

Reviews

Moraleda Ruano, A., & Galán Casado, D. (2024, Coord.). Stigma and Education. An Approach to Equality. Narcea. 177 pp. ISBN. 978-84-277-3186-8

When a preface begins by placing the reader before themselves, it opens a path of encounters from the uniqueness of each person. This is how this paperback book from Narcea Publishing starts: “sometimes it is necessary to look back and face what your life has been up to that moment. Take a deep breath and take an honest look at who you are today and, of course, the bricks you have been building for that construction” (p. 7). Ten chapters to address stigma from different perspectives. A stigma that we have all known or experienced throughout our own history.

Conversely, being older, mental health, disability, multiculturalism, or gender are the topics that bring us closer to ideas not so far from our reality, even when we thought we were not the target, or when we were “often silent witnesses to experiences in which prejudice and judgments relegated someone close to us, people who walk beside us, also building their lives as best they can” (p. 8).

Stigma arises from our own citizen condition, a mark that in other times was branded on the skin to be seen and today is labelled with social approval in an invisible way, with a hostile and distrustful attitude, affecting the people who live with it negatively. For this reason, “people belonging to a marginalised group are labelled by others as abnormal, shameful, or undesirable” (p. 13).

Chapter 1 presents the current theoretical frameworks of reference, from the origin, components, types, and actions that lead to stigmatising a person or group, as well as their consequences. But how can we address this stigma through education? Chapter 2 focuses on this core binomial that gives the book its title: stigma+education.

The role of education as prevention is evident, and we all know “people who have overcome great life difficulties thanks to the institutional and personal support received” (p. 30). UDL, institutional resource bank, diversified methodologies, a new evaluation model, or an open curricular design can be political measures that can prevent stigma.

The third chapter introduces us to the socio-educational challenges

of drug addiction, from research that analyses the perception of university students in the socio-educational field in relation to their intervention with drug-dependent people. Attributing it to a personal choice can be the seed of the stereotype and stigma towards people who suffer from it, something that, according to the authors' approach, can be avoided "by combining theoretical, methodological, and practical learning from different levels of prevention and diversity of approaches" (p. 52).

The fourth chapter begins with a clarification of key terms in the field of sexual education (sex, gender, sexual identity, orientation, diversity) that need to be defined to understand how stigma in this area "originates when individuals deviate from the established social norms regarding gender identity and sexual orientation" (p. 62). The school can be the favourable environment to "offer comprehensive and systematic sexual education" (p. 67) and thus support the formation of positive attitudes to accept people's sexual differences.

A work focused on stigma cannot avoid including the multicultural perspective in education, because the usual starting point of this perspective is already impregnated with a negative view of diversity, because it pairs diverse with different, and therefore, with the need for specialised attention for difficulty. But aren't we all different? Don't we each embody diversity as a form of wealth? This multicultural diversity, which is the focus of the fifth chapter, must thus be understood as fundamental for the migrant, but also for the society that welcomes and constitutes itself as a multicultural community.

Chapter 6 shows us how the generalised need to use technology in all areas of life is not without problems, because its use has become a constant need to the detriment of the rest of the environment for some people. Cyberbullying, grooming, sexting, or techno-addiction are some of the terms linked to dangers that have arisen with the use of the internet. The chapter presents an experimental study with a university population focused on problematic use of networks and the support received through social networks.

Disability from the stigma perspective is the central theme of the seventh chapter, which focuses on a review of the research. Three social processes link stigma and disability: individual discrimination, structural discrimination, and self-stigma. Knowing or making disability visible can lead to less stigmatising attitudes. Harassment, social marginalisation, compassion, or infantilisation are terms linked to stigma from disability, which can lead to a decrease in quality of life and social participation.

The title of the eighth chapter brings us closer to dialogic practices in

this case for working with adolescents and mental health problems. Almost half of mental disorders begin before the age of 18, so it is essential “to carry out preventive work in educational centres, with a process that encompasses aspects related to emotional development, awareness of the stigma of mental health problems, and learning coping strategies and establishing support networks to mitigate these difficulties” (p. 130).

