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Development of the training method of the project called Spotting and Strengthening Resiliency Skill from Early Childhood

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(Development of the training method of the project called Spotting and Strengthening Resiliency Skill from Early Childhood)

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INTRODUCTION

The project Spotting and Strengthening Resiliency Skills from Early Childhood (SSR SEC), which was taking place in three countries (Hungary, Slovakia, Romania), aimed to research, test and collect interdisciplinary methods that can strengthen resilience from early childhood onwards and that can be used by different professionals working with children and young people without any specific training. The professionals implementing the project, which has was running between 1 September 2020 and 30 September 2022, have created five different intellectual products. First, they created a training methodology on resilience, and then a collection of best practices to complement the methodology and to help professionals using it during their work. The methodology and the collection were tested and further developed in a three-day pilot training for youth workers, followed by subsequent sessions implemented by the training participants in a collaborative and reflective way. Building on the project's findings, policy recommendations were developed for relevant organisations, including teachers' unions, family support workers, youth organisations.

The final version of the methodology handbook, for example, was influenced by the experiences of the pilot trainings, the good practices were tested by the participants in their own groups, and the whole process was framed by a research which not only helped to define the theoretical basis but also monitored the experiences of the participants. Finally, policy recommendations were developed reflecting on the whole process.

The pilot training was attended by both young and experienced professionals, mainly from the field of pedagogy, but also by those working in other fields (e.g. family support, correctional facilities, training organisation). During the training, they not only learned the methodology but also received impulses for the development of their own resilience. The participants were introduced to the theoretical basis of the methodology handbook, acquired knowledge about resilience and tried out some of the exercises included in the best practice collection. They were then asked to try out the exercises within their own target group and to give feedback on their experiences. They were given the opportunity for continuous collaboration, feedback and reflection. They did not receive the methodology in a finished form, they themselves became the shapers of the final version.

The research was an important leg of the project. We wanted to support the preparation of the training theme, the monitoring of the training process and the testing (implementation) of the best practices, the development of the final methodology and best practice collection, and the formulation of policy recommendations with research, thus putting them on a scientific basis.

Within the research, five interlinked subtasks were identified. Firstly, the theoretical foundations of the practical work were laid and an international comparative analysis of the situation in the three countries involved in the implementation of the training (Hungary, Slovakia and Romania) was carried out. It was assumed that the participants in the training would be predominantly teachers or would have a basic knowledge of pedagogical methods, so the aim of the study was to get to know the teacher training in the countries involved in the project and the target group itself, in order to identify the starting points for the training and to identify the gaps that the training could fill.

The second part of the research was to monitor the training process. The input questionnaire (see annexes) explored the expectations, motivations, social background and quinquennial knowledge of the training participants. During the training, participants completed a number of tasks that were used as reflective documents in the research, and an evaluation of the training was carried out by analysing the interviews that concluded the training.

The participants were able to test their knowledge in a so-called implementation phase. The research team also monitored this process. This was the third subtask of the research.

As a fourth sub-task of the research, it was important to get to know the impact of the developed training material not only from the participants' but also from the trainers' point of view, and therefore their professional feedback was also examined in the form of interviews and reflective diaries, both during the training and during the implementation.

The fifth task was to evaluate and discuss the results of the research in academic forums (in the form of conference presentations and publications). One of the fruits of this subtask is the final volume summarising the research findings.

BASIC CONCEPTS AND THEORETICAL FRAMEWORKS

1. Resilience

This chapter presents the theoretical framework in which resilience will be understood in the project. It is no coincidence that in recent years there has been increasing attention to resilience as a theoretical and practical approach, as it focuses on coping despite adversity, analysing processes and phenomenas that resist negative regularities.

Resilience – according to its broad definition – is "the capacity of a system to adapt successfully to disturbances that threaten the viability, function, or development of the system" (Masten, 2019: 101). In the OECD PISA test, resilient students are defined as those who achieved a high point score on the test, but are in an unfavorable position based on their social background (Agasisti et al., 2018). Educational sociology studies considered a person resilient if and when he can successfully complete his school career despite their disadvantaged family background, that is they could adapt successfully to the adverse circumstances caused by their social origin (Ceglédi, 2012).

The popularity of this innovative approach is due to the fact that it goes beyond identifying problems and focuses on solutions. It focuses on positive examples and solutions that bring us closer to adaptive and developmental responses to the challenges of our time. The present volume adds to the range of studies of resilient materials, organs, ecosystems, cities or personality traits.

However, to find the way through the diverse conceptual framework of resilience to enhance resilience as a capacity to cope with challenges, we needed to explore the framework that most influences the development of this capacity, whether in a negative or positive direction. We therefore chose the educational system, within which we examined the role of teacher training in the development of this skill, whether the teachers themselves possessed resilience qualities, and the impact of the methodology developed in the project as teaching material on the pilot training participants, i.e. the target groups with whom they work.

The following terms are used throughout the study:

- trainee - a person who has completed the pilot training implemented in the project and, after the end of the training, has tried out the exercises of his/her choice on young people with whom he/she comes into contact in the course of his/her professional life of voluntary activities. They are also referred to several times as session leaders or group leaders during this trial phase.

- trainer - the person who delivered the pilot training on behalf of the organisations involved in the project and who received the reflections of the trainees during the pilot phase.

Throughout the study, group leaders are also sometimes referred to as teachers or educators, but this does not mean anyone working exclusively in a school setting - it is taken to mean anyone, regardless of their qualifications, who leads or manages the development of resilience in an individual or group (teacher, tutor, trainer, coach, etc.). Similarly, we refer to students as those to whom acquired knowledge and resilience values are transmitted, but this does not imply an exclusively formal causal environment and legal relationship.

2. The resilient teacher

The theoretical framework is provided by the following three ways of interpreting resilience:

1) The academic resilience of teachers (resilience of origin);
2) The development of students' resilience;
3) Professional resilience.

Table 1 provides an overview of the interpretations.

As the project was carried out in three different countries, an internationally accepted indicator that could be operationalised at the national level was sought to capture the social context. We chose the PISA index of economic, social and cultural status (ESCS).

"The ESCS is a composite score built by the indicators parental education (PARED), highest parental occupation (HISEI), and home possessions (HOMEPOS) including books in the home via principal component analysis (PCA). (See description of these three variables above). The rationale for using these three components was that socio-economic status has usually been seen as based on education, occupational status and income. As no direct income measure has been available from the PISA data, the existence of household items has been used as a proxy for family wealth." (OECD, 2017: 339)

The table below details how resilience can be approached in an educational context:

	1. The academic resilience of teachers (resilience of origin)	2. Supporting students' resilience: a) In a sociological sense: Supporting the successful school career of disadvantaged and/or Roma students b) In a psychological sense: Supporting students' psychological resilience	3. Professional resilience
What it means?	Resilient is a teacher who comes from a disadvantaged and/or Roma family. a) Personal life path knowledge as a resource.[1] b) Unprocessed life experiences as sources of danger.[2]	A teacher who helps his students to... is resilient. a) ... have a successful school career despite their disadvantaged and/or Roma origin. b) … be resilient in a psychological sense.	Resilient is a teacher who is characterized by professional resilience, i.e. copes with pedagogical challenges.
What is the task of teacher training in the ideal case? **Teacher training must provide the professional background for future teachers to be resilient in all three senses above.**	The task of teacher training is to help student teachers from disadvantaged and/or Roma families process their life journey, have a healthy identity, learn to think reflectively about themselves, and be able to recognize resilience in their life experience, as well as use it as a valuable resource in pedagogical work .	To prepare student teachers to help their students achieve the above.	Dealing with the personality of teacher training students helps to develop their professional resilience. Elements/components of professional flexibility: ● self-knowledge ● coping with stressful pedagogical situations ● reflectivity

[1]On the one hand, they have the experience of dealing with disadvantaged situations through their own life path, which knowledge can be an important source of pedagogical work. If these experiences are properly processed, they can develop the lessons of their life experiences into professional knowledge (Everington, 2014).

[2]On the other hand, this life path can also carry many dangers (e.g. they feel like double outsiders, they do not have the complete cultural capital to be transferred at school, etc.), which also require appropriate processing (Hafičová et al., 2020).

What are we investigating during the research ?	What proportion of student teachers comes from disadvantaged and/or Roma families? What institutional strategies help them?	What characterizes the curriculum and professional content of teacher training for teaching disadvantaged and Roma students (e.g. training and output requirements, subjects related to the topic)?	How does the personality of the teacher candidates appear in the curriculum and in the professional content of the training, what can help them to become resilient professionals, or is there specific content on resilience?
Research methods	Comparative review of studies and statistics following uniformly defined criteria and structure	Comparative review of publicly available institutional documents, following uniformly defined criteria and structure	Comparative review of publicly available institutional documents, following uniformly defined criteria and structure

Table 1. The approaches of the resilient teacher (Ceglédi, 2020)

2.1 The academic resilience of teachers (resilience of origin)

The first possible approach to the concept of a resilient teacher starts from the social background of the educator and considers a resilient educator as one who has obtained a degree despite a disadvantaged social background (Ceglédi, 2020). The international literature calls this academic resilience. The cultural, relational and economic capital that teacher candidates bring from home deserves special attention because it can have a major impact on their student years and (partly through their student years) on their future careers. An important question is, for example, whether and where the future teachers have acquired the cultural capital that they, as teachers, must pass on to their students. Are they able to cope with the future tasks of compensating for the lack of cultural capital of their future students, if they themselves do not bring this capital from home (Ceglédi, 2015)? The educational, employment and income status of prospective teachers' families is related to the presence of these capitals within the family.

A resilient life course is a powerful resource in itself, but it can also contain many unresolved struggles and have many latent or even spectacular consequences. The importance of mental illnesses associated with social mobility has already been highlighted by Durkheim (2000), but the difficulties involved are also mentioned in basic socio-demographic works on the home. The desire for social uplift can also be understood in terms of the Marxian and Durkheimian notion of solidarity, as a counterpoint to solidarity itself, which is based on similar living conditions (cited in Beck, 1983).

This is based on the fact that society itself is unequally structured, in which only individual mobility is possible, who alone must bridge the deep, socially given distance between the different strata (Ferge, 1972 (2006)). The greater this distance, the greater the burden on the individual, and the greater the individual mobility, the greater the source of social tension (Ferge, 1972 (2006)). The question arises: can we expect that teachers who have travelled a resilient path of life with this tension, and whose individual struggles have broken through walls on a social scale, should continue this struggle with 'greater burden' and 'on a larger scale' in their work, and be willing or able to break through more walls through their students? How much room for manoeuvre do they have? Furthermore, it is a question (perhaps rhetorical) whether

the compensation for disadvantage, which is part of the challenges of the teaching profession, is an additional burden or an intrinsic burden in the work of pedagogical educators, which is in any case a tension between expectations and possibilities (Andor, 1980 (2006)).

A recurring motif in research on resilient fates is the vacuum between the distance from the old community (mainly the family, but also the residential community) and the difficulties of integration into the new community. This is referred to as the "double outsider" phenomenon (Hafičová et al., 2020), double squeeze (Orsós, 2019), identity crisis (Leist Balogh & Jámbori, 2016), emotional disconnection (Ceglédi, 2015), emotional loss associated with the loss of community (Pusztai, 2004), social vacuum (Lukács J., 2018) or as a split habitus (Durst & Bereményi, 2021). In such cases, the debilitating force of confronting the gap between social strata is also present (Kapitány & Kapitány, 2007; Reay et al., 2009; Durst & Bereményi, 2021; Hafičová et al., 2020).

According to Beck (1983), in welfare or welfare-driven societies, individual choices play an increasingly important role in individual life course. Life events and social relations are not merely factors outside their control, but are themselves shaping factors, which brings with it the individualization of former social conflicts (conflicts that were previously social in scale trickle down into the individual's life, requiring a solitary coping), which can lead individuals, for example, into personal dissatisfaction, anxiety, guilt, psychological conflict and neurosis (Beck, 1983). From the point of view of the school career, this raises the question of whether those who start out with back-breaking difficulties are prepared to take on these challenges, feel able to take control of their destiny and withstand the resulting conflicts.

Pioneering can also be a mental burden, as the protagonists of resilient life journeys are often the first to break out of their community and become role models (Godó et al, 2020), they have a strong desire to prove themselves to those who were previously prejudiced against them (Varga, 2019). This can make them feel a great responsibility, which is difficult to cope with alone (Ceglédi, 2018). The prolongation of family formation due to learning can also cause conflict and role confusion (Hafičová et al., 2020; Ceglédi, 2017).

The mental costs of structural mobility can therefore be very severe: lower subjective well-being, isolation, depression, loss of self-esteem, deterioration of health (Lukács J., Individuals

with high social performance who grow up in unfavourable family circumstances are more prone to pessimism, melancidity and depression in adulthood, while the majority of those who grow up in favourable circumstances are characterised by good mental health (Czeizel, 1997). For example, the phenomenon of johnhenryism, named after an African-American man, is worth mentioning. The man overcame his social disadvantages, but this struggle led to the depletion of his inner resources, the deterioration of his health and ultimately his death. Research has shown, for example, that men with similar fates are prone to high blood pressure (Subramanyam et al., 2013).

2.2 Developing students' resilience

A second possible approach to the concept of a resilient teacher is to label a teacher who can support the resilience of his/her students (Ceglédi, 2020).

A resilient student is one who finds his/her talents and thrives in the school world despite the many adversities that might prevent him/her from doing so, such as a stressful life event, family background, residential or other disadvantages. It is the responsibility of teachers to ensure that every student achieves his or her best and that successful collaborative work can lead to the fulfilment of the teacher's vocation (Ceglédi et al., 2020; Kozma & Ceglédi, 2020; Parkes & FitzGibbon, 1986; Lee, 2012; Bersh, 2018; Everington, 2014; Salinas, 2002; Fejős, 2019).

We can speak of a resilient child or young person in both sociological and psychological terms. Although the two are closely linked, for the sake of clarity we will refer to the two types separately. Resilient pedagogy in a sociological approach includes pedagogical work to overcome social disadvantage. In this sense, a resilient teacher is a teacher who helps his or her students to achieve academic resilience in their lives. At the same time, in the psychological sense, resilient pedagogy is about developing the psychological resilience (e.g. psychological resilience) of learners.

A higher proportion of novice teachers teach in schools with a high proportion of disadvantaged and/or Roma pupils (Bacskai, 2015). In addition, a large proportion of the rising generations may be affected by psychological challenges that require psychological resilience to overcome. It is therefore important to prepare teacher candidates for resilient pedagogy. How can they help their students in the future to overcome social disadvantages and/or to become psychologically resilient learners?

During the project, two priority target groups were identified as secondary target groups to be reached by the professionals involved in the training. On the one hand, disadvantaged children and young people and, on the other hand, Roma children and young people. It is important to clarify at this point what we mean by these two key concepts and how they relate to each other. Deprivation is a social status approach and Romaness is an ethnicity-based approach (Csapó Cserti, 2019), which implies two different perspectives.

The legal definition of disadvantaged and severely disadvantaged situation can be defined on the basis of the current (from 01.09.2013 to August 2022) status of the following Act: Act XXXI of 1997 on the Protection of Children and Guardianship Administration, Act VIII. Chapter VIII reads as follows: 'A child entitled to regular child protection benefit and a child who has reached the age of majority who is in one of the following circumstances is disadvantaged: (a) low level of education of the parent or the adoptive guardian, if it can be established, on the basis of a voluntary declaration, that both parents who have the child in joint care, the parent who has the child in single care or the adoptive guardian, (b) low employment status of the parent or the adoptive guardian, if it can be established that either of the parents raising the child or the adoptive guardian is not in employment at the time of applying for the regular child protection benefit in accordance with the provisions of the Social Act, (c) inadequate living environment or housing conditions of the child, if it can be established that the child lives in a housing environment declared as segregated in the integrated settlement development strategy for the municipality or in semi-comfort, uncomfortable or emergency housing or in housing conditions where the conditions necessary for his/her healthy development are limited."

"Seriously disadvantaged" means: a) a child entitled to regular child protection benefits and a child who has reached the age of majority, for whom" in the previous list "at least two

of the circumstances specified in the previous list are present." In addition, "(b) a child in care, (c) a young adult in receipt of aftercare and in a student or pupil status." (Aftercare: Support for young adults who have reached the age of majority in the child protection system)

In pedagogical terms, disadvantage means being at a disadvantage compared to peers. Several authors emphasise the relativity (Kozma, 1975; Várnagy & Várnagy, 2000). According to them, disadvantage is a relational concept, a lagging behind or disadvantage relative to something or someone. "(...) disadvantaged pupils are those pupils who are academically hindered in their development by various environmental factors in relation to their aptitudes." (Várnagy & Várnagy, 2000: 10).

Several approaches coexist to define Roma children and young people, and there is no single definition. There are basically two approaches among researchers. One is based on self-classification, the other on external classification. In the first case, those who identify themselves as Roma are considered as such. The most striking example of this is the census in all the countries concerned. In the second case, those who are perceived as Roma by their environment are classified as Roma (Kemény, 1997; Ladányi & Szelényi, 2000; Matlovičová et al., 2012; Pásztor et al., 2016; Pénzes et al., 2018; Cserti Csapó, 2019; Ćurčić et al., 2012; Bernát, 2014; Szabóné Kármán, 2010; Kállai & Kovács, 2009; Balogh & Fábiánné, 2012; Orsós, 2015; REWG, 2001). In this project, we consider as Roma children and young people those who will be considered as such by the primary target group of the pilot training participants during the implementation of the training. It is not a prerequisite for implementation that all members of the secondary target group are disadvantaged and/or Roma children or young people. Research accompanying the programme may provide an opportunity to compare experiences with secondary target groups from different backgrounds.

It is therefore important to stress that we are not talking about confusing the definitions of disadvantage and being Roma. The reason why this confusion may be present in the public consciousness is that many Roma families also suffer from social disadvantages, and a high proportion of Roma families are disadvantaged. Here we must also consider the extent to which the situation of Roma students differs from or is the same as that of other disadvantaged groups. Kemény (1997), who has carried out extensive research on the situation of the Roma, is of the opinion that the problem of Roma households is not an ethnic problem

but a problem of stratification, i.e. poverty. The 80 per cent of the families he studied belonged to the lower strata of society and their main characteristic was deprivation in all areas, including housing, education and employment.

However, the very definition of Roma is problematic: the results are different when self-categorisation is used and when those perceived as Roma by their environment are taken into account. This uncertainty also makes it difficult to determine the social composition of the Roma in Hungary, and the great social transformations have increased the tendency to simplify and lump together the various categories, thus creating the perception that "the poor are the gypsies, and the poor are the gypsies". This is not a Hungarian peculiarity, the researchers describe a case where, while in Milan, they talked to local Roma experts who classified the Roma living there into three categories, each category referring to the Roma living in the settlements. When asked where the Romani who are not living in settlements belonged, they were told that there were none. However, it later emerged that the more assimilated Roma not living in settlements were simply considered by the Milanese to be Southern Italians. The traveller phenomenon also suggests a similar interpretation. All this suggests that the Roma way of life, culture and identity is not a permanent feature that exists outside society and history, but a phenomenon that is constantly evolving and changing within the relational system of a given society (Ladányi & Szelényi, 2000).

For this reason, Neményi (2000) points out that although social status is a determinant of health differences, it is also a determinant of cultural and material differences, and that ethnic and cultural differences cannot be reduced to class differences alone. The causes are complex, and it is often not known to what extent ethnicity, class and cultural factors play a decisive role in the development of marginalisation, which is often characterised by under-education, unemployment and deviant behaviour.

R. Forrai and Hegedűs (2000) point out that Roma families and the majority society have different child-rearing ideas, time perceptions and communication expectations. For example, the Roma child learns rules not cognitively but by experience, is not encouraged to compete but is provided with a constant warm atmosphere in which punishment is quite rare. This constant togetherness makes the child highly sensitive. This style of parenting does not meet the expectations of school, for example, and causes confusion in the child's integration. At the

same time, poor but non-Roma families are also characterised by poor living conditions that affect the upbringing of the child. For example, to develop and strengthen the motivation to learn, it is necessary for the parent to support the child's exploration of the world, initiation of activities and solving problems that the child faces. However, marginalised parents with lower levels of education are less likely to make such demands on their children. And their own previous school failures tend to make them distrustful of public education institutions (Fejes et al., 2013; REWG, 2001; FRA, 2014; Messing, 2017).

This volume takes the approach that the 'group' defined by the two terms (disadvantaged and Roma) is not the same. In terms of social background, schools with low pupil composition can be found in parts of the country where the Roma population is not high (Bacskai, 2015), and the number of non-disadvantaged Roma groups, families and individuals (think for example of Roma intellectuals) is by no means negligible. Moreover, the presence of disadvantaged groups, families and individuals of non-Roma ethnicity also points to the difference between the two concepts (think, for example, of child poverty, which also affects non-Roma families).

Researchers on the subject have argued that the perception of the issue as a social problem and the talk of a group to be socially included raised a number of problems at the level of social policy in the previous system. This leads to misunderstandings and wrong solutions. Instead, there are more arguments in favour of a direction that talks about cultural diversity, sees Roma culture as valuable, considers it as something to be nurtured and builds on its benefits (Csapó Cserti, 2019; R. Forray, 2015; Kállai & Kovács, 2009).

What can we do to improve the resilience of children and young people? The key role of schools is highlighted in all the literature on the subject. When we talk about resilient learners in sociological terms, it is worth drawing attention to the compensatory role of school. Masten et al. (2008), Kende (2005) and Hafičová et al. (2020) emphasise the prominent role of schools, as it is often schools that provide the first contact with the intellectual environment, either through the teachers themselves or through the resources that disadvantaged children have less access to at home (e.g. musical instruments, sports equipment, books, ICT tools). Nevertheless, many researchers on resilience consider schools as the primary arena for protective factors and the developer of general adaptive models (Masten et al, Masten et al.

(2008) argue that school is a place where not only protective but also risk factors are present, which they consider ideal, as they argue that school is a supervised place where negative life events can be processed and coping strategies can be developed. The authors consider the presence in school of people who monitor children's lives and who can intervene as experts in risky situations to be crucial. The school can thus play a 'vaccination' role in the development of successful adaptations (Masten et al., 2008).

When looking at student resilience in psychological terms, it is worth considering the following: Middleton and Millican (2020) identify three different perspectives for schools wishing to contribute to the development of student resilience. On the one hand, the school as a system can facilitate the emergence and development of resilience if risk and protective factors are balanced in the school. On the other hand, the application of pedagogical concepts that promote resilience: pedagogical concepts based on constructivism, exploratory and experiential learning, experiential and person-centred pedagogies, the use of play in the learning process, etc., can have a beneficial effect. Thirdly, programmes that focus not only on academic performance but also on transversal competences can develop children's resilience and give teachers the opportunity to explore interactions that promote their own resilience and to use this knowledge with their students. In programme-based development, however, it is very important to adapt the programmes to the specific context and educational environment (Templeton et al., 2020). Without this, success is almost inconceivable.

3.1 Professional resilience

The teaching profession is a challenging one. In the face of daily trials and professional challenges, adaptive coping strategies and professional resilience are required. The third approach uses the concept of a resilient teacher in this professional sense.

The study of resilience has been prompted in particular by the increasing drop-out rates in Western education systems. Various social, economic, and technological changes have further increased the complexity of the expanded role of the educator and the complexity of the work of the educator. In addition, the decline in the social esteem of teachers has led to a mismatch

between the work invested and the rewards received, which has fuelled career drop-out among teachers (mostly early career teachers) (Bordás, 2020).

Initially, pedagogical research tended to focus on the causes of career drop-outs, with a deficit approach, looking at the deficits and problems that drop-outs face (e.g. lack of appropriate competences, burnout, etc.). However, in the last two decades, positive psychology has led to a shift in focus, with a strengths-based approach focusing on retention and factors that facilitate career persistence (Tait, 2008; Johnson et al, 2010; Gu & Day, 2007, 2013; Beltman et al., 2011; Le Cornu, 2013). In addition to the study of teacher burnout, there is a growing body of research on teacher resilience or the relationship between the two phenomena (Tompa, 2013; Donders, 2020).

As early career teachers have the highest drop-out rates, much of the research focuses on the challenges and coping with these early years. Another group of research focuses on quality retention, which is not unimportant for those who stay in the teaching profession, and their motivation, commitment, principles and beliefs. Gu and Day (2007), based on a longitudinal interview study of 300 people, speak of quality retention and, in this context, resilience, when teachers, faced with the challenges of their work and life, manage to maintain their motivation and commitment at all stages of their careers as teachers.

What challenges do teachers face? A common challenge, affecting all three countries covered by the project, has been the school closures over the last 1-2 years due to the pandemic. The complete shift of pedagogical work to the online space has been an extraordinary challenge for all teachers, requiring adaptive responses that are faster and more effective than ever before.

The teacher-centred approach, which assumes that the teacher is an autonomous professional, even takes into account the dangers of an increasingly demanding profession, which increasingly requires the 'effective' presence of the personality. Research reports increasing levels of stress (Lubinszky, 2013; cited in Balázs & Szalai, 2017), which can be attributed to a number of factors. The system of support-giving and support-receiving relationships lacks reciprocity (Bordás, 2010): being a teacher is mainly a one-sided relationship - even if working with children can be a source of much joy in itself, the subordinate relationship bet-

ween adult-child and teacher-student roles already leads to inequality. This is a strain on the personality in any similar profession, especially in the helping professions.

The pressure of increasing curricula and expectations, in which there is no time for teacher and student to meet each other as human beings, allows the student's genuine interest and personality to develop (Balázs & Szalay, 2017). On the other hand, it is the effort in which the teacher has to "create his or her authority from his or her own internal resources" (Balázs & Szalay, 2017: 72), as this authority can nowadays less feed on respect for the faculty (Balázs & Szalay, 2017). Added to this is the tension of expectations and opportunities and the declining prestige that has been in place for decades (Andor, 1980 (2006); Bordás, 2020).

The challenges of continuous preparedness also require responsivity. "It's harder than the work of any inventor, physicist, aircraft designer, scientist, because it requires more original ideas than the life's work of a country's worth of academics. Original ideas are needed to solve changing and never-repeating human situations, to establish a working relationship with ever-changing child individuals, to make the knowledge to be imparted teachable, to discover the right method for the job not in any manual, to understand and use moods, to find the right words, which may be different for each child. And there is no way to do all this without relying on basic research, without years of thinking, with only minutes or hours - sometimes only seconds - to do it. These ideas, of course, do not decide the fate of factories, industries, countries and empires, "just" children." (Andor, 1980 (2006): 91)

The task-oriented approach understands the teacher in his human-resource, executive role. While the study of teacher effectiveness has received increasing attention in recent years, it is also clear that there is no single idea of what a 'good' teacher should be. The fact that the characteristics required to practise the profession very often appear to be personality traits that a good teacher is 'born with' is a clear indication that expectations of the role of teacher are complex and contingent (Fónai, 2012; Papp, 2001).

Over the past two decades, the literature has increasingly sought to describe the appropriate competences rather than the qualities required of a 'good' teacher. However, there is no uniform interpretation of the concept of competence. In common parlance, it means competence or aptitude. According to the Pedagogical Dictionary, it is essentially a cognitive attribute

(Báthori & Falus, 1997) and is often used as a synonym for ability, sometimes complemented by attitudes and relevant knowledge elements. Others also consider internal psychic processes to be essential, for example, in Nagy's (2002) interpretation, competences form a complete system, including perception, decision making, organisation and execution of activities (Falus, 2006; Trentinné Benkő, 2015).

Over the last 40 years, the above has been subsumed under a concept that is essential for teacher effectiveness, namely decision-making capital (Hargreaves & Fullan, 2012). The accumulation of this starts during training, but can only really be completed during the time spent in the field: hence the problem of the increasing trend of early career drop-out. The components of decision-making capital are: commitment to the career, prestige; self-reflection; openness to feedback; transparency; pedagogical knowledge and experience (Hargreaves & Fullan, 2012).

The student-centred approach asks why it is important from the student's perspective that the teacher 'gets it right'. 'Our limbic system is an open system, our mirror neurons help us to take on the emotions and mental states of others, as well as the good as the stressful, despite our intentions (McKee et al., 2003). Thus, for a teacher under intense stress, it is not his or her knowledge that is embedded in the student's personality, but the frustration caused by his or her mental state. Behind adult thoughts such as 'learning is boring', 'I can't do maths', 'I won't succeed at this...', there are always teachers who, against their will, have burned these self-limiting beliefs into the psyche of the former child. And the emotions that give rise to these self-limiting beliefs, such as fear and shame, are hardly conducive to coping with the unpredictable challenges of the future, because they destroy, like termites, the very foundations without which there is no openness, no real creativity and initiative, only the need to conform and to struggle. And this educational practice is by no means healthy by its very name, but rather pathogenic." (Balázs & Szalay, 2017: 73)

Research on students' perceptions also indicates that when academic knowledge and methodological, pedagogical knowledge coexist, students feel that they are being taught by a 'good' teacher. In the United States, Worrell and Kuterbach (2001) investigated students' perceptions of effective teachers. Their work also sought to demonstrate that, although student ratings have been subject to much criticism - for example, that they are influenced by the gra-

de received but also by the size of the class - student ratings are generally reliable. For example, they correlate with student achievement, i.e. better teachers have better student performance. Measurements also show that, for specific behaviours (i.e., when asked about teacher effectiveness in general rather than in particular), there are roughly constant differences between teachers who are rated highly and those who are rated low.

Students perceive six main characteristics of an effective teacher:

1. performance-oriented
2. ability to apply knowledge in practice
3. able to act as a facilitator
4. is committed
5. is enthusiastic
6. confident.

As it can be seen, the above are not so much related to subjectal knowledge, academic knowledge, but rather to self-reflection, methodological knowledge and adequate self-awareness. "Self-knowledge is therefore essential to the helping profession. Otherwise, burnout, career abandonment or the so-called 'helping syndrome' may develop (after Schmidbauer, Fodor & Tomcsányi, 1995). The latter is characterized by overwork and self-harm resulting in helping compensating for an own insecure self-evaluation, and without external confirmation for altruism, a fluctuating self-evaluation reaches a nadir (Fodor & Tomcsányi, 1995). In understanding and processing the "blind spots" of one's own life events, super- or interviewing is therefore important (Fodor & Tomcsányi, 1995). When there is personal involvement or experience with an event, sympathy and antipathy may develop (Fodor & Tomcsányi, 1995). For this reason, too, processing one's own experiences and self-awareness is necessary." (Ceglédi & Szathmáriné Csőke, 2021: 166).

For all this, it is important for the teacher to take care of him/herself. It is crucial to know how much we open up about ourselves. Perhaps we can say that as much as we can safely close. But this is not always a matter of conscious choice. On the other hand, it can be conscious, as we self-reflectively seek harmony between professional empathy and private

self-protective detachment (Ceglédi & Szathmáriné Csőke, 2021; Fodor & Tomcsányi, 1995; Nemes, 2010; Zolnai & Hüse, 2017).

The literature also speaks of reflective teacher habitus. It is true for all teachers that prior perceptions and experiences form the 'filters' through which they select and process the knowledge and views they receive when becoming a teacher (Szivák, 2003). This is why, for example, it is (should be) important to analyse and evaluate prior experiences in teacher education (Szivák, 2003), and reflection on the career path is an important basis for this.

3.1.1 What supports the teacher's professional resilience?

When a teacher enters a school, his or her thinking is shaped by previous personal and professional experiences, life history, and position in different systems, all of which act as a filter: influencing his or her perception of situations, reactions, interactions. For educators, everyday school practice is a place of unpredictable situations and constant intellectual and emotional challenges (Gu & Day, 2007; Johnson et al., 2010; Gu & Day, 2013). Here, adaptation is not an option but a constraint, which is why resilience is a key to quality careers. A resilient teacher, in addition to successfully building his or her professional identity (Gu & Day, 2007; Le Cornu, 2013), keeps enthusiasm and a sense of vocation alive, is attentive to personal well-being, and is able to seek and use the resources at his or her disposal to achieve the best possible professional performance despite all difficulties (Hiver, 2018). Learning from and reflecting on experiences, interpreting problem situations and difficulties as challenges, learning and development opportunities are also typical of resilient teachers (Tait, 2008).

