The Special Educator
A Journal Publication of
The Nigeria Association of Special Education Teachers (NASET)
Print ISSN: 1597-1767 e-ISSN: 2971-5709
https://www.tspeducator.com
Volume 24; Issue 3; September, 2026; Page No. 128-134.

Reconceptualizing Assistive Technology Integration in Inclusive Education for Learners with Special Needs in Nigeria: A Theoretical Perspective

***Samson, O., & Ibara, R. F.**

Department of Special Needs Education, Faculty of Education, Ignatius Ajuru University of Education

***Corresponding author email:** samson.ogoloma@iaue.edu.ng

Abstract

Assistive technology is an important factor in inclusive education as it improves access, participation, communication, independence, and achievement of learners with disabilities. While there is growing policy awareness and interest in inclusive education in Nigeria, effective integration of assistive technology is hindered by low levels of funding, poor infrastructure, limited technology resources, lack of teacher readiness, and low institutional support. This is a theoretical view on AT integration for learners with SEND in inclusive education in Nigeria. Important concepts related to assistive technology, learners with special needs, and academic achievement are explored and included in the discussion of the technological, instructional, and social dimensions of integration by drawing on the Technology Acceptance Model, Universal Design for Learning, and Socio-Cultural Theory. It highlights the need for teacher readiness, inclusive teaching practices, institutional support, and collaborative learning spaces for effective technology utilization. The paper also re-conceptualises assistive technology integration as an educational process that is systemic and collaborative and introduces a framework that demonstrates how these factors relate to each other in enhancing educational participation and outcomes. The paper concludes that effective integration needs supportive educational systems, ongoing teacher development, and strong institutional commitment.

Keywords: Assistive Technology, Inclusive Education, Re-Conceptualization, Special Needs Education

Introduction

Inclusive education has become a major issue in the world of education and is a priority in seeking to provide equal learning opportunities to all learners irrespective of their physical, sensory, intellectual, or developmental difficulties. International policies and agendas such as the Sustainable Development Goals and UNESCO Salamanca Statement call for education systems to foster participation, equity, accessibility, and quality learning for learners with disabilities (UNESCO, 2020; UNESCO, 2022). In this worldwide trend, assistive technology has become more and more acknowledged as a key tool for inclusive education in order to enhance access to teaching, communication, participation, and academic involvement of people with special needs. Assistive technology includes items, equipment, and adaptive systems that are used to increase, maintain, or improve the functional capabilities of a person with a disability. Low technology devices include magnifiers, adapted writing equipment, and visual aids, while high technology devices include screen readers, speech-to-text software, braille displays, captioning devices, and augmentative communication devices. Assistive technology in education enables learners to access the learning materials, engage in classroom activities, and demonstrate learning outcomes according to their ability and need (Cook & Polgar, 2015; UNESCO, 2022). In addition to making it easier to access the curriculum and resources, assistive technology can increase learner independence, confidence, motivation, and participation in inclusive classrooms. The policy of inclusive education has brought about heightened awareness about the educational rights and learning needs of persons with disabilities in Nigeria. Implementing these policy statements in the classroom, however, can be difficult, especially as it pertains to AT provision and use. Nigerian schools show that access to suitable AT devices and services, lack of training for school staff, and unreliable

electricity supply are significant challenges in the effective use of AT devices (Okonji & Ogwezzy, 2019). The evidence also suggests that the hurdles faced by learners with disabilities in gaining access to meaningful participation in inclusive educational settings remain an issue in more recent times (Nwosu et al., 2024). These challenges point to the fact that integration of assistive technology is not only about access to the right technology; it is also about the competence of the teacher, supportive institutional structures, and accessible learning environments as well. The challenge of integrating assistive technology is not only to make it available but to use it effectively in teaching and learning. Successful integration demands that teachers have the knowledge, technical skills, and pedagogical skills to integrate assistive devices into instructional delivery. It also needs supportive institutional structures, flexible instructional approaches, and collaborative learning environments that are able to accommodate learner diversity. The use of AT is sometimes limited despite its potential to enhance participation and academic success for learners with special needs when these conditions are not present (Edyburn, 2020; Florian, 2021). Thus, this paper is based on the theoretical viewpoint of the integration of assistive technology in the inclusive education of learners with special needs in Nigeria. Major concepts related to assistive technology and inclusive education are discussed, as well as theoretical foundations relevant to technology integration and factors that are important for effective implementation in inclusive classrooms. The paper also introduces a new perspective that frames AT integration as a complex and collaborative process across four dimensions: teacher readiness, instructional design, institutional support, and inclusive learning environments.

