

# The Chinese University of Hong Kong The Nethersole School of Nursing

Cadenza Training Programme

**CTP001: Successful Ageing and  
Intergenerational Solidarity**

Chapter 3: Promoting Intergenerational Solidarity -  
theoretical and empirical evidence from family and  
social perspectives

Copyright 2012 CADENZA Training Programme All rights reserved.



香港賽馬會慈善信託基金  
The Hong Kong Jockey Club Charities Trust



# Lecture Outline

1. Introduce different terms for intergenerational solidarity.
2. Explain the importance of studying intergenerational solidarity.
3. Introduce a theoretical model of intergenerational solidarity and its applications in daily life.
4. Promote intergenerational solidarity from:
  - a family perspective
  - a social perspective

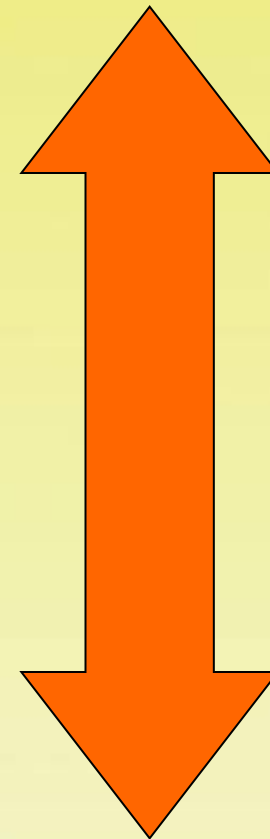
# The term “intergenerational solidarity”

- **Solidarity**: doing something for someone else that is of benefit to others. (Kalmijn, 2006)
- **Intergenerational solidarity**: any form of interaction between the generations within a family. : (Steinbach, 2007)

# The term “intergenerational solidarity”

- Both directions:
  - upward  
(from younger to older generations)
  - downward  
(from older to younger generations)

*Older generation*



*Younger generation*

# The term “intergenerational solidarity”

- Intergenerational relationships play an important role in the general well-being of an older person.

(Silverstein and Bengtson, 1991)

- Intergenerational relationships are important components within the family, helping to strengthen cohesion within the family and enhancing social interaction.

(McChesney and Bengtson 1988; Silverstein and Bengtson, 1991)

# The term “intergenerational solidarity”

Determined by the level of family closeness which includes:

- frequency of interaction
- amount of interaction
- amount of positive sentiment about family members
- level of agreement about values and beliefs
- degree to which services are exchanged
- degree of geographical proximity

(Quadagno, 1999)

# The term “intergenerational solidarity”

- Different terminologies have the same meaning as intergenerational solidarity:
  - intergenerational support
  - intergenerational relationship
  - intergenerational cohesion

# The term “intergenerational solidarity”

Refers to:

- positive dimension of intergenerational relations
- “good old age”
- absence of conflict between parents and children or grandparents and grandchildren

(Bengtson et al., 1996)



# Importance of studying this topic

- Interest in intergenerational solidarity is triggered by numerous changes occurring in the family:
  - more women entering the workforce
  - fewer children in a family
  - bearing children at later ages
  - cohabitation
  - increase in divorce rate



(Bianchi et al.,2006)

# Impact of changes on intergenerational solidarity

- more women entering the workforce
  - fewer children in a family
  - bearing children at later ages
- 

- decline in fertility
- changes in flow of wealth, with parents investing more in children and their education

(World Youth Report, 2003)


# Impact of changes on intergenerational solidarity

§ Cohabitation  
§ High divorce rate



Childbearing outside marriage  
and divorce weakens ties between  
non-resident parents and children

(Bianchi et al., 2006)



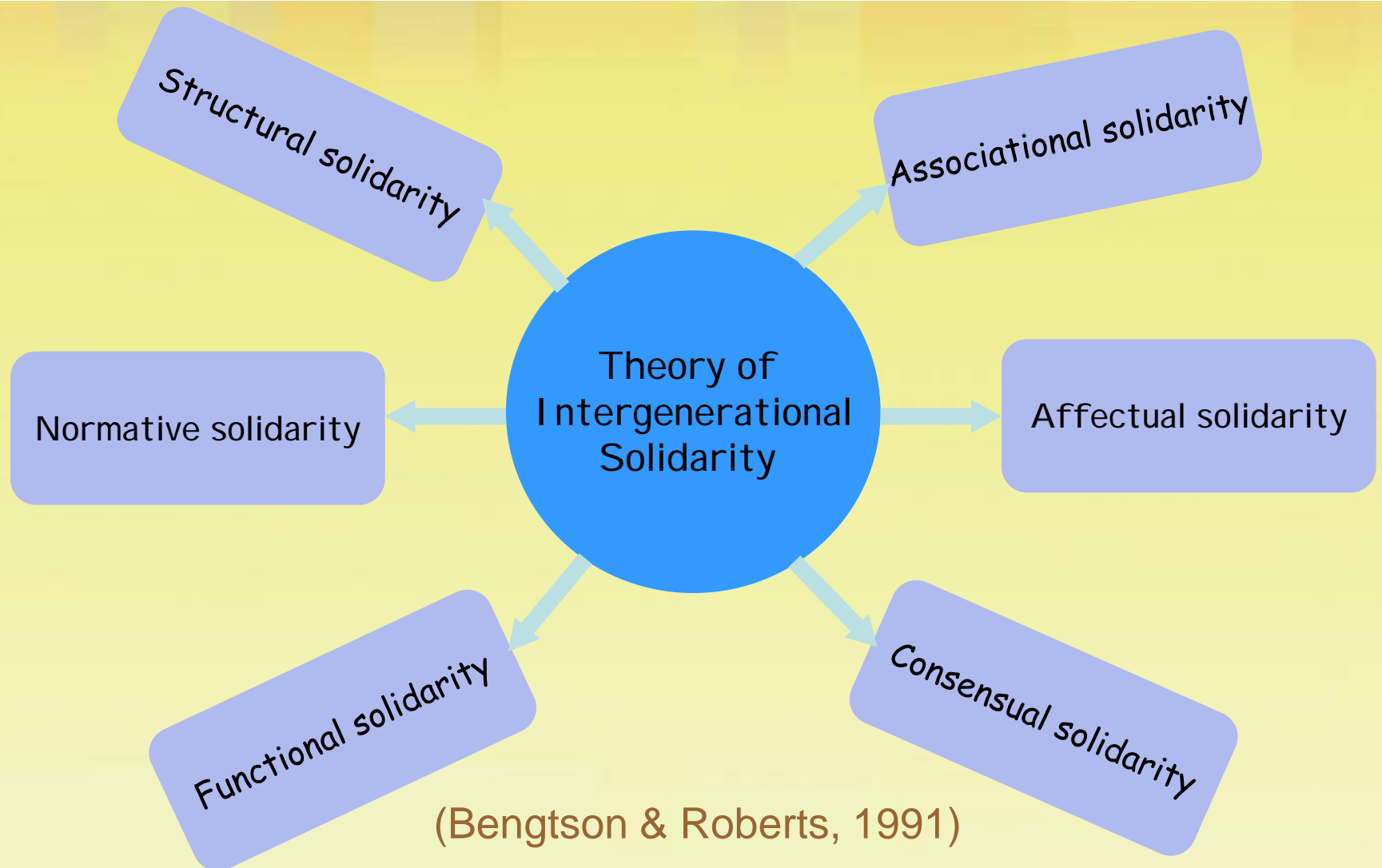
Theoretical model of  
intergenerational solidarity  
and  
its applications in daily life

