

EDUCATION, AGING AND CONTEMPORANEITY

EDUCAÇÃO, ENVELHECIMENTO E CONTEMPORANEIDADE
EDUCACIÓN, ENVENJECIMIENTO Y CONTEMPORANEIDAD

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ABSTRACT:

The present study aimed to understand the contemporary educational context in the middle of the aging process. Using a research based on the literature review, collecting data in publications using descriptors in the following electronic databases: LILACS (Latin American and Caribbean Literature in Health Sciences), SCIELO (Scientific Electronic Library Online) and Scholar (Academic Google). From the studies analyzed, it was noted that the participation of the elderly in the educational process is presented in a timid manner, and governments of the various spheres and educational institutions should seek means capable of implementing the existing public policies that contemplate this public.

KEYWORDS: Old man; University education; Extension; Educational Process; Aging.

Introduction

We are predestined with the passage of time to grow old. Proof of this is that in recent decades there has been a significant increase in the rate of continuous aging of the age structure of the Brazilian population and the perspective is of an increase in the elderly population in the coming decades.

The World Health Organization (WHO) states that the growth of the elderly population is occurring abruptly all over the world and the consequences of this are visible in all sectors and will be increasingly profound.

In 2014, the elderly already represented 13.7% of the Brazilian population. It is estimated that this year, 2020, we will have for the first time in the history of Brazil the total number of people over 60 years old greater than that of children up to five years old. The expectation is that in the coming decades the world population over 60 years of

age will increase from the current 841 million to 2 billion by 2050. This will make the elderly¹, the portion of the current population with the greatest proportions, reaching almost 30% of the population. world population (Brasileiro Institute of Geography and Statistics [IBGE], 2016).

In this scenario, the elderly population does not actually have an educational policy that impacts on a specific transformation, even with several existing legal frameworks over the years, which specifically lead us to this awareness. Providing the elderly with means that make them think and act autonomously is essential to keep them active, taking them out of their comfort zones and social erasure.

Therefore, the educational insertion process is considered an important tool for the insertion/interaction of the elderly public in the face of changes in the contemporary world and, thereby, promoting a better quality of life.

Given the above, the authors of this study bring to light a reflection on the educational process, aging and the elderly public. This public was chosen because it considers that the elderly are looking for an aging process with quality of life and that the educational process is presented as a space for social inclusion.

Methodological Approach

In the preparation of this work, a research was carried out based on the integrative literature review. To this end, searches were carried out in the following databases: LILACS (Latin American and Caribbean Literature in Health Sciences), SCIELO (Scientific Electronic Library Online) and Scholar (Google Academic). As search engines, the keywords were used: Education, elderly, teaching, aging. To restrict the searches, the Boolean operator "AND" was used.

Table 1 Search results for articles in databases

DATA BASE	SEARCH TERM	TOTAL INARTICLES
Academic Google	"education" AND "elderly" "education" AND "aging" "teaching" AND "elderly" "teaching" AND "aging"	75200

¹ The term third age corresponds to the existence of new potentialities and other life possibilities in old age (Birman, 2015).

LILACS	"education" AND "elderly" "education" AND "aging" "teaching" AND "elderly" "teaching" AND "aging"	7425
SciELO	"education" AND "elderly" "education" AND "aging" "teaching" AND "elderly" "teaching" AND "aging"	912

A total of 83,537 articles related to the research topic were found. Of this total, a selection was made by publication time of the last ten years, Portuguese and English languages, and specificity of approach in the process of population aging on the promotion of active aging, elderly people inserted in teaching programs, education and the elderly population and quality of life, plus gray literature. Since 22 articles supported this study, in addition to gray literature and other renowned authors who deal with the subject.

Aging and Society

We are born, we grow and we mature, from birth to death we spend our whole lives aging. For aging is a natural process by which all living beings go through and is the greatest phase of human development. In this phase, several physiological changes will occur in a more or less accentuated way and with variable speeds among different people (Duarte, 2001).

Goldman (2001) states that although aging is an individual process, it has repercussions on society as a whole, in addition to encompassing multiple approaches: physical, emotional, social, economic, political, ideological, cultural, historical, among others.

Santos and Cianciarulho (2009) emphasize that the aging process is a natural aspiration of any society, emphasizing that without a doubt the expansion of time was one of the greatest achievements of humanity, but it is considered a great challenge for contemporary society.

Since the beginning of humanity, the aging process has been synonymous with many conflicts of opposing ideas between the younger stages and the elderly. In this context, we emphasize that for young people, the elderly public should remain reclusive in their homes, being closed to new possibilities for experiences and learning, being considered just a condemned person waiting for the passage of years until their life ends.