Resilience in the teaching profession is largely determined by the teacher's personal skills, resources, values, and pedagogical beliefs, but also by external factors such as support from the institution's leadership, the quality of collegial relationships, the commitment of colleagues, and the workplace environment (Gu & Day, 2013; Hiver, 2018; Le Cornu, 2013; Johnson et al, Following an analysis of hundreds of semi-structured interviews, Gu and Day found that teachers themselves viewed resilience as a combination of factors deeply embedded in their individual, relational and organisational circumstances. The personal and professional identities experienced at different stages of a teacher's career, the sense of self-efficacy and the complex relationships of determination that emerge between these contribute to the develop-

ment of resilience, which is a fundamental condition for teacher effectiveness. Drawing on these research findings, Gu and Day (2007, 2013) highlight the socially constructed, constantly evolving, dynamic, context-dependent nature of teachers' resilience.

Several researchers highlight the role of the school climate in the retention of novice teachers and the development of resilience (Shafi & Templeton, 2020), and consider institutions that function as learning professional communities (PLCs) to be best suited for this purpose (Le Cornu, 2013; Johnson, et al., 2010; Gu & Day2013), as these institutions provide not only students but also teachers with an effective learning environment in which their professional development can take place. Involving teachers in responsible decision-making, creating an organisational structure that allows for knowledge sharing, where collegial relationships are based on mutual trust and appreciation (Bordás, 2011), provide early career teachers (and those with a longer career) with the resources they need to successfully cope with difficulties and challenges, to live their professional effectiveness and to maintain their professional commitment.

The majority of teachers start their careers with a strong intrinsic motivation, guided by moral and ethical values. The desire to make a difference in the lives of others and the belief that this can be achieved leads to a strong professional commitment and provides intellectual, emotional and spiritual strength. If the teacher experiences strong positive bonds with his or her students, their parents, colleagues and institutional leaders, if he or she receives recognition from these significant others, if he or she experiences his or her own professional effectiveness and efficiency, he or she can remain resilient. One of the most important causes of the erosion of professional commitment is the deterioration and dysfunction of peer relationships resulting from the role. The supportive community that acts as a safety net, the professional learning that takes place with colleagues, the ongoing sharing of professional experiences, and the positive feedback that a learning professional community can provide are therefore key to teachers' professional resilience (Stoll & Louis, 2007; Gu & Day, 2007, 2013; Johnson et al., 2010; Bordás, 2017).

Middleton and Millicam (2020) and Templeton et al. (2020) present school-based programmes that aim to develop resilience. In one programme, they build sessions around four key elements (belonging, learning, coping, inner self), but point out that the curriculum, which is

free for all to use, should be thought of as a set of ideas and good advice. To be effective, it must be adapted to the context.

The other programme aims to develop resilience through emotional education, based on the idea that emotional competences are protective factors in resilience. The programme presented in this study was applied in six different countries in the framework of an Erasmus+ project, and although in all of them the focus was on sub-skills of emotional competence such as self-regulation, empathy or self-awareness, the programme was adapted to the specific context.

In both programmes, attention was drawn to the dangers of leaving out the surrounding context. In addition to adaptation, consideration was also given to who would put the programme into practice, because the same method would work differently in the hands of different teachers. This is influenced, among other things, by the teacher's competences and the extent to which he or she feels able to put the programme into practice. The authors also point out that a range of systemic factors (educational policy, educational regulation, etc.) influence the way teachers conceptualise emotional education. A teacher is 'just' a person who makes sense of the world, of his or her own task, of the educational programme, embedded in his or her own professional, cultural and social system. The implementation of programmes can only be successful if the teacher recognises his/her embeddedness in these systems and cultural schemas, and also becomes aware of his/her own basic motivations (Bordás, 2020). For this, reflection on the experiences of his/her own life path is essential.

3. INTERNATIONAL COMPARATIVE PRIMING STUDIES

3.1 Introduction

The Spotting and Strengthening Resiliency Skills from Early Childhood project is a project that brings together two dimensions. The first, which has been on the agenda for some years, is the promotion of children's resilient behaviour, whether in gifted and talented settings, among disadvantaged children or in general developmental settings. Another issue raised by the project's professionals is the issue of the personal and professional resilience of teachers and social workers. Identifying the resilience aspects of personal life is important not only for personal coping but also for supporting the resilience of the children being educated and fostered. Recognising the resilient behavioural patterns of the professional career path supports the professional learning and development of the professional.

One of the aims of our analysis was to lay the theoretical foundations for practice. In the first half of this volume, we present the theoretical framework within which we interpret resilience in the project. The second aim of our analysis is to conduct a situation analysis in preparation for the practical work. The training was implemented in three countries: Hungary, Slovakia and Romania. For this reason, we considered it important to make a comparative analysis of the target groups in the three countries and of the knowledge, skills and competences related to resilience that the teacher candidates and other professionals involved could acquire during their training. There are, of course, many differences in education and youth policies between the three countries, but they have very often had to respond to similar circumstances over the last century or so - and the similarities in education policy reflect this. In the following, we will look at what is meant by 'disadvantage' in a given country and how the situation of Roma is treated - or even given special treatment - within the marginalised strata. We will then attempt to show whether and how the methodology of working with disadvantaged children is included in teacher training and whether emphasis is placed on developing the relevant competences, either in training or in in-service training. All this will help us to identify the starting points for training and to identify the gaps that could be addressed by the training we envisage.

3.2 Country studies

3.2.1 Hungary

The definition of disadvantaged situation in Hungary: the Act XXVII of 2013 "on the amendment of the social and child protection acts in connection with the Hungarian Simplification Programme and the amendment of other acts" includes the concepts of disadvantaged and cumulatively disadvantaged situation. The legislation defines disadvantaged and severely disadvantaged on the basis of regular child protection benefits, low educational attainment and employment of parents, and the child's inadequate housing and living conditions (see the first chapter of this volume for the exact citation of the legislation). The legal text clearly defines the criteria for a child to be considered disadvantaged. However, the specific attention that disadvantaged and severely disadvantaged children require is not sufficiently reflected in teacher training.

The University of Debrecen's teacher training programme does not include any definition or specification of the term 'disadvantaged'. Nor is the term Roma or Gypsy used in itself, in relation to children belonging to ethnic minorities or, for example, in relation to multicultural education. In the output requirements of the training, among the language requirements, Romani, as well as a language examination in the Lovari or Boyash languages, are also mentioned as acceptable; this is the only occurrence that can be linked to the Roma minority.

The only optional subject in the subject network is 'Disadvantaged pupils in education', which includes both Resilience and Romani Studies. The optionality means that in the 7th and 8th semesters of the course, two of the seven listed subjects must be chosen, so it is very possible that the subject will be included in the student's training.

The term 'disadvantage' is included in the list of skills and competences that can be acquired in teacher training, but is not linked to specific content. It is also problematic that in the text, disadvantage, special educational needs, which includes all kinds of physical and mental disabilities and handicaps, behavioural disorders, attention deficit and talent management are all included in the same category. This may even reinforce the student's prejudices by identifying disadvantage with behavioural problems.

"The graduate/qualified teacher will have a basic knowledge of psychology, pedagogy and sociology, views on personality characteristics and development, socialisation and personalisation, disadvantaged learners, disorders of personality development, causes of behavioural problems, methods of child education, talent management and health promotion."

"Ability to identify, effectively educate, train and provide differentiated treatment for pupils with special needs, disadvantaged pupils, pupils with special educational needs, pupils with difficulties, pupils with special educational needs, pupils with special educational needs, pupils with multiple disadvantages and pupils with special educational needs." (Arató, 2015)

The knowledge acquired in teacher training must be demonstrated by a portfolio to be completed at the end of the teacher training course. The portfolio should include 16 files, including a micro-teaching evaluation, a teaching diary and a final assignment. For each document, an indication of the teaching competences that it demonstrates. The competences are as follows:

1. Professional tasks, scientific, subject and curricular knowledge
2. Planning of pedagogical processes and activities and self-reflection on their implementation
3. Supporting learning
4. Development of the student's personality, individual treatment, appropriate methodological preparation for the successful education of disadvantaged children and students with special educational needs or difficulties in integration, learning and behaviour
5. Supporting the development of groups and communities of pupils, creating opportunities, openness to different socio-cultural diversity, integration activities, class teacher activities
6. Continuous evaluation and analysis of pedagogical processes and pupils' personal development
7. Communication and professional cooperation, problem solving
8. Commitment and professional responsibility for professional development

(Elaboration on competence 5: The teacher is able to create pedagogical situations which promote the intellectual, emotional, social and moral development of students, taking into

account the specificities of personal development and learning. He/she is able to analyse pedagogical practice, using his/her theoretical knowledge and methods of learning about pupils/student groups, in order to develop a realistic view of the world of pupils and the possibilities for education and the development of the pupil's personality. Recognises the psychological, sociological and cultural determinants of the educational process, is able to explore these contexts and use them adaptively in the individual development of pupils. In other words, a detailed explanation focuses on the development of pupils' personalities and does not deal at all with opportunities or disadvantage.)

The key competence in point 5 includes the term 'opportunity', which can refer to opportunities for disadvantaged students. The problem here is also one of contingency. The wording of the competence is problematic, and this is not specific to the University of Debrecen, as it is in all legislation. Competences cover several activities, which gives rise to confusion: for example, it is sufficient for a candidate to demonstrate his/her ability to develop communities, but it is not necessary to include the creation of opportunities explicitly among the competences.

Research has shown that student teachers are afraid of teaching Roma children: half of the respondents do not want to teach in a class where the proportion of Roma pupils exceeds 10-30% (Géczi et al., 2002). The results of focus group interviews with students at the University of Debrecen also revealed that all focus groups had childhood school experiences related to Roma, which generally described negative situations. In the case of teachers, this view also applied to the present: the Roma are seen as a difficult group to manage, unmotivated, and students are at best seen as victims of the family and the Roma community, which pulls them back. The situation is somewhat more positive for students of pre-school education: they reflect on their own past experiences, and the Roma are not seen as a homogeneous group. Family background, social situation are all factors that influence a child's behaviour. Numerosity does not arise in their case: one child can be unmanageable, while several can be successfully educated if family socialisation does not deviate sharply from the aims and expectations of the kindergarten.

During teacher training, teacher training students have not received any theoretical or practical knowledge about Roma, while students of kindergarten teachers lack theoretical

knowledge. Typically, both groups of students fear situations in which they do not feel competent. In the case of teacher education students, this concerns both students and families, while prospective kindergarten teachers fear only parents and the problems they face (Kovács, 2019).

The link between professional and personal resilience is when someone comes to higher education from a disadvantaged background. (In this case, disadvantage is inferred from the educational attainment of the parents.) This is common among Hungarian teacher trainees: data from 2015 show that, overall, the teacher candidates interviewed in the research come from lower-qualified families than those entering other careers: those with a graduate father or mother are underrepresented among them, while those with primary and secondary school fathers and mothers are overrepresented (Ceglédi, 2015). The low educational attainment of parents is also confirmed by a 2020 survey: the share of parents with a degree is lowest among teacher education students (Figure 1). 94-95% of students in teacher education and training are enrolled in state-funded courses, which also suggests that some families could not afford tuition fees (Kovács, 2020).
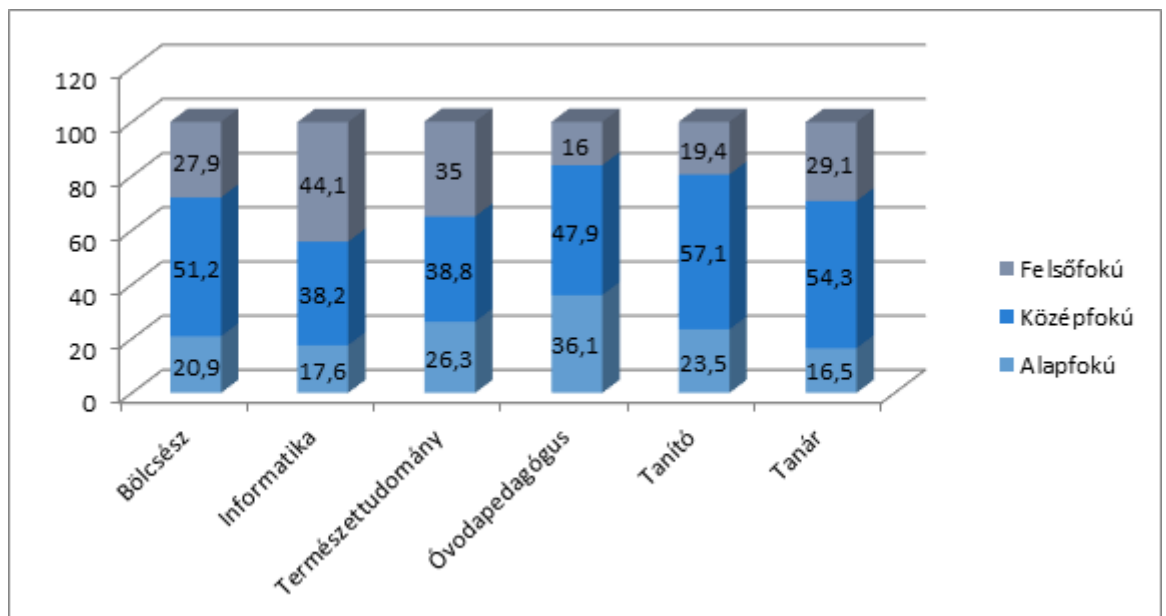
Figure 1. Parents' highest educational level, by field of study (%). Source: Kovács, 2020

Disadvantaged students entering higher education can benefit from the social benefits available on campus, and of course, teacher trainees can also benefit from these. These include, for example, social grants or the HÖOK mentoring scheme, which provides first-year students with mentoring to help them meet the first big challenges of their first year.

Another option available to teacher trainees is the Equal Opportunities Officer at the Institute of Education and Cultural Studies of the University of Debrecen, as well as the Mental Health and Equal Opportunities Centre, which can be contacted with any issues.

However, the opportunities offered do not necessarily mean that the students concerned will take advantage of them. For example, the latest student research shows that students very rarely turn to a counselling organisation when their academic career is in an uncertain phase (Tóth et al., 2019).

There are no institutional initiatives for Roma students in particular. Exceptions are denominational and non-denominational Roma vocational colleges, which can be accessed on the basis of Roma origin and/or disadvantaged status. Students studying at the faculties in Debrecen should apply to the St Nicholas Greek Catholic Roma College and the István Wáli Reformed Gypsy College, which are physically easier to reach. The Christian Roma Colleges Network was established in 2011. Opportunities include individual mentoring, community programmes, participation in research and a scholarship programme.

It should also be noted that some university students are not familiar with the activities of Roma colleges and find it difficult to access similar opportunities as disadvantaged students of non-Roma origin. The negative feelings are not primarily directed against the specialised colleges or their fellow Roma students, but rather resentment of the institution or higher education as a whole because of their own difficulties.

"[...] those who are gypsies and students can get an awful lot of money. I may be disadvantaged, but I can't get anything. But what they can get from us, they can get from us, they can get from us, they can get from us, they can get from us." (Kovács, 2019).

Public and higher education in Romania is regulated by the National Education Law 1/2011 (Legea Educatiei Nationale - LEN). The concept of disadvantaged and severely disadvantaged is not precisely defined either in the existing Law on the Protection of Children (Legea nr. 272/2004 privind protectia si promovarea drepturilor copilului) or in the education legislation. Instead of disadvantaged situation, a more general term of vulnerable groups ('grupuri vulnerabile'), not only for children, is used in the basic social work legislation (Legea asistentei sociale nr. 292/2011), which refers to persons or families at risk of not having their daily living needs met due to illness, disability, poverty, drug or alcohol addiction or other situations leading to economic and social vulnerability (Article 5). The Education Law uses the term "disadvantaged groups" ("grupuri dezavantajate") to refer to pupils of Roma nationality, pupils living in rural areas, pupils with disabilities and pupils living in economically disadvantaged communities ("elevi aparţinând minorităţii rome, elevii din mediul rural, elevii cu dizabilităţi şi elevii din comunităţile dezavantajate economic") (Article 58. Article 58) or from a marginal social environment ("proveniti din medii cu risc socioeconomic ridicat sau marginalizate din punct de vedere social "). To the latter, it repeatedly includes Roma, those graduating from rural areas and those from municipalities with less than 10 000 inhabitants (Article 205). The term thus does not appear to have a uniform definition (Berei, 2018).

The proportion of disadvantaged students in higher education in Romania is higher compared to those in Hungary. Although the following national data are from 2012 - 2015, as can be seen in Table 2, the share of Romanian mothers and fathers with low educational attainment is almost twice as high in Romania than in Hungary.

	HU	RO
Father with low education [3](%)	3.8	7.9
Mother with low education (%)	4.9	7.6
Low social status family background [4](%)	25	32

Table 2. Disadvantaged in the environment of higher education students, compared by country (%).

Source: EUROSTUDENT V. 2 012 - 2015[5]

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[3]Education level 1-3 according to the ISCED international classification system
[4]Based on the subjective evaluation of the students – measured on a scale of 1 to 10

Mărgineanu analysed 351 pieces of literature dealing with the situation of the Roma population in Romania after the change of regime, 70% of which were written in Romanian, the language of the majority, for the majority, less for the people who are the subject of the studies The most frequent research topic was the social situation of the Roma (72.7%), the least was the health of the Roma (9.3%).

Research on education has mainly focused on the school sector, with a particular focus on the role of pre-primary and primary education and the impact of positive discrimination in higher education (Margineanu, 2001).

The latter has an educational policy background dating back to 1992, when, on the initiative of the Faculty of Sociology and Social Work of the Bucharest State University, special places were allocated to Roma students in the Faculty of Social Work. Later, in 1998, the Ministry of Education officially extended positive discrimination in university education for Roma/Gypsy candidates to other universities, and two special places were reserved for them in secondary school admissions. Statistical data confirmed the effectiveness of the decision, as between 2000 and 2006 the number of Roma students increased steadily, with 5 times more Roma students entering lyceums and vocational training and 4 times more Roma students entering higher education compared to previous figures. The Roma students who entered higher education mainly preferred humanities and social sciences, such as pedagogy, social work and sociology. In terms of family background, they came from large families with 3-4 children (GALLUP, 2009).

Already after the change of regime, NGOs had established services to support disadvantaged members of society and communities, ahead of the official bodies. In Bihor County, 5% of the population is Roma. Statistical data show that 89% of early school leavers are Roma, so between 2006 and 2008 a county-wide project was implemented in 11 Roma communities to help Roma children catch up with the school system.

Higher education scholarships for Roma students are provided through the NGO Roma Education Fund from the 2011-2012 academic year to date.

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[5] https://www.eurostudent.eu/download_files/documents/EVSynopsisofIndicators.pdf

At the Partium Christian University (PCU), data on the number of disadvantaged and Roma students studying at the university is not available. Where data can be obtained, the list of those eligible for social grants is available. These are official data, but the list is not public. As there is no specific data on disadvantage or ethnicity at university, faculty or department level, we can rely on the list of students who will receive social grants in the academic years 2019-2020 and 2020-2021 when we try to identify the current situation. In the academic year 2019-2020, a total of 43 students and in the academic year 2020-2021, a total of 51 students received social grants at the Partium Christian University.

Comparing the majors of the PCU, the most students (8) are in the nursery teacher training programme, followed by the fine arts (9). This also indicates that there are strikingly more disadvantaged people in teacher education and nursery education than in other subjects. Disadvantaged students with a lower social status still see teaching as the easiest route to social mobility, including pre-school and teacher training. Teaching is more prestigious and often offers additional skills (e.g. A total of 67 students are studying in the three years of the degree course in pre-primary and primary education, and 11.94% of our active students are in receipt of social grants.

Roma students are not registered by the university in any discriminatory way, their origin is only indicated if they wish to take up a place reserved for them and declare their origin. However, the take-up of these places is very low, with a maximum of 1-2 students per year group in all subjects, although the highest proportion of Roma among Hungarian speakers in Transylvania is in the Partium region (Erdélystat.ro). This is mainly due to the fact that students of Roma origin relatively rarely reach the completion of the maturity test, and thus have no chance of entering higher education.

As far as teacher training is concerned, in Romania, the discipline of 'educational sciences' includes four distinct specialisations: pedagogy, remedial pedagogy, pedagogy of pre-primary and primary education, and social pedagogy. (It also includes a 60-credit teacher training module, and other basic courses designed to provide teacher training from secondary school level, e.g. music education) Since the social pedagogy course deals specifically with the education of disadvantaged children, the document analysis looked at whether there were any common points with the nursery and teacher training courses.

All the subjects listed for the specialisation in pre-primary and primary education pedagogy are compulsory, but practically none of them (even in their title) refers to disadvantaged pupils or Roma pupils in a declared way. There are a few subjects that could address a topic relevant to our research: Integrare și incluziune la vârstele mici (Integrare și incluziune la vârstele mici (educație timpurie și învățământ primar) and Managementul clasei/grupei (Management of Classes and Groups). Whether these subjects are about disadvantaged or Roma children depends mainly on the openness of the teacher. In the optional subjects, there are several subjects which are inescapable: Asistență și protecția drepturilor copilului (Protection of children's rights), Educație interculturală (Intercultural education), Sociologia educației (Sociology of education).

The curriculum includes the competences which are followed in the programme and which are defined nationally for educational institutions by the National Qualifications Framework (Cadrul National al Calificarilor - CNC). The six core competences are described in terms of different knowledge, skills and minimum standards to be achieved. In this description of competences, some terms that cover disadvantaged groups and other groups with special needs appear, but there is no specific reference to disadvantage: different target groups (diverse grupuri țintă), adaptation/learning difficulties (dificultati în adaptare/învățare), social integration (integrare socială), differentiation and individualisation of the educational process (diferentierea și individualizarea demersurilor didactice), promotion of legality and justice (promovarea corectitudinii și justiției), gender, race, age, religion, practices against discrimination (practici anti discriminatorii cu privire la gen, rasa, vârsta, religie și cultura), detection and analysis of personal problems and difficulties in school and social adaptation and in social and emotional development (Sesizarea și analizarea problemelor/dificultăților personale privind dezvoltarea lor socială, emoțională, procesului de adaptare școlara și socială). The lack of a more specific definition is due to the above-mentioned legislation.

In Romania, the three competences of the National Qualifications Framework (CNC), developed by the National Qualifications Framework (NQF), are the three competences of the six-element competency list, which cover the areas that can be linked to professional resilience.

- C4. Leading groups of pre-school and school children, managing the educational process and activities to promote learning/social integration, taking into account the characteristics of the target group. Within this competence, particular emphasis is placed on the identification of the different educational resources best suited to the educational context, the importance of using group management techniques adapted to the age group concerned, and the ability to evaluate the role of the teacher as group leader, and the ability to self-assess.

- C5. Counselling, career guidance and psycho-educational support for different individuals/educational groups (pre-schoolers/preschoolers/pupils, families, teachers, staff, etc.). It is stressed that the teacher must be able to identify and analyse individual problems and difficulties in children in order to help their social and emotional development and to support them in overcoming these difficulties and problems.

- C6. Self-assessment and continuous development and improvement of professional skills and career progression. It stresses the importance of using methods and techniques for regular, in-depth examination and evaluation of one's own teaching practice. It also refers to continuous training and the development of a reflective attitude, the development of professional development plans based on the results of pedagogical research and the keeping of a written professional diary, which provides an opportunity for a deeper analysis of a pedagogical situation.

The above competences appear in a number of subjects, but at the PCU they are given special attention in the subjects Pedagogical Practice, Professional Self-awareness, School Counselling, Group and Class Management.

One of the main objectives of the Pedagogical Practice course, which runs through each semester, is the development of a reflective pedagogical attitude. The reflective pedagogical journals and the various self-evaluation exercises produced during the Pedagogical Practicum contribute to this. The optional subjects Professional Self-awareness, Methods of Personal Development and School Counselling also provide opportunities for the development of professional self-awareness and reflective attitudes. Group and Class Management prepares students to cope with conflict situations.

The Centre for Talent Management and Career Counselling of the Partium has launched its psychological counselling service from 1 February 2019. During the psychological counselling sessions, students have the opportunity to consult the university psychologist on any psychological topic during a single or multiple appointment. In the first 6 months (based on the September 2019 report of the psychological counselling service), 17 students have used the service and the most frequently reported topics were: self-image and self-confidence (in studies and personal life), cooperation with others, conflict management and communication, anxiety, exam pressure and stress management, sometimes difficulties in family relationships and relationship difficulties. Some of the themes can be linked to the development of resilience. The service, which has been running for two years now, has been used relatively infrequently by students in the field of pre-primary and primary education compared with other courses. There are two possible explanations for this phenomenon: on the one hand, there may be a role conflict that keeps students away (the university psychologist is a lecturer in the department), and on the other hand, students in the teaching and pre-school education department have courses where they have the opportunity to discuss these problems (see above).

3.2.3 Slovakia

In the Slovak Republic, the socially disadvantaged environment is defined in School Law (No. 245/2008 Coll.). This environment is to the detriment of the child in the educational process. To be assessed as a student from a socially disadvantaged background, at least 3 of the following criteria must be met:

- the family in which the child lives does not fulfill basic functions – social-educational, emotional, and economic,
- poverty and material deprivation of the child's family,
- at least one of the child's parents is long-term unemployed, belongs to disadvantaged job seekers,
- insufficient education of the child's legal representatives (obviously parents) – at least one of the parents has not completed basic education,
- unsatisfactory housing and hygiene conditions in which the child grows up – absence of a place to learn, bed, electrical connection, drinking water, toilet,

- the language of the school is different from the language spoken by the child at home,
- the child's family lives in a marginalized/segregated community,
- a child's community or family of the child is socially excluded from the majority society.

It is not yet possible to determine accurate information on the population of Slovakia's Roma nationality, because data from different sources are significantly different. At the 2011 census, approximately 106,000 people declared their Roma nationality, but the Atlas of Roma Communities from 2004 estimated them at 320,000 based on sociographic mapping, andin 2013 it was estimated at 402,700. The current version of the Atlas of Roma Communities from 2019 estimates them at 440,000.

A student from a socially disadvantaged environment, or from a marginalized Roma community, can use scholarships, which are intended for all students who meet the criteria for them, regardless of nationality, gender, religion, etc.:

- Social scholarships (criteria set by the state). According to the information on the website of the Ministry of Education, the monthly amount of the social scholarship is from 10 euros to 300 euros in the academic year 2020/2021 (Ministry of Education, Science, Research and Sports of the Slovak Republic. Social scholarships. Available at: https://www.minedu.sk / social-scholarships /.
- Motivational scholarships (criteria determined by the university):
- Beneficial – taking into account the study results from the previous study
- Extraordinary – for excellent fulfillment of study obligations, achievement of excellent results in the field of study, research, artistic and sports activities.

Students from the Roma ethnic group have the opportunity for scholarships within various non-governmental organizations (e.g. Roma Education Fund, Divé maky [Wild Poppies], etc.). The Roma Education Fund also has in its program the Roma Memorial University Scholarship Program, through which students can receive financial support after fulfilling the conditions. In the school year 2018/19, they supported 61 Roma university students, together with

550 in previous years. The amount of scholarships for university students is approximately 800 euros per year.

University Pastoral Center – e. g. University Pastoral Center Dr. Štefan Hések in Prešov has been a part of the nationwide network of university pastoral centers since November 30, 2002. Its main task is to take care of the spiritual needs of university students and teachers in a way that takes into account their spiritual, intellectual and personal level.

Some universities may have specific student support programs in which more than one institution is involved, e. g. The Center for Research on Ethnicity and Culture (CVEK) together with the University of Economics in Bratislava (EUBA) have been implementing the program *Aj ty máš šancu!* [You have a chance too!] aimed at supporting Roma applicants. The aim of the program is to contribute to the elimination of inequalities in education between the Roma and non-Roma population and to enable the acquisition of quality education with an economic focus.

However, most often help to the student takes place at the level of the personal relationship between the teacher and the student.

In the Slovak Republic there is the so-called State educational program, but it is not for university students. The specific objective of the education and training of pupils with low ESCS is to achieve the appropriate development of their abilities through the elimination or elimination of handicaps resulting from social disadvantage (e.g. communication skills, cultural and social exclusion, hygiene habits, ...).

It takes place:

- in schools in regular classes together with other pupils of the school, while some (for him / her problematic) subjects can be completed by the pupil within the individual educational program,
- in schools in regular classes together with other pupils of the school according to an individual educational program developed by the school in cooperation with the

school facility of educational counseling and prevention; the student's legal representative has the right to become acquainted with this program.

In all organizational forms of education, it is necessary to create specific conditions for students from socially disadvantaged backgrounds for their successful education and satisfaction of their special educational needs, in particular:

- to reduce the number of pupils in a regular class, thus increasing work efficiency, allowing a higher degree of individual approach to the pupil;
- implement an all-day educational system that extends the child's time in a motivating school environment and allows him to meaningfully spend his free time and prepare for teaching;
- to create an attractive educational environment respecting the social, cultural and linguistic specifics of the student;
- to take into account an attractive educational environment respecting the social, cultural and linguistic specifics of children from socially disadvantaged backgrounds of national minorities when creating school educational programs;
- implement programs aimed at improving the cooperation of parents of Roma children with the primary school;
- to ensure a system of tutoring activities for lagging Roma children (in cooperation with NGOs, community centers) – e.g. after school courses;
- create alternative curricula that the school can use to adapt the content of teaching Roma children from socially disadvantaged backgrounds (content reduction, more practical orientation, experiential learning, alternative forms of education – animation), while measures must be taken to prevent the misuse of these curricula to create segregated classes;
- implement, as part of the school educational program, educational programs of multicultural education and education against prejudices.

In the frame of teacher training preschool and elementary pedagogy at the bachelor's degree level in the Slovak Republic. After completing it, the student can continue their studies at the master's degree level in one of these two possible study programs: Preschool Pedagogy or Teaching for Primary Education.

Name of the subject	Degree of study	Course type	Year of study	Term	Lecture / Seminar	Component of resilience
Pedagogic practice	Bachelor	C				*self-knowledge* *coping with the stressful pedagogical situations* *reflective habit*
Mental Hygiene	Bachelor	OE	2	WT	0/1	*self-knowledge* *coping with the stressful pedagogical situations* *reflective habit*
Education of abused and neglected children and youth	Bachelor	V	2.	WT	0/1	*coping with the stressful pedagogical situations* *reflective habit*
Socio-cultural aspects of education and training	Bachelor	C	2	ST	1/1	*coping with the stressful pedagogical situations* *reflective habit*

Solving problem behavior in education	Bachelor	OE	2	ST	0/1	*coping with the stressful pedagogical situations* *reflective habit*
Socio-psychological training	Bachelor	OE	2	ST	0/1	*self-knowledge* *reflective habit*
Education of children at risk	Bachelor	OE	3	WT	0/1	*coping with the stressful pedagogical situations* *reflective habit*
Pro-social Education	Bachelor	OE	3	ST	0/1	*self-knowledge* *reflective habit*
Pedagogic practice [1, 2]	Master	C				*self-knowledge* *coping with the stressful pedagogical situations* *reflective habit*
Education of pupils from socially dis-advantaged background [1]	Master	OE	1	ST	0/1	*coping with the stressful pedagogical situations* *reflective habit*

Table 3. Curriculum subjects that develop some elements of resilience

Abbreviations:

Pedagogical practice is included as a compulsory subject in each term/semester of study (except for the first semester – 1st year, WT). Students are assigned to different types of schools and school facilities. After its completion, a colloquium takes place, at which students, in cooperation with the methodology of pedagogical practice, analyze selected pedagogical situations.

Chapter summary

Overall, it can be concluded that in the teacher education of the three countries, knowledge and courses supporting equal opportunities for disadvantaged, heavily disadvantaged and Roma pupils, and specifically preparing future teachers to work with them, are possibly present in the training. There are some courses specifically addressing this group (pupils with low social and communication skills and/or Roma pupils) in the optional subjects, but, as the 'optional' category indicates, it is possible that some of these courses will be taken by the student. Within the compulsory subjects, this topic may of course be covered, but the way and extent of this depends essentially on the approach of the individual teacher.

The competences to be acquired in the course of the training also touch on the subject of equal opportunities, but often in combination with other, more difficult pedagogical situations, such as the education of children with special educational needs or behavioural problems. This framework thus provides an opportunity for appropriate preparation, but in its absence it can also reinforce the student's preconceptions.

Overall, in all three countries, the development of professional self-awareness and identity, and the development of a self-reflective habitus, are prominent in the expectations of teacher education. In Hungary, a specific feature of the teacher training programme is that the professional practice takes place in the final year of the training, when the teacher candidate is sup-

ported and taught by a mentor teacher and a seminar leader. It is their professional preparation, views and expectations that determine the candidate teacher's ability to develop, as the mandatory documents only monitor performance (number of hours), there is no evaluation or criteria system that either the mentor teacher or the seminar leader has to apply.

