METHODOLOGICAL GUIDE
FOR AN EDUCATIONAL TRANSITION TO HIGHER
EDUCATION FOR STUDENTS WITH DISABILITIES

INnetCAMPUS PROJECT

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1 | WHY THIS GUIDE?

Education as a human right is recognized in the Universal Declaration of Human Rights, among other International Human Rights Treaties, including the Convention on the Rights of Persons with Disabilities (hereinafter, CRPD), where its Article 24 is a reflection of the social model of disability (Oliver, 1996; 2009; 2013) and of the human rights model of disability (Degener, 2017) which implies conceiving people with disabilities as subjects of rights and not merely social beneficiaries.

The right to have an inclusive education of excellence refers to the right that all persons, without any distinction whatsoever, have to be educated on an equal basis with others in the same general education system, guaranteeing the adaptation of the education system to the diverse educational needs so each person can develop their personality, aptitudes, and capacities to the maximum of their possibilities, respecting the human dignity of every human being (Campoy, 2017).

In short, the right to education encompasses the right to inclusive education and is based on the values that underpin human rights, such as liberty, equality, dignity, and solidarity. In this sense, the Office of the High Commissioner for Human Rights of United Nations (2013) recognizes that inclusive education is the most appropriate modality for States to guarantee universality and non-discrimination in the right to education. As a result of this statement, the CRPD states that in order to exercise the right to inclusive education, systems must convert the right to education into the right to inclusive education. In the same sense, Muñoz Villalobos (2007), Special Rapporteur on the Right to Education, states that the existing human rights legal and programmatic frameworks clearly recognize inclusive education as an indispensable element of the right to education for persons with disability.

One of the main insufficiencies regarding the implementation of an inclusive education is the lack of development of the transition between educational

stages, in particular to higher education. The barriers to entrance at the different stages once they are no longer compulsory in nature cause a decrease in the guarantee of the right to education (Medina 2017).

In this regard, the Committee on the Rights of Persons with Disabilities (hereinafter, the CRPD Committee), the UN body of independent experts which monitors implementation of the Convention by the States Parties, states that "inclusion involves a process of systemic reform embodying changes and modifications in content, teaching methods, approaches, structures and strategies in education to overcome barriers with a vision serving to provide all students of the relevant age range with an equitable and participatory learning experience and the environment that best corresponds to their requirements and preferences. Placing students with disabilities within mainstream classes without accompanying structural changes (...) does not constitute inclusion. Furthermore, integration does not automatically guarantee the transition from segregation to inclusion" (CRPD Committee, 2016).

The Europe 2020 strategy, the EU s agenda for growth and jobs for the current decade has as one of the five key objectives, reducing school drop-out rates to less than 10 % of the proportion of people between 18 and 24 who leave education and training with a lower secondary level of education (Ec.europa. eu, 2018).

Despite this strategic plan, the CRPD Committee (2015) is concerned about the European scenario of inclusive education as appears in the concluding observations of the initial report of the European Union. In particular, the CRPD Committee "is concerned that in different European Union member States, many boys and girls, and adults with disabilities cannot access inclusive, quality education in line with the Convention".

At the EU-28 level, the share of persons with disabilities attaining a tertiary education level is lower than for non-disabled persons (15.5 % compared with 25.0 %). At EU level, the share of persons attaining "upper secondary and post-secondary non-tertiary education" levels remained fairly similar among

disabled and non-disabled persons (between 45 % and 47 %). However, there was a wider gap between the groups in the share of persons attaining on one hand at most a lower-secondary-level education and on the other hand a tertiary-level education. Among persons having a basic activity difficulty, a difference of 23 percentage points was observed between the lowest (38.9 %) and the highest (15.5 %) educational attainment levels (Ec.europa.eu, 2018).

With this in view, along with an absence of institutional action plans, aimed to improve the access of people with disabilities to higher education, this Methodological Guide emerges which was created in the *INnetCampus Project, Inclusive networking campus to foster the access to university of young students with disabilities* (hereafter, INnetCampus Project), funded by Erasmus + program in line with the Europe 2020 strategy, the Education and Training 2020 strategy and the Rethinking Education strategy—where ONCE Foundation is the sponsoring body and one of the partners in the development of the project, along with the Artesis Plantijn Hogeschool Antwerpen (Belgium), the Faculty of Law of the University of Lisbon (Portugal) and the University of Granada (Spain).

At the INnetCampus Project, students with disabilities in the European Union were the target with the aim to give them familiarity and experience of the university life by a week's residence on a university campus. Through it, a total of 88 secondary-school students from the three member countries—Spain, Portugal, and Belgium—have been able to make exchanges and attend campuses.

The students took part in a variety of activities:

a. Academic extension activities: these aim to introduce the educational/training opportunities on offer at the universities and the services that are available to students with disabilities, and the universities' structure.

b. Vocational guidance activities: this type of activity aims to take students through a catalogue of actions allowing them to identify talents and strengths, with a view to future professional skills.

c. Cultural and leisure activities: these activities aim to offer the young people leisure and cultural alternatives that are accessible and inclusive, making use of the resources available in the local community and environment.

