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Artículos Científicos

La tercera edad: el derecho al aprendizaje a lo largo de la vida

Senior Citizens: The Right to Lifelong Learning

Idosos: direito à aprendizagem ao longo da vida

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Resumen

La edad no debe ser considerada como elemento discriminatorio para negar el acceso a la educación a personas gerontolescentes y ancianas. El conocimiento es parte de los derechos humanos: no deben existir barreras infundadas que impidan a nadie continuar a lo largo de su vida su desarrollo en un ambiente escolar. Este estudio evalúa las oportunidades educativas que tienen las personas mayores. Se trata de una investigación de tipo documental. Se analizó el marco internacional y nacional que respalda a las personas de edad; también se realizó un análisis del contexto actual de las oportunidades educativas a favor de este sector en México; y, por último, se concibió una propuesta de acción que permita la inclusión de la población mayor en el ámbito educativo. A través de la educación, las personas mayores se mantienen activas física y mentalmente; desarrollan un sentido de utilidad y pertenencia tanto familiar como socialmente. Sin duda es un error tratarlas como individuos pasivos, sin aportación; como se trata de una postura común en las familias, es importante actuar para erradicar esta conducta. Las personas mayores tienen un cúmulo de conocimientos y experiencia por aprovechar, son activas, productivas, que pueden ser

incorporadas a empresas y escuelas a través de programas destinados a cuidar su participación en estos espacios y formar un ambiente dignificador.

Palabras clave: derechos humanos, educación a lo largo de la vida, persona mayor, visibilidad social.

Abstract

Age should not be considered as a discriminatory element to close access to education for gerontolescents and the elderly. Knowledge is part of human rights and people should be allowed to continue attending school throughout their lives. This study answers the question: What are the educational opportunities that gerontolescents have? It is a documentary research. The international and national framework that supports the elderly was analyzed; an analysis of the current context of educational opportunities in favor of gerontolescents in Mexico was also carried out; finally, a proposal for action that allows the inclusion of people of age in the educational field was conceived. Through education, older people maintain their physical and mental activity, feeling useful and part of society, maintaining visibility in family and society. They are active, productive people that must be incorporated into companies and schools through programs aimed at caring for the participation of gerontolescents in these spaces, in a dignifying environment.

Keywords: human rights, lifelong education, elderly, social visibility.

Resumo

A idade não deve ser considerada um elemento discriminatório para negar o acesso a educação de idosos e gerontólogos. O conhecimento faz parte dos direitos humanos: não deve haver barreiras infundadas que impeçam alguém de continuar seu desenvolvimento no ambiente escolar durante toda a vida. Este estudo avalia as oportunidades educacionais que os idosos têm. É uma investigação do tipo documentário. O quadro internacional e nacional de apoio ao idoso foi analisado; Também foi realizada uma análise do contexto atual de oportunidades educacionais em favor desse setor no México; e, por fim, foi concebida uma proposta de ação que permite a inclusão da população idosa no campo educacional. Através da educação, as pessoas idosas são fisicamente e mentalmente ativas; eles desenvolvem um senso de utilidade e pertencimento familiar e social. Certamente é um erro tratá-los como

indivíduos passivos, sem contribuição; Como é uma posição comum nas famílias, é importante agir para erradicar esse comportamento. Os idosos têm uma riqueza de conhecimentos e experiência para aproveitar, são ativos, produtivos e podem ser incorporados em empresas e escolas por meio de programas que visam cuidar de sua participação nesses espaços e criar um ambiente digno.

Palavras-chave: direitos humanos, educação ao longo da vida, idoso, visibilidade social.

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Introduction

All human beings have rights from birth; hence they are known as human rights. It is about giving all people the same value and avoiding exclusion on the basis of race, color, creed, social status, economic situation, educational level, physical state, state of health or age. It is what has been sought for a long time throughout the world: achieving equity and dignified treatment in all areas of human life. However, this has not been fully achieved, as various discriminatory facets persist in society. One of these faces is one that fosters the invisibility of people in the stages of old age and old age.

