

Feminist disability research and activism in the Latin American academy

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This poster presents the findings of a research that followed a cross-sectional, non-experimental design with qualitative methodology, in which the relationship between research and feminist disability activism in Latin America was investigated. Thirty-five researchers and nineteen activists were interviewed in depth about their work in academic production spaces. Three elements of an enabling academic logic emerged that condition the relationship and production of knowledge as a whole. These are: (1) the generalized lack of access of people with disabilities to these spaces, (2) the individualization of institutional responsibility for inclusion on the shoulders of people with disabilities, and (3) the absence of accessibility conditions, specifically for people with intellectual and/or developmental disabilities. These elements are linked to forms of discrimination against people with disabilities that hinder their participation in these contexts and the careful approach to disability as an object of study connected to communities and life experiences related to it. In this framework, the discourses of researchers and activists operate in tension and dialogue, through criticism and resistance to the prevailing dynamics of scientific productivity, the historical exclusion of certain groups and the epistemological sovereignty of approaches such as biomedicine.

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