Specifically, the INnetCampus Programme sets out the following principal aims and objectives:

1. To promote international mobility for young people with disabilities.

2. To encourage students with disabilities to attend university and to reduce the rate of early drop-out in this group.

3. To give universities the opportunity to assess how they measure up in terms of inclusion and accessibility.

4. To improve and promote the inclusion of persons with disabilities in the university community.

5. To learn from other countries in terms of support for persons with disabilities.

6. To spread good practice between the European bodies involved.

7. To improve the language skills of students with disabilities, particularly the use of English.

During the development of INnetCampus Project, as partners we observed an absence of guidelines or procedures which can guarantee success in the change of stages in the education system, so that students with disabilities who experience instability during the stage of transition towards University may be triggered to drop out or make decisions contrary to their true wishes and vocational or professional will.

Therefore, after the development of the INnetCampus Project, we can affirm that we faced a new objective and function of it that we had not foreseen: the INnetCampus Project works as a tool to do an analysis of the European educational reality.

In this way, we can offer a route plan through this Methodological Guide, with the main goal of modifying the situation of segregation and/or exclusion of students with disabilities in higher education and ensuring their educational transition between stages, guaranteeing thereby the right to inclusive education in Europe.

2 | OBJECTIVES OF THE GUIDE

Within this Guide's action plan, the objectives are divided into two groups: primary and secondary. This is because we consider that achieving the primary objectives will accomplish and lead to another series of second-order objectives, which are also important:

2.1 | Primary Objectives

1. To promote the effective implementation of an inclusive model of education that guarantees the presence, participation, and progress of students with disabilities.

2. To facilitate an effective transition for students with disabilities from the compulsory stages of education to higher education.

3. To promote the presence of students with disabilities who gain access to and successfully take part in university education.

4. To contribute to encouraging the development of inclusive educational environments at all stages of education.

5. To promote the implementation of training actions and guidance of teaching and research faculty in the university context, to assist in the creation of a truly inclusive educational community.

6. To guide in activities regarding tutoring and developing personal abilities that enable the empowerment of students with disabilities.

7. To promote improvements and innovation in teaching, as well as avenues of research in this area.

2.2 | Secondary Objectives

1. To contribute to developing the social model of disability as well as the human rights model of disability.

2. To foster a general social environment that guarantees accessibility and universal design for all persons.

3. To demonstrate clearly that inclusive education offers the best academic, personal, social, and economic results.

4. To improve the professional possibilities and future employability of persons with disabilities, by having access to more and better professional qualifications.

3 | THE TARGET AGENTS AND USERS OF THE GUIDE

In view of the situation with respect to inclusive education and unachieved goals in Europe that we have analysed, this Guide sets out to change that reality, aiming to guarantee and increase the real presence of students with disabilities at all stages of education, especially their access to higher education. The Guide, therefore, must be applied to the whole educational community and is especially for the use of the following agents and users:

3.1 | Guidance counsellors and advisers

Educational agents, particularly counsellors and advisers, are, during the first stage, the principal focus of this Guide and will, in turn, be of prime importance in implementing it. They will be responsible for putting it into effect and working with students, their families, and the rest of the teaching staff in order to achieve the desired objectives.

The importance of these agents in the implementation of this Guide lies, in our assessment of the INnetCampus Project, in their role as the main promoters of educational change and as the most suitable mediators for achieving an inclusive education in the educational community.

There are further reasons why they are one of the main groups addressed in this document, including:

- Training of trainers: having the remit and knowledge necessary to put into effect training activities about teaching and learning with the other agents in the educational community (students, families, and staff).

- Experts on educational resources: their knowledge about academic and pedagogical issues, community resources, and the social environment make the guidance counsellor the ideal implementer of this Guide.

- Mediating as agents of change: among the counsellor's roles is that

of mediator, both to resolve conflicts and to implement agendas and action that promote educational change.

- Advising the students and their families: the counsellor is responsible for dealing with aspects of guidance and advice for students and their families, whether on academic issues or in terms of personal growth and development.

- Diagnosing as a professional and intervening in socio-educational issues: among the counsellor's classic functions is that of diagnosing students' needs, but they are increasingly called upon to intervene to improve the situation and, in short, to ensure continuity in education and training. These aspects of the role mean that counsellors know the students and can work with them academically or personally, in ways that are fundamental to contribute to achieving a satisfactory transition between stages.

- Collaborating in the process of innovation, research, and experimentation: as an agent of change, the counsellor must be engaged in actions that bring about these objectives. Their direct participation in implementing this Guide achieves these functions directly.

3.2 | Students in Secondary Schooling (Lower and Upper)

This Guide is targeted at students with disabilities in secondary education, with the aim of helping them to achieve educational advancement effectively and in accordance with the values of the right to inclusive education.

The reasons for addressing these students directly in this process include:

- Too many are leaving education early: the figures for dropping out of full-time education are much higher for students with disabilities than for the rest of the student body.

- Limited employability and low qualifications: the level of employability of persons with disability is much lower than that of the rest of the

population. And those who are active are often in jobs with a low level of professional qualification.

- A situation of vulnerability and lack of rights: the large number of initiatives, regulations, declarations, and strategies, along with the social reality of poor accessibility, clear situations of discrimination, and lack of equity, reflect the fact that, even in the twenty-first century, people with disabilities do not enjoy full rights and should, therefore, become the primary agents for activities such as those proposed in this Guide.

3.3 | Teachers

The teaching faculty in secondary and higher education must be involved in implementing this Guide and achieving the objectives laid out in it. They must become a major focus as the main stakeholders in the process of teaching and learning. Teachers and lectures are the facilitators in the acquisition of knowledge, abilities, skills, and capabilities of students. They are responsible for their access to, the transition to, and progress in higher education.

