

Tobias Buchner

**Using Life stories to analyse and monitor public policies**

# [ Agenda ]

- Life Stories and Policies
- The Quali-TYDES project
- Thoughts on life story research with children



Lifes stories and policies...

# [ Life stories ]

---

- What is a life story?
- How are life stories told?
- What's the use of individual experience?

# [ Life stories ]

- “Life histories have the potential to reveal how people interpret and understand social structures and encourages an exploration of how social structures are perceived by individuals at key turning point moments in their lives.” (Hubbard, 2000)

# [ (Social) Structure ]

- What do we mean by structure?
- Policies as part of structure
  - Services
  - Rights and laws
  - Constraints and opportunities

# Thoughts on using life stories to monitor policies...

- Life stories can be a useful tool in combination with
  - quantitative data and statistics
  - Policy analysis



# The Quali-TYDES project



# [ Background ]

- ESF-Eurocores program
- Funded by European Science Foundation and Fonds zur Förderung der wissenschaftlichen Forschung (FWF)
- Duration 2010-2013

# [ Partners... ]

- Project partners:
  - Trinity College Dublin/Ireland
  - Vienna University/Austria
  - UC Madrid/Spain
  - Prague University/Czech Republic
  - Associated Partner: Leeds University

# [ Aims/research questions ]

- How are policies influencing disabled people's lives?
- To understand national policy regimes in relation to disability and welfare
- Explore potential of qualitative methods for analysing and monitoring policies
  - Life story research and the CRPD (Article 31)

# Maximum Variation Sample

20 young persons, born in the 1980ies

- Gender
- Region
- Federal States
- Migration-background
- Impairment
- Support
- Education

# [ Methods ]

- **Qualitative interviews in 3 waves**

- 2011: Life story interview
- 2012: Follow up
- 2013 Follow up

→ **Tracking Young Disabled people in European States**

# Combining Life Story and Life Course

- Life Story Research
- Life Course (Priestley 2001, 2003, Shah & Priestley 2011)
  - Trajectories
  - Pathways
  - Turning points
  - Ressources and barriers

# [ Preliminary results: Austria ]

## Education

- How did the laws (1993, 1996) impact on young disabled people?
- The implementation of integrated schooling
  - Differences between federal states
  - Social integration and ‚scars‘
  - Parents as the key resource to get access to integrated schooling
  - Integrated education in the life course
- The quality of special schools...
  - Focus on therapy
  - Segregation-Trajectories

# [Traces of policies]

- Personal assistance
- Personal assistance at the work place
- Higher education and accessibility





# [ And the Convention?! ]

- Ratification in 2008
- What changed?
  - Personal assistance
  - Leisure activities in institutions

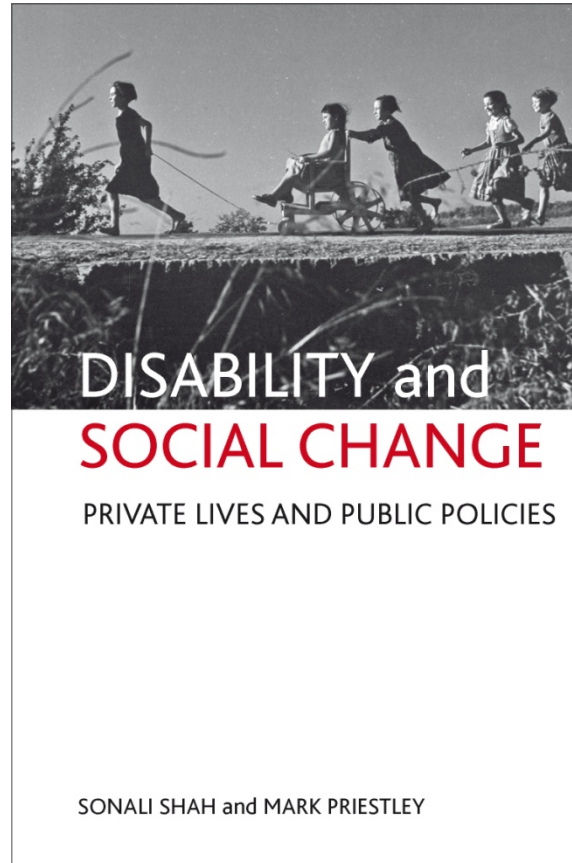
# Thoughts on life story research with children

- The biographical mind (Köhler 2001)
- Ressources
- Longitudanal research
- The use Visual tools: fotos, pictures, personal belongings and places

# Thoughts on life story research with children



# [ Further reading.... ]





Thanks for your attention!

[tobias.buchner@univie.ac.at](mailto:tobias.buchner@univie.ac.at)

<http://quali-tydes.univie.ac.at/>