**EÖTVÖS LORÁND UNIVERSITY (ELTE)**

**Bárczi Gusztáv Faculty of Special Needs Education**

**The Committee on Science and Research Ethics**

**PRINCIPLES OF RESEARCH ETHICS**

The Committee shall assess the research plans submitted to them

according to the following research ethics principles.

**Preamble**

Research in the field of special needs education-science, disability studies, medicine, psychology, social studies, education, etc. (hereinafter referred to as research of the Faculty) – in particular, research that includes persons with disabilities as research participants – must be carried out in accordance with the requirements of the Committee on Science and Research Ethics of ELTE Bárczi Gusztáv Faculty of Special Needs Education (CSRE) as detailed below.

In every case, the *research ethics review* released by CSRE includes a reference to the *Research Ethics Code of the Hungarian Academy of Sciences 2010* (<https://mta.hu/data/dokumentumok/hatteranyagok/tudomanyetikai_bizottsag/tudomanyetikai_kodex_kgy_20100504.pdf>), a reference made under section 1.1 of this document. ELTE Bárczi Gusztáv Faculty of Special Needs Education declares in all of its contracts that its contribution to research depends on researchers’ compliance with research ethics.

To ensure that ELTE Bárczi Gusztáv Faculty of Special Needs Education’s CSRE can evaluate compliance with the principles set out in this document on the basis of the research plan submitted, the primary investigator of any research project shall submit the document *Request for Research Ethics Review*, which is in the appendix of the *Standing Orders of the Committee on Science and Research Ethics of ELTE Bárczi Gusztáv Faculty of Special Needs Education*.

1. **Introduction: the broader area**
	1. *The principles laid down by the Hungarian Academy of Sciences*

Scientific research, research procedures and methodology, as well as the research process, are addressed by disciplinary standards, research ethics and local rules. They summarize all of that experience, values and moral requirements that the specific discipline or the research community of the given research institution where the proposed research is carried out expect from scientific research and researchers. The Committee on Science and Research Ethics of ELTE Bárczi Gusztáv Faculty of Special Needs Education guided by the *Hungarian Academy of Sciences Research Ethics Code 2010* holds the chapters of the document true in and of themselves. In general, these chapters:

- summarize the moral and ethical principles of scientific research (Chapter 2);

- deal with the conduct of scientific research including the planning of the research programme, the definition of research objectives, the moral principles and methodology of research, documentation planning, conflicts of interest, patents and copyrights (Chapter 3);

- entail research ethics requirements concerning the dissemination of scientific results including the scientific publication, completeness and impartiality, appropriate forms of quotation, proper authorship and corrections (Chapter 4).

* 1. *Criteria based on the UN Convention on the Rights of Persons with Disabilities (CRPD)*

Article 4,1. f)-g) states, “[…] the Parties […]

(f) undertake to promote research and development of universally designed goods, services, equipment and facilities, as defined in Article 2 of the present Convention, which should require the minimum possible adaptation and the least cost to meet the specific needs of a person with disabilities, to promote their availability and use, and to promote universal design in the development of standards and guidelines;

(g) undertake to promote research and development of, and to promote the availability and use of new technologies, including information and communications technologies, mobility aids, devices and assistive technologies suitable for persons with disabilities, giving priority to technologies at an affordable cost”.

Along with the dissemination process of research findings, research data and results should be accessible for the largest possible circle of people; and access should be ensured, first and foremost, to persons with disabilities, decision-makers, law-enforcement and anyone who works with persons with disabilities (CRPD Article 3. 3.).

1. **Obligations of certain disciplines, as well as those of Faculty representatives, in research, particularly in the case of research where the participants are persons with disabilities.**
	1. The protection of personal data pertaining to disability (special educational needs, changes in working capacity, etc.), in particular sensitive and intimate data about the given individual that are not on record at their own institution, as well as the effective exercise of rights pertaining to such data must be ensured during the course of research,.

2.2. The researcher must (if necessary, in an alternative or augmentative form of communication):

- have the oral, written or nonverbally expressed *informed consent* of the adult or child with disability that is taking part in the research, as well as that of relevant persons, prior to the investigation, and such consent may be withdrawn anytime prior to the end of the research;

- submit a declaration of confidentiality prior to the start of research.

* 1. Due to the legal incapacity or limited capacity of research participants, consent as a personal statement expressing will is of increased importance. If need be, it is also possible to obtain the consent of the legal representative or a relevant person.

2.4. A basic expectation is a professional approach on the part of the researcher, who is aware of the obvious inferiority, increased vulnerability and the comparatively limited ability for self-defence and advocacy of research participants; and, in addition to understanding these conditions, the researcher must not exploit these natural disadvantages during the research.

2.5. Due to the oppressive power relations under 2.1. and 2.2, and because the researchers themselves are in a power position, researchers are required to ensure an enhanced protection for the research participants and minimize the risks resulting from their research. They are obliged to respect and protect the mental, physical and emotional well-being of the participants in the course of the research to a maximum extent and protect them from any potential and real risks or dangers.

2.6. The researcher must ensure that participation in research is voluntary, that information is provided and that withdrawal from the research is always an option. (For example, in conveying necessary information, the researcher must consider factors such as level, method, technique, intensity and repetition; even, if necessary, obtaining several confirmations at various stages of the research instead of a single consent.)

**3. Further necessary and recommended criteria**

3.1. Persons with disabilities are typically subordinate in everyday social operations. Consequently, at the time of initial investigations, the *power relations* in connection with the concrete research area should be explored.

3.2 In the first phase of research, careful preliminary analysis should be done. That is, in one’s own research field, attempts should be made to re-conceptualize the main concepts previously taken for granted and to explore their power relations (deconstructive reasoning strategy).

Exploration of the reasoning and interpretative modes based on dominant discourse and of the underlying interest-correlations is considered progressive. Similarly, it is important to expand the historical and cultural contexts and critical interpretation of the text. (This is called hermeneutical analysis.)

3.3 It is important that researchers should regard their own knowledge as *situated knowledge*, understanding that it is temporary, historically given and dependent on a gendered viewpoint. Researchers are expected to take a critical position. (They should reflect on their own stereotypes, prejudices and use of suppressive terms or cultural narratives.)

3.4 It is advised to conduct research in an inclusive (participative and/or emancipative) way. In the case of persons with high support needs, the cooperating partners are the subjects themselves. Cooperation can be extended to relevant persons, too.

3.5 It is necessary to explore the issue of sustainability with regard to the research from start to finish, including even the dissemination process.

**Further criteria of research rights and publication**

<https://mta.hu/data/dokumentumok/english/background/Science_Ethics_Code_English.pdf>

Budapest, 2019. 03. 28.