

A Vision of the Youth on Intergenerational Justice

#GenerationsWithAVoice

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PREFACE



The Gulbenkian Foundation, through the Future Forum, aims to contribute to the identification, study and discussion of the fundamental challenges of society's future. We aim to promote critical mass about these topics and to entail the reflection about today's public policies based on the challenges ahead.

With these objectives in mind, an initiative is being carried out to introduce Intergenerational Justice on the public agenda and to encourage the different public representatives to answer the intergenerational impact of public policies.

As part of the broad diagnostic done to know the perceptions and opinions of the policy makers and the Portuguese citizens, we considered fundamental do listen to younger generations about this topic.

The study “#GenerationsWithAVoice – A vision of the youth on Intergenerational justice” aims to identify the dominant views of younger generations on issues related to Intergenerational Justice, and to understand their perspective on how to influence policymaking and public policies according to their concerns and interests.

This work also aims to promote Intergenerational Dialogue, encouraging knowledge exchange between generations, and allowing the reflection about how each generation uses the available resources, and their impact in the quality of life of its successors.

We would like to thank the authors Margarida Gaspar de Matos, Cátia Branquinho, and their team for the work done.

We believe that the Intergenerational Justice initiative, along with Foresight Portugal 2030 and other projects in the pipeline, can provide an important contribution to the reflection on the great future challenges that the country faces and to the strategical options to address it on the long term.

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EXECUTIVE SUMMARY



BACKGROUND

Focusing on an intergenerational exchanging and on identifying differences between generations (in areas such as environment, family and housing, education, health, work, economy, community and society, government and politics, and culture), **#GenerationsWithAVoice** aims to identify and contextualise discourses of one generation about four generations, and thus create opportunities for the promotion of well-being and positive generational development, and be a resource in activating debate.

METHOD AND PARTICIPANTS

The present study was aimed at young people born in 2002 (electors) and 2004 (non-electors). Initially, it was intended to interview 20 *focus groups* in the 5 regions of mainland Portugal, specifically 2 groups born in 2004 and 2 groups born in 2002 in each region, in two different moments with a two-week interval. Initially, a set of individual interviews was also planned to deepen the themes under analysis and give rise to thematic videos and a final illustrative video. Due to turbulence in the school space as a consequence of the COVID-19 pandemic, the study had to be redesigned so that it could be carried out exclusively *online* in the period from November 2020 to March 2021 although maintaining the number of *focus groups* and interviews initially planned.

A questionnaire was used to assess the level of importance, knowledge, concern and action that young people, their future descendants, young people's parents' generation and young people's grandparents' generation attribute to each of the themes studied in the project.

The narratives from the 20 national level focus groups with young people born in 2004 and 2002 were transcribed and subjected to content analysis using MaxQDA 2020 software. The content analysis followed an inductive and a deductive approach. Fifteen individual interviews were also conducted in order to develop *storytelling* videos to raise awareness of the Intergenerational Justice themes under study and to produce a video-synthesis for global dissemination of the Intergenerational Justice theme.

RESULTS

- Young people consider that their generation acknowledges greater importance to and more concern for the issues under study, and consider that their descendants will have greater knowledge and are more likely to take action;
- The theme of **family and housing** had a greater number of **problems identified**, but it was also identified as an important **resource**.
- The **environment** had the highest number of **strategies** identified;
- Issues concerning **government and politics, community and society, and economics** were of less **interest and knowledge** to young people;
- **School** stands out as the main context for the development of their **strategies**;

- There is global agreement within speeches delivered across **regions and age groups** (2004 and 2002);
- The importance of **developing programmes**, platforms and surveys (with digital support) to investigate and promote Intergenerational Justice and **youth participation in the definition of public policies** was highlighted;
- **Intergenerational dialogue** proved to be extremely important in the deconstruction of beliefs and myths between generations, in the development of knowledge and in building social cohesion and support, as a problem-solving strategy for the current generations, their ascendants and descendants.

RECOMMENDATIONS

This project suggests a model to address the promotion of Intergenerational Justice among Portuguese youth and between them and other living generations, so as to optimise well-being and quality of life not only of present generations, but also future ones.

As implications for practice and as recommendations for the present and the future of the population, institutions and public policies, we underline:

- The relevance and urgency of further national intergenerational research to study the level of **importance, knowledge, concern and action** in environment, **family and housing, work, education, health, government and policy, community and society and culture**, out of the constraints of the pandemic period.
- The creation of an **online platform that unites generations and promotes intergenerational dialogue**, as a result of the collaboration between young people and within an intergenerational approach. At a time the mental health of the population is particularly affected, this strategy can contribute not only to the main objective of this work - the promotion of Intergenerational Justice, but also to a healthier development and promotion of well-being of all generations, and also to a mitigation of the consequences of the pandemic period regarding the mental health of the population.
- Raising the awareness of **stakeholders to the area of education and of school headmasters** to the importance of their active involvement and to the training of teachers for action and how they can promote skills and develop actions and activities to raise Intergenerational Justice, thus encouraging the active involvement of young people in the school space.
- The relevance and urgency of raising awareness, public debate and public policies, with a focus on intergenerational justice in order to highlight the importance and knowledge, to underline the concern and need for intergenerational action in the areas of **environment, family and housing, work, education, health, government and politics, community and society and culture**.

Key Words: Intergenerational justice; Intergenerational dialogue; Intergenerational solidarity; Participatory research; Healthy development; Development of interpersonal skills; Social cohesion; Social support; Communities; Well-being.

1.

INTRODUCTION



The concept of Intergenerational Justice (IntJustice) is related to the notion that the pursuit of well-being of present generations should not jeopardise opportunities for the well-being of future generations, and includes, in this sense, distributive, procedural, restorative and retributive dimensions¹.

It is a vast and still little-known concept, which is often replaced by other concepts such as Intergenerational Dialogue (IntDialogue), Intergenerational Equality (IntEquality), Intergenerational Equity (IntEquity), Intergenerational Sustainability (IntSustainability), or Intergenerational Solidarity (IntSolidarity).

Often the concern for the needs of future generations falls not only into the category of IntJustice, but also into that of InEquity². According to Summers and Smith³, IntEquity is defined as a value concept focused on the rights of future generations, often implicit in the scope of ecological sustainability. IntSolidarity, on the other hand, generally refers to social cohesion between generations (typically, between younger and older living generations)⁴.

The concept of IntJustice is applicable to several areas that may involve human well-being - which, according to the model of Smith et al.^{5,6} and Summers et al.⁷, can be conceptualised as having **four broad areas**:

- **basic human needs,**
- **economic needs,**
- **environmental needs** and
- **subjective well-being**⁸.

For the authors, a sustainable world implies that these human needs are met without sacrificing the ability of future generations to meet their own needs.

¹ United Nations. (2013). *Intergenerational Solidarity and the Needs of Future Generations*, UNGAOR, 68th Sess, Annex, Agenda item 19, UN Doc A/68/150 (2013) at paras 32-48. <https://sustainabledevelopment.un.org/content/documents/2006future.pdf>.

² United Nations. (2013). *Intergenerational Solidarity and the Needs of Future Generations*, UNGAOR, 68th Sess, Annex, Agenda item 19, UN Doc A/68/150 (2013) at paras 32-48. <https://sustainabledevelopment.un.org/content/documents/2006future.pdf>.

³ Summers, J. K., & Smith, L. M. (2014). The role of social and intergenerational equity in making changes in human well-being sustainable. *Ambio*, 43(6), 718-728. <https://doi.org/10.1007/s13280-013-0483-6>

⁴ United Nations. (2013). *Intergenerational Solidarity and the Needs of Future Generations*, UNGAOR, 68th Sess, Annex, Agenda item 19, UN Doc A/68/150 (2013) at paras 32-48. <https://sustainabledevelopment.un.org/content/documents/2006future.pdf>.

⁵ Smith, L. M., Smith, H. M., Case, J. L., Harwell, L. C., & Summers, J. K. (2012). Indicators and methods for constructing a US Human Well-being Index (HWBI) for ecosystem services research. *US Environmental Protection*.

⁶ Smith, L. M., Case, J. L., Smith, H. M., Harwell, L. C., & Summers, J. K. (2013). Relating ecosystem services to domains of human well-being: Foundation for a US index. *Ecological Indicators*, 28, 79-90. <https://doi.org/10.1016/j.ecolind.2012.02.032>

⁷ Summers, J. K., Smith, L. M., Case, J. L., & Linthurst, R. A. (2012). A review of the elements of human well-being with an emphasis on the contribution of ecosystem services. *Ambio*, 41(4), 327-340. <https://doi.org/10.1007/s13280-012-0256-7>

⁸ Summers, J. K., & Smith, L. M. (2014). The role of social and intergenerational equity in making changes in human well-being sustainable. *Ambio*, 43(6), 718-728. <https://doi.org/10.1007/s13280-013-0483-6>

A generation can be perceived in various ways. Howe and Strauss⁹ propose three criteria in defining a generation:

- the perception of belonging to a group;
- the existence of common beliefs and forms of behaviour shared by the members of that group; and
- the existence of a shared history (significant historical events that happened in childhood and youth)¹⁰.

Authors McCrindle and Wolfinger¹¹ suggest that the biological definition of generation (e.g. “the average time interval between the birth of parents and the birth of their children”) is now irrelevant, as new technologies, changing career and study options, and changing social values, cause cohorts to change very rapidly.

Thus, the focus should be sociological, and the authors define the concept of generation as “a group of people born at about the same time, shaped by the same times and influenced by the same social markers - that is, a cohort united by age and stage of life, conditions and technology, events and experiences”¹².

A generation can be further reduced to an age group (e.g. under 18), which means that each individual will pass through different age groups (and therefore generations) throughout life; however, considering a generation as a “group of people born in a given year or period”, assumes that each individual, although being part of various age groups throughout life, will always belong to only one generation¹³.

From the perspective of IntJustice, the most useful concept of generation is perhaps the latter, since it comprises individuals born and unborn (future generations), and it allows estimating the contribution to society of individuals born in different periods, as well as what each of them may receive from society, throughout their lives¹⁴.

When we speak of justice between generations, we necessarily speak of a fear that future generations will not have the same opportunities as contemporary and past generations have.

These opportunities mainly concern areas such as **public debt, social security (SocialSec), the labour market and the environment**^{15,16}.

⁹ Howe, N., & Strauss, W. (2000). *Millennials rising: The next great generation*. New York: Vintage Books.

¹⁰ Csobanka, Z. E. (2016). The Z Generation. *Acta Technologica Dubnicae*, 6, 2. <https://doi.org/10.1515/atd-2016-0012> 63.

¹¹ McCrindle, M., & Wolfinger, E. (2014). *The ABC of XYZ: Understanding the Global Generations*. https://www.academia.edu/35646276/The_ABC_of_XYZ_Mark_McCrindle_PDF_pdf

¹² McCrindle, M., & Wolfinger, E. (2014). *The ABC of XYZ: Understanding the Global Generations*. https://www.academia.edu/35646276/The_ABC_of_XYZ_Mark_McCrindle_PDF_pdf

¹³ Caluste Gulbenkian Foundation. (n.d.). *Desafios sobre Justiça Intergeracional. Lisboa* [Challenges on Intergenerational Justice. Lisbon, Portugal: Caluste Gulbenkian Foundation]. <https://content.gulbenkian.pt/wp-content/uploads/sites/46/2019/02/13164358/Desafios-sobre-Justi%C3%A7a-Intergeracional.pdf>

¹⁴ Caluste Gulbenkian Foundation. (n.d.). *Desafios sobre Justiça Intergeracional. Lisboa* [Challenges on Intergenerational Justice. Lisbon, Portugal: Caluste Gulbenkian Foundation]. <https://content.gulbenkian.pt/wp-content/uploads/sites/46/2019/02/13164358/Desafios-sobre-Justi%C3%A7a-Intergeracional.pdf>

¹⁵ Silva, J. P. d. (2017). *Justiça Intergeracional: entre a Política e o Direito Constitucional* [Intergenerational Justice: between Politics and Constitutional Law]. In J. P. d. Silva, & G. d. A. Ribeiro (Eds.), *Intergenerational justice: interdisciplinary perspectives* (pp. 93-137). Lisbon: Catholic University Press.

¹⁶ Vanhuyse, P. (2013). *Intergenerational justice in aging societies: A cross-national comparison of 29 OECD countries*. <http://dx.doi.org/10.2139/ssrn.2309278>

It is also necessary to understand that not only opportunities, but the very existence of future generations, depend on the behaviour of current generations, determining their number, living and working conditions¹⁷.

This is a complex issue, since it is difficult for some to worry about a future that is necessarily uncertain and unknown, and even more to invest, in the present, to (eventually) receive uncertain benefits in the future: it is about literally or symbolically “pay” now, for the well-being of those who will be born and we do not know (or perhaps will not even know) and more, often “paying” more than we received from those who came before us, which can translate into a clash of interests between two or more generations¹⁸.

Vanhuyse¹⁹, in a study on IntJustice in 2012, concluded that the most intergenerationally fair country was Estonia, followed by South Korea, Israel and New Zealand; on the other hand, the least fair countries were the USA, Japan, Italy, Greece and Canada. Speaking of child poverty, Portugal was, together with the USA, Israel and other southern European countries such as Spain and Italy, among the countries with the highest²⁰ child poverty rates and, in relation to youth unemployment, in the year 2012, one in three workers under the age of 25 was unemployed in Italy, Ireland and Portugal. Portugal was also in the group of countries most affected by public debt and its associated fiscal parameters, along with Greece, Italy and Spain. On the other hand, Portugal was in the group of countries most oriented towards spending on the elderly population (in terms, for example, of the allocation of pensions). Japan and the USA lead in this aspect, followed by Italy, Greece, Portugal, Austria, Germany and Spain. Also on the environment theme, our country had the smallest ecological footprint after Hungary, Poland and Israel, and followed by Japan and New Zealand²¹.

According to a study by Maximiano²², **most Portuguese seem to agree with the transfer of more resources to future generations than those they received from previous generations.** However, to achieve this transfer, they seem to opt for measures that limit public debt and privatisations, rather than redistributive public policies with an impact on personal income. This study also shows that a large part of the population does not believe in the ability of the Social Insurance (SocialIns) to guarantee the same benefits to future generations as it does to the current ones, and more than half of the participants agree that jobs are less stable today and that it is easier to buy a house nowadays than it was previously.

In an intergenerational analysis on housing in Portugal, the authors Xerez, Pereira and Cardoso²³ point out the increase in the percentage of families who own a house from 49.3% in 1970, to 75.4% in 2001,

17 Grosser, A., & Meyer, L. H. (2009). *Intergenerational Justice*. Oxford: Oxford University Press.
<https://doi.org/10.1093/acprof:oso/9780199282951.001.0001>

18 Sarat, A. (2014). *Civility, Legality, and Justice In America*. Cambridge: Cambridge University Press.

19 Vanhuysse, P. (2013). *Intergenerational justice in aging societies: A cross-national comparison of 29 OECD countries*.
<http://dx.doi.org/10.2139/ssrn.2309278>

20 Vanhuysse, P. (2013). *Intergenerational justice in aging societies: A cross-national comparison of 29 OECD countries*.
<http://dx.doi.org/10.2139/ssrn.2309278>

21 Vanhuysse, P. (2013). *Intergenerational justice in aging societies: A cross-national comparison of 29 OECD countries*.
<http://dx.doi.org/10.2139/ssrn.2309278>

22 Maximiano, S. (s.d.). *Preferências Intergeracionais da População Portuguesa [Intergenerational Preferences of the Portuguese Population]*. Lisbon, Portugal: Calouste Gulbenkian Foundation. <https://content.gulbenkian.pt/wp-content/uploads/sites/46/2019/02/13164404/Prefer%C3%Aancias-intergeracionais-da-popula%C3%A7%C3%A3o-portuguesa.pdf>

23 Xerez, R., Pereira, E. & Cardoso, F. D. (2019). *Habitação Própria em Portugal numa Perspetiva Intergeracional [Housing Ownership in Portugal from an Intergenerational Perspective]*. Lisbon: Calouste Gulbenkian Foundation. <https://content.gulbenkian.pt/wp-content/uploads/sites/46/2020/05/06150255/Habita%C3%A7%C3%A3o-Pr%C3%B3pria-Relat%C3%B3rio-Final.pdf>

dropping to 73% in 2011. There was also an increase - around 4 times - in the percentage of households who had debts due to the purchase of their residences between 1981 and 2011, which may reflect several circumstances such as policies to encourage the purchase and discourage renting, a social/cultural perception of greater success and security associated with those who buy a house, or even a social stigma associated with renting²⁴. The same study also reveals a decrease in the proportion of young families who are house owners between 2001 and 2011, which may be associated with changes in the conditions of access to housing and the effect of the 2008 global crisis, which constitutes a risk and an inequality factor compared with previous generations²⁵. Another consequence, still according to the same authors, was the increase in the percentage of young adults aged between 18 and 34 living in their parents' home: 63.4% in 2017 (an increase of 8.2% compared to 2004) one of the highest values in Europe.

