



SCHOOL
OF
UNDERSTANDING

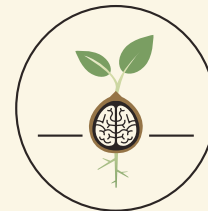
AUTHORITARIANISM AS A DEVELOPMENT DISORDER

**Unable to deal with a
complex world**

Dr. Tjeerd Andringa

Unable to deal with a complex world

The root of authoritarianism



SCHOOL OF
UNDERSTANDING

Authoritarianism

Unable to deal with a complex world

(Andringa et al., 2013)

(Stenner, 2005)

“authoritarianism [...] is heavily determined by **cognitive incapacity to deal with complexity and difference**”

“authoritarians are not endeavoring to **avoid** complex thinking so much as **a complex world**.”

(Stenner, 2009)

Stenner, K. (2005). *The authoritarian dynamic* (New York; First Edition). Cambridge University Press.

Stenner, K. (2009). “Conservatism,” Context-Dependence, and Cognitive Incapacity. *Psychological Inquiry*, 20(2–3), 189–195. <https://doi.org/10.1080/10478400903123994>

Authoritarian dynamic

Solution to reduce
world complexity

Narrowness of
comfort zone

Perceived challenge
to authorities or the
consensus

**Intolerance to
diversity**

=

**Degree of
authoritarianism** x

**Normative
threat level**

(Stenner, 2005)

**Unable to deal with a
complex world**

“authoritarianism [...] is heavily
determined by **cognitive incapacity to
deal with complexity and difference**”

“authoritarians are not endeavoring to
avoid complex thinking so much as **a
complex world.**”

Stenner, K. (2005). *The authoritarian dynamic* (New York; First Edition). Cambridge University Press.

Stenner, K. (2009). “Conservatism,” Context-Dependence, and Cognitive Incapacity. *Psychological Inquiry*, 20(2–3), 189–195. <https://doi.org/10.1080/10478400903123994>

Canceling

Cancel: knowledge exploration

Promote: shared facts and rules

Make “the world” simpler

Intolerance to diversity = Degree of authoritarianism × Normative threat level

In-group

Unable to deal with a complex world

Hide your inability

Promote: social mimicry

Cancel: sources of complexity & difference

“authoritarianism [...] is heavily determined by cognitive incapacity to deal with complexity and difference”

“authoritarians are not endeavoring to avoid complex thinking so much as a complex world.”

Canceling

Cancel: knowledge exploration

Promote: shared facts and rules



My colleagues

“authoritarianism [...] is heavily determined by **cognitive incapacity to deal with complexity and difference**”

“authoritarians are not endeavoring to **avoid** complex thinking so much as **a complex world**.”

Two approaches to learning

Most courses

Cancel: knowledge exploration

Promote: shared facts and rules



Cancel: sources of complexity & difference

Learning to produce the expected behavior, on command

Training

Systems view on Life

Promote: knowledge exploration

Challenge: shared facts and rules



Challenge: sources of simplicity and uniformity

Learning to trust the quality of your knowledge assessment skills

Education

Two strategies → two perceived worlds

Avoid

complexity
&
difference

No
development



(Denham & Andringa 2021)

A brutal and
unpredictable
world

Learning to trust the quality of your
knowledge assessment skills

Embrace

complexity
&
difference

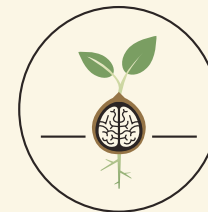
Developing
understanding



An interesting
and dependable
world

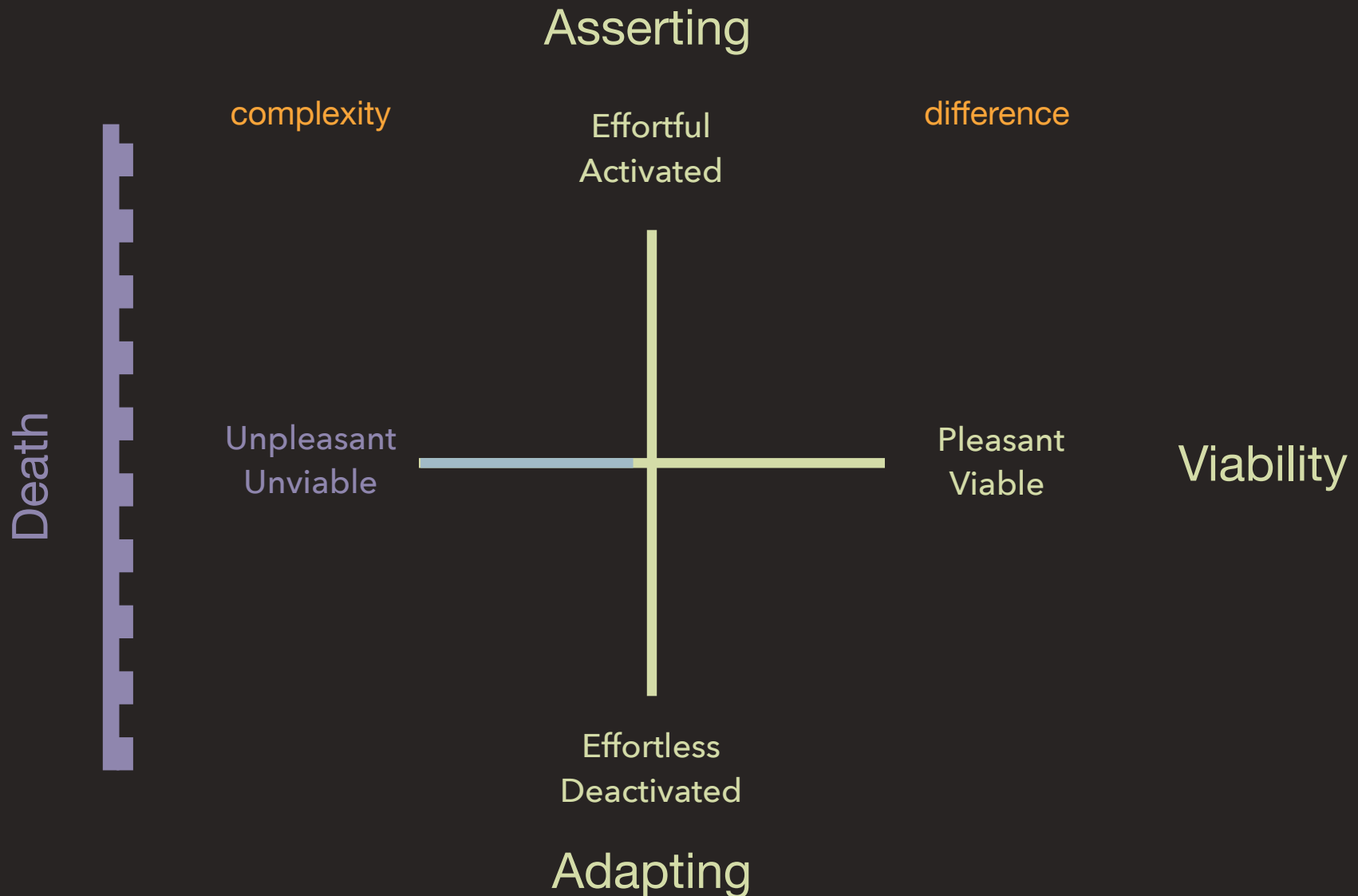
Core cognition

How life learns to deal with
complexity & difference

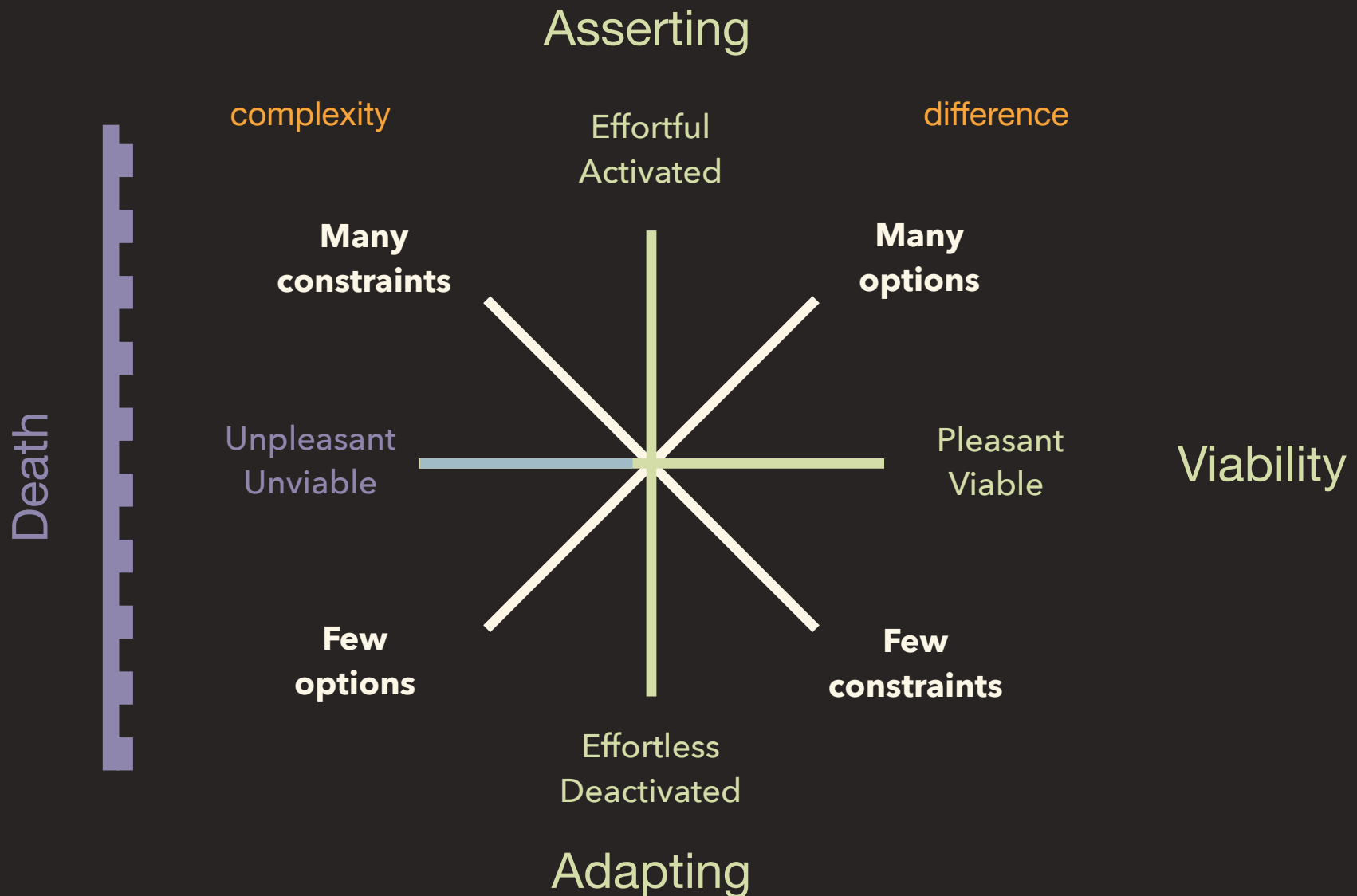


SCHOOL OF
UNDERSTANDING

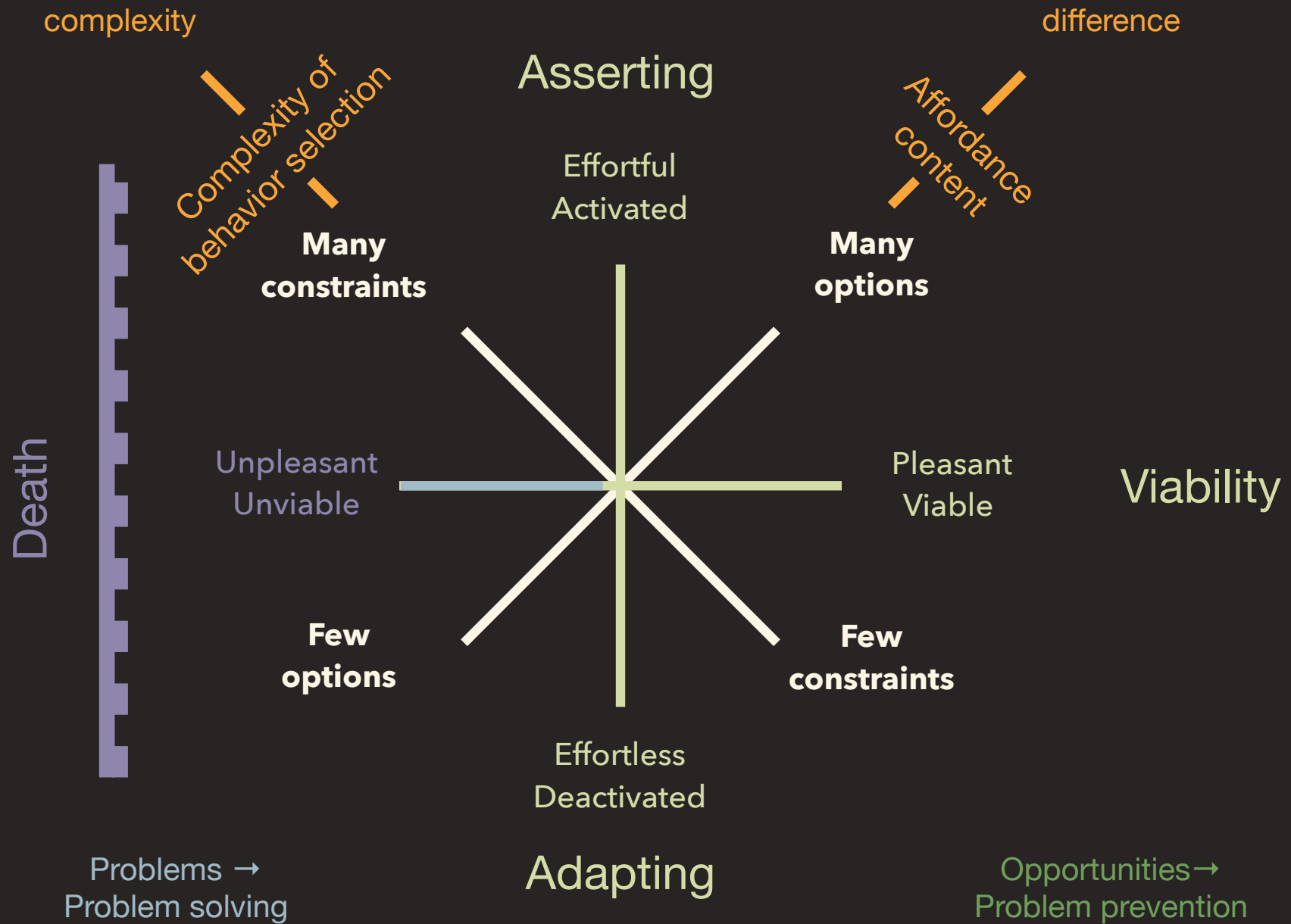
Life: behaviors that maximize viability



Life: constraints & options



Core cognition

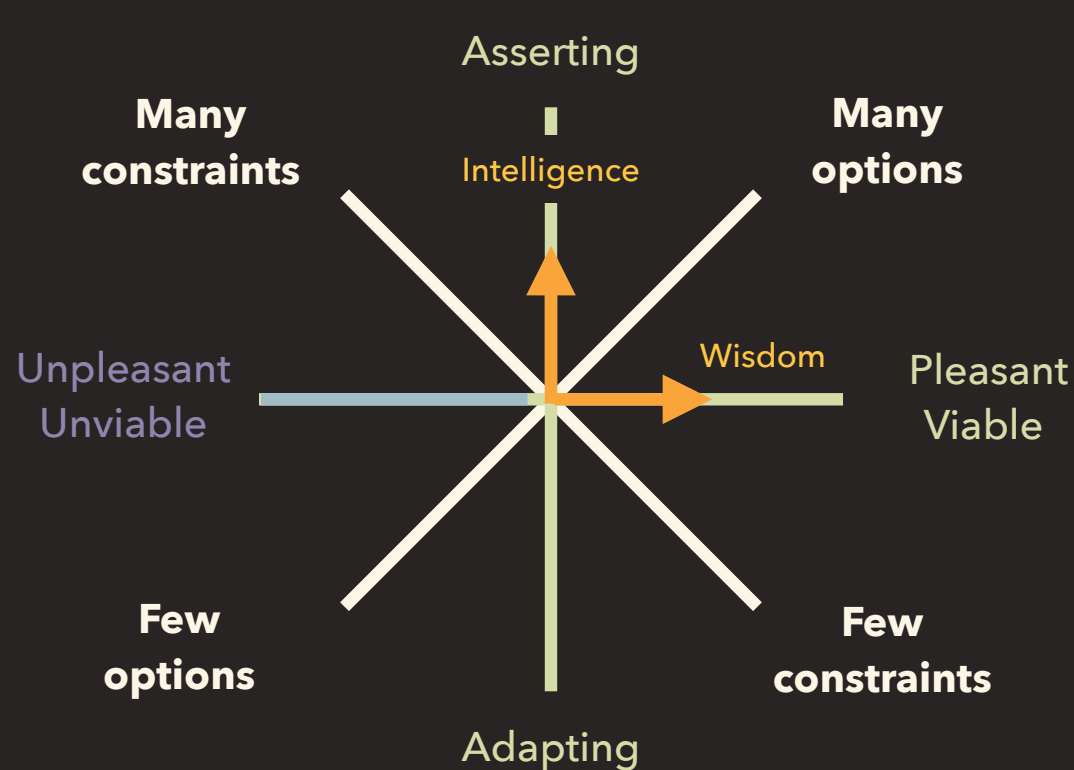


Intelligence vs Wisdom

Intelligence as in IQ-test:

Problems →
Problem solving

The ability to provide
(known) answers to self-
contained problems



Opportunities →
Problem prevention

Wisdom:

The ability to contribute
to a flourishing world
unproblematic

(Fontaine et al. 2008)

