

**SECTION ONE: SUMMARY OF THE COLLABORATIVE RESEARCH PROJECT**

**Qualitative Tracking with Young Disabled People in European States  
(Quali-TYDES)**

**1.1 Main aims of the Collaborative Research Project** *(Max. 5 aims/150 words)*

The purpose of the Quali-TYDES project is to investigate and explain how new developments in global, European, national/local policies are impacting on the lives of young disabled adults in six European countries. By combining qualitative longitudinal methods (life stories) with critical policy analysis, the project aims to generate policy-relevant knowledge that is grounded in the experiences and aspirations of young disabled people themselves. Using these methods, the study aims to generate a comparative understanding of national policy regimes in relation to disability, family, work and welfare. As a consequence, the project also aims to investigate the potential for using qualitative case study methods to assist in monitoring states' implementation of international policy obligations, such as those arising from the United Nations and European Union.

**1.2 Potential impacts (academic and non-academic) of the Collaborative Research Project** *(Max. 200 words)*

In monitoring practical implementation of the new UN Convention on the Rights of Persons with Disabilities, and the European Disability Action Plan, a key challenge identified by the European Commission is the identification of evidence concerning states' progress on disability policies, and their impact on disabled people. This study will provide real life case studies of the barriers and opportunities created by national/local policy frameworks that can both complement and contest parallel work on high level statistical indicators. Rich qualitative data, linked to critical policy analysis, will raise the voices and representation of young disabled people who are often excluded from public policy discourse. The incorporation of key stakeholders in workshops and publications will ensure that evaluation and examples are made relevant to national and European policy makers. Shared data collection and analysis will contribute new methodological frameworks for future comparison in other countries. The public archiving of comparative datasets will create benchmarking opportunities for future studies. The active involvement of disabled people's organisations will ensure knowledge impact at national and European level.

**1.3 Added value of the collaboration** *(Max. 200 words)*

Disability has now emerged as a significant dimension in understanding European citizenship, social exclusion and equality yet there is an almost complete absence of systematic international comparison grounded in the real life experiences of disabled people themselves. The European Union's landmark signature of the new UN Convention and the development of its EU Disability Strategy demands added European value, and a co-ordinated response, from the research community. The project partners have each contributed to the development of data and knowledge in national contexts, using a variety of methodologies. They have also collaborated to create new infrastructure for comparative policy research that has already demonstrated substantial European value (e.g. through the Academic Network of European Disability experts, ANED). The project offers timely and significant benefits in the development of academic and policy knowledge and provides, for the first time, a systematic comparison of the real life implications of changing disability policy frameworks in Europe. While each country case study has intrinsic national importance the key added value of the project is in the

comparison and synthesis of experiences from different welfare state regimes and policy contexts.

#### **1.4 Data handling aspects (if relevant): quality assurance, storage, access**

*(Max. 200 words)*

The project partners will adopt a shared approach to processing and archiving data developed from protocols and infrastructure provided by 'Timescapes' (the UK Economic and Social Research Council's major investment in qualitative longitudinal methods, based at the lead partner institution in Leeds) and the UK Data Archive (UKDA). As a Timescapes/UKDA affiliated project, this major study will benefit from the highest standard of expertise and resources for online data archiving, security and access. Qualitative data generation in each country (audio recorded and transcribed/compiled in national languages) will be conducted in accordance with the ethical protocols of the national research funding councils. Centralised archiving of data will be conducted in accordance with the UK ESRC Ethics Framework, the UK Data Protection Act, and University of Leeds Policy on Safeguarding Data. Shared protocols will be used to seek full and informed consent from young disabled adults participating in the project, including the end use of derived data products for wider archive access and/or publication purposes. We will use adapted versions of the ESRC Timescapes protocols for anonymisation, transcription, archiving and access restrictions, these are available from:

<http://www.timescapes.leeds.ac.uk/about-archiving/>

## **SECTION TWO: DESCRIPTION OF THE COLLABORATIVE RESEARCH PROJECT**

The Project Leader should describe the *overall* collaboration (country contributions will be described in Section Three), using the structure below. *(Max. 2500 words, excluding annexes. Entries exceeding 2500 words will not be accepted.) Actual word count = 2435*

### **1. State of knowledge, originality and potential contribution to knowledge.**

The new UN Convention (UNCRPD) raises hopes and challenges. It places new obligations on states to protect and promote disabled people's rights and equality in all areas of life – e.g. education, employment, family life, political/cultural participation, independent living, and the accessibility of infrastructures. Young disabled adults today are the first generation in history to forge their work and family careers in this new transnational paradigm for disability rights. There is, therefore, a unique opportunity to understand a key historical turning point through their hopes, experiences and outcomes.

European countries provide a focus for two reasons. First, Europe has emerged as a disability policy entrepreneur (Hvinden and Halvorsen 2003; Priestley 2007), promoting rights-based approaches and transnational policy instruments. The European co-ordination of disability policy, via a High Level Group of state representatives, includes the 27 EU Member States, Iceland and Norway. These countries are also included in the European Disability Forum (representing disabled people's organisations) and in the Academic Network of European Disability experts (where the project leader is Scientific Director). The UN Convention is the first international rights Treaty ever signed by the EU and its Commission is now developing a new Disability Strategy, from 2010. From 2003, the EU Disability Action Plan has aimed 'to make equal opportunities for disabled people a reality'. Our research asks directly whether this is being achieved.

Second, European countries offer a useful range of state types. Welfare regime typologies (notably Esping-Andersen's *Three Worlds of Welfare Capitalism*) have been contested in various ways, but the life experiences of disabled people provide a new way to critique developments in different welfare traditions because they transcend the boundaries of traditional 'social' or 'public' policy. Real lives involve complex intersections between different policy domains (e.g. educational provision, active labour market policies, social security, civil rights, social care, housing, transport). Layered across these are diverse national cultures and traditions.

The purpose of this research is, therefore, to show how policy developments are impacting on the lives of disabled people in European countries. It offers important key developments: scaling-up rich narrative data; systematic international comparison; prospective longitudinal analysis; and, links to policy. It will generate comparative understanding of disability regimes in relation to family, work and welfare, grounded in biographical authenticity. It will demonstrate how qualitative case studies can be used in monitoring states' implementation of international policy instruments. Sharing data and analysis will provide new methodological frameworks for comparison with other countries, and new opportunities for future research or secondary analysis. The project offers, for the first time, a systematic comparison of the 'real life' implications of changing disability policy frameworks in Europe.

## 2. Research design

The research draws on the experiences of one generation of young disabled adults, in six European countries, to explore the following questions:

- What does adulthood mean to young disabled people, and what are their aspirations for adult life (e.g. in relation to work, family and community life)?
- What disability policy developments are evident at the national/local level (and how do these relate to European and global frameworks of governance)?
- What are the qualitative life experiences of young disabled adults (i.e. opportunities, barriers, choices and outcomes experienced over time)?
- What kinds of agency and resources do young disabled adults draw upon to build enabling opportunities in their lives (e.g. social, cultural and economic capital (e.g. to what extent are they aware of, or engaged with, the development of the disabled people's movement)?
- How do other significant statuses affect the choices available to young disabled adults in planning their lives (e.g. gender, class, ethnicity, age, sexuality or religion)?
- How successful are national/local policy frameworks in supporting young disabled adults to realise the rights enshrined in the United Nations Convention on the Rights of Persons with Disabilities?

### Theoretical framework

C. Wright Mills (1959: 149) identified the intersection of biography, history and social structure as core to the 'sociological imagination'. A critical realist perspective (e.g. Bhaskar 1975; 1997; 1998) helps to explain our approach to this challenge. Drawing on Bhaskar's typology, the social relations of political economy and culture that produce disability (in the social model sense) are 'real' yet unobservable. The policies, environments and relationships that create disabling barriers have an 'actual' existence, but disabled people's experiences of these things become 'empirical' realities. Biographical research reveals these realities, providing 'traces' of deeper social relations and macro-social change (e.g. Prue Chamberlayne and Rustin, 1999; Priestley, 2001; Ulrich, 2000).

Because the research concerns the lives of disabled people over time, qualitative longitudinal (QL) techniques and disability studies paradigms will be used (employing social and relational models of disability). A rich vein of biographical research has emerged within this field (Smith and Sparks 2008). Biographical methods have facilitated agency, through which new voices have transformed our social understanding (Goodley 1996; Atkinson & Walmsley 1999; Owens 2007). Grounded, biographical methods have proved invaluable in disability studies on diverse topics, such as the experiences of parenting (e.g. Thomas 1999) or employment careers (e.g. Shah 2005) but have not been exploited in systematic international comparison (but see Priestley 2001).

There is long history of cohort studies (Eisenstadt, 1956; Ryder, 1965) and connecting individual lives with historical times (Riley et al. 1968; Elder 1994) but attention has turned to understanding relational lives, as they unfold (Neale and Flowerdew 2003). We adopt the method of travelling 'alongside' young disabled people - an intensive qualitative method that offers deep understanding of 'change in the making' (Timescapes 2007). Our approach draws on Priestley's 'individual-biographical' (2001) and 'structural-normative' (2003) models of disability and the life course, and Shah's application of 'careers' (2005) and 'future selves' (2008). We employ four key concepts in reading life stories:

- Trajectories - the direction in which life is moving or expected to move (and how relationships, policies and barriers change life expectations)

- Pathways - the actual routes that people follow through the events and decisions of their lives (following the trajectory or taking a different direction)
- Turning points – the moments when life pathways take a new turn (e.g. when a significant person intervenes, a new opportunity or a barrier is encountered)
- Resources and capital - the support that people call upon to make changes in their lives (e.g. economic, social and cultural capital, including family resources, advocacy and social networks).

As Thomas (1999:8) contends, 'experiential narratives offer a route to understanding the socio-structural', revealing both agency and structure. Connecting micro-macro analyses offers a powerful approach to understanding disability (Priestley 2001; French and Swain 2006; Shah and Priestley in press) but it is important that 'disabled people are not the *subject matter* of the social interpretation of disability' Finkelstein (2001: 1). Our purpose is, therefore, to reveal disabling/enabling relationships, institutions and barriers in society.

### **Scope and sampling**

The research focuses on six countries (Austria, Czech Republic, Ireland, Norway, Spain, and the UK). This combination is necessary to the overall comparison, representing different policy cultures and regimes. The inclusion of the UK, Ireland, Austria and Norway allows us to consider some typical dimensions of 'liberal', 'conservative' and 'social democratic' welfare states, while Spain and the Czech Republic provide some typical dimensions of 'Southern' and 'transitional' states. In combination, the cases include diverse aspects of family, state and voluntary sector/church involvement in disabled people's lives. Norway also allows us to model the implications of EU non-membership (while actively 'mirroring' EU disability policy). All six countries signed the UN Convention in 2007 (ratified by Spain and Austria). Austria, Czech Republic and Spain (but not Ireland, Norway or UK) signed the Optional Protocol.

Our biographical research focuses on one cohort of young disabled adults (born in the 1980s, aged 20-30). This cohort is significant because there is an opportunity to follow them at a formative time in their work and family lives, and because they are the first generation to forge adult lives within a comprehensive rights framework. Their lives also coincide with the internationalisation of the disabled people's movement (i.e. Disabled People's International was founded in 1981). The analysis focuses on a panel of 120 participants (i.e. 360 interviews, with 20 people in each country, in three waves).

### **Methods**

The project is conducted over 42 months, including 36 months of parallel research and shared analysis. The activities of each partner are described in the country contributions.

***Literature review (months 1-6):*** Co-ordination/preparation will be completed in Months 1-3. Each partner will then conduct a literature review of research with young disabled people and produce a working paper (WP1) highlighting existing knowledge, research methods and lines for enquiry. The partners will meet to discuss emergent themes and the design of interviews. The leader will produce a synthesis report (SR1). Papers will be sent to key stakeholders and published online. First contacts will be established with young disabled people in each country (including discussion of informed consent for data archiving/publication).

***First-wave fieldwork (months 4-12):*** A narrative life story will be recorded for each person in their own language (semi-structured interviews, using shared topic guides and adapted prompts for each country). These will be transcribed/compiled (in national languages) and archived centrally. Metadata and a short summary of each story will be produced in English. Each partner will summarise themes from their national dataset in a working paper (WP2). Two stories from each country will be selected as examples (translated to English) and shared with all partners. The partners will meet with stakeholders to discuss the examples, emergent themes and the questions raised. The leader will produce a synthesis report (SR2). Papers will be sent to key stakeholders, published online, and a co-authored paper produced for publication. The leader will create a web-based social networking space for the participants in the project (e.g. using Facebook). This will provide a voluntary mechanism to share additional updates about lives over time. Interview summaries will be checked for respondent validation.

***Policy reviews (months 13-18):*** Each partner will critically review key national/local policy frameworks, strategies and implementation initiatives implicated in the interviews, to produce a

working paper (WP3) highlighting the dissonances between rhetoric and reality. This method involves working 'bottom up' from the biographical experiences rather than 'top down' from policy documents/indicators. The leader will also review European/comparative policy/indicators to place the six countries in context. The partners will meet with stakeholders to discuss the findings, their policy implications, and questions for the second wave of interviews. The leader will produce a synthesis report (SR3). Papers will be sent key stakeholders and published online.

***Second-wave fieldwork (months 17-24):*** Narrative interviews will be recorded, summarised, documented, archived and validated in the same way as before (focusing on life changes since the first interview, and questions from the policy reviews). Each partner will summarise national findings in a working paper (WP4). The partners will meet with stakeholders to discuss examples, themes and questions for the next phase. The leader will produce a synthesis report (SR4). Papers will be sent to key stakeholders, published online, and a co-authored paper produced for publication.

***Comparative analysis (months 25-30):*** Each partner will review the short interview summaries from all countries (n=240), and the example transcripts or audio-recordings (n=24) to produce a working paper (WP5) highlighting commonalities and differences with: (a) life experiences in other countries, and (b) the analysis offered by other research teams. The partners will meet with stakeholders to discuss the findings and raise questions for the final wave of interviews. The leader will produce a synthesis report (SR5). Contact with the participants will be maintained.

***Third-wave fieldwork (months 23-36):*** The third wave interviews will follow the same protocols as before and each partner will produce a summary working paper (WP6). The partners will meet with stakeholders to discuss the new examples, themes and preliminary conclusions (focusing on longitudinal life course trajectories, pathways and turning points over the lifetime of the project). The leader will produce a synthesis report (SR6). Papers will be sent to key stakeholders, published online, and a co-authored paper produced for publication (combining SR5/SR6).

***Dissemination (months 37-42):*** The dataset (360 interviews, transcripts, summaries and metadata; and example translations) will be processed for permanent archiving by Timescapes/UKDA. Participant consent will be reviewed and re-negotiated if necessary. Control of the social networking web-group will be passed to the research participants to continue if they choose to do so (or to the EDF Youth Committee). A stakeholder conference will be arranged for disabled people, policy makers and researchers (in collaboration with European Disability Forum). The partners will prepare detailed proposals for a co-authored/edited book, presenting the methodological lessons, findings, analyses, and policy implications (including country-specific chapters and synthesis/comparative chapters). To be completed after the funding period.

### **3. Structure of the collaboration.**

The collaboration is based on a 'hub and spoke' model, where task and resource responsibilities are clearly delegated. Each partner has responsibility for national sampling, fieldwork, staffing, documentary analysis, data transcription/compilation, national reporting, and travel to meetings. The project leader has responsibility for specification of protocols, the synthesis, UK data archiving, quality assurance, the organisation of meetings, website management, and collaborative communication tools (e.g. shared blogs/Wikis/DMS). There will be active engagement with national/European stakeholders and disabled people's organisations, supporting them to participate in the analysis/dissemination.

### **4. Planned outputs.**

Key audiences include: national/European organisations representing disabled people and their families; national/European government offices responsible for disability strategy; public/voluntary providers of support, goods and services used by disabled people. There are also indirect benefits for wider audiences, including public and media audiences, through awareness raising of disability equality issues. Communication and impact will be achieved through a project leaflet and website, open-access publishing, a new data archive; consultation with disabled people and policy makers, stakeholder involvement in analysis workshops, and a European dissemination conference. National and European disabled people's organisations will be consulted on interim outputs. We will also involve and inform key policy stakeholders at national and European level by sharing interim and final outputs (including national disability councils, the European Commission, MEPs, state representatives of the EU High Level Group on Disability, and relevant European networks).

A detailed Impact Plan, explaining these processes, is provided in the project leader's (UK) funding application, summarised below:

| <b>Output</b>                | <b>Quantity</b>    | <b>Format</b>                 | <b>Language</b>                     | <b>Availability</b>    |
|------------------------------|--------------------|-------------------------------|-------------------------------------|------------------------|
| Biographical interviews      | 360<br>(+15-pilot) | Digital-audio                 | National                            | Restricted/archive     |
| Transcripts/<br>Compilations | 360<br>(+15-pilot) | MS-Word                       | National (+24 English translations) | Controlled/archive     |
| Summaries                    | 360<br>(+15-pilot) | MS-Word<br>(c1000-words)      | English                             | Public/archive         |
| Working papers               | 36                 | PDF<br>(c5000-words)          | National + English                  | Public/web             |
| Synthesis papers             | 6                  | PDF<br>(c5000-words)          | English                             | Public/web             |
| Project website              | 1                  | HTML                          | English                             | Public/web             |
| Stakeholder briefing         | 1                  | Conference                    | English                             | Stakeholder/invitation |
| Journal papers               | 3                  | Print/online<br>(c8000-words) | English                             | Academic/open-access   |
| Book manuscript              | 1                  | Print                         | English                             | Public/publisher       |

**5. Overall amount of funding requested.**

€1,454,973

**6. Annexes (including no more than 1 side of A4 for references and no more than 2 sides of A4 for technical details, if appropriate).**

## List of Publications

- Atkinson, D. & Walmsley, J. 1999. Using Autobiographical Approaches with People with Learning Difficulties. *Disability & Society*, 14 (2): 203-216.
- Bhaskar, R. (1975) *A Realist Theory of Science*. Harvester, Brighton.
- Bhaskar R. (1997) *A Realist Theory of Science*, 2nd edn. Verso, London.
- Bhaskar, R., 1998, *The Possibility of Naturalism: A Philosophical Critique of the Contemporary Human Sciences*: Third Edition, (London, Routledge)
- Chamberlayne, P., Rustin, M. (1999) *From Biography to Social Policy*, University of East London, Centre for Biography in Social Policy. *Final Report of the SOSTRIS Project* (SOE2-CT96-3010).
- Eisenstadt, SN 1956. *From Generation to Generation: Age Groups and Social Structure*. Glencoe, 111.: Free Press.
- Elder, G. H. 1994. Time, human agency, and social change: Perspectives on the life course author(s), *Social Psychology Quarterly* 57(1): 4-15.
- Esping-Andersen, G. (1990) *The Three Worlds of Welfare Capitalism*, Cambridge, Polity.
- Finkelstein, V. (2001) *The Social Model of Disability Repossessed*, Manchester Coalition of Disabled People, 1 December
- French, S. & Swain, J. (2006). Telling stories for a politics of hope, *Disability & Society*, 21(5): 383-396
- Goodley, D. 1996. Tales of Hidden Lives: a critical examination of life history research with people who have learning difficulties, *Disability & Society*, 11 (3): 333-348
- Hvinden, B. and Halvorsen, R. (2003) Which way for European disability policy? *Scandinavian Journal of Disability Research* 5 (3): 296-312.
- Neale, B. and Flowerdew, J. (2003) Time, Texture and Childhood: the contours of longitudinal qualitative research, *International Journal of Social Research Methodology*, 6(3): 189-200.
- Owens, J. 2007. Liberating voices through narrative methods: the case for an interpretive research approach. *Disability & Society*, 22 (3): 299-313
- Priestley, M. (ed.). 2001. *Disability and the life course: Global perspectives*. Cambridge: Cambridge Univ. Press.
- Priestley, M. (2007) In search of European disability policy: Between national and global, *ALTER, Revue europeenne de recherche sur le handicap*, 1(1): 61-74.
- Ryder, NB (1965). The cohort as a concept in the study of social change. *American Sociological Review*, 30, 843-861.
- Shah, S. 2005. *Career success of disabled high-flyers*. London: Jessica Kingsley Publishers.
- Shah, S. and Priestley, M. (in press) Home and Away: the changing impact of educational policies on disabled children's experiences of family and kinship, *Research Papers in Education*
- Smith, B. & Sparkes, A. 2008. Narrative and its potential contribution to disability studies. *Disability & Society*, 23 (1), 17-28
- Thomas, C. 1999. *Female forms: Experiencing and understanding disability*. Buckingham: Open University Press.
- Ulrich, M. K. (2000). *Life courses in the transformation of East Germany*. Madrid: Instituto Juan March de Estudios e Investigaciones.
- Wright Mills, C. (1959) *The Sociological Imagination*, New York: Oxford University Press.

