

RESILIENCE
a key skill for education and job



Education and Culture DG

Lifelong Learning Programme

2013

WP2 Country Analysis Report

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*Resilience – the ability to exercise
constructive life skills and to meet
the challenges of life.
A summary of country reports.*

 folkhälsan


SwayWay

4.10.2013

RESILIENCE WP2 SUMMARY OF COUNTRY ANALYSIS

This document compiles the central points of the country reports. It is a descriptive document not analytical. The report represents what is considered the main points of the various reports as seen through the six questions for the work pack (WP2):

- A. Summary of existing figures within national adult education systems concerning national perception of resilience or other related terms.
- B. Strategies for implementation of emphasizing strengths and capacity that support physical, social, mental and spiritual wellbeing in the educational curricula in adult and lifelong learning education.
- C. Activities of non-governmental sector concerning the introduction of resilience into lifelong education (associations, foundations, campaigns, projects, etc.).
- D. Brief description of courses, seminars, workshops for wide public and for expert public with focus on methodology and target groups (both commercial and non-profit).
- E. List of possible stakeholders who are responsible for educational content within the educational structures.
- F. List of literature in national language concerning resilience.

During spring 2013 each country in the project submitted reports that varied from 4 to 16 pages in length. In order to compress the information we have summarized the information here. Each country was asked to check if they felt that the essence of the country report is presented sufficiently, and asked to give feedback including some additional info via Google+ questionnaire made for the specific purpose. We also asked each participant to put resilience in the context of their national culture and history based on the discussions that took place during the Bornholm meeting. Based on comments and feedback on the preliminary WP2 report and the e-questionnaire (summer 2013) we completed an overall analysis. Participants can make substance comments til September 5st. The final WP2 report is presented by October 1st.

Since we agreed in Bornholm to give the WP2 a Pan-European perspective, we included a question in our e-questionnaire: what are the strengths and variations in a European perspective? The feedback was given while the thoughts were fresh and we could still taste Stefanos pasta, feel the companionship in the group and see the sea and meadows of Bornholm in our minds. We asked participants to take another perspective on their National report, to identify the strengths of their country in a *salutogenic spirit*. When looking upon it all; which are the opportunities to develop a collective resilience? These thoughts are addressed at the end of each country report. The WP2 report identifies and produces a comprehensive overview of existing actions and projects in the field of resilience in each country. A comprehensive overview of existing research and literature in the field of resilience has also been gathered. Since this report is a just a summary, please see the national country reports for additional information on literature, examples and stakeholders.

AUSTRIA

In a country analyses, the field of semantic meaning of both the international English and scientific term resilience and the German direct or non-literal translations should be considered, as the German word of “Resilienz” cannot be seen as being completely identical with its translations such as “Widerstandsfähigkeit”. Most commonly, the term is in Austria used in the field of economy, where a number of projects with substantial outreach and funding has been implemented, using either the English term of resilience, or the German literal translation or rather form “Resilienz”. An example is the project “Resilienz Österreich – Bewertung der Verwundbarkeit österreichischer Regionen 2020/2050” that explores the vulnerability of Austrian regions in regards to socioeconomic terms.

- A. Summary of existing figures within national adult education systems concerning the national perception of resilience or other related terms:** Reference to national websites, seven (7) are listed websites. In the report actual problem statement numbers are not given. **Resilience at work:** In Austria there is some training providers who offer resilience trainings for adults. Mainly these courses are targeting at people who are decisions makers having personnel responsibility. Often these trainings go together with so called resilience coachings. But again these offers are aiming at managers and persons having managerial responsibility.
- B. Present national strategies for implementation of emphasizing strengths and capacity that support physical, social, mental and spiritual wellbeing in the educational curricula in adult and lifelong learning education:** The major government-funded public health platform “Fund healthy Austria” (Fond Gesundes Österreich” that can best be seen as representing public health strategies) presentation of the term reflects an increased governmental and public interest in the psychological interpretation of the term and proposes a definition as a capacity that can be learned: Resilience as ability to resist or adapt to stress us all risks that are detrimental to health. Resilience is therefore the result of repeated success in coping- dealing with stress can therefore be learned”.
http://www.fgoe.org/der-fonds/glossar/resilienz/view?set_language=en
Widerstandsfähigkeit oder Anpassungsfähigkeit gegenüber Belastungen oder Risiken. It is therefore part of the funding scheme of this key institution.
<https://www.gesundheit.gv.at/Portal.Node/ghp/public/content/psyche-und-seele-ressourcen-coping.html> The more recent government public health web platform dedicates a whole page to the concept, underlining its importance: “Resilience is the magnitude of the resistibility which enables to stand firm to negative influence without developing a psychic disturbance. Therefore Resilience delivers an explanation of it, why somebody masters a heavy crisis without breaking down.” A number of especially master thesis level publications of Austrian Universities and Institutions of secondary learning, especially but not limited in to the social sciences have been completed, especially in Vienna, Graz and Innsbruck. Theses have been focusing on the different areas of interest for the description of processes and interventions in regard to resilience, indicating the acceptance of the subject in higher adult education, while the spread of institutions

(including educational sciences, political sciences, social work) indicates a firm embedding in the educational discourse of the country.

