

## BOOK REVIEWS

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### HUMAN DEVELOPMENT IN FRAGMENTED SOCIETIES

Sáenz, K., Pastor, E., & Tamez, G. (2016). Pamplona. Thomson Reuters Aranzadi. 125 páginas  
ISBN: 978-84-9152-085-6

The work published by Thomson Reuters, within the bilingual collection Social Work Series Aranzadi, is part of a series of publications that address Social Work from different perspectives with an international focus. The book, in English, after an external review by blind peer, is the result of an international investigation Spain-Mexico. The authors: Karla Sáenz López, PhD in Political Science and professor in Political Science of the Autonomous University of Nuevo Leon (Mexico), Enrique Pastor Seller, PhD in Sociology and Professor at the University of Murcia (Spain) and Gerardo Tamez González, Doctor in Management and Educational Policy and director of the Faculty of Political Science and International Relations of the University of Nuevo Leon (Mexico).

The text, from an international perspective, brings readers a closer analysis and development of fragmented societies from an interdisciplinary perspective linked to Human Rights and focused on social development. The societies fragmented by wars and social inequality that are presented in the work, are linked to fragmented identities, an aspect that must be addressed from social work with a focus on human development. The text provides concrete measures from the local level, where peace, forgiveness, compassion, social capital, active listening and dignity are the key tools that the authors propose to facilitate the empowerment of people.

The book is structured in six chapters. In chapter one, the human and compassionate approach is presented as a transversal axis. It brings new strategies to address Social Work and the development of communities with a search for a new configuration of freedom, equality and solidarity in a symmetrical way among the different actors. In chapter two, the collective and individual responsibility for peace is developed. It presents a new approach to the concept of peace with dignity and humanity as a driver of change and fundamental axis. In addition, death in peace is demanded as a fundamental human right, in today's society fragmented by conflicts or wars. In chapter three, social capital is highlighted as a basis for local development and keys are provided in the processes of empowerment. Citizens, representatives and local actors are the fundamental axes to promote change in today's society, based on citizen participation from bottom to up approach as a fundamental characteristic to implement the changes. In chapter four, forgiveness and compassion are analyzed as strategies to achieve a reconstruction of fragmented societies. It is based on an analysis of the fragmented social situation and suggests forgiveness and resilience as a solution to reconstruct identities and current society. Through empowerment and positive thoughts it is intended to facilitate that people are able to overcome difficult situations. Then, in chapter five, citizen participation and democracy in social policies are analyzed as an indicator of quality of life at the local level. Citizen participation in the local sphere is the transversal axis of social work with communities and aims to guarantee power to citizens, necessary for their participation in social policies. Finally, in the sixth chapter, we reflect on

disintegrated societies as a consequence of wars, terrorism and exoduses.

In conclusion, we are facing a book of high transfer to the academic and professional world for human development in increasingly fragmented societies. Its reading is highly recommended for all those interested in deepening in Human Rights, human and sustainable development and citizen participation. Keys are provided to improve the situation of migratory exoduses, with a

humanistic approach and to socialize in increasingly individualistic societies through the defense of Human Rights. As solutions, humanity is used from an interdisciplinary perspective to address migration and exodus processes and provides solutions from the local through greater participation and democracy in social policies.

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## EDUCACIÓN NO FORMAL Y EMPLEABILIDAD DE LA JUVENTUD

Santos, M.A., Lorenzo, M., & Vázquez, A. (2018).  
Madrid: Síntesis. 157 páginas.  
ISBN: 978-84-9171-094-3

In a society where connectivity and mobility of human capital are currently prevailing, it is being observed that the impact that recognition of apprenticeships acquired from professional experiences is increasing, which are linked to different degrees, even at the university level. The present contribution brings the reader closer to the realities of non-formal education, through an exquisite and clarifying discourse.

*Educación no formal y empleabilidad de la juventud* is a monographic manual whose authorship belongs to the academics Miguel Ángel Santos Riego, Mar Lorenzo Moledo and Ana Vázquez Rodríguez, director and members of the research group ESCULCA-USC. They present non-formal education as another formative path of increasing importance, especially in relation to the labour insertion and employability of the younger collectives, both in Europe and Spain. At the same time, they stimulate its importance in relation to other issues such as the acquisition of skills for employability, which are transferable in terms of knowledge and skills. That is, understanding this form of education as a sign of connection between the labour and training dimensions.