Accordingly, Billari and Liefbroer²⁶ conclude that the transition to adulthood - involving leaving parents' home - tends to be later, longer and more complex at European level. Young workers are affected by labour market imbalances and often tend to find themselves unemployed or in precarious employment with difficulties in finding a stable career²⁷ that allows them to achieve financial independence. The decrease in the fertility and birth²⁸ rate and the delay in achieving autonomy by young people, associated with the increase in qualifications and the delay to enter the labour market, influence changes at family level in relation to the composition of the household.

The World Health Organization (WHO) advocates InterJustice as a fundamental principle, taking into account environmental threats and their possible implications for human health and well-being²⁹. **Social and IntJustice should be seen as a fundamental ethical principle in the construction of sustainable development worldwide.** What happens is that in several countries the approaches to sustainable development and the promotion of the well-being of the population reinforce inequalities in those same countries, suggesting that IntJustice is still merely part of the rhetoric of some governments and not a real concern³⁰. Caney³¹ proposes that even though the topic of justice and future generations encompasses numerous different issues, such as climate change, public debt or health issues, it is a topic that must be attended to globally and by incorporating all of these issues. Treating these issues separately is extremely difficult and potentially damaging, as policy responses to one of these areas may impact on others.

²⁴ Xerez, R., Pereira, E. & Cardoso, F. D. (2019). *Habitación Própria em Portugal numa Perspetiva Intergeracional* [Housing Ownership in Portugal from an Intergenerational Perspective]. Lisbon: Calouste Gulbenkian Foundation. <https://content.gulbenkian.pt/wp-content/uploads/sites/46/2020/05/06150255/Habita%C3%A7%C3%A3o-Pr%C3%B3pria-Relat%C3%B3rio-Final.pdf>

²⁵ Xerez, R., Pereira, E. & Cardoso, F. D. (2019). *Habitación Própria em Portugal numa Perspetiva Intergeracional* [Housing Ownership in Portugal from an Intergenerational Perspective]. Lisbon: Calouste Gulbenkian Foundation. <https://content.gulbenkian.pt/wp-content/uploads/sites/46/2020/05/06150255/Habita%C3%A7%C3%A3o-Pr%C3%B3pria-Relat%C3%B3rio-Final.pdf>

²⁶ Billari, F. C. & Liefbroer, A. C. (2010). Towards a new pattern of transition to adulthood? *Advances in Life Course Research*, 15, 59-75. <https://doi.org/10.1016/j.alcr.2010.10.003>

²⁷ Bradley, H., & Van Hoof, J. (Eds.). (2005). *Young people in Europe: Labour markets and citizenship*. Bristol: The Policy Press.

²⁸ Antunes, S. M. G., Guedes, A., Santos, P., Duarte, P., & Menezes, N. (2014). *Caderno de Estudos de Serviço Social* [Social Service Studies] (Ebook-HTML). <https://repositorio.ipv.pt/bitstream/10400.19/4455/1/CADESS%201.pdf>

²⁹ Coote, A. (2015). Intergenerational equity briefing. *Review of social determinants of health and the health divide in the WHO European Region, WHO Regional Office for Europe, Copenhagen*.

³⁰ Summers, J. K., & Smith, L. M. (2014). The role of social and intergenerational equity in making changes in human well-being sustainable. *Ambio*, 43(6), 718-728. <https://doi.org/10.1007/s13280-013-0483-6>

³¹ Caney, S. (2018). Justice and future generations. *Annual Review of Political Science*, 21, 475-493.

From a political point of view, Silva and Ribeiro³² stress the idea that it is important to make clear that the future is, simultaneously, structuring the past and the present, in order to prepare that future³³.

As a whole, a society can be evaluated as intergenerationally fair or unfair according to the balance of the evaluation of the various public policies. Investing in long-term public policies, oriented towards sustainability and the well-being of future generations, is a way to guarantee the rights of those generations. However, uncertainty about the future and difficulty in recognizing the rights of future generations, as well as in understanding the real consequences of certain present policies, leads to a propensity for short-term policies³⁴. In this sense, Jones, O'Brien & Ryan³⁵ recommend, in practical terms, the approval of legislation that requires the explicit inclusion of long-term risks in any public policy, in order to promote better risk management for future generations. The promotion of IntJustice involves education and awareness-raising of living generations, but also by compelling countries, globally, to implement public policies that include protective practices for future generations³⁶.

Vanhuyse³⁷ proposes several measures, of a political nature, that can be implemented in order to promote InterJustice:

- tax and social benefits and/or credits to support parents and benefits for carers;
- on the subject of the environment, taxes and regulation of carbon emissions;
- in education, an investment to better educate future generations, and the creation of educational programmes;
- in terms of decision-making, the possibility of a proxy vote, which can be used by parents or carers on behalf of the minor child.

Rights are also subject to intergenerational transmission, as they flow directly and continuously from one generation to the next. Furthermore, the rights of the present generation and those of the future generation coexist, insofar as the rights of one interact directly with the rights of the other³⁸. Thus, Silva³⁹ proposes that it is upon the Constitution that the responsibility falls to prevent present generations from transferring to future ones, the burdens or problems they face now or that it is foreseen they will leave for the following generations.

³² Silva, J. P., & Ribeiro, G. (2017). *Justiça entre Gerações: Perspetivas interdisciplinares [Justice across Generations: Interdisciplinary perspectives]*. Lisbon: Catholic University Press.

³³ Morgado, M. (2017). A Comunidade Política e o Futuro [The Political Community and the Future]. In J. P. d. Silva, & G. d. A. Ribeiro (Eds.), *Justice across generations: Interdisciplinary perspectives* (pp. 70-89). Lisbon: Catholic University Press.

³⁴ Calouste Gulbenkian Foundation (n.d.). *Desafios sobre Justiça Intergeracional [Challenges on Intergenerational Justice]*. Lisbon, Portugal: Calouste Gulbenkian Foundation. <https://content.gulbenkian.pt/wp-content/uploads/sites/46/2019/02/13164358/Desafios-sobre-Justi%C3%A7a-Intergeracional.pdf>

³⁵ Jones, N., O'Brien, M., & Ryan, T. (2018). Representation of future generations in United Kingdom policy-making. *Futures*, 102, 153-163. <https://doi.org/10.1016/j.futures.2018.01>.

³⁶ Sarat, A. (2014). *Civility, Legality, and Justice In America*. Cambridge: Cambridge University Press.

³⁷ Vanhuyse, P. (2013). Intergenerational justice in aging societies: A cross-national comparison of 29 OECD countries. <http://dx.doi.org/10.2139/ssrn.2309278>

³⁸ Silva, J. P. (2017). *Justiça Intergeracional: Entre a Política e o Direito Constitucional [Intergenerational Justice: Between Politics and Constitutional Law]*. In J. P. d. Silva, & G. d. A. Ribeiro (Eds.), *Justice across Generations: Interdisciplinary perspectives* (pp. 70-89). Lisbon: Universidade Católica Editora.

³⁹ Silva, J. P. (2017). *Justiça Intergeracional: Entre a Política e o Direito Constitucional [Intergenerational Justice: Between Politics and Constitutional Law]*. In J. P. d. Silva, & G. d. A. Ribeiro (Eds.), *Justice across Generations: Interdisciplinary perspectives* (pp. 70-89). Lisbon: Catholic University Press.

In order to ensure that the interests of future generations are safeguarded, Ribeiro⁴⁰ also proposes constitutional protection by imposing constitutional limits on current generations. Santos⁴¹ reinforces this idea, stating that, given that the way in which present generations use the available resources and means is reflected in the quality of life of their successors, it is necessary that political decision-makers take into account existing resources, weighing up the rights and well-being of future generations.

In Portugal, the perception that Portuguese people have about the concern of policy-makers to defend current and future generations is, in general, negative⁴². This is in line with the opinion of most Portuguese policy-makers themselves, who generally consider that the problem of IntJustice is important, but not sufficiently addressed in the political spheres. The areas of education, employment and public expenditure and debt are considered the most important in this respect⁴³.

The study by Sá, Almeida and Perfeito⁴⁴ corroborates these results, to the extent that it considers the reference to the themes of IntJustice and sustainability as low in the plenary debates of the Portuguese Parliament, although with a growing trend in the last decade (a trend also registered in the media).

The reference to the COVID-19 pandemic is important insofar as its impacts - and the responses to them - contribute to a significant change in society, implying changes ranging from consumption habits, to the way we work and relate with others within the community, how we educate and learn, and how we exercise leadership⁴⁵.

According to several authors, as this is a situation without recent precedent, especially for the younger generations, its impacts are expected to last even after the pandemic is under control, and 4 out of 5 adults (84%) consider that COVID-19 will have a significant effect on today's children.

⁴⁰ Ribeiro, G. A. (2017). O Problema da Tutela Constitucional das Gerações Futuras [The Problem of the Constitutional Guardianship of Future Generations]. In J. P. d. Silva, & G. d. A. Ribeiro (Eds.), *Justice between Generations: Interdisciplinary perspectives* (pp. 70-89). Lisbon: Catholic University Press.

⁴¹ Santos, J. A. (2017). A Dívida Pública como Problema Intergeracional [Public Debt as an Intergenerational Problem]. In J. P. d. Silva, & G. d. A. Ribeiro (Eds.), *Justice across Generations: Interdisciplinary perspectives* (pp. 70-89). Lisbon: Universidade Católica Editora.

⁴² Maximiano, S. (s.d.). *Preferências Intergeracionais da População Portuguesa [Intergenerational Preferences of the Portuguese Population]*. Lisbon, Portugal: Calouste Gulbenkian Foundation. <https://content.gulbenkian.pt/wp-content/uploads/sites/46/2019/02/13164404/Prefer%C3%Aancias-intergeracionais-da-popula%C3%A7%C3%A3o-portuguesa.pdf>

⁴³ Moury, C. (2018). *Percepções da classe política portuguesa sobre a Justiça Intergeracional [Perceptions of the Portuguese political class on Intergenerational Justice]*. Lisbon, Portugal: Calouste Gulbenkian Foundation. <https://content.gulbenkian.pt/wp-content/uploads/sites/46/2019/02/13164401/Perce%C3%A7%C3%B5es-da-classe-pol%C3%ADtica-portuguesa-sobre-a-Justi%C3%A7a-Intergeracional.pdf>

⁴⁴ Sá, J. G., Almeida, P. & Perfeito, L. (2020). *Justiça Intergeracional e Sustentabilidade – Uma Análise dos Discursos Parlamentares e dos Média [Intergenerational Justice and Sustainability - An Analysis of Parliamentary and Media Discourses]*. Lisbon, Portugal: Calouste Gulbenkian Foundation. https://content.gulbenkian.pt/wp-content/uploads/sites/46/2021/01/06175636/JI_AnaliseDiscursos_PT.pdf

⁴⁵ McCrindle, M., & Fell, A. (2020). *Understanding the Impact of COVID-19 on the Emerging Generations*. Australia: McCrindle Research Pty Ltd. <https://mccrindle.com.au/wp-content/uploads/COVID19-Emerging-Generations-Report.pdf>

The confinement measure adopted by many countries has had a negative impact on the physical, mental and emotional well-being of children and youth^{46,47,48}. Models of education have largely shifted to an *online*⁴⁹ format, which has negative effects on the health and well-being as well as on the development of children and young people^{50,51}. Today's generation of children will still feel effects of COVID-19 - both negative and positive - on: family (as family time has been increased by the restrictions on staying at home), friendship and socialisation (due to lack of face-to-face contact with friends) and resilience (which adults feel will increase in these children due to the experience of the pandemic)⁵².

In addition, the future of work may well shift towards teleworking, and McCrindle and Fell⁵³ indicate that most young people and adults consider that this will become standard practice.

In terms of community-level solutions, McQuaid and collaborators⁵⁴ have developed an approach that is both knowledge-based and action-based: in addition to an intergenerational practice that was used as a research tool to obtain a serious reflection and survey of attitudes towards environmental and sustainability problems, they also developed a practice that promoted intergenerational connections and facilitated meaningful environmental action. Thus, the authors propose the production of "community-based environmental science"⁵⁵, which can result in community activism, promoting intergenerational inclusion, environmental responsibility and sustainability.

The search for common solutions in terms of social and environmental justice and the creation of practices requires an approach based on IntDialogue that is flexible and responsive, challenging entrenched ideas of hierarchy, power and generational differences⁵⁶.

46 The Lancet Child Adolescent Health (2020). Pandemic school closures: Risks and opportunities. *The Lancet. Child & Adolescent Health*, 4, 341. [https://doi.org/10.1016/S2352-4642\(20\)30105-X](https://doi.org/10.1016/S2352-4642(20)30105-X)

47 Branquinho, C., Colette, K., Arevalo, L., Santos, A., & Matos, M. G. (2020). "Hey, we also have something to say": a qualitative study of Portuguese adolescents' and young people's experiences under COVID-19. *Journal of Community Psychology*, 48(8), 2740-2752. <https://doi.org/10.1002/jcop.22453>

48 Matos, M.G. & Wainwright, T (submitted, 2021) COVID-19 and Mental health in School-Aged Children and Young People Thinking ahead while preparing the return to school and to life "as usual"; *The Psychologist Practice and Research Journal*.

49 Golberstein, E., Wen, H., & Miller, B. F. (2020). Coronavirus disease 2019 (COVID-19) and mental health for children and adolescents. *JAMA Pediatrics*, 174, 1-2. <https://doi.org/10.1001/jamapediatrics.2020.1456>.

50 The Lancet Child Adolescent Health (2020). Pandemic school closures: Risks and opportunities. *The Lancet. Child & Adolescent Health*, 4, 341. [https://doi.org/10.1016/S2352-4642\(20\)30105-X](https://doi.org/10.1016/S2352-4642(20)30105-X)

51 Branquinho, C., Santos, A., & Matos, M. G. (submitted, 2021). A mixed study based on the voice of Portuguese adolescents. *Journal of Community Psychology*.