- C. Present activities of non-governmental sector concerning the introduction of resilience into lifelong education:** The European network on resilience is also present in Austria with their definition of the concept: "Resilience is a new, upcoming concept, the Latin word *Resilire*' means to jump back or also to bounce back. One is resilient, who can react adaptably to change and, besides, is able to avert a damage and use opportunities. Resilient thinking helps to develop a constructive contact with a more tumultuous becoming future. Resilience measures serve to master the present big changes in a better way". The term is also discovered in the context of the, sociologically still strong, traditional Catholic religious counseling movement, here the old German word "Seelenkraft" (lit. strength of the soul) is apparently seen as an identical or closeterm. This is relevant as church services in Austria are important in educational systems, besides their role in the provision of direct counseling services that indicates a need of training for counselors that in the church system might have different (lay or clerical) backgrounds. Reference to three NGOs websites.
- D. Brief description of existing courses, seminars, workshops for wide public and for expert public with focus on their methodology and target groups:** Seven are mentioned including websites most of them representing various disciplines from applied education to psychotherapy over to medical and nursing science.
- E. List of possible stakeholders who are responsible for educational content within the educational structures:** More than 20 described including details and websites.
- F. List of literature in national language concerning resilience:** Twenty six (26) up to date German language books (some translations) listed, and 14 websites (see country report).

RESILIENCE IN NATIONAL CONTEXT: In Austria the phrase "God helps those who help themselves" is a popular motto that emphasizes the importance of self-initiative. In German this idiom finds shape for the first time with the baroque writer Justu Georg Schottelius (1612-1676): „ Mensch, hilf dir selbst, so hilfet Gott mit“.

In Friedrich Schiller's play *Wilhelm Tell* (1804) Gertrud Stauffacher asks her husband Werner to make a stand against the tyranny of the imperial bailiwick with the following request: „ Dem Mutigen hilft Gott“(God helps the brave). Gottfried Keller (1819-1890) gets to the heart of the view of his Swiss Calvinistic confederates in his novella "Das Fähnlein der sieben Aufrechten" in a rather humoristic and ironic manner when saying: „... sooft das Vaterland in Gefahr ist, fangen sie ganz sachte an, an Gott zu glauben; erst jeder leis für sich, dann immer lauter, bis sich einer dem andern verrät und sie dann zusammen eine wunderliche Theologie treiben, deren erster und einziger Hauptsatz lautet: Hilf dir selbst, so hilft dir Gott!“ (...whenever the fatherland is in danger, they quite gently start believing in God; first everybody does so for himself quietly, then more and more aloud, until one entrusts himself to the other and they then carry on a strange theology together whose first and only main clause is: "God helps those who help themselves ". Now a trend to a logical and atheistic variation of this topic is present in book titles like „Hilf Dir selbst, sonst tut es keiner“ (Help yourself otherwise no one

will do it), “Die Kunst, glücklich zu leben” (The art of living happily) or “Krebs - Hilf Dir selbst, sonst hilft Dir keiner (cancer – help yourself otherwise no one will help you.).

Another very famous idiom in Austria is: “Jeder ist seines Glückes Schmied”. (“Every man is the artisan of his own fortune” or “Every man is the architect of his own fortune”) Appius Claudius Caecus was a Roman politician from a wealthy patrician family. He was dictator himself and the son of Gaius Claudius Crassus. In 280 BC, after he had gone blind (because of a curse, according to Livy), he gave a famous speech against Cineas, an envoy of Pyrrhus of Epirus, declaring that Rome would never surrender. This is the earliest known manuscript of a political speech in Latin, and is the source of the saying "every man is the architect of his own fortune" (Latin: *quisque faber suae fortunae*). The 19th century rise of romanticism, Romantic nationalism and trends in valuing popular culture revived interest in fairy tales, which had otherwise been in decline since their late-17th century peak. In Germany a popular collection of tales by Johann Karl August Musäus had been published between 1782 and 1787; the Grimms aided the revival with their folklore collection, built on the conviction that a national identity could be found in popular culture and with the common folk. They published tales they decided were a reflection of German cultural identity.

A very well-known fairy-tale of Germanic origin is Hans in Luck (German: Hans im Glück) recorded by the Brothers Grimm. Hans worked hard for seven years but wishes to return to see his poor mother. His master pays him his wages which amounts to a lump of gold the size of his head. Hans puts the gold in a handkerchief and starts out on his journey jogging but soon becomes tired. He spots a rider on horse back and seeing the ease at which the horse travels he offers to exchange his lump of gold for the horse. Happy with the exchange, the man gives him the horse and Hans rides off. The horse bolts and Hans is thrown from the animal, whereupon he meets a shepherd who convinces Hans to swap his horse for a cow. Telling Hans that a cow can provide milk, cheese and butter and is of more leisurely company. Hans takes up the offer and takes the cow and continues on with his journey only to find that the cow is dry and not producing milk as he had been told.