**SECTION THREE: COUNTRY CONTRIBUTIONS**



|   |                                   |                                 |
|---|-----------------------------------|---------------------------------|
| <b>COUNTRY CONTRIBUTION 1</b><br><b>(This should be the country contribution of the Project Leader, who is also Principal Investigator for his/her country)</b> | <b>Project Leader:</b>            | <i>Professor Mark Priestley</i> |
|   | <b>Country:</b>                   | <i>United Kingdom</i>           |
|   | <b>ECRP Funding Organisation:</b> | <i>ESRC</i>                     |
| <b>3.1 Financial summary for Country Contribution 1</b>   |                                   |                                 |
| The Principal Investigator should provide below a summary of the financial support sought from his/her national ECRP Funding Organisation.                      |                                   |                                 |
| Full financial details and any other supplementary information required by your national ECRP Funding Organisation should be supplied to them as instructed.    |                                   |                                 |
|   |                                   | <b>TOTAL</b>                    |
| <b>3.1.1 Staff</b>  |                                   | <b>284,088</b>                  |
| <b>3.1.2 Travel and subsistence</b>   |                                   | <b>54,268</b>                   |
| <b>3.1.3 Consumables</b>  |                                   | <b>Included below</b>           |
| <b>3.1.4 Other items</b>  |                                   | <b>45,899</b>                   |
| <b>3.1.5 Overheads and other allowable costs</b>  |                                   | <b>242,486</b>                  |
| <b>3.1.6 GRAND TOTAL FOR INDIVIDUAL COUNTRY CONTRIBUTION 1</b>  |                                   | <b>626,741</b>                  |

**3.2 Description of Country Contribution 1** *(1500-2500 words, excluding annexes. Entries exceeding 2500 words will not be accepted) Actual word count = 2346*

Each Principal Investigator (including the Project Leader) should specify his/her country's contribution to the collaboration as follows:

**3.2.1 Describe the specific competence and expertise of your country team with regard to the collaboration.**

The UK team offers an excellent balance of experience and skills for this project. The PI (Prof Priestley) is Professor of Disability Policy, and Director, at the Centre for Disability Studies at the University of Leeds. He has more than 20 years experience in the disability field and has made major contributions to the two key elements of this proposal (life course research and comparative policy analysis). He has completed more than 70 publications and worked on 20 funded-projects. Priestley's generational and life course work began from the ESRC 'Life as a Disabled Child' project in 1997-1999 (part of the ESRC Childhood 5-16 programme). This national study revealed rich data about the everyday lives of disabled young people in Britain, in their own voices. Applying participatory disability research and the 'new sociology of childhood' it pioneered innovative methods and the involvement of young disabled people in qualitative research. The ethnographic data, from 11-16 year-olds (born 1981-1986), coincides with the childhood experiences of the generation now selected for the new comparative study (aged 20-30). It thus provides opportunity for comparison and critique of the knowledge gained a decade ago. This was followed by a three-year ESRC Fellowship Award on 'Disability, Social Policy and the Life Course' (1999-2001, judged as 'outstanding' in peer review). This work resulted in two books (both international in scope), plus theoretical and empirical papers. The new study offers a first opportunity to apply the concepts in systematic international comparison.

Prof Priestley is experienced in managing large European comparative projects. He is the founding Scientific Director of the European Commission's Academic Network of European Disability experts (ANED) with partners in 29 countries, and managed the EU-FP7 EuRADE consultation with 68 disabled people's organisations in 25 countries (in collaboration with the European Disability Forum). ANED's work focuses on critical policy analysis and the development of high level indicators concerning

disability equality in European countries. This qualitative enquiry is designed to complement, supplement, and extend this work.

The co-investigator (Dr Shah) is a disabled researcher with more than 10 years experience in disability research, focusing explicitly on the life experience and careers of disabled people in England (including two books on this topic, and another in preparation). Shah's 2001 book 'Career Success of Disabled High-Flyers' (developed from her PhD) applied biographical methods to interactions of agency and opportunity in the employment careers of disabled professionals. Subsequent research (funded by ESF) compared the experiences of disabled students in mainstream and special education to judge the influence of recent policies on their life goals (published in 2008 as 'Young Disabled People: Aspirations, Choices and Constraints'). Her current three-year project 'Including a new generation?' (funded by a Nuffield Fellowship 2006-2009) compares the life experiences of three generations of disabled people in with changes in policies, technologies and attitudes in England.

A research assistant will also be appointed to the team.

### **3.2.2 Detail your country team's contribution to the overall work plan.**

The contribution of the Leeds team is significant and intensive. The UK partner will lead this collaboration contributing: the design, specification and piloting of the study methods; co-ordination of the international partners; the collection and analysis of data for the national case study; archiving and making available data from all of the countries; producing synthesis reports; organising partner meetings and dissemination events; and, leading on synthesis publications.

#### **Collaboration**

The UK team will develop and pilot the shared protocols and design specifications for the biographical fieldwork. These will be adapted from the tools developed by 'Timescapes' (the UK Economic and Social Research Council's major investment in qualitative longitudinal methods, based at the lead partner institution in Leeds) and the UK Data Archive (UKDA). The format of the national working papers will be drafted by the PI/Co-I and developed through consultation with the partners. The UK team will arrange the six collaborative analysis workshops, support the involvement of disabled people's organisations (via EDF), and manage partner communications using online collaboration tools. They will arrange for the translation of selected data examples, summaries and papers, distribute and publish them online. Key academic input will also include the drafting of synthesis papers at each stage in the research, and the annual co-authored academic papers. In common with the other partners, they will conduct their national work within the collaborative design; share their data, summaries and analyses with the other partners; and participate in the workshops. The collaborative elements of the proposal have been more fully described in Section Two.

#### **Literature reviews**

In each phase of the project, the UK team will aim to begin in advance of the national partners in order to provide guidance and indicative style examples for the outputs. The first task will be the national review of selected literature, evidence and methods relevant to research with young disabled people in the UK. This will draw extensively on the applicants' previously published work, that of their past collaborators and similar projects. A rich vein of research concerning, and/or involving, young disabled people has developed over the past decade, so the UK provides good exemplar material. However, the paper will be focused and seek to highlight the key challenges, methods, lines of enquiry and findings that will be useful to the collaboration (whilst affirming the well-established groundwork for the national case study). The draft paper will be sent (via the European Disability Forum) to UK Coalition for Disability Rights in Europe (UKCDRE) for information and comment, and copied the UK state representative of the EU High Level Group. The emergent themes will be presented at the first workshop, to which a representative of the government's Office for Disability Issues (ODI) will also be invited.

#### **Sampling and recruitment**

The UK team will aim to conduct biographical research with 25 young disabled adults, born in the 1980s, from a variety of locations and with different types of impairment. The applicants are currently conducting a retrospective life history research with three generations of people with physical impairments in England (born in the 1940s, 1960s and 1980s). To build on this work, the Co-I will

seek to recruit 5 people from the youngest cohort as a pilot group for the new study. Since their background stories are well-known to the team, and relationships exist, there is an opportunity to follow them forwards and to pilot each stage of the main (international panel) one year ahead of plan (i.e. to conduct the first follow-up in Year 1, and so on). However, the sample will need to be extended and developed for the new study design. In particular, it will be important to diversify the range of impairment and the geographical scope. Amongst the 20 new participants we will aim to include 10 women and 10 men, across the age range. Our particular concern will be to add more participants with sensory and cognitive impairments to the group (including those who do not use speech as their primary method of communication). In common with the earlier project we will sample for urban, small town and rural locations, but in this research we will extend the representation to include Scotland and Wales (we have decided not to sample in Northern Ireland). Other relevant sampling considerations will include those in full-time education, different employment statuses, and institutional-supported-community living circumstances. However, in a qualitative sample we do not seek statistical representation so much as theoretical purpose in selection. Our main aim is to illustrate the diversity of opportunities and barriers experienced by young disabled adults in Britain.

Following the procedures of our previous work, we will seek recruitment to the project in diverse ways (to avoid the unintended homogeneity of 'snowballing' people who know one another, have similar life situations or levels of politicisation). This has proved effective in the past, mixing targeted enquiries with wide dissemination of publicity about the project (to general media, disability magazines, arts organisations, disabled people's organisations, educational institutions, leisure and service providers. We will pursue a similar approach, but working to a tighter sampling frame (to avoid early saturation of the sample by those to whom the information is most accessible).

### **Biographical interviews**

The interviews in each wave will be conducted by the Co-I (5 pilot) and research assistant (20), allowing for the additional flexibility of 'shadowing' and co-interviewing for the purposes of training and validation. In general, the aim will be to complete a primary biographical interview of approximately 90 minutes, although there may also be preceding and follow-up conversations. In these cases (the large majority) the semi-structured conversational interview will be digitally recorded and transcribed (by an externally contracted agency with which we have worked on similar data for some years). In some cases it may be more appropriate to conduct the interview in alternative ways, through alternative media, or over more than one session. Where appropriate, 'compiled' stories will be produced rather than verbatim transcripts to arrive at an accurate representation of the experiences shared with the researcher. In any case, a short written summary will also be produced for each person each year. The recordings, transcripts/compilations, summaries and basic metadata will be prepared for the Timescapes/UKDA archive. The UK team will also process, catalogue and submit the data for all of the other partners in the project, according access protocols already discussed with UKDA. Two transcripts/compilations (one woman and one man) will also be selected as examples for presentation and discussion at the second collaborative workshop.

The investigators will develop a preliminary coding schedule, arising from the first collaborative workshop and communicate this with the partners. This will not be a rigid framework but will form the basis for an adaptive theoretical analysis, capable of responding to different national findings. The research assistant will carry out the majority of the coding (in NVivo) within the framework, suggesting new themes as they arise in discussion with the Co-I. The Co-I and PI will also participate in coding validation on sample transcripts and guide the development of themes for the collaborative analysis. The team will produce a summary working paper based on the first wave and share this with the partners (they will also arrange to receive, translate and share the papers from other countries – including dissemination via EDF to the national councils of disabled people and the High Level Group).

The preceding protocols for piloting, interviewing, coding, processing and archiving, will be repeated in the second and third wave of data generation (involving a similar division of labour). The focus in these waves (as for the first pilot group) will be on significant life changes and choices since the previous interview, and questions raised by the collaborative analysis process.

### **Dissemination**

A detailed impact plan is included in the UK funding application, and outputs summarised in Section Two of this application. The UK partner will manage these processes as project co-ordinator. Communication and impact with non-academic audiences will be achieved through a project website,

information leaflet, open-access publishing of working papers, consultation with disabled people and policy makers, stakeholder involvement in analysis workshops, data archiving, and the European dissemination conference.

In communicating policy-relevant messages we follow the principle of 'nothing about us without us' by engaging with representative disabled people's organisations (DPOs). Consulting DPOs strategically at key points in the research process, and involving them in analysis and dissemination will enhance impact through their advocacy channels (at national/European level). To do this, we will build on the PI's existing research relationship with the European Disability Forum (EDF). EDF is the independent European non-governmental organisation that represents the interests and rights of disabled people in the European Union. EDF's 'Committee on youth with disabilities' aims to mainstream youth in all EDF policies and documents and to raise awareness. Two representatives of this Committee will participate in each of the six analysis workshops (and contribute to the final briefing event). The EU/EEA countries are represented by EDF national councils of disabled people (from the 27 EU Member States, plus Iceland and Norway). We will invite the council in each country to receive and comment upon the national working papers developed by the country teams (see country contributions 2-6), and to send a delegate to the final briefing event.

We will also work to involve and inform key policy stakeholders at national and European level. To do this we will build on our existing research relationships with the policy co-ordinating offices of the UK and EU. We will invite a representative of the UK Government Office for Disability Issues to attend the six analysis workshops, and a representative of the European Commission Disability Unit and Fundamental Rights Agency to attend the final briefing event. These stakeholders will also receive copies of the national and synthesis working papers. Additional invitations to the briefing will be extended to the EU High Level Group of state representatives and the Parliamentary Intergroup of MEPs.

### **3.2.3 Justify the funding requested (including time-commitments for all team members).**

The proposal is costed using the audit methodology of the UK funder (ESRC) which pays 80% of 'full economic cost'. The PI and Co-I staff costs are equivalent to one full-time post divided between the two applicants. The PI (20%) is required to provide academic leadership, policy analysis, co-ordination and international project management experience. The Co-I (80%) is required to lead the fieldwork, synthesise, and co-ordinate the biographical work in the six countries. A full-time research assistant is required to conduct the UK interviews, liaise with participants, code/summarise the biographical data, assist with workshops, and to monitor/process the partners' data. Indirect costs and estates (included under 'institutional costs and other allowable') are calculated automatically according to ESRC's TRAC audited methodology. Travel is required for UK fieldwork and the dissemination activities (this includes support for non-profit organisations of disabled people to attend collaborative events). A wheelchair accessible hotel/meeting venue is required for the collaboration workshops (partners pay their own travel). Transcription/translation costs are based on public sector rates from an established provider (best of three quotes). A laptop, digital recorder and print consumables are required to collect data and disseminate information. The allowable co-ordination costs (ESF guidance) are fully included within the UK application.

### **3.2.4 Annexes (including no more than 1 side of A4 for references and 2 sides of A4 for technical details, if appropriate). Insert brief CVs (no more than 1 side of A4) for each of the researchers listed. CVs should include a list of no more than 10 relevant publications for each researcher.**

## **Mark PRIESTLEY – Professor of Disability Policy, University of Leeds**

Centre for Disability Studies, LS2 9JT ([m.a.priestley@leeds.ac.uk](mailto:m.a.priestley@leeds.ac.uk))

### **QUALIFICATIONS**

- BA (hons) Philosophy and Politics (class 2.1) University of Leeds, 1984
- MA Social and Public Policy (distinction) University of Leeds, 1993
- PhD (Disability Studies) University of Leeds, 1997

### **EXAMPLES OF RELEVANT POSTS AND RESPONSIBILITIES**

- 1999-2002 (ft) University of Leeds, Senior ESRC Research fellow
- 1999-(ft) University of Leeds, lecturer, reader, professor – disability studies
- founder/administrator of the international discussion group *disability-research@jiscmail.ac.uk* (750+ members in 50+ countries)
- member of the international editorial boards of *Disability & Society*, *Scandinavian Journal of Disability Research*, *Alter: European Journal of Disability Research*
- Scientific Director of the EU Academic Network of European experts (ANED)

### **EXAMPLES OF RELEVANT RESEARCH**

- *From Womb to Tomb: disability, social policy and the lifecourse*, ESRC Fellowship Award, £95K (R000271078, sole applicant), 1999-2002.
- *Whatever Next?: young disabled people leaving care*, National Lottery Charities Board, £54K (RB217887, principal applicant with First Key), 1999-2000.
- *Including a New Generation?: using qualitative longitudinal methods to understand disabled people's lives in the 21<sup>st</sup> century*, Nuffield Foundation £149k (with S. Shah) 2006-2009
- *European Agendas for Disability Equality (EuRADE)*, EU FP7, €1.5m (proposal author and co-applicant with European Disability Forum) 2007-2009
- *Academic Network of European Disability Experts (ANED)* European Commission tender VT/2007/005, €2m (Scientific Ddirector) 2008-2012

### **EXAMPLES OF RELEVANT PUBLICATIONS**

- Priestley, M. (1998) Childhood Disability and Disabled Childhoods: agendas for research, *Childhood*, 5(2): 207-223
- Priestley, M. (1999) *Disability Politics and Community Care*, Jessica Kingsley
- Priestley, M. (2000) Adults Only: disability, social policy and the life course, *Journal of Social Policy*, 29(3): 421-439
- Priestley, M. (ed.) (2001) *Disability and the Life Course: global perspectives*, Cambridge, Cambridge University Press
- Priestley, M. (2003) *Disability: a life course approach*, Polity
- Priestley, M., and Lawson, A. (2003). Droits des personnes handicapées en Europe: perspectives et échanges d'idées. *Handicap: revue de sciences humaines et sociales*, 100: 59-66.
- Priestley, M. (2005) Disability and Social Inequality. In, M. Romero and E. Margolis (eds) *Blackwell Companion to Social Inequalities*, Oxford, Blackwell
- Priestley, M. (2007) In search of European disability policy: between national and global, *Alter: Revue européenne de recherche sur le handicap*, 1(1): 61-74
- Shah, S. and Priestley, M. (in press) *Home and Away: the changing impact of educational policies on disabled children's experiences of family and kinship*, Research Papers in Education
- Priestley, M. (forthcoming) 'Disability', in *Oxford Handbook of Comparative Welfare States*,

## **Sonali Laxmi SHAH – Nuffield NCD Fellow, University of Leeds**

Centre for Disability Studies, LS2 9JT ([s.l.shah@leeds.ac.uk](mailto:s.l.shah@leeds.ac.uk))

### **QUALIFICATIONS**

- BSc (Hons) Computing & Management (class 2.2) Loughborough University, 1996
- PhD (Occupational Psychology) Loughborough University, 2002

### **EXAMPLES OF RELEVANT POSTS AND RESPONSIBILITIES**

- 2001 – 2002 University of Leeds, Research Officer (Health experiences of disabled people from minority ethnic backgrounds)
- 2003 – 2006 University of Nottingham, Postdoctoral Research Fellow (European Social Fund project)
- 2006-2009 University of Leeds, Nuffield NCD Fellowship
- Nominated UK representative/ consultant on *European-agency project Immigrant Pupils with Special Educational Needs*
- Executive Committee Member of *Families, Life course And Generations Research Centre (FLAG)*, University of Leeds
- Consultant on *ESRC Research Grant: Disability Equality in English Primary Schools (DEEPS)*, University of Leeds
- Steering group member for *Department for Education and Skills Post-16 Transitions research*

### **EXAMPLES OF RELEVANT RESEARCH**

- *Including a New Generation?: using qualitative longitudinal methods to understand disabled people's lives in the 21st century*, 3 years Nuffield Foundation New Career Development Fellowship, £149k (Principal Researcher), 2006 – 2009
- *The performance of disability histories: remembrance and transmission*, 1 year AHRC Beyond Text Programme, £12.5k (principal applicant), 2008 - 2009

