

Resilience

Country Report Italy

*“Challenges strengthen our mind, labour strengthens our body”
Seneca*

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Introduction to the Country Report

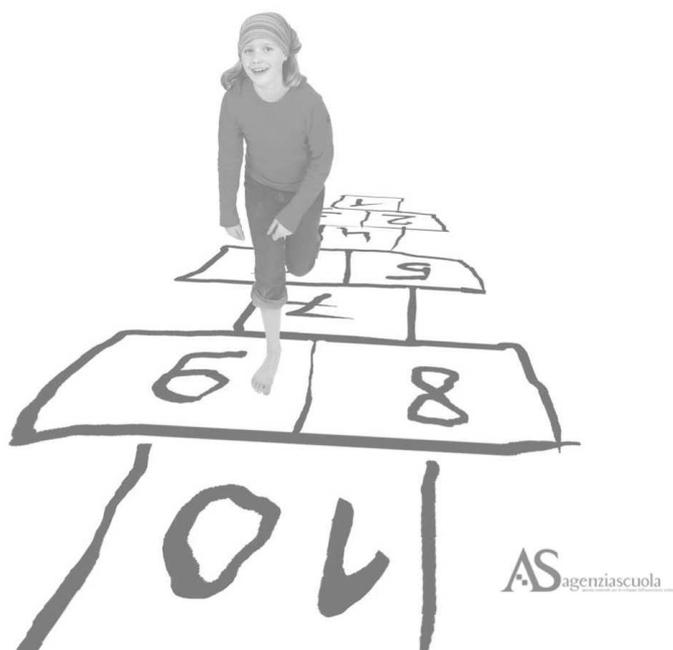
The country report has been developed with the aim of documenting stakeholders' knowhow and initiatives with a wide geographic coverage, taking into considerations experiences and across Italy, from north to south.

We also adopted a cross-sectoral approach, ranging from higher education to informal education providers.

Resiliency is key in many human dimensions, such as learning, working, health, ageing

Under the Italian Constitution (art. 32) clear reference is made on the importance of health promotion and recent National Health Plans and many subsequent Regional Health Plans reflect consistent coherence with the national provisions, objectives and indicators as well as with those from the international context, such as the European Union and the WHO.

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.



