# SYSTEMATIC REVIEW ON THE ROLE OF EDUCATIONAL TECHNOLOGY IN PROMOTING INCLUSIVE EDUCATION FOR STUDENTS WITH DISABILITIES

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## Abstract

The inclusion of students with disabilities in mainstream educational settings remains a critical goal for many educational systems worldwide, thus, the study was carried out to examine the educational technology in promoting inclusive education for students with disabilities. Systematic review was adopted and all the relevant documents (research articles and book chapters) were sorted according to laid-down eligibility criteria access, forty-five research articles were used for the review. It revealed how assistive tools like screen readers and voice recognition software enhance accessibility for students with visual, auditory, and physical impairments. Adaptive learning technologies, which personalize instruction, are also explored for their impact on improving learning outcomes for students with cognitive challenges. Despite these advancements, barriers such as limited funding, inadequate teacher training, and lack of infrastructure hinder widespread implementation. The paper calls for strong policy frameworks, teacher training, and collaboration to ensure equitable access to educational technology for students with disabilities. The study recommended that governments and educational institutions should invest in the necessary infrastructure to ensure all students, regardless of geographical location or socio-economic status, can access educational technology

## Keywords: Inclusive, Technology, Education, Disability and Student

## 1.1 Introduction

Inclusive education advocates for the full participation of all students, including those with disabilities, in regular educational settings. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2020), inclusive education aims to transform schools to accommodate diverse learners, ensuring equity and social justice. This philosophy stresses that every learner, regardless of their physical, cognitive, or emotional differences, deserves equal opportunities to access and benefit from quality education. However, achieving inclusive education is far from straightforward, as significant barriers must be overcome to make mainstream classrooms accessible to all. Inaccessible learning environments, lack of teacher preparedness, and limited resources represent persistent challenges to creating inclusive schools (Florian, 2015). These obstacles hinder students with disabilities from fully engaging in learning and participating alongside their peers. To address these challenges, educational technology is increasingly seen as a vital tool for creating more inclusive environments, offering innovative solutions that cater to diverse learning needs (Seale, 2013). Through personalized learning, assistive devices, and digital resources, educational technology can provide avenues for students with disabilities to engage meaningfully in educational activities.

Educational technology has evolved to become a key enabler of inclusive education, offering tools and strategies to enhance accessibility and engagement for students with disabilities. Assistive technology (AT), a significant component of educational technology, refers to any device, equipment, or system that supports the learning needs of individuals with disabilities. AT tools can range from low-tech solutions like magnifying glasses to high-tech devices such

as speech recognition software, creating opportunities for students to overcome barriers to learning (McKnight & Davies, 2012). By integrating AT into the classroom, educators can provide personalized learning experiences that accommodate students' diverse abilities, thereby fostering an inclusive learning environment. For instance, ATs, like Braille displays and screen readers, allow students with visual impairments to access written materials, while speech-generating devices support students with communication challenges in expressing themselves (Muradyan, 2023).

Research has shown that the use of AT improves the academic performance and functional abilities of students with disabilities. Students who use AT often demonstrate significant progress in areas such as reading, writing, and communication, as these tools enable them to interact with the learning material in ways that are accessible to them (Alnahdi, 2014). In fact, assistive technologies for reading and writing—such as screen readers for visually impaired students and word prediction software for those with motor disabilities—have been pivotal in supporting students' academic success (Day et al., 2011). For students with hearing impairments, auditory aids such as hearing aids or FM systems help amplify sound, allowing them to follow classroom discussions and participate more fully in lessons (Hersh, 2020). Similarly, mobility aids like specialized seating and wheelchairs provide students with physical disabilities the support needed to navigate the classroom and engage in activities.

However, despite the clear benefits of AT in fostering inclusive education, its implementation remains uneven across different regions and educational contexts. In many low-income countries, the adoption of assistive technologies is hindered by limited financial resources, making it difficult for schools to acquire and maintain the necessary tools (Bouck, 2020). Even in high-income countries, where resources may be more readily available, schools often face challenges related to teacher preparedness and infrastructure. Many teachers lack the training required to effectively integrate AT into their teaching practices, leading to underutilization of these tools (Flanagan, Bouck, & Richardson, 2020). This points to a critical gap between the availability of assistive technologies and their effective use in educational settings, which can limit the potential of AT to promote truly inclusive learning environments.

