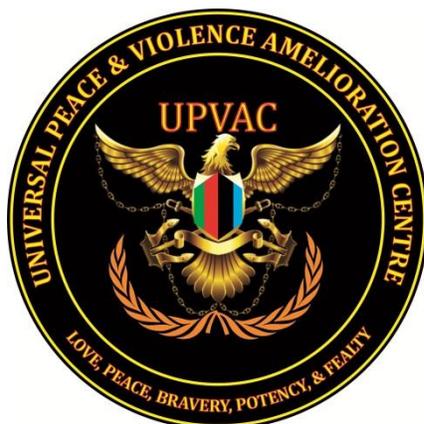


Submission by:

UNIVERSAL PEACE AND VIOLENCE AMELIORATION CENTRE
Organization in Special Consultative Status with the United Nations Economic and Social
Council (UN ECOSOC) *since 2019*



NORMATIVE CONTENT:

“EDUCATION, TRAINING, LIFE-LONG LEARNING and CAPACITY-BUILDING”

**THE CHAIR OF THE UNITED NATIONS GENERAL ASSEMBLY OPEN-ENDED
WORKING GROUP FOR THE PURPOSE OF STRENGTHENING THE PROTECTION
OF THE HUMAN RIGHTS OF OLDER PERSONS**

**ELEVENTH WORKING SESSION
NEW YORK, 6-9 APRIL 2020**

Prepared by:

ITIGBRI OGAGAOGHENE JESSE,
Chief Executive Officer/ Founder

Contact Information:

Mobile: +2348064776827; +2348105032828
Email: universalpvac@gmail.com
Facebook: facebook@universalpvac
Website: www.upvac.org
Twitter: @UPVAC1

Preamble/Definition

Education for older persons is a practice in which adults engage in systematic and sustained self-educating activities in order to gain new forms of knowledge, skills, attitudes or values. It can also mean any form of learning adults may engage in beyond traditional schooling, encompassing basic literacy to personal fulfillment as a lifelong learner.

Education is asserted in **Article 26** of the Universal Declaration of Human Rights (UDHR), which states:

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms...

The roles of the elderly in nation-building cannot be overemphasized. Older persons have a wealth of knowledge, experience, wisdom and understanding that have been acquired over the years, which makes them the custodians of history, tradition, culture and peaceful coexistence.

The rights of older persons to education, training, life-long learning and capacity-building are very important to every government. Governments should make these key normative elements available, accessible, acceptable and adaptable at every level of government.

Scope of the Right

Older persons have the right to acquire and utilize their knowledge and skills, and therefore have the right to Education, Training, Life-long learning and Capacity-building on an equal basis with others and without discrimination.

Availability

Older persons have the right to all forms of education including vocational training and retraining, digital and new technology-based education, adult education, self-education, informal education, recreational and community-based education, lifelong learning programs, legal literacy, and skills training in literacy, numeracy and technological competencies.

Nigeria, education is available to older persons, although older persons do not feel comfortable going to school with their children or been in the same class in formal settings.

Uganda currently has a Functional Adult Literacy (FAL) Programme, implemented by the Ministry of Gender, Labour and Social Development. The target group for the programme involves anyone who had missed the opportunity of formal education during childhood, with a very significant aspect of the programme involving availability of micro-loans to support the development and continuation of income generating activities after graduation from the literacy programme.

Accessibility

Older persons should have the right to all forms of education, training, lifelong learning and capacity-building in an accessible manner. Course contents should be designed and teaching styles developed to meet the needs, backgrounds and abilities of older persons. Older persons should therefore have the right to affordable education opportunities, and information on how to access them.

Acceptability and Adaptability

Older persons should have the right to all forms of education in an adaptive manner. Adaptive learning and adaptive teaching should incorporate the delivery of custom learning experiences that address the unique needs of an individual through just-in-time feedback, pathways, and resources.

Older persons should also have the right of equal access to opportunities of education adapted to their specific needs, including duration of study, communication needs, skills, motivations, preferences and diverse identities.

State Obligations

State parties shall take effective measures to ensure that there is non-discrimination in the education for older persons and in respecting, protecting and fulfilling their obligations as States, the following are therefore suggested obligations. The State should ensure that Older persons:

- i. have equal access to opportunities for all forms of education, training, lifelong learning, capacity-building and levels of education without discrimination based on age or any other grounds.
- ii. have the same opportunities as others to benefit from scholarships and other educational or study grants.
- iii. systems and mechanisms are put in place so that all older persons are able to upgrade their acquired knowledge and skills and utilize them for the benefit of all.
- iv. associated negative ageist stereotypes and prejudices to older persons' ability and willingness to learn are eliminated.

Special Considerations

Special considerations should be put in place with respect to discrimination against older persons and privacy of the rights of older persons, especially those with learning disabilities. Technology and E-learning platforms should also be promoted globally.

The educational system should recognize the challenges of an ageing Nigeria and incorporate gerontology content into its curriculum.

Responsibilities of non-State parties such as private sectors towards the rights of older persons to education, training, life-long learning and capacity-building should be part of their corporate social responsibility.

Implementation

Best Practices in Nigeria:

- On-Job training,
- Vocational training centres establishment,
- Adult education part time programs in higher institutions
- Professional development programs at professional institutes.

Challenges:

- Affordability/lack of adequate financial capability,
- Lack of adequate professionals in andragogy,
- Retirement/lack of training continuity,
- Ageism.