# Bengtson & Roberts (1991) Theoretical Model of Intergenerational Solidarity

- § a well-published and widely used theory
- § focuses on relations between adult children and their older parents.
- § consists of six elements



# Six elements



(Bengtson & Roberts, 1991)

# Theory of Intergenerational Solidarity —

## 1. Associational Solidarity

Frequency and patterns of interactions in various types of activities in which family members can engage

Represented  
by

Frequency and patterns of intergenerational interaction (i.e. every day, once a week, face-to-face, phone, mail between older parents and adult children)

Types of shared common activities (e.g. recreation, special occasions)

# Theory of Intergenerational Solidarity —

## 2. Affectual Solidarity

Types and degrees of positive sentiments held about family members, and the degree of reciprocity of these sentiments

Represented  
by

levels of affection, warmth, closeness, understanding, trust, respect & communication between family members

perceived reciprocity in positive sentiments among family members



# Theory of Intergenerational Solidarity —

## 2. Affectual Solidarity

- The degree of emotional closeness that is felt between grandparents and grandchildren.

# Theory of Intergenerational Solidarity—

## 3. Consensual Solidarity

Levels of acceptance/similarities in values, attitudes and beliefs among family members

Represented  
by

Intra-familial concordance among individual measures of specific values, attitudes and beliefs

Level of perceived similarities with other family members in values, opinions, attitudes and beliefs

# Theory of Intergenerational Solidarity—

## 4. Functional Solidarity

Degrees of helping and exchanging of resources

Represented  
by

Frequency of intergenerational exchange of assistance

Level of reciprocity in the intergenerational exchange of resources

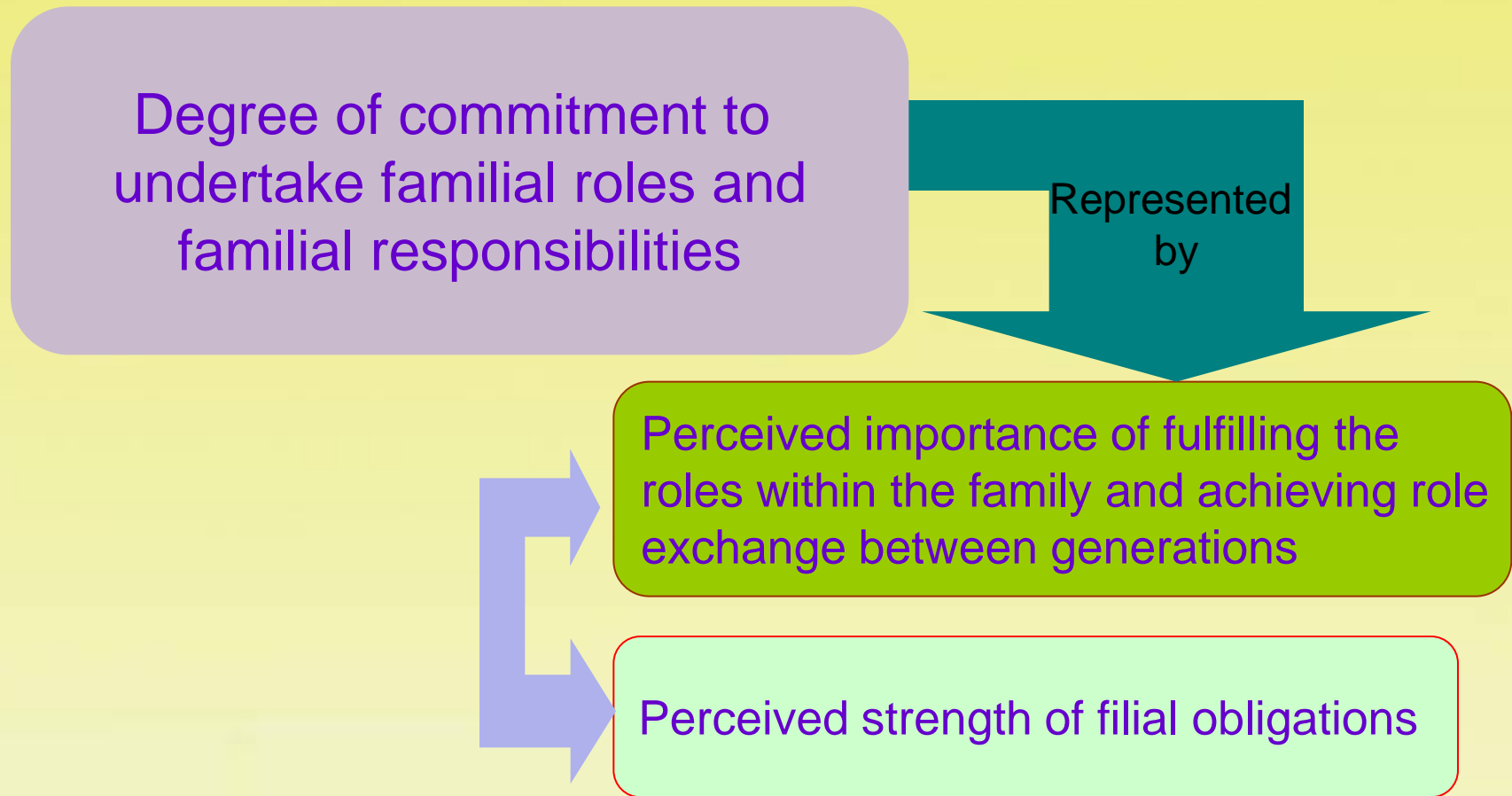
# Theory of Intergenerational Solidarity—

