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

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

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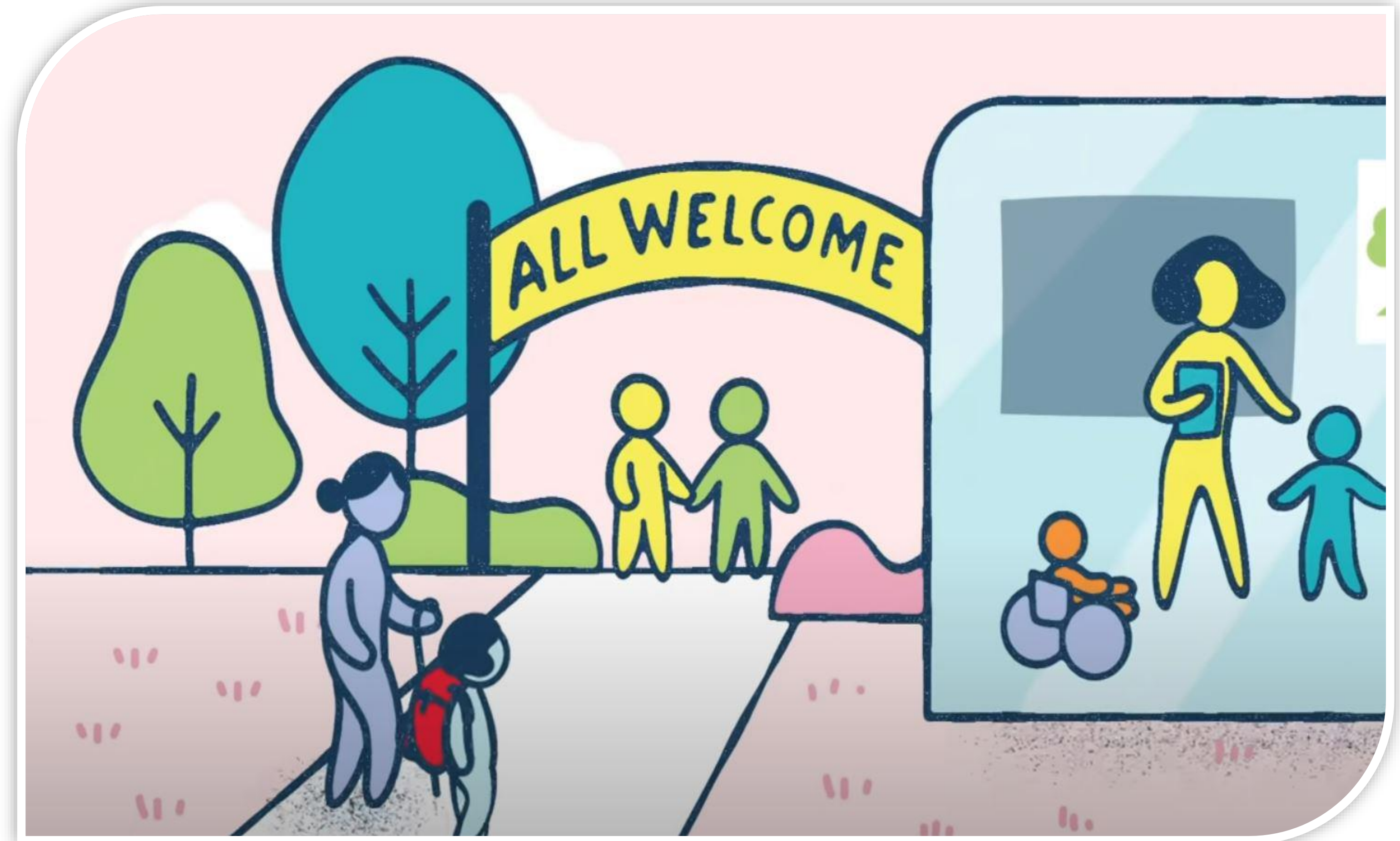
Method
✓ 31 studies (36 international programmes)
✓ 1994-2021
✓ Keywords: 'teachers'/'pre-service teachers' AND 'attitudes' AND 'teacher education'/'teacher training' AND 'inclusive education'/'inclusion' AND 'special needs'/'disabilities'

