

BOOK REVIEWS

Miravalles, A. F., y Ortega, J. G. (2018).
Resilience in socio-educational environments.
Madrid: Narcea. 167 páginas.
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Turning to literature on Greek mythology, this book entitled *Resilience in socio-educational environments* leads us through the story of Prometheus and Epimetheus and Pandora and her box, full of divine blessings from Gods, where hope is the only thing that remains inside it at the end of the story. From the list of divine blessings contained in that box the editors chose hope to relate it to resilience, arising after the union of both concepts what they call positive expectations, as long as they go hand in hand with proactivity.

Over the seven chapters that are compiled in this book, the authors celebrate the arrival and reception of resilience in the educational community, presenting as a major goal the construction of multiple networks and circles of positive expectations, both within and outside this context, starting from proactive attitudes on the part of all actors involved.

Whenever professionals of education seek for academic excellence, it will be necessary to leave behind the idea of focusing on the weaknesses of the system and the educational practices. In order to achieve this goal, the authors suggest to conduct an action plan that highlights the implementation of projects which identify and bolster strengths, achieved goals and opportunities for development found in the educational sphere. This way, appreciative schools and socio-educational environments can be generated, enabling and promoting in every member the resources, values and strengths required to deal with diverse

difficulties, reframing situations and assessing positive possibilities, considering the future consequences at any time.

As mentioned before, this book contains different chapters where its authors provide their theoretical reflections and some experiences and good practices successfully conducted in the development of resilience in different environments and educational levels. In the first chapter, the contextualization and background of resilience is introduced, starting from the Anglo-Saxon school and spreading through European and Latin American schools. Subsequently and from this perspective, the author suggests a scenario which invites us to deepen in dynamics and possibilities to promote, work and develop practices and programs on resilience in socio-educational contexts.

In the following chapter, the authors show the importance and necessity of the “pedagogy of the question” and its use, which enabled human beings to raise questions such as “why” and “the purpose” of things, aspects that will not only help us in the acquisition of different learnings but also will give meaning to our experience and to life itself. This questioning of the meaning of life, of things and of our own existence is presented and analyzed by the authors from four different perspectives: i) the meaning from speech therapy by Viktor Frankl, ii) the meaning in the state of well-being, iii) the meaning from the existential realism by Alfredo Rubio and iv) the meaning from resilience.

The third chapter explains how and why humor can be considered as an element of resilience, in fact one of the most important. To illustrate this, both authors present a series of definitions of humor and many other concepts related to this

aspect, stopping to detail its benefits whenever humor relates to resilience. Afterwards, they display different application areas of this humor, ending the chapter with the proposal of several intervention strategies, distinguishing among: i) pedagogical strategies, ii) self-help to deal with problems and iii) helping others; emphasizing the variety of forms that humor intervention can be developed with the aim of promoting resilience.

The next chapter is focused on the role developed by forgiveness in resilience, being the ability to forgive an element of strength in the construction and development of resilience. Along this chapter, and based on diverse contributions from research, both authors provide different concepts of forgiveness, proposing later its close and direct relation with resilience, considering aspects such as: i) what prevents from forgiving, ii) what facilitates forgiving, iii) which is the process of forgiveness and iv) benefits of forgiving. After this presentation, we can distinguish between the vision of forgiveness as a feeling from the vision of forgiveness as the will of continuing life for himself / herself or others, focusing on the latter and locating this capacity as a transverse axis and measure element of the development of resilience.

Regarding the fifth chapter, the authors, belonging to the ADDIMA (association for the promotion and development of resilience), call for the necessity of a change of view, perspective and direction to respond the current reality of the professional educational practices, highlighting the need to elaborate methodologies and models to implement a resilient approach, considering this deficit. In order to collaborate in the solution for this, the authors share with the readers a series of steps to make this change possible and lasting. In parallel, they also offer some strategic proposals drafted by them and based on their professional experience.

In the next chapter the authors retroactively list some of the challenges and achievements related to universities, explaining that even

nowadays new challenges come to this institution such as the construction or improvement of a resilient university, starting from the rapprochement and interconnection of this social organization to two essential axis which are optimism and need, and backing it in the following basic pillars: personal factors, relational factors and community factors; all of them related to resilience and explained in this chapter. Likewise the authors delight us with diverse narratives and practices to perform by the resilient educator, ending with the display of a formative experience conducted in a higher education degree.

The seven and last chapter explains the importance and value of the image and its evolution towards what is now known as audiovisual resources, emphasizing their ability to recall feelings, emotions and memories. For this reason the author highlights the relevance of using cinema as a learning strategy, leading it beyond mere entertainment. Movies that are suited for the work on resilience are enlisted, and finally they display a practical example where work is conducted considering different questions which promote a resilient learning and meet the educational needs of students.

In essence, the theoretical and practice aspects of this book stand out, given that apart from contextualizing resilience -the main topic of this book- it also deepens in elements which support it and that are essential in its development, which enables the widening of the scenario and perspective around it. Likewise, along with the experiences, strategies and resources shared by different authors, this book can perfectly assume a role of guidance for every person reading its words, both from the perspective of education professionals or from a personal perspective, which merely pursues happiness.