In both Slovakia and Romania, the development of professional self-awareness, mental health preparation, and the development of skills to deal with pedagogical decision-making situations and problematic situations are included in several subjects throughout the training. Overall, the development of professional resilience is ensured throughout teacher education.

4. THE TRAINING PARTICIPANTS

After comparing the teacher education in the countries participating in the project, we have a more comprehensive picture of the similarities and differences, the competences that can be comparatively analysed, and the policy areas that can be identified as intervention points and proposals for their development.

At this point in the research, the methodological handbook and the best practice collection were at an advanced stage and pilot training sessions were being organised. In order to adapt the trainings to the research, this part of the work was divided into three phases: the trainees were given an online questionnaire before the training, and were asked to bring some of the tasks and subtasks to the training days.

During the training, there were also some exercises, the results of which were passed on to the researchers by the trainers, while at the end of the training sessions, participants also completed an output questionnaire in the form of a final discussion.

The input questionnaire was completed by a total of 75 people from the three countries (34 from Hungary, 19 from Romania, 21 from Slovakia and 1 person did not answer all questions). The number of items differs from the number of people who finally completed the training, as there were drop-outs, people who registered for the training and the follow-up but for some reason did not attend the training or did not participate in the research after the training.

The questionnaire was designed to explore the participants' expectations, motivations, social background and baseline knowledge of resilience. To this end, in addition to the closed questions, ample space was left for open questions, where they could express their answers in their own words, even in the form of metaphors.

It is important to note that our research does not address the possible correlations between who was interested in the training and the composition of professionals working in similar fields in each country. Since the survey was conducted with a small number of respondents and there was no filtering of respondents for representativeness, the results obtained are only

for the respondents and cannot be generalised to any group of professions they represent. For this reason, the survey did not allow for the presentation of differences between countries and occupations, and no such comparisons were made for any of the factors we examined.

The training participants were very heterogeneous in terms of their occupation. The majority, almost two thirds, came from the field of education. The others were typically sociologists and social workers (e.g. rehabilitation counsellors, social workers in nursery schools and schools, etc.), with a smaller proportion of educators in correctional institutions and other professionals (e.g. in the field of social work, social work, etc.). The common feature for all of them was that they work in some way with children and/or young people, either at work or in their free time; many had also completed their university studies in a similar setting. It is common for someone to work with children in more than one role. An open question was asked about the age range of children/young people they work or will work with. Eight respondents said they worked with infants (0-3 years), 31 said they worked with preschoolers (3-6 years), 37 said they worked with primary school children (7-10 years), 24 said they worked with upper school children (11-14 years), 30 said they worked with middle school children (15-18 years), and 29 said they worked with young people older than this age or with children in some special target group currently or planned to work with them on a long-term basis in the future. One person could choose more than one option and it was common to see more than one age group. For example, participants in Romania came from a pre-school teacher training background, and there was also a heterogeneity between full-time and voluntary work. An example of such a response is: "Kindergarten and primary school, but I would like to be involved in a project where I would help young Roma who want to achieve more in their lives - to pursue education, to have well-defined values and I would like to be their mentor."

10.8% of respondents were male and 89.2% were female. The youngest respondent was 19 and the oldest 60 years old, with a mean of 29.5 years, a median of 24 years and a standard deviation of 11.9.The average number of siblings was 1.19, the highest value being given by a respondent with 4 siblings, the most common being 1 sibling (median=1, standard deviation=0.98).

It was considered important to know the family background of the respondents. The question on parental education was asked "What is the highest level of education of your

parents? - Well over a third of respondents have a father or mother who did not graduate from high school, and parents with 8 grades or less are not rare (father: 6.7%, mother: 12%). The proportion of respondents from a family with a university degree is 22.7% for mothers and 16% for fathers.
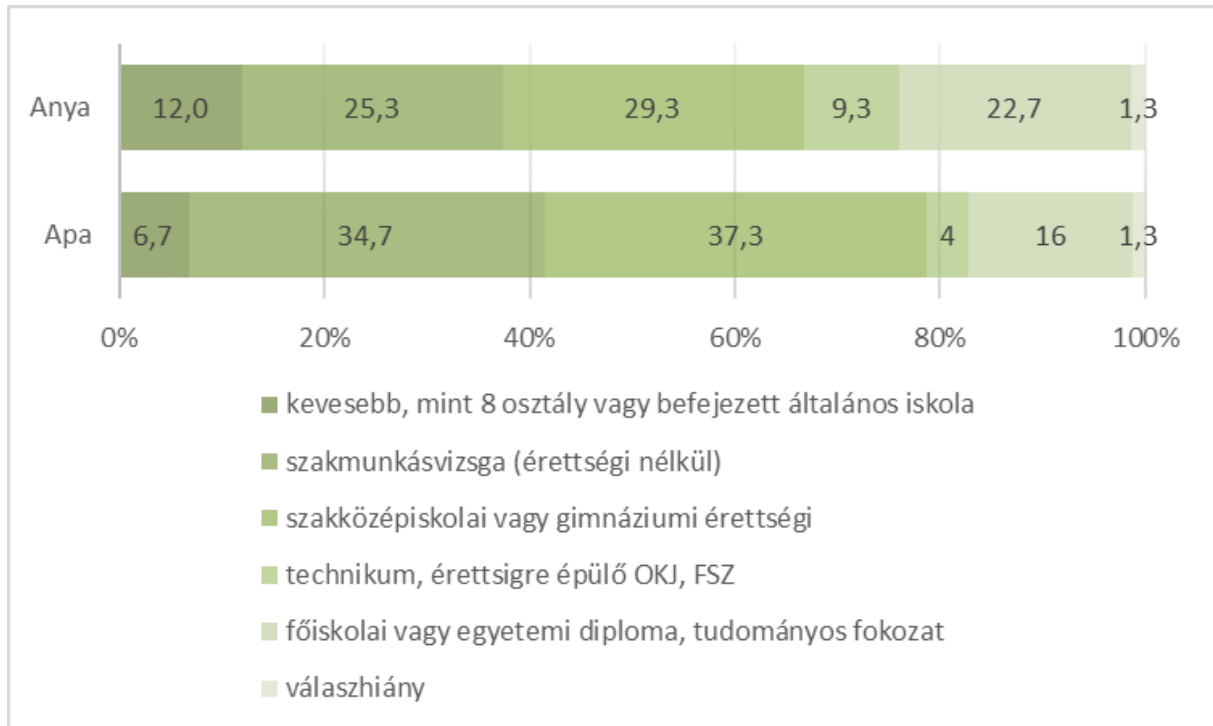
Figure 2. Educational level (%) of the parents of those who completed the input questionnaire. Source: Input questionnaire of the project research (N=75)

As part of the family background, subjective financial situation was also examined. The question was: "How would you describe your family's financial situation during most of your childhood? The majority of the respondents grew up with everything they had, but no money for major expenses (57.3%). A quarter (25.3%) said that they had money for major expenses (e.g. trips abroad). 14.7% said that they had not been able to cover their everyday expenses during their childhood, and only 1.7% said that they often had no money for everyday expenses.

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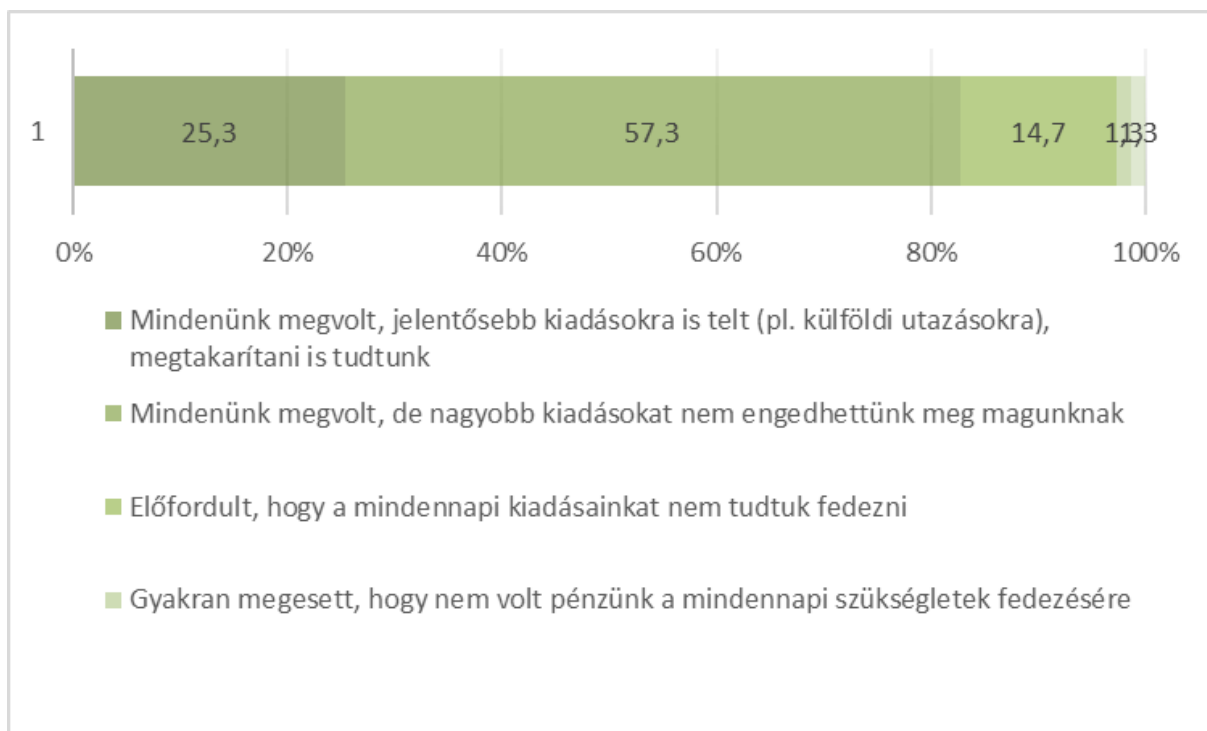
Figure 3. The subjective financial situation of the family of those who completed the input questionnaire (%). Source: Input questionnaire of the project research (N=75)

Finally, for family background, we looked at the type of settlement of residence in the question "What was the type of settlement of your permanent residence at the age of 14?" question. Although the trainings took place in big cities and county capitals (Debrecen, Eperjes and Oradea), the catchment area extended significantly beyond the borders of these cities. Almost every second participant (46.7%) lived in a village or hamlet as a child, 12-12% in smaller and larger towns. Residents of the county towns accounted for 28% of the respondents. None came from the capital.
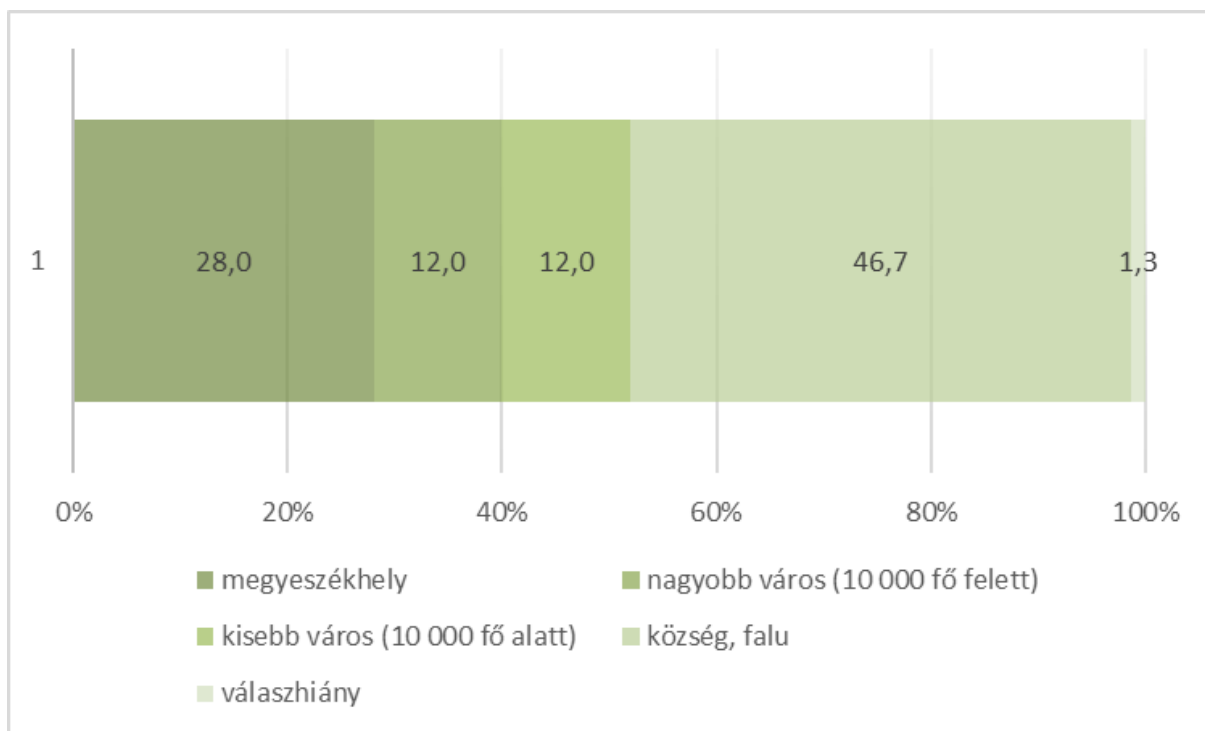
Figure 4. The subjective financial situation of the family of those who completed the input questionnaire (%). Source: Input questionnaire of the project research (N=75)

In the input questionnaire, we used a validated version of the Connor-Davidson Resilience Questionnaire (Járai et al., 2015), in which we asked respondents to answer the following question: 'For each statement, please indicate the extent to which the statement was true about you in the past month.' Answer options. The items were:

1. "1. I am able to adapt to changes.
2. Coping with stress is empowering.
3. I am always at my best, no matter what.
4. When things seem hopeless, I don't give up.
5. I think clearly and concentrate when under pressure.
6. I think of myself as a strong person.
7. I act on my intuition.
8. I am very goal-oriented.
9. I feel in control of my life.
10. I work hard to achieve my goals" (Járai et al., 2015: 136).

The table below summarises the statistical indicators of the responses to each item. The last item was the most characteristic of the respondents, i.e. that they work to achieve their goals, with a mean score of 3.53. They were least convinced that they think clearly and concentrate when under pressure (with a mean value of 2.42). In terms of variance, the item with the highest variance was "I think of myself as a strong person" and the item with the highest consistency was "I work to achieve my goals".

	[I am able to adapt to changes]	[Dealing with stress strengthens you]	[I always do my best, no matter what]	[Even when things seem hopeless, I don't give up]	[I think clearly and concentrate when under pressure]	[I think of myself as a strong person]	[I have to act on my intuition]	[I am very goal-oriented]	[I feel like I'm in control of my life]	[I work to achieve my goals]
Valid answers	74	74	73	74	74	73	74	74	74	74
Lack of response	1	1	2	1	1	2	1	1	1	1
Average	3.24	2.54	3.03	2.84	2.42	2.56	2.69	2.93	2.85	3.53
Median	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	4.00
Mode	3	3	3	3	3	3	3	3	3	4
Spread	0.699	0.924	0.799	0.922	0.922	1,054	0.775	0.782	0.753	0.624
Minimum	1	0	1	1	0	0	1	1	1	2
Maximum	4	4	4	4	4	4	4	4	4	4

Table 4. Key statistical indicators of responses to the Connor-Davidson Resilience Questionnaire. Source: Input questionnaire of the project research (N=73-74)

To get an overall picture of the respondents' resilience, an aggregate indicator was created. The response to each item was summed up in an index, ranging from 0 to 40, with a higher score indicating a higher degree of resilience. The key statistics of the index are shown in Table 5 and its sample distribution in Figure 5.

Valid answers	72
Lack of response	3
Average	28.6111
Median	29.0000
Mode	30.00
Spread	4.58582
Minimum	17.00
Maximum	38.00

Table 5. The most important statistical indicators of the total score of the Connor-Davidson Resilience Scale. Source: Input questionnaire of the project research (N=72)
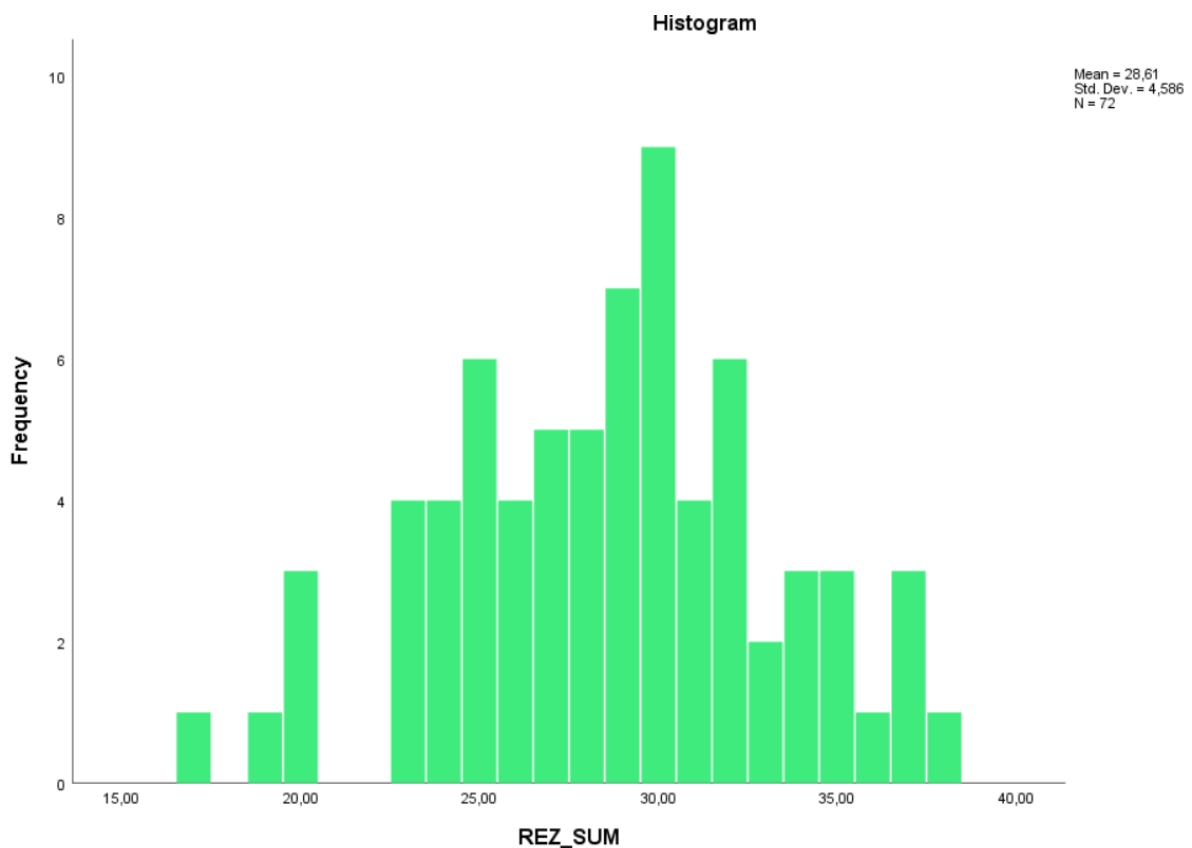
Figure 5. Sample distribution of the total score of the Connor-Davidson Resilience Scale (scores). Source The project's research input questionnaire (N=72)

We investigated whether this indicator is associated with background factors such as gender, number of siblings, type of municipality of residence, parents' education, subjective financial situation of the family or stressful life events experienced during childhood. None of these scores varied by more than 1-1.5 points, and the respondents' reported resilience was independent of these background factors. In only one case did we see a significant difference. Those who had experienced the loss of a father or mother (10 subjects) had a higher resilience score (31.9 points) than those who had not had to cope with such a serious life event (28.2 points) (p=0.015).

This could be due to the fact that respondents of different ages, e.g. living conditions and parents' education, were influenced by different political eras (e.g. only before and after the regime change) and had different opportunities. Exploring these would require more representative research on a larger scale.

5. EXAMINING PROFESSIONAL RESILIENCE

5.1 Career choice

5.1.1 Sample composition, groups based on motivation for career choice

The development and characteristics of professional resilience were examined in two blocks of questions. The first included specific questions on motivation for choosing a career, possible role models and professional goals. We also asked why the respondent considers himself or herself suitable for the career, what he or she would like to develop and whether he or she had ever been unsure about the appropriateness of his or her choice.

In the second block of questions, we asked respondents to provide metaphors relating to the challenges of the profession, the preparation and the changes they had experienced during their training/work. The aim was that the images thus associated would provide a more complex, but less "expected", schematic characterisation of these components of professional resilience. This was only partially achieved, as less than half of the respondents actually responded with metaphors, the others were listing concrete facts or situations. Fortunately, the analysis of the latter also enriches the sample's understanding of professional resilience, reflecting lived experiences.

It is important to note that it was not possible to analyse the respondents' perceptions of their profession in a completely homogeneous way, as the composition of the training participants was also heterogeneous. Almost two thirds of them came from a teacher training background. As the training structures of the three countries under study are not identical, we did not separate the training levels (for example, in Romania, the training of kindergarten teachers and lower secondary teachers are combined) - however, it is important to note that research on Hungarian teachers shows significant differences in the recruitment base and attitudes towards the profession of the three training levels (kindergarten teachers, elementeary teachers and high school teachers) (Fónai, 2014; Kovács, 2018). For example, kindergarten teachers and students tend to be more engaged and less insecure. All this should be taken into account when evaluating the results, but, precisely because of the diversity of residence and

age, it is not specifically addressed. As the majority of the sample is made up of teachers, we can compare career plans, experiences and difficulties to some extent with the teacher surveys.

The number of sociologists and social workers among the respondents was still relatively high, with a total of 17 respondents from these disciplines. In addition to these, eight other professionals (animators, guardians, educators) responded, and three did not specify the field in which they worked.

By being asked why they chose this field and what motivated them, we were able to form six groups. In the first group, the love of children and the desire to work with them clearly guided the respondents. For the second group, it was the desire to help and the appreciation of the role of helping that led them to choose this career. For the third group, one or more important role models proved to be the driving force. The fourth group valued the career of a teacher, the role and position a teacher holds in the lives of children and/or the community. The fifth group started to work with children and young people as a result of being forced into a career, while for the sixth group, not knowing exactly what they wanted to do was the deciding factor, and a career as a teacher or sociologist seemed the best idea at the time of university admission. The fourth group is almost exclusively made up of teachers (ten out of twelve), while the first three and the sixth are mixed, with roughly the same proportions (two-thirds to one-third) as the sample. However, the fifth group, which has chosen the profession as a career of necessity, has only one teacher, the others working in other youth-related fields.

5.1.2 "I wanted to work with children"

Working with children was the reason why 15 respondents chose this career. Nine of them said, "I have always wanted to work with children." In the majority of cases, it is not clear when this "always" can be counted, but those who do say when, mention childhood or adolescence, for example when they went to kindergarten to pick up their brother or sister or when they had summer holidays as a teenager. This may represent a deep commitment, but it also raises the question of the maturity of the choice.

"The story that confirmed that I should choose this was that in the summer when I was at home, the neighborhood kindergarten kids would come every afternoon and call my name to go out to them because they knew I was always available to play and they loved to play with me, we would draw together, we would paint together on a daily basis, and when the weather was bad and they weren't outside, I missed all of that and that's when I felt that this was what I should be doing, being around kids and being involved with them."

Responses that link the specific career choice to a slightly later experience seem more thoughtful.

"It was during a youth exchange that I realised exactly what I wanted to do and how I wanted to do it. From then on, it became a back and forth process in the sense that the kids were 'filling up' and I was trying to get the most out of them."

Terms reflecting emotions, love, trust, "heartwarming", "close to my heart" are common in the responses. These suggest that attachment and warmth are of paramount importance to respondents. In addition to education, play and animation appear more frequently among the activities with children.

When asked if they followed someone's model, six respondents answered no, with a further two responses stating that there was no explicit model, with several motivating, role modeling people in the respondent's life. Three respondents had a teacher as a role model and four had a family member as a role model. Of the latter, in one case it turns out that the respondent worked as an educator, and in three other cases it is not known whether the pattern is professional or based on personal characteristics. In any case, it is clear that there is a significant difference between family and professional patterning: the professional model is more concrete.

"I always had the example of my head teacher in the upper school in my mind. She organised really good community programmes for us, methodically and we did brilliant things. Those memories help me a lot in my current job."

"Yes, my mother worked in a foster home when I was young, and before I was born."

Love, development and acceptance are high on the list of professional goals. In addition to these, there are two more cases of gaining experience and self-development, but typically there are no statements about their own life goals, their own well-being, except for this one:

"To work in a profession that makes me happy and that I feel good about."

In addition, the statements about own goals are interpreted in relation to children:

"To gain more experience so that I can help many children in the future."

Overall, the responses regarding goals are well reflected in the following quote:

"My goal is to give hope and happiness to as many children as possible through my profession. To pass on my knowledge. To accept everyone as they are and develop their good qualities."

The responses on the suitability for the career were relatively homogeneous. Patience was mentioned by three, empathy by two, openness, resilience and, also in two cases, identification with children:

"I consider myself suitable for this profession because I am very good at finding a common voice with children, I can become a child again with them and I can always take part in the play together."

One respondent's reason was "*because I love what I do*". Three others consider themselves suitable for the career based on external feedback.

There were even more homogeneous responses on areas for improvement. Two wrote "*a lot of things*", while the others mentioned, in some form, better conflict management and greater determination.

"Of these, I would like to improve my problem-solving skills in particular, because I have a very conflict-averse personality. But this cannot stay the same."

This is in line with an important finding in the literature, which, although not recent, is probably still valid today, and has been overshadowed by the emphasis of the last decade on professional competences rather than personal qualities. Figula (2000) states that "people with repressive personality traits tend to choose a career as a teacher" (Figula, 2000: 79). The repressive teacher is "characterised by a dependent interpersonal attitude and aggression suppression", seeks affectionate interactions, is tolerant and sociable, but at the same time shuns his own negative impulses. The indication of affection, the need for empathy and patience and the avoidance of conflict strongly characterise this group of respondents within the sample.

The above is also partly reflected in the justification for the hesitations. Only two respondents said that they had never had such an occasion. Half of the remaining respondents felt insecure because of some external qualification or conflict with colleagues, parents or other important (adult) persons.

"Even though I work with children, I have a responsibility to my colleagues because of my managerial position. This, however, creates a lot of problems due to the organisational structure (association) and other reasons."

The other half of the responses cited situations involving children or teaching as a cause of insecurity, and as a kind of summary rather than giving specific examples, as illustrated by the following example:

"I often feel insecure. I'm achieving my dream, which I've always tried to work towards, but I'm still unsure about what I'm doing, even though I know I'm doing it right."

Commitment to a career can be seen as positive for professional resilience, as knowing that one is working in the field one has "always" wanted to work in can help one cope with problematic situations. However, the responses suggest that this choice did not necessarily go hand in hand with (self-)development beyond the skills and intentions that were already present. For respondents, love, trust and warmth are important, but other traits that are essential in the role of teacher or even youth worker, and which would also be important to support children's resilience, are not indicated. For example, there is a lack of values transmission, role modelling and support for goal setting, which could be included in some form of professional role. Particularly striking - and something that needs to be developed - is the lack of decisiveness and conflict management skills, which would be a key component of professional resilience.

5.1.3 "I wanted to help others"

Among the motivations for choosing a career, the desire to help was the strongest in the second group. A total of 13 respondents were in this group, eight of them teachers and five sociologists or social workers. The key words in the responses were "I wanted to help others" and "I wanted to deal with people", with one or both of these (or both) mentioned in all the motivations. The most common was that this desire to help was not linked to any specific experience or experience, it simply became important because of its own value:

"I want to help young people who are struggling. It feels good when I can motivate them, convince them that there is always another way to achieve a goal. It's the honest conversations I have with young people in class that strengthen my perseverance."

Four of them associated this with some general reasoning, which did not present a specific situation or story, but suggested that there was more practical experience behind the choice.

"I'm very interested in processes and changes in society and I really like dealing with people. I want to help others, maybe that's my main goal at the moment. From a very young age, I have been the person my family and friends could trust and I want to keep it that way."

Only two respondents mentioned a very specific story that launched them on their career path.

"I chose social work because I want to help families by not being torn apart when they don't need to be. It stems from the fact that I was almost taken away from my mother due to a child custody case and we were almost placed with my father even though he didn't really pay much attention to us during the visits with my sister when we were there for weekends (2 weeks in a row in the summer). The reason why I was almost removed was because the family support worker was on good terms with my father and was influenced by him, so if my parents (my mother and my foster father) had not intervened legally I would have been separated from my mother, along with my sister."

Ten respondents said that they did not follow anyone's pattern in their career choice and/or work. Two did not identify a specific person but indicated that they had several professional role models:

"Yes, my role models are certain personalities in the field of special needs children, such as different authors who deal with topics that interest me."

Only one respondent identified someone close to him/her as a role model:

"I followed the work of my father, who also taught people and helped them in difficult situations."

The desire to help, either literally or in the form of a synonym (support, development), is a prominent professional objective: eleven respondents included this in their answers, and in a number of cases no other objective was mentioned.

"I would like to help and I would like them all to remember me as a positive, influential person in their lives."

Four respondents identified a professional goal other than helping, which was related to their own professional development and career.

"Being a team leader/being a director of an institution - I think that a healthy work team and good leadership has a positive impact on the work of staff and I would like that to help people with disabilities more broadly, but I don't want to overestimate myself or be naive, I know that only time will tell if I have the ability to do that."

And the respondent who chose the career because of her own experience also referred back to the situation described in the previous question when stating her professional goal:

"I would like to prevent family breakdown by working within family support."

The most frequently mentioned qualities in relation to suitability for the career were empathy (two respondents), helpfulness (three respondents) and openness to others (two respondents). In addition to these, there is one mention each of being able to see things, good stress management and good communication skills. One respondent considers himself or herself to be qualified for the job mainly because of external feedback.

"My open personality and communication skills allow me to develop personal contacts in a professional but also personal and intimate way."

"I think I am good in this field because I have received feedback from more experienced and professional trainers, which has given me constructive clarification on my work in the field."

In the area of self-assertion and coping, there is also a need for improvement in this group, with one third of respondents indicating this.

"I would like to improve my ability to be more confident and to assert my interests and opinions in a given situation".

The others mentioned mainly theoretical knowledge, one person "in everything", the others would like to acquire more knowledge in a specific area.

"I would like to improve my knowledge to learn more about children and their problems."

Four respondents said they had never felt uncertain about their career choice. And one respondent was mainly thinking about staying in college because of personal changes.

"During the first year of my relationship with my fiancé, I felt insecure while thinking about what to study in college and whether to go abroad to study."

The two of them felt out of place because of workplace conditions and expectations:

"This is always due to a backward, hostile work environment".

Six felt insecure about the profession as a whole, and in all cases the wording refers to a lack of personal skills or workload. Two of the six respondents put this period in their early career years, the others did not specify when or how often this occurred.

"I was unsure because I didn't know if I was capable of this profession. There were these thoughts of 'am I good enough? Society needs more skilful people.'"

In terms of professional resilience, this group is in a more favourable position in terms of self-assertion than the first group. They articulate a broader spectrum of skills needed for their career, and these include at least mentions of stress management and essentialism. The fact that only one third of respondents have set a goal for themselves, their career or their pro-

fessional plans could be a risk. For the others, focusing solely on children/clients could easily lead to burnout. On the other hand, in terms of supporting children's resilience, it is positive that their development and support is the primary professional ambition for the respondents in this group.

5.1.4 "An important role model in my life"

The largest group in the sample, whose members chose this career path as a result of some kind of role model. In total, 21 respondents were motivated by this reason, with teachers over-represented and only three respondents working in the social field. The majority of the respondents (13) were influenced by one or more professionals - pre-school teacher, teacher, social worker - and the remaining eight followed the pattern of one or more family members. The family members were also working as teachers or in the social field, and thus represented both a personal and a professional role model.

The qualities and values of the model person varied widely. The larger size of the group certainly plays a part in this, but it cannot be ignored that the existing, familiar individuals provide a sample of a wide range of qualities, skills and behaviours, of which a greater variety allows the most important to be highlighted. Love and warmth were the most frequently mentioned, but in addition to these, qualities such as comprehensive knowledge, honesty and the ability to influence also appear. Many mention the inspiring personality of the model, which influenced them, and the playful, relaxed nature of the teaching, which captured them as children. Two cite human connections as an attractive feature and two mention creativity. The following story reflects the complexity of the multidimensional role model, who, in addition to love, care and honesty, has the attitude that it is OK to make mistakes and correct them afterwards.

