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Author

HADJIKAKOU, Kika

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Abstract

Internationally, the number of students with disabilities entering higher education institutions is on the rise. Research estimates that 8?10% of students attending higher education are registered with disability, with learning difficulties being the most commonly reported disability. Widening participation in higher education has been supported by legislative changes, inclusive education practices, the use of ICT and accessible facilities and programs and, ultimately, an increasing belief among students with disabilities that higher education maximizes their opportunities for employment and independent living. Within the Cypriot context, research on disability, access and provision in higher education is limited. This study was a part of a large-scale study (PERSEAS) funded by the EU. From the original sample, 15 students attending private higher education institutions in Cyprus reported disability (i.e., sensory impairment, dyslexia, physical disabilities) and were selected for focus group discussions. Also, interviews and focus groups were conducted with the Headmasters and

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teachers, respectively, in 10 private higher education institutions. This study yielded interesting results regarding the current state of provision (e.g., concessions for exams and assignments, infrastructure, teaching modification, counseling services) as well as issues of social inclusion, equality of opportunity and entitlement to education. (HRK / Abstract übernommen) Hartas, Dimitra, E-Mail: d.hartas@warwick.ac.uk