



4th International Congress “A New Pedagogy for the Future Society” Generations, Relationships and Education Today

Institutional Positioning

The fourth edition of the *International Congress A New Pedagogy for the Future Society* has as its general theme “Generations, Relationships and Education Today”. In this institutional positioning, we present to you how we perceive this theme.

Before we begin, it is worth specifying that, today, different authors and schools of thought use nomenclatures to classify generations. There are several characteristics taken into account for the creation of these classifications, such as age characteristics, consumer habits and behaviors. In this institutional positioning, we present some of the most used categories to group multiple individuals in the same generational group.

When one thinks, for example, about the age feature, generations received different nomenclatures within the last decades. *Baby boomers* are those born between 1946 and 1964; this generation name refers to the explosion in birth rate that came after the end of World War II in the countries that took part in the conflict. *Baby boomers’* children are called generation X, they were born between 1965 and 1979; this generation had their education greatly influenced by television shows, lived with electronics, they are self-sufficient, work with flexibility and creativity, more than for money and *status*. Generation Y, in its turn, is called millennials, because they are people who were born near the millennium change (between 1980 and 1996); it is characterized by the economic advancement that the world had from the 1990s, they have more familiarity with the means of communication and digital technologies, they are characterized as being realistic and having more autonomy at work. Generation Z is that of those born between 1997 and 2010; they are individuals who, at a very young age, began using the Internet, being highly connected, feeling comfortable with technology and the digital world, they are provided with a sense of social and environmental responsibility. Finally, we come to generation *Alfa*, formed by the children of *millennials*, the first completely digital generation, and it will go until 2025. For the *alpha*, technology is an extension of their way of seeing the world, they are born in families where traditional parental roles are distributed, with shared tasks; they are individuals seeking balance between their personal and professional life.

The search for understanding a particular generational group and classify it in stipulated categories takes nomenclatures through other paths: *smartphone* generation, generation I (specifying the young people who live with the advent of devices such as the I-phone or the I-pad), generation C (marked by social medias and the four “c”s: curation, connection, community and creation), *rainbow* children, *indigo* children, etc. The Academician Professor Antonio Meneghetti coined, in his book *The Youth and the Ontic Ethics*¹, the expression Ipod Youth. The amount of debate on this subject of dialogue between generations points that analyzing the generations allows us to understand the interaction of socioeconomic global events of our time: from issues related to consumption and the development of new technologies, to issues on human resource management and the pedagogy used in schools and homes. From this social setting, the reality that is presented is an apparent disparity in

¹ MENEGHETTI, A. Os Jovens e a Ética Ôntica. Recanto Maestro: Ontopsicológica Editora Universitária: 2013.



communication, in which dialogue is mediated by new technologies, but above all, by the several modes of relationship that we have established over human development. A lot depends on the understanding that people have of generations and their dialogue.

Each generation has its own views and specific ways of understanding and experiencing the world; these are ways of thinking, deciding and relating, as they are acquired and developed in social settings often completely different from each other. Regarding the educational environment (primary, secondary, higher education, educational projects, family unit, etc.), educators around the world, UNESCO, parents, academics and governments have discussed how to handle the encounter of generations that occurs through the act of educating. Would it be a conflict, a competition? Is there a possible cooperation, complementarity?

Starting from the assumption of the Ontopsychological Pedagogy that teaching is the “art of how to assist or evolve a child to fulfillment” and that the scope of pedagogy is “to fulfill an adult capable of being true to himself and functional to society”², educating him from childhood, through youth, and reaching his adult stage, the fourth biennial edition of the *International Congress A New Pedagogy for the Future Society* is part of this context of discussion. The goal is to raise proposals and seek answers on how to create convivial relations, cooperation and education of value in the multigenerational context, full of diversity, presenting successful actions for an education that is capable to preserve and teach the logic of life. It is up to us, as a society, to suggest ways for the global and integral development of the human being, regardless of the generation.

Educational spaces (whether they are schools, families, extracurricular educational projects, companies, higher education institutions etc.) are, by nature, places for the encounter of generations. Always based on the precepts of the Ontopsychological Pedagogy, the pursuit of this edition of the Congress is to point out solutions so that the human dimension of education can prevail above any generational clash. If we are or seem to be different, it is necessary to remember that, in order to establish a relationship of value in the educational process, the human ethical criterion may be the solution passage.

Organizing Committee
*4th International Congress
A New Pedagogy for the Future Society*

²MENEGHETTI, A. *Pedagogia Ontopsicológica*. 6th ed. Recanto Maestro: Ontopsicológica Editora Universitária: 2019.