Inclusive Education the way for future for Fiji schools:
A comparative case study of Inclusive Education
in the Czech Republic Schools
in Brno and Fiji Primary Schools

Doctoral Thesis

2017

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Declaration

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........................................

Brno, May, 2017

Sunil Kumar
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1 INTRODUCTION TO THE STUDY

Introduction

This chapter provides an outline of the research. It commences with an investigation of the snapshot of the study, which follows with the context, nature, and scope of the research, and specifies the research questions. It also discusses the significance and limitations. Next, the chapter outlines the key concepts and terms. Finally, the chapter describes the structure for the entire study.

1.1 Background Information

Inclusive Education is a way forward for education in this twenty-first century. Education is a right for ALL students (UNESCO, 2005). The CSIE ’ S (Centre for Studies on Inclusive Education) by Rustemier (2002) defines Inclusive Education as all children and young people, with or without disabilities or difficulties learning together in any learning settings. In other words, it means enabling all students to participate fully in any education settings or better conveys a right to belong to mainstream, undertaking to end discrimination and to work towards equal opportunities for all students. Inclusion is the integrating of children with disabilities into regular classrooms or regular educational settings. Its aim is to educate and accommodate all students whether normal or vice versa in the general classes (Stainback, 1990). The term inclusion indicates an insight of belonging and the right of a disabled individual to be part of the school community. Forest (1998) believes that a classroom is a place where everyone is accepted, supported by peers, teachers, members of the institution community and the individual education needs catered.

Furthermore, the UNESCO definition asserts that Inclusive Education is a developmental procedure endeavoring to inscribe the education provisions of all children with a particular focus on exposure to marginalization and segregation. Also, an inclusive education is a system that embraces including all children despite their sexuality, proficiency or inabilities, economic situation, race or religious beliefs in learning settings.

The World Conference on special needs education: access and excellence affirmed the beliefs of Inclusive Education (Salamanca, Spain, 1994). It was restated at
the World Conference Forum (Dakar, Senegal, 2000) and further promoted by the UN standard rules on the equalization of opportunities for people with inabilities proclaiming participation and equality for all.

Inclusive Education is a method that involves the alteration of schools and other centers of to provide learning for all issues—including children from both the sexes, pupils of ethnic minorities, those swayed by HIV and AIDS, and those with impediments and learning problems. Learning takes place in many circumstances, both formal and non-formal, and in families and the broader population. Consequently, Inclusive Education is not a negligible problem but is necessary to the attainment of high-quality teaching for all scholars and the construction of more inclusive societies. If children do not have the occasion to expand their inherent during the crucial years of infancy, their whole families are more at risk of becoming poor, or of sliding into poverty that is more chronic. In this way, addressing learning further inclusive adds to the Millennium Development Goals of abolishing severe poverty and attaining universal primary education. It further provides to the general goals of social justice and social inclusion. Without clear, unified national strategies to include all learners, many countries will not achieve the Education for All (EFA) goals shortly (UNESCO, 48th International conference on education).

Fiji supports the United Nations Millennium Development goal, goal number two; to achieve universal primary school and Education for All. To be part of it, Fiji has legislated Inclusive Education policy in the year 2008. The policies approval came after the signing by Honorable Minister for Education, Heritage & Arts Dr. Mahendra Reddy on 26th November 2016. According to, (Ministry of Planning, Fiji, 2009) over 10% of Fiji’s children, aged 5-14 years do not attend school. More than half the total numbers in the final year of primary institution do not progress to secondary education. Of the 16,000 students coming out of the school system, only about 8,000 are being employed in the formal job market. A substantial quantity of pupils leaving out early from school is a crucial dilemma since it is one of the principal causative factors to the growing incidence of poverty. In turn, poverty affects so adversely on the socio-economic development of this in Fiji. With mediocre talents and expertise to enhance their subsistence, new school leavers make up a large number of the jobless, and consequently, they add disproportionately to the rising tide of outrage and violence transpiring in utmost urban centers (Ministry of National Planning, Fiji, 2009).

Inclusive Education has been in existence in Fiji since 1960, when many of the Catholic Church schools such as St Joseph’s Secondary School and Marist Brothers High
School registered learners with impediments. However, pupils with severe or less visible disabilities such as listening impairment and mental disability were often eliminated (Ministry of Education, Heritage & Arts, 2016).

Although much of the formal research on Inclusive Education has taken place in overseas countries, whereby in Pacific Island context and our Fijian context there is not much done so far except for only one research done at Masters level. Teachers, parents, and schools know the existence of Inclusive Education philosophy, but no one takes the responsibility of thinking how to address or harness it for the betterment of students with needs. The schools widely in Fiji have students in a regular classroom with special needs. The teachers do not have enough competencies to diagnose the students with special needs. There is no availability of resources and support personnel lack in Fijian context. Special schools are established in urban centers of Fiji. Students with disabilities attend regular classroom in rural, remote schools and some stay at home. These students move to the next class, and at the middle or end of their primary schools, they become school dropouts. Through the observations made during teaching practice at most of the primary and secondary level of education in Fiji, teachers do not know how to tackle students with diverse needs. In the education and learning process, there is no support for people with various needs. Hence, Inclusive Education in schools is a global phenomenon that can have positive outcomes for the natural school climate and for the right of students to study in an inclusive environment. This research will unveil the truth and give some deeper insights into Inclusive Education, the way forward for education in this 21st century and its implementation at all levels in Fiji.

Therefore, a detailed investigation is mandatory in the implementation process of Inclusive Education in both the countries, Czech Republic and Fiji from policy to practice level as warranted. A particular focus will be on the strategies used, the diagnostic assessment procedures and the availability of resources in both the countries’ primary schools. The findings and discussion from the data may set a new platform for Fijian schools for efficient implementation of Inclusive Education in mainstream classrooms. The findings will also create new knowledge for Czech Schools to realize where they are and where they will be in Inclusive Education. Thus, IE will contribute to the Millennium Development Goals of eradicating extreme poverty and achieving universal primary education in both the countries.
1.2 Nature and Scope of the Study

This study focuses on the execution of Inclusive Education in inclusive primary schools in Fiji and inclusive Elementary Brno, Czech schools. In particular, it examines the strategies that enhance the mechanism of Inclusive Education in both the countries. It also discusses the diagnostic assessments and the resources that catalyze Inclusive Education in any school’s situation. A relevant literature review relating to Inclusive Education in Fiji, around the Pacific Island states and overseas countries are the predominant features of this study. In succeeding this, an investigation has been conducted of the implementation of Inclusive Education in inclusive primary schools in Fiji and inclusive elementary schools in Brno, Czech Republic, with information derived from a variety of sources. The inclusive teachers in both the countries were interviewed. Furthermore, the inclusive teachers responded to the questionnaires based on the execution of Inclusive Education in both the countries. The inclusive teachers in both the countries responded on the Likert-type scale on their experiences of inclusive strategies, diagnostic assessments, resources, and developments in their capacity as an inclusive teacher. Observation on how the strategies of Inclusive Education is executed in the schools and the diagnostic assessment carried out in schools were the paramount ideologies considered for this study. The Inclusive Education policy in Fiji and the Inclusive Legislation in the Czech Republic have been analyzed to determine how they relate to existing national and universal developments and expansions in Inclusive Education.

1.3 Aim of the Study

The aim of this research is to discover ways and means of enhancing the idea of Inclusive Education in Fiji schools. To do so, some factors that became the paramount ideologies of this study are as follows. The study examines the practice of the service delivery of Inclusive Education in mainstream inclusive classrooms in Brno, Czech Republic. The study seeks to contribute to the knowledge of Inclusive Education as a process and its pedagogical enhancements in Fiji schools to some extent. Finally this study contributes to philosophical and educational learning about inclusion
internationally and locally in Fiji. The following section discusses the justification of choosing the inclusive schools in both the countries.

1.4 Justification for the Selection of Inclusive Schools in Fiji and Czech Republic

The study of Inclusive Education in both the primary schools in Fiji primary inclusive schools and elementary schools in Brno, Czech Republic is enlightening as these schools play a significant role in meeting the diverse needs of students in the mainstream classrooms. The inclusive schools in both the countries accommodate the students with different special needs. A Recent study by UNICEF (2010, p. 20) indicated that Fiji has a parallel structure of special schools whereby it is more challenging to change attitudes concerning IE. In contrast to the Czech Republic, the two-track system, where special education had a robust situation, has been turned into a multi-track system. Pupils with SEN are educated preferably in mainstream classes, but there is another choice of placement available – special classes within mainstream schools – or they can attend schools (‘special schools’) founded for those pupils with special needs whose parents prefer this kind of school.

The Czech Republic had made a lot of progress in its educational system since 1989; these changes opened up the way to greater differentiation and individualization of educational possibilities for children with special educational needs, who had limited or even restrictive access to education before. The foremost changes regarding the access of pupils with special educational needs to education since 1989 are as follows. Mainstream schools were opened up to pupils with SEN Education was made available for pupils with even the most serious complex needs. Diverse forms of individualization of education were established to meet the needs of pupils with SEN. A counseling system has been developed for pupils with SEN to support their integration and inclusion in mainstream schools and for pupils who are educated at home for specific health reasons. A counselling system for pupils with behavioral difficulties (disorders) has been set up. A broad range of support provisions has been implemented to increase the participation of pupils with special needs in mainstream education. The role of parents has been emphasized. Special schools have been developed into resource centers (European Agency, 2016).
The inclusive education gradually came into existence at the beginning of the 90’s. Currently it is the priority trend of the state school policy. Of the total population, 3.9% of pupils aged 3 to 18 years are individually integrated into mainstream schools, another 0.9 percent are in special classes of these schools. 2% of student population aged 3 to 18 years are at special schools (Eurydice, 2016). 0.4% of this cohort are in institutional care, of which almost one-half (48%) are disabled children. The inclusive education is currently most monitored at basic schools. Individually integrated are 4.7% of the population (6 to 15 years) corresponding to this educational level (Data for 2015/16). The Act further codifies conditions and education support for gifted and exceptionally talented pupils by developing the talent of gifted students, by providing additional lessons in various subjects and supporting measures (Eurydice, 2016).

Thus, the advancement of the Czech Republic in Inclusive education in its school's system made the researcher take a comparative study in the Brno, Czech elementary inclusive schools and Fiji primary inclusive schools.

1.5 Statement of the Problem

The issue that this study address is the practice of the service delivery of Inclusive Education in Elementary schools in Brno. Inclusive education can enhance lifetime achievement – both for students with and without a disability. Therefore, the implementation of Inclusive education should be a collaborative process within the involvement of all the stakeholders. The current study will seek to examine whether teachers teaching in inclusive education are fully versed in culture, practice, policies, diagnostic assessments, existing educational services, and latest developments of Inclusive Education in both the countries. Moreover, as the Czech Republic is far ahead regarding Inclusive education, how the findings of this study can enhance inclusive education in Fiji.

The following research question guided this study:

How do inclusive schools in Brno, Czech Republic practice the service delivery of Inclusive education and how this can enhance the idea of Inclusive Education in Fiji Primary Schools?

Sub research questions are:

1. What strategies are used to implement Inclusive Education in both the countries?
2. How are special education needs diagnosed in selected Brno, Czech Schools and selected Fijian schools?
3. How does the existing educational services available function for Inclusive education in selected Brno, Czech Schools and in selected Fijian schools?
4. What are the latest developments of Inclusive Education in Brno, Czech, and Fiji?
5. What are the contributing factors and strategies that can enhance Inclusive education in Fiji at the policy level, classroom level, and practice level?
6. How will this study contribute to philosophical and educational learning about inclusion internationally and locally in Fiji?

The key research questions, composed of the above fundamental questions will direct the study and help to determine the gaps in Inclusive education in both the countries. These will guide the States, Ministry of Education, schools, teachers, parents and teacher educators and universities to bridge the gap in their respective fields.

1.6 Key Concepts and Terms

The key concepts and terms that have been used in this study are provided in this section.

1. Diagnostic Assessment- Diagnostic assessment is a type of assessment, which examines what a student knows and can do before the implementation of a learning program. Assessment of students' skills and knowledge upon entry to the program provides a baseline against which to assess progress. It is particularly important in re-engagement programs due to the complex learning needs and barriers of students in these programs. All of these become an essential component of in design and delivery of the individual learning program.

2. Disability- the functional consequences of impairment. For example, because of the impairment of spina bifida, the disability may be that a person is unable to walk without the assistance of callipers and crutches.

3. Inclusion- inclusion is about putting the right to education into action by reaching out to all learners, respecting their diverse needs, abilities, and characteristics and eliminating all forms of discrimination in the learning environment. It should guide education policies and practices, starting from the fact that education is
a fundamental human right and the foundation for a more just and equal society. Inclusion is both a principle and process, arising from an explicit recognition that exclusion happens not only from education but also within education. It requires adapting and or transforming the education systems at large, notably the way in which schools and other learning settings adjust their learning and teaching practices to cater for all learners on diversity. It requires attention to a broad range of interventions, among them the curriculum, the nature of education and the quality of the learning environment. It means schools and education settings be not only academically efficient but also friendly, safe, clean and healthy and gender responsive. Inclusion requires adopting a holistic approach to education from early childhood onwards to incorporate the learning concerns of marginalized and excluded groups and addresses the four pillar of learning (learning to know, to do, to live together and to be) (UNESCO, 2015).

4. Inclusive culture- An inclusive culture is one fostered by the persistent development of staff capacity to include students, collaborate with other professionals, and work in partnership with parents. Such a positive culture also promotes team planning, collaborative teaching, cooperative learning, and transition planning for students as they progress through schooling (Shaddock, Giorelli & Smith, 2007).

5. Inclusive policy- are guidelines that promote inclusion and inclusive education and sets clear goals and desired effects for at all the system levels of education, which involves all the stakeholders of education.

6. Inclusive practice – practices that enhance inclusion and inclusive education for the betterment of special needs in the society, which starts from home and school.

7. Inclusive education- the concept of inclusion is based on the notion that schools should, without questions, offer for the necessities of all the children in their communities, whatever the level of their ability or disability.

8. Special education – a school system that deals with special needs children’s education.

9. The right to Education- Education is a fundamental human right and occupies a central place in human rights, as it is a right in itself and indispensable for the exercise of all other human rights. As an empowerment right, education is the primary vehicle by which marginalized children, young people, and adults can lift themselves out of poverty and participate fully in communities and society.
Inspired by the moral foundations of the Universal Declaration of Human Rights, the right to education is enshrined in some instruments. The right to education has been strongly affirmed in international law, most importantly in the Convention against Discrimination in Education (1960) (UNESCO, 2015).

1.7 Significance of the Study

There are numerous explanations why this research is necessary. Mainly, it discourses concerns about the lack of investigation regarding Inclusive education in our Fijian context. The current study is especially relevant to issues that relate to the implementation process of inclusive education in schools and how we can harness inclusive education to its highest peak in our respective countries.

In addition, this study is noteworthy because it is the wide-ranging primary research into Inclusive education in Fiji. Since there is a scarcity of local literature available on inclusive education, this study will contribute to the local research on the subject. Ministry of Education, policy makers, teachers, parents, plus teacher education institutions for improving the mechanisms of Inclusive education can use the evidence from this thesis. It is anticipated that this study will benefit the special needs children in rural, remote areas and Island schools in Fiji by creating effective inclusive education approach.

Doing research in a comparative study encourages me to have a subterranean thinking to reflect critically about Inclusive education. Furthermore, it enhances a thoughtful approach to this dynamic topic. A reflective approach is getting more familiar with the topic putting one’s deep thoughts and feelings and planning for future use.

The research methodology and findings from this thesis will, therefore, provide important insights into the topic ‘Inclusive Education’ from the implementation process, diagnostic assessments, resources, the services and the challenges faced by teachers. The findings will provide innovative dimensions to inclusive education in both the countries by offering an innovative way of implementing inclusive education. There are no statistics about the movement of students with special needs into mainstream classrooms in Fiji (UNICEF, 2010). Furthermore, there is no information where the students end up in their life after secondary education. The result of this research can help the Ministry of
Education in Fiji and the schools together with parents to collaborate and make a better living for students with disabilities in Fiji.

The findings from this thesis will afford awareness into the fears and potentials of the mainstream classroom teacher to cater the individual needs and special needs in real classroom scenarios. It will give them some platform of knowledge about disabilities, strategies so that with this knowledge they can build their knowledge and meet the demands of 21st-century classrooms. Finally, the study will deliver relevant evidence to the Access to Quality Education Program (AQEAP) and Ministry of Education Fiji in the creation of moving steps of Inclusive education to other mainstream schools.

1.8 Limitations to the Study

The study precincts itself within the following constraints: The study was just confined to inclusive schools in both the countries. However, if the mainstream classroom and special schools were included, it would have given some deeper insights about constraints and teachers perception in Inclusive Education. Another problem that I faced was a delay in getting the permission from Ministry of Education in Fiji to conduct my interviews with the inclusive schools. Traveling from the Czech Republic is tiring as well as time-consuming and when things do not work in your favor, it gives stress. This unfavorable situation caused demotivation. It becomes very hard to get focused and get back to studies again.

1.9 Organization of the Thesis

This thesis is organized into eight chapters. The first chapter provides the background of the study, aim of the study, its significance, and limitations of the study.

Chapter Two presents an analysis of pertinent literature related to the research topic. It examines the relevant body of knowledge from international publications and publications from Masaryk University, the Brno Czech Republic related to the study.