In addition, fear of the new afflicts many elderly people, especially when it comes to any technological artifact (Medeiros and Feijó, 2011).

For Medeiros and Feijó (2011) for a long time old age was more unprotected, discriminated against and even denied; nor were the properties and assets of the elderly protected. The old man's property was not guaranteed by stable institutions, but deserved and defended by force of arms. Old people are sometimes relegated to the shadows, social systems rest on young people preferentially.

In this way, considering aging in the context of contemporary capitalism implies analyzing the contradictions in the constitution of rights and their implementation. Because the State, in conjunction with the market, seeks to reduce rights and benefits, particularly affecting the elderly at the stage of life when they most need social protection (Alcantâra, Camarano & Giacomim, 2016).

For Jardim, medeiros and Brito (2006), to define old age using only the biological view is to fall into a purely chronological demarcation error, considers the elderly population homogeneously and does not take into account important aspects of the sociocultural context in which the elderly are inserted.

Uchôa (2002) maintains that aging is experienced differently from one individual to another, from one generation to another and from one society to another. Therefore, many changes have occurred over the years and the characteristics presented by the generations that preceded the current one are distinct and profound.

For Minayo, Coimbra and Carlos (2002), there is a need to denaturalize the phenomenon of old age and consider it a socially and culturally constructed category. In this perspective, to define old age, it is important the contribution of other areas of knowledge, which take into account the sociocultural differences in which the elderly live.

In this approach, it is highlighted that there are different ways of defining and conceptualizing old age. One of them is the definition advocated by the World Health Organization, which is based on chronological age, in which the definition of elderly starts at 65 years in developed countries and at 60 years in developing countries, as they prove that people are prone to conditions of life with extreme inequality and age earlier (Miranda, Mendes and Silva, 2016).

In Brazil, following the WHO concept and in accordance with the Statute of the Elderly (2003), people aged 60 years or older are recognized as elderly. Being the last phase of the life cycle does not mean that these elderly people do not deserve special attention, mainly because it is a phase that occurs within the context of friends, work colleagues, neighbors and family members, it deserves to be better used and the bonds of friendship relationships need to be strengthened between generations. That is why

independence as well as intergenerational solidarity are important principles of aging (Thaty, 2017).

The Constitution of the Federative Republic of Brazil of 1988 (CF/88), presents in its caput in article 230, which erected the right of the elderly to the status of a fundamental right, which must be protected by the State, by society and by the family (Fernandes, 2009).

The WHO, based on studies of recent evidence regarding aging, concluded that many perceptions and assumptions regarding the elderly result from outdated stereotypes and recommends profound changes in the way of formulating policies.

It is noted that contemporary society has been timidly seeking to adhere to a new conception built around the elderly person, however, it is emphasized that the elderly in the current context has still been the target of excluding postures, which expresses the urgency of initiatives and actions that can revert and promote significant changes in the conceptions and attitudes towards the elderly, considering the need to minimize this social bias, causing a change of mentality and attitude in the community in relation to old age and the elderly (Serra, 2012).

Reis and Ceolim (2007), corroborates with mentioned studies and states that aging is still invested with negative values, making the old, old age and aging something undesirable and generator of suffering. While youth is highly exalted, old age is excluded and stigmatized.

In this approach, Osório, Neto and Souza (2018) corroborates that the repercussions of the population aging process should be analyzed in a broader and more integrated way. Which highlights the increasing importance of public policies related to social security and policies aimed at this public.

However, it should be noted that the increase in longevity accompanies the construction of well-being societies, favorable to sustained human development in the consolidation of human and social rights, that is, it can be said that the increase in life expectancy is one of the greatest successes (triumphs) of humanity (WHO, 2005).

Reis and Ceolim (2007) emphasize that longevity, despite being a triumph of science, associated with various improvements, also brought many structural and social problems in developing countries.

Fernandes (2009) points out that Brazil is considered a young country with white hair, as approximately 650,000 new elderly people are added to the Brazilian population each year, and this new reality leads to a demand for more demands in all sectors of society, in particular with regard to the application of effective public policies to this public.

In view of the aspects evidenced by this exponential expansion of the elderly population, it is a consequence of an older population, requiring the maintenance of independence and autonomy, which must be initiatives that need encouragement and expansion. Therefore, it will be possible to ensure a better quality of life for the elderly, an increase in functional capacity and greater well-being for the elderly population of Brazilians (Fernandes, 2009).

ACTIVE ELDERLY: brief approach

The World Report on Aging and Health (WHO, 2002) highlighted that this is the time for a new paradigm, which considers the elderly as active participants in an integrated society, being active contributors, and naturally beneficiaries of development. To this end, an adequate standard of living must be guaranteed for people as they age, while simultaneously recognizing and taking advantage of their skills and experiences, and encouraging harmonious interactions between generations (WHO, 2002).