### **EXAMPLES OF RELEVANT PUBLICATIONS**

- Shah, S. and Travers, C. (2000) *The Importance of Childhood Socialisation for Career Progression of Disabled People*, *Disability Studies Quarterly*, 19(4): 315-320
- Shah, S., Arnold J. and Travers, C. (2004) *The Mark of Childhood on Disabled Professionals*, *Children & Society*, 18: 1-13
- Shah, S., Arnold J. and Travers, C. (2004) *Disabled and Successful: Education in the life stories of disabled high achievers*, *Journal of Research in Special Educational Needs*, 4(3): 122-132
- Shah, S. (2005) *Career Success of Disabled High-Flyers*, London: Jessica Kingsley Publishers
- Shah, S. (2005) *Choices and Voices: the educational experiences of young disabled people*, *Career Research and Development: The NICEC Journal*, 12: 20-26
- Shah, S. (2006) *Sharing the same world: The Researcher and the Researched*, *Qualitative Research*, 6(2): 207-220
- Shah, S. (2007) *Special or Mainstream? – The Views of Disabled Students*, *Research Papers in Education*, 22(4): 425-442
- Shah, S. (2008) *Young Disabled People: Aspirations, Choices & Constraints*, Aldershot: Ashgate Publishing Ltd
- Shah, S. and Priestley, M. (in press) *Home and Away: the changing impact of educational policies on disabled children's experiences of family and kinship*, *Research Papers in Education*
- Shah, S. (in press) *The role of the family on the career aspirations of young disabled people*, *Journal of Research in Special Educational Needs*

|  |                                   |   |
|--|-----------------------------------|---|
| <b>COUNTRY CONTRIBUTION 2</b>  | <b>Principal Investigator:</b>    | <i>Univ. Prof. Dr. Gottfried Biewer</i> |
|  | <b>Country:</b>                   | <i>Austria</i>                          |
|  | <b>ECRP Funding Organisation:</b> | <i>FWF</i>                              |
| <b>3.1 Financial summary for Country Contribution 2</b>  |                                   |   |
| The Principal Investigator should provide below a summary of the financial support sought from his/her national ECRP Funding Organisation.                   |                                   |   |
| Full financial details and any other supplementary information required by your national ECRP Funding Organisation should be supplied to them as instructed. |                                   |   |
|  |                                   | TOTAL                                   |
| <b>3.1.1 Staff</b>   |                                   | <b>95.010,00</b>                        |
| <b>3.1.2 Travel and subsistence</b>  |                                   | <b>35.550,0</b>                         |
| <b>3.1.3 Consumables</b>   |                                   | <b>150,00</b>                           |
| <b>3.1.4 Other items</b>   |                                   | <b>0,00</b>                             |
| <b>3.1.5 Overheads and other allowable costs</b>   |                                   | <b>23.469,90</b>                        |
| <b>3.1.6 GRAND TOTAL FOR INDIVIDUAL COUNTRY CONTRIBUTION 2</b>   |                                   | <b>154.179,90</b>                       |

**3.2 Description of Country Contribution 2** (*1500-2500 words, excluding annexes. Entries exceeding 2500 words will not be accepted*) Actual word count = 2384

**3.2.1 Describe the specific competence and expertise of your country team with regard to the collaboration.**

*Univ. Prof. Dr. Gottfried Biewer* is Head of the Special Needs and Inclusive Education research unit of Vienna University. He has published numerous books and articles on inclusive education, disability policy in the field of education, disability in developing countries and community-based rehabilitation. As vice-chair of the Special and Inclusive Education section of the German Society of Educational Research, he promotes an international perspective in research on inclusion and participation in the field of education and rehabilitation. In 2005, Biewer established the Centre for Comparative Studies on Special Needs and Inclusive Education at Vienna University. He has been involved in various funded projects as principal investigator and researcher, including the longitudinal research study on 'Experiences of participation in the vocational biography of people with an intellectual disability' (financed by FWF), using life history research as one of the main methods.

*Mag. Tobias Buchner* is a lecturer at Vienna University. His main research interests are community living, inclusive research and disability policies (with a special focus on housing and legal capacity of disabled people). As part of the Austrian team for the Academic Network of European Disability experts (ANED), he has analyzed Austrian disability policies over the last decade with a special focus on their outcomes for the social inclusion of disabled people (Buchner, Flieger & Feyrer 2008). In addition, his latest research includes an analysis of the implementation of the UNCRPD in Austria, focusing on Article 12 (Buchner 2009b) and critical reflection on housing policies for people with cognitive impairments in Austria over the last 20 years (Buchner 2009a). He has researched and published on the life stories of people with cognitive impairments in the context of deinstitutionalisation (Westermann & Buchner 2008). To support participation in research by people with cognitive impairments, together with Oliver Koenig, he facilitates seminars on Inclusive Research, including self advocates as co-lecturers and co-researchers (for which, he was awarded the Bank Austrias 'innovative lecture' in 2009).

### **3.2.2 Detail your country team's contribution to the overall work plan.**

The principal investigator and researcher will contribute to the overall work plan as follows:

#### **Collaboration**

The project team will conduct their work within the collaborative design and protocols described in Section Two. The main mechanisms of collaboration will include: sharing data, summaries and analyses with the other partners; participation by two people in each of the six collaborative analysis workshops; producing a comparative working paper on the analysis from the other countries (WP5); contributing to the development of collaborative publications; and, participating in the collaborative conference at the end of the project.

#### **Literature reviews**

The first task will involve a national review of selected literature, evidence and methods relevant to research with young disabled people in Austria. This will include key themes from Biewer and Buchner's own work, that of their Austrian colleagues and collaborators, and targeted literature searches of research and analyses conducted in Austria (including, for example, comparative studies in which Austrian research is represented). The main purpose will be to highlight the state-of-the-art in national knowledge, significant intellectual traditions and methods, and significant gaps in existing knowledge (e.g. in relation to specific groups of disabled people). The researchers will produce a working paper (WP1) and submit this to the project co-ordinator for translation to English. The draft paper will also be sent (via the co-coordinator and the European Disability Forum) to the Austrian National Council of Disabled Persons (ÖAR) for information and comment, and copied the Austrian state representative of the EU High Level Group. Biewer and Buchner will attend the first collaboration workshop in the UK.

#### **Sampling and recruitment**

The Austrian research team will compile life stories from a diverse sample, consisting out of 24 disabled people from different regions of Austria (of which 20 will contribute to the collaborative analysis and archiving). These will be based on the sampling, recruitment, data-collection, analysis and dissemination procedures described below.

One of the main research questions of the planned project is to examine the impact of disability policies on the lives of young disabled people born in the 1980s (including equal numbers of women and men, from urban and rural locations, and maximising diversity of physical, sensory and cognitive impairments). The research team offers specific expertise in engaging people with cognitive impairments, who face a significantly higher risk in terms of discrimination and 'vulnerability' (e.g. Schädler et al. 2008). An important factor is that Austrian disability policies operate at both national (e.g. employment) and state/Länder level (e.g. education, housing). To facilitate the analysis of different policy frameworks, the sampling target will include 6 participants from 4 federal states (Vienna, Upper Austria, Styria, Tyrolia).

Ethically appropriate recruitment will be guided by the following considerations. First, many authors have stressed the power of 'gatekeepers' over participation (e.g. Lewis & Porter 2004; Miller & Bell 2002, Stalker 1998) and recruitment via disability service providers can be highly problematic (Buchner 2008). First contact will be with disabled peoples organisations (DPOs) and self-advocacy organisations of disabled people, informing them the project and its aims - and approach that has proved successful in several projects (Johnson et al. 2000; Atkinson et al. 2000). Information about the study, and a call for participants containing contact details, will be circulated via these organisational networks. The following organisations will be contacted in the first instance:

- Österreichischer Blinden- und Sehbehindertenverband (Austrian Federation of the Blind and Visually disabled) and its sections in the federal states
- Selbstbestimmt-Leben Initiative Österreich (Initiative for Independent Living Austria), which is the best-known umbrella self-help organisation for people with a physical impairment, and its member organisations in:
  - Vienna (Selbstbestimmt-Leben-Initiative Wien, Zentrum für Kompetenzen, Wiener Assistenzgenossenschaft);
  - Upper Austria (Selbstbestimmt-Leben-Initiative Oberösterreich);
  - Styria (Selbstbestimmt-Leben-Initiative Steiermark); and,



- Tyrolia (Selbstbestimmt-Leben-Initiative Tirol).
- Mensch zuerst Österreich (People First Austria), the recently-founded network of people with a cognitive impairment, coordinated by WIBS ('We inform and decide by ourselves') with various self-advocacy groups all over Austria.

Project information will also be distributed via BIZEPS, the most prominent newsletter on disability and independent living ([www.bizeps.or.at](http://www.bizeps.or.at))

Informed consent is a significant concern (Wiles, Heath, Crow et al. 2005) that merits considerable attention in the planned work. Establishing a positive, subject-to-subject relationship between researchers and researched is essential for successful qualitative interviewing (e.g. Lamnek 2005). After matching expressions of interest to the sampling frame, a member of the research team will meet face-to-face with prospective participants (to get to know each other and to answer questions about the project). Additional information will be provided by adapting/translating and explaining the project leaflet. Potential participants will be given time to decide if they are willing to join the project. Informed consent will be gained by participants' signature, using an adapted/translated version of the written protocols for data protection and consent developed by the UK project leader. Informed consent is an ongoing process rather than a singular event (Dye, Hendy, Hare et al. 2004; Stalker 1998) and will be re-negotiated at each phase of the project, so that participants will have the option to withdraw at any point of the study (Griffin & Balandin 2004).

### **Biographical interviews**

Interviews will be digitally recorded (conducted by Buchner). Participants will have the opportunity to choose the place for the interviews, ensuring conversations take place in a setting that is comfortable for the interviewee (Buchner 2008).

The first wave will focus on 'compiling' a narrative life story for each participant. To achieve this, two life history interviews will be conducted with each participant (and transcribed, under supervision and guidance, by Master students of the University of Vienna). The stories will then be compiled in line with Atkinson's approach (Atkinson 1997; Atkinson/Jackson/Walmsley 2003). Researchers will compile a first draft version of the life story, bringing data into a chronological order and scanning for gaps to be filled in time or coherence. Respondent validation is important (e.g. Lamnek 2005, Mayring 2002) and a 'communicative validation- interview session' will follow. The draft life story will be presented, allowing opportunity for correction and gap-filling. The amended stories (n=20) will be anonymised, according to the shared project protocols, and submitted (along with their first interview audio-recordings to the UK Data Archive). Two stories (one woman, one man) will be selected as examples for translation into English by the UK project co-ordinator (for discussion in the second analysis workshop). In total the first wave will require 72 interviews, including 54 outside Vienna.

The Austrian interviews will be analysed in relation to common themes, agreed in the first project workshop, and using a variety of tools derived from the literature reviews (e.g. Langellier 1989; Armstrong 2003; Goodley, Lawthorne & Moore 2004). The researchers will produce a working paper (WP2) based on their preliminary analysis, and the framework of the UN Convention. They will submit this to the project co-ordinator for translation to English. The draft paper will also be distributed, for information and comment, to the same stakeholders as WP1.

The second and third wave of interviews will take place one and two years later, including a follow-up interview with each participant, focussing on the life choices, changes and experiences of the person since the previous interview. These will be audio-recorded, transcribed, analysed, processed and summarised using a similar approach described for the first wave (adapted in light of shared ideas developed through the collaborative workshops and working papers described in Section Two of the collaborative proposal). The second wave will involve 48 interviews (36 outside of Vienna) including 24 'communicative validation interview sessions'. The third wave will include 48 meetings, for interview and validation, including 36 outside Vienna. From each wave 20 recordings and transcript or compilations will be submitted for archiving by the co-ordinator, and two selected as examples for translation into English.

### **Policy analysis**

After the first wave of interviews, and in response to their findings, collaborative discussion, and working papers (WP1/2) the team will conduct a critical review of Austrian disability policies, focusing

on the most significant and recent developments impacting on the young people in their sample. As described earlier, Austria is a federal state. Responsibilities for the disability policies are divided between national federal state levels. For example, at the national level, it will be relevant to consider National Action Plans for Social Inclusion and Protection, Disability-reports of Austrian government and laws (such as, Bericht zur Lage der Menschen mit Behinderung, Bundes-Behindertengleichstellungsgesetz) and documents of the Austrian monitoring group of the UNCRPD. On the state level, this might include disability laws of the Federal states and service capacity development plans (Bedarfsentwicklungspläne). The researchers will produce a working paper (WP3) based on this review, with reference to the framework of the UN Convention, and submit this to the project co-ordinator for translation to English. The draft paper will also be distributed, for information and comment, to the stakeholders identified earlier.

### **Dissemination**

In addition to the dissemination output plans identified in the collaborative proposal (including publication of the six working papers in German and English), dissemination on Austrian level will add four activities:

The Austrian research team will develop a newsletter in German, containing information on aims and purposes of the project. To raise awareness, this will be sent to relevant stakeholders in the fields of academic research, disability policies, DPOs, self help- and self advocacy organisations in order. In order to meet the communicative needs of people with cognitive impairments, this will be available in 'easy-read' version and accessible formats. The newsletter will be repeated periodically at key dissemination points during the project.

Information on the project, its progress, interim and final outputs will be made available via the website of the Research Unit for Inclusive and Special Education of Vienna University. These updates will also be available in easy to read versions. A link to the main project website, and the UK Timescapes Data Archive will be included.

Presentations to key political actors/stakeholders will take place on national and federal state levels. Since most national organisations, parties and policy makers are situated in Vienna, there will be no significant costs for dissemination on that level. The research team have already identified several key people and organisations to whom the project findings should be presented. For example:

- Behindertenanwalt (National Disability-Ombudsman)
- Bundesbehinderten-Beirat (National Disability Advisory Board)
- Disability spokespersons of the 5 parties seated in the Austrian Parliament (ÖVP, SPÖ, Die Grünen, BZÖ, FPÖ)
- Ministries for Social Affairs and Employment, Education, and Justice
- Monitoring Group for the Implementation of the UNCRPD
- Österreichische Arbeitsgemeinschaft für Rehabilitation (ÖAR) (National umbrella organisation of DPOs of Austria)
- Selbstbestimmt Leben Initiative Österreich (Initiative for Independent Living Austria)
- Österreichischer Blinden- und Sehbehindertenverband

Interim and final results will be presented to national/international academic congresses in relevant disciplinary fields. Costs are included for presentation at 3 national and 5 international conferences, for example:

- Heilpädagogischer Kongress 2011
- Kongress der Österreichischen Gesellschaft für Soziologie 2011
- Kongress der Österreichischen Gesellschaft für Politikwissenschaften 2012
- Fachtagung der InklusionsforscherInnen der deutschsprachigen Länder 2011, 2012
- Europe in Action 2011
- Nordic Network on Disability Research 2011; 2013

In addition to participation in the collaborative publications of the Quali-TYDES team, the Austrian team will promote the project by submitting papers to relevant and high ranked academic journals in German-speaking countries. For example:

- Vierteljahreszeitschrift für Heilpädagogik und ihre Nachbargebiete (VHN)
- SWS-Rundschau, die Zeitschrift der Sozialwissenschaftlichen Studiengesellschaft
- Österreichische Zeitschrift für Politikwissenschaft
- Behinderte Menschen, in Familie, Schule und Gesellschaft

3.2.3 Justify the funding requested (including time-commitments for all team members).

10% of the principal investigator's time is required to provide intellectual leadership and supervision to the project, to provide expertise on participatory life history methods and specialist knowledge in the field of educational policy; to attend the collaborative workshops and contribute to dissemination and academic publications.

The PhD researcher's time is required to carry out the day-to-day duties of the project, particularly in arranging and carrying out the fieldwork interviews; producing data summaries and draft analysis; attending collaborative meetings and contributing to dissemination and publication.

Travel and subsistence costs are required for: information meetings, interviews and validation with participants; collaborative workshops in the UK; national dissemination briefings; conference presentations. A digital voice recorder is also required for high quality audio archiving. Costs are required for transcribing the interviews in German (English translation costs are included in the coordinator's budget).

**Annexes:**

## References:

Atkinson, D. (1997): An Auto/Biographical Approach to Learning Disability Research. Aldershot: Ashgate

Buchner, T. (2009a): Deinstitutionalisation and Community Living for People with Intellectual Disabilities in Austria: History, Policies, Implementation and Research. In: Tizard Learning Disability Review 1/2009; in press

Buchner, T. (2009b): Artikel 12 der UN- Konvention der Rechte von Menschen mit Behinderung: Herausforderungen für Österreich. In: Behinderte Menschen in Familie, Schule und Gesellschaft 1/2009; in press

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Lamnek, S. (2005): Qualitative Sozialforschung. Lehrbuch. 4. Aufl., Weinheim u.a.: Beltz

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Stalker, K. (1998): Some Ethical and Methodological Issues in Research with People with People with Learning Difficulties. In: Disability & Society, Vol. 13 (1): 5-19

Westermann, G. & Buchner, T. (2008): Erfahrungsbericht. Die Lebensgeschichte von Gerhard Westermann. In: Boehlke, E. (Ed.): Individuelle Biografieforschung als Entwicklungschance für Menschen mit Intelligenzminderung, Berlin: Edition GIB; 120-144

Wiles, R., Heath, S., Crow, G. et. al. (2005): Informed Consent in Social Research: A Literature Review. ESRC: National Centre for Research Methods. URL: <http://www.ncrm.ac.uk/publications/methodsreview/MethodsReviewPaperNCRM-001.pdf> (Access 04.03.2007)

## **Curriculum Vitae**

### **Univ. Prof. Dr. Gottfried Biewer**

Professor for Special Needs and Inclusive Education  
University of Vienna  
1955 born in Hermeskeil, Germany

### **Qualifications**

1973 Graduation from Neusprachliches Gymnasium Hermeskeil (academic secondary school)  
1983 Diploma (Master's degree) in Education with a major in Special Education (University of Würzburg)  
1991 Doctor's degree in Special Needs Education (PhD) at the University of Würzburg  
2001 Habilitation (post-doctoral lecturing qualification) in Special Needs and Inclusive Education at the University of Koblenz-Landau, Germany

### **Professional Life**

1979-1992 Special Education teacher  
1990-1992 Lecturer at the University of Applied Sciences in Nuremberg, Germany  
1992-1995 Assistant professor at the University of Munich, Germany  
1995-1996 Professor at the Pedagogical University of Erfurt, Germany  
1996-1998 Assistant professor at the University of Munich, Germany  
1998-2002 Special Needs educator  
2001-2002 Associate professor at the University of Koblenz-Landau, Germany  
2003-2004 Visiting professor at the University of Rostock, Germany  
2002-2004 Professor for Special Needs Education at the University of Giessen, Germany

### **Current Position**

Since 2004 Professor for Special Needs and Inclusive Education at the University of Vienna, Austria. Chair of the research unit Special Needs and Inclusive Education. Associate director of the Department of Education.

