.

For the theoretical reference development, academic texts were researched in the Literature, which has many definitions of Organizational Conflict. Vargas (2017) explains that there are different classifications regarding the forms of conflict. However, he understands that the most currently accepted classification is the one that defines conflict as personal, interpersonal and organizational: "*The personal conflicts are those that occur within us when we come into conflicts with ourselves over indecision. Interpersonal conflicts are those between people, when one or more people face situations in different ways. The organizational ones are those that occur within organizations*" (p. 42).

For the purposes of this article, which will focus on conflicts occurring within Maritime Support organizations, the definition adopted in this academic work is the one provided by Armadans, Vega and Sacristan (2016) which defines them "*as the result and an error in the development, in the management of relations and in their own evolution within the organization's activity, bearing in mind that, as an error, it can be modified and resolved*" (p. 17). Thus, as a bias of a relational process, when it is

identified to be modified, it generates change and an effective intervention in time, which, from the knowledge of its causes, can help to manage it before it grows.

In this process of understanding organizations' conflicts, it is also important to have an understanding of the organization that leads to an understanding of its behaviors and actions. From this perspective, Armandans, Vega and Sacristán (2016) propose a division of Organizational Conflicts based on their scope of action into three categories, i.e. where they occur: Interpersonal Organizational Conflicts, Intergroup Organizational Conflicts and Intraorganizational Organizational Conflicts. Based on the Literature, Pedreira (2017) emphasizes that the levels of any organizational conflict classification cannot be taken as absolute, since a conflict can have the necessary permeability to reach different organizational levels, that is, people, teams and the whole Organization at the same time, which can be directly or indirectly involved, with different consequences. Pedroso (2017) states that any type of organizational conflict can involve, in general, all parts of the Organization.

The definition of Armadans, Vega and Sacristan (2016) states that Interpersonal Organizational Conflicts occur when they involve only the individuals of the organization. Pedreira (2017) adds that this organizational conflict occurs between individuals when there are antagonistic interests or conflicting goals between two or more individuals, which, in an organizational context, can harm individual, team, or organizational productivity. They are subdivided into the following categories: By Scarce Resources, where human, economic or means and materials resources are scarce to the activity; By Objectives, when there is no common and shared vision, where disagreement occurs regarding final goals and objectives; and finally, By Facts, which is the result of different responses to the same problem, more common among individuals who perform the same activity between departments with shared responsibilities in the same activity.

Armadans, Vega and Sacristan (2016) establish that Intraorganizational Organizational Conflicts are linked to the following situations: Linked to the Organization's Own Objectives, which occur when the people that integrate it have objectives that may not coincide with those of the organization; Linked to the Nature of the Institutions, those that arise according to the type of legal character of the organization; Linked to the Organizational Structure, which occur in positions of connection between departments, with different characteristics, objectives and interests; Linked to Workflows, which are those that arise when the flow, load, incentive or rewards are uncertain; As a result of Excessive Bureaucratization, they are those that arise from an excessive formalization and automation in their functions; As a result of Resource Competition, which are those that arise when resources are insufficient to satisfy all productive and personal needs; Due to Authority, those that occur due to the status in the hierarchical organizational structure; and Due to the Lack of Personal Authority, which are those that occur when there is a lack of leadership and motivation.

To understand how organizational conflicts occur within the working structures of a maritime support vessel, it is necessary to understand how the work itself is divided regarding the execution of tasks, as well as the responsibilities and differentiation of authority that are inherent to the fundamental positions.

The work organization and division in maritime support vessels are established and regulated by the Brazilian State, where it initially distinguishes the functions on board by groups, according to the type of navigation. The organization for a typical Maritime Support vessel is shown in Figure 1. The first group is the Deck Department.

This group is in charge of the activities related to navigation and maneuvers on the Deck and is composed by the Captain, Deck Officer, First Nautical Officer, Second Nautical Officer, Boatswain and Seamen. The second group is the Engineering Department. This group is in charge of activities related to the propulsion and operation of equipment and is composed of the Chief Engineer, First Engineer, Second Engineer, Driver and Seamen. The third group is the Steward Department. This group is in charge of cooking, organizing, cleaning and conserving the rooms and is formed by Cooks and steward's assistants. The fourth and last group is the Health Department. This group is in charge of hygiene and health conditions and is formed by Health Assistants and Nurses.

The Captain's position is the main function on board a Marine Support vessel. They are responsible for the vessel, in every possible way, being the posited owner of the vessel, with their legal substitute being the Deck Officer of the vessel. The vessel's entire crew is subjected to their orders, according to the activities attributed for each maritime worker specified in the NORMAM-13/DPC regulation.
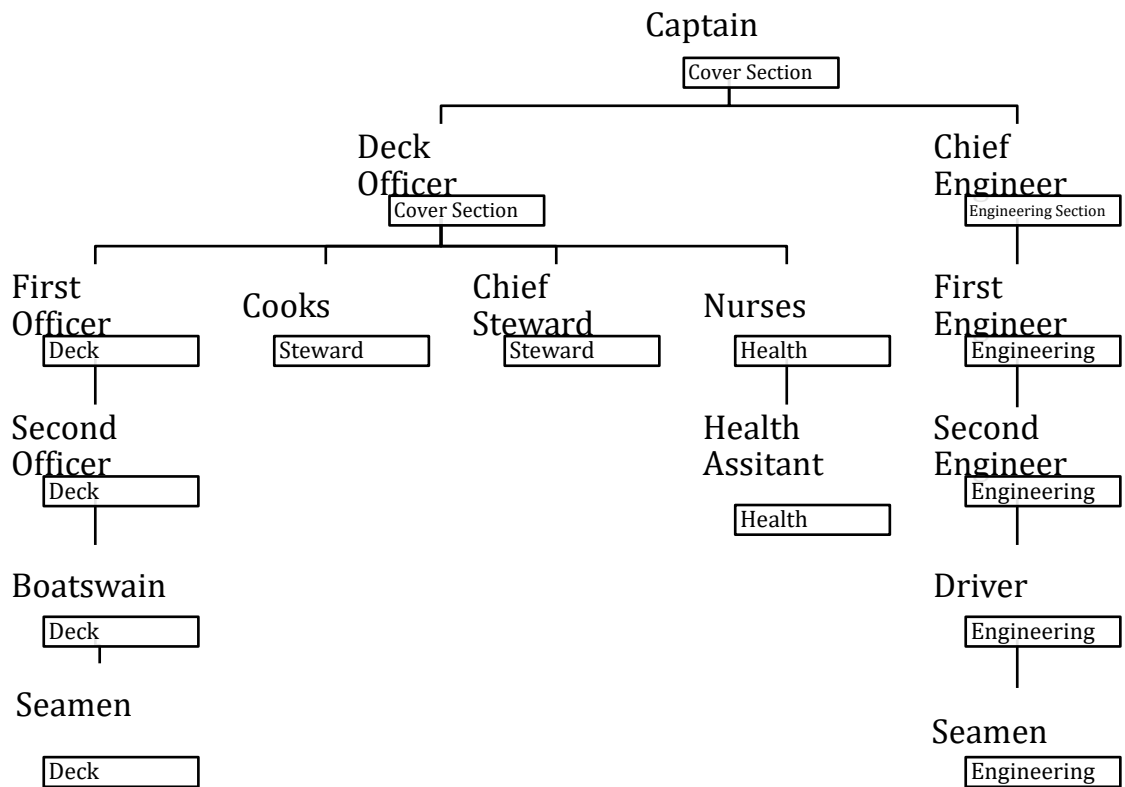
Figure 1. Hierarchy Chart by Professional Activity in a Maritime Support Vessel.

There is a wide range of activities to be carried out in the Engine Department, since they perform maintenance on all of the vessel's equipment and machinery, implement projects and exercise creativity by improvising often non-existent resources to solve problems (Cunha, 2017b) so that the vessel is able to meet their demands 24

hours a day, seven days a week. This is justified by the need for a coherent and effective operation to ensure the Organization's profitability and solvency (Tomé, 2016).

Methodology

This dissertation is based on an applied research on a case study of exploratory nature, with a qualitative approach and a theoretical and practical research problem, since we look for a new approach on a case study on the Industry. A document and bibliographical base is used to answer the research question and to achieve the proposed goals. The operational definition of the research variables presented shall be measured by the existence or indication of organizational conflicts on board of Maritime Support vessels, based on the readings of the academic texts selected according to the criterion adopted for the studied Sample. The sample is considered as non-probabilistic, since the sample selection was random and the content analysis is based on the author's judgment according to coexistence, availability and accessibility of the elements (Pedreira, 2017) to determine the existence or indication of organizational conflicts on board Maritime Support vessels. The existence of these organizational conflicts was sought through a verification tool with academic papers, with a bibliographical contribution guided by digital bibliographical reviewing. The primary source used is the selection of academic papers gathered on July 7, 2018, written in Portuguese and included in the Google Scholar database. These texts bothered to search recent papers that included the expressions "*maritime support*" - in the last five years - and "*organizational conflicts*" - in the last two years -. 285 (two-hundred and eighty-five) articles and quotes were found. The criterion was to read the abstract of each publication, discarding the ones without similar analysis units, not linked or directly related with the routine work on Maritime Support vessels. This is the case of Boat Building Processes, Relation of the Industry with Public Powers, Input Cost. Market View, Computer Simulations for Boat Performance and Mooring, Area of Taxation and Legal Department, Tourist Navigation and Payroll Desertion. Quotes and purchase ledgers were also discarded. From this perspective, 47 (forty-seven) eligible articles were selected as the subject of study for the Dissertation. After a comprehensive lecture of the texts, 22 (twenty-two) publications, cited on Bibliography, that will make up the sample for this case study, although they are not explicitly cited throughout the text. The selection method is explained on Figure 2.
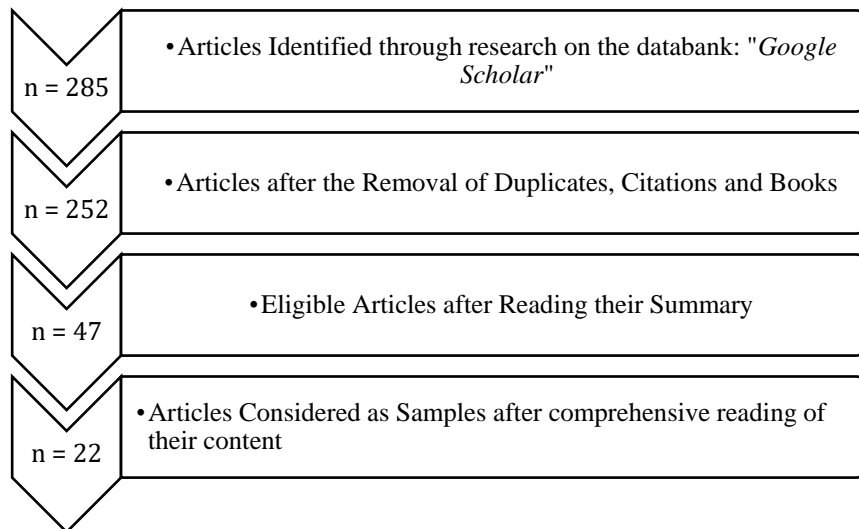
Figure 2. Academic Paper Selection Process Flowchart

The way to measure organizational conflicts on board of Maritime Support in Brazil was developed from the Research Question for immersion in taxonomy, developed by Armadans, Vega and Sacristán (2016), which suggests "*sorting Organizational conflicts according to their field*" (p.24) in the work environment, with the aim of analyzing Maritime Support vessels. The selection of the procedure of the established analysis operationalization depends on the available variables for evidence collection in its content. Concerning data gathering, after the selection of scientific papers stemming from the research question, they were read to analyze their content facing the topic of organizational conflicts on Maritime Support in order to identify empiric evidence of interest indicating the potential existence of said conflicts on board. This stage works as a crossover between evidence collection and content analysis, aiming to delve into the topic and bring into light what is in the background in the academic work, possibly identifying intrinsic meanings of interest for the research (Tomé, 2016).

This way, within the structure of the chosen model, and in order to corroborate the credibility and reliability of the content analysis process, the next step presented is the demonstration of the delineation process in Figure 3, using the collection carried out as a base. This resulted in a crossover of empiric evidence of the topics 'Organizational Conflicts' and 'Maritime Support' for identification and subsequent sorting according to Armadans, Vega and Sacristán's Taxonomy (2016) of on-board conflicts.

Research Question

⬇

Selection of Academic Works

⬇

Content Analysis of
Academic Works

⬇

Collection of the Empirical
Evidence Of Interest

⬇

Crossing Referencing the
Empirical Evidence of Interest

⬇

Identifying Organizational
Conflicts

⬇

Categorization of the
Organizational Conflicts
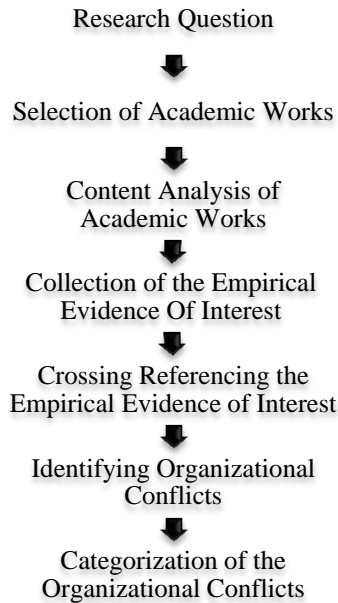
Figure 3. Research Method Execution Procedure

Results

Stemming from the content analysis for empiric evidence collection in order to specify the verification facing the Taxonomy of Organizational Conflicts according to their Scope of Action on the academic papers enumerated over the expression 'Maritime Support', with the results shown on Table 1.

We should note that the letter 'x' means that empiric evidence was found in the corresponding academic paper on organizational conflicts and '-' means that no empiric evidence was found in it.

The descriptive statistics of the summation and the subsequent verification of variable frequency distribution were drawn from the empiric evidence collection in the 22 academic papers enumerated on Table 1 facing the adopted taxonomy. The results obtained were the input for generation, as observed on Table 2 and Figure 4.

Table 1 and Figure 4 present the application of descriptive statistics on the Taxonomy of Organizational Conflicts according to their Scope of Action. This proves that the most present organizational conflicts on board of Maritime Support vessels are the '*Intraorganizational Conflicts linked to organizational structure*' and '*Intraorganizational Conflicts linked to the workflow manner*'. Besides, the two types of less present conflicts that have been identified are '*Intraorganizational Conflicts Linked to the Organization's Goals*' and '*Intraorganizational Conflicts Linked to the Institutions' Nature*'.

Table 1
Result of the Content Analysis for Empiric Evidence Collection

Taxonomy of Organizational Conflicts according to their scope of action.		Empiric evidences collected from organizational conflicts in the authors of the selected academic papers. (Y: Yes)																					
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Interpersonal conflict	Due to scarce resources	-	x	x	x	-	-	x	-	x	x	-	x	-	x	-	x	-	-	x	x	x	-
	Due to goals	x	x	-	x	-	-	x	-	x	-	-	-	x	-	x	-	-	-	-	x	-	-
	Due to facts	x	-	x	x	-	-	x	-	x	x	-	x	-	-	-	-	x	-	-	x	-	-
Intergroup conflict		x	x	x	-	x	x	x	x	-	-	-	-	x	-	-	-	x	-	x	x	-	-
Intraorganizational	Linked to the Organization's Goals	x	x	-	-	x	-	x	-	-	-	-	-	x	-	-	-	-	-	-	x	-	-
	Linked to Institutions' Nature	-	x	-	-	-	-	-	-	-	-	-	x	-	-	x	-	-	-	-	x	-	x
	Linked to organizational structure	x	x	x	x	-	x	x	-	x	-	-	x	x	x	-	-	x	x	-	x	-	x
	Linked to the workflow manners	-	x	x	x	-	x	-	x	x	-	-	-	x	x	-	x	x	-	-	x	x	x
	Resulting from excessive bureaucratization	x	x	x	-	-	-	x	x	x	-	-	-	-	x	-	-	x	-	-	-	-	-
	Due to Competition Around Resources	-	x	-	-	-	-	x	-	x	-	x	-	-	x	-	x	-	-	-	-	-	-
	Due to Authority	x	x	-	-	-	x	x	-	x	-	x	-	-	x	-	-	-	x	-	x	-	x
	Due to the Lack of Personal Authority	-	-	x	-	-	-	-	-	-	-	-	x	-	x	-	-	x	-	-	x	-	x

Table 2

Summation of Occurrences of Empiric Evidences on Organizational Conflicts Collected in the Selected Bibliography

Taxonomy of Organizational Conflicts according to their scope of action.	Occurrences	Percentage frequency

Intraorganizational Conflict Linked to Organizational Structure	14	64%
Intraorganizational Conflict Linked to the Workflow Manner	13	59%
Interpersonal Conflict due to Scarce Resources	11	50%
Intraorganizational Conflict due to Authority	9	41%
Intergroup Conflict	9	41%
Interpersonal Conflict due to Facts	9	41%
Intraorganizational Conflict Resulting from Excessive Bureaucratization	8	36%
Interpersonal Conflict due to Goals	8	36%
Intraorganizational Conflict due to Competition Around Resources	6	27%
Intraorganizational Conflict due to Lack of Personal Authority	6	27%
Intraorganizational Conflict Linked to the Organization's Goals	5	23%
Intraorganizational Conflict Linked to Institutions' Nature	5	23%

Therefore, within the scope of the two most present conflicts, there is the indication that the crew are not able to successfully deal with organizational conflicts on the ship, or they do not find in their leaders the ability or reliance to tackle the conflict in front of a great uncertainty towards the performance of maritime activity. This is shown by the second position (relative frequency of 59%) in empiric evidences identified for Intraorganizational Conflicts Due Workflow Manners. In this logic, we can conclude that the Organization's Senior Management does not seem to understand or seems unable to provide better working conditions in order to achieve a further reduction in organizational conflicts. This can be observed in the higher amount of empiric evidences (relative frequency of 64%) in the category '*Intraorganizational Conflicts Linked to Organizational Structure*'.
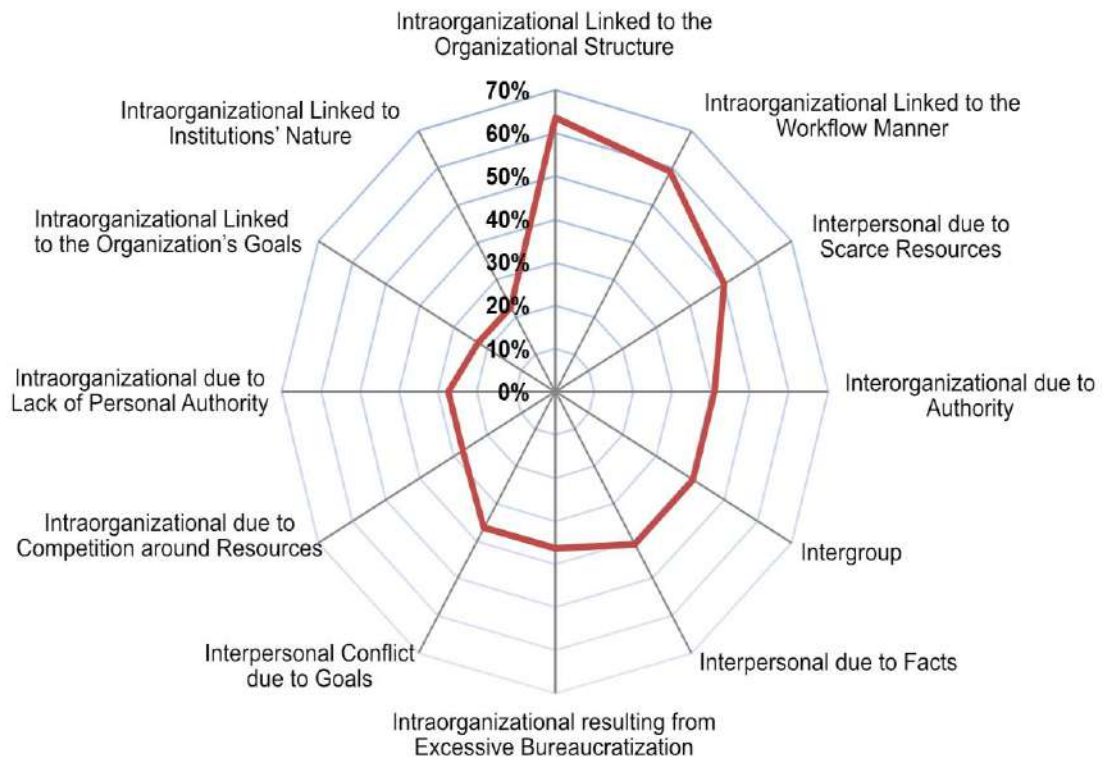
Figure 4. Frequency Distribution Graph according to Table 2.

This situation is verified by the fourth position (relative frequency of 50%) for Interpersonal Conflicts due to Scarce Resources. This implies that the crew has not been properly supported by the Organization for a safe and efficient ship operation. In this scenario, the authority of leaderships seems forced to be reinforced within an environment of obedience and pressure towards the fulfillment of the established goals through a militarized ambiance on board. This is supported by a determined hierarchy bureaucratized by the performance legislation, which would justify the presence of Intraorganizational Conflicts due to Authority, whose empiric evidences have a relative frequency of 41%, in the fourth place, which prevents a higher participation and cooperation on decision making processes. This lack of more horizontally-oriented management of the performance of activities on board Maritime Support Vessels limits the worker's self-perception, as well as empathy toward one another in the workplace.