There are other reasons why teachers and lecturers are an essential focus of this process:

- Taking diversity as part of quality, excellence, and teaching innovation: these aspects have undergone an evolution in how they are conceived, changing from being fundamental and elitist factors, accessible and available only to a few, to being seen as gaining in importance and impact if they are more widely shared. This means that these elements are at their most compelling when they are related to and united with the characteristics and success achieved by persons with disabilities.

- The role of teachers and lecturers today. Teaching and social function: starting from their educational function as spreaders of knowledge, the role of teachers and lecturers goes further, and they care for the person as a whole. This involves educating in values that will have an

impact on the development of the immediate surroundings, nurturing responsibility, mutual respect, and critical spirit.

3.4 | Families

Another major focus is the families and, as the principal agent of socialisation, they have to be included in the activities envisaged, as they need to know their children's rights in matters of education and work with them to vindicate these rights, supporting from the home environment, with complete connection to the activities taking place in the educational centres, working in parallel and in step with them.

Other reasons that relate to working with families in this context include:

- A shared objective between the families and the educational institution: to achieve the children's rounded and harmonious development, so in carrying out tasks that are shared, parallel and interconnected, they should work in such a way that the children/students are engaged in development and growth with a single direction.

- Family participation in education: this aspect is considered a basic right in democratic societies, enshrined in laws and regulations. Therefore, it is vital for families to take part in putting into effect the action that will impinge directly on their children's academic development.

- Empirical evidence: there is sufficient empirical evidence to indicate the great benefits that parental participation has for the students, the educational institution, and for the parents themselves (Martínez, 1992; Hornby, 2000; Sarramona, 2004, 2007; Sanders & Sheldon, 2009; Shumow, 2009; Jeynes, 2011; Grant & Ray, 2013).

- Educational quality: international bodies have been maintaining a new view that is emerging about family participation and its impact on educational policies. Thus, the European Commission, Directorate-General for Education, Youth, Sport and Culture (2000) consider that family participation is one of the indicators of quality in school learning.

3.5 | Public bodies with competence in Education

In this whole process, we cannot forget the crucial role of the education departments as the main bodies responsible for and guarantors of the right to inclusive education of quality. In this case, these agents are indirect targets of this Guide but necessary given the responsibility to fulfil and enforce this legal imperative by mechanisms to influence changes in governing and teaching bodies, and educational institutions in general.

4 | AN EDUCATIONAL TRANSITION PROTOCOL FOR STUDENTS WITH DISABILITIES

The following section presents a proposal for planning and action directed to the various agents involved from different levels where a coordination action across all areas is crucial.

4.1 | Activities for education professionals in secondary and tertiary education

Action plan 1: Training workshops

- To carry out a protocol for the transition between stages that promotes the access of students with disabilities to the higher educational stages.

- To train education professionals about inclusive education and disability, from a human rights approach.

- To set out experiences of good practices, showing how they can motivate and be a good example of how to work.

- To provide pedagogical and educational tools that give the teachers security in implementing these initiatives in their educational practice.

Content:

- The International Convention on the Rights of Persons with Disabilities (2006).

- Proposals from organisations such as UNESCO and its declarations (as well, as the Europe 2020 strategy for growth, European Disability Strategy 2010–2020, etc.).

- Domestic legislation about education.

- Clarifying the differences between exclusion, segregation, integration and inclusion.

- Defining the concepts, characteristics, and principles of inclusive education.

- Good practice with respect to inclusive education and research results.

- Active methodologies: project-based learning, gamification of learning, universal design for learning, etc.

Material resources:

- Rooms for training sessions

- Materials for working on the content through group dynamics (paper, pens, boards, etc.)

- Digital resources (computer, projector, internet access, etc.)

Human resources:

- Person(s) responsible for training: educational professional of secondary or higher education.

- Recipients: teachers of secondary and higher education and all those professionals involved in the educational process.

Proposal Summary:

Through these training sessions, it can structure the main training activities on the subject by creating a cooperative group encounter involving analysis and reflection. This can build up an understanding to undo prejudices and false ideas about this process.

In this sense, it is recommended for this type of session to maximise participation and communication, along with an exchange of ideas, creating a space to share

and acquire new guidelines and building knowledge through meaningful learning.

It is important to highlight the significance of these training workshops, where the basic goal is to influence teachers' and education professionals' beliefs, attitudes, and the hidden curriculum, as essential elements in the process of teaching and learning and crucial to achieving the Guide's objectives.

Prior to this workshop, an informative session should be held with all the teaching staff and educational professionals, where the content of the Guide is set forth and to engage the participants' commitment to collaboration in implementing it.

Action plan 2: Intervention at the higher education system

Objectives:

- To make a diagnosis of intervention priorities, in light of a previous analysis of the university's educational reality in terms of inclusion.

- To build truly inclusive educational environments. For example, set up a network of Inclusive European Universities that serves as a meeting for reflection and exchange of good practices.

- To create a network of Inclusive European Universities as a meeting group for reflection and exchange of good practice.

- To guarantee the right to an inclusive education at this academic level.

Content:

- Scales of measurement of educational inclusion.

- Analysis and diagnostic tools (for example, SWOT analysis).

- European regulatory and legal framework with regard to education and disability.

- References and examples of inclusive higher education environments

Material resources:

- Meeting rooms.

- Materials (paper, pens, boards, etc.)

- Digital resources (computer, projector, internet access, etc.)

Human Resources:

- Person(s) responsible for the intervention: educational professionals in secondary or higher education.

