

1.1 A summary of existing figures within national adult education systems concerning the national perception of resilience or other related terms.

1.1.1 Brief presentation of the Greek National Adult Educational System

The Greek National Network for Lifelong Learning (NNLL) is responsible for the planning through the preparation and implementation of the National Programme for Lifelong Learning. The NNLL is structured as follows.

At a central level, the **Ministry of Education Lifelong Learning and Religions** through the **General Directorate for Lifelong Learning**, assisted by the institutions managing lifelong learning, plans the public policy on lifelong learning, develops the relevant rules, institutes the **National Lifelong Learning Programme**, supervises the implementation of the public policy, the rules and this programme and coordinates the system managing lifelong learning.

The institutions managing lifelong learning, are implementing the programme under the creation of contractual relationships between the institutions in the Network.

The management of implementing the public policy, the rules and the National Lifelong Learning Programme, at a regional and local level, is decentralised to the Regions and Municipalities respectively, in accordance with the provisions under the subsequent articles.

The National Lifelong Learning Programme especially includes investments, programmes or individual activities of vocational training or even adult education in general and more generally actions for implementing the public policy for lifelong learning.

More specifically, the National Network for Lifelong Learning includes the institutions and structures of the formal educational system in relation to the part where they provide services or implement lifelong learning programs, such as the Higher Education Institutes and Lifelong Learning Institutions at these institutions.

The National Network for Lifelong Learning also includes the institutions that organize and implement intra-company training programs, which are financed from public resources, in relation to the development of the educational framework for the programs.

Functions are exercised within the context of the National Network for Lifelong Learning, which are divided into basic and support functions.

The basic functions are:

- i) the Initial vocational training;
- ii) the Continuing vocational training; and
- iii) General adult education.

The support functions include:

- i) the investigation of the educational and training needs of adults compared with the needs of the labor market and social development;
- ii) The provision of Lifelong counselling and vocational guidance services;
- iii) The certification of the structures, job outlines, the programs and trainers of informal education;
- iv) The recognition of the qualifications and the certification of knowledge, skills and abilities in individuals; and
- v) The recognition of the professional rights that correspond to professional qualifications, which are acquired within the context of lifelong learning, excluding higher education.

1.1.2 Training programs related to Resilience and related terms

The Greek National Network for Lifelong Learning focuses on the link between education and labor market and describes the policies developed on two pillars, the vocational training and general education of adults.

In vocational education, several institutions are involved which focus on specific areas, whereas in the adults general education there are involved the Parents Schools, Life Long Learning Centers and Second Chance Schools.

In the current training program no topics related to the concept of resilience or terms related to resilience, such as positive psychology, are included. The most close to consulting on psychologies are the 7 training programs carried out by the Parents Schools, in which 521 groups participated until the end of 2012.

	Training program	Duration in hours	Participation
1	The family in the modern era	50	35,70 %
2	Transgender relationships	25	13,66%
3	Development in the Third Age	25	11,30%
4	Cooperation teachers - family	25	21,10 %
5	Psychological health education and support socially vulnerable	25	2,49%
6	Counseling parents of children with disabilities	50	1,72%
7	Stereotypes and discrimination in the family	25	14%

Finally, the National School of Public Health (<http://www.nsph.gr>), although, does not provide training in related to "diseases of civilization" and "diseases of insecurity" as a result of the change of diet, intensifying the pace of life and

environmental degradation due to socio-economic upheavals in the national and international horizon.

1.1.3 Summary of general figures

1.1.3.1 Participation in adult education and LLL activities in Greece

According to [1] the 3% of the Greek population between 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.

In addition, there several inequalities regarding the access to adult education and LLL for the following groups:

- 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.

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 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%.	
34% of people regularly use the	

Internet, while 81.8% did not have satisfactorily skills to use the internet.	
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1.1.4 National perception of resilience or other related terms

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

1.2 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 counselling”.

- “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 that would focus on the implementation of emphasizing strengths and capacity that support physical, social, mental and spiritual wellbeing. Although, not specified, they are not excluded, since they are in line with the aforementioned general definitions. So, it is feasible for an organization that participates in the National Network Lifelong Learning, to develop such educational curricula.

1.3 Present activities of non governmental sector concerning the introduction of resilience into lifelong education (associations, foundations, campaigns, projects, etc.).