Disgruntled with the cow, Hans meets a butcher who he exchanges his cow for pig. Thanking the butcher for the pig Hans setting off jogging again, hopeful he has now found an ideal travel companion. Alas, Hans meets a countryman who informs him that the pig is owned by the squire and he is in danger of being caught for taking the squire's pig. Hans takes the countryman's goose in exchange for his pig, happy that it will provide a good roast and a supply of goose fat. At the next village Hans sees a scissor-grinder and explains his story to him. The scissor-grinder offers him a grindstone for his goose arguing that a grindstone will provide a source of income. Hans happily exchanges the goose for the grindstone. He continues on his way, but is tired by the grindstone and is short of money for food. Hans stops for a drink on the banks of a river, the grindstone falls into the deep water and is lost. Hans is happy to be rid of the heavy grindstone and being free of all troubles. He walks on to his mother's house and recounts his lucky tale.

GREECE

A. Summary of existing figures within national adult education systems concerning the national perception of resilience or other related terms: According to the Eurostat Greece presented the highest recession in EU (7.2%) with the Portugal being the second highest (3.4%) Therefore, the strengthening of development policies, including the LLL actions, is the only way to progress in Greece. The Hellenic Association of Positive Psychology conducted two surveys, the first in 2008 - 2009 and the second in late 2010, on the Greek population which resulted in important conclusions about the factors that determine the psychological resilience. Identity: The survey was conducted in 2008-2009 with 5,265 participants aged 17 to 60 + years and the second in 2010 to 2,701 participants from 17 years to 60 +. It covers the whole range of educational and economic status, marital and employment status. According to the findings:

- One in two Greeks have symptoms of depression
- One in four have depression and anxiety
- One in three has anxiety
- Amongst those who were affected by the crisis (47% of the population), 59% have depression and 50.7% shows stress - stress
- Women are affected to a greater extent than men
- Young people with higher rates of depression have a direct impact on productivity and performance
- Many of those who experience more positive feelings, have less depression and anxiety. While living in the same environment, experiencing positive emotions protected against depression.
- Those who experience positive emotions have more mental toughness and have learned to recognize their environment, even though they live negative events.

Experiencing positive emotions is possible, regardless of the external environment, when people:

- Recognize that they have the ability to feel positive emotions
- Recognize the positive feelings in their daily lives
- Learn to "generate" positive emotions
- They know themselves, their personal values and how to create positive feelings
- They give meaning to their lives

According to [1] the 3% of the Greek population aged 25-64 have participated in Lifelong Learning activities. This value is the lowest among the EU-17 countries and fifth lower among the EU-27 countries:

- Low participation of people aged over 55

- Low participation of workers, farmers and craftsmen in comparison to the executives and bank staff
- Double participation of people from urban areas in comparison to people from suburban and rural areas
- Higher participation of well-educated people in comparison to low- educated people.
- The feasibility of development, intensification and improvement of quality of LLL activities
- emerges with additional plotting the following data (2010):

Greece today (data 2010-2012)	Prediction for 2020
The percentage of low achievers in basic skills is 27.7%.	The proportion of jobs requiring low skills is expected to decline in the EU in less than 10%.
The percentage of people aged 18-24 who drop out from education and training is 14.2%.	
Participation in continuing vocational education is 14%. The unemployment rate for the total population is 23.6% (second quarter 2012 versus 16.3% in the corresponding quarter of 2011)	The proportion of high-skill jobs is expected to increase by 2020 to 30% of all jobs.
The rate for people who have completed basic training (High school) is 25.7%, while for those who hold a Master's or doctoral degree the rate is reduced to 12.9%.	
84% of people regularly use the Internet, while 81.8% did not have satisfactorily skills to use the internet.	

Notification: in Greece there is an enormous gap between needs as related to the actual implementation of LLL.

B. Present national strategies for implementation of emphasizing strengths and capacity that support physical, social, mental and spiritual wellbeing in the educational curricula in adult and lifelong learning education: The national strategy includes the following definitions regarding the terms of “Lifelong learning” and “Lifelong counseling”:

- “Lifelong learning”: All forms of learning activities during a person’s life that are aimed at the acquisition or development of knowledge, skills and abilities, which contribute to the formation of an integrated personality; the individual’s vocational integration and development; social cohesion; the development of the ability of active citizenship and

social, economic and cultural development. It includes formal education, informal education and informal learning.

- “Lifelong counselling”: The scientific assistance, support and empowerment provided to people within the context of lifelong learning, in order to specify and achieve their personal professional goals.
- No specific aims or targets have been defined regarding educational curricula in adult and lifelong learning education and no specific national implementation strategy.

C. Present activities of non-governmental sector concerning the introduction of resilience into lifelong education: SIX (6) SUB ORGANISATIONS IDENTIFIED, ONE CAMPAIGN, ONE PROJECT.

D. Brief description of existing courses, seminars, workshops for wide public and for expert public with focus on their methodology and target groups: FOUR TO FIVE DESCRIBED BOTH PROFIT AND NON PROFIT.

E. List of possible stakeholders who are responsible for educational content within the educational structures: EIGHT DESCRIBED INCLUDING SEVERAL WEBSITES.

F. List of literature in national language concerning resilience: Fourteen (14) SCIENTIFIC ARTICLES (SOME IN GREEK), two books, 3 online articles, newspapers, 3 blogs. ESSENTIAL READING: Annual Report on the Life Long Learning in Greece 2012. General Directorate for Lifelong Learning (see country report).