At the international level there are elements that guarantee the inclusion and dignified treatment of the elderly, among which we can mention: First World Assembly on Aging (United Nations [UN], 1982), Second World Assembly of Aging (UN, 2002), Declaration of Toronto (World Health Organization [WHO], 2002), Letter of San José (Economic Commission for Latin America and the Caribbean [ECLAC], 2012), Declaration of Brasilia (ECLAC, 2011), Protocol of San Salvador (Inter-American Commission on Human Rights [IACHR], 1988), Universal Declaration of Human Rights (UN, 1948), Inter-American Convention on the Protection of the Human Rights of Older Persons (Organization of States Americans [OAS], 2015). Unfortunately, in practice they are not met. The actions of violation of the human rights of people as they get older are increasing steadily and steadily. So it is evident that the problem is not the lack of laws, there are already enough, the problem is the application of these through legal instruments, coupled with the lack of follow-up by the competent authorities: there are so many issues priority on the public agenda that rarely is one of them fully met.

The United Nations Development Program [UNDP] (2015) has designed 17 goals for sustainable development, which were presented on September 25, 2015: “A universal call for measures to end poverty, protect the planet and ensure that all people enjoy peace and prosperity”(para. 1). The objectives are presented below:

- 1) End of poverty.
- 2) Zero hunger.
- 3) Health and well-being.
- 4) Quality education.
- 5) Gender equality.
- 6) Clean water and sanitation.
- 7) Affordable and clean energy.
- 8) Decent work and economic growth.
- 9) Industry, innovation and infrastructure.
- 10) Reduction of inequalities.
- 11) Sustainable cities and communities.
- 12) Responsible production and consumption.
- 13) Action by the climate.
- 14) Underwater life.
- 15) Life of terrestrial ecosystems.
- 16) Peace, justice and solid institutions.
- 17) Alliances to achieve the objectives (PNUD, 2015).

Goal four expresses the following: “Achieving quality inclusive education for all is based on the firm conviction that education is one of the most powerful and proven engines to guarantee sustainable development” (UNDP, 2015, para. 4). Although it is focused on childhood and not specifically gerontolescent people, the benefit of the latter is also implied. All the nations belonging to the UN acquired the commitment to work within the framework of these 17 objectives, so their public policies must be directed towards their fulfillment.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) has education as one of its priority action areas. In his fifth axis of work he has considered learning throughout life:

Basically, lifelong learning rests on the integration of learning and life, which includes learning activities for people of all ages (children, youth, adults and the elderly, girls and boys, women and men), in all life contexts (family, school, community, workplace, etc.) and through various modalities (formal, non-formal and informal education), which together respond to a wide range of learning needs and demands (UNESCO Institute for Lifelong Learning, cited in UNESCO, 2016, p. 30).

Guaranteeing education throughout life is one of the commitments that the secretaries of education of the countries of Latin America and the Caribbean have. Taking into account the figures mentioned by UNESCO (2015) of people who cannot read or write, the problem of illiteracy is serious. And despite the actions that have been implemented, the result has not been modified. For example, in Mexico there is the National Institute for Adult Education (INEA) at the federal and state levels, it would be interesting to analyze the impact that literacy has had in the last 10 years at the national level. The figures in this paragraph are as follows:

- 36 million young people and adults were reported as illiterate (9% of the population) 1, of the total more than half are women.
- Of the total illiterate population, 2.5 million are enrolled in literacy programs (more than 65% are women), covering only 8% of potential demand, and the level of supply is certainly insufficient for the needs of the continent.
- (...) The levels of completion in relation to the number of participants that start the programs are diverse between the countries, but in almost all cases the existence of a serious problem of abandonment is evident. (p. 4).

The way in which education is delivered must be according to the age of the people: early childhood education is based on pedagogy, education that focuses on people in adulthood is known as andragogy and the way in which Knowledge is provided to gerontolescent people called gerontagogy or geragogy.

The 21st century has been characterized, in part, as that of the aging of populations. In fact, it is not until this century that the term older people comes up to identify those who have reached the age of 60 or more (they are also known as older adults, elderly people or

gerontolescents). This sector of society is reaching the stage known as senior citizens with work experience and better academic training than previous generations. And before this new reality it is not possible to exclude them socially and keep them at home; These people have a potential that must be considered in educational policy and exploited in Mexican schools.