1.3.1 Associations

- The **Hellenic Adult Education Association (HAEA)** is a scientific non-profit association and is seated in the city of Athens, Greece. HAEA today has approximately 900 members, mainly adult trainers, students of postgraduate diplomas in adult education and high school teachers. Website: <http://adulteduc.gr>
- The **Panhellenic Psychological Association**: Representing Licensed Psychologists to the Greek Authorities that create and regulate policies regarding Psychologists and Psychology. The Panhellenic Psychological Association was founded on February 21st 1998, by 36 Psychologists. Today its membership has grown to 1.586 licensed

members (5th of February, 2011). Website:
<http://www.psy.gr/first.php?mid=24&subid=0&ssid=0> .

- The **Greek Psychological Society** was founded in 1990 and is based in Thessaloniki. The aims of the Hellenic Psychological Society, according to its statutes, is to promote research and teaching of psychology. More specifically,
 - The maintenance and development of scientific communication among psychologists who teach and nurture psychology research at universities and research institutions in the country and the support of their scientific progress.
 - The dissemination of scientific knowledge and experience to the public and the promotion of people mental health in general. The creation and strengthening of social relations among psychologists .

Website: <http://www.elpse.gr>

- The **Hellenic Association of Positive Psychology** is a nonprofit scientific organization aiming at promoting Positive Psychology. Website: <http://www.positiveemotions.gr>
- The Association for regional development and mental health - **epApsy** is a nongovernmental, non-profit organization, which operates in the field of psychosocial rehabilitation and mental health promotion. epApsy was founded with the joint purpose of a) promoting mental health in regional Greece and urban city centres, b) advancing scientific knowledge through research and training, c) implementing and disseminating innovative interventions according to evidence-based practices in the fields of social psychiatry and psychosocial rehabilitation and d) promoting human rights of people with mental disabilities. Website: <http://me-psyxi.gr>. For more information in English see: http://me-psyxi.gr/images/pdf/epapsy_brochure.pdf .

1.3.2 Foundation

- The **Institute of Behaviour Research and Therapy (IBRT)** is a civil and non-profitable organization, founded in 1992 by members of the Greek Behavioural Association, who wanted to create an organized context of systematic training based on the cognitive-behavioural therapy (CBT) and also to provide cognitive-behavioural psychotherapy to adults and children. Website: <http://ibrt.gr/edu/node/1>

1.3.3 Campaigns

- PRAKSIS is an independent NGO, which has as its main goal the creation, application and implementation of humanitarian and medical

action. PRAKSIS, activates all across Greece and especially in the two major urban centers of Athens and Thessaloniki, the island of Lesbos and in the area of Patras. Simultaneously, volunteers of PRAKSIS are located and activated in different parts of Greece. Our main goal is to combat the social and economic exclusion of socially vulnerable groups, and to defend their basic civil and social rights. Website: <http://www.praksis.gr/>.

1.3.4 Projects

- The "WE-Cares» («Connecting for Caring» C4C) is a multifaceted program (project) for the prevention, awareness, education and intervention. This program is based on a holistic approach to enhance the positive development, customization and support of children and adolescents in school and family. The program is based on current research of international and Greek literature and aims to combine scientific knowledge, research and practical application, to provide useful insights and highlight good practice for all those involved and interested in their children (teachers, parents, staff education, mental health specialists,) but also for the children at school and adolescence. Website: <http://www.connecting4caring.gr>

1.4 Brief description of existing courses, seminars, workshops for wide public and for expert public with focus on their methodology and target groups (both commercial and non profit)

1.4.1 WE-C.A.R.E Program

Aimed at teachers of Primary (elementary) and secondary school (Gymnasium) in various regions in Greece, Greek schools in England and the USA, as well as schools in Cyprus.

The specific objectives of the program are:

- a) The development of a practical model to strengthen the mental resilience level of students and classroom
- b) The processing of emotional aspects in difficult situations
- c) Understanding the cognitive and psychological processes of stress and suggestions for stress management.

The program will be conducted through the online interactive platform (www.connecting4caring.gr). It includes four training sessions and implements activities in schools (original-pilot phase).

Specifically, during the 2012-2013 school year (January-May 2013), the four (4) training sessions will include presentation of the conceptual framework

themes, presentation of the activities that will be implemented in the classroom, interactive monitoring and supporting the implementation program by program coordinators, completing questionnaires online, interactive platform to post material on the implementation of the classes and interface groups through interactive educational platform.

