

Educación en derechos humanos en las universidades para enfrentar la violencia

Education in human rights in universities, coping with violence

Dulce María Quintero Romero

Universidad Autónoma de Guerrero

dulcenic@yahoo.com.mx

Resumen

Los jóvenes universitarios en México enfrentan una problemática compleja rodeados de crisis producto del modelo neoliberal y un proceso de la modernidad que los aísla y confunde. La situación se agrava aún más ante una violencia que los acecha en donde la propuesta se orienta al reforzamiento de los sistemas de seguridad en sacrificio de su libertad y en riesgo al respeto de sus derechos humanos.

Como respuesta las instituciones de educación superior han implementado acciones de seguridad a fin de salvaguardar a los estudiantes, sin embargo la amenaza de la violencia está latente, por lo que se discute la educación en derechos humanos como una acción encaminada a fortalecer el desarrollo personal y social de los universitarios a fin de enfrentar los riesgos.

Palabras Clave: Educación en Derechos Humanos, jóvenes, universidad, violencia, justicia

Abstract

University students in Mexico face a complex problem surrounded by crisis, product of the neoliberal model and process of modernity that isolates them and confused. The situation is even worse with a violence that stalks them where the proposal is aimed at the strengthening of systems of public safety in sacrifice of their freedom and risk human rights honoring. In response the institutions of higher education have implemented security actions to protect students, but the threat of violence is latent, so it is discussed the human rights education as an action aimed at strengthening the personal and social development of students in order to deal with the risks.

Key Words: Human Rights education, youth, University, violence, justice.

Fecha recepción: Agosto 2012

Fecha aceptación: Septiembre 2012

Introduction

Higher education in Latin America and the Caribbean face today undoubtedly one of the most difficult moments in its history, to mitigate some effects of social violence of against 106 million young people between 15 and 24 that live in the region. Especially those who are able to go to university classrooms trying to escape from the poverty in which they live (and affecting a 39%), avoiding to join the 30 million working informally and in difficult conditions, others that only delaying its passage to unemployment, which affects 25% of young people/adolescents (UNICEF in the area 2009).

But the lack of opportunities or education is not the only threat that lurks, as with the advance of the neoliberal model the crisis intensifies, referred by Magendzo (1996) when he talks about the crisis of identity, in which young people who experience a loss in the sense of belonging and the lack of a unifying project that indicate where to go , but above all them of the ability to communicate with others; the crisis of faith and with her inability to believe in change and transformation as something possible, which limits the possibility to them go in search of Utopia and achieve so detached from Presenteeism, to think about the possibility of having a more human society; the crisis of values where the family and religious life loses importance, and the most important thing is what may lead to materialism, consumerism or hedonism.

As part of the teachings of this modernized society, for many young the principle to follow is that the means justify the end, and there is an ethic that transcends the manipulation, control and power. Everyday life, knowledge of one's identity is devalued. Authenticity is rejected, the same. We must join and attend the alien culture and borrowed foreign exchange values.

This ensures Charles Taylor (2002) should be precisely the same three diseases modernity: individualism, which leads people to absorb themselves in breaking with others and blurring their moral horizons; the primacy of instrumental reason where everything is decided in terms of efficiency or cost-benefit analysis; and the loss of freedom in the institutions and structures of the techno-industrial society severely restrict our choices and push aside the moral deliberation and this context is the benchmark for these young people who have only known this modern society.

Amid all is sum of despair some countries face the harshness of drug trafficking and violence, where his young look to drugs as a false start its internal crisis, family or living with others, or the marketing of the drug income, an occupation, a place, a "recognition" that society has limited them, especially against rising unemployment among young people 15-19 years in rapidly growing nations Mexico, where the jobless increased from 243,000 in 1990 to 427,000 in 2000 (Infante y Alvarado, 2010).

The problem of drug violence in recent years seems rampant in some regions of the continent is not new, certainly they have had to spend a few decades for the consequences of the neoliberal proposal sharpen violence, impunity, corruption and lack of ethics in public and private action as well as "cronyism" in the administration of justice and poverty (Magendzo, 1999). This in favor of the expansion of this phenomenon until February 2011 in Mexico accounted for more than 36 people dead according to official figures from the Attorney General's Office.

But drug-related violence can no longer be considered a problem section of university life, the events recorded in the vicinity of educational institutions affecting some of its members have caused unease in high schools, but not only that, violence and insecurity plaguing many cities is disrupting life, everyday life and the tranquility of both the university and their families, thereby compromising their personal, social and academic development.

Against this the actions and proposals have started to emerge, ranging from self-care and protection recommendations through social networks, to actions by the authorities to

restrict the transit of citizens in times or areas considered high risk, which leads us to reflect on the need to work more than ever in the importance of human rights education within universities.

The institutional proposal.

Given the seriousness of the problem the National Association of Universities and Institutions of Higher Education (ANUIES) of Mexico announced in April 2011 the implementation of a manual against insecurity, thereby to prevent 3.5 million graduate and undergraduate students, they are in the institutions of the organization are affected by the wave of violence that exists in the country.

