

Consultation of young people on social influence, trust and intergenerational cooperation

In spring 2022, the Centre of expertise in participation and influencing, commissioned by the Ministry of Finance, conducted a consultation of young people. The consultation was carried out between 13.4.-26.4. by means of workshops and anonymous dialogue with young people on the digital panel platform (Digiraati). Four workshops utilising gamified elements were organised in Mikkeli and Espoo. In addition to the workshops, one digital panel discussion was held. All events were facilitated by the employees of the Youth Academy.

Further information:

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Background information

Number of young people who participated in the consultation: 75

The workshops were organised in Mikkeli upper secondary school and Otaniemi upper secondary school in Espoo. The digital Platform discussion took place nationally.

Ages of young people who participated in workshops: 15-17 years

Ages in the digital panel: 15-20 years

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A draft summary of consultations with young people

In spring 2022, the Centre of expertise in inclusion, commissioned by the Ministry of Finance, conducted a consultation of young people. In the consultation for young people aged 15-20, young people were asked about their opinions on young people's influence, trust, intergenerational cooperation and public services. Workshops using gamified elements and the new Digital Panel Platform (Digiraati) were used as consultation methods.

Based on the results of consultations with young people, young people trust in societal dialogue and cooperation with other generations. Societal challenges, both globally and locally, can be solved together by democratic means. However, young people believe it is important that representatives of every generation are involved in decision-making. In the case of young people, for example, adults cannot make decisions on behalf of young people alone; instead, young people must be involved in decision-making concerning themselves and the future. As far as trust is concerned, the majority of the young people who participated do not trust that adults would be able to make the right decisions for young people without the presence of young people, and that is why they should be better involved in decision-making.

The majority of young people who participated in the consultation felt that they were unable to participate sufficiently today. Among other things, young people felt that the obstacles or challenges to participating and influencing included insufficient information and communication on the means and possibilities of influencing, voting age limits, the low representation of young people in decision-making bodies, and the fact that they do not feel that young people are taken seriously. As a rule, however, young people only saw influencing as participation in democratic processes. The participants' messages to representatives of the older generations contained hopes that young people would have more influence, that they would be communicated openly and clearly about matters that lower the threshold for influencing and that hearing the opinions and ideas of young people would lead to concrete measures.

The young people who participated in the consultation considered public services

important in Finland. The services bring equality and wellbeing to everyone. Education was seen as the most important public service for young people. However, the continuity of these services now and in the future divides opinions. The weaker availability of public services in the future was justified, for example, by the economic situation. However, they hoped that public services are also available in the future.

Workshops

The workshops with young people dealt with young people's influence, trust and cooperation with other generations as well as public services in Finland. The workshops consisted of:

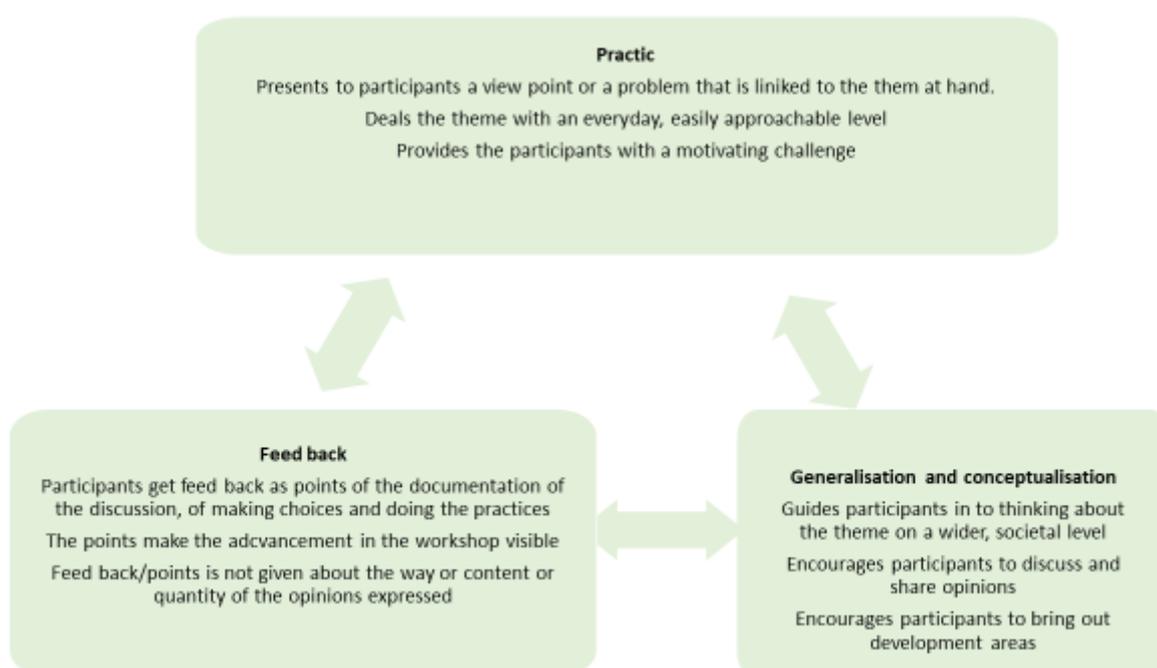
1. presentation, stating the purpose of the work and carrying out a warm up task
2. gamifying small group work for young people guided by facilitators
3. ending and reporting of follow-up measures

The young people worked in small groups at the workshop. The topics were divided into two parts: a) concrete exercises on the topics, using gamified elements, and b) more general discussion on the topic in question. The gamification elements used were storytelling, points, fees and chance.

In a gamifying context, young people were assigned the task of developing the park in their municipality of residence. They were given the related tasks and they had to solve them and explain the solution. Using game-based elements, young people's influence, trust and intergenerational cooperation as well as public services in Finland were concretised. The purpose of the concretisation was to bring the abstract topics closer to young people, which also made it easier for the young people to take a stand on them. After each topic was concretised, the young people discussed it at a more general societal level.

Figure 1 presents the structure used in the workshops to address each of the three themes: young people's influence, trust, intergenerational cooperation and public services.

This report presents both the outputs of young people created in the exercises in a gamifying context and the consideration of general-level questions. Each section presents the task given to young people, a summary of the responses given by young people, and young people's responses in direct quotes.



WARM UP TASK

List in small groups the things you want to influence! You have one minute. Tick from the list the things you are currently influencing. Write below the list why you feel you cannot influence all issues you have listed.

