RESOURCES FOR FOSTERING RESILIENCE IN SCHOOLS

RECURSOS PARA FOMENTAR LA RESILIENCIA EN LAS ESCUELAS

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ABSTRACT

This article examines the perceptions of teachers from public and grant-aided schools participating in the ANDREIA project regarding the resources needed to foster resilience in the school environment. Considering the relevance of teachers in developing effective educational programmes, the text also highlights the importance of working together with students and families. Additionally, the need to systematically

address resilience in schools is discussed. However, the perception of a lack of resources, particularly tools and time, according to most teachers involved in the study, highlights the difficulties they face. While these perceptions may vary slightly depending on the type of school ownership, the need for resources is a constant, and they provide clear guidance for the next steps in the project. In conclusion, the consensus on the assessment of resilience in schools is viewed as a first step towards creating a practical approach.

KEYWORDS: School resilience, educational resources, programme development.

RESUMEN

Este artículo analiza las percepciones de los docentes de escuelas públicas y concertadas en el proyecto ANDREIA sobre los recursos necesarios para promover la resiliencia en el entorno escolar. Destacando la importancia que tiene el papel de los docentes en el desarrollo de programas educativos efectivos, el texto pone en valor también la importancia de ir unidos junto a estudiantes y familias. También aborda la necesidad de tratar sistemáticamente la resiliencia en las escuelas. Sin embargo, la percepción de la falta de recursos, en particular herramientas y tiempo, según la mayoría de los docentes que han participado en el estudio, subraya las dificultades que enfrentan. Aunque estas percepciones pueden variar ligeramente dependiendo de la titularidad de los centros, las necesidades de recursos son consistentes y proporcionan una guía clara sobre los pasos a seguir en el proyecto. En conclusión, el consenso sobre la evaluación de la resiliencia en las escuelas se considera un primer paso hacia la creación de un enfoque práctico.

Palabras clave: *Resiliencia escolar, recursos educativos, desarrollo programático.*

1. INTRODUCTION

Teachers' perception of the means necessary to foster resilience is essential to provide a school program that fosters it. This article is, according with that, is devoted to the analysis of interviews conducted with teachers from state and grant-aided schools for the project "Fostering Resilience in Primary Education: Innovation and Continuous Teacher Training (ANDREIA)". One of this project's aims is to determine the teachers' perception in relation to the resources needed to increase their level of preparation in terms of resilience.

The teachers' answers to this question are a key element in the process of designing and creating educational programs because they experience school situations first-hand and can, based on their experience and training, support students in dealing with the difficulties they face with resilience. Moreover, as teachers, they have the necessary space and school time to carry out practices that effectively highlight the value of resilience.

The resources discussed in these interviews represent a way of materializing, in practices, tools and proposals, the development of resilience by the educational community. The school is a privileged place for individual and social development (Amado, Fernández and Oporto, 2020). It is also a privileged place for fostering resilience. Specifying the resources needed, the main aim of this article, makes it possible to overcome the problem of the lack of tools, which is one of the main motives of coexistence in the classroom (Jares, 2001). In this regard, the issue of resources for the schools participating in ANDREIA becomes even more relevant.

2. THE EDUCATIONAL COMMUNITY AS A SYSTEM FOR FOSTERING RESILIENCE: RECIPIENTS OF SCHOOL RESOURCES

2.1. Methodology for Analyzing Teachers' Responses to the Question: "What resources are available for fostering resilience in your school?

The analysis of teachers' responses to the question about available resources for fostering resilience was conducted using the EDINRES+M (Initial Screening Interview with Teachers for Resilience Training Needs) instrument. This instrument was specifically designed for the Andreia study to assess the current state of resilience-building efforts, including the tools, support, and infrastructure available in schools. The dimension related to resources aims to identify the resources currently used by teachers to foster resilience by:

- Evaluating the perceived adequacy and effectiveness of these resources.
- Highlighting the challenges and limitations faced by teachers due to resource constraints.
- Promoting to gather suggestions for additional resources or improvements needed to enhance resilience education.

    The data collection process included the following steps:

- Interview Implementation:

A total of 89 teachers from 24 schools participated in semi-structured interviews. The interviews were conducted either face-to-face or via video conferencing, depending on accessibility during the COVID-19 pandemic. All interviews were recorded and transcribed verbatim to ensure accuracy in capturing the teachers' perspectives.