Discussion and Conclusions

The objective of this article was to identify and categorize existing organizational conflicts in vessels providing maritime support services in offshore activities. By identifying the existing conflicts through the categorization of Armadans,

Vega and Sacristan (2016), presented in Tables 1 and 2, this objective is understood as accomplished. These have been identified for all conflict subtypes of this kind, within the content analysis of the selected academic papers. Although no work was found that evidenced all subtypes at once was, we can nonetheless conclude that all organizational conflict subtypes are found in a Maritime Support vessel. This shows how much this profession's exercise can be disrupted, which becomes concerning.

An organizational conflict between individuals, groups and in any organization should not be understood as something only harmful to the company, because it has its advantages. What distinguishes the advantages or disadvantages is the way in which conflict is managed within the Organization, since we have already seen that these must be minimized and transformed into opportunities. However, transforming conflicts into opportunities is not simple. Thus, it is the Academy's duty to collaborate so that the Industry improves its organizational processes. This way, as a final part of this study's objective, three main recommendations are presented for the conflicts' minimization in Maritime Support vessels, opposite to this Dissertation's focus Literature, in order to induce the High Leadership's interest in these maritime work's emerging situations.

The first recommendation is to find an effective policy, which will be transformed into actions so that the seafarers' difficult conditions are diminished. We must not forget the commercial bias and even the Organization's survival in the market for the Maritime Support vessels covered in this paper which belong to the private initiative. Thus, it is necessary that the capital invested in the Organization by the owners is duly remunerated. However, the High Leadership must take the empirical evidence of stress cases, harassment, lack of resources and discouragement into account for an effective Organization's support towards the worker's physical and mental well-being: A simple example for a measure would be the opportunity for a crew's family members to have greater access to the vessel when in port, with the possibility of being with their loved ones on short voyages. Parallel to this action, attention to the confinement's presence, pressure for results, short time off work and long periods on board are highlighted, among others, as the main points that lead to maritime workers' conflicts inside vessels. There is also a demand for a firmer position of the Authorities and of the Organization's own audit team for an effective audit of the maritime employee's exploitation cases figure, since some Organizations do not follow the legal standards for guaranteeing rights in this activity.

The second recommendation lies in the key positions on board: the Officers, who have higher education, according to Santana (2016) "*crew members with a bachelor's degree in nautical sciences, both in nautical and machines' modification*" (p.60). They must receive specific training in out of court consensual conflict resolution methods, because, as Vargas (2017) states, "*the positive effects on people's lives are relevant*" (p.42). Because of the leadership and the responsibility's importance within an offshore team, this position would be prone to being trained to face the team's boat organizational conflict solving. To ensure trust on the best option for the conflict's solution. Training leaders in Mediation, Conciliation and Arbitration, and the other crew members in Negotiation would lead to a more cooperative environment's creation vector, stemming from a specific education perspective for which the Organization must force itself to try, since the Literature manages presenting recent analysis cases where the conflict is presented as an organizational relations improvement opportunity. Highlighting that Officials must be able to identify the most efficient conflict solving method is important: in Mediation, a third party seeks the solution by the rest; in Conciliation, a third party is also involved, that suggests the possible solution; in

Arbitration, another third party determines the case's solution (Vargas, 2017); and in Negotiation, the parties could solve the conflict by themselves (Bello, 2017). This consensual methods' tool on the vessel can be decisive in reducing the tension state caused by the organizational conflicts verified in Tables 1 and 2. It is important that the Organization of Maritime Support Boats requests the Brazilian Navy for the conflict resolution cooperative methods training, for it to still be included as a constant compulsory subject in the maritime workers studying frameworks' training content relation. On the other hand, a certain trade off regarding the tool's implementation is expected, opposed to the military apparel's vertical structure prevailing on board. However, Salles and Mello (2017) reinforce that the ship's leadership needs "*to exercise the role of managing conflicts, identifying them and knowing how to deal with all situations, presenting solutions to problems*" (p.24). This is a message towards a company's High Leadership deep consideration. It must face it for a better sea professional's performance: with better qualification towards situations that can change the performance, the delivery for the result's probability is much greater. The Policy of the Organization should also be revised in this regard, as well as the training to be ministered by Institutions that hold credibility, implementing it to the Organization's employees. Special attention should be paid to the fact that this instructor has the condition of being on board the Maritime Support vessel to live the environment where organizational conflicts occur. This makes sense, since it avoids the maritime worker losing some deserved rest period for attending this training. Another necessary point in this Plan is the Organization's staff members compulsory periodic retraining, which should also be implemented, with the suggestion for every two years. As part of this Plan, this training can be ministered at the time of the employee's admission, since there would be available time during this process, for both to the crew member and the Organization.

The third recommendation follows a direction within the Organization's Institutional Communication. It aims for its own voice to be clear, objective and understood by the entire company, to mainly reach the Marine Support vessel's crew with an efficient communication. Cal (2015) adds that it "*unites parts, groups and niches*" (p.18). Information on how to deal with the Organization's standards, procedures and rules must be available for corporate policies to be fully implemented. Thus, the development of practical actions to promote the Organization's internal communication improvement would be very welcome. Looking beyond, on the psychosocial side, social contact, albeit at a distance, of their crew members with their families when they are on board is important.

Limitations and Theoretical, Practical and Methodological Improvement Lines

During work performance, some limitations were identified conditioning it and its results, which were also observed as opportunities for future research indications. Thus, in this sense, limitations are presented and can be the basis for future studies:

Initially, this study is based on a content analysis qualitative method, which is based on the researcher's inference not supported by any other quantitative method. Despite the qualitative research's validity, this academic work is limited by not being validated by a practice-based Cartesian methodology. A suggestion for future work, is the use of a scale question questionnaire to collect the sea professionals' answer as the target population of the research. One option would be the Likert style, for example, as an information collecting tool for statistical treatment after the answers are obtained in a multiplicity of visions. It is thus understood as a Dissertation's limitation not to have

empirical evidences inferred by the researcher, supported by a methodology with a quantitative base to avoid possible subjective choices.

Another limitation identified in this study was its focus on the Maritime Support vessel, since the selected academic works have situations that are directly or indirectly applied to a vessel. Thus, they leave aside the Organization as a whole. It also has support activities for Maritime Support vessels, in offices located on the continent. High Management is also located there, which, as part of the Organization responsible for the vessels, has the responsibility of providing conflict resolution tools, since they are ultimately indirectly involved in on board organizational conflicts. In addition, not all articles enable specific separation of the Maritime Support activity in the academic work analysis unit between the entire Organization, and the groups that support the vessels and others that make up the Maritime Support vessel's crew. Various articles emphasize thatno distinction is made between Maritime Workers' Organizations, which develop their activities on Maritime Support vessels or those working on fixed Oil Platforms. The lack of clearer, more detailed and stronger empirical evidence in the academic papers selected for identifying the components of a Maritime Support Organization itself is, thus, understood as a Dissertation's limitation.

A third observed opportunity was that this study is based on bibliographic sources selected only in the *Google* Scholar database, where few publications on the subject were found. This may indicate a limitation in the theoretical resources that subsidize the work. Aiming to broaden the theoretical base research extracted from other freely accessible data banks, such as Scielo, Scopus, Periódicos Capes, Data Banks of Public and Private Universities and other virtual libraries, would guarantee a richer and more careful selection of academic works going through the content analysis optics. This action, in turn, would tend to provide a stronger theoretical base and would contribute to a more solid result of this work. It is then understood as a limitation of the Dissertation not to have empirical evidence gathered from a greater variety of bibliographic sources.

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THE ROLE OF NON-FARM PAID LABOR IN AGRICULTURAL PRODUCTIVITY AND WELFARE: EVIDENCE FROM GAZA AND MAPUTO, SOUTHERN MOZAMBIQUE IN 2015

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Abstract. In order to make livelihood viable, small and medium holders of agricultural holdings participate in non-farm activities such as wage work. This situation reduce the time devoted to agriculture and causes food insecurity but in other cases increases their agricultural productivity and welfare.This paper assess the role and determinants of non-farm wage labor (NFWL), agricultural productivity and well-being of holders of small and medium farms in Gaza and Maputo, Southern Mozambique. The study is based on the results database of the integrated agrarian survey of 2015, conducted by the Mozambique Ministry of Agriculture and Food Security. Thus, the families participating in NFWL were estimated, segmented by the socio-demographic, productive process and the family welfare indicators by province. The findings show that 55.4% of the farmers occupied by the NFWL in 2015, a major contribution to employment. The factors associated with that participation were the relatively low age, large family size, being unmarried, male household Chief, relatively high schooling, small extension of cultivated land and low food reserve. This situation led to higher agricultural productivity and well-being among NFWL participants by high access to drinking water, domestic animals, cell phones and bicycles. This has led to a favorable self-assessment of the household's economic situation compared to the previous three years, suggesting that NFWL combined with agriculture can constitute a sustainable rural development policy strategy.

Keywords: Small and medium-sized farms; non-farm labor; agricultural productivity; welfare.

PAPEL DO TRABALHO REMUNERADO NÃO-AGRÍCOLA NA PRODUTIVIDADE AGRÍCOLA E BEM-ESTAR: EVIDÊNCIAS DE GAZA E MAPUTO, SUL DE MOÇAMBIQUE EM 2015

Resumo. Na procura de viabilização das condições de vida, os pequenos e médios detentores de explorações agrárias participam em actividades não-agrícolas, como trabalho remunerado, reduzindo assim o tempo dedicado à agricultura, situação que provoca insegurança alimentar mas noutros casos aumenta a sua produtividade agrícola e o bem-estar.Este artigo avalia a importância e os determinantes do trabalho remunerado não-agrícola (TRNA) na produtividade agrícola e bem-estar das famílias agrícolas de Gaza e Maputo, Sul de Moçambique, baseando-se nos resultados do inquérito agrário integrado de 2015, realizado pelo Ministério de Agricultura e Segurança Alimentar. Para alcance desse desiderato, estimaram-se as famílias participantes do TRNA, segmentadas por indicadores socio-demográficos, processo produtivo e bem-estar por província. Os resultados revelam que 55.4% das famílias agro-pecuárias ocuparam-se também do TRNA em 2015, facto que é um grande contributo para emprego. Os factores associados à essa participação foram a idade relativamente baixa do chefe da exploração, tamanho numeroso da família, chefe da família do sexo masculino, não casado, escolaridade relativamente alta, pequena extensão da terra cultivada e baixa reserva alimentar. Essa situação contribuiu para maior produtividade agrícola e melhoria do bem-estar entre participantes do TRNA, avaliado pelo acesso à àgua potavel, posse de animais domésticos, telefone celular e bicicleta. Este facto propiciou à uma auto-avaliação favoravel da situação económica familiar se comparado com os três anos anteriores, o que sugere que o trabalho remunerado não-agrícola combinado com agricultura pode constituir uma estratégia política sustentável do desenvolvimento rural.

Palavras-chaves: Pequena e médias explorações, trabalho remunerado, produtividade agrícola, bem-estar.

PAPEL DEL TRABAJO REMUNERADO NO AGRÍCOLA EN LA PRODUCTIVIDAD AGRÍCOLA Y BIENESTAR: EVIDENCIAS DE GAZA Y MAPUTO, AL SUR DE MOZAMBIQUE EN 2015

Resumen. Para viabilizar las condiciones de vida, proprietarios de las pequeñas y medianas explotaciones agrarias participan en actividades no agrícolas, como trabajo remunerado, reduciendo así el tiempo dedicado a la agricultura, situación que provoca inseguridad alimentaria, pero en otros casos aumenta su productividad agrícola y bienestar. Este artículo evalúa la importancia y los determinantes del trabajo remunerado no agrícola (TRNA) en la productividad agrícola y el bienestar de los agricultores familiares de Gaza y Maputo, sur de Mozambique, basado en los resultados de la encuesta agraria integrada 2015, realizada por el Ministerio de Agricultura y Seguridad Alimentaria. Para ello, fueron estimadas las familias participantes del TRNA, segmentado por los indicadores socio-demográficos, proceso productivo y bienestar por provincia. Los resultados revelan que el 55,4% de las explotaciones se ocuparon en 2015 del TRNA, una gran contribución al empleo. Los factores asociados a esa participación fueron la edad relativamente baja, tamaño numeroso de la familia, responsable familiar del sexo masculino, soltero escolaridad relativamente alta, pequeña extensión de la tierra cultivada y baja reserva alimentaria. Esta situación contribuyó a una mayor productividad agrícola, así como a mejorar el bienestar familiar entre los participantes del TRNA, en términos de acceso a agua potable, animales domésticos, teléfono móvil y bicicleta. Este hecho propició una autoevaluación favorable de la situación económica del hogar en comparación con los tres años anteriores, lo que sugiere que el trabajo remunerado no agrícola combinado con agricultura puede constituir una estrategia política sostenible del desarrollo rural.

Palabras clave: Pequeñas y medianas explotaciones, trabajo remunerado, productividad agrícola, bienestar.

Introduction

In the search for maintaining and imporving living conditions, small and medium-sized family farmers engage in non-agricultural activities, such as paid work or self-employment, thereby reducing the time spent on agricultural activities. In Mozambique, for example, agricultural holdings, as a main activity, decreased from 54 % in 2012 to 49 % in 2015 (Ministério da Agricultura e Segurança Alimentar [MASA], 2017). In the provinces of Maputo and Gaza, exploitation in this condition accounted for 35 % and 48 % of the total, respectively, in 2015 (MASA, 2017).

According to the United Nations Statistics Division [UNSD], (2004), non-agricultural activities are those that do not involve direct work linked to land use, animal husbandry and fishing. Thus, agricultural activity is the cultivation of land, animal production, forestry, fishing, hunting and related services that do not cover the processing of products (UNSD, 2004). Family farming is the agricultural activity carried out by small and medium-sized farms, whose main worker is the family member, with limited access to land and capital resources (Food and Agriculture Organization of the United Nations [FAO], 2012).

The participation of rural families in the non-agricultural sector is a widely studied phenomenon, especially by classical agrarian authors such as Kautsky and Chayanov. For Kautsky (1980 quoted in Schneider 2003, p.106), the development of capitalism in agriculture tends to be subordinated to industry, suppressing the small family farm by the technical progress and superiority of large property. However, Kautsky emphasizes that this process does not necessarily eliminate family farms if they carry out complementary work, whether or not related, to agriculture for their subsistence, a situation that was due to the reduced possession of land and low technological modernization, restricting the capacity of competition.

For Chayanov (1966 quoted in Blad, 2014, p.50), when there is low land tenure for family needs or excess active family members, there is a tendency to occupy the labor force in the non-agricultural sector, ensuring the balance between work and consumption. Thus, for this author, the working family unit is only an advantageous investment if it enables a high level of well-being. For the author, this situation is associated with the age and size of the family. That is, if there are many members of active age, the demand for non-agricultural work increases, if compared with the situation of predominance of the elderly and minor children in the family.

At the developing country level, participation in non-agricultural activities increases employment, demand for inputs, agricultural production, household income and reduces poverty (Anang, 2017; Awoniyi & Salman, 2011; Babatunde, 2015; Dary & Kuunibe, 2012; Kaur, Kulkarni, Gaiha, & Pandey, 2010; Mehta, 2002; Silva & Kodithuwakku, 2005; 2010). In African countries such as Ghana and Nigeria, non-agricultural activities account for between 30 % and 60 % of rural families (Awoniyi & Salman, 2011; Dary & Kuunibe, 2012). In Latin American countries such as Argentina, Mexico and Brazil, between 20 % and 30 % of the rural population already held non-agricultural activities by the end of 1990 (Schneider, 1999).

In addition, about 35 % to 45 % of Africa's total household income comes from the non-agricultural sector (Haggblade, Hazell, & Reardon, 2007, 2010) and much of the employed earn higher incomes than in agriculture (Jatta, 2013; Ovwigho, 2014; Rantšo, 2016).

The reasons for the participation of rural family producers in non-agricultural activities are diverse, but include a reduction in the risk of agricultural specialization, fluctuations in food prices on the international market (Boughton et al, 2006; Massingarela, Nhate & Oya, 2005), rapid urbanization, economic prosperity linked to non-agricultural employment (Paudel, 2002, Schneider, 2003), declining farm incomes, climate change, and even as a means of subsistence for the rural family (Ellis, 2000; Rantšo, 2016).

In Mozambique, many farming families demand non-agricultural activities due to low agricultural productivity and high levels of poverty and food insecurity in rural areas (Boughton et al., 2006; Cunguara, 2011; Ministério de Economia e Finanças [MEF], 2016; Massingarela et al., 2005). The expansion of non-agricultural work in rural areas is also associated with the implementation of mega-projects of foreign investment in the extractive industry in the last twenty years (Feijó & Agy, 2015), the improvement of roads, the granting of micro-credits by non-governmental organizations and the State (Ministério da Planificação e Desenvolvimento, 2009). Feijó and Agy (2015) found that in areas where large projects of multinational companies such as Tete, Nacala and Maputo are being implemented, non-agricultural activities help cover the costs of health, children's education, improved housing and even the payment of seasonal labor.

The situation described above gives rise to the discussion of the determinants of participation in the non-agricultural sector, as well as its role in risk reduction, as a welfare solution and as a rural development policy.

For some authors, such as Bartlett (1986), where large agricultural areas are divided into small agricultural areas for part-time use, agricultural production may be reduced. Chikwama (2004) and Rantšo (2016) confirm a decline in agricultural productivity in Southern African countries as a result of the steady migration of the labor force to South Africa. Brazil, Nascimento (2005) points to agricultural abandonment in the northeast of the country as an effect of policies to promote non-agricultural activities. This suggests that participation in the non-agricultural sector, in this case work outside the country or in cities, harms agriculture.

On the other hand, participation in the non-agricultural sector depends on family and local conditions. At the household level, available non-agricultural work opportunities differ among income groups (Reardon, 1997; Haggblade et al., 2010; Cunguara, 2011; Cunguara, Langyntuo, & Dranhofer, 2011). In other words, the poorest families demand non-agricultural activities driven by pressure factors, the so-called "push factors", such as risk reduction, diminishing returns on capital, reaction to the crisis or restricted liquidity (Barrett, Reardon, & Webb, 2001; Reardon, 2015). On the other hand, the richest farmers look for non-agricultural activities due to pull factors, mainly accumulation and strategic complementary activities with greater access to means such as credit and higher-yielding non-agricultural jobs (Barrett et al., 2001; Reardon, 2015). At the local level, participation in the non-agricultural sector depends on infrastructure, such as roads, access to credit and

the sale of products (Reardon, 2015). There is a high credit crunch in many African areas, forcing people to engage in agricultural activities (Haggblade et al., 2010).

However, many studies show that farming families associated with non-farming activities as a lifestyle, are more stable than exclusively farming families (Bryceso, 2002; Davis, 2006; Fuller, 1990; Paudel, 2002), reducing poverty and inequality (Kaur et al., 2010; Mehta, 2002; Silva & Kodithuwakku, 2005; 2010; Zhu & Luo, 2005). In Africa, for example, non-agricultural activities contribute to the access of productive assets such as animals and seeds, fertilizers, improved housing and even labor (Cunguara et al., 2011; Feijó & Agy, 2015). In India, the income of farming families engaged in non-farming activities is higher than that of farm-only families (Kaur et al., 2010; Mehta, 2002).

Faced with this scenario, this article seeks to understand: To what extent does participation in non-farm wage labor (NFWL) influence agricultural productivity and the well-being of families on small and medium-sized farms in southern Mozambique? What are the factors influencing participation in non-agricultural paid work?

The article is a reflection, contributing to the design and implementation of sustainable rural development projects and policies.

The overall objective of the article is to assess the importance and determinants of the participation of families with small and medium-sized farms in non-agricultural paid work, in terms of agricultural productivity and well-being in Gaza and Maputo, southern Mozambique, in 2015. The specific objectives are the following:

- To systematize existing theoretical knowledge on family farming, non-agricultural activities, agricultural productivity and welfare.

- To characterize the socio-demographic aspects and the productive process of agriculture and the welfare of the area of study, indicating the determinants and importance of NFWL in productivity and family economic situation.

Structurally, this article presents an introduction, methodology, results, discussion and conclusion.

Methodology

This study consisted of bibliographic research and analysis of the results of the 2015 Integrated Agricultural Survey (AGRIS) conducted by the Ministério da Agricultura e Segurança Alimentar (MASA). The AGRIS is a national survey conducted annually by sampling farms based on an archive resulting from the 2009-2010 agricultural census. The main sample of small and medium-sized farms, the target group of this study, was based on a stratified two-stage design, consisting of 3,500 enumeration areas of the mother sample (MASA, 2017).

An agricultural holding is an isolated or cumulative economic unit, based on the cultivation of plants or the breeding of animals, both for self-consumption and for sale (MASA, 2017). The small and medium farm is an isolated or cumulative property with less than 50 hectares of cultivated area, with 100 heads of cattle, 500 ruminants (goats, sheep or pigs) and 20,000 birds.

The concept of family nucleus, family and family farm will be used interchangeably as synonyms because most small and medium-sized farms coincide with the household unit.

The family nucleus is the set of individuals living in the same household, under a common budget, excluding members absent for more than one year, although they share responsibilities for consumption, investment and production (MASA, 2017).

Within small and medium-sized farms, only those that had any agricultural or animal production in the reference year were studied, with the results extrapolated to the universe.

The processing of the results was done with the statistical package SPSS. Thus, farms were evaluated, segmented according to the variable "Did the person in charge or any member of the family participate in the non-agricultural paid work?", whose answer was "yes" or "no". This is a categorical variable created from the questions on various non-agricultural remunerated occupations asked in the survey questionnaire. With this variable, the information was collated by province according to three aspects of analysis: sociodemographic, productive process and well-being. Sociodemographic aspects included the analysis of frequency by sex, marital status, but also of mean, median and standard deviation of age, school level and size of the family nucleus. Marital statuses were grouped into two groups: married and single. Married people are officially married, polygamous, and common-law partners while single people included single, widowed, separated, and/or divorced people.