Summary of the responses:

The task was to ask what young people want to influence, what do they influence and why they feel that they cannot influence everything they want. Based on the responses

young people want to influence the following themes the most: environmental issues and animal rights, health and mental health issues, hobbies and sports services, school meals, human rights issues, public transport, money and working life, and services for young people. The responses focused strongly on school meals, environmental issues, animal rights, human rights, health and mental health issues. Young people feel that they cannot influence everything they want because they are too young (they cannot vote, for example), they do not know how they can influence and they feel that it is not possible to influence (Some other person decides, no power, no one has asked).

- “leisure activities for children, leisure activities for older people --- *A minor*”
- “education planning, school meals!!, driving licence --- *matters are decided by the Government, and unfortunately we are not part of the Government* ♦”
- “school lunches, health services for young people, city budget, sports services --- *Because there is no power/authority, young people are not listened to in some things.*”
- “money, school, books, hobbies, food, time, life, car, moped, weather, home, helicopter, government, aircraft, nuclear weapons --- *weather, natural phenomenon, norm for citizens, no training (helicopter, aircraft)*”
- “Petrol tax, alcohol tax, tobacco Act, alcohol sales limits, less severe punishments for narcotics offences, --- *Some are under 18 years*”
- “our own future --- *Coincidents cannot be influenced like diseases or the global situation, for example*”
- “Gender equality, mental health, pay, social benefits, peace, health, welfare of older people, tolerance, forest growth, animal rights --- *Equality can be influenced through our own behaviour, including tolerance. Everyone can also have an impact on health themselves.*”
- “school meals, entrepreneurship”
“environmental issues, bus schedules, general wellbeing, equality --- *No one has asked – no impact through one’s own actions*”

- “price of petrol, cost of living --- *too young and too big issues for us to make decisions*”
“promoting equality., promoting the Transgender Act, nature conservation,
reducing climate change --- *We cannot vote in elections*”
- “school lunches, studies, hobbies + opportunities, health, services for young people, public, work,”
- “Education/study, mental health/healthcare, public transport, leisure activities, climate change --- *1. We are too young 2. In principle, it might be possible, but the you need just to start*”
- “Climate crisis, school meals, war (we are too incapable of influencing), safe, food production (you can influence a little by resisting to buy animal-based products), human rights, animal rights”
- “services, public transport, sports opportunities”
- “school lunches, youth facilities, public transport, the price of petrol, youth housing --- *the issues that are not underlined do not concern young people but everyone and are always decided by adults..*”
- “school lunches, the price of petrol, hobbies --- *we are not in Parliament and voting is not possible*”

Summary: what you want to influence:

- Environmental issues and animal rights (forest growth, environmental issues, nature conservation, reducing climate change, climate change, climate crisis, animal rights I)
- Health, mental health and health services (Health I, general wellbeing, health care, youth health services, mental health I)
- Hobbies and sports services (children’s recreational activities, hobbies I, hobbies I, sports services, sports opportunities)
- School lunches (x 6)

- Human rights issues (equality II, human rights, tolerance, promotion of the transgender Act)
- Public transport (bus timetables, public transport II, public transport)
- Money and working life (money, wages, work, cost of living, entrepreneurship)
- Services for young people (youth services, youth facilities, youth housing, youth health services)
- Studying (school, study, education, planning of education)
- Own life (life, home, own future)
- Taxation and laws (petrol tax, petrol price II, alcohol tax, tobacco Act, limits on the sale of alcohol, less severe judgments for narcotics offences)
- Services for older people (leisure activities for older people, wellbeing of older people)
- Private transport (car, moped, driving licence, petrol price, etc.)
- Food (food, food production)
- war, peace
- time, weather
- helicopter aeroplane nuclear weapons
- city budget
- books
- the Government
- Social benefits

Summary of what you want to influence:

- School lunches (x 5)
- Environmental issues and animal rights (environmental issues, nature conservation, mitigation of climate change, climate change, climate crisis, animal rights)
- Human rights issues (equality (x 2), tolerance)
- Health and mental health (health, general wellbeing, mental health)
- Studying (studies, training/studies)

- Hobbies (leisure activities for children, hobbies)
- Your future
- Public transport
- Youth centres

Summary of why you cannot influence:

- No right to vote/being too young
- It is not known how you can influence
- Experience of being unable to influence (Government decides – no possibility to exert influence/no influence – ordinary citizens cannot make decisions – No one has asked, their actions have no impact)
- Chance cannot be influenced

TASK ROUND 1: Influencing by young people

Duty 1.

A plan must be drawn up for the park on how to take sustainable development and environmental measures into account in its activities the park provides.

Your job is to decide:

- *Do you draw up the plan yourself, so you can do everything you see as best.*
- *Do you ask for help? In that case, compromise may have to be made in the plan. Write down who you ask for help from.*
- *Do you leave planning to others, in which case you can spend valuable time doing something else, but you cannot influence the preparation of the plan?*

What did you decide to do? Why did you come to your decision?

Summary of the responses:

Of all the groups 11 groups chose to ask others for help in drawing up the plans, 6 of the groups chose to make the plans independently and no group wanted to leave the plans to others. According to the groups, the decision to request assistance resulted from the opportunities to gain new perspectives, make use of the knowledge and expertise of experts, learn new things but to still have the opportunity to influence matters themselves. The groups that chose to do the plans themselves justified this with better opportunities to influence and better trust in their own knowledge and skills.

- “asking for help. You can make a difference yourself, but don’t have to do it alone.”
- “We ask some professional in the field for help because we do not necessarily know everything about sustainable development, for example on a concrete level.”
- “We decided to plan the sustainable development and environmental measures of the park ourselves, because we want a lot of decision-making power. Modern solutions are needed for the park. Young people have knowledge.”
- “We ask for help from WWF and Teijo houses (a company), because we do not have knowledge capital on our own.”
- “Doing ourselves. We trust ourselves more.”

- “a general vote or survey among the residents of a city, making it possible for everyone to influence. COOPERATION”
- “We decided to ask for help from an expert. We came to this solution because the expert gives us new perspectives on how to take the sustainable development and environmental measures of the park into account.”
- “We chose cooperation because we want to have perspectives from others as well. This would make the park pleasant for as many people as possible.”

- “asking for help. The thoughts of environmentally conscious people will be taken into account and their expertise will be utilised. We didn’t have enough expertise ourselves; we were interested in learning and but also wanted to influence ourselves.”
- “We ask for help because we want tips on the future and views from others.”