Those who are 60 years old and over today are those who, in their youth, fought for human rights. Precisely, in 2018, 70 years of the Universal Declaration of Human Rights (UN, 1948) were celebrated. As part of the anniversary celebration, four goals were reaffirmed:

- Promote the rights enshrined in the Declaration and what they mean in the daily lives of older people.
- Give greater visibility to older people as active parts of society committed to improving the effective enjoyment of human rights in various areas of life and not only those that affect them immediately.
- Reflect on progress and challenges to guarantee the full and equal enjoyment of human rights and fundamental freedoms of older persons.
- Engage a wide audience worldwide and mobilize people for human rights at all stages of life. (Salud de la Junta de Castilla y León, 1 de octubre de 2018, párr. 3-6).

The greatest defenders of human rights were born at the time of the adoption of the Declaration in 1948. They include from elderly people who advocate for human rights at the local and community level to prominent personalities in the international arena. They all ask for the same respect and recognition of their dedication and commitment to contribute to a world free from fear and misery.

Taking as reference the empirical observation and two interviews carried out, it is perceived that the new generations of youth and adults are characterized by a lack of values and a constant irreverence towards the elderly, attitudes that are increasingly common to observe in today's society. Undoubtedly, the way of looking at the old has changed, those moments when the elderly were valued for their wisdom and owed respect and obedience have been left behind; Now they are considered a nuisance to the family, generators of problems in the daily life of the house: being subjects of care, the many expenses that they

entail due to their multiple illnesses, break the economic stability of the family. There is an impression that, when you reach 60 years of age, you reach the age of invisibility, where you no longer live, you only await the moment of death, which is a terrible mistake, because there is a wide range of activities that can be carried out in the stages of gerontescence, old age and old age. The Toronto Declaration (WHO, 2002) recognizes abuse as a global problem, and calls for action from all areas: family, school, work, throughout society.

In Mexico, the Sectoral Education Program 2013-2018 of the Federal Government (Ministry of Public Education [SEP], 2013) considered the importance of the education of older adults. This was reflected in Strategy 3. Equal Opportunities and Non-Discrimination against Women: “15. Promote programs aimed at older adults to complete school grades of formal education ”(p. 59). Therefore, the consideration of this population sector is evident. In the National Development Plan 2019-2024 (Presidency of the Republic, 2019), specifically in the section National Strategy for Public Safety, in objective 2. Guarantee employment, education, health and well-being, mention is made of the commitment to promote educational equity in Mexico (p. 19).

As part of the empirical observation, there are people over the age of 45 who have the desire to start or finish their bachelor's degree, which they left suspended when they formed their family, their children arrived, or for lack of financial resources. When they arm themselves with courage and share it with the family, however, they receive demotivation and negative comments; they are questioned about the usefulness of spending time, money and effort. "For what? If you are already big ", is one of the expressions that usually arise. When these people manage to overcome family pressure and go through the process of entering an institution of higher education, the obstacles do not end, since they face an intergenerational encounter in the classroom: living with young people must suffer rejection. and the ridicule for not knowing well the handling of technology and computing, memory begins to fail.

On September 20, 2018, in the gerontological module of the Autonomous University of Campeche, two female persons were interviewed who completed their undergraduate studies in Psychology in a private religious-type school. During the interview they expressed that they were victims of bullying in their group. In a group of 16, there were two older people, one 50 years old, married, with two children, and the other 59-year-old (now 62 years old), single, and living 25 years in a congregation. religious. Both faced the rejection

of young people at the time of teamwork, exams and exhibitions; There was no lack of mocking giggles, destructive criticism. All this, however, was not enough to discourage them and they ended up completing their studies and later managed to graduate as graduates in Psychology. This experience serves as the basis for this study on the topic of social inclusion of the elderly. Through the analysis of the educational policy currently carried out by the federal government, it is intended to propose a series of specific actions that allow the participation of the elderly in the educational field.