In the production process, the mean, median and standard deviation of cultivated area, external labor, agricultural productivity and yield were analyzed. With respect to welfare, the average and standard deviation of domestic animals, food reserves, frequency of families using drinking water, possession of goods (car, bicycle and cell phone) and by family economic situation were evaluated, compared to 3 previous years.

To check the validity of the results of the continuous variables for the dependent variable (participation in the NFWL), the simple independent t test was used for two samples, assuming equality of variance and mean, at a significance level of 5% and a confidence interval of 95%. To evaluate the association of categorical variables, such as sex, marital status, possession of goods, with participation in the NFWL, the Pearson chi-square test was used, valid at a significance level of 5%.

Indicators of agricultural production, productivity and yield were derived from the database, survey results. Agricultural production comprised the sum of the quantity of cereal, peanut and bean production. Thus, agricultural productivity was calculated by the following formula: APA=AP where:

> APA – Agricultural productivity in kg/adult; AP – Agricultural production (kg)

> NMF – Number of members of the family nucleus

Thus, agricultural yield was calculated by the following formula:

AY=AP/CA, where:

AY – Agricultural yield (Kg/ha);

AY – Agricultural yield (Kg/ha);

Cultivated area (ha).

Results

The results of AGRIS on family farms of participants in non-agricultural paid work in southern Mozambique are presented here. The interpretation focuses on two major subunits, which guide the main axes of analysis; namely:

- Socio-demographic aspects
- Agricultural production process and welfare

Socio-demographic Aspects

The results of the analysis refer to 60,700 farms, of which 55.4% participated in non-fam wage labor (NFWL) in 3015, compared with 24.7% at the national level (Tables 1 and 2). This meant that in the southern region of Mozambique, there are many farming families participating NFPW.

Table 1
Socio-demographic characteristics of farms in southern Mozambique by 2015

		Gaza			Maputo			Total		
					PArticipated in NFLW					
		Yes	**No**	**Total**	**Yes**	**No**	**Total**	**Yes**	**No**	**Total**
Agricultural Holdings (1000)		22.3	15.8	38.1	11.4	11.1	22.5	33.6	27.0	60.6
Portion of holdings (%)		58.5	41.5	100	50.4	49.6	100.0	55.4	44.6	100.0
Nf Gender (%)	Male	50.6	49.4	100	67.3	32.7	100.0	55.9	44.1	100.0
	Female	49.7	50.3	100	31.0	69.0	100.0	41.2	58.8	100.0
HNf Marital status (%)	Single	62.3	37.7	100	68.3	31.7	100.0	64.4	35.6	100.0
	Married	51.7	48.3	100	40.0	60.0	100.0	47.0	53.0	100.0

Note: HNF – Head of nuclear family   Nf – Nuclear family

Source: Adapted from MASA (2017). Results from the Integrated Agricultural Survey 2015.

However, at the geographical level, the results differ as there is a higher frequency of NFWL participants in Gaza (58.5%) than in Maputo (50.4%), which may suggest that there are fewer farms in Maputo involved in non-agricultural work, a consequence of the higher urbanization in the latter province.

In terms of the gender of the farm chief, there are more explorations involved in NFWL among those headed by men (55.9%) than among those headed by women (41.2%). But that is only noticeable in Maputo, where the number of NFWL participants among these headed by men was 67% compared to 31% of those headed by women in that group.

Regarding marital status, it should be noted that there are more farms with single chiefs (64%) than married chiefs (47%) among NFWL participants, a fact that can be extended to the two provinces, indicating that there is more availability among solitary people to participate in NFWL than among those who live in a conjugal union. In many African areas, such as southern Mozambique, regarding conjugal union, women tend to work mainly in agriculture and children's education.

The participation of family farms in NFWL according to sex, marital status, by province, is statistically significant according to Pearson's chi-square tests as the result of the significance level was less than 5% (Table 2). This suggests that in rural southern Mozambique there is a greater participation in NFWL among members of male-headed, single and Gaza households.

Table 2

Results of chi-square tests for paid work by province, sex and marital status of the chief in southern Mozambique in 2015.

Pearson Chi-Square Tests				**Gender of the Head of the Nf**	**Marital status**	**Province**
Province	Gaza	AF Participated in Nf of the NFWL	Chi-square	3.0	1160.8	
			df	1	1	
			Sig.	.082[b]	.000[*,b]	
	Maputo		Chi-square	2975.3	4815.4	
			df	1	1	
			Sig.	.000[*,b]	.000[*,b]	
Nf PArticipated in NFWL			Chi-square			1412.6
			df			1
			Sig.			.000[*,b]

Note: Results are based on nonempty rows and columns in each inner most subtable.

*. The Chi-square statistic is significant at the .05 level.

b. Some cell counts in this subtable are not integers. They were rounded to the nearest integer before the computation of Chi-square test.

Source: Adapted from MASA (2017). Results from the Integrated Agricultural Survey 2015.

As for the size of the family nucleus, it was high among the participants of the NFWL, registering approximately eight members as opposed to six persons among non-participating farms (Tables 3 and 4).

Table 3

Family size, age, educational level of the farm manager and paid work in southern Mozambique by 2015

		Gaza		Maputo		Total	
		Participated in the NFWL					
		Yes	**No**	**Yes**	**No**	**Yes**	**No**
Nf Size (No.)	Average	8.8	6.4	5.4	6.1	7.6	6.3
	Standard deviation	7,2	5.6	3.5	4.0	6.4	5.0
	Standard error of the average	0.03	0.02	0.02	0.02	0.02	0.02
	Average	44.0	47.7	48.7	49.4	45.7	48.4
Age of JNf (years)	Mean	40.0	46.0	47.0	48.0	44.0	46.0
	Standard deviation	14.6	14.4	11.0	14.4	13.6	14.4
	Standard error of the average	0.11	0.10	0.10	0.14	0.08	0.08
Level of education of JNf (years)	Average	3.8	2.9	5.3	4.1	4.4	3.4
	Mean	4.0	1.0	7.0	2.0	4.0	2.0
	Standard deviation	3.0	3.3	3.6	4.6	3.3	3.9
	Standard error of the average	0.02	0.02	0.03	0.04	0.02	0.02

Note: Source: Adapted from MASA (2017). Results from the Integrated Agricultural Survey 2015.

However, there is great variability, as the standard deviation of the average is 6.4 members among NFWL participants versus 5 members among non-participants. While in Gaza the average family size among NFWL participants registered 8.8 members and a standard deviation of 7.2 compared to an average of 6.4 and a deviation of 5.6 members from non-participating farms, in Maputo the average family size on farms involved in NFWL was 5.4 members, slightly less than non-participating farms. However, in the southern region, with the exception of rural areas influenced by urbanism such as Maputo, agricultural families that develop NFWL have a larger family size than non-involved agricultural units.

As for the average age of the head of the household, this was relatively low in farms engaged in NFWL (45.7 years) compared with non-participating farms (48.4 years), a situation that represents a difference of 2.7 unfavorable years and similar behavior in the two provinces. On average, age maintained the previous structural pattern, with the difference of 2 unfavorable years of NFWL participants versus non-participating farms. The standard deviation was low in relation to the average, assuming the same number of years in the two observation groups (14 years). This situation evidences that the members of the agrarian families participating in the NFWL are younger than those of the non-participants.

The educational level among farm chiefs was very low in rural areas of southern Mozambique in 2015, but slightly high among NFWL participants in a school year, with an average of 4.4 years of educational level in this group compared to 3.4 school years among non-participants. This behavior was similar in the two provinces, with Gaza having the lowest levels of the average. The standard deviation was large to the point of reaching levels close to the average with a difference of one school year in farms with NFWL and above the average among non-participants.

It is evident, according to the results of the statistical tests (Table 4), that the equality of the assumed variance (F) for family size, schooling and age is small in the total of the farms, which configures statistically significant differences since the result of the level of significance is below 5%. In terms of the difference of the average for the same variables, in spite of being slight, a behavior similar to that observed in the variance is highlighted in the t-test. In other words, there is a greater tendency for farms with many family members, with younger people and with more education to participate in NFWL.

Table 4

Results of t-test for equality of variance and average demographic characteristics of family farms in southern Mozambique in 2015

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Size of the Nf	Equal variances assumed	2543	0.000	53.6	230091	0.000	1.30	0.02	1.26	1.35
	Equal variances not assumed			55.0	229811	0.000	1.30	0.02	1.26	1.35
Age	Equal variances assumed	282	.000	-23.5	60669	.000	-2.67	0.11	-2.89	-2.45
	Equal variances not assumed			-23.5	60434	.000	-2.67	0.11	-2.89	-2.45
Educational level	Equal variances assumed	1339	.000	34.7	60669	.000	1.02	0.03	0.96	1.07
	Equal variances not assumed			34.7	59170	.000	1.02	0.03	0.96	1.07

Note: Source: Adapted from MASA (2017). Results from the Integrated Agricultural Survey 2015.

The majority of these remunerated non-farm wage activities are of low level (Figure 1), not requiring high qualifications, a fact explained by the low educational level of those in charge of the farms, as mentioned above.
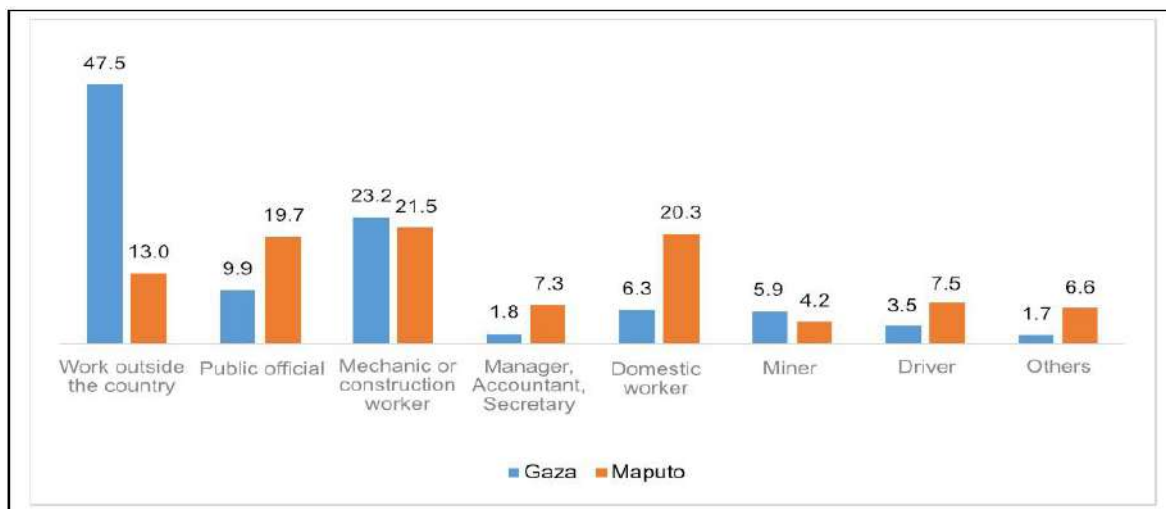
Figure 1. Farms by non-agricultural occupations in southern Mozambique 2015 (%)
Note: Source: Adapted from MASA (2017). Results from the Integrated Agricultural Survey 2015.

These are, in order of importance, work outside the country (47.8%) in the province of Gaza, domestic work (20.3%) and as a public servant (19.7%), generally in low-quality occupations in Maputo, as well as mechanical repair and construction work, common in both provinces.

In Maputo, transport activities still stand out, with many members being car drivers, management, accounting and office workers in small numbers, as well as other unspecified activities, including informal trade, accommodation, catering, surveillance and security. Work outside the country is currently different from that of miners, consisting of migrant work in the areas of agroindustry, construction, transport, tourism, trade and beauty services in neighboring countries such as South Africa and Eswatini.

Agricultural production process and welfare

In family farms in the south of the country, the cultivated area is very low as in the rest of the country, averaging 0.45 hectares among NFWL participants versus 0.74 hectares among non-participating farms, revealing a statistically significant difference of 0.28 hectares (Tables 5 and 6). The standard deviation of the average slightly supplanted the average in the two groups. At the geographical level, the unfavorable trend of the difference in the average cultivated area of the farms participating in NFWL (Table 6) versus non-participating farms was similar, with very high variability among Maputo farms.

Table 5

Characteristics of the family agricultural production process in southern Mozambique 2015

		Gaza		Maputo		Total	
		Participated in NFWL					
		Yes	No	Yes	No	Yes	No
Cultivated area	Average	0.405	0.602	0.52	0.96	0.446	0.736

(ha)	Standard deviation	0.516	0.561	0.29	1.021	0.449	0.786
Temporary	Average	2.0	6.6	2.3	2.6	2.1	3.7
contracts (No.)	Standard deviation	0.5	1.9	1.1	1.8	0.7	2.5
Full-time	Average	1.8	1.0	1.0	1.1	1.4	1.1
contracts (No.)	Standard deviation	1.1	0.0	0.0	0.5	0.9	0.4
Agricultural	Average	245.8	81.6	109.1	75.7	182.0	80.4
productivity	Median	57.8	26.8	57.8	11.0	57.8	25.0
(Kg/person)	Standard deviation	379.7	173.1	157.4	116.6	305.1	163.7
Agricultural	Average	1940.8	463.4	474.3	394.9	1236.1	450.2
output (Kg/ha)	Median	321.5	169.3	122.7	111.8	157.4	148.1
	Standard deviation	3312.8	978.7	778.4	498.7	2555.1	906.2
Domestic	Average	5.6	5.8	10.4	6.1	6.6	5.9
animals (No.)	Standard deviation	6.0	5.0	11.4	3.7	7.7	4.7
Food reserve	Average	2.06	2.60	1.90	1.30	1.96	2.39
(months)	Standard deviation	1.0	1.4	0.3	0.5	0.7	1.4

Note: Source: Adapted from MASA (2017). Results from the Integrated Agricultural Survey 2015.

Table 6

Results of t-test for family agricultural production in southern Mozambique 2015

		Independent Samples Test							
		Levene's Test for Equality of Variances		**t-test for Equality of Means**					
		F	**Sig.**	**t**	**df**	**Sig. (2-tailed)**	**Mean Difference**	**Std. Error Difference**	**95% Confidence Interval of the Difference**	
									Lower	**Upper**
Cultivated area (ha)	Equal variances assumed	3357	0.000	-55.81	60669	0.000	-.290	.005	-.30	-.28
	Equal variances not assumed			-55.77	48150	0.000	-.290	.005	-.30	-.28
Temporary contracts (No.)	Equal variances assumed	10550	0.000	-43.39	13767	0.000	-1.612	.037	-1.68	-1.54
	Equal variances not assumed			-55.72	11098	0.000	-1.612	.029	-1.67	-1.55
Full-time contracts (No.)	Equal variances assumed	1193	.000	19.33	9506	.000	.276	.014	.25	.30
	Equal variances not assumed			20.15	7828	.000	.276	.014	.25	.30
Agricultural productivity (Kg/person)	Equal variances assumed	3916	0.000	39.66	40281	0.000	101.57	2.56	96.55	106.59
	Equal variances not assumed			42.94	36857	0.000	101.57	2.37	96.93	106.21
Agricultural output (Kg/ha)	Equal variances assumed	4287	0.000	38.57	39623	0.000	785.88	20.37	745.95	825.82

		F	Sig.	t	df	Sig.	Mean Diff.	Std. Error	Lower	Upper
	Equal variances not assumed			42.66	29253	0.000	785.88	18.42	749.77	821.99
Domestic animals (No.)	Equal variances assumed	605.8	.000	6.6	13278	.000	.71	.11	.50	.92
	Equal variances not assumed			6.0	7754	.000	.71	.12	.48	.94
Food reserve (months)	Equal variances assumed	3286.4	0.000	-19.9	9112	.000	-.43	.02	-.47	-.38
	Equal variances not assumed			-16.0	3716	.000	-.43	.03	-.48	-.37

Note: Source: Adapted from MASA (2017). Results from the Integrated Agricultural Survey 2015.

In table 5, it is indicated that outsourcing of labor recruitment on fixed-term contract registered an average difference slightly unfavorable for the exploitations involved in NFWL for two individuals, with standard deviation below average in both groups. However, this difference was only observed in Gaza.

Concerning full-time job, in Table 5 we observe that exploitations involved in NFWL employed 1.4 individuals, as opposed to the 1.1 individuals observed for non-involved exploitations, in an environment in which standard deviation was below average in both groups. Nevertheless, this result is statistically significant according to the results of the observed evidence T (Table 6), registered as related to temporary labor, only in Gaza, where the average was above that of the non-involved by a difference of one individual.

In Table 5 the fact that agricultural productivity in family exploitations involved in NFWL was, on average, 182 kg as opposed to 80.4 kg in non-involved exploitations, a difference of 101.6 kg but with great variability. However, standard productivity deviation in the NFWL-participating exploitations is 123.1 kg, as opposed to 83 kg in the non-participating ones. On Table 6, we should note that in the variance assumed with evidence F for agricultural productivity, certified by the the significance level result which is under 5%, the difference is statistically significant. The average distribution tendency and standard deviation in agricultural productivity was similar in both provinces. When considering the median, the behavioral pattern assumed on average is proved to be similar, but in low productivity levels. Half of the families (median) participating in the TRNA had over twice the agricultural production (57.8 kg) that those who did not participate. There is a tendency, observed in both regions alike, for the exploitations involved in NFWL in Maputo to surpass the agricultural production of those not involved by five times.

The data on farm income, available on Table 5, also indicates the same tendency explained before concerning productivity in terms of average, standard deviation and median. In fact, average farm income of the exploitations involved in NFWL more than doubled (1236.1 kg/ha) that of non-participating exploitations, a situation in which standard deviation doubled the average. This fact leads to the consideration that median is a better indicator whose tendency shows a positive average difference in favor of the exploitations involved in NFWL in general and in both regions.

The average difference between agricultural productivity and output, significantly favorable for the exploitations focused on NFWL (Table 6) opposes the difference of the average cultivated area and seasonal labor, unfavorable for this group. However, we must remember that family exploitations participating in NFWL register more men and single people in terms of marital state, education level and family members (Table 3), important assets for agricultural productivity.

Concerning well-being, and considering property ownership, such as domestic animals, the results of evidence T underline a positive difference in the average of these assets in favor of exploitations focused on NFWL, in a situation in which standard deviation surpasses the average one. This difference is particularly large in the province of Maputo, where it reaches 4 animals. The domestic animals analyzed were, ranked by importance, chickens, ducks, goats, pigs, sheep and cows, among which the first group is present in many exploitations.

For high productivity among family exploitations focused on NFWL, high agricultural food reserve was expected. On Tables 5 and 6 we can observe that thes reserve was given in average in two months, without great variability, but the average difference is statistically significant and unfavorable for the exploitations involved in NWFL.

When considering other indicators of well-being such as access to drinking water, possession of a bicycle, car and cell phone in the two provinces, a higher relative frequency of farms participating in NFWL than those not involved is highlighted (Table 7), the results being statistically significant according to the Pearson's chi-squared tests (Table 8). Exception to this assertion are cars in Maputo province, where the slight difference of farms is unfavorably significant of the farms participating in NFWL.

Table 7

Possession of assets and family economic situation in southern Mozambique in 2015 (%).

| | | Gaza | | Maputo | | Total | |
| | | **Participated in NFWL** | | | | | |
		Yes	**No**	**Yes**	**No**	**Yes**	**No**
Nf with automobile		9.6	0.5	5.2	7.0	8.0	3.0
Nf with bicycle		30.4	15.5	8.8	3.2	22.4	10.9
Nf with mobile phone		96.5	81.5	90.5	64.7	94.3	75.2
Nf with access to drinking water		23.1	6.4	8.7	1.7	17.8	4.6
Nf economic situation compared to 3 previous yearss	Better tan 3 years ago	9.8	3.1	13.7	6.7	11.2	4.4
	Same as 3 years ago	13.9	21.7	11.3	24.3	13.0	22.7
	Wrose tan 3 years ago	76.3	75.2	75.0	69.0	75.8	72.9
	Total	100.0	100.0	100.0	100.0	100.0	100.0

Note: Source: Adapted from MASA (2017). Results from the Integrated Agricultural Survey 2015.

Table 8

Results of the Pearson's chi-square test for the asset holding and the family economic situation in southern Mozambique in 2015

Pearson Chi-Square Tests					
	Nf with automobile	**Nf with bicycle**	**Nf with mobile phone**	**Nf with access to drinking**	**Family economic situation**

						water	
Province	Gaza	Chi-square	1619.7	1184.1	2206.3	2096.8	986.3
		df	1	1	1	1	2
		Sig.	.000[*,b]	.000[*,b]	.000[*,b]	.000[*,b]	.000[*,b]
	Maputo	Chi-square	31.9	322.9	2157.3	569.3	831.8
		df	1	1	1	1	2
		Sig.	.000[*,b]	.000[*,b]	.000[*,b]	.000[*,b]	.000[*,b]
Nf Participated in NFWL		Chi-square	738.4	1452.2	4290.6	2629.9	1710.7
		df	1	1	1	1	2
		Sig.	.000[*,b]	.000[*,b]	.000[*,b]	.000[*,b]	.000[*,b]

Note: Results are based on nonempty rows and columns in each innermost subtable.

a.*. The Chi-square statistic is significant at the .05 level.

b. Some cell counts in this subtable are not integers. They were rounded to the nearest integer before the computation of Chi-square test.