Conceptual Review

Assistive Technology

Assistive technology (AT) is equipment, software, devices, and support systems that increase, maintain, or enhance a person's functional capabilities and/or their involvement in activities of daily living, including education. In the context of inclusive education, AT enables learners with special needs to access the curriculum, communicate, engage in classroom activities, and demonstrate learning in alternative ways. From low-tech equipment, like magnifiers, adapted writing tools, hearing aids, and more, to high-tech equipment such as screen readers, braille displays, augmentative communication devices, speech recognition software, captioning systems, etc. (Cook & Polgar, 2015; UNESCO, 2022). Assistive technology helps to minimize obstacles to learning, foster independence and participation of learners with disabilities, and enhance the learning progress of learners with disabilities (Alper & Raharinirina, 2006; Alkahtani, 2021; Edyburn, 2020).

Assistive Technology Integration

Assistive technology integration (ATI) is the systematic integration of assistive tools and AT into instructional delivery, classroom activities, assessment, and learning environments to support learners with special needs. Effective integration goes beyond access to devices and involves using them in ways that enhance student engagement, access, and learning (UNESCO, 2022). For successful integration, alignment of learner needs, instructional strategies, and technological resources is necessary, and teachers play a crucial role in choosing suitable tools and modifying instruction to meet the diversity of learners. Teacher competence and professional training, as well as positive attitudes toward technology, therefore, play a crucial role in effective implementation (Ertmer & Ottenbreit-Leftwich, 2019). Assistive technology integration is also closely related to inclusive instructional practices like the principles of Universal Design for Learning (UDL) that focus on the multiple means of engagement, representation, and expression for diverse learners (CAST, 2018).

Learners with Special Needs

Learners with special needs are persons who need extra educational assistance to accommodate their physical, sensory, intellectual, behavioural, emotional, or developmental conditions that impact their learning and participation in mainstream education settings. This encompasses learners with visual impairments, hearing impairments, learning disabilities, intellectual disability, autism spectrum disorders, speech and language disorders, and physical disabilities. Inclusive education acknowledges the diversity of these learners and strives to provide equal opportunities for education by creating supportive and accessible learning environments (UNESCO, 2020). Learners with special needs may need individual support services such as assistive technology, adapted or alternative teaching methods, and learning accommodations, etc., to make them feel included and reduce learning barriers. Florian (2021) highlighted the need for inclusive education to be about provision, participation and learner development, and not just about disability or limitation.

Academic Achievement

Academic achievement is the degree to which students achieve educational objectives and demonstrate knowledge, skills, understanding, and functioning in the classroom, in assignments, and in assessments/examinations. In inclusive education, academic achievement is not only about test scores, but also learner participation, communication, independence, engagement, and functional performance. Accessibility of instructional materials, teacher competence, supportive learning environment, and availability of adaptive learning resources are factors that will affect achievement from the perspective of learners with special needs. Assistive

Cite this article as:
*Samson, O., & Ibara, R. F. (2026). Reconceptualizing Assistive Technology Integration in Inclusive Education for Learners with Special Needs in Nigeria: A Theoretical Perspective. *The Special Educator, 24*(3), 128-134

technology helps to provide access to curriculum content, supports independent learning, and promotes active participation in the classroom, which in turn helps to improve academic achievement (Hattie, 2009; Edyburn, 2020). The use of assistive technologies has been found to positively impact the learning outcomes of the learner who uses the technology effectively, as that learner is able to show greater motivation, understanding, and completion of tasks (Fatoki & Adebola, 2023).

Theoretical Review

Technology Acceptance Model (TAM)

Technology Acceptance Model (TAM) was created by Fred D. Davis in 1989 and identifies factors that impact the acceptance and use of technology. According to the model, perceived usefulness and perceived ease of use are the two primary influences on technology adoption (Davis, 1989). Within the context of inclusive education, TAM is used to describe the teachers' readiness to use AT in the classroom. The use of AT is more likely to be used by teachers if they feel that the technology will enhance instructional delivery and/or increase student involvement, and when they feel it is easy to use. The model is relevant in the integration of assistive technology in Nigeria, as the lack of training, support, and resources may have a negative effect on teachers' attitudes and the effective use of technology in inclusive classrooms (Teo, 2021).