Theoretical approaches

There are two approaches that underpin this study. Education contains a treasure and Situated Teaching: link between school and life, by Jacques Delors (1996) and Frida Díaz Barriga (2006), respectively. Of French origin, Jacques Delors is part of the Unesco Education Commission. In the period from 1985 to 1995 he was President of the European Commission. Its main work is education encloses a treasure (1996). In which, Delors (1996) expresses the following:

Education throughout life is presented as one of the keys to the 21st century. It goes beyond the traditional distinction between basic education and lifelong education and responds to the challenge of a rapidly changing world (p. 21).

Delors' work has remained in effect all these years. In fact, it is considered the basis for all the educational reforms that have been carried out in Mexico, due to the validity of the four pillars of education: 1) learn to know, 2) learn to do, 3) learn to live together and 4) learn to be. Here it coincides with what Delors (1996) affirms: education allows us to open knowledge to transform our reality into a better setting to enjoy life. Likewise, it expresses the following: "Ongoing training responds to a large extent to an economic imperative and allows the company to equip itself with the best skills necessary to maintain employment and strengthen its competitiveness." (p. 113). In other words, continuous training must be maintained throughout life, it is the opportunity to update knowledge and be in tune with the new trends that arise. In this way, we will always be at the height of the new generations. Delors (1996) also explains that "education throughout life must provide everyone with the means to achieve a better balance between work and learning, and for the exercise of active citizenship" (p. 113)

As part of this lifelong education, Delors (1996) emphasizes that education for adults should not be seen only as literacy for adults:

Adult education takes multiple forms, such as basic training in an out-of-school educational setting, enrollment part-time in university establishments, language courses, professional training and updating of knowledge, training in different associations or unions, open learning systems and distance learning (p. 116).

It is interesting to know the diversity of the educational offer that exists in favor of gerontolescent and old people, based on the commitment to people's literacy. In the desire to improve, it is equally interesting to know what has been done in other countries, for example, in Sweden or Japan, where more than 50% of its adult population continues, in a given year, structured training, and it is possible to estimate that the increase in this type of activity maintains a sustained and marked trend throughout the world, capable of reorienting education as a whole in a perspective of lifelong education. (Delors, 1996, p. 117). Although these figures were presented nearly 23 years ago, these countries continue to be an example in the field; Germany and Spain have been added to this list. All of these nations agree that it is a wise move to offer opportunities for gerontolescent people to continue to feel useful and busy. These actions are supported based on the idea that education contributes a lot in maintaining a quality life.

The second theoretical approach is that proposed by Frida Díaz Barriga (2006). Mexican, with a doctorate in Pedagogy, professor at the Faculty of Psychology of the National Autonomous University of Mexico (UNAM), Díaz Barriga presents a historical analysis of Dewey and Vigotsky. In the first pages of his work, he comments: "Knowledge is situated, because it is part and product of the activity, the context and the culture in which it is developed and used" (Díaz, 2006, p. 19). That is precisely what is intended at all educational levels, that the teacher design the didactic sequences having as a guiding axis the application of knowledge to ensure that students find this a useful and beneficial sense for their lives. Díaz (2006) expresses:

Despite the fact that for many of the authors, situated cognition is the opposite alternative to the computational theory of information processing, there are different interests in researchers in this field, from a sociocultural and anthropological perspective, going through ecological and semiotic perspectives, to the study of the processes of cognition in different social planes (p. 19).

Exactly what gerontolescent and elderly people are looking for: useful knowledge for their lives. In this sense, a specific educational offer must be built for this sector of society: consider them, make them visible, include them in the design of public policies so that they truly respond to their needs.

Previous investigations

In the search for previous information, few articles related to the study topic were found. Most of them talk about digital inclusion or inclusion of people with disabilities. Taking into account the above, five studies were selected as background to this research:

- 1) Dussan (2010) develops the theme of educational inclusion, focusing on people with disabilities.
- 2) Sarrate and Pérez de Guzmán (2005) declare that, despite the fact that in the near future there will be a world characterized by a high percentage of the elderly, there are many countries that currently consider this issue unimportant.
- 3) Ramírez and Víctor (2010) refer to the Model of Education for Life and Work (MEVyT) developed by INEA to accompany adults in the process of acquiring their basic education certification: primary and secondary.
- 4) Blázquez (2012) develops the idea that you can learn at any age. And he proposes to change the traditional vision of seeing the university as a space to train new professionals; Now the university must also serve to have more educated citizens.
- 5) Arnay, Marrero and Fernández (2014) argue in favor of the fact that universities allow the cognitive development of older people. "The article defends an educational vision linked to another way of understanding aging, which promotes new possibilities for older people in their intellectual,

personal and social development through their participation in higher education" (p. 177)