### **Relevant Publications**

- Biewer, G. (2009): Grundlagen der Heilpädagogik und Inklusiven Pädagogik. Bad Heilbrunn: Klinkhardt.
- Biewer, G. / Luciak, M. / Schwinge, M. (Hrsg.) (2008): Begegnung und Differenz: Menschen – Länder – Kulturen. Beiträge zur Heil- und Sonderpädagogik. Bad Heilbrunn: Klinkhardt.
- Biewer, G. (2008): Von Integration zu Inklusion. Begriffliche und konzeptionelle Veränderungen in der internationalen Bildungsdiskussion. In: Hörgeschädigte Kinder – Erwachsene Hörgeschädigte, 45 (3), S. 100-105
- Biewer, G. (2007): Inclusive Education für die Schweiz – Anmerkungen vom österreichischen Nachbarn. In: Liesen, C. / Hoyningen-Süess, U. / Bernath, K. (Hrsg.), Inclusive Education: Modell für die Schweiz? Bern: Haupt, S. 133-139.
- Biewer, G. (2006): Schulische Integration in Deutschland und Österreich im Vergleich. In: Erziehung und Unterricht – Österreichische Pädagogische Zeitschrift, 156 (1-2), S. 21-28.
- Biewer, G. (2005): „Inclusive Education“ – Effektivitätssteigerung von Bildungsinstitutionen oder Verlust heilpädagogischer Standards? In: Zeitschrift für Heilpädagogik, 56 (3), S. 101-108.

## **Curriculum Vitae**

### **Mag. Tobias Buchner**

Lecturer at for Special Needs and Inclusive Education at the University of Vienna; Head of Lebenshilfe Academy Austria

Born 1976 in Wiesbaden, Germany

### **Qualifications and Studies**

|             |   |
|-------------|---|
| 1996        | Graduation from Altsprachliches Gymnasium Tilemannschule Limburg (academic secondary school)    |
| 1997 - 2000 | Studies at Special Education Department, University of Cologne, Germany                         |
| 2000-2004   | Studies at Special Needs and Inclusive Education at University of Vienna                        |
| 2004        | Diploma (Master's degree) in Education with a major in Special Education (University of Vienna) |

### **Professional Life**

|           |   |
|-----------|---|
| 1996-2004 | Social worker in various settings in the field of support for disabled people |
| 2004-2007 | Head of Supported Living Department Vienna-West, Verein G.I.N., Wien          |
| 2007-     | Lecturer at University of Vienna  |
| 2008      | Lecturer at University of Innsbruck   |

### **Current Position**

Head of Lebenshilfe Academy for Education and Innovation (since 2007), Vienna.

### **Relevant publications:**

- Buchner, T. (2009a): Deinstitutionalisation and Community Living for People with Intellectual Disabilities in Austria: History, Policies, Implementation and Research. In: Tizard Learning Disability Review 1/2009; in press
- Buchner, T. (2009b): Artikel 12 der UN-Konvention der Rechte von Menschen mit Behinderung. Herausforderungen für Österreich. In: Behinderte Menschen in Familie, Schule und Gesellschaft 1/2009; in press
- Buchner, T. (2009): „Meine Wünsche sollen ernst genommen werden!“ Sachwalterschaft und Selbstbestimmung im Spiegel der Wahrnehmung von Klientinnen mit intellektueller Behinderung. In: Interdisziplinäre Zeitschrift für Familienrecht (IFamZ 2/2009); 120-123
- Buchner, T. (2008): Das qualitative Interview mit Menschen mit einer so genannten geistigen Behinderung. Ethische, methodologische und praktische Aspekte. In: Biewer, G./Luciak, M./Schwinge, M. (Hrsg.): Begegnung und Differenz. Länder – Menschen – Kulturen Dokumentation der 43. Arbeitstagung der DozentInnen der Sonderpädagogik deutschsprachiger Länder. Bad Heilbrunn: Klinkhardt Verlag; 516-528
- Buchner, T. (2008): Erleben von Psychotherapie aus der Sicht von Menschen mit so genannter geistiger Behinderung. In: Psychotherapie im Dialog 2/2008; 178-183
- Buchner, T. & Koenig, O. (2008): Methoden und eingenommene Blickwinkel in der sonder- und heilpädagogischen Forschung von 1996 – 2006 – eine Zeitschriftenanalyse. In: Heilpädagogische Forschung 1/2008; 15-34
- Koenig, O. & Buchner, T. (2009): Inklusion in Forschung und Lehre am Beispiel des Seminars „Partizipative Forschungsmethoden mit Menschen mit Lernschwierigkeiten“ an der Universität Wien. In: Jerg, J., Thalheim, S. & Merz-Atalik, K.: Entgrenzung. Dokumentation der 23. Jahrestagung der IntegrationsforscherInnen der deutschsprachigen Länder. Bad Heilbrunn: Klinkhardt; 123-131
- Westermann, G. & Buchner, T. (2008): Erfahrungsbericht. Die Lebensgeschichte von Gerhard Westermann. In: Boehlke, E. (Hrsg.): Individuelle Biografieforschung als Entwicklungschance für Menschen mit Intelligenzminderung, Berlin: Edition GIB; 120-144

|   |                                   |  |
|---|-----------------------------------|--|
| <b>COUNTRY CONTRIBUTION 3</b>   | <b>Principal Investigator:</b>    | Dr. Jan Šiška                            |
|   | <b>Country:</b>                   | Czech Republic                           |
|   | <b>ECRP Funding Organisation:</b> | Grantová Agentura České Republiky - GAČR |
| <b>3.1 Financial summary for Country Contribution 3</b>   |                                   |  |
| <p>The Principal Investigator should provide below a summary of the financial support sought from his/her national ECRP Funding Organisation.</p> <p>Full financial details and any other supplementary information required by your national ECRP Funding Organisation should be supplied to them as instructed.</p> |                                   |  |
|   |                                   | TOTAL                                    |
| <b>3.1.1 Staff</b>  |                                   | <b>58375,45</b>                          |
| <b>3.1.2 Travel and subsistence</b>   |                                   | <b>11375,81</b>                          |
| <b>3.1.3 Consumables</b>  |                                   | <b>13357,40</b>                          |
| <b>3.1.4 Other items</b>  |                                   |  |
| <b>3.1.5 Overheads and other allowable costs</b>  |                                   | <b>5415,16</b>                           |
| <b>3.1.6 GRAND TOTAL FOR INDIVIDUAL COUNTRY CONTRIBUTION 2</b>  |                                   | <b>88523,82</b>                          |

**3.2 Description of Country Contribution 2** (*1500-2500 words, excluding annexes. Entries exceeding 2500 words will not be accepted*) Actual Word count = 2240

Each Principal Investigator (including the Project Leader) should specify his/her country's contribution to the collaboration as follows:

**3.2.1 Describe the specific competence and expertise of your country team with regard to the collaboration.**

Dr. Šiška as the principal investigator (Czech Republic) has conducted extensive research studies in the area of disability, social inclusion and non-discrimination. He has led several researches on the national level and a number European disability comparative analyses and reports on behalf of European Commission. His activities have been particularly focused on de-institutionalization and community living in central and eastern European countries, empowerment and quality assurance of social service for people with disabilities. He has been active in implementation and monitoring EU mainstreaming policy at the national level. He is an active member of international scientific community within disability studies (e.g. International Association for Scientific Studies of Intellectual Disability, and as Czech correspondent of the Academic Network of European Disability experts, ANED) and the disability movement (Inclusion Europe). In the Czech Republic, he is a member of the Government Board for Persons with Disabilities. He is currently a vice dean of Faculty of Education, Charles University, and a programme convener for the international Erasmus Mundus MA Special Educational Needs study programme.

The co-researcher Dr. Kateřina Hádková is a senior lecturer at Charles University, Faculty of Education. Her main research interests are support of people with hearing impairment in education. She has been active in established comprehensive support systems in higher education institutions in the Czech Republic. Her recent research activities are focused on analyzing access of persons with disabilities to higher education.

A post-doctoral researcher Mgr. Šárka Káňová is a lecturer at Západočeská Univerzita Plzeň. She is a head of social work unit. Her scientific interest is employment and residential services for persons with

disabilities. Šárka will be appointed to assist with conducting fieldwork interviews and their analyses, producing data summaries, attending meeting, organizing seminars.

### **3.2.2 Detail your country team's contribution to the overall work plan.**

#### **Collaboration**

The Czech research team use the collaborative research design and protocols provided by the UK co-ordinator (as described in Section Two). Their participation will contribute unique insights from the transitional states of central and Eastern Europe, via the Czech example. The principal investigator and co-researcher will participate in the six collaborative analysis workshops, and contribute a comparative working paper based on the analyses provided by the other countries (WP5). They will share Czech data and analyses with the other partners (including interviews, summaries and analyses from the Czech fieldwork) and contribute to collaborative academic publications involving the other partners in accordance with the work plan (including a country-specific chapter for the collaborative book proposal) and attend the collaborative conference at the end of the project.

#### **Literature reviews**

At the beginning of the project, the Czech team will produce a review of selected national studies, and research methods concerning young disabled people in the Czech Republic. This will include key themes from the principal investigator's own work (e.g. on institutionalisation and de-institutionalisation, the situation of people with intellectual disabilities, etc.) plus that of other Czech scholars, paying particular attention to studies in which disabled young people have been involved as research participants. Critical disability studies is a recent field of enquiry in the Czech Republic, but the national situation has also been represented in recent comparative studies (Inclusion Czech Republic). The main purpose will be to explain the state-of-the-art in national knowledge, the academic disciplines and methods used in Czech disability research (e.g. arising from special education), and the main gaps in this knowledge (e.g. in relation to specific groups of disabled people). The researchers will produce a working paper in Czech (WP1) and submit this to the project co-ordinator for translation into English. The draft paper will also be sent (via the co-coordinator and the European Disability Forum) to the Czech National Disability Council (CNDC) for information and comment, and copied the Czech state representative of the EU High Level Group. The PI and co-researcher will attend the first collaboration workshop in the UK to present emergent themes.

#### **Sampling and recruitment**

The Czech researchers will seek participation from a sample of 24 young disabled adults, born in the 1980s (with a target of including 12 male and 12 female respondents). The Czech sample will focus particularly on those who are in the 20-25 age group at the beginning of the study. Within this sample, they will aim to include equal numbers of people with physical, hearing, intellectual and visual impairments (i.e. targeting 6 people in each group, allowing for the fact that people may fall into more than one impairment category). Ethnicity is a specific concern, given the widespread social exclusion of the Roma population. The sampling frame will therefore seek the inclusion of 8 young people of Roma origin (across the range of impairment). In addition, it is important to note that a large number of disabled people in the Czech Republic still live in large residential institutions (a legacy of historic welfare traditions). This factor will, therefore, be also important in selecting the sample. The target sample will include people living in different family circumstances in urban and rural locations.

The Czech research has close links with disability NGOs, service providers, and educational institutions and this network of contacts will be used to identify the sample. The Czech researchers will draw upon adapted and translated versions of the shared, written, protocols for protection of data and informed consent from the participants. They will draw upon their professional experience of participatory research to provide information and facilitation to people in alternative formats of communication where necessary. The interviews will also be conducted in accordance with national ethical standards and legal obligations, with regards to storing and protection of personal data. When accessing persons through existing provider organizations, particular care will be taken to ensure informed consent, without coercion from institutional gatekeepers. Informed consent is a constant process and will be negotiated at each stage in the study (so that participants can choose to maintain or withdraw their participation).

#### **Biographical interviews**



The interviews will be conducted (by the co-researcher or PI) in Czech and digitally recorded, where appropriate. The interviewees will participate in deciding on the time and place of the interviews (e.g. in NGO, social care provisions, public places, or the homes of the participants). At least one semi-structured interview will be conducted with each person every year (a minimum of 72 interviews in total).

The topic guide for the interviews will be developed through collaboration with the partners, with prompts adapted for the Czech context and the specific situation of each person (e.g. in relation to their particular community or family circumstances). Each researcher is expert in the needs of people with one or two types of impairment and they will use alternative communication as appropriate (e.g. using sign language or easy-to-understand methods etc). People with complex dependency needs, who may not use traditional methods of communication will not be excluded from the study. In such cases, participatory interviews with the key facilitators or proxies may be used in addition (e.g. family or key staff etc). Particular care will be taken here to act in accordance with the preferences of the participants

The interviews will be digitally recorded (where appropriate) and transcribed in Czech. The team will submit the recordings and 20 transcripts, or story compilation documents, each year to the project co-ordinator and UK data archive. A common template will be used to record basic metadata for each interview in English (this will also be translated in the national language to assist in data management and retrieval). The co-researcher, together with the principal investigator, will write a short anonymous summary of each interview (c1000 words) and send this to co-ordinator for translation into English (to be shared with the partners and made available via the archive). During the research, individual summaries will be validated with the respondents, who will also receive copies of their audio-recordings and/or transcripts if they wish.

The data analysis will adopt a flexible coding design, the codes being related to the template and concepts developed collaboratively with the project partners (in the workshops and synthesis papers). In this way, the coding will begin from pre-determined categories, adding and refining new categories in response to the specific experiences and contexts encountered in the Czech fieldwork. This grounded element will ensure that collaborative frameworks can be contested and problematised examples from the national data. This process will feed into the subsequent collaborative workshops. The co-researcher will produce a working paper every year based on emerging analysis from each wave of interviews (WP2/4/6) and translated into English by the co-ordinator. Draft working papers will be sent (via the co-ordinator and the European Disability Forum) to the Czech National Disability Council (CNDC) for information and comment, and copied to the Czech state representative of the EU High Level Group. In addition, the team will select two interviews each year as examples for translation into English (for data sharing and archive by the co-ordinator). The PI and co-researcher will present their preliminary findings and examples, for discussion and collaborative analysis at the partner workshops.

### **Policy analysis**

Working paper (WP3) will be developed from a review of national policies in the Czech Republic. The review, in the second year, will take into account the most important and recent policy changes at the national level but it will focus on the policy frameworks and initiatives that appear to have most impact on the lives of the young disabled people interviewed during the first phase. As highlighted earlier, this may, for example, draw on the significance of institutional care policies in transitional states such as the Czech Republic (and their conflict with the rights embodied in the UN Convention). It will be relevant to consider high level documents, such as: the 2006 Conception of State Policy towards Citizens with Disabilities (Government Resolution); the 2006 Ombudsman's Report from Visits to Institutions, Institutions for Adults with Physical Impairments; Výběrové šetření zdravotně postižených VŠPO 07 (Results of Selected Report on People with Disabilities 2007); the Plan of Support and Integration with Disabilities in Period 2006-2009; The Building Act; Law on Employment No. 435/2004; Law on Social Services No. 108/2006, etc. The working paper will be written by the co-researcher. Emerging themes will be discussed at the collaborative workshops.

### **Dissemination**

In addition to the output plans identified in the collaborative proposal, dissemination at the national level carried out. Communication with stakeholders will be important to the impact of the project. The research team will be able to regularly inform the national disability authority about the research project via the PIs involvement in the Government Board for Persons with Disabilities. The research

progress will be discussed regularly with an advisory panel (including a representative of the European disability organization Inclusion Europe, and one person from the Czech central governmental disability unit).

An existing network of higher education institutions, disability organizations and central government bodies will also be used to disseminate research findings. The interim outputs and findings of the study will be shared using the website of the Faculty of Education. In the third year of the project two seminars will be organized (in Prague and in Plzeň). In co-operation with the national NGO Inclusion Czech Republic and Inclusion Europe, a conference will be organized in the Charles University, Faculty of Education, focused on the use of participatory research methods and biographies (and of particular benefit to young researchers). In addition to the collaborative publications, the researchers will prepare two academic papers for submission to national journals.

### **3.2.3 Justify the funding requested (including time-commitments for all team members).**

The PI's time is required to organize the project within the Czech Republic, conduct policy reviews and data collection in collaboration with one co-researcher and one post-doctoral researcher. This combination of staffing is a cost-effective way to provide the most relevant mix of skills required for the tasks. Costs for travel are required because the interviews will take place in different parts of the country (towns and rural areas) and in large residential institutions. Roma communities will also be visited for interviews. Considerable time will also be needed to transcribe and code the interviews. Members of the Czech research team will participate in the research project meetings, for which international travel is required. The research progress and research findings will be regularly consulted with the advisory panel. The costs of the two national seminars and one conference are required during the project.

20% of the principal investigator's time is required to provide intellectual leadership and supervision to the project, to provide expertise on participatory life history methods and specialist knowledge in the field of social policy; to attend the collaborative workshops and contribute to dissemination and academic publications; to take a part in the seminar and conference

20% of the co-researcher time is required to carry out the fieldwork interviews; producing data summaries and draft analysis; attending collaborative meetings and contributing to dissemination and publication.

40% of the PhD researcher's time is required to carry out the day-to-day duties of the project, particularly in arranging and carrying out the fieldwork interviews; producing data summaries and draft analysis; attending collaborative meetings and contributing to dissemination and publication.

Annexes (including no more than 1 side of A4 for references and 2 sides of A4 for technical details, if appropriate). Insert brief CVs (no more than 1 side of A4) for each of the researchers listed. CVs should include a list of no more than 10 relevant publications for each researcher.

**CV CZECH PRINCIPAL RESEARCHER  
DR. JAN ŠIŠKA, ASSOCIATE PROFESSOR**

**Qualifications:**

1995 – Mgr. Special Needs Education, Charles University, Prague, Faculty of Education  
2003 – PhD. Special Needs Education, Charles University, Prague, Faculty of Education  
2006 – Associate professor, Masaryk University, Brno

**Experience:**

Dr. Jan Šiška is currently vice-dean of Faculty of Education, Charles University. He is a lecturer on both Master and Doctoral study programmes. He has been a programme convenor for prestigious international MA study programme Erasmus Mundus Special Educational Needs. Jan has conducted several research studies – tenders for European Commission (The Specific Risks of Discrimination Against Persons in Situation of Major Dependence or with Complex Needs; Deinstitutionalisation and Community Living, Outcomes and Costs. He is a member of the Government Board for Persons with Disabilities, Education Section. For last decade he has served as a consultant of the Czech national association for support of people with intellectual disabilities same as European NGO Inclusion Europe.

