Participation of People with Intellectual Disability in Education, Working Life and Research

Gottfried Biewer

Helga Fasching

Oliver Koenig

Natalia Postek

Project structure and relevance of the topic

- Since 1993 Austrias educational system is changing from special school structures to inclusive education structures.
- For persons with intellectual disability special provision sectors such as occupational therapy and sheltered workshops still dominate the labour market.

- Austrian Science Fund (FWF) research project number P20021
- Project duration: 1.2.2008 – 31.1.2013
- Staff: Gottfried Biewer (principal investigator)
- Helga Fasching (postdoc researcher)
- Oliver Koenig (predoc researcher)
- Natalia Postek (predoc researcher)

Objectives of the research project and research question

- The aim of the research project is to objectively reconstruct determinable and subjectively experienced participation in the lives of people with an intellectual disability.

- **How do people with an intellectual disability perceive existing and/or omitted experiences of participation in the phase of transition from school to work and in the phase of working life in Austria?**
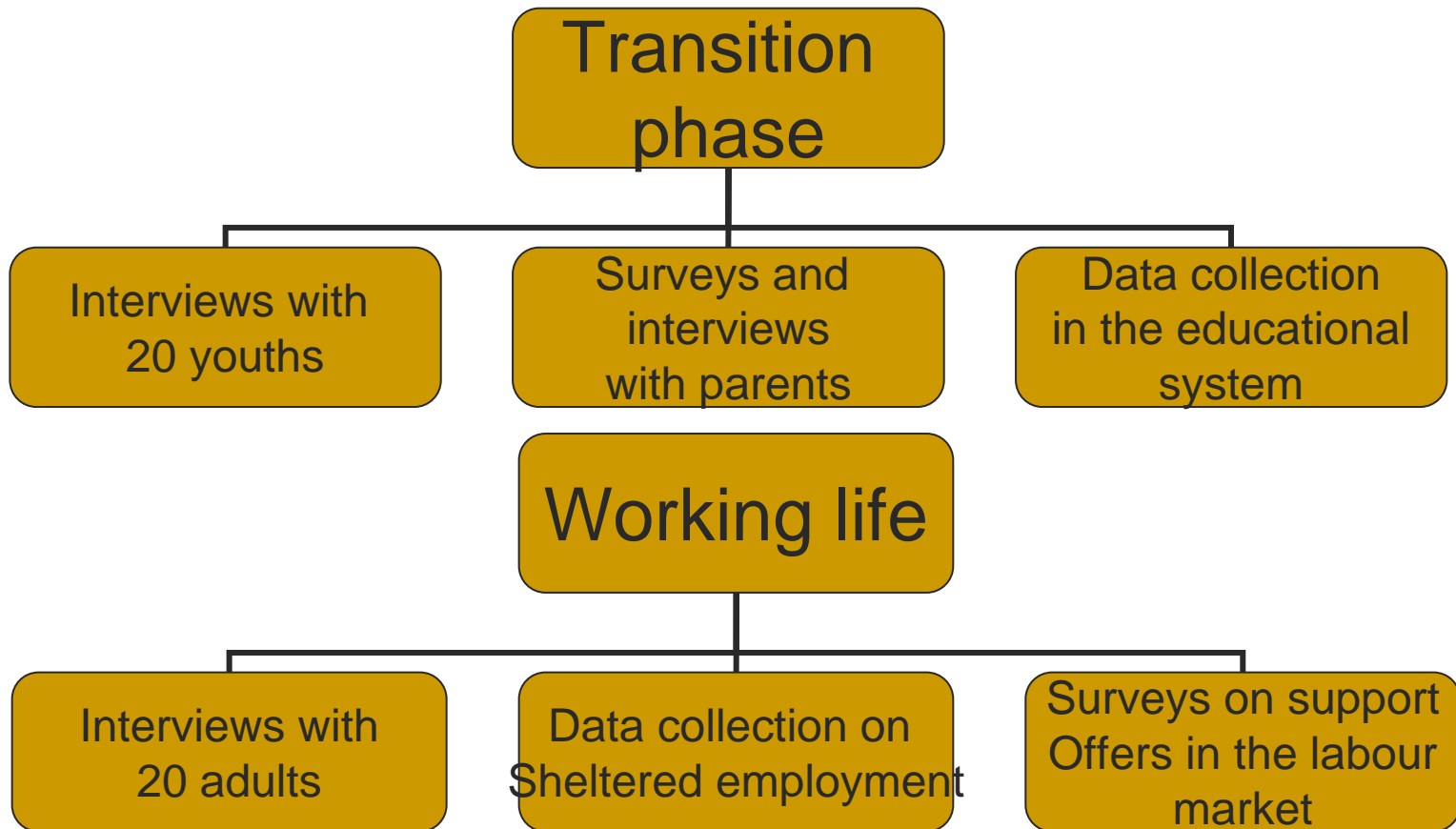
Methodology

- <u>Qualitative methods</u>:

  Constructivist Grounded Theory Methodology (Charmaz) in reconstructing experiences of participation and exclusion.

