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Implementing Policies of Inclusion:

A Vertical Case Study of the Networks of Support for

Inclusive Transition Education of People with Disabilities in México

A dissertation submitted in partial satisfaction of the

requirements for the degree Doctor of Philosophy

in Education

by

Melissa Esther Mendoza

2023

ABSTRACT OF THE DISSERTATION

Implementing Policies of Inclusion:

A Vertical Case Study of the Networks of Support for

Inclusive Transition Education of People with Disabilities in México

by

Melissa Esther Mendoza

Doctor of Philosophy in Education

University of California, Los Angeles, 2023

Professor Edith S. Omwami, Chair

To truly provide inclusive learning spaces for all students, inclusive education must be provided

for people with disabilities during the transitional period from compulsory school to

employment. México's 2011 law of inclusion provides rights to people with disabilities for

access to education and professional training. In the interest of understanding inclusive education

for people with disabilities during higher education and vocational formation, this research

examines the networks of actors supporting this policy in practice through an analysis of its

networks of support. It seeks to understand the construct of disability, actors, collaboration, and

supports across the levels of implementation. A Vertical Case Study was adapted to examine the

actors, collaboration, and supports across the macro (global), meso (government), and micro

(local) levels of this policy in practice. Qualitative analysis was used to analyze two types of

data: documents and interviews. First, a systematic review was conducted to find policies and

declarations from México and global organizations focused on inclusion and people with disabilities. Next, interviews were conducted with those working in key government entities, program directors, and adult students with disabilities in higher education or vocational formation programs to understand what supports them in the implementation of this inclusive policy. Through an analysis of policies and declarations over time, it is clear the policy definition and construct of disability is not reaching local practitioners, nor is it permeating the full networks of support. The networks of support involved within this implementation in México include supports from the government, community, schools, institutions, and resources. These networks are collaborating through their information sharing, provision of accommodations, and program implementation. This research can inform policymakers and program directors of the supports necessary for this policy in practice. It highlights the importance of these supports in providing inclusive spaces for students so that they might be successful in their education. It demonstrates the need for collaboration across and within departments through information sharing, development of institutional structures, and allocation of funding. Furthermore, it points to the requirement that these networks both instill an inclusive culture and provide access to this education and labor practice.

The dissertation of Melissa Esther Mendoza is approved.

Daniel G. Solorzano

David Gumaro García

Scot Danforth

Edith S. Omwami, Committee Chair

University of California, Los Angeles

2023

Dedication

This work is dedicated to the many people in México who are working to provide inclusive

learning spaces and to further their own educational journey.

I would also like to dedicate it to my niece and nephew. I hope that the educational spaces you

grow up in are inclusive of exactly who you are.

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Prologue

As a teacher in a special day classroom, I worked within the special education system for several years. I was simultaneously encouraging students to be a part of their community while also working within a segregated classroom. I wanted to provide them with all of the opportunities to be with their peers but also saw that schools were designed to promote meritocracy and not to support all students. During my first year of teaching, I was in a Master's program and my Capstone Project explored the ways that countries have designed their special education programs in response to the Salamanca Framework of 1994. I became very interested in ways that governments, school districts, schools, and teachers could provide more access to students with disabilities and spent the next year trying to figure out where my part in that process was. It was then that I learned about the possibility of further research in this area and decided to pursue a PhD.

I started this research with an interest in inclusive practices and provision of services to students with disabilities. I believe that to make change within policies and their implementation it is necessary to understand the policies and the actual practice of implementation. I know that no policy is written nor implemented in a vacuum. There are many people who are part of the process of putting an inclusive policy into practice and I was interested in the ways that they support each other and in turn support the policy ideal in practice. I have had the incredible opportunity to learn from these people and from the students who are part of these programs. With this research, I hope to further our understanding of the networks of support, information, and access that are created through policy implementation and to continue our work towards including all students.

Vita

EDUCATION

Azusa Pacific University
Master of Arts in Special Education   June 2016
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    https://doi.org/10.1080/13603116.2022.2056643

Mendoza, M.E. & Heymann, S.J. (2022). Implementation of inclusive education: A systematic
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SELECTED PRESENTATIONS

Mendoza, M. (February 20, 2023) *Implementing Policies of Inclusion: A Vertical Case Study of the Networks of Support for Inclusive Transition Education of People with Disabilities in México.* Roundtable presentation delivered at CIES 2023 Conference, Washington D.C.

Mendoza, M. (April 20, 2022) *Inclusión y Diseño Universal.* Guest speaker for Integración Educativa Enfoques Actuales, Universidad Nacional Autónoma de México.

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Mendoza, M. (September 4, 2019) *UDL and Differentiation: Let's talk about it.* Presentation delivered at Teacher Education Program Faculty Retreat, University of California Los Angeles.

AWARDED FELLOWSHIPS

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Chapter One: An Exploration of Policy Implementation

Inclusive education requires our continued attention and intentionality. It is imperative that we remain intentional with our goals and attentive to the needs of all students within our communities. In pursuing inclusive education of people with disabilities, we must continue to further our understanding through research. This research seeks to understand the implementation of policies for inclusive education, including higher education and professional training, for people with disabilities during the transition from school to employment in México. It specifically addresses the networks of actors that are working at the macro, meso, and micro levels to implement this inclusive policy.

People with disabilities are identified as people with long-term impairments that in interaction with various barriers in society, can hinder their full participation in their community (UN General Assembly, 2006). Including people with disabilities fully in their community requires a commitment to inclusion throughout education and access to the labor market. Often, people with disabilities are not provided access to training in the employable skills that can be used to gain formal, informal, or self-employment (International Labour Organization, 2007). When they are provided access, a multitude of barriers and facilitators to inclusion have been identified within higher education and vocational formation institutions (Campanile et al., 2022; Fornauf & Erickson, 2020; Lister et al, 2022; Moriña, 2022; Taff & Clifton, 2022).

This research focuses on inclusive policies for students with disabilities transitioning out of secondary school as they seek further education and training in anticipation of entering the labor market. Here inclusive policies refer to any policies that are written to provide full participation in education for all learners and inclusion refers to any policies, strategies, or practices whose purpose it is to help students participate fully in their education (Griffiths, 2009).

Its focus on the networks of actors that are working to implement the inclusion policy will allow

for a better understanding of the relationships of those who are participating in policy

implementation (DeGroff & Cargo, 2009). Previous research has provided glimpses into the

complex nature of coordination between networks, and this research will highlight these

networks, their coordination, and context.

Global support for the education of people with disabilities can be found in The

Sustainable Development Goals, which include a list of indicators specific to inclusive

education. The 4th goal focuses specifically on education, advocating for inclusive and equitable

quality education through the elimination of disparities and the use of education facilities that are

disability and gender sensitive, effective learning environments (UN General Assembly, 2015).

This equitable education should also include the education that occurs beyond compulsory

schooling, during the transition from school to work. With the Convention on the Rights of

Persons with Disabilities (CRPD), the United Nations has advocated for the inclusion of people

with disabilities in all aspects of society (UN General Assembly, 2006). The declaration includes

the rights of persons with disabilities to have access to tertiary and vocational education.

Furthermore, the 2016 Committee on the Rights of Persons with Disabilities wrote General

comment No. 4 (2016) on the right to inclusive education, to center transition as part of the

features of inclusion (Committee on the Rights of Persons with Disabilities, 2016). General

Comment No. 4 outlines the needs for effective transitions from the school environment to

vocational and tertiary education and eventually, to employment. Previous research has shown

the need for a system to help people with disabilities[1] with the transition from school to higher

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[1] Language is important and I want to use language that honors those who are co-collaborators in this work. I would like to acknowledge that the disability community within the United States, as well as other countries, has asked that people use 'disabled people' instead of 'people with a disability.' This is a shift away from person-first language to identify-first language. In this paper, 'people with disabilities' or 'students with disabilities' will be used due to their

education and employment (Ebuenyi et al., 2019; Higashida, 2019). General Comment No. 4 affirms there should be reasonable accommodations provided during this transition along with equal assessment measures and certifications. Nevertheless, although the international agreements and reports advocate for inclusive education at all education levels, each country must make its own policy and practice changes for inclusion.

One example of a country who has been updating the rights of people with disabilities within their legislation is México. In 2011, the Ley General de las Personas con Discapacidad (General Law for Persons with Disabilities) was updated to be the Ley General para la Inclusión de las Personas con Discapacidad (General Law for the Inclusion of Persons with Disabilities) (García-Cedillo et al., 2015). The update included a focus on inclusive education with specific goals and indicators for this inclusion. It also specifically addresses transition through rights to vocational or professional training (Congreso General De Los Estados Unidos Mexicanos, 2011). This research was conducted not in the interest of evaluating the implementation of these laws but with the hope of learning from the implementation of these laws. It intends to understand how the implementation of this inclusion policy and practices at the macro, meso, and micro levels of society provide an opportunity for networks of support for inclusive education for people with disabilities.

Problem Statement

This research focuses on the implementation of inclusive transition policies at the macro, meso, and micro levels of society. It specifically addresses the networks of support created through the implementation of an inclusive education policy in México. In recent history, the

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presence in policies in both Spanish and English. It is written as such within the Convention on the Rights of Persons with Disabilities and within the General Law for the Inclusion of Persons with Disabilities, both policies that are guiding this work.

assets of people with disabilities have been ignored within the labor market and people with disabilities have not been provided access to vocational training (Conroy, 2018; International Labour Organization, 2007). There is such varied data on the employment of people with disabilities that there does appear to be some approaches to labor entry that are working. However, researchers need to identify which ones (Conroy, 2018). Higher education and vocational formation institutions are an important piece to understanding labor entry, but inclusive education policy implementation has been previously studied in elementary and secondary education (Benson, 2020; Chong & Graham, 2017; Schuelka, 2014). This research concentrates on the third level of schooling, tertiary education, including colleges, universities, and job training. It is important to understand the implementation of the inclusion policy at this level of schooling both to inform practice and to develop protocols for policy writing that can be used to reinforce and support implementation.

The responsibility of securing rights to education and employment for people with disabilities is entirely up to the CRPD signatories themselves. México is actively working towards the implementation of these rights and undergoes continued monitoring from the United Nations (Comité sobre los Derechos de las Personas con Discapacidad, 2014). México's 2011 inclusion law specifically includes a provision for education within transition by offering rights to training, labor integration agencies, workshops, technical assistance, and vocational or professional training (Congreso General De Los Estados Unidos Mexicanos, 2011). Although policy evaluations are another valuable methodology (Davies, 2012), this research is interested in understanding what is occurring in the present implementation. It is important that we understand this policy in practice as it works to provide access to higher education and the job market for people with disabilities. In their review of articles for a special issue on education policy

analysis, Young and Lewis (2015) noted it would be helpful to investigate further the vertical and horizontal interactions of actors to provide more insight into policy implementation. Furthermore, previous research has shown that there is a need for this research to include the voices of the many people involved in these programs (Paz-Maldonado, 2020; Cruz Vadillo & Casillas Alvarado, 2017). This research seeks to learn from those involved in transition programs to understand the networks of support at the multiple levels of policy implementation.

Research Questions

The purpose of the General Law for the Inclusion of Persons with Disabilities is the creation of an education system that is supportive and provides access both to learning and to employment. As the world continues to grow its understanding of inclusive education and countries strive for a more inclusive educational system, it is imperative that the implementation of this policy is understood. If effective change is to continue to advance inclusion, there must be a developed awareness of the networks that are collaborating at the macro, meso, and micro levels of policy implementation to provide equitable education to people with disabilities. The implementation of policy is directed, supported, and internalized by multiple actors (Bartlett & Vavrus, 2014). These actors are connected by their shared goals, forming a network of actors supporting this policy implementation. This network is created both to support people with disabilities and to support the stakeholders that are actively working to change the structure of the historically exclusive educational systems.

This research examines how the implementation of policies and practices at the macro, meso, and micro levels of society allows for and/or provides opportunity for networks of support for inclusive education for people with disabilities. The use of *actors,* or *implementation actors,* refers to the people or groups working towards the common goal of policy implementation

(Brinkerhoff, 1996). To truly understand the network of actors involved in supporting students and programs[2] in implementing this inclusion policy, we must broaden the understanding of *actors.* Here *actors* include any person, resource, or force that is supporting those who are implementing and utilizing the services provided by this policy (Bartlett & Vavrus, 2014; Chong & Graham, 2017). This means actors could be institutional, relational, or individual. An institutional actor works within an institution, such as the government or a university. A relational actor could be a friend, family member, mentor, or someone from the community who has a personal relationship with a person providing a service or a student utilizing the service. Finally, there are the actors who are implementing and utilizing these services themselves, the individuals who shared their experiences as participants in this research. It is important to understand the ways these actors work together, support each other, and understand disability. Therefore, the research was guided by the following specific research questions:

- What are the networks of support (both institutional and relational) for the transition education and assistance of adults with disabilities targeting labor and job placement in México?

- Who and what are the actors (institutional, individual, and relational) that are utilizing and building up these networks?

  o How do these actors support each other and students utilizing these programs?

- How is the construct of disability understood by the actors (institutional, individual, and relational) within these networks?

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[2] 'Programs' is used here to refer to a number of different educational experiences offered to students at this transition level including centers for accessibility within universities, job training, employment and life skills, and professional training courses.

These questions directed the researcher to map the networks that have been created through the implementation of the 2011 inclusion policy that provides for education within transition (Congreso General De Los Estados Unidos Mexicanos, 2011).

Research Objectives

This research was interested in understanding how the implementation of policies and practices at the macro, meso, and micro levels of society allow for and/or provide opportunity for networks of support for inclusive education for people with disabilities. There is a need to understand the ways that the system in support of transition has been built and how the implementation of the General Law for the Inclusion of Persons with Disabilities and the CRPD is progressing. This study examined the networks and systems of support that are being built and utilized by people with disabilities as they transition from school to employment. Although other network research attempts to name and construct the ties, bonds, and functions of each actor in the network; this work was less focused on defining the parts of the network and more interested in articulating the network of supports that are working together. It intended to name actors and how they collaborate but will not be examining the places of actors as situated within these networks (Borgatti et al., 2009; Ingold et al., 2021; Scott & Jabar, 2014). Overall, this project was driven by the desire to learn from current policy implementation and from people with disabilities. Therefore, this research was guided by specific objectives.

In any institution, education system, or government, policies will not be implemented perfectly. There will be areas for improvement and evaluation of the process will be necessary. It is very possible that researching implementation could lead one to learn how a policy is successful and how it is being challenged. However, the objective of this research was not to evaluate this policy or the work of those who are implementing it. Although research interested

in successful implementation or evaluation of implementation can be helpful, it is also important to understand the conditions and context of these implemented policies which is why this study focused on the support networks used in implementation (Honig, 2006a). The goal was to learn from the ways it has provided inclusive education spaces and to understand better what networks are created in the implementation of a policy.

In this research it is imperative to acknowledge that there are a variety of experiences for government employees, program directors, and students with disabilities. These may lead to differing opinions on inclusion and may mean that people have different evaluations of how the policy is working. It was important to include participants from a variety of spaces to provide a wider scope of experiences and learn from multiple perspectives. These actors speak to their own experiences and assist in another goal of this research: creating a more complete picture of the networks being utilized.

Finally, in addressing the construct of disability and the ways it affects the inclusion of people with disabilities, an understanding of how these actors understand disability was imperative. It is important to note that these actors, human and nonhuman, rely on each other to provide inclusive transition education. However, the way that disability is constructed, internalized, and reproduced affects the ways that policy is understood and implemented. Furthermore, it can affect how educators provide instruction to students with disabilities due to how their understanding of disability impacts their attitudes and expectations (Evans, 2008). Therefore, to truly understand the implementation of this inclusive policy, it was necessary to understand the construct of disability within this context.

Significance of the Research

Understanding the networks of support for inclusive transition education of people with disabilities will be helpful in implementing future policies, developing theory and methodology for analysis of inclusive education, and contributing to the understanding of inclusive transition education in México and the global context. First, there is a need for more research of networks in education policy implementation (Wohlstetter et al., 2015). Providing a fuller picture of the actors and collaboration involved in implementing this policy can help researchers to see what inclusive transition education looks like in practice. This research can both inform the implementation of inclusion policy and detail how systems of support are being created.

This study offers new directions in both methods and theory. It builds on the ways Vertical Case Studies have been used previously as it is the first vertical case study to analyze inclusive education policy for people with disabilities in transition with a focus on networks. Furthermore, this work builds on current critical theories of disability and inclusion to focus on practice and policy. The theories woven together here can be used to analyze[3] global and local communities' interpretation of disability and implementation of inclusion, as well as provide a tool for understanding the difference in experience for people with disabilities.

Finally, this research is especially significant for researchers, policy makers, students, and programs as they implement inclusive education within México. Since 2012, one year after the General Law for the Inclusion of People with Disabilities, few empirical studies have been conducted to understand the inclusion of students with disabilities in higher education in México (Paz-Maldonado, 2020). The research team behind one of those studies advocated, *"El éxito de la inclusión educativa depende de los distintos agentes y actores de la sociedad."* [The success

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[3] This analysis is not for the purpose of evaluation but for understanding the process of implementation.

of educational inclusion depends on the different agents and actors of society.] (Aquino et al., 2012, p. 17). This work illuminates the institutional, individual, and relational actors and their support networks within the inclusive education transition system in México.

Dissertation Structure

This dissertation begins by exploring the literature surrounding inclusive education, transition, policy implementation, and the context of México in Chapter Two. Necessary terms will be defined and explored as they relate to this research. In addition, the history of education and disability policies will be addressed, and context will be provided for the education system within México. This chapter will conclude with an explanation of the theoretical framework created for this work. This includes a blueprint that uses DisCrit, Actor-Network Theory, and Transformative Social Justice Perspective of Inclusion to collect and analyze this data. Chapter Three will describe the Vertical Case Study methodology and how it was executed at the macro, meso, and micro levels of implementation. This chapter will detail the data collection, analysis, and limitations at each level and the analysis conducted across all levels.

The following three chapters will discuss the findings for each of the primary research questions. Chapter Four provides the findings in response to 'How is the construct of disability understood by the actors (institutional, individual, and relational) within these networks?' It details the lack of consensus around a construct of disability in this policy's implementation. Chapter Five discusses the findings in response to 'Who and what are the actors (institutional, individual, and relational) that are utilizing and building up these networks?' and 'How do these actors support each other and students utilizing these programs?' The actors and the ways in which they are collaborating is detailed for each level and across all levels to understand the work being done for the implementation of the inclusion policy. Then, Chapter Six, offers

findings in response to 'What are the networks of support (both institutional and relational) for the transition education and assistance of adults with disabilities targeting labor and job placement in México?' This chapter provides visual representations of the networks of support in implementation at each level and one figure that encompasses the network of support for implementation across all levels. Finally, Chapter Seven closes with implications of this work, future directions, and concluding thoughts.

Chapter Two: Inclusive Transition Education Implementation Internationally and in

México

In this chapter, I will discuss the context of transition for people with disabilities in México. This will include the historical context of policy, as well as background for education, disability, and transition in México. First, several key concepts including disability, inclusion, transition, and networks, which are necessary for the research, are defined and then explored in the context of the literature review. Following these key concepts, this chapter will explore the history of both the United Nations and México as they relate to the education and rights of people with disabilities. The geographic, cultural, and educational context of México will be provided to frame the body of this research. All of this will be concluded with a blueprint of the theoretical framework used throughout this work.

Disability

The construct of disability has been created and has subsequently evolved overtime in the mind of society, reflecting the changes in perception of disability. These iterations of the construct of disability are often referred to as different models, approaches, or theories of disability and there have been many variations (Cluley et al., 2020; Mitra, 2006; Palacios, 2008; Söder, 1989). First, the epidemiological, or medical model sees disability as an abnormality situated within the individual that is directly caused by a disease, an injury or some other health condition and requires medical care and rehabilitation (Mitra, 2006; Söder, 1989). The main response to this model is to provide treatment and care with the intent to cure or adjust the individual's behavior (WHO, 2001). The social model moved away from the individuality of the medical model. It notes that disability has been constructed by others and differentiates between an impairment and its biology and the social environment where a person lives (Jones, 1996). It

says the origin of disability is not from the individual but from the way society is designed and requires social changes (Mitra, 2006; Soder, 1989). Furthermore, it questions the identity of disability as one that has been imposed through the social production of disability, thereby excluding and marginalizing people with disabilities (Siebers, 2008). Additional constructs of disability emerged following critiques of the social model that say it does not account for certain affects that an impairment may cause for a person (Cluley et al., 2020; Shakespeare, 2014).

These additional models attempt to account for a multitude of factors that can cause and/or affect disability. An example of this is the International Classification of Functioning, Disability and Health (ICF), an attempt to combine the two previous models (Mitra, 2006; WHO, 2001). This model, written by the World Health Organization, posits that there is a health condition that can affect body functions or structures and can also affect participation in different activities or life tasks. It also accounts for the environmental and personal factors that must be considered in understanding what may affect the body functions and structure, participation, and activities (WHO, 2001). Two other approaches also account for varying factors. The ontological approach seeks to analyze disability for the ways it is heterogenous, fluid, changeable, and individual to different experiences (Cluley et al., 2020). Additionally, the capability approach uses Sen's economic framework to frame disability as caused by impairment, personal characteristics, the resources available and the environment which can affect both capability and functioning (Mitra, 2006).

Within this research, disability is framed using the definition from the Convention on Rights of Persons with Disabilities (CRPD), the basis for this work. The United Nations (UN) provides the definition of disability in Article 1 of the CRPD. They say, "Persons with disabilities include those who have long-term physical, mental, intellectual or sensory

impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others" (UN General Assembly, 2006, p. 4). There has been confusion over the construct used in the CRPD's definition of disability. One researcher argues the CRPD does not give a definition of disability (Grue, 2019), while another argues the definition is aligned with the social model (Harpur, 2012) and another the ICF model (Kazou, 2017). In this work, this definition is classified as the adaptability approach which says disability is seen as the result of the interaction between a specific individual and his or her environment (Söder, 1989). This approach previously saw the individual as the one who needed to adapt within the environment, but it has also been argued that it can be used to see that the environment is the obstacle for those with differences (Söder, 1989; Reindal, 1995). Here it is recognized for its use of 'interaction' when describing how disability is created through an interaction between the individual and their environment.

Disability has been constructed alongside a hegemonic ideal of 'normalcy' that has allowed for the devaluing of people with disabilities (Connor & Gabel, 2013). It is imperative that we recognize the marginalization of the disability community so that policies can be created and implemented equitably (Brayboy et al. 2007). The definition of disability used by the CRPD and within this work acknowledges that disability is created through the interaction of an impairment and society. To analyze the ways that this inclusive education policy is written and implemented for people with disabilities, we must acknowledge disability as a construct impacted by both condition of impairment and society.

Inclusion

Inclusion is a term necessary for this work as this concept is the goal of the policies being studied. There are numerous definitions and conceptions of inclusive education (Page et al.,

2021). Throughout this paper inclusion is defined as "a term used to describe and promote policies, strategies, and practices which aim to enable all learners to participate fully in education" (Griffiths, 2009, para. 1). Previous research has declared inclusion an ideology that argues against the exclusion of students and for the valuing of all students (Brantlinger, 1997; Danforth & Rhodes, 1997). Here, the ideology is not the focus. This work seeks to understand the practices, policies, and strategies of inclusion so that all aspects that support the practice of inclusion can be analyzed and included in the network of support.

Researchers have developed an index to measure for inclusion of educational spaces. This index highlights the need for three dimensions: the creation of an inclusive culture, production of inclusive policies, and evolving inclusive practices (Booth & Ainscow, 2002). Inclusion can be especially difficult to provide in higher education spaces that are so controlled by merit and vocational capacity (Castro, 2022) but can also be dependent on a country's economic interests.

For example, a clear interaction between the economy and education can be seen in the funding models created for inclusive education. Funding systems inherently include incentives and disincentives that influence the types of services provided to people with disabilities (Parrish et al., 2003). The influence of the dominant economic ideologies is also evident in the structures of educational systems. In a study of four international contexts, Chong and Graham (2017) outline how education has become a free market that has led to competition both school-to-school and country-to-country. The competition invoked by neoliberalism and the incentives created through funding directly influence the ways that people with disabilities are provided services and inclusion is implemented. Furthermore, neoliberalism has led to increased exclusion and limitations within employment which in turn has led to a greater call for inclusion (Grech,

2009). Although unfortunate that neoliberalism has placed value on production over people, it is a system deeply embedded in society and one that students exiting the transition period must be prepared to enter.

Despite the economic ideologies that make inclusion difficult, it is necessary for providing equity. Juárez Núñez et al., (2010) argue that, "*cualquier estereotipo conlleva la segregación y el menoscabo de la dignidad de las personas. Por ello, la escuela inclusiva constituye una innovación y una apertura democrática para aceptar a los miembros de todos los sectores sociales"* [any stereotype involves segregation and impairment of people's dignity. Therefore, the inclusive school constitutes an innovation and a democratic opening to accept the members of all social sectors] (p. 42). Additionally, Artiles et al. (2006) and Parmenter (2008) argue for the need to abandon an individualistic idea of inclusion and focus instead on the collective for inclusion in both education and the labor market. This is important to note because this research focuses on the collective through networks. It intends to better understand the possibility for inclusion that is created through these support networks. There are multiple barriers to the implementation of inclusive education including funding, neoliberalism, competition, and stereotypes. To truly implement inclusive education requires inclusive culture, design, practice, and pedagogies (Booth & Ainscow, 2002, Page et al., 2021). Thus, as previously stated, this research will use a broad definition of inclusion to address any policy, program, or strategy that is aimed at providing full participation and access for all learners.

Transition

Transition is defined in General Comment 4 as the transition "from learning at school to vocational and tertiary education and, finally, to work" (Committee on the Rights of Persons with Disabilities, 2016, p. 4). Within this research it will be defined as any education experience

that is provided or accessed after compulsory education in preparation for employment. Transition education is an especially important part of providing access to the employment market. The International Labour Organization, or ILO, conducted a study of skills acquisition and work for people with disabilities in Malawi (International Labour Organization, 2007). They surveyed 224 participants and the two most frequently cited problems for finding work were lack of skills training (28%) and lack of jobs (21%). Through their research, the ILO determined several implications. They discovered there is a need to review the labor market and determine training courses that are relevant. Researchers in Malaysia who conducted a survey study of 99 students from three different vocational schools also suggest vocational programs be more responsive to the market's needs (Yusof et al., 2014). The ILO also found that the training should be adapted and suited to the interests and abilities of participants with accessible facilities for training and trained teachers. Finally, they seek policy and program measures to improve opportunities for people with disabilities to have access to training. Here the ILO focuses on job training, but there are also other types of programs in transition education (International Labour Organization, 2007).

Several studies have shown the need for a system to help people with disabilities with the transition from school to higher education and employment (Ebuenyi et al., 2019; Higashida, 2019). Programs linked to university campuses can vary both in teaching and in inclusion. A review of 25 programs on community college campuses in the United States found three types of programs: substantially separate (programs with exclusively students with disabilities focused on life skills and employment practice), mixed (programs that provide some interaction with peers but remain focused on life skills and employment practice) and inclusive (students have a choice in their coursework and are offered support as they progress with their peers) (Hart et al., 2004).

With this range of program types in mind, this research is intent on including various types of programs to fully understand the supports utilized in providing transition education for students with disabilities.

At the programmatic level, there has been research done to understand the facilitators and barriers to inclusion of students within transition programs. Facilitators can include scholarships and financial support (Taff & Clifton, 2022), peer or faculty mentoring (Griffin et al., 2016; Taff & Clifton, 2022), technology and assistive technology to support students (McNicholl et al., 2021; Smith et al., 2022) and ongoing training of those involved in implementation (Lister et al., 2022; Meyers et al., 2012; Taff & Clifton, 2022). In providing inclusive transition, access is a necessary consideration. A standard of access that goes beyond the physical environment to include access to electronic information is also necessary (Zorec et al., 2022). These access considerations are already operationalized through the use of Universal Design for Learning; a framework that has been utilized in education to meet the needs of diverse learners (Fornauf & Erickson, 2020). Above all, in the discussion of these facilitators and factors for providing access and inclusion, an institutional commitment to access should be made that prioritizes the promotion of inclusion through a shared culture and commitment to inclusivity (Fornauf & Erickson, 2020; Lister et al, 2022; Zorec et al., 2022).

The barriers to inclusion and accessing transition education spaces must also be recognized. Previous research has found that universities were more equipped for virtual accessibility than physical structural accessibility (Campanile et al., 2022), and challenges to inclusion in universities include lack of training, lack of support from the institution (Carballo et a., 2022; Odame et al., 2019), lack of transportation opportunities (Gómez & Jiménez-Serafín, 2018) and admissions policies (Villouta & Villarreal, 2022). Some of these challenges are related

to society's view of difference; it is difficult to include students with disabilities in higher education spaces that are so controlled by merit and vocational capacity (Castro, 2022).

Ensuring that disability accommodations are provided can be another difficulty (Castro, 2022). Research has noted prior training on disability can affect professor knowledge and willingness to accommodate (Papadakaki et al., 2022; Shine & Stefanou, 2022). Moreover, some students do not want to share their disability and/or accommodations with their professors. Multiple studies have found that students with disabilities are not always interested in sharing their disability with their professors due to stigmatization (Gow et al., 2020; Moriña, 2022). Although students have the clearest knowledge of their own coping strategies, they do not feel comfortable sharing (Moriña, 2022) and they express difficulties being included when professors do not have a full understanding of their disability (Tai et al., 2022). These barriers and facilitators to transition education have led researchers to note several implications. These include the need for assistance with transition through mentoring and internships (Odame et al., 2019), increased opportunity, development, and attendance of professional training (Lister et al, 2022; Shine & Stefanou, 2022; Taff & Clifton, 2022), and the promotion of inclusion through a shared culture and commitment to inclusivity (Lister et al, 2022).

In addressing this stage of education, the actors involved must be a constant part of the conversation. In a review of 42 employment intervention studies for youth with disabilities, ages 14-22 years, researchers found that all interventions involved more than one stakeholder and all but two studies included other supports that addressed how to sustain work (self-determination, independent living, transportation, etc.). The actors most mentioned in these interventions were school staff and agency providers, stakeholders involved at the programmatic level (Schutz & Cartler, 2022). In other research, family is an important support. A systematic review of studies

focused on students with Specific Learning Disabilities in higher education identified family support as the biggest support, specifically for the emotional support they provide (Gow et al., 2020). It is important that we understand how these various actors and supports are working together within these networks. This research seeks to further this conversation through an understanding of actor support networks addressing the implementation of transition education policies.

Additional Factors at Age of Transition

In understanding transition, it is important to consider other themes as well. The literature identifies two important concepts within transition education: self-determination and mental well-being. Both concepts are understood and experienced by the individual learner at this stage of schooling. For example, self-determination is defined in the Oxford Dictionary as "the process by which a person controls their own life" and within transition education has been discussed as an educational outcome that is about developing empowerment, choice, and control ("Self-determination", 2010; Wehmeyer, 1996). Promoting self-determination has been determined a best practice and an important aspect of educational programs for students with disabilities at the transition stage of education (Chambers et al., 2007; Wehmeyer & Powers, 2007). Self-advocacy is one component of self-determination and researchers have created a framework for the components necessary in self-advocacy. These include knowledge of self, knowledge of rights, communication skills, and leadership skills (Test et al., 2005). To develop these skills, research focused on self-determination has found there is a need for teacher training and implementation of strategies within an educational context (Chambers et al., 2007). Research has also found the benefit of family involvement and support in developing self-determination (Chambers et al., 2007; Morningstar et al., 2010). Still, no matter how it has been developed,

self-determination must be recognized as an important part of transition education (Chambers et al., 2007; Wehmeyer & Powers, 2007).

Mental well-being is another factor that must be addressed. As students are transitioning from compulsory education to higher education and then employment, they are experiencing a range of emotions and there is a documented need to understand the mental state of students (Park et al., 2020). Unfortunately, there are at times barriers to accessing psychological services on university campuses due to lack of availability (Goodman, 2017). In conducting an analysis of student experiences and supports at the transition level of education, it is imperative to consider supports that impact students' self-determination and mental well-being as well.

Labor Market

Transition education is preparing students that are moving from compulsory education towards the labor market and thus, an understanding of the labor market for people with disabilities is necessary within this research. Previous research has identified multiple barriers to labor market entry for people with disabilities in a variety of contexts including lack of economic ability, availability of valued employment, and discrimination both in entrance and salary (Grech, 2015; Turmusani, 2003; Tovar Samanez & Fernández Castillo, 2006). These barriers can be attributed to a version of 'economic closure', effectively keeping people with disabilities from moving throughout the labor market and up the economic ladder. Economic closure is an issue of social inclusion and exclusion in education, training, and the labor market (Brown, 2001). This exclusion prohibits changes and creates lack of opportunity. Transition education research can offer one way to determine what legislation might be helpful in eliminating these barriers. This work will address the networks of support in policy implementation to provide insight that can be used for future implementations of policies for inclusion.

Networks in Policy Implementation

Policy implementation in education can be extremely difficult to study because there are so many possible theoretical traditions to pull from. It is possible to pull from research in political science, diffusion of innovation, evaluation, organizational learning, organizational change, organizational leadership, professional development, curriculum reform, institutional analysis, network theory, and critical theory (Young & Lewis, 2015). This research is specifically addressing the networks created through education policy implementation, which still requires a synthesis of several disciplines. In their dissertation on implementation networks, Schroeder (2001) developed a definition that they crafted as a theoretical synthesis of political science, organization theory and policy science which says that a policy network is "multi-actor, multi-sector, semi-closed environment operating on interwove calculi of maximizing influence and resources" (p. 11). They expand on that idea through the definition of an implementation network which is a "'type' of policy network in that it is composed of the linkages between interdependent organizational actors" (p. 17). Within this research, these definitions have been adapted to one simplified version. A *network* will refer to 'linked interdependent actors connected by their shared goals.'

Besides a definition, there are also several other factors to consider in operationalizing a network. Networks include different relationships and associations that are developed in the creation of the network (Murdoch, 1998). These relationships rely on several types of coordination: information sharing, resource sharing, and join action. Information sharing is when one actor is communicating information with another. This could be through reports, email, or meetings. Resource sharing is the sharing or giving of resources between actors and can refer to training, vehicles, or materials. Joint action is an effort made by two organizational actors who

may be using their own resources but are synchronizing their actions (Honadle & Cooper, 1989).

Additionally, actors may not have a direct influence on the outcomes associated with a policy but

may seek out contacts or those in power to have influence over the process (Ingold et al., 2021).

Acknowledging the types of coordination possible between actors will be helpful in

understanding the network and its actors.