**Publications:**

**Books:**

Šiška, J. (2005): *Mimořádná dospělost (Exceptional Adulthood)*. Prague, Karolinum, Prague

Černá, Šiška, Titzl, Strnadová (2008). *Česká psychopedie*. Prague, Karolinum. ISBN 978-80-246-1565-3

**Research studies and articles:**

*The Specific Risks of Discrimination against Persons in Situation of Major Dependence or with Complex Needs*, Tender on Behalf of the European Commission D.G. Employment, Social Affairs and Equal Opportunities Integration of People with Disabilities - Unit G3 - Report of a European Study (2008) *Vol. 1: Policy Recommendations* ISBN 2-87460-093-8

*The Specific Risks of Discrimination against Persons in Situation of Major Dependence or with Complex Needs*, Tender on Behalf of the European Commission D.G. Employment, Social Affairs and Equal Opportunities Integration of People with Disabilities - Unit G3 Report of a European Study (2008) *Vol. 2: Country [Research and Analysis](#)*. ISBN 2-87460-095-4

Šiška, J., Vann, B. H. (2007): Whose disability? Learning from Life Story Work. In *Postgraduate Programme as Platform, A Research-led Platform* Editors: van Swet Jacqueline, Ponte Petra, Smit Ben Sense Publishers, Rotterdam. 59-69, ISBN: 978-90-8790-127-1

ŠIŠKA, J. (2002) *Human Rights of Persons with Intellectual Disability, Country Report Czech Republic*. Brussels: Inclusion Europe, ISBN: 2-930078-37-5

Vann, H. B and Šiška, J.: *Disability & Society* Routledge, part of the Taylor & Francis Group Volume 21, Number 5 / August 2006, From 'cage beds' to inclusion: the long road for individuals with intellectual disability in the Czech Republic pp. 425 – 439 ISSN: 0968-7599

Pipeková, J., Vítková, M. (ed.) (2005): *Benachteiligte Personen am Arbeitsmarkt im Kontext der nationalen und europäischen Zusammenarbeit*, Brno: Pedagogická fakulta Masarykovy Univerzity v Brně [CD ROM]

## PHDR. KATEŘINA HÁDKOVÁ, PHD. CO-RESEARCHER

### Qualification

1990 Charles University Prague, Mgr. Special Needs Education  
1995 PhD Charles University Prague, Mgr. Special Needs Education

### Study and research abroad

1993 University Graz, Austria  
1995 Humboldt University, Berlin, Germany

### Research projects

2008 – 2009 Profession of special needs consultants in higher education LEONARDO DA VINCI – VETPRO CZ/07/LLP – Ldv/ VETPRO/ 134012.  
2008 – 2009 "Developing Evidence-based Practices to Support Students with Learning Difficulties and Disabilities: International Perspectives" International Program Development Fund, University of Sydney [Partners: University of Sydney, Charles University in Prague University of California – Riverside]  
2005 – 2008 "TYFLOEMPLOYABILITY, EQUAL/2/19;CZ.04.4.09/1.1.00.4/0085.  
2005 – 2006 DYPATEC – Dyslexia – Parents and Teachers G2-P-2004-3.  
2003 – 2006 „DEWBLAM – Developing European Work Based Learning Approaches and Methods" CP-1-2003-1-T-GRUNDTVIG-G1.

### Publications

HÁDKOVÁ, K. Podpora studentů PedF UK prostřednictvím poradny pro studenty se speciálními potřebami. In NOVOSAD, L. (2006) *Vysokoškolské studium bez bariér*. Liberec:TUL, 2007. ISBN 978-80-7372-188-6.

HÁDKOVÁ, K. Studium sluchově postižených studentů na vysoké škole. S.29-35. In *Speciální pedagogika* č.1. UK : Praha, 2006. ISSN 1211-2720.

HÁDKOVÁ, K. Begleitung von hörbehinderten Menschen. S.97-101. In HAJKOVA, V., STÖRMER, N. (2006) *Lebensbegleitung und Förderung*. Berlin: Frank&Timme, 2006. ISBN 3-86596-037-5.

HÁDKOVÁ, K. Accompaniment of Hearing Impaired People. S.199-202. In HAJKOVA, V., STÖRMER, N. (2006) *Life Accompaniment and Support*. Berlin: Frank&Timme, 2006. ISBN 978-3-86596-037-5.

HÁDKOVÁ, K. Podpora studentů se speciálními potřebami na UK. S.26-33. In : *Sborník příspěvků Mezinárodní konference Slunečnice aneb Zkvalitnění přístupu akademických pracovníků k handicapovaným studentům*. VŠB-TU:Ostrava, 2007. ISBN 978-80-248-1637-1.

HÁDKOVÁ, K. Životní situace studentů se sluchovým postižením při studiu na vysoké škole. S.34-58. In : KVĚTOŇOVÁ, L.(ed.) *Vysokoškolské studium se zajištěním speciálně-pedagogických potřeb*. Brno: Paido, 2007. ISBN 978-80-7315-141-6.

HÁDKOVÁ, K., ŠIŠKA, J., ZHANG XIUYANG. Komparace přístupů uplatňovaných ve vzdělávání žáků a studentů se sluchovým postižením v Číně, Nizozemí a Velké Británii. S.249-261. In : *Speciální pedagogika* č.4. UK : Praha, 2007. ISSN 1211-2720.

HÁDKOVÁ, K., ŠIŠKA, J. Vývoj podpory studentů se speciálními vzdělávacími potřebami UK. S.15-18. In : NOVOSAD, L. *Vysokoškolské studium bez bariér*. TUL: Liberec, 2008. ISBN 978-80-7372-314-9.

HÁDKOVÁ, K., ŠIŠKA, J. Implementace práva na vysokoškolské vzdělávání-standardizace podpory pro studenty se speciálními potřebami na Univerzitě Karlově v Praze. S.27-31. In *Sborník příspěvků Mezinárodní konference Slunečnice aneb Zpřístupňování vzdělávání*. VŠB-TU: Ostrava, 2007. ISBN 978-80-248-1859-7.

## ŠÁRKA KÁŇOVÁ, MGR., POST-DOCTORAL RESEARCHER

### Qualification

2008 – present Charles University, Faculty of Education, Dept. of Special Education, PhD student

2001 – 2006 Charles University, Faculty of Humanities, Dept. of Civic Sector Studies, MA/MGR Social Work and Social Policy

1997 – 2000 University of West Bohemia, Faculty of Education, Dept. of Education, BA Social Work Education

### Employment

2007 – present West Bohemia University, Faculty of Education, Dept. of Education, lecturer

2007 – 2008 MTJ o.p.s., project manager for the sheltered workshop and vocational rehabilitation programme "Cafe KAČABA"

2007 Diaconia of the Evangelical Church of Czech Brethren – Centre in Plzen (Church Ngo) social worker, project manager coordinator of social services to people with learning difficulties, Project ZKUSME TO ("LETS TRY IT") – leisure time activities for people with learning difficulties held on one – on – one friendships between people with and without disabilities, Coordinating a Vocational rehabilitation programme for people with learning difficulties realized under a EU ESF project (2005 – 2007)

### Research Activities

2008 "Needs Analyses of foreigners living in the city of Plzen", Research project realized (2007 – 2009) by West Bohemia University, Faculty of Philosophy, Centre of Applied Anthropology and Field Research, submitter: Municipality of Plzen

### Publications

Mádlová, Š. Augustová, Z.: Program volnočasových aktivit pro osoby s mentálním a kombinovaným postižením „ZKUSME TO“ (Leisure time activities programme for people with learning difficulties „LETS TRY IT“). In *Praktické vzdělávání v sociální práci*. Vyd. 1. Brno: Tribun, 2007. Edice pro praxi a supervizi v sociální práci, ISBN 978-80-7399-343-6, s. 129-134.

### Professional and academic experience in foreign countries

2006, 2007, 2008 Hogeschool Rotterdam, Netherland

Coordination of Exchange stays of students of Social work under Erasmus Programme, cooperation between West Bohemia University, School of Education and Hogeschool Rotterdam

2002 - 2003 WORK Inc., Quincy, Massachusetts, USA

Community Training Specialist in Residential Living Program for people with developmental disabilities, programme organized by American Association for International Practical Training (AIPT)

2001 Camp Sunshine – for children with life threatening diseases, Casco, Maine, USA, Volunteer Counsellor, organized by American Institute for Foreign Studies, Camp America Programme

2000 Camp Easter Seal - East, Ester Seal Society, Virginia, USA, Special Needs Counsellor & Activity Specialist (Swimming, Canoeing) at a camp founded by Easter Seal Society of Virginia, Camp America Programme, organized by American Institute for Foreign Studies

1999 Lions Camp PRIDE, New Hampshire, USA, Special Needs One-on-one Counsellor at a camp founded by Lions Club New Hampshire, Camp America Programme, organized by American Institute for Foreign Studies

|   |                                   |                     |
|---|-----------------------------------|---------------------|
| <b>COUNTRY CONTRIBUTION 4</b>   | <b>Principal Investigator:</b>    | Dr. Michael Shevlin |
|   | <b>Country:</b>                   | Ireland             |
|   | <b>ECRP Funding Organisation:</b> | IRCHSS              |
| <b>3.1 Financial summary for Country Contribution 4</b>   |                                   |                     |
| <p>The Principal Investigator should provide below a summary of the financial support sought from his/her national ECRP Funding Organisation.</p> <p>Full financial details and any other supplementary information required by your national ECRP Funding Organisation should be supplied to them as instructed.</p> |                                   |                     |
|   |                                   | TOTAL               |
| <b>3.1.1 Staff</b>  |                                   | <b>126,483</b>      |
| <b>3.1.2 Travel and subsistence</b>   |                                   | <b>16,950</b>       |
| <b>3.1.3 Consumables</b>  |                                   | <b>1,500</b>        |
| <b>3.1.4 Other items</b>  |                                   |                     |
| <b>3.1.5 Overheads and other allowable costs</b>  |                                   | <b>36,234</b>       |
| <b>3.1.6 GRAND TOTAL FOR INDIVIDUAL COUNTRY CONTRIBUTION 2</b>  |                                   | <b>181,167</b>      |

**3.2 Description of Country Contribution 2** (*1500-2500 words, excluding annexes. Entries exceeding 2500 words will not be accepted*) Actual word count = 1942

Each Principal Investigator (including the Project Leader) should specify his/her country's contribution to the collaboration as follows:

**3.2.1 Describe the specific competence and expertise of your country team with regard to the collaboration.**

The Irish principal investigator, Dr. Michael Shevlin, is Head of the School of Education at Trinity College Dublin and Senior Lecturer in inclusive education. He has extensive experience in both research and teaching with disabled children and young people over the last decade. He works in the area of special needs education in pre-service teacher education and continuing professional development for teachers. Michael has researched and published on developing inclusive education environments and is particularly interested in facilitating the active participation of disabled young people in decision-making processes affecting their lives. He is a member of a number of international advisory boards and a regular reviewer for international journals. He has been involved as Principal Investigator and/or researcher on a number of funded research projects investigating the development of inclusive learning environments. He has also been involved in national policy development in special education through his involvement in the Special Education Review Committee, the National Council for Special Education and the Expert Taskforce on Individual Education Planning and has acted as advisor to the Equality Authority on inclusive education. In 2008 he was awarded fellowship of Trinity College Dublin in recognition of his scholarship and work for marginalised groups within Irish society.

A post-doctoral research assistant, with appropriate training and skills will be appointed to the project.

**3.2.2 Detail your country team's contribution to the overall work plan. Collaboration**

The Irish research team will work within the collaborative design and protocols described in Section Two of this application. Their contribution to the collaboration will include: sharing data, summaries and analyses from the Irish fieldwork with the other partners; the PI and post-doctoral research

assistant will participate in each of the six collaborative analysis workshops and producing a comparative working paper based on the analyses provided by the other countries (WP5); in addition to their national working papers they will contribute to the development of collaborative academic publications, including an Irish chapter for the edited/co-authored book proposal; they will participate in the collaborative conference at the end of the project.

### **Literature reviews**

The work will begin (in Month 4) with a national review of selected literature, evidence and methods relevant to research with young disabled people in Ireland. This will include key themes from educational research (including Shevlin's own work), that of Irish colleagues and collaborators (e.g. research on disability law, policy and surveys conducted by the National University of Ireland Galway, and work on disability service provision by scholars at University College Dublin, etc.). To this, they will add literature searches of other research and analyses conducted in Ireland (focusing on published studies in which disabled children young people have been engaged as participants, e.g. in ethnographies, interviews or focus groups). Within the academic sphere an Irish body of writing and PhD research in relation to disabled people is beginning to emerge (this project provides an opportunity for current research in this area to be considerably strengthened). The main purpose will be to highlight the state-of-the-art in national knowledge, the intellectual disciplines and methods used in Irish research, and identification of gaps in this knowledge (e.g. in relation to specific groups of disabled people). The researchers will produce a working paper in English (WP1) and submit this to the project co-ordinator. The draft paper will also be sent (via the co-coordinator and the European Disability Forum) to People with Disabilities in Ireland (PWDI) for information and comment, and copied the Irish state representative of the EU High Level Group. They will attend the first collaboration workshop in the UK to present emergent themes.

### **Sampling and recruitment**

The Irish research team will generate life stories from 20 young disabled adults, born in the 1980s, from various locations in Ireland (and contribute the data for collaborative analysis and archiving). This will involve the sampling, recruitment, data-collection, analysis and dissemination procedures described below.

The sampling target is to secure the lasting participation of 10 women and 10 men, aged 20-30 at the beginning of the project. This will include people with a range of physical, sensory and cognitive impairments. The urban/rural divide has been historically significant in Ireland, and continues to influence the types of support and accessibility experienced by disabled people. For this reason, the target sample will include those living in urban, small town and rural settings (16 of them outside Dublin). It is intended that some participants will be employed, others in full-time/part-time education, or unemployed.

As a first step to contact, information about the project (e.g. adapting the recruitment and information leaflets produced by the UK co-ordinator) will be disseminated to contacts in disabled people's organizations, including Independent Living and self-advocacy groups, and via contacts in universities/Institutes of Technology. This will include contact with PWDI (the umbrella organisation which brings people together locally and nationally to work on common issues that affect all disabled people). For example, there are 10 active PWDI network offices in counties Cork, Kildare, Kerry, Louth, Meath, Offaly, Waterford, Westmeath and Wexford. 'Youth' is an action area for PWDI, and there is concern 'to make sure that their voice and experiences are heard', so recruitment to the project is likely to be mutually beneficial.

The intention will be generate self-motivated interest for participation, which is more likely to sustain through the lifetime of a longitudinal project (this strategy will also assist in moderating the potential for influence or coercion by significant gatekeepers, acting in the perceived 'best interest' of young people). However, in some settings it may be helpful to engage more proactively with facilitators, proxies or guardians in order to maximise the diversity of the Irish cohort panel. In such cases, particular caution will be exercised to ensure informed consent. The Irish team will match expressions of interest to the sampling frame, and secure written consent, using the protocols developed by the UK project leader and the Timescapes programme (see Section Two). Informed consent is an ongoing process and will be negotiated at each phase of the project, allowing participants to delay or withdraw at any point of the project. However, the aim is secure positive and lasting relationships over the lifetime of the study.

### **Biographical interviews**

Each interview will be digitally recorded, where appropriate (conducted primarily, but not exclusively, by the post-doctoral research assistant). The location and duration of the interviews will be negotiated with the each person. There will be a minimum of three interviews with each participant, one each year.

Recorded interviews will be transcribed (according to the shared protocols) and, together with the recordings, submitted to the project co-ordinator for secure storage via the Timescapes/UK Data Archive. The interview or/and data compilations and field notes will be thematically coded (with NUDIST/NVivo qualitative analysis software) adopting and adapting the analytical themes and frameworks developed through the collaborative working papers and workshops. The postdoctoral researcher will produce/compile a short anonymised summary of each person's story to be submitted to the project leader (which will be made available to the partners and via the archive). This will be shared with the participant to allow an opportunity for respondent validation (each person will also be offered a personal copy of their recording/transcript if they so choose). Two stories (one woman and one man) will be selected as examples for presentation and discussion at the second collaborative workshop. This process will be repeated for the second and third wave of data generation, with a focus on the life changes and choices that have occurred in the intervening period, and in light of new questions arising from the collaborative analysis process. From each wave 20 recordings, transcript or compilations, and short summaries will be submitted for archiving by the co-ordinator. Two stories per year will be selected for presentation in the fourth and sixth collaborative workshops.

### **Policy analysis**

After the first interviews, and in response to the emerging findings and collaborative process the researchers will conduct a critical review of Irish disability policies. Ireland, with its large state-funded voluntary sector, is almost unique in Europe in the way that services for disabled people have developed. In the past, and still to a certain extent, religious organisations have also played a key role in developing these services. Recent policy initiatives in health, education and transport, combined with legislative change, have made disability issues more prominent in Irish society. In addition, the voices of disabled people have begun to make an impact on policy and practice. The review will focus on the developments that impact most significantly on the young adults within the Irish interview sample. For example, this may include reference to Ireland's National Disability Strategy 2004, Disability Act 2005, EU National Action Plans for Social Protection and Social Inclusion, and National Reform Programmes, the Strategic Plan of the National Disability Authority (and its best practice documents on accessibility), etc. In common with the other partners, the researchers will produce a working paper (WP3) based on this review, with reference to the framework of the UN Convention, and submit it to the project co-ordinator for publication. The draft paper will also be distributed, for information and comment, to the PWDI and state representative stakeholders (as per WP1/2).

### **Dissemination**

In addition to the output plans identified in the collaborative proposal (including collaborative publication of the six Irish working papers), dissemination in Ireland level will include additional activities. In collaboration with the National Institute for Intellectual Disability (Trinity College) the team will plan a series of seminars to inform policy makers of the interim findings from the research. Key audiences for these events will include national stakeholders (e.g. such as the Department of Education & Science, National Disability Authority); disabled people (including PWDI and other organisations of disabled people in Ireland); other Irish academics working in cognate fields; and, organizations providing goods and services used by disabled children and adults (including those providing education). Where appropriate, and in consultation with the project leader, the PI and/or postdoctoral researcher will develop academic papers for publication arising from Irish component of the research.

### **3.2.3 Justify the funding requested (including time-commitments for all team members).**

The involvement of an experienced PI is required for academic leadership, quality assurance, management and supervision of the Irish contribution. Dr Shevlin will devote time over three years to leading the project within Ireland, conducting policy reviews and data collection in collaboration with the postdoctoral researcher, and developing critical policy perspectives along with our European



partners. In accordance with IRCHSS procedures, eligible costs for the PI include replacement for teaching, teaching practice supervision and administrative duties. To ensure the effective start-up and progress of the project, the PI will take a more active role in data collection during the first year (2010-2011, when he has sabbatical leave). This will also allow time to recruit, support and train the postdoctoral researcher to assume a more active role as the project progresses.

The main costs for the project are related to the employment of a postdoctoral researcher, which is required for the extensive fieldwork, coding and collaboration activities. The researcher will carry out the day-to-day duties, including interviews, data processing, analytical reviews, contribute to working papers and the collaborative discussion and publications among the European collaborative partners.

It is essential that the project includes a wide range of disabled participants, which will involve a geographical spread and incur travel and subsistence costs. Dissemination costs will be minimized through collaboration with the National Institute for Intellectual Disability at the host institution (Trinity College, Dublin). Travel and subsistence costs will also be incurred to facilitate participation in the six partner workshops and final conference. Consumables costs will be required for the transcription of interview data and the use of analytical software where appropriate.