Appraisal: state of self & situation

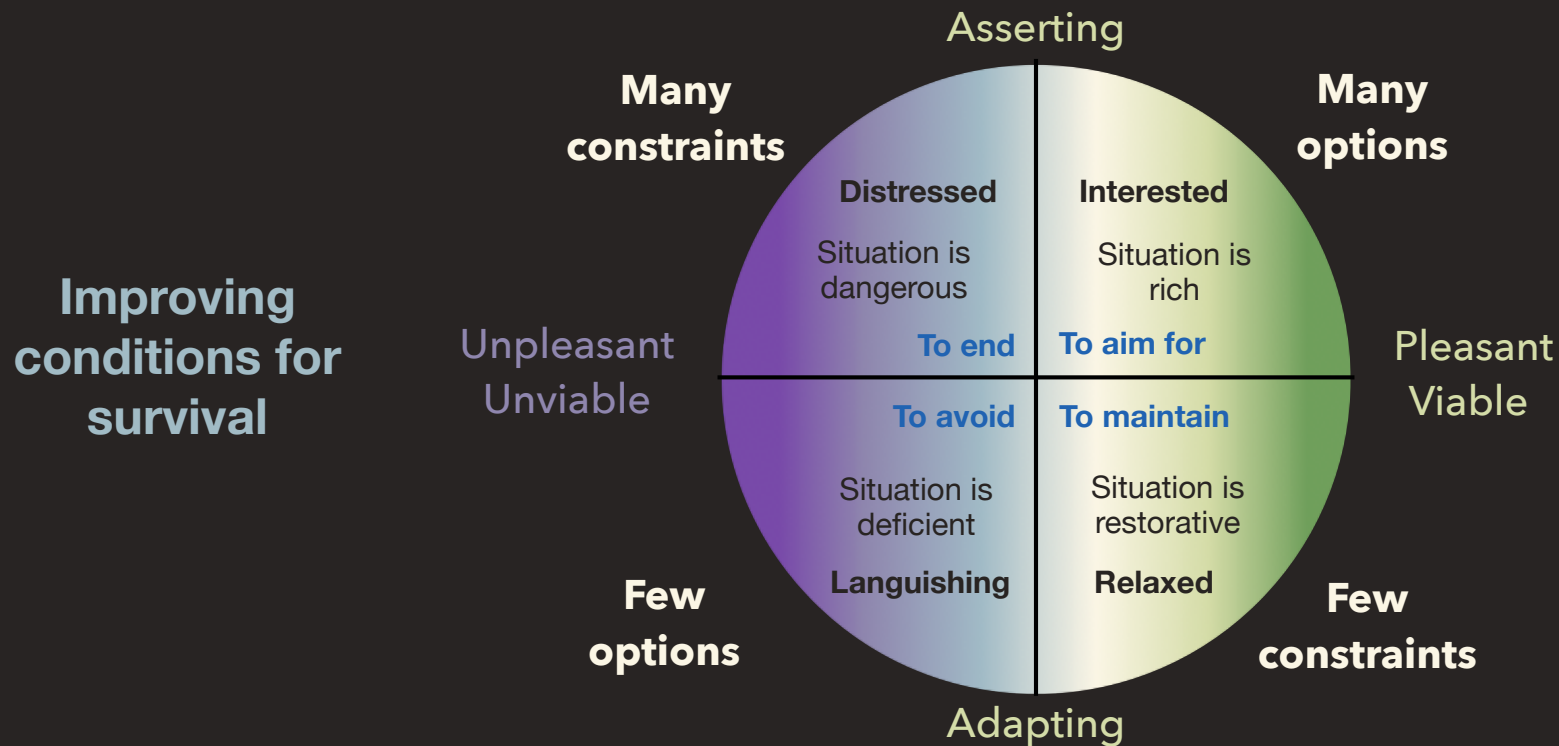
Intelligence:

The ability to provide (known) answers to self-contained problems

Wisdom:

The ability to contribute to a flourishing world

Allow everyone, as much as feasible, to follow its natural/innate dynamics



(Andringa&Lanser, 2013)

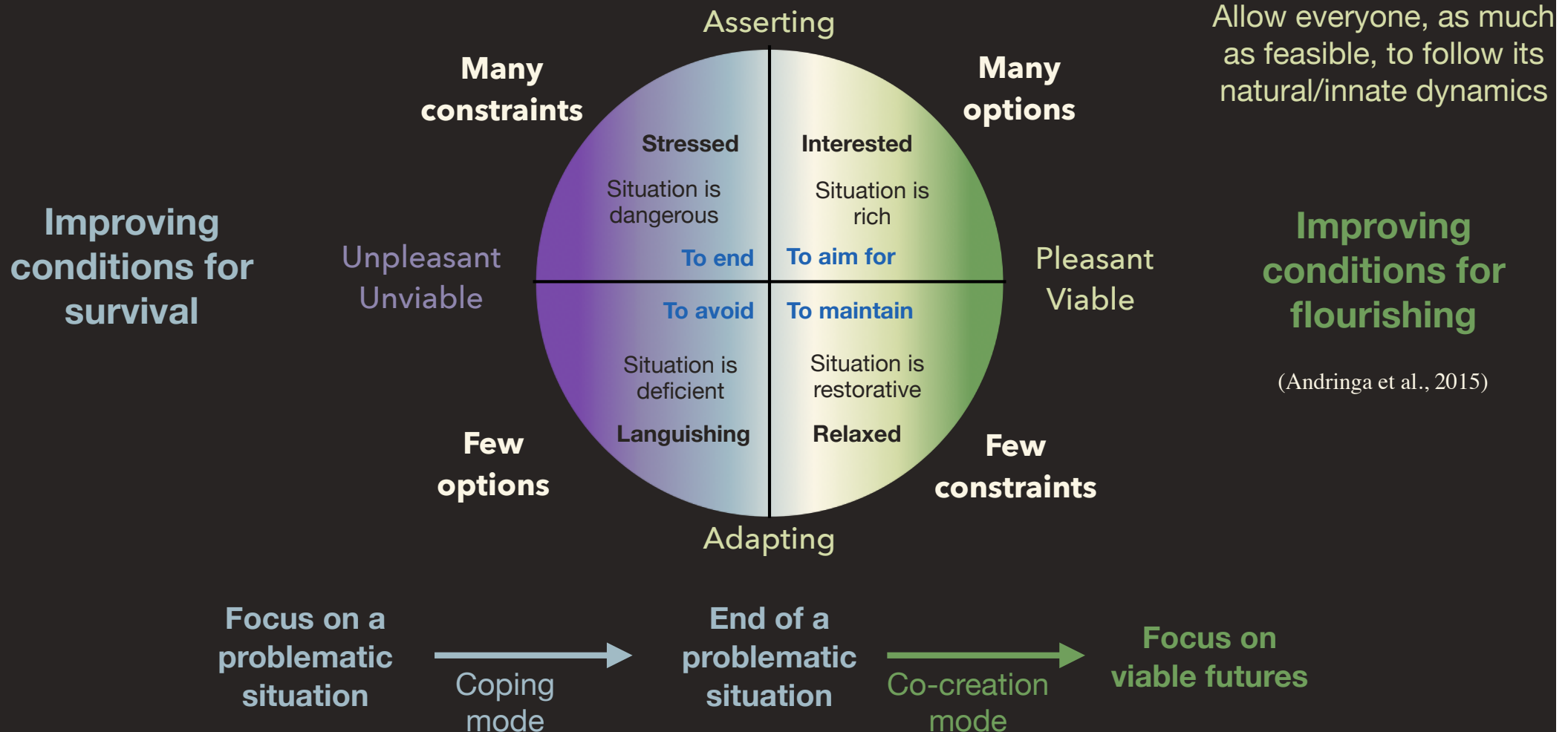
Coping — Co-creation

Intelligence:

The ability to provide (known) answers to self-contained problems

Wisdom:

The ability to contribute to a flourishing world



Allow everyone, as much as feasible, to follow its natural/innate dynamics

(Andringa et al., 2015)

(Andringa&Denham, 2021)

Coping mode

Co-creation mode

Unable to deal with a complex world

At ease with reality's complexity

Good problem solving
Weak problem prevention

Good problem solving
Good problem prevention

Controlling
a difficult or
dangerous
situation

Creating
value to
benefit self
and others

Many
constraints

Many
options

Asserting

Stressed

Interested

Situation is
dangerous

Situation is
rich

To end

To aim for

Unpleasant
Unviable

Pleasant
Viable

To avoid

To maintain

Situation is
deficient

Situation is
restorative

Languishing

Relaxed

Few
options

Few
constraints

Adapting

Weak problem solving
Weak problem prevention

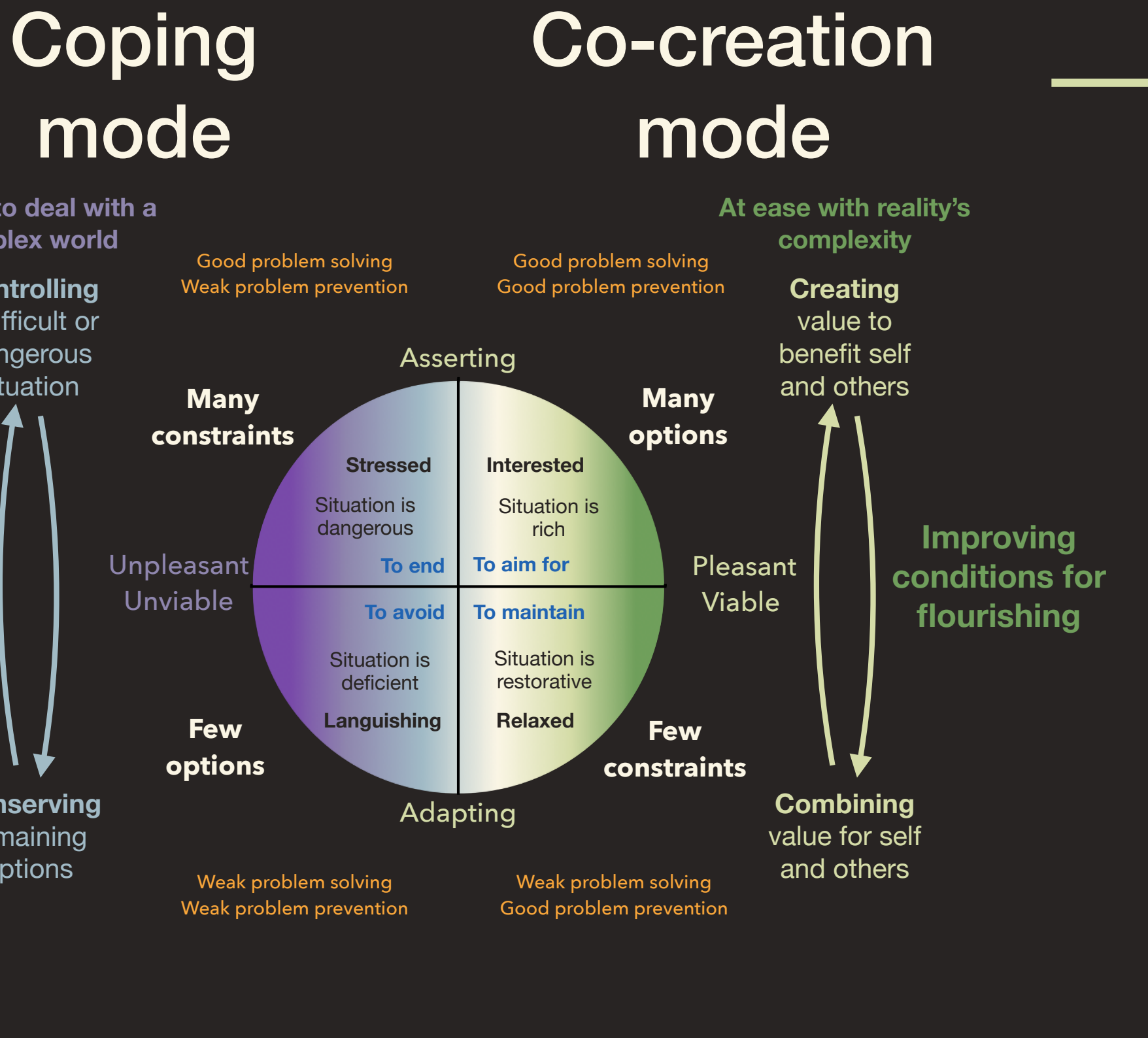
Weak problem solving
Good problem prevention