Within this research, actors will be categorized as institutional, relational, or individual.

An institutional actor works within an institution, such as the government or a university. A

relational actor could be a friend, family member, mentor, or someone from the community who

has a personal relationship with a person providing a service or a student utilizing the service. An

individual actor is the individual who I will be asking to share their experiences, someone who is

implementing and utilizing these services themselves. Within policy network literature, there are

multiple types of individual and institutional actors. Boundary spanners are organizational actors

that operate across the boundaries that have been created in organizational structures so that their

relationships are both inside and outside of organizations (Manev & Stevenson, 2001;

Wohlstetter et al., 2015). They may also be referred to as bridges or brokers because of how they

can promote the exchange of information between actors or groups of actors (Long et al., 2013).

There are also street-level bureaucrats. These actors are those who interact with the public and

are often most closely linked to the final implementation of a policy (Wohlstetter et al., 2015).

This research expands the understanding of these more organizational actors to also include

relational actors.

Network Implementation Research

Previous research has provided glimpses into the complex nature of coordination between

implementation networks, the policy networks that are comprised of linked, interdependent,

institutional actors (Schroeder, 2001). In an analysis of implementation of the National Environmental Action Plan in Madagascar, Brinkerhoff (1996) saw the need for coordination between organizational actors so that they could produce the desired outcomes and accomplish the policy's objectives. In this case, the threats to coordination included threats to autonomy, lack of task consensus, and conflicting requirements from vertical and horizontal linkages. Hoogesteger and Wester (2017) saw a similar lack of coordination in Guanajuato, México. Despite the creation of new networks and a common understanding for the implementation of policies for regulating groundwater use, collective action was not reached. We see the need for coordination in other areas of study as well. Business experts have shared that it is important for a team to share a clear, compelling goal and a shared mindset (Haas & Mortensen, 2016). Furthermore, in a review of frameworks for implementation of innovations, 23 of the 25 frameworks included creating a supportive climate with leaders and staff as a key step to organization (Meyers et al., 2012). Although these examples are from environmental, innovation, and business research, they provide helpful examples of findings within implementation network research: the need for coordination, a clear goal, and a supportive climate.

There are examples of education and policy implementation studies to draw from as well. In a study of education policy, more specifically the implementation of Common Core, researchers studied two school systems to see how the networks within each school system implemented Common Core. They found that one system's network operated as a wheel, one center hub with many spokes. They shared information on a school-by-school basis and did not share information school to school. The other system operated as a spider web with actors talking and sharing information across the network, which created a consistent mission and provided an easier transition to implementation of the Common Core curriculum (Wohlstetter et al., 2015).

Within education implementation research, boundary spanners have been seen as information managers. They have two roles in sharing and processing information: seeking out new information and translating that information into something usable that can be applied in the implementation (Honig, 2006b). This information sharing is a key part of the implementation of policies. First, in order to make policy decisions, information is crucial (Cohen, 1968). Researchers posit that institutions should share data they have collected so that the full picture of the program can be found through information sharing (Dawes, 1996). Moreover, this information can be used to adjust current implementation and be applied directly by those working in the field (Honig, 2006b). An understanding of the value of information and the need for information sharing is crucial in creating an understanding of the actors and collaboration involved in implementing educational policies.

Another example of these implementation studies focuses specifically on the implementation of the CRPD. In a literature review of non-governmental and international organization involvement in the implementation of the CRPD, one researcher found that non-governmental organizations are the actor group with higher involvement. They participate in advocacy, capacity development and awareness raising of inclusive education. International organizations were found to be more involved in financial support and monitoring of policies while a third group, researchers and experts assisted with training and creating policies (Schuster, 2022). Policy network research has often focused on the 'organizational' or institutional actors. This research will address the complex systems of interdependent actors that includes those in institutions and the community.

United Nations Policies on Disability and Transition

The UN is one advocacy organization, among many, who have been fighting for the global community to recognize the rights of people with disabilities and provide the necessary supports through policy and practice. To establish an understanding of the global context of disability, it is important to understand a portion of this history and how it affects the policies of today. Figure 1 shows a timeline of important agreements related to education and disability rights in the last 40 years. Several international agreements have focused on education for all at multiple levels, including basic and continuing education for adults. These include the World Declaration on Education for All from 1990 and the Dakar Framework for Action and the Millennium Development Goals from 2000.

In specifically addressing the rights of persons with a disability, the UN held a Decade of Disabled Persons between 1983-1992 in an effort to improve the living conditions for people with disabilities (United Nations Department of Economic and Social Affairs, n.d.b). One document that came out of that decade and focused on the inclusion of people with disabilities was The Standard Rules on the Equalization of Opportunities for Persons with Disabilities from 1993 (United Nations Enable, 2007). This document included a section on education that sought equality in primary, secondary, and tertiary education where people with disabilities could be educated with their peers (UN General Assembly, 1993). These ideas were further expanded upon in the Salamanca Statement, published just one year later.

Figure 1

Timeline of UN Agreements Related to Disability and Education
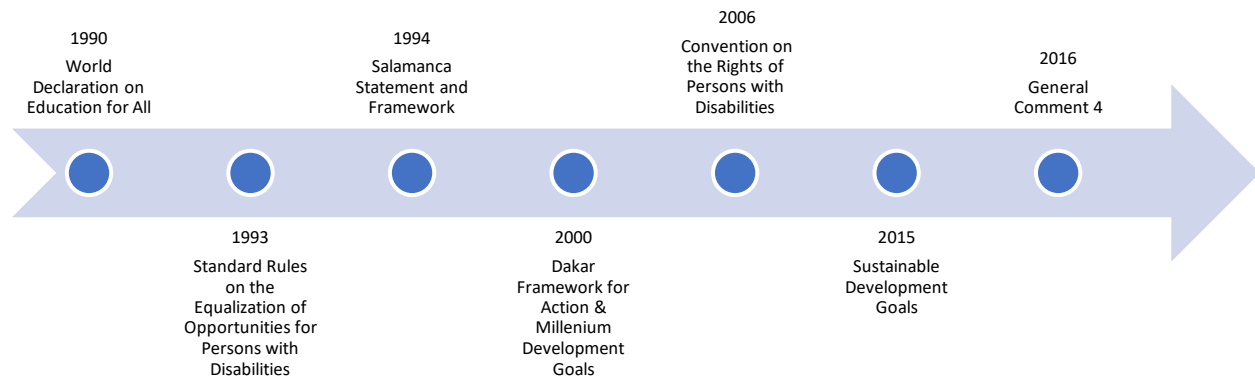
The World Conference on Special Needs Education: Access and Quality was held in

Salamanca, Spain in 1994 and attended by 300 participants representing 92 governments and 25

international organizations. This conference published the *Salamanca Statement and Framework*

for Action, adopted as a "worldwide consensus on future directions for special needs education"

(UNESCO & Ministry of Education and Science, 1994, p. 1). It was organized by the Special

Needs Education department at United Nations Educational, Scientific and Cultural Organization

(UNESCO) after they felt that the 'Education for All' documents were not accounting for

disability issues (Graham et al., 2020). The delegates at this conference agreed that inclusion,

specifically the inclusion of students with special educational needs, should be the future of

education and created a framework to outline what it should look like.

Several years after Salamanca, politicians continued to advocate for a conversation about

the rights provided to people with disabilities. The first proposal for a treaty focused on disability

rights came from México and was seconded by Brazil (Harpur & Stein, 2022). In proposing this

convention[4], México, and more specifically the administration of President Vicente Fox hoped to fill a hole that was evident in the current rights treaties. Previous documents focused on disability were not legally binding and the Convention would be an opportunity to write a legally binding document that would provide rights for people with disabilities and focus development in their interests (Parada, 2006). The CRPD and its Optional Protocol was adopted on December 13, 2006 at the UN Headquarters in New York and has been ratified by 100 countries in total (United Nations Department of Economic and Social Affairs, n.d.a).

This ratification came after a lengthy process of writing and refining the convention. The committee discussed at length multiple portions of the CRPD including the definition of disability. There was great disagreement over whether to include a definition, discussion over whether the ICF construct should be the definition used, and agreement that the social model should be used over the medical model (Kazou, 2017; Working Group to the Ad Hoc Committee for the Convention on the Rights of Persons with Disabilities, 2003). Still, researchers have differed in opinion in regards to the construct used to define disability in the CRPD (Harpur, 2012; Kazou, 2017). While the construct used is important, the true benefit of this document is the explicit detail of rights guaranteed.

The CRPD was developed to address the rights of people with disabilities in a variety of contexts including education and employment (UN General Assembly, 2006). Article 24 specifically addresses education and states that all people should have the right to develop to their full potential and participate in free society. Article 26 details the employment and rehabilitation options that should be available for people with disabilities. It asks that states organize and extend services and programs, including employment and education services, that

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[4] The convention was first proposed in 2001 and later held in 2006 (Parada, 2006; United Nations Treaty Collection, n.d.).

aid people with disabilities in being fully included in the community and achieving maximum independence. Article 27 lists the ways that people with disabilities should be provided the right to work (UN General Assembly, 2006). It includes the prohibition of discrimination, favorable work conditions, union rights, access to vocational programs and training, assistance in career advancement and finding jobs, opportunities for self-employment and entrepreneurship, jobs in the public and private sector, programs for returning to work, equality in the workplace and reasonable accommodations.

The CRPD gives several ways for the UN and UNESCO to continue moving forward in the advancement and enactment of these ideas. The document includes provisions for data collection, international cooperation and sharing of ideas, and the formation of a committee focused on implementation of these goals (UN General Assembly, 2006). States will report to the committee and the committee will report back to the general assembly every two years. In addition, it encourages future meetings such as the one held in 2016 by the Committee on the Rights of Persons with Disabilities. In this meeting they wrote *General comment No. 4 (2016) on the right to inclusive education.* This comment once again mentions the concept of transition as part of the features of inclusion. The document outlines the need for effective transitions with reasonable accommodations provided during this transition including equal assessment measures and certifications (Committee on the Rights of Persons with Disabilities, 2016).

The Context of México

México is located in the Northwest hemisphere and borders the United States, Guatemala, and Belize. It has a population estimated at over 128 million spread out in 31 states and one capital city. In México, the primary language is Spanish but there are also over 60 indigenous languages spoken. As a member of the Organization for Economic Co-operation and

Development (OECD) and the UN, México participates in many UN and OECD conferences. The OECD (2020) reports that in 2017 México's economic structure includes the highest rate of jobs in trade, repairs, transport, accommodations, and food services with the next highest rate in industry including energy. Furthermore, in 2018 the unemployment rate was at 3.3% and the World Bank (2018) classified México as an upper middle-income country. Still, in a measure of income inequality in OECD member countries, México ranked second highest in income inequality, earning a .42 on a scale from 0: complete equality to 1: complete inequality (OECD, 2023). In addition, the 2020 census found México has a population of more than 126 million people, 4.9% of whom has a disability (Instituto Nacional de Estadística y Geografía, 2021). México offers a chance to learn from a country that has been updating their policies to be more inclusive. To truly understand the networks of support there, is important to have a clear understanding of the cultural view of disability, the education system, and transition education in México.

Disability and Education Policy History in México

In building the context of transition within México, one must start by analyzing the laws that have led to the rights of people with disabilities. See Figure 2 for a timeline of these policies. Education for people with disabilities first began in segregated schools including the National School for the Deaf (1867), the National School for the Blind (1870) and the School for the Feeble Minded (1924). Censuses, first introduced in México in 1895 and modeled after the United States' and France's censuses, included the category of physical or mental defects. This continued for the following several censuses, even adding a further subcategory of productivity level. However, starting in 1950, this category was no longer considered and no data for people with disabilities was included in the census. Instead, the government chose to focus on policies

to alleviate poverty and did not specifically consider disability within that venture (Bustos García & Sieglin Suetterlin, 2006). This decision speaks to the marginalization and lack of consideration of people with disabilities (Annamma et al., 2018). Still, the first government action towards more widespread access was in 1959 when the Oficina de Coordinación de Educación Especial (Office of Coordination of Special Education) was created (Rhodes, 2000).

Figure 2

Timeline of National Policies Related to Disability and Education in México
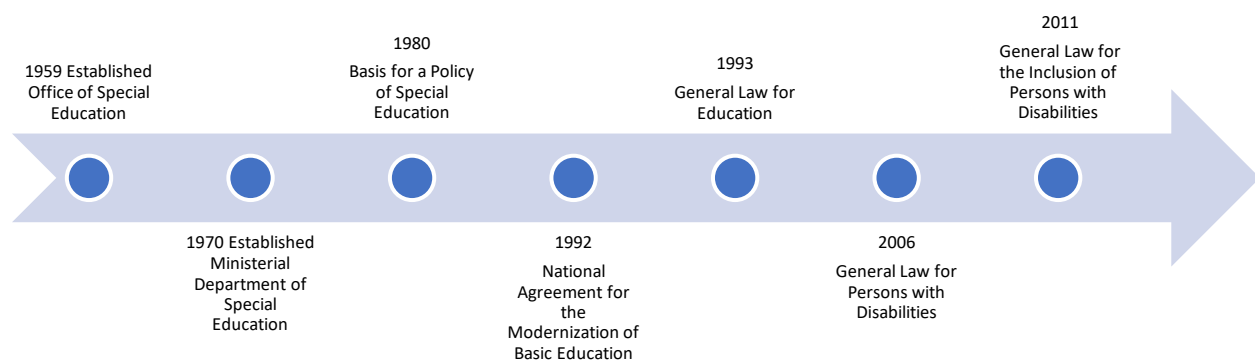
Then, in 1970 following UNESCO's recommendation to include special education services within general education (Hernández et al., 2006), the Ley Orgánica de la Educación (Educational Law) established the Dirección General de Educación Especial (Ministerial Department of Special Education). This department was able to establish state level special education departments and began to develop special education schools across the country (Contreras & Cedillo, 2013). In 1980, the first special education policy was introduced: Bases para una Política de Educación Especial (Basis for a Policy of Special Education). This created special education services and programs across all states (Rhodes, 2000). Still, without census data, it was difficult to know how many people with disabilities were seeking education within the country (Bustos García & Sieglin Suetterlin, 2006).

The first mention of integrated education occurred in 1992 with the signing of the

Acuerdo Nacional para la Modernización de la Educación Básica (National Agreement for the

Modernization of Basic Education) (Contreras & Cedillo, 2013). This was part of an effort to

align education with the economic interests of the country and focused on decentralizing

education and reforming the pedagogy and curriculum of teacher formation programs and was

considered a major foundation for the reformation of education in México (Sandoval, 2001;

Zorrilla Fierro, 2002). It should be noted that in these initial policy documents, integrated

education is the goal. In current global inclusion literature, integrated education can be used to

refer to cases where people with disabilities are provided access to classrooms of their peers

without differentiating the content or providing accommodations. Inclusive education is used to

signify inclusion of students with disabilities in classrooms by ensuring that the needs of all

students in the class are met (Bowen & Ellis, 2009). However, in the Mexican context, the term

educational integration was the initial articulation of inclusion for people with disabilities. The

documents are referring to what we currently know to be inclusion, which is not just a physical

access to the classroom presence but a full participation in all of the classroom activities.

(Fletcher et. al, 2003).

The following year in 1993, México passed the Ley General de Educación (General Law

for Education) giving students with special educational needs the opportunity to be in the general

education classroom. The law included Article 41 which provided for temporary service needs

and permanent service needs. The temporary service needs could be addressed through a brief

intervention (18 months or less) and served students with learning disabilities, speech and

language impairments and behavior needs. Students with permanent service needs attended

vocational and social development programs for children and youths with special education

concerns that were deemed 'severe.' These centers served students with intellectual disabilities, hard of hearing and deafness, visual impairments and blindness, autism, and physical disabilities. (Rhodes, 2000). These education provisions were in response to the UN Jomtien conference on education for all and subsequent revisions to the General Law for Education included the creation of special education centers[5] as a response to the Salamanca Conference of 1994 (Tomasini & Consejo Trejo, 2019).

In 2000, people with disabilities were re-included within the census after the president deemed the census of national interest. This followed international recommendations that suggested the census be conducted to provide statistical information for historical comparability (Instituto Nacional de Estadistica Geografia e Informatica, 2000). The Ley General de las Personas con Discapacidad (General Law for Persons with Disabilities), a federal law that protects the rights of people with disabilities to employment was enacted in 2005. This law focused on multiple guidelines for the rights of people with disabilities, including work and training, education, development, and social assistance (Congreso General De Los Estados Unidos Mexicanos, 2005). It was created in a wave of laws focused on social programs as President Vicente Fox focused on addressing poverty (Dimas et al., 2016). His administration went one step further and suggested that the UN should hold a convention to focus on the rights of people with disabilities (Parada, 2006).[6]

In 2007, under a different president, Felipe Calderón, México ratified the CRPD, agreeing to work for the many rights afforded to people with disabilities within that document (United Nations Treaty Collection, n.d.). Then, in 2011, the Mexican constitution was reformed

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[5] These centers will be explained in further detail in the section on the Primary and Secondary Educational System.

[6] This recommendation led to the eventual Convention on the Rights of Persons with Disabilities (CRPD).

to include a regulation that says that México's politics must align with human rights treaties, thereby giving the same federal power to all treaties signed by México. Thus, in an effort to align with the CRPD, the General Law for Persons with Disabilities was updated to be the Ley General para la Inclusión de Personas con Discapacidad (General Law for the Inclusion of Persons with Disabilities, LGIPD) (García-Cedillo et al., 2015; Velasco Jáuregu et al., 2015). The updated law was a much more extensive and detailed outline of the rights of people with disabilities. It included the provision of *inclusion* of people with disabilities at all levels in the education system in Article 12 (Congreso General De Los Estados Unidos Mexicanos, 2011). The law also specifically addresses transition in Article 11[7] by providing rights to training, labor integration agencies, workshops, technical assistance, and vocational or professional training (Congreso General De Los Estados Unidos Mexicanos, 2011).

As these laws were updated, so was the General Law for Education. It has been updated numerous times since 2000, and now includes reference to the LGIPD (Congreso General los Estados Unidos Mexicanos, 2018). The interchange of ideas between the UN and México is evident within this history. The UN influenced the creation of multiple laws including the Educational Law and the General Law for Education. In return, México also influenced the documents written by the UN after Vicente Fox's administration suggested holding a Convention specifically dedicated to a rights treaty for people with disabilities.

Understanding of Disability in México

Part of this research includes investigating the ways that participants and their community have internalized and understand disability. Currently, the WHO's International Classification of Functioning, Disability and Health model is being proposed for use in conducting disability

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[7] Article 12 and the rights to education should be provided by the Secretariat of Public Education while Article 11 and the right to professional training should be provided by the Secretariat of Labor and Social Security.

classification within México (Yáñez et al., 2020). However, it is also important to note ways that

disability and people with disabilities are portrayed and discussed within community spaces. In a

case study with 33 participants including parents, school professionals, and community members

in Cuernavaca, México, many people in the community characterized disability in a similar way

(Skivington, 2011). Participants discussed disability as a sickness and referred to children

without disabilities as healthy. Furthermore, when they talked about disability they did so with

pity. This description can be linked to the charity model of disability which aspects of, including

the feeling that people with disabilities should be offered charity and compassion, continue today

within published documents (Sandoval, et al. 2017). The way that disability is understood can

affect attitudes and expectations (Evans, 2008) and considering disability in this way can make it

challenging for the strengths of people with disabilities to be seen, valued, and utilized.

The concept of disability has evolved over time within the greater international

conversation and within México. A study that reviewed Spanish and English articles and

documents between 1980-2015 examined the models of the construct of disability in México

used throughout this time. The author notes a shift away from the medical model (a science and

medically focused model) and towards the social model (a model that addresses society's role in

creating disability) in the late 1990s. They note that the shift is not immediate, and elements of

the medical model have continued to persist in policy and society. For example, special

education, barriers to accessibility, and legislation for the institutionalization of people with

disabilities can all point to the continued existence of the medical model in society today.

However, the researcher noted the social model can be seen through a greater policy recognition

of the need for inclusion and the acceptance of diversity. Additionally, they argue that more

treaties and amendments advocating for the rights of people with disabilities point to the

emergence of the social model within society (Sandoval et al., 2017). This research is interested in the networks of support involved in inclusive policy implementation but is also examining the construct of disability within recent policies in an effort to better understand the context for this policy's implementation.

Primary and Secondary Education System in México

To better understand transition education and the inclusion of people with disabilities, México's educational system is a crucial part of the puzzle. The education system is divided into three tiers. The first tier, educación básica (basic education) includes preschool for three to six-year-olds, primary for six to 12-year-olds and secondary for 12 to 15-year-olds. Following básica is media (middle) which includes preparatoria (preparatory) for 15 to 18-year-olds. Finally, there is superior which is for students that are older than 18 and would be the equivalent of tertiary in the United States (Contreras & Cedillo, 2013). The superior level is the level that will be addressed in this research, the schooling that takes place for adult students.

México's school system has two ways that services are provided to people with disabilities. The first, Unidades de Servicios de Apoyo a la Educación Regular or USAER (Units of Support Services for Regular Education), provide support services and are intended to offer a more integrated education approach. The USAER is a team of service providers and special education teachers who support general education teachers and students with disabilities who are included within general education settings. However, this system did not always offer this type of support within general education classrooms. Before this program, there were grupos integrados or integrated groups. These groups were designed for children who failed first grade. They joined the all-day program for one to two years with the intention of reintegrating with their peers. Grupos integrados were a federal program but was not an inclusive system because

students were taught in smaller rooms within their schools. The program was dissolved and became the USAER (Fletcher et al., 2003). The shift towards increased integration through USAERs occurred after the larger global conversation around inclusion of people with disabilities and education for all was reinforced at the Jomtien Conference on Education for All and the Salamanca Statement about supporting students with disabilities in general education (García Cedillo et al., 2014). Still, research has shown that the USAERs have faced difficulties in their implementation. Lack of training, a lack of clarity about the roles of the special education and general education teachers, and a lack of collaboration have made it difficult to provide a more inclusive education (Fletcher et al., 2003).

The second form of service is offered at Centros de Atención Múltiple, or CAMs (Centers of Multiple Attention): special education schools that serve students who the USAER has determined cannot be included in the general education classroom. (García-Cedillo et al., 2015; Fletcher et al., 2003). CAMs provide the same curriculum given in the general education schools and group students by age (Contreras & Cedillo, 2013; García Cedillo, 2009). Additionally, CAMs can be focused on basic education, like in a CAM Básica, or can provide vocational training, like in a CAM Laboral (Skivington, 2011). Both CAMs and USAERs were implemented by the special education team within the Secretaría de Educación Pública (Secretariat of Public Education) between 1993-2000 (García Cedillo, 2009). Their implementation was in response to the Salamanca Conference of 1994 (Tomasini & Consejo Trejo, 2019).

There are multiple critiques of the shift towards providing education for all students in a general education setting through the USAERs. Although the inclusive movement has evolved over time, the system continues to be segregated. Contreras and Cedillo (2013) note three

challenges in moving from special education to inclusive education in México. First, since the

1990s the system has struggled to make the changes proposed to move towards inclusion (or as

the original documents said, integration). Second, the barriers that were created through the

medical model, or the need to identify and label children with a disability to provide services, has

made it difficult to shift towards a way of thinking that allows for diversity. Finally, the focus

should be on differentiated delivery and not specialized instruction (Contreras and Cedillo,

2013). These challenges will not be the focus of this research but are necessary to understand for

the context of inclusion in México.

México has established an agency dedicated to the implementation of these rights and the

rights articulated by the CRPD: the Consejo Nacional para la Desarrollo y la Inclusión de las

Personas Con Discapacidad or CONADIS (National Council for the Development and Inclusion

of Persons with Disability). However, Ríos Espinosa, (2019) a human rights advocate in México,

says that this agency is not required to report on their progress and is currently not coordinating

between other ministries for the implementation of these rights. As García-Cedillo et al. (2015)

says, "Legal provisions are far from reality in México, so one of the major challenges is to take

the printed word to the real world" (p. 153). In fact, the Committee on the Rights of Persons with

Disabilities gave multiple recommendations for improvement related to the CRPD. In their 2014

assessment, the committee noted concerns about the continuation of a separate special education

system and called for inclusive education at all levels with accessible spaces and materials

(Comité sobre los Derechos de las Personas con Discapacidad, 2014). In their latest update, the

Committee highlighted an insufficient budget to enact the policy. In their assessment of

education, their concerns included the continued use of special education and the lack of a plan

for providing inclusive education at all levels. They recommended establishing an inclusive

system with reasonable accommodations, funding and adequate training, and sufficient data on student enrollment in segregated and mainstream settings (Committee on the Rights of Persons with Disabilities, 2022).

Post-Secondary System in México

Within México, there are at least ten different types of post-secondary schools in the higher education system, and each has their own form of governance. These include federal public universities, state public universities, public technological institutes (two-year programs), public technological universities, public polytechnic universities (for engineers), intercultural universities (for those focused on working with indigenous peoples), normal schools (for teachers), private higher education institutions, public research centers and other research institutions (Fassnacht, 2017). Within the Secretariat of Public Education, higher education is under the direction of the Subsecretaría de Educación Superior (Subsecretariat of Superior Education). They work with both federal and state-run public universities to ensure professional training so that they may contribute to their country and society (Subsecretaría de Educación Superior, n.d.).

Autonomous universities receive funding from the government but have decentralized control, or autonomy, in their decision making. Although the government does not intervene in autonomous universities, they do try to have them align with national development policies (OECD, 2019). Other subsystems, such as, polytechnic and technological universities, teacher education colleges, intercultural universities and state public universities are regulated in their operation by the government. (OECD, 2019). Unfortunately, there is a lack of funding for public universities that can make it difficult for them to function effectively (Fassnacht, 2017). Spending within education has reached its lowest point (in proportion to the gross domestic

product) in 12 years (Patiño, 2022). Furthermore, the proportion of the annual budget dedicated

to education has continued to decrease, with the 2022 higher education budget 14.3% less than

the 2015 budget (Moreno & Cedillo, 2021).

There are multiple requirements to apply to universities, although these requirements

vary by institution. As previously mentioned, students have the option in 10th-12th grade of what

type of secondary school they would like to attend. There are technical and vocational programs

that are for 10th-12th grade students but students cannot apply to university following these

programs. Students must attend a general program (preparatoria) or a combined general and

vocational program in order to be able to apply to university (OECD, 2019). In some cases,

universities have agreements with certain secondary schools that are specifically preparing

students to enter their universities. In these cases, students will have a *pase automático* or

automatic pass to enter the university. In most cases, universities require academic records and

interview to determine if a student is accepted to their school. However, some also require entry

tests such as the National Evaluation Centre or CENEVAL test (EXANI-II), the College Board

test (PAA), an institutional test, English language exam, mathematics, or language tests. Outside

of applying to universities, there is also the option for students from general programs to a get a

vocational associate certificate in an additional two-year program (OECD, 2019).

There are several documents that universities can look to while continuing to develop

their inclusive education practices. Within the federal General Law of Education, and additional

state legislation there is not specific legislation to speak to how higher education institutions

should be run (OECD, 2019). Thus, universities have developed their own policies for the

inclusion of students with disabilities including multiple documents articulating the intention of

this inclusion. In 2002 the 'Manual para la integración de personas con discapacidad en las

instituciones de educación superior' (Manual for the integration of people with disabilities in higher education institutions) was written by the Asociación Nacional de Universidades e Instituciones de Educación Superior or ANUIES (National Association of Universities and Institutions of Higher Education). This document was a guide of strategies for inclusion within these institutions (Pérez-Castro, 2019b). The Declaration of Yucatán, signed in 2008 after a meeting between Mexican and Spanish universities, also articulated a promise for the rights of people with disabilities. This commitment to inclusion of students with disabilities is explored throughout this research at both the government and programmatic levels.

Transition Education Research from México

Adult students with disabilities have the opportunity to attend a variety of programs including university programs, technological institutes, CAM Laborales, or private programs (Dayán et al., 2017; OECD, 2019; Skivington, 2011). Students with disabilities also can attend vocational programs starting at age 15. However, the focus of this research is on adult transition and thus those programs are not highlighted within this research. The literature shows that there is a current gap in the understanding of the ways that adults with disabilities are being supported in transition in México.

In an analysis of university programs for people with disabilities offered in México, researchers found that of the 53 public universities in México, 12 provided programs for inclusion (Cruz Vadillo & Casillas Alvarado, 2017). Still, these 12 public universities provide programs with varying levels of inclusion. It is important to understand the ways these 12 universities and other programs are including people with disabilities and creating networks of support. This research seeks a more comprehensive analysis of an inclusion policy in México to

understand the networks and systems created in their implementation 10 years after the implementation of the inclusion law.

A literature review of empirical, Spanish language studies of the inclusion of students with disabilities in higher education found a total of 22 articles published on Scopus and SciELO between 2012 and 2019. Only three of those studies were conducted in México (Paz-Maldonado, 2020). Two of these studies asked participants to share their experiences with higher education to understand the barriers to accessing university (Aquino et al., 2012; Pérez-Castro, 2019b). The third conducted a survey with students, faculty, and administrators at one university to determine attitudes towards inclusion and the rights of people with disabilities and the current opportunity for students with disabilities within that university (Cruz Vadillo, 2016). These studies provide necessary information about the challenges encountered by university students with disabilities but the limited number of empirical studies of inclusion in universities demonstrate the need for greater research in this area.

At the university level, one researcher posits there are not yet plans for the implementation of inclusion in higher education and the universities and México have been reactive in providing these services (Arriaga, 2021). Researchers recommend trained personnel should be hired to deliver these services, research and identification of best practices should be conducted, faculty should be given instruction on how to provide accommodations to students (Arriaga, 2021), and quotas should be developed to ensure admission of students with disabilities (Cruz Vadillo, 2016). Another set of researchers studied offices of accessibility for students with disabilities and created a guide for how these offices should be developed. They posit that it is necessary to create a list of basic support services for students with disabilities, develop training for faculty that includes disability awareness, ensure the integration of the office within the

institution, establish an operational structure of the office, and institute measures to account for the quality-of-service provision (Mendoza-González et al., 2022).

Similar to research addressing transition education throughout the world, several studies within México have provided insight into barriers, facilitators and outcomes of transition education programs available for students with disabilities. In a study of barriers and facilitators of inclusion, participants with disabilities shared their experiences within two universities. Researchers found that navigating the institutional procedures and difficulties adjusting the content and activities were the barriers most often mentioned by the 20 participants. Other barriers included types of evaluation, negative attitudes of professors, rigid educational programs, lack of career information, and access to campus buildings. The inclusion facilitator mentioned by 85% of the participants was support from friends and colleagues within the university (Pérez-Castro, 2019a). The study found that relational support was a positive factor for inclusion. This project will focus on both relational and institutional support networks. By addressing networks of support, it will be possible to see the ways that actors work together to implement policy and how the networks could be strengthened in other programs seeking inclusion.

These examples show only a small piece of the experiences of people with disabilities in transition. However, they do provide a glimpse into how México is working towards full implementation of the CRPD. It is important to understand the context and other barriers to employment that people with disabilities may face. More research must be conducted to determine what types of training could be most effective. However, this researcher has decided to focus on the positive outcomes of this policy implementation. By addressing networks of

support, it will be possible to see the ways that actors work together to implement policy and to learn how those networks could be strengthened in other programs seeking greater inclusion.

Employment of People with Disabilities in México

México has several laws with articles that provide rights to employment, however there is no evidence to demonstrate compliance or data to suggest impact of these laws making them a letter rather than a guide towards greater equity (Gómez & Jiménez-Serafín, 2018). In analyzing the 2000 census data, Agovino et al. (2014) found that only 25 percent of those with disabilities over age 12 were active in the labor market compared to 49 percent of the general population. Then in 2014, the Instituto Nacional de Estadística y Geografía (National Statistic and Geography Institute) found that for every 10 people with a disability 15 years or older, only four participate in economic activity. This is compared to seven of 10 people without disabilities or limitations who are participating in economic activity (Instituto Nacional de Estadística y Geografía, 2017). An increase in economic participation can be noted for those with and without disabilities but there is still a discrepancy in participation between the two groups.

This discrepancy is caused by multiple factors. In a study to understand the experiences of women with disabilities in Oaxaca, México, researchers held a public forum and found that the community felt the two greatest needs for the improvement of employment for women with disabilities was information for the community on disability and education for women with disabilities. (Marshall & Juarez, 2002). Researchers at a rehabilitation and special education services center in southeast México found that more sensitization is needed to bolster the number of contracts given to people with disabilities (Zimbrón Pérez & Ojeda López, 2022). Both sensitization and education are important pieces of moving towards greater inclusion in the labor market.

México does offer social protection programs for people with permanent disabilities. They provide a universal pension for people with permanent disabilities ages 0-29, all adults with disabilities 30-64 years old who live in indigenous areas, and adults 30-64 years old who are in urban zones with a high level of marginalization. It is not dependent on if the person has employment (Secretaría de Relaciones Exteriores, 2022; Secretaría de Bienestar, 2020; Secretaría de Bienestar, n.d.). It should be noted, there are people with disabilities who have been receiving this support prior to 2019 as the Ciudad de México had offered the program for 18 years before it was adopted by the federal government (Anderson, 2021). However, researchers at the rehabilitation and special education services center noted a large increase in the number of people coming to the center to seek their disability credential between 2018 (pre-pension) and 2019 (post-pension). They posit that some of the effort put into getting the disability credential may be hindering the effort necessary to find employment and participate in the labor market (Zimbrón Pérez & Ojeda López, 2022). It is important to understand what the government does offer to people with disabilities as this research is attempting to understand the multitude of supports available.

Theoretical Framework

This research employs multiple theories to provide the foundation for understanding an analysis of policy, implementation, and experience. Drawing on Osanloo and Grant's (2016) metaphor of theoretical frameworks as blueprints for houses, I have created a blueprint for use throughout this research and analysis. The blueprint provides a structured method for analysis. Thus, the blueprint uses these theories collectively, each filling in the limits of the other, to create a framework for a complete structure of analysis. First, it is imperative to understand the theories that guide this research in analyzing and understanding the effect of disability and

ableism in society. DisCrit is utilized to analyze the construction and complexity of disability. The Transformative Social Justice Perspective is used to understand the implementation of inclusive education. These understandings are combined with Actor-Network Theory to provide a framework for the analysis of policy implementation. These three theories form the theoretical blueprint guiding the decisions made in data collection and in analysis. They unite to create a framework for analysis that can holistically analyze policy implementation, its many actors and networks, and the experiences of those participating. The blueprint can be seen in Figure 3.