- Question Design:

The specific question about resources— "What resources are available for fostering resilience in your school?"—was framed to encourage teachers to provide detailed and specific responses. Follow-up prompts were used to clarify or expand on their initial answers, such as: "Do you feel these resources are sufficient for your needs?"; "What additional tools or support would you find helpful?"; "Can you give examples of resources you have found effective in fostering resilience?"

- Ethical Considerations:

The interview protocol was reviewed and approved by the Research Ethics Committee of the Abat Oliba CEU University. This ensured that the data collection process adhered to ethical standards, including informed consent and the confidentiality of participants' responses.

The responses were analyzed using Atlas.ti (version 22), a qualitative data analysis software that facilitated systematic coding and thematic analysis. The analysis process included thematic coding, which implies that each response was coded according to its core theme or purpose. For example, mentions of physical resources (e.g., books, classroom materials, digital tools) were grouped under "Resource Availability"; responses highlighting insufficient time or external support were categorized as "Resource Constraints"; and suggestions for specific improvements or additional tools were coded as "Future Resource Needs". For example, teachers frequently mentioned the lack of sufficient tools and time, stating comments like "we don't have the tools or the time" (27:18_55), and "there's a lack of external help" (27:19_57). These responses were further analyzed to identify patterns and actionable insights.

Thus, the codes were grouped into broader categories, providing a comprehensive understanding of the resource landscape. These categories included:

- Existing Resources: Tools and support currently available in schools.

- Gaps in Resources: Challenges or limitations identified by teachers.

- Recommended Resources: Suggestions for additional tools or support.

Each coded segment was assigned a unique identifier to ensure traceability within the dataset. For example, the code (27:18_55) refers to:

Document 27: The 27th interview transcript in the dataset.

Quotation 18: The 18th highlighted quote or segment within that transcript.

Code 55: The specific code assigned to the segment, in this case, related to "Resource Constraints".

The findings from teachers were cross-referenced with data collected from school headteachers using the EDINRES+D instrument. This ensured a broader perspective on resource allocation and its impact on resilience-building efforts.

2.2. Fostering resilience as part of the school's moral culture

The development of resilience covers different areas of the life of the individual and society. Therefore, the practices and guidelines for the school to become a space for the acquisition and fostering of resilience must be accessible to all the people who form part of the educational community (Signes and Vázquez, 2022). The recipients of school resources and the perception of training needs, according to the teachers interviewed, were not only the teachers and students, but also the families. This holistic approach to resources reflects the agreement of all the teachers interviewed on the need to foster resilience.

The agreement of the educational community considers resilience an important value of a school's moral culture. A school's moral culture, or the moral character, arises from the system of practices and the universe of values that surrounds it (Puig, 2012). In short, the universe of values implies the set of values that materialize in each school practice and in the ultimate capacity that these practices develop. Thus, in this case, resilience responds to one of the motives towards which the schools participating in the ANDREIA project lean and, therefore, school practices must ultimately be consistent with this motive. The resources to achieve this are therefore essential. We will refer to the system of practices further on.

Following this idea, collective or community solutions that involve all social agents are necessary (Azkarraga, Sloan, Belloy and Loyola, 2012), turning the school into a complete educational community that fosters resilience. Engaging educators, families, and the pupils themselves in resilience training, resources, and practices provides the holistic perspective mentioned by Forés and Grané (2012) and Kotliarenco (2014). In the interviews carried out, the question about the need for resources is directed precisely at these three target groups. The teachers, aware that the development of resilience is necessary from different areas and places, have in mind the essential resources not only for themselves but also for families and students.

The resources mentioned have clear recipients and, for each one, the purpose varies. In all cases, teachers from state and grant-aided schools requested practices, tools or "specific activities" (16.31_143), "basically a set of activities that we have as a set of resources that you can go and look for and have" (22: 21_65) that allow procedural clarity for the various recipients. Moreover, they are always of the belief that it is the pupil who must learn to be resilient and aware that the adults

around them need to be resilient as well. Educators cannot serve as a support and example to pupils if they themselves are not, at the same time, capable of committing themselves to personal improvement, capable of withstanding difficult situations, of enduring inconvenience and of giving themselves courageously in order to positively influence pupils to overcome difficulties and achieve their goals (Isaacs, 1981). The following sections therefore present in more detail the purposes, perceptions and resource needs for the various target groups.