The manuscript, broadly based on an updated and specialized literature, follows a spectacular and clear distribution composed of six chapters: *La educación no formal: concepto y aspectos definitorios*; *Juventud y educación no formal en el marco europeo*; *La educación no formal en el contexto español*; *La validación y el reconocimiento en el aprendizaje no formal*; *Juventud y competencias para el mercado laboral*; *El desarrollo de competencias a través de la educación no formal*.

The initial chapter presents the origins of non-formal education, serving very well as a guide

to establish and determine what non-formal education currently consists in, bearing in mind the concept's own implications and also offering a complete classification of it, according to its typology.

The second chapter tackles youth and non-formal education in Europe, taking into account topics that are currently relevant like youth unemployment, the responses that are provided from European policies to these issues and also the raise of non-formal education as an additional transversal measure in these policies. This chapter serves as a general framework for further deepening and detailed in the state of the matter in Spain, which forms the central axis of the third chapter. It focuses on how non-formal education has been initiated and projected in Spain and on its youth policies, linking it to the social participation of this collective in the Spanish context.

The fourth chapter includes all aspects related to the validation and recognition of non-formal learning. At first, validation is treated from its first approaches, through its development to finally become axes of European policies and projecting its possible future. This is done, therefore from a more global European perspective, to later be able to consider the Spanish reality itself. The competences are the key and common part in the last two chapters.

In the fifth chapter, a special importance is attached to the link between education and work, considering the current labour demands and employability. It is essential to take non-formal education as one of the key resources to improve employability and combat unemployment, especially among youth people.

The sixth chapter is entirely devoted to the development of competences through non-formal education, as well as to its influence in our society. It not only presents some non-formal education programs aimed at the youth population, but also provides findings and evidence of their effectiveness from the perspective of their own protagonists.

Using a rich, clear and congruently concise language, the text acquires a high level of description that hints at knowledge, supported by a fine foundation that forms the backbone of the text. Authorship contributes therefore, in a promising way, with contributions that preserve non-formal education as a model of training in competencies, which are currently in high demand and have an impact on citizen and professional development. Due to the success of several initiatives, they manage to transmit a hopeful vision projected on the future of Spanish and European youth employability.

### INTERVENCIÓN SOCIOEDUCATIVA CON ADOLESCENTES EN CONFLICTO. EDUCAR DESDE EL ENCUENTRO

Palacios, R. (2018). Madrid: Narcea. 224 páginas  
ISBN: 978-84-277-2469-3

Meet the demands of each student and pupil, needs, teach to live, educating in the effort, working together with the family and involve it in the educational process. Is this possible? You receive palaces, give answer to this question from your experience of life and profession, in which, through these pages, shows us a series of educational tools, based on a model and a methodology that allow to design personalized interventions based on emotional education and personal accompaniment of the teenager and his family.

When there is discrepancy between the learner (child, child, student, etc.) and the educator (teacher, parent, monitor, etc.) starts a conflict situation that provides the opportunity to address the situation to begin to learn a series of personal skills and social focused on negotiation and the achievement of agreements.

What aims this manual is to do a review on the theoretical framework to various theories and causes of homelessness and the social conflict to to weave from that solid thread that gives us the theory its own educational model in which to address the experience that gives us the practice to education in children.

He begins the book with an interesting foreword by Julio Yagüe which explains the pedagogy of the contract and its process of accompaniment, which highlights the own Yagüe the educational authority not nobody gives it more than boys themselves. Important nuance that will be common thread throughout the book.

Then comes an introduction featuring three teenagers and showing a touch of their life stories. The author includes some concepts on terms

The book unravels a formative strategy that fights for youth employability at a more than opportune moment. It provides a vision that could well become a key agent for the renewal of employability policies and the optimization of their quality from the evidence of the individuals themselves. Moreover, it contributes to participation and social commitment, sensitized with one of the current social problems that most concern.

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that appear in the manual and takes a brief look at what the reader will find. The book is divided into seven chapters, most already mentioned previously and a section of conclusions the foreword and introduction.

In the first chapter, *causes of homelessness and the social conflict* where it sustains the theoretical bases of what will be the practical development of the manual deals with different theories, such as the behavioral, the geneticist and the author adds Epigenetics and the Transgenerational inheritance. This last theory stands out because it shows as living beings beyond genetics and breeding model living beings, specifically humans, we adapt ourselves in one way or another to the environment that surrounds us.