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

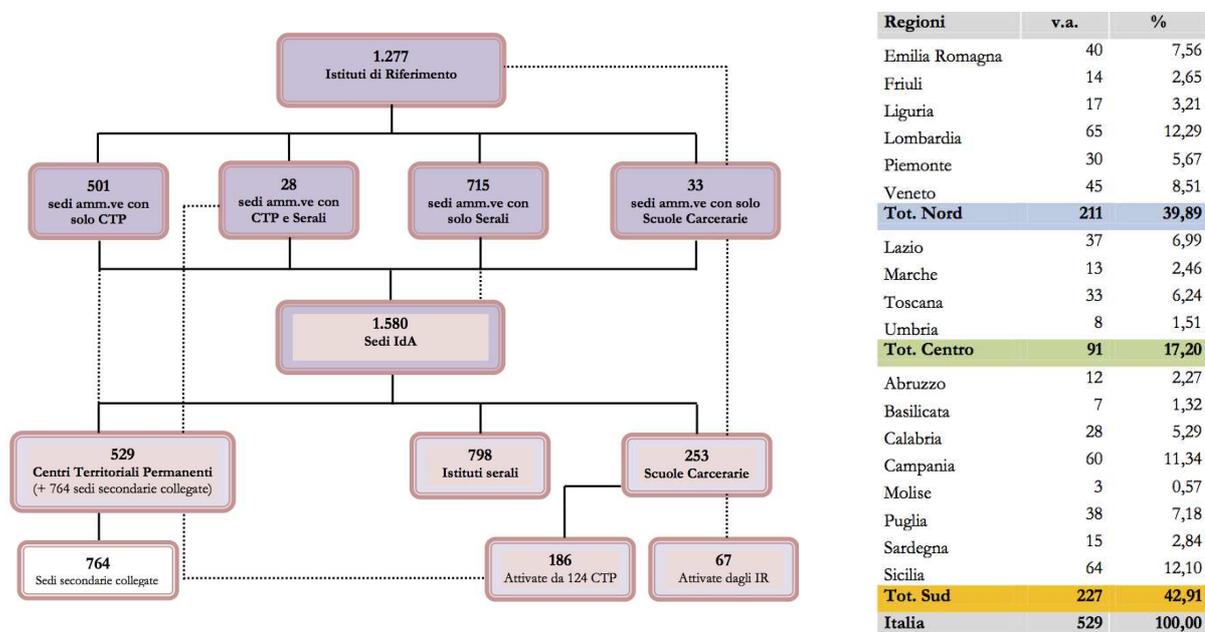
Adult education in Italy

National legislation in Italy foresees a number of measures¹ to allow adults to accomplish lifelong learning processes, in order to combine the right to free continuous education with work and family requirements.

Recent reforms have also restructured the places where to accomplish adult educational paths via a national network administered at national, regional and local level and composed by:

- Centres (CTP) coverage below Permanent Territorial n° 529 – see geographic
- Evening courses institutions n° 798
- Jail schools n° 253

The following chart shows the delivery structure public and free adult education in Italy.



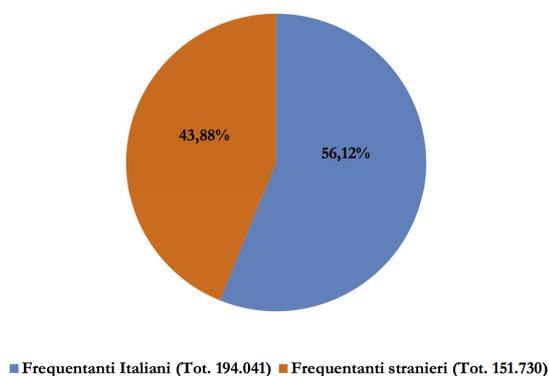
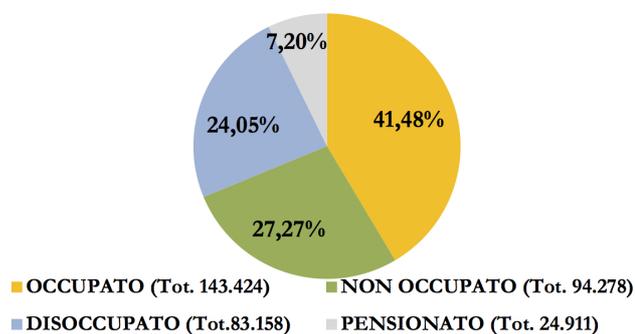
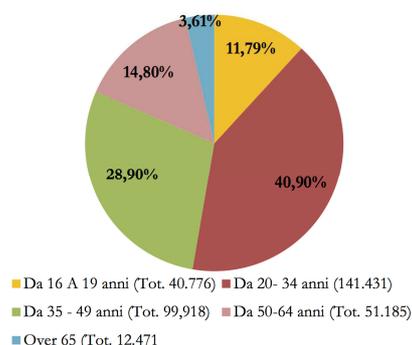
¹ For a full and updated review of Italian system see “Monitoraggio Nazionale dell’offerta formativa per Adulti Rapporto di Sintesi Nazionale annualità 2010/11” “Strutture dei sistemi di istruzione e formazione in Europa” Italia (2009/2010)

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

UTENZA	v.a.	%
Totale adulti iscritti ai corsi	428.625	-
Totale adulti frequentanti, di cui:	345.771	100,00
- nei corsi di alfabetizzazione culturale con valutazione finale	35.496	10,27
- nei corsi di scuola secondaria di I grado con esame di Stato (ex 150 ore)	35.976	10,40
- nei corsi a favore di cittadini stranieri per l'integrazione Linguistica e Sociale	67.790	19,61
- nei corsi brevi modulari, di alfabetizzazione funzionale	138.364	40,02
- nei corsi finalizzati al conseguimento del diploma di istruzione superiore e/o di qualifica, di cui:	68.145	19,71
nei corsi serali del Vecchio Ordinamento	64.958	18,79
nei corsi serali del Nuovo Ordinamento	3.187	0,92

The following charts show the population of adult education by age, occupational status and nationality at national level.



Educational system as holding for resiliency

Institute for Regional Research on Education from Emilia Romagna has developed an interesting approach promoting the concept of school system as holding (welcoming and containing) individuals, their needs. The school system would assume the role of motivating and valorising individuals, fostering the development of their ability to cope and their resiliency.