52 McCrindle, M., & Fell, A. (2020). *Understanding the Impact of COVID-19 on the Emerging Generations*. Australia: McCrindle Research Pty Ltd. <https://mccrindle.com.au/wp-content/uploads/COVID19-Emerging-Generations-Report.pdf>

53 McCrindle, M., & Fell, A. (2020). *Understanding the Impact of COVID-19 on the Emerging Generations*. Australia: McCrindle Research Pty Ltd. <https://mccrindle.com.au/wp-content/uploads/COVID19-Emerging-Generations-Report.pdf>

54 McQuaid, K., Vanderbeck, R., Plastow, J., Valentine, G., Liu, C., Chen, L., Zhang, M., & Diprose, K. (2017). Intergenerational community-based research and creative practice: promoting environmental sustainability in Jinja, Uganda. *Journal of Intergenerational Relationships*, 15(4), 389-410. <https://doi.org/10.1080/15350770.2017.1368357>

55 Sullivan, J., & Lloyd, R. S. (2006). The forum theatre of Augusto Boal: A dramatic model for dialogue and community-based environmental science. *Local Environment*, 11(6), 627-646. <https://doi.org/10.1080/13549830600853684>

56 McQuaid, K., Vanderbeck, R., Plastow, J., Valentine, G., Liu, C., Chen, L., Zhang, M., & Diprose, K. (2017). Intergenerational community-based research and creative practice: promoting environmental sustainability in Jinja, Uganda. *Journal of Intergenerational Relationships*, 15(4), 389-410. <https://doi.org/10.1080/15350770.2017.1368357>

Culture, which according to the IntJustice literature is another of the guarantees that should be ensured and safeguarded for future generations⁵⁷, can be an important support in promoting IntDialogue.

The notion that young people and adults can collaborate and that this collaboration can encourage a positive personal and civic development is one that seems to be gradually becoming an idea of public interest. In implementing changes that promote human development, Y-AP (*Youth-Adult Partnership*) can prove useful in conceptualising problems and implementing actions^{58,59,60,61,62,63}. A greater focus on this notion of partnership between youth and adults may trigger the creation of contexts that promote youth development and civic engagement as well as community change^{64,65,66}.

As recognised by many international leaders, “the voices, choices and participation of children and young people” are essential for the sustainability of the future⁶⁷.

In Portugal, the participation of young people in the definition of public policies has also become an increasingly accepted and valued concept and practice^{68,69}.

⁵⁷ Magalhães, A. C. M., & Freitas, A. C. P. (2018). Meio Ambiente e Democracia: Participação e Justiça Intergeracional na Tutela dos Bens Culturais [Environment and Democracy: Participation and Intergenerational Justice in the Guardianship of Cultural Assets]. *Argumentum-Argumentum Journal of Law*, 19(3), 711-728.

⁵⁸ Akiva, T., & Petrokubi, J. (2016). Growing with youth: A lifewide and lifelong perspective on youth-adult partnership in youth programs. *Children and Youth Services Review*, 69, 248-258. <https://doi.org/10.1016/j.childyouth.2016.08.019>

⁵⁹ Crawford, M. (2018). *Youth-Adult Partnerships in an Out-of-School-Time Program: An Exploration of Power, Safety, and Respect* (Doctoral dissertation). University of Kansas, Kansas, USA.

⁶⁰ Richards-Schuster, K., & Timmermans, R. (2017). Conceptualizing the role of adults within youth-adult partnerships: An example from practice. *Children and Youth Services Review*, 81, 284-292.

⁶¹ Ramey, H. L., Lawford, H. L., & Rose-Krasnor, L. (2017). Doing for others: Youth's contributing behaviors and psychological engagement in youth-adult partnerships. *Journal of adolescence*, 55, 129-138.

⁶² To, S. M., Chun-Sing Cheung, J., Liu, X., Lau, C. D., Zeng, H. J., & Chan, A. M. Y. (2020). Youth Empowerment in the Community and Young People's Creative Self-Efficacy: The Moderating Role of Youth-Adult Partnerships in Youth Service. *Youth & Society*. <https://doi.org/10.1177/0044118X20930890>

⁶³ Zeldin, S., Christens, B. D., & Powers, J. L. (2013). The psychology and practice of youth-adult partnership: Bridging generations for youth development and community change. *American journal of community psychology*, 51(3-4), 385-397.

⁶⁴ Richards-Schuster, K., & Timmermans, R. (2017). Conceptualizing the role of adults within youth-adult partnerships: An example from practice. *Children and Youth Services Review*, 81, 284-292.

⁶⁵ To, S. M., Chun-Sing Cheung, J., Liu, X., Lau, C. D., Zeng, H. J., & Chan, A. M. Y. (2020). Youth Empowerment in the Community and Young People's Creative Self-Efficacy: The Moderating Role of Youth-Adult Partnerships in Youth Service. *Youth & Society*. <https://doi.org/10.1177/0044118X20930890>

⁶⁶ Zeldin, S., Christens, B. D., & Powers, J. L. (2013). The psychology and practice of youth-adult partnership: Bridging generations for youth development and community change. *American journal of community psychology*, 51(3-4), 385-397.

⁶⁷ United Nations. (2013). Intergenerational Solidarity and the Needs of Future Generations, UNGAOR, 68th Sess, Annex, Agenda item 19, UN Doc A/68/150 (2013) ax paras 32-48. <https://sustainabledevelopment.un.org/content/documents/2006future.pdf>.

⁶⁸ Branquinho, C., Gomez-Baya, D., Tomé, G., & Matos, M. G. (2020). Dream Teens Project in the Promotion of Social Participation and Positive Youth Development of Portuguese Youth. *Erebea: Revista de Humanidades y Ciencias Sociales*, 10, 69-84. <https://dx.doi.org/10.33776/erebea.v10i0.4955>

⁶⁹ Matos, M. G. (2015). *Adolescents: safe navigation through unknown waters*. Lisbon: Coisas de Ler/ FCGulbenkian.

1.1. **#GENERATIONSWITHVOICE**

Based on the principle that young people have important contributions, which should be heard, with regard to identifying problems and needs of their generation^{70,71,72}, **#GenerationsWithAVoice** focuses on their **Voice** and experience as a resource that promotes debate and change^{73,74,75}.

Centred on a reciprocal intergenerational exchanging (young-adult and adult-young), this project that aims to identify generational inequalities focuses on areas such as the **environment, family and housing, education, health, work, economy, community and society, government and politics and culture**.

By promoting greater awareness of intergenerational challenges, this study aims to promote public debate and the interest of public policies as a result of a further development of issues in an IntDialogue, thus contributing to a fairer and more equitable society.

Objectives:

- to **identify the dominant views** of younger generations on issues related to IntJustice, focusing on topics such as the environment, family and housing, education, health, work, economy, community and society, governments and politics and culture;
- to **promote IntDialogue**, encouraging an exchange of knowledge between generations;
- to **understand young people's views** on strategies to promote IntJustice, and on how to influence decision-making processes according to their concerns and interests;
- to **know young people's perspective** on how to influence institutional policies and public policies according to their concerns and interests.

⁷⁰ Branquinho, C., Gomez-Baya, D., Tomé, G., & Matos, M. G. (2020). Dream Teens Project in the Promotion of Social Participation and Positive Youth Development of Portuguese Youth. *Erebea: Revista de Humanidades y Ciencias Sociales*, 10, 69-84. <https://dx.doi.org/10.33776/erebea.v10i0.4955>

⁷¹ Matos, M. G. (2015). *Adolescents: safe navigation through unknown waters*. Lisbon: Coisas de Ler/ FCGulbenkian.

⁷² Ozer, E. J., & Piatt, A. A. (2017). Adolescent participation in research: Innovation, rationale and next steps. *Innocenti Research Brief*, 5, 1-13.

⁷³ Cammarota, J., & Fine, M. (2008). *Revolutionizing education: youth participatory action research in motion*. New York, NY: Routledge.

⁷⁴ Kim, J. (2016). Youth involvement in Participatory Action Research (PAR): Challenges and barriers. *Critical Social Work*, 17(1), 38-53.

⁷⁵ Livingstone, A., Celemencki, J., & Calixte, M. (2014). Youth participatory action research and school improvement: the missing voices of black youth in Montreal. *Canadian Journal of Education*, 37(1), 283-307.

2.

METHODOLOGY



2.1. PROCEDURE AND PARTICIPANTS

The fieldwork related to the **#GenerationsWithAVoice** project began in March 2020, with the contact to five schools in mainland Portugal (one school per territorial unit: North, Centre, Lisbon and Tagus Valley, Alentejo and Algarve) in order to organize focus groups with young people born in 2002 and 2004 (electors and non-electors, respectively). This selection and contact was carried out in partnership with the General Education Department, obtaining the voluntary collaboration of the schools and students involved.

This methodology was later adapted to an exclusively *online* methodology, as Portugal entered a situation of social isolation due to the COVID-19 pandemic. The focus groups were suspended until November 2020, in the expectation of a definitive deconfinement and return to school, which did not occur, forcing the option of conducting focus groups online using the *Zoom* platform.

Qualitative study Interviews and video storytelling

In the period between the beginning of the project and the *online* focus groups, 15 individual interviews of an average duration of 32 minutes were conducted with young people and health and education professionals working with young people in order to develop video *storytelling* for dissemination in the scientific community, as well as to raise awareness in the community (schools, municipalities and other public policy structures) on the issue of IntJustice.

With the material obtained from the interviews, 5 specific *storytelling* videos were developed, focusing on the themes:

- environment,
- family and housing,
- employment,
- economy,
- digital generation,
- and a summary video addressing all the issues.

Alongside this work, a first systematic review of the literature⁷⁶ on the subject of IntJustice was also carried out, and a second systematic review is currently underway using other terms of reference.

⁷⁶ Tomé, G., Almeida, A., Branquinho, C., Estevão, S., Guedes, F., Gaspar, T., Ramiro, L., & Matos, M. G. (submitted, 2021). Intergenerational justice, social cohesion and sustainability: a systematic review. *Global Health Journal*.

Qualitative study

Focus group

The focus groups were held in the period between November 2020 to March 2021, the groups were heterogeneous in size and age of participants, as containment measures for the new coronavirus did not allow students to leave their classrooms.

The groups comprised a minimum of 4 and a maximum of 22 participants, with the youngest groups being aged 16-17 years and the oldest groups 18-19 years. The groups had an average duration of 58 minutes.

The focus groups were conducted at two separate times for each of the groups in each school (16/ 17 year olds and 18/ 19 year olds), with a time interval of two weeks between them.

During this two-week period, the proposed challenge, which aimed to promote intergenerational dialogue, was to interview parents, uncles, grandparents, teachers or other adult people of an “adult” generation and an “older” generation, from their community, in order to recount their memories, given the problems of their youth and the issues now under study.

This intergenerational dialogue was intended to stimulate debate in the second moment of each focus group. It was also intended to support the identification of strategies for the problems identified in the first session, focused on the present.

The 20 focus groups (two groups per region x two times, before and after the intergenerational dialogue) were recorded. A teacher responsible for the class facilitated the whole process.

Quantitative study

Questionnaire

To support the evaluation of IntJustice, a study was developed to evaluate the **importance, knowledge, concern and action** that the young participants, their future children, the generation of young people’s parents, and their grandparents attributed to each of the themes studied. This study aimed to make a comparison before and after the focus groups, but with the constraints of the pandemic period, it was only possible to collect information on the position of young people regarding these four points at the end of the project. 32 young people responded with an average age of 17.2 years ($SD = 0.998$); Min = 16 years and Max = 19 years.

Ethical issues

The **#GenerationsWithAVoice** had the approval of the Ethics Committee of the Lisbon Academic Medicine Centre ([Annex 1](#)) and free and informed consent signed by the parents of the young participants ([Annex 2](#)).

2.2.

INSTRUMENTS

Under the #GenerationsWithAVoice project, five instruments were developed:

- a questionnaire to assess the level of **importance, knowledge, concern and action** that young people, their future children, their parents' generation, grandparents attribute to each of the topics studied in the project;
- **individual interview** script ([Annex 3](#));
- **focus group interview** guide - **first half** ([Annex 4](#));
- **focus group interview** guide - **second half** ([Annex 5](#));

Quantitative Study

Importance, Knowledge, Concern and Action Assessment Questionnaire

In a questionnaire assessing the **importance given, knowledge, concerns and behaviours** that young people, their future children, young people's parents' and grandparents' generation voice regarding the issues under study

- 16 closed-ended response questions (Me (young person) - importance, knowledge, concern and action; unchanged for young people's children's, young people's parents and their grandparent) by theme:
 - environment,
 - family and housing,
 - work,
 - sustainability, pensions, SocSec, education, health; and
 - culture,evaluated on a 10-point *Likert-type* scale (1 = very low to 10 = very high).
- An open-response question allowed for the inclusion of comments.

Qualitative study

Guide for Individual Interviews

Based on a semi-structured interview script, young people and education and health professionals working with this population were asked to reflect on the issues:

- environment,
- family and housing,
- work,
- sustainability, pensions, SocSec, education, health; and
- culture,
 - the role that previous generations played in its preservation;
 - the responsibility of future generations towards previous ones;

the identification of (sustainable) solutions/strategies to share with the next generations.

Qualitative Study

Focus Group Guides in the first and second half

In the first focus group of each group, in a semi-structured interview script, developed and grounded on the basis of the literature, five questions were applied to identify the problems of the current and following generation, related to the

- environment;
- family and housing;
- work;
- sustainability, pensions, SocSec, education, health;
- culture.

In the work to promote intergenerational dialogue, a challenge was set to interview family members or reference persons in their community, in order to identify the problems of their respective adolescents.

In the second moment, with an identical structure, and focusing on the same themes, young people were invited to reflect on the contents obtained in their interviews and identify strategies/solutions for the problems indicated in the previous focus group.

Complementarily, these questions were included:

“How can communication and cooperation between generations be promoted?”;

“What can young people do to impact public policy by influencing decision-making processes related to their lives?”;

“Because the COVID-19 pandemic has had a major impact on the lives of all of us, how do you think this virus will affect the future generation?”

2.3.

DATA ANALYSIS

Quantitative Data Analysis

Using SPSS Software

Questionnaires

Descriptive statistics were carried out for all the variables and dimensions of the questionnaire assessing the level of **importance, knowledge, concern and action** that young people, their children’s generation, young people’s parents’ and their grandparents’ attributed or will attribute to each of the topics studied (mean, standard deviation, minimum and maximum), with the support of the statistical analysis software SPSS version 26.

Qualitative Data Analysis

Using MaxQDA 2020 Software

Interviews

Using a qualitative approach, the content analysis of the 15 individual interviews was carried out, and subsequent highlighting of the most relevant information for the development of thematic *storytelling* videos.

Focus groups

The 20 focus groups were also subject to a first content analysis, after which the material was transcribed and organised so that it could be analysed.

In the following phase a more precise categorisation was carried out and consensus was reached between both researchers. By using content analysis, the intention was to build a model to describe the phenomenon of IntJustice in a conceptual way.

Content analysis followed its three main phases: preparation, organisation and reporting. Inductive⁷⁷ and deductive approaches were followed, where the concepts were derived from inductive content analysis and, deductive content analysis was used in the operationalised analysis framework based on prior knowledge⁷⁸ operationalised through a model built on the integrative model of healthy and positive youth development by Kia-Keating and colleagues⁷⁹ (Figure 1).

Content analysis was conducted using the qualitative data analysis software, MaxQDA 2020.

A total of 1473 text segments were coded and gave rise to the categorisation system of the results considered to define the problems/risks, intergenerational well-being strategies and, resources promoting IntJustice. Specifically, 699 text segments were coded for problems/risks, 222 for resources and 380 for strategies.