The Security Manual for Institutions of Higher Education (MSIES), prepared by an expert group which has the backing of the federal government encourages universities the badging systems expand and limit access to them by outsiders the community as well as placing "natural, technological or human barriers" in the Mexican campus (ANEUIES, 2011).

As for the participation of the university, the manual of 74 pages considers it essential that every member of the community aware of the applicable regulations, as well as where to go and what to do in case of an incident so that it becomes an asset tracking of safety recommendations.

Community participation in drills is also proposed, in addition to being aware of the crimes that occur in the area, the rules and procedures of the performance in this situation.

ANUIES the proposal is that each of its affiliates implement the recommended actions and disseminated among the members of the university community. However it is clear that each institution drawing up specific proposals to address the problem, but mostly try to analyze and explain what are its implications for the life of the university, the way violence is disrupting family life, social, work and school for young people who are inside and outside these areas. And it is that institutions of higher education are required to build proposals to address the problem within and outside their classrooms. Your task is to

address the effects on the enjoyment of human rights in countless communities and generate discussion of proposals to remedy them.

The vulnerability of young people

In discussing this issue certainly has an element to consider is the vulnerability that young people derived their emotional, social and family situation. On one side are the same characteristics of this group since according to professional conduct it is in this stage of life when an increase in risk behaviors such as drug use, involvement in vandalism or criminal groups, pregnancies recorded unwanted , dropout and eating disorders and early sexual behavior, etc. (Florenzano, 2005).

Under these conditions the young people become vulnerable to obtaining rewards through behavior indiscriminate-of-range, immediate and accessible- to affirm their self-esteem, feelings of success look at the risk itself, find emotional support in hazardous activities which do not provide consequences, or consumption of hazardous substances.

This undoubtedly is related to the increase in the crime rate in Mexico in 2005 reached 7,500 victims per 100 thousand inhabitants, where the average age of those who committed illegal 15 year olds were 25 years (Román 2005). The most common offenses were theft, assault, armed robbery, drug dealing, sexual assault and kidnapping lesser proportion. Of these four in ten crimes they were committed by an offender who were between 12 and 25 years in concordance with data from the Third National Safety Survey (ICESI 2005).

But you can not stop considering the fact that there is also a trend towards the criminalization of youth, for his image of debauchery, his questioning attitude to what it represents order and authority, ignorance of their rights has also led to that This sector is the victim of abuse by police elements.

Although today this group is not only harassed by the police but by criminals themselves, as on a par with drug violence have increased dramatically in Mexico other crimes, and only in 2004 a rate of 11,000 crimes had per 100 thousand inhabitants (ICESI 2009). In

addition to that homicide is now the leading cause of death among 15- to 29 years in Mexico, with 25.1 deaths from this cause per 100 thousand inhabitants, and official figures from the Health Secretariat indicate that nationally the murder rate doubled between 2007 and 2009, going from 8.4 to 18.4 per 100 thousand inhabitants, which today represents more than 18,000 murders a year (Agency Reform March 4, 2011).

And it is these same criminal groups who are also putting pressure on young people to spend to join its ranks by offering the option of an "easy entry" carrying out activities for which no preparation needed in other cases reach the compulsion although this does not it is still as prevalent as they have in their favor the image of "success" built in the popular imagination with the help of the media, where those engaged mainly in drug trafficking can have money and a host of unimaginable luxuries.

The proposed human rights education

In this context a proposal that should be considered is to work with young people in human rights education to achieve the objectives proposed Magendzo (2008) so that they are displayed as subjects of law, to understand that their actions have to be also directed towards the recognition and respect for the rights of "the other" in the care of their own lives they have much to do.

Today more than ever the young and especially the university must be recognized autonomous subjects capable of making use of their freedom to recognize the limits of this, thinking about the implications of their actions and take responsibility for their actions.

They must be strengthened in the construction of subjects of law, attentive to the values of justice to himself and to others, actions of solidarity as a fundamental principle. They understand they have the right and the ability to act on the world in the defense and demand that their rights are respected and others, as the human rights education commits them to feel affected by the feeling of injustice others in the exercise of solidarity attitudes. As proposed by Cruz (2012) "have to witness what is happening and report or prevent any reality to another is treated as an object (p, 110).

You have to work at universities to develop in them the ability to dialogue with arguments based and informed with an assertive speech, articulate and rationally convincing. For as Victor warns Durant (2002) university students belong to the privileged strata of society, it is they who acquire the knowledge, attitudes and skills that allow them to not only know their rights but encouraging compliance.

To address their vulnerability, young people in higher education institutions must be empowered with the language ability to say no to autonomy, freedom and responsibility in situations that compromise their dignity and life. They have to have tools that allow them to reject arbitrary demands, improper and overreaching that undermine their rights. We must promote their right to choose and say "this is not acceptable for me," arguing against what denigrates and rejected.

With human rights education can strengthen their knowledge of regulatory bodies related to the enjoyment of their rights, so that it can promote and defend. This implies knowledge of the institutions that should guarantee them, the limits set by the rule them and those institutions involved in the protection of their rights. From this they will be able not to allow abuses of those who are required to provide security.

The violence outside the universities.