Figure 3

Theoretical Blueprint
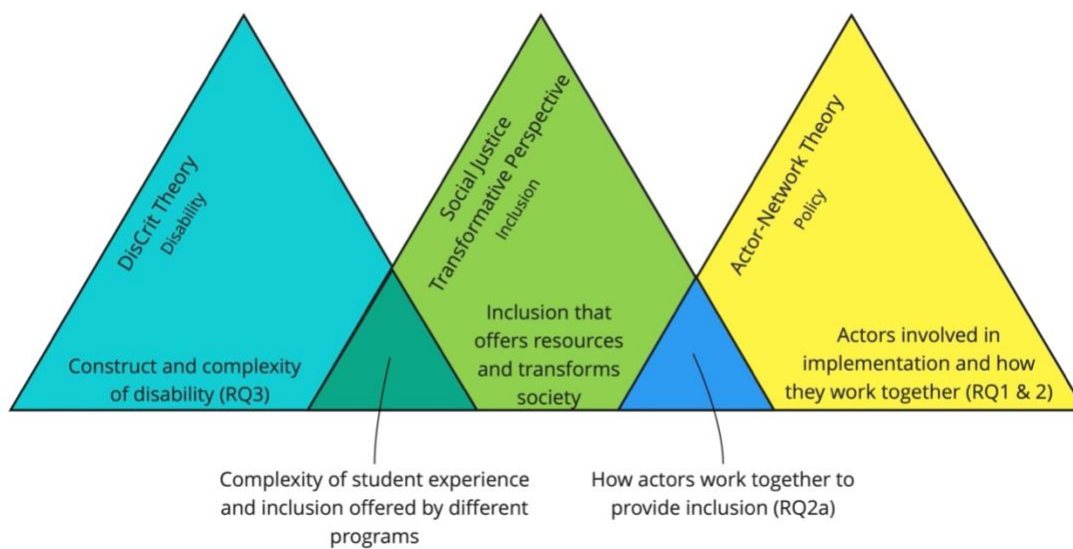
DisCrit Theory

As noted in the literature review, disability is a construct that has created barriers for people with difference through the interaction of an impairment and society. To analyze the policies and implementation of inclusion, it is necessary to include a lens for viewing the ways that these policies address the stigmatization of disability and intersectionality with other marginalized groups. Goodley (2013) argues that the new direction of disability studies must

account for the intersectionality of disability and the complexity of living with a disability. The first part of the DisCrit framework questions what we have come to view as 'normal' and the notion of a singular identity. It focuses on the complexity of disability and the difference in lived experience (Ferri et al., 2016). The seven tenets of DisCrit were developed to address intersectionality in disability experience and can be used to view the multiple identities of each person with a disability. As explained by Annamma et al. (2013), it is an intersectional framework for addressing how racism and ableism are interconnected. DisCrit can be used to see the collusive normalizing processes that have attempted to classify minorities as less than and how these processes have become so ingrained in the way disability is viewed (Annamma et al. 2013). Instead of starting with one marginalizing identity and examining the ways it intersects with others, DisCrit seeks to address the ways that systems of oppression are simultaneously constructed and therefore interconnected at the deepest level (Ferri et al., 2016).

As part of this blueprint, there are multiple tenets from DisCrit that will be utilized in analysis and research development. The second and fourth tenets of DisCrit question the singular notions of identity and privileges voices that are not often listened to. This theory is useful for constructing the methodology of this work to prioritize voices of students and is helpful in understanding the difference in experience for the students with disabilities. The fifth tenet addresses the historical legacy of the social construct of disability and how it has been used to deny rights (Annamma et al., 2018). My framework relies on the theory of DisCrit to illuminate the ways systems have not previously included people with disabilities and how their voices must be incorporated for further movement towards equity and justice. It provides a lens to analyze the policy in practice as it supports people from varying backgrounds using a variety of programs.

Another theory that is helpful in this exploration of complex experiences is Crip theory. Although not a central theory of this framework, it provides an important point to consider as we move forward with DisCrit. Crip theory addresses the socially created binaries: able-bodied and disabled, queer and heteronormative (McRuer, 2006). It can be used to consider society's compulsory able-bodiedness through analysis the education system and imagination of a better way. This research project requires an examination of the binaries that have been created through the historical evolution of disability and DisCrit provides the opportunity to address the spectrum of experiences. DisCrit is important for the ways that it can be used across the world for understanding disability and has been used to analyze policies, health care, and education (Annamma et al., 2018). Furthermore, using an epistemology that is inclusive of disability along with race, gender, and other marginalizing identities affords the opportunity for new directions and foundations for action (Rohrer, 2005).

Transformative Social Justice Perspective

As the focus of this research project is inclusive education policy, a clear foundation of inclusion and the reason for its importance is necessary. As previously explored, inclusion here refers to any policies, strategies, or practices whose purpose it is to help students participate fully in their education (Griffiths, 2009). Artiles et al. (2006) write about a theory of inclusion formed with a Transformative Social Justice Perspective. They hope to move away from inclusion that focuses on resources, access, cohesion and responsibility towards a more transformative approach. This would include examining ideological and historical assumptions about differences, negotiating goals of programs, critiquing the marginalization of different groups, exposing the merit-based culture of schools, and distributing resources with more meaningful engagement. This type of inclusion seeks to both provide resources for inclusion of people with

disabilities and examine the marginalization of those groups to understand the assumptions and ideologies that are still influencing our communities today. There is a technocratic argument made for inclusion that cites higher test scores and improvement to the education system and a social justice argument that focuses on inclusion as a means to a more just, diverse society. (Danforth, 2016). Implementing inclusion from a social justice perspective cares about meeting students' needs for academic support while also addressing discrimination and marginalization.

Viewing inclusion from the social justice perspective lens is imperative to the restructuring and reimagining of inclusion that is transformative, reflective, and free of barriers. The use of separate classrooms and distinct difference labels, although intended to create opportunity for needs to be met, fosters opportunities for a lack of connection between human beings (Minow, 1990). In inclusive education, a student should not need to earn or prove their right to be included with their peers but should be automatically offered supports (Lipsky & Gartner, 1996). The transformative social justice perspective provides a framework to examine what aspects of inclusion are being implemented through these programs. Inclusive education necessitates not only shifts in policies and practice but also the establishment of an inclusive culture (Booth & Ainscow, 2002). In using the Transformative Social Justice Perspective of inclusion, I examine the ways inclusion is being provided through resources and access, the transformation of ideologies, and meaningful engagement for people with and without disabilities.

Actor-Network Theory

Actor-Network Theory (ANT) presents the lens necessary to analyze a vertical case study, including the transverse, horizontal, and vertical data collected. This theory is included in the theoretical blueprint to provide the tools to analyze the multiple levels of policy

implementation. This theory highlights "the role played by nonhuman actors and, in effect, dissolves binaries by focusing on *interactions* among actors within a network rather than on their location (local, national, global) within it" (Bartlett & Vavrus, 2014, 133). ANT can be used to analyze how networks are used by actors to make changes in practice and move implementation forward. ANT uses the viewpoint of assemblages, or networks to recognize that policies are made of a large number of people and entities that can produce plans, create materials, launch programs, assess current processes and imagine new ways of moving forward (Koyama, 2015).

In each analysis of policy, one must analyze both the human and nonhuman actors that participate in the implementation of policy. Although nonhuman actors do not determine the actions they are a part of, they are an integral part of networks of implementation (Latour, 2005). Assemblage analysis allows for nonhuman actors to be analyzed for what they contribute and for human actors to be examined for the ways they interpret and appropriate policy (Koyama, 2015). ANT also provides a base for understanding the many actors involved in policy implementation. The interdependent actors that will be analyzed within this research include government workers, policy makers, program directors, and people utilizing transition programs. Additionally, nonhuman actors including written policies, research, technology, and/or materials will also be examined. These actors are identified as institutional, relational, or individual actors and used to construct the networks of support created through the implementation of the inclusive policy.

Bartlett & Vavrus (2014) argue that ANT allows researchers to focus on the networks created by actors and the interactions between those actors without focusing on the layer they are a part of (macro, meso, or micro). In the analysis of this data, ANT allows me to develop the complete picture of these networks. All data was analyzed within each level of implementation and together across levels. ANT provides a foundation for comparing the multiple levels of

implementation and the networks created (Bartlett & Vavrus, 2014). It assists in addressing the coordination and context of these institutional and relational actors and helps examine the relationships across these networks.

Theoretical Blueprint for Analysis

Figure 3 shows how these three theories map onto each other and work together within this project. DisCrit was necessary for understanding the conceptions of disability within this context and the ways people with disabilities are being marginalized within their communities. It was crucial to ensuring that I as a researcher approached this research and potential participants with the understanding that their experiences are different, complex, and their own. In addressing research question three, how the construct of disability is understood by the actors (institutional, individual, and relational) within these networks, DisCrit was especially useful. The authors of the DisCrit framework assert the need for this theory to be utilized in conjunction with others to expose inequities (Annamma et al., 2018). DisCrit, in combination with transformative social justice inclusion, was used to examine the complexity of student experiences within these programs and the inclusion offered by these programs. The transformative social justice perspective of inclusion is critical to this work because it acknowledges an inclusion that seeks to provide the resources to meet each student's needs and to understand the assumptions and ideologies that are still affecting students today within these education systems. This was used alongside ANT to examine data in the interest of answering research question 2A, how actors support each other and students utilizing these programs.

Finally, ANT was valuable in answering research questions one and two, what are the networks of support (both institutional and relational) for the transition education and assistance of adults with disabilities targeting labor and job placement in México, and who and what are the

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actors that are utilizing and building up these networks. It was used to analyze the ways that support relationships have been structured to create a network of actors that are working for the implementation of this inclusive policy. It provided the framework necessary to analyze the many assemblages and to construct a visual map of the actors and their networks. This theoretical blueprint was used to address the construct and complexity of disability while working towards a transformative social justice inclusion that recognizes the multiple actors participating in the implementation of policies of inclusive education.

This chapter started by defining necessary concepts such as disability, inclusion, and transition. It reviewed literature and research related to inclusive education, transition, policy implementation, UN policies, and the context of México. An explanation of the theoretical framework which includes DisCrit, Actor-Network Theory, and the Transformative Social Justice Perspective of Inclusion was also provided. The next chapter will describe the Vertical Case Study methodology used to conduct this research.

Chapter Three: Methods and Data

As a researcher and former special education teacher, I am most interested in understanding the implementation of inclusive education policies. México was chosen as the context for this work for several reasons. México signed the Convention on the Rights of Persons with Disabilities (CRPD) in 2007 (United Nations Treaty Collection, n.d.) and in 2011, the Ley General de las Personas con Discapacidad (General Law for Persons with Disabilities) was updated to the Ley General para la Inclusión de las Personas con Discapacidad (General Law for the Inclusion of Persons with Disabilities) (Congreso General De Los Estados Unidos Mexicanos, 2011). The 2011 law included the term 'inclusive education' and was much more specific in the goals and indicators of this inclusion. The law also specifically addresses transition in Article 11 by providing rights to training, labor integration agencies, workshops, technical assistance, and vocational or professional training. This research is interested in a more comprehensive analysis of this policy in practice in México to understand the networks of support created in their implementation of the inclusion law.

Vertical Case Study

Throughout this research, networks refer to the links of actors, institutional, individual, and relational, that are connected by their shared goals. To better understand these networks, I chose to conduct an adapted Vertical Case Study[8] for its ability to look at policy implementation at various levels (Bartlett & Vavrus, 2014). This study builds on the work of inclusive education researchers who have used this methodology to look at policy context, discourse, interpretation, and perception of inclusive education (Schuelka, 2018; Chong & Graham, 2017). This is the first

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[8] In more recent research, Bartlett and Vavrus have used 'Comparative Case Study' to describe this methodology, but I choose to use 'Vertical Case Study' for the visual it provides as outlined in Figure 4.

Vertical Case Study to analyze inclusive education policy for people with disabilities in transition with a focus on networks.

Here, I used the Vertical Case Study to examine the micro or local level, the meso or national level, and the global or macro level. Throughout the data collection and analysis, this research examines how the implementation of policies and practices at the macro, meso, and micro levels of society allows for and/or provides opportunity for networks of support for inclusive education for people with disabilities. The focus of this work is on the following research questions:

- What are the networks of support (both institutional and relational) for the transition education and assistance of adults with disabilities targeting labor and job placement in México?

- Who and what are the actors (institutional, individual, and relational) that are utilizing and building up these networks?

  o How do these actors support each other and students utilizing these programs?

- How is the construct of disability understood by the actors (institutional, individual, and relational) within these networks?

To respond to these questions, data was gathered at the macro, meso, and micro levels of implementation. Figure 4 outlines the three levels of data collection and analysis which include both document analysis and interviews. It also demonstrates the transversal analysis, or how policy has changed over time within the macro level, and the horizontal analysis, looking across multiple sites of implementation at the micro level. By collecting a variety of interviews and documents, the Vertical Case Study methodology provides the opportunity for data triangulation through multiple sources and analytic data triangulation by comparing across the three levels

(Ravitch & Carl, 2016). The information gathered at each level helps us to understand how the

larger global movement for inclusion of people with disabilities trickles down to the local level.

The micro level data collection also provides a clearer picture of the personal experience of

people with disabilities in the study sample.

Figure 4

Vertical Case Study Outline
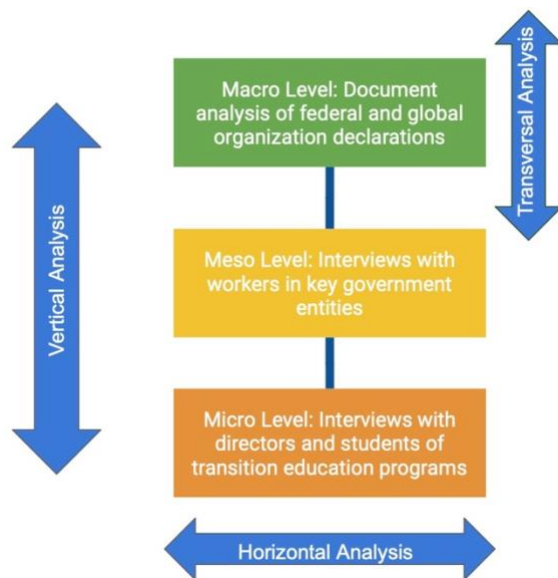
The Vertical Case Study methodology was used along with Actor-Network Theory

(ANT) to examine how individual actors and collectives appropriate and implement policies and

to analyze the networks of actors created through policy implementation (Bartlett & Vavrus,

2014). The coding process, which relied on ANT and its ability to pull out the actors involved in

this work, can be seen in Figure 5. The examination of these policy implementation networks,

and the construct of disability guided the qualitative analysis and coding of this data. By first

coding and analyzing the documents and interviews separately, this methodology has also

included a reading of the data by methods (Ravitch & Carl, 2016). Additionally, all data

(documents and interviews) was first analyzed within each level of implementation and then,

together across levels. This ensures that the voices at the local level are as privileged as those at the government or international level (Annamma et al., 2018; Vavrus & Bartlett, 2006). This study was approved by UCLA's IRB on May 10, 2021. The following outlines the sampling for each level of implementation and the analysis.

Figure 5

Case Study Analysis
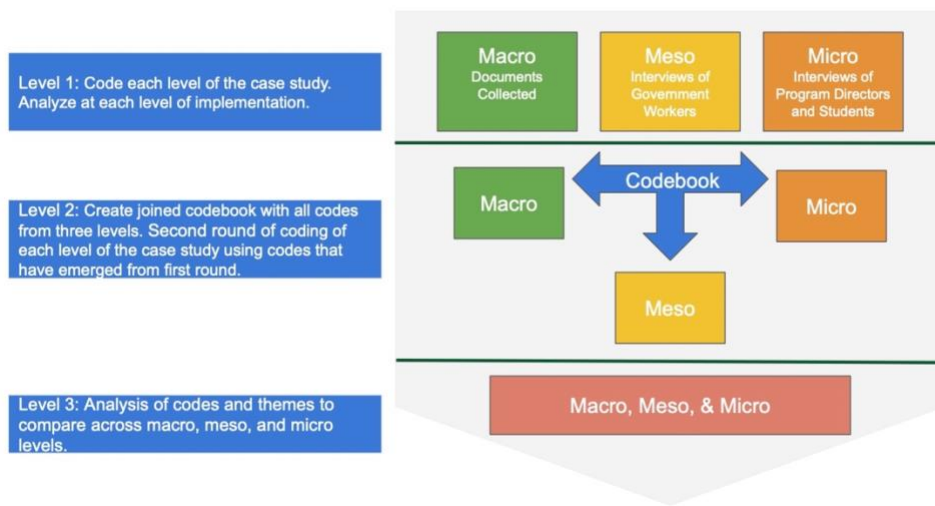
Macro Level

Sampling at Macro Level

In the early stages of this work, several policies within México and agreements from the United Nations (UN) were identified as crucial documents for this work. The Convention on the Rights of Persons with Disabilities (CRPD) and General Comment Four are fundamental global documents due to their ratification by México and the detail used to describe the rights given to people with disabilities (UN General Assembly, 2006; Committee on the Rights of Persons with Disabilities, 2016). Those documents, as well as the General Law of Persons with Disabilities, General Law for the Inclusion of Persons with Disabilities (LGIPD), and additional policies identified through the initial context review, were pulled first. Between July and August 2021,

searches were conducted on México's government websites, and websites for the International

Labour Organization (ILO), World Health Organization (WHO), and the UN for the years 1990-

2021. These 31 years were chosen to provide a robust context of the years prior to and post

implementation of the General Law of Persons with Disabilities and LGIPD policies written in

the years 2005 and 2011.

Websites had very different search mechanisms but groupings of the keywords

'disability', 'inclusive education', 'job training', 'professional training' and/or 'higher education'

were used to identify pertinent documents. Additional historic terms for disability, such as

'handicap' and 'special needs', were also searched for. Policy documents were pulled if they

could speak to educational rights, specifically the rights of people with disabilities. The criteria

for pulling documents are different for each type of document.

Policy documents from México were pulled if they are proclamations for what the

education of people with disabilities should look like in the transition from school to

employment. These documents were included for analysis if they explicitly discuss people with

disabilities or if they are related to education and/or labor rights. There is availability of these

documents on México's public website which lists the current laws, regulations, statutes, and

manuals. These lists were title-reviewed to determine focus of each document. When a pertinent

policy was listed as a revised policy, previous versions of that policy were also pulled to analyze

changes over time. Blog and document publications on the government's education website and

the Consejo Nacional para la Desarrollo y la Inclusión de las Personas Con Discapacidad

(National Council for the Development and Inclusion of Persons with Disabilities, CONADIS)

website were also reviewed. Additional context documents, including reports and manuals, were

pulled if they explicitly discuss people with disabilities or if they relate to education and/or labor

rights. These documents can be important for discovering why a policy was written or rewritten or what a policy's purpose is (Cardno, 2018). All policy documents are in Spanish. A total of 197 documents from México were pulled for further review including both context documents and policies for analysis.

For policies from global organizations, documents were pulled that are proclamations or declarations for what the inclusion of people with disabilities should look like in the transition from school to employment. However, documents that may provide context for this work including reports, explanatory documents, and strategy guides about inclusion and social development were also pulled. The websites and document databases of global organizations were searched to find documents and publications that speak to this topic. All documents that could be pulled in both Spanish and English were pulled in both languages. If a document could not be found in Spanish, it was pulled in English. A total of 168 documents have been pulled for both context development and analysis from global organizations.

As with all research, this became an iterative process. If pulled documents mentioned other policies or documents that had not yet been found, snowball sampling was used to find further documents. Additionally, documents that were mentioned in interviews or contact meetings or laws updated during the course of the interview data collection were also added to the analysis.[9] Furthermore, the search log was reviewed to ensure that the searches had thoroughly used the keywords and the databases. These searches identified 365 documents for further review.

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[9] This led to the inclusion of policies published after 2021.

Data Collection at Macro Level

An initial review was conducted to find the meaningful or relevant policy documents and to refine the group of documents that would be coded for analysis (Bowen, 2009). The documents pulled were organized into two groups, context documents and documents for analysis. Reports and other background documents were labeled 'context' to be used to build historical context both in the literature review and the understanding of recent policies. Documents that are a resolution or declaration from the UN, were marked for analysis. ILO documents that are written by a larger group and intended to declare a set of rights that should be provided in employment were maintained for analysis.

For policies from México, policy documents need to be explicitly about higher education, labor, or people with disabilities. This does not include policies of social development, rights of the child, science and technology, or other laws that may briefly touch on education. To be part of the analysis and coding, policy documents need to be at the national level, not a program or an agreement with a specific city. Subsequent regulations and guidelines for the specific policies examined through this review are also included. The researcher reviewed the 365 collected documents and narrowed it down to 104 documents for analysis.

Limitations at Macro Level

There are several limitations to this research. Conducting policy document analysis through the internet requires trusting that the government of México and the UN and global organizations have updated their policy documents online. It is important to be aware of which documents may not be available or missing from the online archives (Bowen 2009; Cardno 2018) and which documents are up to date (Cardno, 2018). Throughout the research process,

multiple documents were pulled from México's website that were written in 2020 and even

2021, giving reason to believe that their websites have been updated.

There are also limitations to the scope of policy documents themselves. These policies

are agreed upon by large bodies. Governments, multiple countries, or authors took part in

constructing each of the documents. For this reason, the context questions are important to

understand the purpose for which these documents may have been created and the authors who

wrote them. This alleviates some of the potential limitations by ensuring that the document

context is considered in the analysis.

<div align="center">**Meso Level**</div>

Sampling at Meso Level

To continue this analysis at the meso level of implementation, I identified people in key

inclusive education policy implementation roles within México's state governments and the

federal government. In México, I conducted this research in two Central states[10] and looked for

people working within a variety of government entities at the state level and federal level.

Government websites were reviewed to determine people working within government entities on

disability policy implementation related to adult education and labor. Recruitment emails were

sent to people identified through these government websites and snowball sampling.[11] Due to the

potential for emails to be misplaced or to go to spam folders, multiple emails were sent to

participants to share the study information as needed. During initial contact, the researcher

provided a study information sheet and offered to meet on Zoom to go over the project's

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[10] It is important to note there are different governing bodies over each state. In this case, these two states are governed by governors from different political parties. These states and cities were purposefully chosen using research-informed sampling.

[11] In some cases, people I had connected with sent on a template email to their contacts. In other cases, contacts sent me contact information of potentially interested participants for me to reach out to directly.

objectives, participation information, and review the study information sheet for verbal consent to participate. Table 1 shows the participant demographic information of the seven government workers interviewed at the meso level. There is a range in the government positions held, gender and the number of participants who identify as having a disability. There is also a range in age and number of years in their current position. Participants range in age from 30-65 years with a median age of 46 and an average age of 45. The years in the position range from 2-16 with an average of 6 years holding their current position and a median of 5 years. Throughout the findings section, pseudonyms will be used when sharing quotes from these participants.

Table 1

Government Participants

Governing context	Number of participants	Work foci of participants	Gender of participants	Number who identify as having a disability
State 1	3	Education, Disability Rights	Male	1
State 2	2	Disability Rights, Labor	Male	2
Federal Government	2	Education, Disability Rights	1 Female, 1 Male	0

Data Collection at Meso Level

Interviews were conducted between February 2022 and May 2022. Interviews lasted between 59 and 111 minutes and were conducted in-person in participant's offices, cafes, or on Zoom, depending on participant preference. The semi-structured interview instrument was developed to include questions that would directly answer the research questions. Instruments were shared with colleagues for feedback on the questions and the instrument and all Spanish

translations were checked with a Spanish teacher within México for clarity and to ensure the sentiment was communicated. The interview questions focused on the participant's background, their role in policy implementation, the network they rely on, and their understanding of disability and inclusion.

The interviews were transcribed by an interview service and the researcher reviewed each transcription with the recording to check for accuracy. The interview transcriptions did not include stumbles, or false starts but this does not make any difference to the meaning of the data or the context. This initial review of the recording and interview transcript also allowed the author to have an unstructured reading of the data and write a memo with initial thoughts from the interview (Ravitch & Carl, 2016). Four participants asked to review the transcript or recording, and one made changes. The interviews resulted in 578 minutes of recordings and 157 pages of transcripts.

These interviews are part of a larger study and can be used as a triangulation tool within the larger study. However, within these interviews, validation tools have also been embedded. Although, there is some debate to the benefit of validation, or member checks (Morse et al., 2002; Caelli et al., 2003), they are a useful validation tool here because the researcher returned to ask the participant to reflect on the network of support understood through the interviews and not to reflect solely on their previous interview (Caelli et al., 2003; Tracy, 2010). Participant validation checks were conducted with all participants in August 2022 (Ravitch & Carl, 2016). These validation checks were conducted as way to share the analysis of the support network at the government level. Furthermore, ANT posits that the researcher should not be the one to define the networks, but the actors should, which is why it is so important to have their input in this network (Latour, 2005). The participants were asked to reflect on the supports included and

if they felt they were accurate or if anything was missing as a way of developing the credibility

of the analysis (Tracy, 2010). All seven participants responded that the analysis shared was in

alignment with their experiences.

Limitations at Meso Level

There are limitations to the data collection at the meso level of implementation. Although

the researcher intended to interview more government workers, the researcher was unable to

connect with people in certain government entities that could have provided further experience

and validation of these support networks. Still, the sample includes an appropriate group of

participants who can speak to the support utilized in the implementation of the inclusive

transition policy (Morse et al., 2002; O'Reilly & Parker, 2013; Tracy, 2010). This current

analysis includes seven government employees from six different government entities within the

federal and state governments so there is a difference in the contexts of these participants.

Additionally, data saturation, defined here as occurring at the point in the data collection when

new interviews do not introduce new information to the codebook, was achieved in this data

collection and analysis (Guest et al., 2006). Within the interviews, the researcher found that the

interviewees were discussing the majority of the same supports and between interviews four

through seven, only one new type of support was added to the designated support codes.

Moreover, the validation checks provided participants the opportunity to share feedback with the

researcher regarding the analysis which was considered in further write-ups and acts as an

additional validation measure. Finally, in providing a detailed description of the transcription

process, the amount of data, and the questions asked, the researcher hopes that sufficient

information is provided for the reader to see the rigor in this work (Tracy, 2010).

Micro Level

Sampling at Micro Level

Finally, for the micro, or local level, of analysis, I collaborated with seven sites where education of people with disabilities is occurring within the transition to employment. These sites were purposefully chosen through research and informed sampling to ensure that each site was providing support for people with disabilities to access education at the transition level, either universities or vocational training (Committee on the Rights of Persons with Disabilities, 2016). Current research and contacts were consulted to determine the parts of the country where research would take place Conference presentations, web searches, and snowball sampling for professional training programs available to adults with disabilities were also used to find potential sites for collaboration.

The researcher collaborated with sites within three different states[12] in Central México. In order to include multiple types of programs[13] in the sample, this research includes programs at federal and state public universities, a public program for adults with disabilities, a private university, and non-profit programs. The variance found among these sites provides the opportunity to analyze differences at the local level through a horizontal comparison (Bartlett & Vavrus, 2014). Context for the programs can be found in Table 2.

Program directors were contacted directly through email and asked to meet with the researcher if they were interested in collaborating on the project. The researcher asked that the

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[12] These states in Central México range in population from approximately 2 million to 9 million and each is governed by a governor from a different political party. These states and the cities were purposefully chosen using research-informed sampling.

[13] 'Programs' is used here to refer to a number of different educational experiences offered to students at this transition level including centers for accessibility within universities, job training, employment and life skills, and professional training courses.

program director be open to participating as an interviewee and providing the study information to students. Once program directors agreed to participate, the researcher provided multiple methods for getting study information to students with disabilities who are within their program. This included sending out convocatorias (announcements)[14], attending a group meeting to share the project information, or email templates. Students were given the researcher's contact information and provided the opportunity to reach out directly to the researcher if they were interested in participating. Students met with the researcher to review the study information sheet and to ensure that each student is an adult who identifies as having a disability[15] and is currently attending or recently[16] finished attending an education program focused on labor insertion.

The author had initially intended to interview six program directors and students from each of the six sites. The choice to find a seventh program was made after the researcher was not able to interview students at one of the programs. This choice was made in the hope of including more student experiences to privilege the voices of people with disabilities (Annamma et al., 2018) and to provide more variation in the types of programs included (Bartlett & Vavrus, 2014). Therefore, the researcher interviewed seven program directors from seven different programs. Unfortunately, at one of the programs, students were not accessible and at another site students did not contact the researcher after receiving the study information. Thus, I was able to interview 11 students from five of the seven sites, leading to a participant total of 18 people at the micro level.

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[14] A 'convocatoria' or announcement is common within educational settings in México. It is similar to a flyer and included information about the study's purpose, who I was interested in connecting with, and how to contact me.

[15] In the process of conducting this research, participants were asked which disability they identify with, and that language is used here to ensure that each person has the choice in how they are identified.

[16] One student had recently finished their degree. The student had graduated within the last year and was still taking certification courses at the time of the interview.

Table 2

Program Director Participants

Type of program	Public or private	Where these programs are located	Specific to serving one disability
University center for inclusion	Public	State 1	No
Employment skills and practice	Public	State 1	Majority intellectual disabilities
Integral formation that includes employment skills and practice	Private	State 2	Intellectual disabilities
University center for inclusion	Public	State 2	No
University center with classes, employment skills and practice	Private	State 2	Intellectual disabilities
Job training courses	Private	State 2	Motor disabilities
University center for inclusion	Public	State 3	No

Table 3

Student Participants

Type of Program	Number of Students	Identifies as part of the disability community	Gender	Studying
University (Public)	8	Visual disability, Blind, Cerebral Palsy, Motor disability, Multiple Disabilities, Autism, Attention Deficit, Dyslexia	1 Non-binary 2 Males 4 Females	Communication, Languages, Music, Engineering, Psychology, and Social Work
Employment skills and job training (Private)	3	Attention Deficit, Intellectual Disability	2 males 1 female	Preparation for employment and living independently

To ensure participant anonymity, the participants' disabilities will not be disaggregated or linked to any specific participants.

Although these participants will represent a small sampling of the people utilizing these networks, the variance of sites and the multiple students chosen at each site will provide the opportunity to understand multiple experiences in implementation of this policy. Program directors and coordinators are between 25 and 66 years of age with an average age of 54 and median age of 58. Of the seven of them, five are female and two are male. They have worked in their positions between one and 39 years with an average of 12 and median of four years. In the majority of programs, students must apply and be admitted, and six of the seven programs also require payment to attend.[17] Furthermore, all programs are located within cities. The students participating from university programs range in age from 21-36 with an average of 28 years and

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[17] Payments can be made through scholarships when available.

a median of 26.5 years of age. The number of years they have been attending their universities

ranges from less than one to nine years with an average of three years and a median of three

years. Students in the employment skills and practice programs range in age from 23-34 years

and have been attending their programs between one and eight years. There are no students from

one employment skills and practice and one job courses program. Table 3 describes the student

representation of each type of program. For participants in both groups, pseudonyms will be

utilized when sharing data within the findings section.

Data Collection at Micro Level

With these participants, I conducted semi-structured interviews between February and

June 2022 to understand the programs and experiences of transition. Interviews with program

directors lasted between 50 and 130 minutes while interviews with students ranged from 20 to 70

minutes. Semi-structured interview instruments were developed with questions to directly

answer the research questions. The instruments were shared with colleagues for feedback on the

questions and the program director instrument was rehearsed with a practitioner. Additionally, all

Spanish translations of these instruments were checked with a Spanish teacher within México for

clarity and to ensure the sentiment was communicated. Program directors were asked about their

background, their role within the program and the implementation of policy, the network they

rely on, and their understanding of disability and inclusion. Students were asked about their

background, their experience in schools, the networks that supports them in their education and

their perception of their disability and inclusion. A follow-up interview was held with one

program director to clarify specific information about their work and supports. These interviews

resulted in a total of 573 minutes of program director interviews and 151 pages of program

director transcripts, in addition to a total of 541 minutes of student interviews and 140 pages of student transcripts.

The interviews were transcribed by an interview service and the researcher reviewed each transcription with the recording to check for accuracy. The interview transcriptions did not include stumbles, or false starts but this does not make any difference to the meaning of the data or the context. This initial review of the recording and interview transcript also allowed the author to have an unstructured reading of the data and write a memo with initial thoughts from the interview (Ravitch & Carl, 2016). Two participants asked to review the transcript and zero made changes.

Participant validation checks were conducted as an additional form of data validation with 16/18 participants in the micro level in August 2022 (Ravitch & Carl, 2016). Validation checks were conducted as way to share the analysis of the support networks with both program directors and coordinators and students. For example, with students, the support networks described by students in the interviews was shared and they were asked to provide their feedback and reflect on the network. Here, validation checks act as a method for developing the credibility of the analysis (Tracy, 2010). They also are a way to ensure that the research is not defining the networks, but the actors are (Latour, 2005). Although, there is some debate to the benefit of validation, or member checks (Morse et al., 2002; Caelli et al., 2003), they are a useful validation tool here because the participant was asked to reflect on the network of support understood through the interviews and not to reflect solely on their previous interview (Caelli et al., 2003; Tracy, 2010). All sixteen participants who participated in validation checks responded that the network of support understood through the interviews was in alignment with their experiences.

Limitations at Micro Level

The data collection and analysis at the micro level does include limitations. The purposeful sampling was beneficial for finding programs currently providing professional training and education for adults with disabilities. However, it also means that programs were left out of this analysis that could offer insight and experiences that would be helpful in understanding these supports. Still, the program directors did not introduce new types of supports to the codebook following the second program director interview, which demonstrates data saturation (Guest et al., 2006). Within the interviews, the researcher found that the interviewees were discussing the majority of the same supports and between interviews four through seven, only one new support was added to the designated support codes.

Moreover, the students who participated are those who chose to reach out to the researcher. This may limit the opportunity to learn from those who would be less likely to contact a researcher or who may have had a negative experience. For example, for three of the five programs that students were interviewed from, less than three students reached out to the researcher; only one student experience is included for one of the seven programs. Still, the researcher did check the point at which data saturation was reached and no new support codes were introduced after the sixth student interview. Furthermore, the validation checks provided participants the opportunity to share feedback with the researcher regarding the analysis which was considered in further analysis and write-ups and acts as an additional validation measure. Future research might seek out a greater number of students through surveys or case studies of programs where the researcher may have a greater opportunity to develop rapport with students.

Data Analysis

First Round of Coding and Analysis of Documents

After separating the pulled documents into analysis and context documents, 104 highly relevant documents were identified for analysis. With each document, an adapted set of context questions were considered and logged in a spreadsheet (Bowen, 2009; Cardno, 2018). These included:

1. Why was the document produced?

2. When and by whom was the document produced?

3. Who is the intended audience?

4. What is the purpose of this document?

These questions are important to consider in the overall analysis of these documents both to understand the chronological order of these documents and their social context (Latour, 2005). For example, for documents written by the UN, it is important to consider that they are written by a large governing body with representatives from different countries to be read by people across the globe. The hardest of these questions to answer was why the document was produced. For policy documents, there is often a deeper historical or societal reason for why a policy or agreement has been created and to answer this required further research in some cases.