Chapter Three discusses the context within which the study was conducted. It includes the relevant information on the population and distribution of the Czech Republic and Fiji. It also discusses the education system of both the countries.
Chapter Four provides the discussion on the research methodology employed in this research. A comparative case study with the mixed method of data collection was carried out in this study.

Chapter Five presents the results/findings of the research. The results are discussed in detail under appropriate headings and subheadings that have derived from the pertinent literature and research questions.

Chapter Six presents the discussion of the research findings derived from the results. It also discusses some of the emergent themes from the results of the study.

Chapter Seven draws conclusions based on the findings and discussion of the study. It also provides relevant recommendations and implications for future research.

Contribution to Theory – the theory developed by Bronfenbrenner on Ecological / Bio ecology system model, and author’s final thoughts.

Summary
The study focuses on Inclusive education, the future for Fiji schools. Specifically it is comparing the Inclusive education in Czech Republic Brno schools due its robust changes in its education system and development of inclusive schools around the country. In this chapter, the study has been introduced by providing the overview of the research, which followed with the context, nature, and scope of the survey and specified research questions and its significance and limitations. Next, the chapter outlined the key concepts and terms. Finally, the chapter described the structure for the entire study.

This chapter sets the platform for the succeeding chapter, where a variety of literature concerned with inclusive education aligned to the research questions is reviewed.
2 LITERATURE REVIEW

Introduction

Education of students with special needs in the regular classroom is an international trend. Children with impediment warrant regular access to quality education, which enables them to develop into a useful member of the society. Further, they contribute to the economic growth of their immediate community irrespective of their areas of special needs (Jacob & Olisaemeka, 2016). Special needs children include all children who, for whatever reasons, are failing to profit from school (UNESCO Report, 1994). In this literature review, I will be discussing, Inclusive Education, benefits of Inclusive Education, classification of disabilities, principles, policies and practices of Inclusive Education, the identification and assessment of disabilities and Individual Intervention Plan. The literature review has extended my knowledge to analyze my results and give a recommendation of the knowledge gained in Fijian context and the contribution of philosophical and educational learning about inclusion internationally and locally in Fiji. The final chapter develops the theoretical framework based on literature review.

2.1 Inclusive Education

According to Staub & Peck (cited in Jacob & Olisaemeka, 2016, p. 190). Inclusion attributes to the "full-time placement of children with mild, moderate and severe disabilities in regular classrooms." Inclusive education differs from previously held assumptions of “integration” and “mainstreaming,” which favored being involved particularly including disability and “special education needs” and implied accommodation of all categories of learners in the classroom (Wikipedia, the Free Encyclopedia, 2014). Inclusion is a stair further in mainstreaming, as it offers a means according to Sebba and Sachdev (cited in Jacob & Olisaemeka, 2016, p. 192).

"By which a school attempts to respond to all pupils as individuals, by reconsidering and structuring its curricular organization and provision, and allocating resources to enhance equality of opportunity and through this process, the school builds its capacity to accept all pupils from the local community who wish to attend, and in doing so, reduces the need to exclude pupils."

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Inclusive Education is concerned with eliminating obstacles to access, participation and learning for all children, but especially for those socially separated because of poverty, disability, gender, religion, ethnicity or any inequalities (UNESCO, 2006).

The aim of inclusive schooling as rightly observed by Knight (1999) is not to eradicate differences in children but to empower all children to fit the same educational population. Kochlar, West, and Taymans (2000) equally stated that inclusion in special education means that schools, classes, and exercises registered for students with disabilities for maximizing their support in learning.

The concluding idea for inclusive schooling practices is to assure that all children of any age equipped with indispensable, high-quality scholarly occasions in their neighborhood area, adjacent to their colleagues and companions (European Agency, 2015, p. 1). The Agency does not, consequently, present a definition, but a vision that endeavors to acquaint and strengthen its performance and that of its affiliated countries.

In addition, according to Kozleski et al. Loreman et al., Mitchell, Slee, Smith, Topping (cited in Hornby, 2015, p. 235) Inclusive Education is considered a multi-dimensional concept. It includes the celebration and valuing of difference and diversity, consideration of human rights, social justice, and equity issues. As well as of a social model of disability and a socio-political model of education. It also encompasses the process of school transformation and a focus on children’s entitlement and access to education.

Therefore, it is a need to record the number, characteristics and precise geographic situation of pupils required to be in inclusive programs. The number of professionals who will support their guidance, the necessary amount of In-class and out-of-class collaboration among special and regular education academics and guidance counselors, and the optimal nature and degree of assistance from ancillary staff (Eskay, Ezegbe & Anyanwu, 2013).

These features of inclusive education denote collaborative partnership; a partnership frame; parents association; regular educator claim; clear role relationships among professionals; efficient use of support staff; meaningful Individual Education Plans (IEPs) and procedures for evaluating effectiveness (Jacob & Olisaemeka, 2016, p. 194).

Standard and adequate supervision will make these elevated but well-intentioned introductions into the educational system to achieve its desired goals. Avramidis, Bayliss,
and Burdenet (cited in Jacob & Olisaemeka, 2016, p. 194) teachers’ beliefs have been found to affect the method and the consequence of inclusion principally.

Inclusive schools have to be well equipped in all aspects to cater and deliver quality education for all children. According to Balasubramanian, (cited in Jacob & Olisaemeka, 2016, p. 194), this constitutes having a well-balanced curriculum that is relevant for all categories of learners. Teachers who have the expertise to manage the unique needs inside the classroom and thereby foster a setting where personal development, social skills, and student participation are strongly encouraged. Before implementing inclusive education in a real school scenario, the characteristics of both special schools and inclusive schools should be encompassed. Salend defines special education as characterized by:

- Individual assessment and planning;
- Specialized instruction;
- Intensive instruction;
- Goal-directed instruction;
- Research-based instructional practices;
- Collaborative partnerships;
- Student performance evaluation.

In contrast, Salend defines inclusive education as characterized by:

- A philosophy of acceptance and belonging within a community;
- A belief of student, family, educator and community collaboration;
- Celebrating diversity and value of all learners;
- Considering educating pupils in high-quality schools;
- Appreciating teaching students adjacent to their age peers;
- Admiring educating scholars in mainstream classrooms;
- Enjoying teaching students in schools in their local community (Cited in Hornby, 2015, p. 237).

Therefore, it is explicit from the above that inclusive education and special education are based on different philosophies and provide alternative approaches to the teaching of children with SEND. In fact, they are now increasingly regarded as opposed in their approaches to providing education for children with SEND. It is a confusing
situation for professionals in the field of scholarship as well as for parents of children with SEND (Hornby, 2015, p. 235).

2.2 Benefits of Inclusive Education

Salend, Smith, Palloway, Patton and Dowdy (as cited in Jacob & Olisaemeka, 2016, p. 192) compile the benefits of inclusion: Research indicates that at the primary school level, students with disabilities included in general education curricula benefit socially and academically without facing the stigma of segregated or pullout classrooms. In usual class standards for behavior and instruction are higher, and students with classifications have more opportunity to reach higher standards and become autonomous learners. Inclusion concedes that all students are learners who benefit from a meaningful, stimulating, and suitable curriculum and differentiated instruction techniques that address their unique strengths and needs (Salend, 2005). According to Vollmer and Vollmer, as cited in (as cited in Jacob & Olisaemeka, 2016, p. 192) decisions reveal academic performance is equal or superior to comparable groups of students educated in a non-inclusive setting. The students with severe disabilities do not significantly limit or interrupt instructional time for nondisabled peers in inclusive settings. On a level, inclusive education allows children to develop friendships with their peers and feel less social tension about their disabilities (as cited in Jacob & Olisaemeka, 2016, p. 192). Also, California Special Needs Law Group (Jacob & Olisaemeka, 2016, p. 192) suggested that some people believe that children placed in regular classroom environments have greater self-esteem than children who are confined to distinct classes simply because they have special needs. The bottom line of this type of education for students with disabilities should enhance equitable admittance to possibilities that will guarantee successful outcomes in education, employment, and community integration.

Zambelli and Bonni (Jacob & Olisaemeka, 2016, p. 191) asserted that two constituents are essential in forming positive attitudes towards inclusion, namely, expanded information and knowledge about school inclusion and disabilities. Therefore it is important to understand different types of disabilities so that mainstream teachers can cater for the learning needs of diverse students.
2.3 Classification of Disabilities

To get different needs of students in the mainstream classroom, teachers and educators should know the classification of disabilities. It will create some prior knowledge for teachers to understand the diverse types of disabilities and they can change these disabilities into abilities. It is a fundamental concept of Inclusive education. We look at the child by his ability.

Intellectual and developmental disability - refers to significant difficulties with reasoning, thinking and problem solving. Identification of Intellectual disability is based on scores on an individual intelligence test together with a measure of adaptive behavior.

- Physical disability - refers to a difficulty in mobility or movement, to walking in particular, but may also apply to a challenge using hands or arms.
- Sensory impairment - relates to an impairment in vision or hearing, which in its most severe form is blindness or deafness (Foreman, 2011, p. 6).
- Behavior problems - unwanted behaviors can be described as a behavior problem. Occasional episodes of challenging behaviors are seldom causing of concern, only when a behavior or pattern of actions becomes excessive, it is a problem” (Allen & Glynnis, 2005, p. 364).
- Learning difficulty - is when some children find it tough to learn the basic skills of literacy and numeracy. This maybe because they have a general intellectual disability which affects all area of learning (Foreman, 2011, p. 7).

2.4 Inclusive Culture

School culture plays a very pivotal role in meeting the daily business of schooling. It enhances holistic development of students, building capacity, and address the demands of societies. Thus, to meet the learning needs of diverse learners, schools have to harness inclusive approach at the organizational level. An inclusive culture is one cherished by endless development of staff capacity to include students, collaborate with other professionals, and work in partnership with parents. Such a positive culture also fosters team planning, collaborative teaching, cooperative learning, and transition planning for students as they progress through schooling (Shaddock, Giorcelli & Smith, 2007, p. 4).
According to Kozleski, Yu, Satter, Francis, and Haines (2015), capacity building enhances inclusive culture. When there is dynamics of relationships between the principal, school staff, and families, it can be harnessed very well in the schools when the principal has a strong personality, is dedicated, and is committed to the students, their families, and the staff. Research conducted by Zollers, Ramanathan, and Yu (1999) found that three components of the School culture contributed to the success of inclusion: inclusive leadership, a broad vision of school community, and shared language and values. Each of the following is discussed below in the paragraphs.

The first one was Inclusive leadership when the school leader used the democratic approach in which he values participatory democracy, and in which the core element was collaborative decision making, it created a high level of interdependence among the entire community of the school. The school leader has a very robust belief in inclusion, valuing people with disabilities, and protecting their rights within the school community. The leader also shapes and shares the view of inclusion in nearly every interaction, which characterized him as a value-driven leadership. Lastly, the school leader as an exemplary role model also influences everyone in the school community.

Secondly, a broad vision of school community; the school members shares a profound interest in including families as well as the outside community in every aspect of the school. So that they share the responsibility, and the best educational and social outcomes of students achievable, whereby families, faculty, and students are supported with personal attention and respect. The school also creates the home based partnership, and it empowers all the members of the community and gives them a voice in the school.

Lastly, shared language and values; the faculty, staff, and parents speak the same language about their school motto that we are all ‘special’ and describe the school for everybody. They also entertain multiculturalism in the school where everyone becomes an integral part of school events, which promotes multiculturalism. In addition, open communication between all stakeholders is the central element in building, the shared vision and trusting school climate (Kozleski et al., 2015, p. 227).

In contrast to the above, a study conducted by Paliokosta and Blandford (2010) found that school culture could become a barrier when: Teachers’ impression is insufficient to deal with all methods of learning. There is no association amongst the managements teams struggle to raise standards and the unique educational needs departments practice. Discussion amongst teachers and teaching assistant are not evident. The senior management team of the schools does not give importance to inclusion.
Teaching assistants work are not valued and recognized by others; it creates a low self-perception amongst them. Members of staff at a strategic level and operational level openly talk about the disparity in the school organization due to the admission of the high amount of learners with special needs. Stakeholders choose a medical model to address special educational needs (Paliokosta and Blandford, 2010, p. 181 and 182). Therefore teachers knowledge, raising standards, collaboration among management and choosing the right model to address special needs is warranted in schools to meet the diverse needs of students.

Shogren, McCart, Sailor & Lyon (2015) found that the school had firmly rooted school culture in their schools: the culture of sharing the responsibility to serve all children by including staff members and families. All the members had a strong belief that all students should be valued, provided with support to be successful, all students learn differently, and their ultimate goal was to celebrate differences.

Thus, if the inclusive culture embedded in schools, realistic goals can be achieved if all the stakeholders in education, especially around the child with diverse needs, starts to collaborate, share values, responsibility, and display teamwork. Inclusive ideologies will filter down smoothly in any school context. Hence, we all know that school is a platform for building capacity, sustainable education for our future generation. To build this next generation we have to cater the learning needs of diverse students, we have to get those students into classrooms who lack access to education. We, as leaders, educators, teachers, parents, and community members, should create a positive culture, committed and dedicated environment, democracy, a visionary approach, and when all this collaboration and networking organized in a promoting way, the schools will success in Inclusive Education.

2.5 Inclusive Education Principles

Numerous principles have formed a platform for policy and practice for inclusion, the inclusion of students with disabilities. In addition, these policies are widely used in any educational settings, from the system level to school level, finally to classroom standards for application of this in teaching and learning programs.

The four key features of inclusion by UNESCO offer an expedient summary of the principles that support the inclusive practice. These components are:
Inclusion is a process. It is a never-ending search to find better ways of responding to diversity. It is about learning how to live with difference and learning how to learn from difference. Differences contribute positive motivation for nurturing scholarship, between children and adults.

Inclusion is concerned with the identification and elimination of obstructions. It involves gathering, comparing and evaluating data from multiple sources to plan for perfections in policy and practice. It is about using evidence of numerous varieties to inspire creativeness and problem solving.

Inclusion is about the attendance, involvement, and success of all students. ‘Presence’ is concerned with where children are taught, and how consistently and promptly they attend; ‘participation’ relates to the excellence of their involvements, and must incorporate the views of learners; and ‘achievement’ is about the results of learning across the curriculum, not just test and exam results.

Inclusion invokes a particular emphasis on those groups of learners who may be at threat of marginalization, segregation, or underachievement. It indicates the moral responsibility to ensure that those ‘at risk’ are sensibly scrutinized and that steps are taken to ensure their existence, involvement, and accomplishment in the education system (UNESCO, 2005, p. 15).

Hence, we should make differences in the learning journey of students, so that whatever obstructions they have is accomplished and they become part of the education system, later to the community and society as a whole. Thus, we have to have outcomes set for students with special needs, it is not just putting them in classrooms but to make them fit in our societies. Therefore, we have to keep a record for a lifetime for children with disabilities, we have to know their progress, and stories, so that we can motivate others, and also people who are involved with disabilities, so that, outcome based concept establishes in the school.

According to Foreman, (2011) five underlying principles are outlined below:

1. Principles of Social justice and human rights

   Everyone is born with a divine right, but the circumstance and situation in our life at times makes it miserable. Constantine, Hage, Kindaichi and Bryant (as cited in Hay and Beyer, 2011, p. 234) stated that "Social justice characterizes as
a fundamental search for equity and fairness in support, rights, and treatment for marginalized children, and groups of people who do not have equal power in the community." Also, Foreman (2011) suggested that inclusion in education is often as much a rights issue as it is a focus of what works excellently in all cases. Thus, its’ social justice and human rights should be essential components of Inclusive education.

2. All children can learn
Every child is unique, and they are born with talents. However, before the 1970s, students were classified as educable depending on their IQ test and were provided with education in the public school system. While others regarded as medical cases; since 1970 there has been a widespread acceptance that all children can learn, and recently in inclusive settings or inclusive classroom (Foreman, 2011). Thus, we as teachers need to tap the capabilities of our learners in the real classroom situation.

3. Normalization
Normalization, best defined as, making people with disabilities to live an ordinary life by giving roles and responsibilities to them in their everyday lives. According to Foreman (2011), the concept of normalization embraces the belief that people are entitled to live as normal as possible a lifestyle in their community, and about education, students with disabilities can choose their schools (p. 10). Moreover, Wolfensberger (as cited in Foreman, 2011, p. 10) suggested that we must value the social roles of people with disability, and include them in the community, by giving them roles and opportunities.

Moreover, in the normalizing process, those students at risk in other schools became part of the expected mix of abilities, histories, and experiences, and skill levels with the school (Kozleski et al., p. 223). Hence, normalizing should start at schools, so that the students with diverse needs gets included in the schools around their community, and they feel acceptance within their community. Thus, these will develop self-esteem and self-confidence amongst the children with disabilities and without disabilities.
5. **The least restrictive environment**

   Environment represents a very significant role in human development. The concept of the least restrictive environment is based on the principle that some conditions are intrinsically more restrictive than others. In addition, strenuous research regarding LRE placement is needed, given the variability both within and across states, as well as practices that embrace or stimulate family involvement. And how districts interpret policies and procedures that influence placement is an essential question (Morningstar, Allcock, White, Taub, Kurth, Gonsier-Gerdin & Jorgensen, 2016).