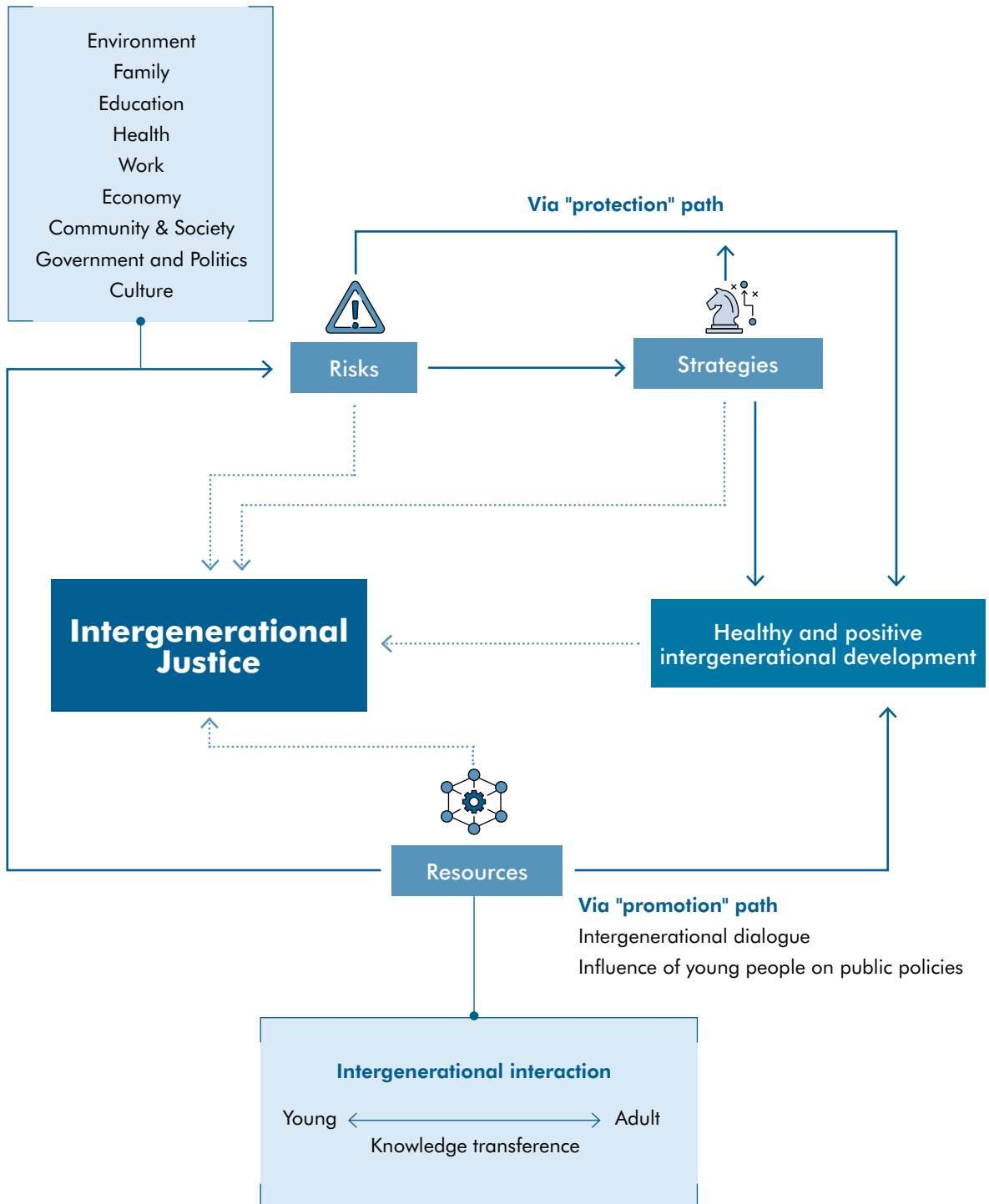
Further 33 text segments of youth involvement in political participation, 99 of promoting intergenerational communication and cooperation, and 104 corresponding to the impact of the pandemic by COVID-19 on future generations were categorised.

⁷⁷ Elo, S., & Kyngäs, H. (2008). The qualitative content analysis process. *Journal Advanced Nursing*, 62(1), 107-115. doi:10.1111/j.1365-2648.2007.04569.x

⁷⁸ Tomé, G., Almeida, A., Branquinho, C., Estevão, S., Guedes, F., Gaspar, T., Ramiro, L., & Matos, M.G. (submitted, 2021). Intergenerational justice, social cohesion and sustainability: a systematic review. *Global Health Journal*.

⁷⁹ Kia-Keating, M., Dowdy, E., Morgan, M. L., & Noam, G. G. (2011). Protecting and promoting: an integrative conceptual model for healthy development of adolescents. *Journal of Adolescent Health*, 48(3), 220-228. <https://doi.org/10.1016/j.jadohealth.2010.08.006>

Figure 1
**Intergenerational Well-being Model Problems/
 Risks, Resources and Strategies**



Kia-Keating et al., 2011

3.

RESULTS



3.1.

EVALUATION OF THE IMPORTANCE, KNOWLEDGE, CONCERN AND ACTION REGARDING INTERGENERATIONAL JUSTICE

QUANTITATIVE STUDY

In assessing the **importance, knowledge, concern and action** regarding the issues under study, a total of 32 responses were obtained from the young people participating in the focus groups (mean age 17.2 years, $SD = 0.998$; Min = 16 years and Max = 19 years).

Overall (Table 1), young people attribute their generation a higher **regard** for issues related to family and housing, work, sustainability, retirement, SocSec, education and health, and culture, when compared to previous generations. As for the environment, they believe that it will be their descendants who will attribute greater **importance** to it.

As for **knowledge**, they believe that their descendants will have greater knowledge on all topics (with the exception of culture). They self-assess themselves with a similar level of knowledge on the subject of family and housing, and higher on the level of culture.

With regard to **concerns**, they are certain that their generation is the most concerned about all issues, with the exclusion of the environment, in which they highlight that their descendants will have greater concern.

Finally, regarding action, they perceive their offspring will have a greater propensity for action in all the themes studied.

Table 1
Averages of Importance, Knowledge, Concern and Action attributed to each theme under study

Themes	Young person M				Parents' Generation M				Grandparents' Generation M				Youn people's Descendants M			
	I	C	P	A	I	C	P	A	I	C	P	A	I	C	P	A
Environment	9.2	7.6	8.5	7.1	6	5.4	5	4.8	4.5	3.8	3.6	3.5	9.4	9.1	9.2	8.7
Family and housing	8.8	7.9	8.5	7.5	7.7	7.3	7.5	7	7.3	6.4	6.6	6.5	8.1	7.9	8.2	7.8
Work	8.5	7.2	8.6	7.2	8.1	7.2	7.9	7.2	6.1	5.7	5.9	5.6	8.3	7.9	8.1	8.1
Sustainability, pensions, SocSec, education and health	9	7.5	8.8	7.1	8.2	7.5	7.8	7.8	7.2	6.3	6.9	6.3	8.6	8.5	8.2	8.3
Culture	8.2	7.6	7.6	6.8	7.5	6.8	6.7	6.5	6.8	6.2	6.5	6.2	7.7	7.5	7.1	7.2

Notes: SocSec = Social Security; I = Importance; K = Knowledge; W = Concern; A = Action. The upper averages of Importance, Knowledge, Concern and Action in each of the themes are highlighted.

3.2.

FOCUS GROUPS – THE VOICE OF YOUTH IN THE IDENTIFICATION OF PROBLEMS, RESOURCES AND STRATEGIES PROMOTING INTERGENERATIONAL WELL-BEING QUALITATIVE STUDY

Overall study

In the **overall** qualitative study, based on the material gathered from all the focus groups held in each of the five regions of mainland Portugal, it can be observed:

- Greater identification of problems related to family and housing, education, environment and work.
- Although numerous problems were raised, family and housing were also pointed out as an important resource.
- As for strategies, the environment brought together a greater number of solutions.
- Conversely, with a lower number of problems/ risks, resources and strategies identified, emerged issues like government and policy, and community and society ([Annex 6](#)).

Similarities and differences between regions

In a second stage, in the study of **similarities and differences between regions**, some congruence is evident, with some regional singularities.



Problems

- Family and housing are problems common to all regions, with the exception of the Alentejo;
- Education is also highlighted in three regions - North, Lisbon and Tagus Valley and Alentejo;
- The environment is highlighted in Lisbon and Tagus Valley and Alentejo.
- With different problems appeared the Centre zone, in which work was highlighted, and the Algarve, where economy emerged.



Resources

- Three regions - Centre, Alentejo and Algarve - prioritised culture;
- Two regions - North and Algarve – pinpointed family and housing;
- Education was identified by the Lisbon and Tagus Valley and Alentejo areas;
- Work was highlighted in the North of the country.



Strategies

- The environment was predominant in most regions (North, Centre, Lisbon and Tagus Valley and Alentejo);
- Education emerged in the Lisbon and Tagus Valley and Algarve areas;
- and culture in Alentejo (Table 5).



Concerns

- There is also a greater concern with feelings of insecurity (especially on girls) in the Northern region;
- The poor availability and quality of psychological support services in the Central zone;
- Difficulty in accessing housing and the poor quality of the transport network in Lisbon and the Tagus Valley;
- Difficult access to primary and specialised healthcare, and poor transport network in Alentejo;
- And lastly, the scarcity of jobs (not related to tourism) and unemployment in the Algarve region.

Table 2
Regional Characteristics

Region	Problems/ Risks	Resources	Strategies	Concerns
North	Family and housing Education	Family and housing Work	Environment	Feelings of insecurity
Centre	Work Family and housing	Culture	Environment	Poor availability and quality of psychological support services
Lisbon and Tagus Valley	Family and housing Education Environment	Education	Education Environment	Difficulty in accessing housing; poor quality of transport network
Alentejo	Education Environment Health	Education Culture	Environment Culture	Difficult access to primary health care and specialities; poor transport network
Algarve	Family and housing Economy	Family and housing Culture	Education	Scarce job vacancies and unemployment

Generation 2002 and 2004 (electors and non-electors)

The **comparative study - of the 2002 and 2004 generations (electors and non-electors)** focusing on the problems, resources and strategies identified in order to investigate the different perspectives, it was found that young people from both groups considered that:



Common ground

Problems, resources and strategies

- An increase in the minimum wage would bring benefits at various levels (e.g. health, housing, culture, pensions and work);
- School should review its methods and programmes, increasing its focus on issues of financial management, politics and adult life, as well as artistic areas, and through more practical approaches;
- Environmental protection means reducing plastic consumption, increasing consumption of sustainable products, switching to renewable energies, reducing water and meat consumption, and opting more for public transport;
- Families have worse conditions of financial stability and worse conditions to increase birth rate, and they are more open/liberal (there are less taboos) nowadays, although they feel they are less united than in the past;
- There are few opportunities for youth work, and they feel that a lot of education and/or experience is required to get a job;
- The choice of a study area (e.g. in the transition to secondary school) happens too early, and that they should only take the examination(s) required in order to have access to higher education and their academic averages should be less important in this process;
- Waiting lists are the main problem of health in Portugal, and also the lack of State co-funding in some areas;
- The ageing process is a problem, as well as the disparities in the allocation of pensions;
- Young people should participate and create initiatives to make their voices heard by the Government; and that there should be more investment in culture and artists, agreeing that although there is a general devaluation of culture in Portugal, the younger generation values it more.



Points of divergence

Problems, resources and strategies

- The specific reference of the 2004-born group (non-electors) to the importance of the media in raising awareness about the environment, while the 2002 group (elector) preferably mentions the importance of soil rehabilitation;
- Those born in 2002 pointed to the importance of facilitating and standardising access to psychological/mental health support for adolescents and their families;
- In relation to work, the group born in 2004 mentions that more practical professions (e.g. mechanics, electricians, etc.) should be encouraged given their continuous need and the drop in demand for such jobs;
- As for health, there is again a focus on facilitating access to mental health by the 2002 group;
- The 2004 group mentions the importance of economic measures for investment in industry and agriculture, while the 2002 group mentions unfreezing the careers;
- As for the theme of community and society, the 2004 group highlights the decentralisation of transport and employment opportunities, and the 2002 group's expresses their concern about the influence of the mentality and expectations of the previous generation and society in general on their life decisions;
- At the government and politics level, the 2004 group is concerned about corruption in the judiciary and the use of public money, while the 2002 group points to the need to support small businesses;
- With regard to culture, we highlight the 2002 group's reference to the inadequacy of bullfighting ([Annex 7](#) and [Table 3](#)).

Table 3
Discourse excerpts by topic and age
 (electoral status, born in 2002 - elector; and born in 2004 – non-elector)



Environment

"The biggest problem is that the previous generations acted without considering that resources were not renewable and did not take into account the principle of intergenerational responsibility, they did not think that we, as a future generation, would suffer, would have consequences of the actions that they took because, effectively, they did not even think about the consequences that excessive and thoughtless use of resources could bring." (young non-elector)

"... I think our generation is a thousand times more aware of the environmental problems than the previous generation was. And I think that, although there are still people who don't have that awareness, most of us do. And I think that this awareness is due a lot to the role of schools in our environmental education." (young non-elector)

"... as long as private sector companies prefer to pay the fines rather than go through the process of transformation to become more sustainable, the path is not going to be easy because they prefer that, it costs them less to pay than to change." (young elector)

"... in the old days you wouldn't even think let alone talk about recycling - nowadays it's more natural, but even so there's still a long way to go." (young elector)



Family and housing

"I think family environment has already changed a lot from past generations to present day and I think it will change even more. Not only because of the advance of technologies, but because there are more and more workers working long hours, parents have to get home and still have work to do their kids are, for example, sitting on the computer or just not contributing to the house chores, for example, at dinner time, maybe they're on their mobile phones, not getting involved in the communication, which it used to be more commom." (young non-elector)

"I think that we (young people) will already have a greater awareness of what we should know about the world in terms of family planning, about family and economic planning: if we have money, we can consider having a child..." (young non-elector)

"I'll probably only be able to get out of my parents' house and live alone and have my own house when I get someone, when I get a partner, because earning 800 or 1000 euros a month and that will be soon before I will be able to reach that salary, and that will pay the rent of the house in some places and not much else, right? So, I think something should be done in this respect because I may also want to live alone, right? I might want to be single and have my own life, right?" (young elector)

"... like homosexual relationships and stuff, it has to do with the society that we have, it is more inclusive, and that's a good thing. People end up having more choice and they change very easily, if they don't feel good in a certain way, they change." (young elector)



Work

"... in the past there were a lot of people getting into, for example, banks and so on to work, without courses; now everything, really everything is done with a course, and almost everyone has a course. Now the only way is by having a Master's degree, a PhD or a specialisation, because that's the only way we have, let's say, one more trump card to get in. And nowadays a course is valued more than the person themselves, so to speak. The qualities themselves..." (young non-elector)

"... there will be more and more valued positions that will only be performed by people, that robots won't have the capacity for, I think these're going to be more valued in the future." (young non-elector)

"... plumbers, electricians, things with their hands that a machine can't do. So, I think these professions have a tendency to disappear a little bit; what's going to happen? The people who go into these professions, more and more, are going to be much better paid - why? Because they are the only ones left, so they can charge whatever prices they want to. So, I think we need nurses badly, yes; we also need doctors badly; we need the so-called modern jobs badly, don't we? But I think leaving other jobs behind is a bit of a bad decision, because I don't know, to build a house you need everything..." (young elector)

"... this is an evolution, this technology thing that's happening and that we on the one hand have to take advantage of it in some parts, so I think we have to know how to live with it so that it's balanced for both, both for us and - let's say - for the machines, that they will bring us benefits if we use them properly." (young elector)



Education

"... education more present of, for example, subjects such as economics, politics, which we miss immensely... it is something that we need a lot to form ourselves as conscious adults and able to manage, to also manage to keep companies running, not to lead to bankruptcy, to manage to vote consciously, to elect a party that is really beneficial for our country and not vote just because we want to..." (young non-elector)

"Both the maths and biology stuff - they only serve for us to work on that critical thinking, like attention, intuition and that kind of reasoning; it's not to have a practical application, not everything we learn at school has to have a practical application, otherwise we would only learn about cooking and sex education and financial management." (young non-elector)