The Chapter two *our teenagers* that a bridge between the theory of the former and the implementation of the third, shows how the concerns of adolescents of yesterday and today are very similar, but changed society, the tools with which we handle and therein lies the exercise proposed by the author of put ourselves in the place of the child. What through chapter three *knock or our model educational, palaces*, it proposes leaving the zone of comfort, and our methodologies and take the step to what we indicated our concerns. In detail it makes a review to establish the first encounter with teens, how to use the proposed tool, which is the educational contract, and how to develop it. In the next chapter talks about *the educational program*, developed as the initial interview, that methodology follow, observe, and act according to the dynamics of the Center and group class. Through a meticulous process explains how should be the educational program, which include weekly meetings and family tutorials. It is where is gives continuity to the so worked and systematic process that is explained in this chapter. If it is carried out with rig us has high chances of success. *And in The Chapter 5:*

*educational contract* explains what it is, the methodology to be followed and as a track to it. Thanks you for this chapter to discuss both the advantages and benefits and difficulties that we find in the process.

In the last two chapters the author speaks about *our response is strain* in the seventh chapter speaks of educational spaces the role of the teacher and the process teaching and ends in the eighth chapter, *our families*, the importance of the meeting with the relatives.

The final paragraph of the conclusions is in social terms, in perspective of classroom. Although a

good theoretical base note and should be noted that the author has been on the ground and their classroom practice has led him to make an essential manual for anyone who intends to improve its educational practice and reflect on a new educational model which It has good basis to highlight. I invite the reader to read the thread of the Hummingbird throughout the text to finally discover the why at the end of the manual.

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### LA METODOLOGÍA DEL APRENDIZAJE SERVICIO. APRENDER MEJORANDO EL MUNDO

URUÑUELA, P. M. (2018). Madrid: Narcea. 112 páginas  
ISBN: 978-84-277-2466-2

Adaptation to the environment is a constant request for schools. This transformation must be performed not only regarding physical environment, considered as the space where they are immersed, but also regarding time environment, considered as a time period with specific features and needs raised by society.

From the educational approach, a comprehensive training is pursued, taking into account academic, personal and sociocultural aspects of people. All of these aspects provide an ideal scenario for planification and implementation of Service-Learning projects, given that they are not only focused on the acquisition of academic knowledge, but also on the improvement of motivation of students and classroom climate, in order to reduce discipline problems, promoting education for life and a need for an attitude of service towards others.

In this book, the author seeks to offer a guide for the main steps to properly manage, articulate, build and develop Service-Learning projects in the field of Basic Education, since there are many publications that work in this line in the social and university fields.

The book, entitled *Methodology of Service-Learning. Learning by enhancing the world (La Metodología del Aprendizaje Servicio. Aprender mejorando el mundo)* is divided in nine chapters grouped in three sections. In the first one, we can find chapter one and two, which establish the necessary arguments to develop this kind of projects, highlighting some of their features. Likewise, it notes the need to perform more practices

of this nature, underlining the benefits that they can generate in the social and educational fields, bringing both elements together and starting from the experiential learning and community service, since the essence of education must focus on the full development of students, not only as acquirers of knowledge but also as individuals who belong to society. This way, this educational proposal underlines pedagogical possibilities of social environment, considering it as an essential resource to work from and for coexistence, being aware that, according to the author, in order to achieve a proper implementation based on this type of projects, both dimensions, service and learning, must be very relevant and well connected, finding a balance between them.

The second part of the book compiles the following five chapters, where the author goes even further in the aspects and elements characterising and conforming the Service-Learning, establishing its starting point, focused on the identification of an existing need in the environment, highlighting the importance of establishing which can be considered as social needs, which are their basis and characteristics and what will help to understand them, defining and designing the actions to be carried out in order to give adequate responses.

Uruñuela asserts that these responses will be provided through community service, and this is the reason why in the fourth chapter he defines the first element of this type of project: service, explaining the main features, the foundations approached from different perspectives and finally, its types, as well as some suggestions. The following chapter is focused in the second element: learning, noting that it must be intentional, in other words, it must have explicit aims, and it must be present before, during and after the service. Through several examples, the author established the different types of possible learnings categorizing them in three: academic learning, included in the curriculum of every subject, and ethical and

moral values and competences, both personal and interpersonal, including critical-thinking among others. The following two chapters present eight interesting experiences of Service-Learning, developed in childhood education, primary education, secondary education, high school and vocational training, explicitly clarifying the social needs detected in every case, the community service developed and the learning obtained.