- <u>Quantitative methods</u>:

  nationwide surveys on structural data

Data collections

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                    ┌─────────────────┐
                    │   Transition    │
                    │     phase       │
                    └────────┬────────┘
        ┌────────────────────┼────────────────────┐
┌───────────────┐   ┌─────────────────┐   ┌─────────────────┐
│ Interviews    │   │  Surveys and    │   │ Data collection │
│ with          │   │  interviews     │   │ in the          │
│ 20 youths     │   │  with parents   │   │ educational     │
└───────────────┘   └─────────────────┘   │ system          │
                                          └─────────────────┘
                    ┌─────────────────┐
                    │  Working life   │
                    └────────┬────────┘
        ┌────────────────────┼────────────────────┐
┌───────────────┐   ┌─────────────────┐   ┌─────────────────┐
│ Interviews    │   │ Data collection │   │ Surveys on      │
│ with          │   │ on Sheltered    │   │ support         │
│ 20 adults     │   │ employment      │   │ Offers in the   │
└───────────────┘   └─────────────────┘   │ labour market   │
                                          └─────────────────┘
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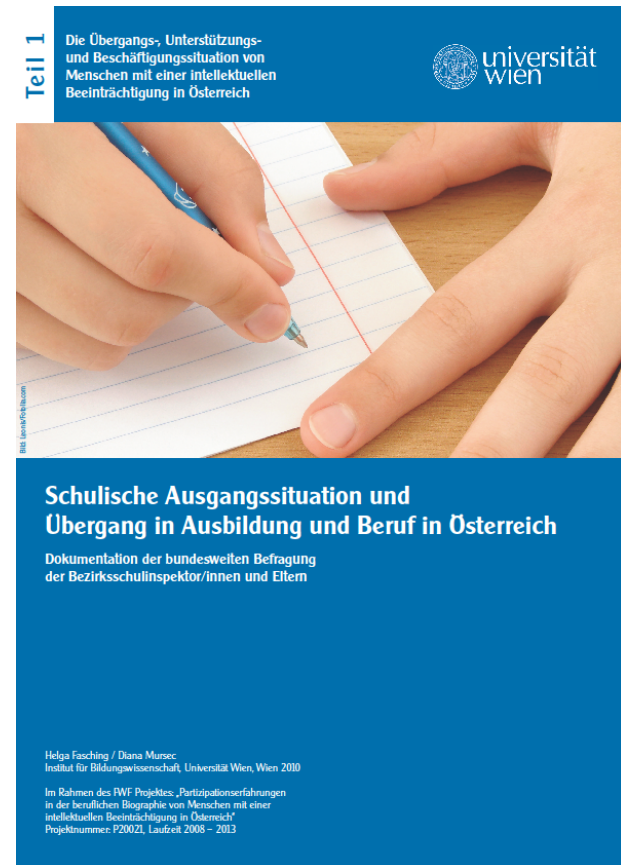
First Results of quantitative surveys

Transition from school to work

- Nationwide full-population survey (online and postal) with school district supervisors (99 districts) and parents of all Austrian school leavers with an intellectual or learning disability in 2009 (n=3.000)

- Survey focussed on personal data on the school situation, the educational and transition process and the support needs

First results

- Placement in inclusive schools increases the chance of receiving support in the transition period and/or subsequently enter the work force
- Counselling in special schools directs students to sheltered workshops
- Role of parental involvement is crucial for after school opportunities

Support offers for people with intellectual disability to enter in the Labour market

- Online survey of all persons with intellectual disability who had been supported by a agency to receive either job counselling, vocational training and/or qualification, job coaching and/or job placement in 2008 (N = 1.600)

- Survey focussed on personal information, such as education and support needs as well as on information regarding previous stations in the transition process, the support received in the agency and the outcome of the measure

Teil 2

Die Übergangs-, Unterstützungs- und Beschäftigungssituation von Menschen mit einer intellektuellen Beeinträchtigung in Österreich

universität wien

Arbeitsmarktpolitische Unterstützungsmaßnahmen in Österreich

Dokumentation der bundesweiten Trägerbefragung arbeitsmarktpolitischer Unterstützungsmaßnahmen

Helga Fasching / Oliver Koenig
Institut für Bildungswissenschaft, Universität Wien, Wien 2010

Im Rahmen des FWF Projektes „Partizipationserfahrungen in der beruflichen Biographie von Menschen mit einer intellektuellen Beeinträchtigung in Österreich"
Projektnummer: P20021, Laufzeit 2008 – 2013