- “We decided to do it ourselves because we thought it was the best way to do it”
- “We ask for help from experts and citizens who spend time in the park. Because we cannot know everything, we therefore ask experts for help and perspectives on the matter.”
- “We ask for help from different groups and generations. We want a wide range of perspectives. Asking for tips from residents and environmental experts.”
- “We need help because it could bring up new perspectives and ideas. We ask for help from the maintenance officer of the city’s green areas, the nearby residents of the park and the green area expert.”
- “We do everything ourselves because we can make our own decisions, there is no need to listen to others, and we can save time and money. Personal knowledge is good enough.”
- “We make the plan ourselves. We consider that the impacts of the request for additional assistance are not necessary, because this is a park where no waste is generated in the same way as for example in fast food restaurants..”
- “We decided to do it ourselves because we wanted to have a say.”

Task 2.

The person responsible for the maintenance of the city’s green areas invites you to participate in a discussion on the planning of what to plant in the park. Consider what kind of matters you took into account when participating in the negotiations so that you would get through your views and that you would be taken seriously?

Roll the dice on whether the negotiations are successful. If you get 1 to 3, the negotiations were successful from your point of view, while if you get 4 to 6, the negotiations were not successful.

Report 1. What matters do you take into account and 2. In your opinion, why did the negotiations succeed or failed? Rolling the dice represents chance, consider what matters in real life could have an impact on whether or not the negotiations are successful.

What matters do you take into account? In your opinion, why was the negotiations successful or not successful?

Summary of the responses

In negotiating with experts and decision-makers, young people would take into account, among other things, careful preparation of the proposal, planning of investments, justifications for their views, budgeting, discussion skills, personal appearance and good manners.

- “Official proposal. On time. Beautiful costumes. Versatile perspectives. Succeeded! The negotiations were successful because they were well prepared and versatile.”
- “a good detailed plan. The opinion of the professional involved. A visual presentation of the matter. Rational budgeting. A well-thought-out workforce (florists, etc.). We succeeded because we had a precise plan and knew what we were talking about”
- “We will present our vision clearly enough and agree to compromise. Well justified. The parties were not taken sufficiently into account or the other party was too stubborn. Bad ideas?”
- “inclusion, good grounds for your municipality, good clothing. We succeeded because we were credible.”
- “We don’t tell the whole story. This succeeded because the whole truth was not told.”
- “the negotiations were not successful, we didn’t get the plants we wanted. We

should ask for/propose realistic hopes and suggestions. Non-allergic plants are taken into account.

- “We take into account: the neat appearance, the acquisition of accurate background information, familiarisation with alternatives, negotiation skills, appropriateness. The negotiations were not successful because we are young women, we did not have a plan in place, and we did not know enough about the topic. It would be possible if we had a lot of information and were well prepared, the opposing party would be capable of cooperating.”
- “in point 1, people were asked how to make the park as pleasant as possible. These results will be included. Appealing to the will of the park users we will seem very credible. The negotiations succeeded because we had good arguments, support from park users. Actually, how one-sided the views are, applicability, assets.”
- “maintenance, cleanliness, longevity and aesthetics. Courtesy, realism, expertise, enthusiasm, accuracy, readiness to be wrong and to make compromises, listening (first of all). No compromises, too narrow a perspective.”
- “coffee and pastry. There was good team spirit. Good argumentation.”
- “cleanliness, comfort. The negotiations were not successful, no consensus was reached and the budget was not enough.”
- “appropriateness, reasoning, reference is made to other people and their comfort, presentation of the matter in a self-confident and clear manner, and we keep our position the same. IT WASN'T A SUCCESS. Because: no thought has been given to how we take other proposals into account. + chance; forgetting points (e.g.), language barrier, etc.”
- “No toxic plants. Sustainable, small and easy maintenance costs for plants. Sensible positioning and aesthetics. The negotiations were successful because we had really good and solid justifications.”
- ” 1. Good grounds for the proposals. Consideration of all parties in the selection of stocking activities. 2. We feel that the negotiations succeeded because our proposals were convincing and positive to all parties.”
- “your appearance must be wise and self-confident, prepare well, good arguments, your ability to listen, counter-argumentation. Because the city budget is small, the opposing party was not interested and convinced, and they had their own vision of the implementation method. All the above matters can contribute to the success of the negotiations.”

- “We take into account safety, comfort and fun. It wasn’t a success because we couldn’t reach a consensus.”
- “We heard from those familiar with the subject, we made a PowerPoint presentation where we justified our position. The negotiations failed because the local Council invested the money in something that they thought was more important.”

Task 3.

The planning board of the park will meet for the first time. The Board would like to hear from you what are the best ways to influence the planning and development of the park?

Please report to Mentimeter to enable the planning board to receive your proposal.

What would be the best ways for young people to influence the planning of the park?

Summary of the responses:

According to the groups, the best ways of influencing the planning of the park would include responding to surveys, participating in social media campaigns and civic activism as well as cooperation with the Youth Council, decision-makers or public administration actors. The most often mentioned persons or parties that, according to the young people, could support them in the planning of the park were teachers, parents and family members, experts planning the park, professionals managing the park, other experts, youth workers and decision-makers.

- “send hopes to park planners and collect names for appeals”
- “Cooperation with the youth Council, takes the initiative.”
- “Contact the local Youth Council and send ideas forward”

- “questionnaire, voluntarily participating in the construction team”
- “voting, participation, courage, opinion writing for a newspaper, message to the designer, citizens’ initiative, petition, participation in Parliament, voluntary work, money”

- “asking the youth councils for their ideas already at the planning stage”
- “seek someone to join the Council, e.g Youth Council”
- “be in active contact with the decision-makers of the matters that concern the park – show activity and interest in planning the park – give proposals – posts on social media”
- “Contact the person who manages the park’s affairs”
- “Social media, anonymous surveys and forms (e.g. at schools), feedback boxes”
- “forms that can be sent to young people and they can answer them.”
- “Contact the board of the City of Mikkeli, park maintenance services, student association that will take the matter forward,”
- “Social media”
- “surveys on social media, for example. conducting studies on how young people use parks. a social media campaign. presenting one’s own ideas to the city. influencing through schools.”
- “a Wilma message (Wilma is a web channel used between schools and parents) that answers to all questions in an hour. Mandatory questionnaire. Threats and the possibility of bribery if you do not respond to the survey. Opinion leaders advertise on social media: NO PAID ADVERTISEMENTS”

- “targeted communications for lessons, clubs, associations, youth Council, influential groups, etc.”
- “young people are asked to come up with ideas for a survey to be carried out at school, for example (wilma message.) Park planning could be advertised so that young people would be aware of the matter and have an influence.”