Universal Design for Learning (UDL)

A framework for creating flexible instructional environments that support learner diversity, known as Universal Design for Learning (UDL), was developed by David Rose and Anne Meyer. The framework is based on three principles: multiple means of engagement, representation, and expression (CAST, 2018). UDL can be used to help promote the integration of AT in inclusive classrooms by fostering instructional practices that help make a classroom more accessible and participatory for students with special needs. The use of technologies like screen readers, speech-to-text software, and adaptive communication devices allows for flexible access to information and flexible expression of learning outcomes. In the Nigerian education context, UDL calls attention to the importance of flexible instructional resources and inclusive teaching that cater to the needs of a variety of learners and minimize obstacles to learning (CAST, 2018).

Socio-Cultural Theory

According to Lev Vygotsky's Socio-Cultural Theory, learning takes place in social interaction and collaboration with others in cultural and educational contexts. The theory emphasizes aspects like the Zone of Proximal Development and scaffolding, where learners acquire knowledge and skills with the guidance and help of teachers, peers, and other relevant persons (Vygotsky, 1978). The theory is applicable to assistive technology integration, as assistive tools serve as supportive tools that increase communication, participation, and learning of a learner with a special need. According to Socio-Cultural Theory, collaborative learning environments in which teachers, parents, and support staff are engaged are important in order to ensure effective technology use and better education outcomes in inclusive classrooms (Vygotsky, 1978).

Assistive Technology and Academic Achievement in Inclusive Education

The use of assistive technology has a great impact on the academic success of learners with special needs as it enhances their access to the classroom, learning materials, communication, and learning independently (Bobmanuel, Mbaekwe, & Iwu, 2024; Edyburn, 2013). Inclusive educational environments, AT devices like screen reading software, speech-to-text software, captioning systems, and adaptive software can support learners in overcoming the challenges that their disabilities pose to learning and engaging in classroom activities (Cook & Polgar, 2015; UNESCO, 2022). Use of these technologies can facilitate increased learner motivation, engagement, confidence, and achievement of tasks, and hence, the overall educational result. Assistive technology also promotes differentiated instruction and personalized learning through the capacity it offers teachers to adjust instruction and testing practices to meet the needs of all learners. Accessible learning spaces and pedagogy enhance learners' understanding, engagement, and achievement (Hattie, 2009; Edyburn, 2020). Assistive technology can help learners with disabilities participate equally in the education system in inclusive classes through flexible learning opportunities. However, the utilization of effective assistive technology in Nigerian schools is still limited by the inability to access adequate funding, technological resources, poor infrastructural facilities, lack of adequate training for teachers, and poor technical support systems (Adebisi et al., 2019; UNESCO, 2020). Therefore, the success of assistive technology is not just determined by the presence of assistive technology; it is also related to teacher readiness, institutional support, and inclusive teaching practices that enable meaningful learning opportunities for learners with special needs to continue.

Teacher Readiness and Barriers to Assistive Technology Integration

One of the primary issues related to the successful integration of AT in inclusive classrooms is teacher readiness. Teachers need to be technologically competent, pedagogically inclusive, and have positive attitudes towards instruction with technology. It is the responsibility of teachers to choose suitable assistive tools and methods and

to assist learners with special needs in the classroom. Therefore, professional development (PD) programs and ongoing professional learning and development opportunities continue to play a key role in developing teachers' competency and confidence in integrating AT (Ertmer & Ottenbreit-Leftwich, 2019; Uloh-Bethels & Okonji, 2025). Teacher attitudes also impact how the technology is used in the classroom. Teachers are more likely to adopt AT when they perceive it is useful for enhancing instructional delivery and learner participation, and when they find the technologies to be easy to use (Davis, 1989; Teo, 2021). On the other hand, anxiety about the complexity of the technology, lack of competency, and reluctance to change might discourage good implementation in inclusive classes. Even though AT is important, a number of barriers exist that hinder effective integration of AT in Nigerian schools. This is because of a lack of teacher training, lack of funding, inadequate infrastructural facilities, unreliable electricity supply, limited internet connectivity, lack of ICT resources, and lack of technical support systems (Adebisi et al., 2019; UNESCO, 2022). Besides, there is weak policy implementation and inadequate institutional support, which affect the consistent use of assistive technologies in lesson delivery in the classroom (Okoye & Okechukwu, 2020).