"... I also think that our teaching kills students' creativity, because teaching kind of always shows one solution to one problem, like in life each problem can have many solutions and in school we never learn that, we learn that each problem always has one solution only." (young elector)

"But when I think of citizenship I think, for example, on how it teaches us what finance, how it works, how we can register, how we can go to a bank, what we have to do there you go, citizenship is basically that." (young elector)



Health

"... it's a kind of vicious cycle: if we don't invest we're going to create more poor health, we're going to create, I don't know, how many unattended patients, you're going to cause even more deaths." (young non-elector)

"Incidentally, being a foreigner, I'm very grateful that health is free here. I arrive anywhere and I feel sick, and I already have free health, I already have a health centre that I can go to, there in Venezuela there is not even health, really, there are no medicines there is nothing..." (young non-elector)

"The waiting lists for almost everything are huge and I think public health, the public health system is not at its best because, there it is, I think the biggest problem is the issue of waiting lists, a person goes to the emergency room and it takes a long time." (young elector)

"I've been to a lot of places, I've lived in a lot of places, so I know a bit regarding these places, I think Portugal is one of the places that has the best health systems and, honestly, I don't have big questions about it." (young elector)



Economy

"And, not only us, but also our parents generation, who worked from an early age and who have been working to, to have their pension, they really don't know if they will get it or if they will get it according to what they worked and what they deducted." (young non-elector)

"... if the Government invested more in the private sector, that would ultimately fortify the economy and create more jobs. By creating more jobs, there would be more people paying for the SocSec, so if there were more people paying for the SocSec, in principle there would be a greater likelihood of guaranteed pensions." (young non-elector)

"... when we start working, we have to think about retirement and saving money for that retirement, to have one hundred per cent of the retirement that we should have, like they have in some countries, where there is retirement and people save the money." (young elector)

"... a limit should be set, a limit as a pension, a maximum limit, a maximum value..." (young elector)

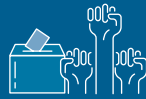


Community and Society

"... it is very sad to know and hear, for example, that there are people who say: 'Ah for example, in the Algarve, you won't be able to do anything, you have to go to Lisbon or Porto.'" (young non-elector)

"I think nowadays, they're even lowering and making inexpensive fares for public transport and that is fantastic, and a lot of people like to opt for that..." (young non-elector)

"... the mentality of the previous generations is still very much in us, that's what I think, and that even if we want to get on with our life and do what we want, in quotes, we still have a lot of influence from the previous generations." (young elector)



Government and Politics

"I think that the big problem of Portugal - of the whole world, but of Portugal in particular - is justice." (young non-elector)

"Maybe if there are some young people who say something about and try to talk to the government... and show young people's revolt on some issue, for example, previously we talked about abolition. Try talking to the government, try gaining one's space and, that they would listen more the youth." (young non-elector)

"We are going to vote next year and nobody knows anything, if we don't do our own research on the net or pay attention to the news, we have no idea how everything is run in our country." (young elector)

"... I think that there are still few young people who are interested in the area of politics because it was never explained to them, nor were there subjects at school that were concerned with this explanation... it would be something to change in order to promote young people to give their opinion and have an impact on decisions related to their lives." (young elector)



Culture

"In a pandemic context we feel that culture is helpless, and that measures should be urgently put in place to "save" it, as it is something essential to societies." (young non-elector)

"And I think that our generation, fortunately, values culture a lot and I think that when we have that decision-making power, it's something that even we could change, because it's something that we constantly talk about, that has to be changed and I'm happy for that, that we are a generation that is concerned about that." (young non-elector)

"I think it's a little bit unfair for everybody, because someone who earns the minimum wage and payss all the bills at the end of the month and almost doesn't have money to eat, so can't be contributing to culture, can't go to a concert, can't go to a theatre." (young elector)

"... this also depends a bit on the evolution of our society and maybe, if we were to take the whole culture, maybe there are certain ideas and traditions from the past, which nowadays do not make complete sense and I think that our society has to evolve, maybe sometimes we have to look at aspects of our culture and tradition and think..." (young non-elector)

"... a serious bet on culture and on the development of culture would contribute a lot to getting closer to a more enriched society, in which people look differently and move differently, and a more serious society, in which a little bit of everything is valued." (young elector)

Influencing public policy

In a society where their involvement in the issues that directly affect them is still often ignored, young people were asked what they could do to **influence public policy**.

- In their discourse, it can be seen that school appears as the key context - pointed out by both voting and non-voting young people - to promote youth political participation, namely through the creation of activities and education for politics.
- Both also mention the need for young people to be proactive and participate in contexts such as demonstrations, as well as the representation of young people in Parliament (through the creation of a committee, the election of a representative or the creation of quotas).
- Both groups also mention communication through social media as a possible means of expressing the needs of the younger generation.
- Young electors also refer to the exercise of the right to vote, the creation by the Government of means to listen to their generation (e.g. programmes, platforms or surveys) and the promotion of activities, not only at school level, but also at community level, for example by the Municipal Councils.

Table 3 (cont.)

Discourse excerpts by topic and age

(electoral status, born in 2002 - elector; and born in 2004 – non-electors)

"I would definitely be interested in participating in activities related to politics or volunteering ... learning more about the world around us and how to improve it." (young non-electors)

"Something that would definitely be interesting would be that in addition to having classes on basic politics and eventually applied mini-courses... it would be extraordinary to have a bridge between young people and the ministry of education." (young non-electors)

"Starting from school I think it is necessary to provide more information to young people about this complex topic, and from there on holding debates and activities in school could help to have more power in this topic." (young electors)

"Young people should participate more actively in the political life of the country, take part in debate, public movements, demonstrations of individual and collective rights, exercise their right to vote and play a very active role in all political activities..." (young electors)

Promoting intergenerational cooperation and communication

With regard to the identification of solutions for the **promotion of intergenerational cooperation and communication**, the following points are highlighted:

- open communication with adults (in family and school settings) and
- the creation of projects in schools.
- Young electors also add the creation of activities and projects in the community; the use of technologies and social network to bring the generations together; breaking down prejudices; exchanging knowledge; valuing the other; education (for cooperation, communication and valuing family relationships); the focus on common points between generations and the creation of a platform that promotes this communication.
- Young non-electors mentioned the creation of opportunities for their generation to express their needs and the greater appreciation of their Voice by adults.

Table 3 (cont.)

Discourse excerpts by topic and age

(electoral status, born in 2002 - elector; and born in 2004 – non-elector)

"...we should talk openly with our families and teachers about what affects us, and also listen to what they think, but always bearing in mind that the aim is for them to help us overcome our difficulties and better understand how to fight for the causes we defend." (young non-elector)

"As young people we need older people to provide us with the possibility of having an active voice in communities so that we can be assisted in building the future of the planet... we need adults today to recognise these adversities and start trying to combat them now." (young non-elector)

"... we need to make all generations aware that although we come from different "times" and ages, we all have a common goal: to improve as much as possible our quality of life while living in this world... by promoting conversations between generations, the relationships between them will be better and we will then be able to simultaneously identify which common points we have and which ones we are in disagreement with, in order to learn how to deal with the latter mentioned..." (young elector)

"Promoting the relationship between generations, at family level and also creating intergenerational relationships in which older people participate with young people by telling their experiences and can answer young people's questions about current problems by helping them, through their life experience, pointing out paths and sharing ideas, which could open new horizons for future solutions..." (young elector)

Impact of COVID-19 on future generations

At the closing of the sessions, and because the pandemic was and continues to be a reality with a strong impact on the lives of young people, they were asked about the **impact of COVID-19 on the future generations**.

With similar comments on most of the consequences identified, both groups report:

- a greater sedentary lifestyle,
- the impact on relationships (social and family),
- the increased use of technologies,
- the maintenance of teleworking,
- the economic impact and economic crisis,
- maintaining health care and hygiene,
- the impact on physical and mental health and
- the difficult access to the labour market.
- Young electors also mention the impact on education, the possible strengthening of family relationships, the positive impact on the environment, a greater focus on collective well-being and the fact that the focus on the pandemic has overshadowed other important issues such as the environment and climate change.
- Young non-electors point to increased consumerism, the possible immunity of future generations, the negative impact on culture, the emergence of new diseases and pandemics, and less freedom.

Table 3 (cont.)

Discourse excerpts by topic and age

(electoral status, born in 2002 - elector; and born in 2004 – non-elector)

"... with the fear continuing to exist, we will move away from the family, we won't live together and then future generations will also move away from the family, we won't live together and only parents, children, parents, children and that's it, and little else." (young non-elector)

"... besides all the problems that are already being caused and we are already seeing the consequences of this pandemic, on an economic level, I think it is important to mention, we are going to have a big problem in terms of mental health." (young non-elector)

"... I believe that all generations should recognise how essential it is not to lose family and social contact since we are emotional beings." (young elector)

"This pandemic has had and will have a major impact on education, training and the prospects for professional achievement for the future generation, as I believe that opportunities have been lost and will also affect the business fabric by creating a socio-economic crisis that will hinder the slow integration of young people into working life." (young elector)

Focus groups before and after the proposed intergenerational dialogue

A **comparative analysis of the problems of the two focus groups (first and second moment)**, before and after young people were asked to dialogue with people from other generations in their life contexts, allowed us to observe:

- A better preparation for the identification of strategies in the second moment;
- A greater awareness of the problems and resources of previous generations;
- In moment 1 (first focus group) young people often blamed past generations for the current problems, mainly environmental issues, their interviews contributed in part to the rethinking of their perspective with contributions from the perspectives of other generations.
- With this intergenerational dialogue with parents, grandparents and other caregivers, young people contextualised some issues differently, for example that at the time there was no environmental awareness, and also that there were fewer resources.
- They understood that attitudes that protected the planet were still adopted, such as the use of cloth bags to buy bread, glass bottles to buy milk, the reuse of clothes by family members and their arrangement, as well as the reduced use of own vehicles (which not all families could afford).
- The family issue was also addressed, understanding that today parents have a more open mentality, and it is possible to talk to them and present their opinions, which didn't use to happen in the past, but that on the other hand nowadays parents spend less time at home and have less time for their children.
- If a few years ago the man was the breadwinner and the woman took care of the house and the children, nowadays both parents have to work to pay for the family's expenses.
- Access to housing was also discussed, making them believe that at their parents and grandparents' time it was more affordable.
- As for work, they were able to compare the lifelong jobs of their grandparents' and some parents' generation with today's reality, considering that this does not exist today.

- However, they consider themselves to be a more differentiated generation in terms of qualifications, understanding that access to education is now easier and more generalised.
- The topic of gender inequality was also discussed in this dialogue, but in young people's opinion past generations are not aware of this issue.
- With regard to health, they are unanimous that health care today is better and more accessible since they got to know the living conditions of those living in rural areas.

The interviews and the intergenerational brainstorming that emerged at moment 2 (second focus group) provided for more sustained and organised strategies, although this part of the research was one of the most hindered by the pandemic situation, as it lengthened the period of time between the first and second focus group. Also the duty of confinement hindered the dialogue in presence between the interlocutors of the different generations.

- Young people are certain that they are better prepared and more stimulated to deal with environmental issues than previous generations, they believe that awareness should start at an early age.
- Even if they feel little support from adults in their concern for the environment, they will continue the information and awareness-raising work with previous generations.
- Regarding family, as for strategies to prevent the strong decrease in the birth rate over the years go, they point to the need for more support to families, as well as the creation of more jobs.
- For the difficulty in accessing housing and the delay in achieving financial autonomy, attributed to the fact that they start working later and employability is increasingly lower, they stress the importance of support from the government.
- Pressured by excessive assessment and the choice of professional area at an early age, they think that the educational model should be updated and reformulated, and that it has remained the same since the time of their grandparents. They believe that in addition to valuing learning, school should promote life skills.
- In health, advocates of a restructuring and an organisation of the primary health care services, they consider that mental health should be the target of investment and free of charge. From the intergenerational debate, they believe that their parents and grandparents are not aware of the importance of this issue.
- Aware of the reality of their grandparents' access to retirement and the value of their pensions, they think that this will be a big problem for the next generations. Concerned that they may become the first generation without access to pension, not only because of the impossibility to pay the SocSec, but also because they will enter the world of work later, prolonging the need to work more years to have access to retirement, they argue that access to retirement should be evaluated on a case-by-case basis.
- Feeling that they are little or not listened to by the political authorities, they support the integration of politically oriented subjects or activities into the school curriculum, a strategy that they believe can increase the political participation of the current and following generation.
- Finally, regarding culture, and certain it is one of the great national heritages, they support its modernisation and access to it, since the prices charged are not always accessible to the entire population, and the role of schools in raising awareness of its importance. They also believe that culture can be an important vehicle in promoting intergenerational debate, and that this is the way for national traditions not to become extinct.

4.

SUMMARY AND DISCUSSION



4.1.

QUANTITATIVE STUDY

The results of the quantitative study underline that young people consider themselves to be more **concerned than their ancestors** about issues related to family and housing, work, sustainability, retirement, social security, education and health, and culture, and they consider **their descendants' generation** to be the one that will be even more concerned by environmental issues, they consider their descendants' generation to have less culture although more knowledgeable and more inclined to take action.

4.2.

QUALITATIVE STUDY

Curiously, in the qualitative study, despite environment being the topic that gathers the largest number of proposed solutions, these appear at a more personal level and less focused on immediate action, since the issues related to government and politics and those related to the community and society, are those that assume, according to the testimonies collected, less relevance and less knowledge on the part of this generation, suggesting an action whose proposal seems to be postponed for their descendants.

While identifying their perspectives regarding problems, resources and strategies, young people highlighted:



Environment

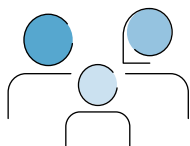
- The protection of the environment and planet should be based on the 5 R's policy: reduce, reuse, recover, renew and recycle.
- It is important to reduce the use of plastic and find affordable alternatives, increase the consumption of sustainable and domestic products, promote the use of renewable energy, reduce water waste and meat consumption, and whenever possible opt for public transport in order to reduce CO₂ emissions.

Although aware of the environmental issues⁸⁰, Wray-Lake et al.⁸¹ state that young people tend to attribute responsibility for protecting the environment and planet to the government and consumers, rather than accepting their own responsibility. Also in this work there was a greater importance, concern and knowledge attributed to the young generation when compared to their ranking to previous generations.

⁸⁰ <https://www.un.org/development/desa/youth-flash/feature/2018/06/beyond-2030-youth-taking-charge-of-the-environment/>

⁸¹ Wray-Lake, L., Flanagan, C. A., & Osgood, D. W. (2010). Examining Trends in Adolescent Environmental Attitudes, Beliefs, and Behaviors Across Three Decades. *Environment and behavior*, 42(1), 61–85. <https://doi.org/10.1177/0013916509335163>

However, this concern seems to be more at the individual and intentional level, leaving a greater “duty” or responsibility for action to the next generations and identifying problems and some solutions; however, they don’t show a will to perform any transformative action.



The Family

- They consider the current family (theirs) to be more open and liberal than those of their predecessors, but They consider that there is less unity between the different generations.

This fact has already been described by Fingerman⁸² in the Multidimensional Support Model, where he takes into account the influence of social, cultural, family demographic, relationship and psychological factors. Technologies have also come to influence family relationships and dynamics⁸³, a fact that was exacerbated in the pandemic period, and whose consequences cannot yet be evaluated.



Work

Even though according to McCrindle and Fell⁸⁴ generation Z is presented as synonymous with flexibility, lifelong learning, multiple jobs and careers, and entrepreneurship,

- young people highlight scarce job opportunities; and
- increased difficulty entering the labour market due to requirements of high level of education and experience.