6. **Age – appropriate behavior**

   Students with disabilities should be given roles that are valued by the school community. They should actively participate in the daily activities of the schools and wherever possible, perform roles that are seen positively by peers and are valuable. The principles of normalization and social role valorization suggest that students’ activities should be appropriate to their age (Foreman, 2011, p. 15).

   Furthermore, according to the National Council for special education (2010, p. 12):

   “*Underpinning principle of inclusive education is that all children and young people, with and without disabilities, or other special needs, are studying productively together in regular schools, with appropriate arrangements for support. This principle means to engage fully in the life and work of mainstream settings, whatever their needs.*”

### 2.6 Didactic Principles of Inclusive Teaching

According to Bartovna and Viktova (2017), the following principles can be used for special education needs in inclusive education:

- Openness – we need classrooms with free learning space. SEN students need to work on the small step in a structured manner. It is linked to a range of competencies which makes learning easier; self-regulation and self-reliance are two important concepts here.
The experience of success- it shows that SEN students have to think about their powerful motivation. It is vital that SEN students are engaged in the classes, have space to work independently and experience success in the general atmosphere of the classroom.

Shared acceptance- in the mainstream classroom SEN students will not succeed automatically. Training of social skills and social interactions strategies are essential factors in learning group that become an important element in teaching.

Differentiation-planned activities enhance real life. It is important to respect the individual capacity of SEN.

Diverse methods- methods employed to SEN must be taught to the students. The diversity of the method should keep a balance between cooperation and individualization (Bartonova and Vitkova, 2017).

Thus, everyone’s right in any educational setting should be respected. Students with disabilities should be given roles and responsibilities so that they live with their daily life and along their daily within their community. The best place to harness this will be schools where equality prevails; this will create positivism and students will become successful.

2.7 **Inclusive Education Policy**

Policies are guidelines that give a sense of direction and outline an organization’s goals and desired effects. It is important that the state, Ministry of Education, universities, teacher educators, schools and the local community, have policies that clearly stipulate the terms and conditions of Inclusive education.

Therefore, at its core, inclusive education policy answers the question ‘what is the purpose of inclusive education in society?’ and ‘how can we best fulfill students with needs at present situations?’

The United Nations Educational, Scientific and Cultural Organization (UNESCO) has created a chain of reports and policies in the preceding 20 years that always discusses Inclusive education practices (Foreman, 2011, p. 45). Education for All (EFA) promotes appreciation of this need to expand quality education to all children in the world

“Most Governments in the world have become signatories of EFA and have initiated programs in their countries to allow all children to have free and compulsory primary school education.”

Inclusive schools contribute to an effective means of achieving the EFA goals of improving the education of children in isolated circumstances, and for ethnic minorities. Having legitimate policies in Inclusive education means taking a holistic approach to education reform, and tackling the exclusion system that exists in the school system.

As such, teacher education institutions and Ministry of Education need policy documents to guide them in the development of relevant, inclusive education program, materials and authenticate the dissemination of such a program. However, simply having policies in place will not solve the problem faced by Inclusive teaching; policies need to be implemented. Therefore, Fullan (cited in Ali, 2011) stated that educational change or reform is not just about putting the policy in place, but is based on the improvement of relationships between policies and the people implementing the policy. In many countries “policy development is mired by bureaucratic procedures, and lack of commitment by those in power” (Ali, 2011, p. 27). In addition, according to Mentz and Barrett (2011), concluded that the measures of access increased in the policy documents in South Africa and Jamaica are very well expressed, however, overcrowding of students in the class and lack of resources adds to the challenges of IE. In addition, a study conducted by (Paliokosta and Blandford, 2010, p. 183) found that there is inconsistency amongst theory and authenticity, whereby time contributed as a severe obstacle to inclusive policy execution. Teachers are not able to carry out differentiation due to not having enough time within the lessons. Therefore, who will be accountable for these challenges? Whenever there is any design of policy, the policy makers should involve all the stakeholders in education, so that they can address occurring hurdles. Thus, the policy itself should forecast the challenges.

Interestingly, on policy intention and implementation, Gomez (as cited in Egan, 2013, p. 14) proposes that policy implementation barriers exist due to lack participation from key stakeholders such as teachers. This view is also shared by Coughlan (as cited in Egan, 2013, p. 14) about Irish education policy. All too often, it is a small group with a certain knowledge (power/agency) who are involved in devising policy with little consultation or participation from those involved in its implementation. The current study
embraces teacher participation. It focuses on teachers and the implementation of policy texts because according to O’Brien (as cited in Egan, 2013, p. 14) the essential resource for successful inclusive education lives inside teachers’ heads. Barton (as cited in Egan, 2013, p. 14) observes that the professional opinions of teachers, their values and voices had been consistently ignored in the process of devising and implementing education policy. Therefore, it is essential to reveal teacher attitudes, beliefs, and values. It is very true that teachers are not involved in the decision-making process when designing policies at the state level. Teachers are the best resources to guide policy makers so that we can have a true policy; it's not just moving with the global education, but moving within our context.

According to Morningstar et al. (2016), their findings articulates research aligned with school-wide transformative approaches enhances inclusion. In particular, understanding systems unifying general and special education, including policies to scale-up, generalize, and sustain inclusive practices and models, is critical. Research is needed to scrutinize how policy and regulatory language support or hinder quality practices. Thus, we can view the legislations and policy regarding pupils with special educational requirements based upon accepted and ratified international documents for the Czech Republic and in table 1.

Table 1: Legislations and policy regarding pupils with special educational needs

<table>
<thead>
<tr>
<th>Legislations and policy</th>
<th>Czech Republic</th>
<th>Fiji</th>
</tr>
</thead>
</table>
• European Convention on protection of human rights and fundamental freedoms
• Convention on rights of disabled persons
• European strategy to assist disabled persons for 2010–2020
• Strategy Europe 2020 (Eurydice, 2016).

• Incheon Strategy to “Make the Right Real” for Persons with Disabilities in Asia and the Pacific (Ministry of Education, 2015)

(Source Ministry of Education Fiji and the Eurydice European Union)

It is evident that both the countries are aligning their inclusive education policies with the ratified international documents. It shows the initiative of the states and Ministry of Education that they are moving the agenda of Inclusive education in both the countries. However, getting a start with inclusive education at initial phase has lots of challenges. The cultural context, geographical locations of schools, availability of expertise, resources and services may differ from country to country.

According to, Morningstar et al. (2016) their findings articulates research aligned with school-wide transformative approaches is needed. In particular, understanding systems unifying general and special education, including policies to scale-up, generalize, and sustain inclusive practices and models, is critical. Research is needed to scrutinize how policy and regulatory language support or hinder quality practice in both the countries.

2.8 Inclusive Practice

A recent study in the UK by Ainscow, Booth, and Dyson (as cited in Ainscow and Sandill, 2010, p. 403) found that to develop inclusive practices in schools social learning process at a workplace that impacts individuals achievement and the thinking that informs this performance should happen. Also, they sought a deeper understanding of Wenger's framework that analyses the development of practices in social context and found that whatever strategies we have at organizational level becomes apparent when it is used and discussed amongst colleagues (Ainscow and Sandill, 2010).

Furthermore, Paliokosta and Blandford (2010, p. 184) found that teachers knowledge and conceptualizations can also become a major drawback in inclusive culture and which will not facilitate effective implementation of differentiation as an inclusive practice. Therefore, we cannot work in isolation, we have to share knowledge by sharing
knowledge there is an expansion of Knowledge, and with this expansion of knowledge, and we can harness inclusive practices in our diverse classroom.

Furthermore, according to Shaddock, Giorcelli and Smith (2007) described inclusive practices as following, all efforts made by the institution and its community to make pupils and families feel appreciated. Inclusive practice signifies that if participation becomes an issue for any student, whether arising from disability, gender, behavior, poverty, culture, refugee status or any other reasons than the acceptable procedure is not to organize special programs for the newly identified individual or group need. But to expand mainstream thinking, structures and practices so that all students are accepted.

Inclusive practices involve a change in mindset about how society, schools, work together to allow all students to achieve important individual and group learning outcomes. For students with identified disability, inclusive practice requires innovative ways of thinking about disability, differences, interdependence and they have a right to be educated with their siblings and peers at their schools of choice. It requires school leadership and vision that foster a sense of community and emphasize the importance of relationships. Inclusive practice begins with each teachers understanding the importance of being personally inclusive of students, parents, and others; treating each student as an individual; disregarding labels; learning from expert practitioners and best practice research, and reflecting on their performance as teachers. Inclusive practice describes a host of strategies that support the inclusion of students with disabilities. Teachers enthusiasm to join in co-teaching and to find creative ways of working together with others to assist students with disabilities in the mainstream are hallmarks of effective inclusive practice (Shaddock, Giorcelli and Smith, 2007, p. 4).

However, to practice inclusive teaching, we must look at varieties of teaching strategies that we can cater for diverse needs of students. The discussion of the strategies in inclusive classroom follows up.

2.8.1 Co-Teaching

Co-teaching is a model that highlights cooperation and communication amongst all members of a team to encounter the requirements of all students. It is also called cooperative education and collaborative teaching.

According to Shogren et al. (2015), the schools accomplished collaborative teaching by changing job descriptions of teachers who were initially appointed to serve in separate settings, enabling them to provide services in a co-teaching or supporting role
in a general education classroom. The other schools worked to organize supports for students who needed more intensive intervention not based on disability label, but on student need. Schools also identified that they used paraprofessionals in several ways, including supporting any student with a need, often delivering direct instruction to students while a general or special education teacher took primary responsibility for the teaching and learning process.

2.8.2 Differentiation Strategy

Tomlinson (2005), a preeminent expert in this field, defines differentiated instruction as a philosophy of education that is meant on the premise that students learn best when their teachers accommodate the discrepancies in their willingness levels, interests and learning profiles. To differentiate instruction is to acknowledge various student backgrounds, readiness levels, languages, interests and learning profiles (Hall, 2002). Constructing on this definition, Mulroy, and Eddinger (2003) add that differentiated instruction emerged within the context of increasingly diverse student populations. Inside the learning setting permitted by the differentiated instruction model, teachers, support staff, and professionals collaborate to produce an optimal learning experience for students (Mulroy and Eddinger, 2003).

One of the three techniques to modify instruction is shaping the content. This content of the lesson is the curriculum of the school. Heacox (2002) identified several actions that teachers can take to differentiate the content for their students. One way educators can modify the content or the curriculum they teach is by equipping students with the chance to choose a subtopic within a leading topic or unit of their individual interest. Secondly, modifying the process/activities consolidates learning exercises or approaches that produce suitable methods for students to investigate concepts of the content (Theroux, 2004). Lastly, a product is what a student develops to show their understanding of the material which was delivered. Altering the product encourages students to confirm what they have acquired in an extended type of information that reflects knowledge and ability to manipulate an idea. This phase of differentiating is classified as evaluation (Tomlinson, 2003).

Hence, curriculum modification renders a programmed and documented curriculum that is accommodated to take into account the requirements and readiness of groups of students with distinct educational needs.

Recent studies outlined by Kozleski et al. (2015, p. 223) suggest
“Students are no longer passive recipients of a curriculum and pedagogies but rather active participants in the tools, strategies, and outcomes of learning. The more they are involved in education, the more their creativity and individual capacity can be harnessed to produce potent learning.”

2.8.3 Response to Intervention (RTI)

Response to Intervention (RTI) has evolved into a systematic tool for implementing identification, evidence-based instruction, close monitoring of student progress, and decision making for all levels within the system, including administration, teachers, and parents (Björn, Aro, Koponen, Fuchs & Fuchs, 2016). In addition, according to Sullivan & Long (as cited in Björn et al., 2016) stated that as for the effectiveness of RTI, regarding academic achievement, it may be deemed an early intervention approach that can improve the school performance of at-risk students. Thus, the following examples describe how RTI can be used to prevent reading problems and identify children who need support for reading. According, to Fuchs, Fuchs & Compton (as cited in Björn et al., 2016) in the three-tier RTI Smart model, Tier 1 is for all students. Screenings are conducted several times per year to perform a timely identification of at-risk children. Each at-risk student's progress is closely monitored. If the child does not respond to the first level of group-oriented interventions and other instructional support (such as differentiated instruction), he or she typically moves to the next RTI level (Tier 2). Tier two the student then receives research-based instruction, sometimes in small groups, sometimes as part of a class wide intervention. The length of time spent in Tier 2 is longer than in Tier 1, and the intensity of the responses is greater in Tier 2. If the child does not respond adequately to the interventions in Tier 2, then a third level (Tier 3) becomes an option for continued, yet more intensive, often individual research-based intervention (Björn et al., 2016).

In addition, Opertti and Brady (2011) stated that inclusive pedagogies, practices, and tools imply, amongst other things, a move away from overloading students with theoretical and formal academic knowledge towards a focus on active student participation and learning. They imply that teachers can develop a more flexible and relevant range of objectives, methods, media, activities, and assessment. Research on learning reminds that students are no longer passive recipients of a curriculum and pedagogies but rather active participants in the tools, strategies, and outcomes of education. The more they are involved in this work, the more their creativity and
individual capacities can be harnessed to produce abundant learning (Kozleski et al., p. 223). Thus, contemporary strategies like co-teaching, differentiation strategy and Response to Intervention, can be applied to real classroom teaching and learning process. However, there are lots of innovative strategies that can meet the demands of the diverse class. These might include cooperative teaching and learning, collaborative problem-solving, mixed-ability groups, and individual education plans developed in line with the rest of the curriculum, along with cognitive instruction, self-regulated and memory learning, multi-level teaching, competency-based approaches, and interactive, digital teaching tools (Opertti and Brady, 2011, p. 465).

To harness this, teacher preparation and professional development will be equally important. Thus, it is necessary to examine and clarify the dispositions, knowledge, and skills of educators, to support inclusive practices (Morningstar et al., 2016).

Therefore, as teachers and educators, we must be fully versed with all the new strategies so that we can make the difference and a successful learning journey for our students. Hence, inclusive practice is about feelings, mindset, knowledge, vision, reflective practitioners, and innovation. If these ideologies are in calculated in teachers, and the teaching process, inclusive education will be implemented in schools and the needs of students will be met productively.

### 2.9 Assessment Procedures for Diagnostic Assessment

The diagnostic isn’t only needed to support inclusion, but it is also needed for social work in general. It helps in identifying and considering the situational complications of people, and henceforth sets objectives plans for professional interventions and assistance.

The aim of all diagnostics efforts in social work is to describe the problematic behavior and its origin while gaining improved understanding and possible explanation. The diagnostic process as discussed by Baumann and Reinecker-Hecht (1990) are:

a. The description of specific occurrences, situations, problematic behavioral patterns and its progress.

b. Classification of assigned conditions observed, procedures, interactions, and so forth, to an assessment and rating system. This system and criteria are accessible for people, situations, reactions, therapeutic methods and psychic issues.
c. Explanation with the help of the gathered data. Diagnostics use these data to explain psychological disorders which exist in distinguished, etiological models that are either upheld or invalidated.

d. Prognosis in predicting the progress of psychic disorders with or without treatment and the possibilities of the success of the treatment.

e. Evaluation concerning the assessment of the nature of the diagnostic and therapeutic strategies as part of the treatment with regards to the objectives.

Standardized diagnostic strategies are used in the medical and psychological fields. However, multidimensional and action relevant diagnosis are required to explore the bigger scope of a person in all its contexts. Therefore, the diagnostic process needs to be a dynamic and open process. Diagnostic work is extremely challenging with respect to time, professional and human resources. Those supporting inclusion need be well versed with the basic propensities and levels of diagnostics including medical, psychological, special educational, and social sectors.

a. Medical diagnostics
It focusses on symptoms or syndromes of a disease or disorder and allocates them to causes (etiology) and recognizes how it develops (pathogenesis). The commotion factors help explain the reasons for the diseases and ways to eliminate it (therapy).

b. Psychological diagnostics
It looks at the differences and characteristics of human behavior. Psychological diagnostics involves procedures for deciding the individual nature of a person, particularly on development, talent, intelligence, performance and personality. It is gathering and assessing data about the development of the individual and the characteristics of his personality.

c. Pedagogical diagnostics
Learning on educational circumstances and tasks, Pedagogical diagnostics assist planning, achievement, and control of educational and learning processes using observation as the key strategy. Each diagnosis includes a prognosis which is vital for children with behavioral problems.
d. Social Pedagogical diagnostics

This diagnosis focuses on the social structures of the education of a child. They contemplate the child and his situation in life from an ecological perspective. The child’s interaction with his ecological environment are critical for the relation and experiences and describe the development of individual and his situation in life in many regards.

e. Special Educational Diagnostics

This diagnostic constitutes a fixed part of acting. It concentrates on the components that have caused and intensified the affected life situation rather than on disability or impairment or the disabled or impaired person as described by Bach (1999, p. 86) students with disabilities require some form of special education services. According to Pierangelo & Giulini (2006) before making a determination about special services offered to students with disabilities, a complete and comprehensive evaluation should be carried out. Furthermore, according to the National Dissemination Center for children with Disabilities (as cited in Pierangelo & Giulini, 2006, p. 3), assessment in educational setting serves five primarily purposes:

- Screening and identification;
- Eligibility and diagnosis;
- IEP development and placement;
- Instructional planning;
- Evaluation.