## 4. Functional Solidarity

- Exchange of assistance/ resources includes
  - house repair and gardening
  - shopping and transportation
  - household chores
  - personal chores
  - financial assistance
  - emotional support

# Theory of Intergenerational Solidarity—

## 5. Normative Solidarity



# Theory of Intergenerational Solidarity—

## 5. Normative Solidarity

The following statements can be used to determine the level of commitment to filial responsibilities:

- adult children should live closer to their older parents to offer help
- adult children should be willing to sacrifice some of the things they want for their own children in order to support their aging parents
- older people should rely on their adult children to help them do the things they need to do
- parents are entitled to some return for the sacrifices they have made for their children

# Theory of Intergenerational Solidarity—

## 6. Structural Solidarity

Opportunity for structuring intergenerational relationships as reflected in the number, type and geographic proximity of family members

Represented  
by

Residential propinquity of family members

Number of family members

Health of family members

# Theory of Intergenerational Solidarity—

## 6. Structural Solidarity

- Intergenerational structure:
  - the geographical distance between older parents and their children
  - close proximity facilitates intergenerational contact
  - the greater the proximity, the higher the level of association and mutual exchange of assistance
  - large distances inhibit interaction
  - geographical proximity is usually measured by the travelling time between parents and children



# Summary

- The Theory of Intergenerational Solidarity reflects family relationships in two main dimensions:
  - structural-behavioural
    - associational solidarity, functional solidarity, structural solidarity
  - cognitive-affective
    - affectual solidarity, consensual solidarity, normative solidarity

# Advantages of the theory

Ø It provides important insights on the definition of intergenerational solidarity and how to assess relationships within a family.

(Bengtson & Roberts, 1991)

Ø The structure of intergenerational solidarity describes and demonstrates both the apparent and latent forms of solidarity.

(Silverstein et al, 1998)

# Disadvantages of the theory

- § Lack of ability to explain or predict the interactions between intergenerational solidarity and the personal, familial and socio-cultural factors.
- § Unable to guide the prescription of interventions for promoting intergenerational solidarity.

# OASIS Study

- This report relates to intergenerational solidarity in the following ways:
  - examines the relationships between different dimensions of intergenerational solidarity and various demographic, familial and health related factors
  - compares the level of solidarity among five countries, based on the six dimensions of the Theory of Intergenerational Solidarity

(Katz et al., 2003)

# OASIS Study

- **Method (quantitative method):**
  - cross-sectional study involving 5 countries: England, Israel, Spain, Norway, Germany
  - Randomly recruited 6000 aged 25+
  - 1200 participants from each country
    - 800 aged 25-74
    - 400 aged 75+

(Katz et al., 2003)

# OASIS Study

- **Data collection:**
  - demographic data (gender, marital status, education, number of adult children, perceived financial status)
  - ADL assessment: use of SF-36 Physical Health Scale
  - assesses six dimensions of intergenerational solidarity

(Katz et al., 2003)

# OASIS Study

## Method (qualitative method):

- interviews with 50 pairs of parents and their adult children
- parents with health problems(10 in each country) are aged 75+
- qualitative interviews show how older people and their families in 5 countries manage and negotiate the changes associated with the onset of illness or disability in old age.

(Katz et al., 2003)



# Areas to look at in qualitative interviews

1. Who the older person currently relies on for help and support (type of help, how help came about; mix between family; others, formal).
2. How well the older person manages his/her life right now (views on maintaining independence; evaluations of current coping, met and unmet needs).
3. The format and frequency of celebrating a family event (prompts: how are events celebrated, how often, ways, who takes charge/organises? Have things changed recently or has it always been like that? Views on family contact and times together).