Institute for Regional Research on Education from Puglia have promoted a significant initiative on resiliency at regional level. The assumption of this work is that in the educational field, instead of measuring resiliency as it happens in building and construction, the school system should aim at “not impeding” resiliency as natural expression of personality and creativity. As such, educational activities should be inspired by the following principles:

- Caution: never make definitive diagnosis and prognosis
- Trust: never reduce expectations
- Perseverance: never consider definitive any result
- Flexibility: never reiterate ineffective didactic approaches
- Pertinence: never mix banality with simplicity, obvious with gradual complexity, never impose repetitive or mechanic activities
- Open approach: never reduce intelligence and culture to current definitions by being open to new and original forms of mind and action

The need for a coherent methodological framework in health promotion

Recent research² shows that an improved methodological framework is required in active measures for health promotion and resilience could very fill this gap. Anna De Santi have created a multidisciplinary group of researchers interested in education and promotion of health within and outside the school system. The research have been focused on analysing the projects and initiatives accomplished at national level to support the attainment of the objectives stated by WHO for 2015 as well as those formulated at national level, which include, among others:

- Significant reduction of the use of tobacco, alcohol, drugs
- Surveillance and prevention of obesity
- Prevention of cardiovascular diseases
- Surveillance and prevention of road accidents
- Surveillance and prevention of hazards at the work place
- Surveillance and prevention of hazards at home

² De Santi A, Guerra R, Morosini P. (Ed.). La promozione della salute nelle scuole: obiettivi di insegnamento e competenze comuni. Roma: Superiore di Sanità; 2008. (Rapporti ISTISAN 08/1)

The main conclusions of this comparative research on practices and projects focused on health education and health promotions are:

- There are many initiatives in this field, promoted by both educational bodies, public authorities at local and regional level as well we health authorities, unfortunately with little or rather no synergies
- Although the objectives of the various initiatives seams to be consistent and ambitious, there is a general perception of a lack in the methodological and evaluation dimensions
- There is a general consensus on the need to develop and share innovative methodological approaches and operational tools to support and improve initiatives in this field

2. 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

Strategic objectives of the school system

The former Ministry for Education made the following statement in commenting the national reform of the school system:

“Raising the age for 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 challenge identified by the Ministry in the official documents is how to change and reform the school system in order to support youngsters and adults in this educational process in order to:

- Develop key competencies and abilities to learn and to adapt to work environment
- Support those individuals facing particular personal, social, cultural, economic challenges
- Enabling adults in implementing lifelong learning strategies

The main methodological innovation is focused more on the integration among different dimensions of education and contents rather than on strategies and measures to support individuals while fostering their identity and abilities to cope with life challenges.

Education as therapy

Several researchers have highlighted how the mere sanitarian interpretation of a disease is not sufficient to fully answer the needs of someone who is disabled, ill or who is facing difficult or challenging situations.

This group of researchers³ 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.

Promoting resiliency in individuals and patients imply the challenge of fostering resiliency among not only those who are supposed to provide help but also among their respective institutions. These authors analyse the process of interaction within multidisciplinary teams and highlight the challenges they face

³ For more information see section on literature below and references to Canevaro, Malaguti, Spinati

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

Social Cooperative “Terra di Resilienza”

“Terra di Resilienza” is a Social Cooperative made up of young people living in Cilento (province of Salerno-Italy) that deals with social farming and ecotourism.

This social cooperative aims at investing in Cilento, their land, a rural area of southern Italy on the fringe of the economic development. They believe in an alternative and endogenous growth of the southern areas of the world, able to lead off a cultural and agricultural revolution. The challenge is to transform what once were considered negative characteristics of this land – small communities, lack of factories, rural surroundings, the survival of practices and values of the rural world – into strengths in order to fight against economic crisis.

The social cooperative have 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”.