Improving
conditions for
survival

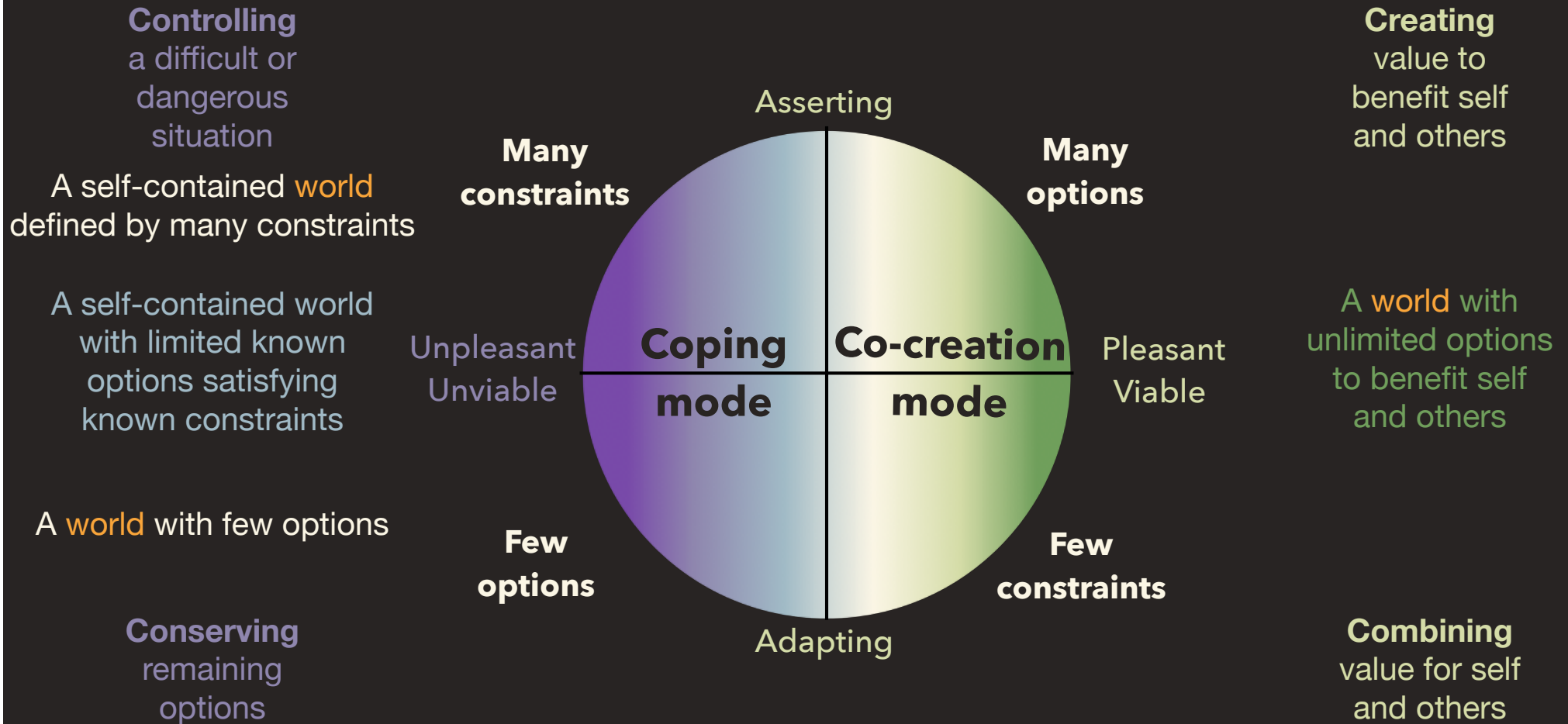
Improving
conditions for
flourishing

Conserving
remaining
options

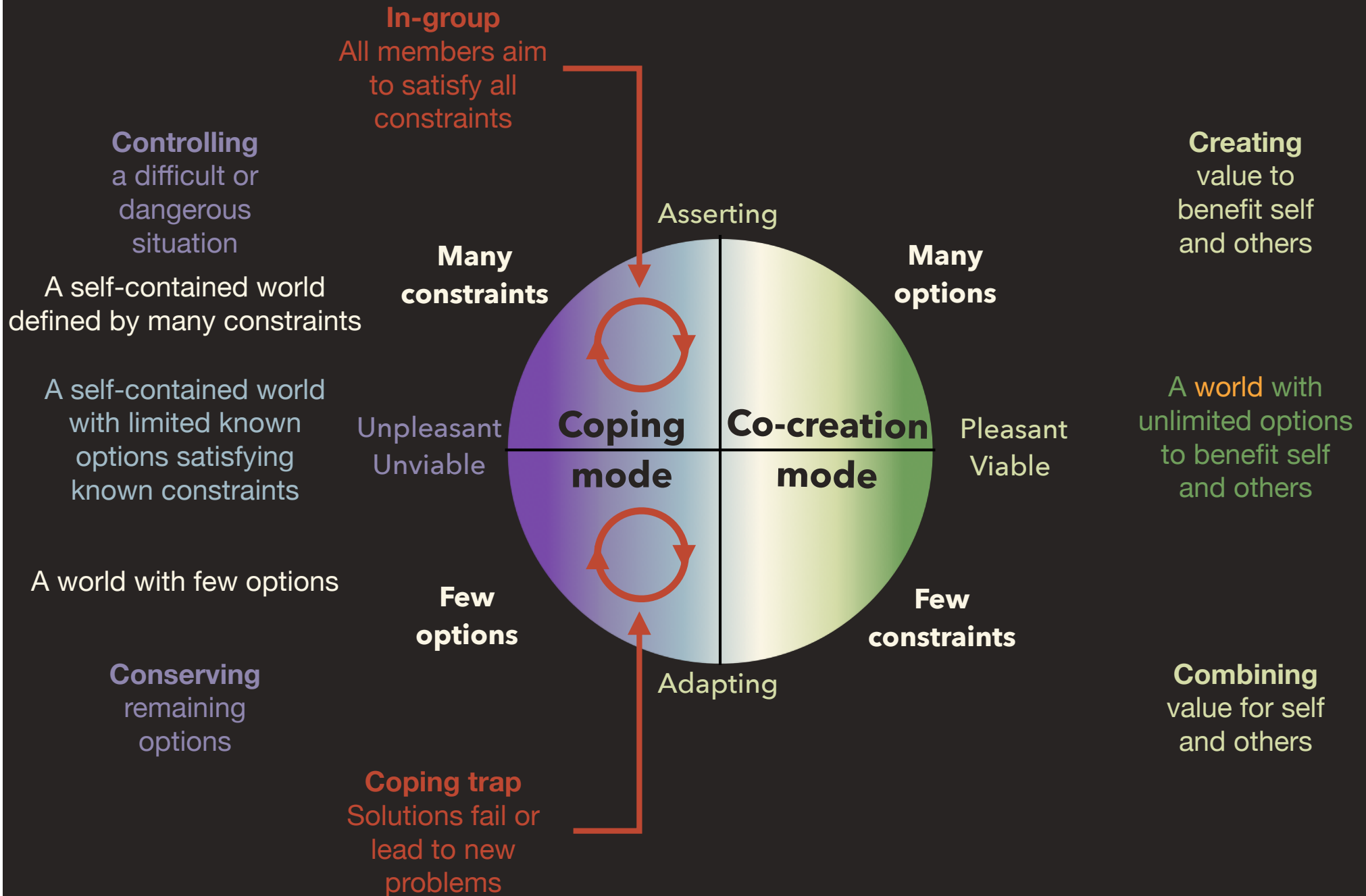
Combining
value for self
and others



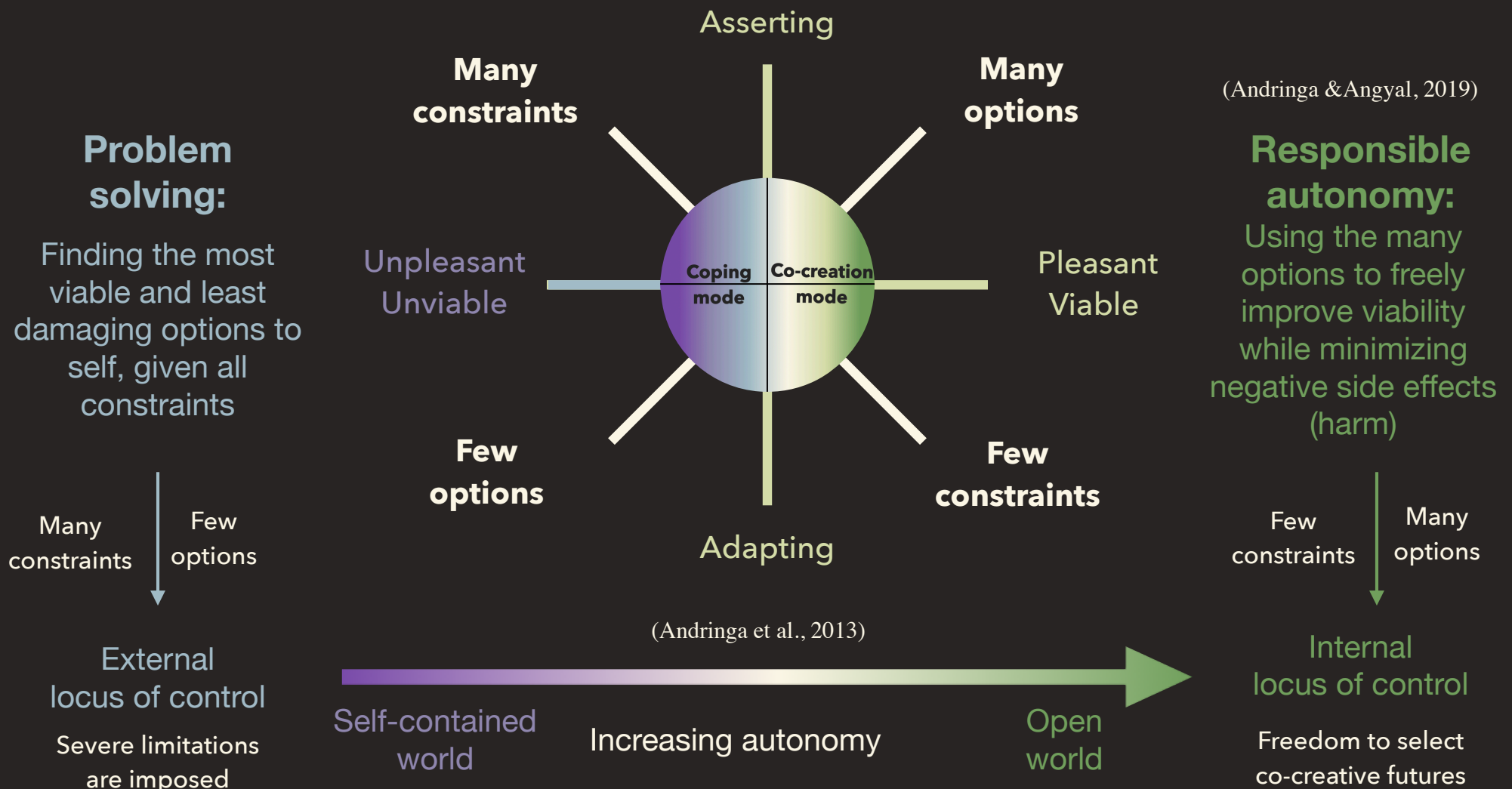
Different worlds



Two closed worlds



Autonomy development



Knowledge vs understanding

Rationality

Declarative knowledge:

Facts

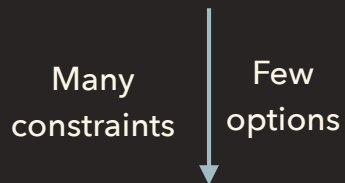
Procedural knowledge:

IF **conditions**

THEN actions

Problem solving:

Finding the most viable and least damaging options to self, given all constraints



External locus of control

Impose severe limitations

Understanding

How to promote innate dynamics at all scales and build on that?

(Andringa & Angyal, 2019)

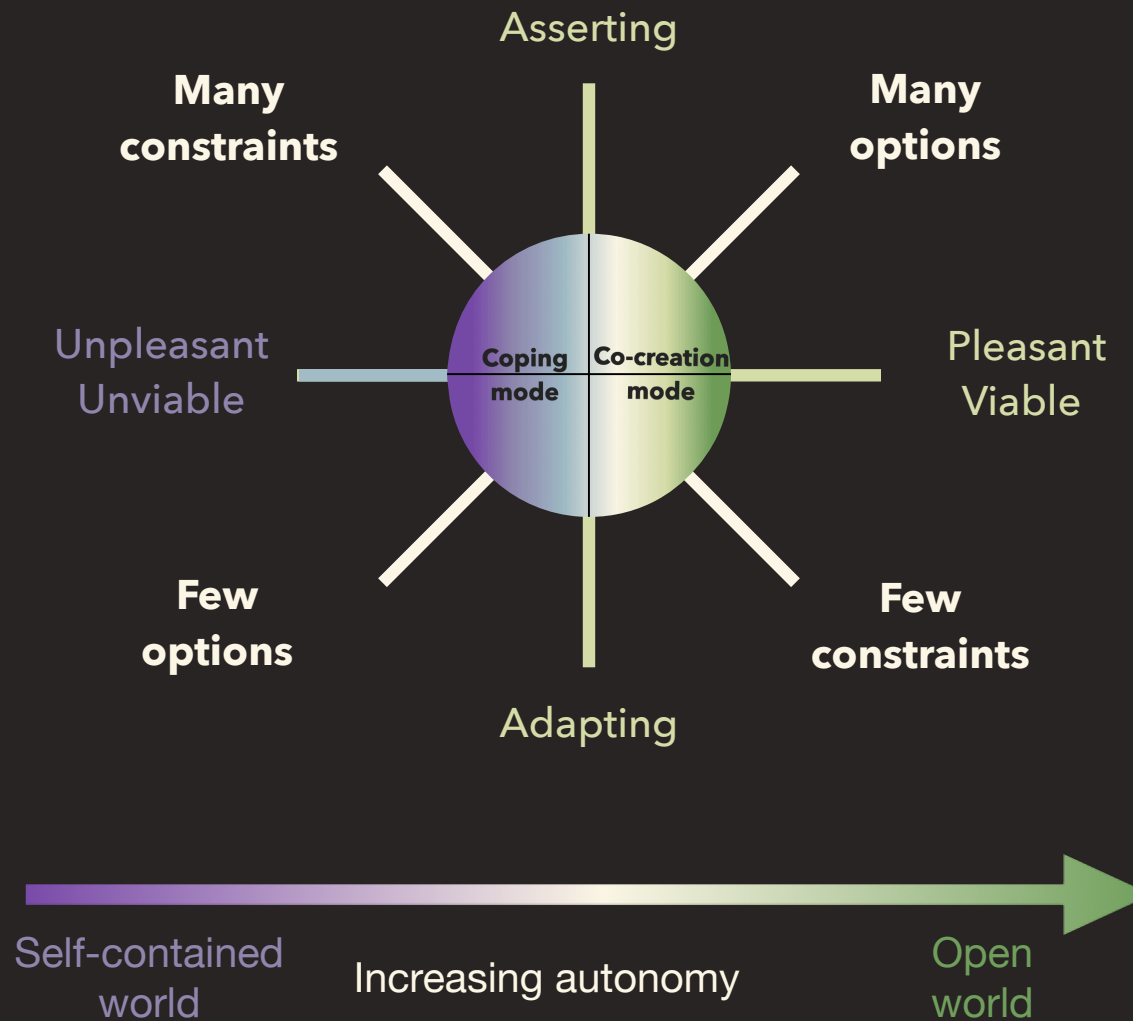
Responsible autonomy:

Using the many options to freely improve viability while minimizing negative side effects (harm)

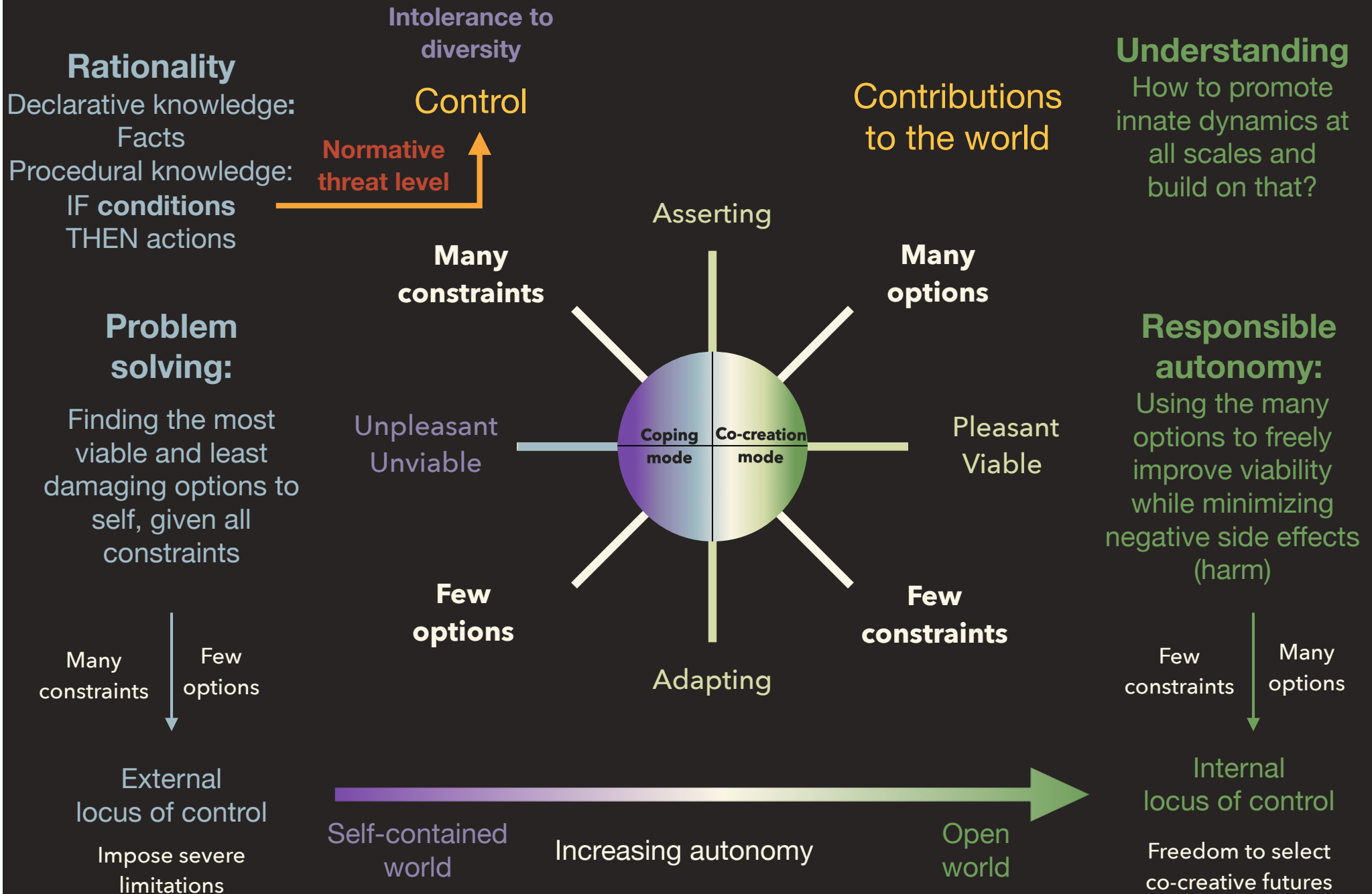


Internal locus of control

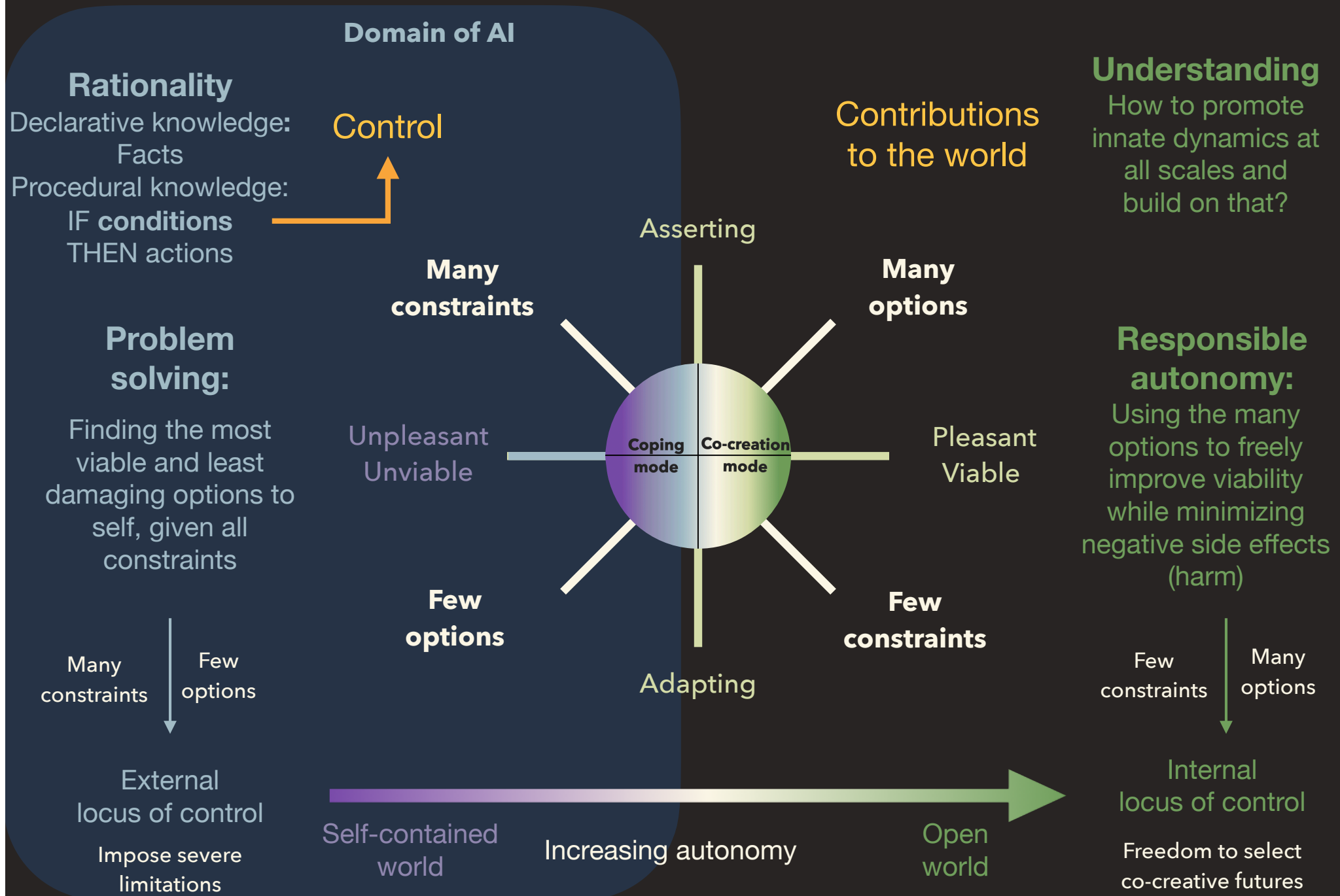
Freedom to select co-creative futures



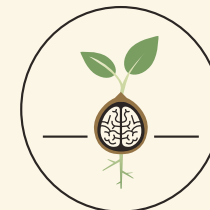
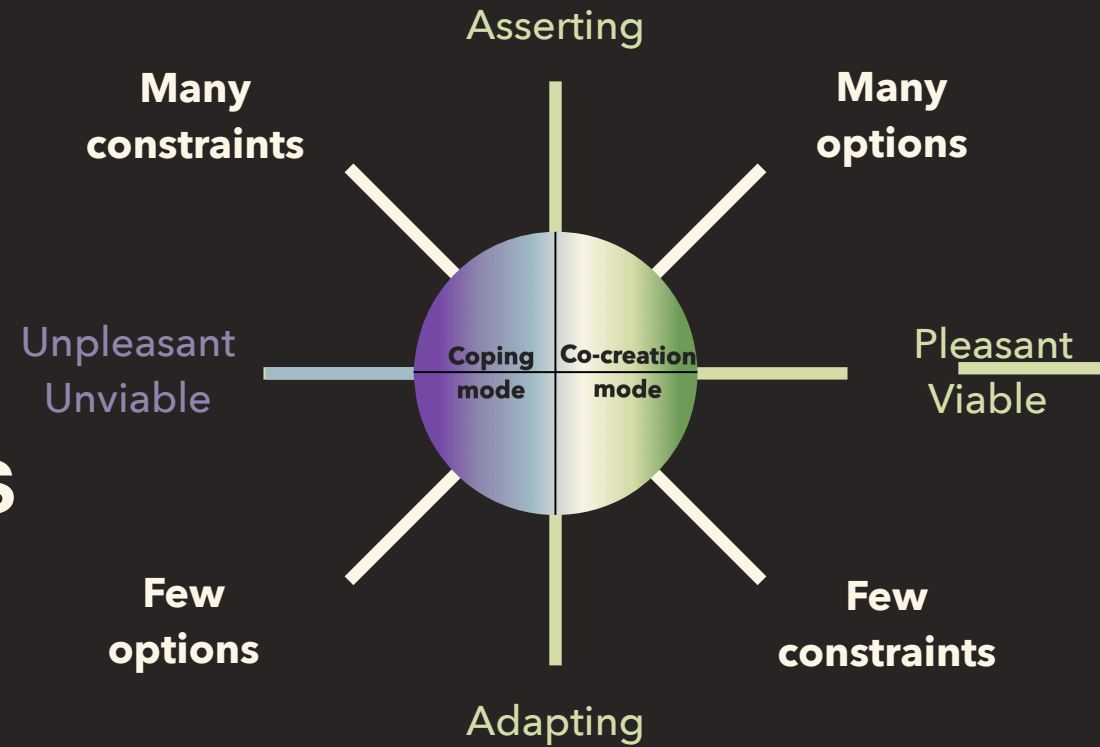
Basis of the authoritarian dynamic