- “by conducting surveys. Workshops where you can make your own plans. You can make a competition where the winner’s plan will be show cased in the park.”
- ” 1. Offer young people the opportunity to be involved in the planning process in some concrete way, e.g. workshops .2. Local feedback box (for initiatives) in the park. 3. Availability of planners and park decision-makers to meet with young people, for example via social media.”
- “responding to surveys, voting, exerting influence on social media, highlighting opinions, organising events, demonstrations, direct communication with decision-makers, school activities and young people’s own activity”

Who could help young people participate in the planning and construction of the park ?

N = 17 groups. Maximum number of answers per group: 8. (number of responses if there are more than 1 response) * similar answers are combined under the same heading.

- * teachers (10)
- * parents, custodians or grandparents (10)
- * Park designers, landscape designers, architects (7)
- * gardeners, gardeners (6)
- * other experts (5)
- Youth workers (5)
- * Decision-makers, politicians (4)
- Chief Executive (3)
- * companies (3)

- Professionals
- City staff
- Responsibility for physical activity services
- Taxi crew
- Coach
- Chair of the Youth Council
- Owners of the park
- Municipality
- Local associations
- Scouts
- Parish
- Police
- The President
- Parliament
- Willing to
- Owners of money

General questions on young PEOPLE'S INFLUENCE

Summary of the responses:

12 of the groups felt that young people did not have enough opportunities to influence today, and 5 felt that young people had enough opportunities to influence. According to the answers, young people have opportunities to influence everyday and local matters through organisations. Young people's views are heard, but this does not lead to enough concrete changes or sufficiently influence decisions. For example, young people felt that the obstacles or challenges to exerting influence included insufficient information and information on the means and possibilities of exerting influence, voting age limits, the low representation of young people in decision-making bodies, and the fact that they do not feel that young people are taken seriously. The participants' messages to representatives of the older generations contained hopes that young people would have more influence, that they would be communicated more openly and clearly about matters to lower the threshold for influencing and that hearing the opinions and ideas of young people would lead to concrete measures.

Question 1.

Young people are said to be shapers of the future, but in your opinion, can young people have a sufficient influence to the present day? Please provide reasons.

- "There could be more opportunities to have a say because young people's voices are not heard enough."
- "young people have possibilities to influence (e.g. youth Council), but not everyone who wants to can get involved. The opinions of young people are sometimes belittled because we are "young and unexperienced".
- "Mikkeli, for example, has a Youth Council that has relatively good power of expression and possibility to speak but has relatively little concrete influence. (young people are not equal with adults) for example, surveys are difficult to access and superficial, no concrete results."
- "We think young people have enough influence because, for example, Youth Council Nuva, Student union's government. Voting (over 18 years of age)"
- "It's not possible. Because power has been centralised to a small proportion of the population in Finland"
- "It is not possible because young people do not have the right to vote, for example."

- “Yes. For example Greta Thunderberg. In local affairs”
- “Maybe not enough. It should be possible to vote at a younger age in some elections.”
- “young people’s opportunities to exert influence are tangible everyday matters, such as equality and the environment. Young people’s participation and influencing is often formal and there is no real interest in young people’s opinions. Often the decisions have already been made when asking young people.”
- “can, but not listened to”

- “No, because young people are not taken seriously, there are no young people as decision-makers.”
- “No, because power relies on older decision-makers, not enough consideration is given to our needs. They take small things into account, but the importance of this is (sometimes) minimal. The age limit on when you can really have an impact should be lowered, for example to be 16 years, to make young people’s voices heard.”
- “No, because the threshold for civic participation is too high. It takes a long time to make an impact. Poor opportunities. It’s not possible to vote.”
- “We think we can have a sufficient influence compared to our own knowledge and skills.”
- “influencing could be made easier to reach: for example through school, having one lesson organised during which you could express your wishes. We believe that decision-makers make their decisions without young people being heard (usually). Young people can influence through organisations.”
- “It’s not easy. However, if you are interested in influencing, there are possibilities like for example the Youth Council (Nuva), it is difficult to make so-called easy and simple influencing. For example, there could be more voting opportunities on issues related to young people. In other words, young people can make a difference, but you have to be really interested in it.”
- “No, because our influence is not very great because we cannot vote on very important issues.”

Question 2.

Obstacles to exerting influence: why do you think it may be difficult for young people to exert influence, for example in their municipality of residence?

- “young people are not taken seriously. Limited opportunities to influence.”
- “You have to be really committed to some impact group to make a difference. Decisions are made slowly - > decisions based on young people are made once we are adults. Emphasis is placed on how young people should exert influence, but the opinions of young people are not taken seriously.”
- “the average age of a local Council is high, and it may be difficult for a young person to make his or her voice heard in those circles. The opportunities for influencing are rather small, especially the voice of young people who are not necessarily interested in “political influencing”.
- “age limit for voting, there is a lack of young people”
- “young people are rarely selected to politics. Politics requires relationships and money.”
- “young people do not have enough information about whom to contact/whom to influence in city of Mikkeli.”
- “No information on how to influence.”
- “Some people don’t take seriously. Low level of know-how.”
- “No one asks, one’s own initiative counts, the Youth Council is narrow.”
- “more elderly people who are against young people’s decisions”
- “There are no good ways to influence, and we are not taken seriously.”
- “the age limit for voting is too high. Awareness of the activities of municipalities is inadequate, partly due to teaching and deficient communication between municipalities and municipal residents.”
- “the age limit for voting, the distance to exerting influence is complicated and uncertain.”
- “Since we cannot vote directly. Not enough information about opportunities to exert influence”
- “inconsistencies: young people are encouraged to exert influence, but it is difficult to exert influence as a minor. Appeals found online are the easiest way to exert influence. Although there is a youth Council, influence is next to nothing because

there does not seem to be possibilities to influence for those outside the council. a lot of influence from outside the Council.”

- “young people influencing and the opportunities to do so are not highlighted enough. They are not reported on/advertised enough to make young people aware of them. There is no “easy” way to influence, so the majority of young people do not participate at all due to difficulties. Participation is not worth the effort.”
- “There is not enough information on issues related to participation and influencing or on where and when you can influence.”

Question 3.

What kind of greetings would you like to send to older generations’ representatives about young people’s participation in decision-making?

- “It would be great to hear more the opinions and ideas of young people”
- “Don’t be prejudiced about young people influencing, we are smarter than you think.”
- “talk about things clearly and openly, but remember to listen more than talk.”
- “pay better attention to young people! Be more open”
- “your pension is not the biggest economic issue for us.”

- “more information for young people. Focus more on young people’s issues and what young people want”
- “eliminating bureaucracy.”
- “influencing should be brought closer to young people. Now it takes place in an institution for which there is not much information. Young people could be invited to visit or be visited.”
- “Listen. Listening is not just asking questions or symbolic.”