The documents were uploaded to the coding software database Atlas.ti which was used to code all documents. In analyzing the educational policy documents for this specific terminology, keyword searches were used for 'discap,' ('disab' if the document was only in English), 'necesidades' or 'necesidades especiales' ('special needs' if the document was in English) and 'handicap.' These terms were utilized because of the potential use of these terms to refer to people with disabilities. These sections were coded using in-vivo and descriptive coding with a

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focus on the definition of disability or person(s) with a disability. Of the 104 highly relevant

documents identified for analysis, 23 documents included a definition of disability or person with

a disability.

To analyze these definitions, the researcher chose to classify these constructs by different

models of disability. Understanding that the theoretical framework used in this research

addresses how disability is constructed within society (Annamma et al., 2018), the researcher

chose to analyze these texts using multiple models of disability (several accounting for society's

role) to understand how each policy approaches disability. The coded constructs were

categorized by the disability constructs to determine which construct is being used: medical,

social, adaptability, or ICF. The medical and social model are included here because they are the

most often recurring in academic conversations and policy (Shakespeare, 2014; WHO, 2001).

The World Health Organization's (WHO) International Classification of Functioning, Disability

and Health model is also included as it is currently the model being proposed for use in

conducting disability classification within México (Yáñez et al., 2020). Finally, the adaptability

approach is included due to its alignment with the CRPD definition. Throughout the

classification process, if a definition said the disability came from the person, this was

categorized as the medical model and if the definition said the disability was a result of society, it

was classified as the social model. When the definition said that disability is an interaction

between an impairment and barriers in society, it was categorized as the adaptability approach

and finally, when a definition mentioned contextual or economic factors that may affect

participation or daily activities, it was classified as the ICF model. The constructs were also

organized by time to examine how these definitions and models were used over time.

Previous researchers have chosen specific models they believe are represented within the CRPD's definition, but this is not the intent of this analysis (Harpur, 2012; Kazou, 2017). It is instead to see how these constructs have moved through policies over time. This analysis is not meant to compete in the discussion over which construct is used but classification has been used to see how these different constructions are moving between levels and later, how they are internalized by those implementing the policy.

Additionally, the LGIPD and CRPD were analyzed for the actors and networks described and developed through the writing of this policy and declaration. The LGIPD, the policy that is the basis for this study, is important to understand because of the rights to education at all levels that it provides to students with disabilities. It is also important to understand the actors within the CRPD because this declaration has been used as the impetus for much of this inclusive work. In-vivo and descriptive coding were used to chunk sections of the documents that included mentions to different actors involved in implementation. ANT was also used to examine the actors (human and nonhuman) involved in the implementation and how they were working together. Within the actors involved in the LGIPD, three actors were most often working together with other actors. These three were analyzed for how they were working with others. The same analysis was conducted for one actor most often collaborating with other actors in the CRPD. Finally, the researcher used what was learned from the analysis to create a visual representation of the actors involved and the supports mentioned by the participants (Saldaña, 2013).

First Round of Coding and Analysis of Interviews

The interview transcripts were uploaded to the coding software database Atlas.ti which was used to code all interviews. The interviews were coded using in vivo and descriptive coding,

focused on the definition of disability and the supports mentioned by the participants. Each group of data was coded and analyzed individually within this first round of coding: government workers, program directors, and students. The interviews were coded using in vivo and descriptive coding, focused on the definition of disability and the supports mentioned by the participants (e.g. team support, family support).

The definitions of disability were categorized by disability constructs: medical, social, adaptability, or ICF.[18] This classification is not meant to make an argument for which construct is used but to see how these different constructions are moving between levels and how the constructs from within policies are internalized by those implementing the policy. Additionally, interviews were analyzed for the actors and supports detailed by the participants. In-vivo and descriptive coding was used to chunk or classify sections of the interviews that included mentions to different actors involved in implementation and different supports provided to or by participants (Seidman, 2013). When types of support were identified within the interview, these supports were coded as such (e.g. partner support, economic support). In some instances when these supports were identified, the researcher returned to previously reviewed interviews where they knew this support was included to code it as such as well (e.g. civil sector support).

Once these actors and supports were identified, ANT, was used to analyze how these actors, if at all, were working together in implementation. This was done by reading the texts associated with these actors and pulling out their specific actions and connections to each other. Memos were written to make sense of the actors and the way they work together, and these memos were used as a foundation for the writing of the findings (Seidman, 2013). Furthermore, to develop an understanding of the network of support, the researcher engaged in creating a

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[18] See above section on coding the documents on p. 72 to learn more about the categorization of these definitions.

visual representation of the actors involved and the supports mentioned by the participants (Saldaña, 2013). This representation was refined through continued analysis and used to demonstrate the networks of support at this level.

Second Round of Coding and Analysis

For the second round of coding, I created a combined codebook from these first three level-based analyses. I used the emerging themes to collapse codes that are redundant or unnecessary and focused on the codes that are most helpful to answering my research questions in the second round of coding. In this round of coding, I used the larger codebook to do a second round of actor and network coding on all interviews and the LGIPD and CRPD. This round also included a second round of coding for the definition of disability across all identified documents, policies, and interviews.

Analysis Across Levels

Finally, I conducted analysis of these codes to create a clear picture of the understanding of disability, actors, and their collaboration across all levels of implementation. This cross-level analysis was used to create an understanding of the full network of implementation of inclusive transition education and to develop main themes. The construct of disability is analyzed across the levels of implementation to determine which construct is most prevalent. To analyze these definitions the researcher classified these constructs by different constructs of disability: medical, social, adaptability, or ICF.[19] Additionally, interviews and documents were analyzed for the actors and supports involved in implementation and how they collaborate in the same way the analysis was conducted at each individual levels. Once these actors and supports were identified,

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[19] See above section on coding the documents on p. 72 to learn more about the categorization of these definitions.

ANT was used to develop a visual representation of the network of support for the implementation for the inclusion policy.

Limitations

There are several limitations to this methodology and my participation as the researcher. First and foremost, I must acknowledge that these interpretations are my own. I engaged in routine dialogic engagement with a colleague, met with other researchers during the analysis process, and conducted participant validation but the final interpretations must be recognized as my own interpretations of the data (Ravitch & Carl, 2016; Saldaña, 2013). The intent of the vertical case study is to provide a full picture of networks involved in the implementation of this policy. However, in analyzing this policy at multiple levels, the data collection and analysis may be superficial. The collection at multiple levels, including collection of different types of data (documents and interviews) does allow for triangulation of the data but this could lead to limitations on the depth of analysis at each level (Ravitch & Carl, 2016).

The sampling used within this study is also limiting. Finding all documents online and conducting purposeful and snowball sampling for interviews limits the data collected. The context of those working in the government, these programs, and students is specific to their experiences. It cannot and should not be generalized to the transition programs across the country or the world. Still, in collecting data at these multiple levels of implementation, there is the opportunity to better understand the support networks employed within this implementation and this can be helpful in designing and implementing future policies and programs.

Outside of the variation within the sampling, there is also some variation within the data collection. The experience of COVID-19 has created a comfortability in online communication that is still preferred by many people. In giving the participants the option to do their interviews

in person or on Zoom, the researcher did allow for some variation in data collection. However, this method gave the participants the choice to be interviewed how they were most comfortable, thus it should not affect their responses to the questions. Many participants did discuss how their experiences within school, or their jobs have shifted during the COVID-19 pandemic and how virtual meetings and communication is widely used in place of in-person. This has the potential to have affected inclusion of people with disabilities within these spaces. Ultimately, it should be understood that there is a transitory nature to experience, and the context of the COVID-19 pandemic should be understood in understanding the findings of this research (Ravitch & Carl, 2016).

This must also be true in how we consider support. Throughout the research process, both in interviews and analysis, I questioned if there was a baseline understanding of support held by all participants. I considered asking participants to define support or to offer my own definition of support to participants to frame the question itself. However, in this consideration, I determined it is most beneficial to ask participants what has supported them and allow for their true response. Although this leads to variation in the responses, it also provides the opportunity to center their experiences with and understandings of what or who has support them.

As Spanish is my second language, the academic and formal language used in legal documents may have caused difficulty in initial analysis. However, this problem was easily solved by translation tools or consultation with a Spanish language teacher. To ensure that I was understanding colloquial phrases and interactions with participants, I met regularly with a Spanish teacher to check in about what I was comprehending. Still, this difference in my language acquisition may also help in interviews because it will provide the opportunity to question the use of the language and understanding of the terms *disability* and *inclusive*

education within México. Additionally, credibility is given to these findings through validation checks conducted with each participant after initial analysis of the interviews to reflect on the initial networks of support identified at their level of implementation (Ravitch & Carl, 2016; Tracy, 2010).

Finally, the researcher's position within this research was under constant reflection and analysis in order to reduce the possibility of bias. As an American conducting research within México, I may be restricted by a lack of knowledge of the school system or pervasive culture. This required a thorough examination of literature before and while conducting interviews and the assistance of those who are both part of the culture and have spent time in this research field. Fortunately, this also provided me the opportunity to question parts of this education system because of my lack of understanding.

Researcher Positionality

As mentioned above, my own identity and its influence was continuously analyzed to ensure that my bias is not affecting the outcome or analysis of this study. I bring multiple lenses to this research from my own experience. I have worked in special education in a number of classroom spaces and service areas. I believe this helped me in my understanding of this work and in connecting with participants. However, I must also admit my lack of experience in transition spaces. I have not supported people with disabilities in university or vocational education. Still, I believe that my experience in special education provides a foundational basis and my lack of experience in transition spaces leads me to question the practices and service models so that I can fully understand them.

One assumption I bring to this work is that inclusion of all people is what's best for education. I have worked in mostly segregated special education spaces in the United States and

want to work towards an inclusive education system that puts students first and capitalism second. This assumption guides the purpose of this research but did not interfere in the data collection of this research. With each participant, I made an effort to share the intent of my project but to be open and an intentional listener so that they felt comfortable sharing their views of inclusion and policy implementation (Ravitch & Carl, 2016).

To truly discuss my positionality, it is important to recognize my privilege in this work. In researching this system within México, I bring my privilege as a half-white, able-bodied, researcher from the United States. I want to ensure that at all times I am privileging the voices of people with disabilities and those who are doing this work and have used validation checks as a way to ensure that I am interpreting and sharing their experiences accordingly. I was also committed to conducting this research not as an evaluation of these systems but as a research opportunity to learn from the systems that have been created.

Finally, I am mixed, Mexican, and white, and bring that piece of my identity to all of my work. I consider Gloria Anzaldúa's (1987) writing on her complex feelings about being a Mexican living in the United States. She writes "The ambivalence from the clash of voices results in mental and emotional states of perplexity. Internal strife results in insecurity and indecisiveness. The mestiza's dual or multiple personality is plagued by psychic restlessness" (p. 78). As a mixed person my experience is different, but I can identify with and do carry an indecisiveness and multiple voices into this work. I hope this is manifested as a strength in how I approach analysis ready to learn from all and intent on being open to the need to adjust or change within my methods (Morse et al., 2002; Tracy, 2010).

This chapter has explored the methodology used to collect and analyze data at the macro, meso, and micro level of implementation for inclusive education of adults within México. With

these methods and my positionality in mind, we will now move on to the findings from this analysis, starting by examining the construct of disability as it is understood across the three levels of implementation.

Chapter Four: Construct of Disability Across Implementation

The construct of disability has been dismantled and interpreted by a number of authors and researchers (Cluley et al., 2020; Mitra, 2006; Palacios, 2008; Söder, 1989). To begin to unravel the actors and actor networks involved in the implementation of inclusive education for adults with disabilities in México, we must acknowledge disability as a construct and develop an understanding of how disability is created and understood by those involved in implementation. For this reason, the following chapter will explore the findings in response to research question three: How is the construct of disability understood by the actors (institutional, individual, and relational) within these networks? It is important to note that these actors, human and nonhuman, rely on each other to provide inclusive transition education. However, the way that disability is constructed, internalized, and reproduced affects the ways that policy is understood and implemented. It can also intentionally or subconsciously affect how educators provide instruction to students with disabilities because of how it impacts their attitudes and expectations (Evans, 2008). Therefore, to truly understand the implementation of the inclusion policy, it will be necessary to understand the construct of disability within this context.

This chapter outlines the construct of disability at the macro, meso and micro levels of implementation. At the macro level, documents and policies were qualitatively coded to find the definitions of disability in the recent Convention on the Rights of Persons with Disabilities (CRPD) and Ley General para la Inclusión de las Personas con Discapacidad (General Law for the Inclusion of Persons with Disabilities) and within policies and declarations dating back to 1990. These documents provide the opportunity to see the construct of disability as it has been written over time from 1990 to current 2022 implementation. Interviews were conducted at the meso and micro levels with government employees, program directors, and students and in each

of these interviews, participants were asked for their definition of disability. Four models of disability were purposefully chosen as constructs to compare with the provided definitions. These models were chosen for their continuous use in academic conversations and policy, use in disability classification within México, and alignment with the CRPD definition (Shakespeare, 2014; World Health Organization, 2001; Yáñez et al., 2020).

In this analysis, the construct of disability has been classified within four approaches: medical, social, adaptability, or International Classification of Functioning (ICF). When a provided definition described disability as coming from the person, this was categorized as the medical model and if the definition said the disability was a result of society, it was classified as the social model. When the definition said that disability is an interaction between an impairment and barriers in society, it was categorized as the adaptability approach and finally, when a definition mentioned contextual or economic factors that may affect participation or daily activities, it was classified as ICF. Previous researchers have chosen specific models they believe are utilized within the CRPD, but this is not the intent of this analysis (Harpur, 2012; Kazou, 2017). Classification is used here to see how these constructs have moved through policies over time and been internalized by the people implementing those policies.

This chapter explores these constructs of disability over time within macro level policies and treaties and within participant understanding of the construct at the government and local level. The policies and documents at the macro level of implementation do utilize one clear construct of disability, the adaptability approach, but that construct has not permeated the meso and micro levels of implementation. At the meso and micro levels multiple definitions are used by government officials and program directors. For students at the micro level, the medical model is the construct used by the majority. These differences in disability construct are further

explored when the definitions are analyzed as a whole group, across all three levels. These differences in the understanding of the construct of disability provide important context about the lack of consensus across these support networks.

A Transversal Understanding of the Construct of Disability at the Macro Level

Of the 104 documents collected for analysis at the macro level, 81 are laws, statutes or plans from the government of México. There are also 3 World Health Organization (WHO), 6 International Labour Organization (ILO), and 14 United Nations (UN) declarations. In México, there is a notable increase of policy documents focused on education and/or disability following the 2011 General Law for the Inclusion of Persons with Disabilities (LGIPD). In the documents examined from 1990-2022, over eighty percent of México's policy documents are from after 2011.

There is a clear shift in the constructs of disability used in these documents. Of the documents reviewed, 23 total documents included a specific definition for a 'person with a disability', 'disability', or a disability related term (handicap, special educational needs, etc.) [20]. These documents and the terms defined can be seen in Table 4. Some of these documents included multiple terms and these are also noted in the Table. Only two documents used the medical model, from 1993 and 1994. Thereafter, the ICF was utilized, first in the ICF document in 2001 and then in the Ley General para las Personas con Discapacidad (General Law for Persons with Disabilities) of 2005. For the 2006 CRPD, ICF was included in the initial discussions for how to define disability, but the authors eventually agreed on a definition separate from the ICF, the adaptability approach definition we have today (Kazou, 2017). Then, following the CRPD, the majority of policies and declarations shifted towards utilizing the

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[20] Documents that were reformations to previous laws but did not include an updated definition are not included in this count or analysis.

adaptability approach[21]. This analysis has found that despite the use of additional constructs of

disability within global documents (medical, social, ICF), following 2011, the policies for

inclusion in México discussing and defining disability are strongly aligned with the adaptability

approach used in the CRPD from 2006. This timeline lines up with the 2011 shift in México's

constitution that policies must align with human rights treaties, thereby giving the same federal

power to all international treaties signed by México. (Velasco Jáuregui et al., 2015).

There is a clear and pervasive use of the adaptability approach in the collected documents

from the 2010s. In fact, within Mexican policies following the 2011 LGIPD, all 14 policies use

the adaptability approach. For example, in the National strategy for inclusive education,

disability is defined as:

> *Resulta de la interacción entre las personas con limitaciones físicas o mentales y las barreras debidas a la actitud y al entorno que evitan su participación plena y efectiva en la sociedad, en igualdad de condiciones con los demás.* [It results from the interaction between people with physical or mental limitations and the barriers due to attitude and environment that prevent their full and effective participation in society, on equal terms with others.] (Secretaría de Educación Pública, 2019, p. 110)

The definition of disability within this document uses the adaptability approach because it

defines disability as an interaction between a limitation and barriers in the environment. There

are also four Mexican policies that specifically cite the CRPD when defining the construct of

disability. These include the National development plan 2013-2018: National work and

employment program for people with disabilities (Secretaria del Trabajo y Previsión Social,

2014), Judgement issued by the full court in the unconstitutionality action 33/2015 (Suprema

Corte de Justicia de la Nación, 2016), Organic statute of the National Council for the

Development and Inclusion of Persons with Disabilities (Consejo nacional para el desarrollo y la

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[21] Four policies and documents utilized multiple definitions but for all four at least one definition was aligned with the adaptability approach.

inclusión de las personas con discapacidad, 2019), and National work and employment program for persons with disabilities 2021-2024 (Diario Oficial de la Federación, 2021).

Due to México's affirmation of the CRPD, their policies have been expressly written to align with the CRPD, including the definition of disability (Velasco Jáuregui et al., 2015). In fact, 15/16 Mexican policies that define 'disability' or a 'person with a disability' published after 2006 use a form of the structure and language from the CRPD and follow the adaptability approach. [22] There is a clear interchange of ideas between the UN and México. The UN influenced the creation of multiple laws including the Ley Orgánica de la Educación (Educational Law) and the Ley General para la Educación (General Law for Education). In return, México also influenced the documents written by the UN after Vicente Fox's administration suggested holding a Convention specifically dedicated to a rights treaty for people with disabilities (Hernández et al., 2006; Parada, 2006; Tomasini & Consejo Trejo, 2019). The use of the adaptability approach as seen in the CRPD is further evidence of the influence that the UN has over México's policy choices.

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[22] It should be noted that in 2008, the General law for persons with disabilities was reformed and the definition was not changed at that time to match the CRPD (Congreso General de los Estados Unidos Mexicanos, 2008). Additional reformations to the LGIPD were made in 2015, 2018 and 2022 but these did not include updates to the definition of disability (Secretaría de Gobernación, 2015; Secretaría de Gobernación, 2018b; Congreso General de Los Estados Unidos Mexicanos, 2022).

Table 4

Construct of disability within the policies and declarations examined from México 1990-2022

Policy or declaration	Published by, year	Terms defined	Construct used in definition(s)
Standard Rules for the Equalization of Opportunities	UN General Assembly, 1993	Disability Handicap	Medical Social
Salamanca Statement and Framework for Action	UNESCO & Ministry of Education and Science, Madrid, 1994	Special educational needs	Medical
International Classification of Functioning, Disability and Health	World Health Organization, 2001	Disability	ICF
General law for Persons with Disabilities	Congreso General De Los Estados Unidos Mexicanos, 2005	Person with a disability	ICF
Convention for the Rights of Persons with Disabilities	Asamblea General de las Naciones Unidas, 2006	Disability Persons with disabilities	Adaptability for both
General Law for Persons with Disabilities: Reformed	Congreso General De Los Estados Unidos Mexicanos, 2008	Person with a disability	ICF
General law for the Inclusion of Persons with Disabilities	Congreso General De Los Estados Unidos Mexicanos, 2011	Person with a disability	Adaptability
Regulation of the general law for the inclusion of persons with disabilities	Diario Oficial de la Federación, 2012	Disability Physical, mental, intellectual, and sensory disability	Adaptability (for all)
National development plan 2013-2018: National work and employment program for people with disabilities	Secretaría del Trabajo y Previsión Social, 2014	Person with a disability Persons with a disability	ICF Adaptability
Agenda Item 13.5 – Disability	World Health Assembly, 2013	Persons with disabilities	Adaptability

Policy or declaration	Published by, year	Terms defined	Construct used in definition(s)
National program for the development and inclusion of people with disabilities	Secretaría de Desarrollo Social, 2014	Person with a disability	Adaptability
Global Disability Action Plan 2014-2021	World Health Organization, 2015	Disability Persons with disabilities	ICF Adaptability
General Law for the Attention and Protection of People with Condition of Autism Spectrum	Congreso General De Los Estados Unidos Mexicanos, 2015	Disability	Adaptability
Judgement issued by the full court in the unconstitutionality action 33/2015 (See Note 7)	Suprema Corte de Justicia de la Nación, 2016	Disability Person with a Disability	Adaptability ICF
Draft decree that reforms and adds various provisions on the rights of persons with disabilities	Secretaría de Desarrollo Social y CONADIS, 2017	Disability Persons with a disability	Social Adaptability
Educational model: Equity and inclusion	Secretaría de Educación Pública, 2018	Disability	Adaptability
Decree amending and adding various provisions of the law on insurance and bonding institutions and the general law for the inclusion of persons with disabilities	Secretaría de Gobernación, 2018a	Disability Physical, mental, intellectual, and sensory disability	Adaptability (for all)
Decree amending and adding various provisions of the General law for the inclusion of persons with disabilities, the General health law and the General population law	Secretaría de Gobernación, 2018b	Disability Person with a Disability Physical, mental intellectual, and sensory disability	Adaptability (for all)
National strategy for inclusive education	Secretaría de Educación Pública, 2019	Disability	Adaptability

Policy or declaration	Published by, year	Terms defined	Construct used in definition(s)
National strategy for inclusive education: With emphasis on special education	Dirección General de Desarrollo Curricular Educación Especial, 2019	Students with a Disability	Adaptability
Organic statute of the national council for the development and inclusion of persons with disabilities	Consejo nacional para el desarrollo y la inclusión de las personas con discapacidad, 2019	Disability	Adaptability
National work and employment program for people with disabilities 2021-2024	Diario Oficial de la Federación, 2021	Disability Persons with a disability	Adaptability for both
General Law for the Inclusion of People with Disabilities: Reformed	Congreso General De Los Estados Unidos Mexicanos, 2022	Disability Person with a Disability Physical, mental intellectual, and sensory disability	Adaptability (for all)

When utilizing the adaptability approach, there is some difference in the exact language used. The CRPD definition says persons with disabilities are those with "long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others" (UN General Assembly, 2006, p. 4).[23] México's Regulation of the general law of inclusion of persons with disabilities of 2012 (Diario Oficial de la Federación, 2012) and the Decree amending the general law of inclusion of persons with disabilities in 2018 (Secretaría de Gobernación, 2018a) refer to

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[23] In the Spanish version of the CRPD, this word is 'deficiencia' (Asamblea General de las Naciones Unidas, 2006). It should be noted that there are slight alterations between the English and Spanish documents. In the English version of the CRPD, the term used is impairment, but that word does not have a direct translation in Spanish. Within this text, I have chosen to use the English version of the CRPD instead of a direct translation to remain as close to the CRPD intention as possible.

it as an "impairment *or* limitation" that interacts with barriers and impedes full and effective "*inclusion.*" Furthermore, the National strategy for inclusive education describes "physical and mental limitations" that can hinder full and effective "participation" (Secretaría de Educación Pública, 2019). Ultimately, within these different definitions the shifts in language are minor. The structure of these definitions remains the same: disability is a health condition, deficiency, or limitation, which may be temporary or permanent, and interacts with barriers either imposed by society or due to attitudes that can limit full and effective participation or inclusion on equal terms with others. However, the difference in the phrasing regarding a limit of full and effective "participation" or "inclusion" in society does highlight one difference in the goal of these policies. The choice to use "inclusion" instead of "participation" in some definitions may be due to the need to align with the LGIPD, the General Law for the *Inclusion* of Persons with Disabilities. Furthermore, in choosing to use "inclusion in society" the law acknowledges that a disability can impede inclusion and at the same time is calling for an inclusive space.

It is important to note that despite the shift in language, we should not assume that a shift towards the adaptability approach of disability means a complete evolution, as elements from previous constructs (medical, social) continue to permeate society (Sandoval et al., 2017). However, this evolution in the written construct of disability is important in future creation and implementation of policy in México. It helps to frame inclusion because this construct highlights the way that society has not been adapted for people with disabilities and should begin to implement changes to reduce the number of barriers to full participation.

Although the policies themselves focused on improving society, the definitions used within them highlight an adaptability approach which recognizes the impairment and its interaction with society. As previously mentioned, researchers have argued for the use of specific

constructs to ensure a more complete understanding of disability that accounts for all of the

affects that an impairment may cause for a person (Cluley et al., 2020; Shakespeare, 2014).

However, these findings do not point to one construct as being more accurate than another.

Instead, they allow us to comprehend the policy and declaration purposes and understanding of

disability. In this case, these policies and declarations are seeking to provide inclusion and

participation for people with disabilities who are experiencing barriers due to an impairment

interacting with society. This understanding is especially pertinent to discussing policy because

in seeing society's barriers that cause disability, policymakers can work to make the necessary

adjustments. Moreover, it is important to understand that the CRPD and the LGIPD are utilizing

the same construct.

Construct of Disability at Meso Level

At the meso, or government level, it is important to understand how government workers

in key entities understand and have internalized 'disability' as they work directly with policies

and with government entities to implement inclusive education. The policies themselves utilize

the adaptability approach but the construct of disability, as explained by the seven participants at

the state and federal level of implementation of the LGIPD, varied immensely between

participants. Of the seven participants, one participant defined disability using the medical

model, two used the social model, three used the adaptability approach and one defined it using a

mix of the adaptability, social and ICF approaches. An example of the adaptability approach can

be seen in this quote from Alfredo[24] who works for disability rights:

> *Pues bueno, es muy difícil no referir de definición [ríe] la Convención, porque la tengo*
> *siempre muy metida. Es decir, es una condición que resulta de la interacción entre*
> *personas con deficiencias a largo plazo y las barreras del entorno, físicas o sociales*
> [Well, well, it is very difficult not to refer to the definition of the Convention [laughs],

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[24] Participants have been given pseudonyms.

because I always have it very stuck in my brain. That is to say, it is a condition that results from the interaction between people with long-term deficiencies and the barriers of the environment, physical or social]. (2/23/2022)[25]

Here Alfredo directly links his definition to the CRPD and utilizes the phrase "interaction between people with long-term deficiencies and the barriers of their environment," phrasing that is very similar to the CRPD.

Of the three who used the adaptability model, all three also cited the CRPD in their response, demonstrating a clear indication of where they had pulled this approach from. The adaptability approach and medical model were described by people working at the federal and state level of government indicating that no one construct is utilized exclusively at the state or federal level, nor is there one construct understood within the government. Despite a deliberate and intentional use of the adaptability approach throughout the most recent policies, the adaptability approach as a construct for disability has not been internalized by all branches and members of the government.

Construct of Disability at Micro Level

The construct of disability at the programmatic level is the final important piece in comprehending how disability is understood throughout the implementation of inclusive education. The micro level includes those working directly with students and the students themselves and there is a great deal of variability in the construct of disability within these groups. Program directors and students use the social model, medical model, adaptability approach, and ICF when asked to define disability. Furthermore, it is clear that the adaptability approach, the construct used in the LGIPD, CRPD, and most recent policies in México, is not the construct most often utilized by those at this level. Of the 18 participants who shared their

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[25] Translations have been constructed to match the sentiment of each quote given by participants and may not be directly translated.

definitions of disability, the two most utilized constructs of disability are the social model and medical model of disability. However, upon a closer analysis, each group, program directors and students, provides a different construct most often.

For program directors, three of seven provide a definition that aligns with the social model and one offers a combination of the social and medical model. Although the adaptability approach was widely used in policy, and most often used at the meso level, there is only one director who describes disability using the adaptability approach. Alina, who works in a university center for inclusion, says:

> *Bueno nosotros trabajamos apegados a la definición de la convención donde la discapacidad pues es el resultado de la interacción entre las personas con limitaciones sensoriales, físicas, (pausa) que conviven con las barreras en un contexto. Barreras que pueden ser actitudinales, físicas, estructurales, etcétera, ¿no? Entonces la discapacidad pues es el resultado de esta convivencia, ¿no?* [Well, we work attached to the definition of the convention, where disability is the result of the interaction between the person with sensory, physical limitations, (pause) that coexist with the barriers in a context. Barriers that can be attitudinal, physical, structural, etc, right? So disability, then is the result of this coexistence, right?] (4/12/2022)

Here, she also cites the CRPD in response to the question, a clear indication of why she is using this particular construct. When looking at types of programs, both public and private, there is no specific construct used within either type of program and there is also variation within university inclusion centers. Although there is a greater use of the social construct by directors and coordinators at this level, there is no construct of disability provided by the majority of directors, nor are the majority of the constructs used taken from the CRPD or policies.

Students, however, do have one clear majority construct. Of the eleven students interviewed, eight gave definitions that could be classified within these four constructs. A definitive majority of students (7/8) defined disability using a version of the medical model. These students describe disability as "*una dificultad que tiene una persona para otras cosas*" [a

difficulty that one person has for other things] (Teresa, 6/14/2022), *"la falta o ausencia de las habilidades"* [lack or absence of skills] (Camilo, 3/17/2022), and *"son personas o hay personas que tienen una dificultad"* [they are people or there are people who have a difficulty] (Lucia, 6/27/2022). In all these explanations, the disability is found within the person, which is a marker of the medical model. Jade defines disability as *"El no poder realizar ciertas actividades, ya sea por diferentes cuestiones, pueden ser sociales, pueden ser físicas, pueden ser médicas."* [Not being able to perform certain activities, either for different reasons, they can be social, they can be physical, they can be medical] (6/28/2022). This is aligned with the ICF construct as she describes difficulties participating in activities for a variety of reasons. In student definitions, there is also no clear construct by program. Once more it is clear that the policy definitions and the adaptability construct are not used throughout the level of implementation. The program directors and coordinators most often describe a version of the social model (4) and the students most often describe the medical model (7). This is important to understand because it indicates an understanding of disability from outside of the policies themselves and shows how those working in the local context and people with disabilities are understanding and constructing disability.

Construct of Disability Across Levels of Implementation

After developing an understanding of the definition of disability used at each level of implementation, it is also necessary to articulate how disability is defined across the levels of implementation as an entire group. There are 57 definitions in total from 25 interviews and 23 documents (48 pieces of data)[26]. Out of these 57 definitions, the most often used definition is the adaptability approach as it is the construct aligned with 24 of the definitions. Of the remaining

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[26] There are more definitions than pieces of data due to the potential for documents to include multiple definitions for 'disability' or to include definitions for 'disability' and 'persons with a disability.'

definitions, eight are using ICF, ten are using the medical model, eight are using the social model, three are mixed (using pieces of different constructs within the definition) and four are not classifiable. Although this shows a larger number of the definitions utilize the adaptability approach, a large part of that is coming from the documents and only four interviewees used this language. This points to what is also clear in the analysis at each level: the macro level is using the adaptability approach, but it has not permeated at the meso or micro levels.

When looking at the entire data corpus, there are multiple ways of analyzing participant demographic information across the meso and micro levels to determine if there are any patterns that emerge in the understanding of these constructs. These groups include the state a participant lives in, their gender, age, and whether they identify as having a disability. When grouping all interview participants by their gender or state, clear use of a specific construct is not found. For the 16 people with a disability who are interviewed within the study, half of this subgroup does utilize the medical model when asked about the definition. Additionally, when looking at ages of the interviewees, there is a larger use of the medical model by those interviewed in their 20s. However, both groups also correlate with the students interviewed (representing the majority of the participants in their 20s and those identifying as having a disability) and it is unclear which of these identity markers (student, in their 20s, or person with a disability) might affect their understanding of the construct of disability. Moreover, it is worth noting that those working at the program or government level who identify as having a disability use the adaptability approach (2), social model (1), or did not provide a classifiable definition (1). Thus, there is not one clear use of a specific construct within this subgroup either.

Overall, the most salient finding from the analysis across all three levels of implementation is the lack of one clear construct utilized by policies, declarations, those

implementing these policies and students themselves. Alfredo, a government worker in disability

rights, described a survey that highlighted how different people use different constructs. He said,

"*Es decir, que de estas respuestas, el 95%, si recuerdo bien el porcentaje, refieren a la*

discapacidad como una condición de la persona. Tenemos mil y un formas, literalmente, de

cómo nos dicen que es la discapacidad." [In other words, of these answers, 95%, if I remember

the percentage correctly, refer to disability as a condition of the person. We have a thousand and

one ways, literally, of how we are told what disability is.] (2/23/2022). In previous analyses of

implementation, a lack of consensus has made it difficult to implement a policy (Brinkerhoff,

1996), while a common understanding has also not guaranteed a collective outcome

(Hoogesteger & Wester, 2017). This research is unable to determine the affects this difference in

definition may have on the implementation but it can point to a difference of understanding

surrounding disability between the policies themselves and those who are implementing them.

Conclusion

This chapter examined the construct of disability as understood by policies and

documents at the macro level, government workers at the meso level, and program directors and

students at the micro level within México. As demonstrated by the analysis at each level, the

construct used most often in policies at the macro level, the adaptability approach, has not been

diffused at the meso and micro levels to be utilized and internalized by practitioners. It is the

construct used most often by the government workers in key entities (3/7) but is not utilized by a

clear majority of government workers. Furthermore, at the micro level, the social and medical

model are most often used. These differences in the understanding of the construct of disability

demonstrate a difference of understanding across those implementing these policies and a lack of

diffusion of the policies themselves. The people interviewed and documents analyzed are

themselves a part of the networks of support in the implementation of this policy and this

analysis demonstrates there is not a clear consensus across these networks about the construct of

disability. With this in mind, the next chapter will outline the actors within these networks and

the ways they collaborate in the implementation of the inclusion policy.

Chapter Five: Actors and their Means of Collaborating

To continue towards an understanding of the networks of support involved in the implementation of inclusive transition education, we must develop a clear picture of the actors involved in this implementation and how they are collaborating. This is in response to question 2 and 2a: Who and what are the actors (institutional, individual, and relational) that are utilizing and building up these networks? How do these actors support each other and the students utilizing these programs? Here *actors* will include any person, resource, or force that is supporting those who are implementing and utilizing the services provided by this policy (Bartlett & Vavrus, 2014; Chong & Graham, 2017). This means actors could be institutional, relational, or individual. An institutional actor works within an institution, such as the government or a university. A relational actor could be a friend, family member, mentor, or someone from the community who has a personal relationship with a person providing a service, or a student utilizing the service. Finally, there are the actors who are implementing and utilizing these services themselves, the individuals who shared their experiences with me. It is also important to acknowledge that these include nonhuman actors such as written policies and technology that are part of this work. Furthermore, this chapter discusses how the actors included by these documents and interviews are working together.