G. RESILIENCE IN NATIONAL CONTEXT: There is no specific word or expression like “Perkele”. There is the habit to swear / revile or using some “f” begin words or expressions when dealing with situation that we had to overcome in personal and physical level. In Greece there are sayings like “You recognize the good captain in a heavy storm” which is similar to the “SISU” concept and is used to emphasize that “I can overcome the forthcoming difficulties” during discussions. When facing situations in which there is no control on them, there is no way to change the situation, humor is conscripted, but not the typical phlegmatic British humor, more like sarcasm and commenting by using clever and funny comments accompanying with laugh in order to keep the moral high and the spirit fresh.

Another common expression is “Greece never dies”. It comes from a popular traditional song with lyrics “Greece never dies, does not obscure any bullying, only shortly rests and walks again to the glory” based on history and the accumulated cultural capital. The historical difficulties met during the 20th century (2 Balkan wars, 1 national disaster, 1st and 2nd WW, 1 civil war, 1 military junta) provides the sentiment at national level that any crisis will end and new prolific cycle will begin. Traditional songs and dances are some main means for building collectivity, moral and resilience and transferring them from one generation to the next one.

ICELAND

Research shows that not many studies of resilience have been made in Iceland but many related terms have been examined. The focus will be on secondary education, university education, adult education and training, dropouts, public health and students' well-being. Resilience is quite a well-known concept in the Icelandic language as "seigla" and it is common knowledge that people must possess resilience in order to succeed in life and be able to resist serious threats to their adaptation or development.

- A. A summary of existing figures within national adult education systems concerning the national perception of resilience or other related terms:** Data based on a study January to April 2013 undertaken by the Icelandic team. The Icelandic total population is 330.000. According to Jonasson and Blondal (2011) early school leaving is more common in Iceland than in many other OECD countries but some individuals return to complete it later.

OECD statistics from 2012 estimate that an average of 84% of today's young people in the OECD countries will complete an upper secondary education in their lifetime. In Iceland, 88% of the population complete an upper secondary education, putting Iceland a little higher than the OECD average figures. Of these 88%, there are 69% who complete their education when they are less than 25 years of age and 19% who are 25 years old and older. Of those who begin university programmes in Iceland only about 2/3 of them complete their education. More women participated in seminars and courses outside the formal school systems than men during the years 2004-2010. Furthermore, there seems to be a tendency that fewer individuals seek seminars and courses after the financial crisis in Iceland in 2008. Iceland has a tradition of people working very much and also a history of low unemployment. Most students from an early age work during the summer months and for decades there have been enough jobs for anyone who wants to work. The unemployment rate used to be quite low but the financial crisis had a great impact on the unemployment situation and the rate of unemployment has risen considerably. Unemployment has been almost unknown until few years; this had a great impact on the unemployment situation in the country. If this development continues it might affect the welfare and well-being of the population in the future. On-going unpublished study by Sigrun Adalbjarnardottir is currently doing a long-term research; Risk behaviour and resilience in young people.

- B. Present national strategies for implementation of emphasizing strengths and capacity that support physical, social, mental and spiritual wellbeing in the educational curricula in adult and lifelong learning education:** The Iceland 2020 - governmental policy statement for the economy and community, from the Prime Minister's office, Iceland aims to become a dynamic society capable of protecting its welfare in a manner that is sustainable and serves all members of the community by the year 2020. Target on long-term unemployment, strengthen social participation and the active inclusion of all citizens, gender perspective and strengthen social infrastructure of welfare services, the education system and culture.

C. Present activities of non-governmental sector concerning the introduction of resilience into lifelong education: The introduction of resilience into lifelong education by the nongovernmental sector can be described by the activities of the Lifelong Learning and Adult Education Centres in Iceland: The National Association of Lifelong Learning and Adult Centres KVASIR with 10 centres stationed all around the country. KVASIR has the goal to guide and educate individuals to live their lives to the fullest; MIMIR in capital offers courses with main goal to improve people's skills and thus their situation on the labour market through multiculturalism and leisure activities, education for the labour market, career guidance and rehabilitation; VIRK the Icelandic Rehabilitation Fund helps individuals to increase their activities by promoting *Vocational Rehabilitation (VR)*, including *Return to Work (RTW)* and other interventions; Medical rehabilitation Centre JANUS focusing on working with the individual with a holistic view of health and his or her prospects for the future.

D. Brief description of existing courses, seminars, workshops for wide public and for expert public with focus on their methodology and target groups: Many courses and seminars are offered within the lifelong learning system where the curriculum meets the needs of the individual and value prior learning and experiences. Examples are:

Aftur í nám - "Back to Study"; the main emphasis is to enhance the probability of adults to complete some kind of education.

Sterkari starfsmaður - Upplýsingatækni og samskipti - "A Stronger Employee - IT and Communication"; for those who have been out of work for some time. *Grettistak* - A rehabilitation educational opportunities for individuals.