"Several factors influenced me when I chose my future profession. Perhaps the most important of these was my relationship with children in general and my teacher, who taught me in the first grade of primary school. Once, my classmates and I were running around and 'shooting' in the classroom and in the corridor, and the teacher was shouting at us and telling us how dangerous it was, how much trouble could happen. She saw our confused and a little scared faces (we were 2nd graders). After a while she stopped talking and went out the door.

When she came back into the classroom, we saw that she had tears in her eyes, which she was trying to hold back. She took a deep breath and apologized to the whole class for yelling at us. She was very angry and afraid that someone might get hurt, but assured us that she would do her best to never yell at us again. His apology was so sincere and touching that I remember that moment, I would say forever. I really appreciate that he was able to apologize to us little kids, after all, not all adults can do that."

Negative patterns also played an important role in the lives of some respondents (all of these appear alongside the positive patterns, none of whom chose a career only because of the negative pattern).

"An important but negative pattern was my English teacher, who unfortunately was not qualified and did not teach properly. He humiliated me and constantly tried to prove that I didn't know English. I was also tutored in English because of him and I proved to him that I knew the material properly, but even that was not enough and I got bad grades, although my classmates got undeserved A's. When I finished high school and graduated with a C1 in English, I visited my former school and told this teacher that I would be teaching. He literally, physically broke some pencils."

Although the reason for the career choice of this group is the professional pattern, two of them cannot name a specific pattern. This seems understandable in one case, since, as can be seen from the response, the person does indeed list several factors:

"I chose this profession because I believe that there is nothing on earth purer than the soul of a child, and if a fraction of this can be preserved by the growing society, we can create a better world, because if the child feels it, that they are loved and listened to, they can return this love and attention a hundredfold, and we cannot forget that what they learn in childhood becomes part of their personality, so to speak, and that it will be fulfilled in adulthood. I was started on this career path by a former teacher, who I admire very much, who thought that this profession would suit me and my personality, but I do not regret my decision for a moment, because although sometimes it is difficult and mentally I think it is a demanding job, the moments when children come to me just to tell me they love me or to give me a hug are worth every penny and effort. This reminds me of an occasion that I think confirmed me in my pro-

fession: preparing for Christmas with the children. I was getting the tables ready for the activity corners when suddenly Ádámka grabbed my leg tightly, looked at me and suddenly said 'Anna, I love you'. That was the moment when I felt that I had made the right decision and I was happy to be a kindergarten teacher."

For the other respondent, however, for some reason there was no recognition, as she clearly mentioned her aunt as the reason for her choice of profession in response to the first question:

"My aunt worked in a family transition home, when I was little I used to go with her several times to play with the children who lived there, to bring them clothes. I saw this as a magical and secret world, and as a child I could not see the differences in our living conditions and situations. Since then, I have been particularly interested in the situation of children from disadvantaged backgrounds, especially those who are excluded from their families."

He then wrote this about the possible role model:

"I cannot and cannot consciously think of anyone in my family or my environment who could be associated with this from a professional/professional point of view."

The other respondents rather added to the picture already painted by the first question, with a few more mothers and teachers, and Mother Teresa as a famous role model.

The variety already mentioned is further enhanced by the mention of professional objectives. Two said they wanted to pursue a career in science:

"I would like to go as far as a PhD and teach at university so that I can pass on what I have learned, but before that I would like to work in the profession alongside my Master's degree (social policy is the plan) so that I can gain and pass on as much experience as possible."

For the others, the answers "I want to be a good teacher" or "I want to help" are common, but they are always much richer when expressed than what we would normally understand by

these terms. Transmission of values, development, attention, and in many cases playfulness and lightness of touch also appear, similar to those listed as reasons for career choice.

"Although it may seem clichéd, I would like to be a teacher who children trust, who gives them love, attention and encouragement, and who makes them feel special, valuable and good at something. To achieve this, I would like to follow the example of the three people mentioned above."

"To give the children who grow up the ideas and knowledge that will make for a better society and enable them to make their own way in the world."

Asked why they felt qualified for the job, three respondents mentioned good communication skills, two mentioned patience, empathy and creativity, and two said the ability to relate well to children. Other skills listed were commitment, acceptance, determination and good planning skills.

"I couldn't say exactly why I would be qualified. Probably just because I feel comfortable around children, and in my experience they feel comfortable around me, which is probably the most important thing. To feel good around someone, I think you just work to be the best you can be for those who make you feel that way."

"I consider myself qualified for this profession because I think I can relate to children with understanding and acceptance, and I genuinely care about their opinions."

Again, a high proportion of the areas for improvement were firmness, self-confidence, self-assertion (one third of respondents wrote about this).

"I have a lot of areas and qualities to improve, but perhaps the one I lack the most is determination. I often doubt myself in different situations and problem-solving and I lose a lot of valuable time. I would really like to get better at that."

A somewhat related area is public speaking, the ability to speak in front of others, which the two would like to develop.

Also, nearly a third (six) identified some professional development goal, usually in the context of wanting to use what they had learned in working with children.

"I would also like to develop myself, of course, so that I can pass on knowledge to children even better and more easily."

In addition to the above, planning-organising, self-awareness, patience and better time management also came up in one or two mentions.

Only three of them wrote that they had not yet felt discouraged. And one respondent experienced a feeling of being perhaps out of place in a subject he did not like, but this has since passed. One respondent feels that public speaking is so difficult that he or she is also insecure about the appropriateness of the career choice.

The most common reason for feeling insecure was professional problems and conflicts at work, with six in total.

"The commitment to the field has not diminished, but rather the professional and human encounters that I have had to learn to deal with have sometimes caused difficulties."

Three experienced insecurity related to children, but only one of these was specifically triggered by children's difficult behaviour. The other two occasions were more due to tensions between the subject and the children's expectations:

"Yes, it was, mainly on discipline issues and whether it was really good to do everything according to the curriculum. On several occasions, when I was implementing the compulsory activities, I could see in the children's faces that they didn't want to do it, but because the plan had to be implemented, I kept going and later, when I was done, I regretted it."

There are also three who became self-doubting a few times:

"I often feel insecure when I feel that I am not keeping up with my tasks and I am pressed for time, or when I feel self-doubt that I cannot do something, when I start an activity that I have no experience in and I worry if I will be able to do it and how it will go, if I will not mess up."

Professional flexibility seems to be significantly supported when the respondent's career choice is motivated by one or more professional role models. These role models, as evidenced by the responses, are multidimensional, can be followed and evaluated from many different perspectives, and, in addition to the importance of supporting children or a trusting atmosphere, can also show that it is OK to make mistakes, even to fail, as the mistake can be corrected later.

On the positive side, the skills to be developed include specific professional objectives. This suggests that reflection on one's own activity is also taking place. Compared with the first group, the situation of self-assertion and coping with professional conflicts also seems to be more favourable, although one third of the respondents in this group also indicated that they still need to improve in this area.

5.1.5 "As a student [...] I gave the children qualifications"

At first glance, this group appears to be quite heterogeneous. There are respondents who saw some kind of family pattern, some who were motivated in their career choice by negative examples, and others who played nursery teacher and then teacher with their plushies from kindergarten onwards. What puts them all in the same group is the prestige they attach to their role as teachers. While the loss of status of the teaching profession is a fact in Hungary, and in some European countries, the reasons are complex - one is the low level of disposable income, while in smaller towns the prestige of teachers is perceived to be relatively higher. Overall, in some research, respondents perceive teaching as a profession with incongruent status: its position is generally perceived as unfavourable, yet it is still considered an important profession (Fónai & Dusa, 2014; Kovács, 2018). Among younger children, however, teachers clearly occupy a position of power, although for older children this is no longer maintained by merely holding the position (Kovács, 2018). This positional attraction is most clearly illustrated by the following response:

"I wanted to do this since I was a little girl. There is no particular story behind it. Maybe it's just that as a kid I told my mom I wanted to be a teacher because I wanted a house with a pool - and teachers had pools!"

In total, twelve respondents were included in this group, ten of them teachers, one of the remaining two respondents being a sociologist and the other an animator. In addition to the pool response cited above, three of them cited the opportunity for development, the transmission of values and physical strength as a motivating factor, two of them being otherwise involved in physical education. These responses differ from those of the previous groups in that the emphasis is not on the desire to help or to unlock the potential of the child, but on the respondent's ability to communicate what he or she perceives to be important, as the following response shows:

"I have a degree in physical education, sport is part of my life, challenges are part of my life. For young people today, this is not always the goal, so I like to do it and pass on what sport has given me."

Other respondents described the opportunity to evaluate, qualify and manage as attractive, generally referring to childhood games.

"I played school games with dolls from a very young age, when I was in kindergarten. I was the teacher, the dolls had to listen to me and I taught them what we did in kindergarten. Later in primary school, in the first grade, I had a very nice class teacher who treated us like her own children. I have very positive memories of that time. In second grade I had several teachers and I did not like the attitude of some of them at all. Whether it was the preparation for the lesson, the communication or the general presentation of the subject. After finishing primary school I went straight to teacher training college where I found what I wanted. From my very first placement, in kindergarten, I knew that one day I wanted to work with young children and introduce them to the next stage of their lives. The reason I chose this profession is clear, I want to help children, teach them, guide them and be there for them when they need me."

Talking about role models, the three see themselves as following no one's model. One named his parents, while the others mentioned several former teachers or other people besides teachers. The latter answers have in common that they do not name a single role model, but select from the qualities of people they hold in high esteem those they consider useful and important for themselves.

"I have never had a specific role model, no one's life has ever been a model for me, because everyone has their faults and bad choices. For me, a particular quality or action is an example, and I store it away and keep it. To mention a few: I think of one teacher from my primary school years as a positive example, my Hungarian teacher at the time. She was a very cheerful teacher, she laughed a lot, told Székely jokes when we first met (that lesson is one of the most memorable for me) and explained the syllabus in a way that still rings in my ears to this day, some of the rules she told me. The next teacher I met was during my university years, who always made his lessons playful and involved us in the delivery of the lesson. I

found him to be a man with a heart of gold, who cared about his students, and who showed me the most empathy towards us during the online lessons, which is an example for me. I want my students to feel the same way. Another teacher has set an example by not hiding her human side, by showing that she can be overwhelmed and that she doesn't always have the smoothest life."

The goals include self-development and career, the development of children and, at the same time, the transfer of values or the setting of goals for them. Love and shared experiences are also important, but all of this is linked to their own position.

"I would like to be a 'real' teacher, someone with a capital 'A' who has the same impact on someone and who can give them something beyond the curriculum that they will remember for a lifetime."

"I think a teacher has a great responsibility to educate generations. My goal as a teacher would be to raise children who can stand and find their way in society."

Empathy appears in four answers to the question "why do you feel capable", with patience, good organisation skills and the desire to help coming up in the others. Several do not explain why they feel qualified, but only say in general terms that "my personality makes me qualified", and one says that "feedback suggests that what he does is useful".

"Maybe I would say I am qualified because I try to make the best of things."

Four think that they should improve their decisiveness and confidence, three would improve their professional skills, while others mention methodological skills, the ability to focus attention, responding appropriately to unexpected situations and patience.

"In my opinion, I need to improve my ability to pay attention and my knowledge of the world, because children are curious, they always ask questions and I want to answer them, and I also want to teach the material in a professional way, so I need to keep improving my knowledge."

All respondents have experienced uncertainty. It is notable that this was never directly because of the children, which suggests that the position that was primarily expected of the role has indeed been achieved. Two sub-groups of respondents can be distinguished according to the reason for insecurity. The first group experienced dissatisfaction with themselves, fearing that their own knowledge was not enough in a given situation.

"Yes, there was. Because of the not strict enough discipline and my lack of confidence, I start to overthink things and then I have thoughts like, 'Did I really choose the right profession? I have the opportunity to educate the next generation and build a better society, and most of the time it's the thought of whether I'm in the right place that scares me."

The second group, on the other hand, faced external obstacles: colleagues who were not considered suitable, difficulties in finding a job or even problems communicating with parents.

"There was, but that was more because of the team. If we are divided, it never leads to good things."

This group also presents a mixed picture in terms of professional resilience. Focusing on the whole of the teaching role, rather than just one aspect such as the helping role or the opportunity to work with children, can support self-reflection, as can focusing on one's own career and professional goals, and the latter can also play an important role in preventing burnout. Self-dissatisfaction, on the other hand, can also be an indicator of perfectionism, in addition to real reflection, which is unfortunate, especially if this is also applied to children. In this case, a third of the group also indicated a lack of determination, which would be essential when dealing with professional stress and conflict.

The fifth group is made up of respondents who perceive their current situation as an opportunity for some kind of forced career. In total, there were seven such persons, of whom only one was a teacher. She justified her choice by saying that a career as a teacher was the best option "for a woman" in her area. The others are currently social workers or institutional educators and have moved from some other job to their current occupation. This is not necessarily a bad experience for them, and some see the change as a positive one.

"I have been working in the facility for a short time, 1 year and 3 months. Before that I worked in health care and in my work at the time I came across many cases where problem solving in psychiatry would have been better with more experience."

"I used to be a police officer, which I stopped. Later, it was the only way I could get back into the public sector as a criminal justice officer."

This group did not specify a professional role model. Five responded explicitly in the negative, and two wrote that they try to learn good practices from several colleagues.

The objectives were expressed in rather general terms: they were to do a good job, to improve, to be satisfied, and the student teacher trainee wrote only "to become a teacher". The most detailed response sums up the typical content:

"My goal is to prove to myself that I can achieve the dreams I have set for myself. I will try to set an example for my children, first of all, and for my fellow citizens, but also for all disadvantaged young people and people. There is a way out of every situation in life! I think it all depends on your own attitude, on how flexible you can be with your feelings in an unexpected situation."

There was also little specificity in terms of ideas about suitability and further development. In terms of development, only three respondents wrote anything at all, one wanting to improve in "many things", another wanting to be more assertive in conflicts with superiors, and a third wanting to improve patience. Among the aptitude criteria mentioned were decisiveness, determination, a desire for knowledge, thoroughness and good cooperation skills.

"I consider myself fully qualified. I will do my best to carry out the tasks assigned to me. I need to improve my patience and not to give my opinion immediately!"

Two had not yet experienced any uncertainty about their career choice, the others had typically felt that they might not be in the right place because of an external circumstance. However, again, the wording is mostly general, with only one respondent mentioning a specific situation:

"There was uncertainty. When I was writing the final part of my thesis and I couldn't think of anything else, I felt discouraged, that I had chosen the wrong topic, I had no motivation! This is just one example, of course I asked myself several times if what I was doing was right."

This group excels mainly in personal resilience, at least in the specific situation. The fact that they have been able to cope after a job loss and find a career that they are basically comfortable with is certainly indicative of this. However, their new professional role is not yet well established: they typically do not have role models, professional development objectives and professional goals expressed in the statement that they want to do their job well. If, in the future, they can apply their successful coping strategies to their professional role, they will be able to be described as resilient in this area.

The last group was made up of respondents who were unsure at the time of choosing a career and ended up studying education or sociology because it seemed the best choice, or even got them into it. They are different from the previous group in that they have not had a different choice, they are not in the process of changing career, the current one is the only profession or occupation they have known. Four of the six respondents are teachers and two are social workers. They generally have a good opinion of their chosen field, for example, they are interested in people or social problems, but there is also a sense that a final decision on their future career has not yet been taken.

"When it came to choosing a career as a young girl, I was completely unsure, I didn't know what I wanted to study, I just knew that I wanted to study, because that was my dream since kindergarten: to be a big, beautiful, smart and clever university student. Sociology was appealing because I didn't have to decide straight away what I wanted to do, as there was so much room for manoeuvre within the discipline. I think that I have learned a lot during my 4 years here, and I have grown both professionally and as a person, thanks to the lecturers in our department and to this very high quality, attractive environment. I believe I have started on a path that has solid foundations, and I would like to continue to develop and train myself in other disciplines in the future."

One respondent wrote that no one was a role model for him, one specifically mentioned his mother but did not explain in what respect she was a role model, and one mentioned his aunt, but not as a professional role model but as a first generation intellectual:

"If the fact that my aunt was my role model in terms of education is a role model, then yes. She was the first in the family to go on to further education, then me."

The other respondents listed several individuals, and among them they mentioned negative patterns.

"It was more the negative role models in the school environment that led me to this profession. However, I met many inspiring personalities at university whom I admired or admire a lot."

Professional goals, as mentioned above, are less outlined in this group. However, respondents are satisfied with their choice, with more of an "it will evolve" attitude. This is best summarised by the following response:

"It's not yet clearly outlined for me, but I feel I'm on the right track."

Somewhat more detailed, but with similar interpretations, is this response, which is also typical:

"Actually I have a lot of goals in life, I don't think I would write them all down because then the list would be very long. I suppose the question is about the profession I have chosen and studied, my primary and short-term goal is to find a job with a pleasant atmosphere, flexible hours and good pay. In the future, I might also pursue a career in research or teaching."

Other answers to the question of aptitude were also elusive: "I like teaching", "I like reading" and "children like what I do". These cannot be narrowed down to a specific competence or attribute, but can be translated as the respondent feeling suited to the activity because they are engaged in it.

"It is a difficult question as I am still preparing for the profession. I would rather say that maybe I am suited to the profession because I try to find my way to all children, to help them with whatever they need, to be there for them."

Development is also seen as important "in everything" by this group of respondents, either summarised in one word or listed in detail as communication, methodology, working with parents and colleagues.

"I would like to improve in everything, but as far as the profession is concerned, I would like to have a better understanding of the methodology. I would also like to be more confident in my approach to professional issues, sometimes I feel I lack confidence in this area."

All respondents felt and still feel insecure, either during their school placements, in their theoretical knowledge or because of the pandemic. The specific reasons and facts are not really to be found in these answers either, but are rather listed in general terms by the respondents.

"Of course, I think that there are very few people who, at least once, do not have doubts about whether they have chosen the right profession for themselves. I experienced this hesitation as a very negative experience at first, because I didn't know what was causing it, and then I started to become self-aware, and that's when the general door-opening panic that came with my life situation came into play, as well as the absolutely non-negative and not insignificant realisation that I was intensely interested in psychology. When I realised this, I was very sad, I felt I was in the wrong place and that I should not be studying sociology, but I thought about it and it actually convinced me that there was a reason for everything, including the reason I am here now. It's never too late to learn, you just have to create the right conditions - which will obviously get harder over time, but it's not impossible."

In the case of this group, it is not worth talking about professional resilience, as they do not really have an established image of their own profession. When they entered higher education, they chose at random the degree course they are currently studying or have recently completed, and they have not yet defined what they really want to do. "It's not quite clear to me yet, but I feel like I'm on the right track" is a perfect description of the group's perception and vision. could be a reference to personal resilience, in the sense that, for example, as a first-generation intellectual, they have managed to enter higher education, and in a field that does not seem wrong in any way. However, this is as far as it has gone: the current goal for the group is to find a professional role.

5.2 Analysing the metaphors of a career

As mentioned at the beginning of this chapter, the second block of questions on professional resilience asked respondents to end the open-ended statement with a metaphor. The sentences to be completed referred to professional challenges, preparation and changes experienced during training/work. Our aim was to use the images thus associated to provide a more complex, yet less 'expected', schematic characterisation of these components of professional resilience. This was only partially achieved, as less than half of the respondents actually responded with metaphors, the others listing concrete facts or situations. We can only speculate as to why this was the case. In all cases, we received short one- or two-word responses, which may even suggest that the respondent did not leave the line blank out of propriety. However, the non-metaphorical answers are often very long, so that in these cases the respondent has either misunderstood the question or is not yet able to reflectively interpret and synthesise the information described and the experiences are only verbatim. They could, of course, be used: we will now show separately for each question what was obtained as a 'realistic' response and the picture painted by the metaphors.

5.2.1 Characterization of the challenges

The first statement read: "The challenges I have faced so far in my professional training/career have been like...."

The 32 responses that were truly metaphorical could be grouped into three subgroups. The first, which lists images that could be interpreted as essentially difficult or negative, contains three responses ("rainstorms and hurricanes"). The second group contains twelve metaphors, focusing on the mixed nature of the experiences, that these challenges were difficult but could be overcome. Two of them also used the metaphor "rollercoaster", also twice with the "marathon", in the second case with a longer explanation:

"to run a marathon is a struggle and a perseverance, but in the end you reach the finish line".

More than half of the responses (42 cases) were not metaphors but realistic summaries. Within this, two sub-groups can be distinguished: in the first group, members gave short answers, sometimes in the form of an adjective (e.g. "manageable", "many"). These shorter responses typically indicated a more positive attitude: for example, "tasks that can be solved" or "as I imagined them to be", and there were only a few that tended to emphasise the difficulties ("very demanding"). In contrast, the longer responses tended to list the negatives, presumably any challenges that the respondent experienced as difficult:

"dealing with parents, resolving conflicts, dealing with aggression in the nursery".

In total, two of these were among the longer responses, reflecting an overall positive sentiment:

"manageable, often childishly easy to do, what others find difficult or not challenging".

The third sub-group, with sixteen responses, differs little from the previous one, yet there is a nuanced difference in that the images emphasise the excitement and solvability of the challenges more than the difficulty. For example, it appears that there was something to be learned from completing the tasks, that they contributed in some way to the development of knowledge and/or personality:

"my garden is nice if I look after it regularly, if I neglect it, it's a weed and I don't like to look at it".

Overall, the responses indicate that the challenges were perceived as serious by respondents, but few felt that they were insurmountable or required superhuman strength. There were only seven metaphors that reflected more of a passive endurance, such as "rollercoaster", "windstorm" or "ebb and flow", the rest also referring in some way to the respondent's capacity for action, such as "a big knot in a rope that I had to untie". From the point of view of professional resilience, these active responses can be evaluated as positive, as they indicate that

the respondent had the opportunity to find some strategy to cope with the problems, and was not exclusively a sufferer of difficult situations.

The metaphors of the third group, which seems to be more favourable in terms of professional resilience (those who chose a career as a result of some professional pattern), show that they do not have any passive images. In the fourth group (status-based career choice), which also predicts better resilience, only one person chose a passive image - this is "ebb and flow" - and the others either gave longer explanatory answers or wrote acting metaphors. The group that chose a path out of necessity focused on finding a place and solvability, while members of the sixth group that "got into the course for lack of a better life" explicitly focused on the latter, i.e. the solvability of challenges. The passive metaphors came from the first and second groups.

5.2.2 Responses to challenges

The next open statement was "When I face a challenge in my professional training/career, I am like ...."

This question also received a large number of explanatory and elaborative responses, 36 people in total. However, only three of these were clearly negative, highlighting frustration or despair:

"It's often boring, repetitive, I can do it, but I know it will happen again and again, so is it worth doing?!"

The other respondents were about equally likely to mention difficulty, initial despair or uncertainty, and determination to find a solution:

"I'm quite upset and anxious, but I still manage to keep my thoughts positive, pull myself together and tell myself that overcoming every obstacle makes me stronger."

The metaphors were more varied than in the previous response. Only two of them were exclusively negative ("a lost being").

Most of the metaphors, sixteen in total, depicted some kind of creature or phenomenon that was struggling strongly and persistently, including "a climber", "a fighter" and "a comet (I go forward, I don't let myself be pulled back)".

In seven of the metaphors, the search for a solution seemed to be the most pronounced, the planning and implementation, the careful consideration of a challenging situation:

"a wind-up robot toy, I walk up and down looking for a solution".

Three metaphors focused on learning, that solving a challenge can be a valuable experience:

"sponge. I like to learn new things".

Five metaphors emphasised the smallness of the respondent facing the challenge, the child-like role of the respondent - there is an inherent potential for learning in these, but the child's perspective is also an important component.

"A quokka (short-tailed kangaroo) - I try to smile sweetly and ask for help from professionals who are more knowledgeable than me."

And five metaphors highlighted the struggling, exhausting nature of the challenges in the first place, although they also brought imagery similar to the previous ones, such as the child's smallness or the "sponge's" learning ability, but emphasised the difficulties:

"sponge wrung out. After the rain I recharge and regain my old self".

"A Duracell bunny with half dead batteries".

In terms of professional resilience, the emphasis on struggle and coping, and the visual representation of planning and careful thought, can also be seen as positive. The position of the child seems more problematic, while the adult, who also assumes his own responsibility, has better chances of coping. These metaphors came primarily from members of the second (motivated by the helping role), and one each from the third (professional sample) and sixth (hesitant to choose) groups. The metaphors highlighting difficulties were typically written by members of the first group (motivated by the children's role) and the third group (professional pattern).

1.1.1 Helping persons and factors

The third open statement was "People and factors that help me in the challenges of my professional preparation/career are ...."

The proportion of respondents who interpreted the question literally or answered with a metaphor was similar to the previous question, although the reverse was true: 38 responses were received that named someone or, less frequently, something as a helper. Again, there were some adjectives among the responses: 'important', 'rare', 'honest'. Two respondents mentioned only an object or concept, but among those who responded with a longer list, there were also some who listed a concept in addition to the person: 'my inner motivation', 'positive thoughts' or 'getting a better scholarship'.

It is probably due to the age of the respondents and the nature of the question that only three of them mentioned only family members ("my mother", "my parents", "my loved ones"). The absence of professional actors in these cases could be a warning sign: the respondent does not know who to turn to or does not see a suitable role model. However, the supportive role of the family is not negligible: of the eighteen respondents who listed more than one support person, ten mentioned their family or parents in this list. Five mentioned colleagues, university classmates, six mentioned teachers, professors, mentors as a support person, but the same persons were also included in the lists of those who mentioned many supporters.

The metaphors were grouped into six subgroups, leaving two that did not fit in any way with the others:

"God! We believe he exists, but no one in my environment has ever met him."

"a boomerang (they come back to me). If I might not have accepted a job offer or a task, I was offered it again, even years later".

Most of them, nine in total, described the helpers as some kind of protective object, such as a "pillar", "shield", "bastion", "a crutch that is always there when I am stuck, I need support".

There were also many metaphors referring to some form of help, with three sub-groups (six and seven mentions respectively). The first group of help included supernatural phenomena and persons, such as "beneficent fairies", "blessings", or

"guardian angels. They are always there when I need them".

Another group of benefactors, while not possessing supernatural powers, the metaphor includes some element of power or wisdom that makes it suitable for providing appropriate support: for example, 'the council of elders' or 'kings', or

'the helpers in fairy tales whom the protagonist meets on his journey'.

And the third group of helpers appears as a kind of reward, either literally ('the well-deserved reward bite') or with similar meanings ('the gift', 'the first rays of sunshine after a long, dark night').

Relatively few metaphors, five in total, were included in the remaining two subgroups. One ('compass', 'bridge') contains images of guidance, signposting, while the other depicts helpers in the role of the combatant: 'the team members I play with'.

Looking at both the realistic responses and the metaphors, it is apparent that the majority of respondents experience themselves as strongly in need of help. Roughly a third of the responses list professional role models or peer helpers, or list explicitly guiding images of peer

teammates among the metaphors. The rest often name the whole of their environment as supporters in reality, or extremely powerful, even supernatural, protectors in the metaphors.

This is rather negative for professional resilience: while it is important to find external supportive resources to overcome difficulties, the perception of internal resources is also essential, and if the balance is tilted in favour of the former, it can hinder resilient behaviour. Because of the low number of metaphors depicting peer helpers or guides, it is not worth examining from which groups they came, but rather noteworthy that none of the members of the fourth (status-based) group and the sixth (undecided) group wrote such metaphors, all of them listing strong, even supernatural, helpers.

5.2.3 Changes experienced on oneself

The last open statement read: "The changes I have experienced in my professional training/career so far are like ...."

Five respondents did not answer this question at all, and two wrote that they did not know how to answer it, i.e. essentially one tenth of the respondents could not reflect on their own change. A further four responses were limited to just one adjective: 'good', 'diverse', 'rich' and 'continuous'. Nine of the answers were a list of facts, not about the respondent himself, but about some external circumstances or situations:

"The use of digital tools at school and the skills needed to use them."

"updated versions of documents and laws. Changes in teaching from full-time to distance learning."

In other words, nearly a third of respondents could not give a meaningful answer, either in metaphor or in factual, prosaic terms, to the changes they had experienced themselves - a certainly thought-provoking proportion. Another problematic feature of the teaching

profession is that reflection related to the activity is generally not listed as an important competence by the teachers surveyed (Kovács, 2018). The existence of reflection would also be essential for professional resilience, as discussed in the theoretical section - a component that, according to the present results, would also need to be developed.

A further twenty-three respondents took the question literally, and their responses can be grouped into four broad categories. Eight of them stressed the need for change, typically in a positive way that also referred to - or literally described - progress:

"a natural part of the journey. Everything was necessary."

Six wrote responses related to self-awareness, personal development:

"my personality has developed - self-awareness, knowledge of people, theoretical knowledge during studies, which also contributes to everyday life".

Five respondents emphasised the empowering nature of the changes, such as dealing more successfully with certain situations, having more self-confidence, better self-esteem.

"I am more confident than I was a few years ago, I can handle and resolve situations better, I am less stressed, I am able to say no when I feel I have taken on too much, I am more patient."

Four of them highlighted the change of perspective, looking at people and events from a different perspective, looking for connections between the phenomena they experience.

"a change in my thinking and outlook on life, in my attitudes, in my sense of my own worth and self-esteem, a change in my communication with others, a change in the quantity and quality of professional knowledge and expertise, a change in the nature of the teaching profession and how important it is to society."

Thirty-one respondents responded with metaphors to this question, these were grouped into five broad categories, with two sub-groups within the category of metaphors referring to development. One tended to emphasise the growth and fulfilment associated with development (eight responses),

"It's like I'm a completely different person. Like when the puppet turns into a butterfly."

while the other focused on the sometimes painful nature of development and growth:

"the scars. When I think about it, I remember what happened, what I went through until that change happened."

In the second category were positive images (five answers) that denote something beautiful and desirable, but there is no indication of how this quality is created: for example, "the magic", "the rainbow".

The third category also represents development, but differs from the first in that it does not so much refer to growth or transformation as to some kind of consolidation or fulfilment:

"the pieces of the puzzle falling into place."

"in a home, renovations, which are necessary at certain intervals, as one's tastes change, fashions change, perhaps the size of the family changes, we adapt to the changes (present and future) that affect us as we grow".

The third category is quite similar, the difference being that there is a continuous enrichment of metaphors, not necessarily a linear path or a process that can be completed, such as putting together a jigsaw puzzle.

"new chapters in a book."

"like a new friend I have welcomed into my life".

And in the fourth category, changes are akin to challenges, difficulties that arise and then subside:

"rollercoaster, up one day, down the next".

"a choppy sea (once up, sometimes down)".

From the point of view of professional resilience, it seems that the different types of response are mixed between the different groups. The members of the fourth (status-based) and fifth (forced into the profession) groups all responded and none of them identified external factors, i.e. they all reflected in some way on their own processes. In the fourth group there is a metaphor suggesting survival rather than active participation (whirlwind), the others refer in some way to development or transformation, and the explanatory answers are similar in content. Responses that list or omit external factors - i.e. do not contain a reflective element - are evenly distributed among the other groups, with the first group containing more images that emphasise the painful side of development, but not to the extent that one can draw any far-reaching conclusions.

Chapter summary

In these two blocks of questions, we tried to explore some of the components of the professional resilience of the resilient teacher (youth worker, sociologist) among the participants of the training. The development of a professional identity, the preservation of personal well-being and professional enthusiasm, and thus the prevention of burnout, are the basic prerequisites of professional resilience. In addition, self-reflection is of paramount importance, as it enables the trainee to learn from professional difficulties and problem situations, and thus to prepare adaptively for future difficulties. In addition to the above, it is essential to be able to identify and use the resources available to you.

One of the first steps in the process of developing a professional identity is to decide on a career path. Although the years spent as a student in public and higher education can only be seen as professional socialisation in a very broad sense, experience shows that many of the methods that future teachers bring with them from there - for example, assessment as a form of evaluation, for which almost all teachers rely on tradition rather than on what they have learned during their training (Gordon Győri, 2002; Síklaki, 1998). In other words, the patterns that the prospective teacher relies on, the tasks that he or she feels he or she has to perform and his or her perception of the role of teacher are already established before the training begins.

In our sample, groups were formed on the basis of career motivation. The largest group (21 people) was the group whose members were influenced by a role model. Their responses on professional challenges, goals and development opportunities show that it is beneficial for professional flexibility if the respondent's career choice is motivated by one or more professional role models. Indeed, as the responses show, role models are role models that can be followed and evaluated from many different perspectives, and do not focus on only one particular aspect of the career. Thus, in addition to the importance of supporting children or of a trusting atmosphere, there is also the idea that it is okay to make mistakes, even to fail, because a mistake can be corrected later.