2.3. Resources for teachers. Improving their school practice

The question that guides this article concerns the preparation of teachers in terms of resilience. Beyond training, tools and support, the teachers stressed the need for personal preparation, especially those from state schools:

I think that we should all sometimes visit a psychologist and as resources, we should be able to have a few hours with a psychologist to take care of ourselves, because of course, you keep your own problems to yourself and then those of the children and there are situations in which you don't even know how to deal with theirs, so there are times... It happened to me, for example, with a child, they placed me here at this school, I found myself with a child whose custody was removed from his parents, of course, imagine, just out of university, it affected me psychologically, I think that sometimes this, well, for teachers having a psychologist as a resource would also be good for us (17:47_105).

I think that, above all, face-to-face [support] that can guide us and then take care of us on a personal level from time to time, and for us to tell

them, to ask them for advice on how to act and so on, apart of course from specialized reading material, which can help a lot, especially the teachers (15:36_70).

The multidimensionality necessary to foster resilience also applies in the case of teachers, who make it clear that training, knowledge and practice alone is not enough to guide and take responsibility for educational processes marked by difficult or traumatic situations because, as they themselves state "We are one of the sectors with the highest levels of depression and the highest levels...and that also goes with the person, with how they see life" (25:29_44). This means that, in educational relationships, the vulnerability of the other person becomes apparent and emerges as a characteristic of the relationship itself, because through it a bond can be built (Esquirol, 2006). In this regard, the teacher's own mental health, coping strategies and emotional education are of great importance:

> Material resources are also no use to you at certain times when you really have to face this, you have to help a family who's asking you for help because they can't manage that pain at that time either, help a child that's also in your care, but in the end it's "Who helps you?" (17:48_107).

The perception of the resources that teachers need to better prepare themselves in terms of resilience is directly linked to improvements in their school practice. The starting point is their well-being and perceived ability to establish educational relationships according to their emotional and psychological state (Anzola, 2003). But other issues also come into play, such as the possibility of taking responsibility for providing students the necessary tools for a holistic education, choosing the activities and proposing the resources: "I think it would have gone very well, I would have liked them to give me the tools at school, but they didn't give them to me. I don't

think these tools are provided at the moment, unless the teacher decides to provide them" (25:6_22). The teacher's role in providing their pupils resilience resources is essential. Without a comprehensive program involving all the teachers in the school, the responsibility for fostering values lies with the teacher, who, with the support of programs such as ANDREIA, can respond to the needs of pupils with the knowledge, practice and support from the educational community.

2.4. Resources for students. Resilience learning and practice

Resilience-building resources are ultimately student-oriented. Therefore, resources are needed that allow pupils to face difficult situations in which they can practice their responses, show their emotions, learn and develop their autonomy (Jover, 1991). The teachers' main concern is their preparation in order to be able to support, in the best way, their students in learning and practicing resilience. These concerns include the lack of time and possibilities to provide real support, the lack of resources and the lack of knowledge of activities that engage their pupils. "The pity is, as always, the lack of resources, which, for such a large group of pupils, comes once a week. [...] it would be needed permanently, it would be ideal, both for us and, above all, for our pupils" (23:22_49-50). Resources for pupils must be repeated and guide the development of habits that effectively allow them to practice resilience (Cyrulnik, 2002). That is why the teachers' request for time and space for fostering resilience is judicious, as permanent exercise will enable students to become resilient, respectful, responsible and independent.

In addition to repetition, students need content, activities, videos and projects that have an impact on them, that engage them and that motivate them. For this

reason, the teachers at the schools emphasized a "contextualized tool, and I was thinking about what you said about the character, because perhaps the character could be someone from Among Us who had some situation in the game and, we know that they all play it, that they love it, well maybe they understand that situation and also get more involved, put themselves more into a situation..." (24:80_136). The resources intended for pupilsshould be linked to their reality, to their day-to-day life and should present them with situations in which being empathetic is not difficult; the possibility of recognizing themselves in situations fosters the development of resilience (Rubio and Puig, 2015). And "Commenting on a text that we could introduce in the language area, but as an extra. Not to impact them with these, sure, it's good that it's part of…, but it's not what will reach them the most. Something that emotionally affects them" (9:55_138).