Lifelong learning is an interesting topic to investigate, especially taking into account the UN demographic projections for the year 2050 that indicate a considerable increase in people over 60 years of age (AFP, June 17, 2019), to which social and educational activities should be offered according to their age and the role they play in Mexico's public policies. This study is novel due to the analysis of the international, national and state legal framework, which allowed analyzing what has been achieved in favor of the elderly and proposing concrete actions that provide certainty to the quality of life of the elderly. During the development of the activities, ethical standards were applied, taking care of the integrity of the people interviewed and guaranteeing the confidentiality of sensitive personal data. The relevant aspect of this study is the analysis of the set of rules in favor of the elderly and the opportunity for disclosure to the educational and gerontological community. Try to answer the following question: what are the opportunities for young people? And the objective, therefore, was to evaluate the educational opportunities that the elderly have.

Materials and method

This research is of a documentary type, the international and national framework that supports older people was analyzed, as well as the current context of educational opportunities in favor of young people in Mexico. In the end, an action proposal was formulated that allows the inclusion of older persons in the educational field.

The study is made up of two stages. In the first, 11 documents were selected (eight are international and three national), which were analyzed to identify the aspects related to the study topic. The texts are: First World Assembly on Aging (UN, 1982), Second World Assembly on Aging (UN, 2002), Declaration of Toronto (WHO, 2002), Letter of San José (CEPAL, 2012), Declaration of Brasilia (ECLAC, 2011), Protocol of San Salvador (IACHR, 1988), Universal Declaration of Human Rights (UN, 1948), Inter-American Convention on the Protection of the Human Rights of Older Persons (OAS, 2015), Political Constitution of the States Unidos Mexicanos (Chamber of Deputies of the H. Congress of the Union, 2019), Law on the Rights of Older Adults (Chamber of Deputies of the H. Congress of the Union, 2018) and National Development Plan 2019-2024 (Presidency of the Republic, 2019).

In the second stage, the offer of admission calls to the top level of 10 public institutions was reviewed to identify if there are age restrictions; The activities carried out by INEA in Mexico were also analyzed; and finally, an analysis of the university programs for the elderly was carried out in order to know both the activities they offer and the requirements and generalities of this offer for people in the stages of maturity and old age. The information collection and selection period was from February to August 2019.

Regarding the study population and sample, we did not work with people (subjects) because the study is documentary, in line with the analysis of current documents in favor of gerontolescent people.

Results

Of the 11 selected documents, 8 are international and 3 are Mexican. Together they cover the years 1948 to 2019. Below is a tour of the most representative international documents in favor of the elderly. First, the Universal Declaration of Human Rights (UN, 1948), in its article 26, considers the right to education. The First World Assembly on Aging (UN, 1982) agrees on the concern about aging. In addition, it lays the foundations from two lines: in the health aspect, with education in self-care and gerontology for health personnel; The other aspect is education throughout life, without discrimination, considering not only literacy, but also the university level, in addition to the importance of gerontologizing society.

The Protocol of San Salvador (IACHR, 1988) joins the fight against discrimination and empathizes with the protection of the elderly and their right to education. For its part, the Second World Assembly on Aging (UN, 2002) reflects on the need to raise the educational level of older people in developing countries, in order to have a better standard of living. , through equal opportunities, training in computer science subjects and technical activities that they can carry out in the retirement stage. The Toronto Declaration (WHO, 2002) recognizes abuse as a global problem and the need to work to eradicate the limited existing legal framework. The Brasilia Declaration (ECLAC, 2011) starts from the fact that aging can cause dependency and joins the call to allow access to continuing education, as well as creating educational programs in social gerontology. In the San José Charter (ECLAC, 2012) the problem of discrimination against older people is evident, and it joins the voices that have insisted on permanent education, as well as gerontologization from an

early age. Similarly, the Inter-American Convention on the Protection of the Human Rights of Older Persons (OAS, 2015) insists on the need to combat discrimination, the right to education regardless of age, and the need to gerontologize. These eight documents are linked by the themes of the right to education throughout life, the fight against discrimination based on age and the need to gerontologize from childhood (see annex, table 1).