Website: <http://www.connecting4caring.gr>

1.4.2 Counseling and Training by Professionals (commercial)

There are a number of professionals that provide individual counselling to persons or parents (not groups) via sessions. A typical example is the following:

<http://www.parentcoaching.gr>

1.4.3 Commercial Workshops/Seminars

Several workshops and seminars are provided to groups. Some typical examples are presented below.

1. Lia Lazaridou

Offers two different workshops:

1. Resilience for teachers,
2. Resilience for parents.

Each workshop consists of 3 sessions, 3 hours duration each, total 9 hours.

Workshop 1. Resilience for teachers

Aimed at teachers who feel the need to trace the ways in which they manage themselves to maintain their resilience and remain capable and willing to care for the resilience of children in school.

The issues to be dealt with are:

- the concept of resilience and especially its dynamic dimension (constant interaction with the environment)
- the protective factors that affect (the individual, the family, the school and the wider social environment)
- the school as a possible and capable support platform, its significance as a place for real social networking for children
- the characteristics of the process of strengthening the resilience in children, individually and collectively (pedagogic attitudes and actions that help, for example, children to learn to answer the questions such as: "what I do well," "how I managed to cope with this difficulty ", " how we accomplished something as a class ")

- teachers as significant other (adult) individual stories for children
- how can the cooperation between teachers and family help parents in the care of resilience in children?
- what factors help teachers ensure their own resilience (search for meaning and sense of competence)
- what can be done in conditions of "crisis" (how we treat the cognitive and emotional needs of children to maintain a basic sense of security, how we manage issues relating to the "crisis" in the class?)

In this lab we will seek answers to the above questions, working with small theoretical presentations, discussions, experiential exercises, reflection tools and new ideas for educational activities in the classroom that enhance children resilience.

Workshop 2. Resilience for parents.

Aimed at parents who feel the need to detect the ways in which they can support their children to grow up developing resilience characteristics and adequately address difficulties, pain and uncertainties that either expectedly or unexpectedly they will meet in their lives. Participation in the workshop will be an opportunity for parents to care for their own resilience.

The issues to be dealt with are:

- the concept of resilience and especially its dynamic dimension (constant interaction with the environment)
- the protective factors that affect (the individual, the family, the school and the wider social environment)
- the characteristics of the development process of resilience in children (self-esteem and sense of efficiency, sense of control of situations, self perception as a person who can answer questions such as "what I do well," "How I managed to cope with my difficulty, "" where can I get support or seek help ... ")
- what factors help parents maintain their own resilience (search personal inventories)
- what we do in "crisis" conditions (how we cope, always and in accordance with the children age, their cognitive and emotional needs, in order to maintain a basic sense of security? how the development of solidarity could help especially when we need help? ...)

These issues will seek answers in this lab working with small theoretical presentations, with discussion and opinion exchange, with experiential exercises as tools for reflection and self-awareness of those parameters in our relationship with children that contribute to their resilience.

Website: <http://www.lialazaridou.gr>

2. Human Touch seminar

The seminar is aimed at mental health counselors, teachers and professors who want to acquire tools to help their clients to develop resilience to difficulties.

The purpose of this seminar is to understand the concept of "resilience" and why it is important. The participants will work together with the coordinators on a specific methodology steps you can apply it to their customers. They have the opportunity to discover their own inner strengths and develop them to use them to respond to the pressures of the times.

With experiential way, the participants will have the opportunity through questionnaires to understand what resilience is and how resistant you are yourself. The participants see what elements make up the resistance and on them will work your own goal through activities that offer positive psychology and coaching. Finally, the participants will have the opportunity to develop your own action plan.

The themes of the seminar included yet: why resistance is useful, what different people have strong and our attitude to the difficulties.

The maximum number of people in the group will not exceed 8 people. The seminar duration is 6 hours.

Website: <http://human-touch.gr/anthektikotita-ego-i-krisi-ke-i-alli/>

3. The Hellenic Association of Positive Psychology

The Hellenic Association of Positive Psychology is organizing a cycle of four experiential seminars. Each seminar has a duration of 4 hours. The seminars are coordinated by skilled scientists in the field of Positive Psychology, are designed to provide knowledge on principles of Positive Psychology and practices in learning how to apply them to enhance well-being and sense of happiness.

Seminar 1: Tools for a Better Life. We aim at theoretical and experiential encounter with Positive Psychology, the recognition and experiencing positive emotions in order to enhance our mental armor against the challenges of our time.