Using characters, examples and stories was suggested by the teachers as a way to arouse pupils' interest and put them on the path to resilience. "So this training in more resources, in more videos, in things they like, in more stories, for example, so that they can have these models, spaces for debate, even training for themselves" (12:33_58).They also highlighted the role of testimonies as a way of relating to pupils because of "the power of face-to-face testimony, which pupils can interact with, because in the end...watching a video is really good, it can be interesting, we can debate it afterwards... but, having the character in the first person..." (10:58_83). They represent, in short, one of the strategies of real interaction with reality and embody an example of resilience:

> I always think about testimonies because, in the end, I am still the pupil's teacher and I can't take this link out. If a person from outside comes to talk about some experience, some lesson in life, whatever it is, young people... that we can really, physically, explain this testimony here in class

or approach the kids, they can answer questions... I think it has enough power to get through to the students (10:57_81)

The teachers asked for help in creating and compiling appropriate resources for their students because "this would be really good, the videos, the stories, group dynamics, thinking in some way, that the important thing at this moment is not to know a lot of maths, but to be a good person in the end, because maths can be learned, with more or less ability, but this other thing is what will lead you to happiness" (13:38_58). The activities that reflect the value of resilience are at the top of the school content because of the impact they have on pupils' real lives and the possibility they have to achieve a full and happy life.

2.5. Resources for families. Support and educational coherence

The third group of recipients of resources for fostering resilience are families. "And also, an activity in which we can help parents" (7:50_101). The importance of the families and the teachers' concerns come up to a greater extent in the interviews carried out in the grant-aided schools; this does not mean, however, that in the answers given in state schools, parental figures were excluded from the dialogue. The teachers showed responsibility for pupils' resilience education, explaining the resources they need and that they may lack at school, while exercising extended responsibility to the family sphere and wishing to support their pupils at home and encouraging the family in order to ensure multidimensional, holistic development.

The resources for the family also came up frequently because of the moment in which the interviews were carried out. COVID-19 affected all the participants and the families played a leading role in school education that would

not have been possible under other conditions. Therefore, the teachers gave their assessment of the strategies and resources that exist in the family-school relationship to foster resilience:

> Yes, it's true that we have a space on the website, more aimed at families, in which loss and mourning are dealt with, which was opened after COVID, but it's true that if you start to look at the interior level, at the level of curricular learning, how you face grief, loss, death, I'd say it's quite weak (17:46_99).

> More than resources, I think that the issue of grief is linked to resilience, or, well, a situation of illness in the family, which affects you and the pupils, including us, well, since you're developing a lot, it's good to exemplify with stories or tales to provide tools... (17:45_96).

Students will become more resilient if the support provided to them in terms of resources, practices and time is extended to different areas of life, to all those where the recipients and those responsible for fostering resilience are the teachers, the family and the community (Forés and Grané, 2012).

3. CLASSIFICATION OF RESOURCES FOR FOSTERING RESILIENCE AT SCHOOL

3.1. Materials and tools

The resources needed to foster resilience at school are of different types. All form part of the system of educational practices that every school has as part of its moral culture. The system of educational practices is the set of practices that form the complex system of methods, actions and activities that are carried out in the

school environment (Puig, 2012). These practices are intended to provide learning experiences to students from different perspectives. Not all school activities and resources form part of the system of educational practices. To do this, they should be repeated frequently, they should be morally informed and they should lead to the acquisition of virtues or be virtue workshops (Puig, 2012). Hence the concern of the teachers interviewed when expressing the lack of time and space to work on resilience with their pupils. That there is no time that can be structured to foster resilience, even when its relevance is paramount, can be understood as a lack of organized or structured activities for this purpose, a problem that the ANDREIA project seeks to remedy.

Resilience is already part of the universe of values of the participating schools and, with the development of a structured time to carry out activities and practices, it will be strengthened as part of these schools' moral culture. The teachers must embody the value of resilience and enable pupils to learn and gain greater mastery of resilience. To this end, they expressed the need to have specific, structured, classified and organized activities according to the level of the development of resilience:

> They cannot be just any resource, they have to have consistency within the training process: "that there is a progression, of being able to start here, when we've achieved this, we can go on to the next level, to sequence it, because now what we're doing is a little 'oh, well, today we're doing this, I found this video that I think is very interesting' and the following week 'oh, well I found this, we're going to do something else', that we're jumping around and there's no progression (22: 22_66).