Note: Source: Adapted from MASA (2017). Results from the Integrated Agricultural Survey 2015.

Moreover, the holding of these assets is greatly affected by the province of Gaza, as the frequency and difference with non-participating farms are much higher than in Maputo. Actually, family farms with these means are more frequent in Gaza, with relative frequency differences overwhelmingly favorable for farms participating in NFWL.

With regard to the economic situation of the nuclear family compared to 3 years ago, according to the farm manager, he highlights that few farms were in better living conditions in 2015 than 3 years ago in the two provinces (Table 7). Of these few farms, there is a higher frequency of farms participating in NFWL with better living conditions, with a 7% difference in proportion, compared to non-participating farms. However, these results are statistically significant both at the general level and at the level of the two provinces.

Discussion

The results of the study highlight a high participation of family farms participating in NFWL (55.4%). This frequency is above that the reported by Haggblade et al. (2007), when they estimated non-farm employment at 35% to 45% of the rural African population; they still correspond to studies by Awoniyi and Salman (2011) and Dary and Kuunibe (2012) on Nigeria and Ghana, respectively, which found that between 30% and 60% of farms develop non-farm wage labor.

However, there are some geographical differences with the province of Gaza assuming a higher frequency of farms participating in NFWL (58.5%) compared to Maputo (50.4%), which can be linked to the higher level of urbanization in the latter.

The results show an increased participation of men and single men, as farm managers, in the NFWL, mainly in Maputo, suggesting the continuation of male-dominated power in gender relations. To this end, in Mozambique, women have a low schooling level,

which prevents them from doing quality non-agricultural work far from home, as observed by Babatunde (2015) and Cunguara et al. (2011). Data also show an apparent NFWL participation equality between men and women in farm leadership. This is due to the trend of men migrating to urban areas and neighboring countries in search of employment opportunities, as noted by Anang (2017), Awoniyi and Salman (2011) and Cunguara et al. (2011).

The results show a tendency towards a higher level of education and family size, as well as a relatively low age among NFWL participants. It confirms Chayanov's theory, suggesting these factors as intrinsic determinants of non-agricultural paid work demand within the family or for individuals owning farms, according to Schneider (2003), Nacimiento (2005) and Cardoso (2013).

In terms of the production process, low numbers of cultivated area and temporary labor for farms engaged in NFWL stand out. They suggest that paid work reduces cultivated area, especially when agriculture is not mechanized. Bartlett (1986), Chikwama (2004) and Ovwigho (2014) have already pointed this out.

It depends on the production process that full-time workers' use, agricultural productivity and yields are significantly favorable to NFWL farms. A seemingly paradoxical fact, given that the cultivated area and temporary labor in that group are unfavorable. However, farms involved in NFWL have more family members, men, single people and slightly higher schooling in the family: essential assets for increasing productivity. In addition, the fact that these farms are engaged in NFWL suggests that they invest part of their income in agriculture to pay for full-time external labor. This situation confirms that participation in non-agricultural work contributes to increased agricultural productivity (Barrett & Reardon, 2000; Davis, 2006; Haggblade et al., 2007, 2010; Paudel, 2002) and contradicts Chikwama (2014) and Rantšo (2016).

In terms of welfare, evaluated by the goods' possession (animals, access to drinking water, possession of a bicycle, car and cell phone), it is found to be favorable to farms dedicated to NFWL. However, its agricultural food reserve is slightly low when compared to purely agricultural holdings. This suggests that, given the big family size among NFWL participating farms, agricultural productivity is not sufficient for maintaining a high agricultural food reserve during the year. It indicates that both food insecurity and the need to acquire more assets, e.g. from domestic animals, are NFWL participation's demanding factors.

Regarding the family's economic situation, an improvement in NFWL participating farms is highlighted, although reduced (9%). It suggests that they have a relatively better welfare than those that only develop agriculture. This fact confirms Feijó and Agy (2015) as well as Rantšo (2016) empirical work. They underlined that non-agricultural work, permanently combined with agriculture, at family or individual level in rural areas, contributes to poverty reduction.

Conclusion

This article had the aim of analyzing the importance and the determinants of Non-Farm Wage Labor among small and medium-sized farm owners in the south of Mozambique regarding productivity and welfare.

The analysis emphasizes that the NFWL has many adhesions in the south of the country because more than half of the family producers are dedicated to this activity, being more salient the rural areas with more migration, such as Gaza, the farmers leaded by men, with single people and with little ownership of cultivated land. The families involved in the NFWL have many members in the family core, relatively young and with higher schooling levels. However, in Maputo, it is necessary to consider this situation relatively due to the family size of the holding participating is smaller than in the non-participating ones, which reflects the urbanization and the greater possibility to get access to education.

The participating holdings in the NFWL have few temporary staff working and more people hired full-time in more rural areas such as Gaza face to the exclusively agricultural holdings, but in more affected areas by urbanism, such as Maputo, there is no difference between both groups due to the several non-farm employment and output sale opportunities.

Subsequently, the agricultural productivity and performance were higher in the holdings involved in the NFWL, but the food reserve was low in the areas dominated by rurality such as Gaza, which might be due to the large family size which dilutes the effect of the high productivity. In the areas affected by urbanism. Such as Maputo, the engagement in the NFWL results in a better food security.

However, there is an improvement of welfare in the families involved in the NFWL, assessed by the possession of basic mobility means, such as a bicycle, and by the access to the information and communication technologies, as well as the access to drinking water, which leads to a favorable assessment of the family economic situation.

This situation suggests that a sustainable rural development policy for Mozambique goes through a conception of rurality as a multi-sectoral and multi-functional areas, a food and raw material production space and consumption, leisure, processing of goods and service provision area.

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MODEL OF EDUCATION IN SEXUALITY AND AFFECTATION FOR FAMILIES OF TEENAGERS WITH COGNITIVE DISABILITIES

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Abstract. The objective of the study investigates the characteristics of the context surrounding adolescents with cognitive disabilities in relation to sexuality and affectivity, defines the skills and competencies that should be strengthened in families in the subject and designs a pedagogical model to do so. Its framework is the International Convention of the United Nations on the Rights of Persons with Disabilities, which establishes as one of its principles the guarantee and full exercise of the sexual and reproductive rights of persons with disabilities. Hence the question: Is it possible to promote the development of sexuality and the affectivity of adolescents with cognitive disabilities, through a training model in these aspects to parents? The study concludes that despite the advances that have been presented in recent decades, there are still several myths, attitudes and discriminatory practices in sexuality and affectivity, both in society and in the family itself. Nor do fathers and mothers possess the skills and competencies to guide properly. Therefore, the training model contributes significantly to improving the quality of life of adolescents with cognitive disabilities and their families, as well as providing the scientific community and related institutions with a validated technical-pedagogical strategy.

Keywords: cognitive disabilities, model of education, sexuality and affectation, rights, family.

MODELO DE FORMACIÓN EN SEXUALIDAD Y AFECTIVIDAD PARA FAMILIAS DE ADOLESCENTES CON DISCAPACIDAD COGNITIVA

Resumen. El objetivo del estudio indaga por las características del contexto que rodea a los adolescentes con discapacidad cognitiva con relación a la sexualidad y afectividad, define las capacidades y competencias que deben fortalecerse en las familias en el tema y diseña un modelo pedagógico para hacerlo. Tiene como marco

la Convención Internacional de Naciones Unidas sobre los Derechos de las Personas con Discapacidad, que establece como uno de sus principios la garantía y el ejercicio pleno de los derechos sexuales y reproductivos de las personas con discapacidad. De allí la pregunta: ¿Es posible promover el desarrollo de la sexualidad y la afectividad de adolescentes con discapacidad cognitiva, a través de un modelo de formación en dichos aspectos a padres y madres de familia? Del estudio se concluye que a pesar de los avances que se han venido presentando en las últimas décadas, aún persisten diversos mitos, actitudes y prácticas discriminatorias en sexualidad y afectividad, tanto en la sociedad como en la familia misma. Tampoco los padres y madres poseen las capacidades y competencias para orientar adecuadamente. Por tanto, el modelo de formación contribuye de manera significativa a mejorar la calidad de vida de adolescentes con discapacidad cognitiva y a sus familias, así como dotar a la comunidad científica y a las instituciones relacionadas con dicha temática, de una estrategia técnico-pedagógica validada.

Palabras clave: discapacidad cognitiva, sexualidad y afectividad, formación, derechos, familia.

Introduction

The latest figures from the National Administrative Department of Statistics - (DANE, *Departamento Administrativo Nacional de Estadística*) - indicate that there are currently 4,185,511 people in the Colombian demography between the ages of 10 and 19 years in 2017 representing 8.49% of the total population for the country (49,291,609), which is high in the general context, and where an important segment is the population with disabilities - PwD. According to the Colombian Family Welfare Institute (ICBF, *Instituto Colombiano de Bienestar Familiar*) (2013), 56,474 children and adolescents were registered with disabilities, 58.3% being males and 47.7% being female; 49% are between 15 and 18 years of age and 32.7% between 11 and 14 years. The percentages highlight the need to work with this population and their families, regardless of their age, barriers, socioeconomic status, or context.

International and National Regulations

Progress has been made in recognizing the concept of human rights for the PwD, reaffirmed at the World Conference on Human Rights and embodied in the Convention on the Rights of Persons with Disabilities -- CRPD, whose purpose is: "promote, protect, and ensure the full enjoyment of human rights by people with disabilities and ensure that they enjoy full equality under the law." (UN, 2006, p.4). It also recognizes its legal capacity on an equal basis, the obligation to protect them against exploitation, violence and abuse, and establishes guarantee and access to educational programs and Sexual and Reproductive Health –SRH-.

In Colombia, this mandate is stipulated in Article 13 of the Constitutional Letter: "the State will protect those people who, especially due their economic, physical or mental status, find themselves in state of visible disability and will punish any abuse or mistreatment committed against them". In this way it reinvigorates its autonomy, independence, and the freedom to make decisions and the State's obligation to recognize their capabilities. It means a paradigm shift in understanding and openness toward the realization of human rights.

Lugo and Seijas (2012) state that the international system of rights for PwD has three subsystems: Ibero-American and Inter-American, each with their respective

instruments. Legislation has had a periodical transition, initially derived by wars and conflicts, later revolving around labor rights and social security, and lastly based on a development on social and human rights. Table 1 shows these.

Table 1

International Norms on Human Rights for People with Disabilities.

Norms	Concept
Declaration of the Rights of Mentally Retarded Persons (1971) - Declaration on the Rights of Disabled Persons	Ensure the enjoyment of the same political and civil rights of all people.
Directrices de Tallin (1989)	Assume PwD as agents of their own destiny, part of the human talent of society and their own independent subjects.
Principles for the Protection of Persons with Mental Illness and the Improvement of Mental Health Care (1991). Standard Rules on the Equalization of Opportunities for Persons with PwD (1993)	Formulation of policies to organize technical cooperation and guarantee of human rights within and between different States, international organizations and non-governmental agencies.
The Program of Action within the World Conference on Human Rights in Vienna (1993)	Recognizes that "all human rights and fundamental freedoms are universal and thus unreservedly include persons with disabilities". Any type of discrimination is considered a violation of human rights.
The United Nations Convention on the Rights of Persons with Disabilities (2006)	Promotes, protects and safeguards the full and equal enjoyment of human rights and fundamental freedoms of all PwD, promoting respect for their inherent dignity. Urges States to recognize their legal capacity, their required protection against exploitation, violence and abuse, as well as access to education and SRH programs.
Constitution of Colombia (1991), Article 13, Paragraph 3	The State will protect those people who, especially due their economic, physical or mental status, find themselves in state of visible disability and will punish any abuse or mistreatment committed against them.
Decree T-573 (2016)	Adopts the social model and the framework of human rights; PwD have the right to decide under equal conditions; their access to adequate and sufficient information in health must be regulated, while receiving support adjustments and safeguards to make informed decisions, particularly in matters involving the exercise of their SRR.

Note: Source: Author's own creation

In addition to these, we find the Sexual and Reproductive Rights - SRR: for the integrity and ownership of their body, to receive affective and sexual education in the family and at school, to have the sexual and affective life they desire and is possible to

achieve, to make decisions about their lives, among others. Notwithstanding the foregoing, in practice this is not true nor is it completely exercised.

Concept of Disability

The concept of disability has evolved over time, with models that establish frameworks for action in the face of PwD themselves. They go on by conceptions arguing that its origin is due to religious, scientific, derived from individual limitations or for reasons, to a large extent, that are social (Palaces, 2008). The latter refers to the social model, which reflects a change in paradigm by focusing not on the person and their shortcomings, but their interaction with the environment and the difficulties it presents for them to fully participate. This means that PwD contribute to society as much as anyone else: "promoting social inclusion and grounded on the basis of certain principles: independent living, non-discrimination, universal accessibility, standardization of the environment, civil dialog, among others" (Palacios, 2008, p.27).

Other models have been developed in this same way: "Diversity Model", "Biopsychosocial", "Political-Activist", "Colonized Minorities" and "Universal Model of Disability", which as stated by Ramirez (2012): "They take on different characteristics and emphasis according to the context where they find themselves or are raised which is why it is important to understand disability as an aspect in constant change and which is dependent on both the population and culture" (p. 31).

Myths and Beliefs

One of the aspects that creates the highest affectation in PwD is the way in which society and their families reinforce mistaken beliefs and myths, which violates in many cases their SRR. From which: "These types of mistaken beliefs and myths belittle sexuality as being understood in a different way to established norms and converts people, who could otherwise enjoy satisfactory sexuality, into asexual beings…" (Bustamante, quoted by Mineducación, 2007, p. 10). It negatively impacts the identity, esteem, autonomy and exercise of sexuality, which translates into poor sexual socialization and restricted access to the universe of the intimate (Cobo, 2012). Other consequences are loneliness, low self-esteem, limitation of affective relations, lack of relations between couples and unsatisfactory or inadequate sexuality (Cáceres, 2014).

Depending on the type and extent of the deficit, PwD have their specificity in the possibilities and ways of living their sexuality. However, they do not fundamentally differ in anything to what people without disabilities experience, but society imposes barriers with wrong and discriminatory attitudes.

International and national evidence (Carrillo, 2012; Cobos, 2015; DNP, 2013; López, 2002; Parra, 2013) reflects the issue that we are before a problem. Society and institutions, in particular the family unit, are determining factors in the formation of sexuality and affectivity. In them, roles are defined, and beliefs, ideas and thoughts on sexuality and the body are determined. It plays a vital role by modeling and prioritizing values, creating stereotypes and imagined ideas that favor or deprive their proper development. For example: that PwD are sexless beings, always behaving as if they were children, emotionally and physically dependent on others, should only marry or pair with similar people or have sex with another person with their same condition due to their

inability to attract normal people (Torices, 1997). This significantly impacts their affective, social and sexual development (see Table 2).

Table 2
Myths and Realities of Sexuality for People with Disabilities.

Myths and False Beliefs	Reality
There is an absence of sexual desires and needs in cognitive PwD since they are "asexual beings."	This perception generally motivates the violation of RSS for cognitive PwD, treating them as permanent children, without recognizing their interests, hopes, desires, affective-sexual manifestations, needs for body contact and sexual intimacy as any other human being.
Cognitive PwD have hyper sexual, uncontrolled or aggressive behaviors.	This feeds uncertainties and fears in families and leads to social neglect, silencing and preventing the proper development of sexuality in adolescents with CPwD due to it being considered unnecessary or dangerous, unaware that this is normal at such a life stage.
Cognitive PwD are perceived as unattractive people, they do not arouse sexual desire in others.	This is directly related to social stereotypes and cultural patterns that underlie the idea of beauty and the positive or negative that the culture establishes over the physical attributes of men and women, all of which usually do not fit with cognitive PwD.
Cognitive PwD are not suitable to marry or live as a couple, have children and take care of them and are unable to cope with loving relationships.	This idea when accepted creates serious and complex implications for the development of autonomy, undermining confidence in themselves and others, loss or confusion of identity as a sexual being, and causing low self-esteem. Though cognitive PwD require special care or greater family support, they have similar conditions or the same capabilities that people without any type of disability have.
It is thought that Cognitive PwD transmit their disability genetically.	It presupposes that the origin of the CPwD is always genetic. Scientific evidence ascertains that its origin is due to multiple causes, one of which is genetics but certainly not the only one. In addition, it involves relating the concepts of sexuality and reproduction without considering the integrality of sexuality.
Affective-sexual education is not relevant for Cognitive PwD as this "encourages", stimulates and increases their sexual behavior.	By denying the possibility and the right for cognitive PwD to receive adequate and timely affective-sexual education, the opportunity for them to create emotional relations is retracted, increasing the risk of unwanted pregnancies, sexually transmitted infections, conflicts and making them vulnerable to abuse and sexual assault. Good sexual education favors the development of personality and social relations.
Cognitive PwD are passive and lack the capabilities to make autonomous decisions.	It is mistakenly believed that cognitive PwD do not have the sufficient intellectual level to understand those abuses of which they may be subject to or to decide on adequate demands. Although they are particularly vulnerable to sexual abuse or physical abuse, this is mainly due to factors related to emotional dependency, submission to third party individuals, loss of privacy or lack of training.
The families of cognitive PwD are overprotective, especially with women, perceiving them as passive.	This is partially true as parents are usually overprotective due to gender stereotypes, reinforced by media or at home through sexist parenting patterns. There is greater social acceptance of male adolescent sexuality, while females are socially suppressed or punished.

Note: Source: Author's own creation.

Sexual Education

It is not until the 80s-90s when the problems and needs around the sexual education of PwD are finally explained. The first programs appear for the prevention of risks associated with sexual behavior and to become aware of problems such as sexual abuse. Prevention programs were based on knowledge but offered few practical applications (Lopez, 2002). Recognizing the differences and particularities of PwD, as well as recognizing their RSS, comes late. Another difficulty is the low production of studies on sex education and intervention, despite the fact that the issue has taken relevance in recent years and undertaken various initiatives. The need to educate sexually and worry about their caregivers should be given equal conditions for non-disabled people (Navarro, Torrico and López, 2010).

For Caricote (2012), it is essential to identify the real need hiding PwD manifestations, as well as the possible risks that make training necessary in aspects related to sexuality, reproduction and preparation for life. For that reason, we must make a great effort with institutions, professionals and the general population, where discriminatory and exclusionary attitudes are present.

Although the Convention establishes that: "People with disabilities, including children, must maintain their productivity on an equal basis with others" and "respect for the rights of persons with disabilities to decide freely and responsibly on the number of children they want and the time that must elapse between births…,". Discussions in reproductive rights, maternity and paternity, upbringing or the conformation of couples is still ongoing in studies, with the prevailing opinion being that they should not or are not able to enjoy each of their rights (University of Rosario, 2015). Hence the importance of creating strategies, models and innovative training methodologies that create greater awareness about the role of the family unit, its importance for affective and sexual development and its impact on quality of life.

The Family

The family is the main socialization unit for every human being where values, principles and beliefs regarding all aspects of life are transmitted and established, with its influence being fundamental as of the early years. Varas (2011) says that: "Dependency on others for care can restrict their opportunities in expressing their sexuality, due to a loss of privacy and overprotective parents or caregivers" (p. 1). The role of the family on these aspects significantly marks their sexuality and their way of experiencing life.

For Hernández, Lopez and Avila (2006) to be a father or mother is no easy task, especially when handling situations from which there is little or no information, made more complex if they are children with disabilities. The unit may be affected in their roles, dynamics and relationships. "The person with some disability and their family, live in a series of feelings and reactions to the new situation which will influence the relationships to be established within the same" (Hernández et al., 2006, p. 176).

Caricote (2012) asserts that when a member in a family is born with or acquires a disability, intrafamily communication becomes painful and unexpected, experiencing anxiety, depression, guilt and social isolation. They interact rigidly, ever revolving around

the member with disability, with emotional relationships mediated by this, living in the midst of incapacitating, immature or inflexible feelings.

Family guidance considers that sex education requires information and learning on the subject, understanding how to socialize, reflecting on the importance of educating and not to ignore or remain silent, while understanding their role in sexual and affective development (Godoy, 2007). For Lopez (2011) families that act as well constitute adequate attachment figures, are acceptable models, as they protect against risks, answer questions, anticipate important evolutionary events, talk openly, offer and seek help, stimulate autonomy, prevent abuse and promote self-care.

Education in sexuality and affectation transcends the person with some disability and encompasses their close circle and other support networks. Cáceres (2014) provides some criteria: be consistent with the current perspective, take a positive approach, be multifocal, work jointly, carry out a structured and systematic planning, formulate clear objectives and contents, use active and participative methodologies, take advantage of open spaces, promote discussion, communicate and promote interpersonal skills.

Educational Strategies and Models

There are few findings with respect to this subject. There are experiences that introduce the topic into their areas of work, many having been developed informally, to sensitize or because they are part of a wider program. For a proper response it is necessary to differentiate from the type, nature, intensity, degree and temporariness of each disability, adapting and using adapting methodologies while bearing in mind that affective and sexual socialization must be taken up by the family, contemplating individual characteristics, possessing a comprehensive and overall vision, on the basis of respect for collective rights, understanding that there is no single model, addressing and preventing discrimination, establishing sexual-affective interactions and developing autonomy, responsibility and respect, among others (Lopez, 2003). These programs, in addition to those addressing pedagogy and the development of competencies, are the foundation of the validated program.

In this regard, Fantova (2000) proposes the creation of strategies that provide elements for families to build their own speeches and special ways of living with a disability. They should also resort to the experiences of other countries, such as positive parenting: "based on the best interests of the child, who cares, develops their capacities, is not violent and offers recognition and orientation that includes the establishment of limits that enable the child's full development" (FEMP, 2010, p.11), based on three suppositions: basic family social institution, dynamic system of interpersonal relationships and supports, and based on warm and protective emotional ties, structured environment, stimulation and supportive learning, recognition of children's value, parental training and education without violence.