# Areas to look at in qualitative interviews

4. Change event (negative or critical change event; what happened; who was involved and why; how was it resolved; how did people get involved (choice/ preference/ default); ongoing issues resulting from event).
5. Conflict (experience of conflict; examples; reasons; manifestation; resolution/ ongoing – strategies).
6. Mix of help received (prompts: satisfaction/ criticism of help received; gaps in help received; match of actual help to preferences; notions of duty and obligation to provide help – formal/ informal).
7. Independence/ dependence: (prompts: views of coping; feelings about current levels of autonomy – dependency; changes in continuity; future issues – help seeking and likely preferences).

# Results from qualitative data

The findings below from the qualitative interviews are the perceptions of older people when they experience a transition from good to poor health:

- they may decide to socialise less in order to preserve energy and remain independent in their own home
- they acknowledge that they may not be able to remain independent and reconstruct their ideas about autonomy
- they try to manage the changes and uncertainty. e.g. reorganise routines and basic ADL, family help-out, formal services
- they realise they may become ill or suffer further disruptions at any time

# Results: Level of Associational Solidarity

- **Quantitative data**

- assessed in terms of frequency of face-to-face contact between parents and children (by country)

	Norway	England	Germany	Spain	Israel
Several times a week	17.8%	23.5%	19.4%	32.7%	28.4%
Once a week	23.5%	28.0%	20.3%	25.4%	35.0%
<b>TOTAL</b>	<b>41.3%</b>	<b>51.5%</b>	<b>39.7%</b>	<b>58.1%</b>	<b>63.4%</b>

# Results: Level of Associational Solidarity

- **Quantitative data**

- assessed in terms of frequency of phone contact between parents and children (by country)

	Norway	England	Germany	Spain	Israel
Several times a week	30.7%	41.9 %	34.8 %	40.2 %	45.3 %
Once a week	27.2 %	21.5 %	24.8 %	19.1 %	13.2 %
<b>TOTAL</b>	<b>57.9%</b>	<b>63.4%</b>	<b>59.6%</b>	<b>59.3%</b>	<b>58.5%</b>



# Results: Level of Associational Solidarity

- parents and children were more likely to contact each other by telephone.
- while phone contact between the two generations was comparable across different countries, obvious differences were noted in face-to-face contact (lowest in Germany and Norway)

# Results: Behaviour Illustrating Associational Solidarity

- “I see them everyday because I say hello everyday before I go to work.” (England, Israel)
- “I call them everyday and every weekend is our 'family day'.” (England, Germany)
- “We go out and celebrate on many occasions like Christmas, New Year and birthdays.” (All five countries)

# Results: Level of Affectual Solidarity

Perceived emotional closeness between parents and children, by countries

	Norway	England	Germany	Spain	Israel
Extremely high	20.7%	29.7 %	11.8 %	12.2 %	47.5 %
Very high	50.8 %	46.6 %	35.2 %	55.0%	39.2 %
<b>TOTAL</b>	<b>71.5%</b>	<b>76.3%</b>	<b>47.0%</b>	<b>67.2%</b>	<b>86.7%</b>

# Results: Behaviour Illustrating Affectual Solidarity

- general patterns of care and support
- accompaniment
- communication in day-to-day life
- don't always express emotions in words





# Results: Level of Consensual Solidarity

- **Quantitative data**

- expression of similar opinions / values between parents and children (by country)
- Spain excepted, most respondents (around 70-76%), reported similarities in opinions and values

	Norway	England	Germany	Spain	Israel
Extremely similar	6.4%	8.8%	6.6 %	1.6 %	17.9%
Very similar	22.8%	34.6%	23.4%	14.9%	20.6%
Pretty similar	46.2%	28.3 %	42.3 %	34.6 %	31.2 %
<b>TOTAL</b>	<b>75.4%</b>	<b>71.7%</b>	<b>72.3%</b>	<b>51.1%</b>	<b>69.7%</b>

# Results: Behaviour Illustrating Consensual Solidarity

Behaviour illustrating consensual solidarity:

- religious practices
- sharing similar religious values and beliefs in daily life



# Results: Level of Functional Solidarity

- Quantitative data

- percentage of older people who receive assistance from children (by countries)
- nearly a quarter of respondents receive help in at least one life domain

*Areas of assistance	Norway	England	Germany	Spain	Israel
All 6 areas	0%	4%	1 %	3%	2.6%
4 – 5 areas	6.9%	15 %	21 %	17 %	7 %
3 areas	15 %	17 %	19 %	12 %	11 %
2 areas	21 %	20 %	18 %	16 %	17 %
One area	27 %	20 %	21 %	25 %	31 %
<b>TOTAL</b>	<b>69.9%</b>	<b>76%</b>	<b>80%</b>	<b>73%</b>	<b>68.6%</b>

(\*The 6 areas: 1. Shopping and transportation; 2. Household Chores; 3. Personal Care; 4. House Repairing; 5. Financial Assistance; 6. Emotional Support)

# Results: Behaviour Illustrating Functional Solidarity

- Exchange of assistance between older and younger generations in the following areas:
  1. shopping and transportation
  2. household chores
  3. personal care
  4. house repairs
  5. financial assistance
  6. emotional support

# Results: Attitudes Illustrating Normative Solidarity

This dimension concerns such attitudes as:

Older people should be able to rely on their adult children for support and assistance.

Adult children should live close to their older parents in order to offer better support to their parents.

Adult children should be willing to sacrifice some of the things they want for their own children in order to support their ageing parents.



Parents are entitled to some return for the sacrifices they have made for their children.