They are looking for a manual of tools and materials "That are classified. That you need 'oh, something about racism', in the playground there's been a racist conflict, 'racism, what do I have about racism between equals?'. A prior classification

is essential, because if you find what you need quickly, you'll do it. If you're going to have to be turning pages..." (23:65_156). This need to organize materials and tools is reflected, above all, in the case of the state schools in a request for time and material resources: "we don't know what we have...but let's see, it could be set aside, because once the project starts, we could set aside at best the budget allocation to promote books or stories that have been given out during the course to be able to do it" (2:34_77). So that teachers do not waste time:

> When I say it's easy, I mean that, even if the activity needs a minimum of elaboration, photocopying material, looking for something...writing a prize for the situation...you already do that part, but if you have to waste fifty-seven hours to find what you need... I think that, if we start from a good classification of the materials that makes the purpose of each activity clear, it'll be more understandable, easier (23:66_158).

In other words, teachers need a selection of resources and activities that propose a specific way of working on resilience. Hence, the ANDREIA proposes narrative itineraries for schools, which serve as a program for time dedicated to fostering resilience. The request for videos, stories, dialogue exercises and role-playing can help strengthen pupils' resilience practices (Martínez and Puig, 2003), interdisciplinary activities that propose that resilience permeates all school practices. Therefore "One idea that we've thought about but have never put into practice is that I think it would be really good to work on religion classes using stories" (12:32_56).

In short, there is a clear awareness on the part of the teachers from all the schools regarding the need for materials and tools that help them support their pupils' resilience practices. There is a concern about the relevance of the resources for the pupils and for the particular situations that each is experiencing. Special sensitivity is

therefore needed in choosing appropriate activities in each school situation so that they effectively foster resilience in the students and in the educators themselves.

3.2. Time and space for practice and exercise

The teachers from most of the schools, both state and grant-aided, mentioned the lack of time and space to work on resilience. They therefore proposed "An activity structured in such a way that it doesn't require prior preparation time by the teacher. I've been a teacher for years as well and teachers are drowning […] something that you can print and read at that moment" (23:64_153-154). Because "there are no resources, Dani, now you've changed everything we're doing, there's no time..." (24:72_121), "the resource that I do see that we all lack is time" (12:35_56). Although there was consensus on the importance of working on resilience and the importance of dedicating activities to practicing it, "there's no time […] Neither material nor human..." (24:73_122-123). The teachers are limited in their possibilities of working with their students by this lack not only of organized resources, but also of working hours:

> That selection of characters, even passages, sometimes there's a character from a book... but we're not going to read forty books, right? Well, what specific passage... that involves us reading ten books, if instead of ten I can go to a specific passage and look for a contextualization, it helps a lot, because in the end we don't have time (19:55_80).

> The lack of suitable places is also evident in their answers:

> There is a lack of "Spaces. Yes, it's true that many times there are many activities that are aimed at fostering it but that you can't do because you

only have the space you have, and I want to go out to the playground, but it turns out that they're all occupied" (17:43_91).

The school's time and space frame the practices of value (Puig, 2012). The fostering of resilience by the schools participating in the ANDREIA project requires, as expressed in the aim of the project, a practical program of a structured time dedicated to fostering resilience because, as one teacher expressed it, "it would be ideal, every day, to have some time to dedicate..." (26:27_67) to the practice of resilience.

3.3. Training and knowledge

The teachers, mainly those from grant-aided schools, expressed the need for resources in terms of training. An important, though not exclusive, part of the development of virtues is knowledge and know-how. Knowledge not only of resilience but also of the pupils' particular situations "if we don't know very well what we have to work on, we won't know what we need" (9:44_125). And also knowing how to explain to students and parents what is happening:

> I think that the videos, as you said before, when we did the "bullying" team training, it really had an impact on me, it's not just that they explained what bullying or cyberbullying was, the situations and how to solve them, they even showed videos on how to explain to the father and mother of the bully and the victim. I really liked this because it's very delicate, I think this can make them put themselves in that situation. Watching a video, and then seeing how you would feel, it's really hard for them to put themselves in that situation (9:46_129).

Here we are very much about dialogue, about looking for those meeting places with the kids and that maybe is not an activity that materializes on a piece of paper, but rather a conversation based on a situation, and that is going to give us, I think, a better training (10:56_80).