The domain of AI

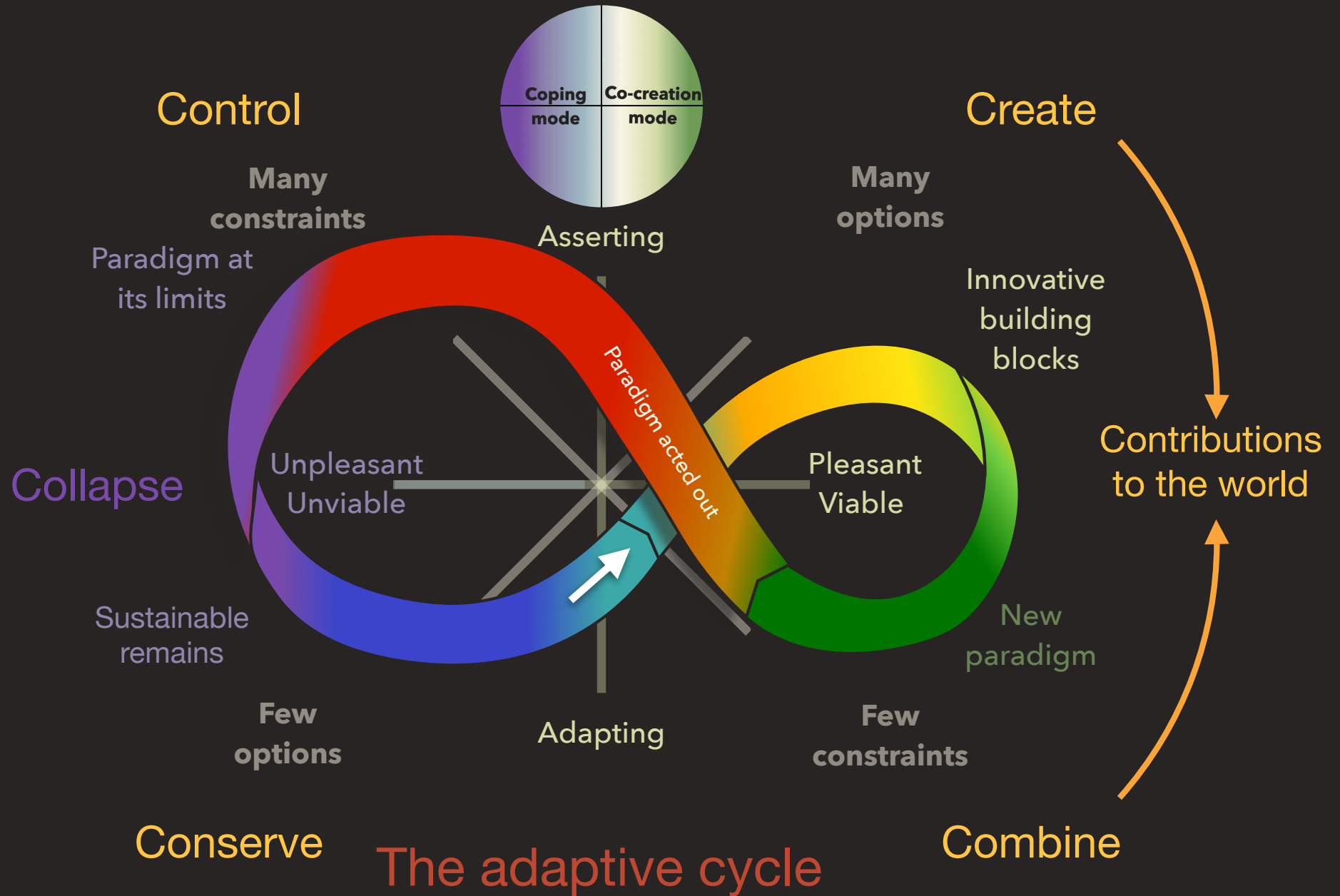


Evolution of complex systems

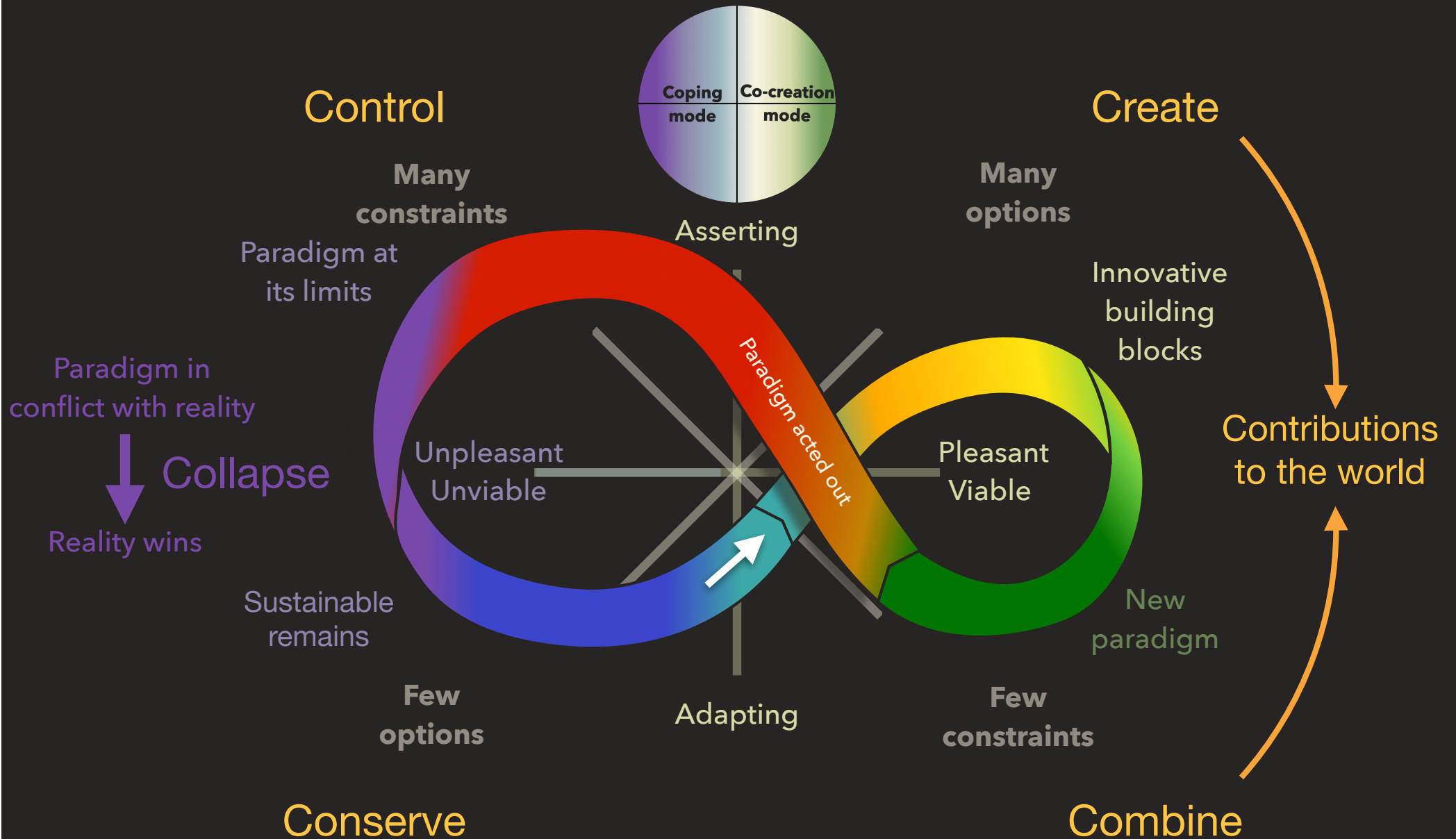


SCHOOL OF
UNDERSTANDING

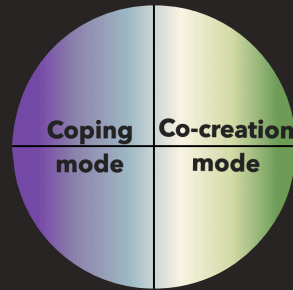
Evolution of complex systems



The collapse



Societal cycle



Weak men
create bad
times

Control

Many
constraints

Paradigm at
its limits

Asserting

Many
options

Create

Strong men
create good
times

Collapse

Unpleasant
Unviable

Paradigm acted out

Ideas

Improved
building
blocks

Pleasant
Viable

Contributions
to the world

Sustainable
remains

Basics

Adapting

Vision

New
paradigm

Few
constraints

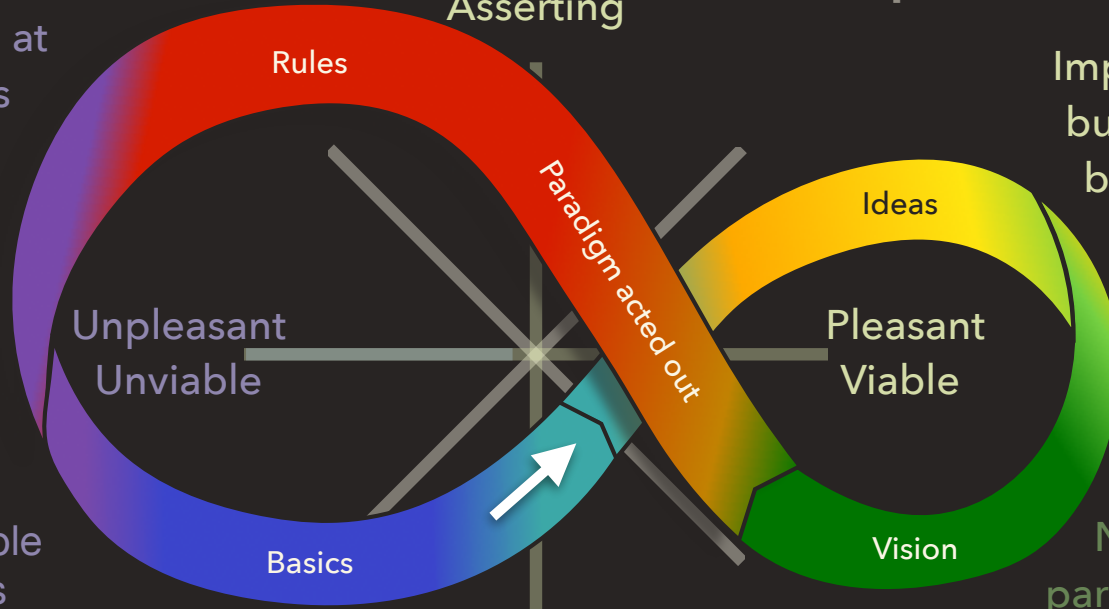
Conserve

Bad times
create strong
men

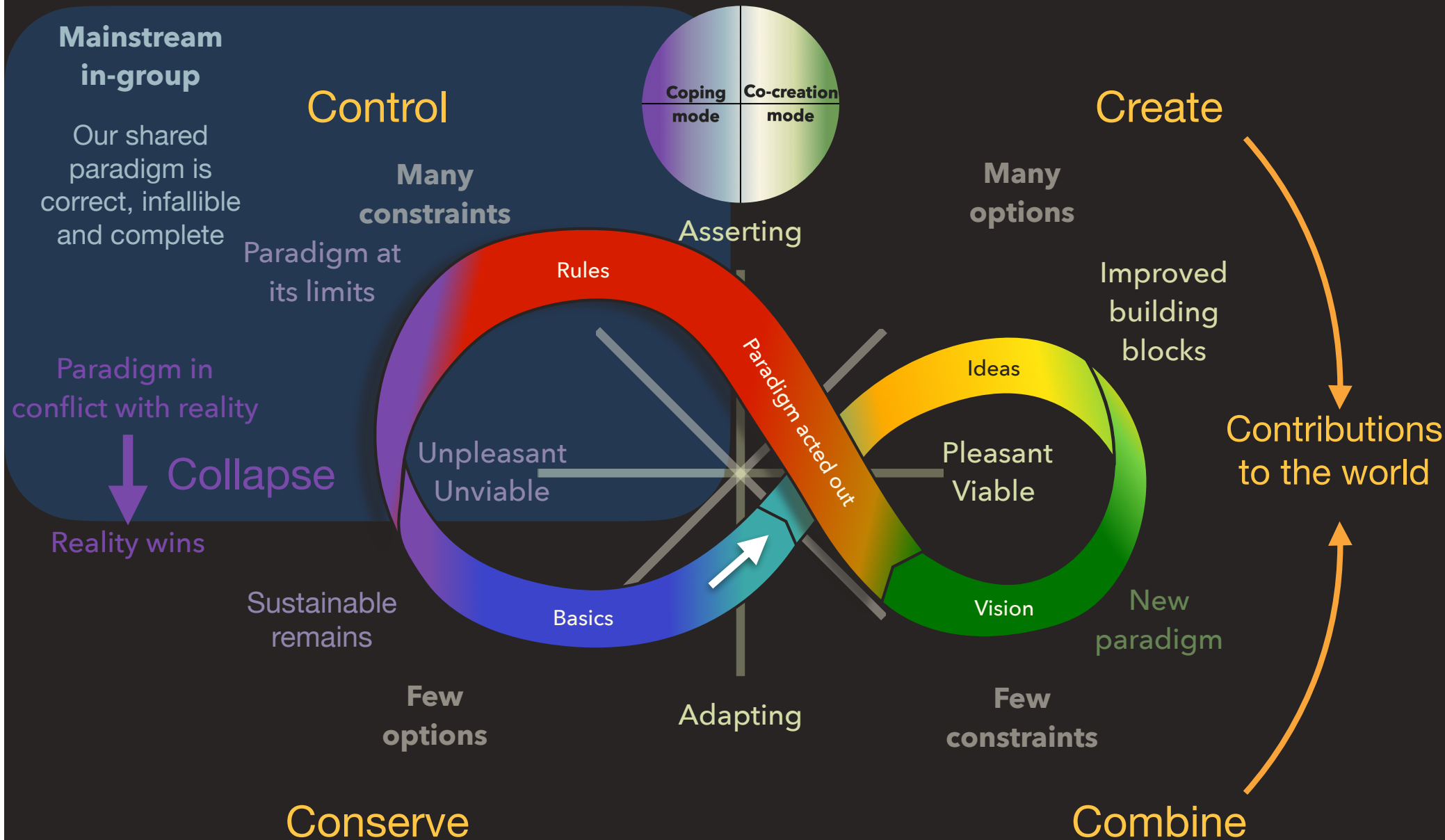
Few
options

Combine

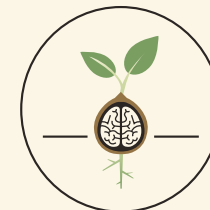
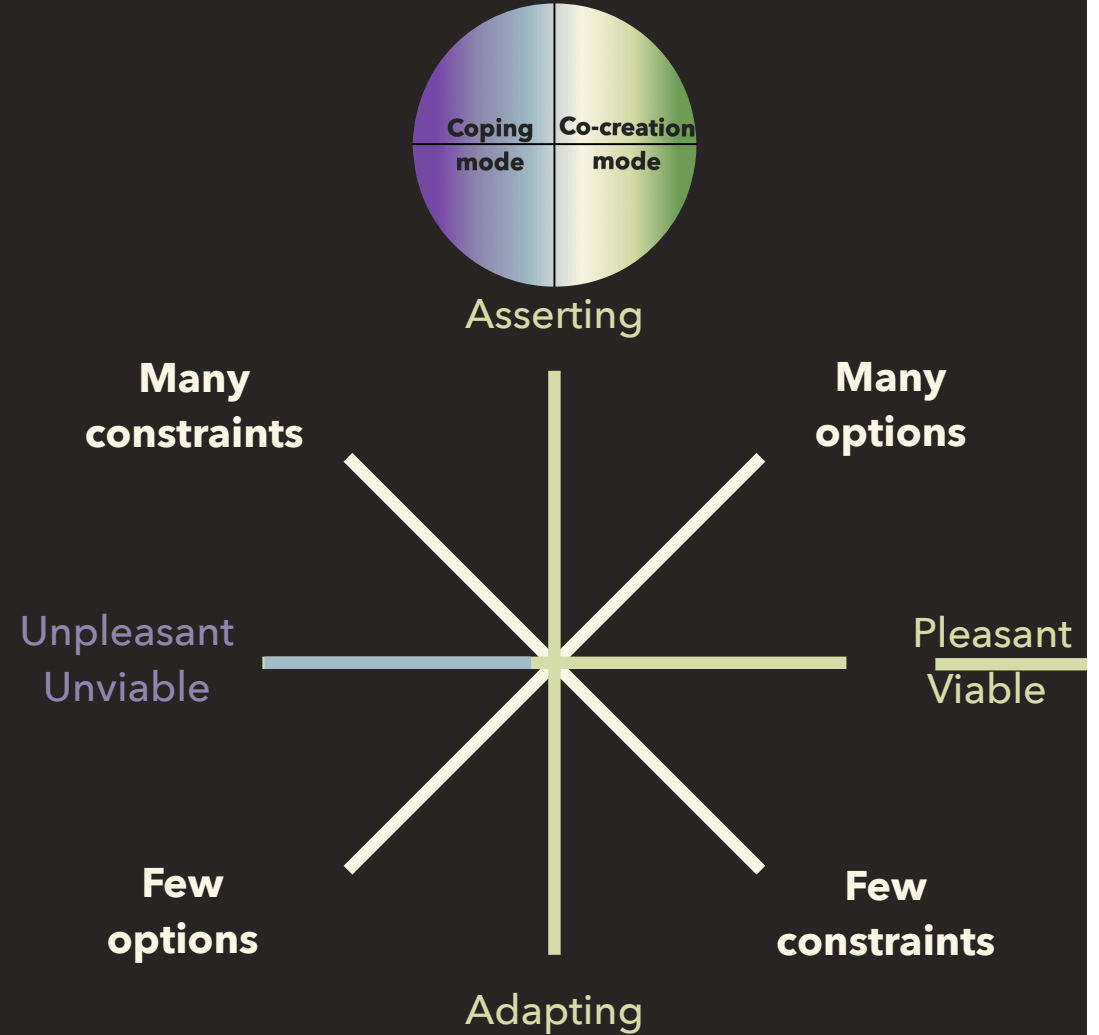
Good times
create weak
men