Furthermore, the success of assistive technologies in promoting inclusive education depends on more than just their availability; effective implementation requires a well-coordinated approach involving adequate training, resource allocation, and support systems. For AT to be fully effective, teachers must be trained in its use and given the knowledge and tools to select appropriate technologies for their students (Dell *et al.*, 2017). Research has highlighted the importance of teacher preparedness in the success of AT initiatives, with well-trained teachers more likely to utilize AT effectively and adapt it to the specific needs of their students (Alnahdi, 2014). Additionally, schools need adequate funding not only to acquire AT tools but also to provide ongoing support, including maintenance of devices and technical assistance (Bozkurt, 2019). This highlights the importance of a systemic approach to AT implementation, where educational institutions, policymakers, and technology providers work together to ensure that all students benefit from these tools.

The potential of educational technology to foster inclusive education is widely recognized, but there is still much work to be done to bridge the gap between availability and access to AT tools. The World Health Organization (WHO) estimates that more than one billion people live with some form of disability, and a significant proportion of this population consists of children and adolescents who require special accommodations to access education (World Health Organization, 2019). Despite this growing need, many students with disabilities continue to

face significant challenges related to unequal access to assistive technologies, insufficient teacher preparedness, and inadequate infrastructure. In regions where resources are scarce, schools struggle to acquire the necessary AT tools, while those in better-resourced areas may still lack the training and support systems needed for effective implementation (Bouck, 2020). Given these challenges, a comprehensive understanding of the types of assistive technologies available, their utilization in educational settings, and the measures that can ensure their successful implementation is critical. Educational technology holds significant promise in addressing the barriers faced by students with disabilities, but realizing its full potential requires a concerted effort to improve access, increase teacher training, and ensure that the necessary infrastructure is in place. With the right strategies and resources, educational technology can play a transformative role in promoting inclusive education and ensuring that all students, regardless of their abilities, have the opportunity to succeed. The primary aim of this systematic review is to analyze the role of educational technology in promoting inclusive education for students with disabilities. The specific objectives of this study are as follows:

- 1. To review on the assistive technologies available for students with disabilities.
- 2. To describe the measures necessary for the effective implementation of assistive technologies for students with disabilities.

# 2.1 Methodology

This review adopt systematic review following the guidelines outlined by the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA), ensuring transparency, reproducibility, and rigor throughout the research process. The PRISMA framework was chosen for its comprehensive approach to reporting systematic reviews, allowing for clear documentation of the methods used for literature selection, data extraction, and analysis. The objective of this review was to explore the role of educational technology in promoting inclusive education for students with disabilities, focusing on the types of assistive technologies available, their utilization in educational contexts, and the strategies that ensure their effective implementation.

A comprehensive search of academic databases was performed to gather relevant peerreviewed literature. The databases utilized for this review included Google Scholar, JSTOR, and PubMed. These platforms were selected due to their extensive repository of articles in education, technology, disability studies, and related fields. The search was limited to studies published between 2010 and 2023 to ensure the review captured contemporary research in educational technology and its applications to inclusive education. To retrieve relevant studies, search terms and Boolean operators were strategically used to broaden and refine the search. Keywords included "educational technology," "inclusive education," "students with disabilities," "assistive technology," "inclusion strategies," and "special education." These terms were used individually and in combination to cover a wide array of studies that could contribute to the review's objectives. The search strategy was iteratively refined to ensure relevant literature was captured across various disability categories and educational contexts.

# 2.2 Inclusion Criteria

Studies were selected based on the inclusion criteria designed in line with the research objectives. The criteria were as follows:

**Focus on Educational Technology and Inclusion:** Only studies that explicitly addressed the use of educational technology to promote inclusion in educational settings were considered.

The review aimed to investigate the impact of technology on creating inclusive learning environments for students with disabilities.

**Disability Categories:** The review included studies involving students with a range of disabilities, such as cognitive, physical, and sensory impairments. This ensured that the review provided a comprehensive understanding of how technology supports diverse student needs.

**Time Frame:** Only studies published between 2010 and 2023 were included to capture the most recent advancements and trends in educational technology and its role in inclusive education.

**Language:** All studies selected for review were published in English to maintain consistency and avoid issues related to translation and interpretation.