**Annexes (including no more than 1 side of A4 for references and 2 sides of A4 for technical details, if appropriate). Insert brief CVs (no more than 1 side of A4) for each of the researchers listed. CVs should include a list of no more than 10 relevant publications for each researcher.**

**Michael SHELVIN – Head of School of Education, Trinity College ([mshevlin@tcd.ie](mailto:mshevlin@tcd.ie))**

### **QUALIFICATIONS**

BA - NUI, Maynooth (1978)  
Higher Diploma in Education (Hons) - NUI, Maynooth (1980)  
PhD - University of Dublin (1998)  
MA (de jure) - University of Dublin (2000)

### **EXAMPLES OF RELEVANT POSTS AND RESPONSIBILITIES**

- Senior Lecturer in special education Trinity College, Dublin 1996 - present
- Secondment to St. Michael's House Research 1994-1996
- Advisor to Equality Authority on educational issues for young disabled people
- National Institute for the Study of Learning Difficulties (Management Committee)
- Editorial Advisory Board of *Journal of Research in Special Educational Needs*
- Advisor to Sage Publications on *The Handbook of Special Education* 2004-5

### **EXAMPLES OF RELEVANT RESEARCH**

- Teacher attitudes towards integration of young people with disabilities 1998-9
- Hidden Voices: the school experiences of young people with disabilities 1999-2000
- Access and inclusion issues for students with disabilities in third level education 2000-1
- UNESCO Participation Programme 2001-3 Support for the families of Children with Developmental Disabilities
- Initial Teacher Education and the conceptualisation of Special Educational Needs. 2004-
- Exploring Voices of Disabled People in Education. ongoing

### **EXAMPLES OF RELEVANT PUBLICATIONS**

- Kenny, M., Mc Neela, E., Shevlin, M., and Daly, T. (2000). *Hidden Voices: Young People with Disabilities Speak about their Second level Schooling*. Cork: South West Regional Authority.
- Shevlin, M. and Rose, R. (Eds.) (2003). *Encouraging Voices: respecting the insights of young people who have been marginalized*. Dublin: National Disability Authority.
- Griffin, S. and Shevlin, M. (2007) *Responding to Special Educational Needs: an Irish Perspective*. Dublin: Gill and Macmillan.
- Shevlin, M. (2008). 'Citizenship and children with disabilities' in Jeffers, G. & O' Connor, U. (Eds) *Education for Citizenship and Diversity in Irish Contexts*. Dublin: Institute of Public Administration. pp. 159-168.
- Shevlin, M, Kenny, M. and Mc Neela, E. (2002). 'Curriculum Access for Pupils with Disabilities.' *Disability & Society* (17), 2, 159-169.
- Rose, R. & Shevlin, M. (2004). Encouraging Voices: listening to young people who have been marginalized. *Support for Learning*, 19, (4), 155-161.
- Kenny, M., Shevlin, M., Noonan Walsh, P. and Mc Neela, E. (2005). Accessing mainstream: examining the struggle for parents of children who have learning difficulties, *Journal of Research in Special Educational Needs*, 5 (1), 11-19.
- Hanafin, J., Shevlin, M., Kenny, M. and Mc Neela, E. (2006). 'Including Young People with Disabilities: Assessment Challenges in Higher Education, *Higher Education*.
- Shevlin, M. and Rose, R. (2008) Pupils as partners in education decision making: responding to the legislation in England and Ireland, *European Journal of Special Needs Education*.
- Shevlin, M., Kenny, M. and Loxley, A. (2008) A Time of Transition: Exploring special educational provision in the Republic of Ireland, *Journal of Research in Special Educational Needs*, 8 (93), 141-152.

|   |                                   |                                   |
|---|-----------------------------------|-----------------------------------|
| <b>COUNTRY CONTRIBUTION 5</b>   | <b>Principal Investigator:</b>    | <i>Professor Jan Tøssebro</i>     |
|   | <b>Country:</b>                   | <i>Norway</i>                     |
|   | <b>ECRP Funding Organisation:</b> | <i>Research Council of Norway</i> |
| <b>3.1 Financial summary for Country Contribution 5</b>   |                                   |                                   |
| <p>The Principal Investigator should provide below a summary of the financial support sought from his/her national ECRP Funding Organisation.</p> <p>Full financial details and any other supplementary information required by your national ECRP Funding Organisation should be supplied to them as instructed.</p> |                                   |                                   |
|   |                                   | <b>TOTAL</b>                      |
| <b>3.1.1 Staff</b>  |                                   | <b>261 370</b>                    |
| <b>3.1.2 Travel and subsistence</b>   |                                   | <b>17 800</b>                     |
| <b>3.1.3 Consumables</b>  |                                   | <b>10 000</b>                     |
| <b>3.1.4 Other items</b>  |                                   |                                   |
| <b>3.1.5 Overheads and other allowable costs</b>  |                                   | <b>Included in 3.1.1</b>          |
| <b>3.1.6 GRAND TOTAL FOR INDIVIDUAL COUNTRY CONTRIBUTION 2</b>  |                                   | <b>289 170</b>                    |

**3.2 Description of Country Contribution 2** (*1500-2500 words, excluding annexes. Entries exceeding 2500 words will not be accepted*) *Actual word count = 1776*

Each Principal Investigator (including the Project Leader) should specify his/her country's contribution to the collaboration as follows:

**3.2.1 Describe the specific competence and expertise of your country team with regard to the collaboration.**

The principal investigator (Norway) professor Jan Tøssebro has extensive experience in research regarding disability and disability policy, including studies of growing up with disability. He has been heading a number of projects funded by the Research Council of Norway, including a study of the living conditions of disabled people, a longitudinal study of deinstitutionalization, inclusive education, and a longitudinal study of disabled children and their families. He has been a member of three Norwegian public committees on disability and equality, one drafting new national policy strategies, one on disability legislation and one on the coordination of anti-discrimination policies. He was the president of the Norwegian State Council on Disability from 2003-07, and has been involved with the Council of Europe as expert on issues related to disabled children. The experiences related to the longitudinal study of disabled children and their families are of specific relevance for this application. Researcher PhD Hege Lundebjerg will work as post-doc in the team. Her PhD dissertation is on families of disabled children, and she has many years of experience in research on disabled children and their families. Associate Professor PhD Borgunn Ytterhus will be the third participant in the Norwegian team. She is the President of the Nordic Network on Disability Research, and has long experience with studies of children, childhood and disability. She has qualifications in qualitative analysis and mixed approaches combining participant observation, sociometrics, interviews and text construction. She has been involved in international research funded by the Australian Alliance for Children & Youth. She is appointed full professor, which will be effective from September 2009.

The team members have earlier collaborated on the above mentioned longitudinal study on disabled children and their families. The study employed several methods (participant observation, interviews, surveys) and has so far produced two PhD dissertations, two books and a number of articles nationally and internationally. Some are listed in the CVs in the annex. Among themes raised are inclusive education, interaction between disabled and non-disabled children, family structure, parents'

labour marked participation, and the relation between families and the service system. Everyday life experiences are related to policy changes. In this research the most important data are observations and data gathered from parents, whereas data from the children themselves are few and wanting. The project applied for here will give the possibility for a very fruitful interaction between perspectives arising from different data sources, and complement insights from the longitudinal project on children and families. Thus, the applied for project can be a major contribution to the research area, not just on a European level but nationally as well, not least because it fills in a major gap: the missing data on peoples' own perspective on growing up with disability.

### **3.2.2 Detail your country team's contribution to the overall work plan.**

The Norwegian project team will contribute to the overall work plan as follows:

#### **Collaboration**

The Norwegian team will conduct their work within the collaborative design and protocols described in Section Two of the application. This includes: gathering of data, sharing data, summaries and analyses with the other partners; participation by one-two people in each of the six collaborative analysis workshops; producing a comparative working paper on the analysis from the other countries; contributing to the development of collaborative publications; and, participating in the collaborative conference at the end of the project.

#### **Literature reviews**

The first task will involve a national review of literature, relevant to research with young disabled people in Norway. This will include the teams' earlier work (as described above), the work of national colleagues and collaborators, and literature searches for other relevant research in Norway. The main purpose will be to establish the state-of-the-art in Norwegian knowledge, significant intellectual traditions and methods, and significant gaps in existing knowledge. The team will produce a working paper and submit this to the project co-ordinator (for additional translation and publication in English). Two members of the team will attend the first collaboration workshop in the UK to present emergent themes. The draft paper (and subsequent papers) will also be sent (via the co-coordinator and the European Disability Forum) to the Norwegian Federation of Organisations of Disabled People (FFO) for information and comment, and copied the Norwegian state representative of the EU High Level Group.

#### **Sampling, recruitment and research ethics**

The Norwegian team will be responsible for the gathering of life story data in Norway (3 interviews with 20 persons). The sample will consist of about 10 men and 10 women, and include people living in rural and urban areas. They will be aged 20-30 in 2010, and with diversity regarding type of impairment (including physical, sensory and cognitive impairments). The sample will be recruited in three different geographical areas: one near the team's location in Trondheim, one in the capital area, and one in a rural, sparsely populated area. The sample will be recruited by two procedures; through the service system and through disabled peoples' associations. The reason for this is that it is important to include both people that receive few or no services, but also people that are not member of an association. Our plan is to gather half the sample each way. In both cases we will follow the procedures for first instance contact, information and consent according to the national regulations of research ethics. Informed consent will be gained by participants' signature, using an adapted and translated version of the written protocols for data protection and consent developed by the UK project leader. In this project informed consent is an ongoing process rather than a singular event and will be re-negotiated at each phase of the project, and the participants will have the option to withdraw at any point of the study.

#### **Biographical interviews**

Interviews will be digitally recorded. Participants will have the opportunity to choose the place for the interviews, ensuring conversations take place in a setting that is comfortable for the participant. Post doc Hege Lundeby will be responsible for the gathering of interview data.

The first wave will focus on 'compiling' a narrative life story for each participant. To achieve this, one life history interview will be conducted with each participant and transcribed by a professional transcriber (cf budget for consumables). The research team will compile a first draft version of the life story, bringing data into a chronological order and scanning for gaps to be filled in time or coherence. Respondents will be given the opportunity for correction and gap-filling. The amended stories will be anonymised, according to the shared project protocols, and submitted to the UK project coordinator.

Two stories (one woman, one man) will be selected as examples for translation into English by the UK project co-ordinator (for discussion in the second analysis workshop). In total the first wave will require 20 interviews with follow-up for validation.

The Norwegian interviews will be analysed according to common themes, agreed in the first project workshop, and using a variety of tools derived from the literature reviews. The researchers will produce a working paper based on their preliminary analysis, and the framework of the UN Convention. They will submit this to the project co-ordinator for translation to English.

The second and third wave of interviews will take place one and two years later, focusing on the life choices, changes and experiences of the person since the previous interview. These will be audio-recorded, transcribed, analysed, processed and summarised using a similar approach described for the first wave (adapted in light of shared ideas developed through the collaborative workshops and working papers described in Section Two of the collaborative proposal). The second and third wave will each involve 20 interviews, and also validation in the third wave. Interviews will be transcribed and submitted to the co-ordinator according to the same procedures as the first wave.

### **Policy analysis**

After the first wave of interviews, and in response to the findings, collaborative discussion, and working papers the team will conduct a critical review of Norwegian disability policies, focusing on the most significant and recent developments impacting on the young disabled people, such as the 2001 Public committee report 'Fra bruker til Borger' (from user to citizen); 2005 report 'Likeverd og tilgjengelighet' (equality and accessibility); 'Lov om forbud mot diskriminering på grunn av nedsatt funksjonsevne' (Act on prohibition of discrimination on grounds of impairment). This is not restricted to disability policy, since other policy developments also affect disabled peoples' lives. In Norway, most policies are national whereas service provision is local (municipal). Thus, issues linked to implementation and implementation gaps needs to be addressed. The researchers will produce a working paper based on this review, with reference to the framework of the UN Convention and the national literature review, and submit this to the project co-ordinator for translation to English.

### **Dissemination**

The Norwegian team will take part in the dissemination output plans identified in the collaborative proposal, including the writing of a Norwegian national chapter in the coauthored proposed final book. In addition the project will lead to national and Nordic output or dissemination. For example, this can involve presentations at national and Nordic (academic) conferences, such as those organized by NNDR (Nordic Network on Disability Research), participation in meetings and conferences organized by stakeholders (such as disabled peoples' associations – an activity the team is already involved in on a regular basis) and/or public agencies, and also the writing of articles and/or book chapters in Norwegian/ Nordic publications and in a Scandinavian language. Significant national policy stakeholders include: the Ministry of children and equality; the equality and ant-discrimination ombud; Norwegian State Council on Disability.

### **3.2.3 Justify the funding requested (including time-commitments for all team members).**

The funding requested will be used as follows: We apply for funding for a post doc fellowship for PhD Hege Lundebj for 30 months (over a time span of 39 months), and also 3½ month for the other two team members. Including overhead costs this is according to funding regulations of the Research Council of Norway: 261 370 Euros. In addition to this, the team members Tøssebro and Ytterhus will work a total of 7 months financed by the home institution. The consumables in the budget are the estimated costs for transcription of 60 interviews. Travel costs includes 6 partner meetings (Leeds) with 1-2 Norwegian participants (10 travels), national travels for data gathering (we will gather data in three different areas of the country, two of them requiring travels), and participation in three conferences to disseminate results (participation in conferences by the post doctorate researcher is included in the budget, participation for principal researcher and Borgunn Ytterhus will be covered by the home institution).

### **3.2.4 Annexes**

## Curriculum Vitae

Jan Tøssebro                      Born: November 8, 1954  
Current position:              Professor of Social Work, Norwegian University of Science and Technology  
E-mail:                          [jant@svt.ntnu.no](mailto:jant@svt.ntnu.no)

### Education/highest academic degree

PhD in social science (sociology), University of Trondheim, Norway, 1985

### Posts, elected positions, selection:

*Outside Univeristy of Trondheim/ Norwegian University of Science and Technology*

- Member, the Norwegian Equality Tribunal, 2008-12
- Member, Public committee on general anti-discrimination legislation, 2007-09
- President; the Norwegian State Council on Disability, [www.srff.no](http://www.srff.no), 2003-07
- Member; Public Committee on Disability Rights Legislation, 2002-05
- Member; the National Council on Research Ethics in Social Sciences and Humanities, 2000-03
- Member; Public Committee on Disability Policy Strategies, 1999-2001

### Research projects with external funding.

*Research projects directed by (after 2000), all funded by the Research Council of Norway.*

- Digital challenges; participation and disability in information society (2006-2008),
- Disability, conceptualisation, policy and everyday life (2005-08)
- Exploring the living conditions of disabled people (2001-04)
- The living conditions of intellectually disabled people 10 years after deinstitutionalisation (1989-2001)
- Intellectually disabled children in primary school, (2000-02),
- Growing up with disability, (1997 – 2009),
- Everyday life segregation in "inclusive" settings (1996-99, 2001-04)

*Research projects directed by other (after 2000)*

- Reassessing the Nordic Welfare Model (2007-2012). Virtual Centre of Excellence in Welfare Research funded by Nordforsk (Nordic Council of Ministers), directed by Bjørn Hvinden, NOVA, Oslo
- Health indicators for people with intellectual disabilities, (2005-08). Funded by the European Union. Directed by professor Patricia Noonan Walsh, Dublin, Ireland
- Disability policy, social meaning and living conditions – comparing, Sweden, Poland and Norway, (2000-02). Funded by the Visby Foundation. Directed by professor Anders Gustavsson, Stockholm, Sweden

### Ten publications

Wendelborg, C. & **J. Tøssebro**: School placement and classroom participation among children with disabilities in primary school in Norway: A longitudinal study. *European Journal of Special Needs Education*. **23**: 305-320 (2008)

Lundeby, H & **J. Tøssebro**: Family structure in Norwegian families of children with disabilities. *Journal of Applied Research in Intellectual Disabilities*. **21**, 246-56 (2008)

**Tøssebro, J** & H. Lundeby: Family attitudes to deinstitutionalisation Changes through and after reform years in a Scandinavian country. *Journal of Intellectual and Developmental Disabilities* **31**: 113-117 (2006)

**Tøssebro, J.** The development of community services for people with learning disabilities in Norway and Sweden. In J Welshman & J. Walmsley (eds.) *Community Care in Perspective; Care, Control and Citizenship*. London, Palgrave Macmillan, (2006), pp 122-134

**Tøssebro, J.** og B. Ytterhus (red.). *Funksjonshemmede barn i familie og skole – idealer og hverdagspraksis*. Oslo, Gyldendal akademisk, (Edited book 2006)

Gustavsson, A. Sandvin, J., Traustadottir, R & **J. Tøssebro** (Eds.): *Resistance, Reflection and Change: Nordic Disability Research*. Lund, Studentlitteratur, 2005

**Tøssebro, J.** Understanding Disability, introduction to special issue. *Scandinavian Journal of Disability Research*, **6**: 3-7 (2004)

**Tøssebro, J.** & A. Kittelsaa (Eds.): *Exploring Disabled Peoples' Living Conditions*. Lund, Studentlitteratur, 2004

**Tøssebro, J.** (red): *Integrering och inkludering* (red) Studentlitteratur, Lund (2004)

**Tøssebro, J.** & H. Lundeby: *Å vokse opp med funksjonshemming. De første åra*. Oslo, Gyldendal akademisk (book, 2002)

## **CURRICULUM VITAE**

### **Personalia:**

Name: Hege Lundeby (female)  
Date of birth: 26.01.1969  
Home address: Ada Arnfinsensveg 8d, N-7036 Trondheim, Norway  
Work address: Department of Social Work and Health Science, NTNU  
NO-7491 Trondheim, Norway  
Telephone: Work: +47 73 59 19 27, Mobile: +47 90 56 20 53  
E-mail: hege.lundeby@samfunn.ntnu.no

### **Education (year of graduation):**

November 2008: Philosophiae doctor (PhD) in health sciences,  
Department of Social Work and Health Sciences  
Norwegian University of Science and Technology (NTNU), Trondheim  
May 1997: Candidatum politicarum in sociology (master),  
Department of Sociology and Political Science,  
Norwegian University of Science and Technology (NTNU), Trondheim

### **Work experience (from disability research):**

Oct. 97-Sept.03: Researcher: Department of Social Work and Health Science, NTNU.  
Sept. 03- May 08: Fellow Researcher (PhD-Student), Department of Social Work and Health  
Science, NTNU  
From June 08: Researcher at NTNU-Samfunnsforskning. Centre of Disability and Society.  
NTNU

### **Selected Publications:**

#### **PhD-thesis:**

Lundeby, Hege (2008): *Foreldre med funksjonshemmete barn: En studie av familiemønster, yrkesaktivitet og møter med hjelpeapparatet. (Parents with disabled children: A study of family pattern, employment and relations with the public service system)*. Department of Social Work and Health Science, Faculty of Social Sciences and Technology Management, Norwegian University of Science and Technology (NTNU), November 2008.

#### **Book:**

Tøssebro, J. og H. Lundeby (2002): *Å vokse opp med funksjonshemming. De første årene. (Growing up with disability. The first years)* Oslo: Gyldendal Akademisk.

#### **Articles:**

Lundeby, H. og Tøssebro J.(2008): Family Structure in Norwegian Families of Children with Disabilities. *Journal of Applied Research on Intellectual Disabilities*. 3, 246-256.  
Lundeby, H. & Tøssebro, J (2008): Exploring the Experiences of 'Not Being Listened to' From the Perspective of Parents with Disabled Children. *Scandinavian Journal of Disability Research*. 4, 258-274.  
Ytterhus, B. Wendelborg, C. & Lundeby, H. (2008): Managing turning points and transitions in childhood and parenthood – insights from families of disabled children in Norway. *Disability & Society* 23 (6), October 2008.

## CURRICULUM VITAE

Name: Borgunn Ytterhus

Date of birth: Dec 22<sup>nd</sup> 1960

Main Position: Associate professor in Health Science at the Norwegian University of Science & Technology, NTNU, 100%

Part-time position: Research manager at the NTNU Social research institute 10%

Highest Academic Degree: Doctor rerum politicarum in Sociology, PhD, 2000, NTNU

### Positions:

Enter upon a position as professor in health science at NTNU at Sept 15<sup>th</sup> 2009

Associate professor in health science, 100%, NTNU 01.03.02 – dd

Research manager, 10%, NTNU Social research 01.10.07 - dd

Research manager, 50%, Norwegian Research Council 01.09.03 – 31.12.04

Researcher, NTNU 01.01.00 – 28.02.02

Research fellow, NTNU 1996 – 2000

Assistant professor, University College of Trondheim, dept of Nursing 1995

Lecturer at the University College of Nursing, Trondheim 1985 – 1994

Registered Nurse, Trondheim 1983 – 1984

### Examples on international elected positions:

President of the Nordic Network of Disability Research 2007 - dd

Observer in the European Union – COST-Action, A-19,

Children's Welfare (<http://www.svt.ntnu.no/noseb/costa 19>) 2004

### Selected written publications:

**Ytterhus, Borgunn; Wendelborg, Christian; Lundebj, Hege** (2008): Managing turning-points and transitions in childhood and parenthood – insights from families with disabled children in Norway. *Disability & Society*, 23 (6): October 2008.