- Recipients: teachers of higher education and, professionals involved in the educational system.

Proposal summary:

Within the list of activities involving professionals at the various levels of education, it is important to have an impact in the area of higher education at universities, because of their own customs and the particular training of the lecturers involved. This situation means that a university relies upon specific actions to guarantee the right to inclusive education, establishing a framework of regulations both in terms of education and with respect to disability.

For these reasons, on the following list gives a proposal of activities to do at a structural, organisational, and pedagogic level:

- Creation of services to look after students with disabilities and guarantee support, resources, and sufficient measures so that students with disability are treated with equity at the university.

- Permanent training seminars for the academic staff with regard to disability and inclusion; teaching innovations in methodology and evaluation oriented to respond to diversity; research lines on the subject; incorporation of aspects related to inclusion and disability into the academic curriculum, etc.

- Training seminars or workshops aimed at the administrative and service personnel at the university to raise awareness.

- Organisational structures responsible for this matter.

Action plan 3: Developing the Intervention Plan for the students and their families

Objectives:

- To develop a plan of work and action aimed at students with disabilities in secondary education and their families.

- To involve the whole educational community (secondary and tertiary studies) in these activities, along with the social environment and its resources (associations for persons with disabilities and special needs, social and community services, etc.).

- To draw up a coherent proposal for the target groups that offers information and training, breaks down prejudices, and gives psycho-social and motivational tools that are useful for dealing with the transition to the next stage of education.

Content:

- Content relating to inclusion, disability, regulations, support, and measures for equity, etc.

- Work on psycho-social concepts such as self-esteem, assertiveness, communication skills, empowerment, etc.

- Elements of the University, its resources, and structure as an entity that welcomes new students.

Material Resources:

- Room for sessions.

- Materials to work on the action plan (paper, pens, boards, etc.).

- Digital resources (computer, projector, internet access, etc.)

Human resources:

- Person(s) responsible for the intervention plan: educational professionals in secondary or higher education.

- Recipients: students with disabilities at middle school and their families.

Proposal summary:

We aim to establish a work plan that takes into account the different forms of action with the agents addressed by the Guide. This Intervention Plan must be realistic and consistent with the intended objectives, together with the relevant content presented in the Guide, including the psycho-social aspects involved in this process of educational change (breaking down prejudices, motivational factors, work on empowerment and resilience etc.).

In this context, it is advisable to connect these activities with the community of the school as well with the university environment. Therefore, they can work in an integrated, general, and inter-connecting manner, creating a network of awareness, information, and training in relation to the rights of persons with disabilities. However, the proposal is prepared by each educational centre in a specific context, which means that it is open to incorporating special elements and any of the centre's own resources that are of interest. For this, it is important to have a group meeting of the agents involved or related in some way to the initiative to define the lines of collaboration.

Action plan 4: Intervention plan between educational stages.

Objectives:

- To establish flexible and steady communication and collaboration channels across all education levels, from secondary education to university studies.

- To achieve a joint and consistent course of action throughout all educational levels in order to avoid gaps in the access to different academic stages.

- To define shared objectives and pedagogical actions to guarantee inclusive education at all stages of education.

- To implement a plan of intervention (information, documentation) for the educational transition between stages, including the reception of students, through the model of inclusion.

- To guarantee an adequate transition between stages.

Content:

- The legal framework that supports implementing and guaranteeing the right to an inclusive education at all stages of education.

- Knowledge of inclusive measures to assist students with disabilities (supports, resources and measures, accessibility, universal learning design, etc.)

- Examples of intervention plans that offer a work scheme (actions, deadlines, documentation and student information, etc.).

- Documentation showing commitment to this action.

Material resources:

- Room for sessions.

- Work materials (paper, pens, boards, etc.).

- Digital resources (computer, projector, internet access, etc.)

Human resources:

- Person(s) responsible for the intervention plan: educational professionals in secondary or higher education.

- Recipients: Person(s) responsible for educational administration, management teams of educational centres of middle and higher education.

Proposal summary:

Periodic meetings will be organised for those responsible at the different stages of education (guidance counsellors, degree coordinators, teaching staff responsible for this action, etc.), in order to outline the basis for a protocol for transition between the stages by means of a course of action, goals, timetable, and cooperative and consistent approach at all stages of education.

In summary, this collaborative and formalised course of action at all stages of education aims to assure standards of consistency and rigour in the measures, support, and educational philosophy, giving a smooth and unbroken path, in order to guarantee that students with disabilities will enjoy their right to an inclusive education, as well as continuing inclusive lifelong learning.

Action plan 5: Evaluation process.

Objectives:

- To obtain information available on the current understanding of the educational staff about inclusion and disability.

- To carry out a diagnostic assessment of the situation of the education

- To collect significant data to know the initial situation of students and their families in terms of indicators such as a degree of satisfaction with the educational stage they are at, future academic prospects, level of self-esteem, motivation, image and perception of the University etc.

- To assess the feasibility and achievement of the objectives.

- To carry out a process for future improvement implementation.

Content:

- Research in the field of inclusion and disability as well as data collection and their correct use.

- Evaluation techniques (anecdotal record, observation, questionnaires, etc.)

- Material resources:

- Meeting room.

- Digital resources (computer, projector, internet access, etc.)

Human resources:

- Those responsible for the evaluation process: educational professionals in secondary or higher education.

- Recipients: teachers in middle and higher education, the students, and their families.