Research Gap and Contribution of the Study:

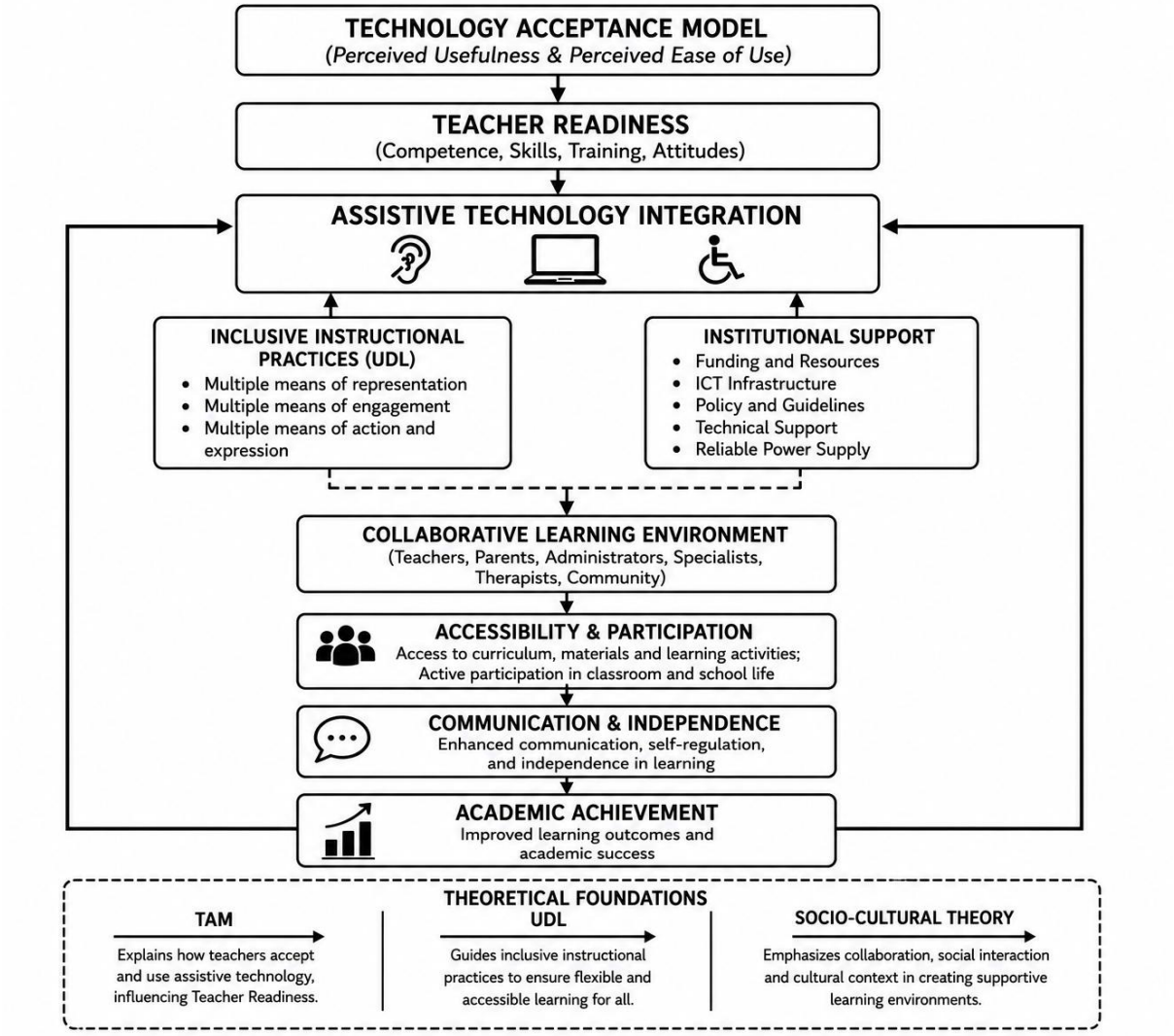
Even though there is ample literature that has discussed the positive impact of AT for students with special needs, most of the studies have been on the availability, use, and issues with AT in inclusive education. In previous studies, problems like the lack of funding, lack of competence for teachers, poor infrastructure, lack of policy implementation, etc., were pointed out as challenges affecting the effective incorporation of AT (Adebisi et al., 2019; UNESCO, 2022). Likewise, the impacts of AT have been documented to positively affect the accessibility, participation, and academic performance of learners with disabilities (Alper & Raharinirina, 2006; Edyburn, 2020; UNESCO, 2022). There is, however, limited theoretical literature which thinks about AT integration as a holistic educational process that entails teacher readiness, inclusive instructional practices, institutional support, and collaborative learning environments. Existing literature often highlights the accessibility, use, and challenges with implementation of assistive technology, instead of the systemic conditions to enable sustainable integration (Adebisi et al., 2019; Lawal & Akintola, 2021). Based on the authors' knowledge, there is limited theoretical work that has combined the Technology Acceptance Model, Universal Design for Learning, and Socio-Cultural Theory in a single model that can be used to explain AT integration in the context of inclusive education in Nigeria. This paper aims to fill these gaps by introducing a reconceptualized framework to consider AT integration as a systemic and collaborative process as opposed to just a technology intervention. The paper combines elements of the Technology Acceptance Model, Universal Design for Learning, and Socio-Cultural Theory to explain the factors that impact successful integration more comprehensively. The framework emphasizes the interrelatedness of teacher readiness, inclusive instructional practices, institutional support, and collaborative learning environments in addressing accessibility, participation, communication, independence, and academic achievement of learners with special needs in Nigeria. This paper contributes to current research and provides a theoretical base for future research and policy making and educational practice.

