

Triana Mederos, M. y Fernández Silva, I. (2019). Special Education in Cuba: Current conception and perspectives. Review

Virgelia Cala Leyva^{1*} <https://orcid.org/0000-0002-5625-3790>

¹Universidad de Guantánamo, Cuba.

*Autor para la correspondencia: virgeliac@cug.co.cu

Special Education in Cuba has undergone a resizing in its conception as a result of the inclusive policies that have been implemented both nationally and internationally.

In this sense, there are several authors who have devoted their studies to this relevant topic.

This is the case of the book *Special Education in Cuba: Current concept and perspectives* (Triana Mederos, M. and Fernández Silva, I. 2019).

The text in question offers specialists, researchers and readers, in a general way, an overview of Special Education in Cuba taking into account the 2030 Agenda for Sustainable Development, consistent, specifically with goal number 4 aimed at ensuring inclusive, quality, equitable education that promotes learning for all.

The authors approach the way of conceiving Special Education in Cuba based on more than 50 years of continuous improvement both in educational policy and pedagogical practice, taking as a basis, among other issues, the results of research related to the subject matter.

On the other hand, the book reflects the importance of this education and all the specialized resources and care modalities that it makes available to people with disabilities in accordance with the diagnosis.

The book has a total of 112 pages and is made up of nine chapters, including testimonies of families and the bibliography used by the authors.

The essential content is structured as follows:

- Agenda 2023 and Special Education. Towards a more inclusive education.
- On the current conception of Special Education in Cuba. Starting positions.
- Special Education in Cuba, its modalities and specialized resources for educational attention.
- Educational inclusion in Cuba.
- Psychopedagogical diagnosis and Special Education. Implications for quality educational attention.
- Psychopedagogical diagnosis and educational inclusion of children, adolescents and young people with special educational needs.
- Special Olympics and Special Education. Complementary relationships.
- Testimonials.

The book "Special Education in Cuba: Current Conception and Perspectives" clearly shows the position adopted by the Cuban educational system in the face of the challenge of achieving quality education for the full development of people with some kind of disability, as an essential indicator for social inclusion.

The authors start with an outline of the Agency 2030 regulations and the role of special education to achieve inclusive education. From there, the positions with respect to recursiveness in educational attention, psycho-pedagogical diagnosis and the role of the Special Olympics in this purpose are presented.

It constitutes a bibliographic material of consultation both for specialists who work with people with disabilities and for those professionals who have the responsibility of professional training in universities throughout the country, as it is a reference of great actuality related to special education and its transformations in the context of educational inclusion.