Proposal summary:

To find out the degree of satisfaction with and usefulness of the Programme as well of this Guide, we propose to carry out an evaluation process, aimed at the agents involved (education professionals, students, and families).

In this sense, it is essential to use as the main tool for evaluation and data collection, a questionnaire given to all those involved at the beginning and at the end of the process.

Likewise, this evaluation process can be completed through the application of a qualitative evaluation through a systematic observation as well through an anecdotal record.

4.2 | Activities for families

Action plan 1: Group meeting with families.

Objectives:

- To involve families in this educational period to ensure coherent work with the students; this work emerges from the educational environment, and is reinforced and given continuity in the family environment.

- To offer the families, through workshops, psycho-social tools to work with their children on aspects of motivation, empowerment, reinforcement, etc.

- To break down prejudices about disability, academic progress, and employment.

- To set up spaces to share experiences, in order to provide recognition, reaffirmation, and mutual collaboration, as well as to generate motivation and impetus to achieve the planned objectives.

Content:

- Psychological: the Pygmalion effect, learned helplessness, resilience, motivation, assertiveness, self-esteem, verbal and non-verbal communication skills, etc.

- Pedagogical: inclusive education: characteristics, false myths and prejudices, educational transition, etc.

- Explaining best practice and real cases.

Material Resources:

- Meeting room.

- Work materials (paper, pens, boards, etc.).

- Digital resources (computer, projector, internet access, etc.)

Human resources:

- Person(s) responsible for group sessions: educational professionals in secondary or higher education.

- Recipients: families.

Proposal summary:

Based on the work plan previously established, families are invited to various meetings in which the following aspects, among others, will be dealt with:

The reasons for this initiative taking into account the regulations as well as the benefits of incorporating a system of inclusive education. These meetings will also deal with the Guide's content, objectives, activities, and the plan of action to put it into effect as a Programme, so that the families are fully informed about how matters will proceed, what we aim to achieve, etc.

The following meetings or workshops will deal with different aspects, such as learning about the university, the resources and action protocol, training in working with psycho-social skill for their children, etc.

During the first sessions, we recommend taking into account several issues, such as obtaining authorization to work with minors if needed. And also, it would be convenient to take advantage of the first meeting to run an initial survey that will serve as an evaluation of the implementation as a pretest.

Action plan 2: Individual meetings with families.

Objectives:

- To offer a space for individual attention to listen to the needs of each family.

- To answer any questions or issues that may arise during the course of the process.

- To develop various person-centred strategies for intervention.

Content:

All the content will be dealt with and families will be provided with all the information they ask for in relation to the area in question (educational and professional guidance, work on personal and psycho-social development, pedagogical and curricular adaptations, etc.)

Material Resources:

- A room space/office.

- Work materials (paper, pens, boards, etc.).

- Digital resources (computer, projector, internet access, etc.)

Human resources:

- Person(s) responsible for individual sessions: educational professionals in secondary or higher education.

- Recipients: families

Proposal summary:

It is necessary to set apart time for individualised work to attend to the specific needs of families in a private and personalised way.

Given how fundamental this aspect is and how necessary for properly putting the protocol into effect, the families need to be able to rely on a guide to answer questions, share feelings, fears, or even to receive recommendations and guidance of an academic or personal nature.

On this topic, we suggest establishing specific days for individualised attention in the project scheme, so that families can come to a previously arranged appointment, to avoid answering and dealing with requests in a random or disorganised fashion.

Action plan 3: Visiting post-compulsory education (upper secondary and university).

Objectives:

- To introduce families to a new educational environment for their child.

- To inform families about the structure as well as the resources, available support, services, and installations present in the new stage of education.

- To get rid of fears, prejudices, uncertainty or doubts about the new stage of education.

- To generate confidence and security in favour of the educational transition.

- To encourage families to be motivating agents for their children in this new period.

Content:

- Content related to the structure of the university and its governing bodies.

- Information about new concepts, such as credits, marks, and grades, the structure of degrees and postgraduate studies as well as the academic organisation.

- Knowledge about the personal implications of university: promotion of autonomy, independent living, improvement, etc.

Material Resources:

- Informative material (flyers, booklets, etc.) about the University, resources and services.

- Meeting rooms.

Human resources:

- Person(s) responsible for visits: educational professionals in higher education.

- Recipients: families.

Proposal summary:

This action is primarily intended for the university environment, where there is a genuine disjuncture or leap in culture, installations, organisation, structure, etc. Nonetheless, we broaden the picture to include post-compulsory stages in general, bearing in mind the differences in educational organisation in cases where starting a course of studies in post-compulsory education involves a change of centre, teachers, and school culture.

It is proposed to give families an information pack that summarises everything they have been told so that they can consult it at any stage of their childs application process, or his/her residence.

Action plan 4: School for parents.

Objectives:

- To create a space for meeting, reflecting, and mutual collaboration for families.

- To conduct talks, discussions, and seminars for information and training, on a periodic basis on matters of interest.

- To provide the parents with resources and skills that will enable the satisfactory development of the family group.

- To empower the families of students with disabilities.

- To create a movement, group, or forum to champion the children's rights that come from the families themselves. This objective is primarily aimed at places where there is little or no association activity.

Content:

- Schemes for associations or groups, agreement of statutes, representatives, etc.

- Management and organisation of groups and activities.

- Introducing the relevant legal framework to help families recognise situations of discrimination, how to report them, and on what type of infractions result in.

- Concepts and information related to different stages of development and implementation.

- Information about educational and psycho-social factors and working groups.

