

Survey on ICT-Supported Inclusive Education in Rural and Agricultural Communities

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GOAL OF THE STUDY

The publication explores the potential of inclusive education supported by Information and Communication Technologies (ICT) in rural and agricultural communities.

METHODOLOGY OF THE INVESTIGATION

The study employed a survey-based research design to investigate the role of Information and Communication Technologies (ICT) in fostering inclusive education in rural and agriculture-driven regions.

A structured questionnaire was developed to collect both quantitative and qualitative data. The instrument consisted of multiple-choice questions and explored demographic information of participants; access to and use of ICT in educational contexts; perceived barriers, opportunities, and recommendations for ICT-supported inclusive education.

MAIN RESULTS FROM THE STUDY

The survey results demonstrate that while ICT provides significant opportunities for enhancing the learning process and improving accessibility, it also reveals persistent challenges that must be addressed. From the data examined concerning the concept of inclusive education within the context of the rapid development of ICT, which offer multiple opportunities to enhance the learning process and increase its accessibility, a number of challenges are also identified. These include inequalities in access to technology, disparities in digital literacy, and the adaptation of educational materials for students with diverse needs. All these factors provide a basis to highlight some of the Problems as well as Innovative solutions for implementing ICT in inclusive education.

Problems: Digital Inequality; Need for Teacher Training; Accessibility Issues; Technological Complexity. **Innovative Solutions:** Development of Digital Inclusion Policies; Teacher Training; Accessible Educational Resources; Use of Adaptive Technologies; Collaboration with Parents and Communities.

Table 1. Survey description

Q	Question text	Motivation of the question
Q1	What is your age?	To capture the demographic profile of respondents by age, enabling analysis of how different generations engage with ICT in educational contexts.
Q2	What is your current status?	To classify respondents according to their role in the rural education ecosystem and to evaluate how each stakeholder group perceives and interacts with ICT.
Q3	What sources of information about ICT and agriculture in education?	To identify the primary channels through which rural learners and stakeholders gain knowledge about ICT and its applications in education.
Q4	Which are target groups for ICT-based inclusive education in rural areas?	To determine the specific vulnerable or underserved populations that should be prioritized in ICT-enabled inclusive education initiatives, thereby aligning digital strategies with the principles of equity, accessibility, and sustainable rural development.
Q5	What are the barriers to ICT adoption in agricultural education settings?	To identify key infrastructural and pedagogical challenges.
Q5	Are you willing to use ICT in rural inclusive education?	To measure openness to ICT adoption in rural inclusive education.

CONCLUSIONS

The present analysis emphasizes the complex challenges facing inclusive education in rural and agriculture-dependent regions. These include insufficient teacher training in the use of technology, limited access to digital infrastructure, socio-economic inequalities, and a general lack of specialized support for students with diverse needs. While the integration of ICT has the potential to transform educational access and quality, it also reveals structural deficits in terms of connectivity, affordability, and professional capacity in underserved communities.

In this context, inclusive education must be viewed not only as a pedagogical goal but also as a development strategy

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