The mainstream in-group

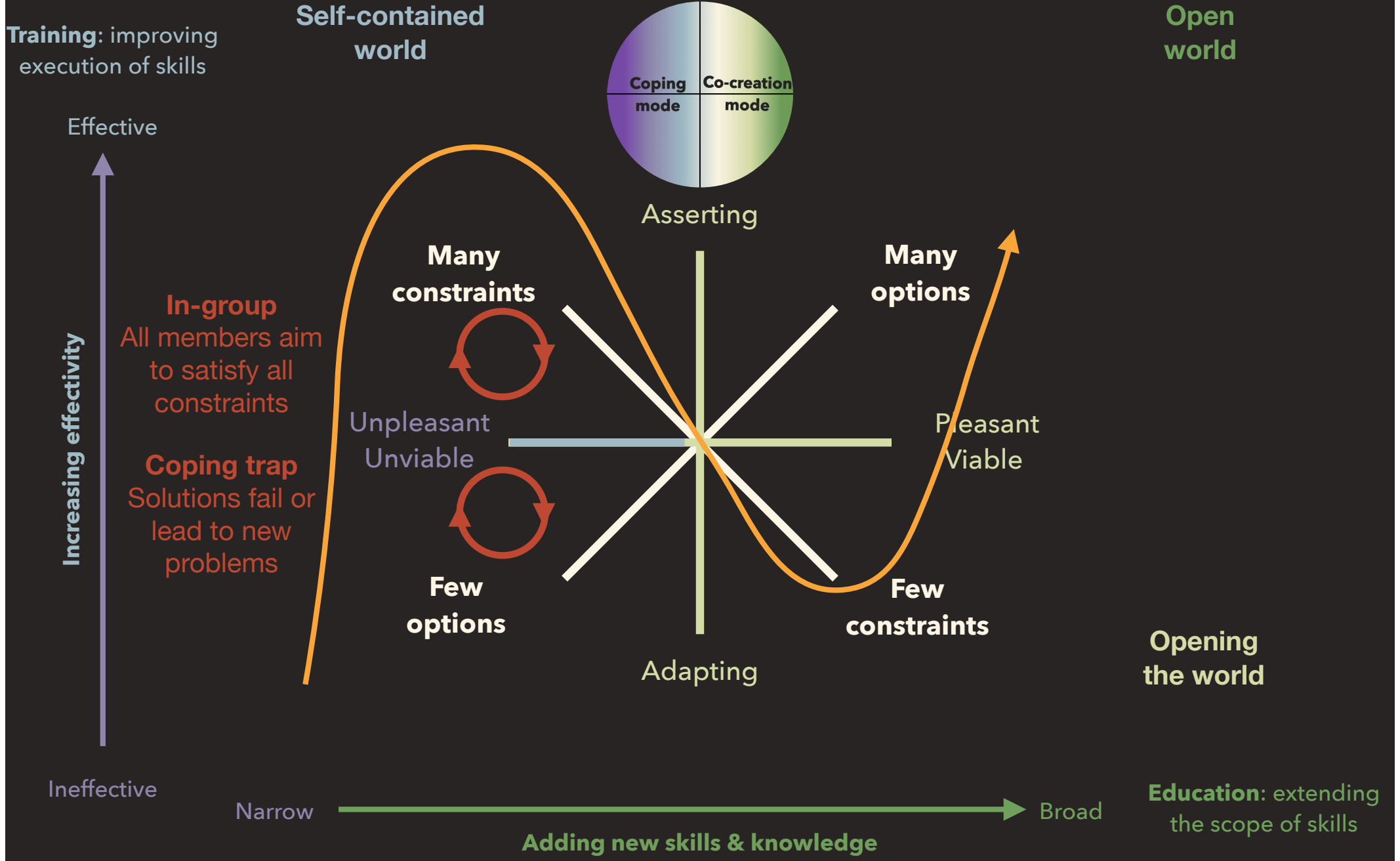


Skill & knowledge development

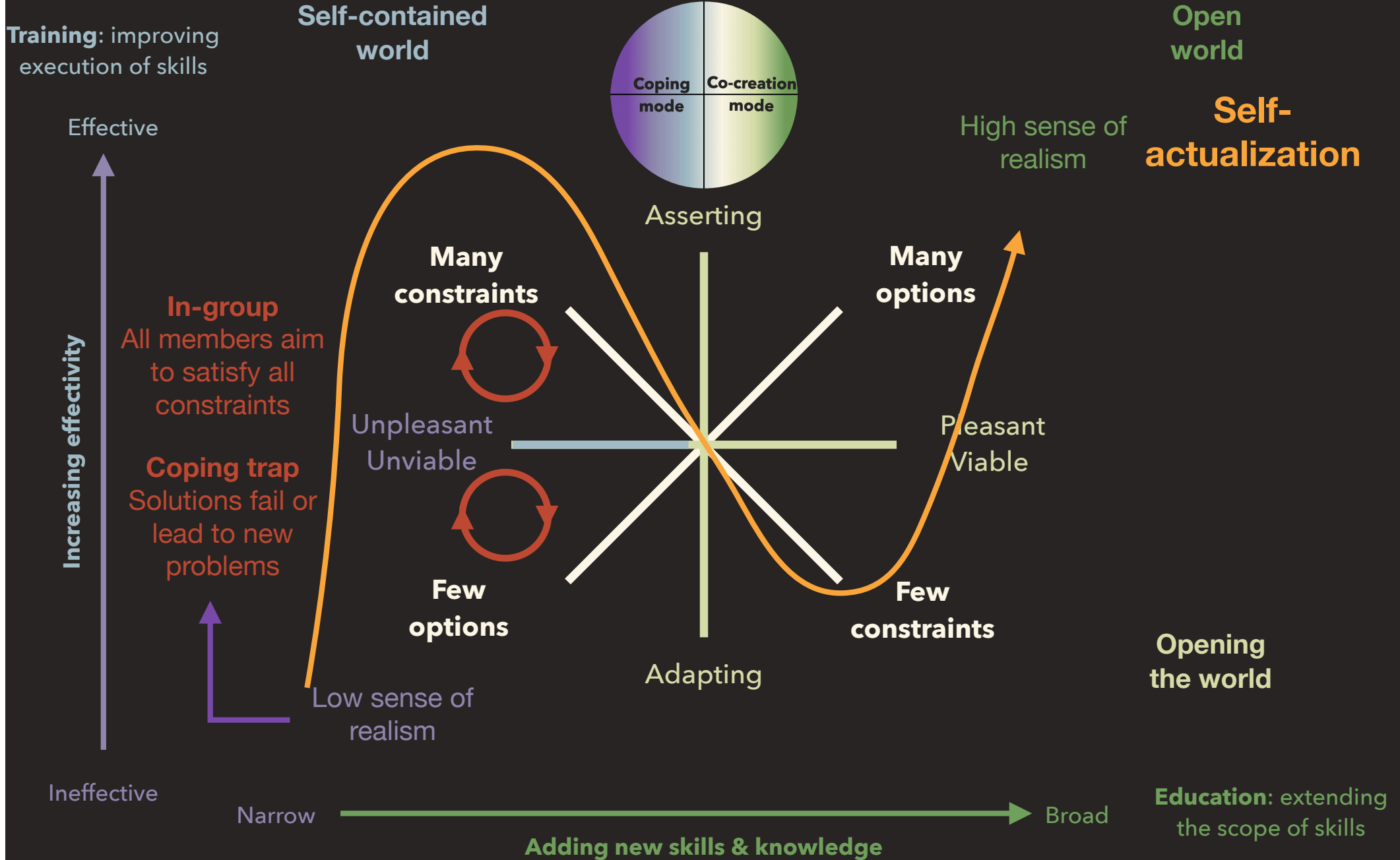


SCHOOL OF
UNDERSTANDING

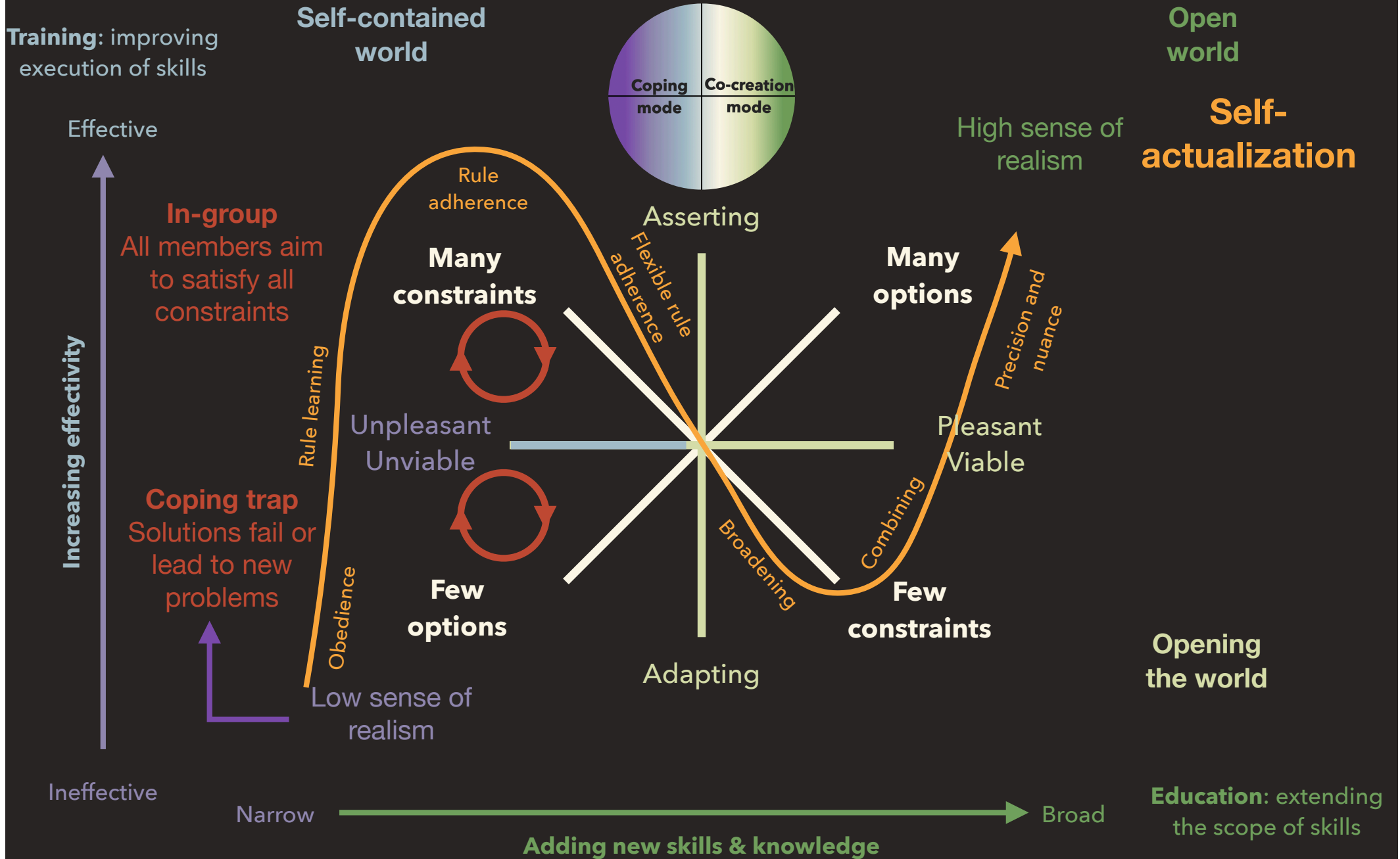
Skill & knowledge development



Developing realism

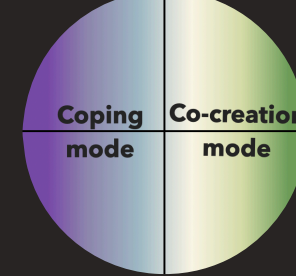


Human intellectual development



The Western predicament

In-group
All members aim
to satisfy all
constraints



Asserting

Many
constraints

Many
options

Unpleasant
Unviable

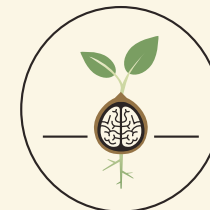
Pleasant
Viable

Few
options

Few
constraints

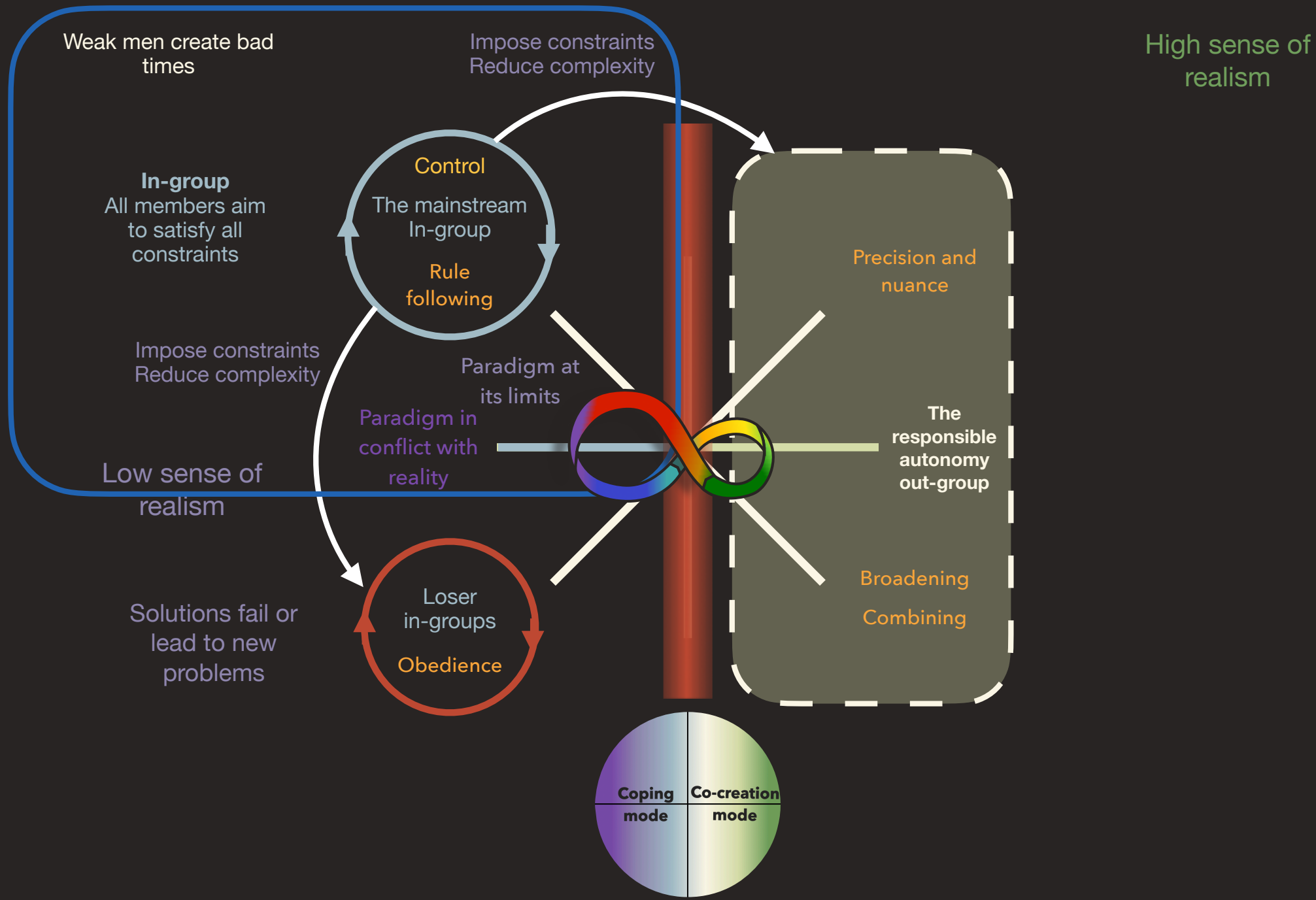