E. List of possible stakeholders who are responsible for educational content within the educational structures:

- Central is **The Ministry of Education, Science and Culture**, about 20 other listed including websites.
- **Association of Educational-Vocational Counsellors** (Icel.: Félag náms- og starfsráðgjafa). This association has a forum online where matters concerning the profession are posted.
- **Kvasir is an Association of Lifelong Learning and Adult Education Centres. Qualified members are regional lifelong Learning and Adult Educational Centres in Iceland that operate in the field of adult education and other projects according to a contract with the Ministry of Education, science and Culture. The centres are 11 and spread around the country.**
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- **Upper Secondary Schools.** Within the formal educational system adults have the opportunity to study through distance education in 91 upper secondary schools in Iceland.

- **Other institutions & Service Centres:** Icelandic municipalities run educational and service centres that serve people with the least formal education. The municipalities operate service centres that offer counselling service for individuals and families and recreational counselling. Educational and vocational counsellors work in the service centres: **Mimir-Centre for Lifelong Learning**, <http://www.mimir.is>; **The Ministry of Education, Science and Culture**, website: <http://www.menntamalaraduneyti.is>; **Janus - Medical Rehabilitation Centre**, website: <http://www.janus>; **VIRK - The Icelandic Rehabilitation Fund**, website: <http://www.virk.is>.
- F. List of literature in national language concerning resilience:** About 15 listed (see country report).

RESILIENCE IN NATIONAL CONTEXT: Iceland was settled by Vikings and heathendom from Odin, Thor and Freyja was their wisdom. The Icelandic people of today still look to this wisdom to learn from it and knowledge of old times has been handed down from one generation to another. Hávamál is one of the so-called Eddaic poems and is sometimes called The Wisdom of the North. This poetry has given insight into the heathen world with the philosophy that each individual was responsible for his own life, shaped his own fortune or misfortune and created a life for himself from his own resources. Although more than a thousand years old, this poetry could have been written nowadays:

Moderation and Prosperity

Moderately wise
a man should be
not too craft or clever.
The best of lives
is lead by those
who know the measure of many things.

SWOT Strengths, Iceland is the smallest economy in the world to have its own currency and a flexible exchange rate. Flexibility has been considered both to be its weakness and strength. Iceland is also considered to have very good educational and health system. Freedom of the press is of great value. Furthermore, the country's financial regulation and supervision is generally considered efficient. Weaknesses, High school dropout rates need to be reduced both through social and academic measures. Strong links between upper secondary schools and vocational training are important. Systematic training needs to be bolstered to enable individuals, who may have dropped out of their studies or lost their jobs, to improve their skills and qualifications. Those who, due to illness, disability, age or social circumstances, are unable to play an active role in society need to be provided with the appropriate services and assistance that will enable them to help themselves. Threats, Individuals risk long-term unemployment after the financial crisis 2008. In a period of economic downturn, it is more important than ever to ensure that plans are in place to strengthen social participation and the active inclusion of all citizens, in addition to boosting the social infrastructure of welfare services, the education system and culture. Opportunities, Green business activities constitute one of the greatest opportunities for Iceland over the next decades. To fully avail of it, some thoughts needs to be given to infrastructure, human resources, the environment, the sustainable use of resources, and the tax environment, as well as environmental research and

development. There is a particular need to consider the role of the educational system to ensure that young people and the unemployed are provided with educational opportunities in areas where there is potential for growth and a shortage of personnel.

ITALY

As general remark in terms of applied educational initiatives, resilience in Italy is still not very well spread concept although interest is rising for both non-commercial and commercial courses. The country report has been developed with the aim of documenting stakeholders' knowhow and initiatives with a wide geographic coverage, taking into considerations experiences and across Italy, from north to south a cross-sectoral approach, ranging from higher education to informal education providers is adopted. Italian strategy connected to EU and WHO strategies.

A. A summary of existing figures within national adult education systems concerning the national perception of resilience or other related terms: Italian adult educational paths via a national network administered at national, regional and local level composed by:

- Permanent Territorial Centres (CTP) n° 529
- Evening courses institutions n° 798
- Jail schools n° 253

Nearly 350K adults attend at national level free educational pathways in the following fields:

- Cultural alphabetization
- Attainment of secondary education first cycle certificate
- Courses for linguistic and social integration of foreigners
- Modular functional alphabetization
- Attainment of professional or secondary education certificate

Detailed examples are given of regional programmes Research on Education from Emilia Romagna, Puglia. Recent research shows that an improved methodological framework is required in active measures for health promotion and resilience.

B. Present national strategies for implementation of emphasizing strengths and capacity that support physical, social, mental and spiritual wellbeing in the educational curricula in adult and lifelong learning education: The Ministry of Education states “compulsory education aims at attaining the full development of the individuals in building their identity, fostering positive and meaningful relationships and supporting the natural and social interaction with the outside world.” The objective is how to change and reform the school system in order to support youngsters and adults in this educational process to develop competence and ability for working life consider individual needs and form a basis for life long learning. The main methodological innovation is focused on the integration of different dimensions of education and contents rather than individual focus. Learning as a therapy: To promote a

new legitimacy of education and its role in the perspective of fostering an interaction and cooperation with other disciplines in order to ensure stronger and more positive results. Focus on both people and institutions (Setting approach). Building resilience needs a concerted effort provided by a multidisciplinary group of experts which should ensure the following actions:

- Understanding the individual via functional, educational, psychosocial, longitudinal diagnosis in order to describe the functioning of daily life, areas of activity and social participation, barriers and facilitators of reorganization processes (ICIDH and ICF)
- Languages and shared codes
- Analysis of the situation, data and history collection, discovery of (latent and known) resources
- Start of a process aimed at development of coping, empowerment, resiliency
- Implementation of an educational process aims at fostering self-esteem, coherence, competencies via different educational tools, methods, models.