- “You do not need to look at young people’s decisions carefully, accept them directly.”
- “older generations have too much power and influence on OUR future, in which they will not be.”
- “It is great that you listen to young people and take their perspectives into account, but there is room for improvement in how things are carried out. The importance of young people’s opinions will disappear when nothing is done about them.”
- “You should be able to vote at the age of 16 in municipal elections. Young people want to have a say, but the threshold is too high.”
- “We have done good work to give young people more influence.”
- “It would be nice if when making decisions they would be considered from the young people’s perspective, because we are the ones who suffer. Those making decisions and others could always report matters clearly so that even young people are aware of them. At least I don’t understand what is decided and why.”
- “the influencing of young and older generations could be combined and not always divided into two groups. There could be more news about young people’s affairs, so young people would know which of their issues are being discussed and which ones not. The citizens’ initiative could be shaped into a separate version for young people to influence.”
- “We should clarify issues and tell more about young people’s influence. PS: More football goals to Helsinki.”

TASK ROUND 2: TRUST AND INTERGENERATIONAL CO-OPERATION

Duty 1

Send a representative of the young people to the planning events that are important to you, where YOU do NOT trust that adults will make good decisions. You can send a representative to two events. When you send a representative, you are more likely to succeed in achieving a result that you will be please with.

Planning events:

- 1. Addressing in the park the needs of families with children*
- 2. Recreational opportunities for young people*
- 3. Use of the park club building on Friday evenings, for whose use – children, young people or older people?*
- 4. Use of the park for workplaces' recreation days – how to develop the park for this purpose?*

Roll the dice on each occasion to see if the event succeeds from your point of view.

If you do not send a representative to the event, the opportunity is successful if you get 1-3 and fails if you get 4-6. If you sent a representative, the opportunity is successful if 1-4, and with 5-6 will fail.

For which meetings did you decide to send a representative from your team to ensure that the young people's perspective is heard? Why?

Summary of the responses:

The young people decided almost without exception to send their representatives to planning events on the recreational opportunities of young people and the use of the club building. These events were important for young people, and they wanted to make sure that they succeeded. Only one small group involved young people in the planning of families with children.

- “opportunities for young people to engage in recreational activities, because the event affects young people's leisure time and comfort.
- “the use of the club building, because the event should be attended by someone from each age group.”
- “2. and 3. These concern young people and it is important that our opinions are expressed.”
- ” 2. Recreational opportunities for young people, 3. The use of the park's club building for different age groups, as they deal with and make decisions on matters concerning young people”

- " 3, 2. Maintaining and promoting social, mental and physical wellbeing"
- "2. a meeting for young people. 3. Making Friday evenings for young people"
- " 2. Young people's recreational opportunities, plenty of use of the park and hobbies are important for young people. 3. The use of the park's club building, when all age groups are taken into account"
- " 2. Recreational activities for young people, as more leisure activities for young people are needed and the park is an excellent place for it. 3. club house, because different age groups must have activities equally"
- " 1. Families with children need a quiet space for physical activity and hobby activities disturb it. This would also give the child's perspective to families with children. 3. If you cannot be outdoors, the club building is good. Young people could be involved in this, too, because adults want to have time slots for adults."
- "3. We want a representative because we want the latest slot. And 2. We are experts in issues related to the topic. Adults can refresh in our hobbies"
- "2. and 1. because we want sensible decisions."
- " 2. The recreational opportunities of young people, as it is a large part of young people's leisure time; we want to influence young people's recreational opportunities. 3. We want to take everyone into account"
- "2. as young people's recreational opportunities now apply to us and 4. This is because in the future, the park will affect both us and others. 1. and 3. We will not send a representative because we assume that the decision will be made evenly"
- " 2. Recreational opportunities for young people and 3. the use of the club building. Highlighting young people's perspectives and opportunities."

- “We will send a representative to meetings 2 and 3, because we feel that the meetings are most relevant to young people. Because decision-makers are not young people, they are probably interested in other things.”
- ” 2. Young people know themselves what they want to engage in. 3. We can ensure young people’s needs/rights”
- “2. and 3. because they affect decision-makers, for example some decision-makers certainly have children and they want to take families with children into account in parks.”
- “We sent a young person to meetings 2. and 3, because these meetings and the topics discussed there are relevant to young people and we believe that without young people the topics would be overlooked. The topics of the 1 and 4 meetings concern adults, so we believe that the presence of a young person does not matter”

Task 2

The representative of the Urban Planning Board wants you to come up with ideas for the park. You propose moving the seats to a better place.

Choose how you intend to act:

- 1. You trust that the matter will be discussed by the board and you will wait for the matter to proceed.*
- 2. You will also submit a residents’ initiative on moving the seats.*
- 3. You are doubtful that the matter will progress. You decide to move the seats in the park yourself.*

Write down what you decided to do. Why did you find the solution in question?

Summary of the responses:

The majority of the participating groups responded that they submitted a residents’ initiative. Young people justified their choices with justice and compliance with the rules

of democracy. Cooperation with others could also suffer if the rules were violated.

On the other hand, two groups said that they would transfer seats themselves because it is fastest or because it cannot be trusted that the matter goes forward.

- “2. will also do a resident’s initiative, we will ensure that things are successful and that progress is guaranteed.”
- “We will select 2. We respect the board, but we show that we really want to make a difference”
- “2. (in addition to the residents’ initiative) and then we know that all possible and fair methods have been used”
- ” 2. Ensure the moving of seats ”
- “3. so, we moved our seats because we do not trust that the matter will move forward.”

- “1. the urban planning board wanted our ideas on the park”
- “2. because it is legal and we are patient”
- “2. because it’s the right way to act. Acting on our own is really wrong, and it may ruin all our chances of getting rest of our thoughts through.”
- ” 2. We want act with fairness as the priority - > plan ready.”
- ” 3. Easiest and fastest way”

- “2. to achieve a result that is as equal as possible”
- “2. because in it we also take into account the opinions of other people and we do not alone have the power.”
- ” 2. We also decided to submit a resident’s initiative. We decided on this because it is the most democratic option.”
- ” 2. We chose option 2 because we feel that by submitting a resident’s initiative, we express our interest in the matter and try to influence it in the best possible way.”
- ” 2. The greatest probability of getting our will through”
- “2. because it causes the greatest reaction indecision-makers. And this would give us a better chance to influence”
- ” 1. We came this solution because we assume that the municipality works well in this, because they themselves approached us when asking about ideas for the park.”

Task 3

Young people would like a motorcar park to be built in the corner of the park. The parents of young children, on the other hand, would like the playground to be extended to the area in question. You decide to solve the problem by playing mölkky (A Finnish throwing game resembling petanque).