# Results: Level of Normative Solidarity

- Quantitative data
  - agreement with filial obligation norms according to countries
  - Spain shows highest level of normative solidarity

	Norway	England	Germany	Spain	Israel
Strongly agree	5.2%	6.1%	8.2%	11.4%	6.6%
Agree	36.8%	29.5%	40.2%	50.1%	40.1%
<b>TOTAL</b>	<b>42%</b>	<b>35.6%</b>	<b>48.4%</b>	<b>61.5%</b>	<b>46.7%</b>

# Results: Level of Structural Solidarity

- Quantitative data
  - distribution of geographic proximity between parents and children's place of residence, by country

Distance	Norway	England	Germany	Spain	Israel
Live together	4.5	8.9	8.4	22.9	4.0
< 10 minutes	18.5	16.4	17.0	19.1	13.7
10-29 minutes	31.5	33.2	30.1	24.8	39.1
30-59 minutes	17.3	13.4	18.4	17.6	22.0
1 - 2.9 hours	10.9	17.5	12.3	9.1	11.8
≥ 3 hours	17.3	10.6	13.9	6.6	9.3

## Results: Level of Structural Solidarity

- the incidence of living together was highest in Spain (~23%)
- the majority of people in all 5 countries live between 10 to 29 minutes apart
- people from Norway(17%) and Germany (14%) usually live 3 hours or more away from their parents



# Results: Factors Relating to Intergenerational Solidarity

Main Effect	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Country	-	+	+	+	+	+	+
Functional Health	-	-	-	-	-	+	-
No. of children	-	-	-	-	+	+	-
Gender	+	-	-	-	-	-	+
Marital status	+	-	-	-	-	+	+
Level of schooling	+	-	+	+	-	-	+
Financial situation	-	+	+	-	-	-	-
<b>Two Way Interactions</b>							
Country X Functional health	+	-	-	+	-	-	-
Country X No. of children	+	-	-	+	-	-	-
Country X Marital status	+	-	-	+	+	+	-
Country X Level of schooling	+	-	-	-	-	-	-
Country X Financial situation	-	+	-	-	-	-	-

# Results: Factors Relating to Intergenerational Solidarity

## Remarks:

- + presence of significant correlation
- - no significant correlation
- (1) Proximity (2) Affectual solidarity  
(3) Consensual solidarity  
(4) Associational solidarity – face to face  
(5) Associational solidarity – phone or mail  
(6) Functional solidarity  
(7) Normative solidarity



# Three key messages from OASIS study

1. Variations in intergenerational solidarity among different countries imply that this attribute may be influenced by the social-cultural context of a society.

# Three key messages from OASIS study

2. Older adults who were female, widowed and had lower educational levels lived closer to their children and such geographic proximity may influence intergenerational solidarity.
  - Level of education: the lower the educational level, the stronger the associational, consensual, normative and structural solidarity.
  - Marital Status: widowed older adults reported higher levels of functional, normative and structural solidarity.

# Three key messages from OASIS study

3. The higher the number of children an older parent had, the lower the level of support and accompaniment from each of them.  
Consequently, structural and functional solidarity levels were weaker.

## Remarks:

- (1) The number of children classified into 4 groups in the research:  
(1) none (2) one (3) two (4) three or above
- (2) *The number of children is defined as the number of currently living biological, step and adopted children as well as children that grew up with the respondent.*



# What are the benefits of intergenerational solidarity?

For older people?

For young people?

For the community?

# What are the benefits?

For older people:

- purposeful life
- valued identity and role
- making a difference
- learning new skills
- confidence
- leaving a legacy

# What are the benefits?

For young people:

- access to experience and history
- another connection
- acceptance
- impact and change
- a new difference
- extra resources
- time and commitment





# What are the benefits?

## For the community:

- build social capital and encourage participation
- better connections between all age groups
- values the contribution of all members
- less generational conflict and misunderstanding
- counter the ageism experienced by young and old

# Promoting Intergenerational Solidarity: Family and Social Perspective

- ê What does it mean?
- ê What are the possible strategies?





# Promoting Intergenerational Solidarity

- It means promoting an informal interaction between the young and senior adults, whereby:
- generations continue to live in close proximity
  - grandparent-grand-child relationship remains strong on the whole
  - bonds have weakened in some countries because geographical distance has separated families

" Ohio Department of Aging (2008)"



# Promoting Intergenerational Solidarity:

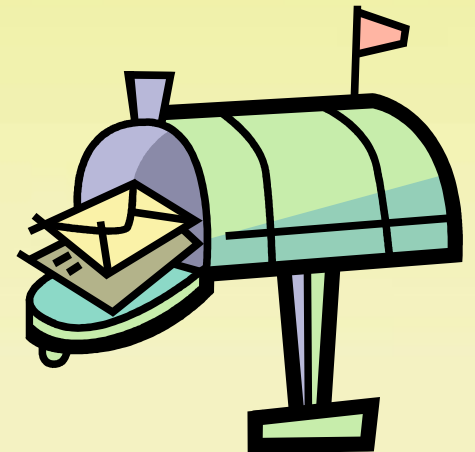
## Family perspective strategies

**'Grandletters'**  
**Grandparent Roles**  
**Grandparenting Activities**  
**Intergenerational Learning**

# Family Perspective Strategies – Grandletters

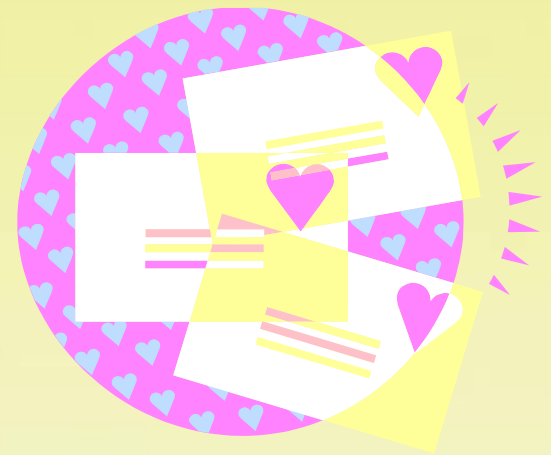
- Emphasise and strengthen the relationship between grandparents and grandchildren through the sharing of daily life events and expressions of feelings.
- Senior adults who wish to 'adopt a grandchild' may choose this method to achieve closer contact with the younger generation.