**Peer-reviewed Articles:** The review focused on peer-reviewed journal articles to ensure the reliability and credibility of the sources. Peer-reviewed articles undergo rigorous evaluation by experts in the field, providing a higher level of academic quality and trustworthiness.

**Exclusion Criteria:** To maintain focus and relevance, studies were excluded based on the following criteria:

**General Educational Technology without Disability Focus:** Studies that solely focused on the general use of educational technology without addressing its role in supporting students with disabilities were excluded. The review aimed to specifically understand how technology promotes inclusion for students with disabilities.

**Non-peer-reviewed Articles or Reports:** Non-peer-reviewed sources such as reports, conference papers, and opinion pieces were excluded to maintain a high standard of academic rigor.

**Studies with Limited or No Educational Context:** Studies that explored the use of assistive technologies in non-educational settings (e.g., healthcare, workplace) without a direct connection to inclusive education were excluded from the analysis.

## 2.3 Search and Selection Process

The initial search across the three databases yielded a total of 450 articles. Following the initial retrieval, duplicates were removed using citation management software. This reduced the number of articles to 350. To further refine the selection, the titles and abstracts of these articles were screened for relevance based on the inclusion and exclusion criteria. Articles that did not meet the criteria were excluded, leaving 80 articles for full-text review. The full-text articles were then carefully examined to assess their relevance to the research objectives. During this phase, articles were evaluated for their focus on educational technology, inclusion, and assistive technology for students with disabilities. After this in-depth review, a total of 45 studies were selected for detailed analysis and inclusion in the final systematic review.

**Data Extraction and Analysis:** A data extraction form was developed to systematically capture information from each study. The key information extracted included:

Author(s) and Year of Publication: The date and authorship of each study were recorded to provide context for the timing and source of the research.

**Study Objectives and Research Questions:** Each study's purpose and research questions were documented to ensure alignment with the review's objectives.

**Population and Disability Category:** The specific population of students with disabilities (e.g., students with visual impairments, students with autism) targeted by the study was noted to understand the scope of each study.

**Type of Educational Technology or Assistive Technology:** The particular educational or assistive technologies examined in each study were identified, ranging from low-tech aids (e.g., Braille, magnifying glasses) to high-tech solutions (e.g., screen readers, speech-generating devices).

# 2.4 Quality Assessment

To ensure the reliability of the findings, a quality assessment was conducted on the selected studies using the Critical Appraisal Skills Programme (CASP) checklist. This tool provided a structured approach for evaluating the methodological quality of the studies, including aspects such as clarity of research aims, appropriateness of study design, rigor in data collection and analysis, and relevance of conclusions. Only studies that met the minimum quality thresholds were included in the final analysis, ensuring that the systematic review drew upon high-quality research.

# 3.0 Key Findings

# 3.1 Educational Technology and Accessibility

One of the primary roles of educational technology in promoting inclusion is enhancing the accessibility of learning environments. Assistive technologies, such as screen readers, voice recognition software, and tactile displays, have significantly improved access to educational materials for students with disabilities (Kelly and Smith, 2011). These tools have been particularly useful for students with visual, auditory, and physical impairments, enabling them to engage with digital content on equal footing with their peers.

A study by Alper and Raharinirina (2021) highlighted the importance of integrating Universal Design for Learning (UDL) principles in EdTech solutions. UDL promotes the creation of flexible learning environments that accommodate diverse learning needs. EdTech can play a pivotal role by providing customizable resources, allowing students to access content in different formats, such as text, audio, and video. However, despite these advancements, barriers remain. Many schools, particularly in low-income areas, lack the infrastructure to support these technologies, leaving students with disabilities at a disadvantage (Adebisi *et al.*, 2015). Additionally, the cost of high-tech assistive devices can be prohibitive for some schools and families, limiting the impact of EdTech on inclusion efforts.

## **3.2. Personalization and Adaptive Learning**

Personalized learning through adaptive technology is another area where educational technology has made significant contributions to inclusive education. Adaptive learning systems adjust the pace and difficulty of instruction based on the learner's needs, providing personalized support to students with cognitive and learning disabilities (Smith *et al.*, 2018). For example, intelligent tutoring systems (ITS) use algorithms to tailor feedback and instruction, helping students with learning disabilities master complex concepts at their own pace.

