

BOOK REVIEWS

EDUCAR CON AMOR Y FIRMEZA

Tiani, S (2017). Madrid: Narcea . 112 páginas.
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The Education in the 21st century is not only in show and share knowledge, is a process of accompaniment which the educator must be conscious and responsible. This book comes to show how can educate from the positive emotions, accompanying the young in their process of life from love, without apply painful stimulus, but with discipline.

The book begins with a brief introduction explaining the basis on which are built the following chapters. Expresses its author the idea that educate with love and firmly pursues the objective that the child learns from a constructive and positive experience. Talk about this idea does not like technique if not as a skill that is developed according to our own life process. This work provides tools to enhance personal skills of educators and families with the ultimate objective to offer new growth opportunities to children and young people.

The manual is divided in ten chapters, the author distributed in the following manner. The first one is based on the value of education as a responsible and decisive in the personality that we acquired throughout life. Tiani Brunelli, Talk about punishment as perpetuator element throughout history and how it has gone from a stiffness in the educational model of the mid of the last century to a permissiveness excessive late twentieth century and early twenty-first to reach the conclusion that when the educate or is rigid, the child learns, but usually does not feel love and when the educator is weak the child is happy, but learns, rather

little. Why Tiani Brunelli proposes to considerer about loving education and firm education.

This introductory chapter generates the following four chapters a deepening of education based on the management of social skills and communication based on the experience of the limit. From chapter two to five topics as important as educating from kindness, deal with the relationships, and the experience of the limit. When this lives right way, explaining the lower what is the reason for the limit and what is the exact point where you must stop, the young feels mature and able to make use of their skills and experience limit correctly.

The Chapters, sixth and seventh, dealing with the prevention of difficulties, the different stages of learning (explanation by the educator, experimentation by the child and checking of acquired learning) and its accompanying to the acquisition of competence to acquire. The eighth chapter is about discipline and gives the reason of because it is important to use this term from which is the ability to order thoughts, feelings, words and actions based on a purpose. The discipline occurs thanks to a free and conscious choice.

Finally the author through the last two chapters try to explain that any process can be improved and to develop a skill is always determined we must follow a series of steps, such as firmness to the goal and stay in the effort to get it. He concludes the book inviting the reader to discover the beauty of each person. This has been during all the work thread. Beginning each chapter with the question do something nice for me? Which answers a child or a young person and the response serves introductory link for the chapter.

It is a practical book, but with deep reflection, this book is an elaborate work throughout years

of educational experience which creates two processes in the book. On the one hand, share a few ideas starting from the work done by the author and on the other hand delve into a type of education which is not usually give or dealing in educational instances, as it is emotional education, this manual in a way positive. With vocabulary and terms in the field of education, but affordable

reading for anyone interested in improving the education of children. So it makes this book required reading for educators and families that have children and young people in charge.

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SISTEMAS Y POLÍTICAS DE BIENESTAR. UNA PERSPECTIVA INTERNACIONAL

Pastor, E. (ed.) (2017). Madrid: Editorial Dykinson, 211 páginas. ISBN.: 978-84-9148-407-3

Welfare systems and policies. An international perspective.

Social Work is at an important crossroads because it must face new challenges in a context of crisis that requires the professional to develop new ways of facing situations that demand new solutions that can not start from the individual, but must be built from an international perspective. In the case of welfare systems and policies, this international perspective is essential to overcome challenges in a global way and to learn from the different experiences of different countries that contribute to a necessary discussion and analysis on matters of interest and socio-political impact. The book is structured around twelve chapters where unpublished research results are collected through contributions and research knowledge transfers, academics and international professionals from different universities, research centers, public institutions and social organizations: University of Milano Bicocca (Italy), Presses de l'EHESP de Rennes (France), Pablo de Olavide University (Spain), University of Murcia (Spain), University Michigan (United States), University Institute of Lisbon (Portugal), University of Education Distance (Spain); The Max Stern Academic College of Emek Yezreel (Israel), University of Vigo (Spain), General Council of Social Work (Spain), University of Buenos Aires (Argentina), University of Salamanca (Spain) and Public University of Navarra (Spain). The 21 authors of the different chapters are academics, researchers and Social Workers

from eight countries: France, Italy, Spain, United States, Portugal, Israel, Argentina, Mexico, all of them with great experience in research and with deep knowledge related to social welfare systems and policies from an international perspective.

The manual compares the different social welfare systems and policies that are currently being developed at the international level. In the different chapters the following examples of great interest are treated: social protection and activation social policies in France (chapter 1); the political practice in Italy and the incidence of social workers (chapter 2); welfare policies at the local level in Spain (chapter 3); the Welfare State in the United States (chapter 4); public housing policies and the situation of poverty and exclusion in Portugal (chapter 5); public and social policies in Israel (chapter 6); the system of social services and dependency in Spain (chapter 7); social policies in Argentina (chapter 8); policies for the protection of children in Spain and Argentina (chapter 9); the system and health programs in the penitentiary system in Spain (chapter 10), the ethics applied to social welfare policies (chapter 11) and poverty and exclusion from Social Work (chapter 12).

The book is coordinated by Enrique Pastor Seller, professor of the University of Murcia in the Department of Social Work and Social Services, specialist in social and community participation and mediation.

In short, this is an international research knowledge transfer book of high strategic interest that aims to contribute to the analysis of current social welfare systems and policies and will be very useful for professionals, teachers and students of Social Work from different countries thanks to its international perspective.

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