Material Resources:

- A room for meetings and shared spaces.

- Work materials (paper, pens, boards, etc.).

- Digital resources (computer, projector, internet access, etc.)

Human resources:

a team of managers and organization managers, either the families themselves or an external team.

Proposal summary

The idea of creating a school for parents is prompted by two issues. On

the one hand, there is a need to create spaces for families to meet and be empowered, so that they can create work and action networks and champion the rights of their children, to generate a collaborative movement with the various activities in this Guide. On the other hand, this scheme is proposed for the places where associations for persons with disabilities are non-existent or with limited impact.

4.3 | Activities for students with and without disabilities

Action plan 1: Inclusive workshops for students with and without disabilities.

Objectives:

- To inform students about the existence of this transition protocol as a socio-educational resource.

- To work with the student body on the importance of access to higher education at a personal, professional, and social level.

- To learn the positions and attitudes of students in general towards equality of opportunities, equity, and inclusion.

- To offer information and create awareness about the importance of these concepts.

- To create environments to promote a group of cohesion and mutual support among equals.

Content:

- A conceptual approach to disability, diversity, actions on the basis of equal opportunities, equity, inclusion, etc.

- Explanation and application of techniques for mutual support, collaboration, and coaching.

- The conceptual approach to the terms: self-concept, self-esteem, motivation, assertiveness, empathy, eliminating prejudice and stigma, etc.

Material Resources:

- A room for training.

- Work materials (paper, pens, boards, etc.).

- Digital resources (computer, projector, internet access, etc.)

Human resources:

- Those responsible for the workshops: educational professionals in secondary or higher education.

- Recipients: students with and without disabilities.

Proposal summary:

First, we recommend starting the evaluation process for students by administering a questionnaire that aims to find out students' opinions as a group on matters of inclusion, attention to diversity in centres of secondary education, and for them to express how they perceive the image and value of institutions of tertiary education like university.

This would be followed by an introduction about the general aspects of the Guide in terms of information and presentation, its objectives and activities, etc.

The rest of the specific content can be worked through in a number of themed workshop sessions, as they need some actual working dynamic to approach each aspect and to absorb them.

For this action, it is very important to set out an active, participative, and dynamic methodology that adequately combines posing practical questions,

role-playing, and life stories, etc., as well as theoretical and more reflective development. The goal of this methodological plan is to construct significant learning in the students, starting from their knowledge and previous experience to form and create new thought structures.

All the work with the students in terms of designing the activities, surroundings, and space should be prepared with attention to the distinct needs of the student group involved.

Action plan 2: Vocational and professional guidance workshops for students with and without disabilities.

Objectives:

- To find out the students' vocational preferences.

- To offer general information about the different areas of learning and academic degrees, as well as where they lead professionally.

- To encourage and motivate processes of self-orientation through social media and through new and emerging technology.

- To develop an individualized vocational and professional guidance plan.

- To motivate students, paying particular attention to students with disabilities, with the goal of their gaining access to higher education.

- To convey information about the different branches of learning coming from university professionals and students.

Content:

- A conceptual approach to the following terms: vocation, self-guidance, satisfaction, personal development, motivation, etc.

- Present the results of studies and research on university graduates.

- Introducing real professional experiences to help them in their decision-making.

- Digital information and resources to engage in processes of self-guidance and personal consultation.

Material Resources:

- A room or office.

- Work materials (paper, pens, boards, etc.).

- Digital resources (computer, projector, internet access, etc.)

Human resources:

- Person(s) responsible for the workshops: educational professionals in secondary or higher education.

- Recipients: students with and without disabilities.

Proposal summary:

This action embraces a wide variety of other activities related to vocational and professional guidance, such as the following:

- Visits to different faculties to show the students how the new educational institution is organised and structured.

- Informational talks and announcements at the faculties with students and university lecturers to explain the academic and personal experience at the university, type and lines of research, the different careers that a degree leads to, etc.

- Discussions with university students (with and without disabilities) to talk about their experience, in particular, what the university experience has meant for their academic, personal, and social development.

- Meetings with young entrepreneurs, with and without disabilities, and graduate students.

- Using resources of the environment and visiting entities and/or companies where an alternative vision is the norm.

- Creating common research projects bringing together with the secondary education centres and the university.

All the work with the students in terms of designing the activities, surroundings, and space should be prepared with attention to the distinct needs of each student in the group involved.

4.4 | Activities for students with disabilities

Action plan 1: Workshops on personal development and coaching.

Objectives:

- To define an academic goal for students with disabilities and determine the lines of action to achieve it.

- To accompany students with disabilities in the process of achieving the academic goal described previously.

- To work with personal factors, such as increasing self-esteem, self-conception, self-motivation, resilience, neurolinguistic programming, or coaching as a key to achieving it.

- To instill in students with disabilities the importance of personal work and psycho-social skills such as motivation, resilience, and empowerment to attain their goals.

Content:

- Coaching, empowerment, resilience, neurolinguistic programming.

- Self-conception, self-esteem, self-motivation, personal and psycho-social skills.

Material Resources:

- A room or office.

- Work materials (paper, pens, boards, etc.).

- Digital resources (computer, projector, internet access, etc.)

Human resources:

- Person(s) responsible for the workshops: educational professionals in secondary or higher education.

- Recipients: students with disabilities.

Proposal summary:

Even if this proposal can be tackled with a group of peers, since it deals with aspects that are important for young people in general and can perfectly well be extrapolated for them, we consider that it is more appropriate to conduct these sessions with only students with disabilities, in order to create a more personal and intimate context, oriented to dealing with factors that a priori affect persons with disabilities to a greater degree.