A positive aspect of this group is that the skills to be developed include specific professional objectives. This suggests the presence of reflection linked to one's own activity. Self-assertion, coping with professional conflicts, appeared as a deficiency and an objective to be developed in essentially all the groups of respondents, with an average level in this group: one third of the respondents indicated that they still needed to improve in this area.

The metaphor analyses did not confirm a stronger reflexivity in this group. However, in relation to professional challenges, this was the only group where no passive images of helplessness were described. However, metaphors reflecting the difficulties of the challenges were often provided by members of this respondent group - but this could be a perception of reality if they had to face serious problems in their learning and/or career transition.

There was also a high proportion of respondents who chose this profession because they wanted to work with children (15). In their case, commitment to the career can be a supportive resource, as knowing that one is working in a field one has "always" wanted to work in can help in coping with problematic situations. However, the responses also suggest that this decision, often taken in childhood, may not necessarily become more mature and considered in later years. Only four people in the group had a professional role model, the others either did not have one or indicated several motivating role models. In the case of the previous group, the existence of a professional role model seemed to be a major advantage, whereas in this case, the absence of one may cause difficulties, for example, it may contribute to the fact that important aspects of professional development do not appear in their responses. For example, there is a lack of transfer of values, of role modelling, of support for goal setting. Particularly noticeable - and to be developed - is the lack of decisiveness and conflict management skills, which would be a key component of professional resilience.

In the metaphor analysis, it was this group that most often used images that referred to passivity in coping or emphasised difficulties. Given the size of the sample and the proportions of the respondents, we cannot of course speak of a statistically significant majority, but when assessed in conjunction with the role perceptions described above, it seems that this group needs a more adult, more assertive understanding of the professional role.

In terms of proportions, the third largest group of respondents is those who chose their career out of a desire to help (13). Respondents in this group typically do not have a professional profile and their professional goals are mostly not beyond the helping role they had when they chose their career. However, the skills required for the career are expressed across a broader spectrum and include at least mentions of stress management and essential thinking. The fact that only one third of respondents set a goal for themselves, their career or their professional plans may be an indication of burnout, as they can easily get into a state of near burnout if they focus solely on children/clients. This group also shows a lack of conflict management and self-actualisation, but proportionally more favourable (about one third) than the previous group.

The metaphor analysis shows that this group also has a higher incidence of passivity images related to challenges, and the most common among them is the childlike position in

the image presented. As with the previous group, there are no representative differences, but rather these results confirm that there is a risk of burnout among the respondents in this group.

The fourth group in terms of size chose to become teachers because of the prestige they attach to the teaching profession, despite the loss of status in recent decades. They also value the opportunity to set an example, to transmit values and to be qualified. Although few identify a single role model, the majority choose specific examples to follow, based on the characteristics of people they have met during their academic careers. In formulating their goals and the skills they wish to develop, they focus on the whole of the teaching role, not just on one aspect such as the role of helping or the opportunity to work with children. This can support self-reflection, as can a focus on one's own career and professional goals, which can also play an important role in preventing burnout. Self-dissatisfaction, on the other hand, can also be an indicator of perfectionism, in addition to real reflectivity, which is unfortunate, especially if this is also asserted towards children. A third of the respondents in this group also indicated a lack of determination, which would be essential when dealing with professional stress and conflict.

The existence of reflexivity is also confirmed by the metaphors, in that only this group, without exception, was able to provide an adequate picture of its own changes. They also tended to choose metaphors that were more active in relation to professional challenges, and that were more determined in their involvement in the struggle.

Relatively few people were in the fifth and sixth groups: seven of those who chose a career out of some kind of compulsion, while six of those who decided at the moment of admission without a firm idea were in the sixth group. What these two groups have in common is that they do not have professional resilience, but the underlying reasons are different. In the first case, personal resilience seems to be strong, with respondents having recently gone through a successful career change process. Their professional identity is weak, but if it is developed and strengthened, they can presumably transfer their personal effectiveness to this area. In the second case, the members of the group are more or less randomly selected and are still in the process of searching at the moment of filling in the questionnaire. For them, the development of a professional identity is still a goal to be achieved and, at the same time, personal identity is perhaps in active flux.

The difference between the two groups is also confirmed by the metaphor analysis: all those on the forced path can reflect on their own development, the same cannot be said of the group of the insecure. Members of these two groups would need considerable professional support, and in the case of the latter group this is confirmed by the metaphors: without exception, members of the group listed strong, supernatural helpers.

6. COMPOSITION OF KNOWLEDGE

In the input questionnaire, it was important to explore the knowledge that the participants had prior to the training, which was used or could be used in their current or future profession/profession. We not only considered the knowledge that could be acquired in a formal educational setting, but also sought to interpret a broad spectrum of sources from which their knowledge could be drawn. Thus, in addition to exploring knowledge acquired through further education, training, secondary or higher education (including teacher training), we also looked at natural sources of knowledge acquisition, such as experiences in life as a child in the family and as an adult, patterns learned through the influence of influential people, through the practice of a profession, and through self-learning or development through overcoming a challenge.

The question was: 'Think about what knowledge, skills and experience from the following sources do you have or could you use in your current or future profession/career/activities with children? Explain what you have learned..." As starting points, we have listed the following: "as a child in the family; as an adult in life; from secondary school curricula; from higher education curricula (if any: teacher training); through samples from influential people; in the practice of your profession/profession; in further education, training; through self-study (e.g. reading); through progress in meeting a challenge; through any other source of current knowledge, skills, experience.

All this was explored through the subjective perceptions of those who completed the questionnaire. Further research is needed to find out to what extent these subjective perceptions can be based on mature self-knowledge, to what extent the actual composition of knowledge can be known through them - if at all. Even with this limitation, research can still add important insights to the academic and practitioner world about what informs professional knowledge, bringing previously less researched areas into the limelight.

In this chapter of our book, we use the term knowledge to refer to all the disciplinary, didactic, methodological, hidden curricular, personal, etc. knowledge that teachers or support professionals use in the course of their professional practice. We are therefore talking about knowledge in its broadest sense. We deliberately do not use the term competence or ability, as this would give a narrow interpretation. We try to explore the views of the respondents. The analytical part of the chapter is concerned with the content of the knowledge that respondents attribute to their own professional practice, and the weight given to each of the elements.

For professionals working in the field of resilience, it is particularly important to explore sources of knowledge outside the formal educational framework, as resilience responses to professional and human challenges are less explicitly part of the curricula. And although such elements are implicit in training (see the first chapter of this volume), knowledge sources acquired outside formal training are naturally 'switched on' in the course of professional practice. The following theoretical section provides a brief literature review on this topic.

6.1 Knowledge sources beyond formal teaching

Much of our knowledge is acquired outside the formal education system. We are exposed to many impulses throughout our lives, which become part of our professional identity, our credo. The human relationships of teachers and support professionals are projected onto the human relationships they experience within the walls of the workplace. For example, they relive their own childhood experiences when teaching the next generation or dealing with their clients.

Increasingly, researchers and practitioners are addressing the question of how personal life paths relate to professional life paths. They highlight the importance of knowledge and life history gained through personal life experiences at several important stages of the career arc: career choice, career selection, formal education, early years of practice, and continuing professional development (Everington, 2014; Bersh, 2018; Lee, 2012; Villegas & Irvine, 2010).

The topic is not entirely new, as there is a rich immersion base available on the targeted development or immanent development of self-awareness, self-evaluation, reflectivity, proactive problem-solving skills (including the ability to ask for help), interpersonal skills, social competence, or even responsibility for one's own well-being (Beltman et al, These are, however, personal factors that develop before higher education, or at least have their most important roots far beyond what higher education can significantly influence within its own scope. Unless it builds on them.

The specificity of the approach of life course research lies in the fact that it does not aim to 'crystallise' an externally defined curriculum, but to identify the resources of professionals that need to be mobilised. It does not impart knowledge from outside, but helps participants, through individual support, to discover, mature and apply the valuable knowledge they have already accumulated over their personal life course.

How is this achieved? There are specially designed programmes, courses and trainings to help professionals to process and consciously link their life experiences to their work. For example, interviews or writing a guided autobiography and personalised, supported reflective processing of these, to encourage them to consciously link their past experiences to the professional socialisation process. In doing so, they support the reflective exploration of lived experiences, the creation of personal and emotional engagement, or help them to recognize their cultural biases and discover their own multicultural selves (Parkes & FitzGibbon, 1986; Lee, 2012; Milam et al., 2014; Kirk & Wall, 2010; Beltman et al., 2011; Quintero et al., 2013; Bersh, 2018).

For example, in an exercise in Ireland, a training session was held with student teachers that included the guided writing of a reflective autobiography (Parkes & FitzGibbon, 1986). In other cases, the participants themselves raised the importance of recalling, evaluating and analysing their own experiences of their educational careers. After a series of preparatory exercises to help them focus, the teacher candidates were asked to write their teaching autobiography according to the following instructions: they should write in the E/1th or E/3rd person; they could decide whether or not to write anonymously, whether or not to share it with their peers; they should write about specific events rather than generalities; at the end, they should write a concluding reflection explaining how these experiences had influenced

their role as a teacher. The latter was a key element of the autobiography, where participants were asked to link their experiences as learners to their development as teachers. They were given an afternoon to do this. After writing, ample time was given for discussion, during which negative and positive stories were treated separately (Parkes & FitzGibbon, 1986).

What are the challenges involved in the process of consciously relating their past experiences to the professional socialisation process? For example, the literature emphasises the risk that the teacher-student or professional-client relationship may go to extremes and that the views of the teacher or helping professional may suppress those of the student or client, and care must be taken to ensure that the student or client's ability to form opinions is preserved and that they are ultimately able to learn about and affirm their own identity on their own (Everington, 2014; Salinas, 2002; Fejős, 2019). However, respecting professional boundaries and guarding against inappropriate self-disclosure is vital not only for students and clients, but also for educators and helping professionals (Beltman et al, 2011; Ceglédi & Szathmáriné Csőke, 2020; Gunn et al., 2013).

Parkes & FitzGibbon (1986) point out that in the process of teacher role formation, teacher candidates tend to adopt the teacher models they saw as children without criticism and without considering whether or not the teaching style fits their personality. Teacher candidates should also be helped to refine their mission statements in the face of poor teacher role models (e.g. mocking, prejudiced, opinionated), as there are particular dangers in trying to build their own teacher identity on the basis of over-idealised teacher images, as they may be ill-equipped to achieve the ideal, which can lead to failure and guilt. Moreover, they have encountered cases where the teacher candidate has been driven by a desire for revenge by the grievances of former teachers. In such cases, absolution is essential, otherwise, despite good intentions, the student may become the target of this revenge (Parkes & FitzGibbon, 1986).

The literature on the subject agrees on the need to help teachers and support professionals to learn when, what and how to adapt their own life experiences to their work. In the process of professional preparation, and throughout the career arc, they also have to cope with the sometimes difficult reconciliation of personal and professional identities (Beltman et al., 2011; Messing et al., 2011; Everington, 2014). These difficulties may be heightened when the degree process is combined with social mobility. A growing body of research has addressed

the crises of social distance, loss of community, difficulties of integration and their negative consequences, the phenomenon of double exclusion, the emotional cost of social mobility (Durkheim, 2000; Beck, 1983; Hafičová et al, 2020; Leist Balogh & Jámbori, 2016; Ceglédi, 2012; 2018; Pusztai, 2004; Lukács J., 2018; Kapitány & Kapitány, 2007; Reay et al., 2009; Godó et al., 2020; Varga, 2019; Czeizel, 1997; Subramanyam et al., 2013; Durst & Bereményi, 2021; Messing et al., 2011).

In particular, teachers who have had a successful school career need to be helped to understand a student who is not successful, as they have little experience of failure and lack empathy in this regard (Parkes & FitzGibbon, 1986). And the same may be important for a successful graduate support professional with a successful life.

At the same time, it is often pointed out that the knowledge of teachers who come from difficult backgrounds is unique precisely because their childhood experiences make them at home in the world of the lower social strata. For this reason, they are also seen as cultural brokers and cultural navigators (Villegas & Irvine, 2010; Durst & Bereményi, 2021; Kozma & Ceglédi, 2020). The same is true for helping professionals. Drawing on their own life paths, they can approach the difficulties of disadvantaged children or clients in an understanding way, as they have experienced them first-hand, and, with the knowledge of their own life paths' recipe for success, they can help others who are similar to them to overcome their disadvantages (Ceglédi, 2015; Kozma & Ceglédi, 2020). An important task of professionals supporting professional preparation is to help them recognise and apply this knowledge as a resource.

The main message of the literature on this topic is best summed up by the following quote: 'We need to know ourselves in order to know others' (Lee, 2012: 38). The academic orientation described here considers it important that teachers and support professionals are able to formulate their own lessons, linking their experiences, experiences and knowledge to their current or future work and, as part of this, to the similar life situations of their current or future students or clients. They build, for example, on the assumption that if they know, accept and respect themselves, they will be open to knowing, accepting and respecting their students or clients (Lee, 2012; Beltman et al., 2011). Moreover, they can teach the journey they have

been on, which can result in building an accepting, respectful society (Everington, 2014; Bersh, 2018).

The international project Spotting and Strengthening Resiliency Skills from Early childhood', presented in this volume, aimed to support this process through a three-day training course, developed through thorough professional preparation, and its piloting accompanied by reflective reflection. In the next section, we present the results of a pre-training data collection exercise, which aimed to explore how the teachers and support professionals we studied reflected on the composition of their knowledge prior to the training, and the role of factors beyond formal training in this.

6.2 The composition of knowledge - the weight of each factor

The first question asked respondents to indicate the proportion of their knowledge they attributed to the sources listed. Respondents were asked to estimate the weight of each element of their knowledge in proportion to 100%. Unfortunately, very few respondents complied with the request for 100%. In their answers, they gave 100% to several knowledge sources, so there were some individual calculations with a total value of 5-6-700%. As this did not allow for a comparison of responses, a proportional indicator was created to alleviate this problem. For each respondent, we added up the value given for all sources and compared the percentages given for each source to the resulting total.

In the following table, the key indicators for the resulting percentages, proportional to the individual amounts, are reported. The average rows in the table show the proportion of each resource that respondents attributed to their own knowledge creation relative to 100%.

	as a child in the family	as an adult in life	from secondary school curricu-	from higher education cur-riculum (if	by samples taken from key persons

			lum	any: from teacher trai-ning)	
Number of valid answers	74	74	74	74	74
Lack of response	1	1	1	1	1
Average	11.43	14.00	6.74	11.56	10,11
Median	10.69	12,23	6.37	10.50	9.87
Spread	5.82	7.25	4.17	6.25	4.73
Minimum	,00	3.85	,00	,00	,00
Maximum	27.03	58.82	17,28	34.92	24.88

	during the practice of your professi-on/profession	in some further educa-tion or training	with self-education (e.g. reading)	through development in the face of some challen-ge	anything el-se that can be the source of your current knowledge, skills and ex-perience
Number of valid answers	74	74	74	74	74
Answer _	1	1	1	1	1
Average	12.09	6.01	9.25	12.36	6.46
Median	11.33	6.02	9.83	12,12	7.72
Spread	5.94	4.23	3.67	5.80	5.06
Minimum	,00	,00	,00	,00	,00
Maximum	29.33	16,13	18.43	25.38	21.93

Table 6. Subjective assessment of sources of knowledge used or usable in the current or future profession/profession/activities with children (proportionate percentage). Source: Input questionnaire of the project research (N=75)

The following graph shows the averages in order. The sources of knowledge acquired in life as an adult (14%), through coping (12.36%) and through professional practice (12.09%) are the top sources, which means that this is where the respondents derive most of their knowledge from. It is interesting to note, however, that the high dispersion of knowledge acquired as an adult indicates that respondents are divided in this area.

Knowledge acquired through further education (6.01%), other sources (6.46%) and secondary school (6.74%) are the least important in generating their current knowledge. This low rating of CVT can be interpreted both as a result of the fact that it does not really provide a significant amount of knowledge and also as a result of the low participation in such training (further questions in the questionnaire show that a large proportion of respondents have not yet participated in CVT, as young professionals account for the majority of respondents).

Knowledge acquired in higher education is only ranked 4th with 11.56%, almost as high as childhood experiences (11.43%). Thus, respondents rank knowledge acquired in higher education behind other sources of knowledge such as experiences gained in life as an adult, through coping or in the exercise of a profession. It is also noteworthy that the 4-5 years spent specifically preparing for their profession are considered to be of equal weight to childhood experiences.

Although they are relegated to the second half of the list, the importance of personal training (10.11%) and self-training (9.25%) is high, especially when compared to the perception of continuing training.
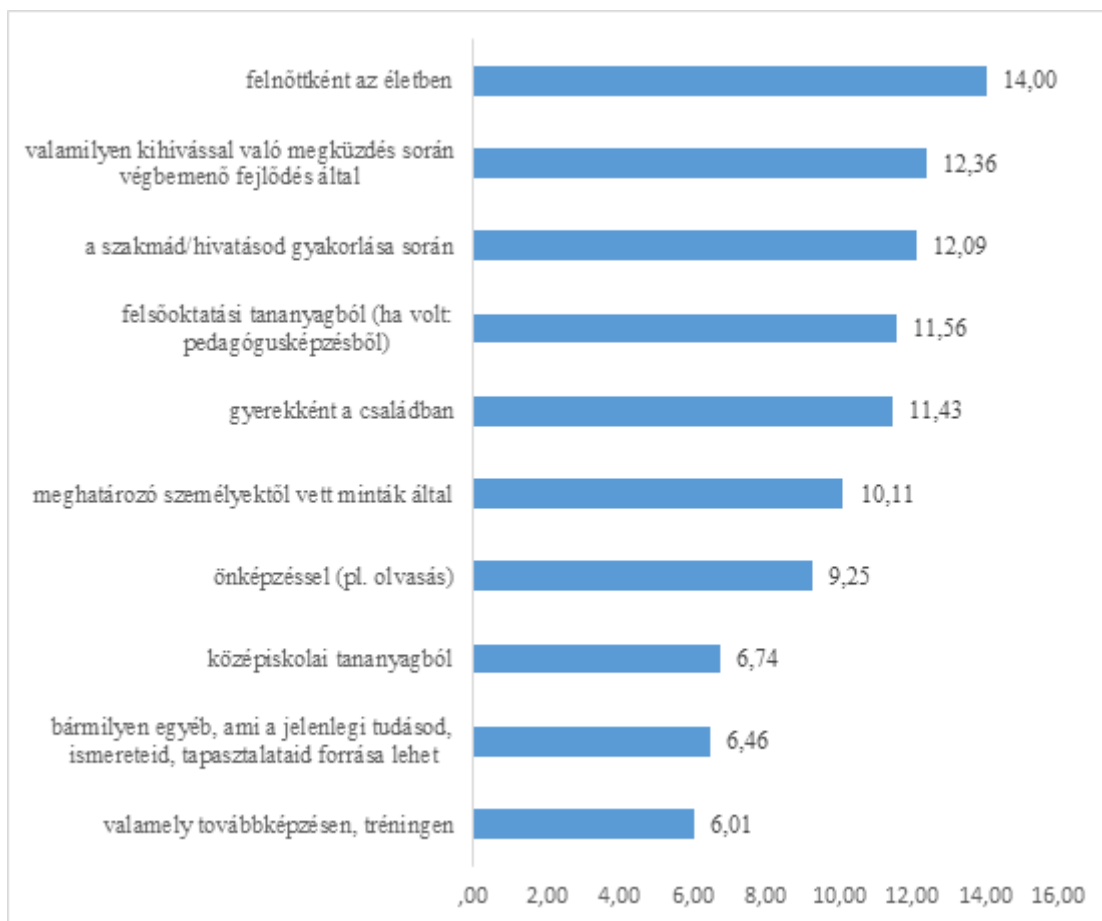
Figure 6: Subjective assessment of the sources of knowledge used or usable in the current or future profession/profession/activities with children (average percentage). Source: Input questionnaire of the project research (N=75)

The most important lesson from the data seen here is that formal knowledge acquisition (higher education, secondary school, further education) is much less important in the self-reports of the subjects than knowledge acquired informally (as an adult private person) or through the exercise of a profession. This may mean that formal education does not provide sufficient knowledge, but it may also be due to the fact that it prepares professionals well to see all areas of life as a source of knowledge. Whichever side of the coin we look at, it is important to stress the key role of the organisations and actors responsible for training professionals (secondary schools, higher education, further education), both in strengthening their role as a source of knowledge and in shaping the skills that will develop the openness of professionals leaving training to self-learning, to identifying learning opportunities and to lifelong learning.

6.3 Composition of knowledge - content perceptions

In the chapter above, we have seen the importance that the professionals surveyed attach to which knowledge sources. In the following, we will complement the quantitative analysis with a qualitative approach. Respondents were given the opportunity to express their views on what they had learned from each knowledge source in the form of open questions.

6.3.1 Childhood

When analyzing the open questions, the answers were coded according to the depth of the knowledge acquired in the given field by the interviewee (Figure 7).
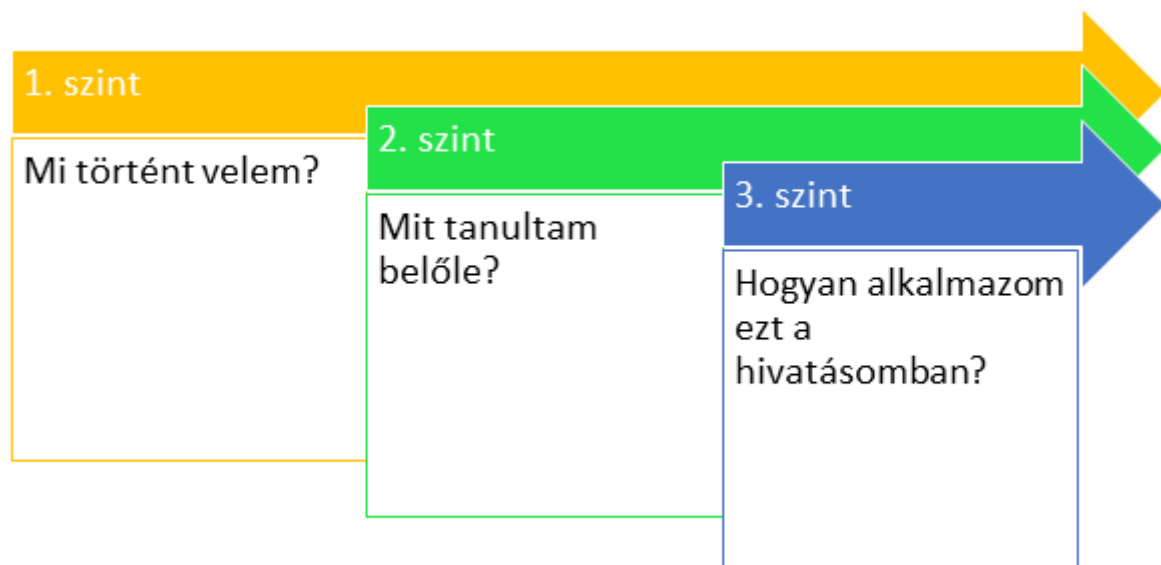
Figure 7. The depth levels of the knowledge source's reflectivity in the open answers. Source: Own editing

Three depths seemed to emerge.

1) At the first level of depth were the responses that were only about the respondent. In these open-ended responses, we read an unreflected list of events that had happened to him,

very often unresolved difficulties and stumbling blocks. These manifestations were typically complete sentences where the respondent himself was the subject of the sentence.

2) At the second level of depth, there were processed experiences, for example in the form of named values, competences, knowledge. Complete sentences are rare, rather lists are typical. When a full sentence is used, the subject is typically omitted or appears as a general subject. In these answers, the focus is not on the 'sufferer' or 'experiencer' per se, but on the knowledge he or she has acquired through experience.

3) At the third level of depth, there is also the element of transmission. Not only has someone lived through his life experiences, not only has he converted them into knowledge, but there is also the transmission and application of the knowledge acquired through the given source of knowledge.

In most cases, the higher levels included the lower ones, but there were also cases where the application was described in such a way that what happened to them remained unprocessed, unreflected.

In the following, we detail how the teachers and support professionals interviewed commented on the sources of knowledge we listed.

When we asked an open question about the knowledge acquired as a child in the family, there were 13 subjects who gave a meaningful answer at level 1, i.e. their answers did not go beyond the question "What happened to me?", and the focus was not on the values that could be applied in the profession, but rather on the events and experiences that happened to them and presumably their lack of processing. Although this was the case for a small proportion of the respondents, there was a lack of adequate support in their professional preparation.

"I definitely deserved better treatment, more love, attention and care."

"Childhood should be lived well."

"Let's just say I think it was an inappropriate attitude."

The highest number of responses, 53, were in response to the question "What did I learn from it", i.e. level 2 meaningful responses. They listed general values they had seen or experienced in the family such as love, acceptance, respect, humility, patience, cooperation, empathy, helpfulness, honesty, humour, solidarity, willingness to compromise, self-reliance, caring, but also mentioned orderliness, obedience, truthfulness, discipline, perseverance and hard work.

"Love, caring, empathy, patience, helpfulness, listening to each other, willingness to compromise."

Level 3 - that is, when the question "How do I apply this to my profession?" question - was identified for 9 respondents. In these responses, a reflective process can be traced, whereby the experiences and lessons learned mature into professional knowledge and are then translated into the practice of the profession. Here, the recurrent subjects of the sentences are the children or people they work with or will work with in their vocation. They articulate their recognition that their childhood experiences help them to empathise with the people they meet in their work.

"I have learned to accept and move on from the problems I am given. To accept and in parallel to teach children how to relate to each other, as often deep traces are left in a person, as they may not be able to process and deal with situations at a young age (e.g. mockery). The need to avoid these would also be worth explaining."

"That's when I learned to play, my parents gave me my first skills and abilities, which I teach my children."

Only very rarely is the need for self-knowledge, for processing one's own childhood experiences, i.e. for consciously guiding or following the process outlined above, from level 1 to level 3, explicitly expressed.

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"I learnt to be independent, that as a child you can't rely too much on the approval or support of others, and that was very frustrating and hurtful to me, the older I got the more I tried to get over the waves of criticism of underestimation and realised that I had to believe in myself and do everything for myself because I could only progress in other areas if I sorted out my relationship with myself."

What can a professional do, however, if they feel they cannot look to their family as a source of knowledge? We encountered negative experiences in 6 subjects. These responses were coded regardless of level, but appeared most often in texts coded as Level 1. Of these 6 subjects, only 2 were those who did not go beyond the negative, while the others clearly expressed value development in response to the contrasts and the need to reverse bad experiences. Unfortunately, we have no knowledge of the success of this due to the limitations of the data presented here, but it may be an interesting future research question to explore the dangers of feeding on opposites and negative experiences and how these dangers can be addressed in professional preparation (Parkes & FitzGibbon, 1986).

"I know the abusive, unemotional environment, I know what a child growing up in such a family has experienced - order."

"I have learned that I will be more attentive to children's development and pay more attention to them."

6.3.2 The experience gained in life as an adult

For the open-ended question on adult experiences as a source of knowledge, it was more difficult to identify the three levels used previously. There was a much closer overlap between what was happening to them (level 1) and what they were learning from it (level 2). It was more common for values to emerge when talking about themselves, and these values were less related to their profession. This was even less the case for childhood experiences.

"I can only rely on myself."

"Some things are not pleasant, but they have to be done."

Finally, responses similar to the above (24 respondents) were classified as Level 1. This is more than what we saw for childhood experiences (13 people), perhaps due to the fact that, compared to childhood experiences, the current ones are more curtly engaged with these subjects, the learning process is ongoing, and they only reach the end of the process to draw lessons.

Level 2 (What did I learn from this?) was reported by 46 subjects. However, among the values listed here, mostly more general ones (respect, acceptance, etc.), more practical values concerning life management and the achievement of goals, but also complex life experiences were expressed.

"Set goals and make a plan to achieve them through a series of steps."

"Independently and responsibly navigate and perform routine daily tasks (transport, shopping, accommodation, meals, etc.)."

"The taste of freedom, new forms of love, the injustices of the world, the weight of things, the diversity of the world."

"Not being afraid of challenges, accepting failures, being insightful, not looking back so often, choosing people, not trusting everyone at all costs, fighting for justice."

"It's not so bad being an adult. :-) In most cases, there is the possibility to choose the better version. It's worth relying on those who have stood by me through adversity (friends) and for them I will be forever grateful. These are the people I will help in any way I can, years later remembering what they did for me. If you are persistent enough you can achieve your goals. You don't have to carry it all alone (spiritually). It's worthwhile to keep educating myself to stay open to new things."

A total of 4 respondents were classified as level 3, with a further 1 respondent giving a neutral answer. Our preliminary research hypothesis was that adult knowledge sources would more often refer to "How do I apply this in my profession?" in their answers, as they are closer in time to the actual application, yet we rarely encountered this statement. However, not saying it does not necessarily mean that life experience is not incorporated into professional knowledge. However, further research is needed to explore this in more depth.

"As I very often find myself in situations with children, I learn every day. Especially to see children as understanding people, wise and intelligent beings."

When asked about their adult experiences, subjects reflect more deeply on what is happening to them at the moment, and these experiences in some cases naturally feed into their empathy for the people they are currently encountering. It is a common pattern that an idyllic monotone response about childhood, listing only values, is followed by a more verbose open response in the question about adulthood, in which the challenges of adulthood are explained in more detail. However, where childhood was characterised by stable experiences and values, adult coping is also evident. However, little is known from these short open-ended responses about whether these experiences can be converted into professional knowledge. An important task of resilience training could be to support this process to take place in a conscious way.

"I have experienced how difficult it is to do well in everyday tasks and challenges when there is no security at home, when your roots are fragmented, when you have nothing to hold on to in difficult times and nothing to give you strength. Sure, we can get it from elsewhere, but it's not the same. It has given me an understanding of how much a person's life and performance is influenced by the home environment, the relationship with family members, the atmosphere at home..."

The phenomenon mentioned in the childhood sources of knowledge, where negative experiences are translated into positive ones, was also present in the responses for adulthood (19 mentions). However, it is more common here to present the negative experience in a pre-processed form.

"What I didn't get as a child at home, I give a lot of, as much to children as to adults."

"I've learned that I can be anything I want to be, I just have to work for it, even if I hear someone say I won't succeed."

"Life doesn't always bring you co-workers who are constructive to you. Get over them and keep building your own future."

6.3.3 Formal education

Secondary school, higher education and further education as sources of knowledge were separately open-ended questions for respondents, but were treated as one in the analysis.

1 respondent left these boxes blank, and there were a further 3 professionals whose answers were evasive or unevaluated. For this block, we did not encounter any completers for whom we could recognise level 1, which in this case meant that we could not read what had happened to them per se, because we could always see some knowledge building process or outcome integrated into the answers. Within this, there were differences according to whether they declared general knowledge or whether they linked this knowledge to their profession (i.e. whether they gave an answer that could be placed at level 2 or 3).

In total, level 2 was identifiable in the responses of 26 respondents, under which some general knowledge development was seen here. A secondary coding scheme was also applied according to whether the open-ended responses included the respondent himself/herself, writing self-reflectively about the source of knowledge. In 17 out of 26 cases, there is no self-reflexivity, the knowledge source is portrayed as "distant", "unanchored", impersonal. For a further 9 subjects, knowledge construction is not presented as such, but through the lens of themselves as subjects, experiencers.

"A lot of useful information."

"Stress is something to be dealt with."

"Skills, practice, relationships, developing perceptions and attitudes, knowledge."

"I have learned to review information and look at it from as many perspectives as possible."

"I learned to have a more positive attitude."

21 subjects belonged to the group where level 3 was recognisable, i.e. they talked about knowledge related to their profession, but they did so impersonally, without self-reflexivity, sometimes in a bulleted way.

"How to develop musical appreciation with melodic sentences."

"The development of the whole personality of the pupil, the methodology of the subjects, working with children, the knowledge of the different methods and principles needed to achieve the desired results."

There were 23 respondents who not only described the three sources of knowledge in the formal education system as embedding the knowledge they had acquired there in their professional practice, but also as immanent, active participants in all of this, so that "knowing" and "knowledge" were present together in their responses.

"It was here that I learned how to teach and where the childlike playfulness in me came out again, which I had to draw on during my placements and then in my work."