Another item to consider is the impact of this phenomenon in the institutional life of our countries, the failure of efforts to safeguard the security of citizens caused by the weakening of the state which is strongly placed in "questioned" by neoliberals promoters . Then come the proposals to strengthen private security, by facilitating access of the population to arms for self-protection, segregation processes are justified through which sections of the population living in heavily guarded armed residential areas, all in detriment of social coexistence and respect for human rights.

The facts related to drug violence often reveal acts of impunity and corruption involving elements of the police forces or those responsible for the administration of justice, which increases the distrust of institutions and affect people's confidence in the complaint , this means that citizens observe wrongdoing as normal and acceptable, opting for "to denounce" so the circle closes complicity where silence reigns accepted.

At the same time there are those who are committed to tougher action against criminals ignoring the principle of human rights, conducting searches and the intrusion of privacy of individuals without a warrant is sought, claimed the application of the death penalty, national security elements take to the streets setting up checkpoints, abusers all citizens "in favor of security."

All this leads us to discuss the importance of institutions of higher education in our work on the promotion and defense of human rights, analyzing and discussing the security measures, actions and responsibilities of the institutions responsible for this category. This includes the need to strengthen public education in the classroom so that those who make up these institutions, students, teachers and workers, have certain limits and responsibilities of those responsible for ensuring security.

The universities are required to integrate a research agenda on human rights that may lead to the discussion of the great global changes but considering the particularities of local realities. Is the vision of human rights with a focus from the regional analysis.

Human Rights Education for peace and development

Institutions of Higher Education Today more than ever, demanding that human rights are an important element in the formation of those involved in safety at all levels and this requires further progress in Human Rights Education (HRE) from its guidance for the conduct of the four main verb "to know" means to know about the existence of human rights and effectiveness. "Understanding" is a deep reflective process, based on the possibility of questioning the reality according to the parameter that human rights offer. "Assert" is to

make human rights visible and present. It is not only the point of reflection, but openly assumed a proactive attitude towards reality. In addition, "Claiming" means the peak of transformation of reality, in the sense of making rights are respected in the areas of human dignity and social reality in which they are violated (Cuellar, 2010).

Universities should work with all students, not just the degree in law, promoting the culture of complaint which involves all areas generate knowledge of procedures, regulations and responsibilities of those involved in the delivery of justice, it is also associated with human rights education because it is the basis of its content and purpose are called to be people committed to the transformation of society and to develop in them a critical stance against injustice, inequality and inequalities that still prevail in our countries and expressed in intolerance and discrimination primarily with the poorest and most vulnerable groups (Magendzo 2010).

We must promote the commitment of the university so that they can look ahead a reality full of abuses and inequalities, and that they understand that you can not turn your back and say "it's not my business" to have a formation linked to a ethic of responsibility with the other / other and show commitment to promoting the development of people of other / other.

This is linked to the actions of human rights as a political platform, a stage that influence awareness of the rights of the human person allows them to reconfigure the State and thus another vision of development, especially given the reality of fear and violence already many communities in Latin America.

This brings us to the proposal Tedesco (2010) refers to when both ethical and social and political reasons linked to the survival of the species, the imperative for us today is to build fairer societies with greater equity social both global and local, more frugal consumption patterns and forms of democratic participation to ensure high levels of citizen participation in decisions.

The challenge is to confront the narco-violence but not through more violence and collateral damage at the cost of ignoring the human rights of others, today more than ever must be advanced in the construction of an increasingly fraternal society with a high sense of cohesive responsibility both by citizens and by those responsible for security and the best way is in the Human Rights Education.

The start is undoubtedly the changing expectations of more and more citizens first to understand why things are happening that are going on, but also to imagine a different future. And is that while there is a lack of credibility in institutions, there is also discredit the capacities of citizens and the questions are how to think ?, how to mobilize society ?, how to get all up? .Your Response You can from college and universities with their ability to imagine projects, to take the initiative to get together to discuss with others, to develop proposals for everyone.

Bibliography

ANUIES (2011). Manual de seguridad para instituciones de educación superior: estrategias para la prevención y atención. [Documento en PDF]. Recuperado de: http://www.sg.uan.edu.mx/Anuies_seguridad/manual_seguridad.pdf

Cuellar, R. (2011). Aproximación a la dimensión política pedagógica del derecho a la educación en derechos humanos. *Revista IIDH/Instituto Interamericano de Derechos Humanos*. 52, 33-54.

Cruz, L. (2012). Participación ciudadana de los jóvenes universitarios. México: Editorial Trillas.

Duran Ponte,V. (2002). Formación Cívica de los estudiantes de la UNAM. México. UNAM: Miguel Porrúa.

Florenzano R. & Valdez M. (2005). El adolescente y sus conductas de riesgo. Pontificia universidad católica de Chile

Salvioli, F. (2009). *La Universidad y la Educación en el Siglo XXI. Los Derechos Humanos como pilares de la Reforma Universitaria*. San José, Costa Rica: Instituto Interamericano de Derechos Humanos.

Taylor, Ch. (2001) "Sources of de self", *The making of the modern identity*, Harvard University Press: Cambridge.