Technologies will also influence the area of Work, a fact that became evident in the pandemic period, with tele-training and teleworking, although in this case it is not yet possible to evaluate the impact neither in the medium nor long term.

⁸² Fingerman K. L. (2017). Millennials and Their Parents: Implications of the New Young Adulthood for Midlife Adults. *Innovation in aging*, 1(3), igx026. <https://doi.org/10.1093/geroni/igx026>

⁸³ Storch, S. L., & Ortiz Juarez-Paz, A. V. (2018). *The role of mobile devices in 21st-century family communication*. *Mobile Media & Communication*, 205015791881136. <https://doi.org/10.1177/2050157918811369>

⁸⁴ McCrindle, M., & Fell, A. (2020). *Understanding the Impact of COVID-19 on the Emerging Generations*. Publisher: McCrindle Research. ISBN: 978-0-6486695-1-7. <https://mccrindle.com.au/wp-content/uploads/COVID19-Emerging-Generations-Report.pdf>



Education

- They call for a review and reformulation of the traditional teaching model, which is still too focused on assessments.
- They believe that national examinations should be limited to entrance examinations to higher education, as happened last school year and will happen this year, due to the pandemic context.
- They agree that choosing one academic area of study related to their potential professional future area is too early, and that they lack support at this level. They consider that their financial, political, life and artistic management skills should be developed within the school context.

Branquinho et al.⁸⁵ identified, in a study conducted with Portuguese stakeholders, that School seems to be losing relevance, despite continuing to be part of the concerns of this generation, with its excessive focus on assessment and with the maintenance of a paradigm that has not evolved for over 50 years, despite its importance above all as a space for socialisation^{86,87}. Although reflection about school and what makes it so unattractive to young people has already been proposed⁸⁸, little has happened yet.

Technology is also influencing school, a fact that is evident in the pandemic period with online classes and tele-study, although it is not possible to assess their impact in the medium and long term yet, neither positive nor negative aspects.



Healthcare

- Waiting lists in health care, and
- State financial help are problems;
- A scenario that, according to the media, has worsened during this pandemic, and which is believed to take time to re-establish.
- Although the implementation of measures aimed at public health should be the government's priority, it is important and urgent to work on short, medium and long term measures that reduce waiting lists and meet individual economic needs.

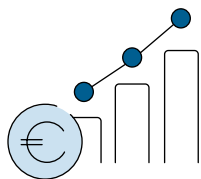
Technology has also come to influence Health, a fact that was also evident in the pandemic period, with teleconsultations and online access to health services and information.

85 Branquinho, C., Cunha, C., Grothausen, T., & Matos, M. G. (2019). Stakeholders' voice about a Youth Participatory Action-research Program: a qualitative study. *Psicologia, Saúde & Doenças*, 20(3), 824-837. <https://doi.org/10.15309/19psd200321>

86 Garbarino, J. (1978). The Role of Schools in Socialization to Adulthood. *The Educational Forum*, 42(2), 169-181. <https://doi.org/10.1080/00131727809336299>

87 Garibaldi, M., & Josias, L. (2015). Designing schools to support socialization processes of students. *Procedia Manufacturing*, 3, 1587-1594. <https://doi.org/10.1016/j.promfg.2015.07.446>

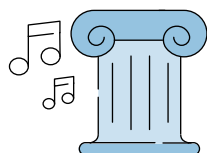
88 Branquinho, C., Cruz, J., & Matos, M. G. (2017). Dream Teens – a “voz” dos jovens na discussão de problemas da sua geração [Dream Teens - the “voice” of young people discussing the problems of their generation]. *Saúde e Desenvolvimento Humano*, 5(3), 19-25. <http://dx.doi.org/10.18316/sdh.v5i3.3565>



Economy

- The current financial instability, which in their opinion explains the decrease in the birth rate in the country.
- They suggest an increase in the national minimum wage, which would promote improvements in health, housing, culture, pensions and work.
- The ageing of population and the disparities in the attribution of pensions are risk factors for the national economy.

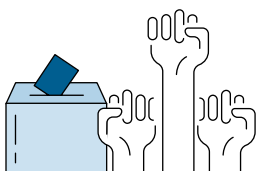
The Portuguese economy was strongly affected by the economic crisis, increasing the deficit and public debt⁸⁹, a situation that the COVID-19 pandemic further aggravated. In this scenario, and based on the strategies identified, they anticipate a delay in the solution of these issues.



Culture

- They believe that it is little valued in their country, but claim that their generation is the one that values it the most and that it will be lost in their descendants.

One of the guarantees that should be defended⁹⁰ in the promotion of greater Intergenerational Justice and which was perceived in this study, is that culture and cultural transmission may constitute an important factor of dialogue and cohesion between generations.



Youth Participation in Policies

- The role of school is highlighted in the promotion of activities and political education, and the interest of today's generation of young people for social participation, as preponderant⁹¹.
- They believe that social network can represent an important vehicle in the dissemination of their Voice, such as through demonstrations to show their power, and
- they defend the importance of their representation in Parliament.

⁸⁹ [https://www.europarl.europa.eu/RegData/etudes/BRIE/2019/629190/IPOL_BRI\(2019\)629190_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/BRIE/2019/629190/IPOL_BRI(2019)629190_EN.pdf)

⁹⁰ Magalhães, A. C. M., & Freitas, A. C. P. (2018). Meio Ambiente e Democracia: Participação e Justiça Intergeracional na Tutela dos Bens Culturais [Environment and Democracy: Participation and Intergenerational Justice in the Protection of Cultural Goods]. *Revista Argumentum-Argumentum Journal of Law*, 19(3), 711-728.

⁹¹ Branquinho, C., Cunha, P., Grothausen, T., & Matos, M. G. (2019). Stakeholders' voice about a Youth Participatory Action-research Program: a qualitative study. *Psicologia, Saúde & Doenças*, 20(3), 824-837. <https://doi.org/10.15309/19psd200321>

According to the stakeholders involved in working with young people, it is argued that the enhancement of their participation in public policies should go through social marketing⁹², thus contributing to the improvement of behaviours and society⁹³.

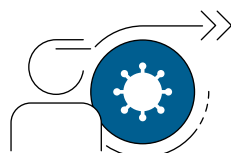
However, these studies also argue that young people should be supported in the acquisition of greater knowledge, more motivation and more confidence, enabling them to access national and international structures where they can be heard and support their proposals and actions.



The promotion of intergenerational communication and cooperation

Young people suggest more opportunities for intergenerational dialogue within the family and in school context, along with the creation of joint projects.

McQuaid et al.⁹⁴ show the importance of intergenerational dialogue, based on a knowledge and action approach, to contribute to the improvement of resources and opportunities and consequent Intergenerational Justice. This study has shown how a dialogue between different perspectives (and different generations) can be a powerful strategy for promoting social cohesion and a concerted action as well as promoting Intergenerational Justice, and promoting a change of attitude from the simplistic assertion of “culture was/is/will belong to other people” into a joint action in favour of common humanistic and ecological interests, both present and future.



The Impact of the Pandemic on Future Generations

- The increase of sedentarismo with negative consequences for physical health.
- The increase of ill-being and psychological suffering and disorders in terms of mental health.
- The abusive use of technology and screen time.

⁹² Branquinho, C., Cunha, P., Grothausen, T., & Matos, M. G. (2019). Stakeholders' voice about a Youth Participatory Action-research Program: a qualitative study. *Psicologia, Saúde & Doenças*, 20(3), 824-837. <https://doi.org/10.15309/19psd200321>

⁹³ Kotler, P., & Lee, N. (2008). *Social marketing: Influencing behaviors for good*. Los Angeles: Sage Publications.

⁹⁴ McQuaid, K., Vanderbeck, R., Plastow, J., Valentine, G., Liu, C., Chen, L., Zhang, M., & Diprose, K. (2017). Intergenerational community-based research and creative practice: promoting environmental sustainability in Jinja, Uganda. *Journal of Intergenerational Relationships*, 15(4), 389-410. <https://doi.org/10.1080/15350770.2017.1368357>

Several studies have shown the impacts of confinement in the context of the COVID-19 pandemic on various population groups, including young people (e.g.^{95,96,97,98}), highlighting the physical and psychological consequences, as well as the consequences on family and social relationships⁹⁹, which were all identified in this study too.

This topic is not part of the goals of this study, and it was only included because of the emphasis it had in the discussions that took place right in the middle of the pandemic period, where it appeared on its own or associated with the themes under study.

At this level, young people emphasised, as we have already mentioned, the increased use of technologies, whether for education, work, health or interpersonal relationships^{100,101}, the difficulty of access to the labour market, and the adoption of telework in some areas.

The concern about the outbreak of an economic crisis was common in the speeches of the young participants. In a literature review conducted by Nicola et al.¹⁰², the socio-economic implications of the pandemic are discussed, raising their alert to the need to implement measures in the short, medium and long term, in order to rebalance and compensate the economy in the post-crisis period.

95 Branquinho, C., Colette, K., Arevalo, L., Santos, A., & Matos, M. G. (2020). "Hey, we also have something to say": a qualitative study of Portuguese adolescents' and young people's experiences under COVID-19. *Journal of Community Psychology*, 48(8), 2740-2752. <https://doi.org/10.1002/jcop.22453>

96 Kecojevic, A., Basch, C.H., Sullivan, M., & Davi, N.K. (2020) The impact of the COVID-19 epidemic on mental health of undergraduate students in New Jersey, cross-sectional study. *PLOS ONE*, 15(9): e0239696. <https://doi.org/10.1371/journal.pone.0239696>

97 Singh, S., Roy, D., Sinha, K., Parveen, S., Sharma, G., & Joshi, G. (2020). Impact of COVID-19 and lockdown on mental health of children and adolescents: A narrative review with recommendations. *Psychiatry Research*, 293(August), 113429. <https://doi.org/10.1016/j.psychres.2020.113429>

98 Matos, M.G. & Wainwright, T (submitted, 2021) COVID-19 and Mental health in School-Aged Children and Young People Thinking ahead while preparing the return to school and to life "as usual"; *The Psychologist Practice and Research Journal*

99 Branquinho, C., Colette, K., Arevalo, L., Santos, A., & Matos, M. G. (2020). "Hey, we also have something to say": a qualitative study of Portuguese adolescents' and young people's experiences under COVID-19. *Journal of Community Psychology*, 48(8), 2740-2752. <https://doi.org/10.1002/jcop.22453>

100 Branquinho, C., Santos, A., Ramiro, L., & Matos, M. G. (2021, in press). #COVID#BACKTOSCHOOL: A Qualitative study based on the voice of portuguese adolescents. *Journal of Community Psychology*.

101 Branquinho, C., Colette, K., Arevalo, L., Santos, A., & Matos, M. G. (2020). "Hey, we also have something to say": a qualitative study of Portuguese adolescents' and young people's experiences under COVID-19. *Journal of Community Psychology*, 48(8), 2740-2752. <https://doi.org/10.1002/jcop.22453>

102 Nicola, M., Alsafi, Z., Sohrabi, C., Kerwan, A., Al-Jabir, A., Iosifidis, C., Agha, M., & Agha, R. (2020). The socio-economic implications of the coronavirus pandemic (COVID-19): A review. *International journal of surgery (London, England)*, 78, 185-193. <https://doi.org/10.1016/j.ijsu.2020.04.018>

4.3.

GROUPS BORN IN 2002/ ELECTORS AND GROUPS BORN IN 2004/NON ELECTORS

We emphasize the (even greater) connection of the younger generation to the generalized use of media in the approach of the several themes. Several studies^{103,104,105} emphasize the role of the media in protecting the environment, by promoting public debate, modelling conceptions and influencing action behaviours¹⁰⁶.

It also highlights the approach of younger people with technical professions, which do not require higher education qualifications, as well as investment in industry and agriculture, while older people advocate the unfreezing of careers and the encouragement of small businesses, especially in the current pandemic context.

The issues of mental health and access to psychological support, essential to the well-being of both their generation and future generations, appear mostly in the older ones and most likely inspired by the psychological suffering associated with the pandemic period. In a study by Matos et al.¹⁰⁷, clues are provided for an improvement in mental health, an area that according to young people increases their self-knowledge. However, the multiple activities and bureaucracies hinder the ability of educational psychologists to provide care and implement effective therapies, and the low ratio of psychologists per student intensifies this reality¹⁰⁸.

The identified alienation of young people from government and politics appears in the younger ones associated with lack of trust, related to issues such as corruption, injustice and misuse of public money; while the older ones refer to the need for other ways of doing politics, highlighting the need for the promotion of political education activities also at community level and the development of means (e.g. programmes, platforms, surveys) to listen to their generation and thus promote greater Intergenerational Justice.

As for the *promotion of communication and cooperation between generations*, young non-electors immediately identify the valuing of their Voice by adults, while young electors refer to the importance of the Voice of all people involved, arguing that both generations should be available to listen and make themselves heard, referring to mutual gains from this dialogue and exchange of concerns and interests, which will increase mutual knowledge, trust and concern, and add the community as a facilitating scenario for this intergenerational dynamic. Once more, the creation of a digital platform is highlighted as

¹⁰³ Boykoff, M. & Luedecke, G. (2016). *Elite News Coverage of Climate Change*. Oxford Research Encyclopedia of Climate Science. USA: University Press.

¹⁰⁴ Boykoff, M. T. (2011). *Who speaks for the climate?: Making sense of media reporting on climate change*. Cambridge: Cambridge University Press.

¹⁰⁵ Christensen, M., & Nilsson, A. E. (2018). Media, Communication, and the Environment in Precarious Times, *Journal of Communication*, 68(2), 267–277. <https://doi.org/10.1093/joc/jqy004>

¹⁰⁶ Boykoff, M. & Luedecke, G. (2016). *Elite News Coverage of Climate Change*. Oxford Research Encyclopedia of Climate Science. USA: University Press.

¹⁰⁷ Matos, M. G., Kleszczewska, D., Gaspar, T., Dzielska, A., Branquinho, C., Michalska, A., & Mazur, J. (2021). Making the best out of youth—The Improve the Youth project. *Journal of Community Psychology*, 1– 15. <https://doi.org/10.1002/jcop.22532>

¹⁰⁸ Atkinson, C., Squires, G., Bragg, J., Muscutt, J., & Wasilewski, D. (2014). Facilitators and barriers to the provision of therapeutic interventions by school psychologists. *School Psychology International*, 35(4), 384–397. <https://doi.org/10.1177/0143034313485849>

an important resource, supporting the idea of modernising projects and initiatives focused on promoting youth participation in intergenerational policies and dynamics.

Akom et al.¹⁰⁹ emphasise the role of digital tools in encouraging youth participation and engagement, alongside the relationships between participants¹¹⁰. With proven effectiveness supported by science, digital platforms appear to be the present and future resource in promoting youth participation and Intergenerational Justice.

In the present study, an overall better preparation for the identification of strategies is evidenced, as well as a greater awareness of the problems and resources of previous generations, in the second moment of the study after young people had the opportunity to talk to adults from their life contexts.

After the intergenerational dialogue, the young people tended to become more aware of the reality of the previous decades, reflecting on the “blame” they attributed to their parents’ and grandparents’ generations. If at first it was easier to put the onus of current problems on the older generations, after the conversation they realised that behaviours and resources were also different and came closer to finding concerted solutions.

¹⁰⁹ Akom, A., Shah, A., Nakai, A., & Cruz, T. (2016). Youth Participatory Action Research (YPAR) 2.0: how technological innovation and digital organizing sparked a food revolution in East Oakland. *International Journal of Qualitative Studies in Education: QSE*, 29(10), 1287-1307. <https://doi.org/10.1080/09518398.2016.1201609>

¹¹⁰ Literat, J., Kligler-Vilenchik, N., Brough, M., & Blum-Ross, A. (2018). Analyzing youth digital participation: aims, actors, contexts and intensities. *Information Society*, 34(4), 261-273. <https://doi.org/10.1080/01972243.2018.1463333>

5.