"The higher up you are, the harder you can fall (e.g. the long-term unemployed who have come from a high position to this situation find it much harder to cope - in general - with the trauma of unemployment than those who were in a low income position before. The root of addiction is not always in the family. I have learned a lot. For example, about sharing information and problem solving. Some of it has changed my way of thinking. For example, a story in a training course made me realise that you should never give up, but at the most break

the journey (goal) down into smaller steps. It really hit home. If you are rejected, don't experience it as a failure, just a warning to take a small step back before taking a bigger one."

Following the analysis of the three formal learning arenas together, we think it is important to say a few words about each of them separately, because although looking at them together we could learn more about the general attitudes and reflection of the subjects, there were some differences that could be an important contribution for those who support professionals by feeding on the multiple elements of life course knowledge (e.g. in the form of resilience training).

In the question on secondary school knowledge, both specific subjects and knowledge elements in the strict sense of the curriculum (e.g. mother tongue, foreign language acquisition, historical knowledge, literary awareness) were raised.

"I have acquired knowledge about the physical and spiritual development of man which I will be able to use in all areas of my life."

"English and maths, physics, the teachers' active zeal."

Those who had attended training related to their current vocation when they were in secondary school also reported on the professional skills they had acquired there. In addition, many also described sources of knowledge from their secondary school years that have been instrumental in building their knowledge in the long term. For example, many said that they had learned to study, manage their time, etc.

"There is a lot of information on pedagogy, special education, psychology, etc. Practices that have been beneficial for my development."

"To allocate my time to learning in a way that I could not only memorize the material but also understand it and explain it in my own words."

"Fast typing on the keyboard."

At the same time, not only lexical knowledge and methodological knowledge were highlighted, but the hidden curriculum was also formulated as a secondary school knowledge heritage (Szabó, 1999). The numerous skills and knowledge acquired in secondary school, which are not covered in the compulsory curriculum, left their mark on the interviewees and shape their professional personality (Kovács, 2019). According to the hidden curriculum theory, this effect is present in all school students. Below are the details of where they consciously recognised this and shared this insight with us in the open-ended question of the questionnaire:

"Things have 1,000 faces and we will never understand them all, we can only strive to."

"Some basic information, excursions, experiences." to teach us to enjoy time and prepare for the upcoming teenage years. Like what's safe and what's not."

"I learned to walk in the world with my eyes open."

"There will always be problems, you just have to know how to solve them."

"You can't get into college with a bouquet of flowers."

At the tertiary level, there is a clear emphasis on emphasising skills related to their vocation, with a range of pedagogical and social knowledge elements. However, there are also, albeit less frequently, elements of knowledge beyond the compulsory curriculum and elements of a hidden curriculum similar to those found in secondary education.

"Everything - I consider it very important - psychology, social psychology, criminal law, management theory."

"Creativity, children's psyche and abilities, children's literature, teaching methods, differentiated education, the importance and effectiveness of drama education, humility, the positive impact of literary education"

"Higher education has developed me in many ways. I acquired most of the knowledge I need for my profession during my studies. I have also developed some necessary skills."

"I learned to review information and to look at it from more perspectives."

"Critical thinking, logical reasoning, sensitivity to social problems, openness."

"Diversity of the world. Discipline and respect for boundaries, enjoying the good and dealing with the bad in the moment. For example, the debating society."

12 respondents said that they had not yet attended any training, and a further 8 left this box blank or ticked it. In the case of training or further training, it was most common for respondents to reflect on their own learning journey and professional development, and the knowledge content mentioned here was the most "profession-specific". This is understandable, as the choice of further education and training is already purposeful, with the practical issues and problems of professional practice very actively guiding the uptake of knowledge. It is important to emphasise that this is the first time that the element of belonging to a professional community, the communal nature of knowledge building, which was not yet evident in secondary and higher education, has appeared.

"My ideas about teaching have been enriched, I have gathered activities that I can use in practice and I have come into contact with people who can help me in my work."

"Self-acceptance, self-development, development of debating skills."

"Development of self-awareness, playful learning, expansion of relationships, collection and application of training exercises"

Criticism or appreciation? The open-ended questions on knowledge synthesis asked respondents about what they had learned in each arena and knowledge source, so they were not directly asked to provide criticism. The majority of responses thus basically highlighted the positive. However, there were also some critical responses. Criticism was most common in

the secondary school experience, with 14 responses identifying criticism. For higher education, the same was the case for only 2 respondents and for training, none. However, in some cases, criticisms were followed by lessons learnt and references to the search for learning opportunities.

"The most important thing was to learn the foreign language." (response concerning secondary school)

"Now that was a joke :D" (response on secondary school)

"Lots of theory, in many cases useless theory and minimal practice, some subjects were completely pointless." (answer regarding higher education)

"Well, not much. Maybe the duty and meaning of learning will come later."

At the same time, several respondents praised the higher education they had received and, as can be seen from the details presented above, they had a wealth of knowledge to go with their degree.

"I have been able to use many of the lessons from teacher training in my work. The examples, the stories, are more memorable, easier to remember."

6.3.4 Samples taken from key persons

As shown in the motivation for career choice, role patterns are important in career choice. In this section, we examine how respondents value patterns from key individuals as sources of knowledge. Overall, not only did the 21 respondents who reported these patterns as sources of knowledge for whom pattern following was the primary factor in their career choice, but almost all of them mentioned knowledge items from significant role models.

In the analysis, we coded responses along two themes. First, we looked at who they learned from, followed by what they learned. The most frequent reason for not naming the specific sample person from whom they had learned was that the questionnaire question asked about the sources of the knowledge composition, which knowledge items were derived from sample persons. The majority of respondents therefore answered the question directly and only explained what they had learned. For the few respondents who did name a specific person, family members (7 mentions), (childhood) teachers (6 mentions), colleagues (1 mention), a partner (1 mention) and church people (1 mention) were typically identified as exemplars.

"From a young age we imitate the habits of our parents, siblings, etc. I learnt her orderliness by imitating my mother. My father taught me to be modest and humble."

Analysis along the lines of the question "What did they learn?" revealed that subjects were less likely to talk about only one defining characteristic, and more likely to list several characteristics - in line with the multidimensional patterning of respondents' responses to career choices. 3 respondents did not answer, in 8 cases it was not clear what they had learnt, either because they only stated that they had learnt (e.g. "I have improved a lot, I have learnt") or because they only mentioned the sampled person. To our surprise, fewer specific professional knowledge items were mentioned, and many more were described with "general professional" or "general human" codes. However, when it came to deciding between the latter two categories, it was not an easy task, as they tended to move along a spectrum rather than within sharp boundaries. Therefore, we have not quantified the responses here in the same way as before (just to give an indication of the order of magnitude, the general human category was the most common: nearly half of the respondents indicated this knowledge item, about half as many general professional, and only a few indicated specific professional). In what follows, we have tried to pick out details that illustrate the nuanced gradations between general human and professional knowledge. As you will read, many of the knowledge elements highlighted by respondents are far removed not only from subject-specific, disciplinary knowledge, but often even from professional methodology and didactics. Examples of an image of the teaching or helping profession emerged, elements of professional socialisation that are difficult (or perhaps impossible) to acquire through formal education in a curricular way:

"A smile. It makes anyone's day."

"Giving a giving love."

"Everyone is unique, I can learn something from everyone, money isn't everything, be helpful, be kind, be selfless."

"I learned to be a good person, to be persistent, and I learned that hard work pays off."

"Positive attitude, perseverance, patience, trust."

"I learned to change my perspective, listen to others, think more positively, believe in myself more."

"The basics of humour, kindness and humanity. That they are essential to who I want to become."

"Dare to admit when you've made a mistake, teach with heart and soul."

"Father - funny comments that little kids love. My mother - discipline, rigor."

"Be fair, don't discriminate against students based on any personal characteristic."

"How to be patient, how to explain at children's level."

"Alternative methods are effective."

It is interesting that the three levels of analysis used earlier was not well suited to this knowledge item, because here the "What happened to me?", "What did I learn from it?" and "How do I apply this to my profession?" questions than before. There was no separation between the personal experiences previously lived through the person who had been the role model (level 1), the elements of professional personality that could be labelled as human or professional but were in fact the basic internalised elements of professional personality (as a result of the previous) (level 2), and the application of these elements in the course of or plan-

ned for the professional career (level 3). At the same time, this process is rarely stated, for example in terms of a critical selection between role models or a reference to finding oneself.

"I don't want to be an example of anyone."

"If you like something, wear it, but never let go of who you are."

"I have experienced what it is like to be a teacher who understands the feelings of her students, and to learn through play and discovery."

6.3.5 Experience gained during professional practice

Compared to the previous topic (sample persons), specific professional knowledge items were more frequent (14 mentions), but still general human and general professional were in the majority. Examples of specific professional knowledge elements mentioned were differentiation, discipline, dealing with parents and colleagues, conflict management, motivation and lesson planning. The proportion of responses with general human and general professional content was reversed: the latter was mentioned by one in two respondents and the former by about half as many. Overall, therefore, when assessing knowledge acquired in the course of professional practice, it was more common for respondents to mention elements of knowledge (general or specific) related to their profession than in the case of the question on the sample respondents. As before, typical responses are summarised below, ranging from general human knowledge items to specific professional ones. Once again, the quotations illustrate the different ways in which the professionals interviewed think about the knowledge they need to practise their profession, and how this knowledge goes beyond the lexical and how important a role is played by self-knowledge, by the experiences they have gathered, lived, filtered, processed and incorporated into their professional selves, both in their personal and professional lives.

"I learned that experience is never enough! There is always a new situation to learn from."

"Developing a sense of responsibility and responsibility."

"I have learned that if a method doesn't work, I shouldn't give up, but approach it from a different angle."

"That every child, even if we think they are not listening, is listening. That there are no bad children, just a bad attitude towards them."

"To be punctual and notice when others need my help."

"Patience, perseverance, creativity, divided attention, positive influence of concern, communication with parents."

"To be helpful and respectful to the parents of the children in my care. To respect all children and their opinions."

"I have encountered many conflicts between children, including violence, which are not always easy to deal with. But what I have learned is that it is worth listening to the views of all the people involved, even those who have seen the incident, and drawing conclusions and making the necessary decisions based on these and on knowledge of the nature and characteristics of the children concerned. Empathy plays an important role here too, as I have to try to put myself in the shoes of all those involved in order to understand their feelings and the reasons for their actions."

"Proper motivation, sensible formulation of instructions, timetabling of lessons, introduction of more innovative methods, importance of communication with students."

"Development, teaching tricks, ideas."

"Realising that it is not as easy as it seems. When you work with a boy with autism, you need to have steady nerves and a good heart at the same time... also, that sometimes you have to punish because it makes sense... not to see difference (disability) as something 'wow'."

As with the knowledge elements acquired through the exemplars, the experiences of the practitioners also showed an integral unity from experience to knowledge to professional application (levels 1-3). Some also shared with us life story examples of professional failures and finding professional competence boundaries in open-ended questions that contributed to their development. The following responses illustrate examples of practice that feeds on the professional self's space and (found) identity.

"A professional is not omnipotent, he cannot solve everything on his own if the client does not want it."

"I don't pretend to be someone I am not. Be myself."

"To always listen to my intuition."

Comparing what was learned in higher education (see chapter "Formal education...") with what was learned in the practice of the profession, it seems that while in the case of higher education, it was more common to see a dry list of knowledge elements without context, loosely linked to each other, in the case of the practice of the profession, it is more common to see it in the application of living situations, embedded in context, more thoroughly filtered through themselves. At the same time, field experience not only builds on the knowledge acquired in higher education, but also complements it with the knowledge acquired through professional practice.

"What we can use here is care, concern and love, because that is what enables us to do our job honestly. This is the only way we can work with young people, because they rarely or never have these things."

"How to apply theoretical knowledge in practice, how to teach, how to deal with stressful or crisis situations, how not to behave, what applies to children/students, what does not, etc."

In the question on professional practice, it is more common than before for subjects to talk about their own knowledge as members of a community, but even here the faculty or other workplace community or network of professionals is more indirectly than directly present in

the responses. The few open responses where this is stated not only emphasise the importance of learning together and learning from each other, but also the importance of passing on our knowledge. These responses reveal a well-functioning, vibrant community, where it is not the sole responsibility of the newcomer to use the valuable experiential knowledge available there for his or her own development, but where he or she is assisted by those more experienced, and where knowledge transfer takes place through organic community processes.

"Methodological practice, transferring knowledge to colleagues, to young people."

"From my former colleagues, who gave me such a foundation for my professional work that I have been using what I learned for decades."

"The knowledge and experience of colleagues."

"I had the opportunity to meet students with many different personalities. This is also true for their teachers, so I learned to communicate not only with students, but also with principals, teachers and different professionals with whom I worked in some way. At work, I learned to communicate better, to represent and coordinate everything that was needed."

6.3.6 Self-training

In the case of the question on self-training, 7 respondents had no response, 2 stated that they did not train themselves or did not learn anything, and for a further 8 respondents it was not clear what they had learned, either because they stated that they had learned or because they referred to the form in which they had learned.

"There is a lot to learn/understand even by reading."

"I don't really have time with my family and work."

"I read very little unfortunately! I am addicted to TV unfortunately. But I learn a lot from it."

The most common form of education was reading: they educate themselves through specialist books, journals or books on related subjects (typically psychology). But also watching youtube videos or films, attending conferences or initiating professional conversations with former teachers as a form of conscious self-education.

In terms of subject, self-training in general (16 mentions) or specific (10 mentions) professional areas was the most frequent. In addition to formal training, subjects seek to further broaden their existing general knowledge necessary for their professional practice (e.g. empathy, communication, etc.). They also seek to further deepen their professional knowledge in specific sub-areas that currently challenge them professionally (e.g. autism, movement cognition, motivation, etc.).

"I really like reading children's books, they have helped me to get into the minds of children, their thoughts, their life situations and to understand their situation and needs, while also providing me with moments of pleasure."

"I like reading magazines such as Kindergarten Education, to which I subscribe, or looking for different interesting educational materials, communicating with teachers from the schools I attended as a student."

"Advice on working with children with autism."

The above-mentioned topics of professional self-training were often intertwined with reading or orienting themselves in the field of psychology (12 mentions) on topics that they also use to expand their knowledge related to their profession (e.g. transgenerational transmission, emotions in general, EQ, healing stories, etc.).

"I have learned that children's spiritual worlds need to be equally attentive and motivated, taught, not just physics."

"Many things... I don't know where to start and where to end, but they were more about my personal development and secondly about knowledge..."

"EQ development stories."

It was difficult to separate self-training on psychological topics from self-training on self-awareness (14 mentions) (the two were very often seen in conjunction). Here, topics such as how to love oneself or how to find healthy boundaries between oneself and one's students/clients were the main topics. This kind of self-training not only develops self-awareness, but also contributes to the development of the professional personality.

"I have learned to love myself."

"Where I end and where the other begins. Who I am, what I want, why I am valuable. How I can work with my personality."

It was interesting to see how, in addition to self-awareness, themes related to recharging emerged as a separate category (6 mentions). Here they listed activities such as reading novels, creative activities that help them de-stress, relax, their main "work tool", relaxing their minds, preventing burnout.

"Take time for yourself!"

"I'm a romantic, if I want to relax my mind I read a romance novel."

There were some responses that could not be classified in any of the previous categories, were not closely related to the profession, but nevertheless play an important role in helping respondents to live as conscious intellectuals, to strengthen their intellectuality (12 mentions). Here, self-education was reported along themes such as the arts, language learning, spelling, or ethics in general. Reading as a value was mentioned several times, as well as the transmission of the love of reading to the younger generation.

"Through reading I have developed a lifelong relationship with art. In terms of ethics, books were my second educator."

"I learned that I could improve my language skills by reading a book in English."

"I learned to speak and spell correctly and clearly."

6.3.7 Dealing with challenges

Tackling challenges involves many different and multi-level learning opportunities. The question was suggestive because it presupposed the existence of challenges, the struggle with them and the learning that takes place in the struggle. However, what the subjects described demonstrated that such learning had been taking place almost all their lives. Only 6 individuals left this section blank or crossed it out. The responses were mostly clustered around the theme of resilience. Lessons were drawn that can be found in the life course literature on resilience (e.g. Ceglédi, 2018; Hafičová et al., 2020). Thus, they mentioned the development of their self-awareness; the discovery of previously unknown strengths within themselves; adapting to the situation; maintaining hope even in the most hopeless situations; seeing negative situations as learning opportunities; and incorporating lessons learned into their further personal and professional life.

"Every experience or problem teaches us something new and points out where we made a mistake and how we can avoid repeating it."

"I have realised that if I have a negative attitude towards a challenge I will almost certainly do badly, but if I believe it will be good, I am less likely to fail, as fears can easily take over and influence our behaviour."

"I've learned that we always have to be in control, even if sometimes we show that the children are in control."

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"Always take the positive out of things."

"I learned a lot about myself that I am stronger than I thought."

"I learned to trust and believe in myself more, not to leave things to the last minute, to be responsible, etc."

"All feelings are valid."

"Not to give up, even if it seems unattainable at first glance."

However, only one response showed the effect of bouncing back, embodying the 'bouncing back' of difficulties (Kapitány & Kapitány, 2007; Sugland et al., 1993; Ceglédi, 2018), rather we witnessed the first steps on the path to this, where the processing of responses to the first challenges and the lessons learned are still ongoing.

"Not only is the first step difficult, but also the second and third, but progress is facilitated by the idea of a goal and the strength to go on."

"Looking at the problem as something I can overcome and move on."

It was interesting that in the question on coping with challenges, only individual, internal compensating factors appeared, and we did not encounter any helpful environmental factors or the resilient trait of asking for help when one recognizes these factors (Ceglédi, 2018; Hafičová et al. , 2020). Rather, we found responses from respondents in an environment where they genuinely expressed a lack of processing and reliance on themselves, and where not only was there no external help, but they learned from their failures that solving problems alone is more effective than asking for help.

"I just need to surround myself with people who have pull".

"The negative effects of stress, saying no, standing up for myself".

"I'm much stronger now. My confidence has grown. I learned to say no."

"I've learned that I can rely on myself during the difficult parts of the job because there are things that other people can't help me with."

"I learned when I was told I wouldn't get into a top school that if I believe in myself, anything is possible."

6.3.8 Other sources of knowledge

An unusually high proportion of respondents (45) used the option to indicate other sources of knowledge. The responses also provided important lessons for future research, as they revealed knowledge sources that had not been specifically asked about in the previous survey. The most frequently mentioned knowledge resource was human and professional relationships and communities (in the form of colleagues, managers, NGOs). Although they could also identify key individuals and communities in the previous questions (e.g. they work in a community in the course of their professional practice and could also mention role models), it was in this question that the way in which the professionals interviewed think about themselves and their professional socialisation in the context of their professional and civil relationships really emerged. Their learning is inseparable from these relationships and communities (Bordás, 2017; Kovács, 2019).

"My fiancé, who inspires me when I work with children with disabilities."

"For me, all my human relationships are a very important source, because by analysing them and the behaviour of the people involved, I can learn many things about myself and the other person, such as where my limits are or how to adapt to others."

"I have a lot to learn from my colleagues about the profession."

"I learned how to collaborate, focus, compete in a healthy way, and love others for themselves in an artistic community that is important to me."

"Experiences of other teachers, creative ideas from other teachers, the internet, methods and strategies or systems used in other countries."

"There are many educational materials, groups and forums on the Internet and social networks where teachers from kindergartens and primary schools communicate with each other. I visit these groups and try to be inspired by the work of teachers."

As can be seen in the last quote, respondents do not see their learning as a finished journey, but as a never-ending process where every opportunity to improve should and can be seized. This is also indicated by the fact that many areas of life were seen as sources of knowledge. For example, the potential for learning through motherhood and travel, but also the knowledge that can be acquired through online spaces (e.g. forums, dictionaries, games) were mentioned.

"Exploiting online space to gain information and knowledge."

"Different applications, sites, games, dictionaries, etc."

"E.g. travelling - it taught me a lot about understanding different cultures, it showed me that life is not just black and white and every country has its own charm... travelling taught me how to react to situations that arise, how to plan and organise a trip, how to arrange tickets, accommodation etc. and I think this is important for my future work with children."

"Since I am a mother, it also contributes a lot to my knowledge and experience."

Chapter summary

The analysis has given us a more nuanced picture of how our respondents think about their own knowledge and how it is created. The literature's finding that much of the knowledge we use in our professional practice is acquired outside the formal education system (Parkes & FitzGibbon, 1986; Lee, 2012; Milam et al, 2014; Kirk & Wall, 2010; Beltman et al., 2011; Quintero et al., 2013; Bersh, 2018; Everington, 2014; Salinas, 2002; Fejős, 2019; Ceglédi & Szathmáriné Csőke, 2020; Kozma & Ceglédi, 2020; Gunn et al., 2013).

A limitation of our research may be that, although based on our literature and preliminary interview experiences, we asked respondents to rate predefined knowledge source categories, and thus we defined the range of knowledge sources to be assessed. This was counterbalanced by the fact that they could rate knowledge sources that were not relevant to them as zero, and we also gave them other options where knowledge sources that we had not considered in the preliminary research design could be included.

In terms of the percentage of weight given to each knowledge source, the highest scores were given to knowledge sources acquired in life as an adult, through coping and through professional practice, followed by knowledge acquired in higher education and childhood experiences. Exemplary personalities and self-education came second. Knowledge acquired through further education, other sources and secondary school were the least influential in generating their current knowledge.

The main lesson from the qualitative analysis of experiences in childhood and in life as adults is that a significant proportion of these experiences have not yet been processed and prepared for mature application in the profession. This is also indicated by the fact that, in general, the subjective presentation of sources of knowledge rarely brings together the personal and the professional self, that the combination of 'knowing' and 'knowledge' is rarely present in the answers, and that for many subjects the practice that is fed by their own personality (found in the processing of their life and professional experiences) is not yet present.

Therefore, an important message of the research is that reflective processing of negative and positive life experiences deserves special attention, not only during higher professional

preparation and the initial stages of professional practice, but also continuously throughout the career arc.

An interesting recurring motif was learning from contrasts and negative experiences. An important task for the actors responsible for preparing future teachers and support professionals is to support the process by which these threats are recognised and dealt with (Parkes & FitzGibbon, 1986).

The results confirmed that one priority area deserves particular attention in the professional preparation and socialisation of both teachers and support professionals: the ability to properly nurture relationships (communication, knowledge flow) with colleagues and networks of professionals, as these relationships are essential to support the processes described above (Parkes & FitzGibbon, 1986; Bordás, 2017).

Overall, the professionals interviewed have a highly differentiated view of the knowledge required to practice their profession, which goes well beyond lexical knowledge. Self-knowledge plays an important role, the experiences gathered, lived, filtered, processed and incorporated into the professional self, both in their personal and professional lives.

7. ANALYSIS OF PARTICIPANTS' REFLECTIONS

7.1 Experiences of pilot trainings

The pilot trainings took place in six groups in spring 2022. The group of participants was quite diverse: a total of 46 teachers or student teachers, 17 social workers or sociologists, 3 child and youth workers, 5 with other qualifications (animator, therapeutic assistant, guardian) participated in the training, and three did not give an answer about their exact qualifications. The age range of the participants is also heterogeneous: the youngest is 19 years old and the oldest is 60 years old, but the majority (74%) are between 20 and 30 years old, while 14% are 50 years old or older. In terms of gender, however, the composition is homogeneous, presumably due to the specificities of the teaching profession: 66 women and only 8 men attended the pilot training. The distribution by country is broadly even, with the Hungarian sample slightly more than one third of the participants, and the other two, by definition, slightly less. There was also a wide variation in the age groups with which participants in the second phase of the project worked, with all age groups from pre-school to young adults included.

Because of this heterogeneity, it would have been meaningless to quantify the results of the pilot training sessions or the sessions delivered by the participants. The analysis sought to show what was little influenced by the characteristics of the participants and worked well (or equally not so successfully) for all groups, and what trainer/educator characteristics should be considered in future coaching.

The atmosphere at the start of the pilot trainings was very much dependent on the group of participants. Students who had known each other before were more open, more qualified teachers required less theoretical knowledge, and educators working in correctional institutions usually did not have high expectations of the children, so this approach had to be worked on with them. What the groups had in common was the emergence of a need for self-knowledge, very strong in those who were students and less central in those who were already in the field, but also a desire. Another common feature was the strong demand from partici-

pants for exercises that could be applied in their own work: trainers in almost all groups indicated that they had to include more of these than they had planned beforehand. The manual produced during the project also proved to be very useful for this purpose.

It was also important to increase methodological knowledge. This issue will be addressed in the participants' reports, but the trainers also indicated this need in the pilot training sessions. In one group in Hungary, participants

"They had no trainer experience, they had to introduce much more practical tasks. And we added an extra four hours of knowledge on how to structure a training, how to choose tasks, etc. Essentially methodological knowledge."

Overall, the ratio of theory to practice was good in the pilot trainings. By "overall" it is meant that some of the groups needed more theory, while there were also groups where the current ratio was already too high. This indicates that depending on the skills and needs of the participants, the amount needed may vary, but not significantly. What should be highlighted is the importance of practical knowledge for participants:

"The theoretical part was demanded by the students, they also needed to acquire knowledge about resilience, but at the same time they demanded knowledge that is close to the education, to what they will need there."

As for the exercises, the approach, the experiential learning, the playfulness that this training brought, was useful and appreciated by the participants.

"It is perhaps not entirely a matter of being reactive, but of making them more open to these exercises and topics, of giving them a new methodology, and this was achieved."

Another important experience for the organisation of future trainings is that the topic of resilience - precisely because of the longest-used definition of the term (resilience in recovering from crises and traumas) - evokes difficult personal experiences that trainers must be prepared to deal with. In the pilot training sessions, these topicalities were amplified, and the trainers felt that the training was also a good opportunity to work with some of them: the unprocessed

Covid-Carantine experiences and the war between Russia and Ukraine. In addition to these, each group brought up their own stressful life events.

"It was also challenging to talk about negative events in their lives in the group. It was helping them to be able to talk about that and then not to go too deep into the psychological part, but at the same time still being able to talk about it and also offering a model of how to deal with them."

7.2 Evaluation of the sessions implemented by the training participants

According to the trainers, the participants of the pilot training sessions, when conducting their own sessions, experienced success because most of the children responded well to the playful tasks, opened up easily and enjoyed the sessions. However, one experience of failure is also linked to this:

"Group leaders also reported some negative experiences where children did not engage with them, instead becoming absorbed in their own topics and activities and finding it difficult to concentrate on the new style of work. Nevertheless, the group leader noticed a change in their behaviour during the sessions. However, she was highly frustrated throughout the first encounter and even considered quitting."

The application of the lessons learned partly brought a sense of achievement, but also some of the greatest difficulties. To better understand what could have caused this dichotomy, it is worth inserting a brief theoretical overview here.

In any case, a group is a dynamic whole, the processes taking place within it are changes of state that always affect the group as a whole. A novice leader does not necessarily recognise the group processes and tends to assume that the group he or she leads is homogeneous, even though in most cases the group is heterogeneous. When planning the group, it is necessary to

set the group's objectives, to draw up the methodology and the knowledge base. In any case, at the beginning of the group, there should be a briefing, an orientation for the group members, about the rules of behaviour, communication and how to relate to each other (Rudas, 2016). As we will see from the reports, this planning process was not fully implemented. Some of its elements were used by the participants, but they probably did not sufficiently understand the specificities of the group, and in some cases they did not have the opportunity to do so, as they were working with children they had not previously met (mostly because they were either seconded to the group or the participants in the sessions they were leading were always changing).

The reflection sheets mostly did not mention how the participants were prepared for the sessions, but we know from the composition of the groups and from the trainers in the implementing organisations that different methods were used for each group. In the case of the Hungarian groups, for example, one group did not require this type of training, they wanted to incorporate the exercises into their existing sessions on an ad hoc basis and the participants had several years of experience as group leaders. The participants in the second group, on the other hand, had much less or almost no training knowledge, most of them had worked with young people in other contexts but were open to expanding their knowledge. For them, a separate 8-hour training session was organised by the coordinating organisation, where they were introduced to basic group leadership competences and useful tips, but their reflective diaries often showed a lack of such practice.

Another difficulty was that after the pilot trainings, participants had to work mostly with disadvantaged children. This should be highlighted because it is precisely with this target group that resilient behaviour should be developed most in the future, but there are also specificities that need (or should be) prepared for. We quote from the literature in Hungary, but as similar feedback was received from groups in Romania, we can assume that the situation is similar, at least in part, in other countries (some of the Slovak groups are already working with children with special educational needs, so presumably they have a greater background in this area and may therefore have reported fewer problems). For children studying in Hungary, there is a strong correlation between disadvantage and learning disability. One reason for this is that the combination of learning disability and social disadvantage creates a situation in which the child could best be developed through learning disability education, but

this is not possible under Hungarian law. The educational system in its current form cannot compensate for this situation, so in deprived areas, problems indicative of special educational needs appear early in life, caused by deprivation and stimulus poverty, which are underpinned by a cumulative disadvantaged situation (Vida, 2017). This means, in practical terms, that even for a group of children of the same age, the trainer may observe a 3-5 year difference in different cognitive abilities. And if the group is inherently heterogeneous in terms of age, this difference can increase exponentially. In any case, the starting point for sessions for the severely disadvantaged is that periodicity and gradualness, a stable framework, are of paramount importance, even more so for children with special educational needs than for the general population (Móka, 1992).

There is also a consensus that, on the whole, the children enjoyed the sessions, even with the potential problems, which were delivered by the participants in the pilot training sessions. The literature suggests that, unless very serious problems arise during the sessions, this will continue to be the case. Simply because in the traditional school setting, pupils have far fewer opportunities for experiential, experiential learning. The results of a study of a summer talent camp based on an otherwise difficult curriculum unit (Babits' The Book of Jonah), which uses dramatic means to develop social competence, showed that the children who participated in the drama games to develop social competence were happy to do so and that they were not engaged in the activity, compared to an average of two per week in school, either once or not at all during the week. The 'best experience' was generally not specifically highlighted, with children naming a full day or a single longer task in response to this question (Kovács, 2021). Dramatic, movement-based, experiential training and activities lead to better engagement, essentially regardless of the topic.

In the light of the above, it can be seen that the feedback from trainers delivering pilot training sessions highlights the problems that are inevitably evident in relation to the Gya-child sessions. Time management and the need for consistency in the group exercises were sometimes a problem, as were the literacy tasks for disadvantaged children, the children's poor vocabulary and the difficulty of working with emotions.

"Pre-qualification is needed more in group leadership qualities, a lot of practice is needed to assess which group can successfully perform which tasks, which would be challenging or even generate conflict situations, so the group leader himself needs to have a strong sense of self and people skills."

"Most of the students worked with groups that they got to know directly on the spot and did not have in-depth knowledge of group relationships or the children's individual stories. Therefore, several of them said that although they were satisfied with the outcome and the way the camel units went, they would have been more effective if they had known the group better."

A common suggestion for solutions was the provision of supervision and/or the presence of an experienced trainer for the group leaders:

"At the beginning of the methodology, we also described the trainer's prior training, that it is important to have some experience or to have such a partner alongside to support and mentor them."

"In the future, it might be worth considering providing supervision, especially for novice teacher-educators. It is challenging to work with children's emotions and it would be good if they themselves could receive support from a more experienced colleague."

7.3 Participant reflections of the pilot trainings

The objectives of the sessions held after the pilot trainings, based on the objectives identified in the reflective diaries, were organised around four major sub-areas of resilience. The training participants worked with very different groups in their everyday lives, so the objectives of the sessions covered a wide spectrum.

The first of these larger groups focused on developing the self-awareness of the children involved. Of course, this also includes the development of resilience or even communication, but the focus is on openness and self-discovery.

"With the sessions, I planned to develop the young people's self-awareness, and to hold the sessions in a good atmosphere and supportive environment, which will set them on a very long process of developing, learning and applying resilience skills. My aim was to enable them to apply the techniques during their stressful studies, to be able to be their best selves in stressful, conflictual, high stakes and other situations that need to be resolved, and to be more psychologically resilient in their personal lives through resilience. My main goal was to start them on this path and to stimulate self-awareness."

The main objective of the second group was to develop emotional intelligence, mostly linked to the development of social competences. The latter concept does not appear in the descriptions, but the skills listed (communication, cooperation, empathy, social awareness) are identical to these competences.

"My aim with the sessions as a whole was for the children to get to know themselves, each other and their abilities better. We talked about a lot of topics that they wouldn't normally think about. They could see who is good at what and who is really who they are, because they know each other from long ago, but they don't really know more intimate things about each other. My aim was to get them to dare to talk about different subjects and not to be afraid, because there is no such thing as the wrong answer here. I also wanted them to listen to each other with interest and not laugh at each other."