**Kreuzer, Max; Ytterhus, Borgunn** (Hg)(2008): "Dabeisein ist nicht alles" – Inklusion und Zusammenleben im Kindergarten (To be placed physically together is not enough – inclusion and social encounters in Day-care centers). München, Ernst Reinhardt Verlag.

**Ytterhus, Borgunn** (2008): "Das Kinderkollektiv" – Eine Analyse der sozialen Position und Teilnahme von behinderten Kindern in der Gleichaltrigengruppe. (Children's Collective – an analysis of the social position of disabled children in peer groups) In Kreuzer & Ytterhus (Hg)(2008): "Dabeisein ist nicht alles" – Inklusion und Zusammenleben im Kindergarten. München, Ernst Reinhardt Verlag.

**Tøssebro, Jan; Ytterhus, Borgunn.** (ed)(2006): Funksjonshemmete barn i skole og familie - inkluderingsideal og hverdagspraksis. (Disabled children at school and in family) Oslo: Gyldendal Akademisk 320p.

**Ytterhus, Borgunn; Tøssebro, Jan.** Jevnaldrendemiljøet (Peermilieu). In Tøssebro & Ytterhus (ed): *Funksjonshemmete barn i skole og familie - inkluderingsideal og hverdagspraksis*. In (Disabled children at school and in family) Oslo: Gyldendal Akademisk 2006. pp 50-74

**Ytterhus, B.** (2005) Social exclusion and human diversity in face-to-face encounters. In Gustavsson; Sandvin; Traustadottir & Tøssebro (ed): *Resistance, Reflection and Change – Nordic Disability Research*. Lund: Studentlitteratur. pp 205 – 217.

**Ytterhus, B.** (2002) Sosialt samvær mellom barn – inklusjon og eksklusjon i barnehagen. (Social gathering in childhood – inclusion and exclusion in day-care-centres) Oslo. Abstrakt Forlag 2002. (Translated into Swedish and Danish in 2003 respectively at the publishers: Studentlitteratur and Socialpædagogisk bibliotek)

**Ytterhus, B.** (2004): **Everyday life and gender in Norwegian nursery and primary schools.** In Kristiansen & Traustadottir (ed): *Gender and Disability Research in the Nordic Countries*. Lund. Studentlitteratur 2004.

**Ytterhus, B.** (2000): Hverdagslivets segregering i inkluderende institusjoner – barnehager. (Everyday life integration in inclusive institutions – nurseries). Doctoral thesis in sociology, Norwegian University of Science & Technology, NTNU, Dep of sociology & political science.

**Ytterhus, B. & Tøssebro, J.** (1999): Physical integration and social marginalization in Norwegian nursery schools: attitudes, rank-ordering or situation dynamics? *European Journal of Special Needs Education*, 14 (2): 158 - 170



|   |                                   |                           |
|---|-----------------------------------|---------------------------|
| <b>COUNTRY CONTRIBUTION 6</b>   | <b>Principal Investigator:</b>    | Dr. Miguel A. V. Ferreira |
|   | <b>Country:</b>                   | Spain                     |
|   | <b>ECRP Funding Organisation:</b> | MICINN                    |
| <b>3.1 Financial summary for Country Contribution 6</b>   |                                   |                           |
| <p>The Principal Investigator should provide below a summary of the financial support sought from his/her national ECRP Funding Organisation.</p> <p>Full financial details and any other supplementary information required by your national ECRP Funding Organisation should be supplied to them as instructed.</p> |                                   |                           |
|   |                                   | <b>TOTAL</b>              |
| <b>3.1.1 Staff</b>  |                                   | —                         |
| <b>3.1.2 Travel and subsistence</b>   |                                   | <b>63,390</b>             |
| <b>3.1.3 Consumables</b>  |                                   | <b>3,250</b>              |
| <b>3.1.4 Other items</b>  |                                   | <b>48,553</b>             |
| <b>3.1.5 Overheads and other allowable costs</b>  |                                   | —                         |
| <b>3.1.6 GRAND TOTAL FOR INDIVIDUAL COUNTRY CONTRIBUTION 2</b>  |                                   | <b>115,193€</b>           |

**3.2 Description of Country Contribution 2** (*1500-2500 words, excluding annexes. Entries exceeding 2500 words will not be accepted*) Actual word count = 2058

Each Principal Investigator (including the Project Leader) should specify his/her country's contribution to the collaboration as follows:

**3.2.1 Describe the specific competence and expertise of your country team with regard to the collaboration.**

The Spanish team will be composed of five researchers from UCM (Complutense University Madrid). This collective approach offers diverse skills and experience, and allows us to divide the time needed to deliver the project outputs (since the funding model of the Spanish MICINN does not provide for the staff costs of project researchers). The members of the team are the founders of the Spanish Association for the Sociology of Disability (ASESDIS), which organized the II National Symposium on the University and Functional Diversity: 'dis-ability, Sociology and Indentity' in 2007. They are the collaborators in the forthcoming monograph issue of the journal *Política y Sociedad* on 'Sociology of Disability: an Emerging Praxis' (to be published in September 2009). The PI (Dr Ferreira) is Secretary of (ASESDIS) and Director of the Journal, *INTERSTICIOS: Revista Sociológica de Pensamiento Crítico Interstitium* (Sociological Review of Critical Thinking). He combines personal experience as a disabled academic with expertise in critical epistemology and social theory. He was previously engaged with the research project 'Disability and life time: a theoretical critique of disability as social identity and its implications for understanding the temporal experience of disabled workers' (funded by Spanish Ministry of Science and Education). His current concern is to develop and promote a new sociology of disability in Spain. He has published on disability from a theoretical perspective, on embodiment and identity, and, in relation to specific forms of exclusion (including e-exclusion). He is responsible for the disability subject ('functional diversity') within the doctoral programme of the Department of Social Change at UCM.

Dr. Concha Gómez has been advisor for implementation of the Complutense University Disability Action Plan. She, with Drs. Ferreira and Villa, has participated in the formative actions of the University's Office for the Integration of Disabled People (OIPD) arising from this plan. Dr. Gómez also

brings a gender perspective from her research in women's inequalities in education and employment. Dr Nuria Villa has devoted her research activity to the study of disabled women's labour market insertion, work translated to her doctoral thesis. Dr Matilde Fernández-Cid has been working from many years on the social imagery and perception of disabled people, participating in several research projects (her doctoral thesis also reflects this commitment). Eduardo Díaz, as part of his doctoral studies, has developed his research on 'Disability and Citizenship in Spain'. This work constitutes a preliminary critical analysis of disability in Spanish laws, reviewing the main normative texts from the 1982 Handicapped Social Integration Bill (LISMI) to the present day. The team will be complimented by two highly experienced scientific advisors and the active involvement of PhD students engaged with disability issues under the supervision of Dr Ferreira. Dr. Ferreira and Dr. Gómez will assume the supervising functions throughout the project development.

### **3.2.2 Detail your country team's contribution to the overall work plan.**

The members of the Spanish research team will contribute to the project work plan in the following ways:

#### **Collaboration**

The Spanish team will operate within the collaborative design described in Section Two, contributing both the Spanish case study material and input to the collaborative analysis and publications. They will add national value through additional activities as described later. In particular, the team will collaborate in sharing the Spanish data, summaries and analyses with the other partners. Two out of the five person team will attend each of the six collaborative analysis workshops (varying according to the focus on the selected interview examples or policy focus). They will also produce the comparative working paper (WP5) comparing their analysis with that from the other partners, and contribute to the development of collaborative publications (including a Spanish chapter for the proposed book at the end of the project).

#### **Literature reviews**

At the beginning of the collaboration, the Spanish team will pool their resources to compile a summary literature review, explaining the state-of-the-art in Spanish research relevant to the situation of young disabled people in Spain. For example, this may include significant theoretical paradigms, empirical findings and types of research method used in existing studies. This will include some examples of the investigators' own work (e.g. on disability models, identities, gender and employment, social perceptions, citizenship). However, it will also encompass the broad range of national work by other authors (e.g. on disabled students in Spanish universities, quality of life, guardianship, etc.). The researchers will produce a working paper (WP1) and submit this to the project co-ordinator for translation to English. The draft paper will also be sent (via the co-coordinator and the European Disability Forum) to the Comité Español de Representantes de Personas con Discapacidad (CERMI) for information and comment, and copied to the Spanish state representative of the EU High Level Group. Two members of the team will attend the first workshop to present and discuss emergent themes.

#### **Sampling and recruitment**

The Spanish research team will collect and compile life stories from a national sample of 30 young disabled adults (of which 20 will contribute to the collaborative analysis and archiving project). This will add value and breadth to the national project and provide opportunities to select and prioritise those stories most relevant to the collaborative analysis (it will also ensure sustainability of the minimum panel size required in the collaborative plan). The size of the sample and its composition will reflect a weighted distribution of Spanish 'Autonomous Communities' (focusing on four areas of different population size/density). The intersection of other relevant variables, including sex, educational level, level of impairment are also addressed. The sample targets include: an equal number of women and men; a mixture of physical, intellectual, visual, hearing and mental health labels; and of different economic/employment status. Assistance in the identification and recruitment of participants will involve the engagement of an external consulting agency. An indicative sampling frame is included in the annex.

The Spanish researchers will adapt and translate versions of the collaborative written protocols, provide by the project leader/UK Timescapes for the protection of data and informed consent from the participants. They will use their professional experience, and that of the consultant, to provide information and facilitation to people in a way that is appropriate to their needs. Through project

information and discussion, they will take care to secure informed consent from each person and to explain the intended long-term commitment to the project. Consent in writing will be obtained using the collaborative project consent forms for data archiving and publication etc. However, there will be opportunities to review and discuss this consent at each stage of the project. Recent concern has been raised in Spain about the status of some disabled people's choices with regard to legal guardianship, this will need to be taken into account where gatekeepers or proxies are implicated in accessing participants.

### **Biographical interviews**

The first wave interviews, with 30 people, will be conducted in Spanish by Dr. Villa, Dr. Fernández-Cid and Eduardo Díaz. In all cases, where possible, interviews will be digitally recorded (and transcribed by the external contractor according to the collaborative protocols for confidentiality etc.). At least one semi-structured interview will be conducted with each person, each year (i.e. a target of 90 interviews over three years). The topic guide for the interviews will be developed through collaboration with the partners, with prompts adapted for the Spanish national circumstances (e.g. in relation to specific questions or prompts relating to Spanish institutions, policies and cultures). From these interviews, the team will submit at least 20 recordings, with their transcripts or data compilations (in Spanish, with basic metadata in English) to the project leader for the UK Data Archive. The interviewees will be offered a copy of the recording and/or transcript of their interview if they choose.

The first wave interviews will be analysed by Dr. Ferreira, Dr. Gómez and Dr. Villa. A short anonymous summary of each case will be written in Spanish (c1000 words). This will be made available to all partners and via the archive (also translated to English via the co-ordinator). During the research project, individual summaries will be validated with the respondents (e.g. by sending a copy or by reviewing this at the next interview). From the initial analysis, the team will produce a working paper (WP2) to highlight the key themes and questions raised by the Spanish data. This will be translated into English by the co-ordinator and published on the project website. Draft working papers will also be sent (via the co-coordinator and the European Disability Forum) to CERMI and to the Spanish state representative of the EU High Level Group. They will select two of the Spanish interviews (one woman, one man) as examples for presentation and discussion by two members of the team at the second collaborative workshop (and for translation into English and the UK archive). The second and third waves will follow a similar pattern, but the principal investigator will use the opportunity to engage three of his PhD students in developing their research skills and carrying out interviews. Dr. Ferreira, Dr. Gómez and Dr. Fernández-Cid will analyse these waves of data, following similar procedures to those described above (and in Section Two of this application).

### **Policy analysis**

Working paper (WP3) will require a review of Spanish national policies and strategies of relevance to young disabled people. All the members of the team will participate in the critical analysis of Spanish law and public policies concerned with disability. They will be supported in this, as in the other tasks, by the involvement of two highly experienced and esteemed advisors (as social consultants, Antonio Jiménez and Agustin Huete almost two decades of evidence-based collaboration with a wide range of public and private institutions, participating in important national studies and intervention plans). The policy situation in Spain has moved quickly since Spain's Presidency of the EU and its promotion of equality policies for disabled people (it was also the first country in Europe to ratify the UN Convention, and its Optional Protocol). The working paper will focus on the policies, laws and initiatives that seem to have greatest impact on the lives of the young disabled people who were interviewed in the first wave of the Spanish fieldwork (i.e. using the biographical data to point towards policies that have positive or negative effects on individual life choices). For example, it may be useful to examine diverse Royal decrees, such as 1414/2006 (Valoracion de situaciones de minusvalia e incapacidad); 395/2007 (Rehabilitacion y formacion profesional); 870/2007 (Modalidades de empleo); 39/2006 (Proteccion economica de la discapacidad); or 366/2007 (Accesibilidad, no discriminacion, igualdad de oportunidades). Two of the Spanish team will present emerging themes for discussion at the third collaborative workshop. The working paper will be written in Spanish and also translated (by the co-ordinator) into English for the UK website (and sent to the same key stakeholders as the other working papers for comment).

### **Dissemination**

In addition to the impact plans listed in the collaborative proposal, the Spanish team will develop additional activities to promote the project findings in Spain and the Spanish-speaking world. This will

include presentation at national conferences, scientific meetings and symposiums (specially, X Spanish Sociology Congress and IV Spanish University and Disability Congress). They will develop the interim findings into publications for specialized scientific publications (including, for example, the journal directed by the principal investigator). The accumulated results of the Spanish case study will also be published as a book, co-authored by the Spanish investigators.

### **3.2.3 Justify the funding requested (including time-commitments for all team members).**

According to the national rules of MICINN, the Spanish funding is mainly requested to cover field work costs. The budget has been determined in accordance with the national funding agency (MICINN) criteria, which means, for example, that no costs can be included for researchers as 'Staff' and 'Overheads'. For this reason, the justification of time commitments of individuals are not required for budgeting purposes. The 'Other' costs do include the engagement of specialised external consultancy in relation to the sampling, contacting and transcription work required for the design. 'Travel and subsistence' costs are required for travel, accommodation and subsistence to conduct the 90 interviews and follow-up. International travel is required for participation in the six collaborative Workshops, and national travel for presentation at the Spanish conferences and meetings. 'Consumable' costs are required for office equipment, bibliographic resources, photocopies, etc. required to complete the data collection and processing (one notebook, two tape recorders, one video camera).

**Annexes (including no more than 1 side of A4 for references and 2 sides of A4 for technical details, if appropriate). Insert brief CVs (no more than 1 side of A4) for each of the researchers listed. CVs should include a list of no more than 10 relevant publications for each researcher.**

**Dr. Miguel A. V. Ferreira**

PhD in Sociology (2004, UCM)

Dr-Assistant Professor: Department of Social Change (UCM)

**Teaching expertise:**

Graduate subjects: "Classical Sociological Theory", "Social Structure", "Sociology of Education", "Industrial Sociology", "Sociology of Enterprise and Human Resources".

Doctorate: "Functional Diversity Paradigm: a New Social Movement Foundations" (UCM), "Sociology of Disability: theoretical-methodological trends and perspectives" (UBA – Argentina).

**Research:**

"Work, disability and living time": funded by Spanish Ministry of Science and Education (MEC) with a Postdoctoral Grant (2006-2007). Directed by Professor Ramón Ramos. 43.200€

"Social Capital and Knowledge Society"; funded by Community of Madrid Government (Council of Education), 2004. Directed by Professor Javier Noya. 30.000€.

Visiting researcher at Gino Germany Institute (University of Buenos Aires); funded by UCM. July-august 2008. 1000€

Visiting researcher at Centre for Disability Studies (University of Leeds), funded by University of Murcia. July 2007. 1000€

**Books:**

Ferreira, M.A.V. (2007): *Life before Laboratory: the Construction of Scientific Facts Constructors*, CIS, Madrid.

Ferreira, M.A.V. (2004): *Living the Schroedinger Equation: an Anthropological Approach to Scientific Knowledge*, UCM, Madrid. Web available: <http://www.ucm.es/BUCM/tesis/cps/ucm-t27523.pdf>

**Monographs:**

Ferreira, M.A.V. (coord.) (2009): "Sociology of Disability: an Emerging Praxis", *Política y Sociedad* 46(3) [in press].

**Articles:**

Ferreira, M.A.V. (2009): "Between Glass and Smoke: Paraphrase of an Heterodox Epistemology", *Intersticios: revista sociológica de pensamiento crítico* 3 (1), pp. 3-15. Web available:

<http://www.intersticios.es/article/view/3168/2532>

Ferreira, M.A.V.; Díaz Velázquez, E. (2009): "Disability, Social Stratification and New Technologies of Information", *Política y Sociedad* 46(2), pp. 124-145..

Ferreira, M.A.V. (2008): "A Sociological Approach to Disability from Social Model: Characteriological Notes", *Revista Española de Investigaciones Sociológicas* (REIS) 124, pp. 141-174.

Ferrante, C.; Ferreira, M.A.V. (2008): "Body, Disability and Social Trajectories: Two Compared Case-Studies", *Revista de Antropología Experimental* 8, pp. 403-428. Web available:

<http://www.ujaen.es/huesped/rae/articulos2008/29ferrante08.pdf>

Ferreira, M.A.V. (2008): "Disability as a Social Construction: *Habitus*, Stereotypes and Social Exclusion", *Nómadas: revista crítica de ciencias sociales y jurídicas* 17, pp. 221-232. Web available:

<http://www.ucm.es/info/nomadas/17/mferreira.pdf>

Ferreira, M.A.V. (2007): "Social Practices, Identity and Stratification: Three Apex of a Social Fact, Disability", *Intersticios: revista sociológica de pensamiento crítico* 1(2), pp. 1-16. Web available:

<http://www.intersticios.es/article/view/1084/854>

Ferreira, M.A.V.; Rodríguez Caamaño, M. J. (2005): "Sociology of Disability: a Critical Theoretical Proposal", *Nómadas: revista crítica de ciencias sociales y jurídicas* 13, pp. 243-249. Web available:

<http://www.ucm.es/info/nomadas/13/ferreiracaamano.pdf>

### **Dr. Concepción Gómez Esteban**

PhD in Sociology and Postdoctoral specialization in Psicoanalysis Theory (UCM)

Senior Lecturer: School of Political Sciences and Sociology (UCM)

#### **Research:**

Researcher in 14 investigations funded by Spanish and European Public Programmes (she was Principal Investigator in 8 of them). Co-director of Contemporary Socio-Cultural Studies Group (GRESKO), Complutense University Research Group incorporated into the IV Regional Research Plan (Madrid Autonomous Community)

Member of European Research Programme "Marché du Travail et Genre en Europe" Scientific Committee (directed by M. Maruand, Research Head at CNRS).