C. Present activities of non-governmental sector concerning the introduction of resilience into lifelong education:



Social Cooperative “Terra di Resilienza”

“Terra di Resilienza” is a Social Co-operative made up of young people living in Cilento (province of Salerno-Italy) that deals with social farming and ecotourism. Has adopted a model of sustainable local development to achieve professional and existential aims, working under the umbrella of Resilience. The social cooperative promotes a number of educational activities, mainly for schools and youngsters, within their “educational farm”.

Municipality of Monfalcone

With the initiative “HR2 - Human Resources/High Resiliency”, the Equal Opportunity department of the Town Hall of Monfalcone, in cooperation and synergy with other two local municipalities working on:

Resilience to compete: addressed to female entrepreneurs

Resilience to resist: addressed to female artisans

Resilience to answer: self-empowerment and motivational activities

Two additional examples included

D. Brief description of existing courses, seminars, workshops for wide public and for expert public with focus on their methodology and target groups: Eleven examples given including websites.

- E. **List of possible stakeholders who are responsible for educational content within the educational structures:** Fifteen listed.
- F. **List of literature in national language concerning resilience:** Twenty eight listed (see country report).

RESILIENCE IN NATIONAL CONTEXT: no comments registered in Google+ e-questionnaire

UNITED KINGDOM

Research has shown that the focus for using resilience theories in the UK has been on helping children and families often living in deprived communities; on helping the unemployed in disadvantaged communities; in universities to reduce high dropout rates particularly in the first year and in the workplace to develop resilient individuals and organisations in difficult economic circumstances. It is in these areas that there is a higher perception of resilience and wellbeing.

- A. **A summary of existing figures within national adult education systems concerning the national perception of resilience or other related terms:** To understand the context in the UK, it is useful to look at statistics relating to the problems which a resilient approach can help to address. According to OECD statistics (2013) around 18 per cent of young people in Britain failed to remain in education beyond the standard school leaving age of 16. This is only slightly lower than the average drop-out rate among 35 developed nations, which stands at 19 per cent. Students from low socio-economic backgrounds were twice as likely to be low performers, implying that personal or social circumstances are obstacles to achieving their educational potential. In the report, *Equity and Quality in Education (2012)*, Britain was placed 25th out of 35 countries in terms of the number of adults who failed to stay in education up to the age of 18. Parents and families play a crucial role in helping young people to form realistic and ambitious aspirations for their future. Low self-esteem was identified as common particularly for students from disadvantaged backgrounds. Schools have a key role in identifying and supporting pupils who are at greatest risk of disengagement and ensuring that they receive the support and advice they need to move on into a successful post-16 destination. The workplace: The UK continues to perform poorly compared to other countries such as the US, France and Germany (OECD, 2013) in terms of lower productivity. Almost a fifth of the gap with key competitors is explained by lack of skills in the working age population and leadership and management practices. Increasing participation in adult education and skill development including resilience approaches could make a significant contribution to economic growth. Field research showed that wellbeing as a term, in association with health, appears to be more widely recognised than resilience. There was some confusion about what resilience means with the most common definition being the ability to bounce back from adversity. Emotional intelligence was also perceived to be closely linked to resilience.

B. Present national strategies for implementation of emphasizing strengths and capacity that support physical, social, mental and spiritual wellbeing in the educational curricula in adult and lifelong learning education: UK Resilience Programme (UKRP): In line with the 'Every Child Matters' agenda which stressed the duty to promote students' wellbeing, the UKRP (Department for Education, 2011) was conducted between 2007 and 2010. Whilst the programme was aimed at a younger age group (11-12 year olds), the findings are useful when considering integrating resilience into adult education. **Healthy Further Education:** In 2008, a Healthy Further Education (FE) programme was funded by the Department of Health and delivered in partnership with LSIS (Learning and Skills Improvement Service). According to the FE Steering Group, the aim was "to create a learning environment where positive wellbeing is the expectation for all to produce learners and staff who are confident, healthy, safe, emotionally resilient and personally fulfilled." There is a Healthy Further Education Award from the Director of Public Health for colleges which meet health and wellbeing criteria. **Health and wellbeing initiatives at work:** 'Health, Work and Wellbeing' is a Government initiative which began in 2005 to protect and improve the health and wellbeing of working age people involving employers, unions, healthcare professionals and other partners. A range of resources and case studies are available on the website to help more people with health conditions to stay in work or enter employment. **Health and wellbeing boards:** From 1st April 2013, local authorities will be responsible for public health. Health and wellbeing boards have been established with representatives from education, the National Health Service, the private health sector, local government and charities to implement local strategies for positive health promotion and training. **Other resilience strategies:** A report 'Improving Young People's Lives: The role of the environment in building resilience, responsibility and employment chances' (Department for Education, 2010) Another report 'Teaching approaches that help to build resilience to extremism among young people' (Department for Education, 2011).