This chapter describes the actors and their collaboration at each level individually and then across the levels of implementation in México. At the macro level, documents were qualitatively coded for the actors mentioned in the Convention on the Rights of Persons with Disabilities (CRPD) from the United Nations (UN) and the Ley General para la Inclusión de las Personas con Discapacidad (General Law for the Inclusion of Persons with Disabilities) policy in México. Interviews were conducted at the meso and micro levels with government workers and

program directors and in each of these interviews, participants were asked to describe their role in their position and in the implementation of policy, a typical day for them, and the people who support them. Students with disabilities were also interviewed and asked to share about a typical day in their program and the people who support them.[27] In-vivo and descriptive coding was used to chunk sections of the documents that included mentions to different actors involved in the implementation of this inclusion policy, in providing education through these programs, and for students as they assist these programs. The interviews were coded qualitatively using in-vivo and descriptive coding to identify the actors involved. These coded chunks were then analyzed using Actor-Network Theory to pull out the specific actors mentioned and how they worked with other actors.

In addition to describing the actors and collaboration occurring at each level in México this chapter will also explore the notable themes across these levels of implementation. It is important to acknowledge both human and nonhuman actors at each level as actors who are supporting inclusive education. Resource actors like technology, funding, and information play a pivotal role. Moreover, both institutional and relational actors are involved within this implementation. At the macro, meso, and micro levels of implementation, a great deal of collaboration is occurring through information sharing. For students, we see a great deal of collaboration through joint action which involves actors working alongside students in the interest of seeing them be successful in their academic journeys. Additionally, we see boundary spanners, or bridges, at each level of implementation. As boundary spanners, actors are operating across the boundaries that have been created in organizational structures and are promoting the

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[27] It must be noted that the actors and the collaboration between them is an understanding developed through interviews with multiple people with a variety of experiences. The actors and collaboration should not be generalized to all government workers, programs, or student experiences.

exchange of information between groups (Manev & Stevenson, 2001; Long et al., 2013; Wohlstetter et al., 2015). Across all levels of implementation in México, the program and its team act as a boundary spanner, connecting multiple actors to this implementation.

Actors in Implementation at the Macro Level

At the macro level of implementation, a document analysis was conducted focused on the General Law for the Inclusion of Persons with Disabilities (LGIPD) and the CRPD. These two documents provide the opportunity to understand the actors within the CRPD (the impetus for much of this inclusive work) and the LGIPD (the policy foundation for including people with disabilities in México). Most of the actors mentioned within this policy and declaration are institutional actors from the government or non-governmental institutions. In the government, these actors include the federal government and its secretariats, the school system, covenants, and policies. Non-governmental institutional actors include those from international organizations including the UN and its conventions and declarations. Furthermore, people with disabilities are mentioned as they are the people these documents were written for. Two other groups of actors also emerge: resources and community. Resources include scholarships, assistive devices, research, and statistical data, while community includes family and society. These actors are from two different documents, each with their own authors and purpose (Cardno, 2018), and with their own similarities and differences.

Both the LGIPD and the CRPD discuss institutional government and non-government actors, but the specific actors mentioned by each demonstrate the focus of these documents. Although the LGIPD is aligned with the CRPD in definition of disability and in creating inclusion for people with disabilities, there are some ways that this document goes a step further. The LGIPD mentions specific government entities that will be involved. For example, the

LGIPD states, "*La Secretaria del Trabajo y Previsión Social promoverá el derecho al trabajo y empleo de las personas con discapacidad en igualdad de oportunidades y equidad, que les otorgue certeza en su desarrollo personal, social y laboral.*" [The Secretariat of Labor and Social Welfare will promote the right to work and employment of persons with disabilities with equal opportunities and equity, which grants them certainty in their personal, social, and labor development] (Congreso General de los Estados Unidos Mexicanos, 2011, p. 7). The LGIPD tasks several institutional government bodies with involvement in the implementation, including the Secretaría de Trabajo y Previsión Social (Secretariat of Labor and Social Welfare), the Secretaría de Educación Pública (Secretariat of Public Education), and the Consejo Nacional para el Desarrollo y la Inclusión de las Personas con Discapacidad (CONADIS) (National Council for the Development and Inclusion of Persons with Disabilities).

Equally important to note is the discussion of civil society organizations. Those that are for and from people with disabilities are highlighted as actors within the LGIPD implementation. In article 6 it says, *"VI. Promover la consulta y participación de las personas con discapacidad, personas físicas o morales y las organizaciones de la sociedad civil en la elaboración y aplicación de políticas, legislación y programas, con base en la presente Ley;"* [Promote the consultation and participation of persons with disabilities, natural or legal persons, and civil society organizations in the development and application of policies, legislation, and programs, based on this Law] (Congreso General de los Estados Unidos Mexicanos, 2011, p. 5). The LGIPD is proposing to include people with disabilities and civil society organizations in future development of policies and programs. Encouraging the practice of listening to and engaging with people with disabilities in the implementation of this policy is an important piece of ensuring justice for people with disabilities (Annamma et al., 2018; Berne et al., 2018).

In contrast to the descriptions of institutional actors, few relational and individual actors are discussed within the LGIPD and the CRPD. The LGIPD and the CRPD do recognize family and society as part of this work. In the preamble of the CRPD, we read:

> (x) Convinced that the family is the natural and fundamental group unit of society and is entitled to protection by society and the State, and that persons with disabilities and their family members should receive the necessary protection and assistance to enable families to contribute towards the full and equal enjoyment of the rights of persons with disabilities (UN General Assembly, 2006, p. 3).

The CRPD and the LGIPD acknowledge how important the family unit is to protecting the rights of people with disabilities and implementing inclusion. The mention of relational and individual actors within the LGIPD and the CRPD does demonstrate the recognition that relational actors play a role in education as well. As previously mentioned, a study on barriers and facilitators to inclusion in university settings found the inclusion facilitator mentioned by 85% of the participants was support from friends and colleagues within the university (Pérez-Castro, 2019a). Therefore, it is important to consider the relational actors that are involved in the implementation of inclusion.

Furthermore, when comparing the actors included in the LGIPD and the CRPD, one glaring difference is the mention of resources in the LGIPD that are not discussed in the CRPD. In article 12 of the LGIPD it is noted that the government will, *"VIII. Establecer un programa nacional de becas educativas y becas de capacitación para personas con discapacidad en todos los niveles del Sistema Educativo Nacional;"* [VII. Establish a national program of educational scholarships and training scholarships for persons with disabilities at all levels of the National Educational System;] (Congreso General de los Estados Unidos Mexicanos, 2011, p. 8). The LGIPD recognizes the need to offer scholarships to students and to include in their national budget the funding to be able to implement this law. The CRPD does note that signatories will

need to take full advantage of their resources, but the importance of funding allocation is not highlighted. Funding and the materials used to provide inclusion are inherently connected as funding systems can be directed towards providing the materials to meet the needs of students (Frawley et al., 2015). Therefore, it is especially notable that the UN did not specifically discuss the funding member states would need to allocate to commit to inclusion in education.

The CRPD and the LGIPD are two very different but important documents articulating the rights for people with disabilities. They both include several institutional actors within the government and outside of the government, as well as community and resource actors. However, they are also both written for distinct purposes. Notably, the addition of specific government entities, civil society organizations, and budgets in the LGIPD allow for a more complete picture of the necessary actors for implementation for those working within México.

Collaboration as Described at the Macro Level

In collaboration at the macro level in México, a great deal of coordination is occurring between actors. In analyzing these two documents, the LGIPD and the CRPD, it was necessary to analyze them here separately to be able to detail how they describe the coordination between actors. This is due to the way these documents are structured, one focused on the actual country, and one focused on the members of an international organization. Of the actors working on the implementation of the LGIPD, three were most often tasked with collaborating with other actors. These three include the government[28], CONADIS, and the Secretariat of Public Education. The CRPD has one actor who is coordinating most with other actors: States Parties. Despite this document being published by the UN, it focuses the bulk of coordination for implementation on

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[28] Here 'government' refers to mentions of the Federal Government, the Municipal or State government, the legislative branch or the Secretaría del Trabajo y Previsión Social (Secretariat of Work and Social Security – this secretariat is a branch within the government that focuses on employment).

the states parties, or member countries themselves (Asamblea General de las Naciones Unidas, 2006).

Two nonhuman actors are most often working alongside the government, CONADIS, Secretariat of Public Education, and states parties (Congreso General de los Estados Unidos Mexicanos, 2011). In all their coordination efforts, these four actors are working together with research. They coordinate through increasing the amount of research and promoting the research done on this topic. For example, in the CRPD, states parties should:

> *Emprender o promover la investigación y el desarrollo de bienes, servicios, equipo e instalaciones de diseño universal, con arreglo a la definición del artículo 2 de la presente Convención, que requieran la menor adaptación posible y el menor costo para satisfacer las necesidades específicas de las personas con discapacidad, promover su disponibilidad y uso, y promover el diseño universal en la elaboración de normas y directrices;* (Asamblea General de las Naciones Unidas, 2006, p. 6) [To undertake or promote research and development of universally designed goods, services, equipment and facilities, as defined in article 2 of the present Convention, which require the minimum possible adaptation and the least cost to meet the specific needs of a person with disabilities, to promote their availability and use, and to promote universal design in the development of standards and guidelines;] (UN General Assembly, 2006, p. 6)

Here the CRPD is encouraging states parties to develop research focused on Universal Design, but it is also important for this research to be disseminated. The LGIPD says that CONADIS should, "*Promover la elaboración, publicación y difusión de estudios, investigaciones, obras y materiales sobre el desarrollo e inclusión social, económico, político y cultural de las personas con discapacidad;*" [Promote the preparation, publication and dissemination of studies, research, works and materials on the social, economic, political and cultural development and inclusion of persons with disabilities] (Congreso General de Los Estados Unidos Mexicanos, 2011, p. 15). Research is an important actor for them to be working with because it is a clear example of the information sharing necessary across the network (Honadle & Cooper, 1989).

Additionally, the government, CONADIS and states parties are all coordinating with policy. In the LGIPD, the Head of the Federal Executive Power must, "*Establecer y aplicar las políticas públicas a través de las dependencias y entidades del Gobierno Federal, que garanticen la equidad e igualdad de oportunidades a las personas con discapacidad;*" [Establish and apply public policies through the dependencies and entities of the Federal Government, which guarantee equity and equal opportunities for persons with disabilities;] (Congreso General de los Estados Unidos Mexicanos, 2011, p. 5). With policies, these actors are establishing and adapting policies to be more inclusive. They are working to ensure that policies reflect the goal of education for all instead of an often-used managerial benchmark-oriented education (Chong & Graham, 2017). In brief, these nonhuman actors (research and policies) collaborate closely with multiple human institutional actors.

Actors are using several types of coordination efforts, efforts that are aligned with their roles within the government. Besides information sharing, the Secretariat of Public Education is also involved in resource sharing (Honadle & Cooper, 1989). For example, the entity is entrusted to, "*Proporcionar a los estudiantes con discapacidad materiales y ayudas técnicas que apoyen su rendimiento académico,*" [Provide students with disabilities the materials and technical aids that support their academic performance] (Congreso General de los Estados unidos Mexicanos, 2011, p. 8). Moreover, the Secretariat must, "*Establecer un programa nacional de becas educativas y becas de capacitación para personas con discapacidad en todos los niveles del Sistema Educativo Nacional;*" [Establish a national program of educational scholarships and training scholarships for persons with disabilities at all levels of the National Educational System;] (Congreso General de los Estados unidos Mexicanos, 2011, p. 8). The Secretariat of Public Education is the entity specifically working to implement education and accordingly, they

are working directly with materials and finances to implement inclusive education policy. At this level, CONADIS works with multiple actors as a boundary spanner. For example, CONADIS is involved with the private and public sector. The LGIPD reads:

> *Artículo 39. El Consejo tiene por objeto el establecimiento de la política pública para las personas con discapacidad, mediante la coordinación institucional e interinstitucional; así como promover, fomentar y evaluar la participación del sector público y el sector privado, en las acciones, estrategias, políticas públicas y programas derivados de la presente Ley y demás ordenamientos*. [Article 39. The purpose of the Council is to establish public policy for persons with disabilities, through institutional and inter-institutional coordination; as well as promote, encourage, and evaluate the participation of the public sector and the private sector, in the actions, strategies, public policies, and programs derived from this law and other regulations] (Congreso General de los Estados Unidos Mexicanos, 2011, p. 15).

CONADIS is tasked with coordinating and monitoring the implementation of this policy which is why their relationships can span across sites and a multitude of other actors (Wohlstetter et al., 2015). These actors are involved in the coordination that is pertinent to them as an institution as their efforts align with their roles within the government. The Secretariat of Public Education is most involved with education so they oversee the finances and materials and in the LGIPD, CONADIS should be involved in much of the implementation acting as a boundary spanner.

Actors in Implementation at the Meso Level

Government workers operating to implement inclusive education and labor at the state and federal levels in México mention multiple actors involved in implementation. These actors can be classified within three main categories: government, institutions outside of the government, and resources. Within the government, there are many different institutional actors including specific government entities, policies, higher education institutions and institutions for vocational formation[29], infrastructure, the participant themselves, and the colleagues they rely on

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[29] These institutions may or may not be run by the government, but the large majority are under some form of government control (budgets, policies, etc.) and so they are listed here under government supports. However, it should be noted that there are also public institutions of higher education and formational vocation.

and support in this work. In discussing the various institutions involved in this work, participants described civil sector organizations, families, the private sector[30], and international organizations. Finally, resources include materials such as specific technology, information (reports, academic research, etc.), budgets, and trainings.

Although the human actors at this level are the majority of actors (institutions, government entities and employees), nonhuman actors play an important role as well. Nonhuman actors at the meso level of implementation include policy and all the actors within the category of resources. Information is a salient actor within this level because of how data and research can be used by government workers, the individual actors at the meso level. In referring to information and research, Esteban[31], who works for the rights of people with disabilities, says:

> *También con la academia. En la academia también se aprende muchísimo. Lamentablemente todo lo que se aprende en la academia es muy difícil a veces que baje, que baje quien debe de bajar, que es a la sociedad, pero, pues, ahí vamos. Eso es parte de nuestra labor, intentar hacer eso.* [Also, with the academy. In the academy you also learn a lot. Unfortunately, everything that is learned in the academy is sometimes very difficult for it to go down to who it should go down to, which is society, but, well, here we go. That's part of our job, trying to do that.][32] (4/5/2022)

Those working in the political field must have access to data so that they can make decisions moving forward (Cohen, 1968). Information is an essential part of the government workers' job both in the opportunity to learn from the research generated (here research from the academy) and the chance to pass this information on to others in society.

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[30] Here 'private sector' refers to people, businesses, and organizations in the private sector who have the opportunity to employ people with disabilities. It should be noted that the government and the civil sector are additional potential employers.

[31] Participants have been given pseudonyms.

[32] Translations have been constructed to match the sentiment of each quote given by participants and may not be directly translated.

At the same time, human actors play an integral part in the implementation of the

inclusion policy within institutions. Karen, who works for the rights of people with disabilities,

says:

> *Somos tres personas en el equipo que básicamente, pues hacemos ahí un poquito de malabares para poder ir sorteando, pues, todo esto que te decía hace un momento, las reuniones, las capacitaciones, las charlas, la parte administrativa, ¿no? Entonces, sí un poco de ello, afortunadamente, pues, creo que también hemos logrado consolidar un buen equipo.* [We are three people in the team who basically, well, we do a little bit of juggling there to be able to manage, well, all this that I was telling you a moment ago, the meetings, the training, the talks, the administrative part, right? So, yeah, a little of it, fortunately, well, I think we have also managed to consolidate a good team.] (5/10/2022)

Here, Karen explains how her team provides balance for each other by sharing the load. Teams

are an integral part of institutions (Salas et al., 2015). However, it is important that teams share a

common objective. Alfredo, who works for the rights of people with disabilities, shares:

> *Ya hay muchas personas trabajando, pero lo que necesitan es integrar en su idea de diversidad humana la discapacidad y ser conscientes de que no es algo que se atiende aparte. Y es un trabajo especialmente de articulación para las acciones, pero de acompañamiento para las personas, para la construcción de esta conciencia, y la orientación para que puedan ampliar esta forma de trabajo.* [There are already many people working, but what they need is to integrate disability into their idea of human diversity and be aware that it is not something that is treated separately. And it is a work especially of articulation for the actions, but of accompaniment for the people, for the construction of this conscience, and the orientation so that they can expand this form of work.] (2/23/2022)

Although there are many people employed within this specific entity, Alfredo shares that these

people do not share the same idea of diversity and are not aware of how to support people with

disabilities. Business experts have shared that it is important for a team to share a clear and

compelling goal as well as a shared mindset (Haas & Mortensen, 2016). Karen sees the benefit of

a team who balances their work together. Alfredo would appreciate the opportunity to develop a

team with the shared goal of providing inclusion. Although he has not yet developed this

supportive climate, his quote also demonstrates the benefit of a supportive team and the benefit of groups of human actors working together within the larger institutional actor.

Collaboration as Described at the Meso Level

At the meso level in México, the interview participants describe their roles and their departments' roles within inclusive education implementation. Although these participants are involved in very different aspects of this implementation, there are patterns that emerge as they discuss their work. Two of the actors who are participating in the most collaboration with other actors are the government entities and the government workers[33]. This is likely because the interviews asked for the workers to share the work they are doing. Still, the collaboration at the government level is largely between institutional actors.

The government entities are in collaboration with each other through their involvement in the creation, implementation, and revision of policies. To do this work, the government entities and their employees find information and strategies to pass on, work alongside the civil sector, and hold meetings and trainings. They also work together through planning and developing a budget, working on projects and programs, and sharing progress. A great deal of the collaboration occurring with government entities and their workers is happening with nonhuman actors who are helpful at the meso level including policies, information, training, and funding.

In addition, there is a great deal of collaboration occurring with the policies themselves. This includes institutions applying the law and enacting policy. Esteban, who works for rights of people with disabilities, says, "*Sí, los impartimos -- Nosotros somos --[La entidad] es el órgano encargado de llevar a cabo toda la política pública en materia de discapacidad. Diseñamos, implementamos, evaluamos y también actualizamos la política pública.*" [Yes, we impart them --

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[33] The entities described here include those working in education, labor, rights, and discrimination.

We are --The entity is the body in charge of carrying out all public policy on disability. We design, implement, evaluate, and also update public policy] (4/5/2022). The government is involved in creating policies, reviewing these policies, and making these policies visible.

Policies are also used as a baseline to create further policies. Karen, who works for rights of people with disabilities, explains:

> *Somos un estado que toma como en cuenta como los planteamientos que vienen desde la UNESCO, este, que después se traducen a leyes, a normas nacionales y que después también a normas y a leyes estatales, y que después se convierten en estrategias en la Secretaría. Entonces es como muy buena.* [We are a state that takes into account the approaches that come from UNESCO, this, which are later translated into laws, national regulations and then also into state regulations and laws, and which later become strategies in the Secretariat. So it's like really good.] (5/10/2022)

Unfortunately, these policies can also be difficult to guarantee for these government workers. Roberto, who works in education, says:

> *Este, cómo hemos ido construyendo nuestro concepto de inclusión, y cómo se ha venido posicionando y cómo ha sido estar presente. También creo que es muy evidente, y es algo que nos está costando trabajo, es como el reconocimiento de no por el hecho de que esté una ley, se garantiza.* [This, how we have been building our concept of inclusion, and how it has been positioning itself and what it has been like to be present. I also think that it is very evident, and it is something that is costing us work, it is like the recognition that not because of the fact that there is a law, is it guaranteed.] (3/9/2022)

Roberto recognizes that even with the LGIPD, there is not a guarantee that it will be implemented. Furthermore, researchers have noted that the laws are more of a guide and there is a lack of data to demonstrate impact of the laws (Gómez & Jiménez-Serafín, 2018). At this level, policy is a nonhuman actor that is doing a great deal of work. Policies are acting as boundary spanners as they cross multiple entities, guide the work, and even in some cases bring entities together (Long et al., 2013). They are also intentionally created to be aligned with international accords and then with each other. There are instances when the policy cannot do all the work that

a participant would like. However, as boundary spanners, policies are involved in a great deal of

the collaboration between actors at the meso level (Wohlstetter et al., 2015).

At the meso level there is a great deal of information and research sharing. It is extremely

important to the government workers as Karen describes here:

> *Algo que es fundamental para esta planeación es que previo a ello, nos encontramos justo con la parte de lección de información de datos estadísticos, ¿no? En este sentido justo de que al final, pues no podemos planear si no conocemos ¿cuál es el contexto en que nos encontramos, ¿no? Entonces tal vez eso si se ha vuelto algo fundamental en el gobierno para la toma de decisiones y generación de política pública.* [Something that is essential for this planning is that prior to it, we find ourselves just with the statistical data information part, right? In this fair sense that in the end, well, we cannot plan if we do not know, what is the context in which we find ourselves, right? So perhaps that has become something fundamental in the government for decision-making and generation of public policy.] (8/9/2022)

The statistical information is crucial to the government's abilities to make decisions and create

policies. It is necessary to be able to evaluate the progress of policies through data and research

(Mendoza & Heymann, 2022). However, the government entities rely on multiple actors to

produce the research and information necessary.

In the commitment to information sharing, additional institutional actors are involved in

the production and dissemination of research. The World Bank and UN offer research and

information to government entities. Antonio, who works in education, says:

> *Ahora, un problema que también hemos identificado es la falta de información. O sea, ese tema sí nos inquieta mucho, que no hay datos duros, no, (pausa) que ayuden a dimensionar los problemas, no, de estas poblaciones, de qué tamaño son, cuáles son sus condiciones, etcétera, ¿no? Y sí ahí este, con UNESCO andamos viendo la posibilidad de una consultoría para hacer, este, diagnósticos, pero más cuantitativos sobre algunos temas claves mencionados.* [Now, a problem that we have also identified is the lack of information. In other words, this topic does worry us a lot, that there are no hard data, no, (pause) that help to measure the problems, no, of these populations, how big are they, what are their conditions, etc., right? And yes, there it is, with UNESCO we are looking at the possibility of a consultancy to make, this, diagnoses, but more quantitative on some of the key issues mentioned.] (4/5/2022)

Due to the role information plays in the implementation of policy at this level, actors have developed their own ways of uncovering this information. Information sharing between institutions is especially helpful because it can reduce the potential of collecting the same data multiple times and create a more comprehensive picture of the current policies' effects (Dawes, 1996). Furthermore, for Antonio and Karen, the data is crucial for making decisions related to policy and understanding the populations they serve.

Another helpful nonhuman actor is training, which connects multiple actors and is an avenue for information sharing. Government workers and their entities offer training to other institutions, the private sector[34], people with disabilities, and teachers. Aaron, who works in education, shares: "*Te quiero platicar que en estos roles de comunicación que ejercemos podemos hacer tareas educativas de gestión escolar e institucional, desde talleres breves virtuales o reuniones de trabajo presenciales*" [I want to tell you that in these communication roles that we exercise, we can do educational tasks of school and institutional management, from short virtual workshops or face-to-face work meetings] (2/9/2022). Regarding the training their entity offers, Karen, who works for rights of people with disabilities, says:

> *Y en este mismo sentido, pues otra de las cosas que nos dedicamos a hacer también por acá es cuando los centros de trabajo se encuentran interesados en formar parte de estos mecanismos les proveemos, por ejemplo, de asesorías o de algunos cursos, capacitaciones, platicas virtuales o presenciales justamente pues para poder sensibilizar a la plantilla laboral sobre los temas.* [And in this same sense, because another of the things that we dedicate ourselves to doing here is when the work centers are interested in being part of these mechanisms, we provide them, for example, with consultancies or some courses, training, talks virtual or face-to-face precisely to be able to sensitize the workforce on the issues.] (5/10/2022)

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[34] Here 'private sector' refers to people, businesses, and organizations in the private sector who have the opportunity to employ people with disabilities. It should be noted that the government and the civil sector are additional potential employers.

Karen works directly with potential employers for people with disabilities. She and her team are

connected with multiple institutions in the private, civil and government sector who participate in

training at the government level. Government entities are also participants in trainings that

Esteban, who works for the rights of people with disabilities, leads. He explains here:

> *Y como nosotros somos los que en materia de discapacidad conocemos el tema e*
> *impartimos estos cursos, es a través de vía telefónica en donde, ya sea que la*
> *dependencia nos contacta a nosotros solicitando un curso y nosotros desde el área de la*
> *unidad departamental de sensibilización establecemos comunicación, nos ponemos de*
> *acuerdo, sobre todo en los lineamientos, no, y requerimientos para impartirles ese curso*
> *o taller.* [And since we are the ones who know about the subject of disability and teach
> these courses, it is by telephone that, either the dependency contacts us requesting a
> course and we from the area of the departmental sensitization unit we establish
> communication, we agree, especially on the guidelines, no, and requirements to give
> them that course or workshop.] (4/5/2022)

In both cases, participants are describing being approached and asked to offer specific training or

consult. They are working alongside their team to finds strategies and/or information to pass onto

others through training, an instrumental piece within implementation. Likewise, in the

implementation of innovations, researchers have found training a necessary piece of the

implementation framework (Meyers, et al., 2012). Information sharing through training is one

way government workers pass on the information they have. Conversely, Alfredo, who works for

the rights of people with disabilities, also says:

> *Entonces construir la conciencia sobre el uso de la información, para mí es una de mis*
> *metas de trabajo aquí y fuera. [ríe] Entonces me gusta también colaborar y es lo que*
> *hago también colaborar con otros organismos cuando requieren alguna información,*
> *con mucho gusto la doy.* [Then building awareness about the use of information, for me it
> is one of my work goals here and abroad. (laughs) So I also like to collaborate and that is
> what I also do when I collaborate with other organizations when they require some
> information, I gladly provide it.] (2/23/2022)

Alfredo sees the benefit of passing on information to those around him and those who ask for it.

All three illustrations provided by participants are salient examples of information sharing. The

employees and their entities are supporting other entities and organizations through information

sharing and trainings and in doing so are using their resources towards a common goal (Honadle & Cooper, 1989).

Funding, another nonhuman actor, is necessary so that resources can be provided to meet the needs of students (Frawley et al., 2015). At the meso level, funding is in collaboration with government entities, the Secretariat of Public Education, state government, policies, and government workers who pay attention to budgets and seek funding to assist schools. These resources provide the government the opportunity to be present in schools and to act when needed. Roberto, who works in education, says:

> *Este, porque, en la medida que nosotros vayamos teniendo estos recursos, podemos ir generando como acciones y estar presente, no. También, es este, yo creo que como estado, se han dado las facilidades. Somos uno de los pocos estados que en algún momento pudo tener en todos sus centros de atención múltiple, una ola multisensorial para atender a niños con discapacidad.* [This, because, to the extent that we have these resources, we can generate them as actions and be present, no. Also, it is this, I believe that as a state, the facilities have been given. We are one of the few states that at some point was able to have a multisensory wave in all of its multiple care centers to care for children with disabilities.] (3/9/2022)

Roberto feels that his state has actively provided for the implementation of this policy /through these care centers. In México, education spending has decreased in the federal budget, so it is important to recognize that Roberto sees the value their state has placed on education by funding their facilities and presence within the implementation (Moreno & Cedillo, 2021; Patiño, 2022). Funding is in collaboration with multiple government entities and allows for the collaboration between these institutions. This includes collaboration between government entities and government workers who are refining policies, generating information and strategies, and providing access to training in the implementation at the meso level.

Actors in Implementation at the Micro Level

Actors involved in implementation at the micro level in México include actors from the government, program team, university, resources, institutions, family, and students. The actors here are those working within schools and those supporting students through their higher education and job training courses. However, it is necessary to separate the micro level into actors mentioned by program directors and those mentioned by students. It is imperative that participants and this analysis speaks specifically to the actors and collaboration each group describes as we move towards making an overall map of the implementation. By looking directly at each group and its actors we can be sure that the subsequent support networks represent the support for program directors and the support for students. Therefore, this section has been divided to describe the actors outlined by the program directors and those outlined by students.

Actors as Described by Program Directors

In analyzing the actors shared by program directors and coordinators in México, the individual actors at this level of implementation, three different groups of actors emerge. These include school-based actors, actors outside of schools, and resources. Within the school-based actors' group, there are several institutional actors, including different university entities (these are working alongside programs on university campuses), the program team, teachers, students, and the participants themselves. The group of actors from outside of schools includes actors from the government, other institutions (civil sector, international organizations), and the families of students. Finally, resources include research and investigation, training, strategies for inclusion, and materials. Similar to the findings at the meso level, there are two mostly human, institutional groups of actors (school-based and outside of school) and one group of nonhuman actors (resources) involved in implementation within programs. For example, in the school-based

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actors' group, human actors include authorities, the university community, the chancellor, the

program team, classmates, teachers, and coordinators/bosses. The institutional nonhuman actors

are within resources, including scholarships, funding, technology, and trainings.

Once again it must be noted that since this group's work focuses on school programs, it

follows that the actors mentioned by these participants would be heavily involved in the

implementation of these programs within school spaces. By this I am referring to the teachers,

the people helping students to find employment, psychologists, social workers, and other

program team members. Nayeli, who works in an employment skills and practice program, says:

> *Mi función es principalmente con los docentes y el equipo para docentes. El equipo para docentes está constituido por lo que es la trabajadora social y la psicóloga. Mi función es que todos cumplamos la función que nos corresponde para el logro del propósito de la institución. Esa es mi principal función.* [My role is mainly with the teachers and the team for teachers. The teaching team is made up of the social worker and the psychologist. My function is that we all fulfill the function that corresponds to us for the achievement of the purpose of the institution. That is my main function.] (5/4/2022)

These teams work together within programs to provide support for students as they progress

through their program. This necessitates an organizational structure to the team and in some

cases, integration within the university space (Mendoza-González et al., 2022). For some

programs, teams may rely on people from the larger school spaces they occupy. Alina, who

works in a university center for inclusion, says:

> *Pues siempre estamos con mucho trabajo y nos organizamos mucho. (pausa) Y bueno, algo que nos ha ayudado también es que, aunque estamos en la misma universidad, hacemos convenios de colaboración. Entonces hemos hecho convenios de colaboración con facultades para hacer los cursos, por ejemplo. Entonces nosotros no damos los cursos sino otros profesores que trabajan el tema y así, este. Por ejemplo, para los cursos que se dan al personal administrativo, también hemos hecho cursos de este, convenios de colaboración. Y eso nos ayuda a formalizar las actividades y que también pueda entrar más gente a darlas, ¿no?* [Well, we are always very busy and we organize ourselves a lot. (pause) And well, something that has also helped us is that although we are at the same university, we make collaboration agreements. So, we have made collaboration agreements with faculties to do the courses, for example. So, we don't give the courses but other professors who work on the subject and so on. For example, for the

courses that are given to the administrative staff, we have also done courses on this, collaboration agreements. And that helps us to formalize the activities and that more people can also enter to give them, right?] (4/12/2022).

Here Alina relies on other professors within her university to support her team in providing necessary courses. The implementation of these programs relies on multiple institutional actors within program teams and the larger institution including teachers, psychologists, program coordinators, and administrative staff are involved.

Collaboration as Described by Program Directors

Program directors and coordinators interviewed at the micro level of implementation in México describe the work they and their team do to offer inclusive education to students with disabilities interested in finding employment. The two actors who are involved in the most collaboration as described by this group of participants are the directors/coordinators themselves and their teams. As a street-level bureaucrat, the program team and director act as boundary spanners connecting services to students and collaborating with entities within the university, civil sector organizations, teachers, families, students with disabilities, and their peers. There is also a great deal of information sharing occurring through their collaboration.

In interviews, program directors and coordinators described the work that they do daily and the support they receive within their work. This revealed patterns in their collaboration with specific people and institutions within their schools and programs. The program team and director act as street level bureaucrats to collaborate with students, families, teachers and when part of a larger university campus, the university community. They provide updates, hold meetings, and conduct trainings. For example, Sadeli, who works in a program for integral formation that includes employment skills and practice, says:

> *Elaboramos informes semestrales de avance de cada uno de los y las jóvenes, y los mandamos a los padres y dialogamos sobre los puntos concretos de manera lo más*

objetiva posible y con rubricas o parámetros que nuestros mismos informes pues, tienen, ¿verdad? [We prepare semi-annual reports on the progress of each one of the young people, and we send them to the parents and we discuss the specific points in the most objective way possible and with rubrics or parameters that our own reports have, right?] (3/28/2022)

In this example, Sadeli is providing reports to families on student progress and meeting with them to share updates on progress. Program directors also work closely with students to understand their needs. In some cases, students reach out directly to the program for help. Alina, who works in a university center for inclusion, says:

> *O sea, lo que hacemos es que cuando ya nos ubican, nos comunicamos, damos seguimiento, damos acompañamiento y entonces vamos caminando juntos. Y ya la persona se siente con el respaldo, pero bueno nos falta todavía lograrlo a llegar a más personas.* [In other words, what we do is that when they locate us, we communicate, we follow up, we provide accompaniment and then we walk together. And the person already feels supported, but well, we still need to reach more people.] (4/12/2022)

Alina waits for students to reach out but then walks alongside them as they progress through their studies. Program teams connect and walk with families and students as they maneuver these higher education programs. Within inclusive education implementation at this level, program directors and their teams act as street level-bureaucrats, those who interact with the public, and are the actors who are most closely linked to the final implementation of this policy (Wohlstetter et al., 2015).