Adapting

Coping trap
Solutions fail or
lead to new
problems

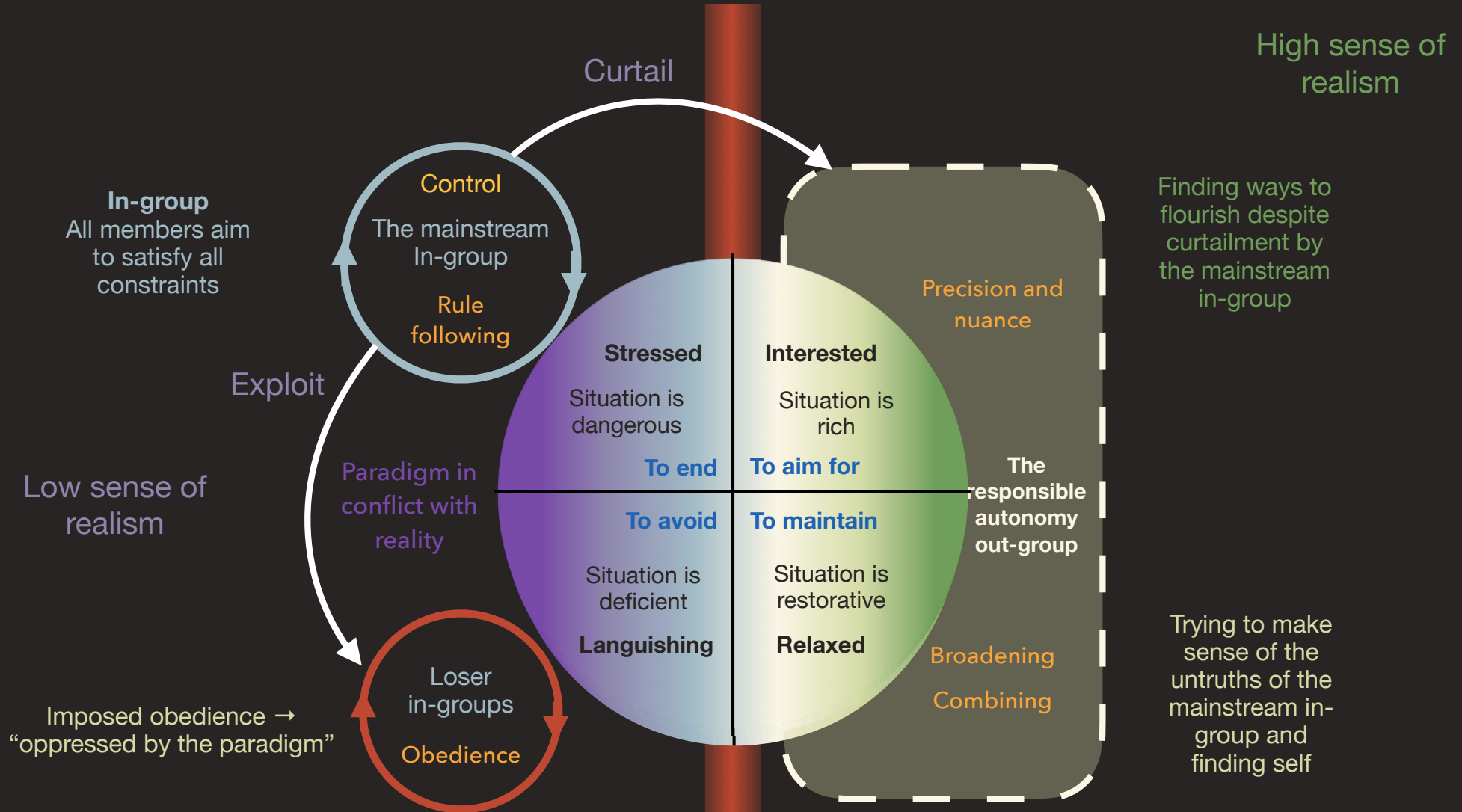


SCHOOL OF
UNDERSTANDING

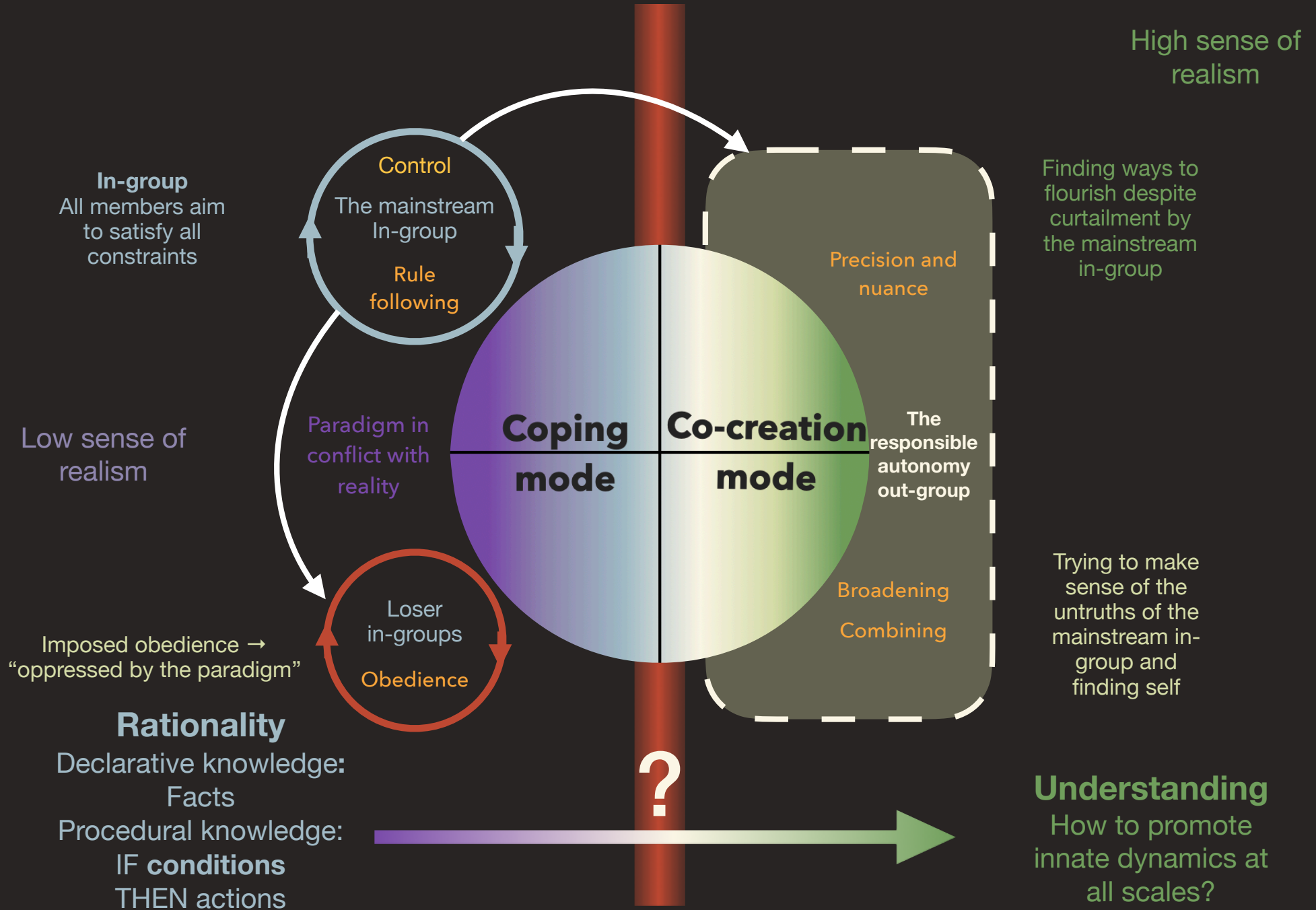
The mainstream in-group



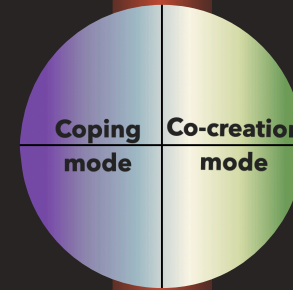
Current Western societies



Coping → Co-creation?



Epistemological development



High sense of realism

Low sense of realism

Rationality

Declarative knowledge:

Facts

Procedural knowledge:

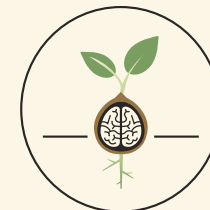
IF conditions

THEN actions

?

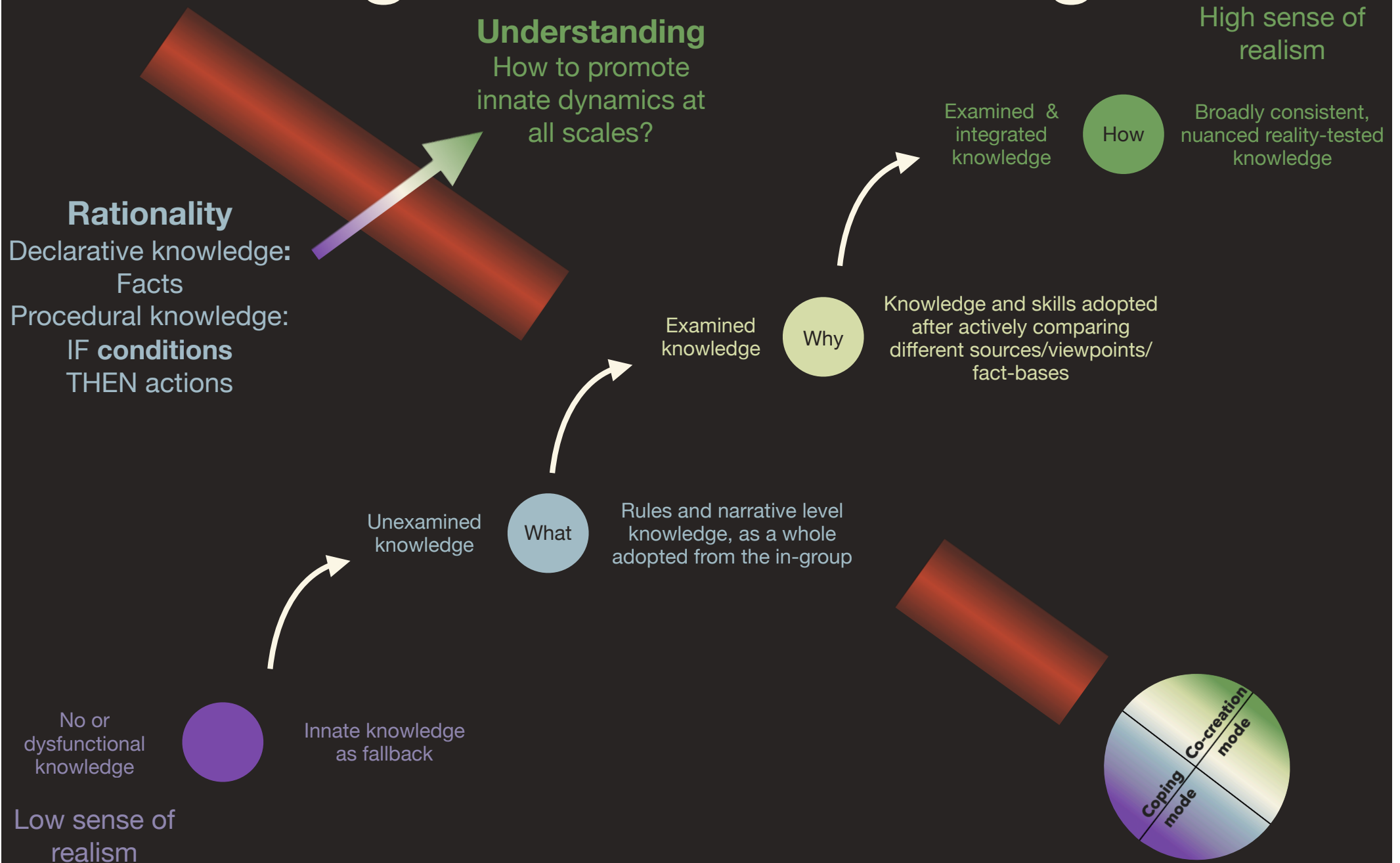
Understanding

How to promote
innate dynamics at
all scales?