Seminar 2: "I feel better: experience positive emotions". We focus on ten major positive emotions (e.g., love, joy, contentment), to learn to recognize it, to experience and to share, and ultimately increase the scope and effect to create a protective filter toxicity that surrounds us.

Seminar 3: "I live better: I give meaning to my life". Discover the possibilities and values, identify our priorities and seeks the meaning of life for each of us.

We will evaluate our lives on the basis of these values in order to rethink our priorities in order to give more meaning to our lives.

Seminar 4: "Become better: it improves my stamina". We deal with building the mental strength to improve our ability to face the difficulties and challenges of life and protect our mental health. Will be trained in methods that will help us to get in full contact with all our senses by living every moment to the fullest and learn to express our love, gratitude and apologies.

1.5 List of possible stakeholders who are responsible for educational content within the educational structures

- Ministry of Education and Institutes that belong to the National Network for Lifelong Learning
 - http://www.edulll.gr/?page_id=300
 - <http://www.gsae.edu.gr/>
 - <http://www.inedivim.gr/>
 - <http://www.ekep.gr/english/Education/arxiki.asp>
 - <http://kee.ideke.edu.gr>
- Ministry of Public Health
 - <http://www.ygeia-pronoia.gr/>
- Ministry of Labor and Social Security
 - Manpower Employment Organization. <http://www.oaed.gr/en/>
 - <http://www.epanad.gov.gr>
 - <http://www.ekka.org.gr/>
- Universities
- Public and Mental Health Organizations
 - <http://www.nsph.gr>
- Psychologists professionals Associations
 - <http://www.psy.gr>
 - <http://www.elpse.gr>
 - <http://positiveemotions.gr>
 - <http://me-psyxi.gr>
- Non profit organization and NGO that focuses on Psychology
 - IBRT – <http://ibrt.gr>
 - PRAKSIS – <http://www.praksis.gr>
- Psychologists professionals in individual level
- Adult Education Associations
 - <http://adulteduc.gr>

1.6 List of literature in national language concerning resilience. (including scientific articles and popular science)

1.6.1 Scientific articles

- Kourkoutas, E. & Raul Xavier, M. (2010). Empowerment and resilience in children and adolescents with learning and psychosocial difficulties/disorders: School based interventions. In I., Kourkoutas & R., Caldin (Eds.), *Families of Children with Special Difficulties and School Inclusion*. Athens: Ellinika Grammata.
- Dimitriadou E., Moustaki M., Galanakis M., & Stalikas, A. (June 2004). Positive Emotions, Positive Appraisal, Positive Meaning Finding, and Psychological Resilience: Hypotheses of reciprocity and inferences of causality. Παρουσίαση Poster στη διάρκεια του 35ου συνεδρίου της Society for Psychotherapy Research 16–19 Ιουνίου, Ρώμη, Ιταλία
- Dimitriadou, E., & Stalikas, A. (December 2004). The advantageous effects of Positive Emotions to psychological Well Being and their Relation to Psychological resilience. Προφορική παρουσίαση στο 1ο Διεθνές Συνέδριο της Ψυχολογικής Εταιρείας Βορείου Ελλάδας, Θεσσαλονίκη, Ελλάδα.
- Σταλίκας, Α., Κουδιγκέλη, Φ. & Δημητριάδου, Ε., (2008). Θετικά Συναισθήματα, Ψυχολογική Ανθεκτικότητα και Μάθηση. Στο Ανάπτυξη της Συναισθηματικής Νοημοσύνης μέσα από τη Συνεργατική Μάθηση, Κυπριακός Σύνδεσμος Συνεργατικής Μάθησης.
- Moustaki, M., Touriki, M., & Stalikas, A. (30 March - 2 April 2006). Organizational Resilience: Ways to measure and promote leadership and workforce resilience. Προφορική παρουσίαση στο Συμπόσιο με θέμα “Developing Skills in Organizational Contexts”, στο 11th Annual Conference of the European Association for Counselling, Αθήνα, Ελλάδα.
- Η Επίδραση της Ψυχολογικής Ανθεκτικότητας στην Καταθλιπτική Συμπτωματολογία κατά τη Λοχεία. Μωραΐτου Μάρθα, Γαλανάκης Μιχάλης, Σαλιώνη Μαρκέλλα, Χατζηθεοδώρου Μανώλης.
- Motti-Stefanidi, F., Pavlopoulos, V., Dalla, M., & Takis, N. (2003, August). Vulnerability and resilience: A study of immigrant adolescents. Paper presented at the XIth European Conference on Developmental Psychology, Milano, Italy.
- Pavlopoulos, V., Motti-Stefanidi, F., Obradović, J., & Masten, A. (2006, July). Perceived discrimination and school resilience: A study of Albanian and Pontic adolescents in Greece. Paper presented at the 18th

International Congress of the International Association for Cross-Cultural Psychology, Isle of Spetses, Greece.

