



**HAL**  
open science

## **Impact of teachers' training program on their personal attitudes toward inclusive education: a systematic review**

Kamilla Khamzina, Arnaud Stanczak, C  l  nie Brasselet, Caroline Desombre, Camille Legrain, Sandrine Rossi, Nicolas Guirimand, Federica Cilia

### **► To cite this version:**

Kamilla Khamzina, Arnaud Stanczak, C  l  nie Brasselet, Caroline Desombre, Camille Legrain, et al.. Impact of teachers' training program on their personal attitudes toward inclusive education: a systematic review. 19th General Meeting of the European Association of Social Psychology (EASP 2023), Jun 2023, Cracovie, Poland. . hal-04291378

**HAL Id: hal-04291378**

**<https://hal.univ-lille.fr/hal-04291378v1>**

Submitted on 17 Nov 2023

**HAL** is a multi-disciplinary open access archive for the deposit and dissemination of scientific research documents, whether they are published or not. The documents may come from teaching and research institutions in France or abroad, or from public or private research centers.

L'archive ouverte pluridisciplinaire **HAL**, est destin  e au d  p  t et    la diffusion de documents scientifiques de niveau recherche, publi  s ou non,   manant des   tablissements d'enseignement et de recherche fran  ais ou   trangers, des laboratoires publics ou priv  s.