Roll the dice 3 times. If you receive as a combined result of three rounds 12 points or more, you won the mölkky game and a motocar park will be built in the park. Then pick up a point card "opportunities for young people to have a say".

If you lose, an extension will be created for the playground. Then pick up a point card "satisfaction with Community"

Consider and write down how the interests of other generations can affect your development work? How will possible conflicts be resolved?

Summary of the responses:

When asked how the hopes and needs of other generations can affect the development work of young people, the responses of young people emphasise listening to others. Not all of their hopes can necessarily be realised, but it is important that everyone has the opportunity to voice their opinions aloud. Voting and compromises emerged as ways to resolve conflicts. In other words, young people trust negotiation and democratic solutions in resolving conflicts.

- "not all ideas are necessarily successful, we must be able to make compromises.
- "the solution is: - by making compromises - by voting, the majority won"
- "the task showed very clearly how families with children, for example, can want a playground, but young people have other interests, such as motorcars. The issue could be solved through compromises. If the park is a large one, why not have both in the same park. I am sure that the park's picnic area and playground do not disturb each other, which means that as many people as possible would have

something to do in the park.”

- “the opinions of all age groups must be taken into account, but adhering to our own goals. Compromises will be successful in resolving conflicts. Weighting different options, voting/survey”
- “different interests steer the development work in different directions. Making compromises, listening to everyone’s opinions, voting”
- “not everyone is satisfied with the decisions, so everyone must be given an opportunity to influence or something is given to everyone.”
- “It will be slower and more demanding. Not all things necessarily get done. By having something where everyone can be entertained”
- “They have a significant impact, because everybody’s opinions must be taken into account. Voting.”
- “They open many perspectives to us. We get ideas. Disputes can be resolved by mediation/voting”
- “ A motorcar park can be designed aesthetically and in a way that it causes as little harm to others as possible.”
- “If others want something else instead of what young people want, it may be confusing. If there is enough resources, there is no need to turn downe what others want.”
- “a playground will be built in the park. Other generations can build barriers along the way. Conflicts are solved by mölkky game or voting”
- “There will be a playground in the park! When we ask for the opinions of others, we also promote their opinions and wishes. We strive to make everyone’s thoughts into a solution that is as functional and comfortable as possible. COMPROMISES.”
- “There are conflicts because of different perspectives. Solving through discussion and seeking compromises, flexibility”
- “other generations do not necessarily like our development proposals, which may lead to conflicts between groups of people. It is good to try to resolve disputes through discussion. If nothing can be achieved, a vote in which the majority will win will be conducted.”

- “not all wishes can always be realised. A large number of wishes make the activities more difficult and slow down. Conflicts are solved by negotiating and making compromises”
- “older people do not like motorcars and want children to feel safe. Conflicts can be solved, for example, by voting, in which everyone can answer and which would affect the decision.”
- “All development work requires money, so if the interests of other generations differ, for example, from those of young people, there may be a conflict of how to use the limited funds. We assume that society will strive to deliver the wishes of as many citizens as possible, so if project 1 benefits 500 people and project 2, benefits 1,500 people, society/government will select project 2.”

General questions on TRUST AND INTERGENERATIONAL COOPERATION

Summary of the responses:

The opinion of the workshop participants was that intergenerational cooperation means that all age groups are taken into account and that each representative from different generations has the opportunity to participate. Young people think that cooperation in decision-making is very important, because, when many things concern many people, as many people as possible must also be involved in the decision-making. When asked whether we can trust that other generations will be able to take the opinions of young people into account in decision-making, young people are quite unanimous that this will not be the case. This is justified by the fact that young people are experts in youth and other generations could emphasise their own/other things than those of young people. Young people feel that they should be involved in decision-making and that they should be better informed about decision-making.

In your opinion, what does intergenerational cooperation mean in decision-making?

- “We listen to everyone’s opinions and try to understand others.”

- “Every representative from different generations has an opportunity to participate, and everyone’s voice must be heard.”
 - “All generations are taken into account equally, the “decision-makers” of different generations work together”
 - “All ages are taken into account and everyone is heard, everyone has enough power”
 - “different generations have different views and interests, and their compromise is about this cooperation.”
-
- “people from different age groups, the wishes of other/all age groups are taken into account”
 - “in Parliament there are people of different ages, even if the decision did not concern their own age group, you can still have an impact”
 - “We ask everyone to give their opinions on the matter and make decisions based on it. Everyone is heard - > a compromise will be made on that basis”
 - “open dialogue, unselfishness and honest listening”
 - “Everyone will have a good feeling after the decision. This is the conclusion of negotiations.”
-
- “Decision-makers are from all ages”
 - “Communication between generations, which works effortlessly. All generations are taken into account”
 - “the perspectives and thoughts of all generations are taken into account equally”
 - “the aim is to look at the perspectives of all generations and to get into some kind of a compromise”
 - “encounters between different age groups in Parliament etc. Striving to look at things from the perspective of every age group and to influence everyone equally”

- “the interests of all generations will be taken into account. Everyone is listened to. One generation cannot be a superior decision-maker”
- “We can talk openly and take all perspectives into account”

In your opinion, how important is cooperation between people of different ages and with different people when solving common problems in the municipality? Why is it or is it not important?

- “It’s really important because different people have different opinions and views on things and when listen to everyone’s possibility to enjoy is better.”
- “to make sure that as many people as possible are pleased with the decisions and that there is an opportunity for compromise. That the power position of older people would not be emphasised, but that everyone would be equal.”
- “very important, because this will result in compromises that will promote the objectives and needs of all age groups while improving the wellbeing of as many people as possible”
- “important because then everyone’s opinions are listened to and as many as possible can be pleased.”
- “It’s important that one party does not overrule others.”
- “It is a joint municipality for everyone, in which case problems in the municipality affect everyone. It is important because people of different ages want different things to do and want everyone to feel comfortable.”
- “It’s important because everyone has different needs and needs and they must be respected”
- “It is very important because the problems are shared and we need to take into account all those who are affected in order to solve the problem as sustainably as possible.”
- “very important. Everyone enjoys, diplomacy and there is no need to start a dispute”
- “This was important because everyone has a good feeling.”
- “It’s really important because very many different kinds of people live here.”
- “very important! Everyone has the opportunity to bring up their perspectives. A safe environment for everyone where everything is meaningful and where everyone’s needs

are taken into account. A small child, the elderly, things APPLY TO EVERYONE”

- “It is better that everyone is happy. To meet everyone’s needs and to have a sense of community and confidence in others”
- “It’s really important because it can be used to see different perspectives.”
- “It’s important, because we must not discriminate against any particular group of people, but everyone’s ideas must be heard.”
- “Everyone who knows must at least listen to us and it is important because everyone could then be fine and society would not have get stuck in certain ways.”
- “important because we understand the views and needs of others”

In your opinion, can we trust that other generations will be able to take the opinions and ideas of young people into account in decision-making?

