Stimulating Intergenerationality: Millennials in Europe

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Forum on Education Abroad – Second European Conference
October 23-25, 2014 - Barcelona, Spain
Session outline

• Introductions
• Activity 1 – *Generation association*
• Presentation: Intergenerationality and our students in Europe
• Activity 2 – *Intergenerational project*
• Wrap-up and conclusions
Generation association activity

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What is a generation?

Three criteria for members of a generation:

- Share an *age location in history*.
- Are shaped by the eras they encounter as children and young adults, also tend to share some *common beliefs and behaviors*, including basic attitudes about risk taking, culture and values, civic engagement, and family life.
- Tend to have a sense of *common perceived membership* in that generation amongst their peers.

Source: http://www.lifecourse.com/about/method/phases.html
People never “belong” to an age bracket.

Rather, they belong to a generation that happens to be passing through an age bracket—a generation with its own memories, language, habits, beliefs, and life lessons.

Source: http://www.lifecourse.com/about/method/phases.html
What is intergenerationality?

Younger generation →
cooperation/ exchange/ interaction →
Older generation

Related terms: Intergenerational exchange / contact / practice
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Transversal topic

Intergenerationality

- Social sciences
- Health & Social Services
- Policy/Politics
- Diversity/Gender studies
- Law
- Finance/Economy
- History/Culture/Heritage
- Education
Why focus on intergenerationality?

uni-generational campus setting with limited intergenerational contact

international setting with increased multigenerational exposure

uncharted territory
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We were fortunate to make friends with some Valencian girls around us who explained much of the festival to us as we awaited the noise. The one girl gave me a flower clip-on hair piece that conveniently matched my dress perfectly; she was very sweet…

Aside from this particular processional, all day there are processions of men, women, and children in traditional attire. For the women, their iconic hairstyle is reminiscent of Princess Leia from Star Wars. The children are beyond adorable.

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In 2011/12

Host Regions of U.S. Study Abroad Students

- Italy 11%
- Spain 9%
- France 6%
- China 5%
- Japan 2%
- Multiple destinations - 6%

Leading Destinations of U.S. Study Abroad Students

- United Kingdom 12%
- Germany 3%
- Australia 3%
- Costa Rica 3%
- Ireland 3%

Other Destinations 43%

United Kingdom, Italy and Spain host 32% of U.S. students.

EU: Changing relative size of population groups over the period 1950-2050 (in %)

Source: UN World Population Prospectus (2002 Revision)
http://www.fgcsic.es/lychnos/en_EN/articles/population_ageing

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Generation Gap

Mixed Support for Globalization

<table>
<thead>
<tr>
<th>Age</th>
<th>18-29</th>
<th>30-49</th>
<th>50-64</th>
<th>65+</th>
</tr>
</thead>
<tbody>
<tr>
<td>North America</td>
<td>43</td>
<td>35</td>
<td>35</td>
<td>27</td>
</tr>
<tr>
<td>Western Europe</td>
<td>41</td>
<td>37</td>
<td>40</td>
<td>36</td>
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<tr>
<td>Eastern Europe</td>
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<td>30</td>
<td>30</td>
<td>7</td>
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<tr>
<td>Latin America</td>
<td>36</td>
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<td>44</td>
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<tr>
<td>West Africa</td>
<td>75</td>
<td>66</td>
<td>58</td>
<td>61</td>
</tr>
<tr>
<td>East/South Africa</td>
<td>59</td>
<td>51</td>
<td>48</td>
<td>31</td>
</tr>
<tr>
<td>Conflict Area*</td>
<td>50</td>
<td>50</td>
<td>45</td>
<td>39</td>
</tr>
</tbody>
</table>

Percent responding “very good” to “How do you feel about the world becoming more connected through greater economic trade and faster communication?”

*Countries included in the Middle East/Conflict area are Egypt, Jordan, Lebanon, Pakistan, Turkey and Uzbekistan.

Older Citizens See Culture as Superior

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<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>North America</td>
<td>49</td>
<td>56</td>
<td>71</td>
<td>68</td>
</tr>
<tr>
<td>United States</td>
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<td>71</td>
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<tr>
<td>Canada</td>
<td>46</td>
<td>42</td>
<td>56</td>
<td>57</td>
</tr>
<tr>
<td>Western Europe</td>
<td>32</td>
<td>32</td>
<td>43</td>
<td>53</td>
</tr>
<tr>
<td>France</td>
<td>21</td>
<td>22</td>
<td>50</td>
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<tr>
<td>Germany</td>
<td>33</td>
<td>36</td>
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<tr>
<td>Italy</td>
<td>46</td>
<td>57</td>
<td>55</td>
<td>64</td>
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<tr>
<td>Britain</td>
<td>36</td>
<td>31</td>
<td>39</td>
<td>51</td>
</tr>
<tr>
<td>Eastern Europe</td>
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<td>Bulgaria</td>
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<td>Czech Rep.</td>
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<td>Poland</td>
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<tr>
<td>Russia</td>
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<td>62</td>
<td>59</td>
</tr>
<tr>
<td>Slovak Rep.</td>
<td>53</td>
<td>47</td>
<td>51</td>
<td>65</td>
</tr>
<tr>
<td>Ukraine</td>
<td>49</td>
<td>52</td>
<td>54</td>
<td>50</td>
</tr>
</tbody>
</table>

Percent who agree “our people are not perfect, but our culture is superior.”

Source: A Global Generation Gap, Pew Research Center for the People and the Press
www.people-press.org/2004/02/24/a-global-generation-gap/

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What is to gain in including intergenerational exchange in our study abroad programs?
## Intergenerational project

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<thead>
<tr>
<th>Academic excursion / Cultural activity</th>
<th>Homestays / student housing</th>
<th>Community service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>Understanding of local societal debate, event or trauma</td>
<td>Do-it-yourself</td>
</tr>
</tbody>
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Academic excursion/cultural event

Ex. Students travel as a group to a planned destination for a short period (weekend).

How is the destination chosen? What preparation is required of participants? Who travels with and accompanies the students during the excursion? What are the housing arrangements? What and how are the activities chosen? What is expected of participants before, during and after the excursion?

or

Ex. Organize a site/cultural/historical visit or an event.

How are participants chosen? How is the venue or the event chosen? What preparation is required of participants? What is expected of participants before, during and after the visit/event?
Homestays/Student housing

Ex. Students are paired with local hosts to share living space, some or all meals, etc.

How are student/host pairs attributed? What preparation is required of participants? What practices/resources should be put in place to ensure positive outcomes?
Community service

Ex. Students engage in the local community.

How is the community service environment chosen? What preparation is required of participants? What is expected of participants before, during and after the community service?
Course

Ex. Develop a short or long-term pan-European program based on the many intergenerational facets present in Europe today.
How are study countries/locations chosen? What preparation is required of participants? What is expected of participants before, during and after the program? Who intervenes in the program?

or

Ex. Develop an intergenerational heritage project where students collect oral histories from locals.
How are participants chosen? What preparation is required of participants? What is expected of participants before, during and after the project? Once completed, how is the project presented?
Understanding of local societal debate, event or trauma (planned or unforseen)

Ex. Help students decipher one or several specific events or societal phenomena through an intergenerational lens (ex. 2003 heat wave, Scottish referendum for independence, pension reforms, high young-adult unemployment).

What format is chosen? What materials are chosen to help students understand? Who intervenes in this process?
What are the benefits?
What are the best practices?
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