



S.T.AGE

SOCIO-DRAMA TACKLING AGEISM, PREVENTING ABUSE



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DISCOVER THE RESULTS OF THE PILOTING OF THE “RESPECT TO PREVENT” TRAINING PROGRAMME

The S.T.AGE project partnership has released a new E-Report, based on the piloting experience of the programme “Respect to prevent”, an education programme designed to provide new learning opportunities in the field of human rights and empathy to prevent abuse. Creative tools such as the socio-drama were at the core of this programme. These tools were used to overcome issues associated with traditional learning methods such as the taboo nature of the topic and the difficulties target groups have moving from knowing about elder abuse to adopting practices that empower older people to activate their human rights and prevent elder abuse.

The “Respect to prevent” programme is based on the theory of Generational intelligence. This approach acknowledges that generational identities exist between socially and self-defined age groups and as a consequence similarities and differences, as well as conflict and solidarity, can develop between those groups. Biggs and Lowenstein (2011) propose the concept of generational intelligence as way of understanding elder abuse. Generational intelligence is specifically the ability to reflect and act on an understanding of one’s own and others’ life-course, family and social history, within its social and cultural context. Biggs and Lowenstein (2011) argue that this lack of awareness of generational complexity culminates in treating people from the older generation as not having the same rights as the rest of society. Relationships are viewed as an intergenerational space. To become generationally aware or intelligent, one must become aware of one’s personal generational identity, building empathy towards persons from other generations by understanding their values and needs, and also acting in a way that takes into account generational differences. Shifting from conflict to solidarity between generations requires compromise and the equal recognition of priorities, not only within families, but also in care settings. The “Respect to Prevent” programme aims to increase generational intelligence among participants as a mean to prevent elder abuse. It works by increasing empathy among care workers for the people in their care and by empowering older people to refuse to accept poor treatment. More specifically, as far as older people are concerned, the aim of the workshops is to support them to better understand their human rights, enabling them to recognize abusive behaviour, overcome their fear of repercussions and give them the confidence to take action. The goal for formal carers is to build empathy and respect to broaden their understanding of ageism and promoting self-care.

After the development of the “Respect to prevent” education programme, the project moved to the testing stage. In each country the “Respect to Prevent” programme was piloted in three settings, involving almost 130 staff members and over 100 care recipients.

In general, workshops have been well received by both staff members and care recipients. Participants liked the methodology used and felt they have improved their capacity to recognize human rights violations in residential care setting.

For professionals the workshops has been an opportunity to put themselves in the shoes of older persons and to reflect about human rights in their workplace. For example, an Italian staff participant commented, “I go to bed when I want, they do not, we decide it for them, we get them up without even asking, to go to the bathroom they have to wait”.

For older persons, the workshop was an opportunity to reflect on their own rights, such as dignity, autonomy and voice: “it is difficult to complain or to ask to be treated differently....fear to be a burden, or to find me alone and no one to help me”.

The programme for professionals was evaluated using, among other instruments, the Fraboni Scale of Ageism ¹, a psychometric tool that measures the affective component of ageist attitude and includes 3 subscale measures

- Separation and avoidance
- Stereotypes
- Affective attitudes and discrimination

The post-intervention evaluation, assessed with a Control Group, showed significant difference in Affective attitudes and discrimination, [F(1,179)= 7.12, p = 0.008].



To download the full report, please click here
<http://www.combatingelderabuse.eu/?download=637>

¹ *Fraboni, M., Saltstone, R., Hughes, S, 1990

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