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Abstract

In Higher Education, inclusion and the enhancement of equality of opportunities and practices appeal as imperative, in most Western societies' laws. Inclusive education literature, however, reveals that despite inclusion's strong advocacy, delivery remains problematic, as beyond the surface of institutional policy, the reality of university life for students with disabilities may be one of continued exclusion and barriers to learning. Furthermore, in many countries, including Greece, the voices of students with disabilities appear significantly under-represented, not only in policy-making processes and practices, but also in the area of research. (HRK / Abstract übernommen)