The study's contribution and the training model in sexuality and affectation is evident. The work tool to consolidate said input is based on the existing regulations, the human rights approach, RSS, basic concepts, competency-based pedagogical orientations, dynamic strategies and participatory and articulate social support networks for teens with CPwD.

Method

The study is qualitative although it combines techniques and quantitative and qualitative instruments, a cross-sectional, descriptive and observational study that identifies the knowledge, attitudes and practices in sexuality and affectation in families with teens exhibiting CPwD. A CAP survey was initially applied, built by the researcher, subsequently validated by families and experts on the subject (Polanco and Martin, 2017).

For the final model, apart from the results obtained in the survey, semi-structured interviews, questionnaires to key actors, observations and specialized scientific literature search were all employed. From this, a training model was designed and validated: theoretical, pedagogical and methodological aspects.

Participants

The study at all times had a representative number of families with adolescents presenting CPwD who were members of specialized Cognitive PwD organizations and educational institutions within the city of Bogotá. It had to with participants who largely represent families in this population by their socio-demographic characteristics and those of their children. In total, 60 families participated and were distributed in each of the stages: KAP validation, KAP implementation, and the design and validation of the model. Ethical criteria were considered for research and informed consent.

Procedure

The KAP survey was used, with semi-structured interviews being carried out as developed by the researcher from the document review and previous experiences based on the identification of variables and categories of interest. The survey gathers information about what people know, and how they feel and behave with respect to the subject. The KAP is a consolidated methodology that is widely used due to its potential to generate meaningful conclusions (Save the Children, 2012). In addition to the selected variables, it enabled gathering information on the families of adolescents with CPwD and facilitate the training model's design.

Once the variables and categories were defined, questions and statements were established that responded to them, following the survey methodology as reviewed and validated by expert peers (professionals in social and human sciences, specialized in SRH and working with PwD) at two points in time. A pilot test was subsequently applied in order to adjust its comprehension, sufficiency and length. The semi- structured interview was then conducted to professionals and family members, equally validated, in order to deepen qualitative aspects not evidenced by the survey.

Once the model was designed so as to validate its content, it was resorted to the focus group with the families of adolescents with CPwD so that, under the premise of the attention and thematic interest "approach", they would assess the clarity and relevance of the objectives, the model's contribution, development, strengthening of the competences, adequacy, relevance, sequence, organization of content, chances of comprehension, the

established lessons and the minimum time expected. The model was adjusted through discourse and comparison.

Results

The problem's analysis and the triangulation of data, techniques, and correspondence of the findings with those reported in the literature, led to the construction of the model, developing a validated conceptual and didactic tool to be implemented in contexts of health, education and protection that affects the quality of life of the cognitive PwD and their families.

The model (see Figure 1), is designed considering gaps in knowledge, myths, beliefs, prejudices, stigmas and practices. It gathers conceptual and pedagogical references that integrate the training plan as a response to the minimum that families need for the accompaniment in sexuality and affectation. It is understood as the practical way to understand the processes related to pedagogical aspects that traverse it: how one learns and teaches, skills, appropriate methodologies for personal and collective appropriation of knowledge, attitudes/values and skills/practices, conceptual references, guiding principles, didactic or resources, activities, learning assessment, modalities (face-to-face, virtual, course, workshop, conference, or other).
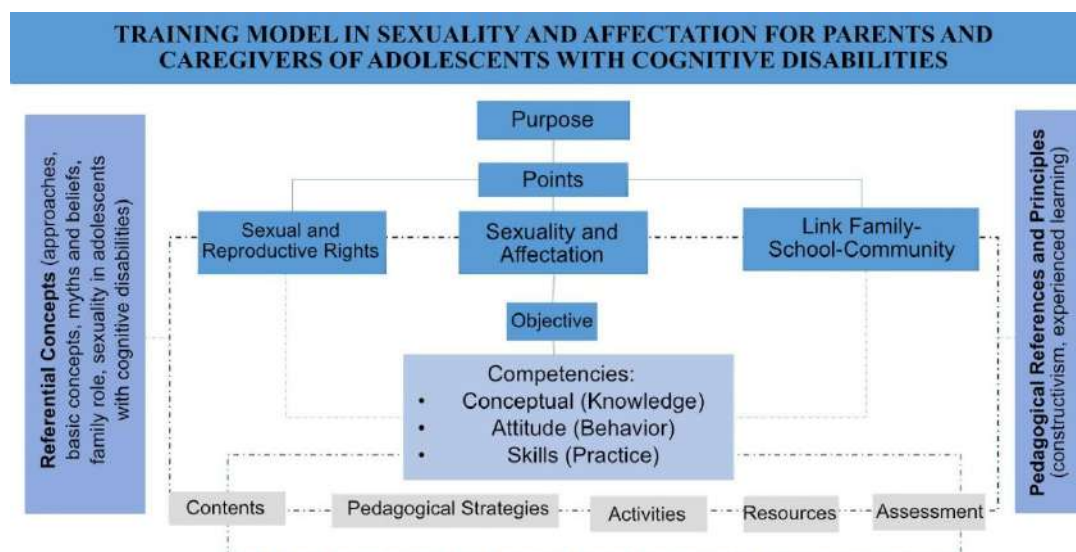

Figure 1. Training Model Sexuality and Affectation.

The purpose of the model is to promote the development of competencies, attitudinal and conceptual practices in sexuality and affectation through the implementation of pedagogical tools that facilitate dialog of knowledge, recognition of capacities and potential, the improvement of ties of trust and confidence in themselves as well as strengthening their autonomy and self-determination in the framework of human rights. This requires a facilitator with professional skills and personal qualities because of the

importance and complexity of the topic, the expectations of those involved and the degree of commitment that the work involves. These are professionals in the the areas of health, education, protection, social and human sciences working on a daily basis in projects, plans, programs and/or policies related to human rights, SRH, PwD, the family, group management, ethics, socially sensitivity, with high ability to listen, have an active and dynamic attitude, understand and respect differences, among others (Office of the Ombudsman and Profamilia, 2007; Garcia, 2007).

The model is flexible, dynamic, participative and adaptable to the different educational modalities, in accordance with the institutional needs and resource availability (human, technological and financial). It is likely to be adjusted considering any particular situations, cases and requirements as well as the capacity to respond to new questions. The time for each activity are sufficiently broad, with the possibility of being extend according to demand from families, scheduled sessions, the adolescent's needs, evolutionary cycle, type and degree of disability. The modalities are: face-to-face, virtual and semi-face-to-face.

The model is part of the conceptions and approaches that address the condition of their potentialities, comprehensiveness, capabilities and strengths to develop tools to improve their quality of life. These references are especially important within the training plan for families to recognize and adapt themselves in such a way that their work as trainers values adolescents as subjects with rights.

It is supported in a rights-based approach and those of differential, life cycle, SHR, inclusive education, basic concepts in sexuality and affection, emotional ties, social support networks, positive parenting, caring for him/herself, myths and beliefs, family and strengthening of the family, adolescent sexuality with CPwD, pedagogical references, constructivist perspective, reflection and self-reflection, construction and interaction of subjectivities, analysis of reality and context, dialog of knowledge, experiential learning, active participation, teamwork, evaluation, conceptual skills, attitudes and practices, as well as a properly structured plan. One such training points is illustrated in Table 3.

Table 3
Training Plan for each of the Transversal Points

Training Point	Sexuality and Affectation	
Objective:	Contribute to the valid knowledge on the reality of adolescents with CPwD so that fathers, mothers and caregivers transcend mistaken beliefs and myths around their sexuality and affection, developing capacities and skills that guarantee the SRH and promote their autonomy.	
Competencies		
Conceptual	**Behavior**	**Internship**
Clarifies basic concepts about sexuality, roles and gender-related issues.	Protect and provide guidance to adolescents with CPwD by providing truthful and appropriate information to their needs.	Geared toward their family system in issues related to sexuality and affectation.
Recognizes myths, misconceptions and prejudices surrounding	Confronts people and identifies situations that create stigma and	Creates inclusive environments guiding in the different areas on

sexuality and affectation of persons with CPwD.	discrimination by expressions of affection and experience of SRH in adolescents with CPwD.	the need to dismantle myths, beliefs and prejudices.
Identifies situations of vulnerability and/or risk where the adolescent with CPwD may be immersed in.	Clearly serves the concerns raised by adolescents with CPwD, guaranteeing the effective exercise of their SHR.	Creates secure environments free of risk for adolescents with CPwD.
Identifies and understands the emotions and their importance in health and psychological well-being.	Validates the emotions and affective expressions of adolescents with CPwD.	Promotes the recognition of the affectation of the teen with CPwD.

Content	Activities/Time	Appeals	Assessment
Clarifying concepts: sexuality, sex, gender, gender identity, sexual orientation.	Conversational-Comprehensive Exposition-Plenary: 2:30 Hours	Power Point, video beam, sound, board.	Pre-post questionnaire
Recalling the basics: functions of sexuality, cycle/stage of life, adolescent sexuality, sexuality in the CPwD	Discussion groups-Conversational-Plenary: 2:30 Hours	Guides for group work, board, markers, power point, video beam	Discussion synthesis
Stigma and discrimination-myths and beliefs	Round table-Cases and situations-Conversation: 2:30 Hours	Guide questions, board, markers	Rapporteur Summary
Risks: STD, non-planned pregnancies, gender violence, sexual abuse-violence, abortion, VTP	Conversation–Case study: 2:00 Hours	Sheets, case study–orientation questions, markers	Billboards, conversation rapporteur
Self-care: corporeality, habits and healthy life styles, condom and dual protection, fertility regulation, prevention of violence, sexual abuse	Group and individual activities: body narrative, Autobiography–Comprehensive Exposition–Participation of expert professionals: 2:00 Hours	Music, guide sheets–power point–sound- video beam	Autobiography
Basic human emotions and how they manifest; affective links	Affective list-Plenary-Family Children-Integration-Comprehensive Exposition: 2:30 AM Hours	Paper with silhouetted people, markers, power point - video beam	Pre-post assessment
Importance of human communication: dialog with parents and caregivers with their children; active listening; confidence	Role playing-Situational analysis-Domestic games-Work alongside parents and children: 2:00 AM Hours	Sheets, situational guidelines, links, sound	Answered guides, rapporteur

Note: Source: Author's own creation.

Discussion

The training model has been designed and validated collectively, on the basis of rights, skills and competences, while it strengthens and fills gaps in the subject's

knowledge, develops skills for the to act in an appropriate manner toward the requirements of adolescents with CPwD and trains in skills to cope with the continuous demands in the fundamental aspects for a human being, such as sexuality and affectation.

Despite the increase in models of disability approach in which respect for "the person" is of importance, and of the progress in methodologies, techniques and tools of intervention, studies show that the approach to issues of sexuality and affectation in cognitive PwD and their environment continues to be a taboo subject, either due to ignorance, lack of knowledge, negative attitudes or discrimination, and wrongful beliefs that infringe on human rights and their SHR, many times stemming from inside their home (Louis, 2014).

Families recognize their agreement with the information and proposed topics, but taking into account such aspects as: differences in age, type of disability, sex, concerns, life cycle and level of training. Likewise, they conclude that spaces for exchange between parents and children are required to nurture learning and to promote mutual support. The training is also carried out frequently and addresses the issues of concern, that training should be mandatory in the educational institution, promoting the entire community's commitment while sharing responsibility.

The model makes the cognitive PwD learn about each other and to accept themselves, expressing themselves bodily-wise so that they feel happy and recognize that sexuality is not the source of problems but one of satisfactions (Cobo, 2012; Garcia, 2007). In this same sense, Sánchez (2013) asserts that it is about learning how they are and work, ways to express themselves and feel affection, the pleasure and enjoyment of sexuality, appreciating and respecting the body itself and that of the other, learning to make autonomous decisions, reflecting about themselves, their relationship with others, and lastly, to respond to concerns and questions about sexuality.

In line with the studies on the subject, it is important to highlight that these training programs toward families must be based on the biography of each PwD and must also offer possibilities to solve their interpersonal relationship and intimacy needs. It is also necessary to consolidate a triad in the process that includes the person with a disability, their family and professionals by unifying criteria, values and attitudes toward sexuality and integrating such principles as dignity and respect. It also provides facets for identifying and communicating feelings, learning and reinforcing social skills, effective use of play time and employing a variety of teaching resources that have a positive impact on self-esteem and communication (Couwenhoven, 2001; López, 2002, cited by Campo, 2003).

The findings are congruent with those proposed by Torres and Beltran (2002) in relation to the experiences of sexuality programs directed to PwD cognitive impairment. The authors summarized the main works of sexual orientation and education taking into account the theme, purpose and methodology of each program, concluding that, unfortunately, there are few programs of this nature aimed at parents of cognitive PwD. They also state that the training area should include the role of professionals to orient their processes toward the acquisition and improvement of attitudes, skills and knowledge, useful for families when dealing with various situations.

Applied to the context of the nation, we return to what Lugo and Seijas (2012) pose on the advances that have taken the training topics and research related to

disability from a global look, especially within university and postgraduate programs, which compensates for shortcomings in these areas.

The above evidences that it has to do with experiences and valuable research but mostly isolated, of an institutional character, sporadic, with few professionals in charge, incomplete or partial in spite of the importance that may view the subject as being.

Lastly, the objectives of the model are consistent in providing innovative and creative teaching tools. The contents are sufficient and clear, the themes are inclusive and incorporates pedagogical approaches and methodologies that integrate parents, caregivers, sectors, institutions and social actors. This therefore confirms the obvious need to train families, teachers, health professionals and those responsible for public policy, more appropriately on these issues.

Conclusions

The research work that resulted in the design and validation of the training model constitutes an opportunity to be replicated in various social contexts and social sectors in the country - health, education, justice and protection-, who have some degree of influence in public policies, as well as in the plans, programs, projects and strategies that address PwD, necessitating greater articulation, coordination and integration between them. That means overcoming professional and institutional jealousy arising from the joint group work in order to multiply efforts, physical and human resources.

Since the claim is to have a theoretical-practical tool, it is possible to adjust and adapt to the needs and requirements of the population with disabilities. This is part of the human rights approach that involves respect for diversity and differences in needs, desires and expectations of the PwD, in line with the Convention.

This leads to the relevance that possesses the training model for the scientific community and the social impact it possesses for the city, country, and the region of Latin America, especially in those communities with greater needs in care, education, protection and health. It is a contribution to historically vulnerable demographies in the midst of the economic difficulties and constraints, cultural and social rights of the region. It is a response to the permanent cultural, social, technological and economic changes facing the country's reality forcing professionals to innovate and update themselves in other ways of understanding the world and its problems.

Within its achievements and successes new and emerging challenges were also identified, including the construction and consolidation of common elements for the work of the social officials and the possibility of creating new lines of interinstitutional and intersectoral work with PwD and their families which are more inclusive and equitable based on the rights approach, supporting the project.

With the model completed comes a training tool in sexuality and affectation geared toward families and caregivers of adolescents with CPwD, significantly contributing to the development and improvement in their quality of life, within all dimensions, strengthening knowledge and attitudes in these topics, as well as strengthening the responsiveness toward concerns and needs that arise in aspects related to the experience of sexuality and

affectation. Future researchers and those officials with influence over public policies at the national, regional and local levels may, on the basis of the programming provided throughout the research work, stimulate new fields of academic knowledge and locally impact comprehensive care as continually or sporadically offered to the population with disabilities.

Despite advances in knowledge and the opportunity provided by the study for strengthening families and their children with CPwD, much remains to be done. The conceptual and validated methodological tool are available, however, it needs to be put into practice which translates into the possibility of other research or projects from different disciplines and sectors involved. It is not an easy task due to the resistance created against it, the limited resources for training, disinterest from governments and with disability not being a priority.

Principles such as human rights, SHR, differential approach, inclusive education and gender perspective, among others, must be part of the plans, programs, projects, strategies and training activities of the educational agents, accompanied by didactic material and specialized human resources, which in turn enable us to share knowledge and successfully exchange experiences.

However, the study contributes significantly in having more theoretical and practical elements for its approach, compared to the limitations with regard to the gaps that exist in literature. It is therefore required to implement political action and advocacy with decision makers, educational and health institutions, international agencies, non-governmental organizations and associations that grouped or defend the rights of PwD.

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FOOTBALL: THE GOALKEEPER WITHIN A SYSTEMIC REALITY: A REVIEW

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Abstract. The training for goalkeepers in today's soccer is vital importance for the collective performance in the competition. In this context, this article aims to develop a review of the new training methodologies and the way in which they learn in this sports-training process. A review was made of documents published in English and Spanish in journals indexed from 2000 until today's date, considering the most recent articles in the first place and some books focused on the training of new soccer preparation methodologies, training of goalkeepers and motor learning. There are many theories about how to maximize the goalkeeper's performance, and in which all the methodologies have greatly contributed to the preparation process, linked to the positions adopted to respond defensively and offensively, as well as to an invariability, unpredictability, decision-making supported by observational and cognitive processes (Walton et al., 2018). In this way, both coaches and field players can benefit from the actions carried out by the goalkeeper and the success that they may get in multiple contexts (Lamas et al., 2018).Lastly, it is necessary to get information about the effectiveness of the role of the goalkeeper and his influence on the collective tactical behavior, in order to enhance the skill to build the scores of his team and to prevent opponents' offensive situations (Vicente- Vila and Lago-Peñas, 2016) and which depending on the game structure and the cooperation-opposition leads to an interdependent performance in each goalkeeper. Therefore, goalkeeper training must be based on contextual and situational situations and for this, more research is needed to evaluate the different responses of goalkeepers in each of the training methodologies.

Key words: Goalkeeper training, soccer methodology, physical preparation, cognition, brain.

FÚTBOL: EL PORTERO DENTRO DE UNA REALIDAD SISTÉMICA: UNA REVISIÓN

Resumen. El entrenamiento de porteros en el fútbol actual es de vital importancia para el rendimiento colectivo en la competencia. En este contexto, el presente artículo tiene como objetivo elaborar una revisión de las metodologías de entrenamiento y la manera en cómo aprende en este proceso deportivo-formativo. Para ello se hizo una revisión de trabajos publicados en inglés y español en revistas indexadas desde el año 2000 hasta la fecha, considerando los artículos más recientes en primer lugar y algunos

libros con un enfoque en el entrenamiento de las nuevas metodologías de preparación futbolística, entrenamiento de porteros y aprendizaje motor. Existen múltiples teorías acerca de la manera en cómo maximizar el rendimiento del portero, y en donde todas las metodologías tienen grandes aportes en el proceso de preparación, ligados al posicionamiento para responder defensiva y ofensivamente, así como a una invariabilidad, imprevisibilidad, toma decisional sustentada en procesos observacionales y cognitivos (Walton et al., 2018). De esta manera, tanto los entrenadores como los jugadores de campo se podrán beneficiar de las acciones realizadas por el portero y el éxito que puede conllevar en múltiples contextos (Lamas et al., 2018). Finalmente es necesario obtener información acerca de la efectividad del rol del portero y su influencia en el comportamiento táctico colectivo, para así poder potenciar la habilidad en la construcción de las anotaciones de su equipo y en la prevención de las situaciones ofensivas del rival (Vicente-Vila y Lago-Peñas, 2016) y en el cual dependiendo de la estructura del juego y de la cooperación-oposición conlleva a una actuación interdependiente en cada portero. Por ello el entrenamiento del portero debe sustentarse en situaciones contextuales y situacionales y para ello hacen falta más investigaciones dirigidas a evaluar las diferentes respuestas de los porteros en cada una de las metodologías de entrenamiento.

Palabras clave: Entrenamiento de porteros, metodología fútbol, preparación física, cognición, cerebro.

Introduction

Goalkeepers' training requires to be specific, since this player has certain competitive demands, functional and regulatory characteristics that are different, especially because of their technical, physical, cognitive and psychological executions (Isidre, 2004), nevertheless, in this preparation process, some questions arise, such as: How does the goalkeeper learn? What is his tactical function and role in the competition?

The activation level reproduces negative perceptions of his own performance, leading to the reproduction of a negative perception of himself (Mason & Seno, 2016) and that can be influenced by those around and regulated by the mirror neuron's mechanism (Izaguirre, 2017; Mora, 2008, 2013; Sousa, 2014).

Football is in itself a variable sport with uncertainties whose main objective is to trespass the ball from the goal line that the goalkeeper is protecting. Before this player's task, that is to prevent these situations, there are many interrelated factors in the interindividual performance of the sports success, among which these aspects are highlighted: morphological and functional factors, sleep and food disorders, individual and group games, cooperation and opposition (Walton, Keegan, Martin & Hallock, 2018), environmental conditions and manifestations of the conditional capacities, cognitive variations, emotional and volitional variations, creative--expressionist variations (Muñoz-Parreño, 2016); which means that by developing actions sustained in unique and predictable repetitions, a series of motor.-perceptional mechanisms that have benefited from the long-time goalkeeper's training are triggered. The learning process is not sustained in cyclic nor in a repetitive process, but has two main mechanisms. A so-called explicit mechanism that is linked to all those cognitive processes and another one that is implicit associated with the motor or verbal learning processes that does not depend on such processes (Mitchell, 2006; cited in Machado et al., 2008).