" Ohio Department of Aging (2008)"



# Family Perspective Strategies – How do grandletters work?

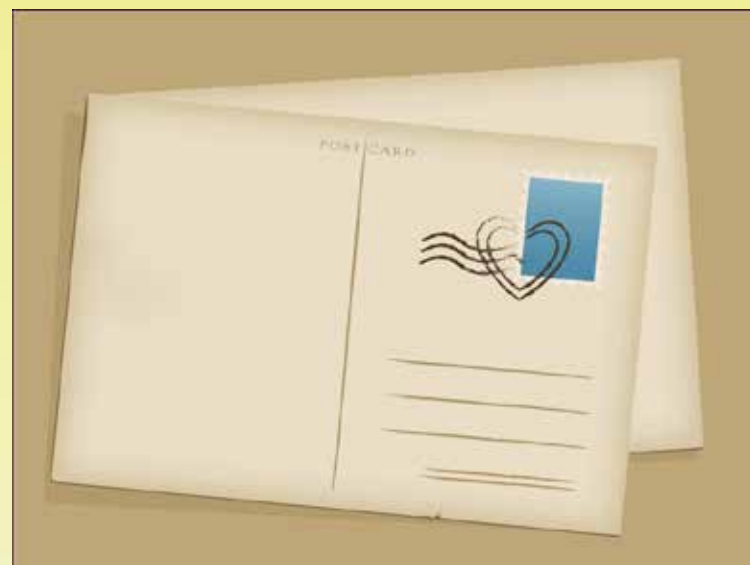
- The programme encourages 10 letters to be exchanged between a senior adult and a child.
- Exchanging letters can increase understanding between the generations.
- " Ohio Department of Aging (2008)"



# Family Perspective Strategies

Grandletters are exchanged on the following topics:

1. affection and friendship
2. family and heritage
3. generosity and love
4. responsibility and courage
5. respect for elders
6. honesty and commitment
7. helpfulness
8. competition and justice
9. conflict and violence
10. sadness and grief



" Ohio Department of Aging (2008)"

# Family Perspective Strategies

## Evidence that grandletters strengthen bonds:

- Older adults gain satisfaction from knowing that their ideas are conveyed to the younger generation.
- Younger generation is open to sharing thoughts & feelings about their own issues / experiences and discover more about the senior adults.
- Build a closer relationship between grandparents & children.





# Family Perspective Strategies: Grandparenting role

Role of a grandparent in a child's life:

§ keep in close contact and demonstrate commitment  
e.g. a weekend together, an afternoon play date, phone calls,  
find opportunities to bond

§ establish ground rules

§ express love and show concern for  
the child's safety / well-being and  
pay attention to their needs and words



# Promoting Intergenerational Solidarity: Family Perspective Strategies

## Grandparenting Activities



# Grandparenting Activities

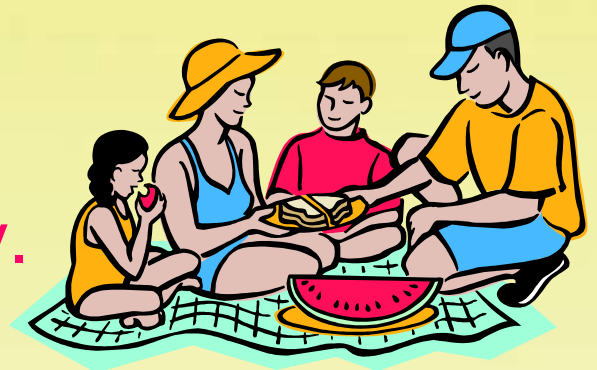
- **Go outside:** this generates lots of interesting things to talk about as children love the outdoor environment.
- **Sight-seeing:** good opportunity to share/exchange views and ideas



"Helpguide (2008)"

# Grandparenting Activities

- **Take a trip:** Create special memories with the grandchildren. After travelling, make a photo album as a memento.
- **Share interests:** engage in hobbies and activities together and learn about each other. This provides an important bonding opportunity.




"Helpguide (2008)"

# Grandparenting Activities

- **Talk about work:** pictures and stories about what the work was like.
- **Review past experiences:** share stories about what grandparents experienced when they were young.




"Helpguide (2008)"



# Promoting Intergenerational Solidarity: Family Perspective Strategies

## **Intergenerational Learning**

Skills transfer & social service programmes encourage intergenerational communications between the older and younger generations.



# Promoting Intergenerational Solidarity: Social Perspective Strategies

Horticultural activity  
Lifelong learning  
Volunteerism  
Senior Citizen's Day

# Social Perspective – Horticultural Activity

- youths learn from older adults with expertise in horticulture and benefit from help and guidance
- the middle generation acts as 'facilitators' or 'directors'
- older adults serve as 'teachers' or 'receivers' in the horticultural activities



" Ohio Department of Aging (2008)"





# Thinking time...

**How can horticultural activity promote intergenerational solidarity?**

**Write down yours answers before proceeding.**

# How can a horticultural activity promote intergenerational solidarity?

1...

ê The three generations are interdependent and gain valuable experience from involvement in the activity.

2...

ê The enjoyment of the activity and the interaction between the generations enhances the intergenerational relationship.