The social reintegration of people who have been in prison as a distance from a situation of stigma is the theme of the ninth chapter. This stigma, far from being a consequence for people who have been imprisoned upon regaining freedom, takes place from the entry into the penitentiary context, when the person must “adapt to the customs that the institution itself imposes” (p. 144). Penal stigma is not shown in isolation but infers with characteristics of each person’s reality: illnesses, self-esteem, drugs, or homophobia, among others. A stigma that does not remain stagnant in the person in prison but affects their closest nucleus, the family.

And the work ends by looking at stigma from ageism, “a set of negative stereotypes and prejudices associated with older people and the ageing process” (p. 161). A negative view of ageing can lead to attitudes of rejection, which sooner or later will affect us all.

Blanca Arteaga-Martínez

Vinuesa Benítez, V., López-Navas, L. y Pavón Vázquez, V. (2024). Evaluación nacional de la enseñanza bilingüe en España. Funciones discursivas y lenguaje académico. pp.113. Madrid: Dykinson. ISBN: 9788410707054

The volume “*National Evaluation of Bilingual Education in Spain*”, directed and analyzed by Vinuesa Benítez, López-Navas, and Pavón Vázquez, with the expert assistance of nearly a hundred researchers from across Spain and the management of Xavier Gisbert, focuses on the results of the ENEBE project. This project emerged from the need to reassess the procedures and values of

bilingual education in Spain, a topic that has garnered both strong support and criticism. In fact, *Revista de Educación* dedicated an issue to this subject in 2024, featuring contributions from renowned researchers. Over the past 30 years, bilingual education in Spain has experienced significant growth, largely driven by recommendations from European institutions. However, while each Autonomous Community has developed its own programs, the lack of uniformity has sparked debates regarding their effectiveness, beyond the political opinions that often fuel praise or criticism. While some scientific evaluations have yielded positive results, public perception remains skeptical, largely due to the limited dissemination of research findings. This is precisely why the ENEBE project, whose final study is reviewed here, proposed a rigorous national evaluation to measure students' linguistic competence in academic contexts and improve programs by ensuring their quality and effectiveness in learning content through a foreign language.

According to this valuable publication, the study involved 3,748 students from sixth grade (Primary Education) and fourth grade (Secondary Education - ESO), making it the most extensive research conducted in Spain, with a balanced sample of 50.2% public schools and 49.8% private schools (p. 44). The introduction justifies the need to assess all four language skills: reading, writing, listening comprehension, and speaking, something that no other Spanish test—including the high-stakes university entrance exam (PAU)—currently does. The study's objective is to examine the academic use of English, in contrast to the 2025 PISA report (<https://www.educacionfpydeportes.gob.es/inee/evaluaciones-internacionales/pisa/pisa-2025.html>), which will assess English proficiency in a more general manner.

The book is divided into several key sections. The presentation and introduction outline the context of bilingual education in Spain and the importance of evaluating its impact. The background and problem definition examine the evolution of these programs and the challenges they face. The justification section highlights the role of academic language in learning. The volume also defines its objectives and hypotheses, aiming to assess whether English use is balanced and if students can effectively apply academic English. The research design (Chapter 7) details pilot testing, examiner training, test validation, data collection, analysis procedures, and ethical considerations. The impact and dissemination section explores how the findings could influence educational policies. The results provide detailed

analyses of listening, reading, writing, and speaking performance across different education levels.

Finally, the conclusions, limitations, and recommendations propose improvements and future research directions. The book highlights small advantages for private schools, significant progress in spoken English, and a balanced overall performance, suggesting the need to expand the sample to include all Spanish Autonomous Communities. Among its limitations, it is noted that, as a non-institutional study, the sampling was done through a chain-referral method, meaning participation was voluntary. The volume concludes with recommendations for different educational stakeholders and raises the possibility of comparing its findings with the 2025 PISA report.