2.9.1 Identification and Assessment: Intellectual Disability

Assessing Intellectual Functioning

Assessment of a child’s intellectual operative necessitates the admin of an Intellect test by a school psychologist or other trained professionals (Heward, 2014). In addition, according to Foreman (2011), identification of intellectual disability constructs on an individual intelligence test composed with a measure of adaptive behavior. Adaptive behavior means the child is every day functioning in comparison to other kids.
The most common tests for students are the Stanford-Binet Intelligence Test (5th edition) and the Wechsler Intelligence Scale for children (WISC-1V) (Foreman, p. 5).

According to Foreman (2011), the average IQ score is 100, and if the score is below 70, it indicates a degree of intellectual disability which should be related to limitations in adaptive behavior. The level of intellectual disability commonly categorized in particular succeeding manner:

- 55 to 70 IQ: Mild intellectual disability;
- 30 to 54 IQ: moderate intellectual disability;
- Below 30 IQ: severe intellectual disability (p. 5).

Moreover, according to Heward (2014, p. 133), IQ tests are standardized tests, and it can also be a norm-referenced test. Although IQ tests have been widely scrutinized, it can provide useful information; it is objectively used to identify an overall deficit in cognitive functioning.

Although the major IQ test is amongst the most prudently created and researched psychological assessment mechanisms available, it has its strength and weaknesses as discussed below:

- Intelligence is a hypothetical construct. No one has seen intelligence as it is assumed from the observed performance. It is understood that it takes more intelligence to do a precise task at a given age than it does to execute others.
- An IQ test measures performance of a child at one point in times on the items included on the test. It trials only a small portion of an individual’s skills and abilities; we assume from that performance how a child might undertake other situations.
- IQ scores can alter knowingly it may increase after a period of rigorous, methodical intervention.
- Intelligence testing is not a precise science. The variable that can affect the person IQ score is motivation, the time, the location of the test, biases by the test administrator and the selection of IQ tests.
- IQ test can be culturally biased. The Binet and Wechsler test tend to favor primarily the white middle-class children, which is highly verbal will be inappropriate for children with English as a second language.
• IQ score is one component of a multi-factored assessment, therefore, should not be used as the only source of making a diagnosis of intellectual disability.

• An IQ test should not be used to determine IEP objectives. The criterion-referenced test of curriculum based and skills are more suitable and valuable source of information in IEP goals. (As cited in Heward, 2014 p 134: Overton, 2012: Salvia, Ysseldyke & Bolt, 2011, Venn, 2007).

Assessing Adaptive Behavior

Adaptive Behavior consists of conceptual, social and practical skills that people have acquired to function in their daily lives. The tools or instruments of AAMR Adaptive Behavior Scale:

1. AAMR Adaptive Behavior Scale – it consists of two parts, the first part consist of ten fields related to independent functioning and daily living, for example, eating, toilet use, money handling, numbers and time. The second part consist of inappropriate behavior in seven areas, for instance, trustworthiness, self-abusive behavior, and social engagement (Heward, 2014, p. 135).

2. AAIDD Diagnostic Adaptive Behavior Scale- the DABS provides a comprehensive standardized assessment of adaptive behavior. Designed for use with individuals from 4 to 21 years old, DABS provides detailed diagnostic data encompassing the cutoff point where a person is considered to possess “notable shortcomings” in adaptive function. The appearance of such deficiencies is one of the dimensions of intellectual disability. Adaptive behavior is the collection of conceptual, social, and practical skills that all people learn in a direction to function in their daily lives. DABS measures these three domains:
   • Conceptual abilities: literacy; self-direction; and ideas of figure, money, and time;
   • Social skills: interpersonal skills, social engagement, self-esteem (i.e., care), social problem solving, following rules, obeying laws, and avoiding being victimized;
   • Practical skills: exercises of everyday existence (individual care), professional skills, use of money, safety, health care, travel/transport, schedules/routines, and use of the telephone.
3. Vineland Adaptive Behavior Scale – it is available in three versions, the interview editions, survey form, and expanded form. The administration of the test done by individuals who are familiar with the person assessed, such as a parent, teacher, or a direct caregiver (Sparrow, Balla & Cicchetti, 2005) as cited in Heward (p. 135).

4. Adaptive behavior assessment system- it provides a comprehensive evaluation of 10 specific adaptive skills on three domains conceptual, social and practical (Harrison & Oakland, 2003). Five different forms are available for use with individuals from birth to age 89.

2.9.2 Identification and Assessment: Learning Disability

The most common assessments for learning disabilities are standard intelligence and achievement tests, criterion-referenced tests, curriculum-based assessment tests and direct and daily assessment tests (Heward, 2014, p. 181).

Curriculum-Based Measurement (CBM) is a technique educators use to find out how students are proceeding in essential educational fields such as Math, reading, writing, and spelling. It is formative, ongoing assessment of student’s gradual advances in teaching and learning in a real classroom scenario. Hessler and Konrad (as cited in Heward, 2014, p. 182) stated that it is easy to administer, less cost effective, time efficient, and sensitive to small incremental changed in student performance over time. Moreover, according to Good and Kaminski (as cited in Heward, 2014, p. 182), Dynamic Indicators of Basic Early Literacy Skills has all the traits mentioned above, which was established to be an adequate indicator of fundamental reading skills for early identification of children at risks for reading difficulties. To assess the effects of interventions designed to prevent such failure. Heward, 2014, p. 182). Furthermore, it consists of six individual measures and a composite score:

- First sound fluency;
- Letter naming fluency;
- Nonsense word fluency;
- DIBELS Oral Reading Fluency;
- Daze;
- Composite Score.
Furthermore, the DIBELS assessments are asserted to be reliable predictors of reading underachievement that may be employed to identify students in need of intervention and to reliably determine student progress to provide school-based data to inform direction and to review school level outcomes (Scheffel, Lefly and Houser 2012).

**Identifying Learning Disability by Assessing Response to Intervention**

Response to Intervention (RTI) has evolved into a systematic tool for implementing identification, evidence-based instruction, close monitoring of student progress. It helps in decision making for all levels within the system, including administration, teachers, and parents (see D. Fuchs & Fuchs, 2005; D. Fuchs, Fuchs & Compton, 2012). As for the effectiveness of RTI, regarding academic achievement, it may be deemed an early intervention approach that can improve the school performance of at-risk students (Sullivan & Long, 2010).

Thus, the following examples describe how RTI can be used to prevent reading problems and identify children who need support for reading.

According, to Fuchs, Fuchs & Compton (as cited in Björn, Aro, Koponen, Fuchs & Fuchs, 2016) in the three-tier RTI Smart model, Tier 1 is for all students. Screenings are conducted several times per year to perform a timely identification of at-risk children. Each at-risk student’s progress is strictly monitored. If the child makes no reaction to the first level of group-oriented interventions and other instructional support (such as differentiated instruction), he or she typically moves to the next RTI level (Tier 2). Tier 2 student then receives research-based instruction, sometimes in small groups, sometimes as part of a classwide intervention. The length of time spent in Tier 2 is longer than in Tier 1, and the magnitude of the responses is greater. If the child does not respond sufficiently to the interventions in Tier 2, then a third level (Tier 3) becomes an option for continued, yet more intensive, often individual research-based intervention (Björn et al., 2016).

**Intelligence and Achievement Tests**

Standardized intelligence and performance tests are widely used as diagnostic instruments with children with learning disabilities. These norm-referenced examinations are designed so that student’s scores can be correlated with numbers of the same age students. Widely used standardized tests for assessing students overall academic achievement includes:
• the Iowa Tests of Basic Skills: Hover, Dunbar, and Frisbie (as cited in Heward, 2014, p. 187);
• the Peabody individual test, Markwardt (as cited in Heward, 2014, p. 187);
• the wide range achievement test, Wilkinson, and Robertson (as cited in Heward, 2014, p. 188).

Furthermore, some norm reference test is designed to measure attainment in specific academic areas like reading and mathematics performances. Frequently used reading achievement tests are:
• the Gates-MacGinite Reading Tests, MacGinite, MacGinite, Maria and Dreyer (as cited in Heward, 2014, p. 187);
• the Gray Oral Reading Tests, Wiederholt, and Bryant (as cited in Heward, 2014, p. 187);
• the Test of Reading Comprehension, Brown, Wiederholt and Hammill (as cited in Heward, 2014, p. 187).
• The Woodcock Reading Mastery Test, Woodcock (as cited in Heward, 2014, p. 187).
• Furthermore, the norm-referenced test can also be used to assess Mathematics achievement and the frequently used tests.
• A Diagnostic Inventory of Essential Skills, Connolly (as cited in Heward, 2014, p. 187).
• The Stanford Diagnostic Mathematics Test, Beatty, Madden, Gardner and Karlsen (as cited in Heward, 2014, p. 187).
• The Test of Mathematical Abilities, Brown, Cronin and McEntire (as cited in Heward, 2014, p. 187).

**Criterion Referenced Tests**

The advantage of criterion-referenced tests is that they identify the specific skills the child has already learned and the skills that require instructions.

**Educative / Alternative Assessments**

According to Huerta-Macias (cited in Kumar, 2013) some of the educative or alternative assessments does not intrude on regular classroom activities; provides multiple
indices that can be used to gauge students’ progress and provides information on the strengths and weaknesses of each individual student. The different types of alternative assessments are:

In addition, according to Rudner & Boston (as cited in Kumar, 2014) Performance Assessment testing that requires a student to create an answer or a product that demonstrates his/her knowledge or skills.

Authentic Assessment is a form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills. An authentic assessment usually includes a task for students to perform and a rubric by which their performance on the task will be evaluated (Kumar, 2013).

Portfolio Assessment Portfolios are an alternative form of assessment and are based on a collection of work samples and/or products over time to demonstrate what the student has learned and is capable of (Kumar, 2013).

Hence this type of assessments should be included to make any judgement in regards to SEND in any educational settings.

2.9.3 Identification and Assessment: Emotional or Behavioral Disorders

Children who demonstrate patterns of antisocial behavior when entering schools run the possibility of evolving more severe behavior difficulties as they advance through school and life (Heward, 2014). Therefore, screening tests, direct observation and measurement of behavior and functional behavioral assessment would be required.

Screening tests

Most testing devices consist of behavior rating scales or checklist that are completed by teachers, parents, peers and children themselves. However, other instruments test behavioral disorders

- Child behavior checklist (CBL);
- Behavioral and emotional rating scales (BERS);
- Systematic screening for behavioral disorders (SSBD);
- Direct Observation and Measurement of behavior.

The actual behaviors that are concerned about the child are observed and recorded in the natural settings, for example, classroom or playground. The benefit of assessing
and describing emotional or behavioral disorders concerning frequency, duration, latency topography, and magnitude is that identifications, the design of interventions strategies, and evaluation of treatment effects can all rotate around straight and objective measurement (Heward, 2014).

**Functional Behavior Assessment**

It is an organized procedure for collecting evidence to comprehend why a student may be engaging in challenging behavior. The school psychologist, special educators, and behavior analysts use this data to create assumptions about the function and purpose of behavior exhibited by the student. The two standard functions of problematic behavior to get something (positive reinforcement), or to avoid or escape something that the student doesn’t want (negative reinforcement). Therefore, knowledge of a behavior’s functions can point to the design of an appropriate and efficient behavioral intervention plan (Heward, 2016).

**Indirect Functional Behavior Assessment**

The easiest way of getting information about the child’s behavior is by the people who know the child very well, for example, teachers, parents, peers, siblings, and family members, about the occurrence and non-occurrence of the behavior. The number of ways collecting indirect FBA is by structure interview, questionnaires, or checklist. Teachers can create their own or can use

- The motivational assessment scale by Durad and Crimmins, 1992;
- Questions about Behavioral functions by Paclawsky, Matson, Rush, Smalls, and Vollmer, 2000;
- The functional assessment interview, which includes a student assisted form so that students can serve as their informants by O Neill et al. (1997).

**Descriptive Functional Behavior Assessment**

It involves direct observation of the problematic behavior in the natural setting. The techniques used is called ABC recording. The table below gives details of ABC recordings.
The antecedent events that occasion or trigger problem behavior

The nature of the behavior itself

The consequences that may function to maintain the behavior

Examples.
Transition from to one classroom or activity to another, task difficulty
Durations, topography, intensity
Teacher attention, withdrawal, of task demands

The IEP team combines the results of direct and indirect FBA s to acquire an image of the function. At times this can lead to an effective treatment plan (Heward, 2016).

**Functional Analysis**

The similar antecedent’s conditions and consequences identified through indirect or descriptive FBA are used in functional analysis, but the variable is manipulated in a controlled setting rather than the natural environment. It allows better control of the variable and safety of the child and people around. Therefore it is highly recommended that only trained personnel who have obtained consent from parents/guardians and have ensured that adequate safety measures are in place to conduct such analysis for the protection of students and others from any harm.

### 2.9.4 Identification and Assessment: Autism Spectrum Disorder

The distinct neurobiological origins of autism are not known, and there is no medical test available (Heward, 2014, p. 261). The determination of whether a child has an ASD is based on a professional assessment of behavioral characteristics per the DSM. Autism can be probably diagnosed at 18 months of age, with research currently developing methods for diagnosis by the child's first birthday. Hence classroom-based assessment can provide valid and reliable information on children’s weekly progress if children are not able to proceed the teachers can change the learning style to suit the individual needs of the child.

### 2.9.5 Identification and Assessment for Communication Disorder

Assessment of an assumed communication disorder may comprise some or all of the following components:

- Case history and physical examination;
• Articulation test;
• Hearing test;
• Auditory discrimination test;
• Phonological awareness and processing;
• Vocabulary and overall language development test;
• Assessment of language functions;
• Language samples and
• Observation in natural settings.

2.9.6 Identification and Assessment for Deafness and Hearing Loss

Auditory brain stem response and otoacoustic emissions are two methods of screening for hearing loss in infants. The prescribed hearing tests generate an audiogram, which graphically shows the intensity of the faintest sound an individual can hear 50% of the time at various frequencies. Hearing loss is classified as slight, mild, moderate, severe or profound, depending on the degree of hearing loss.

2.9.7 Identification of Functional Eyesight

The orthoptic assessment consists of the finding of the eye doctor concerning the ability to see it is a special offer of visual and functional diagnostics. The differential diagnostics of functional behavior includes fixation ability, the position of eyes, ocular motility and visual tracking Color vision, brain processing of stimuli such as different vision, depth perception and ability to concentrate are tested as well. Near and far acuity of both eyes in daily conditions and the need for magnification is measured (Vitkova and Kopency, 2014).

2.9.8 Identification and Assessment for Gifted and Talented

The identification of gifted and talented students includes a combination of intelligence test; achievement measures; checklist; teacher, parent, community and peer nomination; self-nominations and leisure interest.

Hence once the teachers have knowledge of disabilities, and they have relevant information about diagnostic the major step will be to design an intervention plan.
2.9.9 Individual Intervention Plan

To achieve good learning outcomes for a student with a disability and learning difficulty, it is essential that the teachers make reasonable accommodations by adapting curricula (content and assessment) and teaching approaches. However proper planning and management skills by teachers for diverse learners can achieve this.

Planning for some students requires greater individualized focus and structure than the teacher’s overall class program provides. Individual Intervention Plans to reinforce the notion of mainstream students who are in need of targeted intervention, predominantly in the areas of literacy or numeracy. In Fiji schools, many children in early years of schooling fall behind in literacy and numeracy, if teachers do not intervene these students are passed to the next class and at the middle or end of the primary schools, they become school dropouts. Goepels study (2009) states that children who took IEP positively progressed in their achievement. Individual intervention plans typically are specific and focused with short-term targets. Individualized intervention program should apply to all education, or at very least, to all students deemed to be at educational risk. IEP’s, by contrast, are designed over an extended period. The process of developing a plan, while raising awareness and sharpening the focus of the teacher will not change educational outcomes for the student until the intervention plan is implemented, monitored and evaluated (Wood, 2002). The early intervention determines, the impact of impairment on students learning. The earlier implementation and the quality of the intervention plan reduce the incidence of negative consequences (Ashman & Elkins, 2009).

Developing an individual intervention plan for a student does not equate to withdrawing or marginalizing the student from the mainstream program. According to Strickland (2011), differentiated instruction is essential to the preventing of reading difficulties and provides for the intervention for those who require extra support. Rather it entails separating the teaching and learning program to accommodate the individual educational needs of the individual. It requires providing intensive small group and individual instruction within the whole-class, small group, individual framework. To cater adequately for students in need of intervention planning, teachers need to identify the particular strengths, weaknesses and learning needs of the students. It can be accomplished through a mixture of formal and informal assessment. A diverse repertoire of teaching strategies in the teaching and learning process to make learning enjoyable for the students. The ability to utilize appropriate student-centred, needs-based strategies that
address the specific needs of the student. It will create awareness of a particular child is in his or her learning journey. To collect data that provides evidence of the student’s progress. To use this data to develop a profile of the student – likes, interests, learning style, strengths, weaknesses, family circumstances, academic ability and academic progress. To adapt or modify the instructional plan in response to identified needs. Thus, if the above planned promptly in the classroom will produce authentic outcomes for diverse learners or special needs.

Also, according to Foreman (2011) for any change to be successful transition planning should address the support needs of families, children and teachers should encompass the collaborative relationship between families and school services. Therefore, Intervention plans will be most effective when they involve all of the stakeholders. According to Jackson (2012), it is important to acknowledge that living with a child with special needs is something that a whole family does, not just the parents. Therefore, it is important, therefore to include family members or caregivers in designing these programs. Regarding accountability, and as a courtesy, it is important to make an appointment for a family conference. It is also anticipated that the information or insights families bring will inform the planning process and we need a two-way exchange of information (Jackson, 2012). It is also important to schedule such interviews when all parties have time to commit to the process.