KEY-MESSAGES



1.

Overall, young people attach greater **importance and concern for the issues under study to their generation**, attributing greater **knowledge and likelihood of action to their future descendants**.

2.

The theme **family** and housing revealed a greater number of problems identified, such as the fact that nowadays there is less family interaction and unity, very high rents, too much time spent by children on the screen, poor conditions for the birth rate, young people with less financial stability, smaller families, more divorces, and parents with long working hours that do not allow them to spend enough time with their children. However, it was also identified as an important resource promoting Intergenerational well-being.

3.

The **environment** stands out due to the abundance of strategies found, although young people believe that their descendants will attribute even more importance to this area. The strategies suggested include reducing plastic consumption, increasing the consumption of sustainable products, switching to renewable energies, reducing water waste and meat consumption, and opting for public transport more often;

4.

Issues related **to government and politics, community and society and economics** are of less interest and lack of knowledge among young people. On the subject of government and politics in particular, young people's alienation is associated with a lack of confidence related to corruption, injustice and misuse of public money; which was responsible for their suggestion of developing means that would allow them to give their opinion, thus promoting better Intergenerational Justice.

5.

School is the central setting and driver in the implementation of much of the strategies they refer to and which include awareness raising, empowerment and support for the development of adult and political life skills.

6.

In the **inter-regional study** (North, Centre, Lisbon and Tagus Valley, Alentejo and Algarve) and inter-group study (electors and non-electors) there is a high congruence in the testimonies, with some singularities that deserve to be studied and contextualised, as is the case of family and housing, which are mentioned as problems in all regions, except in Alentejo.

7.

While **identifying strategies for the promotion of intergenerational communication and cooperation**, besides the creation and facilitation of activities and opportunities at family, school and community level, young people suggest that the development of means such as programmes, platforms or surveys may facilitate intergenerational dialogue.

8.

Aware that **their generation is mostly not participatory**, and also not knowledgeable enough, young people consider themselves not sufficiently involved in the policies that affect them, and recommend once more the creation of digital means to promote youth political participation.

9.

They recommend the inclusion of the **development of interpersonal relations skills, social skills and political participation** in the academic curriculum.

10.

They raise an alert on the **impact of COVID-19 pandemic** and highlight the need to a greater support in what **well-being and mental health** promotion are concerned among Portuguese youths.

Intergenerational dialogue demonstrates its value in deconstructing intergenerational beliefs, raising awareness of contingencies (the problems and resources of previous generations) and promoting greater knowledge and transformative action for the problems of current and subsequent generations.

6.

**RECOMMENDATIONS
FOR PRACTICE
AND THE FUTURE**



1.

This study was developed through an extended questionnaire that focuses on the **importance, knowledge, concern in the themes: environment, family and housing, work, health, education, government and politics, community and society, and culture** at national level and across generations, already in a post-pandemic scenario, in order to establish a baseline to support the design of future actions.

2.

The creation of an **online platform brings generations together and promotes inter-generational dialogue**. Intergenerational dialogue has proved fruitful in deconstructing beliefs, increasing knowledge and gaining support in identifying strategies for current problems, so the integration and active participation of other generations may prove to be an important resource.

3.

Face-to-face programmes in school and community settings are another resource or complement. The face-to-face component should, whenever possible, reinforce an *online* methodology.

4.

At a time when the **mental health of young people is particularly affected**, these actions will contribute not only to the greater goal of promoting IntJustice, but also to the promotion of well-being, a healthier and more positive development of all generations.

5.

Schools assume a fundamental role in promoting IntJustice, through the development of social and political participation skills, active citizenship and adult life skills, so the awareness of stakeholders to the area of education and of school headmasters for the importance of their involvement and the training/ empowerment of teachers and other educational agents for action, are urgent and fundamental.


7.

ANNEXES



ANNEX 1

AUTHORISATION FROM THE ETHICS COMMITTEE



Presidente
Prof. Doutor José Luis B. Duda Soares (CHULN e CAML)

Vice-Presidente
Prof. Doutora Maria Luísa Figueira (CAML)

Membros
Prof. Doutor Alexandre Mendonça (CHULN)
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Exma. Senhora
Prof. Doutora Margarida Gaspar de Matos
Faculdade de Motricidade Humana
Universidade de Lisboa
Estrada da Costa
1499-002 Cruz Quebrada - Dafundo

Lisboa, 20 de Março de 2020

Nossa Ref.º Nº 35/20

Assunto: Projeto "#Gerações com voz"

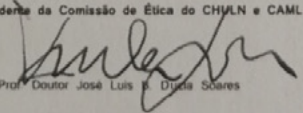
Relator - Padre Fernando Sampaio

Pela presente se informa que o projeto citado em epígrafe obteve, na reunião realizada no dia 4 de Fevereiro de 2020, parecer favorável da Comissão de Ética, considerando-se observados os imperativos que fundam as Boas práticas clínicas, os preceitos internacionalmente reconhecidos de qualidade ética e científica que devem ser respeitados na conceção e na realização dos estudos clínicos que envolvam a participação de seres humanos.

No uso das competências próprias constantes do disposto no Decreto-Lei. N.º 97/95 de 10 de Maio, e no exercício das suas funções em observância do deliberado na Lei n.º 21/2014 de 16 de Abril, que aprova a lei da investigação clínica, revista pelo Decreto-Lei n.º 80/2018 (DR n.º 198-2018, Série I de 2018/10/15) que reforça o papel das comissões de ética no contexto da instituição em que se integram nas diversas vertentes relevantes, nomeadamente, assistencial, institucional de investigação e de formação, e ainda em cumprimento dos regulamentos internos do CHULN, dos códigos deontológicos, das convenções, declarações e diretrizes internacionais, a Comissão de Ética avaliou o projeto, que considera obedecer aos requisitos éticos fundamentais que devem ser respeitados, refletindo o primado da dignidade e da integridade humanas.

Encontra-se assegurado o direito à integridade moral e física do participante, cumpre as precauções essenciais, cujo designio visa minimizar eventuais danos para os seus direitos de personalidade, bem como o direito à privacidade e à proteção dos dados pessoais que lhe dizem respeito, em harmonia com o respetivo regime jurídico.

Com os melhores cumprimentos

Presidente da Comissão de Ética do CHULN e CAML

Prof. Doutor José Luis B. Duda Soares

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ANNEX 2

OPEN AND INFORMED CONSENT PARENTAL CONSENT

Mr./Ms Parent/Guardian,

Based on the motto "From today to tomorrow" and on the need to involve young people, tomorrow's citizens, in today's challenges, the Aventura Social Team, coordinated by Professor Margarida Gaspar de Matos, is developing the project #GenerationsWithAVoice. Focused on a reciprocal intergenerational exchanging, this project, which is aimed to identify generational inequalities, presents itself as an important strategy in the evaluation of public policies and the resolution of long-term social problems.

Therefore, we hereby request your permission to have your child participate in this study, which will include two focus groups (discussion of ideas in groups).

Research Team Statement

If at any time you ask to stop or even withdraw your child from participation, should you feel the need or desire to do so, there will be no prejudice of any kind.

For all data collected, the guarantee to preserve the confidentiality and protection of the participant's personal data is confirmed through a specific procedure and affirmation of compliance with the applicable legal standard - new General Data Protection Regulation (GDPR), which became mandatory on 25 May 2018, in agreement with the new Personal Data Protection Regulation (Regulation (EU) 2016/679) of the European Parliament and of the Council of 27/04/16, published on 4 May 2016. Please note that your child's image will never be recorded.

For further information or clarifications, the project's executive coordinator can be contacted:
XXX - Equipa Aventura Social, Faculdade de Motricidade Humana da Universidade de Lisboa,
Estrada da Costa, 1499-002 Cruz Quebrada - Dafundo, aventurasocial@gmail.com;
catiasofiabranquinho@gmail.com.

Thank you for your attention. Yours faithfully,

Margarida Gaspar de Matos, PhD
Aventura Social Project Coordinator
Full Professor at the Faculty of Human Motricity/ULisboa
Scientific Coordinator of the project #GenerationsWithAVoice

Please hand out this form to the Professor responsible for the delivery of this informed consent.

I, _____,
parent/guardian of _____ (student's name), enrolled in class _____,
declare that I **authorise / do not authorise** (cross what does not apply) my pupil to participate in
the project #GenerationsWithAVoice, as well as the audio recording, for the purposes of transcription
of the contents of the session.

ANNEX 3

INDIVIDUAL INTERVIEW GUIDE

Good morning/Good afternoon XXX!

First of all, thank you very much for your willingness to participate in the #Generation-
sWithAVoice project.

My name is XXX, I am a researcher of the Aventura Social Team, and in this interview I would like to challenge you to reflect on issues related to the environment, family, work, sustainability and culture, always thinking about the impact that previous generations have on the following ones.

Any questions? Whenever you are ready, we can begin!

So let's start the interview...

1. Environment, climate change and protecting the planet.
What role do previous generations have in the conservation of the environment for future generations?
And what is the role of future generations in relation to previous generations?
What (sustainable) solutions or strategies would you like to share with future generations on the conservation of the environment?
2. Keeping in mind the previous questions, lets move on to family and housing.
3. Work.
4. SocSec, pensions, education and health.
5. Culture.
6. How can communication and cooperation between generations be promoted?
7. Finally, what can young people do to have an impact on public policies by influencing decision-making processes related to their lives?

Thank you very much for your time, it was a pleasure to count on your VOICE!

ANNEX 4

FOCUS GROUP SCRIPT 1

Good morning/good afternoon, everybody!

First of all, thank you very much for your willingness to participate in the #Generation-
sWithAVoice project. We are XXX, from the Aventura Social Team, and we are here today
to challenge you to work on the topic of Intergenerational Justice. In what way?!

We will address the themes of environment, family, work, sustainability and culture, and
within these themes we will ask you to identify the problems your generation is facing.

Before we begin our work, does anyone have any questions?

Part I

Let us begin our debate on intergenerational justice.

1. Let's start by thinking about the environment, climate change and protecting the planet.
What problems related to this issue does your generation face?
2. Keeping the same question format, let us move on to family, parenting and housing.
3. Now, work, its organisation and relations.
4. Let's move on to the topics that are most talked about, sustainability, pensions, SocSec,
education and health.
5. Finally, let us think about culture.

Part II

Before we wrap up today's work, we would like to ask each of you for a short summary of
what we have talked about and 3 more minutes of your attention.

As you know, in a fortnight we will meet again, and so we thought of presenting a chal-
lenge: interview your parents, uncles, teachers, neighbours or someone in your commu-
nity about the problems of their generation when they were your age, and their opinion
related to the problems you identify today (taking into account the themes: environment,
family, work, sustainability and culture). The interview can be done in video format,
recorded with your mobile phone, or written on a sheet of paper. Please don't forget to
bring the videos or answer sheet to the next meeting, on the XX day at XXh, where we will
discuss the results of your fieldwork.

Thank you very much for your time, it was a pleasure chatting with you!

ANNEX 5

FOCUS GROUP SCRIPT 2

Good morning/good afternoon, everyone! Ready for another discussion related to Intergenerational Justice?! How did your fieldwork go? What did you learn from the interviews you conducted?

Let's find out if your intergenerational debate has been productive, and how we can improve the future for the next generations.

Part I

1. Let's start once again with the topics of the environment, climate change and protecting the planet.
What did you learn from your interviews?
What solutions/strategies did you identify with these interviews for the problems you identified in the last session?
2. Family, parenting and housing.
3. Work, labour organisation and labour relations.
4. Sustainability, pensions, SocSec, education and health.
5. Culture.

Part II

Three last questions before we finish.

6. How can communication and cooperation between generations be promoted?
7. What can young people do to have an impact on public policies, influencing the decision-making processes related to their lives?
8. And because the COVID-19 pandemic has had a major impact on all our lives, how do you think this virus will affect the future generation?

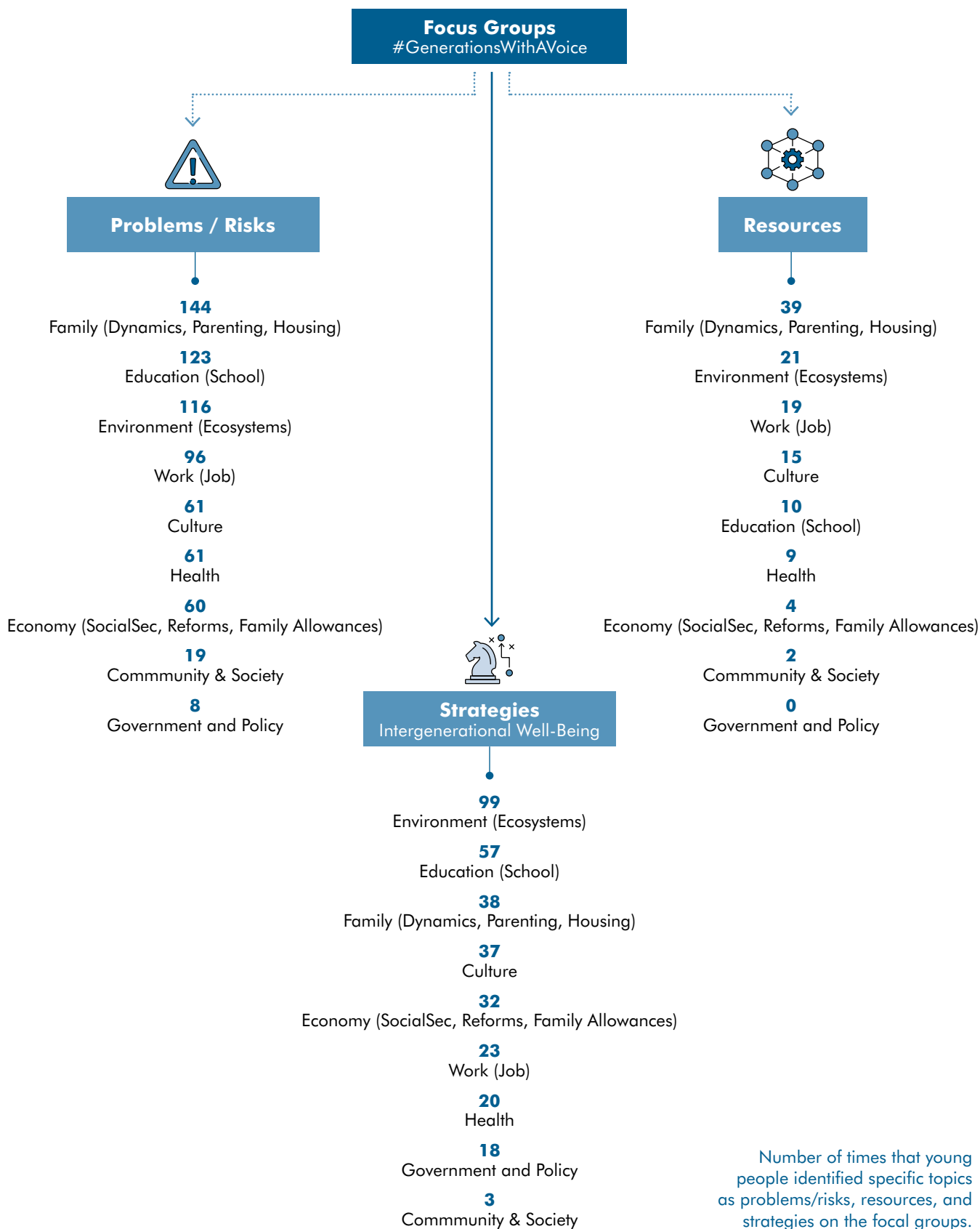
Part III

Having finished this part of the task, we would like you to write a short summary of what we have talked about today once again.