In conclusion, this is a well-structured and significant study, considering the resources available. Bold research like this is essential in Spain. In summary, this is a highly relevant open-access publication (<https://www.ebspain.es/index.php/ebspain/proyectoenebe#mas-informacion-6>), which educators and policymakers alike will find valuable, offering much to reflect upon.

Jesús García Laborda

García García, Mayka; Alcántara López, Lucía; Benítez Gavira, Remedios y Zarzuela Castro, Ana. (2024). *Thinking and acting on inclusion from different perspectives. The challenge of caring for people with dyslexia*. Madrid: Dykinson. 230 pp. ISBN 978-84-1070-531-9

The book *Thinking and acting on inclusion from different perspectives. The challenge of caring for people with dyslexia* offers a significant contribution to the field of inclusive education. Throughout its pages, the authors explore barriers and opportunities for dyslexia care within the educational context, addressing both theoretical aspects and practical experiences of intervention. This work is based on the premise that educational inclusion is a fundamental right and that it is necessary to rethink didactic and organisational strategies

to ensure the effective participation of all students. This work emerges from a proposal co-designed by the Dyslexia Cadiz Association and the Eduardo Benot Educational Research Group, within the framework of the research project *What are we forgetting in Inclusive Education?* A participatory research project in Western Andalusia. Through it, its participants listen to the voices of the people with dyslexia, their families, young people and teachers who live with this reality every day.

It is structured in different sections that offer a multidisciplinary perspective on dyslexia, combining pedagogical, psychological and socio-cultural approaches. Its main contributions include the recognition of dyslexia as an educational and social reality, highlighting the need to overcome the deficit model and move towards an understanding of dyslexia from a rights-based approach. Various pedagogical strategies are also presented, including the use of active methodologies and universal design for learning (UDL), which favour the participation of students with dyslexia on equal terms. Another noteworthy aspect is the valuing of reading clubs as inclusive spaces, where mediation plays an essential role in generating meaningful reading experiences. Narratives from students, families and teachers are included, which allow us to understand the socio-emotional barriers and levers in the learning of reading and writing. All this means that the book offers a comprehensive approach to dyslexia and educational inclusion, although there are some aspects that could be improved.

As limitations, we could highlight that most of the studies and experiences cited come from the Spanish context, which limits their applicability to other educational systems. Although inclusive strategies are addressed, it would be enriching to have more development on teacher training in educational inclusion and its impact on dyslexia care. An in-depth analysis of the educational policies that regulate dyslexia care in different countries could be carried out. As potentialities, it is worth highlighting its informative and accessible nature, which makes it a reference work for researchers, teachers and families. The combination of theory and practice facilitates the understanding of the challenges of educational inclusion and the inclusion of first-hand experiences enriches the content and brings a more human dimension to the approach to dyslexia.

Today, the debate on inclusive education continues to evolve, and this book is part of that debate by providing evidence and practical strategies for addressing dyslexia in the classroom. It aligns with the paradigm of rights-based education and promotes the transformation of pedagogical and organisational practices to ensure equal opportunities. It also highlights the importance of collaboration between different educational actors (teachers, families, institutions) to generate accessible and enriching learning environments.

Thinking and acting on inclusion from different perspectives is a valuable book that provides theoretical knowledge and practical experiences in dealing with dyslexia in education. It is recommended reading for education professionals, researchers and policy makers interested in moving towards a more inclusive and equitable education. Its content represents a significant contribution to understanding and addressing dyslexia from an inclusive perspective.

Susana Escorza Piña

Olondriz-Valverde, A. & Ramos-Pla, A. (2024). Deciphering the invisible: A holistic perspective on bullying by Olondriz-Valverde and Ramos-Pla (2024). Madrid: Dykinson, 123 pp. ISBN: 978-84-1070-729-0

The presented book stands as a groundbreaking contribution to understanding and addressing bullying—a phenomenon that profoundly affects the atmosphere in educational settings and often hides behind the daily routine. From its very first pages, the authors pave a path between theory and practice through a multidisciplinary perspective that integrates education, health, and law. This integrative approach not only allows for the identification of the multiple dimensions of the phenomenon but also fosters a coordinated effort among teachers, families, institutions, and students to prevent and respond to bullying situations.