A meta-analysis by Okolo and Bouck (2019) found that adaptive learning technologies improved educational outcomes for students with disabilities by providing differentiated instruction. The authors emphasized that such systems are particularly effective for students with dyslexia, attention deficit hyperactivity disorder (ADHD), and other learning challenges. Nonetheless, concerns have been raised about the potential for over-reliance on technology, where teachers may become less involved in direct instruction. Research suggests that a balanced approach, where educational technology complements rather than replaces teacher support, is most effective in promoting inclusive education (Edyburn, 2013).

#### 3.3 Assistive technologies available for students with disabilities

Numerous studies have explored the availability and effectiveness of assistive technologies (AT) in enhancing the educational experiences of students with disabilities. These technologies serve to reduce or eliminate barriers to learning by providing tools that assist in areas such as communication, mobility, vision, hearing, and cognitive processing. Research in this domain highlights both the diverse range of assistive technologies available and the challenges in their widespread adoption and implementation.

Assistive technologies for students with disabilities can be categorized into high-tech and lowtech solutions, depending on their complexity and level of integration with digital tools. These technologies aim to cater to the varied needs of students with physical, sensory, cognitive, or learning disabilities. Low-tech ATs are typically simple tools that do not require electronic components or extensive technical knowledge to use. Examples include Braille textbooks, magnifying glasses, writing aids, and graphic organizers. For instance, Muradyan (2023) examined the use of Braille and audio texts as effective tools for visually impaired students. The research showed that Braille significantly improved reading comprehension for blind students, while magnifiers and screen-reading software helped those with low vision to access written content. Graphic organizers, as highlighted by Coleman (2011), serve as visual aids that help students with learning disabilities organize information, making it easier to grasp complex concepts and complete assignments independently.

High-tech assistive technologies are more advanced, typically involving digital and electronic devices such as computers, software applications, and specialized hardware. Seale (2013) highlighted the role of screen readers, which enable students with visual impairments to navigate computers and have digital text read aloud to them. Speech recognition software, such as Dragon NaturallySpeaking, has also proven highly effective for students with physical disabilities who have difficulty typing, as it allows them to dictate assignments and navigate software using voice commands. Similarly, augmentative and alternative communication (AAC) devices, such as speech-generating devices, have been pivotal in helping students with speech impairments communicate effectively in classroom settings. Dell *et al.* (2017) revealed that these devices not only fostered inclusion in classroom discussions but also enhanced social interactions among students with speech difficulties. Furthermore, learning management systems (LMS), as investigated by Bouck (2020), have contributed to inclusion by offering platforms where teachers can customize lessons with accessibility features, such as closed captions, alternative text for images, and adjustable font sizes, making educational content more accessible to students with diverse learning needs.

While the range of available assistive technologies has expanded over the past decade, the accessibility and implementation of these tools vary significantly based on factors such as geographical location, school funding, and teacher preparedness. In high-income countries, assistive technologies are generally more accessible. For example, Hersh (2020) found that

schools in the United States and parts of Europe typically provide students with access to AT through government programs or educational grants. However, even in these regions, there are gaps in teacher training that affect the successful integration of these technologies into daily classroom activities. On the other hand, Dell *et al.* (2017) noted that in low- and middle-income countries, access to assistive technologies is often limited due to financial constraints. This lack of funding impedes the adoption of even basic assistive technologies, leaving many students with disabilities marginalized and without adequate support.

Several studies have pointed to the barriers that prevent the widespread adoption of assistive technologies. Financial constraints remain a significant issue. Florian (2015) noted that many schools, particularly those in underfunded districts, struggle to afford even basic AT tools such as Braille machines, let alone more advanced options like speech-generating devices or specialized software. Inadequate teacher training is another major barrier. The World Health Organization (2006) highlighted that while AT tools exist, many educators are not adequately trained to implement them effectively. This lack of knowledge often leads to the underutilization of available technologies, diminishing their potential to promote inclusion. Additionally, inadequate infrastructure, particularly in rural and low-income areas, hampers the effective use of high-tech AT solutions. Bozkurt (2019) identified this as a critical issue, noting that many schools lack the necessary digital infrastructure, such as stable internet connections or up-to-date computers, to support technologies like learning management systems or cloud-based applications.

