



**International Conference:  
Evidence in Global Disability and Health**

<b>Applicant Details</b>	
<b>Name:</b>	Kathrin Schmidt
<b>Position:</b>	Research assistant
<b>Institution:</b>	Sociology of Diversity Chair, Technische Universität München (Germany)
<b>Level of study (if applicable) (e.g. MA, PhD):</b>	
<b>E-mail:</b>	kathrin.schmidt@tum.de
<b>Phone number:</b>	+49 (0)89 289 24465
<b>Preferred presentation format:</b>	<input type="checkbox"/> Oral <input type="checkbox"/> Poster  <input checked="" type="checkbox"/> Oral or poster

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## ABSTRACT

**Title:**                    **The ability to think inclusively – ‘dis/ability and inclusion’ as elements in academic study programmes**

**Abstract text (limited to 300 words, should include background, methods, results and conclusions):**

The new Sustainable Development framework aims at guiding global development until 2030. Whilst the MDGs did not explicitly mention the importance of including persons with disabilities in the development agenda, the SDGs mention disability in seven of the 169 targets. The UNCRPD can easily be linked to the idea of sustainable and inclusive development: many of the rights enshrined in the UNCRPD directly relate to specific goals mentioned in the Sustainable Development framework.

To ensure that persons with disabilities are adequately and sustainably considered in the process of implementation, it is necessary to apply different strategies. Not only is it crucial to convince politicians and development planners currently in office to include persons with disabilities in development processes, it is also timely to mainstream the topic of inclusive development in different study programmes to ensure that future professionals are able to think inclusively.

In this context, the CBR matrix may prove a good tool to structure academic study modules that can be inserted into different study programmes. Indeed, besides investigating the importance of inclusion in the areas of health, education, social life, livelihood promotion and empowerment, it is also important to acquaint students with various approaches used to involve persons with disabilities as ‘experts in their own affairs’ such as inclusive research, participatory action research as well as empowerment research.

The paper will thus present the challenges and opportunities encountered when integrating the topic of dis/ability and inclusion into different study programmes. The presenter will draw from experiences gained during a university partnership programme between Pwani University (Kenya) and Technische Universität München (Germany) aiming at developing a common curriculum within the project “CBResearch” (funded by the German Academic Exchange Service (DAAD), financed by the German Federal Ministry for Economic Cooperation and Development (BMZ).

**Deadline for abstract submission: November 30, 2015**

Please submit your abstract to: [disabilitycentre@lshtm.ac.uk](mailto:disabilitycentre@lshtm.ac.uk)

**Restricted to one first author abstract per participant.**

If you have any questions, please write to:

[disabilitycentre@lshtm.ac.uk](mailto:disabilitycentre@lshtm.ac.uk)