First results

- People with higher support needs are underpresented

- Only few people in further training, qualification, job-coaching or placement measures

- System structure is incapable of meeting the needs of people with higher support needs
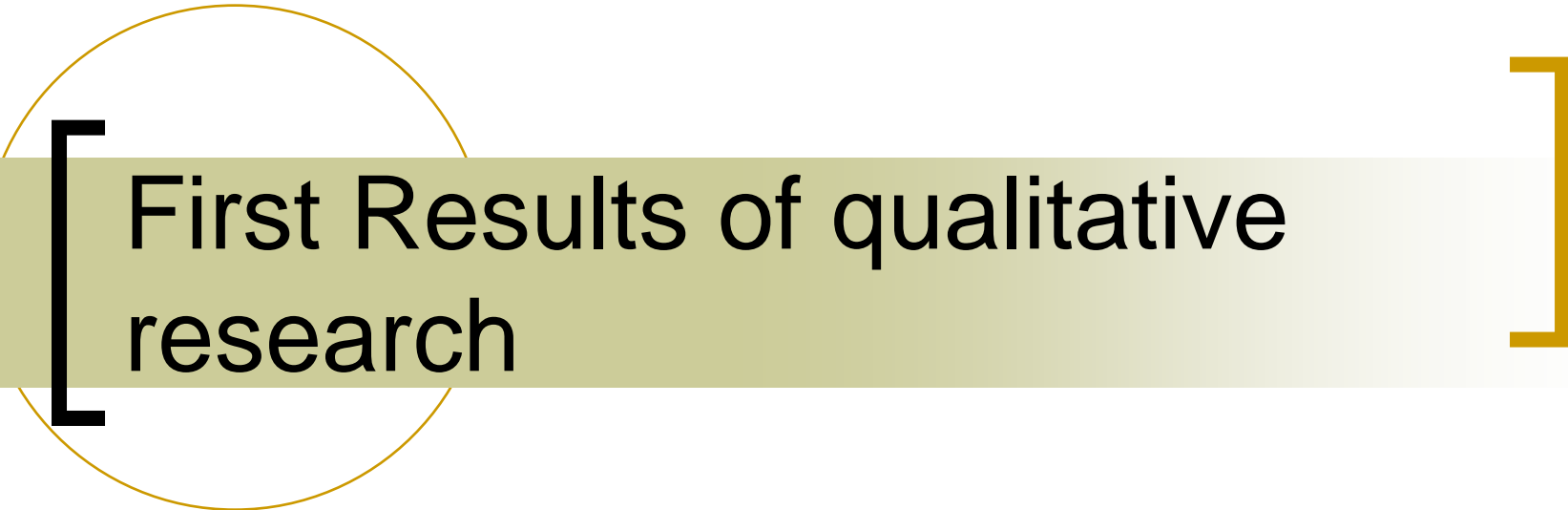
People with intellectual disability in sheltered workshops

- Electronic survey of institutional, administrative and conceptual framework of the Austrian federal system of sheltered employment in the nine different provinces.

- Electronic survey of all sheltered workshop sites in Austria (n=approx. 500).

Teil 3
Die Übergangs-, Unterstützungs- und Beschäftigungssituation von Menschen mit einer intellektuellen Beeinträchtigung in Österreich

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Werkstätten und Ersatzarbeitsmarkt in Österreich

Dokumentation der Befragung der österreichischen Sozialabteilungen zum Stand und Umsetzung der Werkstättenstandorte in Österreich sowie der Befragung aller österreichischen Werkstättenträger und Standorte im Zeitraum 2008 – 2009

Oliver Koenig
Institut für Bildungswissenschaft, Universität Wien, Wien 2010

Im Rahmen des FWF Projektes: "Partizipationserfahrungen in der beruflichen Biographie von Menschen mit einer intellektuellen Beeinträchtigung in Österreich"
Projektnummer: P20021, Laufzeit 2008 – 2013

First results

- Approx. 19.000 people work in sheltered workshops in Austria (44 % women)