Hence, according to Foreman (2011), a team approach is the best way for implementing the intervention. This procedure will only work if the child, teachers, parents and educational leaders collaborate and play as a team in their respective schools. Dempsey & Kelly (2007) also support it that all support personnel including regular teachers and parents and students to take responsibility for owning the plan. Thus, this intervention program develops the literacy skills of students. It also helps to decrease the number of slow readers in a classroom as Fiji is encountering an average of five to six slow readers; observation was during teaching practicum from the year 2008. It also guides a teacher to develop literacy skills in students. It is a challenging approach to learning and assessment if adopted by teachers will improve the literacy skills of the students in Fiji Islands. However looking at Czech Republic children with and without disabilities have been educated in the mainstream classroom since 1989 with a primary emphasis January 1, 2005 (the Education Act. 561/2004 Coll as amended) (Bartonova Vitkova and Vrubel, 2014). It shows the commitment of the state and Ministry of Education for inclusive education.
The individualized educational program (IEP) for a student with special needs should become a life documents and include planning for secondary schooling beyond primary school if appropriate. In our Fijian context; the IEP should be carried to high schools so that secondary teachers know the assistance and needs of particular students. The IEP is the place where students with disabilities should be encouraged to establish their long-term objectives. The goals will require constant monitoring and adjustment, and evaluation throughout the secondary education as the student's postsecondary and career choices become defined.

2.10 Theoretical Framework

The theoretical orientation that will be used to inform the study will be drawn from the literature that is related to the study such as:

**Bronfenbrenner’s Ecological / Bioecology system model**

The ecological system model values were teaching and thinking in an inclusive way by putting into account the significance and agency of the child simultaneously with different levels of support. The child remains at the center of this model. The requirements of the learner, what is in the best interests of the student, the agency of the learner, including their voice, and the individual meaning making of the learner of their learning, are all central, and first principles, in rights documents, both internationally and nationally (Howie, 2013).

For example, the 2006 UN Convention on the Rights of Persons with Disabilities has at the beginning of the document as a general principle (a) ‘Respect for native significance, individual liberty including the privilege to make one’s decisions, and independence of persons.’ Article 7:2 states ‘In all actions concerning children with disabilities, the best interests of the child shall be a primary consideration (Howie, 2013).

The Salamanca Agreement (UNESCO, 1994) states in Principle 2 ‘every child has unique characteristics, interests, abilities and learning needs.’ Within its framework for action, it says ‘Every person with a disability has a right to express their wishes about their education, as far as this can be ascertained’ (Framework 2). In framework four a child-centered pedagogy is affirmed with the statement ‘Special needs teaching consolidates the established principles of sound pedagogy from which all children may
profit. It assumes that human differences are normal and that learning must accordingly modify to the requirements of the child rather than the child fitted to assumptions regarding the pace and the nature of the learning processes (Howie, 2013).

According to, Bronfenbrenner and Morris (2006) introduced a comprehensive bioecological model of advancement that involved four central elements: Process, Person, Context, and Time. Central to the bioecological model are proximal processes or the fixed interactions that occur between the developing person and his/her environment. Bronfenbrenner defined proximal progressions as the dynamic forces behind progress and emphasized that such connections needed to happen on a consistent basis and become increasingly involved over time to promote development (Walls, 2016). The learning need, interest of the learner, the agency of the learner, learning style and the voice of the student are the characteristics of this model (Howie, 2013). Proximal processes are shaped directly and indirectly by various ecological systems (Walls, 2016). In addition, Bronfenbrenner and Morris (2006) suggests that in ecological systems theory children are part of a social system comprised of several interrelated systems. The different systems appear as in the figure 1.

Figure 1: Bronfenbrenner’s Ecological / Bioecology system model (Source: Worth Publisher, 2015)
The microsystem refers to relations between the child and the immediate environment (Corte & Weinert, 1996). According to Howie (2013), it involves the direct teaching/learning interactions in which the learner is engaged. It is further reinstated in the 2006 UN Convention on persons with disabilities. It recaps a clause from the 1989 UN Convention on the Rights of the Child; stating the right to the advancement of persons with disabilities of their personality, abilities, and creativeness, as well as their mental and physical abilities to their fullest potential. Furthermore, she states that index for inclusion is also an important principle for direct teaching and learning, and the detailed principle is stated below:

The belief system:
1. Principle 1: A belief that all children can learn and change in their cognitive functioning.
2. Principle 2: The use of any teaching of thinking approach should aim to improve thinking for all of the learners involved.
3. Principle 3: Teachers need to believe in the positive possibilities for, and contributions from, all learners.

The learning environment:
4. Principle 4: The learning environment needs to provide adequate learning challenges for all students.
5. Principle 5: The learning environment needs to be open to change.
6. Principle 6: The learning environment includes the wider community.

The mediator and the mediation:
7. Principle 7: The mediation of thinking involves the mediator in a shared, reciprocal learning relationship with the learner.
8. Principle 8: The mediation of thinking includes the mediator in making the learning meaningful to the learner.

The task:
11. Principle 11: The task needs to be fully understood concerning its task dimensions and demands.

12. Principle 12: The links between the teaching of thinking and curriculum tasks need to be as strong as possible.

The learner:

13. Principle 13: The mediator of thinking for all must address the unique learning needs of every individual student.

14. Principle 14: The mediator of thinking needs to address the learning needs which the learner is experiencing in the learning process, involved with the thought interaction.

15. Principle 15: The mediator needs to work in partnership with the student for the fullest self-regulation of their thinking and learning approaches, Booth and Aniscow, (as cited in Howie, 2013, p. 39 & 40).

The mesosystem to connections among the child’s live settings. It is the interlocking of systems in which a learner is involved. For all students in a school, the most important of these interlocking systems is that of the family system with the education system. There has been a lengthy history of linking with parents in bringing about change in education, for both, children with educational needs as a whole, and for the meeting of the needs of individual children (Howie, 2013, p. 38). According to Walls (2016), the mesosystem comprises the exchanges that take place amongst two microsystems, i.e., teacher-to-teacher communication (that takes place on behalf of a student), and their effect on student education. A recent review by Orr & Hammig (as cited in Walls, 2016) of 38 studies, suggested that teachers liaise with student support services on campus as one step in practicing inclusive education, and cultivating the educational experiences of students with disabilities. Disability services are just one example of a context that teachers might have to interrelate with on behalf of their students. Campus organizations, internship sites, and health services are other examples (Walls, 2016).

The exosystem to social settings that affect, but do not contain the child. It is the environment of the institutions to which learners belong, especially the school. According to Booth and Ainscow (as cited in Howei, 2013), suggest that probably the best-known framework outlining criteria for progress towards full school inclusion is the Index for
Inclusion. The revised index has a strong focus on the first dimension of an inclusive school ethos, including the principle that ‘staff seeks to remove barriers to learning and participation in all aspects of the school.’ It leaves no room in schools for some employees to consider inclusion the responsibility of a small group within specially designated support services or sections of the school. Each school should have a unique culture of inclusion, able to respond to the diversity of learners in their school area. Mittler (as cited in Howie, 2013) states ‘Inclusion is not about the placement of individual children, but about creating an environment where all pupils can enjoy access and success in the curriculum, and become full and valued members of the school, and the local community’ (p. 185). The second dimension of the Index involves education policies. In the Index for Inclusion, particularly important questions are asked about curriculum, about the policy of a school, including ‘Do all curriculum development activities address the participation of students differing in background experience, attainment or impairment?’ (Howie, 2013). The Salamanca Agreement has as a Framework clause 9 ‘the matching of curriculum content and method to the individual needs of pupils,’ and as a School Factor clause 28 ‘Curricula should be adapted to children’s needs, not vice-versa.’

In addition, clause 29 ‘Children with special needs should receive extra instructional support in the context of the regular curriculum, not a different curriculum (Howie, 2013). The guiding principle should be to provide all children with the same education, providing additional assistance and support to children requiring it.’ An important whole school policy aspect relates to how support is given to enable each learner to access the curriculum (Howie, 2013). The Salamanca Agreement advocates a ‘continuum of support.’ Such a continuum of support should be possible without the need to label or categorize learners, but rather to be decided on through on-going formative assessment. The Index for Inclusion has a third dimension relating to inclusive practices. These cover aspects addressed in the Microsystem above (Howie, 2013).

Moreover, according to Walls (2016), the exosystem is a milieu that students are not directly situated but has an indirect effect on their learning in the classroom. By acknowledging exosystem influences on students’ performance in the classroom, teaching-oriented workshops promote greater sensitivity among new faculty (Walls, 2016).

The macrosystem refers to the overarching ideology of the culture. This system level includes the overarching cultural patterns of government, religion, education and economy, which impact on and interact with the person’s learning. Some shared concepts,
which could help in linking inclusion, and the teaching of thinking at this system level, are:

1. A shared definition of inclusion would probably be helpful to use an internationally accepted definition, workable in a mixture of cultural contexts, such as the one which underpins Ainscow’s Index for Inclusion (Booth and Ainscow, 2002), now used internationally for school self-monitoring in progress towards inclusion. Ainscow (1995) defines inclusion as the restructuring of schools to meet the needs of all learners, including those with special educational needs, in contrast to integration, whereby support is given to children with exceptional educational needs to enable them to fit into an ordinary school. This ‘education for all’ whereby each school community should be accountable for the success or failure of every child, is spelled out in the Salamanca Agreement.

2. In the definition of learning and thinking there must be a holistic and inclusive definition of learning and thinking which is learner-centered and affirmed in both teaching learning and assessment. Mittler (2013) in discussing the future about inclusion quotes from the Delor’s Report (UNESCO, 1996) as follows: ‘Orderly institutional arrangements direct to highlight the acquisition of information to the disadvantage of other sorts of education. Therefore it is vital now to conceive teaching in a more encompassing fashion as built on four pillars of learning to be, learning to know, learning to do and learning to live together’ (p. 179/160). Definitions of thinking evenly concentrate on the method of scholarship and thinking. It is exemplified in Sternberg’s definition as follows: Teaching thinking requires the teacher to ‘intervene at the level of the reflection method and train individuals what methods to use when, how to use them, and how to combine them into workable strategies for task solution’ (Sternberg, 1984, p. 39).

3. A view of inclusion which embraces the fullest inclusion of every child, including children with special learning needs as well as children from ethnically different and socio-economically disadvantaged backgrounds.

4. Ensuring that the Salamanca Framework principles are supported by an integrated system about inclusion. The UNESCO Open-File on Inclusive Education (2001) addresses some of the broader problems, which require being examined for a more inclusive practice. Incorporating managing the transition, professional development, assessment, organizing support, families, and communities,
generating an inclusive curriculum, resourcing and funding, managing changes throughout education, and working with schools (Howie, 2013).

5. In addition, according to Hearn & Holdsworth (cited in Walls, 2016), the macrosystem includes wider cultural forces, such as funding for academic programs and state and national priorities. Lack of financing can impact course offerings, classroom size, and access to technology, instructors’ workload and their ability to effectively mentor students – all of which affect student learning outcomes.

6. Hence, Bronfenbrenner’s Ecological / Bio ecology system model fits very well in my research topic because when we look at Inclusive Education, the child come in the center of Inclusive Education, and the different levels of the model can enhance and describe the situation analysis for improvement of Inclusive education.

Summary
This chapter has focused on a review of literature about Inclusive education and its benefits in primary schools. The literature has shed light on different types of disabilities, inclusive culture, inclusive policies, inclusive practice and diagnostic assessment in terms to bring inclusion in schools. The chapter has also outlined a theoretical framework of Bronfenbrenner’s Ecological / Bioecology system model which fits well when implementing inclusive education because the child is at the center of the design, and it indicates how all the systems are going to influence a child’s learning journey. The next chapter outlines the context of the study and discussion of both the Fijian and the Czech Republic.
3 THE RESEARCH CONTEXT

Introduction

This chapter discusses the context of the study, specifically with Fiji and Czech Republic’s social, cultural, and educational background. It provides a brief overview of the demographic, cultural, political, economic situation, and as well as the context of Inclusive education of both the countries.

3.1 The Context of the Study

Education is the key hub for development in this 21st century. Looking at the history of education, it started informally in different societies in the world, and the younger generation were taught how to survive and value their cultural ideologies. Later on, schools were developed upon religious principles around the world, and regular school came visible through all these doctrines and principles throughout the world. For the purpose of this section, the Czech and Fijian Inclusive education system in primary education is discussed. Advocates of inclusive education may differ from slight to moderate in their views about motivation and emphasis. When speaking of inclusion, Lindsay (as cited in Chakraborti-Ghosh, Orellana & Jone, 2014, p. 4) emphasizes the rights of those who have been eliminated by separation due to physical and mental disabilities, that is, children in special education. Others articulate how it is the guarantee or the right to schooling for each pupil and the means to a constitutional system of teaching. This latter viewpoint places Manton’s (as cited in Chakraborti-Ghosh, Orellana & Jone, 2014, p. 4) importance on sufficing the requirements of all students such as the poor, those who must work to survive, those who are separated against, and those who drop out due to failure. It implies that inclusion is an all-encompassing ideology in which the deployment of special need students in the inclusive classroom is a particular case of practicing inclusion.

3.2 Population and Distribution

Fiji is situated in the South Pacific Ocean and contains 330 islands, about 110 of them occupied. Most of the residents are on the two main islands of Viti Levu and Vanua
Levu (UNICEF, 2011). The nation has four administrative divisions, which are divided into 14 provinces (UNICEF, 2011). The Central section (capital Suva) comprises the provinces of Naitasiri, Namosi, Rewa, Serua, and Tailevu. Northern (capital Labasa) has Bua, Cakaudrove, and Macuata; Eastern (capital Levuka) covers Kadavu, Lau, and Lomaiviti and Western (capital Lautoka) covers Ba, Nadroga-Navosa and Ra (UNICEF, 2011).

Fiji has a relatively young population, with children 0-18 years constituting nearly 40 percent of the entire population (Census 2007). The total population of 837,271 comprises iTaukei (57 percent), Indo-Fijians (37 percent) and other ethnic groups (6 percent) (UNICEF, 2011). I taukei the natives of Fiji and Indo-Fijians descendants of indentured laborers who came to Fiji in the year 1879. The other ethnic groups are Europeans, Japanese, Koreans, and immigrants from other countries.

### 3.3 Fijis Education System

The Ministry of Education centrally administers education in Fiji. Curriculum frameworks, policy guidelines, and directions are centrally developed, managed and provided. The Ministry also provides for qualified teaching personnel to support all schools in the delivery of quality education for students. However, anecdotal evidence suggests that this system is very stretched, with the extremely low wages paid to teachers in outlying areas failing to attract and hold suitably qualified personnel.

There are 131,621 students enrolled in the registered 726 primary and 17 special schools around the country in 2013, and in 2014 the population increased to 137,049 (Ministry of Education, 2015). More than 98 % of schools in Fiji are owned and managed by non-government organizations, e.g. religious groups, and community groups. Also, there are approximately 700 pre-school centers in Fiji, all of which are non-government operated. However, Government pays all teachers, with the inclusion of early childhood teachers. The government also provides tuition grants, building grants and per capita grants directly to non-government schools.
Table 3: Summary of Schools by Education Districts

<table>
<thead>
<tr>
<th>District</th>
<th>Primary</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Govt</td>
<td>Non Govt</td>
<td>Private</td>
<td>Total</td>
</tr>
<tr>
<td>BA/Tavua</td>
<td>62</td>
<td></td>
<td></td>
<td>62</td>
</tr>
<tr>
<td>Cakaudrove</td>
<td>65</td>
<td></td>
<td></td>
<td>65</td>
</tr>
<tr>
<td>Eastern</td>
<td>115</td>
<td></td>
<td></td>
<td>115</td>
</tr>
<tr>
<td>Lautoka/</td>
<td>1</td>
<td>82</td>
<td>4</td>
<td>87</td>
</tr>
<tr>
<td>Macuata/Bua</td>
<td>97</td>
<td>1</td>
<td></td>
<td>98</td>
</tr>
<tr>
<td>Nadroga</td>
<td>61</td>
<td></td>
<td></td>
<td>61</td>
</tr>
<tr>
<td>Nausori</td>
<td>115</td>
<td>2</td>
<td></td>
<td>117</td>
</tr>
<tr>
<td>Ra</td>
<td></td>
<td>40</td>
<td>1</td>
<td>41</td>
</tr>
<tr>
<td>Suva</td>
<td>1</td>
<td>76</td>
<td>8</td>
<td>85</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2</strong></td>
<td><strong>713</strong></td>
<td><strong>16</strong></td>
<td><strong>731</strong></td>
</tr>
</tbody>
</table>

Ministry of Education is accountable for the organization and administration of education policy and control of education assistance. It implements the curriculum and assessment frameworks, policy guidelines/directions, and qualified teaching personnel. Education in Fiji reflects the UNESCO’s four pillars of learning: learning to know, learning to do, learning to live together, and learning to be (UNESCO, 1996). The NCF sets out what children and students will develop and learn from the ages of 3 to 19. It is classified in three phases of learning for children and students of different ages: Early Childhood Care, Development and Education - the foundation stage, Primary Education - the basic education stage, Secondary Education, and Vocational Education and Training - pathways to future work stage (National Curriculum Framework, 2007).

