

MANUAL DE TÉCNICAS DE PARTICIPACIÓN Y DESARROLLO GRUPAL.

Ventosa Pérez, V. (2016). Madrid: Pirámide. 136 pp. ISBN 978-84-368-3505-2

Man is a social being by nature. This Aristotelian statement means that the social is already part of our biopsychic base at birth, i.e., the men possess sociability at birth, or what is the same, a potentiality of socialization that requires updating permanently throughout life. Points out, therefore, that the man can fully develop as such in the interaction with other men.

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Under this conception of man, acquires theoretical and scientific basis the author's claim that participation is inherent in human nature, is in the DNA of man. Consequently, participation and group development are indispensable elements to deploy endogenous human potential and acquire and develop relational skills. All of them are very necessary for comprehensive personal fulfillment of every man and for life in society.

This dual dynamic development (endogenous and acquisition) allows us to state that the contribution of participation and group development cannot be limited to the linear growth of the individual as a biological unfinished. It requires therefore spread to the integrity of a social being in permanent development. Development must be, consequently, necessarily ecological. Interaction with other men and with the creations of these in its historical development is the axis thereof. Therefore, advancement and optimization of dynamic and social, cultural and economic structures are also an important step in this process of interaction and organization between individuals and his context.

I present the book responds directly to this dynamic through two main objectives:

- Show that participation and development contribute to both personal fulfillments of individuals and groups as institutional development, social, cultural, economic, since one and other activated capabilities and dynamic

facilitators of progress and transformation as initiative, creativity, freedom, solidarity, etc.

- Provide a "clear methodological model and a systematized practical resources to implement collective and teams from both relational point of view (relational techniques oriented group maintenance) and productive (performance techniques focused on the task group set) "(foreword to the book, p. 11)

However, it should not be inferred from this that the book is a compilation techniques over group. It is the contrary, a careful selection argued, critical and systematically framed in a theoretical and practical framework in order to provide the reader, mainly sociocultural educators and animators, a rigorous theoretical basis and a cast of participatory techniques. In this sense, the author walks a little way to go in the challenge of building an educational participation. It is undoubtedly a valuable help in learning to participate by participating. In fact, the technical proposals in the book are a dynamic platform from which the reader can learn to participate getting involved in the process of participatory learning.

This dynamic is neither more nor less than the axis of the sociocultural animation. Again, socio-cultural animation (community development) and education are involved in a process where joint action and group participatory techniques become more sense. Let us not forget the importance of context in any learning process.

Consistent with this argument, the book provides a good summary of the concept and practice of sociocultural animation as educational model of dynamic and participatory action. The communication is in this model one of the main axes. This allows you to highlight the profile and function of the animator as facilitator communicative and sociocultural processes with capacity for participatory learning and, consequently, the development of learning groups and socio-community action.

In this task, the book uses a simple, nontechnical language; therefore affordable to all readers. This does not imply a decline in scientific rigor requires that any investigation.

The book, in short, provides both a theory for practice as praxis itself. Useful tool for all those working with groups; not only in the field of action and sociocommunity intervention, but also in "formal" and "non-formal" education.

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