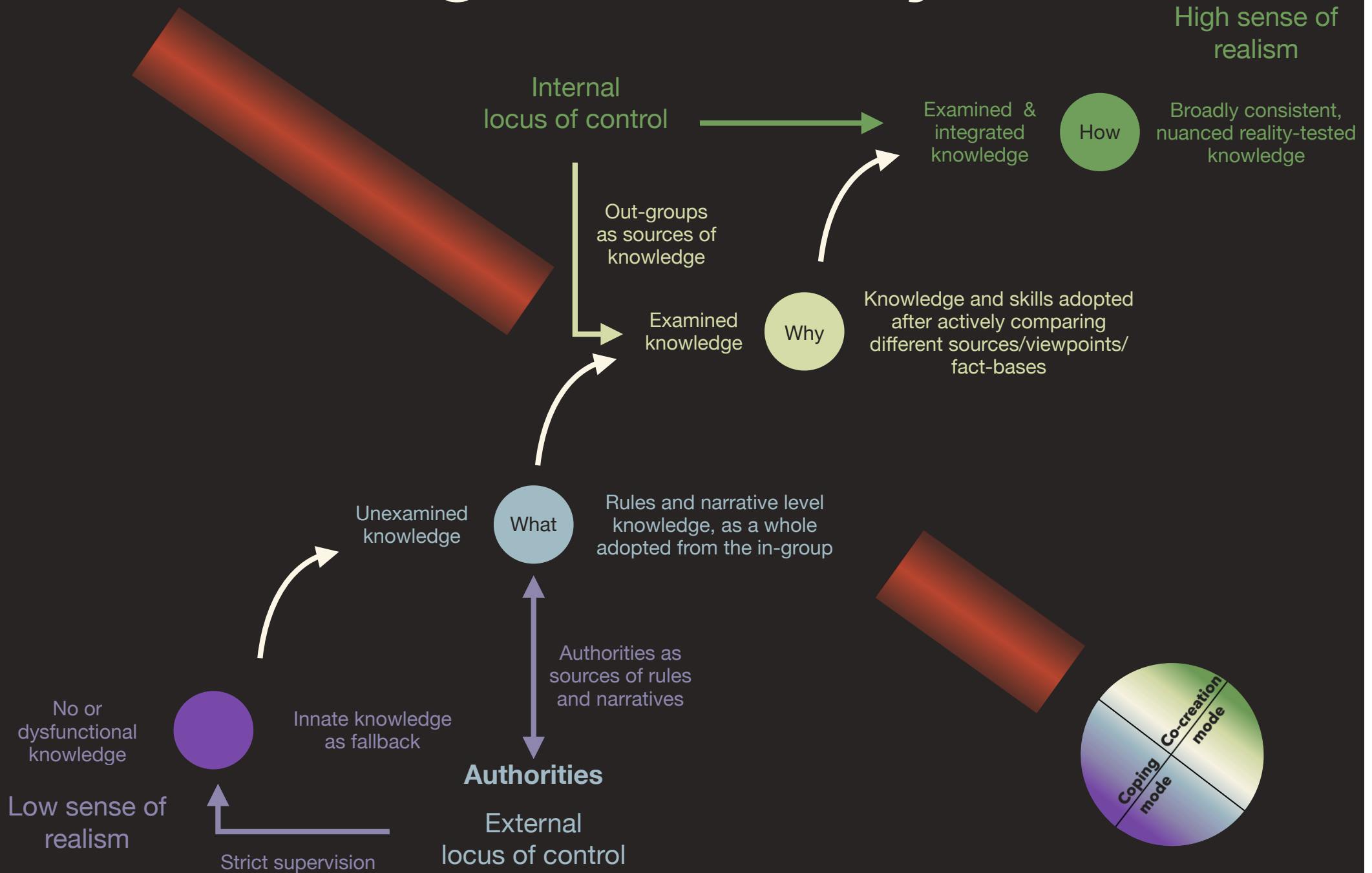


SCHOOL OF
UNDERSTANDING

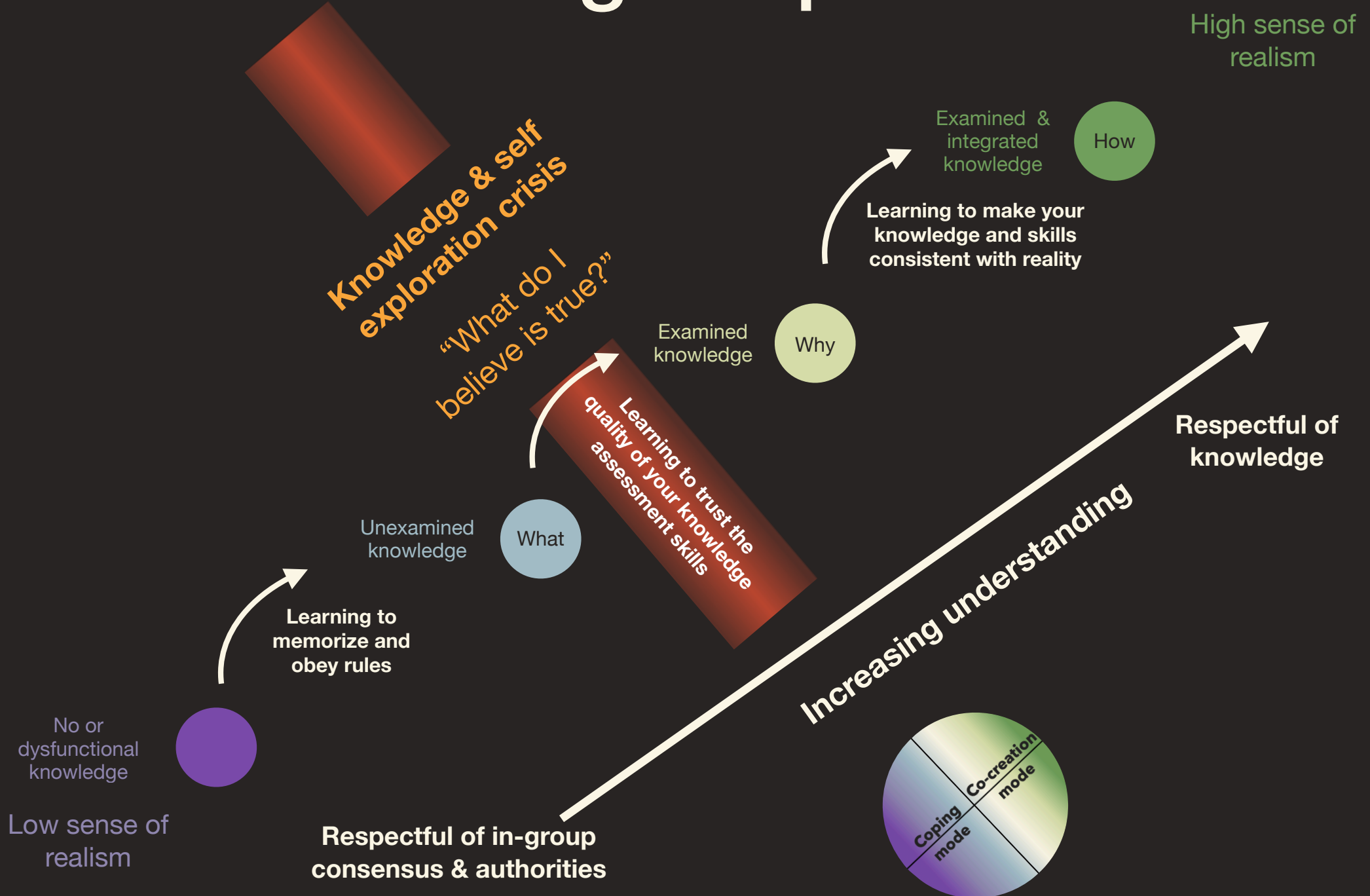
Degrees of knowledge



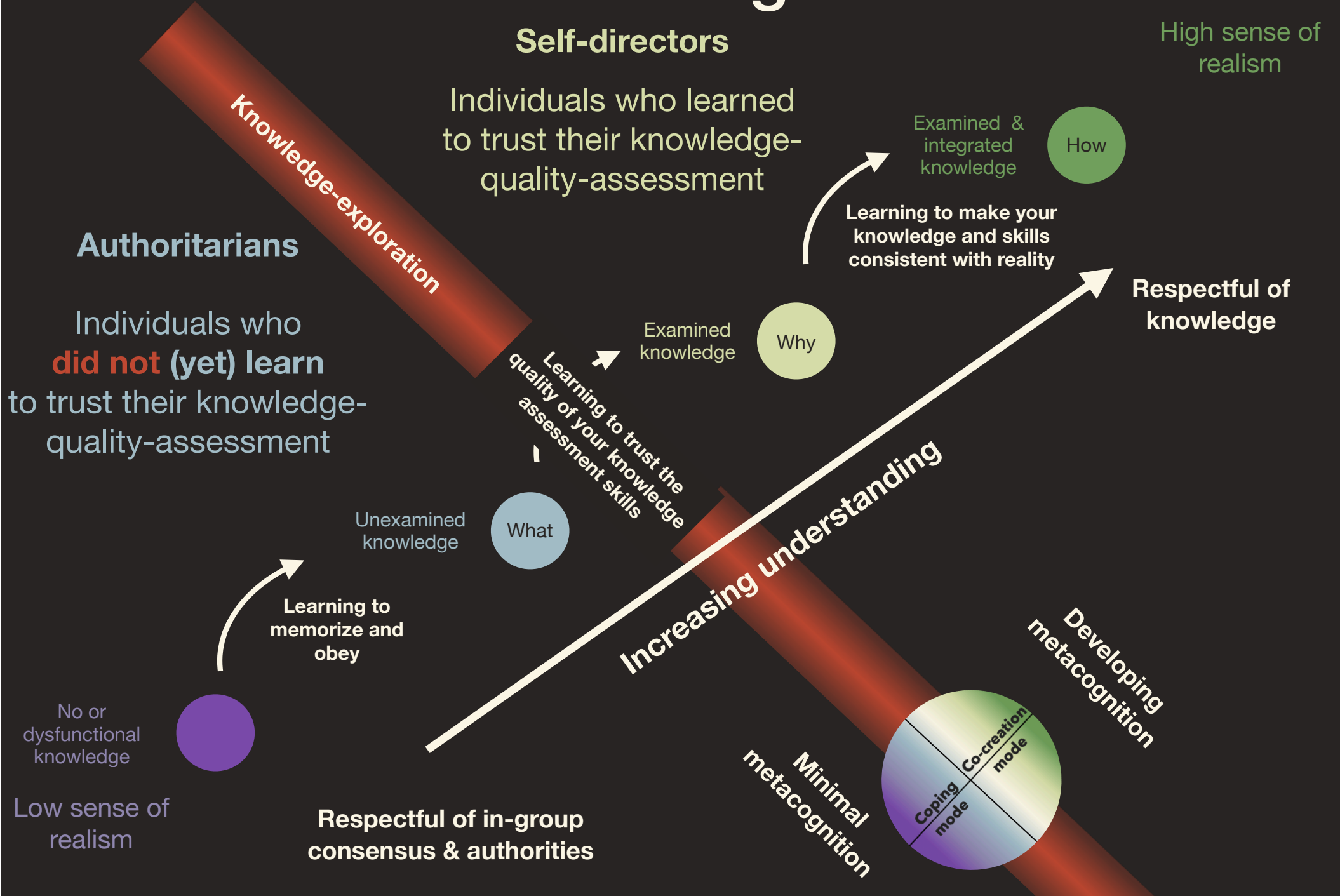
Knowledge, autonomy, realism



Knowledge exploration



Domains of knowledge construction



The great divide

Knowledge-exploration

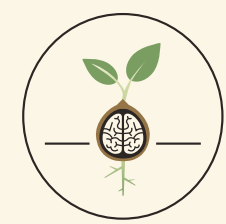
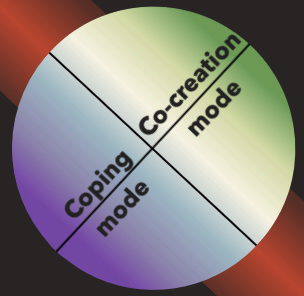
Learning to trust the quality of your knowledge assessment skills

Self-directors

Individuals who learned to trust their knowledge-quality-assessment

Authoritarians

Individuals who **did not (yet)** learn to trust their knowledge-quality-assessment



SCHOOL OF UNDERSTANDING

The great divide

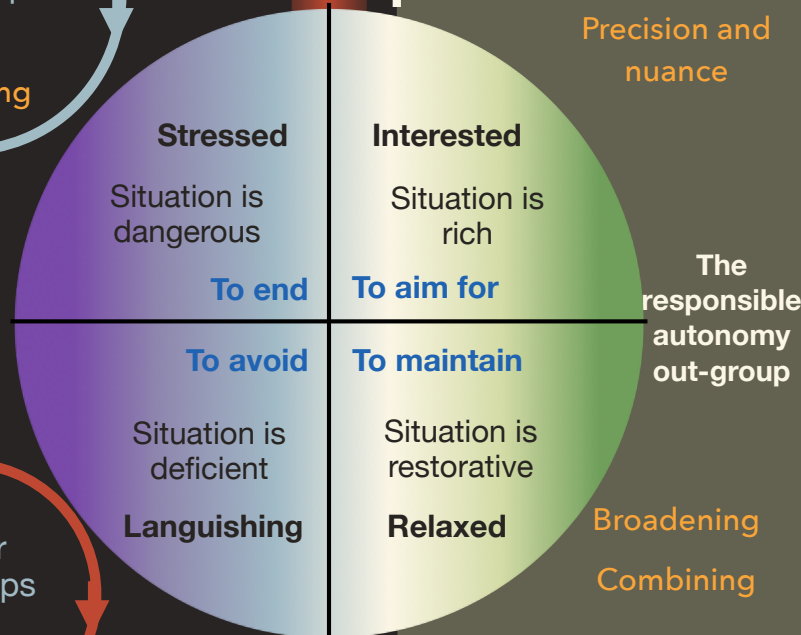
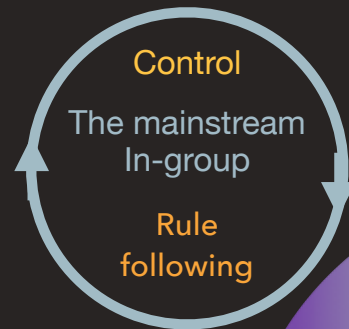
Self-directors

Individuals who learned to trust their knowledge-quality-assessment

Curtailed development

Authoritarians

Individuals who **did not (yet) learn** to trust their knowledge-quality-assessment



Healthy development

Adoption of beliefs

“Normative style”

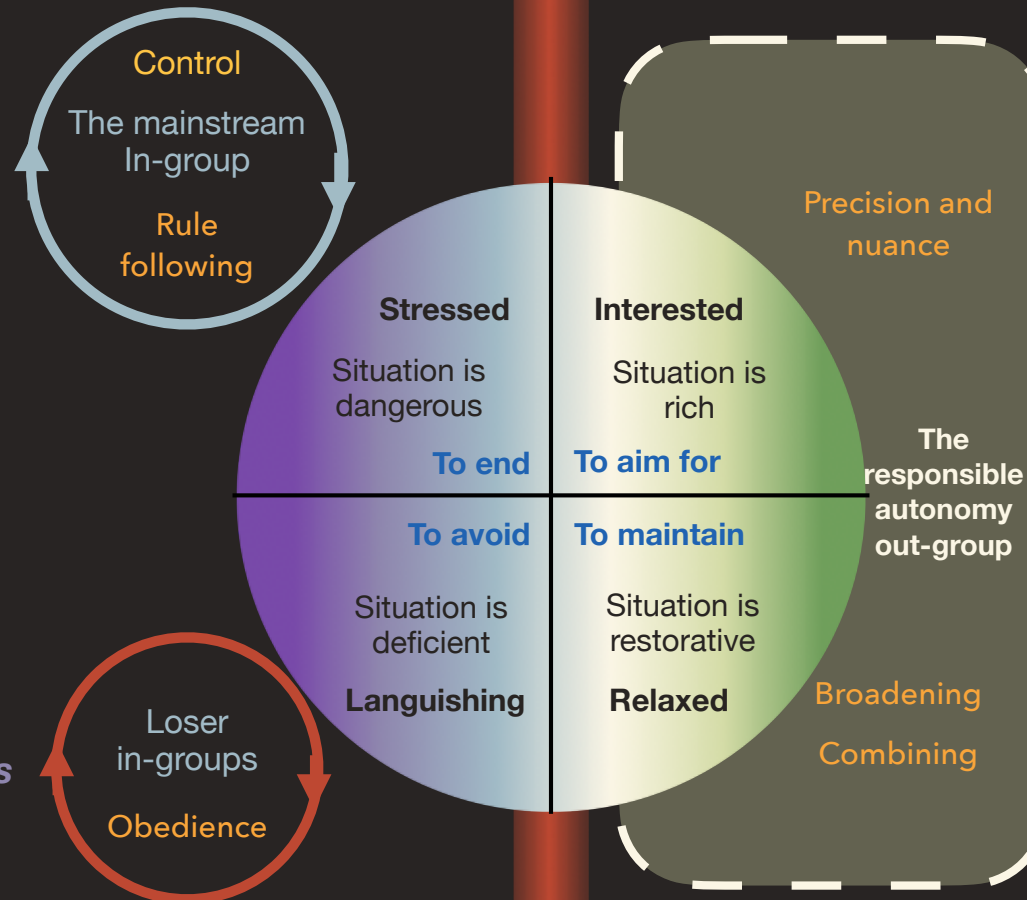
“Passively and uncritically adopt and internalize the standards and prescriptions of the in-group”

*Our opinions are correct, infallible, and complete
I believe the mainstream and my authorities
I ignore or disparage others*
The in-group collectively decides on my beliefs

*I doubt my abilities to act on my own
I avoid having to decide for myself
I rather follow examples or obey instructions*
The social situation decides how I act or think

“Diffuse-avoidant style”

“Procrastinate and attempt to avoid dealing with choices and problems as long as possible.” (Psychology)



“Informational style”

“Intentionally seek out, consider, and evaluate information about knowledge options and alternatives”

*I trust my knowledge construction
Others contribute useful insights
New insights can be enriching or revealing*
My experiences in combination with all the knowledge I can find decides on my beliefs

Three identities

“Collective identity”

“Behavior influenced by previously internalized social standards”

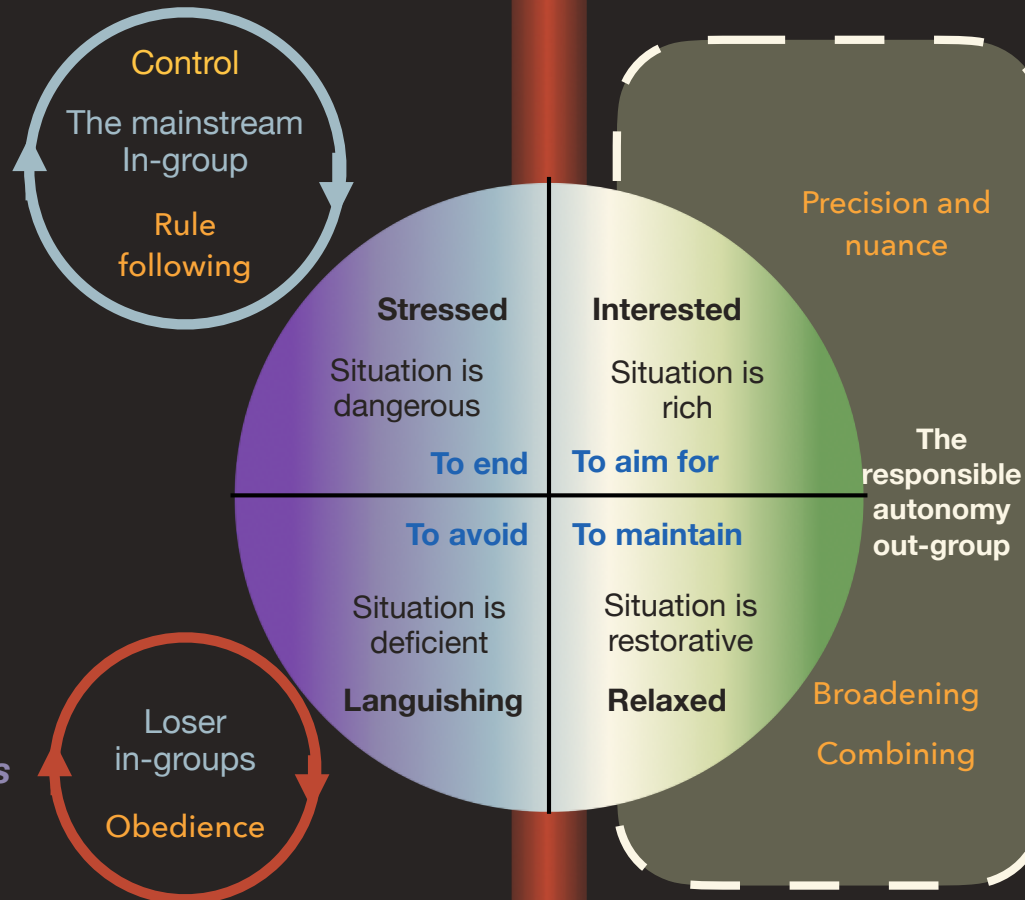
*Our opinions are correct, infallible, and complete
I believe the mainstream and my authorities
I ignore or disparage others*
The in-group collectively decides on my beliefs

*I doubt my abilities to act on my own
I avoid having to decide for myself
I rather follow examples or obey instructions*
The social situation decides how I act or think

“Social identity”

“Behavior influenced primarily by situational demands and immediate consequences”

(Psychology)



“Personal identity”

“Behavior based on all available knowledge”

*I trust my knowledge construction
Others contribute useful insights
New insights can be enriching or revealing*
My experiences in combination with all the knowledge I can find decides on my beliefs

Identity origin

Adopted

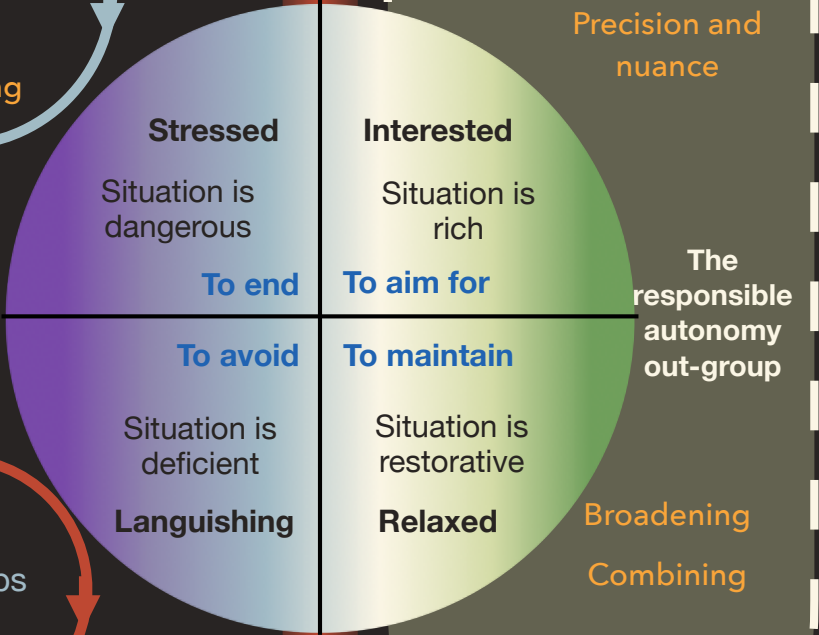
“Collective identity”
 “Behavior influenced by previously internalized social standards”



“Social identity”
 Behavior and opinions based on the stereotypes about social groups (Sociology)



Happens to you



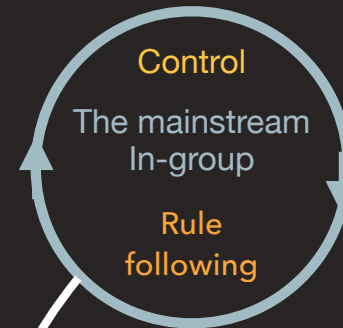
Self-constructed

“Personal identity”
 “Behavior based on all available knowledge”

Coping culture

“Collective identity”

“Behavior influenced by previously internalized social standards”



“Social identity”

Behavior and opinions based on the stereotypes about social groups



Personal identity
“Behavior based on all available knowledge”



SCHOOL OF
UNDERSTANDING

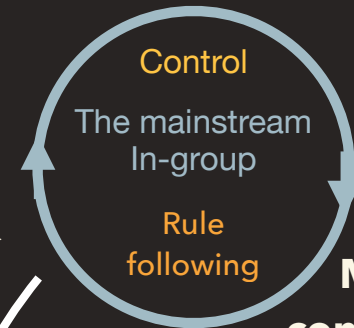
Woke culture

5 Activism:

actively supporting and standing in solidarity with marginalized communities, listening to their experiences, and using privilege and influence to effect positive change.

Spread the new collective identity (grow the new in-group)

Paradigm at its limits



Many constraints

Constrained by an unrealistic/dysfunctional paradigm

Few options



“Collective identity”

“Behavior influenced by previously internalized social standards”

“Social identity”

Behavior and opinions based on the stereotypes about social groups

2 Intersectionality:

recognizing the interconnectedness of social identity-based oppression, such as racism, sexism, classism, ableism, and more.

Social identity explains it all

1 Systemic Oppression:

understanding and challenging systemic oppression and structural inequalities that persist in society.

To oppress ≠ to constrain

4 Social Justice:

addressing and rectifying systemic inequalities and injustices present in society

Create a improved collective identity (new in-group)

3 Critical Consciousness:

to examine and challenge dominant narratives, power structures, and social norms.

