



Bulletin 3: Intergenerationality November 2025

This research bulletin is part of a series of three issues that will present an overview of three core thematic areas of CIESPI/PUC-Rio: participation, decoloniality, and intergenerationally. The analysis is based on the articles that comprise the bibliographic database Child and Youth Participation - Academic Production in Latin America (2005-2023) and includes different aspects of citizen participation and empowerment of children, adolescents, and young people in Brazil.

The database was developed within the scope of the project Citizen Participation: Child and Youth Population in Focus coordinated by Professor Irene Rizzini (PUC-Rio/DSS/CIESPI), with the support of FAPERJ (CNE - Process E-26/201.113/2022).

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1.0 - Introduction

This research bulletin aims to present an overview of Latin American academic literature on intergenerationality in the context of child and youth participation (up to 18 years of age), published between 2005 and 2024 in Portuguese and Spanish. Its purpose is to understand how the theme of intergenerational relations interacts with the protagonism and participation of children, adolescents, and young people, exploring the dynamics of exchange, conflict, and collaboration between generations.

The analysis enabled to identify the main features of the reviewed articles, in addition to gaps and opportunities for further developments. The focus on intergenerationality enhances comprehension about how children and young people position themselves in social, cultural, and political contexts comprised of people of different ages, challenging adult-centric views, and actions.

2.0 - Methodology

The literature review on intergenerationality supplements the bibliographic database Child and Youth Participation - Academic Production in Latin America (2005-2023). The survey was based on data collection on the following sources: SciELO, CAPES, WorldCat, and Google Scholar. Searches were also conducted in Latindex (Regional Online Information System for Scientific Journals in Latin Ame-

rica), Clase (Latin American Citations in Social Sciences and Humanities), Redyla (Latin American and Caribbean Network for the Defense of the Rights of Children, Girls, and Adolescents), and IIDN (Inter-American Institute for Children, Girls, and Adolescents), due to their relevance for accessing articles in Spanish. The descriptors used in the searches included terms in Portuguese and Spanish, such as intergenerationality and intergenerational relations always associated with "children," "adolescents," "young people," "childhood," "adolescence," and "youth."

Initially, 81 articles were identified in Portuguese and 55 in Spanish. After a thorough reading of the texts, 16 articles in Portuguese and 8 in Spanish were selected, considering their relevance to the topic of child and youth participation. Among the 24 articles analyzed, it was possible to identify some of the most discussed subjects regarding child and youth participation, including public policies, social and cultural movements, and educational contexts.

3.0 - Key findings from the literature review

3.1 - Participation in public policies

The examination of children, adolescents, and youth's participation in public policies in collaboration with individuals of different ages was addressed in the literature in Portuguese and in Spanish. In Portuguese, Guimarães and Lima (2014) advocate for children's participation in health policies. Rizzini (2024) explores the experiences of young counselors on a Municipal Council for the Rights of Children and Adolescents in Rio de Janeiro, highlighting how their protagonism by assuming active roles and expressing their voices challenges adult-centrism.

In articles published in Spanish, Morales and Magistris (2019) argue that participation is inseparable from protection, especially in indigenous Latin American communities where children play a leading role, teaching adults to respect their voices while learning cultural knowledge. Posada-Escobar et al. (2017) underline that listening to children encourages dialogue between generations, and Fatyass and Voltarelli (2024) state that child protagonism in the Global South involves resistance, with children influencing adults to rethink power relations while offering support for their struggles.

These approaches, in both languages, demonstrate that the right to participation creates intergenerational spaces where children and adults acquire and share knowledge, dissolve hierarchies, and promote collective knowledge.

3.2 - Participation in social and cultural movements

Five of the eight articles analyzed in Spanish address the participation of children and youth in social movements, evidencing the importance of intergenerational dialogue on such settings. Padawer et al. (2009), examines the participation of children in social movements in Argentina underscoring intergenerational collaboration to advocate for rights. Shabel and Montenegro (2024) explore the feminist movement AulaVereda, where girls and adults act as equals in demonstrations, creating horizontal relationships. Posada-Escobar et al. (2017) discuss the initiative Social Transformation in Colombia where children participate in intergenerational dialogues to strengthen peace and community ties. In Portuguese,

only the article by Freitas and Gouvea (2023) discusses children's participation in political social movements in Brazil. The authors analyses children's participation in the Landless Movement (MST) as part of the segment led by children and youth called Sem-Terrinha, underscoring how they use their own forms of expression to communicate political demands, challenge adult-centrism and influence the movement, while learning and teaching different types of engagement.

Articles published in Portuguese present a broad discussion about the participation of children and adolescents in cultural movements, unlike articles in Spanish. Cunha (2021) accentuate specific activities such as the Congado de Santa Efigênia in the city of São Paulo, where children and young people collaborate with teachers. These initiatives decentralize power and reinforces collective belonging. Cuba and Rizzini (2019) analyse Bumba meu Boi in the Brazilian State of Maranhão, in which children interact with senior members of the community during cultural activities, promoting mutual care and exchange of knowledge/experiences.

In sum, research has demonstrated that children, adolescents, and youth participate and actively contribute to strengthen their communities, also social and cultural movements.

3.3 - Participation in educational settings

Most articles published in Portuguese emphasize the participation of children and young people as agents of change in the educational context. De Castro and Tavares (2020) discuss student occupations in Brazil from 2015 to 2016. Bueno and De Sant'anna (2011) question teaching authority and adult-centrism, proposing dialogue to resolve conflicts such as indiscipline. Buss-Simão and Mafra-Rebelo (2019) indicate that excessive rules in early childhood education restrict the participation of children aged three to five, suggesting less hierarchical practices.

In Spanish, only one article addresses a similar approach. Herrera-Prada (2024) highlights rural education as a tool for shaping subjectivities focused on peace in a region marked by armed conflict in Colombia. For the author, rural schools promote social reconstruction through collective care and recognition of differences, strengthening the role of children and adolescents.

In essence, these studies underline the importance of recognizing and valuing active participation of children and young people in educational settings, challenging authoritarian, and adult-centric approaches to education.

4.0 - Differences and gaps – Prospects for further studies

A peripheral topic, addressed exclusively in the articles by Nascimento (2018) and Valença (2018), is children's participation in urban spaces. This analysis is of great importance since urban spaces, in general, are not adequately designed for children.

A comparative analysis of the academic literature reveals significant contrasts and gaps. The

articles in Spanish focus on two main themes: participation in social movements and the right to participation. The articles in Portuguese cover five topics: participation in social, cultural, and political activities/movements, participation in urban spaces, participation in educational contexts, and participatory methodologies.

Overall, articles in Spanish addresses specific topics, while literature in Portuguese is more comprehensive indicating areas for developments and improvements to enrich the debate on child and youth participation. However, the relevance of inter-generational relationships for the participation of children, adolescents and youth is a common denominator.

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