The structure of the Fijian Education System as shown in figure 2.

Figure 2: Fijian Education system (Ministry of Education, 2008)
3.3.1 Early Childhood Education

Pre-Primary education is granted in Fiji, but not all are entirely funded by the state. Education at Early childhood care, growth and learning programs, intensify and increase foundation education and growth significantly when they promote and assert family functions. This prospect underpins the first infancy curriculum, which cannot be seen in separation from children's previous knowledge and their continuous education from home and the neighborhood. Children with disabilities need early intervention so that they benefit to the greatest extent possible from early education, and future educational experiences. The purpose of these programs is to provide children with an environment that will promote their optimum development. It involves implementing a diversity of activities that will support the child's: social, aesthetic, and artistic growth, intelligent or mental evolution, language growth (promoting the child's mother tongue or own language first), moral and religious development, physical development, health and well-being, and cultural and emotional growth.

3.3.2 Primary Education in Fiji

The objective of primary schooling is to develop all students to their full inherent by offering them the necessary fundamental talents, knowledge, and beliefs they will require in the community. The assistance of families and custodian is imperative. Primary teaching will strengthen the teaching implemented at fundamental childhood level and will proceed to address the sensitive, social, mental, physical and religious needs of all students. It will equip pupils for living in the Fiji Islands and guarantee that they begin to recognize their position in the globe as fragments of a global society. It will also qualify students for education at the secondary level, inspiring them to strengthen their personal capabilities, interests, and talents. Children with disabilities may need specialized pedagogical intervention so that they benefit from all that education has to offer. Primary teaching will promote a love of scholarship, and of the values, virtues and moral dispositions, we as a country support and endeavor to sustain (National Curriculum Framework, 2007).

3.3.3 Secondary Education in Fiji

Secondary teaching in Fiji will proceed to equip all young people with basic abilities, culture, and values. It should empower them to join in productive and pleasant
employment and be qualified to access tertiary study promptly following fulfillment of secondary schooling. Secondary education will ensure that all students have the opportunity to develop essential knowledge, skills, and attitudes in a broad range of subjects of their choice that will enable them to become productive citizens. In choosing the subjects, students will give careful consideration to possible career pathways. Students such as those with disabilities or special gifts will need appropriate educational interventions. Secondary education will assist young people to be enterprising, creative, and productive and law abiding citizens of Fiji. The high school will seek to fulfill the hopes concerning parents/custodians and the society by assuring that scholars have a steady grounding in ethical and holy values which will in turn help determine their function as healthy residents of Fiji (National Curriculum Framework, 2007).

3.3.4 Special Education in Fiji

Special schooling is not a separate stage of education. It refers to organized services and learning for those children and students with disabilities, learning difficulties, communication or behavior problems, and sensory or physical impairments (National Curriculum Framework, 2007). Fiji has had segregated special schools since the late 1960s established by charitable associations that continue to own and operate them (Tavola & Whippy, 2010). Also according to Ministry of Education, (2015) it has a Special Education Unit, and the core function is to advise, coordinate, implement, monitor and evaluate activities which promote and enhance the development and empowerment of special and inclusive education in the country (Ministry of Education, 2015). The Special Education Unit comes under the Primary Section which consists of 15 special schools that cater to the primary level students and two (2) vocational training centers specifically for young adults with disabilities (Ministry of Education, 2015). The Special Education Unit works collaboratively with the district education officers in ensuring the effective implementation of inclusive education policy, and support for students with special needs in both the special and the mainstream schools (Ministry of Education, 2015).
Furthermore, the Ministry supports the special schools, all of which are run by NGOs, by providing grants, paying teacher salaries paying for teacher aides and sign language interpreters in secondary schools (UNICEF, 2011).

Special education does not have its curriculum, but its aim is to empower students with disabilities to gain admittance to the curriculum in an array of environments in the institutional operation. Special teaching enables all kids and children with disabilities to acquire their particular educative dormant. Some of these children and pupils need to attend special schools because they require specialist teaching and sometimes special facilities. Special teaching also contributes precise services, instructional approaches, support and learning for children and students so that they can participate in the mainstream curriculum and strengthen the talents/competencies required for assistance in the regular curriculum. Following acquiring professional aid for their inabilities, children and pupils can transfer to regular schools and enjoy living and work together including their peers as they do in real life. Provision signifies further performance for these young people to receive an education in regular schools when they are ready and able.
Fiji has an Early Intervention Centre that caters for 60 children concerning all disabilities from 18 months to 8 years of age, which prepares children for mainstream schools, it is successful in this mission for many children, and those children who do not progress to mainstream schools go to special schools (Tavola & Whippy, 2010). Many children whose families would like them to benefit from the services of the Early Intervention Centre but space is very limited, and it cannot meet the demand. The Fiji Ministry of Health (MOH) has had a well-established system of Community Based Rehabilitation Assistants (CRA) since the mid-1980s. CRAs are allotted in most parts of Fiji, and their work focuses on early identification and detection of disabilities, health promotion, management of disabilities, and rehabilitation of Public Works Department. In 2010, the CRA program had 1,997 cases of disability in its register (No age breakdown was available) (Tavola & Whippy, 2010). Although the CRA system is functioning reasonably well, it has constraints regarding the uncertainty of its funding which curtails its activities and low pay for its staff. Although well regarded within the MOH, it is still considered as a project within the MOH rather than as an indispensable part of the health system. Training for CRAs is essential and needs to be facilitated with in-service courses, but there are no funds available for this purpose. Although the CRA refers children to the Early Intervention Centre, it is apparent that links between the education and health sectors could be improved. This Review was told that there are now fewer CWD in Fiji than previously. It is due to the effectiveness of immunization programs, especially rubella, tetanus, and poliomyelitis, as well as better awareness of health issues. Project Heaven, the national school screening program for hearing and sight impairments, used to find that 10% of students had impairments, but the national average is now 6% (UNESCO, 2010). In the capital Suva, the special schools are disability specific but in smaller towns and centers schools are cross-disability. As indicated earlier, students with disabilities attend 22 secondary schools in Fiji. This relatively recent development has expanded since the late 1990s. The Ministry of Education has mixed views on Inclusive education. While it does not envisage the special schools are closing, it maintains that the goal of the special schools is inclusion into the mainstream education system. Although statistics are not available, this Review was told that many students move between special schools and mainstream schools. Some children with learning difficulties attend special schools and return to mainstream schools once they have improved. All of the children with individual needs attending secondary schools attended the special school at primary level (Tavola & Whippy, 2010).
Finally, the purpose of special education is similar to the purpose of elementary and secondary education: to prepare children and students to lead productive, independent lives as citizens and members of the community (National Curriculum Framework, 2007).

3.3.5 Inclusive Education in Fiji

Fiji has a parallel system of schooling whereby special schools and mainstream classroom are organized alongside. The countries that have established a parallel system of ‘special schools,' it is more challenging to change attitudes towards inclusive education, and Fiji falls into that category (Tavola & Whippy, 2010).

Progress needs to be made cautiously with pilot schools that have support from the Ministry of Education, teacher-training institutions, parents and community groups, relevant NGOs and development partners (Tavola & Whippy, 2010). Teacher attitudes are frequently a barrier to Inclusive education because educators are aware of their inadequacy of education and preparation for coping with different children (Tavola & Whippy, 2010). A Fijian academic wrote her Master’s thesis on teachers’ attitudes towards Inclusive in Fiji, and she found that:

Data obtained showed that teachers promote inclusive education. However, they had restrictions on the incorporation of pupils with severe disabilities. Numerous circumstances were identified to influence teachers’ attitudes towards inclusion. The most common factors were the hardness of disability that the pupils had, inadequate preparation of teachers for teaching students with disabilities, insufficient government funding, lack of specialized support staff and lack of suitable tools and resources to assist students and educators in the teaching-learning process. Insufficient engagement from the Ministry of Education and unsatisfactory cooperation and consultation with teachers on policy and curriculum design were also recognized as contributing factors for non-inclusion of students with disabilities in regular schools.

There is an ongoing debate over if some special schools should remain open when an inclusive program becomes the standard. It remains possible that for children with severe disabilities, special centers will be appropriate. Existing special schools could be transformed into resource centers to provide assistive materials such as Braille materials, or training centers for teacher aides and teachers. In Fiji, there is a firmly supported view that while as many children as possible should attend regular schools, there will always be a place for special schools so that the neediest student can get individualized attention in small classes. There is an extensive literature with many proven practical and
inexpensive suggestions for teachers and educational administrators. The International research concludes overwhelmingly that inclusive education produces better educational outcomes for children with disabilities than segregated schools (Tavola & Whippy, 2010).

Also, Fiji is the only PIC that has disability-specific legislation, the 1994 Fiji National Council for Disabled Persons (FNCDP) Act (UNICEF, 2011) According to UNICEF (2011) the FNCDP is the principal coordinating body on disability matters. Its functions include formulating disability policies and plans, incorporating disability into Government services and promoting disability prevention measures. The 1997 Constitution also includes sections on non-discrimination on the grounds of disability (on other reasons) and provides for affirmative action for disadvantaged groups (Tavola & Whippy, 2010). Fiji had a national disability policy and signed the CRPD in June 2010 (UNICEF, 2010). In 2004, the then Government of Fiji built a complex of buildings that accommodate the FNCDP as well as several affiliated DPOs (Tavola & Whippy, 2010). The Vocational Training Centre is in the same complex, and the Early Intervention Centre is next door. This gesture of support to DPOs by a government is an example of good practice as it allows the government disability focal point, the FNCDP, and DPOs to work alongside each other. Specific DPOs in Fiji but none caters specifically for the needs of children numerous disability (Tavola & Whippy, 2010). The government should decentralize the centers to different districts, it has been more than a decade, but nothing has been done regarding connecting these existing resources to schools.

Although much of the formal research on Inclusive education has taken place in overseas countries, whereby in Pacific Island context and our Fijian context there is not much done so far except for only policy in Inclusive Education. Fiji has legislated inclusive education policy in the year 2008. However, it looks quite good in black and white. The stakeholders in education know the existence of Inclusive Education philosophy, but no one takes the responsibility of thinking how to address or harness it for the betterment of students with diverse needs. However, the key findings from Aus-AID Education Sector review Student learning results have not significantly progressed over the last ten years of Australian supported assistance. Multiple investments covering school leadership, curriculum, assessment, and pre-service teacher training have not yet raised the overall quality of education for children (Aus-aid, 2011). Furthermore, Disability – high costs of specialized facilities needed for students with disabilities and inadequate finance of special schools mean that special requirements are often unmet.
Increasing access to education is an urgent need in regards to children with disabilities, with less than 5% of children with disabilities attending school globally.

In addition, a pilot project to introduce disability inclusive education in primary schools were piloted by an initiative of the Education Ministry and the Australian government. It aims to increase access to education for children with disabilities in Fiji and improve retention and completion rates and learning outcomes. Sixty-seven teachers from around the country attended this workshop (Swami, 2012). The project piloted at South Taveuni Primary School in the North, Tavua District School in the West, Adi Maopa Primary School in the Eastern Division, Ratu Latianara Primary School in the Central Division and the Arya Samaj Primary School in Suva (Swami, 2012).

Moreover, through my personal experience, the schools widely in Fiji have students in the regular classroom with special needs. There is no diagnosis done; teachers do not have enough competencies to deal with these requirements. Teacher’s confinement to the textbooks for teaching and learning process is a principal problem some strategies can enhance learning, but teachers are not using it in the classroom. Even the curriculum is designed in a way that one size fits all.
If we reflect and look back into the classroom, we have students with diverse needs. It means we are not catering to the individual requirements of the students. The slow learners and the most talented students are neglected in the real classroom situation. These students move to the next class, and at the middle or end of their primary schools, they become school dropouts. Teachers, through my observation during teaching practice, at a primary and secondary level in Fiji do not know how to tackle students with diverse needs.

The availability of resources, support personnel’s are lacking in Fijian context. In addition, the special institutions are established in urban centers of Fiji, and there are students in rural, remote islands who are at home. There is, no accommodation of children with diverse needs in the teaching and learning process.

3.4 Population and Distribution

The Czech Republic has a space of 78 866 sq. Km and a population of 10 553 843 (31 December 2015). A high number of usually small municipalities and a relatively even distribution of the population identify the country. The capital (Prague) has 1 million 259 thousand inhabitants, and there are five other cities with a population of over 100 thousand (Eurydice, 2017).

3.4.1 Czech Education System

There are 4800 nursery schools, 4123, primary schools, 1423 secondary schools, 18 conservatories, 182 Post-secondary schools and 74 Higher Education Institutions. In the Czech Republic, schools are administered by the general administration; the responsibilities are distributed among the central government, regions, and communities (Eurydice, 2014). The Ministry of Education, Youth and Sports is responsible for the state administration of education and the state, conception, and development of the school system (Eurydice, 2014). The Ministry allocates financial resources from the state budget, sets out the qualification requirements and working conditions of teachers, determines the general content of pre-primary to secondary education and approves educational/study programs of schools at the tertiary level (Eurydice, 2014). Adult education includes general education, vocational training, special interest education and other education. Structure of the Education System as shown in figure 5.
3.4.2 Pre-School Education

The concept of early childhood education is based upon positive influence on the pupil’s character, social achievement and later achievement in learning and human embodiment. Special Educational Centres and Educational and Psychological Counselling Centres provide to the smooth shift of pupils from the Preschool method into mandatory education (European Agency, 2009).

Students with complex needs at the age of compulsory education (6 - 8 years) may attend particular pre-school institutions offering a 1 to a 3-year program of systematic preparation for compulsory schooling. Mandatory school introductory classes are available for pupils who have socially and culturally disadvantaged family backgrounds. This provision supports the school's readiness for ‘at-risk’ children and their smoother transition into formal compulsory education. The preparatory classes are principally established at mainstream basic schools (European Agency, 2009).

3.4.3 Basic Schools – Mainstream Education

Compulsory schooling is designed in the operation of primary schools in the Czech Republic, which comprises the primary (1st – 5th grade), and secondary (6th – 9th...
grade) level. The decision about the organizational form of education of a pupil with special needs is the responsibility of the head teacher who chooses this taking into consideration the wishes of parents and counseling centers testimonials. A student with exceptional needs has the freedom to be taught at a regular school (preferably about the particular requirements of the pupil). Pupils can be taught at a special class/unit in the mainstream school or basic school for children with special needs (‘special school’) (European Agency, 2009).

3.4.4 Basic School – Special Needs Education

Basic schools for pupils with special needs provide education for schoolchildren whose special educational needs cannot be sufficiently satisfied by the regular provisions and facilities, and that their parents prefer this placement. The population of students in a school is much lower in contrast to a regular class. It varies from 4 to 14 pupils relating to the type of school. A mainstream class consists on average, of 22, five students, and no more than 30 pupils (European Agency, 2009).

In addition to the general schooling subjects, each special educational curriculum provides so-called topics of specific preparation, such as speech and communication therapy, mobility and orientation exercise, visual stimulation, employing specialized IT, music and musical instrument performance, etcetera. According to the type of the school and the specific needs of the pupil (European Agency, 2009).

The organizational approach is the equivalent in specialized classes within regular classes. Recently, the role of special schools has continued to change. In appreciation of their educational role, they have become resource centers developing new pedagogical methods and approaches and providing wide ranges of advice and support services both to pupils, their parents and mainstream teachers. They usually consist of more levels of education (European Agency, 2009).

The system includes basic schools:
1. for pupils with hearing impairment;
2. for students with visual impairment;
3. for students with physical impairment;
4. for students with speech impairments;
5. for ill and health risk pupils;
6. for students with specific learning difficulties;
7. for students with specific behavioral difficulties;
8. for students with mental impairment;
9. for students with multiple disabilities (European Agency, 2009).

For pupils with severe mental challenges and complex needs, there is the possibility of attending a special elementary school. Students follow the Frame Educational Programme for Education in Basic Special Schools. The structure of the document harmonizes the composition of the curricular material for traditional primary institutions. The lesson is adjusted to meet the needs of pupils with important mental challenges. The rehabilitation assistance supports the style of teaching. The development of social and communication skills of students is stressed. The students reach the level of the base of education (European Agency, 2009).

3.4.5 Post-compulsory Education, Upper Secondary Education

Upper secondary education offers education for students with special needs in these organizational forms:

1. Individual integration within mainstream settings;
2. Teaching in a special class within the mainstream high school;
3. Education is a secondary school for pupils with special needs.

A wide range of instructional details is available at the upper high school level of education to students with special demands. The curricular model is same as with the compulsory education. Each branch of study has its Frame Educational Programme. There are some 500 branches at the upper secondary level of education. Reduction of this number within the process of the grouping of departments is expected. The expected number is ca 250–300 branches and the same number of Frame Educational Programmes (European Agency, 2009).

Some schools offer education in various studies especially for pupils with special needs. For example, the Conservatory for students with visual impairment in Prague has a long tradition and very successful history. There are secondary schools providing education specifically for pupils with a hearing impairment, such as Upper Secondary Health Service School and the Secondary Pedagogical School, using sign language as a standard communication tool (European Agency, 2009). Practical schools offer upper secondary education to pupils with mental challenges in 2 programs: a 1-year program and a 2-year program.
The plans cover both academic and practical areas of knowledge. Besides general knowledge, the school provides pupils with an extensive variety of functional regular living principles and abilities including social skills, the basics of working knowledge and other skills helping the pupils to enter the labor market (European Agency, 2009). The standard length of each educational program at upper secondary level can be prolonged by two years according to the needs of the pupils (Act on Education 561/2004).