It is not, therefore, a question of training solely in terms of knowledge, but of a holistic preparation to face and support resilience practices: "at a pedagogical level we have many meetings and so on, but at an emotional level, at such a level... we don't have this space. So, it's interesting that these spaces are being created" (27:47_160). And of training to establish links and to have cognitive and emotional tools to foster resilience:

I would be interested in a lot of good reading materials on the subject because if there are reading materials that we can study it also helps us, you get into a concept and you have to understand it. Nothing much, but if there's something good, it's interesting because it's a way to understand, we're teachers, so everything you can give seems fine to me. I can now go and search for resilience on Google, but I don't have any selection criteria (18:38_73).

3.4. The human resource: dialogue and relationships

Finally, the last resource mentioned by the teachers in the interviews is the human resource. The teachers from the state and grant-aided schools highlighted the need to create spaces for dialogue, relationships and mutual help as a strategy for fostering resilience. Since the affective connection is a pillar of resilience (Cyrulnik, 2004; Rojas, 2010), the teachers were motivated to help and support each other:

The spaces for exchange are good, because one thing is that they give you the reading list, but you then have to take it to the classroom, and I always say "okay, the skills", but if they don't give you a practical case in which you really see what you're working on, taking an idea and putting it into practice is sometimes a bit difficult, so the space for exchange between teachers is usually very good, because sometimes a teacher works on it one way, you work it another way and we all enrich each other (28:44_87).

I want meetings like this one we've had, because when we talked about spaces, about sharing, about talking, these moments help us to put on the table those kinds of things like "oh, this can be improved, this is missing, we do this well", which are spaces that if you hadn't been there we wouldn't have them and you start working and forget them, when they're so important (17:52_114).

Creating connections, such as the educational relationship, serves as a vehicle for strengthening resilience in the community. Creating a network favours the success of people who have to face difficult situations and, at the same time, provides the communication of experiences:

I think all this training is fairly important for early detection, because sometimes time matters, the fact that we can create a network of professionals who can say "well, I can't make it, but I know they'll make it here or on the other side as well" (13:33_58).

In this regard, the teachers stated that "perhaps at the level of personal experiences we can also help each other, I mean, that meetings like this are also good..." (27:45_155). Because if "something works for someone, whatever it is, they do something and maybe they don't realize it and someone else tells them 'well, this is how it is, you're doing it', between us helping each other and giving each other advice

or something" (27:46_157).In their interview answers the teachers demonstrated an awareness of community and an idea of dialogue and a relationship of trust and support, a kind of network of educators that extends to other schools and contexts:

> When you share things with other schools, it's very enriching, that's true. And now that we have a resource like a "drive", we don't need to, or maybe we do. Once a year there's a meeting or a videoconference, even though we can meet, there are resources that we can already make our own, and that'll be good (26:38_92).

As could not be otherwise in terms of resilience, the importance of interpersonal relationships is paramount. The creation, maintenance and enrichment of these bonds are considered one of the great resources that teachers have to foster resilience in their pupils (Rubio and Puig, 2015).

4. CONCLUSIONS

The teachers' perceptions regarding the resources necessary for their training in resilience is one of the central questions of the first phase of the ANDREIA project. The analysis of the teachers' answers sheds light on their real needs for fostering resilience in schools. The holistic or comprehensive vision that the interviewees have regarding the recipients of the resources deserves to be highlighted. Even when the initial question revolves around their needs, they always include the point of view of the pupils and the families, effectively showing the complexity they face in the task of building resilience.

The multiplicity of the resources mentioned is also worth noting. The need for different types of resources is evident, which is consistent with an understanding of

the resilience that permeates the entire school institution and that can, therefore, be considered as part of schools' moral culture, because it forms part of their universe of values and their system of practices (Puig, 2012). This is why we find a high awareness among the teachers of their need for knowledge and training on resilience, as well as being able to access activities that are specific, organized and that make sense as part of a broader resilience development program. Moreover, there seems to be unanimity in the importance that the teachers place on relationships and dialogue, as well as to the creation of support networks and experiences as resources for fostering resilience in schools.

However, a difference between state and grant-aided schools was observed. In the former, the teachers stressed the need for resources such as time and highlighted the lack of material resources currently available to them to be able to carry out resilience activities and practices, while the teachers from the grant-aided schools emphasized the need to broaden their own training and to include the family as a key context in pupils' resilience. Although perceptions differ slightly according to the type of school, the resource needs are the same between the two types and provide a clear guide to the direction that the practical program offered as part of the ANDREIA project should take.

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