C. Present activities of non-governmental sector concerning the introduction of resilience into lifelong education:

- **Resilience organisations and charities** The **BoingBoing** organisation works with young people, families and adults from disadvantaged backgrounds using resilience theories to help them bounce back when facing difficulties. The **Centre for Confidence** in Glasgow, Scotland has worked with Napier and Glasgow universities to introduce positive psychology, confidence building and personal development initiatives with students and teachers to improve attainment and reduce dropouts.
- **Young Foundation working with Mind**, the national mental health charity, has developed a resilience intervention for the unemployed in economically disadvantaged communities called 'Who is going to employ me?' The Young Foundation has also researched the concept of developing community resilience in the current climate of austerity and public sector cuts:



- The report '**Rowing against the tide: making the case for community resilience (December 2012)**' clarifies the definition of community resilience, draws on examples of communities in Spain and Sweden, considers migrants within communities and challenges the concept that little or no state intervention is needed. Three scales that contribute to community resilience are considered:
 - Self: the way people feel about their own lives.
 - Support: the quality of social supports and networks within the community.
 - Structure and systems: the strength of the infrastructure and environment to support people to achieve their aspirations and live a good life.
- The University of Manchester Neuroscience and Psychiatry Unit is currently conducting research into **why some adults are more resilient whilst others become depressed** when faced with difficulties and possible interventions to prevent and treat depression. Research by Windle, Bennett and Noyes (2011) reviewed **nineteen resilience measures and concluded that there was currently no 'gold standard.'** There is a growing interest in developing resilience training in response to the ageing society and how people cope with ill health.
- **Resilience at work** there has been a growing interest in developing resilience at work in challenging economic times. The entire issue of 'Counselling at work' (Winter 2012) is dedicated to the topic. In their article 'The challenge of stress in turbulent times' Weinberg and Cooper (2012) explain how resilience can provide 'a psychological buffer' and 'internal locus of control' along with an optimistic approach to create opportunities from challenges. Jane Drapkin explains in 'Being resilient' how resilience at work may be 'the most effective way to maintain and increase an employee's productivity and commitment to their organisation, whilst also promoting their mental, emotional and physical health.'
- **Emotional Intelligence 4 Change Ltd** offers an approach which builds resilience and emotional intelligence. The concept and benefits of a resilient approach are explained in their 'lightbulb' moments. Robin Hills and Doug Haynes (2013) offer a visual concept of 16 'images of resilience' or metaphors to help individuals and teams consider their resilience in terms of developing skills and qualities, exploring change and relationships and planning for the future.

D. Brief description of existing courses, seminars, workshops for wide public and for expert public with focus on their methodology and target groups: Seven examples given.

E. List of possible stakeholders who are responsible for educational content within the educational structures: Stakeholders and decision makers (public bodies responsible for financing national and regional training measures, local authorities, community organisations and NGOs) Six (6) mentioned. **Training & education institutions, counsellors and training professionals** who run vocational courses and studies, language courses, IT courses, courses for the unemployed, migrants, etc. Nine (9) listed.

F. List of literature in national language concerning resilience: More than 30 examples listed (see country report).

RESILIENCE IN NATIONAL CONTEXT: Research in the UK showed that 'resilience' was mainly interpreted as the ability to bounce back in difficult times. We have sayings such as 'rowing against the tide' and 'true British spirit' which convey this sense of toughness and ability to make the best of things - even when it is pouring with rain! There is also a saying 'stiff upper lip' which reflects the perceived national characteristic of being reserved and hiding emotions which can be a barrier to emotional wellbeing.

In the report, there is seen to be a growing interest in resilience research and training. Universities, charities, local authorities and training organisations are applying resilience theory to develop young people, families and communities. Local health and wellbeing boards are trying to develop positive health promotion strategies and this presents a good opportunity for developing collective resilience. Resilience training is also quite well developed in the workplace and there is a good opportunity to expand this and use the techniques in other areas of need such as with the unemployed.

FINLAND

Finland's education system has characteristics consisting of uniformity, free education, school meals and special education by using the principle of inclusion. The Youth policy designed by the Ministry of Education and Culture improves the conditions in which young Finns live and grow by supporting young people's active citizenship; empowering young people socially, and by improving young people's living conditions.

- A. A summary of existing figures within national adult education systems concerning the national perception of resilience or other related terms:** examples, statistics & reflection below:
- **The national Advisory Council for Youth Affairs (Nuora)** consultative body attached to the Ministry of Education and Culture. It produces information about young people's living conditions by means of reviews and a regularly updated statistical database.
 - **The Youth Barometer** – a survey published annually by the Council on young people's attitudes and values, future expectations and opinions of their social influence.
 - **The Youth Organisation Subsidy Committee** members nominated by youth organisations.
 - **Statistics:** Completers of the 9th grade of comprehensive school = 63,200 in 2011 50% of them (58 per cent of women and 42 per cent of men) went on to study in upper secondary general school, and 41 % (33 per cent of women and 49 per cent of men) went on to attend upper secondary level vocational education. 9% did not immediately continue studies leading to a qualification or degree. They may have continued studies not leading to a qualification, such as additional education of the comprehensive school (tenth grade) or counselling and preparatory studies for initial vocational education (Career Start). Among completers of the 9th grade of **1.5 % did not apply for further**

studies. Still, all in schools need not to be content with lives, nor need **premature quitting of school** always be understood negatively.