The third group wanted to help create a pleasant, relaxed atmosphere with the exercises, to make the children feel comfortable and play. If they managed to combine this with emotional or self-awareness development, then that is of course a positive thing, but the primary aim was to make the children feel good.

"My goal with the sessions was to expand our preschool toy library, to introduce the children to as many toys as possible and thus develop them, and to make the preschool activities more magical and interesting."

"The basic expectation was that the youngsters would be active and in a good mood. I chose group bonding activities that would strengthen their acceptance of each other, their unfolding and their ability to solve problems."

Finally, the fourth major objective was the development of resilience en bloc. Some participants only mentioned this as a development goal, which is understandable since it was the explicit goal, but at the same time, it is a big leap that cannot be achieved in a few sessions - the lack of sub-goals may therefore also indicate a lack of planning ability, indicating that these group leaders do not (yet) have a defined methodology for group leadership.

"I wanted to introduce the children to the concept of resilience in a practical way, through the tasks. I wanted to introduce them to a variety of exercises (movement, conversation and relaxation)."

The implementation of the planned activities was generally considered successful by the participants. In fact, there was not a single participant who did not report some results in terms of emotional development or group cohesion.

"They express their emotions more and more accurately, they identify them more easily with themselves. Strengthening resilience, transferring knowledge about it. Participants with weaker abilities, who are more difficult to motivate, need longer to acquire complex knowledge. It is advisable to introduce and accept new information in a very simple way, little by little."

Time constraints were a typical problem, in two ways. One was the time constraints in planning the sessions, which meant that the original ideas could not always be implemented. This was mostly due to a lack of trainer competences, often running out of time or simply adapting to the needs of the group and playing to them rather than strictly sticking to the planned task list.

Another manifestation of lack of time was related to the time frame of all sessions: although the project did not aim at explicitly developing resilience (it cannot be a realistic expectation in such a short time), several of them indicated that a long period of time, even years, would be needed to develop children's and young people's resilience in a sustainable way - which is a realistic assessment of the situation. The latter also refers back to the challenges of planning sessions: an experienced trainer may be better able to assess what the timeframe allows for - more specific objectives were more feasible in most cases.

Some of the session leaders also reported problems with their own frameworks, which were basically independent of them, due to the characteristics and/or attitude of the institution: for example, a child was moved around the institution, or parents came early to pick someone up, disrupting the task. However, as indicated in the brief theoretical overview, it would be particularly important for disadvantaged children to have a stable framework, so in the future it is also worthwhile to train trainers to clarify its design and its specific role with the host institution before the sessions start. Several of them also indicated that the time they were given was often very limited, with a typical 45-minute lesson taking up to 10-15 minutes (late arrivals, dealing with tensions from the previous lesson or session, tuning in), so they often chose only shorter tasks that could be "rushed", and did not have time for longer ones.

"Given the composition of the group, I definitely wanted to implement tasks related to the topics that most concerned them, e.g. career planning, balance, social skills, realistic self-image.

Due to lack of time, some tasks that would be useful for the group's development could not be included in the session, and I tried to adapt the tasks and their order to the participants, based on what the most important tasks were and what the group was currently receptive to. I would have liked to have implemented more relaxation exercises, but I believe that the tasks carried out also contributed to the progress and development of the group participants' resilience skills in the long run."

"We tried to use a lot of games to help the children to get to know each other better, to notice each other's grievances and pains. By the end of the session the children had opened up much more to us and to their peers.

What I regret is that some of the children's parents came for them quite early, so they could not participate in all the games.

By the end of the development, the children were very relaxed, always very happy to see us and opened up to us. I regret that this opening up was more evident towards the end of development, but we are glad that it was not all in vain and we hope that the children had an unforgettable experience and that they learned something from it."

When asked what they see as a future application, the group leaders almost without exception mentioned relaxation exercises. Many also found self-awareness development exercises useful and transferable. The third group of mentions was related to experiential learning: playful exercises, use of space and their positive outcomes.

"I will definitely use these activities again. What I will definitely use later is sitting in a circle. When we could see everyone and be close to each other, we were able to work better as a group. This also helped to prevent any behavioural problems. In addition, these tasks are a good indication of how children perceive the world around them. I will definitely use the relaxations as I have found that they have opened up a new dimension for some children."

Responses to the question "what would you do differently" basically indicated shortcomings in the trainer's competences, especially in planning the course of the session. Setting time frames, sequencing tasks, adapting where necessary, simplifying - these were the most frequently listed changes. All this confirms what was also indicated by those who delivered the pilot training sessions: the need for mentoring for less experienced group leaders in the future.

"I would spend more time giving very specific instructions during the activities. Because the children were always asking a lot of questions and it was disrupting the activities. I would

take more time to think about the social dynamics of the group and make sure that the children didn't interrupt or get into arguments."

At this point, it emerged that although those coming out of teacher training may occasionally encounter non-formal teaching methods, neither the theoretical nor the practical training gives them a firm basis for putting together a session plan using interactive, playful tasks in which they can confidently apply them.

Of course, it is realistic not to expect a few sessions to result in a fully resilient young person, but it is striking that those who set out to develop, for example, emotional intelligence as a component of resilient behaviour, usually made noticeable progress, whereas those who did not set out specific objectives were unlikely to make noticeable progress in many subsequent sessions.

It is also important to note that training courses for young people (be it teachers, nursery teachers, childminders, social workers, etc.) almost completely lack experiential training experience, theory is only occasionally dealt with, and the majority acquire group leadership competences in the course of their work. Moreover, the missing trainer competences should overlap with teacher competences, such as time management, basic knowledge of group dynamics, etc.

This is particularly important in cases where the teacher not only teaches lessons, but also runs workshops. One of the major problems of the training system is therefore that it separates pedagogical (teaching) competences from trainer (group organisation, management, non-formal forms of education) skills, whereas these should be acquired in parallel during training.

The group leaders were generally ambivalent about the extent to which they had succeeded in developing children's responsive behaviour during the sessions. On the one hand, they perceived improvements which could be manifested in greater openness, more empathic behaviour or better communication. On the other hand, they often expected more - from themselves and from the children - or said that the time they had spent with the children was not enough to develop their resilience. Overall, these reflections indicate a lack of knowledge

of planning and methodology. If it was not possible to assess beforehand what some sessions could be sufficient for, then the objectives were too complex and could not be fully achieved. However, objectives that were realistic in the timeframe were mostly achieved. That said, the group leaders typically perceived the objectives as having been achieved (rather than focusing on possible shortcomings) and tended to give positive feedback.

"By the end of the sessions, the children were more attentive to each other, they were flexible in the games, e.g. they worked together on the map task, they discussed who was drawing what, if someone didn't like to draw a person they swapped, etc.

In my opinion, this session helped them a lot and by the end they managed to develop a more reactive behaviour."

"I didn't expect significant progress during the sessions, but the tasks fully fulfilled their level-maintaining function. If we did this kind of exercise regularly (even for years), it would certainly have an impact."

Feedback from the children was generally very good about the exercises. Temporary difficulties were more evident at the beginning of the sessions, with unusual tasks, such as when the children had to characterise themselves in ways they had not previously practised. Interactivity, peer attention, experiential learning were all components of these trainings that the children welcomed.

"It's always nice to be asked when we're going to play something like the last time. They loved the exercises they chose, despite some temporary failures they didn't give up, there was no prolonged sense of failure in anyone. They liked the interactive way we engaged with them, they also liked the tasks they had to open up in, sometimes with a sincerity I wouldn't have expected from them."

7.4 Reflections of the individual sessions following the pilot training

One of the original objectives of the research was to draw general lessons from the implementation of the pilot training sessions, by analysing the sessions delivered by the participants. This is attempted, however, due to the highly heterogeneous composition of participants and consequently the different types of sessions, the analysis can only be considered as generally valid with strong limitations. With a slight exaggeration, it could be said that the number of occupations is the number of characteristics: the group leader's education, professional experience, career motivation, the composition of the group he/she leads, the duration and framework of the sessions, and the group leader's objectives would be important variables for the analysis, but these are so diverse that it is not possible to describe general ways of working based on them. The picture is further complicated by differences between countries, including in teacher training systems, and by the fact that some of the session leaders tested the tasks in the context of individual mentoring rather than working with a group, and the diadic relationship could be described along quite different lines. For all these reasons, it is not possible to make generalisations that, for example, those who chose a career as a teacher because of a professional role model were more (or less) successful in some aspect of the implementation process. Another difficulty was the difference in the level of detail of the reflective diaries. Some team leaders always reported on the process as a whole, beyond the actual tasks performed, while others only reported in a single sentence, for example, on a difficulty that was not subsequently addressed. In such cases, we concluded that they had not worked on the perceived problem - but we cannot be sure that nothing had really happened. It is also difficult to assess when someone has only summarised briefly (for example, that the session went well), where we do not know whether reflection is missing or whether everything was indeed done in a joyful and smooth way.

In the following, therefore, we present four models of group leadership that we were able to develop on the basis of the clustering of reflective diaries. The basic idea behind the classification of the accounts was to select accounts from the larger groups along the lines of career motivation. That is, to represent the group of those who chose to work with children, the intention to help, the professional role model, and the career status. However, it should be noted at the outset that the similarities and differences were not along these parameters.

The educator in her early forties, working in a reformatory, belongs to group one in terms of the motivation for her career choice, i.e. she chose this field because she wanted to work with children. Her professional role model is her own mentor, and the professional goal stated in the entry questionnaire does not go beyond working with children. Her own suitability, in her view, is justified by external feedback.

The metaphors she chooses are reflective, the facilitators are 'positive thoughts. They help me, they take me forward in overcoming challenges, in achieving my goals". At the same time, she presents her own development as a struggle, a painful one ("scars").

The sessions were carried out with boys in reform school, aged 14-18. She planned a single exercise for each session, and it is not clear from the reflective diary that she thought of the whole series of sessions as a process.

The evaluation of the sessions indicates that the participants enjoy the playful, moving exercises, but no more comprehensive evaluation is provided. This is particularly noticeable for the only really problematic task:

"Since I had them figure out the problem, they first came up with something unpleasant for one of their partners, which made their partner feel bad, and he was offended and did not participate in the task. Of course, I didn't let them dissect that problem, but they had to come up with another one."

The feelings that arose here could not be managed, the young person concerned was offended and acted out of the situation. It is clear that in a situation like this (young people who know each other well and live together) one should not go too deep, but one could have used the situation for assertive conflict resolution and thus reintegrate the young person concerned into the group.

It should be added, however, that as an educator, he does not carry out a pedagogical, developmental process in the group, but organises and supervises the afternoon activities of the young people in the foster home. During these programmes, she has the opportunity to

introduce activities into the group that keep the young people occupied, give them a little exercise, improve group dynamics or help to defuse tensions within the group.

Generally speaking, the reflective diaries show that there is no development objective in the planning, the group leader does not treat the sessions as a process (and it would be difficult to do so because of the constant changes in the group composition).

"Overall, I was curious to see how well the young people we were educating could carry out the tasks and how well they could open up during the tasks. Before the implementation, I didn't think that these were tasks for them, but I wanted to try it out."

Reflections are superficial, remaining at the level "that each child was able to play in a liberated, fun way", with problem observations also on the surface, such as not having enough space in the room. The development of resilience as a whole does not appear in the objectives, nor is it targeted according to the reflective diaries, however it should be noted that their target group is also specific, requiring a different approach.

One such specificity is that young people in institutions (and typically young people from disadvantaged backgrounds outside institutions) are almost always several years behind their peers, not only in terms of lexical knowledge but also in terms of social skills. It is not uncommon for young adults to be catching up with their primary school curriculum because during their out-of-school years learning was either a) not a priority, b) not given the opportunity to grow up in a learning supportive environment, c) with undiagnosed or untreated learning difficulties. Their social competences are also below their peers, they are highly impulsive, their actions and decisions are influenced by their mood at the moment, they are hyper-sensitive to every emotion in their environment and react emotionally accordingly.

In their case, being able to concentrate on the task at hand, to calmly deal with conflicts that arise (especially during relaxation exercises), or to let go of stress or aggression that had built up earlier in the day, was a huge improvement.

Although it was anticipated that generalisations are difficult, a review of the reflective diaries shows that the reflections of the teachers in the correctional institutions were of a similar

standard, even if the trainers differed along other parameters (e.g. age, career motivation). In the majority of cases, the reason for the less successful sessions is, in their opinion, basically the lack of motivation of the young people, which they accept as a fact, and an analysis of their own role as group leaders and attempts to change are typically not carried out.

To understand this phenomenon, it is worth quoting a trainer who has given training to a group of educators:

"[Some of the group] said that there was not much chance of developing resilience in their practice, the boys in corrections didn't have much chance of change, there was not much to do with that - they had about given up before they started trying out the exercises. But I felt that with the exercises we managed to change that attitude to some extent."

There seems to be an emerging attitude which (realistically) takes into account that those who are institutionalised will return home to the same disadvantaged environment as they came from, so they do not expect miracles from the effects of institutionalisation. In the future, it is worth bearing in mind that teachers, educators or other helpers working with these particularly disadvantaged young people may have experiences and preconceptions that need to be worked on specifically in the preparation process.

The second group of participants in the career choice code, i.e. those motivated by a desire to help in their career choice, is a university student in his early twenties who will be teaching children with special educational needs after graduation. She did not indicate a role model in the entry questionnaire. He is one of those who has identified a career goal as a manager, which suggests that he does see the career as a career option. She also mentions several relevant skills and attributes for her own suitability, such as logical thinking or treating everyone with respect.

He did not write metaphors, but supplemented the sentences introducing the metaphor analysis with concrete answers. He cites online training as a difficulty, because it has not provided feedback and has also undermined professional practice. Her answers show that she finds the university environment stimulating in all aspects, both her peers and the lecturers who are important to her.

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In the sessions, he works with boys aged 12-14 in institutional care with behavioural problems. Some of them are drug users. They do not like to talk about their feelings, so the training is mainly aimed at changing this. Each session is well structured and designed with this objective in mind. He reflects on the difficulties and also tries to work on addressing the root cause, which he succeeds in doing. He describes the outcome in this way:

"I think most of the children understood that these tasks were for their own benefit. That they didn't have to do them to get into a difficult situation, but because they found the exercises useful. And they all experienced that they could talk about their opinions, their feelings and their future without being judged or ridiculed by others - as they might have done before. Some of the children did very well and I saw that their self-esteem improved and they felt motivated to make good decisions about their lives."

She is among those who have indicated a problem with timeframes, both in terms of delivering sessions, but also in terms of achieving better outcomes with young people over longer periods of time with regular sessions. The latter is a realistic assessment of the situation (and of themselves). The reflective diaries that she has filled in are exemplary, both in terms of planning and analysis of implementation.

The third respondent presented is a student, of the appropriate age (around 20 years), currently studying 'Pedagogy of pre-primary and primary education'. He belongs to the third group according to the motivation for his choice of profession, i.e. he had an important professional role model in his life. She considers this professional role model important, she considers herself suitable for this career because of her patience and calmness, and she would like to improve her time management skills. In a series of metaphors, he has chosen a fictional character of a warrior to represent himself, experiencing change as enrichment ('a stream swollen with fresh rain'). He describes his helpers as fairies in a fairy tale, the only metaphor he uses that suggests some lack of competence.

The group of children she works with is a mixed age group (6-10 years old) of disadvantaged children, and she herself indicates that there are wide developmental gaps between children of similar ages. She had not previously known the group. This leads to the conclusion that she finds the sessions particularly difficult.

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She also notices the resulting problems during the sessions - children do not pay attention to each other, sometimes do not have the 20-minute attention span that indicates school readiness, cannot read, do not understand instructions well. However, she is good at adapting the tasks to the situation, which she perceives as a success, focusing on it, describing the difficulties but also dealing with them at the same time.

The sessions are well planned and she also uses the lessons learned from previous sessions: for example, the children prefer movement games, so one or two are included in each session.

Overall, the design of the process is also well thought out, and the development of resilience is reflected, but with well thought out sub-objectives, and unpacked through them:

"The aim of the sessions was for the children to open up more, to be able to form opinions, to be able to talk openly about their emotions, to be able to take their place in certain situations, to be able to adapt."

These have been achieved, openness and listening to each other have increased as a result of the games. The reflective diary shows effective and routine implementation, although the group leader does not have several years of professional experience.

The fourth model is also a teacher in her twenties, working in a school. Her motivation for choosing a career puts her in the fourth group, i.e. the status of the profession was her main attraction. She does not name a single person as a role model, but she sees herself as learning from a number of teachers she knows. The professional goal is to earn a living, and in his case, too, the feedback indicates suitability. Her professional development goal is to become more assertive. The metaphors present challenges as a task to be solved, but his own development is little reflected, he is one of those who denotes something beautiful and desired, but does not indicate with the image chosen how this quality is produced.

He has been working with a known class for a long time (two years). He knows in advance that the composition of the group will vary, but he does not plan how to mitigate the negative impact of this.

He is precise about the objectives at the beginning of the process:

"To communicate more assertively with each other, to be more compassionate, to improve self-control and, above all, motivation to learn".

However, this is not reflected in the design of the process, it is not apparent from the outside what justifies the choice of exercises for each session, how and why they build on each other. She does, however, make some important self-reflective observations at the end of each session:

"I need to get better at helping people work through negative feelings. In other times of conflict, it might be worthwhile to use colours to express emotions."

The conclusion of the whole process is that the children's patience has improved and they listen to each other better. There is no reference back to the original objectives, whether any of them have been achieved, or, if not, what the reasons might have been. Her reflective diaries are typical examples of how we cannot be sure whether there were gaps in the implementation of the sessions or just in the description. What is clear, however, is that there should be more consistency in the design of the sessions: if this were in place, it would be reflected in the evaluations, giving a better view of the process as a whole.

Chapter summary

This chapter analyses the results of the activities carried out during the project, based on interviews and reflective diaries with the staff of the implementing organisations. The objectives set at the beginning of the project were largely achieved: the participants in the pilot training sessions learned about the concept of resilience, assessed their own resilient behaviour, learned about new methodologies and, as a minimum, the sessions they delivered succeeded in improving the cooperation or empathy of the children involved.

The trainers who delivered the pilot trainings had considerable professional experience and therefore no methodological problems were encountered. They were able to introduce more theory or practice into the group, if necessary, and they were aware of the methodological shortcomings of the participants and tried to make up for them within the available time frame. What was specifically identified as an issue, a possible difficulty, related to the topic of resilience, was the surfacing and management of negative feelings and difficult personal experiences. The concept and theme of resilience implies that these would come up in the process: trainers had to pay particular attention to responding to them appropriately, to work with the feelings, but not to go as deep as a self-awareness group, as this was not the aim of the training.

The implementation of the sessions by the participants in the pilot training sessions was much more heterogeneous. A difficulty for the analysis was that, in the case of poor quality and possible deficiencies in the reflective diaries, it was not possible to determine beyond doubt to what extent the failure of implementation, the lack of self-reflection or the weakness of documentation skills were responsible.

Possible prejudices or previous bad experiences, lack of knowledge of trainer methodology - planning, group dynamics, difficulty in dealing with negative experiences and maintaining a framework - were identified as problematic areas. These were relatively common problems among participants, regardless of professional experience or even career motivation. Success was more likely to be predicted by the extent to which someone was able to respond with sufficient self-reflection in the entry questionnaire, either in terms of meta-analysis or in terms of their own aptitude or career goals. In some cases, professional experience was rather inversely related to the success of implementation: this could be explained by the fact that those fresh out of training, newcomers or still students were more aware of their own limitations and therefore tried to plan and prepare more thoroughly, while those already in the field were more confident in their own routine, which they had not acquired in the field of training. This assumption is confirmed by the experience in Hungary: the group of youth workers who felt less routine asked for specific methodological training, while the educators working in the institute felt their own knowledge was sufficient, but the latter is not reflected in the reflective accounts.

Although prejudice was not an overarching problem in the present training, it is worth considering in the future, as research shows that teachers' prejudice, for example towards Roma, is similar to that of the majority society (Kende, 2013; Nagy, 2002), and is supported by the aforementioned experiences of learning and reading difficulties.

It would also be important to incorporate training in trainer methodology in future sessions. The importance of this is not necessarily recognised by some institutions, whereas stability and regularity are essential for successful development. This was accurately perceived by the team leaders and described in the reflective diaries. For this reason, it is important to prepare them in advance so that they can maintain this framework as effectively as possible. Another methodological and planning challenge is to adequately select and formulate the objectives of the sessions. It seemed that those who were able to do this more precisely, setting appropriate sub-objectives, were more successful than those who just wanted to 'try out' the exercises or generally wanted to develop 'resilience'. In the latter cases, the group leaders were not so much able to report progress, but rather that the children had enjoyed the sessions. It should be added that, in the lives of children for whom school is more of a failure experience, little praise is already a remarkable achievement, but the aim should be to improve at least some aspects.

8. SUMMARY AND RECOMMENDATIONS

After reviewing the teacher education in the three countries, we found that there is still only a very limited presence of courses that support the equal opportunities of disadvantaged, multiply disadvantaged and Roma pupils, and that prepare future teachers specifically for working with them. This is not explicitly covered in the compulsory subjects - this does not, of course, preclude the teacher from covering the specificities of disadvantaged children in a given course, but the way and extent of this is essentially up to the teacher's approach. Courses dealing with them (disadvantaged pupils) are included under 'optional subjects', but this means that it is possible that students will take one of these.

The competences to be acquired during the training also touch on the subject of equal opportunities, but often in combination with other, more difficult or in many ways different pedagogical situations, such as the education of children with special educational needs or behavioural problems. In other words, the framework itself offers the possibility of adequate preparation, but, as with optional subjects, it does not guarantee that this will actually happen, so that years spent in higher education can, in the worst case, reinforce the prejudices that the student has brought with them.

The picture is more favourable as regards the development of professional self-awareness and identity, and the development of a self-reflective habitus: these are, on the whole, prominent in the expectations of teacher training in all three countries. However, Hungary is somewhat of an exception in this respect: the specificity of the non-university teacher training is that the professional practice takes place in the last year of the training, when the teacher candidate is supported and taught by a mentor teacher and a seminar leader. It is their professionalism, views and expectations that determine the candidate teacher's ability to develop, as the mandatory documents only monitor performance (number of hours), there is no system of assessment or criteria to be applied by either the mentor teacher or the seminar leader. In both Slovakia and Romania, the development of professional self-awareness, mental health preparation, and the development of skills to deal with pedagogical decision-making situations and

problematic situations are included in several subjects throughout the training. Overall, the development of professional resilience is ensured throughout teacher education.

Professional resilience was assessed in two blocks of questions in the questionnaire sent to the participants of the training sessions. The development of a professional identity, the maintenance of personal well-being and professional enthusiasm, and thus the prevention of burnout, are the basic conditions for professional resilience. In addition, self-reflection is of paramount importance, as it enables the helping professional/teacher to learn from professional difficulties and problem situations, and thus to prepare adaptively for solving future difficulties. In addition to the above, it is also important that the professional is able to seek and use the resources available to him/her, as good social relationships also strengthen resilient behaviour, whereas lonely struggles can easily lead to burnout.

One of the first steps in shaping your professional identity is deciding on your career choice. Although the years spent in the education system as a student can only be seen as professional socialisation in a very broad sense, experience shows that many of the methods that future teachers bring with them from there are still very much part of their professional socialisation. In their case, therefore, it is clear that the patterns they will draw on are already established before they start their training. With other professionals, this question is less researched or may not even arise in this form - while everyone comes into contact with teachers, social workers or other types of youth workers, not necessarily. However, the responses to the questionnaire showed that none of the groups trained on the basis of career motivation included exclusively teachers, i.e. early role models may not always be important.

Six groups were identified on the basis of career motivation. The first of these was the group whose members became teachers or professionals working with young people because of a desire to work with children. In their case, the commitment to a career can be seen as a positive factor in terms of professional resilience, since working in a field they have "always" wanted to work in can help them to cope with problematic situations. However, the responses suggest that this choice did not necessarily go hand in hand with (self-)development beyond the skills and aspirations that they already had. For respondents, love, trust and warmth are important, but other traits that are essential in the role of teacher or even youth worker, and which would also be important to support children's resilience, do not appear. For example,

there is a lack of values transmission, role modelling and support for goal setting, which could be included in some form of professional role. Particularly striking - and something that needs to be developed - is the lack of decisiveness and conflict management skills, which would be a key component of professional resilience.

The latter group is the most pronounced, but it is also present in the others, only in a more favourable proportion, i.e. roughly one third of the other five groups indicate that they should stand up for themselves more. We stress here that this is not surprising: it is consistent with an important finding in the literature. Figula's (2000) research shows that "people with repressive personality traits tend to choose a career as a teacher" (Figula, 2000: 79). The repressive teacher is "characterised by a dependent interpersonal attitude and aggression suppression", seeks affectionate interactions, is tolerant and sociable, but at the same time shuns his or her own negative impulses. The indication of affection, the need for empathy and patience and the avoidance of conflict strongly characterise this group of respondents within the sample. As the ability to be assertive is part of resilience, its absence is also a major disadvantage in terms of professional resilience.

In the second group were those who were attracted to the field by the desire to help. As mentioned above, this group is in a better position in terms of professional resilience than the first group in terms of assertiveness. The skills needed for the career are expressed across a broader spectrum, and these include at least stress management and essentialism. The fact that only one third of respondents have set a goal for themselves, their career or their professional plans could be a risk. For the others, focusing solely on children/clients could easily lead to burnout. However, in terms of supporting children's resilience, it is positive that their development and support is the most important professional objective for the respondents in this group.

The largest group was the group whose members had chosen this career path as a result of some kind of role modelling. Their responses on professional challenges, goals and development opportunities show that it is positive for professional resilience if the respondent's career choice is motivated by one or more professional role models. These role models are multidimensional, can be followed and evaluated from many different perspectives, and, in addition

to the importance of supporting children or a climate of trust, they can also show that it is possible to make mistakes, even fail, because the mistake can be corrected later.

On the positive side, the skills to be developed include specific professional objectives. This suggests that reflection on one's own activity is also present. Compared with the first group, the situation of self-assertion and coping with professional conflicts also seems to be more favourable, although one third of the respondents in this group also indicated that they still need to improve in this area.

The fourth group of career choice motivations was based on the status, perceived or real prestige of the occupation. This group also shows a mixed picture in terms of occupational resilience. Focusing on the whole of the teaching role, rather than just one aspect such as the helping role or the opportunity to work with children, can support self-reflection, as can focusing on one's own career and professional goals, and the latter can also play an important role in preventing burnout. Self-dissatisfaction, on the other hand, can also be an indicator of perfectionism, in addition to real reflection, which is unfortunate, especially if this is also applied to children. In this case, a third of the group also indicated a lack of determination, which would be essential when dealing with professional stress and conflict.

The fifth group was composed of those who had entered the field of work with children and young people after a career change, often out of necessity. Unsurprisingly, members of this group excel primarily in personal resilience, at least in relation to the specific situation. The fact that they have been able to cope with the situation after a job loss and find a career in which they feel basically comfortable certainly points to this. However, their new professional role is not yet well established: they typically do not have role models, professional development objectives and professional goals expressed in the statement that they want to do their job well. If, in the future, they can apply their successful coping strategies to their professional role, they will be able to be described as resilient in this area.

The last group was made up of those who did not know what they wanted to do when they chose their career and who considered studying education or sociology as the best option. In the case of this group, it is not worth talking about professional resilience, as they do not really have an established image of their own profession. When they entered higher edu-

cation, they randomly chose the degree course they were currently studying or had recently completed, but more importantly, they had not yet defined what they really wanted to do. "It's not quite clear to me yet, but I feel like I'm on the right track" is a perfect description of the group's perception and vision. could refer to personal resilience, in the sense that, for example, as a first-generation intellectual, they have managed to enter higher education, in a field that does not seem wrong in any way. However, this is as far as members of this group have typically gone: for them, finding a professional role is the current goal.

In the second block of questions on professional resilience, participants were asked to create metaphors. Metaphor analysis can offer an added value compared to an interview, for example, in that it can also bring out the visual and mood layers, thus also revealing attitudes and experiences that are not usually reflected in purely rational-cognitive responses. In total, four metaphors were expected from respondents: challenges experienced during professional preparation, reactions to these challenges, people who support professional development, and their own professional development.

Unfortunately, slightly more than half of the respondents did not answer the questions with metaphors, but listed the difficulties, helpers and expectations in rational texts, even in bullet points. Overall, these answers can be judged to have a rather positive content, for example, challenges were assessed as difficult but surmountable, with a few exceptions, supporters were found, a goal for their own professional development was described or it was mentioned as important. Typically, longer answers tended to be more negative, listing more problems and more obstacles. As we were not expecting rational responses, we did not ask to what extent these difficulties seemed insurmountable, i.e. we do not know what exactly it means if someone listed six to eight obstacles during their training. However, it can be said that the responses did not indicate any outstanding deficits, nor any extreme positives, i.e. overall they did not contradict the conclusions that could be drawn from the other responses.

The actual metaphors indicated that the professional challenges were serious but surmountable. The emotional range was quite wide: at one end of the scale, we find difficult but exciting images (e.g. "tricky puzzles"), while at the other end of the scale we find challenges that are difficult to overcome (e.g. "Mount Blanc"). Most of the images, however, left room for personal activity and coping, without indicating total helplessness.

Some of the metaphors referring to one's own role described loss, exhaustion or the role of a child (e.g. "a Duracell bunny with a half dead battery"), while others represented the struggling, fighting, active actor (e.g. "a climber, because I don't give up and keep climbing").

There is a similar dichotomy in the portrayal of helpers: the majority of respondents see them as a magical force, even a supernatural protector (e.g. "shelters in a blizzard"), and few wrote a metaphor of equality (e.g. "the team members I play with").

On the other hand, the images referring to their own professional development tend to be positive, indicating progress and enrichment, although in some cases this development is also painful (e.g. "pins and needles that warn of change, problems, joys, feelings"). Four respondents described a natural image that shows that this development is taking place but that the respondent has no influence on it (e.g. "low tide-tide").

The groups based on career motivation are difficult to characterise uniformly on the basis of metaphors, as the numbers of 15 to 20 respondents are further reduced by the fact that a larger proportion of respondents did not answer these questions with metaphors. However, some trends emerge, for example, those who chose the profession because of the possibility of working with children were most likely to use images that referred to passivity in the context of coping or that emphasised difficulties. Given the size of the sample and the proportions of the respondents, it is of course not possible to speak of a statistically significant majority, but it is safe to say that this group needs a more adult, more assertive perception of the professional role.

Among those who choose a career out of a desire to help, images of passivity in relation to challenges are more common, and the most common image is that of a child. In line with previous responses, these results confirm to some extent that there is a risk of burnout for respondents in this group.

The metaphor analyses did not confirm a stronger reflexivity for those who chose a career because of their professional role model, but this was the only group of respondents who did

not describe passive images of helplessness in relation to professional challenges. However, metaphors reflecting the difficulties of the challenges were often provided by members of this respondent group - which could also be a perception of reality if they had to face serious problems in learning and/or entering a career.

In the case of the fourth group, which attributes a high level of prestige to the career, the existence of the reflexivity already indicated in the previous responses is confirmed by the metaphors, in that only this group, of the larger ones, was able to provide an adequate picture of its own changes without exception. They also tended to choose metaphors that were more active in relation to the professional challenges they faced, and that were more determined in their involvement in the struggle.

In the case of the two smaller groups, previous responses showed that professional resilience is inherently difficult to interpret in their case, for different reasons. The difference between the two groups is confirmed by the metaphor analysis: all of those in the constrained group can reflect on their own development, but the same cannot be said of the insecure group. Members of these two groups would require considerable professional support, and in the case of the latter group this is confirmed by the metaphors: without exception, members of the group listed strong, supernatural helpers.

The analysis of the knowledge composition of the respondents to the input questionnaire gave us a more nuanced picture of how they think about their own knowledge and its creation and development. The literature confirms that a significant part of the knowledge used in the practice of a profession is acquired outside the formal education system (Parkes & FitzGibbon, 1986; Lee, 2012; Milam et al, 2014; Kirk & Wall, 2010; Beltman et al., 2011; Quintero et al., 2013; Bersh, 2018; Everington, 2014; Salinas, 2002; Fejős, 2019; Ceglédi & Szathmáriné Csőke, 2020; Kozma & Ceglédi, 2020; Gunn et al., 2013).