The program team also acts as a boundary spanner as they connect with people in all different facets of implementation: university staff, teachers, and peers who are working to ensure inclusive education is provided (Wohlstetter et al., 2015). In order to do this, some programs on university campuses must connect with representatives from each faculty. Sergio, who works in a university center for inclusion, says:

> *Por lo regular, nuestra atención es de, sobre demanda, o sea no intervenimos si no nos solicitan apoyo. Y en ese caso, hay un enlace en cada unidad académica que nos llama cuando tienen alguna necesidad con los estudiantes compañeros o con los docentes.*

[Usually, our attention is on demand, that is, we do not intervene if they do not request support. And in that case, there is a link in each academic unit that calls us when they have a need with fellow students or teachers.] (6/13/2022)

The program team waits for contact from a student or a faculty representative so that they can work together to ensure the student is included. Program teams are working tirelessly to connect with families, students and when applicable, university representatives but they also work very closely with teachers. Sergio adds:

> *Muchas veces los problemas que tienen los profesores, si reunimos ligeramente a los profesores y tienen los mismos alumnos, aunque sea otra materia, al explicar ellos qué están haciendo, le sirve al otro que no se le había ocurrido algún detalle. Por decir, utilizar tutoriales de YouTube para algunas explicaciones que más que lo visual es la explicación verbal, que a veces ellos pueden repasar y es un apoyo, este, un apoyo complementario. Eso se le ocurre a uno y lo puede tomar, y así. Entonces, hay veces que lo que hacemos es reunirlos y entre ellos mismos encuentran respuestas, más que estén tutoriados a nosotros. Pero sí, pues de alguna forma tenemos idea, pues si se presenta para un examen, que nos ha tocado que asistamos a un examen, porque se hizo un ajuste razonable.* [Many times the problems that teachers have, if we bring the teachers together slightly and they have the same students, even if it is another subject, when they explain what they are doing, it helps the other one who had not thought of some detail. To say, use YouTube tutorials for some explanations that are more than the visual but the verbal explanation, which sometimes they can review and it is a support, it's a complementary support. That occurs to you, and you can take it, and so on. So, there are times when what we do is bring them together and they find answers among themselves, rather than being mentored by us. But yes, well, in some way we have an idea, well, if he shows up for an exam, that we have had to attend an exam, because a reasonable accommodation was made.] (8/15/2022)

The program team has found that bringing teachers together gives them an opportunity to share the strategies they are using with students and build on what they know about their students with other teachers. Furthermore, they are engaging in a key piece of implementing inclusion by identifying best practices and passing this along to faculty (Arriaga, 2011; Mendoza-González et al., 2022). Program directors and their teams are in collaboration with a multitude of actors and their role in the implementation of inclusive education policy is tremendous due to their ability to

act as boundary spanners and street-level bureaucrats. One way they have ensured they are

interacting with multiple actors is through trainings.

Program directors and coordinators shared several ways they and their teams are

participating in information sharing through trainings to teachers and the university community.

Alina, who works in a university center for inclusion, says:

> *Sí damos un taller que es sobre recursos digitales y están basados en el diseño universal*
> *para el aprendizaje. Y también hay otro taller que se llama Educación Inclusiva, bases*
> *para la transformación. Ese es un curso de 30 horas y en un módulo se aborda diseño y*
> *enseñanza para el aprendizaje.* [We do give a workshop that is about digital resources,
> and they are based on universal design for learning. And there is also another workshop
> called Inclusive Education, foundations for transformation. This is a 30-hour course and
> one module deals with design and teaching for learning.] (4/12/2022)

With teachers they share strategies, information about specific students, and disability. With the

university community, trainings include sensitization and information about disability and

human rights. Here they are boundary spanners who are acting as information managers by

seeking out new information and translating that information into something usable that can be

applied in practice (Honig, 2006b). Alina explains:

> *Entonces lo que hemos hecho es tres líneas de acción, tres ejes de acción. Una cultura*
> *inclusiva, identificación y desarrollo de buenas prácticas, e incidencia en políticas*
> *institucionales inclusivas. Entonces, por ejemplo, en la primera, que es cultura inclusiva,*
> *lo que estamos realizando son diversos cursos a la comunidad, a los trabajadores, a los*
> *docentes, a los propios estudiantes, sobre derechos humanos, discapacidad, educación*
> *inclusiva, etcétera.* [So, what we have done is three lines of action, three lines of action.
> An inclusive culture, identification and development of good practices, and influence on
> inclusive institutional policies. So, for example, in the first, which is inclusive culture,
> what we are doing are various courses for the community, workers, teachers, students
> themselves, on human rights, disability, inclusive education, etc.] (4/12/2022)

Alina describes courses for everyone in the school community that focus on disability, inclusive

education, and human rights. Trainings and disability awareness have been found to be strategies

to promote inclusion within higher education (Mendoza-González et al., 2022; Taff & Clifton,

2022). To promote inclusion within the job market, there are also programs that must sensitize

the outside community. Nayeli, who works in an employment skills and practice program, says:

"*De hecho, te puedo decir, los jóvenes de la escuela, nosotros hablamos por ellos para sensibilizar al patrón. Nosotros, o sea realmente no hay como otra instancia fuera de nosotros que se dedique a hacer esto.*" [In fact, I can tell you, the young people at the school, we speak for them to sensitize the boss. We, in other words, there really is no other instance outside of us that is dedicated to doing this] (5/4/2022). Program teams are working to sensitize and share information with those inside and outside of the school community. This is an especially important part of this work in higher education because previous researchers have called for further sensitization in employment spaces (Zimbrón Pérez & Ojeda López, 2022). When students are seeking jobs, potential employers must understand the benefit of diversity in their workplace and be open to supporting a person with disabilities on their staff.

Programs share information between their networks as well. This includes sharing information between a network of universities, working with other universities to train teachers, and attending outside conferences to share about the program. Victoria, who works in a university center for inclusion, says:

> *Por ejemplo, esta semana tenemos programado por primera vez perenne a nivel nacional tener encuentro de instituciones inclusivas de educación superior para compartir en las estrategias didácticas. Inclusive a empadronar docentes de todo el país, para que puedan dar una mejor atención educativa en la clase, en las aulas.* [For example, this week we have scheduled for the first time ever at the national level to have a meeting of inclusive higher education institutions to share in teaching strategies. Even to register teachers from all over the country, so that they can give better educational attention in the class, in the classrooms.] (2/14/2022)

Victoria is describing collaboration between different program teams to share knowledge and strategies. Again, program teams are acting as boundary spanners and information managers, bridging the gap between different actors within these programs to share information (Honig, 2006b; Long et al., 2013). Socorro, who works in a university center with classes, employment

skills and practice, was also asked to share her knowledge with teachers from other universities.

She says:

> *Y entonces, me dijeron que si podía dar un curso de diversidad e inclusión para esos profesores. Hoy en la mañana hice ya la descripción, el temario, y ya lo envié. Entonces, si les gusta, seguramente hablaré con estos docentes. Es la primera vez que participo en eso. Me parece que desde mi postura puedo trabajar en esta parte.* [And so, they asked me if I could teach a diversity and inclusion course for those teachers. This morning I already made the description, the agenda, and I already sent it. So, if they like it, I will surely talk to these teachers. It is the first time I participate in that. It seems to me that from my position I can work on this part.] (5/8/2022)

In these examples program directors are interested in sharing information about their own program and what they've learned. However, through the network of universities, there is the opportunity to both share and gain useful information from other programs.

Finally, directors and their teams teach courses and share information with students. Program teams offer a variety of classes to address competencies for employment. These can include job training or individual life skills. When describing the course she teaches, Socorro says, "*Y formación individual bueno, no sabes, esa es la cereza del pastel. Fíjate que eso sí fue algo que me considero que yo lo inventé directamente, por decirte algo, por hablar de invento.*" [And individual training well, you don't know, that's the cherry on top. Note that this was something that I consider myself to have invented directly, to tell you something, to speak of an invention] (5/8/2022). Here, Socorro appreciates the opportunity to share with students and to have developed this course. Jonathan, who works at a program providing job training courses, also enjoys teaching students. He says, *"Porque hay instituciones, hay empresas que están contratando personas para call center en inglés. Entonces, afortunadamente, ella me dice, 'Teacher, ¿qué crees? Que ya me quedé. Gracias por enseñarme.' Entonces, ahh, qué padre, qué orgullo, ¿no?"* [Because there are institutions, there are companies that are hiring people for call centers in English. So, luckily, she says to me, 'Teacher, what do you think? I got it. Thanks for

teaching me.' So, ahh, how cool, what pride, right?] (5/31/2022). Aside from providing

information, program teams and coordinators also ask students for information to better

understand their needs. For example, Victoria, who works in a university center for inclusion,

provided students with surveys. She says:

> *Entonces una vez que ya se recopiló toda la información con todas las tareas, le pregunto a los estudiantes, porque hubo muy poca respuesta. En ese entonces hemos recibido 34 repuestas de un formulario digital para conocer sus necesidades educativas. Muchos se quejaban de que no había accesibilidad en las aulas, que no había sensibilidad de los maestros y maestras, porque no sabían cómo darle las clases de acuerdo a los formatos accesibles.* [So once all the information was collected with all the tasks, I ask the students, because there was very little response. At that time, we have received 34 responses from a digital form to find out their educational needs. Many complained that there was no accessibility in the classrooms, that there was no sensitivity on the part of the teachers, because they did not know how to give classes according to accessible formats.] (2/14/2022)

Here there is mutual information sharing between program directors and students for both parties

to determine the best way to move forward. By sharing information, they can ensure that all

those who are working directly in the field have the full picture of what is occurring and can

determine the best steps moving forward (Dawes, 1996; Honig, 2006b). The information sharing

conducted at this level is crucial to the implementation of this policy because it is a way for

program directors and teams to support teachers and university employees in this work while

also supporting students in their education.

Actors as Described by Students

In analyzing the actors described by students at the micro level of implementation within

México, students mentioned five categories of actors: school-based, government, community,

resources, and students themselves. The students themselves are individual actors within this

level, and here they have a major role in implementation because they are the ones attending

these programs. Furthermore, because they are attending educational programs, there are a great

deal of school-based actors. The school-based, institutional actors are in two groups, those working within the programs themselves and those from the greater university campuses, where applicable. Within the program, actors include program teams, coordinators or directors, and work placement opportunities. In the program and university categories, there is some crossover as both can include teachers, classes, peers, and psychologists. However, in the larger university campus, there are also university entities like faculties, authorities or rectors, the university community, university infrastructure, and transportation around or to/from campus. The institutional actors from the government include government entities, transportation, and policies. Relational actors are those in the community category which include family, friends, and relationship partners. The last category of actors mentioned by students are nonhuman actors, or resources. These include scholarships, strategies, books, assistive devices, and technology. There are several actors that were included in interviews with government workers and program directors but there are also new and specific actors that are supporting students, the individual actors at this level. These include relational actors, transportation, and technology such as cell phones.

Students described several different community actors who support them in their educational journey. For example, Isaac, a university student, says "*Pues bueno mi mamá me ayuda mucho al momento pues, de ayudarme en la programación de herramientas tecnológicas que a veces son difíciles de programar pues, de manera-- pues. Son muy visuales al momento de programarlas.*" [Well, my mom helps me a lot when it comes to, well, helping me program assistive devices that are sometimes difficult to program, well, in a way-- well. They are very visual when programming them] (3/21/2022). This is the first interview group who has mentioned relational actors that are not at all connected to their institutions. In fact, 10/11

students described one of these actors from their community as an actor helping them in their school attendance.[35] This aligns with the research done with students with disabilities in two universities which found the inclusion facilitator mentioned by 85% of the participants was support from friends and colleagues within the university (Pérez-Castro, 2019a). For students, relational actors are a highly prevalent actor.

Regarding students attending programs in person, transportation was discussed by multiple participants when describing a typical day of school. Jimena, a university student, shares,

> *Pero en cuestión de accesibilidad al transporte público, por ejemplo, es un poco complicado a veces. El Metrobús es como lo que siento que está más adaptado a nosotros. Y de hecho, es donde puedo ver que hay más rampas, donde hay pues estas como le decía como canaletes para las personas invidentes.* [But in terms of accessibility to public transport, for example, it is a bit complicated at times. The metrobus is like, what I feel is more adapted to us. And in fact, it is where I can see that there are more ramps, where there are these, as I was saying, like tactile paving for blind people] (5/8/2022).

In sharing about getting to and from school, participants discussed the difficulties and the accommodations that have been made to make transportation more accessible. Previous research also found that when not provided, transportation can be a barrier to accessing employment and education for people with disabilities in México (Gómez & Jiménez-Serafín, 2018). There are several actors involved in providing access to these programs for students and all of them, including transportation, must be working together for students to gain access to these spaces.

Technology is another useful resource for students in accessing their education. Although this was an actor mentioned by government workers and program directors, students shared

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[35] It should be noted that for three of the 11 student participants, the interviewer did offer that they could share supports inside or outside of the university.

about the usefulness of their cell phones, computers, software, or applications in navigating their

day to day. Teresa, a university student, says,

> *Pues, mi teléfono también tiene como para ampliar la pantalla o también la computadora. Entonces es como de ampliar e ir revisando pues a mi ritmo el material. Y al final de cuentas, pues no me quedaba sin esa parte, no, de revisar el material. Sí lo revisaba, pero así, o sea, más difícil para mí, pero la tecnología siempre me ha respaldado.* [Well, my phone also has the ability to enlarge the screen or the computer. So it's like expanding and revising the material at my own pace. And at the end of the day, well, I was not left without that part, no, of reviewing the material. I did review it, but that way, that is, more difficult for me, but technology has always supported me] (6/14/2022).

For Teresa, her telephone helped her in class and when reviewing readings to enlarge text and be

able to review text at her own pace. This was a strategy she discovered worked for her and the

cell phone is a key actor helping her manage her studies. When assistive devices and technology,

such as a cell phone, can be used by people with disabilities while in the classroom, these

devices can be enablers for performing academic tasks and engaging with educational materials

(McNicholl et al., 2021). All actors that are working to provide access to higher education for

students are important, from cell phones to transportation to family; all these actors are essential

to this work.

Collaboration as Described by Students

There are a variety of actors working to provide access for students to higher education

and job training programs. It should be noted that students with disabilities have their own

unique experiences and understandings. Although I am grouping a group of students with very

different experiences and disabilities, that is not to say that we should see them as one

homogenous group. It must be acknowledged that how they share about and how they describe

collaboration is specific to them as individuals (Annamma et al., 2018). This is true as well at the

government and programmatic levels, but we must remember not to group all students with

disabilities into one group and to recognize that there will be different needs and different experiences for each person.

In the analysis of student interviews, several themes emerged in how students describe the actors who are collaborating most often in implementation in México: the program team, family, university, teachers, and students. For students, collaboration focuses on the joint action of helping students achieve the most they can in their education. First, there are many different actors providing emotional support[36] to students. Although this section focuses on collaboration and not yet networks of support, it is necessary to recognize the collaboration occurring between these actors and students in this implementation through ensuring that students are cared for emotionally. Furthermore, there are several actors who work with students to help them complete their academic work and studies.

Providing emotional support was the type of collaboration most often discussed by student interviewees. They detail support received from friends, family, psychologists, the program coordinator, and themselves. Three students shared they have received encouragement from friends. When asked what their friends have done for them, Lucia, a student studying employment skills and practice, says, *"Bueno, más que apoyo moral y también pues a tranquilizarme. Y una amiga que está aquí me ha dicho una frase muy padre que dice, 'Si una puerta se te cierra, se te abren mil.'"* [Well, more than moral support and also to reassure me. And a friend who is here has told me a very cool phrase that says, 'If one door is closed to you, a thousand will open to you'] (6/27/2022). Students also describe the benefit of family member support in encouraging students in their future endeavors. Antolina, a university student, explains:

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[36] Here used loosely to describe any support that may help a student and their emotions: therapy, boosting morale, encouragement, etc.

Bueno, pues, en primera, decidí estudiar en la universidad porque mi entorno familiar siempre ha habido como ese apoyo y apertura, 'No. tú no te tienes que detener. Tú tienes que seguir. Tú tienes que realizarte, personal y educativamente. Y nosotros te vamos a apoyar.' Siempre ha habido como esa red de apoyo que me prepara en cuestioncitas para no detenerme. [Well, first of all, I decided to study at the university because my family environment has always been like that, support and openness, 'No. You don't have to stop. You have to continue. You have to fulfill yourself, personally and educationally. And we are going to support you.' There has always been like that support network that prepares me in little questions so as not to stop me.] (6/20/2022)

Family and friends are especially helpful for students as those who encourage them to continue in their studies. A systematic review of studies focused on students with Specific Learning Disabilities in higher education also identified family support as the biggest support, specifically for the emotional support they provide (Gow et al., 2020). Still, additional actors were revealed as emotional supports.

The three students from private programs all describe being supported by the programs' psychologists. When asked if he's received emotional support, José, a student studying employment skills and practice, says, "*Sí, está un psicólogo que siempre nos apoya por cualquier razón.*" [Yes, there is a psychologist who always supports us for whatever reason] (4/23/2022). Lucia, a student studying employment skills and practice, also feels supported by the psychologist. When describing the psychologist in her program, she explains, "*Y pues obviamente me ha ayudado mucho en muchas cosas [ríe]. En algunos problemas personales o también cuando he tenido alguna dificultad, ya sea de su materia o en otras clases, este, pues ella también me ha ayudado.*" [And, obviously, it has helped me a lot in many things [laughs]. In some personal problems or also when I have had some difficulty, either in her subject or in other classes, this one, because she has also helped me] (6/27/2022). In both programs, psychologists are available to meet with students and students know they have this option. In other programs, students knew that psychologists were available on campus but did not necessarily attend their

services. Camilo, a university student, says, *"Es que hay consejeros donde tú puedes ir y te echan la mano en ese aspecto."* [It is that there are counselors where you can go and they help you in that aspect] (3/17/2022). Unfortunately, as in many university settings there are multiple barriers to the utilization of these services including availability of services (Goodman, 2017). Teresa, a university student, explained:

> *Bueno, se supone que sí ofrecen apoyo emocional, pero yo, por ejemplo, me contacté con ellos y me dijeron que no había espacio, no, que la agenda estaba muy llena y que ellos se comunicaban conmigo si había, pues, algún espacio. Y durante todo el semestre nunca lo hicieron, entonces, no he recibido ese apoyo.* [Well, they are supposed to offer emotional support, but I, for example, contacted them and they told me that there was no space, no, that the agenda was very full and that they would contact me if there was, well, any space. And during the whole semester they never did, so I have not received that support.] (6/14/2022).

In any case, all of these are examples of emotional support being provided (or needed) for students during their time in these programs. This support is crucial because university students' mental well-being needs are in a constant state of change as they experience the events surrounding their transition to adulthood (Park et al., 2020). This is a type of collaboration that cannot be classified as information or resource sharing but is a type of joint action as both actors in this collaboration are interested in seeing the student be successful in their education while maintaining their mental health.

Further demonstrations of joint action are occurring between multiple actors and students as they work to complete their academic work. I refer to this collaboration as 'helping students with their studies' because these actions are ensuring that students can complete their work and understand the materials. This includes teachers teaching competencies for the classroom, parents helping students, and study groups. For example, Lucia, a student studying employment skills and practice, says:

O también el programa me ha ayudado a cómo sintetizar la información, bueno, resumir y también cuando un maestro está explicando, no escribir todo, porque por más que uno quiera apurarse, luego no alcanzas. Eso me ha costado trabajo. Sí es algo que todavía me ha costado, pero sí se ha logrado. [Or the program has also helped me how to synthesize information, well, summarize and also when a teacher is explaining, not write everything down, because no matter how much you want to hurry, then you won't be able to finish. That has cost me work. Yes, it is something that has still cost me, but it has been achieved.] (6/27/2022)

Lucia describes how taking notes has been a challenge, but her program has helped her to develop ways of taking notes that allow her to be more successful. Teachers share information about how to take notes, keep an agenda or make presentations so that students can carry that forward with them into their classes. They do this with a shared interest of successful experiences in classes for these students. Family and those at home can be a helpful resource throughout school as well. Constanza, a university student, and their sister ensure that they are maintaining healthy study routines. They explain, "*Y mi hermana también porque gracias a ella puedo mantenerme en la ruta y como, seguir creando rutinas. Entonces, sí, todos ellos.*" [And my sister too because thanks to her I can stay on the road and like, continue creating routines. So yes, all of them] (3/8/2022). Again, joint action unites these actors and their resources towards ensuring that the student is progressing in their studies (Honadle & Cooper, 1989). Another example of joint action can be seen in study groups. When asked what was most helpful to them in their major, Camilo, a university student, said that they felt study groups had been the most helpful. They explain,

Es como, nos juntamos tres o cuatro compañeros de la clase para resolver dudas entre nosotros, hacer proyectos entre nosotros. Si yo no entiendo algo, me lo explica mi compañera. Entonces eso ha sido yo creo que, en mi caso, un parteaguas para yo poder estar ahorita aquí. [It's like, three or four classmates get together to solve doubts between us, do projects between us. If I don't understand something, my partner explains it to me. So that has been, I think, in my case, a turning point for me to be able to be here right now.] (3/7/2022)

All of these are examples of joint action and collaboration between these actors and students to help them continue learning and progressing in their programs.

Actors Across Inclusive Education Policy Implementation

Across all levels of implementation in México, there are five groups of actors involved: government, relevant institutions, community, resources and schools and programs. Government actors include government entities, policies, and working groups. Relevant institutional actors are comprised of the private sector, civil sector, and international organizations, while the community actors include family, partners, and friends. The group of resource actors encompasses several nonhuman actors including technology, information, funding, materials, trainings, and strategies. Finally, school and program actors include teachers, the program team, universities, students with disabilities and their peers.

This demonstrates the multitude of actors needed to implement inclusive transition education in México, both human and nonhuman, institutional and relational. Government, institutional, and schools and program actors are institutional, human actors that are working towards inclusive education. Community actors are relational, human actors who support students in their education from outside of an institution. Nonhuman actors are heavily identified within the resource group of actors. Across levels, it is clear that a variety of different actors is necessary for this implementation with both nonhuman and human actors having big roles in implementation.

The nonhuman actors identified through this research are necessary in implementation for what they allow human actors to do. Sadeli, who works in a program for integral formation that includes employment skills and practice, uses technology to create her program's curriculum. She says:

Usamos muchos recursos de la tecnología, ahora más desde la pandemia. Desarrollamos unidades didácticas que las podemos ajustar a diferentes niveles de complejidad. La misma unidad didáctica puede servir para chicos que tienen retos muy leves o para chicos que tienen retos más intensos, bajamos o subimos el nivel de complejidad. [We use a lot of technology resources, now more since the pandemic. We develop didactic units that we can adjust to different levels of complexity. The same didactic unit can be used for children who have very mild challenges or for children who have more intense challenges, we lower or raise the level of complexity.] (6/14/22)

At the micro level, technology, an identified facilitator to inclusion, offers the program the capacity to create curriculum that can be adapted based on student needs (McNicholl et al., 2021; Smith et al., 2022). Materials and strategies are also a necessary piece of implementation and government workers are doing their best to provide these to local programs. Aaron, who works in education, says:

Mi equipo trabaja en un nuevo proceso de compra de materiales bibliográficos, educativos didácticos que se destinan para los CAM y para las y los estudiantes con discapacidad. Este equipo también se dedica a construir estrategias para acompañar los procesos de enseñanza y aprendizaje que aplican maestras y maestros en este regreso a las aulas. [My team is working on a new process for the purchase of bibliographic, educational, and didactic materials that are intended for CAMs and for students with disabilities. This team is also dedicated to building strategies to accompany the teaching and learning processes that teachers apply in this return to the classroom.] (2/9/22)

The materials and technology utilized by those who are working at the programmatic level are provided by the government and explicitly accounted for within the policies themselves. The LGIPD says that the Secretariat of Public education must:

II. Impulsar la inclusión de las personas con discapacidad en todos los niveles del Sistema Educativo Nacional, desarrollando y aplicando normas y reglamentos que eviten su discriminación y las condiciones de accesibilidad en instalaciones educativas, proporcionen los apoyos didácticos, materiales y técnicos y cuenten con personal docente capacitado; [II. Promote the inclusion of persons with disabilities at all levels of the National Education System, developing and applying rules and regulations that prevent their discrimination and accessibility conditions in educational facilities, provide didactic, material and technical support and have trained teaching staff;] (p. 8)

These nonhuman actors along with information, trainings, and funding are paramount to the implementation of inclusive policies. They provide capacity to create curriculum, support

teachers in their teaching, and create regulations that support continued inclusion. Although

nonhuman actors do not determine the actions they are a part of (Latour, 2005), they are clearly

contributing to the implementation and are complemented by the work human actors are doing.

The human actors involved in this network are working directly with students, working

within the institutions, and connecting with each other. The LGIPD policy accounts for several

human actors that will be involved in the implementation. For example, it says the Secretariat of

Public Education will, "*IV. Incorporar a los docentes y personal asignado que intervengan*

directamente en la integración educativa de personas con discapacidad, al Sistema Nacional de

formación, actualización, capacitación y superación profesional para maestros de educación

básica;" [IV. Incorporate teachers and assigned personnel who directly intervene in the

educational integration of people with disabilities, to the National System of training, updating,

training and professional improvement for basic education teachers;] (p. 8). Teachers will be

directly working towards inclusion and the policy accounts for the training that must be

developed to equip them. Additionally, institutions have been structured to account for the

varying tasks that are required for this implementation. These institutions include both the

government and universities. When asked about who information was being shared with within

their department, Aaron, who works in education, says,

> *Sí. Son rutas de trabajo que son compartidas con las áreas administrativas, sustantivas,*
> *presupuestales de esta Secretaría, también es un modelo de trabajo al alcance de*
> *supervisoras, supervisores, directoras y directores de la Educación Especial y la*
> *Educación Básica en [Estado].* [Yes. They are work routes that are shared with the
> administrative, substantive, and budgetary areas of this Secretariat, it is also a work
> model available to supervisors, supervisors, directors of Special Education and Basic
> Education in [State].] (2/9/22)

There are multiple departments sharing information and working together for students. This same sentiment is found within universities that are supporting programs. Alina, who works in a university center for inclusion, says:

> *Pues mira, yo creo que la universidad es muy grande, tiene muchas áreas y en todas estas áreas hay muchas personas que sí quieren implementar y garantizar la educación inclusiva, pero no saben cómo. Entonces lo que hemos hecho es generar enlaces y hacer una red de apoyo al interior. Y eso ha sido bastante bueno porque hay algunas facultades que trabajamos proyectos de manera conjunta, nos acercamos a la comunidad, hacemos actividades. Entonces eso nos ayuda a visibilizar el tema, pero además a trabajarlo de manera conjunta.* [Well look, I think the university is very big, it has many areas and in all these areas there are many people who do want to implement and guarantee inclusive education, but don't know how. So what we have done is generate links and build a support network within. And that has been quite good because there are some faculties that we work on projects together, we get closer to the community, we do activities. So that helps us to make the issue visible, but also to work on it together.] (4/12/22)

This university has developed a network of committed and interested actors to be able to guarantee inclusive education. This allows the university to work towards instilling an inclusive culture with a commitment to inclusivity, a previously identified facilitator for providing access (Fornauf & Erickson, 2020; Lister et al, 2022; Zorec et al., 2022).

Collaboration Described Across Implementation

In the implementation of inclusive transition education in México, collaboration is occurring between a number of actors. Most notably, there is a substantial amount of collaboration happening between the program and the other actor groups. Here the program acts as a boundary spanner, connecting all actors to the implementation of this policy. Socorro, who works in a university center with classes, employment skills and practice, describes her role:

> *Entonces es básicamente la conducción del programa, el enlace con las autoridades universitarias y la atención para padres es muy importante desde mi posición. Las maestras, las demás personas del equipo, generalmente soy yo la persona que atiende cuando hay una problemática con algún estudiante, el maestro es el primero que lo revisa, pero si esto escala, yo atiendo al padre, escribo los correos para las familias, informo de comunicados que la universidad da a todos los estudiantes y yo los envió a casa también.* [So, it is basically the management of the program, the connection with the

university authorities and the care for parents is very important from my position. The teachers, the other people on the team, I am generally the person who attends when there is a problem with a student, the teacher is the first to review it, but if this escalates, I attend to the parent, I write the emails for the families, I report communications that the university gives to all students and I send them home too.] (5/8/22)

The program acts as the bridge to the majority of the actors within the network. Previous research has noted that school staff are the actors most often mentioned in interventions for sustaining employment and within this implementation, the program director and team are involved in a great deal of collaboration (Schutz & Cartler, 2022). Here, they are acting as both boundary spanners, bridging the gap between a number of different actors, and street-level bureaucrats, those on the ground who are most involved in implementation (Long et al., 2013; Wohlstetter et al., 2015).

Much of the collaboration programs are participating in occurs within the school space. They collaborate with students, teachers, university officials, and resources. Constanza, a university student, explains, "*Entonces el semestre pasado, con una maestra (pausa) no estaba aceptando mis diferencias ni mis adaptaciones. Entonces tuvo que intervenir el Programa para poder abogar y apoyarme a que ellos accedieran a hacerme las adaptaciones correspondientes.*" [So last semester, with a teacher (pause) they weren't accepting my differences or my adjustments. Then the Program had to intervene to be able to advocate and support me so that they agreed to make the corresponding adaptations] (3/8/22). The program acts as a bridge between the students and professors when it is necessary to ensure that teachers are providing students with their accommodations. They ensure that the ideas of each group are shared and work to increase understanding between the two (Long et al., 2013). Programs also are one of the actors who provide resources to students and universities. José, a student studying employment skills and practice, describes "*Bueno normalmente ellos están a nuestro lado prácticamente para*

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cualquier cosa que necesitemos, pues, nos asesoren. Nos van pasando el material que

necesitamos y lo utilizamos para las actividades." [Well, normally they are by our side for

practically anything we need, well, they advise us. They pass us the material we need and we use

it for the activities] (4/23/22). Within the university and school spaces, the program is part of

both supporting and educating students, while also implementing a program in collaboration with

other entities.

Outside of the immediate program context, the program actors are also in collaboration

with additional actor groups. Sergio, who works in a university center for inclusion, shares,

"También tenemos contacto con la familia directamente. Les ofrecemos, si es necesario, ser

intermediarios con la familia y la unidad académica para que ellos no tengan un desencuentro

por alguna dificultad y poder nosotros mediar siempre." [We also have contact with the family

directly. We offer them, if necessary, to be intermediaries with the family and the academic unit

so that they do not have a disagreement due to any difficulty and we can always mediate]

(6/13/22). Some programs are in contact with families and act as the link between the family and

the program or university. They may also be a bridge to the government. Roberto, who works in

an education government entity, says:

> *Y de hecho, hay un programa que es coordinado por personas con discapacidad, desde*
> *la estructura de la universidad, que aunque nosotros no formamos parte de ellos porque*
> *no somos parte de la universidad, este, sí hemos participado y hemos visto que están muy*
> *enfocados a lograr precisamente lo que la UNESCO ha establecido, de impulsar la*
> *inclusión de las personas con discapacidades a esos niveles.* [And in fact, there is a
> program that is coordinated by persons with disabilities, from the structure of the
> university, that although we are not part of them because we are not part of the university,
> we have participated and we have seen that they are very focused to achieve precisely
> what UNESCO has established, to promote the inclusion of persons with disabilities at
> those levels.] (3/9/22)

In this example, the government worker acknowledges they are not part of the university's

institutional structure, but they are being kept informed of the progress and linked to the

program. Programs are in connection with a number of institutions to help with their educational

practices, but some also must consider labor training and connecting with institutions for

employment opportunities. Nayeli, who works in an employment skills and practice program,

explains:

> *Sí, ahorita acabamos de, en Walmart. Walmart nos ha dado oportunidad ahorita. Buscamos a la de Recursos Humanos y ella nos canalizó con la general. Toda esa parte de sensibilización la hacemos nosotros. No hay una instancia que se encargue este, de eso.* [Yes, we just finished, at Walmart. Walmart has given us a chance right now. We looked for Human Resources and she channeled us to the general. All that part of sensitization is done by us. There is no authority that takes care of this, of that.] (5/4/22)

Programs collaborate closely with multiple actors to provide inclusive education. They are at the

center of this practice and are connected to the government, to students, and to the community. It

should be noted that the collaboration from other actors is important as well. For example, the

government is doing a lot of work to ensure that support is provided through policies, funding,

planning and legal obligation. However, the program here acts as a boundary spanner by

connecting so many parts of the network both inside and outside of these institutions (Manev &

Stevenson, 2001; Wohlstetter et al., 2015).

Conclusion

This chapter reviewed the findings related to the actors involved in the implementation of

inclusive education policy in México and the ways that they are collaborating together. It

expanded upon the actors and collaboration occurring at each level and examined the notable

themes across these levels. A variety of actors are included within this work including

institutional and relational actors. Resources such as technology, funding, and information are

crucial within this work. At the macro, meso, and micro levels of implementation, a great deal of

collaboration is occurring through information sharing. For students at the micro level,

collaboration is occurring through joint action: actors working alongside students in their

academic journeys. Additionally, these findings include a number of boundary spanners, or bridges within this implementation. Across all levels of implementation, the program and its team act as a boundary spanner, connecting multiple actors to this work. The following chapter will describe the networks of support at each level of implementation and across all levels.

Chapter Six: Support Networks in the Implementation of
Inclusive Transition Education in México

Actor-Network Theory has assisted in discovering the actors involved in inclusive education implementation and the collaboration they take part in. Nevertheless, this research is also interested in how the people implementing this inclusive policy and utilizing these programs are supported. Every person relies on a basic set of supports to help them throughout their day-to-day. These supports may be specific to a person's career (mentor, job training, colleagues), a person's personal life (friends, family, loved ones), or their coping strategies (exercise, coffee, Netflix).[37] The following chapter is dedicated to answering research question one: What are the networks of support (both institutional and relational) for the transition education and assistance of adults with disabilities targeting labor and job placement in México? These networks of support refer to the linked interdependent actors who are connected by their shared goal of implementing this policy.

This chapter describes the support networks at each level individually and then across the levels of implementation in México. At the macro level, documents and policies were qualitatively coded for the actors and supports mentioned in the Convention on the Rights of Persons with Disabilities (CRPD) from the United Nations (UN) and the Ley General para la Inclusion de las Personas con Discapacidad (General Law for the Inclusion of Persons with Disabilities) policy in México. Interviews were conducted at the meso and micro levels with government workers and program directors. In each of these interviews, participants were asked to describe their role in their position and in the implementation of policy, a typical day for them, and the people who support them. Students with disabilities were also interviewed and asked to

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[37] This list is specific to the author's experiences in their career and life.

share about a typical day in their program and the people who support them. The interviews were coded qualitatively using in-vivo and descriptive coding to identify the actors and supports involved and chunk the sections necessary for further analysis. These coded chunks were then analyzed using Actor-Network Theory to pull out the specific actors and their collaboration. Following the analysis of the data for actors and their collaboration, the author used what she learned through those two questions and through reading the support code chunks to create a map of the networks of support. These networks are comprised of linked interdependent actors who are connected by their shared goals. The visual representations of the networks supporting inclusive education implementation were created first at each of the levels of analysis and then across all three levels.