# Example - Horticultural Activity

## *CHappy Farming Programme*

- ê **Aim:** to strengthen cooperation and communication between the generations in a farming activity.
- ê This programme was conducted by Asia-Pacific Ageing Studies, Lingnan University and Institute of Humanities and Social Sciences in 2005.

# Intergenerational Horticultural Activity

Intergenerational horticultural activity helps young and old people learn about each other and about plants. They enjoy the process of planting and share in the pleasure and satisfaction of harvesting the crops. It narrows the gap between young people and older adults and consequently enhances intergenerational relationships.

Read further details in newspaper articles at the following link:

<http://www.cadenza.hk/training/ref/singtao.htm>

("棚嬾聽瘖", 2006)

# Social Perspective – Lifelong Learning

- Introduces elders to new learning experiences.
- Defined in a very broad sense and includes:
  - { cultural, sports, recreation, outdoor activities, hobbies, volunteer activities, professional and vocational training.
- Implementation of University of Third Age (U3A) to achieve "lifelong learning".

The Hong Kong Council of Social Service. (2008)



# More about Elder Academy

- EA was launched by The Labour and Welfare Bureau and the Elderly Commission in 2007.
- 78 elder academies have been developed in various districts and they are well received by elders.
- The Elder Academy Scheme has been extended to tertiary level. There are 7 tertiary institutions involved in the scheme at present.

# Elder Academy

Elder Academy was established to serve the following purposes:

1. to promote life-long learning
2. to promote healthy physical and mental well-being
3. to realise the objective of fostering sense of pride in elders
4. to optimise existing resources
5. to promote harmony between elders and the young
6. to strengthen civic education
7. to promote cross-sectional harmony

The following website contains extensive information about Elder Academy:

<http://www.elderacademy.org.hk/>



# 黃金歲月

Video about

**Intergenerational solidarity from family and  
community perspectives**





## Question time...

**So how does lifelong learning promote intergenerational solidarity?**

**Write down four benefits.**

# How does lifelong learning promote intergenerational solidarity?

- brings senior adult students into direct contact with children and youth
- introduces senior citizen students to various aspects of community life
- increases interactions between older adults and youths
- “live in the community, live in the group, live with young people, live in good health, live actively, live a cultural life, live with the family” (Setagaya Report, 1991, p.8)



# A Social Perspective – volunteerism

- ✓ The driving force behind many intergenerational programmes, events and activities.
- ✓ Three types of school-based intergenerational programmes:
  1. senior adult volunteer programmes
  2. students volunteering to provide services for community-dwelling senior adults
  3. use of school facilities by senior adult groups and organisations



# A Social Perspective – volunteerism

## 1. Senior Adult Volunteers in Schools

- senior adult volunteers make vital contributions to the educational and social development of students
  - e.g., intergenerational initiatives in some schools
- perform volunteer services in schools
  - examples of roles: educator, conveyor of culture, companion for school children and other youths

(Kaplan, Kusano, Tsuji, & Hisamichi, 1998)

# A Social Perspective – volunteerism

## 2. Students as volunteers

- students volunteer to provide services for community-dwelling senior adults
- students create opportunities for senior adult residents in care homes to meet and interact with youths

(Kaplan, Kusano, Tsuji, & Hisamichi, 1998)

# A Social Perspective – volunteerism


## 3. Utilisation of School Facilities by Senior Groups and Organisations

- ✦ opens up school facilities to adults in the community, and develop curricular and extracurricular activities in the school setting, thereby integrating adults into the educational process of children and youths.
- ✦ promotes intergenerational interaction.

(Kaplan, Kusano, Tsuji, & Hisamichi, 1998)

# A Social Perspective – Senior Citizen's Day

- It was established in 1979, Senior Citizens Day occurs on the **3<sup>rd</sup> Sunday of November every year**
- Aims to raise public awareness and respect for older adults and promote the concept of "active ageing".
- This website contains extensive information about Senior Citizen's Day (<http://www.hkcss.org.hk/el/scd2008/index.htm>).



# A Social Perspective – Senior Citizen's Day

- Every year HKCSS and NGOs in Hong Kong organize competitions to celebrate Senior Citizen's Day

E-card Design Competition

Slogan Competition



# A Social Perspective – Senior Citizen's Day



CADENZA A Training Programme


# A Social Perspective – Promoting Intergenerational Solidarity

- Promotion of intergenerational solidarity as mentioned in "Hong Kong Plan for Action on Ageing (Discussion Paper)" in April 2008

The Hong Kong Council of Social Service. (2008).

# A Social Perspective – Promoting Intergenerational Solidarity

- The Elderly Commission aired the concept of intergenerational solidarity in 2006 to raise public awareness of the value of intergenerational relationships within the family and society.
- The following link is a promotional video produced by "Health, Welfare and Food Bureau, Elderly Commission, (2006)"  
[http://www.isd.gov.hk/chi/tvapi/06\\_hw48.html](http://www.isd.gov.hk/chi/tvapi/06_hw48.html)



**Intergenerational Day  
(Worldwide) is celebrated  
on the first Sunday of  
October.**

# Summary of this chapter...

You should now be able to:

- understand the **importance of intergenerational solidarity**
- use the model of **intergenerational solidarity and apply it in daily situations**
- know how to **promote intergenerational solidarity** from social and family perspectives to enhance **intergenerational interactions**