One of the major strengths of the work is its commitment to empowering

educators, acknowledging the need to equip them with up-to-date tools and solid training. Beyond merely conveying information, the book promotes mediation practices and harm repair, facilitating reflection and personal growth for both victims and perpetrators. This perspective is grounded in the strengthening of community bonds and in building coexistence based on shared well-being.

The book is organized into ten thematic chapters, detailed as follows: (i) Awareness of bullying in primary school classrooms; (ii) Legal aspects of cyberbullying; (iii) Agonizing before suicide; (iv) School bullying, families, and suicide; (v) The Department of Education and school bullying: Situation, protocols, and tools in Catalonia; (vi) Contextualizing care: Teaching strategies for well-being and development; (vii) Treating school bullying with a video game; (viii) Slaps for everyone: Bullying in classic 20th-century comics; (ix) Bullying prevention from non-formal education: Current perspective and new challenges; and (x) Bullying and gender, research and prevention.

The analysis delves into the challenges of the 21st century, highlighting the need to incorporate gender and intersectional approaches, as well as the transformative influence of information technologies, as evidenced by the rise of cyberbullying. Furthermore, it emphasizes the importance of mental health and overall well-being, exploring innovative pedagogical strategies such as gamification and reading to rethink safe, respectful, and resilient school environments.

The book also underscores the urgency of promoting spaces for dialogue and community within educational institutions, creating safe physical and social environments. The development of protection maps and support networks is proposed as an indispensable tool to identify risk areas and prevent conflicts, ensuring a climate of peace and security in all school spaces—from classrooms to recess.

Moreover, the authors maintain that early and conscientious intervention is key to an education that includes emotional and social dimensions from the very beginning of schooling. Inaction in the face of bullying deteriorates the school climate and affects students' ability to regulate their emotions, manage conflicts, and understand interpersonal relationships, which can lead to anxiety, low self-esteem, self-harm, and even suicidal ideation.

Published by the prestigious Editorial Dykinson, S. L., which ranks fourth in the field of Education, this work stands as a beacon of hope

and transformation for those who aspire to build a culture of peace in the educational environment. The quality of the content is reinforced by the track record and diversity of specializations of its authors, among whom stand out Professor Leonor M. Cantera (a specialist in violence, bullying, and gender), Professor Gemma Filella Guiu (an expert in emotional education and school coexistence), Francesc Jové Vila (a psychopedagogue with extensive practical experience), Ramon Arnó Torrades (whose legal approach enriches the protection of rights), and Bibiana Garcia Sanfeliu (a specialist in family and community nursing).

In short, this monograph offers an in-depth analysis of a persistent problem and presents itself as an invitation to look beyond what is apparent in our schools. Its holistic and integrative approach makes it an invaluable resource for educators, families, and professionals committed to eradicating bullying and fostering environments based on respect and restorative justice. Without a doubt, it is a must-read for transforming educational reality and building a future in which every word and every gesture contributes to healing the invisible.

Prof. Laura Fornons Casol

Cacheiro -González, M.L., López-Gómez, E., González-Fernández, R. (Coords.) (2025). *Innovation in Early Childhood Education: From Theory to Practice*. Narcea. 270 pp. ISBN: 978-84-277-3233-9

The book *Innovation in Early Childhood Education: From Theory to Practice*, published by Narcea in 2025 and coordinated by María Luz Cacheiro González, Ernesto López Gómez, and Raúl González Fernández, is a valuable contribution to the field of early childhood education from the perspective of pedagogical innovation. The work offers a balanced approach between the theoretical framework and practical application in the classroom, making it a useful tool for both trainee teachers and active professionals, as it is the result of collaboration between the university and the school, with the participation of teachers from both spaces, which is essential for carrying out research that promotes educational innovation.