Reconceptualized Framework for Assistive Technology Integration in Nigerian Inclusive Classrooms

Assistive technology integration in the inclusive classroom in Nigeria should be considered as a systemic educational process rather than merely providing technological devices. Teachers' readiness, inclusive pedagogical practices, institutional support, and collaborative learning spaces are essential for effective integration that would prevent low participation and poor academic success for learners with special needs. The proposed framework is based on the Technology Acceptance Model, Universal Design for Learning, and Socio-Cultural Theory, and defines integration of assistive technology as a multidimensional process that is affected by the technological, instructional, institutional, and social dimensions. Figure 1 shows the interconnections between the factors and how they can help improve educational outcomes for learners with special needs.

Cite this article as:
*Samson, O., & Ibara, R. F. (2026). Reconceptualizing Assistive Technology Integration in Inclusive Education for Learners with Special Needs in Nigeria: A Theoretical Perspective. *The Special Educator, 24*(3), 128-134

Figure 1. Proposed Reconceptualized Framework for Assistive Technology Integration in Nigerian Inclusive Classrooms



Source: Authors' conceptualization based on the Technology Acceptance Model (Davis, 1989), Universal Design for Learning (CAST, 2018), and Socio-Cultural Theory (Vygotsky, 1978).

The proposed reconceptualized framework showing the interrelated factors that affect the effective integration of AT in Nigerian inclusive classrooms is shown in Figure 1. The Technology Acceptance Model can be used to understand teacher readiness and its impact on technology adoption and use. Inclusive teaching strategies based on UDL and institutional support mechanisms enhance implementation processes. In line with Socio-Cultural Theory, collaborative learning environments supply the social support that is needed for meaningful technology use. All of this facilitates better access, inclusion, communication, autonomy, and learning outcomes for learners with special needs. The critical role of readiness in the integration of AT is further highlighted by recent research that shows that the knowledge, inclusive pedagogy, readiness, and competence of teachers are essential for successful inclusive education practices and effective use of AT in classrooms (Okonkwo et al., 2025). Moreover, using inclusive instructional practices that embrace the principles of Universal Design for Learning promotes flexible teaching that meets the needs of a variety of learners and increases the accessibility of the classroom for all learners (CAST, 2018). In addition, the sustainability of integration is also dependent on the provision of adequate infrastructural facilities, including reliable electricity supply, internet connectivity, ICT resources, and technical support services. Moreover, the inter-professional collaboration between teachers, parents, school administrators and other supporting individuals plays a role in preparing conducive learning environments for better learner participation and learning outcomes. This is in line with Socio-Cultural Theory, which puts emphasis on interaction and collaborative support in the learning process (Vygotsky, 1978). The reconceptualised view thus views AT as a means of supporting and enabling access, participation, and success in school, and not just a technology-focused approach.