[Link to web page of this initiative](#)

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, have promoted a number of transversal educational workshops to enable women to foster their flexibility, creativity, motivation and ability to cope with changes and to work in teams. Among the various educational opportunities offered by this initiative we like to underline the following courses:

- Resilience to compete: addressed to female entrepreneurs
- Resilience to resist: addressed to female artisans
- Resilience to answer: self-empowerment and motivational activities

[Link to web page of this initiative](#)

Centre of Studies for Public School

Interesting series of initiatives promoted by this research centre promoting resilience to face negative and counterproductive reforms and trends in the public schools system

Cesp – Centro Studi per la scuola pubblica www.cespbo.it cespbo@gmail.com

Bologna – Sabato 25 Febbraio 2012



Didattica resistente: ora e sempre resilienza!

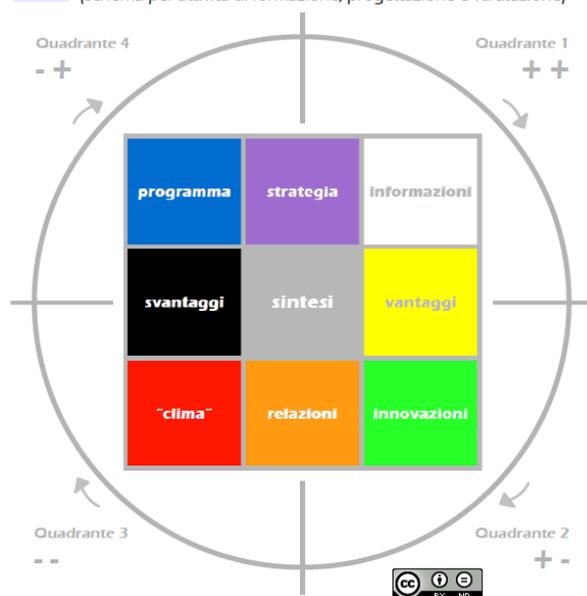
*La didattica sotto assedio nella scuola primaria
e le idee per contrastare l'arretramento*

[Link to web page of this initiative](#)

Developing resiliency under the European Institute of Psycho-traumatology and Stress Management

Interesting approach and rich variety of exercises to adopt resiliency in order to face post trauma situations and cope with stress.

Metodo "Sviluppo Resiliente" (schema per attività di formazione, progettazione e valutazione)



4. Existing courses, seminars, workshops for wide public and for expert public with focus on their methodology and target groups (both commercial and non profit)

Non Commercial

- Istituto Italiano Resilienza: “In.Fo. Re. Ed” – (The Italian road to Resilience), Informare la popolazione , Formare tecnici e volontari, Responsabilizzare gli amministratori, Educare i giovani, <http://www.istitutoitalianoresilienza.it>
- Università Cattolica: Narration and memory in cure processes and resiliency within families with HIV <http://centridiateneo.unicatt.it/solidarieta-narrazione-e-memoria-per-la-cura-e-la-resilienza-presentazione>
- Associazione Anffas Onlus di Seregno (MI) Associazione di Famiglie di Persone con Disabilità Intellettiva e/o Relazionale: "COSTRUIRE RESILIENZA PER I SIBLINGS - Percorsi dedicati ai fratelli di persone con disabilità", promoting resiliency within families with individuals with disabilities, [web site](#)
- Compagnia San Paolo: PROOFS, Prove di Residenza / Resilienza; focused on artists receiving help in order to re-define the concept of residency and re-organizing own life facing difficulties and life challenges



IS IT RESILIENCE
A VACCINE TO COPE
WITH EMERGENCIES?



LA RESILIENZA
È UN VACCINO
PER LE EMERGENZE?

Edited by A cura di
Monica Eula - Sinergie



<http://www.compagnia.torino.it/Generazione-Creativa/PROOFS-Prove-di-Residenza-Resilienza>

- HR2 - Human Resources/High Resiliency, focused on promoting female entrepreneurship and self-empowerment – [link to web page](#)
- Regional Red Cross Association Piemonte: Progetto RED - Reinforce Rescuers' Resilience by Empowering a well-being Dimension, promoting the use of resilience to manage and cope with emergency situations
<http://www.cri.piemonte.it/>

Commercial

- Società Italiana Igiene: Resiliency and health education. Educational theories and methodologies between cure and prevention
<http://www.societaitalianaigiene.org/cms/images/docs/corsi/20092010/01perugiaprog.pdf>
- RESILIENTraining™ and ULTRAMIND™ for managing stress by developing personal resiliency, with outdoor activities
<http://www.pietrotrabucchi.it/content.asp?ID=32>
<http://www.pietrotrabucchi.it/content.asp?ID=74>