#### **Publications:**

L. MARTÍN-ROJO y C. GÓMEZ-ESTEBAN (2007): "Discourse at Work: When Women Take on the Role of Managers", in G. Weiss & R. Wodak: Critical Discourse Analysis: Theory and Interdisciplinarity, Palgrave Macmillan, pp. 241-271.

L. MARTÍN ROJO y C. GÓMEZ ESTEBAN: (2007): "The gender of power. The female style in labour organizations", in Michelle Lazar (ed.): Feminist Critical Discourse Analysis, Palgrave Macmillan, pp. 68-89.

M. BARAÑANO y C. GÓMEZ ESTEBAN (eds.) (2007): II Congreso Nacional sobre Universidad y Discapacidad. Conclusiones y propuestas de actuación [II National Conference on University and Disability. Conclusions and action proposals], Real Patronato sobre Discapacidad.

M. BARAÑANO, C. GÓMEZ, M. A. DURÁN y R. MOGO (2006): Adaptar la Igualdad, Normalizar la Diversidad [Adapting Equality. Normalizing Diversity], Complutense University.

L. MARTÍN ROJO y C. GÓMEZ ESTEBAN (2007): "The gender of power. The female style in labour organizations", in Michelle Lazar (ed.): Feminist Critical Discourse Analysis, Palgrave Macmillan; pp. 68-89.

J. CALLEJO, C. GÓMEZ ESTEBAN y E. CASADO (2004): El techo de cristal en el sistema educativo español, UNED.

#### **Expertise concerning Disability**

Teacher of the subject "Social Intervention on Dependency", Postgraduate Programme "Community Social Work: Social Services Management and Evaluation", School of Social Work (UCM).

External advisor in Disability practices: Social Education Degree (UCM).

Organizational Committee co-ordinator and Scientific Committee member in the II National Conference on University and Disability; Madrid, October 2006.

Secretary of the UCM Tutor Teachers Commission for disabled persons (2005-2007).

As main advisor of UCM Students Vice Head she has collaborated strongly with the Disabled People Integrating Office, conducting a variety of programmes and developing an intensive academic activity related to disability within UCM.

Collaborator in Socio-Health Studies investigating programme developed by UCM Nursing Department (1st action plan: 2008-2009).

Coordinator of the Social Services, Families and Gender Working Shop at the II Functional Diversity and University Meeting, organized by Spanish Sociology of Disability Association (ASESDIS); October 2008.

She has participated in many formative activities related to disability: I National Conference on University and Disability (November 2005); III National Conference on University and Disability (October 2007); VI Scientific Meeting on Disabled People (march 2006).

She is member of a number of Associations related with disability.

## **Dr. Nuria Villa Fernández**

PhD in Philosophy and Educational Sciences (Pedagogy) UCM, 2003. Doctoral thesis: The gradual inclusion of people with intellectual disabilities in the workplace.

### **Experience:**

Dr-Assistant Professor: Department of Education Theory and History, School of Education, UCM (from 2001 to present). She has taught various subjects in Pedagogy, Teaching and Social Education, including: "Prevention, rehabilitation and reintegration of children", "Education System Structure and Functioning", "Educational Research Methodological Foundations: Contemporary Education Theories and Institutions".

She has collaborated with the Department of Education Career and Education Sciences, National Autonomous University in Tegucigalpa (Honduras) (2000) in the training of Special Education and Teaching; and with School of Education, University of Tlaxcala (Mexico) (2008). She was part of Educational Inequalities team in the Studies and Research Area of the Center for Educational Research and Documentation (CIDE) (1998-2000) engaged in several publications. Participated in the Interuniversity Research Project Learning Based in Problems (2004-2006). Belongs to UCM Disability Committee and UCM Disabled People Integration Office (OIPD) since 2004. Member of the Independent Living Forum, the Interdisciplinary Seminar on Gender and Education, of the Spanish Society of Education History, the of researchers and experts in disability Association "UnoMÁS", the Spanish Sociology of Disability Association, Network Working in Independent Living, among others.

### **Publications:**

- Villa Fernández, N. and Arnau Ripollés, M.S. (2008): Independent Living Initiatives in Spain: steps to achieve a human right. Contribution to the Sixth International Congress of Philosophy of Education. Madrid. 19 - June 21. Available at: <http://aspaymmadrid.org/UserFiles/File/IniciativasVI.pdf>
- Villa Fernández, N. (2007): The progressive inclusion of people with intellectual disabilities in the workplace (1902-2006). Madrid: Ministerio de Trabajo y de Asuntos Sociales. Available at: <http://sid.usal.es/mostrarficha.asp?id=10299&fichero=8.1>
- Villa Fernández, N. (2007). People with intellectual disabilities: a study of the social situation in the Community of Madrid. Education and Diversity. Yearbook of International and Intercultural Research on Disability, Volume I, 2007, pp.172-200.
- Villa Fernandez, N. and Valle López, Á. (2008). Chapter 2: The problem-based learning: a methodological proposal for the future. Chapter 8. Critical view on the problem-based learning: advantages and difficulties. Chapter 9: Case Study 4. In González Escribano, A and López Del Valle, Á. (Eds.) The problem-based learning: A methodological proposal for higher education. Madrid, Narcea, pp.27-34, 133-149, 165-168.
- Villa Fernández, N. and Arnau Ripollés, M<sup>a</sup>. S. (2006). University and functional diversity: a possible challenge. In Lafuente, M<sup>a</sup> I. (Coord.). Where is the European and American University Education?. History, issues and problems of the University. Leon: Universidad de León, pp. 379-386.
- Villa Fernández, N. (2004). Employment situation of disabled people in Spain. Article published in Issue 1 (March 2004) Journal-REDSI Social Network Interactive Magazine Specialized Training and Employment groups at risk of exclusion. Spanish Committee for Welfare, pp.1-11. Available at: <http://redsirevista.cebs-es.org/index.asp?IdArt=11>
- Villa Fernández, N. (2004). A visit to the archive. Revista Española de Pedagogía, No 229, LXII years, September to December 2004, pp. 580-582
- Villa Fernández, N. (2003). Employment situation of disabled people in Spain. Revista Complutense de Educación. Madrid: UCM. Vol 14, No. 2 (2003), pp.394-424.
- Villa Fernández, N. and Gil Novoa, N. (2001). Integration of the School of Education Inclusion of persons with disabilities: A view from the research, Verdugo Alonso, MA Jordan and the Urríes Vega, F.B. (coord.). Support, determination and quality of life, Salamanca: Ediciones Amarú, p.838.
- Villa Fernández, N. (2000). The social integration of people with Down Syndrome through education and employment. Quinesia: journal of special education. Vigo, No. 28-29 August, pp.181-193.

## **Dr. Matilde Fernández-Cid Enríquez**

### **Teaching experience**

Associate Lecturer: School of Psychology, C. U. "Cardenal Cisneros" University College of Madrid.  
Associate Lecturer: Sociology Departmental Section at the School of Economy and Enterprise Sciences (UCM).

Lecturer, since 2004, in several subjects of "Intellectual Disability and Aging". Organized by the People with Intellectual Disability Federate Associations (FEAPS). Madrid.

Lecturer in the Postgraduate Programmes "Integral Communication" and "Non Verbal Communication" (since 2006). Centre for Personal Growing Studies – University of Alcalá.

Lecturer in the Postgraduate "Sociology of Consumption Praxis: Market Investigation Theory and Methodology" (since 2001). U.C.M.

### **Professional Activity**

"Invest. cualit.": Socio-Labour Supporting Network, RAIS Foundation (working with homeless people). 2004- 2005.

Brain Injury Epidemiological and Socio-Health Study (collaborative convenion Defensor del Pueblo-FEDACE). 2004-2005.

Investigation "Family imagery in Communication Media". University Foundation "Fray Francisco Jiménez de Cisneros" collaboration with Family Department of the Madrid Autonomus Community Government (2006).

Investigation "Aged People Social Representations", Pensioners Democratic Union (U.D.P.)

### **Publications**

*Drugs and Drugs-Dependency Newspaper Coverage*, Intervention in Drugs-Dependency NGOs Platform. 1996

*Translation in Spain Guideline Book*, CEDRO (Spanish Reprography Rights Centre) 1997

*Drugs-Dependency Teenagers Imagery*, Intervention in Drugs-Dependency NGOs Platform. 1998

Gerontology Home Assistant Technical ,MASERCISA (U.G.T.) 1999

Family Violence. Attitudes and Social Representations, A.P.D.H. –ed. Fundamentos 1999.

In process: *Investigating Disability*, Ed. Síntesis (colecc. 'La mirada cualitativa')

Main Research Lines:

Disability, Poverty, stereotype and Mass Media (concerning to drugs, family, age and disability).



## **Eduardo Díaz Velázquez**

Bachelor Arts in Sociology (Licenciado), 2006, UCM.

Advanced Studies Degree (DEA), 2008, UCM.

Bachelor Arts in Social Work (diplomado), 2003, UCM.

PhD candidate: Department of Social Change, UCM.

Member of Spanish Sociology of Disability Association (ASESDIS) Directive Board.

### **Teaching:**

Associated (part-time) Lecturer: Department of Social Research Methods and Techniques, UCM.

### **Professional Activity:**

He works as Social Consulter, specialized in disability and social services.

### **Research:**

His investigation lines are mainly centred on disability and independent living (he is member of Spanish Working Network on Independent Living –RETEVI-), and related also with citizenship, inequality, social exclusion and sociology of migrations.

He has expertise in evaluative research of public social policies (at a regional and local level, in Spain), and also in European EQUAL projects.

He has also collaborated in planning and designing local and regional social policies concerning to inclusion, immigration and disability.

### **Research projects:**

"New employment reservoirs in Dependency Care Sector", funded by European Union; responsible institution: ONCE (2008).

"Study on Social and Health Conditions and Necessities of People with Rare Diseases"; funded by Spanish Ministry of Health and Consumption / CajaMadrid; responsible entity: Spanish Rare Diseases Federation (FEDER); 2008/09.

"Immigrant Disabled People in Spain"; funded by Spanish Ministry of Labour, responsible entity: Spanish Disabled Representants Commission (CERMI); 2007/08.

"Disabled People under Imprisonment Institutions Regime in Spain"; funded by Spanish Ministry of Labour; responsible entity: Spanish Disabled Representants Commission (CERMI); 2007/08.

"Disabled Consumers Protection at Castilla y León Autonomous Community"; funded by Castilla y León Autonomous Government (CyL); responsible entities: CERMI and CyL.

"Autism Spain Confederation: Federated Entities Diagnosis"; funded by Luis Vives Foundation / CajaMadrid; responsible entity: Autism Spain Confederation (CAE). 2005/06.

### **Publications:**

Huete García, A.; Jiménez Lara, A.; Díaz Velázquez, E. (2008): *Las personas inmigrantes con discapacidad en España [Disabled immigrants in Spain]*, Ministerio de Trabajo e Inmigración, Madrid.

Ferreira, M.A.V.; Díaz Velázquez, E. (2009): "Discapacidad, estratificación social y nuevas tecnologías de la información" [Disability, Social Stratification and New Technologies of Information], *Política y Sociedad* 46(2), pp. 124-145.

Huete García, A.; Díaz Velázquez, E. (2008): *Las personas con discapacidad en el medio penitenciario en España [Disabled people in Spanish Prison Institutions]*, Colección Cermi.es 31.

Díaz Velázquez, E. (2009): "El estudio socio-político de la ciudadanía: fundamentos teóricos" [Citizenship Socio-Political Study: Theoretical Foundations], *Intersticios: revista sociológica de pensamiento crítico* 3 (1), pp. 33-46.

**Technical Annex**  
**INDICATIVE SAMPLING FRAME FOR THE SPANISH STUDY**

| <b>VARIABLE</b>                     | <b>CATEGORY</b>                           | <b>CASES = 30</b> |
|-------------------------------------|---|-------------------|
| <b>Sex</b>                          | Man                                       | 15                |
|                                     | Woman                                     | 15                |
| <b>Age</b>                          | 21-22                                     | 6                 |
|                                     | 23-24                                     | 6                 |
|                                     | 25-26                                     | 6                 |
|                                     | 27-28                                     | 6                 |
|                                     | 29-30                                     | 6                 |
| <b>Impairment type</b>              | Physical                                  | 10                |
|                                     | Intellectual                              | 6                 |
|                                     | Auditive                                  | 5                 |
|                                     | Visual                                    | 5                 |
|                                     | Mental illness                            | 4                 |
| <b>Disability degree</b>            | Mild                                      | 7                 |
|                                     | Moderate                                  | 12                |
|                                     | Severe                                    | 11                |
| <b>Geographic location per AACC</b> | Andalucía + Canarias (+ Ceuta y Melilla)  | 7                 |
|                                     | Aragón                                    | 1                 |
|                                     | Asturias (Principado de) + Cantabria      | 1                 |
|                                     | Castilla y León                           | 2                 |
|                                     | Castilla-La Mancha                        | 1                 |
|                                     | Cataluña                                  | 4                 |
|                                     | Comunidad Valenciana + Baleares           | 5                 |
|                                     | Extremadura                               | 1                 |
|                                     | Galicia                                   | 2                 |
|                                     | Madrid (Comunidad de)                     | 3                 |
|                                     | Murcia (Región de)                        | 1                 |
|                                     | Navarra (Comunidad Foral de) + Rioja (La) | 1                 |
|                                     | País Vasco                                | 1                 |
| <b>Geographic area</b>              | Up to 10,000 [10-]                        | 7                 |
|                                     | From 10,001 to 50,000 [10/50]             | 7                 |
|                                     | From 50,001 to 500,000 [50/500]           | 11                |
|                                     | More than 500,000 [500+]                  | 5                 |
| <b>Education level</b>              | Without studies                           | 3                 |
|                                     | Primary                                   | 8                 |
|                                     | Secondary                                 | 7                 |
|                                     | Post-secondary                            | 5                 |
|                                     | Professional Formation                    | 4                 |
|                                     | University                                | 3                 |
| <b>Relation with activity</b>       | Working                                   | 10                |
|                                     | Unemployed                                | 6                 |
|                                     | Inactive / pensioner                      | 5                 |
|                                     | Inactive / student                        | 9                 |

| <b>Var/ Nº<br/>LS</b> | <b>Sex</b> | <b>Age</b> | <b>D-type</b> | <b>Location</b>                              | <b>Area</b> | <b>Educatin</b> | <b>Activity</b> | <b>D-Degree</b> |
|-----------------------|------------|------------|---------------|--|-------------|-----------------|-----------------|-----------------|
| <b>1</b>              | Man        | 21-22      | Physical      | Andalucía + Canarias<br>(+ Ceuta y Melilla)  | 500+        | Primary         | Working         | Moderate        |
| <b>2</b>              | Woman      | 21-22      | Auditive      | Galicia                                      | 10-         | Primary         | Unemployed      | Severe          |
| <b>3</b>              | Man        | 23-24      | Physical      | Comunidad Valenciana<br>+ Baleares           | 50/500      | Secondary       | Inact./ Pens.   | Moderate        |
| <b>4</b>              | Woman      | 23-24      | Physical      | Asturias (Principado<br>de) + Cantabria      | 10-         | Post-Sec        | Inact./ Stud.   | Mild            |
| <b>5</b>              | Man        | 25-26      | Physical      | Galicia                                      | 50/500      | Profess. F.     | Working         | Severe          |
| <b>6</b>              | Woman      | 25-26      | Intellectual  | Andalucía + Canarias<br>(+ Ceuta y Melilla)  | 10-         | Primary         | Inact./ Pens.   | Moderate        |
| <b>7</b>              | Man        | 27-28      | Mental        | Madrid (Comunidad<br>de)                     | 50/500      | Without         | Working         | Severe          |
| <b>8</b>              | Woman      | 27-28      | Visual        | Cataluña                                     | 500+        | Univesity       | Unemployed      | Mild            |
| <b>9</b>              | Man        | 29-30      | Intellectual  | Castilla-La Mancha                           | 10-         | Secondary       | Inact./ Pens.   | Moderate        |
| <b>10</b>             | Woman      | 29-30      | Physical      | Extremadura                                  | 10-         | Post-Sec        | Inact./ Stud.   | Severe          |
| <b>11</b>             | Man        | 21-22      | Auditive      | Andalucía + Canarias<br>(+ Ceuta y Melilla)  | 10/50       | Profess. F.     | Working         | Moderate        |
| <b>12</b>             | Woman      | 21-22      | Mental        | Comunidad Valenciana<br>+ Baleares           | 50/500      | University      | Inact./ Stud.   | Mild            |
| <b>13</b>             | Man        | 23-24      | Intellectual  | Cataluña                                     | 50/500      | Without         | Working         | Mild            |
| <b>14</b>             | Woman      | 23-24      | Mental        | Castilla y León                              | 10-         | Primary         | Unemployed      | Moderate        |
| <b>15</b>             | Man        | 25-26      | Intellectual  | Murcia (Región de)                           | 10/50       | Secondary       | Inact./ Pens.   | Severe          |
| <b>16</b>             | Woman      | 25-26      | Physical      | Madrid (Comunidad<br>de)                     | 500+        | Post-Sec        | Inact./ Stud.   | Moderate        |
| <b>17</b>             | Man        | 27-28      | Physical      | Andalucía + Canarias<br>(+ Ceuta y Melilla)  | 50/500      | Profess. F.     | Working         | Severe          |
| <b>18</b>             | Woman      | 27-28      | Visual        | País Vasco                                   | 50/500      | Secondary       | Inact./ Stud.   | Mild            |
| <b>19</b>             | Man        | 29-30      | Physical      | Cataluña                                     | 10/50       | Primary         | Working         | Moderate        |
| <b>20</b>             | Woman      | 29-30      | Visual        | Andalucía + Canarias<br>(+ Ceuta y Melilla)  | 50/500      | Secondary       | Unemployed      | Severe          |
| <b>21</b>             | Man        | 21-22      | Intellectual  | Cataluña                                     | 50/500      | Without         | Inact./ Pens.   | Moderate        |
| <b>22</b>             | Woman      | 21-22      | Auditive      | Comunidad Valenciana<br>+ Baleares           | 10/50       | Primary         | Inact./ Stud.   | Severe          |
| <b>23</b>             | Man        | 23-24      | Mental        | Aragón                                       | 500+        | Secondary       | Working         | Mild            |
| <b>24</b>             | Woman      | 23-24      | Physical      | Navarra (Comunidad<br>Foral de) + Rioja (La) | 10-         | Post-Sec        | Inact./ Stud.   | Moderate        |
| <b>25</b>             | Man        | 25-26      | Visual        | Castilla y León                              | 10/50       | Profess. F.     | Working         | Severe          |
| <b>26</b>             | Woman      | 25-26      | Auditive      | Comunidad Valenciana<br>+ Baleares           | 500+        | University      | Unemployed      | Moderate        |
| <b>27</b>             | Man        | 27-28      | Visual        | Comunidad Valenciana<br>+ Baleares           | 50/500      | Primary         | Inact./ Pens.   | Severe          |
| <b>28</b>             | Woman      | 27-28      | Intellectual  | Andalucía + Canarias<br>(+ Ceuta y Melilla)  | 50/500      | Secondary       | Inact./ Stud.   | Mild            |
| <b>29</b>             | Man        | 29-30      | Auditive      | Andalucía + Canarias<br>(+ Ceuta y Melilla)  | 10/50       | Primary         | Working         | Moderate        |
| <b>30</b>             | Woman      | 29-30      | Physical      | Madrid (Comunidad<br>de)                     | 10/50       | Post-Sec        | Inact./ Stud.   | Severe          |