With these network maps, we can see how the actors involved in this implementation are part of a network of support to assist in providing inclusive education with the goal of labor entry. Within each level there are groups of support that correspond to the level's involvement in the implementation. For example, at the macro and meso levels, both networks include resource, governmental and non-governmental supports. There are also a range of institutional, relational, and individual supports. This chapter will expand on those supports by describing the network for each level and describing a few of the salient supports for each level. Then, it will examine the network of support across levels of implementation and two of the larger network's main goals will be explored.

It is important to note that the following figures display support networks as created from the experiences of multiple people within México. These supports are the possible supports in implementing this policy and not every person was utilizing or experiencing all these supports. In implementation it is impossible to know every factor that is required because the context will

determine the necessary supports (Durlak & DuPre, 2008). Still these figures are meant to provide a foundational understanding of the supports possible and utilized within this implementation.

Network of Support at Macro Level

At the macro level of analysis, the support network described within the General Law for the Inclusion of Persons with Disabilities (LGIPD) and the CRPD can be found in Figure 6. This figure highlights three branches, or groupings of supports, that are involved in implementation at this level. The branches outline three types of institutional supports at the macro level: governmental supports, non-governmental supports, and resource supports. Within governmental supports are policies, which can include laws and national programs, and the government[38] itself. In the LGIPD, this support includes: the government, the Consejo Nacional para el Desarrollo y la Inclusión de las Personas con Discapacidad (CONADIS) (National Council for the Development and Inclusion of People with Disabilities), and the Secretaría de Educación Pública (Secretariat of Public Education). The school system is also included as it relates to schools, teachers, and teacher training.

In non-governmental supports, these documents describe support from non-governmental, civil society organizations, agreements, the UN, and families (the only non-institutional support at this level). In the LGIPD, civil society organizations are offered the opportunity to be part of discussions related to disability rights and policies implemented on their behalf and to participate in the creation of reports for the UN. This gives international and national civil society organizations the opportunity to disseminate information and make contacts

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[38] Here 'government' refers to mentions of the Federal Government, the Municipal or State government, the legislative branch or the Secretaría del Trabajo y Previsión Social (Secretariat of Work and Social Security – this secretariat is a branch within the government that focuses on employment).

that can usually be difficult to establish due to the labor, time and money costs typically involved (Leifeld & Schneider, 2012). The UN engages through pacts, declarations, and conventions like the CRPD, that work to establish the rights of people with disabilities and the goals for governments. Agreements mentioned by the LGIPD, are made between the government and the civil sector, private sector, and other government entities in an effort to establish collaboration and joint action.

Finally, resource supports include research, funding, and materials for the implementation of this policy. Research is an important actor within these documents as it is utilized by multiple entities within the government including CONADIS and the Secretariat of Public Education. Furthermore, the Secretariat of Public Education is participating in sharing materials and funding by providing the necessary tools to schools. Within these documents, resource supports are specifically focused on providing access to people with disabilities but do not account for the marginalization of these students as does the transformative social justice perspective (Artiles, 2006).

Despite these figures presenting levels to this network, the map is not meant to describe a hierarchy. However, as the analysis of the coordination between these actors has noted, there are actors within these networks who are working the most with other actors and are salient supports in the implementation of inclusive education. These are all institutional supports and include the government, states parties, Secretariat of Public Education, and CONADIS. For example, the LGIPD says, "*La Secretaria de Educación Pública promoverá el derecho a la educación de las personas con discapacidad, prohibiendo cualquier discriminación en planteles, centros educativos, guarderías o del personal docente o administrativo del Sistema Educativo Nacional.*" [The Secretariat of Public Education will promote the right to education of persons

with disabilities, prohibiting any discrimination in schools, educational centers, nurseries or by

the teaching or administrative staff of the National Educational System.] (Congreso General de

Los Estados Unidos Mexicanos, 2011, p. 8). It follows that the Secretariat of Public Education

and CONADIS would be the most involved because the Secretariat of Public Education oversees

implementing education provisions of the LGIPD and CONADIS is the entity who is tasked with

enforcing the law (Prieto Armendáriz & Saladin, 2012). Although actors may shift in their

involvement and centrality within the network, based on these documents, the Secretariat of

Public Education and CONADIS are central to this network due in large part to their substantial

involvement in this policy's implementation (Ingold et al., 2021). These networks of support are

important to understand because they provide a visual representation of how the writers of these

documents understand the coordinated effort for implementation and is an important piece to

compare with the actors and support networks utilized in practice by those in the meso and micro

levels of implementation.

Figure 6

Macro Support Network of Implementation
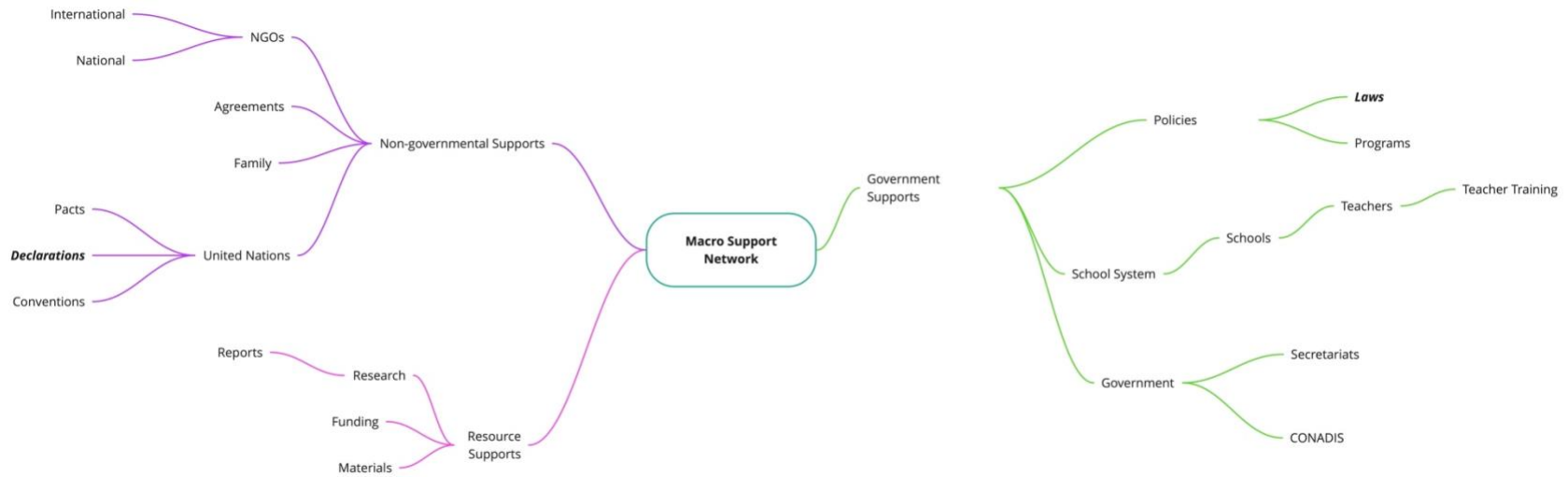
Caption: This figure is a visual representation of the network of supports involved in the implementation of transition education for students with disabilities in México at the macro level. The branches of this network show the groups of supports as described by the LGIPD and the CRPD, both represented in the visual by the bold, italicized words.

Network of Support at Meso Level

The support network for inclusive education implementation at the government level in México also consists of three branches, or types of institutional support: resources, non-government, and government. These supports can be seen in Figure 7. Resource supports include materials, information, funding, and training. These resources support the implementation by providing necessary funding and materials for access in classroom, important training and sensitization for those involved in implementation (government and potential employers), and research and data that is helpful to government workers. In the non-governmental supports, there is support through the private sector, civil sector, international organizations, and higher education and vocational formation institutions. Potential employers, such as the private sector, civil sector, and the government, are specifically involved in the labor portion of this endeavor in ensuring that people with disabilities can enter the job market and maintain their employment. The civil sector is involved through their collaboration with the government in developing programs and families take part through their participation in the civil sector.[39] International organizations offer research and provide treaties that policies can align with. Finally, higher education and vocational formation institutions, included in both the non-governmental (private) and governmental (public) branches of the network, are involved in the offering of research and in the implementation of access to higher education.

Within government supports, policies including those that have created a legal framework (CRPD), federal laws (LGIPD), and state laws affect how these actors do their work and what guides their actions. Several government entities including those focused on education, labor, rights, and ending discrimination, as well as the legislative area, are involved in this

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[39] Here 'families' are an institutional support as they are supporting through their work in the civil sector.

implementation and they work on their own and together to provide these rights. Finally, the

government workers are the individual actors at this level. They have their own motivation and

reasons for being in this work. They participate in working groups and collaborate with their

colleagues and teams to share information, create budgets, provide trainings, etc. Within this

network, it is important to acknowledge that supports, when available, are beneficial to the

network and when unavailable, can become a barrier. Furthermore, motivation and peer

collaboration are salient supports for participants.

For government workers describing the support they receive, resource supports are

mentioned both as a facilitator and a barrier in implementation When describing information,

Karen[40], who works for the rights of people with disabilities, says:

> *Entonces pues, al final también, por ejemplo, en nuestro último censo nacional de población, pues ahí hablamos justamente de estadísticas sobre personas con discapacidad, ¿no? Cosas que antes, pues, no figuraban en esta clase de iniciativas, ¿no? Entonces, creo que ahí se refleja muy bien justo lo mismo y volvemos a la misma parte, ¿no? Si no sabemos cómo nos encontramos internamente, pues, ¿cómo sabemos cuáles son las mejores decisiones que se tienen que tomar para un sector poblacional? ¿No? Entonces, digo, estos esfuerzos ya se habían tenido un poquito más, pero obviamente este censo, pues, viene justo a confirmar, a darnos esta perspectiva que a lo mejor estábamos buscando, ¿no?* [So then, in the end also, for example, in our last national population census, because there we are talking precisely about statistics on people with disabilities, right? Things that, well, did not figure in these kind of initiatives before, right? So, I think that exactly the same thing is reflected very well there and we return to the same part, right? If we don't know how we are internally, then how do we know what are the best decisions that have to be made for a population sector? Right? So, I say, these efforts had already been made a little longer, but obviously this census, well, comes just to confirm, to give us this perspective that perhaps we were looking for, right?] [41] (5/10/2022)

Karen is appreciative for the information a census offers in providing a clear picture of the

progress of her work. Information here is a helpful support in facilitating the implementation of

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[40] Participants have been given pseudonyms.

[41] Translations have been constructed to match the sentiment of each quote given by participants and may not be directly translated.

the policy. As discussed in previous chapters, participants also discussed the benefit of adequate funding. Funding can be part of the support network but, it can also be a barrier to implementation. Antonio, who works in education, says:

> *El principal instrumento de política pública es el presupuesto. Es decir, cuando uno coloca un dinero, una bolsa, todo el mundo voltea a verla. ¿Qué hay ahí y para qué es ese dinero? Entonces ese es el digamos a veces el problema de tener documentos muy elaborados, pero si no hay instrumentos financieros, es muy difícil que las universidades volteen o atiendan, ¿no? Sin embargo, en este momento no hay instrumentos financieros.* [The main instrument of public policy is the budget. That is to say, when one places a piece of money, a bag, everyone turns to see it. What is there and what is that money for? So that is the, let's say, sometimes the problem of having very elaborate documents, but if there are no financial instruments, it is very difficult for the universities to turn around or pay attention, right? However, at this time there are no financial instruments.] (4/5/2022)

Antonio described how a lack of funding has made it difficult to truly implement policies. This aligns with recent reports that have found federal spending in education in México has reached its lowest point (in proportion to the gross domestic product) in 12 years (Patiño, 2022) with the 2022 higher education budget 14.3% less than the 2015 budget (Moreno & Cedillo, 2021). In fact, the Committee on the Rights of Persons with Disabilities (2022) also found insufficient funding and recommended sufficient resources be allocated towards implementing this policy. In this case, it is important to note that supports can be helpful when available, and when they are not available, it can be harmful to the success of implementation.

Figure 7

Meso Support Network of Implementation
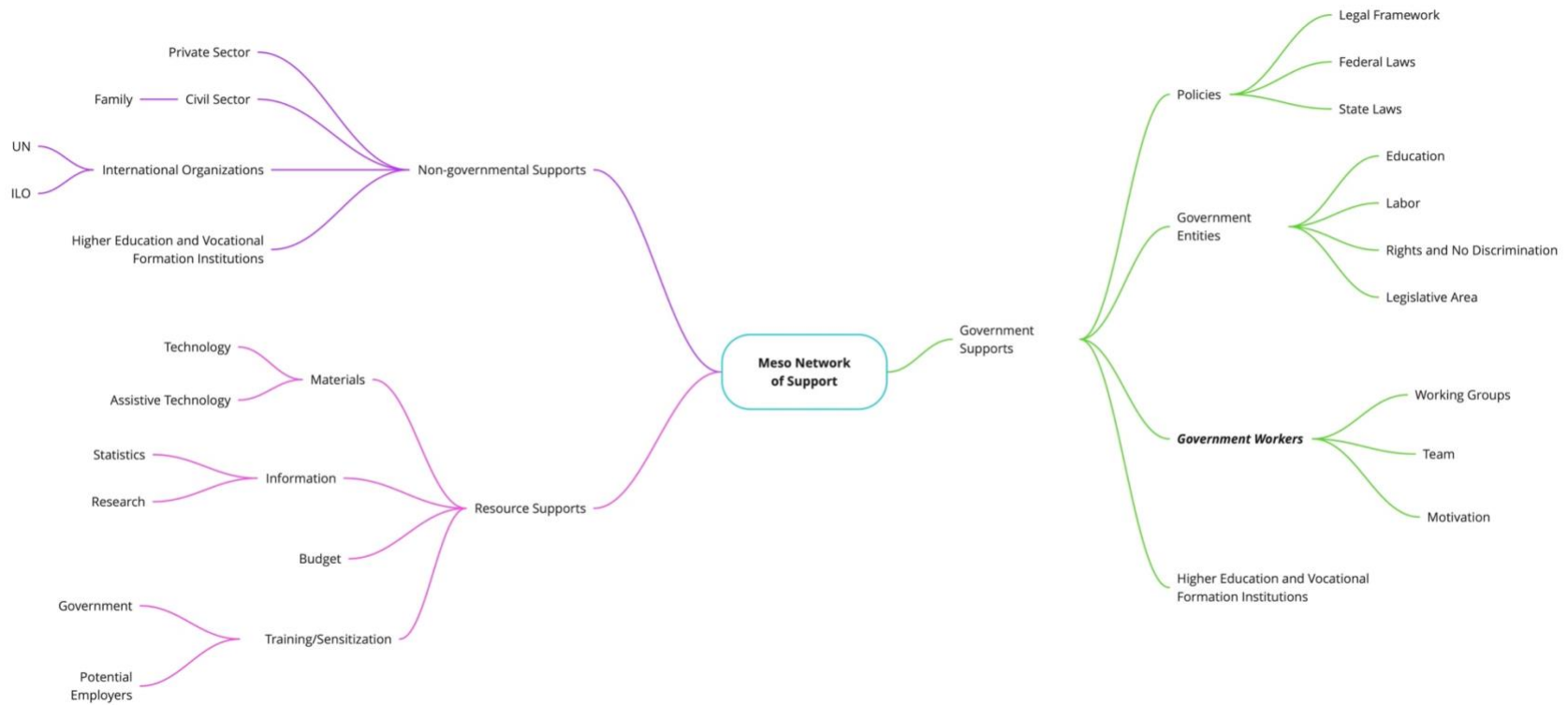
Caption: This figure is a visual representation of the network of supports involved in the implementation of transition education for students with disabilities in México at the meso level. The branches of this network show the groups of supports as described by the government workers, represented as bold and italicized in the visual.

One salient support for the government workers' involvement in the implementation of

this policy is their own motivation for the work. Alfredo, who works for the rights of people with

disabilities, says: "*Es muy satisfactorio poder trabajar en actividades que sé que tienen impacto*

positivo en la población." [It is very satisfying to be able to work in activities that I know have a

positive impact on the population] (2/23/2022). Fausto, who works in labor, says: "*Entonces*

nosotros, como colectivo, necesitamos ir cubriendo esos espacios, acercarnos, interesarnos,

porque pues, somos los que convivimos con esta condición." [Then we, as a group, need to cover

those spaces, get closer, be interested, because, well, we are the ones who live with this

condition] (5/6/2022). Both Alfredo and Fausto are speaking from their own experience as

people who identify as having a disability and are motivated by being part of and fighting for the

disabled community. This inner motivation acts as an individual support for them in their work.

Karen, who works for the rights of people with disabilities says:

> *Que sí, a veces pareciera que nos falta muchísimo, no, para lograr justamente que los*
> *derechos humanos sean los que permeen justamente en todos los sectores de la vida,*
> *pero creo que al final, la búsqueda, la intención-- No sé, la esperanza, dicen por ahí, 'La*
> *esperanza muere lo último', no, justamente de seguir promoviendo estos temas y ver*
> *cambios, porque al final creo que se han dado cambios, muchísimos cambios.* [Yes,
> sometimes it seems that we have a long way to go, no, to precisely achieve that human
> rights are those that permeate precisely in all sectors of life, but I think that in the end, the
> search, the intention--I don't know, hope, they say, 'Hope dies last', no, precisely to
> continue promoting these issues and see changes, because in the end I think there have
> been changes, lots of changes.] (5/10/2022)

Here Karen is describing her motivation as seeing that things are changing and her intent to not

give up hope in this work. Alfredo and Fausto are motivated both by the opportunity to help their

community and their goals for their community, while Karen is motivated by her inner desire to

see change. These specific types of motivation, motivation through life goals and motivation

from within, have been deemed optimal motivation for the workplace (Niemiec & Spence,

2016). Despite motivation not being an actor within the implementation of policy, it does act as

a support for those who are working in this field and should be understood as such so that

workers can be given opportunities to share, discuss and build on their motivations.

It is also important to note the relational support that occurs between the government

workers and their peers. Peer collaboration both within the institution and outside of it proved

beneficial to multiple participants. When describing a working group they are a part of, Antonio,

who works in education, says,

> *Para mí ha sido muy rico este grupo. En este grupo creo que (pausa) yo he encontrado primero la posibilidad de hablar con gente de educación básica, que en mi vida lo había yo hecho, la verdad, ¿no? Básica, no. - 'Primaria tú no tienes nada que ver con primaria, ¿no? Tú universidades, ¿no?' Y ahora me estoy dando cuenta que ese concepto es falso, o sea, porque el que hoy está ahí, estuvo antes allá. O sea, y lo que pasa en básica por supuesto que me va a pegar, le va a pegar a las universidades, no?* [This group has been very rich for me. In this group I think that (pause) I have first found the possibility of speaking with people from basic education, which I had never done in my life, really, right? Basic, No. - 'Primary you have nothing to do with primary, right? You're universities, right?' And now I am realizing that this concept is false, that is, because the one that is here today was there before. I mean, and what happens in elementary school, of course it's going to hit me, it's going to hit the universities, right?] (4/5/2022)

Antonio continues,

> *Y yo creo que yo he perdido mucho cuando estoy nomás en superior. Este grupo me ha dado esa perspectiva, no, de escuchar a gente de básica. Tengo compañeras que trabajan en educación especial, ¿no? Una de ellas se dedica -- es traductora de señas para sordomudos, ¿no? Y así hay otro que trabaja con poblaciones indígenas, no, niños, no. Sí creo que yo he ganado mucho con la riqueza que el grupo le ha aportado a mi trabajo.* [And I think I've lost a lot when I'm just in higher education. This group has given me that perspective, no, of listening to elementary school people. I have colleagues who work in special education, right? One of them is dedicated -- she is a translator for the deaf and mute, right? And so, there is another that works with indigenous populations, no, children, no. I do believe that I have gained a lot from the wealth that the group has brought to my work.] (4/5/2022)

Antonio believes he has benefited from the opportunity to engage in a working group with

people from many different levels of education. Participants who identify as having a disability

also discussed the benefit for them of outside groups of people with disabilities. Esteban, who

works for the rights of people with disabilities, says,

> *Creo que ese es mi rol también como activista, no, dentro de organizaciones como la RENAC, también, que es una Red Nacional de Ciegos aquí en México. Yo formo parte de ella. Y que estamos apenas iniciando trabajos desde hace cuatro años. Esto ya es a nivel nacional. Es una red que está constituida y que a través de ella pues, queremos tener mayor impacto; que se nos visibilice, que nuestras voces se hagan escuchar, que podamos ir a hacer ruido, no, en las Cámaras de Diputados, donde se implementan las leyes, las normas, y que nos tomen en cuenta.* [I think that is my role also as an activist, right, within organizations like RENAC, too, which is a National Network for the Blind here in Mexico. I am part of it. And that we have just started work for four years. This is already nationwide. It is a network that is constituted and through it, well, we want to have a greater impact; that we be made visible, that our voices be heard, that we can go make noise, right, in the Chambers of Deputies, where laws and regulations are implemented, and that they take us into account.] (4/5/2022)

Here Esteban describes the strong pull he feels to work with this group and to continue making

people with disabilities more visible to those around him. Within this group, he is using his

leadership and communication skills to continue advocating for people with disabilities (Test et

al., 2005). The institutional peer relationship supports in this group and in other government

working groups affect how these participants view their work and execute their tasks and are an

essential part of the support network.

Networks of Support at Micro Level

At the micro level of implementation in México, the networks of support are established

through school-based supports, non-school-based supports, resource supports, government

supports, and community supports. The networks themselves are very similar for both program

directors and for students because they involve many of the same actors. Still, there are some

differences in the specific supports appreciated by both groups of participants. For example, the

program director support network includes research and training, both resources that are used by

the program directors and their teams. The student network includes more relational community

supports including friends and partners. The networks are described and the specific themes for each of these networks are examined below.

Network as Described by Program Directors

The support network for program directors at the micro level includes three branches of institutional supports: resource supports, school supports, and non-school supports. These supports can be seen in Figure 8. Resource supports include materials, research, funding, and training. Non-school supports include the government, family (the only non-institutional support), and institutions, both in the civil sector and the private sector[42]. In school-based support, the program team, teachers, program director, and students are included. The university is also included here for those programs located on university campuses. Three salient supports outlined by participants will be expanded upon here: funding, program team, and peers.

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[42] Here the private sector is included as one of the potential employers for people with disabilities. Programs work directly with potential employers, and it must be noted that the civil sector and the government are also potential employers.

Figure 8

Micro Support Network of Implementation for Program Directors
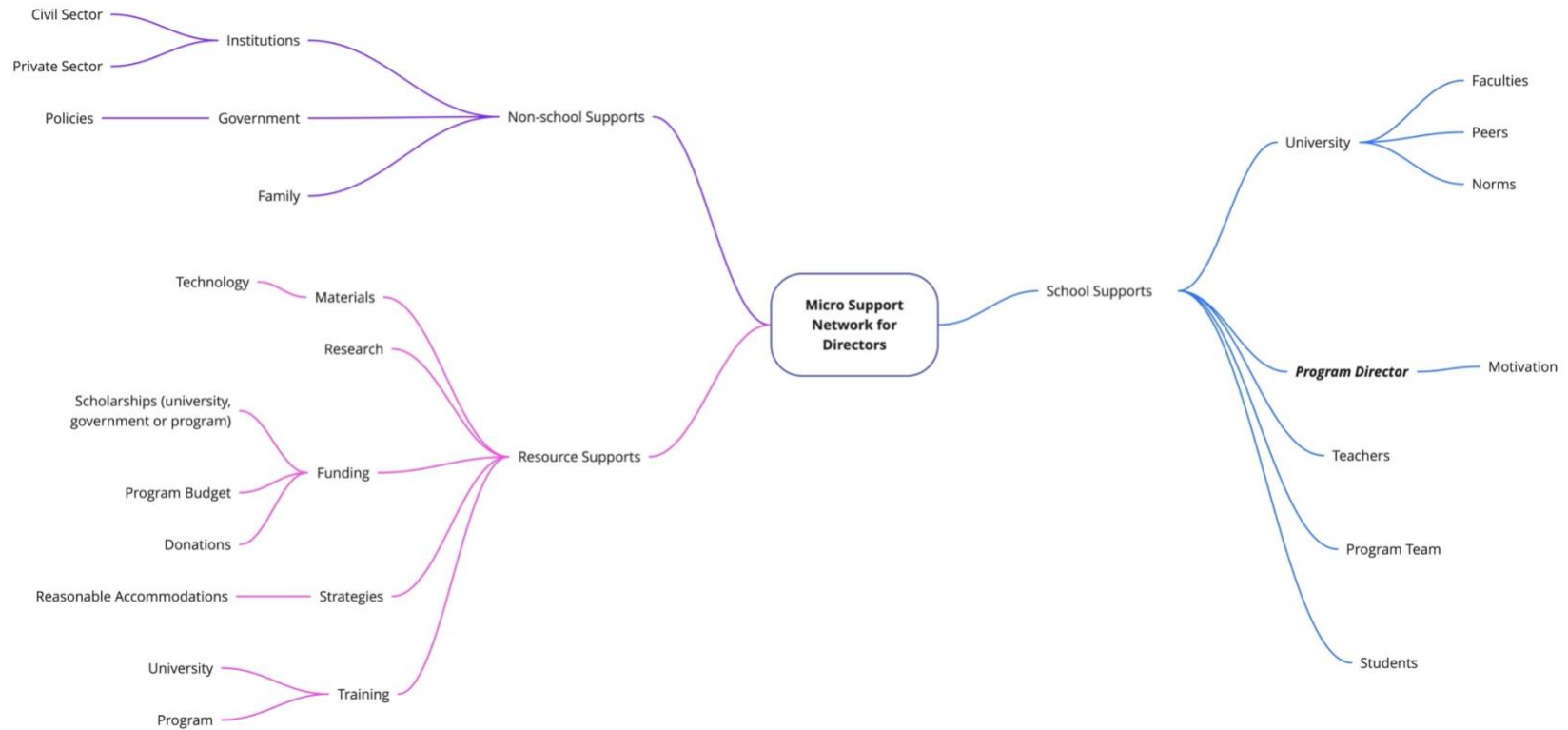
Caption: This figure is a visual representation of the network of supports involved in the implementation of transition education for students with disabilities in México for program directors at the micro level. The branches of this network show the groups of supports as described by the program directors, represented as bold and italicized in the visual.

Program directors and coordinators describe several different types of institutional

funding that are part of the implementation at this level. This includes funding for the program

itself through university budgets or donations and scholarships for students offered by the

government, the program, or the university. Sergio, who works in a university center for

inclusion, says *"Ah. Bueno, nosotros tenemos un presupuesto, que no es mucho, es anual de*

MXN$## para operar, este, pero también cuando hay necesidad de solicitar, por ejemplo, esto

de las plazas, es básicamente donde más nos han apoyado." [Oh. Well, we have a budget, which

is not much, it is an annual MXN$## to operate, this, but also when there is a need to request, for

example, this job, it is basically where they have supported us the most] (6/13/2022). Sergio

describes the budget he receives to operate their program, but funding is also used to provide

scholarships to students. Jonathan, who works at a program providing job training courses,

highlights, "*Ok. Primero, hay algunos chicos que no tienen el recurso para pagar. Entonces la*

fundación les da becas para que puedan tomar los cursos." [Okay. First, there are some students

who don't have the resources to pay. So the foundation gives them scholarships so they can take

the courses] (5/31/2022). Both types of funding are necessary for the implementation of inclusive

education with the goal of labor entry. Scholarships and financial support have also been found

as a strategy to promote inclusion and belonging in higher education (Taff & Clifton, 2022).

Another helpful support in implementing inclusive education is the team working with

the program director. These institutional teams can consist of multiple actors including

psychologists, social workers, teachers, or additional coordinators. These teams provide support

in teaching and supporting students in their studies, finding job opportunities for students,

providing psychological support, and supporting the team. Jonathan reports:

> *Entonces tengo ese apoyo de parte de mi jefa, de parte de todos mis compañeros. Tengo*
> *las herramientas suficientes para poder realizar mi trabajo que es indispensable. La*

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verdad es que estoy muy, muy agradecido con eso porque me apoyan mucho, me apoyan mucho. [So I have that support from my boss, from all my colleagues. I have enough tools to be able to carry out my work, which is essential. The truth is that I am very, very grateful to that because they support me a lot, they support me a lot.] (5/31/2022)

Another program director who appreciates their team's support is Sadeli, who works in a program for integral formation that includes employment skills and practice. She says:

> *Entre nosotros sí nos apoyamos mucho. Algo que yo logro en algún lugar lo paso, nos lo pasan, este, compartimos formatos, compartimos videos, no, videos que han sido muy, muy útiles y que han abierto mucho el panorama, compartimos actualizaciones que recibimos. Sí, hay -- esta parte es muy bonita del trabajo en equipo.* [We do support each other a lot. Something that I achieve somewhere, I pass it on, they pass it on to us, this, we share formats, we share videos, right, videos that have been very, very useful and that have opened up the panorama a lot, we share updates that we receive. Yes, there is -- this is a very nice part of teamwork.] (3/28/2022).

Both participants share the benefits of working with their team. Previous research has also found that in the implementation of innovations, the majority of researchers, saw a supportive climate (92% of 25 studies reviewed) and implementation team (68% of 25 studies reviewed) as a necessary part of the implementation framework (Meyers et al., 2012). As necessary as a team is, it can be very difficult when there is not the support of a team. Victoria, who works in a university center for inclusion, explained:

> *Como es una desventaja dentro del programa de inclusión no tenemos equipo. Yo soy una servidora, entonces eso me supone una autorecarga de trabajo, incluso terminando la oficina todavía sigo trabajando en mi casa. Entonces este programa me consume, me demanda tiempo, compromiso y responsabilidad, porque al mismo tiempo que estoy dando, impulsando acciones de capacitación, talleres--* [Within the inclusion program, we do not have a team, which is a disadvantage. I am a servant, so that supposes a self-recharge of work for me, even finishing at the office, I am still working at home. So this program consumes me, it demands time, commitment and responsibility, because at the same time I am giving, promoting training actions, workshops--] (2/14/2022)

In this example, where the program director does not have team support, it can be very demanding for the director. Here it is clear that having the support of a program team is a beneficial support in the implementation of inclusive education.

Although the range of programs included in this study does vary, there are several similarities between how programs provide support to students within university campuses. One of these supports is provided through the assistance of volunteer peers. These peers may attend classes with students or meet with students to discuss their work and help in preparing for specific classes. Victoria, who works in a university center for inclusion, describes it as "*Es una figura institucional de la universidad que son los propios estudiantes que prestan servicio social para fungirse como acompañantes durante el proceso del semestre."* [It is an institutional figure of the university that the students themselves provide social service to serve as companions during the semester process] (2/14/2022). In this example, Victoria matches students with disabilities with a peer to talk through class and faculty requirements. Another program also asked peers to accompany students to their classes. Socorro explains:

> *No queremos que sean supervisores ni monitores, ese no es el papel, para mí ellos son pares pedagógicos, porque hacemos que tomen la misma materia. Si hay dos chavos que están en fútbol, vamos a meter a uno de servicio social que está en fútbol y van los tres juntos a fútbol.* [We do not want them to be supervisors or monitors, that is not the role, for me they are pedagogical peers, because we make them take the same subject. If there are two kids who are in soccer, we are going to include one from social service who is in soccer and the three of them go to soccer together.] (5/8/2022).

In both examples, peers have volunteered through a social service program that requires all university students to volunteer during their university experience. Similarly, a United States based program that utilizes peer supports for university students with intellectual and developmental disabilities reports that these mentors are essential to the success of the program due to the limited staff and funding (Griffin et al., 2016). Moreover, in a review of literature focused on barriers and facilitators to inclusion in higher education, peer or faculty mentoring was mentioned as a facilitator in 21% of studies (Taff & Clifton, 2022). These programs have found this is a way to connect students with their peers and provide support during their studies.

Additionally, a third program asked university peers to help with creating materials. Sergio, who

works in a university center for inclusion, explains:

> *Entonces, a veces que nos queremos apoyar con infografías y con textos de fácil lectura para aproximarse al texto. Mucho de esto lo tenemos que hacer con estudiantes de diseño, muchas actividades son con diseño, con psicología, con ciencias de la educación, que nos ayudan a elaborar esos materiales. Entonces el trabajo a veces que hacemos es también con apoyo de estudiantes que aquí hacen prácticas profesionales o servicio social.* [So, sometimes we want to support ourselves with infographics and easy-to-read texts to approach the text. We have to do a lot of this with design students, many activities are with design, with psychology, with educational sciences, who help us to create these materials. So sometimes the work we do is also with the support of students who do professional internships or social service here.] (6/13/2022)

The program found students from the specific faculties that could be most helpful, psychology,

design, and educational sciences, to support them in the creation of materials. This gave the

program the opportunity to develop new materials with the help of social service volunteers. It is

evident that peers are a useful support for program directors in the implementation of inclusive

education within programs. Still, further research is needed to better understand these peer

supports and their effectiveness (Griffin et al., 2016).

Network as Described by Students

The network of support described by student participants in these programs in México

details four branches of different supports seen in Figure 9: resources, the government,

community, and schools. Resource supports include technology, materials, strategies, and

financial support. This economic support is provided by the government through assistance

programs for people with disabilities (Secretaría de Relaciones Exteriores, 2022; Secretaría de

Bienestar, 2020; Secretaría de Bienestar, n.d.), through the university and/or program in the form

of scholarships, or through family and partners. The government provides support through

accessible transportation and as noted previously, through providing financial support to people

with disabilities. Here, the community support, the one branch in the network that accounts for

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relational supports, includes family, friends, and partners. They support students through their encouragement, economic support, and assistance with their studies. Finally, school-based supports include supports from the university, the program, and the students themselves. One salient finding is the way students rely on themselves and find their own strategies to help them in their higher education. Additionally, as this is the one group of participants who detail multiple relational actors involved in implementation, the support provided through community is another crucial support within the network.

Several student participants shared the strategies they use for accessing their education including technology devices, organization, and breaks. Jimena, a university student, says, *"Y pues uso por ejemplo mi celular para tomarle fotos al pizarrón y pues ya con eso hacerle zoom"* [And well, for example, I use my cell phone to take pictures of the blackboard and, with that, zoom in] (5/8/2022). Multiple students with visual impairments noted the benefit of a cell phone for enlarging the information on the board in a classroom, or when in virtual class, the benefit of information being on a customizable screen. Here the cell phone is an enabler for performing academic tasks and engaging with educational materials (McNicholl et al., 2021; Smith et al., 2022). When asked if anything has been helpful in navigating their academic agenda, Antolina, a university student, responds:

> *Sí, la organización personal. El medir los tiempos, el poner parámetros de, 'A esta hora haré esta tarea, o revisaré esta materia. A esta otra, me dedicaré.' La organización es básica en todo el proceso. Si no tienes organización, no tienes nada.* [Yes, the personal organization. Measuring time, setting parameters, 'At this time I will do this task, or I will review this matter. I will dedicate myself to this other one.' Organization is basic throughout the whole process. If you have no organization, you have nothing.] (6/20/2022)

Antolina has found the benefit of organizing her time.