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MORÓN MARCHENA, J. A., PÉREZ-PÉREZ, I., PEDRERO GARCÍA, E., (2017). *Education for Health and prevention of psychosocial risks in adolescents and youth*. Madrid: Narcea, S.A. de Ediciones.

Health Education as an essential element to achieve the well-being of the individual has been tackled over time from different perspectives with a common aim focused on promote a change of attitudes and, consequently, of behaviors leading to a healthy personal development.

The sociocultural collection displays a study focused on socio-educational work in terms of health and prevention of psychological and social risks, addressed to adolescents and young people and specially targeting teachers and professionals in the area of direct care. Its twelve chapters tackle the modalities for prevention and intervention in view of risk behaviors related to the consumption of psychoactive substances and criminal conduct, regarding the formal, non-formal and informal field.

The first chapter analyzes the role of the family and the school in the face of the main risk behaviors in adolescence. The importance and positive effect of the relation between family and school is highlighted, so that the second chapter can delve deep into the methodological framework regarding the prevention of problems linked to the consumption of drugs and the prevention of criminal behavior, as well as the levels of prevention and theoretical models where prevention lies.

The following chapters focus on define and conceptualize addictions, drug consumption, addiction to ICTs, bullying and risks linked to sexual practices during adolescence. Besides, the text provides several proposals and intervention projects that guide the development of preventive initiatives or implementations in the same vein.

The authors seek to offer a theoretical, methodological and practical framework for the

development of programs and intervention proposals which aim to promote health and well-being of people, reducing diseases or harmful conducts such as suicide, directly linked to risky behaviors during adolescence, a vital stage.

It is worth highlighting that the present book is an essential and interesting reading, and particularly recommended for all professionals of the educational and social field working directly or indirectly with adolescents and youth, as well as for parents, tutors and every person interested in Health Education, including students with a certain curiosity for the comprehension of conducts considered dangerous for them and their health, understanding this way the optimal development of their health and wellbeing.

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COEXIST WITHOUT BULLYING. SHARING RESPECTFUL RELATIONSHIPS.

Avilés Martínez, J.M. (2019) Madrid. Narcea. 117 páginas. ISBN: 978-84-277-2588-1

The social nature of human being demands an education based on cohabitation, but learning how to live in society and properly interact with other people is not an easy task; what's more, it is a challenge in the educational field. In spite of several decades highlighting the problem of bullying, searching for tools which can enable the detection, prevention and intervention on this phenomenon, it seems to be not enough to adequately manage these situations in educational centers, given that in many occasions there is a shortfall regarding ideas to deal with this phenomenon. The problem of bullying remains, and even when major advances have been made in the detection and intervention on these situations, we live in a moment when the educational environment should tackle this problem globally, holistically and cooperatively, leaving behind reductionisms which address bullying from the perspective of bullies and victims, and trying to target every actor implied, inside and outside the school environment.

In this line, the book *Coexist without bullying* displays the keys to understand the dynamics of bullying along with tools for reflection and management in order to deal with possible cases of bullying. The text is divided into five chapters, and it has been structured in two parts: on the one hand, a theoretical part which enables the comprehension of the dynamics of bullying from the

ecological and collaborative perspective and, on the other, a practical second part, where two scenarios for bullying in the class are proposed. Besides, in the section *To find out more* the author presents a compilation of resources, tools and up-to-date links to turn to. We will give a brief synopsis of each chapter so that the reader can know in more detail the content of the work. The first and second chapters place us before the phenomenon of bullying, tackled from the perspective of eco-coexistence, given that it is clear that bullying must be approached from holistic prevention and intervention frameworks. We find an updated analysis of the *descriptors of coexistence* and indicators that are being handled in order to prevent conflict and bullying situations. Finally, the author presents bullying clarifying and displaying its main concepts and structure. The third chapter invites us to reflect on the moral issue implied in bullying, exemplifying eight forms of moral disconnection in the face of bullying, and the psychological consequences that it causes in any of the participants: victim, bully or witness. The chapter four focuses on intervention, given that tackling the problem of bullying in these moments is an important challenge for the educational community (p. 57). It is important for every educational center to consider certain parameters in order to measure the climate of coexistence; in this sense, some general guidelines targeting the community, the educational center, the living group and the individual level are presented. Besides, there are six stages that an educational community needs to follow in order to create and formalize an anti-bullying project.

Chapter five brings us closer to the nature of this phenomenon; for that purpose, the author presents the analysis of cases as a methodology “that enables the collaborative analysis, using different deepening and zoom levels, regarding topics related to violence” (p.80). Besides, two practical cases are presented with tools to tackle them and give solutions. The first case is focused on physical bullying and cutting; the second deals with the management of a hypothetical situation of bullying in a classroom when it exists or might exist in a latent phase.

In the end, with this book José María Avilés Martínez shows a valuable and worked proposal that addresses the problem of bullying from

a theoretical, practical, moral and collective perspective, tackling it in every aspect such as *political, organizational, theoretical, practical, pragmatic and functional* (p. 11), presenting a series of interventions which can contribute to a decent solution for every actor involved in bullying cases. With regard to the structure and content, this work aims to every professional of education which is dealing with this reality or searching for a reference manual to train both in the individual and global perspective in order to face this phenomenon.

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