- Scuola di sopravvivenza Wild Side: survival techniques based on resiliency <http://www.scuoladisopravvivenzawildside.com/2011/05/la-resilienza.html>



- Leadership and resiliency, train managers and trainers to adopt management strategies based on resiliency
http://www.olympos.it/formazione_la_leadership_resiliente.html

Resilienza ed educazione alla salute

Teorie e metodologie educative
tra cura e prevenzione



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

Istituto Italiano di Resilienza
Via Interna delle Mura n.5, 06049 Spoleto (PG)
+ 39 328 3576259
Posta: info@istitutoitalianoresilienza.it
Web: www.istitutoitalianoresilienza.it

Comune di Monfalcone, PARI OPPORTUNITÀ
dott.ssa Paola Tessaris
Via Sant'Ambrogio, 60 - Monfalcone
tel. 0481-4944491
pariopportunita@comune.monfalcone.go.it

Centro Risorse Nazionale per l'Orientamento
Euroguidance
Villa dei Papi - Via Perlingieri 1
82100 Benevento
+39 0824 351232
www.euroguidance.net/Italian/Welcome.htm

SIO Società Italiana per L'Orientamento
c/o Larios via Belzoni, 80
35131 Padova
+39 049.8278464

Centro Regionale di Orientamento di Trieste
Via Scala dei Cappuccini, 1
34100 Trieste (TS)
+39 040/3772855
www.regione.fvg.it

Rete CILO
c/o Coop.Soc. La Ragnatela
Via G. Marcora 18/20 - 00153 Roma (RM)
+39 06/5840676-492

Centro Risorse Informa
Via Sparano 170
70121 Bari (BA)
+39 080-5249820-5730325

<http://www.reteinforma.it>

MIUR - Italian Ministry of Education, University and Research
Viale Trastevere, 76/a
00153 ROMA
+39 06.5849.1
<http://www.miur.it>

ISFOL- Institute for the Development of VET for the Workers
Corso d'Italia, 33 - 00198 Roma
+39 06854471
<http://www.isfol.it/>

INDIRE – National Agency for the scholastic autonomy development
Via Michelangelo Buonarroti, 10 - 50122 FIRENZE
+39 055 2380301
www.indire.it

Regione Toscana - Regional System on Competences
Via di Novoli 26, 50 127 FIRENZE
+39 800570530
www.regione.toscana.it

Youth Europe Service
vico G. Lapenna, snc
85100 Potenza
<http://www.synergy-net.info>

Cooperativa Tempo Libero
via XX Settembre 72, 25121 Brescia
+39 030 28.08.350
www.cooptempolibero.it

Educazione all'Europa
Via Maggiore, 55, 48121 Ravenna
+39 054433075
<http://www.educazionealleuropa.eu/>

Cooperativa Sociale F.Aporti
Via Montesabotino 38, 72100 Brindisi
<http://www.aporti.it/web>

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

Anolli, L., Balconi, M., Cambiaso, G., & Terragni, M. (2002). Strategie comunicative in famiglie con disturbida dipendenza di sostanze. Analisi delle aree semantiche e degli stili conversazionali mediante l'adult attachment interview. *Terapia Familiare*, 69.

B. Cyrulnik, E. Malaguti (2011) “Costruire la resilienza. La riorganizzazione positive della vita e la creazione di legami significativi” Erikson, Trento

Bellelli, G., Curci, A., & Mastroianni, G. (2004). Emozioni condivise. Le narrazioni emozionali. Bari: Edizioni Giuseppe Laterza

Bucci, W. (2000). La valutazione dell'attività referenziale. Roma: Edizioni Kappa

Canevaro A. (1986) Handicap e identità, Edizioni Cappelli, Bologna

Canevaro A. (2000) Deficit, handicap e malattia in Spinati S. “L’educazione come terapia” Esse editrice, Roma

Canevaro A. Chierigatti A. (1999) “La relazione di aiuto” Carrocci, Roma

Castelli, C. (2005). Il cielo è di tutti. Disegni e narrazioni dai contesti di emergenza. Como: Graphics, Bregnano