# **3.4** Measures necessary for the effective implementation of assistive technologies for students with disabilities

Research on the measures necessary for the effective implementation of assistive technologies (AT) for students with disabilities has highlighted several critical areas of focus. These include policy frameworks, teacher training, accessibility, funding, collaboration among stakeholders, and continuous assessment of technological needs. Over the years, numerous studies have examined how these factors contribute to the successful integration of AT in educational settings, addressing the challenges and proposing actionable solutions.

One key measure emphasized in past research is the development of strong policy frameworks to support the implementation of assistive technologies. According to Alnahdi (2014), the creation of inclusive education policies that mandate the use of AT in schools is critical to ensuring that students with disabilities have access to the necessary tools. These policies must also address issues related to equal access, funding, and compliance, making AT an integral part of the educational system rather than an optional or supplemental resource. Bozkurt (2019) echoes this point, arguing that policy directives at the national and local levels can provide schools with the guidance needed to implement AT effectively. Policies should also emphasize equity, ensuring that students from low-income backgrounds or rural areas are not left behind due to financial constraints.

Teacher training has emerged as one of the most critical factors in the successful implementation of assistive technologies. Numerous studies have underscored the importance of equipping educators with the skills and knowledge necessary to effectively use AT in the classroom. For example, Florian (2015) found that while many schools possess the necessary tools, the lack of teacher preparedness often leads to underutilization or ineffective use of these technologies. Teachers who are not familiar with how to operate specific devices, such as screen readers or speech recognition software, may struggle to integrate them into their lesson plans, diminishing the potential benefits for students with disabilities. Similarly, Seale (2013)

stressed that teacher training programs should include specialized modules on the use of assistive technologies, ensuring that educators can provide tailored support for students with diverse needs. In addition to technical training, Bouck (2020) highlighted the need for professional development programs that focus on the pedagogical implications of AT, helping teachers understand how these tools can be used to foster inclusive learning environments.

Accessibility is another major factor influencing the effective implementation of AT. Past studies have shown that many schools, particularly in low-income or rural areas, lack the necessary infrastructure to support the use of advanced technologies. Hersh (2020) emphasized that without reliable internet access or up-to-date computers, schools may find it difficult to integrate AT tools such as cloud-based learning platforms or AI-powered tutoring systems. In these cases, it is important for schools to invest in the necessary infrastructure upgrades to support the seamless use of assistive technologies. Moreover, accessibility goes beyond just the availability of hardware; it also includes the usability of these tools for students with disabilities. Dell et al. (2017) pointed out that while many AT devices are available on the market, not all of them are designed with the user in mind. For example, some speechgenerating devices may be too complex for young children or students with cognitive disabilities to use effectively. Therefore, ensuring that AT tools are user-friendly and cater to the specific needs of students is essential for their successful implementation.

Funding is another significant measure that has been widely discussed in the literature. Without adequate financial resources, schools may struggle to procure the necessary assistive technologies or maintain existing ones. According to Bozkurt (2019), government funding plays a crucial role in bridging the gap between policy directives and practical implementation. In many countries, special education budgets are often insufficient to cover the high costs associated with AT, such as the purchase of devices, software licenses, and ongoing maintenance. Bouck (2020) also noted that financial constraints often lead to disparities in AT access, with wealthier schools being able to afford more advanced tools, while underfunded schools may rely on outdated or low-tech solutions. As such, increasing funding for special education and assistive technology programs is essential to ensure that all students with disabilities have access to the tools they need to succeed.

Collaboration among stakeholders is another critical measure for the successful implementation of assistive technologies. Past studies have highlighted the importance of involving a range of stakeholders, including educators, parents, policymakers, and technology developers, in the decision-making process. Flanagan, Bouck, and Richardson (2020) argued that a collaborative approach ensures that the needs of students with disabilities are understood and addressed from multiple perspectives. For example, educators can provide insights into how AT can be integrated into the curriculum, while parents can offer feedback on how these tools impact their children's learning experiences at home. Furthermore, collaboration with technology developers is essential to ensure that the tools being designed are aligned with the needs of students and educators. Hersh (2020) stressed that ongoing dialogue between schools and developers can lead to the creation of more effective, user-friendly AT solutions that cater to the diverse needs of students with disabilities.