The activity could, therefore, be worked through in different sessions. First, set academic objectives and a roadmap to know how to achieve them. Secondly, deal with the different stakeholders involved in different thematic blocs/subjects. In this sense, there is a need to encourage a development of dynamic methodologies to end up with conclusions to apply to the individual cases of young people involved in the session. Lastly, different sessions should be dedicated to following up the process of achieving the goals, making sure to include issues of motivation and conflict resolution in accordance with the coaching process.

Action plan 2: Mentors and collaborators at the university. Support for students with disabilities.

Objectives:

- To make university students role models who can give support to students with disabilities.

- To train the mentor or collaborator in matters of disabilities and inclusion so their actions and functions would be appropriate.

- To give the students with disabilities a role model, valued as an equal, within the sphere of the university where students can approach him/her to ask questions, ask for advice, in short, bring richness to the socialisation of equals.

Content:

- General information on matters of disability: legal framework, types of disability, universal design, accessibility, etc.

- Training and specific information about each type of disability and how to intervene appropriately for each type.

- Training related to social and communication skills: empathy, assertiveness, etc.

Material Resources:

- A room.

- Work materials (paper, pens, boards, etc.).

- Digital resources (computer, projector, internet access, etc.)

Human resources:

- Person(s) responsible for the action: educational professionals in secondary or higher education.

- Recipients: students with disabilities

Proposal summary:

To guarantee a satisfactory educational transition, we consider it fundamental, especially at the stage of higher education which presents particular problems, to work on training programmes for university students to act as mentors or collaborators who can fill the role of companion for the students with disabilities.

Therefore, in a first phase, a proposal will be circulated to students inviting those who are interested to do training on the subject of disability and inclusion, giving them access to everything which is essential to fulfil their future role adequately.

Furthermore, the student mentors or collaborators are given full preparation about the organisational culture of the University: structure, organisation, and services of the university, so that he/she knows how to solve all the questions that are posed to him/her.

Lastly, we fully recognise that in this context the value of a mentor or collaborator does not lie solely in acting as and when the mentee asks or only to address academic issues, but should facilitate and help the mentee's inclusion in the university environment.

We propose that a university student who acts as a collaborator or mentor should be offered a reward in the form of a scholarship, credits in recognition, etc.

Action plan 3: Welcome and reception to the new stage of education.

Objectives:

- To accompany students with disabilities in the transition and progression to a new stage of education.

- To give students with disabilities the security needed to confront the change of stage without disjuncture's or drastic shifts.

- To guarantee that the students have all the support and resources they need to promote equity.

Content:

A real implementation of concepts such as equality of opportunities, non-discrimination, support, etc.

Human resources:

- Person(s) responsible for access to a new academic stage.

- Mentors/collaborators.

Proposal summary:

After the student has worked through the programme in an integrated way throughout the year(s) prior to moving—being offered information and training, and dealing with aspects of personal development, vocational guidance, and coaching—it is essential to be alert about the processes involved in the educational transition itself. In this, the student needs to be accompanied in order to be able to experience the transition without disjunctures or extreme changes.

Because the students have all the information and tools to deal with it, at this point it should only be necessary to pay special attention during the very first days and ask how his/her incorporation to the university is going, if there are any problems or difficulties in the new educational environment, and, to assure access to any support and resources the students may need. In this specific process, it would be convenient to deal directly with those students who demand this kind of support. This task could be undertaken by the mentors or collaborators.

In this context, once the student with disabilities is perfectly situated in their new educational environment, we should proceed to a group meeting to carry out the second part of the evaluation—qualitative together with quantitative—and have an exchange of opinions about the new stage of education, as well as his/

her level of satisfaction about the process of transition.

Similarly, there should be a meeting with the families, the guidance counsellors, and academic staff, whose conclusions and proposals for improvement must be incorporated into the results obtained from the rest of the evaluation.

4.5 | Example of joint action with all agents: "Inclusive campuses. Campuses without limits"

Objectives:

- To combat the problem of students leaving full-time education during secondary schooling.

- To work with young people on career guidance, personal development, and approaching university studies, as an element in encouraging them to access this stage of education through offering as authentic an experience as possible.

- To offer an experience that is truly inclusive, shared with persons with and without disabilities.

- To act as a diagnostic tool for the educational and social environment with respect to accessibility and inclusion.

- To implement activities in secondary education, in order to enhance this Guide's later proposals, such as those for the transition between stages of education, putting inclusive education in effect, etc.

- To increase the number of students accessing university, in particular students with disabilities.

- To contribute to achieving the social model of disability into practice as an agent of social change.

Content:

- University-related content: information about degrees, post-graduate degrees, research, organisation and structure of the university, etc.

- Information related to personal development: inclusion, disability, self-conception, self-esteem, accessibility, etc.

Material resources:

- Accessible accommodation and transportation.

- Consumable and technological items for the different dynamics and activities.

- Support products.

Human resources:

Counsellors and those responsible at the university, in close collaboration with each other. Academic staff and admin staff, etc. The personnel from the Campus itself, multi-disciplinary professionals, specialised professionals (specialists in sign language, assistants).

Proposal summary:

This joint action consists of convening young people with and without disability coming from secondary education to share a genuinely inclusive educational experience to encourage them to continue their academic education at university.