Cite this article as:
*Samson, O., & Ibara, R. F. (2026). Reconceptualizing Assistive Technology Integration in Inclusive Education for Learners with Special Needs in Nigeria: A Theoretical Perspective. *The Special Educator, 24*(3), 128-134

Inclusive Education Practice Implications

The reconceptualization of the integration of AT emphasizes the importance of collaboration among inclusive education stakeholders, including teachers, school administration, teacher education institutions, and policies. Teachers need ongoing investments in professional development and hands-on practice with assistive technology and inclusive teaching methods to achieve effective integration (Ertmer & Ottenbreit-Leftwich, 2019; Florian, 2021). In addition, the need for supportive institutional and policy environments to facilitate the integration of AT is highlighted. Provision of adequate infrastructural facilities, assistive devices, technical support services, and consistent implementation of inclusive education policies should be prioritized by school administrators and policymakers. Likewise, pre-service teacher preparation should be enhanced by integrating AT and inclusive pedagogy into teacher preparation programmes (Adebisi et al., 2019; UNESCO, 2022). In addition, effective collaboration with parents, teachers, school administrators, support staff and community partners is essential for maintaining inclusive education and enhancing participation and performance of learners. That, in turn, requires systemic support, collaborative practices, and commitment of institutions in inclusive educational settings.

Conclusion

Assistive technology plays an important role in inclusive education as it facilitates access to learning and improves the participation of learners with special needs. Assistive technologies, if used effectively in the classroom, can help minimize learning barriers and enhance meaningful participation in learning activities. It has been seen in this theoretical discussion that the availability of the technological device is not enough for effective integration of AT, but other aspects such as teacher readiness, inclusive instructional design, infrastructural support, institutional commitment, and collaborative learning environments are also crucial. It was also agreed that the level of teachers' technological competence, attitudes towards inclusive education, and their professional preparedness have an important influence on the successful use of AT in classroom practice. Furthermore, lack of adequate funding, poor infrastructural facilities, lack of technical support, and the weakness of policy implementation still impact the sustainable integration of many schools in Nigeria. The Technology Acceptance Model, Universal Design for Learning, and Socio-Cultural Theory together help to explain why AT integration is a reconceptualized systemic and collaborative educational process. Technology integration is not just about the technology devices themselves, but about the interplay among teacher readiness, inclusive instructional practices, institutional support, and collaborative learning environments. It is important to strengthen these interwoven factors as a means to enhancing participation and learning outcomes of special needs learners in Nigerian inclusive classrooms.

Suggestions

Continuous professional development programmes must be made available to build up the competence of teachers in relation to assistive technology and inclusive pedagogy. Further, there is a need to train teacher education programmes to also include AT integration as an integral part of teacher preparation.

2. Government and education stakeholders need to allocate sufficient funds for purchasing, maintaining, and upgrading AT, ICT equipment and facilities, and technical assistance services in schools.

3. Educational authorities need to improve infrastructure, including stable and secure electricity, internet connection, and functional ICT centres to enable sustainable integration of assistive technology into classrooms.

There is a need to promote inclusive instructional practices with Universal Design for Learning (UDL) principles that address the needs of diverse learners in instruction, learning materials, and assessment.

5. School administrators need to put in place structures that will facilitate collaboration between teachers, parents, therapists and other support persons for the provision of support and effective use of ATEs.

6. Policymakers are urged to enhance monitoring and evaluation systems for the effective implementation of inclusive education policies concerning the integration of AT in schools. Consistent classroom practice should be encouraged by the use of clear guidelines and accountability measures.

7. Campaigning and awareness programmes are encouraged to promote positive attitudes to both inclusive education and the use of assistive technology (AT) for teachers, parents, education stakeholders and the community.

