"Inclusion starts with **seeing each other** as human."

Anne-Fleur Brunn | Chronic fatigue

I live with chronic fatigue, which means **my entire life revolves around carefully managing energy**. Rest is not optional for me; it is necessary to function and continue studying. The biggest obstacle however is often not my disability itself, but the way society and institutions are organized around it. Meaningful inclusion requires structural change: more research, more visibility, more education, and more representation around disability.
University was not the future people imagined for me. I am proud that I am still here. Not because I believe disabled students need to prove themselves, but because continuing despite all the barriers has required enormous resilience. Almost everyone experiences some form of limitation at some point in life. That is simply part of being human. Yet universities still tend to treat disability as something exceptional instead of structural.

Studying with a disability

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"My study experience isn't how I would have wanted to experience my education. It's just the way **I've made education manageable for myself**."

Emanuella Mejía Beiancourt | Autism & ADHD

Going to university had always been a dream of mine, but once I arrived, I quickly realized how inaccessible higher education can feel when your brain processes the world differently. I began learning how to build my life and studies around what I call an "autistic lens" - understanding the way my brain functions instead of constantly trying to force myself into neurotypical expectations. This came with a lot of obstacles.

Despite everything, I remain deeply motivated to continue studying. Growing up, I rarely saw neurodivergent adults succeeding within higher education. I want younger students with autism or ADHD to see that university is possible for them too. Not because it is easy, but because they deserve to see themselves reflected there.

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