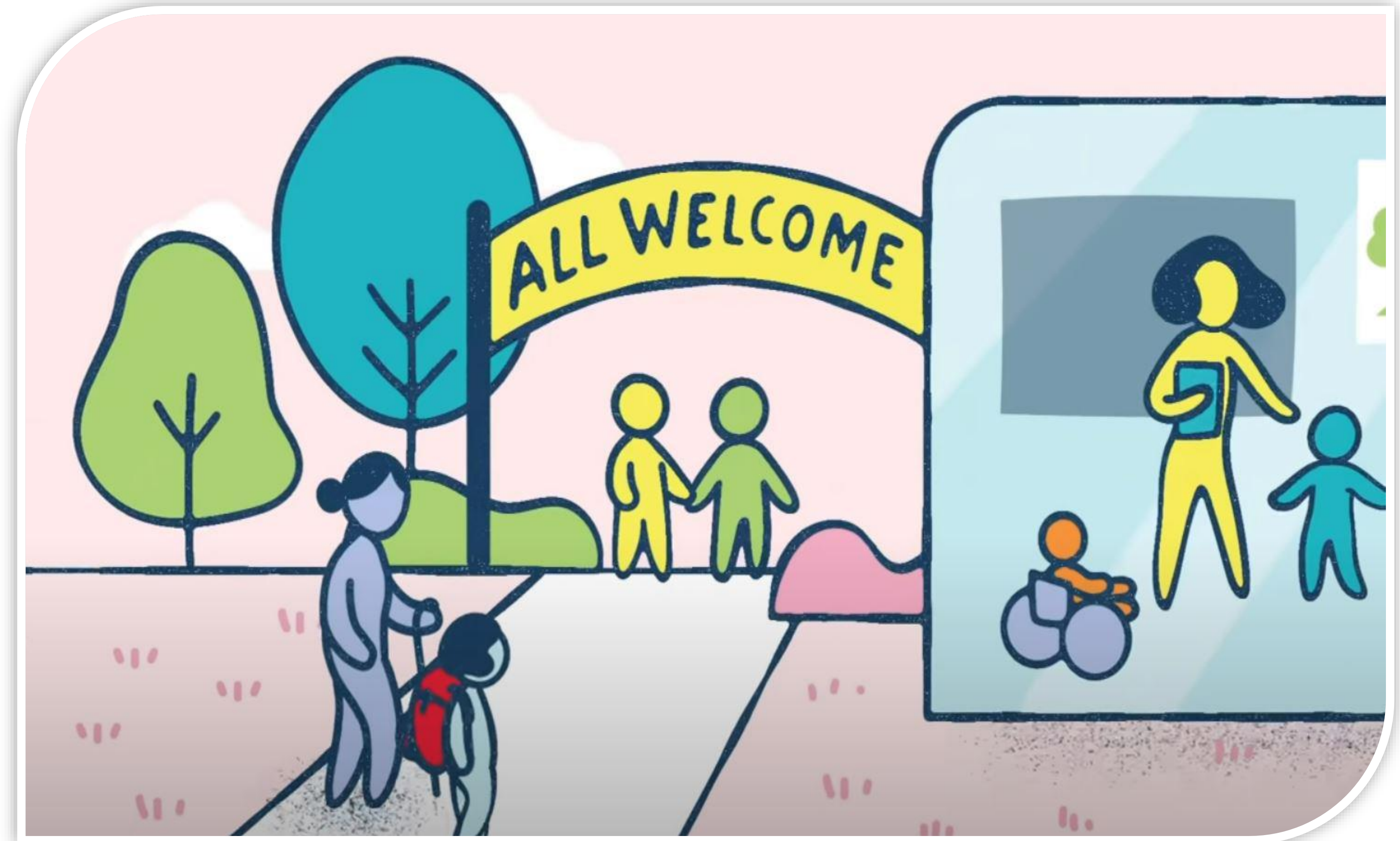


# Making schools more inclusive: The impact of teacher training programme on teachers' attitudes towards inclusive education

Kamilla Khamzina, Arnaud Stanczak, C el enie Brasselet, Caroline Desombre, Camille Legrain, Sandrine Rossi, Nicolas Guirimand and Federica Cilia

## Background

According to UNESCO (1994), all students should be enrolled in the mainstream education independently of their social, economic background and health issues (i.e., inclusive education). The literature has shown that general teachers' attitudes towards inclusive education are very important in implementing inclusive education (de Boer et al., 2011). These attitudes are influenced by various factors such as teachers' self efficacy (Desombre et al., 2019) or students' difficulties (Jury et al., 2021). This systematic review aimed to **investigate the impact of teachers' professional training programmes on their attitudes**. We also analysed the effect of the duration (stand-alone vs. infused) and content (theoretical vs. practicums vs. mixed) of these programmes on attitudes.



