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## Abstracts

contexts is often lost, leading to forms of 'othering' and marginalisation so roundly criticised by those who advocate inclusion.

This study is located in the Republic of Armenia, a national context where concerns continue to be expressed in relation to the fact that, 'Societies' misperception of different forms and types of disability and the limited capacity of social actors to accommodate special needs often place these people on the margin. People with disabilities experience inequalities in their daily lives, and have fewer opportunities to access a quality education that takes place in a truly inclusive environment.' (UNESCO 2015, 3). It is intended that an examination of the lived experiences of individuals in the Republic of Armenia will shed a different light on the 'conceptual schemas of disability that are formulated by Western theorising' (Gable 2014, 88) in order to level the intellectual playing field.

**Charlotte Hardacre and Dr Kaz Stuart (not present), University of Cumbria**

### 10. Designing and delivering socially just and authentic research projects

Practitioners' whose work is driven by emancipatory and socially-just notions often wish to transfer these aims to their research (Fraser, 2009; Lyons and Bike, 2013). However, researchers in the UK can find themselves diverted from these values by neoliberal demands for quantitative impact measurement and 'cause and effect' models in qualitative research (Davies, Nutley and Smith, 2000; Rigney, 2001; H.M. Treasury, 2010; Nesta, 2014). Whilst these methods are valuable in certain settings, they are not congruent with a critical-ethical methodology (Stuart and Shay, 2018). Conducting research that is authentic to practice values may be counter hegemonic to the current culture of measurement, demanding that researchers stand firm in their beliefs and enter the wilds (Brown, 2017).

Charting a clear path, from design to delivery, which maintains the socially-just aims that drove the desire to do research in the first place, is a vital task for both established and early career researchers. To do so the researcher engages in a reflexive process to disentangle the enmeshed values, beliefs and practices that shape research. This endeavor will lead to what some call an inequalities imagining (Hart, Hall, Henwood, 2003), cultural sensitivity (Tuhiwai Smith, 2012), a critical-ethical approach (Stuart and Shay, 2018), or socially just research (Fine, 2017). The resulting epistemology, ontology and methodology are critically conscious of knowledge democracy, seeking to reveal knowledge that enhances social justice and wellbeing (Maynard and Stuart, 2018).

This talk will support you to identify what you value most about your practice and to use this knowledge to create a checklist that mirrors these values throughout your research. This will be a useful tool for developing congruence between theory and practice, supporting radical or unorthodox methods and reducing ethical barriers by setting out a transparent, authentic and explanatory protocol for your socially-just research project. The tensions that may arise in this process provide reflexive insights of key areas for critically conscious practice.