Cite this article as:
*Samson, O., & Ibara, R. F. (2026). Reconceptualizing Assistive Technology Integration in Inclusive Education for Learners with Special Needs in Nigeria: A Theoretical Perspective. *The Special Educator, 24*(3), 128-134

References

Adebisi, R. O., Liman, N. A., & Longpoe, P. K. (2019). Using assistive technology in teaching children with learning disabilities in the 21st century. *International Journal of Educational Research Review, 4*(1), 72–83.

Alkahtani, K. D. F. (2021). Assistive technology in special education: A review of literature. *Journal of Education and Practice, 12*(5), 45–52.

Alper, S., & Raharinirina, S. (2006). Assistive technology for individuals with disabilities: A review and synthesis of the literature. *Journal of Special Education Technology, 21*(2), 47–64. https://doi.org/10.1177/016264340602100204

Bobmanuel, D. P., Mbaekwe, N. U., & Iwu, B. C. (2024). Role of assistive technology in inclusive education practice in special needs education: Challenges and opportunities. *The Special Educator, 24*(1), 79–83.

CAST. (2018). *Universal design for learning guidelines version 2.2*. http://udlguidelines.cast.org

Cook, A. M., & Polgar, J. M. (2015). *Assistive technologies: Principles and practice* (4th ed.). Elsevier.

Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS Quarterly, 13*(3), 319–340. https://doi.org/10.2307/249008

Edyburn, D. L. (2013). Critical issues in advancing the special education technology evidence base. *Exceptional Children, 79*(4), 397–413. https://doi.org/10.1177/001440291307900401

Edyburn, D. L. (2020). Expanding the use of assistive technology in inclusive classrooms. *Journal of Special Education Technology, 35*(2), 77–89.

Ertmer, P. A., & Ottenbreit-Leftwich, A. T. (2019). Teacher technology change: How knowledge, confidence, beliefs, and culture intersect. *Journal of Research on Technology in Education, 51*(3), 257–272. https://doi.org/10.1080/15391523.2019.1598257

Fatoki, O., & Adebola, R. (2023). Assistive technology self-efficacy and academic performance among learners with special needs. *African Journal of Inclusive Education, 5*(1), 22–35.

Florian, L. (2021). The principles and practice of inclusive pedagogy. *European Journal of Special Needs Education, 36*(2), 191–206. https://doi.org/10.1080/08856257.2021.1905150

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge.

Lawal, A., & Akintola, O. (2021). Contextualizing assistive technology in Nigerian inclusive classrooms. *Journal of Educational Technology in Africa, 6*(1), 34–48.

Nwosu, K. C., Orizu, C., Obiozor, W. E., & Apiti, A. A. (2024). Barriers to effective learning for students with visual impairments at an inclusive-education university in Nigeria. *British Journal of Special Education, 51*(4), 447–457. https://doi.org/10.1111/1467-8578.12553

Okonji, P. E., & Ogwezzy, D. C. (2019). Awareness and barriers to adoption of assistive technologies among visually impaired people in Nigeria. *Assistive Technology, 31*(4), 209–219. https://doi.org/10.1080/10400435.2017.1421594

Okonkwo, O. I., Adedeji, I. O., Nwosu, K. C., Mbelede, N. G., & Anierobi, E. I. (2025). Assessing Nigerian pre-service teachers' inclusive education pedagogical knowledge. *Journal of Guidance and Counselling Studies, 9*(2), 108–123.

Okoye, N. S., & Okechukwu, R. U. (2020). Inclusive education policy implementation and challenges in Nigeria. *International Journal of Educational Policy Research, 8*(2), 15–27.

Teo, T. (2021). Modelling technology acceptance in education: A review of theories. *Educational Technology Research and Development, 69*(3), 129–145. https://doi.org/10.1007/s11423-021-09960-7

Uloh-Bethels, A. C., & Okonji, N. N. (2025). Teacher readiness and challenges in implementing digital assistive technologies for inclusive education in Nigeria. *Journal of Educational Foundations, 14*(2), 48–59.

UNESCO. (2020). *Global education monitoring report 2020: Inclusion and education—All means all*. UNESCO Publishing.

UNESCO. (2022). *Global education monitoring report 2022: Inclusion and education*. UNESCO Publishing.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.