In the late 1990s, the term "active ageing" began to be adopted to express this view that aging should be a process of optimizing opportunities for health, participation and security, with the aim of improving quality of life as people get older (WHO, 2005).

Therefore, the concept of active aging refers to healthy aging as a continuous process of learning and personal achievement, with the objective of autonomy and independence of the elderly. Being a process that also involves the balance of interaction between the various dimensions of the elderly's life: physical and mental health, independence and autonomy in activities of daily living, participation and social support, family life and support, and economic autonomy. Thus, active aging emerges as a multidimensional model, as it encompasses personal, social, economic and behavioral dimensions that are simultaneously related to the surrounding environment (Campos, 2016).

Healthy aging assumes a broader concept than the absence of disease, being considered a process of adaptation to changes that occur throughout life, which allows the elderly to maintain their physical, mental and social well-being (Campino & Cyrillo, 2003).

In this way, aging becomes a vital phase of great possibilities in search of homeostasis in the various aspects that the elderly person is inserted, being considered a person capable of carrying out various activities that surround him. In this bias, the elderly stand out as the protagonist of their choices and activities to be developed, giving them autonomy and independence. Therefore, to redefine the social role of the elderly, the contemporary expression used is "third age", a new social construction referred to

between adulthood and old age. This terminology is used to designate active and independent aging (Jardim et al., 2006).

Education, Elderly and Contemporary Society

In the past, education was seen and directed basically to the youngest, since it was believed that the human being would initially develop in childhood, during the adult phase he would reach his maximum development and, in old age, development would no longer occur. However, today we understand that this is not true, because the human being develops throughout life and, despite the changes linked to aging, this age can be experienced with great advances and achievements. At the same time that being old is new in education, population aging and the rapid changes in the contemporary world make the advancement of this field of study increasingly necessary (Osório et al., 2018).

In this bias, one of the guiding pillars for a quality old age is the sphere of education, which is a right guaranteed throughout the life of the human being, regardless of age and circumstances, starting to be analyzed as an activity fundamental not only as initial training, but also as continuing training for the elderly (Martins, Santos & Carolino, 2015).

Given this, education can be understood as a permanent process since it accompanies the individual throughout all of his life stages, being important in all of them. Ferreira (2013) points out that the educational artifice is an important resource in the prevention and early detection of diseases, representing fundamental dimensions of life and has a great potential for transforming reality and should be understood as articulated processes, in which it is possible to overcome the existing gap among the various authors involved in this context, considering that all are beings that bring with them a critical, creative potential, as well as being capable of transforming reality.

In this context, it is necessary to reflect on the benefits of educational actions for the elderly, as these refer to activities aimed at developing individual and collective capacities aimed at improving people's quality of life and health. Thus, the important role of the training process is highlighted, as they use educational activities as a tool to stimulate both self-care and self-esteem of individuals, promoting reflections that modify attitudes and behaviors to keep individuals active (Machado, 2007).

Thus, based on the rights of the elderly, we emphasize that universities aimed at older people emerged with the aim of offering the elderly (60 years of age or older) the opportunity to have a better quality of life in the aging process (Bropp, 2018).

Education for people of more advanced age becomes more than a simple occupation of free time, being considered moments of learning new knowledge and

creating bonds of friendship that provide a different way of experiencing the aging process. this healthier, more active and participatory.

In this approach, Kachar (2001) corroborates this thought, showing a look from a new perspective, in which lifelong education is everyone's right, and in this context, we can highlight its position:

A school aimed at the elderly is to teach them to rethink their thinking, to create groups permeated by a sense of identity and to generate bonds, to create learning situations so that together they can gain strength and courage to react to the stigmas of old age (losses, isolation, incapacity), to live a new paradigm of old age (gains, struggles, participation and autonomy), and thus be strengthened for their insertion in the family and in other social groups (Kachar, 2001, p. 24).

Intergenerational open universities are a type of modality that is not necessarily a graduation, but mostly present themselves as an extension project, which aim to guide the elderly on diverse topics and provide experiences between generations. Which, provide the elderly with an awakening to forgotten and/or lost knowledge or even to enable new interests and learning. These intergenerational relationships as a term used refers to the relationships that occur between individuals belonging to different generations (Serra, 2012).

Osório, Neto and Sousa (2018) corroborates and mentions that inserting mature people into the university for gerontological training is fundamental for their mental and social health. These practices are necessary to strengthen their intergenerational relationships and avoid conflicts. It is emphasized that education in maturity is at a secondary level in public and scientific agendas. In this sense, Universities for the elderly contemporize the debate on education for the mature.