## Method

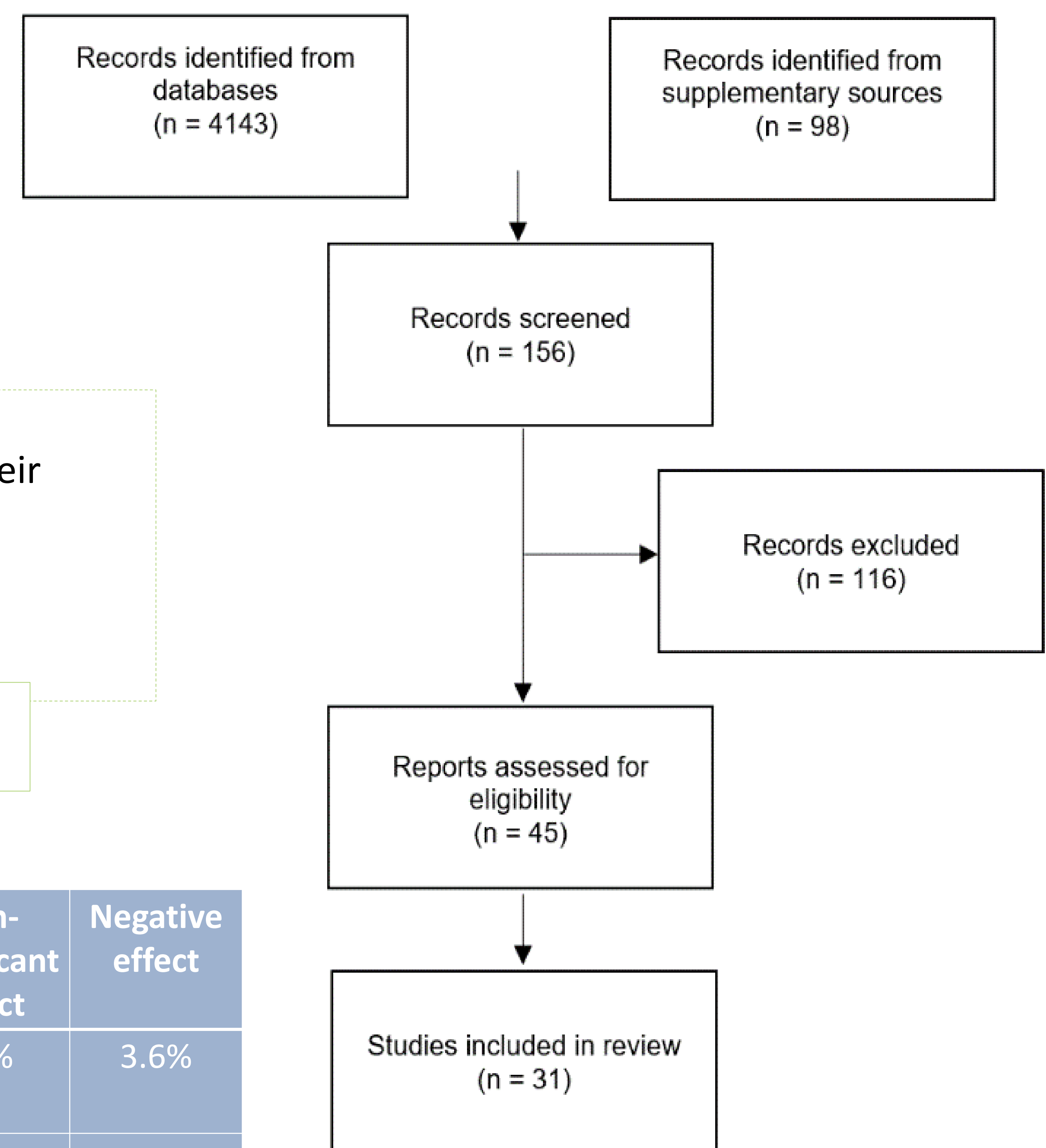
- ✓ 31 studies (36 international programmes)
- ✓ 1994-2021
- ✓ Keywords: 'teachers'/'pre-service teachers' AND 'attitudes' AND 'teacher education'/'teacher training' AND 'inclusive education'/'inclusion' AND 'special needs'/'disabilities'

## Results

- ✓ An overall positive effect of pre-service teachers' training programme on their attitudes towards inclusive education
- ✓ No effect of content (theoretical vs. practical vs. mixed) of programme
- ✓ No effect of duration (stand-alone vs. Infused) of programme



Open and transparent science issue : lack of statistical indicators in 23 out of 31 studies



	Positive effect	Non-significant effect	Negative effect
Theoretical (n = 16)	68.8%	31.2 %	0
Mixed (n = 19)	68.4%	26.3%	5.3%
Practicum (n = 1)	100%	0	0

	Positive effect	Non-significant effect	Negative effect
Stand-alone (n = 28)	71.4%	25%	3.6%
Infused (n = 8)	62%	38%	0

## Conclusions

Teachers' training programmes on inclusive education play an important role in promoting an inclusive school as they have a positive impact on teachers' inclusive attitudes. However, this systematic review cannot provide clear recommendations for a conception of a successful program in terms of its content and duration. Beyond our findings, both theoretical considerations and empirical findings support though that **stand-alone mixed** (theoretical and practicum) **inclusive education programmes might induce a greater change in teachers' attitudes** (Lautenbach & Heyder, 2019 ; Sharma et al., 2008).

Theoretical information (legislation, philosophy, etc.)

Practicums (contact with disabled students, etc.)

Propositional process

Associative process

Attitudes towards inclusive education

Associative-propositional model (Gawronski & Bodenhausen, 2006)