- “No, because it may be difficult for parents to put themselves in the position of a young person and understand their views”
- “not necessarily. Today’s adults are not familiar with the lives of today’s young people, so how could they make decisions on behalf of us?”
- “We cannot trust, we must suspect that other generations are aware of young people’s opinions and whether they prefer to promote their own position.”
- “No”
- “NO, and it has been seen”
- “We cannot fully trust, but young people must provide information to other generations.”
- “I don’t trust because there are different wishes”
- “There is certainly some trust, but you should always have a larger number of opinions from young people.”
- “We cannot trust. Young people have the expertise. Often there is a belief that it is known what young people think but they do not ask the young people themselves what they really think”
- “Somehow, but one generation of “representatives” must be present.

- “No, because they have grown up in a different environment, for example, without social media, other generations usually think about their own interests”
- “We cannot trust; young people should be involved in decision-making, as this would mean that the matter would come directly from young people, adults are not be able to raise matters in the same way as young people do.”
- “We can trust in concrete issues such as education and health care, but we cannot trust in values and views related to climate change, for example”
- “We cannot fully trust us because they may take into account different things that we young people would like.”
- “at the moment, we do not trust each other because we don’t know what decision-makers are dealing with. If there were more news about the issues under consideration, we would also have more trust”
- “We cannot be trusted because people want to highlight and promote the wishes and agenda of their own group. Young people are so independent that they want and know how to express their opinions. It is not fair that adults would get the power to do this”
- “No, because they prefer to take into account matters that concern them”

TASK ROUND 3: PUBLIC SERVICES

Task 1

EUR 250,000 of the city budget will be allocated to the development work in your park. Representatives of the city’s public services approach you in the spirit of cooperation.

Unfortunately, the allocated budget is not sufficient to respond to all opportunities for cooperation. The local Council gives you the power to decide where to invest. Your aim is to make the park as well functioning as possible for city residents. Choose the services you find most important so that your money is sufficient. Use your budget wisely!

- Cultural services propose the setting up of a stage for performing.
 - Price EUR 40,000

- The organiser of public transport suggests having a bus stop by the park.
 - Price EUR 60,000

- The education sector is concerned that schoolchildren do not have enough facilities for physical activity. The education sector proposes investments in sports exercise racks and a sports field.
 - Price EUR 100,000

- In services for the elderly, they hope that a weekly programme could be organised in the park for older people living in a nearby assisted living facility.
 - The price is EUR 75,000.

- The environmental services propose a jointly funded environmental protection project for the city. Its activities would be organised in the park.
 - The price is EUR 90,000.

- Waste management provides comprehensive waste sorting for the park.
 - The price is EUR 55,000.

Mark and write on the map the public services you select in **red**.

Task 2

The Youth Council wants to ensure that the needs of young people are taken into account when planning public services in the park and its surroundings. A representative of the local Council asks you:

“What public services important to young people or issues provided by public services are still missing from or around the park?”

Write (and, if you wish, draw) these items on the map in **blue**.

Summary of the responses

In the budget task, young people were asked to choose within the limits of the budget allocated to them, which pre- defined services they would like to bring to the park. By far

the most times the comprehensive waste sorting, bus stop, sports exercise racks and sports field were chosen. Fewer choices were made on stage of presentations, weekly programme for older people, and the environmental protection project. The same themes were prominently featured as the selected ones as were in the warm up task. Other “services” that young people most would like to see in connection with their parks were: shops or kiosks, the pleasant environment and cultural activities.

- “sports exercise racks & sports field, bus stop, comprehensive sorting of waste/housing, culture & leisure time, safety, employment & business services”
- “stage, sports exercise racks and sports field, environmental protection project/fence (safety), kiosk, parking area”
- “performance stage, sports services, bus stop, waste sorting (small €-500 underground)/more seats, kiosk”
- “comprehensive sorting of waste, weekly programme for older people, environmental protection project/sports centre, cafe, youth facilities, grocery store”
- “waste management, bus stop, sports activities, 35 k sauna evening/grocery store”
- “sports facilities and sports field, waste management, weekly programme for older people/group exercise class, school in the local area, carnival, green services, ice cream kiosk”
- “bus stop, waste management, older people/school, residential area (costly neighbourhood for BMW drivers)”
- “bus stop, comprehensive waste sorting, stage, environmental protection project/environment, culture and leisure time, parking area, some statue”
- “performance stage, bus stop, weekly programme for older people, comprehensive sorting/trailing of waste, shop, billboard, performances for gigs, freedom to be (no prohibited areas), clean and pleasant environment, first aid, common rules”
- “sports facilities, bus stop, waste sorting”
- “bus stop, sports exercise racks and sports field, comprehensive sorting of waste”

Compiled budgeting task:

Performance stage	4 times
Bus stop	8 times
Sports exercise racks and field	7 times
Weekly programme for elderly	4 times
Environ. protection project	3 times
Comprehensive waste sorting	10 times

Public services or matters provided by them:

- **Grocery store or kiosk** (kioski x 2, cafe, shop x 3, ice cream kiosk) 7
- **The pleasant environment** (the environment, clean and pleasant environment, green services, paths, statues, freedom to be (no prohibited areas), more benches) 7
- **Cultural activities** (culture & leisure time x 2, Carnevaalit, performances gig artists) 4
- **Opportunities for physical activity** (sports centre, group exercise class) 2
- **Parking space** x 2 2
- **School** x 2 2 2
- **Safety** (security, Aita) 2
- **Housing** x 2 2 2
- **Youth facilities**
- **Employment and business services**
- **Notice board**
- **First aid**
- **Common rules**

General questions on PUBLIC SERVICES

Summary of the responses

In general in the questions related to public services, young people were asked how important do you think public services are in Finland? In your opinion, can we trust that enough public services will be available now and in the future? The idea of the last task was to ask how the Finnish paradox (people in Finland trust society but do not believe in their opportunities to influence and participate) could be solved.

Based on the answers, young people consider public services important. Public services are seen as a matter that facilitates people's lives, brings equality and promotes health, and even is seen as part of their lives." Society would not function without them (public services)". However, trust in the provision of public services divided opinions. The lending to the provision of public services was undermined by, among other things, state debt, the health and social services reform, cuts made by the city, the rights of public service employees, the ageing of the population and problems in the availability of public services (health services and public transport). Confidence in the provision of services, on the other hand, was created by the welfare state, the need for public services and the fact that public services are already realised well.