Methodology

The search for the books and articles for this review was made in the following databases: PubMed, Google Schlar, ScienceDirect and the football physical trainers journal APF, in order to find more specific literature; also, the search was done using the following terms in Spanish and English: goalkeeper, football, training methodologies in football, sports performance and a combination with the terms related to the physical training and motor learning and development, from the year 2000 to June 2018; the search was done in the aforementioned journal and, as well, the medical EMTREE's terms on methodology, perceptional-motor capacities, physiology and sports performance complete the search. 63 most relevant studies were chosen, in accordance with the criteria of three (3) independent researchers experts in training goalkeepers. The different parameters considered to include the studies for the researcher was the development of studies focused on the goalkeepers' training methodology., the impact of the unmentioned variables on other studies for their training and year of publication, choosing the most updated studies as primordial for this study.

Table 1

Determination of the information selection process, based on the number of articles, their topic and keywords

Number of articles	Topics	Keywords
20	The goalkeeper as a living being	Emotion, perception, dynamic systems, perceptional-motor capacities
5	The goalkeeper's brain	Brain, thinking, neuronal information
6	Training methodologies and factors to be taken into account in the goalkeeper's preparation	Sports technique, uncertainty, tactical periodization, global methodology
9	How does the goalkeeper learn?	Useful information, stimuli, structures
13	Considerations to be taken into account in the goalkeeper's training in a systemic methodology	Complexity, game, communication, reality.
10	Importance of the goalkeeper joining the different collective practices	Roles, tasks, intervention, competency,

Results

The goalkeeper as a living being

Football is a collective sport, characterized by random dynamics and an improvisation, being chaotic and in which there are roles, tasks and specific positions in charge of meeting multiple functions. The goalkeeper is, without a doubt, a complex structure to be analyzed, in which the diversity to act in the match, backing the regulations (Álvarez, 2012) and due to the space-time dimensions condensed in certain limitations and a specificity to its individuality within the collective performance, in which the decision-making is notably influenced by the implicit perception (Noël, Van der Kamp, Masters & Memmert, 2016) of his own space, time and role played.

Likewise, the football's fractal scenario generates an hologram reality, alternating and transforming the match's vision (Cervera, 2011) which leads the goalkeeper to live with informational uncertainty principles (Álvarez, 2012) and in which the totality of structures must be considered (Muñoz-Parreño, 2016b), linked to the game cycle (attacking organization, counter-attack, defensive organization, organized defensive) (Monteleone & Ortega, 2015), hence highlighting the technical, physical and psychological capacities of being focused, serving the adaptive process regarding the interindividual, intraindividual and intergroup reality (De la Vega, 2003; Muñoz-Parreño, 2016c) and in which the emotion/feelings relationship generates an assertive/wrong response in this position (Izaguirre, 2017) and leads to rethinking about a holistic vision of the goalkeepers in the match to substantially support the collective practice, to keep evolving in his competitive role.

The goalkeeper must think about himself as a player with a unique role within the match, which is why his intervention is vital to be able to process the random and dynamic information, to that aim, he needs to analyze and distinguish the kind of main and significant stimuli from the environment, extending their effectiveness to the player's function development (Mason & Seno, 2016) from the detection of the launching preindex in a dynamic environment (Pascual & Peña, 2006) and permeated by the chaotic attracting agents, repellents and synergies (Torrents, 2005) in charge of boosting his motor-perceptional capacities to be able to decide-execute each one of the continuous interactions established in the competition. In this sense, the multiple situations enhance a non-linear relationship between order/disorder (Gómez, 2011), resulting into problematic situations, to be responded in brief time spaces due to the demand of the capacity to think of and for the universality and transversality in his processing before complex situations (Balagué & Torrents, 2011) and in this way, approaching a context-situation response.

The theory of dynamic systems and the feedback loop is in the goalkeepers' training is a systemic reality, that is able to integrate in itself, that is to say, the goalkeeper is a multifunctional biological being, with the ability to interact in the different match's phases through different functions, an example of that is that he uses the hands for the throw-in or to pass the ball in an offense or uses them to deviate, catch the ball or to do so in a defensive tactic (Torrents, 2005), therefore, the training will need to count on the tools needed to analyze emergencies (Pol, 2011), detect interferences, (Balagúe et al, 2014) and extend the links with the responses to the underlying phenomena of the competition, the match's environment, the social relationships and the uncertainty (Gómez, 2011). The goalkeeper must develop a motor act driven by three elemental unities: perception, decision and execution (Sainz de Branda et al, 2005), highlighting the perception to efficiently act in space and time

(Dominguez, 2015), his tactical role is important for he is considered a dichotomous structure between synergy and emergency (Balagué & Torrents, 2005), giving responses to the game's questions from a system that able to organize and boost itself, resolving every big question with the fluctuating-informational triad, being transported by the person accepting the effect and stored in the memory and linked to the result of the developed motor response (Gil, 2008).

The goalkeeper's brain

The brain is a structure in which the information, sensation, perceptions and dependent representations of the learning process are constantly exchanged, that is to say, the brain is permeated by the social cultural relationships an in the goalkeeper's case, the sports learning (Izaguirre, 2017).

The goalkeeper will have to analyze and process in every action the information through his perceptional and motor internal capacities and his emotional status from the external environment, in which, in order to intervene in the game, he observes in every action the way, orientation, variation, movement, depth (Mora, 2008) and the ball's relationship with time, space, route and trajectory, be it in the air or on the floor (Isidre, 2005).

The goalkeeper's thought to carry out a task is reflected in the joint activation of the supplementary motor cortex, the pre motor cortex and the parietal lobe (Izaguirre, 2017), likewise, the tonsil as brain structure contributes to the emotional storage of the contextual information for the infinite connections produced in the different areas of the brain and so being able to control, regulate and keep the emotions and the cognition (Izaguirre, 2017; Mora, 2008, 2013) in the multiple tasks that it executes in the training and in the competition.

Implementing a methodology based on the game offers an adequacy of the segment coordination, eye-foot vision to reduce the angle the attacker has to finish the action (Shafizadeh, Davids, Correia, Wheat & Hizan, 2015) as well as the brain enneagram aimed at learning the technique and driven by the myelinization processes of brain axons, they are essential to increase the speed of the neuronal information, with anatomical and physiological changes (Izaguirre, 2017).

Training methodologies and factors to be taken into account in the goalkeeper's preparation

A methodology focused on the specialization of the sports technique through the repetition and sustained in a variety of throw-ins with multiple variables in height, strength, velocity, angle and trajectory, solved by the goalkeepers in the competitions through automatisms and an efficient anticipation guided by the procedural memory is carried out by the motor cortex and the brain's basal ganglia (Izaguirre, 2017).. These works strengthen the neuronal networks of the left brain, consequently boosting the conscious learning and the attention focus (Mora, 2013). Nevertheless, it is key t consider the influence of this repetitive methodology in a position with plenty of uncertainty, to enhance practices in charge of boosting not only the individual ability, but also the specific football competency as well as the global one (Sánchez-Sánchez, Carretero, Assante, Casamichana & Los Arcos, 2016) and consequently be able to strengthen the sensitive and neuronal processes (Izaguirre, 2017; Mora, 2013), the sports and training processes in this invasive sport (González, García, Pastor & Contreras, 2011) and specifically the competencies suggested in the football's training

based on a randomized game, which allows the athlete to calculate, store and use the information to act in a simultaneous reality.

The global methodology is useful and necessary for the goalkeeper from general situations, sharing game dynamics with his teammates (Sainz de Baranda et al., 2005) and in which the uncertainty strengthens the right brain or the one in charge of promoting creativity and imagination through the strengthening of the multivariate attention that is unconsciously developed (Mora, 2013).

The tactical periodization for the goalkeeper's process must respect the times in his training process, in other words, the goalkeeper is a social and collective being who conditions and is conditioned thanks to a particular way of playing, is able to shape and create the game's role model required in every team (Inarejos & Gómez, 2014), and for this reason, the way how the child/teenager learns must be taken into account. The development phase in which the youth's brain comes from a concrete to an abstract thinking is known as adolescence, characterized by a second synaptic pruning in charge of removing the less used (Izaguirre, 2017) neuronal interconnections, and it is in this phase where this methodology should be more relevant in the goalkeepers' training process.

In every one of the different work methodologies, the learning mechanism that strengthens the goalkeeper's training process the best is the one carried out through the imitation (Domínguez, 2015) developed since childhood, going through youth until adulthood. This mechanism made thanks to the mirror neurons located at the inferior frontal gyrus and in the superior temporal sulcus would make it easy to achieve the objectives (Izaguirre, 2017), likewise, it is convenient to consider the compatibility between the brains and the exchange of information linked to the development of the multiple cognitive functions (Mora, 2013).

How does the goalkeeper learn?

The goalkeeper is an especially co-adaptive and key being in the game since he is able to boost the hippocampus' activity, thanks to which he gets to efficiently and effectively move, achieving an absolute mastering of his intervention area, using experimented coordinates in time and thanks to the development of the space location transforms the complex reality into simple actions (Izaguirre, 2017).

In the training process, the link established between the team's collectivity and the goalkeeper's individuality should be considered. His acting will depend on the objectives to be worked on according to the competition's analysis, the experience and the unipersonal thinking of every coach, and taking into account the performance of exercises in a reduced space or preferential simulating situations (Pol, 2011), in which the goalkeeper's intervention frequency is much greater if compared to other exercises in much more extended spaces, which reduce his intervention and affect other variables of the team game related to the aerial dynamics and specially the header (Casamichana % Castellano, 2009; Owen, Twist & Ford, 2004), vital indicators in the current football to achieve the results.

The knowledge acquired in every training is the useful information, and the input needed to boost the goalkeeper's performance and his role within the game dynamics carried out by the plastic potential of his diverse motor and sensitive systems (Mora, 2008) hence allowing the differentiation of the stimuli received via the energy in electromagnetic waves (everything that is seen before), pressure waves (everything that was listened to), mechanical changes (total interventions with the arms or body) and

chemical particles (pleasure and joy of what has been done) (Izaguirre, 2017), it is transformed thanks to the work of the electric energy sensitive receptors to be later co-adapted into action potentials; this electric information is rapidly and instantaneously transferred by the axons and dendrites until reaching the brain areas (Machado et al., 2008), in charge of storing and deciphering the received information to later produce perceptional-motor actions in response to the game (Izaguirre, 2017).

According to Spitzer (2005) the attention process specifically linked to anything concrete in the game, be rival players, but specifically the ball's position, it strengthens the neuron connections and the activation and functioning of the structures as to trigger assertive responses, using the cognitive structures to solve problems, the volitional-emotional structures to intensify everything that is made consciously (Muñoz-Parreño, 2016c), the coordinative and technical structure in being able to move in harmony, efficiently and effectively; this efficiency will boost the conditional structure to exclusively use the energy needed in every action (Muñoz-Parreño, 2016b) and, lastly, the affective-social structure produces relationships, synergies, association and this creates an optimal verbal and gesture communication in charge of boosting a conscious growth of the individualities to increase the collective sports performance (Muñoz-Parreño, 2016c) before the game's complexity.

In this way, this position on the field is quite particular, for its complexity is diminished by a detriment o its dynamic relationships (Torrents, 2005), modifying and transforming the football structure with every intervention, unconscious processes ti raise his ability to develop motor responses more rapidly in compensation for the game demands, the interaction structures where the interdependent synergy relationships originate and emergence before the present context and future programming (Pol, 2011), flexible and variable that allow him to adapt to the demands and needs of the competition and his team randomly and variability focused on the magnitude's diversification and the frequency of uncertainty or possibility of change, generating a knowledge of the situation in real time (Balagué & Torrents, 2011).

The football goalkeeper's is the position on the field in which his needs respond to a series of technical, tactical, regulatory, cognitive, perceptional, motor, physical elements, since his participation is key to guarantee his team's success within the competition. This position within the competition has some distinctive and specific characteristics that give the goalkeeper a particular way of socializing in the game. The main characteristics of the goalkeeper are condensed into multiple capacities and abilities, that are at the same time interrelated to obtain the maximum performance, among them, one can highlight: a great anaerobic capacity of the power and capacity of the energetic anaerobic systems, explosive strength and vertical jump capacity, muscle strength, speed and agility, as well as the coordination differentiating elements, rhythm, coupling, orientation and balance related to visual and motor capacities that are not learned or that are reflexes (Mulqueen & Woitalla, 2011).

Considerations to be taken into account in the goalkeeper's training in a systemic methodology

In the specialization process, the development of systemic works focused on the proliferation of diverse and open situations leads the goalkeeper to understand his tole, generating a social interaction with the consequent understanding of his position. All of this is permeated when isolated analytical works are developed without an interconnection with what the goalkeeper needs, first, this is influenced by the paradigmatic coach's and goalkeeper's vision before every situation and second, by the

order, distribution and application done in every training (Gómez, 2011) and depending on what the coach planned-did; this classification into intensification programs by repetitions do not favor the self-organization (Balagué et al, 2014; Torrents, 2005) that indeed provides the multi-possible systemic approach because every athlete learns in his own way, regardless if he receives the same stimuli; this will allow to settle the quantification and not the qualification of these divergences contemplated in the competition-preparation process (Gil, 2008).

The same game complexity is a goalkeeper variable to be considered in every one of the practices which is why it is the best stimulus to optimize our goalkeeper's attention process will be when we systematically link it to most of the collective practices, because the game or the global actions where chaos proliferates, unpredictability and the randomness of the collective actions (Gómez, 2011) trigger acute attention processes to be able to co-adapt to the game (Balagué & Torrents, 2005; Cervera & Coba, 2012); this attention process does not only generate a psychological process, projecting a quantifiable neurobiological process (Izaguirre, 2017) in the goalkeeper's brain, in order to move more intensely and with more speed those brain connections through the areas in charge of paying attention and links to the object, in this case with the ball and their continuous movement within the field, for, in this way, an information storage process (Izaguirre, 2017) is achieved, improving the learning and the adaptation to the different uncertain actions promoted by the competition. To improve the training process in our goalkeeper, care must be taken to ensure that his attention capacity is based on the game, on his teammates, on his position, on the ball's movement, but foremost in evaluating their options, opportunities and intervention areas in it (Muñoz-Parreño, 2016a). In this same line and following the study of (Sainz de Baranda, Ortega, Palao, 2008) it was determined that the balls aimed at the goal on the floor level were the more repetitive actions in the game and in which the goal was the most used area by the goalkeeper in the general compendium of the actions made.

All the responses made by the goalkeeper, no matter if it is the technical, cognitive or physical characteristic and considering the football in ecological and undividable unity (Gómez, 2011), they make every action triggering a relationship with the tactical behavior and at the same time makes a response aimed at an interaction of the intention-need to make it (Sevil, Práxedes, García-González, Moreno & Del Villar Álvarez, 2017). For this reason, the work orientation in a conditional structure (changes in rhythm and direction, accelerations, stops, falls, stops, races and above all jumps), must be correlated to an objective boosting the teammate's game and paying attention to the applicability of such tasks and the environment (Mason & Seno, 2016), in which they are developed, that is to say, the objective is for the goalkeeper to be away from the action conditioned by the context, boosting the ability to help transform it consciously (Pol, 2011), although many times the unconscious mind creates activation footprints for the sports performance. The goalkeeper prepares to compete and for the real competition, in other words, a work in which the goalkeeper lives with the game reality, it will be the most powerful stimulus thanks to the great adrenaline release (Izaguirre, 2017).

The goalkeeper is a relational being, so he needs to constantly live with the intentionality of the one who shoots and with the sphere's trajectory, in other words, the goalkeeper is an emotional being. When we develop purely analytical works or repetition works, mainly during childhood, this memorization and repetition phase is key for it creates positive somatic markers, essential to trigger perception mechanisms that are vital to this position. On the other hand, the analytical model proposed by

Lamas, Drezner, Otranto & Barrera (2018) to evaluate the decisions taken by the goalkeeper reveals that the positioning before the shot reveals that the position in the actions that ended in a goal improved a 21.87% and in the goalkeeper saves it was optimized an 88.33%. However, the emotion driven by the individual trainings focused on responses or automatisms is not entirely efficient since it restricts some real components that can only be present at the game and it is here where the feelings can allow to perform actions via solutions deriving from the sports process and motor background and in this way be able to adapt them to the environment (Izaguirre, 2017). For this reason, every training for the goalkeeper must be considered an emotional act, supported in the limbic system interaction and the set of sensory perceptions stored as to determine whether the executed task is or is not important to him (Mora, 2013). At the same time, whether the information received by the NCS reproduces a greater quantity of impulses by unit of time, this will also trigger a greater release of noradrenaline, hence creating a greater quantity of electrochemical impulses in the subsequent cell (Häfelinger & Schuba, 2010), boosting a strengthening of the cerebral cortex's associative areas, in charge of the construction of the mental processes (Mora, 2013).

In this way, there is a need to try to develop a training focused on a game intentionality or repercussion, why emotions are the sub-structures in charge of processing all the interactions produced in the learning and the memory (Mora, 2013), turning the goalkeeper into a contextual being who lives for and by the contest and depends on his capacity to interact with the environment, his teammates, his individual and collective responses, consequently having the opportunity to learn, forget what is learned, modify and transform the reality that is daily recreated in each one of his practices (Pol, 2011).

The communicative phase used by the goalkeeper is essential in the competition, through direct praxic communication carried out thanks to a motor act (Sousa, 2014) demanding the intervention on the ball and the motor counter communication to be able to interact with the possible actions made by the goalkeeper (pass, reception, blocking, pressing, deflection, etc.) and an indirect correlated praxic communication between gestures and praxis (Parlebas, 2001) developed in the teammates or opponents, will be the triggering phases of the subsequent execution of a necessary anticipatory response to perform a motor action (Tenorio, 2015), related to the requirements in every game situation The main objective of gestures and praxis is to provide intragroup uncertainty (Hernández, 2000) in order to make it easier for the intergroup certain communication in the communication and generation of responses aimed at the same collective objective (Cruz, Vargas, Vargas & Estrada, 2014). In the training processes developed by the goalkeeper it is important to prioritize the adaptation to this type of communicative acts, highlighting the importance of gestures as the first motor communication symbol (Tenorio, 2015), mainly in stops, long serves or to ask for the ball and be the support to restart the match (Álvarez, 2012; Dóniga & Rivilla, 2015) and praxis due to the importance that the improvement in the observational processes entails, leading to an optimal interpretation of the fame, on the what (depth), the how (time), the where (space) and the what for (intention) and the why (action), they will be the result of the motor response to develop a complex action in itself (Tenorio, 2015).

Importance of the goalkeeper joining the different collective practices

The goalkeeper is a social-collective being who needs to reinforce all his structures, mainly his psychological processes, strengthening the bonds with his pairs and consequently creating an efficient system for the communication (Sousa, 2014), the

problems resolution and the performance of the different game roles (Gómez-Millán, 2016), consequently overcoming his conscious voluntary intentions to make determined movements (Sousa, 2014) and in which any adversity will hinder the learning process, complicating the evolution o our goalkeeper (Mallo, 2014), human being and sportsman in an invariable game and as (Panzeri, 2011) it goes from an improvisation resulting from the circumstances and situations in the game, in which the only thing that decides is the uncertainty.

Other variable to be taken into account is the one found in the studies of (Castellano, Casamichana & Dellal; Hulka, Weisser & Belka e, 2016; Köklü, Sert, Alemdaroglu & Arslan, 2015), considering the modification of the diverse tasks where the goalkeeper is included in the training and the alteration of the response in the team conditional structure, and then, the physiological responses, existing a diminish in the lactate concentration and maxHR%, when the tasks' dynamic was made in reduced, wide or normal spatial dimensions. At the same time, it is essential to stand out the higher variations in the physiological responses found in those reduced spaced situations or possession game actions in which the goalkeeper is not used in the collective training (Casamichana, Suarez-Arrones, Castellano & Román-Quintana, 2014). Counteracting the goalkeeper's response to his competence, the study of (Dellal et al., 2008) found that, when an 8 vs 8 is performed, associating the goalkeeper with the group dynamic increased the maxHR% 11% approximately and these data show the great variability of the conditionings offered in the game itself and specially the joint work between the goalkeeper with the collective and the dependency on the physiological variables that one tries to have under control (Asçi, 2016) in which the physical, technical, psychological and tactical indicators vary in an intersubjective way related to the intermittent short-term performance made by the competition and the same level demanded for every game model, joined by the uncontrollable invariability of the players' movement, the ball's trajectory, the coach's instructions on what are the tasks to be developed and the goalkeeper's (Dellal et al., 2008) intervention area in this activities. In this same line (Shafizadeh et al., 2015) suggests the importance of the variability in the tasks proposed by the coach and developed by the goalkeeper, in order for the abilities and capacities needed proliferate and projected over time to improve his ability to intercept the attacks to the goal, hence achieving a high correlation between the interception and the success of the actions, from the analysis of the speed in the sphere's movement in a limit of time.

The new game's trend is leading the goalkeeper to increasingly intervene in the opponent (Álvarez, 2012) and specifically, his tactical role has a lesser or greater influence depending on the game model of this team and of the opponent, because the goalkeeper's intervention will largely depend on them; in other words, the global performance in the competition is present at different levels and influenced by the opponent's opposition, the result and the place in the positions' table of the opponent team, and above all the game context the goalkeeper has to confront in the following match (Liu, Gómez & Lago-Peñas, 2015), likewise, the average number of attack-defense tactics per march is approximately 17.55 actions per game, in which the defensive actions (6.19) are doubled by the offensive actions (11.36). This proves the acquired protagonist role of the goalkeeper in his tactical role to strengthen the game model (Álvarez, 2012; Pérez, Domínguez, Rodríguez, López & Muñoz, 2016).