# References

- Bengston, V.L., & Roberts, R.E.L. (1991), Intergenerational solidarity in aging families: An example of formal theory construction. *Journal of Marriage and the Family*, 53, 856-870.
- Bengston, V. L., Resenthal, C., & Burton, L. (1996). *Paradoxes of families and aging*. In R. H. Binstock, & L. George (Eds.), *Handbook of aging and the social sciences*. New York: Academic Press.
- Bianchi, S.M., Hotz, V.J., McGarry, K., & Seltzer, J.A. (2006). *Intergenerational ties: Alternative theories, empirical findings and trends and remaining challenges*. California Center for Population Research: University of California.
- Chan, A. C. M., Fong, F. M. S., Wong, E. H. Y. & Wong, C. H. T. (2005). *Happy Farming Programme: An Exploratory Study from an Intergenerational Perspective*. Asia-Pacific Institute of Ageing Studies, Lingnan University and Institute of Humanities and Social Sciences.
- Health, Welfare and Food Bureau, Elderly Commission, (2006). Retrieved October 21, 2008, from [http://www.isd.gov.hk/chi/tvapi/06\\_hw48.html](http://www.isd.gov.hk/chi/tvapi/06_hw48.html)
- Helpguide (2008). *Grandparenting*. Retrieved October 24,2008, from <http://www.helpguide.org/mental/grandparenting.htm>
- Kalmijn, M. (2006). *Lecture for socrates intensive program*. Tilburg University, Netherlands: Department of Social Cultural Sciences.
- Kaplan, M., Kusano A., Tsuji I., & Hisamichi S. (1998). *Intergenerational programs: Support for children, youth and elders in Japan*. New York: Albany.

# References

- Katz, R., Lowenstein, A., Prilutzky, D., & Mehlhausen-Hassoen. (2003). Intergenerational family solidarity. In: A. Lowenstein, & J. Ogg (Eds.) *Final report 'OASIS old age and autonomy: The role of service system and intergenerational family solidarity'*. Haifa, Israel: Center for Research and Study of Aging.
- Mangen. D. J. & McChesney, K. Y. (1985) Intergenerational Cohension: a comparison of linear and nonlinear analytical approaches. *Research on Aging*, 7, 121-136.
- McChesney, K. Y., and Bengtson, V. L. (1988). Solidarity, intergeneration and cohesion in families: Concept and theories. In D. L. Mangen, V. L. Bengtson and P. H. Lardy, Jr. Eds.) *Measurements of intergenerational relations* (pp. 15-30), Beverly Hills: Sage
- Ohio Department of Aging. (2008). *Problems and Concerns of Ohio Kinship Care Families: The Ohio Department of Aging's Grandparents Raising Grandchildren Task Force* . Retrieved May 16, 2008, from <http://www.state.oh.us/age/grandparents.pdf>.
- Quadagno, J. (1999). *Aging and the life course: An introduction to social gerontology*. Boston. McGraw-Hill Companies.
- Setagaya Report. (1991). *College of lifelong learning*. Tokyo: Author. <http://www.state.oh.us/age/>
- Silverstin, M., and Bengtson, V. L. (1991). Do close parent-child relations reduce the mortality risk of older parents? *Journal of Health and Social Behavior*, 32, 382-395.
- Silverstein, M., Burholt, V., Wenger, G.C., & Bengtson, V.L. (1998). Parent-child relations among very old parents in Wales and the United States: A test of modernization theory. *Journal of Aging Studies*, 12(4), 387-409.

# References

- Silverstein, M., Gans, D., & Yang, F. M. (2006). Intergenerational support to aging parents: the role of norms and needs. *Journal of Family Issues*, 27, 1068-1084.
- Steinbach, A., Kopp, J., & Chemnitz, T.U. (2007). *Explaining the frequency of contact between generations in Germany*. Working paper of the DFG Priority Program Panel Analysis of Intimate Relationships and Family Dynamics.
- The Hong Kong Council of Social Service. (2005). "學學靈離辦妮遠". [ E-card Design Competition ] Retrieved October 24, 2008, from <http://www.hkcss.org.hk/el/ecard/>
- The Hong Kong Council of Social Service. (2005). "臨鄰諳峯遜陪辦朽葶". [ Elder-friendly Shops Scheme ] Retrieved October 24, 2008, from <http://www.hkcss.org.hk/el/ecard/>
- The Hong Kong Council of Social Service. (2008). 玕瑯苔癘潔靈離鉸抵. [ The University of The Third Age of Hong Kong ] Retrieved October 24, 2008, from <http://www.hkcss.org.hk/el/U3A.htm>
- The Hong Kong Council of Social Service. (2007). 靈離濛巧鉤醺垌猥. [ Elders' appliances Invention Exhibition ] Retrieved October 22, 2008, from <http://www.hkcss.org.hk/el/scd2007/display.htm>
- The Hong Kong Council of Social Service. (2008). "譽郊紫頤篋悞". [ Enhancement of Intergenerational Solidarity ] Retrieved October 20, 2008, from <http://www.hkcss.org.hk/el/epp/booklet.pdf>
- World Youth Report (2003). *Ch 15: Intergenerational relations* . Retrieved October 27, 2008, from <http://www.un.org/youth>



# References

- 靈蘓傑鉸. [ Seniors! Let's go to schools! ] ( 2008, July). *Golden Age Magazine*.
- 靈蘓鉸抵惹靈蘓芴骸鄱脰燃濠. [ Elder Academy. Sparkling the life of older people. ] ( 2008, July). *Golden Age Magazine*.
- 汝号市篤輿禡菡粃蹶靈蘓獨算. [ 160 courses for older people to admit offered by City U and HK Institute of Education ] (2008, June 14). *Sing Tao Daily*.
- 棚嬭聽瘖誓聒氤恚媿. [ Horticultural Therapy. Relaxed and Innovative. ] (2006, December 6). *Sing Tao Daily*.