Results
✓ An overall positive effect of pre-service teachers' training programme on their attitudes towards inclusive education
✓ No effet 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
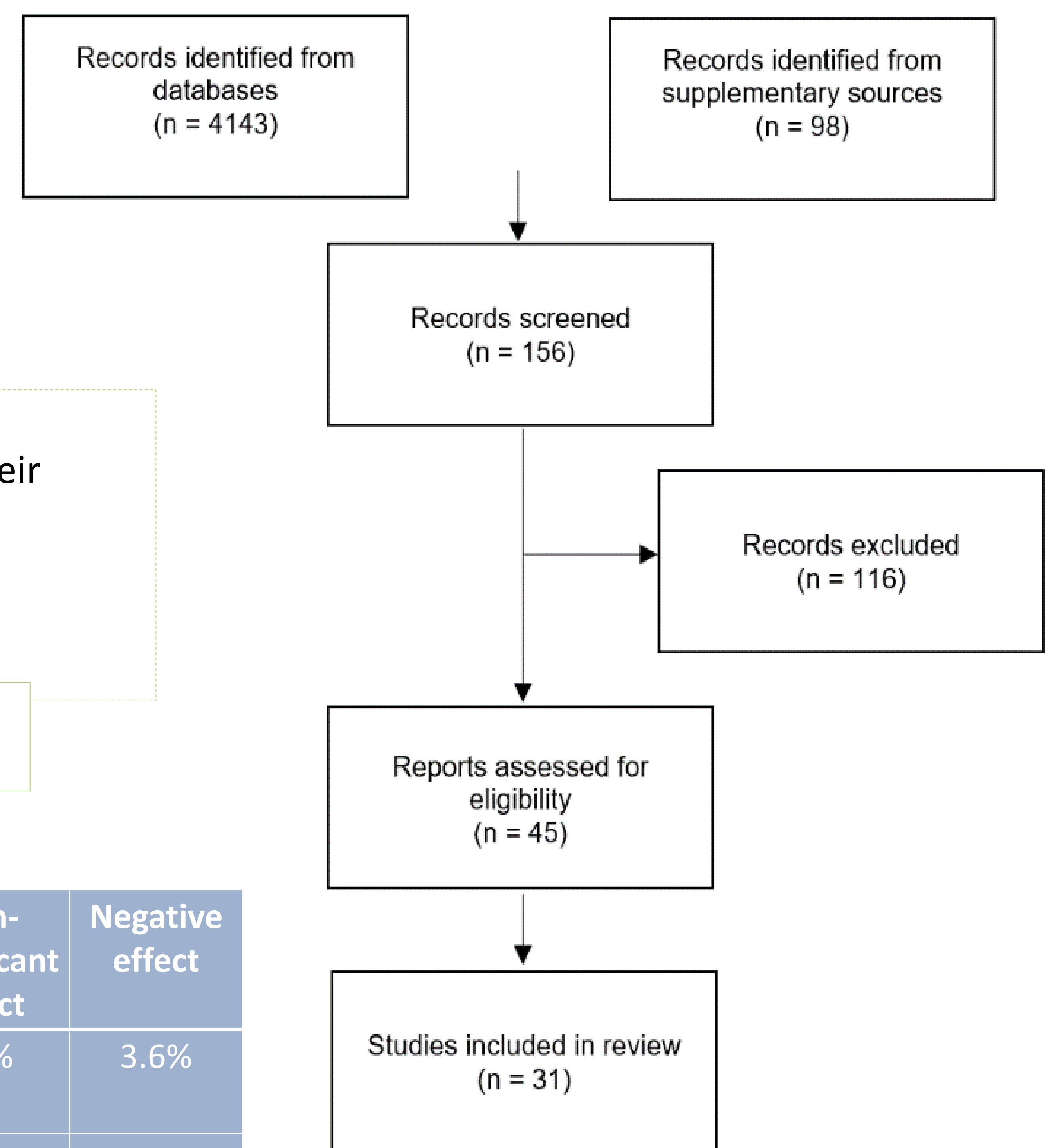
	Positive effect	Non-significant effect	Negative effect
Theoretical (n = 16)	68.8%	31.2 %	0
Mixed (n = 19)	68.4%	26.3%	5.3%
Practicum (n = 1)	100%	0	0

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

Records identified from databases (n = 4143)

Records identified from supplementary sources (n = 98)

Records screened (n = 156)

Records excluded (n = 116)

Reports assessed for eligibility (n = 45)

Studies included in review (n = 31)

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 empricial 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.) → **Propositional process**

Practicums (contact with disabled students, etc.) → **Associative process**

→ **Attitudes towards inclusive education**

Associative-propositional model (Gawronski & Bodenhausen, 2006)