On of the most important aspects to value the individual performance of the goalkeeper and the defensive zone and in general, is through the actions on set plays, suggesting the inclusion of these trainings and their focusing on the specificity training

(Inarejos & Gómez, 2014) and mainly supported thanks to a game reality, promoting the physical and psychological demands that induce the fatigue and the goalkeeper's protagonist role (Fernández-Hermógenes, Cameiro y García de Alcaraz, 2017; Lapresa, Chivite, Aranda, Anguera & Barbero, 2018).

The emotional status is very important in this game position since emotionality is released during training and above all in the game, any obstacle of the neuron connection of the frontal lobe tonsil (Izaguirre, 2017) can lead a difficulty for the goalkeeper to develop efficient neuron connections in the electrochemical circuit (Mora, 2013), triggering failures to the synapses aimed at the efficiency of the tasks to be performed, hindering at the same time the observation, analysis and execution processes and causing problems for the goalkeeper's competencies.

In the training planning process, workloads must be adjusted according to the training's variability and paying attention to the after-match recovery, due to the fact that, in recent studies, a diminish in the recovery in the next 24-48 hours was observed (Malone et al., 2018), and considering all the variables in the game position, the competition, the role to meet within the collective and mainly the needs and abilities of every goalkeeper (Knoop et al, 2013).

The training process tries to reproduce the variables of the game, which cannot be repeated in the space-time and in which no motor action seen from a holistic view is like any other, the segmented or without any tactical orientation makes no sense because the human body does not respond to the simplistic vision of what is linear, that is to say, the human being is spontaneous, creative, co-adaptive and variable, so his regulatory processes are overlapped to be able to grow, develop and create the needed answers. Likewise, recent studies have proven the influence of the neurons on his ability to remember what has been developed through the different synapses changes, transformations developed from microstructural modifications at a neuronal level, due to the influence on the RNA synthesis, mainly on the proteins and different macro-mollecules (Mora, 2013). For this reason, training in specificity is an input that is able to recreate more accurately the demands of the competition (Inarejos & Gómez, 2014) consequently looking for a greater expansion of the memory (Izaguirre, 2017; Mora, 2013).

Discussion and conclusions

The game is related to the uncertainty, new, and what is new will cause the goalkeeper's brain to structure and organize in every practice, which is why ever practice must be a substantially enriching element for he who is learning (Sousa, 2014). In this sense, developing isolated works, with no direct and random opposition that the game provides makes the competitive adaptations less likely, demanded by every alternating situation that conditions every player within the competition and makes the goalkeeper's psychomotor behavior to be modified.

The game's specific gestures must not settle the opposition, reference of spaces, teammates and rivals, diversification and context variety for a same response, boosting the use of isoinertial similar forces (Gómez, 2011),, adaptation to unpredictable behaviors, co-adaptation to error (Pol, 2011) and their implication in the "systematic repetition of exercises x series x repetitions", in this sense the error, the failure and the

non-voluntary mistake lead the player to not foresee and develop the anticipation due to normally visible failures in the game and the consequent goal.

It is essential not to develop standardized models of an ideal technique when no repetition will be similar to the preceding one, the latency periods, refractory (absolute and relative) and neuromuscular activation periods are indistinctly variable on time (García-Manso, 2015). Regardless of the training process, every task must be oriented towards boosting a knowledge focused on detecting and selecting the information on the goalkeeper's intervention place and area, hence, facilitating the understanding of the place where most of the actions take place; these works boosts and facilitates learning (Lex, Essig, Knoblauch & Schack, 2015).

In the study of Jara, Ortega, Gómez & Sainz de Baranda (2018), they claim that if the objective is that the goalkeeper joins his defensive block in a synergy and also the offensive contribution from the play with the feet, it is key yo promote dynamics in reduced spaces that also serve as specific training for the goalkeeper and the individual and collective development of the players, which is premise for the harmony and correlation between player-goalkeeper must prioritize the motor execution, interpretation, anticipation and a decision making where the certainty (Pol, 2011) does not proliferate in the game.

The difficulties generated by the goalkeeper's role in the competition and even in the training usually cause some comments or corrections rather focused on the problem's depth and not in the error's solution, reproducing an stress in the goalkeeper's mind-body; this stressful action affects the tonsil's functionality, who reproduces a hyper-alert and excessively defensive behavior and also counterproductive for the learning (Izaguirre, 2017), these actions also alter the adrenal system, hindering the training process (Sousa, 2014).

The goalkeeper should always be looked at as a biological being (Mora, 2008), in which his essence needs a continuum of systems, devices, connections and interchange of information and fluids that, by interacting between them, reproduce the competitive movement (Balagüe & Torrents, 2011). To do so, thinking of actions that are purely focused in the technique, physics, cognition or coordination does not known the freedom levels, self-organization, fluctuations, variations and multi-stability of the structure (Torrents, 2005). To make any movement, the goalkeeper needs the interconnection of the cerebellum and the motor cortex, sending information to the cerebellum, which is connected with the neurons' wiring connected with the different muscles (Sousa, 2014) and giving the information via the axons and dendrites it goes from an electrochemical signal to an electric signal carried out by the action potentials and activate the muscle contraction process, in this hypercomplex way our goalkeeper works, interacts, is wrong, and, above all, learns.

The adaptations that our goalkeeper reaches, both for the real stimuli of the competition and the real-simulated ones in the trainings makes not only the muscles to strengthen but also that many of their compensations before the muscle demands improve (Inarejos & Gómez, 2014), rather, the stimulus's functional spectrum is condensed in the multiple systems and organs that have worked (respiratory, cardiovascular, renal, hepatic, neuromuscular systems, etc.), a process by which the affectation is produced at the level of the motor centers inside the central nervous system in all the structures (conscious, unconscious or reflective) and at a neuromuscular level producing a metabolic activation through the diverse energetic substrates that are mobilized through the bloodstream (García-Verdugo, 2007), this

complex fractal reality must be evaluated in a holistic way in the goalkeeper as to determine the influence of his multifaceted and factorial (cognitive, physical, neural) endurance in the game. Lastly, it is key to contextualize that any endurance, seen as capacity to support and keep the goalkeeper's work quality, triggers a series of diverse stimulations that will not usually be similar to those of the competition, a factor due to which the use of high workloads will reduce the capacity to execute explosive movements (Gómez, 2011).

Conclusions

The football as sport has seen the development and extension of new training methodologies has increasingly caused the goalkeeper's association with the fundamental axis in the practice, trying to find those responses related to the evaluation of the competition's performance, this has allowed the study of a scenario for multiple researches, especially those linked to determining the activity profile of the goalkeeper during the matches through the diverse categories with technical, conditional, tactical, psychological approaches, etc.

One of the elements to be considered in the football goalkeeper's function within the gamy cycle is his location, which he keeps before the continuous fluctuations the competition goes through, this premise was evaluated in the Spanish Professional Football League and it was found that the goalkeepers in high level teams had a better performance than those who are in intermediate and low-level teams, key factors to characterize the demands of the goalkeeper paying attention to the competency level, the context and the demands that are transformed every match (Liu et al., 2015), this will help understand the goalkeeper's intervention process within the game's systematic structure and will also allow to be able to program the training in response to his own team, opponent's needs and the needs of the particular game needs that denotes a specific way of defending and providing a participative role for the athlete.

The specificity and individuality principle entails that every position responds to certain natural characteristics of the game and their later unpredictable development, in which it is found that the matching analyses aimed at designing the random and unpredictable responses are increasingly a factor to be born in mind, therefore, it is necessary that further researchers differentiate the contributions of every methodology to the goalkeeper's training according to age, competency level and learning processes.

The football goalkeeper's functions are associated with his participatory range and possible alternatives and continuous adaptations to the competency and the totality of his functions, influenced by the training methodology used in his training process. For this reason, it is necessary to evaluate invariability as one of the main topics in the goalkeepers' training process, which is why most of the future projects and studies have to focus on the determination of the decision-making's efficacy (Lex et al., 2015; Lamas et al., 2018), as well as the process in which information is captured and analyzed thanks to cognition, which is still an unsolved thematic in order to determine the relationship between the cognitive capacity and the sports performance as to determine the extent to which the goalkeeper (Walton et al., 2018) benefits from each one of the training methodologies whose aim is to train the goalkeeper.

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POLYAMORY, FREE LOVE OR IN FREEDOM? POTENTIALITIES AND DIFFICULTIES

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Abstract. After a brief historical introduction of the multiple forms of sexual life and love relationships, this article studies the concept of polyamory, its different definitions and its differences with other close related terms such as the relational anarchy or free love, and responds to some critical voices that consider polyamory as characteristic of neoliberalism. Between the denominations used related to the subject would be the love in freedom, the polyamory (to love several people - the main one is the affections, the feelings) and the multiloving. Then, the article focuses on the main difficulties that hinder the development of polyamory and for to live the free love, according to different authors, such as time and space management, and legal obstacles, security, trust, consent and difficulties in open relationships. Analyzing in more detail jealously and romantic love, in which you want to satisfy with one person, in the same couple, up to six different levels of relationship.

Keywords: Polyamory; Free love; Jealously; Romantic love

¿POLIAMOR, AMOR LIBRE O EN LIBERTAD? POTENCIALIDADES Y DIFICULTADES

Resumen. Después de una breve introducción histórica sobre las muy diversas formas de vivir la sexualidad y las relaciones amorosas, en el artículo se plantea el concepto del poliamor, sus diferentes definiciones y otros conceptos próximos, como la anarquía relacional, diferenciándolo del amor libre y respondiendo a algunas de las críticas que lo consideran propio del neoliberalismo. Entre las denominaciones utilizadas relacionadas con el tema estaría el amor en libertad, el poliamory (querer a varias personas –lo principal son los afectos, los sentimientos) y el multiloving. Se pasa a continuación a describir las diferentes dificultades para el desarrollo del poliamor y para vivir el amor en libertad según diferentes autores, como son la gestión de los tiempos y las dificultades legales, la seguridad, la confianza, el consentimiento y las dificultades en las relaciones abiertas. Parándose finalmente con más detalle en el análisis de los celos y en el mito del amor romántico, en el que se quiere satisfacer con una sola persona, en la misma pareja, hasta seis planos diferentes de relación.

> *Love is like Don Quixote: After just recovering its reason, it is about to die*. Jacinto Benavente

Introduction

Love can build egalitarian relations but also oppressive. Love can contribute to settle existing social relations, help reproduce a patriarchal capitalist system, but it can also be the path toward a new way to relate, be a different anchor to build relationships more free and creative (Porta and Musante, 2016).

Yves-Alexandre Thalmann in *The virtues of the polyamory. The magic of the loves multiple,* surely the first book in Spanish about the polyamory (or the first known), affirms as a starting point that all people are by definition polyamorous.

> We are permanently subjected to attractions, more or less strong, more or less numerous, according to our type of life. Sometimes, that empties into what one called love. But the love, large or small, with 'a' upper or lower case, whether the project for a night or a life, it does not prevent those attractions continue. Love does not prevent the love. (Thalmann, 2008, p.15).

From this postulate, arises a different debate, about how society organizes love and institutionalizes: if the basic organization of the socio-economic situation is the single-parent family or not.

What many thinkers suggest, since the ancient Greeks or psychology (from Freud at least), is that the desire, relationships do not repress, encourage multiple intimate relationships. From adolescence to old age, most people want to have loving relationships with others, not only with one. They can be more or less deep desires. "Intimate" does not mean just sex, nor of a single type. It may be only in some moments of life or on a regular or permanent.

If we set aside unscientific currents of thought and religious beliefs monogamous, in a life "normal" (the majority) is wanting to have relations with different people. This does not mean that, at certain times, such as when a person falls in love with another, think that with that person we can carry out completely. That will be enough to have relations with a single person, and that with it we will have the "total".

Michel Foucault, in his *History of Sexuality*, illustrates in detail the very diverse forms of sexual relations and loving at different times. To take distance from the institutionalized relations in our time, to quote one of his many examples:

> …The love of boys is different from inclination toward women and superior to it … (Plutarch, *Dialog about Love*). But the essence of his argument against the love for women is that it is nothing more than a natural inclination […] we are pushed to procreate, as we are pushed to feed us. This same appetite we find in flies for milk, on bees for honey… all these

appetites Protógenes do not imagine giving the name of Love (Foucault, 2005, p. 229.230).

Giving a historic leap of vertigo, and after two millennia of Judeo-christian orthodoxy, it is from the 19th century when multiplying the revolutionary proposals and radical about sexuality, at the same time that exponentially increases our knowledge of the vast and boundless diversity of types and forms of sexual relations.

Alexandra Kollontai (1872-1952), a militant feminist and Russian Communist, advocated free love as the basis for a new proletarian morality. "The notion of free love enables you to build egalitarian relations and put an end to the psychological subjection of women with respect to men" (War, 2011).

In the 1990s the past 1930s, Wilhelm Reich (1897-1957) write *The Function of the Orgasm* and, especially, S*exuality in the Cultural Struggle*, published in multiple languages with the determinant title of *The Sexual Revolution* .

In the 1940-50 studies on sexuality of Alfred Kinsey in the United States shocked and revolutionize the sociological research. These works have influenced for decades, also in the later expansion of the hippy movement and in the thinking of the new social movements, from the 1968 revolutionary. Let us remember that precisely the Parisian May 68, of which we have just to celebrate half a century, began by "a minimum demand - the right of women to enter colleges of men- develops up to produce a questioning of all social codes" (Elorduy, 2018 , p. 4).

I only mention Kollontai, Reich and Kinsey because personally I remember how circulated photocopies of their articles and abstracts of them almost clandestinely in the 1990s, between 1970 a good part of the progressive youth[1] . Being a source of scandals and debates. The proposals of Reich began to become a reality shortly after his death in American prisons. These three revolutionary researchers, like many others, had been marginalized and vilified in life.

Kollontai had ruled that "the revolution will or will not be feminist", a phrase with which removed the principles of the traditional Left. Even in 2011, a banner with this slogan in the Camp Sun Of The 15M (Madrid) caused such controversy that was withdrawn. Kollontai argued that there can be no true love between a man and a woman is anchored in the past, so that defends free love as the only alternative (Torralba, 2018).

 As of the 30s, the freudo-marxism of Wilhelm Reich and his *Sexual Revolution* advocated radical value of sexuality free: promoting the use of contraceptives and their distribution to prevent abortions, the facilitate young people's access to shelters for them to maintain sexual relations and an end to the repression of masturbation of children and adolescents.

For its part, Alfred Kinsey was the largest data collector related to sex:

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[1] As a curiosity to cite the Spanish edition of "The young people's sexual struggle", the work of Reich written in 99 pages and duplicated, published in Spanish with the following literal end note: "This book is translated and duplicated by a group of young workers. Be the term for 'Print' clandestinely the 3 April 1973; date that has fallen killed by police, in defense of their legitimate rights along with 1,800 peers, the construction worker of Barcelona Manuel Fernández Márquez".

Together with its partners, interviewed in depth to thousands of people. The report on men's sexuality, published in 1948, has already led to scandal. In the, Kinsey stated that homosexuality is not a such an atypical behavior and that the homosexual feelings are widely extended and also among heterosexuals. In addition, addressed the theme of masturbation and even the excitement through sadomasochistic stories, who claimed to feel almost one out of every four. What about women? One in four was not exactly true, said Kinsey in his report of 1953, prepared on the basis of 6,000 interviews. In addition, almost half did not arrive to marriage (virgin Melzer, 2013).

In the social movements of the 1960s and 70s, the above-mentioned publications were very present, especially the *Sexual Revolution* of Reich. At the same time there had been another differential fact fundamental, the discovery of the female contraceptive pill. There is a relationship between the evolution of sexuality and contraceptive systems. In the liberation of women and in the "sexual revolution" started in the sixties of last century, was essential to the discovery of the birth control pill and, in a short time, its massive use. It was a revolution: women could begin to manage his or her own body and your sex, separating reproduction and sexuality safely.

Since the end of the century produces another significant social change: the separation of the relationships to marriage. It is increasingly socially assumed (in most countries) that the democratic minimally have a stable loving relationship, this does not necessarily mean that its institutional formalization.

What was previously considered a minority or clandestine or, at least, passenger and provisional, premarital relations", it becomes normal. Relationships (partner or not) are no longer pre nothing. In the current century is considered normal that people have loving relationships, and complete regardless of sexual marriage, although many decide to get married at some point in their life.

The main criticism to marriage, from the perspective of an anarchist, communist, a feminist, hippy, etc. It was not against love in a couple, it was against its institutionalization, which entailed loss of freedom and state control of a closed and patriarchal family institution. Times in which extramarital affairs and adultery could result in jail, but only for women. So, we see repeatedly in the critique of Kollontai and most of the historical feminist (Sylvia Pankhurst, Hildegart Rodríguez, etc.).

But, since the end of the century, we have entered a new era, the Information Society and the network society (Castells, 2010, p. 27). A society in which everything flows, everything changes and dissipates, and in which the rights, values and principles are diluted, we escape between his hands. There are no longer any solid rights. Is the liquid modernity (Bauman, 2005) also entails loving relationships are fluid and changing. The liquid love shows the "fragility of human ties" in the postmodernist society of globalization.

In 1990 the marriage Beck had explained that we lived in a time of social restructuring of the private, with a clash of interests between love, family and personal freedom. The traditional nuclear family, built around the sexual differentiation, with separate social roles and hierarchical, changes due to the approach of the emancipation and equality before the law, which, together with the increasing individualization and freedom idealized, generates a daily chaos in love (Beck and Beck-Gernsheim, 2001).

When the official marriage becomes just one option from among the possible to maintain stable loving relationships, their social perception changes. In Spain, the number of marriages per year decreases from decades ago. Especially since 1980 decreases the number of marriages in which both are single, being already higher than civilians to the religious. In the meantime, the age of the spouses first-timers has not stopped increasing, reaching the 34 years in 2016 (INE, 2016).

The average age in which the Spanish population had had their first sexual intercourse was 18.3 years in 2008 the (CIS, 2009. National Survey of Sexual Health. 2780 study, Question 11). In fact, nearly 77% of the respondents that if they had sex, had begun before the 21 years (5.1% has never had relationships). And only 46% of men did it with his stable partner at that time, compared to 86% of women (idem, question 12).

Currently, the young men who have had sex, his first relationship has been around 15 years. That is to say that, in any case, between the age at which to start having sex and the first marriage there is a gap of more than 16 years; although the causes of the gap between the sexual debut and marriage have been the subject of disputes (Faus-Bertomeu and Gomez Redondo, 2016:6), and we would miss studies that delve into the topic. For the majority of the population the marriage is seen only as a possible future options for when you reach some stability and maturity.

Among the arguments that expose some defenders of the polyamory, is the increase in the number of divorces "70% of marriages end in separation or divorce" which would reflect, among other things, "the agony of monogamy" (Thalmann, 2008:18). It has also been said since pro-collective polyamory, such as *golfxs with principles* (Diaz, 2016), ensuring that in today's Spain the figure reaches 75%. Very debatable argument: a good part of the population at home precisely because there is a divorce and is easily practicable, not as in the past. If there is no gratuity and ease to divorce surely the number of new marriages would be even smaller than the current (although it is difficult to know with accuracy). What is clear is the irreversible separation of both facts: sex and marriage.

In the study of the CIS quoted above (2009) also we are interested in other answers. We shall quote only some that have more to do with this article. On if you disagree with the statement "I can only have sex with someone if I'm in love" (question 23) gender differences are bumpy: men who are very or somewhat agree are the 36%, but women the 73%.

In question 32, which if you have maintained relationships: how many people have you had sexual relations during the past 12 months? The men answered that "with only one person" the 76%, responding that the 6.7% with two and with more than two the rest, i.e. *21% of men have had sexual relations with two or more people in the last year* (3.1% NS/NC). While women just the 90% answer "with a single person", and with more people than the 8% (2.1 NC). Taking into account that, in the next question, 4.6% of men acknowledges that it has been "Person/s to the I/O that has paid", while it is 0.1 in women.

The Failure of Romantic Marriage

The fundamental problem of marriage is not that there are many divorces, it is for those who live in the widespread idea of romantic love, which leads to frustration to get the ideal love. To think that, with the same person in a single couple, we can meet happily five or six different aspirations, different levels of relationship that, if we look, you do not have to comply with our partner, I almost never meets and in fact it is practically impossible:

First playback, the offspring: with our partner want to have children, raise and educate them, agree on everything related to their upbringing. The coexistence in the same space gives rise to the domestic economy, are two levels: a unique home is cheaper than each on their own, and it is easier to parenting.

The domestic economy involves sharing, to help each other economically, in a society in which the two adults work but that one or both may have times when looking for work, unemployment rates for the care of children… The truth is that they have to live together and agree on many aspects, such as the fields of education, economy, housing, etc., and all this every day and for many years.

Third, the sexuality. The world of sex, the need for sexual relations that we all have. In the ideal of romantic love we assume and we want with our partner to be satisfied all our aspirations and fantasies.

Fourth, the affections, share feelings, hugs, caresses, secrets, pampering... All the sensitivity affective.

Fifth, the couple intellectual. Talk and share opinions, understand the world together, create a common vision, debating, discussing, interpreting and helping us to understand.

And sixth, the fun and free time. Share hobbies, hobbies, Leisure, Culture, Sports... Do I always have fun with my partner? Further, the times how long each person wants to be alone, enjoy the solitude? Free with others.

We want everything in one. If we try to make our partner meets these six planes of relationship, with all these aspects apparently possible when we fell in love with, what is to come will be the frustration.

