



Sustainable Education: The Educational Response to Students with Disabilities

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Message from the Guest Editors

The educational response to people with disabilities is one of the challenges of education in the near future. Since 1990, the Incheon conference has established the idea of “Education for All”. Regarding this idea, reflections and actions have emerged.

On one hand, since the rethinking of the term, we talk about people with disabilities and also functional diversity, as an attempt to find a better definition of this group. We talk about answers from curricular adaptations to the design of a universal curriculum. We talk about the debate regarding the continuity of special education in education systems. On the other hand, the teacher training variable arises, in the sense of having teachers trained for all cases that may be presented in a classroom, or providing schools with professionals prepared for advisory tasks.

The aim of this Special Issue is to gather research on the ideas expressed pertaining to the educational response to students with disabilities, so as to provide a current, competent, and timely account of this area, thereby contributing to the advancement of a sustainable education in which no one is excluded.





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