During one week, the participants live together and carry out personal development, guidance, and cultural activities, with the aim of giving them the information, motivation, and the tools necessary to fight early school leaving and promote their access to higher education.

5 | GENERAL RECOMMENDATIONS

The main goal of this section is to offer a set of general recommendations, which may be useful for the development of this Methodological Guide.

5.1 | Inclusive pedagogies to implement in the classroom. Active methodologies

a. Learning through projects: is a learning strategy that starts from two premises. On the one hand, taking a problem/real project, that encourages students to work as a team to find a solution. The project must be integrated into the curriculum, where the other subjects are needed in a cross-cutting way. For Harwell (1997), it is a learning model in which students plan, implement, and evaluate projects that have real-world application beyond the classroom.

b. Gamification: this is a learning strategy that uses the techniques, elements, and dynamics of games and leisure in teaching and learning activities, with the aim of improving the results, whether to absorb knowledge better, improve a skill, or reward particular actions, as well as to increase motivation, reinforce behaviours, and activate learning. This type of learning is gaining support in training methodologies owing to its playful character, which facilitates the absorption of knowledge in a way that is more fun, creating a positive experience for the student.

c. Multilevel teaching: is a teaching-learning planning approach that takes on individualisation, flexibility, and the inclusion of all students (in a shared classroom), without distinction or excluding anyone because of their level of abilities (Schulz & Turnbull, 1979). In short, this involves a strategy to put into practice a common curriculum for all, in line with the values of inclusive education.

d. Universal Learning Design: this is a pedagogical approach based on the concept of universal accessibility and universal design for everyone that derives from the field of architecture and building. It aims to ensure that all students can access the contents and objectives of the mainstream curriculum by means of a support system that helps to eliminate all kinds of barriers to access, learning, and participation for the students. This new conception of educational accessibility is understood as an essential condition for guaranteeing equality of opportunities in the classroom and is made up of three principles of action: offering various options to approaching/presenting content; offering various options for action and expression/participation; offering multiple means to engage/demonstrate understanding of what has been taught, the rationale of learning.

In summary, these active methodologies help in fitting the educational response to all the students and encourage situations of interdependence and mutual support. They enable the incorporation of a multitude of activities tailored to different levels and of exercises that work for different abilities. They make it possible for students to carry out their roles according to the potential capabilities of each one and to be assessed according to the different levels of performance.

5.2 | Tools to work to empower students with disabilities

Within integrated and cross-curricular work with students, it is essential to approach aspects of personal development. Important areas of concern should include:

a. **Self-conception:** this is basically the image that we have of ourselves, including our capabilities and our own uniqueness. This image is created from a number of variables, but it is particularly influenced by our interactions with the most important people in our lives.

b. **Self-esteem:** this is the worth that we give ourselves. Generally, it is an emotional value that individuals have of themselves and goes beyond rationality and logic.

c. **Self-motivation:** this is the key to motivation, as it is motivation with respect to self, giving the reasons, the drive, the enthusiasm, and the interest to undertake a specific action.

d. **Assertiveness:** this is the social ability that enables people to communicate their point of view in a correct and respectful manner, respecting other people's points of view. Assertiveness has to do with factors that are emotional and intrinsic to the personality. People with good self-esteem, for example, are more able to be assertive.

e. **Resilience:** this is the capacity that a person has to recover in the face of adversity, to learn from it for the future, and to turn it into something worthwhile for personal development.

f. **Empowerment:** this means developing people's confidence and sureness of themselves, of their abilities, their potential, and the importance of their actions and decisions in positively affecting their lives.

These traits can be worked on using techniques such as the following, as well as with another series of dynamics, the aim of which is their appropriate development:

Neuro-linguistic programming (NLP): this consists of a series of strategies that centre on identifying and using models of thinking that influence a person's behaviour as a way of improving its quality and solving problems. The aims of NLP include correcting cognitive representations, making them more useful, and giving a series of effective strategies and skills to adapt better to situations that arise day to day.

Coaching: this is a process of personalised training involving a large suite of tools that help to bridge the gap between where a person is today and where they want to be. By means of a series of questions, people are helped to learn, explore, and discover new beliefs that will lead to the achievement of their goals.

5.3 | Dissemination

Within the activities envisaged as part of the intervention plan outlined in this Methodological Guide, a fundamental element is the circulation of the Guide itself during the process of implementation. This means having a communication plan as part of the activities. This communication plan must aim to expand and publicise the Guide in three moments: before, during, and after.

With regards to promoting the Guide in advance: before putting it into action the protocol of this Guide, it would be appropriate to organise a publicity event with representatives from all levels of the secondary and tertiary educational world present, representatives from government, students with and without disabilities and their families, as well as partners from civil society who bring their resources to the initiative. The local media should be involved in this presentation to ensure the greatest publicity possible for the initiative.

Furthermore, it is important to communicate and to extend the various activities that are carried out in the implementation of the Programme. In this case, social media networks are of particular importance in spreading news of the initiative, as a tool for letting others know about the activities in real time.

Lastly, once implementation of the Programme has been carried out, and in light of the data obtained from the evaluation process, it will vital to organise an event to announce the most important conclusions and the application of the results. In this way, it will be made clear how far the targets that were set have been met and whether it is suitable to carry on with activities of this type to modify the educational and social situation of persons with disabilities.

5.4 | Collaborative network

The spreading of good practices can be achieved if a network of social collaboration is developed and actions can be promoted to implement the rights of persons with disabilities in the community environment in which this Guide, is implemented: higher or secondary education.

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