- Motti-Stefanidi, F., Papathanasiou, A., Pavlopoulos, V., Dalla, M., & Takis, N. (2003). Native and immigrant resilient adolescents: Protective and risk factors. In *Internationale Woche 2003* (pp. 121-136). Bremen, Deutschland: Universität Bremen..
- Leontopoulou, S., Jimerson, S. R., & Anderson, G. (2011). An international investigation of students' perceptions of stressful life events: Results from Greece, Cyprus, and the United States. *School Psychology International*, 32(6), 632-644. DOI: 10.1177/0143034311403059.
- Giovazolias, T., Leontopoulou, S., & Triliva, S. (2010). Assessment of Greek University students' counselling needs and attitudes: An exploratory study. *International Journal for the Advancement of Counselling*, 32(2), 101-116. DOI: 10.1007/s10447-010-9092-2.
- Leontopoulou, S. (2008). A cross – cultural study of resilience in young people. In P. Roussi, E., Vassilaki, & K. Kaniasty, (Eds.). *Stress and psychosocial resources: Coping with life changes, occupational demands, educational challenges, and threats to physical and emotional well-being* (p. 31-44). Berlin: Logos Verlag.
- Leontopoulou, S. (2006). Resilience of Greek youth at an educational transition point: The role of locus of control and coping strategies as resources. *Social Indicators Research*, 76, 95-126. DOI: 10.1007/s11205-005-4858-3.

1.6.2 Popular science / Books

- Anastasios Matsopoulos. Από την ευαλότητα στην ψυχική ανθεκτικότητα: Εφαρμογές στο σχολικό πλαίσιο και στην οικογένεια. Εκδότης: Εκδόσεις Παπαζήση. Έτος έκδοσης: 2011. Κωδικός ISBN: 9600225273.
- Συλλογικό έργο. Εισαγωγή στη θετική ψυχολογία / Συλλογικό έργο, Κατερίνα Αυγουστάκη, Μιχάλης Γαλανάκης, Βασιλική Γιωτσίδα, Διοδώρα Δημητριάδου, Κατερίνα Ζύμνη - Γεωργιάδου, Ειρήνη Καρακασίδου, Φανή Κουδιγκέλη, Αγαθή Λακιώτη, Σοφία Λεοντοπούλου, Μαρία Μαλικιώση - Λοΐζου, Αντιγόνη Μερτίκα, Άννη Μπενέτου, Αλκμήνη Μπούτρη, Μάρθα Μωραΐτου, Χριστίνα Σεργιάννη, Αντώνης Τσιρίκος, Κατερίνα Φλωρά, Βίκυ Χαραλάμπους · επιμέλεια Αναστάσιος Τσαλίκας, Πασχαλία Μυτσκίδου. - 1η έκδ. - Αθήνα : Τόπος, 2011. - ISBN 978-960-499-011-5499-011-5

1.6.3 On line articles

- http://charatompra.files.wordpress.com/2012/09/psyxiki_anthektikotita1.jpg
- <http://www.psychologyonline.gr/news.aspx?id=21&parent=1&pageid=480>
- <http://me-psyxi.gr/news-events/media/258-mental-toughness-build-skills-to-endure-adversity>

1.6.4 Newspapers artickles

- <http://www.tanea.gr/ellada/article/?aid=4682862>

1.6.5 Blogs

- <http://blogs.sch.gr/ndimitriou/2011/10/22/%CF%83%CE%BA%CE%AD%CF%88%CE%BF%CF%85-%CE%B8%CE%B5%CF%84%CE%B9%CE%BA%CE%AC/>
- <http://www.psychology-today.gr/index.php/arhra-omilies/24-2012-01-03-21-24-34>
- http://educpsychology.blogspot.gr/2012/05/blog-post_17.html

References

- [1] Annual Report on the Life Long Learning in Greece 2012. General Directorate for Lifelong Learning, http://www.gsae.edu.gr/images/stories/APOLOGISMOS_GGBM_2012.pdf