

INTRODUCTION

- There is a growing recognition that the field of Special Education must change in response to the 21st century concerns about supporting children with special needs learning and allowing them to be full members of society (Eisenman & Feretti, 2010; Warnock, Norwich, & Terzi, 2010).

- Inclusive education is seen as the key strategy to achieve quality education **for all** and ensure optimal education, especially for vulnerable and disadvantaged children.



- Cochran & Smith (2003) stress the need to train teachers who, in addition to knowing what to teach and how to teach, also know how to learn and make decisions informed by theory and research and by feedback from school and classroom evidence contexts.

- Liberia Education National Review 2015, states that to improve education, the Liberia's five – year development strategy agenda is to prioritize education. Therefore, developing a teacher training program to support Inclusive Education in Liberia will strengthen the the Government's efforts to support the rights of every child and youth to education.

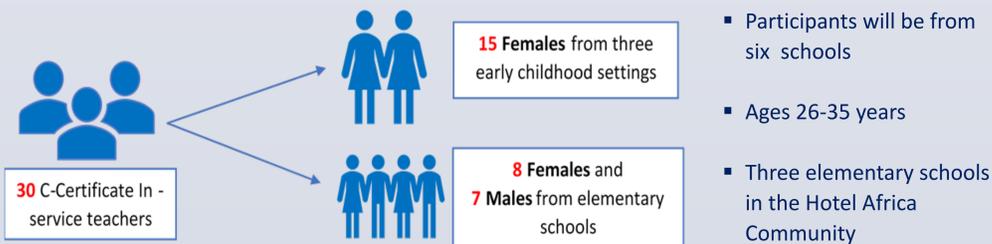
HYPOTHESIS

- Teachers' knowledge regarding inclusive education will improve following participation in the training program.



METHOD

PARTICIPANTS



PROCEDURE:

- Step 1:** Pre-training assessment of knowledge regarding inclusion.
- Step 2:** Training Program – 4 days of training based on teaching and interactive discussions to improve knowledge and facilitate effective teaching strategies to promote optimal inclusive education.
- Step 3:** Post- training assessment of knowledge regarding inclusion.

MEASURES:

- The Inclusive Education Knowledge Questionnaire (IEKQ) - this questionnaire was designed for the purpose of this study in order to assess teachers' knowledge regarding inclusive education, pre and post the training program. It includes 15 items that focus on participants knowledge, skills, attitudes, and strategies regarding inclusive education as well as the legal context in Liberia. Examples of items: What is inclusive education? What subjects are important to teach in inclusive classroom?

TRAINING PROGRAM: Training for Inclusive Education (TIE)

Phase 1: Problem Definition	Identifying gaps in teachers knowledge regarding inclusive education
Phase 2: Participant Identification	Teachers from the Hotel Africa community in Liberia
Phase 3: Program Activities Design	Development of questionnaire and training activities
Phase 4: Implementation of the training program	Session 1: Knowledge of the Concept and Skills in Inclusive Education Session 2: Attitude Towards Inclusive Education Session 3: Preparedness to inclusive education Session 4: Recap and Experience Sharing
Phase 5: Evaluation	Administration of pre and post training questionnaires to measure impacts of training activities on participants

CONCLUSIONS

- This training program aspires to improve educational practices, especially in the realm of inclusive education. Following the intervention, schools in the Hotel Africa community will be able to support all children's rights for education.
- Based on these outcomes a curriculum adaptation process to involve inclusive teaching methodologies in schools will be proposed to the Ministry of Education.
- The value of this Training will serve as a potential alert to the Ministry of Education in Liberia to include in all Teacher Training Programs inclusive education practices to improve teachers' knowledge.

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