In this way, it appears that the Open Intergenerational Universities and/or Universities for the Elderly or even Universities of Maturity, denominations attributed depending on the location where they are installed in our country, propose the integration of university students with undergraduate students, identifying the role and responsibility of the university in relation to the elderly (UMA, 2017).

In this perspective, it should be noted that the purpose of intergenerational universities is to promote socio-educational activities that provide opportunities for continuing education, social inclusion and quality of life for the elderly population through intergenerational educational actions and the guiding axis of intergenerational gerontological activities (Serra, 2012).

To this end, it becomes clear that the "University" globally seems to be, at the moment, the most appropriate and capable of structuring to respond to the specific needs

of elderly people in various dimensions. It is understood that the space of these universities has become an intergenerational environment, as academics from the various undergraduate and graduate courses carry out extension and research projects (Osório et al., 2018).

In this sense, according to Serra (2012), re-signifying old age is reinventing, seeking enthusiasm and recovery capacity, a rediscovery of oneself, others and the world, which will result in new achievements and acquisitions in pursuit of improving self-esteem and achieving frustrated projects throughout life, in other stages, allowing a successful old age, which can also be possible through education.

Carleto (2013) reinforces that intergenerational relationships take into account active aging, and are therefore an alternative for health promotion and an essential factor in the aging process, resulting in feelings of satisfaction, social recognition and positively influencing the quality of life of elderly, universities being a gateway to search for these results.

Finais considerations

Investigating the effectiveness of elderly participation in the educational context is a complex exercise due to the numerous factors involved in this process. Initially, the definition of aging is still a very broad term that permeates many debates in society, where sometimes the elderly are still seen by society as a passive agent that adds negative values. However, the purpose of our study was to understand how the contemporary educational conjunction and the insertion of the elderly in this context takes place.

In this context, we seek to respond to the objective proposed at the beginning of this study. Thus, we were able to verify that the international and national educational process evolved a lot, therefore, there is still much to be done, in order to guarantee this right to the elderly all over the world and especially in Brazil. There are still many aspects and spaces to be conquered when we talk about the elderly public, and equal and free access to education is one of these aspects.

The need for social participation of the elderly in educational spaces is essential to keep the elderly increasingly active and autonomous. There is a need for more research on the educational process and the insertion of the elderly, which must be based on social reality. In our study, the need for broader, more effective and comprehensive public policies was observed, aimed at the elderly public in this area of coverage, giving them a voice and bringing them as protagonists in the narration of their own reality.

However, it is believed that the appreciation of the elderly and the search for the creation, implementation, implementation of public policies capable of guaranteeing

rights and participation in such actions by this public should be increasingly encouraged by all sectors of society in general. It is identified that there is a real need in the current educational scenario to continue the actions aimed at guaranteeing access to quality education, where the opinions of the elderly are valued and that these spaces are true spaces of participation and in the wake of all these gains, it is expected to make the elderly more adept, autonomous and independent.

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RESUMO:

O presente estudo objetivou compreender o contexto educacional contemporâneo em meio ao processo de envelhecimento. Utilizando-se de uma pesquisa com base na revisão de literatura, coletando dados em publicações com uso de descritores nas seguintes bases eletrônicas: LILACS (Literatura Latino-americana e do Caribe em Ciências da Saúde), SCIELO (Scientific Electronic Library Online) e Scholar (Google Acadêmico). A partir dos estudos analisados, notou-se que a participação de idosos no processo educacional se apresenta de maneira tímida, devendo governantes das variadas esferas e instituições de ensino buscar meios capazes de efetivar as políticas públicas já existentes que contemplam este público.

PALAVRAS-CHAVE: Idoso; Ensino Superior; Extensão; Processo Educacional; Envelhecimento.

RESUMEN:

El presente estudio tuvo como objetivo comprender el contexto educativo contemporáneo en medio del proceso de envejecimiento. Utilizando una investigación basada en la revisión de la literatura, recolectando datos en publicaciones utilizando descriptores en las siguientes bases de datos electrónicas: LILACS (Literatura Latinoamericana y del Caribe en Ciencias de la Salud), SCIELO (Biblioteca Electrónica Científica en Línea) y Scholar (Google Scholar). A partir de los estudios analizados, se observó que la participación de las personas mayores en el proceso educativo se presenta de manera tímida, y los gobiernos de los distintos ámbitos e instituciones educativas deben buscar medios capaces de implementar las políticas públicas existentes que contemplan a este público.

PALABRAS CLAVE: Anciano; Enseñanza superior; Extensión; Proceso educativo; Envejecimiento.