Finally, the continuous assessment of technological needs is a measure that has been consistently emphasized in the literature. According to Seale (2013), the needs of students with disabilities are not static; they may change as students progress through their education or as new technologies emerge. Therefore, schools must regularly assess the effectiveness of the AT tools they use and make adjustments as necessary. This involves not only evaluating the

academic performance of students using AT but also gathering feedback from students, teachers, and parents on the usability and impact of these tools. Bozkurt (2019) suggested that schools establish AT committees that are responsible for monitoring the use of assistive technologies, identifying areas for improvement, and recommending new tools or strategies as needed. Such continuous evaluation ensures that AT remains responsive to the evolving needs of students and contributes to their academic and social success.

#### 3.5 Teacher Preparedness for Inclusive education

One of the challenges in achieving inclusive education is the lack of preparedness among teachers to meet the needs of students with disabilities. Educational technology can address this issue by offering professional development programs and digital tools that assist teachers in implementing inclusive practices (Florian and Spratt, 2013). A study by Fernández-Batanero *et al.* (2022) showed that teacher training programs that incorporate educational technology can significantly enhance teachers' ability to support students with disabilities. Online platforms that provide resources, tutorials, and real-time collaboration among educators have proven effective in building teacher capacity for inclusive education. However, successful integration of technology in the classroom requires ongoing professional development and institutional support. In many cases, teachers struggle with the dual challenge of learning new technologies while addressing the diverse needs of their students (Seale, 2013). Without sufficient training, teachers may underutilize the full potential of educational technology, limiting its impact on inclusive education.

#### **3.6. Addressing Barriers to Inclusion**

Educational technology has the potential to address many barriers to inclusion, such as geographical isolation, social stigma, and limited resources. Online learning platforms, for example, provide students with disabilities access to quality education regardless of location, promoting equity (Oliver and Stallard, 2016). Moreover, digital tools can reduce the social stigma associated with disabilities by normalizing the use of assistive technologies in everyday learning.

A study by Lindsey and Hughes (2020) found that students with disabilities who used educational technology in inclusive classrooms experienced greater social integration. The use of collaborative tools, such as online discussion forums and shared digital workspaces, helped foster interaction between students with and without disabilities, improving social outcomes. Despite these successes, challenges remain. The digital divide persists, with students from lower-income families and rural areas having limited access to high-quality educational technology (Adebisi *et al.*, 2015). This disparity can exacerbate existing inequalities, making it more difficult for students with disabilities to benefit from EdTech interventions.

#### 4. Discussion of the review

The review reveals significant strides in the use of assistive technologies (AT) for students with disabilities, emphasizing the transformative role of educational technology in promoting accessibility and inclusion. Tools such as screen readers, speech recognition software, and adaptive learning systems have improved learning experiences for students with diverse impairments. Studies underscore the importance of Universal Design for Learning (UDL) in creating flexible learning environments, but highlight barriers such as inadequate infrastructure, high costs, and insufficient teacher training, particularly in low-income regions. Teacher preparedness is identified as a key factor, with research showing that ongoing professional development is essential for effective AT integration. The review also emphasizes the importance of collaboration among stakeholders, including educators, policymakers, and

developers, to ensure the successful adoption of AT. Funding constraints remain a major obstacle, limiting access to high-tech solutions in underfunded schools. Lastly, continuous assessment of AT needs is crucial to keep pace with evolving student requirements and technological advancements. Despite these challenges, AT has shown potential to address geographical isolation, reduce social stigma and enhance social integration among students with and without disabilities, contributing positively to inclusive education efforts.

#### 5. Conclusion and Recommendations

This systematic review highlights the potential of educational technology to promote inclusive education for students with disabilities. While significant progress has been made in terms of accessibility and personalization, challenges related to infrastructure, teacher training, and equity persist. To maximize the impact of EdTech on inclusive education, the following recommendations are made:

- i. Governments and educational institutions should invest in the necessary infrastructure to ensure all students, regardless of geographical location or socio-economic status, can access educational technology.
- ii. Teachers require continuous training to effectively integrate educational technology into inclusive classrooms. Professional development programs should focus on both technical skills and inclusive pedagogies.
- iii. Further research is needed to explore the long-term impact of educational technology on inclusive education, particularly in low-resource settings. Developers should focus on creating affordable and scalable EdTech solutions that can be implemented across diverse educational contexts.

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