Miravalles, A. F., y Ortega, J. G. (2018). *Resilience in socio-educational environments*. Madrid: Narcea. 167 páginas. ISBN: 978-84-277-1805-0

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 Krankl, 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 pursuits happiness.

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