- 80 % have an intellectual disability

- Dramatic increase in places and public spending

First Results of qualitative research

Conducting the research

- Two research groups
- Longitudinal „life course" approach
- Process consent
- Narrative – ethnographic Interviews
- Inductive Analysis by the researchers and with a reference group
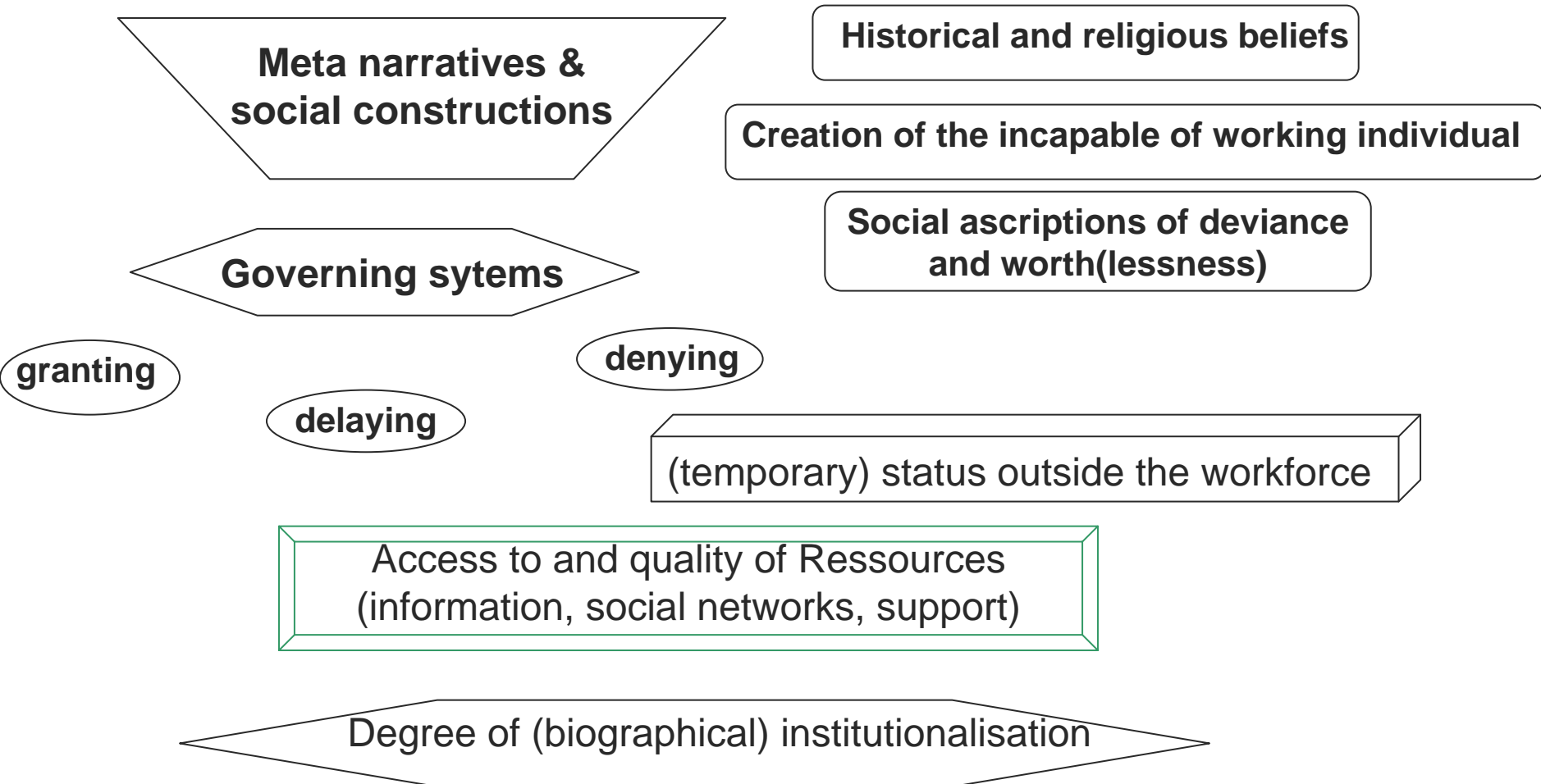- Theoretical sampling and invidual validation

Experiences of participation and exclusion – two different foci

Transition from school-to working life	Working life
■**Development and recognition of an identity as an adult** ➢Perspectives towards a „normal life" ➢Role of disability ➢Impact of social inclusion (work, leisure, etc.) on the social adress "disability" ➢Other contributing factors	■ **Impact on subjective identity constructions and (future) expectations towards work and employment** ➢Social constructions/meta narratives of intellectual disability ➢Starting points ➢Accelerating and/or mediating factors ➢Individual Consequences and responses

First hypotheses:
The Transition group

- A „new generation"?

- Shaping the „future space"

- „Motivational management"?

- Navigating different social addresses

- Renaissance of „conservative" values

- „Future spaces" as illusion?

First hypotheses:
The working group

Meta narratives & social constructions

Historical and religious beliefs

Creation of the incapable of working individual

Social ascriptions of deviance and worth(lessness)

Governing sytems

granting

denying

delaying

(temporary) status outside the workforce

Access to and quality of Ressources (information, social networks, support)

Degree of (biographical) institutionalisation

First hypotheses:
The working group

"Thought games" towards life and future

"Future space"

Dealing with Disability, potential, chances

"Normality expectations"

Expectations of important others

Stabilising Identity

Alternative identities

adjusting

Insisting

identifying

internalising