

The impact of an inclusive education intervention on teacher preparedness to educate children with disabilities within the Lakes Region of Kenya

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Abstract

There has been little empirical study within low- and middle-income countries on how to effectively prepare teachers to educate children with disabilities. This paper reports on the impact of an intervention designed to increase teaching self-efficacy, improve inclusive beliefs, attitudes and practices, and reduce concerns around the inclusion of children with disabilities within the Lakes region of Kenya. A longitudinal survey was conducted with in-service teachers (matched N = 123) before and after they had participated in a comprehensive intervention programme, delivered in the field by Leonard Cheshire Disability. Results showed that the intervention increased teaching self-efficacy, produced more favourable cognitive and affective attitudes toward inclusive education, and reduced teacher concerns. However, there was little evidence regarding the impact on inclusive classroom practices. The increase in teaching self-efficacy over the intervention period was also found to predict concerns over time. Results are discussed in terms of implications for international efforts, as well as national efforts within Kenya to promote inclusive education.

Keywords: Disability; Inclusion; Self-efficacy; Concerns; Beliefs; Attitudes; Practices

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