Each Frame Educational Programme contains a recommendation of support provisions and eligible adaptations to meet the needs of pupils with special needs. Each school has to develop its school educational program that reflects class diversity and the special needs of the pupils in the class (European Agency, 2009).

3.4.6 Lifelong Education for Adults with Special Educational Needs

For students who have not gained the level of basic education, there is a likelihood to attend classes set up to reach the level of basic education and bases of education. Besides school, other educational bodies are offering a broad range of courses and follow-up education reflecting the needs of pupils to support their independent life and access to employment (European Agency, 2009).

A limited number of special schools (11) persist even after the decentralization under the direct administration of the Department of Education, Youth and Sports. From the state point of view, it was necessary to provide a definite sign to parents of students with special needs that the Ministry of Education is ensuring this scholarly option for their kids, even although the first trend in policy is towards inclusion. These institutions cooperate jointly with the ministry and investigation institutes and with mainstream schools in generating innovative methods, provisions, and approaches to meet the diversity in needs of all pupils (European Agency, 2009).

All institutions that are offering education specifically to students with specific needs are authorized to furnish education to students without specialized needs as well, as a particular kind of “vice versa integration” (European Agency, 2009). The amount of these students is limited to 25 % of the total number of pupils in a class or institution. Special schools often cater accommodation services for children from remote areas. The state contributes to these services and parents pay only a small part of the costs covering boarding services (European Agency, 2009). Travel expenses are covered by parents or by the social system. The needs of gifted children are met through a broad range of additional educational provisions at both school and counseling level. The provisions of
these pupils had been usually described in the individual educational plan. A specialist from the counseling center co-operates closely with the class teacher. About the educational needs of the student, the organization and structure of their education is designed (European agency, 2009).

### 3.4.7 Inclusive Education in the Czech Republic

The first option for providing special needs education is to include pupils with SEN in mainstream classes and, when necessary, provide special needs teaching in small teaching groups. A broad range of assistance is provided to the students with disabilities which plan to facilitate inclusion. The class teacher is accountable for the learning process of all pupils in class. Mainstream teachers are supported by guidance and counseling services from the resource centers. Special teachers from these counseling centers provide direct support for students in mainstream settings if necessary (European Agency, 2009).

The general objective of education of children with special needs both in mainstream and segregated provisions is to give them equal opportunities have a productive and efficient education to their needs and abilities. The central principle is the focus on each pupil’s strengths and her/his learning and developing needs. Learning has to develop students’ initiative and self-confidence and promote lifelong learning (European Agency, 2009).

The methodical integration policy in the Czech Republic began after 1989. Through these years, the growth of integration has changed towards broader social acceptance of admittance of persons with impediments, mainstreaming, and better educational and technological support for pupils with special needs in mainstream settings (European agency, 2009). According to Pancocha (2012) in the current Czech education system, the central principle of inclusion is intermediate results of educational activities it is the key mechanism of social inclusion.

The first principle of teaching for schoolchildren with individual needs is to provide them with quality education, with equal opportunities to eliminate the disadvantage in accessing an appropriate level and quality of education. Social inclusion and social participation of a person with special needs is the main aim (European agency, 2009).

The inclusion of pupils into mainstream schools at all levels of education is in the center of interest of the Ministry of Education in the Czech Republic which consists of additional provisions tailored to the pupil’s needs support the success of the school
performance of each pupil with special needs (European agency, 2009). Despite the improvement in inclusive education, there are problems as limited resources available for a support teacher in a mainstream class, accessibility of school buildings and traditional thinking patterns of teachers (and parents) and their resistance to change also plays a role (European agency, 2009).

All strategic documents on state level deal with these problems and the Ministry of Education, Youth and Sports finance schools to improve conditions for pupils with special needs and for supporting their inclusion (European agency, 2009).

Moreover, the government in 2010 approved National Action Plan for Inclusive Education (NAPIV), it ensures equal access and opportunities for all people to education, and it enriches the necessary measures to end segregations in Czech schools and at the same time prevents discriminatory effects (Vítková & Kopečný, 2014).

Furthermore, Masaryk University, Faculty of Education completed an empirical research in Index for Inclusion in the Czech Primary schools on teacher’s self-evaluation in Primary schools and accepted four characteristic features of inclusion from Ainscow (as cited in Kratochvílová and Havel, 2012, p. 7). Moreover, (Kratochvílová and Havel, 2012, p. 7) suggested that Inclusion is a process, inclusion involves the naming and elimination of barriers, inclusion is about presence, participation, and achievement of students. Inclusion requires a particular importance on those assortments of pupils who may be at the venture of marginalization, isolation or underachievement. In addition, Pančocha (2012) suggested that special education is facing many challenges in the past it focused mainly on the individual issues of students with disabilities and their education in separated or semi-separated settings. Nowadays it needs to respond the social and political changes on the multinational level, and the aim of special education is to lead the discussion and practice of Inclusive education. Not only this Vítková (as cited Pančocha and Procházková, 2012, p. 9) outlined a research project for special needs of pupils in the context of the framework education program for basic education, and the core component of the research was integration/inclusion of students with special education needs into primary schools.

Furthermore, the Institute for Research in Inclusive Education (IRIE) a new and dynamic department established at Faculty of Education at Masaryk University, which closely cooperates with the Department of Special Education. The function of IRIE is the delivery of the study program Special Andragogy focusing on adults with special
educational needs/disability and a close connection to education and practice. Therefore, it actively cooperates with some institutions and NGOs (Masaryk University, 2015).

Apart from lecturing, it carries out practically oriented research aiming at the improvement of education and employment opportunities for persons with SEND, enhancing their independent life and social inclusion (Masaryk University, 2015).

- The main research areas are:
  - Inclusive education and social inclusion;
  - Advancement of students with special educational needs in mainstream schools (Masaryk University, 2015).

The multidisciplinary team of the institute is composed of professionals from the fields of special education, adult education, sociology, psychology, and mathematics. It provides them the opportunity to look at scientific problems and research from different perspectives. The research is carried out in the area of inclusion as principal investigators or co-investigators sponsored by Masaryk University, Ministry of Education, Youth, and Sports of the Czech Republic and Fulbright Commission (Masaryk University, 2015).

The institute provides material, technical, and mainly professional support to Ph.D. students during their studies and research. The Institute supports and conducts educational activities for Ph.D. students of Special Education. Several doctoral students carry out their dissertation research in cooperation with the Institute (Masaryk University, 2015).

Moreover, the institute has close ties with many non-profit organizations, Human Rights League, Para center Fenix, and state agencies employment offices, offices of social services, etcetera. That work with and support people with disabilities, as many of its former and current students, work in these organizations. It gives them unique opportunity to conduct research among individuals with disabilities that are associated with these organizations or visit different state agencies (Masaryk University, 2015).

In addition, Czech Republic developed the road map for the inclusion of students with special educational in Vocational Education and Training Environments needs, a tool developed for professionals to foster and support inclusion in 2013 with the help of international cooperation. In addition, this road map for inclusion developed from Index of Inclusion (Tile, 2013). As suggested by Booth and Ainscow (as cited in Foreman, 2011, p. 25) index for inclusion is a process for analyzing school and classroom cultures,
policies and practices to see how inclusive they are and which also suggests ways in which they could become more inclusive.

According to European Council (2014) in countries specific recommendation (CSR-S) it was recommended that the Czech Republic should:

- Increase participation of unemployed youth in individualized services;
- Increase the availability of affordable and quality childcare facilities and services considerably, with a focus on children up to three years old;
- In mandatory education, make the teaching service more engaging, execute a thorough evaluation structure and help schools and pupils with poor ends;
- Expand the inclusiveness of learning, in particular by promoting the participation of socially disadvantaged and Roma children in especially in early childhood education.

Summary
This chapter provided the demographic and population distribution, different levels of education in Fiji and Czech Republic. This chapter further provided the framework of education starting from early child education to secondary education in both the countries. The chapter also discusses the status of special and inclusive education in both the countries. The next chapter will discuss the research methodology employed in this study.
4 RESEARCH METHODOLOGY

Introduction

This chapter discusses the methodology incorporated in addressing the research questions of this study. The focus of the study is to develop a better understanding of inclusive education the way for future for Fiji schools. Therefore it justifies by combining mixed method approaches of data collection to examine the key research and the sub-research questions. These paraphrased below. This chapter also discusses the methods employed for collecting data and data analysis. The chapter concludes with ethical practices undertaken within this study.

The research question for this study:

How do inclusive schools in Brno, Czech Republic, practice the service delivery of Inclusive education and how this can enhance the idea of Inclusive Education in Fiji Primary Schools?

Sub research question are:

1. What strategies are used to implement Inclusive Education in both the countries?
2. How are special education needs diagnosed in selected Brno, Czech Schools and selected Fijian schools?
3. How does the existing educational services available function for inclusive education in selected Brno, Czech Schools and in selected Fijian schools?
4. What are the latest developments of Inclusive Education in Brno, Czech and Fiji?
5. What are the contributing factors and strategies that can enhance Inclusive education in Fiji at the policy level, classroom level, and practice level?
6. How will this study contribute to philosophical and educational learning about inclusion internationally and locally In Fiji?

4.1 Research Paradigm

A paradigm is a “worldview” or a customary of norms about how things work. The term ‘paradigm’ was coined by Thomas Kuhn (as cited in Humphrey, 2013) to refer to the collection of philosophical assumptions which are shared by members of a given
A research paradigm is the set of mutual views and agreements shared amongst researchers about how complications have to be understood and talked over. According to Johnson and Christensen (2004), research paradigm is a perception established on a set of expectations, notions, morals and practices that are detained by a community of researchers, it is about thinking and doing research. Furthermore, the three major educational research paradigms or approaches are quantitative research, qualitative research, and mixed research. According to Yilmaz (2013), philosophical assumptions of research are based on ontological (nature of reality), epistemological (the relationship between the researcher and that being researched), axiological (role of values), rhetorical (the language of the research) and methodological (process of the research). A paradigm is a way of describing worldview that is informed by philosophical assumptions about the nature of social reality (known as ontology- what do we believe about the nature of reality), way of knowing (epistemology, how do we know what we are aware) and ethics the value system (axiology, what we believe is true) (Chilisa and Kawulich, 2012).

Thus, these paradigmatic characteristics help to determine the assumptions and beliefs that structure an investigators opinion of a problem, how he or she goes about examining it, and the procedures use to find the solutions of the problems. In the subsequent part the two paradigms, positivist, and interpretive are discussed by positioning to its theoretical norms and the paradigms that are adopted for my study. The most common paradigms used in educational research are positivism and interpretivism/constructivism (Ali, 2011).

### 4.1.1 Paradigm Synopsis

**Positivism / Post-positivism**

It holds that the scientific method is the only way to establish the truth and objective reality (Chilisa and Kawulich, 2012). According to, Bogdan and Biklen (cited in Chilisa and Kawulich, 2012) the term positivism was coined by Auguste Compte to reflect a strictly empirical approach in which claims about knowledge is based directly on experiences; it emphasizes facts and causes of behavior.
The interpretive paradigm

Interpretivists begin from the principle that our capability for realization in relation to others, the world and ourselves is the distinctive mark of our humanity, so we conduct our affairs in accordance with our intentions, meanings, life-goals, and self-concepts, and we co-create cultures with collective patterns of emotion, philosophy, trusting and doing (Humphrey, 2013).

The interpretive paradigm raises fundamental philosophical challenges for positivism and offers alternative theoretical, methodological and practical approaches. The multiplicity of voices and views on a given social world would generate a more holistic truth about a specific social reality; they dispute the existence of any ultimate ‘Truth’ or ‘Reality’ (Humphrey, 2013). Interpretivist proposes that reality is socially constructed. For example, the concept of inclusive education is a socially constructed phenomenon, differently interpreted by different people such multiple realities have particular implication for inclusive education. Thus inclusive education is a process and will have continuous effects in schools throughout years.

The paradigm followed in the study

Particular paradigms may be associated with certain methodologies. Thus, the comparative nature of this study made the positivist and interpretive paradigm appear most appropriate. Positivistic paradigm characteristically accepts quantitative approach, while a constructivist or interpretative paradigm uses qualitative methodology (Chilisa and Kawulich, 2012). The researchers focus was on understanding the service delivery of Inclusive education and the enhancement of this idea of Inclusive Education in Fiji Primary Schools. The different levels involved comparing Czech and Fiji regarding, inclusive culture, inclusive policy and inclusive practice, diagnostic assessment and the services within inclusive schools settings. In the positivist / post-positivism paradigm, the purpose of the research is to predict results, test a theory, or find the strength of the relationship with variables. Therefore, the researcher used the questionnaire in my study. Data gathering instruments includes questionnaire in positivist / post-positivism paradigm (Chilisa and Kawulich, 2012). The purpose of interpretive research is to understand peoples’ experiences. The research questions are open ended, descriptive and not-directional (Creswell, 2014). Therefore the researcher used interviews observations and document analysis in my study. Common designs include case study, and data-gathering
instruments include interviews, observations visual aids, personal and official documents, photographs, drawing informal conversations and artifacts (Chilisa and Kawulich, 2012).

4.2 Research Design

A research design refers to the plan that will employ to carry out the study. These are procedures for collecting, analyzing and reporting research in quantitative and qualitative research (Creswell, 2014). A case study is an in-depth investigation, often undertaken over time, of a single case – such as a policy, program, intervention site, execution procedure or participant (Goodrick, 2014).

Since this research is to compare Inclusive Education the way for future for Fiji Inclusive schools and Brno, Czech schools a comparative case study design is employed in this study. In addition, Kevin, Viale,Herrington and Okely (2006) suggests that comparative research explores the relationship between variables and this type of research often draws on statistical analysis to draw conclusions, but qualitative approaches may also be used.

Comparative case studies were undertaken over time and emphasize comparison within and across contexts. Comparative case studies often rely on a practice known as selecting on the dependent variable which involves choosing some phenomenon of political interest, gathering data on occurrences of the event, then determining what characteristics the occurrences have in common (Dion, 1998). According to Goodrick (2014) comparative case studies, cover two or more cases in a way that produces more generalize knowledge about causal questions. How and why particular programs or policies work or fail to work, it may be selected when there is a need to understand and explain how features within the context influence the success of program or policy initiatives.

However, this exactly fits for my study, as my research topic is a comparison of inclusive education in Inclusive, Czech Brno, schools and in Fiji inclusive schools whereby the researcher is looking at the similarities and differences regarding inclusive culture, policy, practices, diagnostic assessments and resources. Goodrick (2014) that comparative case studies involve the analysis and synthesis of the similarities, differences, and patterns across two or more cases that share a common focus or goal supports it. Thus, the evidence collected helps in modifying interventions to support the
accomplishment of anticipated outcomes, which is discussed in the discussion and recommendation part of the study. Hence, the comparative case study appeared to be the top design that also expedites the usage of the mixed method.

4.2.1 Mixed Method

In mixed method approach, both qualitative and quantitative data collection techniques are used. It involves the mixing of quantitative and qualitative research methods, procedures, or paradigm characteristics (Johnson and Christensen, 2004).

Comparative case studies often incorporate both qualitative and quantitative data. Given the focus on generating a good understanding of the cases and case context, methods such as fieldwork visits, observation, interviews and document analysis often dominate among the various data collection methods employed (Goodrick, 2014). The combination of both types of data tends to provide a better understanding of a research problem than one type of data in isolation, and the primary goal of mixed studies is to understand better and explain a research problem (Mertler, p. 13, 2012).

4.2.2 Types of Mixed Methods.

According to Creswell and Clark (cited in Creswell (2014) there are four basic types of mixed method design commonly used in educational research. Each of these methods has different characteristics, which is discussed as follows:

1. The Convergent Parallel design – researcher, gives equal priority to both qualitative and quantitative data, analyses both datasets separately, compares the results from the analysis of both data sets and makes an interpretation as to whether the results support and contradict each other;

2. The Explanatory Sequential Design – the researcher places a priority on quantitative data collection and analysis and then collecting qualitative data to help explain or elaborate on the quantitative results;

3. The Exploratory Sequential Design- the researcher first gathers qualitative data to explore a phenomenon and then collecting quantitative data to explain relationship found in qualitative data;

4. The Embedded Design- the researcher, collects qualitative and quantitative data simultaneously and sequentially, but to have one form of data play a supportive role in the other form of data (Creswell, 2014).
Rigorous, extraordinary excellence studies result from the collection of the applicable kind of mixed technique because it offers the investigator with a rational structure (Ali, 2012). Thus for my study, the researcher selected the embedded mixed methods approach.

4.3 Research Methods

Research methods are methods that employ to collect data that can be quantitative and qualitative. It entirely depends on the researcher and the approach or theoretical assumptions he is using to collect data. Table 4 shows the methods that were employed to address the research questions for my thesis writing.

