

From attitudes to Practice: Utilizing Inclusive Teaching Strategies in Kenyan Primary Schools

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Abstract

The purpose of this paper is to provide evidence of Kenyan primary schoolteachers using inclusive teaching strategies in a rural setting with many known barriers to the development of a sustainable inclusive education system. This qualitative study examines teachers' uses of inclusive teaching strategies in primary schools following a series of teacher trainings, classroom observations, individual semi-structured teacher conferences, reflective lesson plans, and pre and post-questionnaires. Moving beyond legal mandates and attitudinal assessments, the outcomes of this study demonstrate that in a short time, and among a small sample of teachers, administrators, and Ministry officials, a culturally responsive approach to implementing inclusive learning strategies proved beneficial for meeting the needs of diverse primary school students in western Kenya.

Keywords: international disability law; UNCRPD; international inclusive education; Eastern Africa; capacity-building

Full text:

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