In the third and last part of the book, the author, Uruñuela, includes a practical approach by proposing diverse ways to materialize and perform these types of projects. In the first place, chapter eight presents a descriptive planning, establishing ten steps required to develop, while chapter nine focuses on a systematic design including fifteen steps to follow in order to plan and develop a project of Service-Learning grouping them in five required strategies. Every methodology is explained with an example, useful to observe the proposal for each step in far more definite and precise way.

#### LA CREATIVIDAD COMO PROCESO PARTICIPATIVO Y DISTRIBUIDO. IMPLICACIÓN EN LAS AULAS

Clapp, E.P. (2018). Madrid: Narcea. 200 páginas  
ISBN: 978-84-277-2431-0

Youngsters from XXI century needs to know each other and themselves better than before to understand the world that surrounded them and also to participate in social process, a good way to do that is by participating in creative learning experiences or creative classrooms.

Coming from the premise that the ideas are the ones which are creatives, and not people as we usually believe, Edward P. Clapp, a professor from Harvard Graduate School of Education, tries to show us the world of creativity with this book and invite us to understand this concept, starting with the necessity of leaving cultural and social individual practices which affects schools and the development of the creativity inside classrooms. According to this author, creativity is not an individual competence, is a process which is collaborative and socially distributed. That is why in this book Edward P. Clapp pretends to extend and clarify the concept of creativity, giving us the keys to generate creative, participative, opened and distributed spaces, at the same time that he shows us examples of creativity classrooms and how it is possible to put theory into practice. To face with the complexity of this phenomena, the author, make us to reflex about things such as,

The book is presented as a practical guide, where every chapter includes activities enabling functionality of the mentioned contents, suggesting thought-provoking situations and questions.

In a nutshell, the book *Methodology of Service-Learning. Learning by enhancing the world* is a great partner for teachers who want a first approach to this type of projects. Due to the nature and structure of the book, its first reading and subsequent analysis and reflection assist in the establishment of the first steps of an education which is increasingly focusing on development and training of full individuals, taking into account and improving society at the same time.

Despite the book claims to be aimed at teachers belonging to the field of basic education, we can spread it to the maximum possible number of readers, since it can also be very useful for university professors who are starting to plan and develop this kind of projects.

Bárbara Mariana Gutiérrez Pérez

what sense has to face with the creativity from an individual point of view if we live in a world which is increasingly more connected and global? What we should do to understand creativity as a social, participative and distributed process?

The text is divided in two separated parts, the first one, chapters one to four included, tries to explain the theoretical framework of creativity, whereas, the second part, chapters five to eight included, is focused on show us good practices based on creativity classrooms and developed with youngsters from Boston city.

The first chapter shows the main creativity theories, starting from an individual perspective, through the sociocultural creativity theory and ending with collaborative and distributed theories. These latest ones, are treated in a deeper way along the second chapter, which ends with a framework for creativity participation. The third chapter is focused on explain how the individual traditions and cultural conceptions has adverse effects on the daily practice in classrooms. To face with this issue, the author, based on Dwek address as the false growth mindset, consider the five-creativity crisis on the educational field. Beyond this five crisis, the forth chapter describes other three crises focusing on the culture of power. Each of these crises are known by the eight barriers to the accessibility and equality in the classroom. In the end, these crises shape a critical point of view about the individual and alienated frameworks of creativity in educational spaces.

From the theoretical framework shown in this book, and considering the idea of the key role of creativity on the educational field, the fifth chapter invite us to rethink about the individualism in our society. The author uses an original methodology to approach this issue, the biography of an idea, that is, presenting a biography of a well-known person by their findings or achievements. For example, we can read about the biography of Albert Einstein but readapting as “the biography of the relativity theory” or Kurt Cobain’s biography as “biography of grunge” and also the biography of Hip-hop as the biography of a collective culture. Chapters six and seven presenting two creativity ideas on practice about innovative designs developed by students from Boston’s public high schools. Managed by the program ArtScience Prize. Thanks to these contributions, the author identifies the key roles of participation on these types of projects and practices. He identifies roles during the creativity process and pretends to demonstrate how the creativity is socially situated

and distributed among each participant in the project. Finally, the eighth chapter introduces creativity framework for participation, learning and development and offers some of the main important considerations for a good creativity practices on education.

In the end, creative participation offers us adapted methodologies to the XXI century. But to put in practice all of this, we need to change our mentalities, we need to change the classroom practice and promote a more collaborative, integrative, distributed and generated work inside classrooms. Teachers should forget about the individual approach and encourage students to be change agents.

According to the author “if we change the spotlight of creativity from people to ideas, we offer to much more people the opportunity of participate in creativity”.

Judith Martín Lucas