The book is divided into two main sections. The first, consisting of eight theoretical chapters, brings together contributions from university lecturers and school practitioners. It takes a structured approach to the main frameworks and lines of educational innovation, addressing topics such as collaborative work between teachers: how shared reflection and joint planning in teams of teachers is the driving force behind innovative processes, both in curriculum design and in assessment and the search for pedagogical coherence; the use of technologies from a pedagogical perspective: criteria are offered for integrating digital resources in early childhood education, beyond their mere technical use, seeking to enrich learning experiences, enhance creativity, and encourage interaction; attention to diversity: proposals are presented for adapting educational experiences to different rhythms and needs, with examples of inclusive support and methodologies that encourage the participation of all students; the constructivist approach to teaching written language: analysis of how to introduce reading and writing in a meaningful way, linking it to authentic communication, play, and exploration of the environment, as opposed to mechanical or decontextualized practices; the introduction of “provocations” and “mini-worlds” as methodological resources: methodological resources inspired by active pedagogies that generate situations of discovery, exploration, and symbolic play, understood as triggers for curiosity and knowledge construction; or how to deal with time in the classroom: we invite you to rethink how it is treated in the classroom, moving from chronological measurement to more experiential proposals, such as the construction of life stories, which connect the personal and social time of the students, and the adaptation of classic works: guidelines are presented for bringing universal texts, such as *Don Quixote*, closer to children through narrative, visual, and playful adaptations, favoring early access to literary heritage.

This section combines established theoretical frameworks with innovative proposals under development, forming a bridge between academic research and teaching practice.

The second section comprises seven chapters that cover seven practical experiences carried out in schools, providing concrete examples of the innovative content and processes proposed in the first part. These include: creativity and symbolic play through mini-worlds and provocations: scenarios designed by teachers are described that allow children to construct stories, experiment with objects, and recreate situations, encouraging divergent thinking and oral communication; the incorporation of digital resources during

the pandemic to ensure continuity of learning: it documents how, in a context of distance learning, digital tools were incorporated to maintain interaction, ensure emotional bonding, and continue learning at home with the involvement of families; inclusive care in classrooms with students with developmental delays: a case study of a classroom with students with developmental delays shows how the adaptation of materials, flexible schedules, and collaboration among teachers can achieve effective participation and shared learning; initial literacy based on meaningful communicative situations: experiences in which reading and writing are linked to children's real needs (posters, lists, messages), so that literacy makes sense from the beginning and is not an abstract activity; literacy linked to body movement and sensory exploration: activities in which movement, body tracing, and sensory experimentation become the basis for initial writing processes, linking motor and linguistic skills; the use of fairy tales as a narrative context to introduce mathematical concepts: well-known stories are used as a context to introduce basic mathematical concepts (classification, seriation, counting, geometry) through playful and familiar situations; or a project focused on natural heritage: under the title *Born to be natural heritage*, children investigate their environment, go on field trips, collect data, and express what they have learned through drawings, dramatizations, and murals, promoting environmental awareness and experiential learning.

One of the book's main strengths is its ability to connect theoretical reflection with real classroom experiences, which enriches both the understanding of methodological frameworks and their applicability in real contexts. The contributions, which are collective in nature, exhibit a wide diversity of approaches and styles, adding richness; however, this can also mean that the depth of the chapters varies somewhat.

Overall, *Innovar en Educación Infantil* is an inspiring work that invites readers to rethink teaching practice and build new ways of teaching from the child's perspective and the changing reality of the school. It is especially recommended for teacher training students, early childhood educators interested in transforming their classrooms, as well as trainers and educational advisors. With its up-to-date, pluralistic, and inclusive content, this book is extremely useful for moving toward a more creative and meaningful early childhood education that is committed to the challenges of the 21st century.

Patricia Díez Ortego