Regarding the analysis of the three national documents, it was identified that they also coincide in the right to education for older people. First, the Political Constitution of the United Mexican States (Chamber of Deputies of the H. Congress of the Union, 2019), in its article 3, declares the right to education of all Mexicans. Next, the Law on the Rights of Older Adults (Chamber of Deputies of the H. Congress of the Union, 2018) grants this group of society autonomy, defends them from discrimination and guarantees their right to access education in all levels, in addition to emphasizing the need for gerontology from childhood. Finally, in the National Development Plan 2019-2024 (Government of the Republic, 2019), it considers that education and health are necessary to promote educational equity.

In the review of the offer of admission to the higher level in the Mexican Republic, 10 calls for entry to the higher level were found and analyzed, published in February 2019. From the analysis, it was found that there is no restriction by reason of age; At least in the call, no discrimination features were identified. This offer is intended to carry out an intergenerational meeting, by promoting the coexistence of young university students with older people in the classroom. This fact speaks of a high level of maturity: young people and gerontolescents live together in a framework of patience and respect.

The activities carried out at the INEA in Mexico are intended to reduce the educational gap with literacy. In 2015, there was about a 50% lag in the group of people between 50 and 55 years of age. It is a subject that continues to work so that future generations of old people have a better quality of life.

In Mexico there are higher education institutions that offer university programs for seniors. Four of these were reviewed here: Benemérita Universidad Autónoma de Puebla, Universidad Iberoamericana Puebla, Universidad de Ecatepec and Universidad Autónoma de Yucatán. The programs they offer are to develop cultural, personal and social quality of life aspects that affect their human development. This type of educational proposal tries to promote socialization among equals. In other words, only older people come, who receive formal instruction from another person, this is more common and only one certificate of

participation per module is obtained. If several modules are accredited, they have the possibility of aspiring to a diploma; Sufficient academic credits are not considered to qualify for an academic degree or degree.

Discussion

Based on all of the above, Delors (1996) has verified: “Education throughout life must provide everyone with the means to achieve a better balance between work and learning, and for exercise of active citizenship ”(p. 113). Undoubtedly, the scenario has changed, the goal of literacy for adults has been left behind, now the priority is to maintain people's cognitive ability and the proposal is that it be carried out through the path of education throughout life.

One of the limitations of this study is the analysis of the documents, since it was not possible to cover the total information that currently exists, and a specific selection was used. Another limitation was the selection of universities that have the development of university programs for seniors. Only the options that appeared on the Internet were located; it is necessary to enrich the search with other more academic means.

Among the strengths of this article is the integration of life experiences that two gerontolescent people have had upon returning to school, with the hope of completing their undergraduate studies. The main strength, however, is that in this document it gathers important elements that other authors have developed individually, such as: the analysis of legal documents related to the rights of older people, the description of university programs for older people and the right to education throughout life, which must continue despite the age of the people.

Conclusions

All the documents analyzed consider the right to education and the fight against discrimination of the elderly to be crucial, as well as the need to gerontologize health personnel and society in general from an early age.

The gerontolescent people have the following educational opportunities:

- 1) Continue and conclude with your formal professional training in a higher education institution, living with the new generations, which is important to maintain their cognitive development and social skills, with the hope of obtaining a university degree.
- 2) Participate in courses offered by university programs for seniors; structured courses, focused on human development, whose intention is to socialize among peers to generate a support network.
- 3) Older people who are illiterate have the opportunity to access the free courses offered by INEA.

This study achieves its objective by presenting the analysis of educational options that older people have. Education is the opportunity for older people to maintain their physical and mental activity, to feel alive, useful and part of a society, not to lose visibility in their family.