Find flaws in the dysfunctional paradigm

Privilege:

the unearned advantages and benefits that individuals possess solely based on their social identity or membership in a dominant group

Social identity based benefits

Missing

High sense of realism

Wisdom

“Personal identity”

“Behavior based on all available knowledge”

Metacognition

Woke prospect

5 Activism:

actively supporting and standing in solidarity with marginalized communities, listening to their experiences, and using privilege and influence to effect positive change.

Spread the new collective identity (grow the new in-group)

4 Social Justice:

addressing and rectifying systemic inequalities and injustices present in society

Create a improved collective identity (new in-group)

3 Critical Consciousness:

to examine and challenge dominant narratives, power structures, and social norms.

Find flaws in the dysfunctional paradigm

Privilege:

the unearned advantages and benefits that individuals possess solely based on their social identity or membership in a dominant group

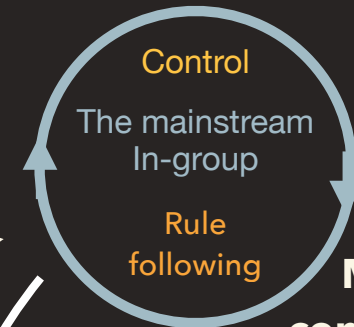
Social identity based benefits

2 Intersectionality:

recognizing the interconnectedness of social identity-based oppression, such as racism, sexism, classism, ableism, and more.

Social identity explains it all

Paradigm at its limits



Constrained by an unrealistic/dysfunctional paradigm

Few options



1 Systemic Oppression

understanding and challenging systemic oppression and structural inequalities that persist in society.

To oppress ≠ to constrain

Solutions fail or lead to new problems

Missing

High sense of realism

Wisdom

Personal identity"

"Behavior based on all available knowledge"

Metacognition

Coping culture

Unable to deal with a complex world

Straw man representation of out-groups

Narrative adherence

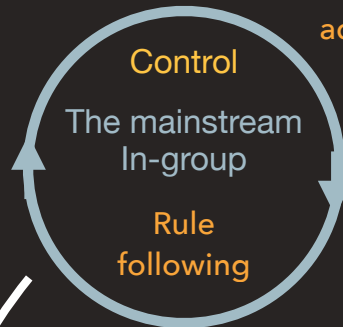
Rule learning

Flexible narrative adherence

Unrealistic/dysfunctional paradigm

Our shared paradigm is correct, infallible and complete

Obedience



Self-contained world

Intelligence: solve self-contained problems



Solutions fail or lead to new problems

“Social identity”

Behavior and opinions based on the stereotypes about social groups

“Collective identity”

“Behavior influenced by previously internalized social standards”



Rationality

Declarative knowledge: Facts
Procedural knowledge: IF **conditions** THEN actions

No metacognition: latch on to first explanation that explains your emotion and stick to it

Intolerance to diversity =
Degree of authoritarianism x **Normative threat level**

Missing

At ease with reality's complexity

Precision and nuance

Combining

Broadening

High sense of realism

Open world

Wisdom

Self-actualization

Personal identity”

“Behavior based on all available knowledge”

Metacognition

Understanding

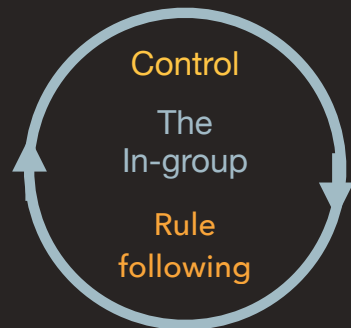
How to promote innate dynamics at all scales

Disgust culture

Intellectual bankruptcy

$$\text{Intolerance to diversity} = \text{Degree of authoritarianism} \times \text{Normative threat level}$$

↓
Strong, urgent, & self-protective reaction to purge the in-group from an effect felt to be toxic



Beliefs perceived to challenge the in-group narrative

Straw man representation of out-groups

Beliefs that feel unsafe

↓
In-group level disgust:

Reasoning of cancelers
Toxic → harmful → evil → not worthy of protection → destruction is justified → evil eliminated → no harm done

Beliefs, opinions, or arguments interpreted and reformulated in a most disgusting way

Designed to harm and destroy reputation

“Collective identity”

“Social identity”

Missing

At ease with reality's complexity

Precision and nuance

Combining

Broadening

High sense of realism

Open world

Wisdom

Self-actualization

“Personal identity”

“Behavior based on all available knowledge”

Metacognition

Understanding

How to promote innate dynamics at all scales

The subacademic

Straw man
representation
of out-groups

Has a university degree, but:
**Failed to learn to trust
the quality of the own
knowledge assessment
skills**

Missing

At ease with reality's
complexity

Precision and
nuance

Combining
Broadening

High sense of
realism

Open
world

Wisdom

**Self-
actualization**

Personal identity”

“Behavior based on all
available knowledge”

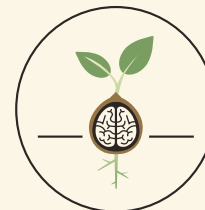
Developing
metacognition

Understanding

How to promote
innate dynamics at
all scales

Among subacademics

Failed to learn to trust
the quality of the own
knowledge assessment
skills



SCHOOL OF
UNDERSTANDING



SCHOOL OF
UNDERSTANDING

Subacademic vs Academic

Failed to learn to trust the quality of the own knowledge assessment skills

I take the shared narrative of the in-group as authoritative

I adopt, as a whole, the narratives endorsed by my in-group

I protect myself and my in-group against toxic out-group insights: I cancel

Correctness is self-evident to me

*Our opinions are correct, infallible, and complete
I believe the mainstream and my authorities*

I ignore or disparage others

The in-group collectively decides on my beliefs

I doubt my abilities to act on my own

I avoid having to decide for myself

I rather follow examples or obey instructions

The social situation decides how I act or think

Learned to trust the quality of the own knowledge assessment skills

I am respectful of the knowledge created by all of academia

I personally assesses the quality of knowledge before I adopt it as true

I am open to all evidence that may improve my knowledge and worldview

Correctness results from careful deliberation

I trust my wits

Others contribute useful insights

New insights can be enriching or revealing

My experiences in combination with all the knowledge I can find decides on my beliefs

Self-direction as a threat

One key aspect of Systems View of Life is to help you to reason like an academic.

Our opinions are correct, infallible, and complete

It deepens academic skills like steelmanning, giving and receiving feedback, academic listening, and respecting the (often hard earned) knowledge of experts.

I adopt, as a whole, the narratives endorsed by my in-group

Correctness is self-evident to me

These skills help you to make more of your existing knowledge base and to detect where your knowledge and understanding are underdeveloped.

I take the shared narrative of the in-group as authoritative

I ignore or disparage others

I protect myself and my in-group against toxic out-group insights

Similarly, it helps you to detect expertise in others, make the most of their knowledge, and to discover where they might be weak (while being respectful).

I rather follow examples or obey instructions

It also helps you to approach topics from a higher level of abstraction and from different perspectives.

I avoid having to decide for myself

And it allows you to take a first step towards becoming an autonomous researcher by allowing you to develop a self-generated idea from fragile and unformed to (fairly) robust and defensible: a position.

I doubt my abilities to act on my own

The in-group collectively decides on my beliefs

The social situation decides how I act or think

Students about SVL

Academic year	Response	Response percentage	Score SVL (scale 1-10)	Teacher score (scale 1-10)
2016-2017	7 out of 21	33%	8,86	9,45 (3,79/4)
2017-2018	5 out of 22	22%	8,25	9,75 (3,90/4)
2018-2019	9 out of 23	39%	8,44	8,9 (3,54/4)
2019-2020	8 out of 24	33%	9,29	9,7 (3,88/4)
2020-2021	4 out of 25	16%	8,75	9,1 (3,63/4)
Average		29%	8,7	9,4

“What were you most positive about in the course?”

“The positive atmosphere in which ideas were shared freely”

“The quality of and attention for group discussions”

“The focus on critical and independent thinking”

“Multiple perspectives on topics that are rarely questioned”

“Contributions to an improved (more nuanced, more precise) world view”

“Intellectual development (of adolescents) is central”

“Its high academic level”

“Its fresh, innovative, and unique karakter”

“Assessment focusing on development”

“Attention for individual students”

Homework rubric

All homework receives extensive weekly feedback. This feedback helps you to become more proficient in the homework and especially the detection and respectful approach of positions. Growth of this ability is the main criterion during assessment.

Component	Weak <6	Average 6-7	Good 7-8	Excellent >8
Development in dealing with out of comfort zone information: detection of positions and respectful treatment	<p>Fails to detect positions</p> <p>.....</p> <p>Often disrespectful and no growth</p> <p>.....</p>	<p>Sometimes detects positions</p> <p>.....</p> <p>Regularly disrespectful with little improvement</p> <p>.....</p>	<p>Mostly detects positions</p> <p>.....</p> <p>Mostly respectful, or becomes more respectful</p> <p>.....</p>	<p>Detects positions</p> <p>.....</p> <p>Is respectful or became respectful</p> <p>.....</p>
Soundness of argumentation and awareness of own knowledge state: own informedness or ignorance	<p>Hardly aware of own knowledge state (and ignorance)</p> <p>.....</p> <p>Often produces non-arguments</p> <p>.....</p>	<p>Sometimes aware of own knowledge state</p> <p>.....</p> <p>Regularly produces straw man arguments</p> <p>.....</p>	<p>Mostly aware of own knowledge state</p> <p>.....</p> <p>Rarely produces straw man arguments</p> <p>.....</p>	<p>Always aware of own knowledge state</p> <p>.....</p>
Engagement with the material: connection to new and unfamiliar viewpoints and potential impact	<p>Always protects self from new and unfamiliar viewpoints</p> <p>.....</p> <p>Narratives or viewpoints ignored</p> <p>.....</p>	<p>Mostly protects self from entertaining new and unfamiliar viewpoints</p> <p>.....</p> <p>Whole narrative refutation</p> <p>.....</p>	<p>Often entertains new and unfamiliar viewpoints</p> <p>.....</p> <p>Sometimes avoids engagement</p> <p>.....</p>	<p>Always entertains new and unfamiliar viewpoints</p> <p>.....</p> <p>Plays with impact</p> <p>.....</p>

Assessment: Dean, Exam Committee, Investigative Committee

All homework receives extensive weekly feedback. This feedback helps you to become more proficient in the homework and especially the detection and respectful approach of positions. Growth of this ability is the main criterion during assessment.

Component	Weak <6	Average 6-7	Good 7-8	Excellent >8
Development in dealing with out of comfort zone information: detection of positions and respectful treatment	<p>Fails to detect positions</p> <p>.....</p> <p>Often disrespectful and no growth</p> <p>.....</p>	<p>Sometimes detects positions</p> <p>.....</p> <p>Regularly disrespectful with little improvement</p> <p>.....</p>	<p>Mostly detects positions</p> <p>.....</p> <p>Mostly respectful, or becomes more respectful</p> <p>.....</p>	<p>Detects positions</p> <p>.....</p> <p>Is respectful or became respectful</p> <p>.....</p>
Soundness of argumentation and awareness of own knowledge state: own informedness or ignorance	<p>Hardly aware of own knowledge state (and ignorance)</p> <p>.....</p> <p>Often produces non-arguments</p> <p>.....</p>	<p>Sometimes aware of own knowledge state</p> <p>.....</p> <p>Regularly produces straw man arguments</p> <p>.....</p>	<p>Mostly aware of own knowledge state</p> <p>.....</p> <p>Rarely produces straw man arguments</p> <p>.....</p>	<p>Always aware of own knowledge state</p> <p>.....</p>
Engagement with the material: connection to new and unfamiliar viewpoints and potential impact	<p>Always protects self from new and unfamiliar viewpoints</p> <p>.....</p> <p>Narratives or viewpoints ignored</p> <p>.....</p>	<p>Mostly protects self from entertaining new and unfamiliar viewpoints</p> <p>.....</p> <p>Whole narrative refutation</p> <p>.....</p>	<p>Often entertains new and unfamiliar viewpoints</p> <p>.....</p> <p>Sometimes avoids engagement</p> <p>.....</p>	<p>Always entertains new and unfamiliar viewpoints</p> <p>.....</p> <p>Plays with impact</p> <p>.....</p>

Modern subacademic debate

Fails to detect positions

Sometimes detects positions

Always protects self from new and unfamiliar viewpoints

Mostly protects self from entertaining new and unfamiliar viewpoints

Hardly aware of own knowledge state (and ignorance)

Failed to learn to trust the quality of the own knowledge assessment skills

Sometimes aware of own knowledge state

Often produces non-arguments

Regularly produces straw man arguments

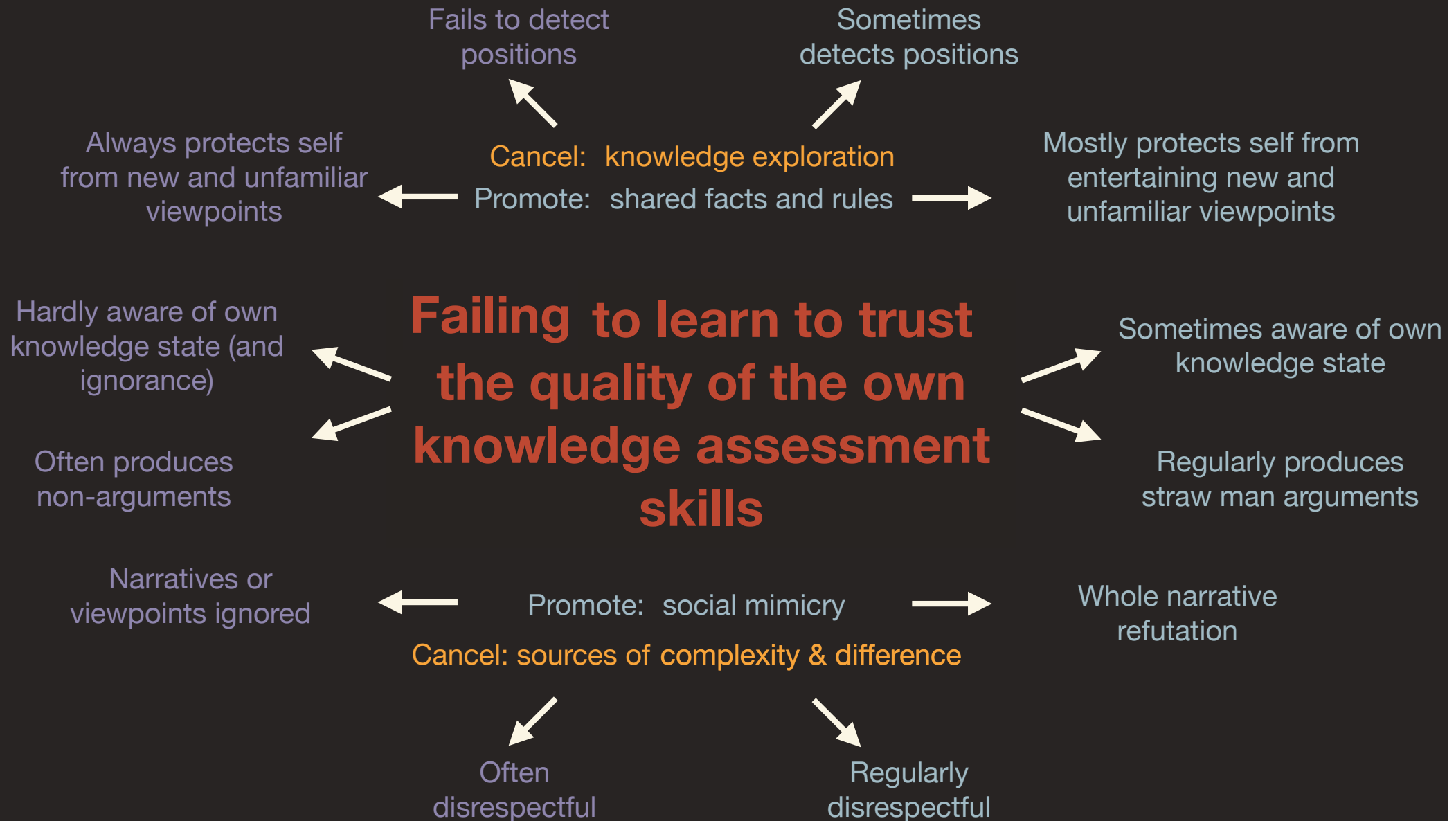
Narratives or viewpoints ignored

Whole narrative refutation

Often disrespectful

Regularly disrespectful

Modern schooling



Modern schooling

Fails to detect positions

Sometimes detects positions

Always protects self from new and unfamiliar viewpoints

Cancel: knowledge exploration
Promote: shared facts and rules

Mostly protects self from entertaining new and unfamiliar viewpoints

Hardly aware of own knowledge state (and ignorance)

Authoritarianism

Sometimes aware of own knowledge state

Often produces non-arguments

Regularly produces straw man arguments

Narratives or viewpoints ignored

Promote: social mimicry
Cancel: sources of complexity & difference

Whole narrative refutation

Often disrespectful

Regularly disrespectful

Development disorder

University default

Cancel: knowledge exploration
Promote: shared facts and rules

Make "the world" simpler

Authoritarianism

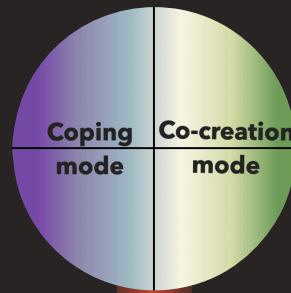
Hide your inability

Promote: social mimicry

Cancel: sources of complexity & difference

Learning to produce the expected behavior, on command

Training



Full development

University exception

Promote: knowledge exploration
Challenge: shared facts and rules

Make reality understandable

All knowledge

At ease with reality's complexity

Embrace your inability

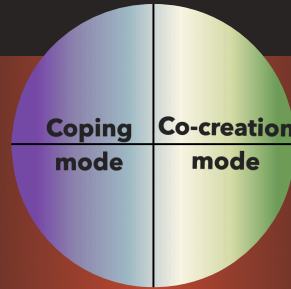
Promote: self-development

Challenge: sources of simplicity and uniformity

Learning to trust the quality of your knowledge assessment skills

Education

Two strategies → two perceived worlds



University default
Avoid & suppress

complexity
&
difference

No
development



A brutal and
unpredictable
world

Learning to trust the quality of your
knowledge assessment skills

Exceptions
Embrace

complexity
&
difference

Developing
understanding



An interesting
and dependable
world



SCHOOL
OF
UNDERSTANDING

Thank you for your attention