De Santi A, Guerra R, Morosini P. (Ed.). (2008) La promozione della salute nelle scuole: obiettivi di insegnamento e competenze comuni. Roma: Superiore di Sanità;. (Rapporti ISTISAN 08/1)

Di Blasio, P. (2005). Tra rischio e protezione. La valutazione delle competenze parentali. Milano: Unicopli

Di Lauro (2012) La resilienza, Milano, Xenia Edizioni,

Di Lucia De Antoni, Valentina Romio “Resilienza e stress lavoro-correlato”
<http://www.puntosicuro.it/sicurezza-sul-lavoro-C-1/ruoli-figure-C-7/lavoratori-C-73/resilienza-stress-lavoro-correlato-AR-10866/>

Giullodori A. “Resilienza: resisto dunque sono”
<http://www.efficacemente.com/2012/04/resilienza/>

Greco (2003) “Resilienza: alcune domande”, in AA.VV.-Irre Puglia, La resilienza come risorsa educative” Progedit, Bari

Kanizsa S. (1992) Pedagogia ospedaliera: l’operatore sanitario e l’assistenza al malato”, La Nuova Italia Scientifica, Roma

Knasel E., Meed J., Rossetti A. (2002), Apprendere sempre.
L’apprendimento continuo nel corso della vita, Raffaello Cortina, Milano.

Labbrozzi, D. (2004). Un modello educativo dell'adolescenza: Il concetto di resilienza. Psicologia Psicoterapia e Salute, 10(2), 172-200

Lombardi R. “Verso una nuova Eco-nomia. Sostenibilità ambientale, Competence e Resilienza d’Impresa” Maggioli 2011

Lonza, “Una didattica orientata alla resilienza come preparazione degli alunni alla capacità di resistere e superare le difficoltà della vita quotidiana e uscirne rinforzati e trasformati” <http://www.145circolodidattico.it/articoli-educativi-e-pedagogici.html>

Malaguti E. (2005) Educarsi alla resilienza, Edizioni Erickson Trento

Oliverio Ferraris, A. (2003). La forza d'animo. Milano: Rizzoli

Pinto Minerva (2004) “Resilienza. Una risorsa per contrastare deprivazione e disagio” in AA.VV. Innovazione Educativa, Numero 7/8 Dicembre IRRE Emilia Romagna

Putton, A., & Fortugno, M. (2008). Affrontare la vita. Che cos'è la resilienza e come svilupparla. Roma: Carocci Faber

Speltini, G. (1968). Minori, disagio e aiuto psicosociale. Bologna: Il Mulino

Steca, P., Accardo, A., & Capanna, C. (2001). La misura del coping: Differenze di genere e di età. Bollettino di Psicologia Applicata, 235, 47-56

Trabucchi (2007) Resisto dunque sono, Corbaccio

Trabucchi (2010) Perseverare è umano. Come accrescere la resilienza negli individui e nelle organizzazioni. La lezione dello sport, Corbaccio,

Zani, B., & Cicognani, E. (1999). Le vie del benessere. Eventi di vita e strategie di coping. Roma: Carocci

Appendix

Media - videos

A lezione di resilienza Come recuperare dopo un trauma: Elena Malaguti
TedxReggioEmilia

<http://youtu.be/8Ts0meqWcHg>

Resilienza - Piccole storie di ordinaria resistenza

<http://youtu.be/x9D11X0VE1g>

PROOFS. Prove di Residenza I Resilienza

<http://youtu.be/vwcik7fWerU>

RESILIENZA: le risorse sono dentro di noi

http://youtu.be/Hz_ETNdvdqk

Cos'è la resilienza? Un esempio

<http://youtu.be/bKHkYo7FSas>

Resilienza nello sport

<http://youtu.be/iEEGj4yWl08>

Resilienza è risalire

http://youtu.be/2j_5Le9kg54

Presentazione del convegno sulla Resilienza - Università Cattolica di Milano

20/11/2009

<http://youtu.be/kyXXV0gaDTM>

Congress: "Effetto benefico delle emozioni sull'apprendimento"

http://ospitiweb.indire.it/adi/Conv2009_Atti/Speltini/c9rS_450_effettipositivi.htm

Resilientraining

<http://youtu.be/2gKoBWp1Ywk>

Ultramind

<http://youtu.be/vStVAbVpz5Q>