The solution to the Finnish paradox was believed to be, for example, making it easier, more diverse and more everyday to influence and to gain information about how to influence. Influencing and ways of to do so could be highlighted more, for example, by utilising social media and by telling at schools about opportunities to influence.

Question 1

Consider and discuss a moment when you last used a public service. Discuss and write down how important you think public services are in Finland. Why or why not?

- “They are really important, not everyone can afford private services, but everyone needs these services.”
- “We go to school and shop every day. We also use public transport. our lives are partly based on these, so they are really important.”
- “Trade, bus/transport, dentist, school nurse, films, library, school; public services represent Finland’s position as a welfare state. Public services promote health and, for example, prevent loneliness and social exclusion.”
- “- school (ATM), Saimaa stadium, buses - public transport facilitates mobility, better environment”
- “school and public transport are important.”
- “school, doctor, dentist are important for health and studying”
- “Education and training today, Health care Emergency services last week, coronavirus test three weeks ago, Culture Library last week. Really important because they affect comprehensive health.”
- “very important, society is dependent”
- “school, public transport, dentist, police department, library. Truly important. Makes society more equal and helps.”
- “school, bus, hospital and library. Really important because services make life easier.”
- “We go to school, healthcare and public transport 24 hours. Very important”

- “learning would be difficult, as would hobbies, healthcare!?! Society would not function well and inequalities between social classes would be emphasised (would grow).
- “very important because society would not function without them.”
- “in our view, public services are very important. They aim for equal opportunities for all.”
- “We use all services actively. They are important because they help society to operate.”
- “SCHOOL: ACCESS TO WORKING LIFE, VERY IMPORTANT HEALTH AND SOCIAL SERVICES: TO MAINTAIN HEALTH, WELCOMING LEISURE SERVICES: COMFORT, MENTAL HEALTH”
- “They are important because they help us in our everyday lives.”

Question 2

In your opinion, can we trust that enough public services will be available now and in the future?

- “We can’t trust, somebody has to keep them up”
- “the cuts made by the city jeopardise them, but with sufficient willingness to participate, we can safeguard them.”
- “maybe? It is uncertain whether the health and social services reform will bring along an equal and well-functioning system of public services. Central government debt and cuts, especially in low-populated municipalities, aggravate the situation.”
- “Yes”
- “We cannot trust”

- “yes”
- “Yes, because Finland is a welfare state”
- “We cannot trust because the population is ageing and the number of taxpayers is no longer as high. It is not possible to afford the same things with less funding”
- “indebtedness creates uncertainty. We need people who speak up.”
- “Yes, because they are really needed.”

- “No, we cannot. For example, healthcare is not always easy to access. Public transport is not good everywhere”
- “It’s not safe to say anything about the future. At present, there is not enough public services available, such as mental health services.

- “Now yes, but the future will depend on our willingness to invest in it.”
- “We cannot trust if the rights of public service employees are not improved.”
- “Yes, at least we hope that.”
- “WE CANNOT TRUST, BECAUSE FINLAND IS AGING. WHERE TO GET EMPLOYEES IF WE DON'T HAVE ENOUGH PEOPLE RIGHT NOW. THE AGEING POPULATION NEEDS MORE SERVICES - > YOUNG PEOPLE AS CARE TAKERS =/= NO YOUNG PEOPLE”
- “Yes, because Finland is a welfare state and these things are realised really well in Finland right now.”

Question 3

Finally: according to the OECD, Finns generally trust society, but do not believe in their opportunities to influence and participate. We are talking about a Finnish paradox. In your opinion, how could such a problem be solved? Bring your ideas up bravely!

- “We need to highlight this more”
- “It should be easier to make an impact! If we wanted to influence, we wouldn't know how this will happen.”
- “brain washing”
- “in Finland, power is too centralised to certain groups and parties, and there is no power or influence without relations.”
- “public forum for opinions, citizens to talk with to decision-makers, lobbying”
- “talking about opportunities to influence already at school”
- “We should advertise more and talk openly or more openly about these opportunities.”
- “the diversity of influencing, different ways and ways of influencing are more than just sitting in the meeting hall and having big dreams of becoming President. Teach us how you can make a difference and how versatile it can be.”
- “Social media.”
- “It has become difficult to understand (influencing). Closer to the basic citizen and make it easy to understand, for example, through social media.”
- “bringing up issues openly, informing citizens about them. Clarifying voting opportunities - > making citizens more active.”

- “EXERTING INFLUENCE MUST BECOME AN EVERYDAY ISSUE SO THAT THERE IS A LOW THRESHOLD OR NONE.”
- “If things were processed more quickly, people would notice that their viewpoints are important.”

Digital Panel

As part of the consultation, young people’s anonymous discussion was also tested and conducted on a new Digiraati.fi platform. The discussion on young people’s influence and intergenerational collaboration took place between 19.-26.4. The discussion was facilitated by an employee from the Youth Academy, and 2 young people participated in it.

Below is a final statement on the digital Platform discussion. This final statement has also been published on the Digiraati.fi website.

Declaration

The Panel discussion and what the discussion will affect

The panel discussed young people’s influence, trust and intergenerational cooperation in Finland. The jury was carried out as part of the consultation of young people by the Centre of expertise in inclusion to the Ministry of Finance, and this declaration has been submitted to the Ministry after the jury.

Influencing

At first, the panel discussed influencing. The participants have been able to influence many different things. The jury members have been able to influence matters through their own wellbeing services county’s youth Council and a background organisation. The topics that the participants have been able to influence were varied. The participants have influenced the climate strategy, the creation of a new regional land use plan and the implementation of the parliamentary election campaign. In addition, one participant has participated in the hearing of questions related to the organisation of free contraception.

Intergenerational cooperation

Next, the panel discussed cooperation in society. It emerged in the discussions that, in cooperation between different age groups, all parties will benefit from the situation in one way or another. However, different age groups have different motives and they depend on many factors. Cooperation between young people can mean helping a friend when, for example, school brochures are written, in which case one person receives support and the other receives a good mind as well as an opportunity to test one's own competence. Unfortunately, cooperation between adults is increasingly based on financial gain or getting visibility.

When we take climate change as an example of a societal problem that requires cooperation, it emerged as a remark that Finland has not been able to pull together in terms of climate change, as the motives for taking action and exerting influence are so different and people are not always even willing to understand each other. Young people should be increasingly included in decision-making, as they have the right to influence their own future.