

Castro Alegret, P.; Núñez Aragón, E. y Castillo Suárez, S.  
(2010) *The preventive work in the family context*. Pueblo y  
Educación, Cuba.

## REVIEW

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*The preventive work in the family context* is the title of an interesting book published in Cuba. Its authors: PhD. Pedro Luis Castro Alegret, PhD. Elsa Núñez Aragon and PhD. Silvia Castillo Suárez, lead the reader to think on key aspects related to family and education in Cuba.

The book has four chapters, where elemental aspects on the performance of the family in the prevention of risk factors of school delay and social dysfunctionality in children and teenagers are discussed.

It is valuable for educators and parents, because it examines topics such as communication within the family, the education of human relations at home, the psychological and social processes experienced by adolescents, family and the rights of children and young people, planning for the future, and the educative significance of the teachers' tasks for preventing difficulties in their pupils.

The first chapter, *The role of the family in the preventive work*, examines the role of parents as moral example for their children, as it refers to the importance of communication in the family for children and teenagers' education, whereas chapter two, *The focus of rights and education*, discusses aspects related to childhood and adolescence as object of the government and society agency.

A helping and understanding attitude is required of parents and teachers who interact with children and adolescents. The book will help them understand the bases and historic background of the Convention for the Rights of Children and Adolescents, as it pokes into the educational and preventive role of the school for the families' juridical and civic orientation.

The chapter introduces knowledge about normative documents relevant to the theme such as the Constitution of the Republic, the Family Code, the Code for childhood and young people in Cuba, juridical and legal instruments for the protection of children that rule the ways to educate them effective and efficiently, with the responsibility to benefit them and the society they will tribute to in the future, providing them with the authority to claim for protection, the satisfaction of their needs and their well-being in terms of psychological and emotional maturity.

Chapter three, *Families and minors at risk*, approaches the situations of social disadvantage in the family- student- communal context, which might have impact in the pupils' conduct and learning. The authors of this interesting book examine elements that favor problematic conducts or children and teenagers' vulnerability toward negative behaviors, as they socialize their experiences with children with families at risk and social disadvantage in need of personalized orientation and attention, and also experiences related to families with disabled children.

A fourth chapter, *education and orientation to parents for prevention*, compile considerations suitable for the family and children's education. The chapter introduces a discussion about the living conditions of children and teenagers in Cuba. It provides arguments on the role of communication among its members, as well as the educational procedures of control and orientation of the educational work of the family, the composition of the family and the attention it receives in our country. In this chapter you will find, besides, a debate on the challenges that educators face when working with families at present.

Furthermore, in page 76 a section entitled *Collection of themes for the education and orientation to the families* introduces us to pondering about communication at home and at schools. Questions as why some children refuse the study or which types of human relations we educate at home, bring us closer to the matter, and provide ideas to think about what can parents and teachers do, what happens when parents are too demanding, prejudices that affect parents and educators relations with teenagers, the role of the family to limit the influence of the socializing groups; which aspects affect and encourage children and teenagers' autonomy in planning their future, become ineludible themes for the present study on education in the family context.

Undoubtedly, this is an interesting book that all parents and educators should read, because it presents themes of universal interest about our children and teenagers' education, which makes us aware of the great importance of the family in education for life.