The proposal for the inclusion of gerontolescent people is made up of two dimensions. The first is to empower them; start with a diagnosis that allows you to identify your strengths, opportunities, weaknesses and threats (SWOT analysis), which will allow you to identify your skills and areas of expertise. The second is to link them with the educational area through two axes: 1) social contribution to the new generations and 2) university inclusion. In the first, it is about expanding schools at all levels to allow these people, who from now on will be called gold talent, to have a monthly space in which, through a direct chat with students, they share experiences or advice on specific academic topics. In the second, people with gold talent will have access to higher education institutions to take courses that respond to their needs and for the benefit of their biopsychosocial development.

It is a mistake to treat older people as passive people, who can no longer contribute anything. This is a position that is increasingly common in families, so it is important to act to eradicate it. Older people have a wealth of knowledge and experience that must be used by new generations. They have a lot to contribute to the family and society. They are active

people, who can still be productive, they must be incorporated into companies and schools through programs aimed at taking care of the participation of young people in these spaces, in a dignified environment. The people who are reaching the age of 70 in this second decade of the 21st century are totally different; Now they are characterized by having completed university studies and extensive work experience, and they want to maintain their cognitive ability through social inclusion. Gradually, elderly people with postgraduate studies and extensive research experience will be added, consequently, it is important that public policies consider this socio-demographic context, so that, through the educational system and society, it includes them in actions that allow prolonging the usefulness of the old people, which will affect the improvement of their quality of life and if they have quality of life, they will get sick less, diminishing the social burden that a country of multipathological elderly represents.

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Appendant

Tabla 1. Concentrado del marco legal que respalda a la persona gerontoescente

Documento	Datos generales	Aportación
Declaración Universal de los Derechos Humanos	10 diciembre 1948. ONU.	Artículo 1. Todos los seres humanos nacen libres. Artículo 7. Protección contra la discriminación. Artículo 26. Derecho a la educación.
Primera Asamblea Mundial de Envejecimiento	Llevada a cabo del 26 julio al 6 agosto de 1982 en Viena, Austria.	Preocupación común sobre el envejecimiento. Recomendación 7: <ul style="list-style-type: none"> • Deberá educarse a las propias personas de edad en el cuidado de sí mismas. • Capacitar al personal del área de la salud en temas de gerontología, geriatría y psicogeriatría. (p. 24) Recomendación 45: La educación debe proporcionarse sin discriminación contra las personas de edad. La necesidad de la educación continua de adultos a todos los niveles. Habrá de tomarse en consideración el concepto de la educación universitaria para personas de edad (p. 33) Recomendación 76 Educar a la población en general acerca del proceso de envejecimiento (p. 33) Recomendación 54 Los programas de enseñanza y capacitación deberán ser de carácter interdisciplinario. La enseñanza y capacitación en los diversos aspectos del envejecimiento deberá impartirse a todos los niveles. (p. 36)
Protocolo de San Salvador	1988. Adicional a la Convención Americana sobre Derechos Humanos en Materia de Derechos Económicos, Sociales y Culturales.	<u>Artículo 3.</u> Obligación de no discriminación. <u>Artículo 13.</u> Derecho a la educación. <u>Artículo 17.</u> Protección a los ancianos

<p>Segunda Asamblea Mundial de Envejecimiento</p>	<p>Celebrada del 8 al 12 abril de 2002. Declaración Política y Plan de Acción Internacional de Madrid sobre el Envejecimiento.</p>	<p>Cuestión 4: Acceso al conocimiento, la educación y la capacitación.</p> <p>36. Los países en desarrollo llegan a la vejez con conocimientos mínimos de alfabetización, lo cual limita su capacidad para ganarse la vida y constituye por lo tanto un obstáculo para gozar de la salud y el bienestar. (p. 25)</p> <p>40. Objetivo 1: Igualdad de oportunidades durante toda la vida en materia de educación permanente, capacitación y readiestramiento, así como de orientación profesional.</p> <p>Medidas</p> <p>a) Lograr un mejoramiento de 50 % en los niveles de alfabetización de adultos para el año 2015.</p> <p>b) Alfabetización especializada y capacitación en informática para personas de edad con discapacidades.</p> <p>c) Aplicar políticas que promuevan el acceso a la capacitación y el readiestramiento de los trabajadores de edad y los alienten a seguir utilizando los conocimientos y las técnicas adquiridos después de la jubilación. (p. 26)</p>
<p>Declaración de Toronto para la Prevención Global del Maltrato de las Personas Mayores</p>	<p>2002. OMS</p>	<ul style="list-style-type: none"> • Reconoce el maltrato como un problema global. (párr. 1) • Llamado a la acción dirigida a la prevención del maltrato de las personas mayores. (párr. 5) • Reconoce la falta de marcos legales. (párr. 6)
<p>Declaración de Brasilia</p>	<p>Segunda Conferencia Regional sobre Envejecimiento en América Latina y el Caribe: hacia una sociedad para todas las edades y de protección social basada en derechos. Llevada a cabo del 4 al 6 diciembre de 2011.</p>	<ul style="list-style-type: none"> • Identifica prioridades futuras. (p. 5) • Se mantiene la brecha en la implementación de los derechos. (p. 5) • Se reconoce que el envejecimiento puede generar discapacidades y dependencia. (p. 6) • Impulsa el acceso a la educación continua y permanente. (p. 9) • Propicia crear programas de licenciatura y maestría en gerontología social. (p. 9)