Figure 9

Micro Support Network of Implementation for Students
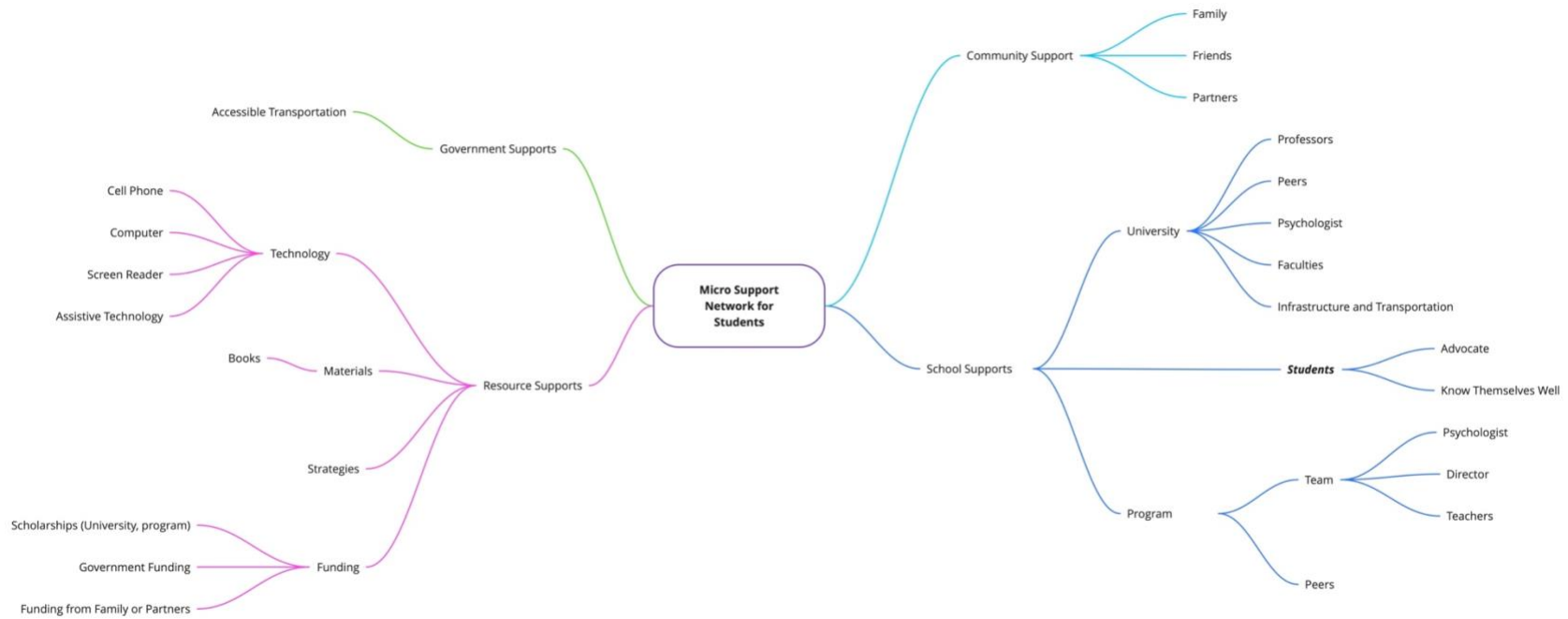
Caption: This figure is a visual representation of the network of supports involved in the implementation of transition education for students with disabilities in México for students at the micro level. The branches of this network show the groups of supports as described by the students, represented as bold and italicized in the visual.

Research has acknowledged how knowing oneself is a necessary component of self-advocacy (Test et al., 2005) and students knowing their own coping strategies is a support throughout their academic career (Moriña, 2022). Using time for classwork can be just as important as using time for breaks. Constanza, a university student, shares, *"Necesito más ratos entre clases de descanso, más breaks."* [I need more time between classes to rest, more breaks] (3/8/2022). During the day, Constanza also uses headphones and soft music and attributes most of the strategies they've learned to their online community. These students know themselves and have found their own individual supports that work for them in their education.

Still, there are instances when students must seek assistance and, in those circumstances, students advocate for themselves to get what they need. Jade, a university student, explains:

> *Entonces, sí necesito tener una buena actitud, justo para poder solicitar apoyo. Necesito desarrollar ciertas habilidades de comunicación para que, pues, las demás personas también quieran acercarse ellos a ayudarme. Eso creo que es como más, pues sí, como lo que paso a diario. Digo, a pesar de pedir mi cambio para planta baja o para lugares en los cuales yo me pueda mover de manera más individual, pues siempre existe algún, pero. Entonces, ese es mi pero.* [So, I do need to have a good attitude, just to be able to ask for support. I need to develop certain communication skills so that other people also want to approach them to help me. I think that's like more, well yes, like what happens every day. I mean, despite asking for my change to a ground floor or to places where I can move more individually, because there is always some, but. So that's my but.] (6/28/2022)

Jade details how she feels about needing to keep a positive attitude in order to attract others into wanting to help her. These communication skills that Jade has developed are essential to her ability to advocate for herself (Test et al., 2005). She knows that she will sometimes need help moving between floors and she wants to be able to ask for help from her peers. Outside of peers, teachers are another actor that students must be comfortable asking for help. Antolina, a university student, says:

> *Por supuesto. En mi caso si yo creo en algún momento que no voy a alcanzar a hacer entrega de alguna tarea en específico, me comunico con mi docente, le explico la*

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situación por la cual no me daría tiempo y él extiende siquiera un día o dos más la fecha de entrega para mí, para que me sea más cómodo. [Of course. In my case, if I believe at any time that I am not going to be able to deliver a specific task, I contact my teacher, I explain the situation of why I won't have time and he extends the due date at least one or two days for me, to make it more comfortable for me.] (6/20/2022)

Unfortunately, there are also instances when a student may feel discouraged from asking for help. Jimena, a university student, shares:

> *A veces de verdad sí llego de la escuela, y me pongo a hacer mi tarea y todo el día me la paso en la computadora, entonces sí es pesado. Pero pues no he pedido ese apoyo y la verdad es que yo siento que en cierta forma es porque no quiero que, como sentirme con ventaja. Entonces a lo mejor y no es una ventaja, pero yo así lo siento.* [Sometimes I really do come home from school, and I start to do my homework and spend the whole day on the computer, so it's really heavy. But, well, I haven't asked for that support and the truth is that I feel that in a certain way it's because I don't want to, like feel I have an advantage. So maybe it's not an advantage, but I feel that way.] (5/8/2022)

Previous literature reviews have noted that students with disabilities are less likely to disclose their disability in higher education for fear of stigmatization (Gow et al., 2020; Moriña, 2022) Additionally, it is tiring for students to continue to ask for help. When shown the network that included the support 'advocate' as a support the student brings, Constanza, a university student, said, "*Abogar es bueno, pero tiene sus dificultades y llega a ser muy extenuante y frustrante. En esa parte si quisiera, no sé si pudiera agregar eso o dar un matiz.*" [Advocacy is good, but it has its difficulties, and it becomes very exhausting and frustrating. In that part if I wanted to, I don't know if I could add that or give nuance.] (8/23/22). Researchers found that students with disabilities in higher education reported they faced difficulties when their impairments were not entirely communicated to their professors (Taj et al., 2022). Constanza explains that part of that difficulty can be the need to ask professors for what they need. Still, student determination and knowledge of their disability, what I have here named as 'advocate' and 'know themselves well', has been identified as a salient factor in achieving success in higher education (Gow et al., 2020). Within this support network, there are multiple institutional actors working to provide inclusion

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for students with disabilities. However, the individual students themselves are also invaluable actors and supports for themselves within the system.

Another irreplaceable group of non-institutional actors are those who are part of the community support for these students. In describing what has helped them in their school trajectory, Jade, a university student, says, *"Sí, claro. Mi familia ha sido el pilar. Hasta la fecha es uno de los apoyos más fuertes que tengo, tanto económico como moral. Ha sido una de mis grandes redes de apoyo."* [Yes, of course. My family has been the pillar. To date it is one of the strongest supports I have, both financially and morally. It has been one of my great support networks] (6/28/2022). For Jade, her family has supported her economically and morally and she sees them as the strongest support she has. Another relational support that can be helpful economically is a student's partner. Sonrisa, a university student, explains,

> *Y bueno, este, vivo yo con mi novio. [ríe] Sí pues de él la verdad ahorita está apoyándome mucho en eso, ¿no? En eso que también de que yo no tengo trabajo ni nada, pues él se hace cargo ahorita de la mayoría de los gastos y todo. Y pues sí yo creo que eso, sí.* [And well, this, I live with my boyfriend. [laughs] Yes, well, the truth about him right now is he's supporting me a lot in that, right? In that also that I don't have a job or anything, because right now he takes care of most of the expenses and everything. And yes, I think that, yes.] (5/4/2022)

In both examples, the relational actors help the students to continue in their education. Additional relational actors can help within the classroom Jimena, a university student, reveals,

> *Pues, también mis amigas son las que me apoyan, en cómo le digo, si no veo alguna cosa o que no me deje de tomar fotos como en esa clase, pues ellas eran las que me pasaban sus apuntes, sus notas. Entonces, también me he visto muy apoyada por ellas.* [Well, my friends are also the ones who support me, in how do I say, if I don't see something or she doesn't let me take pictures like in that class, well they were the ones who gave me their class notes, their notes. So, I have also been very supported by them.] (5/8/2022)

When the teacher does not let her use her cell phone to take pictures of the board, Jimena's friends' support has been crucial for her. In fact, when asked what has been most helpful to them in the program, five of 11 students named a relational actor including family, friends, partner, or

sister. Previous literature has also identified family and friends and the emotional support they provide as an enormous support for students with disabilities in higher education (Gow et al., 2020; Pérez-Castro, 2019a). Still, it is notable that this is the first participant group to mention their own relational supports. It is possible that other participants also rely on support from their family, partners, or community when frustrated about work or interested in celebrating an accomplishment. However, as a fellow student, I recognize that we view school as a collective effort. I also recognize the support I've received from my family and friends in this PhD, and I did not always consider outside supports in my own jobs I have held in the past.

Network of Support in Implementation of Policies of Inclusion

To truly respond to the question, 'What are the networks of support for the transition education and assistance of adults with disabilities targeting labor and job placement in México?' an analysis must be completed across all levels of implementation. This question was answered through an analysis of the documents and policies that require inclusion and interviews with government officials, program directors, and students. Figure 10 shows the network of support for the implementation of inclusive transition education in México. The full network of implementation is composed of five different branches of supports: institutional supports, community supports, resource supports, government supports, and school supports. This network is composed of linked interdependent actors connected by their shared goals. Although these actors are all invested in implementing inclusive education, I also discovered two goals that are guiding the work that they do: creating an inclusive culture and providing access to students with disabilities.

Figure 10

Implementation Support Network for Inclusive Transition Education in México
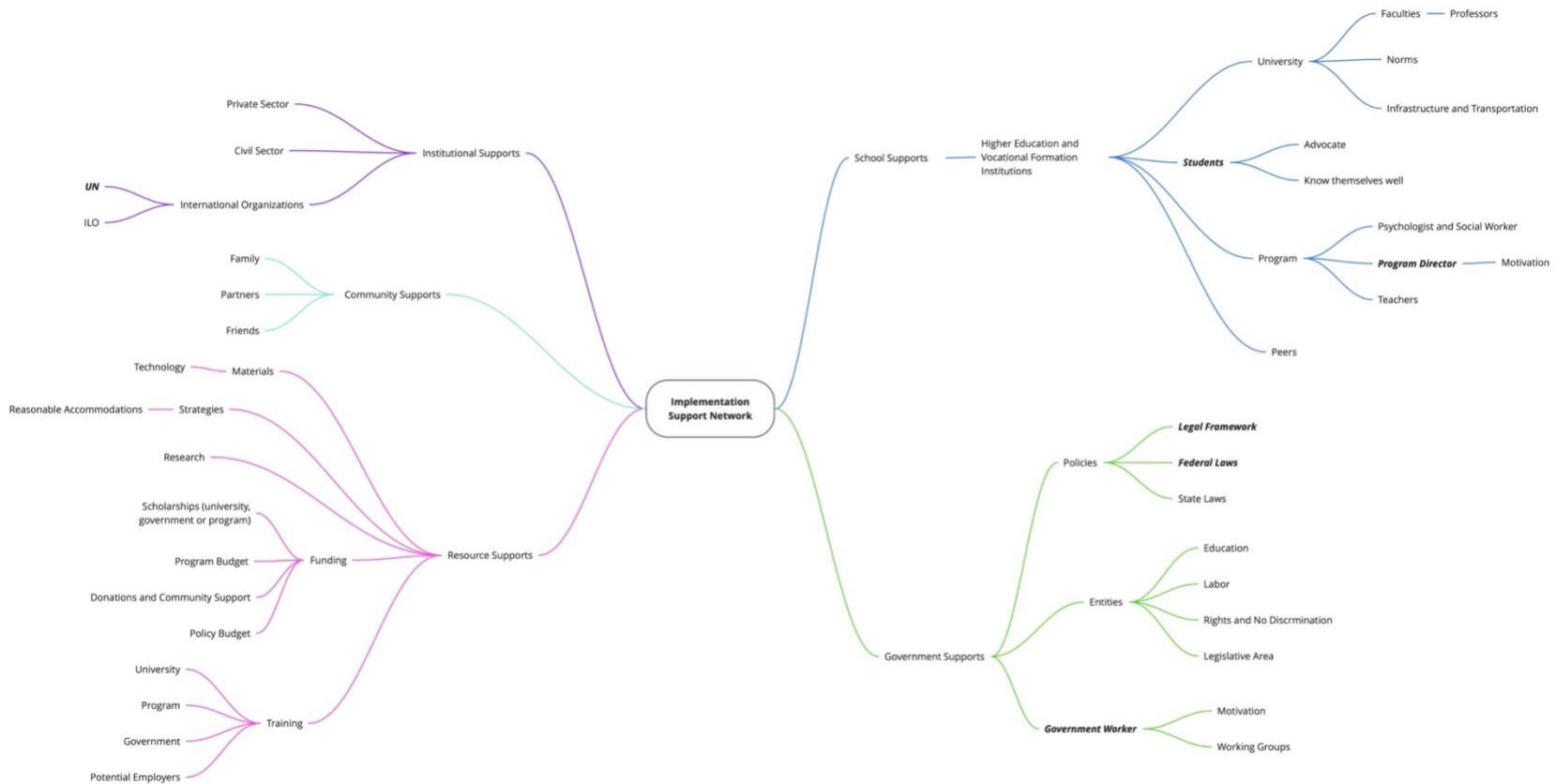
Caption: This figure is a visual representation of the network of supports involved in the implementation of transition education for students with disabilities in México. The branches of this network show the groups of supports involved and the bold, italicized text represents the participants involved in the construction of this visual through data collection.

First, it is important to review how these supports are involved within the implementation of this policy. In institutional supports there is support from the private and civil sector in providing space for labor and labor practice. As potential employers, these groups may also be involved in training with the government to create inclusive spaces. Additionally, the civil sector works directly with the government and programs to provide inclusive education and fight for rights of PWD. The international organizations such as the UN and International Labour Organization support the greater cause for inclusion through their declarations and research. Within the grouping of community supports, family, partners and friends are available to support students as they make their way through their transition education. They support students within their studies or by providing moral support or encouragement in their work. Family and partners may also support students economically.

The next branch is resource supports, which includes several resources that are used by the varying actors within this network. Materials include technology, books, and other academic materials that are utilized to provide education and communicate with varying actors. Research is instrumental in providing information to programs and government workers to be able to make decisions about implementation. Funding is necessary across implementation. It is a part of the scholarships provided to students, the program budget needed to implement the program, the policy budget for implementing government work, donations, and economic support from the community. Strategies such as reasonable accommodations and UDL are shared by government workers and program teams to provide training to those working within the university, programs, the government, or potential employers in the interest of creating greater inclusion in education spaces, policies, and employment spaces.

The group of government supports are a big part of the implementation of this policy. They provide support through the policies themselves, the legal framework from the CRPD, federal and state laws. The government entities who are heavily involved in the implementation include education, labor, and rights and no discrimination. They work hand in hand to provide support to programs, train potential employers and government entities, and advocate for the rights of people with disabilities. The legislative area supports through their work creating the policies, both federal and state. The government workers involved in inclusive education implementation work together in working groups and have a specific motivation that supports them in this work.[43]

Finally, the branch of school supports includes the supports within higher education and vocational formation institutions. These include universities and programs that can be overseen by the government, private sector, or the civil sector. Within universities, supports include faculties and subject specific departments and their professors. There are also necessary university norms to obligate inclusion. Accessible transportation and infrastructure support students in accessing the campus and their classrooms. Peers are within the university and programs themselves. They may support students within their studies or may offer friendship and moral support. The program supports include the program team which can be comprised of a program director, a psychologist, social worker, and teachers. The students are part of the network within this branch as they are attending these programs. They support their own access by knowing themselves well and advocating for themselves within these programs.

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[43] Motivation is noted within this network for government workers and program directors. They were directly interviewed for this work and their motivation can be identified as a support through their interviews. This does not mean that those working in other areas of implementation do not also have that motivation but that cannot be confirmed through this research.

These branches and supports are working together within and across groupings to implement inclusive transition education and support students with disabilities in their education and labor opportunities. Specifically, these supports are working together with two common goals: to instill a culture of inclusion and to provide access. To create a culture of inclusion, students take part by advocating for themselves and in some cases through activism within their communities. Government and program directors do this through their positions within these institutions. Alfredo, who works for the rights of people with disabilities, explains, "*También muy importante, pero fundamentalmente lo que hacemos, lo que es de puerta hacia afuera, en este momento que recibimos, trabajamos con los organismos, con las instancias, para que incorporen el enfoque de discapacidad en su quehacer.*" [Also very important, but fundamentally what we do, what is from the outside, in this moment that we receive, we work with the organizations, with the bodies, so that they incorporate the disability approach in their work] (2/23/22). The government is collaborating with institutions to provide inclusion and policies are what provide the impetus for this work. Roberto, who works in education, shares:

> *Cada vez las políticas han sido más pensadas en la inclusión. Entonces esta parte de la vinculación entre políticas a prácticas, esperamos que se vaya generando como una cultura, que yo creo que sí verdad, porque cada vez vemos más la participación de personas con discapacidad en la comunidad.* [Each time, policies have been more and more considerate of inclusion. So, this part of the link between policies and practices, we hope that it will be generated as a culture, which I believe is true, because we see more and more the participation of people with disabilities in the community.] (3/9/22)

This work requires instilling a new culture of inclusion both at the government level and within programs. Sadeli, who works in a program for integral formation that includes employment skills and practice, explains:

> *Y los otros objetivos tienen que ver pues con crear una cultura inclusiva dentro de la universidad, vincular el tema de la discapacidad a las funciones sustantivas de las universidades, de enseñanza, difusión e investigación y crear un proyecto común entre las instituciones, nuestro país, redes de apoyo para la inclusión de jóvenes con*

discapacidad a educación superior. [And the other objectives have to do with creating an inclusive culture within the university, linking the issue of disability to the substantive functions of universities, teaching, dissemination and research, and creating a common project between the institutions, our country, support networks for the inclusion of young people with disabilities in higher education.] (3/28/22)

These supports are engaged in creating a culture that recognizes disability within the greater purposes of these higher education and vocational formation institutions. Previous research has acknowledged the need to develop and instill cultures of inclusion within institutions of education (Booth & Ainscow, 2002; Lister et al., 2022). The network is addressing an important aspect of the transformative social justice perspective by ensuring that ideologies of these systems are addressed, and the goals of these institutions incorporate the inclusion of people with disabilities (Artiles et al., 2006). Instilling an inclusive culture is one part of this action but providing inclusion also necessitates ensuring there is access within these learning spaces.

Another goal that these supports are working towards is ensuring that education and employment is accessible. This is done by the network of supports in different ways. First, the policies themselves account for the need for access. The CRPD says:

> States Parties shall ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others. To this end, States Parties shall ensure that reasonable accommodation is provided to persons with disabilities. (UN General Assembly, 2006, p. 18)

The CRPD specifically states that access should be provided to tertiary and vocational education. That access should include reasonable accommodations. This is mirrored in the LGIPD. Fausto, who works in labor, explains:

> *O sea, las políticas públicas que en su momento impulsé e impulsó la secretaria, eran hasta cierto punto, sí en relación a la Ley General de Inclusión porque la Ley General de Inclusión para Personas con Discapacidad, la federal, esa ley dice que los gobiernos deben hacer las medidas de accesibilidad y ajustes razonables para que las personas con discapacidad gocen en pleno sus derechos.* [In other words, the public policies that at the time I promoted, and the secretary promoted, were to a certain extent, yes, in relation to

the General Law of Inclusion because the General Law of Inclusion for Persons with Disabilities, the federal one, that law says that the governments accessibility measures and reasonable accommodations must be made so that persons with disabilities fully enjoy their rights.] (5/6/22)

The policies account for the need for accessibility and reasonable accommodations. This accessibility is then provided by the actors within these support networks.

As described in the previous paragraphs on instilling inclusion, part of ensuring that education spaces are inclusive is ensuring that different entities are considering people with disabilities in their work. Within an educational space there are multiple considerations that must be made when ensuring accessibility. Victoria, who works in a university center for inclusion, says:

> *Pero también esto para introducir la perspectiva de inclusión en los diferentes problemas que existen en la universidad. Ya logramos incorporar la inclusión del [programa]. Pero también estamos trabajando en implementar, introducir la perspectiva de capacidad de inclusión en la dirección de comunicación, invitándolos que 'por favor cuando crean, creen videos, este capsulas, que lo hagan en diferentes formatos accesibles.'* [But also this is to introduce the perspective of inclusion in the different problems that exist in the university. We have already managed to incorporate the inclusion of the (program). But we are also working on implementing, introducing the perspective of inclusion capacity in the direction of communication, inviting them to 'please when you create, create videos, these capsules, to do so in different accessible formats.'] (2/14/22).

Here, Victoria, is ensuring that university communications are accessible. However, the standard of accessibility includes both access to university communication and physical accessibility (Zorec et al., 2022). Alina, who works in a university center for inclusion, works directly within her university to provide this accessibility. She shares:

> *Bueno cuando es física lo que hacemos es apoyarnos con no sé por ejemplo una arquitecta que trabaja muy de la mano con nosotros, colabora con nosotros. (pausa) Ella está en la facultad de arquitectura y muchas veces nos ha acompañado a hacer levantamientos, es decir observar el área y dar posibilidad. Es decir, tal vez aquí no tienes un buen accesible, pero si haces estos movimientos puedes tenerlo y no es costoso. Entonces lo que hacemos es buscar formas de poder atender la solicitud, sin que sea tan costoso y con la mirada pues de una arquitecta especialista.* [Well, when it's physical, what we do is support ourselves with I don't know, for example, an architect who works

closely with us, collaborates with us. (pause) She is in the Faculty of Architecture and many times she has accompanied us to do surveys, that is, to observe the area and give possibilities. That is to say, perhaps here you do not have good accessibility, but if you make these movements, you can have it and it is not expensive. So what we do is look for ways to meet the request, without it being so expensive and with the gaze of a specialist architect] (4/12/22).

This program is collaborating with architects to ensure that the buildings and spaces are more accessible, and students notice when this consideration has been given. Antolina, a university student, says, "*En la universidad hay rampas, estructura especializada para que alguien con características distintas pueda acceder a sus instalaciones. Todo está lleno de rampas para el traslado, sí. La verdad, es muy cómodo andar por ahí."* [At the university there are ramps, a specialized structure so that someone with different characteristics can access its facilities. Everything is full of ramps for the transfer, yes. The truth is, it's very comfortable walking around] (6/20/22). Due to the accessibility, Antolina feels comfortable moving across campus. Within the classroom, accessibility is provided through sign language translators, peer support, technology, and teacher accommodations. Isaac, a university student, says:

> *Algunos maestros me consiguieron algunas (pausa) como decirlo, algunas notas musicales en relieve para poder entender mejor en clase. Entonces, bueno también sus explicaciones las adaptan para que sean menos visuales, pues sí, que no sean tan visuales, que también sean un poco auditivas y así para que las pueda comprender mejor* [Some teachers got me some (pause) how to say, some raised musical notes so I could understand better in class. So, well, they also adapt their explanations so that they are less visual, well yes, that they are not so visual, that they are also a bit auditory and so that I can understand them better] (3/21/22)

For Isaac, teachers have provided more accessible music notes and have taken care to adapt their lesson plans to be more accessible for him. In any implementation of inclusion, the culture and ideology are extremely important, but the resources and accessibility are tantamount to providing inclusion as well (Artiles et al., 2006). There are many considerations to be made when creating cultures and spaces of inclusion. This includes ensuring that spaces, materials, and lessons are

accessible for all who are participating. These support networks are doing important work in instilling these cultures and providing this access.

Conclusion

This chapter offered a description of the networks of support in implementation of inclusive education at each level and across levels in México. The visual representations of these networks provide a picture of the groups of supports included in this work including government, institutional, school, resource, and community. There are a range of institutional, relational, and individual supports. This chapter expanded on those supports by describing the network graphic and a few of the salient supports for each level. Furthermore, it found that across the implementation network, supports are working together with two goals: to instill an inclusive culture and provide access to this education and labor practice. The final chapter will explore the implications from these findings, the future directions for research, and concluding thoughts from the researcher.

Chapter Seven: Conclusion and Future Directions

Global declarations have identified the need for all policies and practices to ensure the rights of people with disabilities. The Convention on the Rights of Persons with Disabilities (CRPD) says that States Parties have an obligation "To take into account the protection and promotion of the human rights of persons with disabilities in all policies and programmes" (UN General Assembly, 2006, p. 5). This research has examined the implementation of an inclusive transition policy at the macro, meso, and micro levels within México and the networks of support created through implementation. It is important that we understand the Ley General para la Inclusión de las Personas con Discapacidad (General Law for the Inclusion of Persons with Disabilities) as it seeks to provide access to higher education and the job market for people with disabilities. In this chapter, I will review the research questions of this dissertation and summarize the findings for each question within this project. I will close this chapter with implications and future directions of this research.

Research Questions and Findings

The research was interested in responding to the following research questions:

- What are the networks of support (both institutional and relational) for the transition education and assistance of adults with disabilities targeting labor and job placement in México?

- Who and what are the actors (institutional, individual, and relational) that are utilizing and building up these networks?

    o How do these actors support each other and students utilizing these programs?

- How is the construct of disability understood by the actors (institutional, individual, and relational) within these networks?

In order to develop a clear understanding of the construct of disability and the collaboration involved in implementation, the findings were presented in reverse order. We started first by exploring the construct of disability in Chapter Four, followed by the actors and their collaboration in Chapter Five. We finished the results by reviewing the networks of support at each level and across levels in Chapter Six.

The first part of these findings focused on the construct of disability. This analysis included a historical examination of policies and declarations of the last 30 years, as well as interviews with actors within the government, programs, and students. It revealed no uniform construct of disability throughout the implementation of these policies. Policies did shift towards a united construct of disability, the adaptability approach, following the 2006 CRPD. Additionally, participants within the government did use this construct more than those interviewed at other levels. However, these policy definitions are not reaching local practitioners, nor are they permeating the full networks of support. As a practitioner's understanding of the construct of disability can affect attitudes and expectations of people with disabilities (Evans, 2008), this finding is an important piece in understanding the implementation of this policy.

The next section of these findings detailed the actors and collaboration that is occurring at each individual level and across levels. For actors, we note the importance of both human and nonhuman actors. Teams of actors are important to the collaboration process and multiple resource actors including technology, funding, and information also play a crucial role. At the macro, meso and micro levels of implementation, a great deal of collaboration is occurring through information and resource sharing. We see a great deal of collaboration happening alongside students through joint action with the goal of student success throughout the academic journey. There are also boundary spanners at each level of implementation: CONADIS (macro),

policy(meso), and program directors and their teams(micro) act as a bridge to the many actors in each level's network. Overall, across the levels of implementation, programs act as boundary spanners and bridges, bringing these actors into the work of inclusive education in the larger implementation network (Manev & Stevenson, 2001; Long et al., 2013; Wohlstetter et al., 2015).

The final piece of the findings section focused on the networks of support that have been created through the implementation of inclusive education in México. A network of support is comprised of linked interdependent actors who are connected by their shared goal of inclusive education and are supporting the implementation of this inclusive policy. Within this implementation, these networks contain a variety of supports including governmental, resource, school-based, community, and institutional supports. At each level, these supports correspond to the level's involvement in the implementation. For example, at the macro (global) and meso (government) levels, both networks include resource, governmental and non-governmental supports. Within these groups, there are also a range of institutional, relational, and individual supports working to implement inclusion. These supports are all part of the greater network of implementation collaborating to instill an inclusive culture and provide access to these educational spaces.

Implications for Policymakers and Practitioners

This research leads to several implications for policymakers and practitioners in both policy and practice. The construct of disability used within the inclusion policy identifies people with disabilities as those who are experiencing barriers to participation due to an impairment in interaction with society. However, the policy's construct of disability has not permeated to the practitioners and local level of implementation. The lack of a clear consensus could be due to insufficient dissemination of the policy. However, dissemination of the policy is not enough to

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lead to consensus on the construct of disability. To create any philosophical shift, a thoughtful conversation should be held with all stakeholders (Danforth & Rhodes, 1997). Therefore, to develop a clear construct of disability for use within México, a conversation between all stakeholders would be beneficial, both for including the voices of people with disabilities and for generating a clear purpose to the policy.

In the interest of assisting inclusive transition education practice, this research has developed visual representations of the support networks at each level of implementation and across levels. Policymakers and practitioners can use this representation to understand the supports that are necessary in beginning or implementing a program for inclusive transition education. It must be acknowledged that for students to have access to higher education and vocational formation institutions, the supports outlined in this visual network are necessary. These visuals can be used by program and university administrators or policymakers to make resource allocations and policy decisions and to consider the ways they can provide services to students.

Furthermore, the resources described by participants provide a very clear set of supports that are necessary to this work. Information, specifically research, is a support utilized by stakeholders at every level to understand the current situation as well as strategies and practices to move forward. This information is shared throughout the network via trainings, networks, and meetings. Additionally, stakeholders should recognize the need to find additional partners to share relevant information with them and their role in sharing that information with the community.

In order to provide access to these educational spaces, funding is also a necessary resource. Participants working in the government and programs described the benefit of having a

budget to be able to accurately provide this inclusion. Funding is necessary at the government level to provide support to higher education institutions and at the programmatic level to provide support to teachers and students. Furthermore, students describe the benefit of access to scholarships and government funding, and continued allotment of those benefits is necessary.

The support networks can also act as a demonstration of the institutional structure that is necessary to provide inclusive transition education. This includes the creation of teams that work across and within departments to develop plans, share information, and provide support. In university programs, this structure includes a program team, university norms, faculties, and university administration. At the governmental level, much of this structure is created through teams within certain departments and through working groups across departments. New and existing programs and governments can use the supports described to develop an understanding of the types of structures they can and should implement within their institutions.

Finally, inclusive education requires both access to educational spaces and an inclusive culture. This research found that the supports involved in the implementation of this policy are working towards two goals: instilling an inclusive culture and providing access. Cultures are part of implementing a transformative social justice perspective of inclusion (Artiles et al., 2006; Booth & Ainscow, 2002; Lister et al., 2022). It is imperative that a culture of inclusion is promoted and developed within all spaces of implementation, including educational and workspaces. Instilling this culture can be done through training, information sharing, and/or working groups, and must be an active part of the roles of all stakeholders. The current challenges in including students within higher education are partially due to the focus on merit and vocational capacity (Castro, 2022) and a rethinking of the culture of these institutions and commitment to inclusion of all students would remove this barrier.

Future Research

The findings of this project provide a clear visual of a support network for the implementation of inclusive transition education in México. To further this work, this research could be expanded to a larger and more variable sample within México as well as other contexts. In some contexts, like the United States, this work would be difficult to do because of the lack of inclusion policies. However, it would still provide beneficial and necessary information to understand the supports for students and programs within these contexts and develop a clear picture of what supports are necessary for students to access higher education and vocational formation institutions.

Additionally, this research could be expanded to better understand the experiences of adults with disabilities. This might include expanding the interview questions to better understand individual experience with inclusion and how intersecting identities might affect the experiences of students in higher education and vocational formation (Annamma et al., 2013). It could also expand to interview adults with disabilities who have not utilized these programs to determine what supports might be necessary for them to access higher education or vocational formation programs or if there are other supports in place that have helped them to access the labor market.

A particularly relevant avenue for this research would be to interview additional stakeholders in order to determine what supports are necessary for professors, family, psychologists, social workers, etc. It would be especially beneficial to understand what helps teachers as they are the stakeholders most directly working with students. Understanding the supports that assist these teachers in providing inclusion, could help develop training and formation for teachers and professors at this level.

In expanding all areas of this research, it would also be beneficial to better understand the construct of disability over time in additional contexts. It would be helpful to study the construct of disability in policies developed prior to the CRPD and following the CRPD to see the influence this document had globally on the understanding of disability. A longitudinal study would be another interesting way to understand how stakeholders might change or develop their construct of disability over time.

Finally, this work provides the foundation for a framework that could be developed to understand inclusive transition education. A framework outlining the supports a program or government space needs to implement inclusion could be utilized by researchers in a variety of ways. It could be used to further develop theories of inclusion and to implement interventions within different programs by introducing various supports. Moreover, it could be created as a tool to evaluate programs and governments in order to determine how supportive of inclusion these spaces are and what may need to be addressed moving forward.

Concluding Thoughts

This research provided me the opportunity to learn about these networks and the support of students with disabilities, but I also gained invaluable knowledge about research, myself, and my own supports. The process of reviewing documents and conducting interviews gave me unparalleled insight into the ways stakeholders view their roles in the implementation of policies and how their experiences can inform us moving forward. I am grateful that they were open to sharing with me, and through their sharing, I learned so much about how my own experiences have been shaped by the supports in my life.

I am eager to use what I learned here to continue to develop understanding of transition education and how we can support all people in accessing higher education and vocational

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formation institutions. It is documented in the law, that all people shall have access to education at all levels in México. So, as Nayeli says, "*Sí. Se supone que nosotros concretamos la ley, nosotros la ejecutamos. La ley es lo teórico y nosotros somos lo práctico. Nosotros debemos darle vida a la ley en el día a día, ¿verdad?"* [Yes. Supposing that we are the people who make the law concrete, we execute it. The law is the theoretical and we are the practical. We must give life to the law in the day-to-day, right?] (5/4/2022).

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