Thank you very much for all your work and collaboration on this project.

ANNEX 6

FOCUS GROUPS CODING MODEL



ANNEX 7

SUMMARY TABLE OF PROBLEMS, RESOURCES AND STRATEGIES, IDENTIFIED PER THEME

Non-Electors		
Problems/ Risks	Resources	Strategies
Environment		
<ul style="list-style-type: none"> • Loss of species; • Pollution (atmospheric and marine); • Deforestation; • Global warming; • Use of plastics and disposable products; • Shortage of drinking water; • Waste management; • Ozone layer destruction; • Scarcity of resources; • Rise in sea level; • High price of green/sustainable measures/products; • Lack of use of renewable energies; • Lack of awareness among the older generation. 	<ul style="list-style-type: none"> • Energy transition/ renewable energies; • Awareness raising by schools. 	<ul style="list-style-type: none"> • Encourage the transition to renewable energies; • Lower prices for greener products; • Measures to reduce water wastage; • Improve waste management/recycling; • Fines for pollution (individual and corporate); • Greater focus on raising awareness (of all generations) through the school and media; • Recycle the CO₂ we produce; • Recycle technology components (e.g. containing lithium); • Reduce the use of plastic; • Buy more local products; • Reduce meat consumption.
Family		
<ul style="list-style-type: none"> • Smaller families/ fewer children; • Tendency to become a parent later in life; • Very expensive housing; • More young-adults living at home with their parents, which can create challenges; • More divorces today; • Stability depends very much on the job; • Less interaction within the family / more involved in oneself; • Overprotective parents; • Parents are more benevolent these days; • Parents do not understand current concerns of their children. 	<ul style="list-style-type: none"> • More possibilities/ opportunities for education today; • More types of families (single-parent, homosexual, etc.) and fewer taboos; • Technology enables contact with relatives at a distance; • Important role of the media; • COVID-19 increased people's appreciation for the extended family/ older generations; • Less pressure to have children these days. 	<ul style="list-style-type: none"> • Incentives for families to move to the interior; • Preserving communication and traditions in the family; • Decrease in housing rents/ benefits and taxes; • Salary increases; • Benefits for those with 2 or more children; • Specific (non-monetary) incentives for parents (e.g. paid day care); • For places where housing prices are increasing a lot, there are price benefits for those who have lived there for a long time; • Raise awareness among the older generations about current problems; • To prepare the younger generations for the problems of the future.

Problems/ Risks	Resources	Strategies
Work		
<ul style="list-style-type: none"> • Devaluation of youth work; • Experience requirement in hiring; • Unemployment and lack of jobs and traineeships; • More mechanised work; • Gender inequality (it has improved, but it still exists); • High workload; • Overvaluation of education degree/ courses in hiring; • Teleworking can have negative social consequences; • Taboo attitude regarding less specialised jobs. 	<ul style="list-style-type: none"> • Young generation is very complete, activist and hardworking; • Today there is more equality; • Increasingly more value is placed on work performed by people rather than machines; • Valuing other learning/ experiences beyond school. 	<ul style="list-style-type: none"> • Raise of the minimum wage; • Incentives for some professions; • Low incentives/taxes to retain people in rural areas and to private initiatives; • Increased exports to create more jobs; • Greater appreciation of jobs that do not require a higher education degree; • Enrichment of curricula: more suited to the future and promoting debate capacity.
Education		
<ul style="list-style-type: none"> • Lack of teachers; • Overload of school timetables; • Very old fashioned teaching model with curriculum with little focus on adult life skills /politics /economics; • Choice of secondary school area is too early and entry criteria for higher education inadequate; • Assessment is very theoretical/ little focus on aptitude/not practical; • Average grades cause stress and pressure from teachers/parents because of grades/averages. 	<ul style="list-style-type: none"> • Increasing appreciation of critical thinking; • Support from teachers; • Theoretical subjects develop cognitive skills. 	<ul style="list-style-type: none"> • Digital education; • Revision of the curriculum plan and reduction of timetable; • Address more issues of economics/ politics/adult life/financial management (e.g. taxes); • Valuing mutual help, volunteering, participation in clubs in order to have access to higher education; • Promote debate in school/subjects; • Improve monitoring in the choice of study area; • More contact with practice from a young age; • There is a choice of subjects.
Health		
<ul style="list-style-type: none"> • Very long waiting lists; • Very high prices of some areas (e.g. psychology) and lack of aids/subsidies; • Lack of psychological support; • Lack of doctors and equipment; • No support for feminine hygiene; • Problems in hospital management. 	<ul style="list-style-type: none"> • National Health System (NHS)/Free healthcare is an advantage; • Importance of mental health; • There are enough doctors. 	<ul style="list-style-type: none"> • Improve conditions in hospitals and health centres; • State participation in feminine hygiene; • Continued development of the accessibility of the NHS; • More State co-funding of medicines/ nappies/etc. for the elderly; • Investment to keep doctors in Portugal; • It is mandatory to have 1 person with a degree in administration/management on the hospital management boards.

Problems/ Risks	Resources	Strategies
Economy		
<ul style="list-style-type: none"> • Delays and disparities in SocSec support; • Decreases, delays and disparities in pensions; • Today one starts to pay for SS later (because of the longer academic path); • Raising the retirement age; • There are more elderly people than children/working age adults; • Monetary difficulties do not stimulate having many children. 	<ul style="list-style-type: none"> • Renewal of systems (e.g. SocSec, civil registration); • Differences between pensions can be understandable. 	<ul style="list-style-type: none"> • Easing bureaucracy for businesses; • Greater investment in agriculture and industry; • More incentives to have children; • There should be a limit for pensions; • More investment in the private sector; • Opt for national products.
Community and Society		
<ul style="list-style-type: none"> • Transportation problems; • Centralisation of employment opportunities; • Insecurity; • Domestic violence. 	<ul style="list-style-type: none"> • Portugal is a safe country; • Adequate prices for fares/ public transport. 	<ul style="list-style-type: none"> • Extend the rail network; • Investing in the transport network in the interior of the country.
Government and Politics		
<ul style="list-style-type: none"> • The government does not listen to young people; • Lack of confidence in justice; • Undue enrichment with public money. 		<ul style="list-style-type: none"> • Bringing the voice of young people to the government.
Culture		
<ul style="list-style-type: none"> • Access to culture is expensive and there is a lack of interest; • Devaluation and disinvestment in culture; • Negative effects of the pandemic and lack of support; • More focus on technologies than on human relations and traditions; • Replacement of theatre by cinema; • Many students do not opt for arts because they fear a difficult future; • Weak dissemination of culture. 	<ul style="list-style-type: none"> • Articulated teaching (with the conservatory); • Local festivals attract tourism; • Today young people consume and value Portuguese culture more (<i>podcasts</i>, music, humour); • Great quality of Portuguese artists. 	<ul style="list-style-type: none"> • Decentralise events and promote more events; • More financial support and more outreach; • Price reduction; • Creation of creative spaces in cities; • More music education; • Encourage/ educate about culture/ arts/ traditions in school; • Family/ student fares in order to have access to culture (shows/ events).

Strategies for youth political participation

- Participation in political activities;
- Lessons on politics in secondary school;
- "Bridge" between young people and the Ministry of Education;
- Integration of youth assemblies;
- Manifestations and proactivity of young people;
- Media and social network as vehicles of the Voice of the Young;
- Representation in the General Assembly and Parliament (through membership fees or election of a representative).

Strategies for intergenerational communication and cooperation

- Talking openly with adults (family and teachers);
- Creating opportunities for young people to express their needs;
- Appreciation of the Voice of the young by previous generations;
- Development and promotion of initiatives (e.g. Youth Parliament; talks in schools; clubs).

Impact of pandemic COVID-19 on future generations

- Greater laziness and sedentary lifestyle;
- Impact on social and family relationships;
- Increased use of social network and technologies;
- Changes at work - more frequent teleworking;
- Economic crisis and rising unemployment;
- Greater consumerism;
- Immunity of future generations;
- More health care and hygiene;
- Negative impact on physical and mental health;
- Negative impact on the cultural sector;
- Most frequent new diseases and pandemics;
- Decreased freedom.

Electors		
Problems/ Risks	Resources	Strategies
Environment		
<ul style="list-style-type: none"> • Climate change; • Potable water scarcity in the future; • Pollution; • Excessive use of cars; • Public transport falls short of what is needed; • Excessive use of plastic; • Loss of species; • It is cheaper for companies to pay environmental fines than to become more sustainable; • Difficulty in changing legislation; • Consumerism; • High meat consumption; • Pests/species migration due to climate change; • Soil erosion. 	<ul style="list-style-type: none"> • Concern for the environment is very present nowadays; • There are more recycling resources in cities; • Ability to change less sustainable behaviour; • There are more "green" measures from companies in various sectors. 	<ul style="list-style-type: none"> • Use more public transport; • Produce/use less plastic; • Control water wastage; • Investing in renewable energy; • Use more sustainable materials; • Consume more organic products; • Government intervention to reduce use of harmful products in industry; • Education for environmental protection; • More recycling points around the country (in villages); • More green spaces in cities; • Dissemination of information/ awareness raising; • Strategic plan for soil rehabilitation; • Lower taxes on electric cars; • Installation of solar panels at household level with government support; • Regular evaluation of companies' "green" measures.
Family		
<ul style="list-style-type: none"> • Nowadays there is less family interaction/ togetherness; • Very high rents; • Children have too much screen time; • Poor birth conditions in Portugal; • Young people have less financial stability; • Families are smaller; • More divorces; • Parents have very long working hours and do not spend enough time with their children. 	<ul style="list-style-type: none"> • Better housing conditions outside large urban centres; • Inclusive society; • Divorce is more natural; • More liberal/open parents; • Pandemic as relationship fortifier. 	<ul style="list-style-type: none"> • Reduce mobile phone use at home; • Increase salaries; • Lower rents; • Standardise/encourage access to psychological support; • More open family relationships; • Partnerships between schools and psychologists/family therapy; • Inter-parent support groups.

Problems/ Risks	Resources	Strategies
Work		
<ul style="list-style-type: none"> Jobs require further study and experience; Lower supply and difficulty in finding work; Low demand for young workers; More practical professions are disappearing. Work is more mechanised; More competition in the world of work; Work is less recognised and less stable; A lot of work-related stress; More difficulty in moving up the career ladder; Gender pay inequality. 	<ul style="list-style-type: none"> More jobs in the future; Not continuing studies is not synonymous with a bad job; There is more and more respect for women; It is important to take advantage of technological developments; Machines as added value in management; Creativity to reinvent and transform professions. 	<ul style="list-style-type: none"> Innovation and creativity; Companies to make more jobs available for young people; Try to be a good professional in your area.
Education		
<ul style="list-style-type: none"> Lack of addressing content (in school) of financial management/world of work/adult life/economy; Outdated and standardised teaching model/ syllabus/ curriculum; School does not promote thinking outside the box; Tuition fees are still high for some people; Choosing the area of study happens very early; Higher education entrance examinations should be reconsidered; Lack of focus on the artistic/cultural/ practical side; Students have little notion of higher education courses and the job market; Physical education could be compulsory; Trend to change grades in private education; Lack of support in choosing an area of study; Teaching very focused on memorizing and little on applying. 	<ul style="list-style-type: none"> Free education; Taking only the required national examination for entry to higher education was positive; Today there are more conditions to go abroad to study; Importance of all subjects for personal and civic development. 	<ul style="list-style-type: none"> Review/update syllabus/curriculum; Disciplines/ moments of financial education/ for adult life; Possibility to choose subjects; Keep only the examination(s) required to have access to higher education.

Problems/ Risks	Resources	Strategies
Health		
<ul style="list-style-type: none"> • High prices; • High waiting times and lists; • Lack of support in accessing mental health/ psychology care; • More prevalence of mental health problems (e.g. anxiety, depression and loneliness); • Disorganisation/ mismanagement of the NHS; • Disparities between nurses' and doctors' salaries; • Low salaries in the health sector; • Too much bureaucracy in the health area. 	<ul style="list-style-type: none"> • The health system is very good in Portugal; • Evolution of science will further improve health in the future. 	<ul style="list-style-type: none"> • Mental health reform: facilitating and normalising access; • Family doctors with training in psychology; • More psychologists at school; • Education about mental health/ emotions/ meditation, among others, from childhood.
Economy		
<ul style="list-style-type: none"> • Low birth rate and low active population rate; • Postponement of retirement; • Very high incomes; • People's capacity/health differs at retirement age; • Generation of young people will have fewer years of discounts; • Increased emigration; • Lack of intergenerational solidarity; • Retirement disparities; • Fear of not being entitled to a pension. 	<ul style="list-style-type: none"> • Average life expectancy and quality of life increase with advancement of science. 	<ul style="list-style-type: none"> • Increase in the value and advancement of the retirement age; • Stop (state) investing in non-priority things; • Retirement plan aggregated with personal savings; • More empathy; • Unfreezing careers; • Minimum wage increase.
Community and Society		
<ul style="list-style-type: none"> • Mentality of the previous generation permeates into that of the current one; • Pressure from society for standard life course; • Problems in integrating other cultures. 		
Government and Politics		
<ul style="list-style-type: none"> • Young people feel lack of information on politics; • Lack of support for small businesses. 		<ul style="list-style-type: none"> • Join and create discussion groups; • Promote policy area/ debate in school; • Voting; • Participation in events/ projects/ demonstrations/ petitions/ petitions/ social networks.

Problems/ Risks	Resources	Strategies
Culture		
<ul style="list-style-type: none"> • Existence of bullfighting; • Negative impacts of the pandemic on culture; • Loss/ neglect/ devaluation of culture and traditions; • Low ability to focus and appreciate traditional forms of culture due to fast paced forms of entertainment on social media; • Lack of state support for artists and culture; • Low wages do not facilitate consumption of culture. 	<ul style="list-style-type: none"> • Young generation has a more open mindset; • Today's generation values culture more; • Evolution of society is constant, and requires a re-evaluation of traditions; • Technologies can be beneficial to culture. 	<ul style="list-style-type: none"> • Implementing arts subjects in school; • Lower prices for access to culture; • More state investment in culture; • Give more value to culture; • Using technology for culture; • Encourage peers and family members to consume culture.
Strategies for youth political participation		
<ul style="list-style-type: none"> • Holding debates and activities in schools; • Creation of a discipline addressing political issues; • Youth participation in public movements, demonstrations, petitions, etc. and exercising the right to vote; • Creation of platforms or programmes to listen to the Voice of the Young by the Government; • Intervention at parliamentary level (e.g. setting up a committee); • Creation of surveys on the perspective of young people; • Social network as a vehicle for the Voice of the young; • Participation activities promoted by the Townhalls. 		
Strategies for intergenerational communication and cooperation		
<ul style="list-style-type: none"> • Collective activities (e.g. in schools and in the community); • Breaking down prejudices; • Exchanging knowledge between generations; • Empathy and appreciation of others; • Education for intergenerational cooperation and communication; • Education for better family relationships; spending quality time together as a family, creating opportunities for dialogue and discussion of ideas; • Recreational activities, lectures and debates; • Creation of a platform for intergenerational debate. 		
Impact of pandemic COVID-19 on future generations		
<ul style="list-style-type: none"> • Impacts on physical and mental health; • Consequences on social and family relationships, with the possibility of family ties being broken; • Compromised education; • Economic crisis; • Difficulty in entering the labour market; • Adoption of new health care and hygiene habits; • Positive impact on the environment; • Increased sensitivity to collective welfare; • Changes at work - some professions will remain in telework; • Focus on the pandemic has caused important issues (e.g. environment) to take a back seat. 		