<p>Carta de San José sobre los Derechos de las Personas Mayores de América Latina y el Caribe</p>	<p>Tercera Conferencia Regional sobre Envejecimiento en América Latina y el Caribe. Llevada a cabo del 8 al 11 mayo de 2012.</p>	<ul style="list-style-type: none"> • Identifica acciones clave en derechos humanos y protección social a las personas mayores. (p. 5) • Confirma la existencia de discriminación en las personas mayores. (p. 5) • Insiste en la educación permanente y promueve incluir el tema de envejecimiento desde la niñez. (p. 15)
<p>Convención Interamericana sobre la Protección de los Derechos Humanos de las Personas Mayores</p>	<p>2015. OEA</p>	<p>Instrumento regional jurídicamente vinculante. <u>Artículo 5.</u> Igualdad y no discriminación por razones de edad. (párr. 40) <u>Artículo 20.</u> Derecho a la educación. (párr. 113) <u>Artículo 32</u> c) Desarrollar programas para sensibilizar a la población sobre el proceso de envejecimiento. (párr. 163)</p>
<p>Ley de los Derechos de las Personas Adultas Mayores</p>	<p>2018. Cámara de Diputados del H. Congreso de la Unión.</p>	<p>Principios rectores: autonomía y autorrealización, participación, equidad, corresponsabilidad y atención preferente. <u>Artículo 5</u> IV. Derecho a la educación. Incluir en sus planes y programas los conocimientos relacionados con las personas adultas mayores; asimismo los libros de texto gratuitos y todo material educativo, incorporarán información sobre el tema del envejecimiento y las personas adultas mayores (p. 5). <u>Artículo 8.</u> Ninguna persona adulta mayor podrá ser socialmente marginada o discriminada en ningún espacio público o privado (p. 7). <u>Artículo 17.</u> Corresponde a la Secretaría de Educación Pública, garantizar a las personas adultas mayores el acceso a la educación pública en todos sus niveles y modalidades y a cualquier otra actividad que contribuya a su desarrollo intelectual y que le permita conservar una actitud de aprendizaje constante y aprovechar toda oportunidad de educación y capacitación que tienda a su realización personal, facilitando los trámites administrativos y</p>

		difundiendo la oferta general educativa (p. 10).
Constitución Política de los Estados Unidos Mexicanos	2019. Cámara de Diputados del H. Congreso de la Unión.	<u>Artículo 3.</u> Toda persona tiene derecho a la educación. (p. 5) Corresponde al Estado la rectoría de la educación, además de obligatoria, será universal, inclusiva, pública, gratuita y laica. La educación se basará en el respeto irrestricto de la dignidad de las personas, con un enfoque de derechos humanos y de igualdad sustantiva (p. 5).
Plan Nacional de Desarrollo 2019-2024	2019. Gobierno de la República	<u>Objetivo 2.</u> Garantizar empleo, educación, salud y bienestar, la cual está enfocada en los jóvenes Evidenciando el aspecto asistencialista con la Pensión Universal para Personas Adultas Mayores. (párr. 50)

Fuente: Elaboración propia, marzo 2020