

Abstract

This research project, carried out in collaboration with the Hertie School's Office for Diversity, Equity, and Inclusion (DEI), under the supervision of the Dean of Graduate Programmes, aimed to assess and enhance the Hertie School's accommodation practices for disabled students. The research involved a dual approach: first, the collection of qualitative data through interviews with current students and the researchers' own review of the institution's available resources established important areas of focus. This was followed by a comprehensive review of related literature and examples of best practices. By identifying good practice and potential barriers to academic success, highlighting demographic disparities, and centering the lived experiences of students, this project seeks to provide actionable recommendations to promote greater accessibility at the Hertie School, and improve the experiences of students with disabilities moving forward. Grounded in disability justice scholarship and informed by the social model of disability, the research presented aims to recognise intersectional factors that may exacerbate challenges for disabled students. The final output includes a detailed report on current practices, strengths, and weaknesses, to be presented as a resource for the Hertie School. This project underscores the importance of a human rights perspective on disability in higher education, and advocates for equal access as a pathway to broader social and economic inclusion.

Key Words: Accessibility, Accommodations, Higher Education, Diversity, Equity, and Inclusion (DEI), Disability, UNCRPD