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Introduction

Although the concept of resilience seems to have emerged recently in our contemporary society, it invokes one of the elements that most defines us as a species and that has enabled us to survive throughout history: the capacity to face adversity and, in a way, to recover and persevere (Signes 2022). Much progress has been made since the first attempts at a longitudinal outline of the concept carried out by Emmy Werner on the island of Kauai back in the 1970s and the epidemiological studies of the 1980s that followed, which attempted to study the defining elements of this ability. Decades later, research analysed the processes and examined the factors that act as a protector or driver of resilience, understood as a capacity that can be developed. Stefan Vanistendael (1999) identified two components within the construct: the ability to resist destruction, preserving one's integrity under difficult circumstances or pressure, and the ability to react and develop positively despite the difficulties. Thus, we understand resilience as a process of strength in the face of adversity, which implies accepting it and also overcoming it positively, leading to personal growth. At present, progress is being made towards applying the concept in practice, with both preventive and interventive perspectives regardless of the perspective from which it is treated.

Thus, fostering resilience in society is a challenge we face as human beings. We currently see how important it is to know how to get up once we have fallen: this is how humanity prospers and moves on. In a context as competitive—and at the same

time as diffuse and *liquid* (Bauman 2000; Han 2013; Han 2021)—as the current one, the acquisition of this skill is imperative. A proverb attributed to African cultures says that “it takes a village to raise a child”; well, a community or town is nothing more than a pillar of resilience for those children who grow up in it, because the affective support they receive from them motivates them to be better and to keep moving forward. The emotional bond between human beings is an excellent enhancer of resilient capacities (Bowlby 2014). And along with this support we also find more pillars, such as positive thinking, spirituality, an internal centre of control, reasons to fight, commitment to others, a sense of humour, narrative and self-narrative, among others (Kazmierczak, De Carlos-Buján 2022). This gives rise to infinite ways to learn to be resilient and many opportunities thanks to which it is possible to blend a life with attitudes and tools which in turn enable to face adversities. In that way, scars of life are nothing more or less than beautiful memories of difficult times that could have destroyed us but instead made us grow.

Without intending to offer an exhaustive and profound treatise on the concept under study, since for this we already have the research of Cyrulnik and Anaut (2016), Forés and Grané (2011), Puig and Rubio (2011) and Rojas Marcos (2010), among other renowned researchers, this special issue of *Studia Paedagogica Ignatiana* introduces a valuable and interdisciplinary compilation of articles from various fields such as education, psychology, anthropology, sociology and history, which contribute through theory and practice to the enrichment of the notion of resilience. Thanks to these contributions, the value of resilience also continues to be disseminated in the scientific context, especially in this post-pandemic era where resources are needed more than ever to cope with difficulties, whether everyday or deeply traumatic.

From the field of psychoeducation, Magdalena Wędzińska focusses on the potential of resilience as a tool that, together with other social skills, can combat cyberbullying. For her part, Katarzyna Jarosz presents a strategy for developing psychic resilience in children and young people from the concept of noetic qualities. Next, Margarita Fernández-Romero and Francisco Pardo Fabregat address the curriculum of early childhood education from the perspective of resilience, taking into account the new educational legislation in Spain. From

a more anthropological and historical perspective, Andrzej Tarchała discusses philosophical counselling as a tool to support human resilience, while Sergio Rodríguez-López Ros shows resilience as a basis for the birth of the First Past Pupils' Movement of Catholic Schools (Salesians). Finally, in this block we also find contributions from sociology: Roser Serra Florensa analyses the brand content of educational institutions, considering the resilient narrative that they use in their discourses, and Yago Lavandeira Amenedo examines the impact of augmented reality (AR) on fostering the capacity for resilience in the context of dementia and cognitive impairment.

In the research reports section, Iwona Sikorska, Małgorzata Stępień-Nycz and Marta Białecka provide a view of social understanding based on short-term conversation training. Next, in the miscellaneous section, Aleksandra Szczepaniak poses and tries to answer a key question: to punish or educate? Finally, Andrzej Skupień reviews a book from Springer in which the future of learning with artificial intelligence (AI) is investigated.

We hope that the constructive and positive outlook of this issue will allow those of you who are interested to delve deeper into resilience as a driver of human development and, at the same time, be a source of inspiration for your reflection, personal growth and research interests.

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