B. Present national strategies for implementation of emphasizing strengths and capacity that support physical, social, mental and spiritual wellbeing in the educational curricula in adult and lifelong learning education:

- Prepared by the Ministry of Education and Culture in collaboration with other ministries **The Child and Youth Policy Programme for 2012-2015 enhances participation and social inclusion**; promotes non-discrimination; follows up and supervises the management of everyday life.
- **Finland's National Core Curriculum for General Upper Secondary Education intended for Young People** (2003/2005) promotes open democracy, equality and well-being.
- **Student welfare services** include care for the physical, mental and social well-being of students. The aim is to create a safe and healthy study and working environment and to prevent social exclusion.
- **Youth Guarantee 2013-2016 a social guarantee for young people** (2013) set up to ensure that all young adults find their way into education, working life and society. It offers everyone under the age of 25, as well as recent graduates under 30 a job, on-the-job training, a study place or rehabilitation within three months of becoming unemployed.
- **Outreach youth work** one of the most crucial forms of work among adolescents defined to be in the risk zone of marginalization and "outsideness".
- **Youth workshops** (totally 207 in Finland) offer training and work practice to unemployed young people under 25 years of age. Workshops are a place for young people to learn life skills, grow into adulthood and get hands-on experience of work, encouraging and helping them to seek further training.
- **New Youth Law**: series of developmental projects on different levels with private, communal and national funding.

C. Present activities of non-governmental sector concerning the introduction of resilience into lifelong education:

- **The Youth Participation Project** governmental action programme 2003 – 2007 aimed at developing new operational models and service systems at the local level to support youth participation.
- **The National Project on Anticipation of Competences and Skills Needs (VOSE)** enable anticipation of competences and skills needs for the future for post-compulsory education and in all vocational and professional fields.
- **Aseman Lapset ry** (Children of the Station) essential idea is to create a personal and living interaction between the adults and the young (i.e, Café Walkers). Activities aim at preventing children and young people from getting into a vicious circle of intoxicants, crimes or asocial life.
- **Folkhälsans Förbund r.f. & Samfundet Folkhälsan** carries out research and provides social welfare and health care services as well as projects and information and counselling in order to promote health and quality of life, and has combined scientific research and practical health promotion, i.e. **Anti-bullying programme** and **På rätt spår**

Folkhälsan's ESF Health promotion project 2008-2011 among vocational college adolescents for social encouragement and collaboration for finding each individual's own right track: <http://www.folkhalsan.fi/parattspar>



- **Youth Workshops Youth/Learning/Work network administered by Resurscentret Föregångarna ULA nätverksprojekt Ungdom/Lärande/Arbete**
 - **Suunnista tulevaisuuteen VAMOS projekti at The Helsinki Deaconess Institute** forms a social enterprise group providing a range of social and health care services, as well as educational services.
 - **The Mannerheim League for Child Welfare - Mannerheimin Lastensuojelu liitto** NGO that promotes wellbeing of children and of families with children; **The Ombudsman for Children** promotes the realization of children's rights in Finland and raises the awareness of decision-makers and influences societal policy by speaking out on behalf of children.
- D. Brief description of existing courses, seminars, workshops for wide public and for expert public with focus on their methodology and target groups:** offered by state administration, social partners, vocational education providers, polytechnics, universities, local authorities, research institutes, and student organisations, and NGO's.
- E. List of possible stakeholders who are responsible for educational content within the educational structures:** 11 examples (umbrella organizations with national and local projects with state funding).
- F. List of literature in national language concerning resilience:** 5 project reports and 10 academic publications, fifteen (15) listed (see country report).

RESILIENCE IN NATIONAL CONTEXT: **Sisu** (image of the icebreaker) symbolizes a person's inner strength that will make one go through brick walls, often depicted by Jussi (male person), suo (swamp), kuokka (mattock). **Perkele** is basically a swearword, but eventually a person might be calling for strength from the traditional Finnish trickster-god. It can be understood as stubbornness too. Nature is an asset, often used in national mythology and artistic expressions of endurance (music, paintings, architecture, etc). Small communities and strong nationalism: building blocks of culture but with care, since nationalism can also reflect down side of racist thinking. Turn adversities and hardships, i.e., national traumas into stories of success like the recession in 90's, WW2, and so forth. **Challenges:** resilience is widely acknowledged and present in pedagogical forums, but there is a highly relevant on-going discussion of how to implement strategies into theoretical guidelines into practices on grass-root level. National guidelines are generous when making emphasis on lifelong learning strategies and the importance of the individual student's capability of resilience. However, these are on a national level and yet it remains for each educational institution to carry out the task within the frames of their local administration and limited budget.