Definition of Polyamory and Other Concepts

Thalmann considers that "on a personal level, it attempts to transform the idea of exclusive love in an inclusive love, able to encompass more than two people" (p.31). Which, as well said, speaking of inclusiveness, remains as a positive and progressive present the polyamory:

> The term *polyamory* is a neologism that first appeared in the 1960s, but whose popularization dates from the 1990s. Built from the Greek root *poly*, which means 'many', translated the idea of loves, i.e., with many people and many forms at the same time. This new concept stresses the polysemous nature of the word love. That is applied in a loving undifferentiated to

couples, parents, children, friends and even things (italics in the original, Thalmann, 2008, p. 33).

Understanding that the sentimental relations "include or not sexual relations, with all frankness and respecting each one".

For its part, according to the website of the Madrid Polyamory Association (2018)

> Polyamory consists in loving to multiple people at once in a consensual manner, conscious and ethics. Those who defend we believe that love doesn't have to be restricted: if you love someone you want what is best for her, and that includes being able to extend your love life.

There are many other interesting definitions of polyamory. Already in 1997 the American activists and scholars Dossie Easton and Janet Hardy, had published *Promiscuous Ethics* (2013 Spanish edition), considered by his followers as "the Bible of the polyamory", where poses "a way to build relationships that go beyond what is socially established, which opens a wide range of freedom that is opposed to the conventional, the couple, monogamy, the so-called 'romantic love'," according to Vagalume, co-founder of (http://www.golfxsconprincipios.com/) (Diaz, 2016).

Giazu Enciso, psychologist, activist and researcher, in 2015 presented his doctoral thesis on *polyamorous practices.* In a simple way what define as "a relationship of more than two people at the same time. Of love and commitment, and not necessarily sexual. Where all the people involved know and agree to be in that relationship" (Enciso, 2015).

The set of revised definitions we conclude that the concept of polyamory is linked to the confidence, information, transparency, plurality, affective relations with mutual consent, ethics and honesty. At first, it seems that jealousy and insecurity may seem to be the most difficult to manage in the polyamory, but perhaps the loyalty and commitment the more complex aspects of the relationship, according to some of the debates raised by its practitioners.

It affects to differentiate it from what have been the traditional polygamous relationships, where a person (usually male) has relationships with others, they could be secret or consensual sex, but only one is the that hegemonizes relationships, in control of the situation and information, communicating what you want others with which it maintains relationships. These relationships are typical of patriarchy and have been assumed socially, standardized, in class societies, since, apart from a few exceptions, this type of relations are practiced exclusively by male members of the ruling classes, at least in a stable way.

The definition of theory and the concrete practice of the polyamory, also we infer that "the polyamory goes hand-in-hand with feminism, inseparably" (Roldán, 2018). It is not understood one without the other, since it assumes radically and as a starting point the equal rights of all people. From this perspective the approach of the polyamory is a feminist, but this does not mean that feminism is polyamorous.

Characteristics

In the defense of the polyamory emphasizes that relationships are not just sex. Love is much more. Jorge Roldán (2018) explains the amount of facts and relationship

types for which we are missing words, for which we do not have the appropriate names. Sometimes you are using and copying concepts and words of the English improperly, because it is very difficult to the literal translation, do not mean the same thing in each language, according to the context van loaded with intentionality, bias or cultural content.

The neologism "polyamory" itself is a poor translation of polyamory that in English does not mean exactly polyamory, which would be polilove. In the 1990s, when the concept begins to popularize in California, in its original version is impacted more on affective relationships and less on sexual, that is why in English popularize the strange term "polyamory" instead of polilove or multiloving. Experts as Felix Lopez (cited by Roldán, 2018) prefer to differentiate it from the term multiloving, since it would be more accurate to use two differentiated terms: polyamory, to want to several people (primary), are the affections and multiloving, to love several (not just wanting in the affective sense). In Spanish we have only one term, polyamory, such as sum of both.

Forms of Relationship

In the polyamory which different relationships are known to all participants does not mean a multiple coexistence, but it is not excluded. They can also be known or accepted in varying degrees, does not mean knowing everything, nor inform each step or activity. Consent does not mean to communicate aspects that belong to the intimacy of each person.

Polyamory may also arise as the assumption of a given reality, the fruit of a process. A couple may not be polyamorous when it has constituted and having to be when one of the two begins a new relationship with another and the three prefer to keep the relationship, once known the situation.

Hierarchy. It is called "polyamory hierarchical" when there is a primary relationship. It means that there is a more continuous or frequent relationship between two people and with another third is lower, for example because he lives outside, for employment reasons, etc. but equally the loyalty and information have to be to give to consider polyamory. And it can also be without hierarchy, when relationships flow in similar levels.

Number. The polyamory can be between three people but also among four or more. The number does not determine the consideration. Will determine, in practice, the times and intensities and forms of the different relationships.

Space. The polyamory can be granted or not in a group in coexistence. Several people who live together and with polyamory between them in a sanctioned by all. In this case, if the group is more than three people, you are closer to the so-called "communes", popularized by the hippy movement, who practiced the self-styled free love among them, and they began to be created in the years 60 and 70 of the last century.

But on the concept of "free love" usually is considered to be more open relations and flowing, without stability or with a high degree of variability, which is quite common in those decades among youth. Different case was the case of communes created in remote areas, such as some that began in abandoned villages in Spain, where, if you practiced stable relationships in the interior of a particular group.

Polyamory in a group in coexistence can be a *consensual relationship behind closed doors*, in which you don't admits that its participants may have relationships with other people outside of the group would be considered an infidelity (if there is no warning), or it may be open, that does not exclude other external relations, of a different type.

In conclusion, we can say that the concept of polyamory is characterized precisely by not defining a rigid structure or a universal framework (beyond the ethical principles cited above), nor can you specify in a model of relations:

> There is not a typical structure of polyamorist relations. Someone can have two stable lovers who are not with anyone else, or three lovers who in turn have other lovers, or both lovers as primary relationship and another as a secondary relationship, or be bisexual and have lovers of two genera, or be in a trio that they may all be lovers of all and at the same time have sporadic relationships […] Whatever the structure, what counts is that it works and that it would be agreed upon by all parties involved with sincerity and respect (Madrid Polyamory, 2008).

There is a pragmatic vision: what works and serves for the participants why reject it? The polyamory is based on mutual trust, respect and communication. These would be its ideological foundations minimum standards, rejecting stereotypes. Although the polyamory is defined more as a practice as an ideology, but with some minimum principles; it is more a cultural movement that a social movement with a defined ideology.

The flexibility in the delimitation of the relational forms is an interesting feature, "we could say that the polyamory and open relationships they share it with free love: there are no prefabricated structures, it is social bonds in construction, in constant mutation and resignification" (Porta and Musante, 2016, p.10) .

Polyamory Criticism from Defenders of Free Love

We have three main types of relationship on which we discussed in this article: *free love, polyamory and open relationships*. These three forms or "behaviors" also have in common that they reject any official institutionalization of love, call it marriage, registered domestic partner, polygamy, etc., would be three ways to live love in freedom. For these authors (Porta and Musante, 2016, p. 20)

> Free love is revolutionary if you arrive to question the patriarchy, if it rises as a practice really novel, democratic, that breaks with the machismo and violence prevailing in today. And that's why we differentiate the polyamory or open relationships. These two are experiences that can be very "pleasant" and can be disruptive, but there is not a political proposal, do not look toward a horizon.

What is proposed on Free love is very attractive, but little concrete. From ideological anarchists and "revolutionaries", continues to advocate the free love as breaker position with the system, but not much concrete what it is and how it could live socially, beyond the theory and personal experiences. It is one of the differences with the polyamory, which if realized and lived in the present.

As well, for some the polyamory is one of the concrete ways to live free love (I prefer to say that it is one of the ways of love in freedom). But others have branded: how neoliberal approach that material consumption of love, consumerism. José Martínez García believes that "what is proposed in the polyamory is not free love, but neoliberal. The other does not interest me as a whole person, such as in free love, but only that which can be put in a contract". And repeat ad nauseam that the polyamory is neo-liberal, always contrasted with free love: "free love is a compromise between equals, based on respect, desire, and in the care, accepting the other as another that you cannot fully understand, nor can you submit, but in which delivery is total". But "in a patriarchal society and capitalist are not given the material conditions for this form of love" (Martínez, 2017).

To speak of "total surrender" reminds us more to the infatuation of love itself. If you counterpose to an ideal today impossible to achieve -free love- the arguments advanced by Martínez is weak. Rejects even the educational activities related to polyamory, how the workshops or seminars on jealousy, because its objective is only the improvement of a commercial contract: "The 'negative externalities' of the polyamory, like jealousy and insecurities, working in specialized workshops, in a business…" (Martínez, 2017). But their alternative to the practical reality of the polyamory is non-existent, since we live "in a patriarchal society". Rather it would seem that is speaking of the polyamory as if it were a commercial contract of sexual exchange.

The article was answered by Juan Carmona (2017), "the author caricatures to polyamory, accusing him of exactly what those who practice we try to avoid at all costs: the hedonistic instrumentalization of the companion". Replying to Martinez, provides detailed explanations, also of the educational activity: "Those who practice polyamory propose that jealousy addressing, among people who want to, as a natural feeling, that requires attention, patience, self-control and improvement of the character itself". Among its conclusions indicates that "The polyamory is free love precisely because it is accepted that there is that part of the person that can sometimes create insecurity" (Carmona, 2017).

Let us remember that anarchism and anarcho-communism, such as Kollontai, advocated free love how radical form of overcoming the love established, forced through marriage: the institution of marriage was part of the patriarchy, even more, it was considered to be one of the pillars of the patriarchal capitalist system. But, as we have argued, the marriage in the twenty-first century is no longer seen or experienced as a compulsory institution in order to establish relationships, supervised by the State. It is only one possibility among others. In the present pair without having the institutions can no longer be considered revolutionary, nor breaker with the patriarchy. If it is considered that there are other ways to live love in freedom, as the polyamory or open relationships. Assume that there are and respect them, in its multiple variants.

Relational Anarchy, Consent and Open Relationships

What is called "relational anarchy", would be a step further, more open and explicit what traditionally or *officially* is meant by polyamory.

Relational anarchists tend to believe in the natural consent and seek explicit consent in most of the areas of a new relationship. When they build a new relationship with someone, anarchists relational databases rely on the implicit consent, understanding that is revocable and renewed frequently with your partner […] Consent may be explicit or implicit (Martin, 2015).

Cconsent is therefore the fundamental pillar of the anarchy relational database. We normally speak of partner and friendships, differentiating between people with which we have sex or not. polyamory, and more relational anarchy, they break with those tags.

A relationship that happens to be monogamous relationship to anarchy relational database is a covenant that could also lead to polyamory, free love or rupture of the couple.

Polyamory is different to the couple with liberal relations, in which two people assume by mutual agreement that each can have casual relationships with other people. Each party assumes that can relate intimately (at different levels) with other people, and not necessarily has to inform the other person of the couple. You do not have to report everything because it has agreed to do so. That is to say that we return to the importance of the consent, as previously agreed.

The social trend is an increase of couples who assume that their relations are open, in different degrees and for different situations or circumstances: personal, emotive, professionals (distant) work spaces, for rejecting monogamous relationships closed and exclusive, etc. This phenomenon can be part of a social process of growth of freedom, within couple relationships.

Once two people assume that phase of falling in love is temporary and rejects the romantic love, the *open relationship* may be the solution for precisely the search for stability.

 It is a natural process consider having had various relationships before the current partner and that surely after we will also have other. If each pairing is only a part of a long sentimental life, we will assume naturally other relationships or its possibility, at least probing or explore other relationships. It is also the product of the increase in life expectancy and the quality of life. Only a century ago active love life "official" was on average 25 to 30 years, is now at least twice, more than half a century, we live in fact *several lives* (Alberich, 2015). Another thing is that, for ideological reasons or practical, we do not want to "complicate life" exploring other possibilities of relationships or dating.

Difficulties

In practice, any of the situations commented and the different types of relationship, polyamorists or open, are not easy. You have to know how to manage many things and to cope with different difficulties. The life of browser is complicated. Innovate as well. We are going to comment briefly on some of them.

Security. It is necessary to manage security and sexual relationships. Poorly developed aspect, little commented on web pages and articles on the polyamory but that

obviously concerned when speaking of the subject. Mutual trust has to include this aspect and it is necessary to communicate how it is being resolved, what protection measures being carried out.

Manage the times. It may happen that you start new relationships, one after another, but then cannot continue. A person assumes the polyamory and opens, begins a new relationship with other people, successive which also accept the polyamory. But in practice it occurs it is impossible its stability. Simply because we have a limited free time. One of the people you can continue to open new relationships, but others are not. In these cases, uneven relationship and, therefore, tensions and danger of hierarchies, breaking the equality required of the polyamory. The times are limited by the work, physical space, the care - family, offspring, etc.

Gender Differences

> Women, to a greater extent than men, assume that model of love and romanticism that makes us sort our biography and our personal history around the achievement of love. Many women seek even the justification for its existence giving love a role of the same, giving him more time, more imaginary space and real, while men granted more time and space to be recognized and considered by society and peers (Porta and Musante, 2016).

Traditionally men have given more importance to relations and career women. Perception is changing in recent decades, especially with the addition to the labor market of women with highly qualified professions and in leadership positions.

To defend the polyamory (such as movement) a vision of strict equality in relationships, reach the polyamory is more appealing to women who defend their freedom that radically for men. It is easier, but find it more difficult to visualize it, to recognize it publicly, since there is still a lot of social rejection.

Our society is still patriarchal, but it must also be recognized that a part of the population walks in various ways to quit. Spaces have been created where one lives alternatively. One of these spaces is the fraternal relationships and non-patriarchal. But even today, the fact that a man recognizes that he lives in a polyamorous relationship may not be rejected because of ancestral form assumes the tendency to promiscuity of the man, but not woman. Without going into more explanation or reflection, think that it is man who has a relationship with several women and not vice versa. However, in the case of women, is rejected socially in all cases: whether it is a relationship of women with several men, as if she is part of a relationship of several women with one man, or if they are two and two.

One example that the active group of a well-known local collective of polyamories are six people, two men and four women (Roldán, 2018). But only men dare to go to the media and appear on the posters of conferences or discussions on the polyamory. Internally if all participate equally. Carry out activities such as discussions on "women's group", video forum, etc. The aim is to visualize the polyamory and create spaces of communication, discussion and training among people interested in issues related to polyamory, sexuality, jealousy, etc. In Spain there are groups known and

stable in Malaga, Valencia, Barcelona and Madrid at least. In other cities have existed but have dissolved or transformed.

Cultural Movement

Polyamory is not a proper social movement. Or, at least, its members are often not recognize themselves as forming part of one. These collective agreements do not proselytize, neither public advocacy of his ideas, although it can be considered as a cultural movement or a social movement of "short wave" (Alberich, 2017), which would form part of a wider social movement, within the framework of social movements in favor of sexual diversities.

Defend their ideas and way of life, but nor do they consider that their activity poliamorosa is the social objective to achieve. What they want is respect and be able to talk and discuss in freedom on the polyamory, not for society to be polyamorous. The collective respect for all the ways in which they can live sexuality and affectivity is scrupulous. In short, the respect for love.

Coexistence

Living in the same household, the children and the polyamory how is this possible? Really the aging in multiple coexistence has always existed. In many societies has lived extensively the upbringing in common, several generations in coexistence (grandparents, children, grandchildren…). The cousins were almost brothers that had a lot to do; in Spain they were officially referred to as carnal cousins or brotherly cousins, to differentiate them from "political" or first cousins and second cousins. This society was the majority until only a few generations. In the rural areas (and in some neighborhoods) is still very common family cohabitation extensive very close. The successive industrial revolutions have gone to impose the model of metropolitan urban society, where the place of residence is separate from the productive spaces and subjected to the economic logic. The extended family has been relocated dispersed into multiple spaces microfamilies.

After the second demographic transition, today, again, the cousins they acquire a new role: replace the brothers in the increasingly common families with an only child. In a multi-polyamorous family you can give this form of coexistence in a natural way. As also happens when separated parents begin a new coexistence with a partner who has offspring of previous connections. Siblings are more numerous. No one, or almost no one, he is surprised. Another issue is the legal recognition of polyamorist family and the difficulties involved.

Legality

When we talk about creating and playing in a polyamorous group is given the multiple profile, an aspect which is not covered in the current legislation. It is an issue

which coincides with demands of lesbians and other forms of sexual diversity. In this case, it raises the question of how to claim to recognize certain rights to more than two parents.

These difficulties are, for example, for legal permissions of absence from work due to illness of the spouse or children, which are only recognized for the family monogamous relationship, in marriage or de facto relationship -first-degree relatives. In general would have to recognize some rights to individuals of "home" in coexistence or, better, to legally recognize as the nucleus of family relationship of your loved ones to a maximum number of people who decide. So, if you recognize *family rights* to a few people, to "relatives", it could protect the rights of other types of families. How can be the LAT (*Living Apart Together,* couples "together but separated"), that is to say couples who do not live in the same house, people who have an intimate relationship stable but not officially live in the same house. And for other ways in which to recognize rights, when the family is made up of brothers with offspring of one (a nephew who is part of the family nucleus real), intimate friendships, etc.

In any case, the polyamorist collectives do not place much importance to the legal issues, at least for the moment. Their concerns will in other ways, such as the already raised. "They tend to give priority to other issues, such as the creation of spaces for meeting and mutual support or increase social visibility of the alternatives to monogamy" (Pérez Navarro, 2017). Which does not prevent "at least two-thirds would be assessed by means of a legal recognition if it were available," according to a study carried out in the US (idem). On the legal aspects is also advisable article of Martinez Thorium (2017).

Managing Jealousy

In one of the above-mentioned workshops of Polyamory Madrid, was used for the debate the proposals of Reid Mihalko (2008), who explains that there are 8 main reasons given jealousy. Some can be added to other and intermingling in each person. Are the eight arms of the "octopus" of jealousy: 1. Possession and control. How possessive I am with other people? If you do not control a situation how do I feel? The times do I consider that my love spends little time with me? 2. Insecurity How safe or unsafe feel the relationship? How likely are you to believe that the relationship will stagnate or break? How often do you think about the possible ruptures? 3. Loss. How easily I have the feeling of loss or abandonment do I have a fear of change? 4. Rejection. To what extent do you feel the rejection as an attack on the self-esteem? If a relationship ends and the other person leaves you what you feel you mean? 5. Loneliness Do you have any problem when, during a time not with another person? - There are who believes that the polyamory can only be assumed by people with great confidence in themselves and who enjoy solitude. 6. To what extent do you value the concepts of justice and equity? 7. Low self-esteem is possible by negative experiences of abandonment to what extent influenced by social comparison? 8. Envy what degree do you want things you don't or can't have?

The Limiting Myth: Romantic Love

The last difficulty that we will discuss to live a love in freedom is the cited and generalized ideal of romantic love. The love that everything can and forever. The love that is total or it is not. That love wonderful, perfect, total and absolute. That is to say, non-existent. And that, as is mission impossible, readily converts to the contrary, in hatred, in a dependency relationship to love-hate.

The monogamous romantic love and eternal is an idealization that lasts a moment. Delusional idealization that, when you live, it seems wonderful, how any illusion. It is normal for the *eternal love* lasts a moment or, at most, a few months ago. How Don Quixote, if he recovers reason at some point, will become moribund and fall harder the greater and higher the fantasies.

The average orange. In the romantic love one plus one is one, two people are merged into one. The idea is very nice, but then each operates as a person, are dependent and only a whole person when they are together,

> "They love each other at the expense of their own person. In this way, each one is empty and depends on the love of the other; it has a reduced capacity for self-esteem… losing the other, who both depends, would be to lose itself. The 'arithmetic' of this kind of love is strange: one plus one is one if they stay together, but two less one is zero if you become separated" Lou Marinoff (2003, p. 157).

This does not mean that the polyamory or free love are against the "falling in love". Without falling in love there can hardly be complete love. Love is a delivery, is delivered to another person (or other) without requesting a reciprocity equivalent. Even if you ask for some kind of positive response to make it a "love".

Falling in love is a state, a situation. Transient. An exceptional process of madness transitory. When it recovers the reason is that it is about to die. It is the transition from temporary insanity of falling in love, stable. And this process

> Supposed to meet real people, not perfect. Hold on to the myths leads to unhappiness. Often, the sense of happiness of everyone is defined in its own myths. If we are dominated by myths, such as the myths are not performed, the happiness never comes (Porta and Musante, 2016)

You may want to two or more people at the same time, but you cannot be in love with two people at the same time (as in the transient state of falling in love we are delivered/abducted a person).

The feelings are contradictory. There are those who considered a repetition of the notion of free love, as it can there be the idea of love without freedom? The same could be said that "there is no freedom without love", if we think of a humanist and spiritual sense of the very existence of the human community (Porta and Musante, 2016). On the contrary, he also wondered Is there someone more like a slave who is in love?

It is considered negative romantic love but you can be in favor of romanticism, as a concept that expresses that a person is romantic because it is "loving". People can defend the poliamorosas romanticism, can be considered romantic precisely because they fall in love with ease, and want to express their feelings, are against to suppress his love for others. They are "in love of love".

Throughout history there have been many men, especially of the ruling classes, have had clear that different levels of human relationship the carried out and would enjoy with different women and men. The radical change is to get both the men and women have the same rights to relate to others, in relationships or not, or of other types.

In short, and as a final conclusion, let's say that the goal of generalization is not the polyamory as something desirable for all over the world. Nor does it have to be the positive goal to reach society in the future. The polyamory is one option among others. It is only one of the current forms of *free love* (in its broadest sense open) defended by revolutionary movements since the 19th century. At the same time, free love and open relationships are some of the possible ways to live love in freedom.

Where does polyamory head into the future, we do not know, but what we can imagine. The important thing is love in freedom. In this if we can agree, generalize and act accordingly.

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