When quantifying the weight of each source of knowledge, the highest value was placed on the sources of knowledge acquired in adult life, through struggle and in the workplace, followed by knowledge acquired in higher education and childhood experiences. Exemplary

personalities and self-education came second. Knowledge acquired through further education, other sources and secondary school were the least influential in generating their current knowledge.

The main lesson from the qualitative analysis of experiences in childhood and in life as adults is that a significant proportion of these experiences have not yet been processed and prepared for mature application in the profession. This is also indicated by the fact that, in general, the subjective presentation of sources of knowledge rarely brings together the personal and the professional self, that the combination of 'knowing' and 'knowledge' is rarely present in the answers, and that for many subjects the practice that is fed by their own personality (found in the processing of their life and professional experiences) is not yet present.

Therefore, an important message of the research is that reflective processing of negative and positive life experiences deserves special attention, not only during higher professional preparation and the initial stages of professional practice, but also continuously throughout the career arc.

An interesting recurring motif was learning from contrasts and negative experiences. It is an important task for the actors responsible for preparing future teachers and support professionals to support the process of recognising and dealing with the resulting risks (Parkes & FitzGibbon, 1986).

The results confirmed that one priority area in the professional preparation and socialisation of both teachers and support professionals deserves particular attention: the ability to properly nurture relationships (communication, knowledge flow) with colleagues and networks of professionals, as these relationships are essential to support the processes described above (Parkes & FitzGibbon, 1986; Bordás, 2017).

Overall, the professionals interviewed have a highly differentiated view of the knowledge required to practice their profession, which goes well beyond lexical knowledge. Self-knowledge plays an important role, the experiences gathered, lived, filtered, processed and incorporated into the professional self, both in their personal and professional lives.

The results of the training sessions carried out during the project show that the objectives set at the beginning of the project were largely achieved: the participants in the pilot training sessions learned about the concept of resilience, assessed their own resilient behaviour, learned about new methodologies and, in their own sessions, even as a minor result, managed to develop the cooperation or empathy of the children involved.

The pilot trainers have considerable professional experience and therefore no methodological problems were encountered on their part. They sometimes had to be flexible with the previous training curriculum, but they were able to bring a little more theory or practice into the group when needed, and they were aware of methodological gaps on the part of the participants and tried to fill them within the available framework. What was specifically indicated as an issue, a possible difficulty, related to the topic of resilience was the surfacing and dealing with negative feelings and difficult personal experiences. The concept and theme of resilience implies that these would come up in the process: trainers had to pay particular attention to responding to them appropriately, to work with the feelings, but not to go as deep as a self-awareness group, as this was not the aim of the training.

The delivery of the sessions by the participants in the pilot training sessions was much more heterogeneous. A difficulty for the analysis was that, in the case of poor quality and possible shortcomings in the reflective diaries, it was not possible to determine beyond doubt to what extent the failure of implementation, the lack of self-reflection or the weakness of documentation skills were responsible.

Possible prejudices or previous bad experiences, lack of knowledge of trainer methodology - planning, group dynamics, difficulty in dealing with negative experiences and keeping the framework in place were identified as problematic areas. These were relatively common problems for occupational trainers, regardless of professional experience or even career motivation. Success was more likely to be predicted by the extent to which someone was able to respond with sufficient self-reflection in the entry questionnaire, either in terms of meta-analysis or in terms of their own suitability or professional goals. In some cases, professional experience tended to be inversely related to the success of implementation: this may be explained by the fact that those still in university and early career were more aware of their own limitations and therefore tended to plan and prepare more thoroughly, while those who

had been in the field for longer were more confident in their own routine, which they had not acquired in the field of training. This assumption is confirmed by the experience in Hungary: the group of youth workers who felt less experienced asked for specific methodological training, while the institute educators felt their own knowledge was sufficient, but the latter is not reflected in the reflective accounts.

The session leaders encountered a number of methodological problems, partly due to their own preparedness, but in some cases the institution hosting the training made it difficult to maintain the framework. Stability and regularity are essential for successful development, but institutions working with disadvantaged children do not necessarily perceive the importance of this, and sometimes find it particularly difficult to convince them of its importance. This was accurately perceived by the session leaders, and recorded in the reflective diaries. For this reason, it is important to prepare them in advance so that they can keep to this framework as effectively as possible.

It would also be important to include training in trainer methodology in future training sessions, as the adequate selection and formulation of the objective of the training process was a general methodological and planning problem. It seemed that those who were able to do this more precisely, setting appropriate sub-objectives, were more successful than those who just wanted to 'try out' the exercises or generally 'develop resilience'. In the latter cases, the session leaders were not so much able to report progress as just that the children had enjoyed the sessions. It should be added that, in the lives of children for whom school is more of a failure experience, little praise is already a remarkable achievement, but the aim should be to improve at least some aspects.

9. APPENDICES

9.1 Training topics

During this project, one of our goals was to put together a training topic primarily for professionals dealing with youth, which can be used by those who are just getting to know the concept of resilience as well as those who already have basic knowledge of the topic.

It is important to emphasize that the training does not teach resilience, it cannot be mastered in a few days. The purpose of the tasks is to learn about the various aspects and areas of resilience with the help of practical tasks, which can be incorporated independently into other sessions.

The training itself lasts 3 days, depending on the group, it can be held continuously or even once a week. It is important for the leader of the training to have previous experience in this field, in the case of the less experienced, we recommend double leadership, where one half of the pair is more experienced. The ideal group size is 10, but no more than 15 people, most of the tasks are done in small groups of 3-4 people. The training does not require any particular materials, paper, pen, flipchart paper, sometimes a laptop and internet access are needed, some tasks require additional creative tools.

The first day is mostly about the transfer of theoretical knowledge and the processing of what was said, on the second day, the participants will gradually become familiar with resilience-strengthening exercises and self-knowledge tasks, and on the third day, they will deal with human stories and relaxation techniques.

It is important to seat the participants in a circle when setting up the room, the group will occasionally break up into small groups, and then they will again discuss their experiences in a large circle, so the chairs and tables should be easy to move, and there should be enough space for small groups to withdraw. During the third day, the room will be arranged for watching movies and relaxing.

Time	Content	Device
Day 1		
8.00-8.15	Welcoming, introduction	-
8.15 – 8.25	Presentation of the project and publications	project description, publications
8.25-8.30	Expectations and exclusion factors	post-it, pen
8.30 – 8.55	What is resilience?	post-it, pen
8.55-9.15	Energy barrel	flipchart, post-it, pen
9.15-9.35	What does it take to be resilient?	
9.35-9.45	Pause	
9.45-10.45	Description of resilience framework	framework table, sticky notes, pen
10.45-11.25	Resilience test 1.	test sheet, pen
11.25-11.40	Resilience summary based on what has happened so far	

11.40-12.40	Lunch break	
12.40-13.20	Resilience test 2.	test sheet, pen
13.20-13.50	Theory	
13.50-14.05	Break 15 minutes	
14.05-15.00	Resilience factors	flipchart, notes, pen
15.00-15.15	Movement game - e.g. Run who…	
15.15-15.45	Closing game	sheet of paper, pen
15.45-16.00	Ending the day	
Day 2		
8.00-8.05	Opening round (Happiness is for me a…)	
8.05-8.50	Positive thinking vs crisis	flip chart
8.50-9.30	Forms of intelligence	spreadsheet
9.30-9.45	Pause	

9.45-10.00	Self respect	
10.00-10.15	Short film 1.	laptop, projector
10.15-10.40	Editing of the short film	
10.40-11.40	A change of perspective	sheet of paper, pen
11.40-12.40	Lunch break	
12.40-13.25	Family tree	sheet of paper, pen
13.25-14.25	My mirror, my mirror	sheet of paper, pen, colored pencil
14.25-14.40	Pause	
14.40-15.00	Fruit test	test sheet, pen
15.00-15.45	Life stages and crises	spreadsheet
15.45-16.00	Ending the day	
Day 3		
8.00-8.05	Opening round (How do I feel today?)	

8.05-9.05	A chance to start over	case description
9.05-9.15	Pause	
9.15-9.35	Short film 2.	laptop, projector
9.35-9.45	Editing of the short film	
9.45-10.35	The story of our lives	paper, scissors, pen, colored pencil, felt-tip pen, newspapers
10.35-10.50	Pause	
10.50-11.10	Short film 3.	laptop, projector
11.10-11.40	Editing of the short film	
11.40-12.40	Lunch break	
12.40-12.55	Short film 4.	laptop, projector
12.55-13.10	Editing of the short film	
13.10-13.30	Selected attention	post-it, pen
13.30-13.40	Repeat	flip chart

13.40-13.55	Pause	
13.55-14.55	Relaxation techniques	task descriptions
14.55-15.15	Showing emotions	drawing, colored pencil
15.15-15.30	Naming emotions	wheel of emotions, faces, emotional thermometer
15.30-16.00	Closing, evaluation	post-it, pen

See the description of the tasks in detail in the Methodology manual, and other tasks related to the topic in the Best practices collection.

Questionnaire for participants of the pilot training

Dear Participant!

We are pleased to welcome you among the participants of the resilience training. The training supports you in going through an exciting learning process, getting to know your own strengths, and being able to support young people in your environment in a similar process. In parallel with the training, a research is also taking place, which serves to monitor this process.

Participating in research gives you self-knowledge and helps you learn and apply the training method even more effectively. Knowing these characteristics and milestones helps us to make the method more efficient.

Therefore, we ask that you answer the questions of the research materials in as much detail and thoughtfully as possible. By doing so, you are helping yourself and the program.

This questionnaire is the first important step. At this point, we want to map together where you are starting from.

The filling is approx. It takes 20-30 minutes. A calm, quiet environment is recommended during filling. It is important to fill it in before the training!

for researchers: oterasmus@gmail.com

Filling in is anonymous and voluntary. Filling in can be withdrawn at any time without consequences. Risks: The questionnaire also asks about professional challenges and difficult

life situations. With this declaration, you consent to the anonymous use of your data provided in the questionnaire for the research.

1.1. What is the profession/profession for which you are participating in the training? If there are more than one, list them all as precisely as possible! (e.g. teacher training in XY major, alongside volunteer mentoring activity)

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………………………………………………………………………………………………….

…………………………………………………………………………………………………
…………………………………………………………………………………………………

1.2. What age group of children/young people do you work with or plan to work with?

…………………………………………………………………………………………………
………………………………………………………………………………………………….

…………………………………………………………………………………………………
…………………………………………………………………………………………………

1.3. For each statement, please indicate to what extent the given statement was true for you in the past month!

	Not true at all	It's rarely true	Sometimes it's true	It's often true	It's almost always true
I am able to adapt to chan-ges					
Dealing with stress makes you stronger					
I always act with the grea-test effort, no matter what it is					
Even when things seem hopeless, I don't give up					
I think clearly and concentrate when under pressure					
I think of myself as a strong person					
I have to act based on my intuition, no					
am very go-al oriented					
I feel like I'm in control of my life					
I work to achieve my goals					

2.1. State why you chose this profession/profession! Recall a story related to your choice! Who are the characters in it? What exactly happened? Tell me!

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2.2. Have you followed someone's example(s) and if so, whose?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

2.3. What is your goal in practicing your profession?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

2.4. Why do you consider yourself suitable for it? What else would you like to improve on?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

2.5. Have you ever felt insecure, and if so, what was the reason? Describe it in a few sentences!

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

3.1. The challenges I have experienced so far during my professional preparation/career have been such as...

…………………………………………………………………………………………………

………………………………………………………………………………………………….

…………………………………………………………………………………………………

…………………………………………………………………………………………………

3.2. When I face a challenge in my professional preparation/career, I am like…

…………………………………………………………………………………………………

………………………………………………………………………………………………….

……………………………………………………………………………………………………
……………………………………………………………………………………………………

3.3. People and factors that help me in the challenges of my professional preparation/career are such as...

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……………………………………………………………………………………………………

……………………………………………………………………………………………………
……………………………………………………………………………………………………

3.4. The changes I experienced during my professional training/career so far are like...

……………………………………………………………………………………………………
……………………………………………………………………………………………………

……………………………………………………………………………………………………
……………………………………………………………………………………………………

4.1. For this task, take out an A4 sheet and a pen! Think about your life journey so far, and based on this, draw a map that displays the points that have been a challenge for you. (Successfully resolved and unresolved situations should also be included.)

For each node, write how

what was the situation (max. 2-4 sentences)

If it was solved, what external factors (who) and internal factors (own characteristics) helped in this?

If it was not solved, what external and internal factors prevented it?

Draw the map freehand and write the anonymous code you generate at the end of the questionnaire on it!

5. Think about what kind of knowledge, knowledge, and experience you have from the following sources that you use or will use in your current or future profession/profession/activities with children? Explain what you learned…

5.1. As a child in the family

……………………………………………………………………………………………………
……………………………………………………………………………………………………

……………………………………………………………………………………………………
……………………………………………………………………………………………………

5.2. As an adult in life

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……………………………………………………………………………………………………

……………………………………………………………………………………………………
……………………………………………………………………………………………………

5.3. From high school curriculum

……………………………………………………………………………………………………
……………………………………………………………………………………………………

……………………………………………………………………………………………………
……………………………………………………………………………………………………

5.4. From higher education curriculum (if any, e.g. teacher training)

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5.5. By samples taken from qualified persons

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……

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……

5.6. During the practice of your profession/profession

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……

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……

5.7. On some kind of further education or training

……
……

……
……

5.8. With self-education (e.g. reading)

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……

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……

5.9. By developing in the face of some challenge

……

……

……

……

5.10. Anything else that is current can be a source of your knowledge, knowledge, and experience

……

……

……

……

5.11. Estimate how much of your knowledge comes from the sources below!

%	0	5	10	25	33	50	66	75
My experiences in the family as a child								
My experiences in life as an adult								
My knowledge								

comes from the curriculum I learned in high school			174				
My knowledge from the course material acquired in higher education							
My samples from influential people							
My experience in the profession today/professionally							
The knowledge I acquired at some further education or training							
My knowledge from self-education							
Knowledge, experience, and knowledge gained through the development of coping with some kind of challenge							
Anything else that can be a source of my current knowledge, skills and experience							

Demographic data

6.1. Gender: Male Female

6.2. Age: ……….. years

6.3. Current occupation: ……………

6.4. Qualifications other than graduation (OKJ, diploma, further specialized training, longer training, etc.):

……………………………………………………………………………………………………
……………………………………………………………………………………………………

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……………………………………………………………………………………………………

6.5. How many siblings do you have with whom you grew up in the same household for most of your childhood? (Don't count yourself in!) ………………………..

6.6. How would you describe your family's financial situation during the crucial part of your childhood? (Mark only one answer!)

    1. We had everything, it was also spent on major expenses (e.g. foreign trips, savings)

    2. We had everything, but we couldn't afford big expenses

    3. It happened that we could not even cover our daily expenses

    4. It often happened that we did not have money to cover our daily needs

6.7. What was the type of settlement of your permanent residence when you were 14 years old?

1. capital

2. county seat

3. larger city (over 10,000 people)

4. smaller city (less than 10,000 people)

5. municipality, village

6. homestead

6.8. What is your parents' highest education? – Father, foster father (who raised the most)

1. less than 8 classes or completed elementary school

2nd vocational examination (without graduation)

3. Vocational secondary school or high school graduation

4th technical school, OKJ based on graduation, FSZ

5. college or university diploma, academic degree

6. I don't know your education

7. neither my father nor foster father took part in my upbringing

6.9. What is your parents' highest education? – Mother, foster mother (who brought up the most)

1. less than 8 classes or completed elementary school

2nd vocational examination (without graduation)

3. Vocational secondary school or high school graduation

4th technical school, OKJ based on graduation, FSZ

5. college or university diploma, academic degree

6. I don't know your education

7. neither mother nor foster mother took part in my upbringing

6.10. Did you experience the following events in your childhood?

	Yes	No
Your family has suffered a serious financial loss		
One of the parents or foster parents has lost their job		
Your parents had a rough fight		
Breaking up with a boyfriend/girlfriend		
Serious illness (for you or a family member)		
Your parent or foster parent is regularly absent		
A suicide attempt in your im-		

mediate environment (family, friends).		
Your parents are divorced		
Your parents and foster parents regularly beat and abused you		
A suicide attempt ending in death in your immediate environment		
Abortion (for you or your partner)		
Your mother or father has died		
Other difficult life situations that affected your family or you		

6.10. Name any other difficult life situation (if any)

……………………………………………………………………………………………
…………………………………………………………………………………………….

……………………………………………………………………………………………
……………………………………………………………………………………………

6.11. Resilience is often interpreted as coping with disadvantages arising from family background (e.g. those listed in the previous question, poor financial background, low-educated parent, unfavorable place of residence, etc.). What resources do you think are/were available to you to deal with them? Are the resources in your environment or within you more authoritative?

……………………………………………………………………………………………
…………………………………………………………………………………………….

……………………………………………………………………………………………
……………………………………………………………………………………………

6.12. Create an anonymous code

In order to be able to follow the training process while maintaining anonymity, we will ask you for a unique identifier, which only assigns each questionnaire to the same person, but your answers cannot be connected to your person in any way. We are not asking for complete data, only fragments. If you don't know or don't want to answer something, you can replace it with X.

1. 3rd letter of father's first name …………………………

2. The 2nd letter of his mother's first name …………………………

3. The last two digits of the zip code of your permanent address …………………………

4. Penultimate letter of the street/square of permanent address …………………………

The generated code: ……………………

9.3 Implementation accompanying package for training participants

Dear Training Participant, dear ...XY!

We are now addressing you as implementers of the training program. You are among the first testers who can try out the resilience development method learned in the training, so your experience is very important.

With the reflective diary templates prepared here, we help you to systematically record your experiences. Your feedback also helps us to further develop and perfect the training method.

We ask you to take notes on the sessions you hold at 3 times:

- Before your first session
- After each session
- After the last session, looking back at the entire trial process

You can save the notes in this word document prepared by us, so you will be able to see the lessons learned from the sessions at the same time.

Honestly describe your experiences, difficulties, experiences and ideas!

Thank you very much! ☺☺

The developers of the training

Technical information:

- Logs only take a few minutes to complete.
- It is always worth writing down your reflections immediately, when the experience is still fresh.
- You can duplicate the diary templates as many times as you like.
- You can freely increase the size of the cells, there is no limit to the texts to be recorded.

Important! After completing the summary reflective diary, send the entire package (as a word document) to your trainer: xy@gmail.com

Deadline: ………………

1) Before the first session   **Hiba! A könyvjelző nem létezik.**

2) After each session   **Hiba! A könyvjelző nem létezik.**

3) After the last session, looking back at the entire trial process Hiba! A könyvjelző nem létezik.

2.1.1 1) Before the first session

Before the first session, we would like to get to know the person or group you are working with, as well as the planned form and content of the sessions.

Preparatory diary
Your anonymous code: ___ ___ ___ ___   *(This is the code you provided in the first questionnaire. As a reminder, from the questionnaire: "In order to be able to follow the training process while maintaining anonymity, we will ask you for a unique identifier, which only assigns each questionnaire to a single anonymous person, but your answers will not be cannot be connected to your person in any way. We do not ask for complete data, only fragments. If you cannot or do not want to answer something, you can replace it with X.*   *3rd letter of father's first name*   *2nd letter of his mother's first name*   *The last two digits of the zip code of your permanent address*   *Penultimate letter of the street/square of permanent address")*
Briefly introduce the group/person with whom you are planning the sessions (age, gender, level of development, previous acquaintances, anything that is important for the session)!   If you do the sessions with several groups/persons, present them separately!
Briefly present the planned sessions! (topic, duration (e.g. how many hours a week?), in what role you meet, etc.):

Any other comments you think are important to note:

3.1.1   2) After each session

After each session, prepare the simplified reflective diary! It's worth completing it immediately, while the experience is fresh.

This short diary is also necessary for the last session!

Simplified reflective diary - After each session (worth filling in immediately)
Date and location of session:
List of exercises/tasks:
Success (What did you feel was success? Why did you feel it was success? What caused the success?):
Problem (What did you feel was a problem? Why did you feel it was a problem? What caused the problem?):
Lesson of the day:

Any other comments that may be important (e.g. have you done a similar session before, where is this session located in the development curve of the given person/group, etc.)

Simplified reflective diary - After each session (worth filling in immediately)
Date and location of session:
List of exercises/tasks:
Success (What did you feel was success? Why did you feel it was success? What caused the success?):
Problem (What did you feel was a problem? Why did you feel it was a problem? What caused the problem?):
Lesson of the day:
Any other comments that may be important (e.g. have you done a similar session before, where is this session located in the development curve of the given person/group, etc.)

+   more can be copied

*3) After the last session, looking back at the entire trial process*

After you have completed the simplified reflective diary for the last session, think about all of the sessions and prepare the summary reflective diary as well!

Summary reflective journal - After the last session, looking back on the entire trial process
What did you plan for the sessions as a whole? Why did you plan this, what did you want to achieve?
What has been accomplished? What didn't happen? What was the reason for this (to what extent was it up to you and how much to the circumstances, e.g. other needs of participants, short time, etc.)?
What will you use in the long run?
What would you do differently?
If you think about resilient behavior, what would you highlight, how much could the sessions explore/develop this?
What was the feedback of the person or group participating in the sessions?

Any other comments that may be important (e.g. where these occupations are located in the development curve of the given person/group, etc.)

9.4 Research accompanying package for trainers

Dear Trainers!
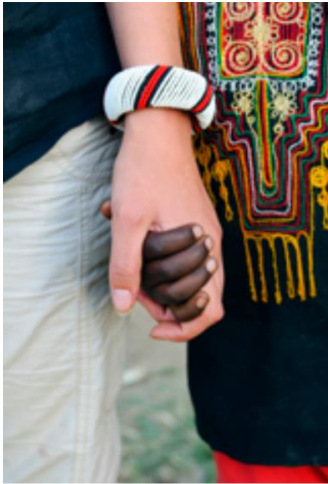
With this package, we want to provide information on how you can help the research process that accompanies the training and implementation. The data obtained during the research are important:

- on the one hand, to finalize the training method developed during the project

- on the other hand, for the creation of publications for the purpose of informing the wider professional and scientific community.

We ask you to help deliver the measuring devices to the training participants, and to make notes about your experiences yourself. The tables below summarize when we expect what material from whom.

We are waiting for everything here: xy@gmail.com

Thank you very much! ☺☺

1) Before the training	**Hiba! A könyvjelző nem létezik.**
2) During training	**Hiba! A könyvjelző nem létezik.**
3) After the training	**Hiba! A könyvjelző nem létezik.**

4.1.1   1) Before the training

Entry questionnaire for training participants. This helps us to get to know the participants. Please send it to the training participants before the training!

name of measuring device	availability	role of trainer/mentor	role of training participant	output	deadline
Implementation accompanying package for training participants					

5.1.1   2) During the training

name of measuring device	availability	role of trainer/mentor	role of training participant	output	deadline
Life journey drawing					
Donders test					
Energy barrel					
Participant reflections after the training					

Donders test

Tick the appropriate box depending on the statement

1 = rarely typical

2 = sometimes typical

3 = often characteristic

4 = almost always typical of you

1. I am aware of my past and have come to terms with it.				
2. I know and utilize my skills on a daily basis.				
3. I know how much I mean to others.				
4. I trust that everything will turn out well in the end.				
5. I know and accept my personal life story.				
6. I approach challenges step by step.				
7. Gratitude plays an important role in my life.				
8. I am able to control my emotions even in tense situations.				
9. I do sports 2-3 times a week.				
10. I consciously try to improve my skills.				
11. I am very confident.				
12. I am a good listener and I like good conversations.				
13. I easily gain the trust of others.				
14. I analyze negative contingencies in order to respond to new challenges with alternative solutions.				
15. I handle losses well, I am able to let things go.				
16. I manage money with discipline.				
17. I have clear goals for my life and development.				
18. I set realistic goals that fit well with my plans for the future.				
19. I don't worry much about the future.				
20. I sleep well and wake up rested.				
21. I belong to a community whose members support each other.				

22. I like to belong to a team and feel at home.				
23. My weight is appropriate and never fluctuates by more than 3 kg.				
24. I do not avoid unpleasant opinions/views/confrontations.				
25. I always take risks into account when planning so that I can prepare for them.				
26. I like long-term relationships and nurture them carefully.				
27. I see clearly what I can give to the world and I constantly strive to achieve it.				
28. I can communicate my skills well to others.				
29. Most of the time I know exactly what I want.				
30. I do not back down from conflict situations, but try to find a constructive solution to them.				
31. I combine well and put my abilities to the service of meaningful goals.				
32. I am more optimistic than most of my friends.				
33. I am able to control my thoughts and even use them effectively.				
34. I know what kind of work environment motivates me the most, and I use my abilities and talents as best as possible.				
35. I inspire others with my optimistic views.				

Research closing questions for training participants

What did you expect from the training, and what was achieved in comparison?

How do you evaluate your own development during the training?

What did you learn about yourself?

191

6.1.1 3) After the training

name of measuring device	avai-lability	role of trai-ner/mentor	role of tra-ining partici-pant	output	deadline
Interview: trainers' ref-lections after the pilot trai-ning					
Reflection sheet for the implementa-tion period					
Imple-mentation accompa-nying package					
Closing session: out-put inter-views after implementa-tion					
Closing session: Donders test & Connor-Davidson body					

Interview: Reflections of trainers/mentors after the training - In the form of an online conversation, recorded with audio - Recorded by researchers

Topic bouquets for discussion:

Immediately after the training, a discussion among the implementers of the given training

Reflection of the training:

What worked?
What would we do differently?
(Why? E.g. Was it on us, the group, or other factors?)

Who did it work for?
Who didn't it work for?
(Why? e.g. question of age group, field of expertise, personal qualities, prior training, motivation, evaluation of inactive participants (if there were any).)

Reflection on the dynamism of the process, the structure of the training elements and their building on each other: What happened at the right time and place? We do not? Why?

Evaluation of group dynamic processes: What worked and what didn't work in that format among individual, pair and group tasks? Why?

The trainer's (self) reflection:

What was the most beautiful moment for you? What was the biggest challenge for you?

What were the most common questions among those using the training?

What was the easiest for them, the one with which they reported the most success?

What was the biggest challenge for them? How could this be helped?

If there were difficulties, with whom and in what situations did they occur most? *(with this, we want to reveal the range of motion in which the training works: e.g. in which age group it does not work, for which group size it does not, in which topics it does not, without prior training it does not work, in which relationship it does not work, because of offline or online conditions, etc.)*

With these lessons learned, what would you change about the training?

Exit questionnaire for trainers

What did you expect from the application of the training method, and what was achieved in comparison?

How did you imagine how you will apply the training? Compared to this, what has been accomplished?

How do you rate your development during the time you used the training?

What did you learn about yourself?

What did you learn about the children you did the training with?

Recall one of your success experiences from the period of application of the training method!

Recall a challenging experience from the period of application of the training method!

What would you do differently now?

If something went differently, what happened to you and what about the circumstances?

How would you describe the target group and the area and scope in which you think the training method you have learned can work well?

Connor-Davidson test (CD-RISK)

For each statement, please indicate to what extent the given statement was typical of you in the past month!

Answer options: 0 – Not true at all; 1 – Rarely true; 2 – Sometimes true; 3 – Often true; 4 – Almost always true.

1. I am able to adapt to changes.

2. Dealing with stress strengthens you.

3. I always act with the greatest effort, no matter what it is.

4. Even when things seem hopeless, I don't give up.

5. I think clearly and concentrate when under pressure.

6. I think of myself as a strong person.

7. I have to act based on my intuition.

8. I am very goal oriented.

9. I feel in control of my life.

10. I work to achieve my goals.[6]

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[6] The Járai et al. Hungarian version validated by http://ap.elte.hu/wp-content/uploads/2015/07/AP_2015_1_Jarai_etal.pdf

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Tímea Ceglédi is a sociologist (2008), recipient of the Ferenc Gazsó Memorial Prize (2019) and the János Bolyai Research Scholarship of the Hungarian Academy of Sciences (2022-2025). She received her PhD. in educational studies (2018). In the focus of her research stands sociology of resilience. She investigates students with outstanding achievement despite their social disadvantages who are called resilient students. She has a huge experience in the field of educational sociology through 35 national and international research projects related to public and tertiary education such as resilience, family, mentoring, graduate career tracking, shadow education, social cohesion, teacher training, disadvantaged situation, catching up programs, talent development, and added value. Currently, she is a senior lecturer at the University of Debrecen and researcher at the Center for Higher Education Research and Development (CHERD-Hungary). She worked as a scientific researcher in the Hungarian Institute for Educational Research and Development, and other research centers.

Edina Kovács, PhD. (Perspectiva Nova Association)

Edina Kovács is a Hungarian literature (2009) and Pedagogy (2018) teacher, and Educational researcher (2011). She got her PhD at the University of Debrecen, in the frame of Educational Sciences Doctoral Program. Her main research topics: commitment and achievement of in-service and pre-service teachers, and different aspects of teacher training. The dimension of gender is important in this field, because of the feminization of the teaching profession. She got the Grant of International Visegrad Fund in 2014 and examined Slovak and Hungarian students in teacher training. She also got the Grants of the National Excellence Program in 2013 and 2016. She is the member of the editorial board of European Journal of Educational Research since 2018. During the last 6 years she had examined how students' attitudes are develop and how can reduce their prejudices towards Roma people, and especially Roma students.

Andrea Bordás, PhD. (Partium Christian University in Oradea, Romania)

Andrea Bordás graduated in Pedagogy and Hungarian language and literature at Babes-Bolyai University, Cluj-Napoca in 1999. She worked as Hungarian language and literature teacher in Oradea, meanwhile she graduated with her master degree in Inclusive Education at UBB – Cluj-Napoca. In cooperation with the Teaching-Stuff Resource Center from Oradea, she participated in and sustained a lot of vocational training in Transylvania on drama in education themes. Since 2004 she is also a part-time teacher at the University of Oradea. Since 2012 she works at Partium Christian University. She completed her Ph.D. studies at the Educational Sciences Doctoral Program at the University of Debrecen. Her research fields are teachers' professional development, and learning communities, minorities' higher education, teacher training, drama in education.

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Emese Beáta Berei, PhD. graduated in Educational Science from University of Debrecen, Hungary in 2018, focusing on equity in higher education, including teachers – students also. Emese was a full time, state-funded PhD student from 2013 to 2016. She was an assistant research fellow of the Higher Educational Research and Development Hungary (CHERD-H). She was involved in qualitative and quantitative international surveys: data collections in Hungary, Romania and Slovakia, data examinations and results presentations at different scientific national and international conferences. Actually she is a senior lecturer in Emanuel University of Oradea, România, on the Social Work BA. and MA. programme and associate researcher in Partium Christian University, Department of Human and Social Sciences. She lectures courses in Social Pedagogy, Sociology of Education, Adoption and foster families, Programs for educating the life skills of young people at risk, Family and child inclusion programs in society, Social work practice. From 2000 till 2013 she worked as social pedagog and social worker in a caritative organisation in Oradea, România, between disadvantaged and Roma children. Before 2000, she was a teacher on secondary and vocational education.

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Mgr. Tatiana Dubayová, PhD. graduated from psychology at the Faculty of Arts of Prešov University in Prešov in 2001; in 2010, she completed the PhD study at the Faculty of Medical Sciences, University of Groningen, Groningen (the Netherlands) in the area of health sciences focusing on the quality of life of Parkinson's patients. Since 2006, Tatiana has been with the Department of Special Education of the Faculty of Education of Prešov University in Prešov. She is the author and co-author of several research studies published in peer-reviewed journals. Since 2013, she has cooperated with Roma Education Fund in Prešov as a lecturer of mentorship courses in which she has been preparing high school teachers for the mentor's role. She worked at the civic organisation Victim Support Slovakia (Pomoc obetiam násilia) for several years and underwent a long-lasting training in systemic therapy. At present, she also provides distant consulting to children in the civic organisation Spoločnosť priateľov detí Li(e)nka (Children's Friends Society).

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Mgr. Hedviga Hafičová PhD. completed her doctoral studies in Theory of Teaching Lower Primary Level Subjects at the Faculty of Education at Prešov University in Prešov in 2010 and focused on the application of information and communication technologies in primary education. She works at the Department of Natural and Technical Disciplines of the Faculty of Education of Prešov University in Prešov. Her research work focuses on the application of modern technologies in the education of pre-school and young school-age children. She was the co-investigator in several grant projects. As a lecturer, she concentrates on the continuous education of teachers of pre-primary, primary, and secondary education levels and develops methodologies of pedagogical practices. Within the projects organised by the Roma Education Fund, she lectured courses covering preparation of teachers for mentoring, co-authored the programme of specialisation education and a university textbook for this course.