Table 4: Research question and methods

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Methodology</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What strategies are used to implement Inclusive Education in both the countries?</td>
<td>Interview, Survey Questionnaire, Documents, Observations</td>
</tr>
<tr>
<td>2. How are special education needs diagnosed in selected Brno, Czech Schools and selected Fijian schools?</td>
<td>Interview, Survey Questionnaire, Documents</td>
</tr>
<tr>
<td>3. How does the existing educational services available function for inclusive education in selected Brno, Czech Schools and in selected Fijian schools?</td>
<td>Interview, Survey Questionnaire, Documents</td>
</tr>
<tr>
<td>4. What are the contributing factors and strategies that can enhance Inclusive education in Fiji at the policy level, classroom level, and practice level?</td>
<td>Interview, Survey Questionnaire, Documents</td>
</tr>
<tr>
<td>5. How will this study contribute to philosophical and educational learning about inclusion internationally and locally in Fiji?</td>
<td>Interview, Survey Questionnaire, Documents</td>
</tr>
<tr>
<td>6. What are the latest developments of Inclusive Education in Brno, Czech and Fiji?</td>
<td>Interview, Survey Questionnaire, Documents, Observations</td>
</tr>
</tbody>
</table>

4.3.1 Qualitative Data Collection Techniques

Data collection methods employed in this research was interviews: semi-structured in-depth interview, observation, and document analysis. Interviews were one of the main tools used for data collection in the study. Interviews a typically classify as being structured, semi-structured, or open-ended (Mertler, 2012). In this, study the researcher semi-structured interview.
Semi-structured in-depth interview

Semi-structured in-depth interviews explored the understanding of Inclusive Education the way for future for Fiji schools. According to Denzin and Lincoln (2003), interviews create valuable data about lived experience and its meanings. They added that in interviews the researcher obtains comprehensive and in-depth experiential description of a situation. It is one of the reasons for the selection of this method as it can gather reliable data based on participant’s authentic encounters. The in-depth interview method has numerous advantages to collect data in research. Sarantakos (2005) and Angrosino and Perez (2003) argued that interview method has a huge advantage and valuable where it will give an occasion for the researcher to examine the insights and opinions of members as well as to observe nonverbal expressions of participants through investigation. Also, Mason stated this method is valuable in generating ‘meanings and understandings’ (2006, p. 63) which involve interviewer and interviewee. Mason further suggested that using the qualitative interview is more possibly to make a reasonable representation of the perceptions of the people participating in the research.

In addition, the reason for choosing qualitative interview is that it provides the researcher with rich perspectives of the research subject. As Willis (2007, p. 244) affirmed that the qualitative research interview often provides a result that is powerful narratives which are both ‘inform and inspire.’ Creating a better and friendly environment for the participants to feels comfortable and express ideas is essential since this interview is considered a personal interaction between researcher and participant (Marshall and Rossman, 2006), (Mason, 2006) and Liamputtong (2009). In semi-structured interview the researcher (Mertler, 2012) will not use structured interview the researcher asks several base questions but also has the option of following up a given response with an alternative, optional issues that may be or may not important. Also, other researchers who did research in Inclusive Education used interviews to investigate their study (Šuc, Bukovec, Žveglič & Karpljuk, 2016; Egan, 2013; Paliokosta & Blandford, 2010; Shogren & McCart, 2015). The interviews were conducted with the inclusive teachers in inclusive schools in Brno, Czech Republic, and Fiji Inclusive primary schools. The interview sample selection, instrumentation, procedures, and data analysis are discussed in the subsequent section.
**Research Sample for Interviews**

Inclusive education is a new topic in Fiji and since the topic is to compare inclusive education in Brno, Czech Schools and Inclusive primary schools in Fiji. Since AQEAP has dynamically introduced inclusive education in five schools in Fiji, it warranted, purposive sampling for the interview.

Table 5: Research Sample for Interview

<table>
<thead>
<tr>
<th>Participants</th>
<th>Czech Republic</th>
<th>Fiji</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Assistance Head Teacher</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Teacher</td>
<td>12</td>
<td>15</td>
<td>27</td>
</tr>
<tr>
<td>Special Education Teacher</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Teacher Aide</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Computer teacher</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23</strong></td>
<td><strong>24</strong></td>
<td><strong>47</strong></td>
</tr>
</tbody>
</table>

**Instrumentation**

Seven sets of the interview took place with the participants at different locations. The first interview took place in the Czech Republic for piloting purposes. The ambiguous questions found and deleted, and a new set of issues were created to avoid inconsistency in the research.

The first three rounds of the interview took place in Elementary Brno, schools that were inclusive. The interview questions were in the Czech language with the help of a translator. The other three sets of the interview took place in Fiji at three different locations. The medium of instructions was in the English language because, in Fiji, English is an official language.

Interview Protocols: Both the interview questions designed for Brno, Czech Republic and Fiji, Inclusive schools, consist of the demographic information sheet. Moreover, it also includes five major questions, and in these five major questions, sub-research questions evolved. The research questions were aimed to get to know the strategies used to implement inclusive education in both the countries, diagnostic assessment in both the countries, the educational services provided in both the countries, latest developments, factors that can enhance inclusive education in Fiji and the Czech Republic.
**Procedures**

Inclusive teacher interview in Brno schools: The first interview took place in an Elementary school in Brno, which was inclusive. Teachers’ interview took place during free period’s prior arrangement made to the school through the principal of the school. The interview lasted for an average of about forty minutes due to the translation of the language and recorded digitally. The same method were employed with the other two inclusive schools in Brno, Czech Republic. Faculty of Special Education, Masaryk University in advance got the permission for the interview and time.

The following figure 6 depicts the procedure involved in my research in Brno, Czech schools.

![Diagram of interview process](image)

**Figure 6:** The process for my interview in Brno, Czech Schools

Inclusive teacher interview in Fiji: The Teachers in Fiji were interviewed by getting the permission from Ministry of Education. The prior arrangement was made with Ministry of Education, Fiji and the Head Teacher of the school. The first interview in Fiji Inclusive School took place during the school hours especially during the time when the teachers were free. The interview lasted for an average of thirty minutes. The second interview took place in the afternoon after the school, as teachers were busy for LANA exams. The interview also lasted for a maximum of thirty minutes. The third and the final interview took place during the school hours in the classroom; some teachers were
interviewed in the classroom while children were busy doing their activities. The entire interview lasted for thirty minutes and was recorded digitally.

4.3.2 Qualitative Data Analysis

According to Mertler (2012) analysis, qualitative data is an inductive method, comprising the compression of information collected by organizing it into significant themes and patterns. The inclusive education teachers were given pseudonyms such as (I/IT.F.01/B, 2016) and (IT.CZ.01/B, 2016). I/IT.F meant interview/inclusive education teacher in Fiji, 01 depicted the person, B the appendix while 2016 represented the year. I/IT.CZ meant interview/inclusive education teacher in the Czech Republic, 01 depicted the person, B the appendix while 2016 represented the year.

First, a coding scheme will be developed which will help the researcher to group data with similar information. In addition, data is analyzed and organized into themes to portray the case (Mesake, 2013). Therefore, the data should be examined thoroughly. The main feature of each category is described, and in the final step, the researcher will interpret the data that has been coded. Data was collected through interview, observations, and documents from both the countries. All the collected data was read thoroughly to obtain a general sense of themes that were scattered in the interview, observation, and documents. Figure 6 depicts the process that the researcher adopted in qualitative data. The researcher explored the data by reading through all the information to obtain a general sense of the transcribed interview. Secondly, the researcher assigned open codes and phrases that accurately described the meaning of the text segment. After open coding, the entire text, list of all code words were invented and clustered together for similar codes to look for redundant codes. Thirdly, the researcher looked for categories that cut across all data sets and identified the themes. Finally, the researcher looked into the codes and themes again and reduced it to five themes by constantly comparing the data. All the above method was adapted from (Creswell, 2014, p. 268).
Figure 7: Coding model (Adapted from Creswell, 2004, p. 268)

**Observation**

According to, Schmuck (as cited in Metler, 2012, p. 121) observations involves carefully watching and systematically recording what you see or hear going on in a particular setting. According to Babbie (2004: 282; 2005: 296), observation is an appropriate method to study attitudes and behaviors best understood within their ‘natural setting.’ It is natural since as Creswell (2007) put it that the researcher tends to do data collection on the field at the location where participants are experiencing the issue which is being studied. Moreover, Babbie (2004: 285) further argued, “direct observation in the field lets researchers examine detailed information and additional results that might not be predicted or measured otherwise.” For the researcher to arrive at useful and reliable results, the researcher collected data in a natural setting by observing what the inclusive schools are experiencing in culture, policy, practice, diagnostic assessment, and resources. It was done accordingly in the study undertaken by the researcher. In addition, other researchers who did research in Inclusive Education used observation to investigate their study (Egan, 2013; Paliokosta & Blandford, 2010; Shogren & McCart, 2015). The researchers were very successful in getting data for their research.

Furthermore, the unique feature of observation in a research process is that it offers an investigator the opportunity to gather ‘live’ data from naturally occurring situations (Cohen, Manion and Morrison, 2011, p. 456).
**Instrumentation**

The observation protocol was developed considering the research questions and the literature on IE. To have an efficient and effective observation in the IE classroom and schools an observational template was designed see appendix 11. From the observation template, the different themes related to the research question was articulated and transcribed.

**Procedures**

Observations took place during the researcher's visit to Inclusive schools in Brno, the Czech Republic the lessons in the Czech language was translated by colleagues from Masaryk University. The observation in Inclusive schools in Fiji took place while interviewing and distributing of the questionnaires.

**Data Analysis**

The observational template helped the researcher in organizing the information collected in a coherent and logical manner. The inclusive education teachers were given pseudonyms such as (O/IT.F.01, 2016) and (O/IT.CZ.01, 2016). O/IT.F O, meant observation, IT, inclusive education teacher and f, Fiji,01 depicted the person, while 2016 represented the year and same understanding was built for the Czech Republic. The findings from the observations were coded and categorized into themes and were interrelated with the topics from, interviews, document analysis, and surveys.

**Documents**

A relevant source of data in qualitative research can be recorded. According to Creswell (2014), documents consist of public and private records that qualitative researchers obtain about a site or participants in a study. The documents analyzed in the research included the inclusive policy in Fiji, the European Union reports on Inclusive Education, Unicef reports, Ministry of Education reports Fiji, Independent report prepared by the European Commission on Inclusive Education and special needs and Fiji EFA progress reports for 2000-2015.

**Instrumentation**

The documents were analyzed by reflecting back to the research questions I also looked at the themes like, inclusive culture, policy, practice, diagnostic assessment and
resources in the different documents that I studied during the research. The document analysis was correlated with the themes that evolved from the interview and observation in the inclusive schools in both the countries.

**Procedures**

Documents were analyzed after the analysis of interview and observation data. The inclusive education policy of Fiji was analyzed by using SWOT analysis.

**Data Analysis**

The themes developed from the interview and observation and survey was correlated to topics in the documents. The themes developed were integrated into the literature review, findings, and discussion of the study.

### 4.3.3 Quantitative Data Collection Techniques

In contrast to qualitative data, quantitative data are numerical. In simple terms anything that can be quantified; it can also include ratings of one's feelings, attitudes, interest or perception on some numerical scale (Metler, 2012, p. 132). It includes surveys questionnaires, rating scales, and checklist. The quantitative data collection techniques used in my research was a survey questionnaire, which had a demographic information sheet, and questionnaire with Likert-type rating scales. Questionnaires provide researchers with written information produced by participants. Questions may ask for specific information or may be open-ended so participants may respond freely (Mesake, 2013). Both the open-ended and closed questions was used; Questionnaires was filled by inclusive teachers in both the countries see appendix, three.

**Survey Sample**

The survey questionnaire was equally distributed to Inclusive education teachers in Brno, Czech schools and Fiji inclusive schools. The questionnaires were distributed to the schools that were involved in the interview for both the countries. A set of fifty questionnaires were distributed in both the inclusive schools in both the countries. Thirty-eight questionnaires in Fiji and forty questionnaires from Brno, Czech Republic were filled and returned to the researcher. Seventy-eight questionnaire was completed and analyzed using descriptive analysis in SPSS. The table below depicts the completed questionnaires by the teachers in both the countries.
Table 6: Completed survey questionnaire filled by inclusive teachers in both the countries

<table>
<thead>
<tr>
<th>Gender</th>
<th>Country</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fiji</td>
<td>Czech Republic</td>
</tr>
<tr>
<td>Male</td>
<td>Count</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>% within country</td>
<td>34.2 %</td>
</tr>
<tr>
<td>Female</td>
<td>Count</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>% within country</td>
<td>65.8 %</td>
</tr>
<tr>
<td>Total</td>
<td>Count</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>% within country</td>
<td>100.0 %</td>
</tr>
</tbody>
</table>

**Instrumentation**

The survey questionnaire had been developed by the relevant literature review and the researcher’s experience as a primary school teacher for fourteen years and teacher educator for seven years. The survey consists of demographic information, closed and open questions and a Likert scale see appendix, three. The administration of the survey questionnaire addressed all research questions.

**Survey Outline:**

The survey had three sections

- Section A: Demographic information sheet dealt with biographical information such as name, age, sex, gender of the respondent.
- Section B: Closed and Open Questions addressing qualifications, teaching experience, teaching experience with children with diverse needs, estimated hours/days/weeks of training in Inclusive Education, types of special needs children the class and a total number of students with special needs in the school.
- Section C: Portion of a Rating Scale Instrument Depicting a Likert Scale.

The Likert scale used was to ask the respondents their views on agreeing and disagree continuum on Inclusive culture, inclusive policy, inclusive practice, diagnostic assessment, educational services and developments in inclusive education in both the countries.
**Procedures**

The survey questionnaire distributed in Brno, Czech schools was just after the interview prior arrangement was made before distribution this was done by a colleague from Masaryk University. To have a healthy number of participants in the survey, the questionnaire was distributed to other inclusive schools in Brno, Czech Republic. The questionnaire in Fiji has also distributed during the interview and collected on the same day of the interview.

**Data Analysis**

Analysis of quantitative data is a deductive method, using descriptive or inferential statistics. Descriptive statistics are moderately manageable mathematical methods used to simplify, summarize and organize large amounts of numerical data. It can be visually described with frequency distribution tables such as graphs, histograms, bar charts and pie charts (Mertler, 2012).

Descriptive statistics are used to illustrate the fundamental features of the data in a study. They provide simple summaries about the sample and the measures. Together with simple graphics analysis, they form the basis of virtually every quantitative analysis of data (Trochin, 2006). SPSS was used for cross tabulation and basic descriptive studies for this study.

**4.3.4 Sampling Technique for Qualitative and Quantitative Methods of Data Collection**

A purposive sample was used in this the reason being that Fiji has already implemented Inclusive education in five mainstream primary schools so out this five schools, three schools were purposively chosen. Also, in Brno, the Czech Republic the three inclusive education was purposively selected.

Purposive sampling is where researchers handpick the cases to be included in the sample based on their judgment of their typically or possession of the particular characteristics being sought (Cohen, Manion & Morrison, 2011).
4.3.5 Characteristics of Qualitative Data: Accuracy, Credibility, and Dependability

It is vital in research to ensure the quality of data. Therefore, the validity of research is a very crucial aspect of qualitative research. The validity of research data compacts with the magnitude to which the data that have been composed correctly measure what they purport to measure (Mertler, 2012). When dealing with the validity of qualitative data researchers are primarily concerned with trustworthiness, credibility, and dependability. These terms are discussed below.

Trustworthiness is the accuracy and believability of data are established by examining the credibility and dependability of qualitative data. Credibility involves establishing that the results of qualitative research are credible or believable from the perspective of the participant in the research. Dependability emphasizes the researcher to account for the ever-changing context within which research occurs (Trochin, 2006).

According to Mertler (2012) Triangulation is a process of relating multiple sources of data to establish validity in research. Therefore, in my study, I used observations, document analysis, interviews and questionnaires to have trustworthiness in my research.

4.3.6 Characteristics of Quantitative Data: Validity and Reliability

Validity and reliability are the two-core component of quality in quantitative research data. Validity means did we measure what we indented to measure based on the focus of our research; reliability means the consistency of collected data (Mertler, 2012). If same method and instrument are used to the same group of participants after some time will yield the same result. Cronbach’s Alpha determined the reliability of the closed items in my survey.

Cronbach's alpha is the most popular measure of internal consistency (reliability). It is most normally used when studies have multiple Likert questions in a survey/questionnaire that form a scale, and the researcher wishes to determine if the scale is reliable. Therefore, the researcher used Cronbach's alpha for the survey questionnaires.

A zero value means there is no reliability while the value of one indicates perfect reliability. Nearly all the values for Cronbach was close to 1 except for two items since the statistics procedures for the analysis was descriptive researcher used all the elements in the questionnaire.
Table 7: Cronbach value for questionnaire

<table>
<thead>
<tr>
<th>Inclusive Culture</th>
<th>Cronbach’s Alpha</th>
<th>No. of Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusive Policy</td>
<td>0.734</td>
<td>5</td>
</tr>
<tr>
<td>Inclusive practices</td>
<td>0.573</td>
<td>5</td>
</tr>
<tr>
<td>Diagnostic Assessment</td>
<td>0.077</td>
<td>5</td>
</tr>
<tr>
<td>Existing Educational Services</td>
<td>0.697</td>
<td>5</td>
</tr>
<tr>
<td>Latest developments of Inclusive Education</td>
<td>0.446</td>
<td>5</td>
</tr>
</tbody>
</table>

4.3.7 Ethical Consideration

Ethics in research will be given the paramount concern in this research. The following will be watched very closely; informed consent, anonymity, and confidentiality. In addition, permission was granted from Ministry of Education see appendix, four.

Informed Consent - Permission from relevant authorities will be sought out at the beginning of this research. The people involved as participants will be informed about the aims, objectives, and the research tools that will be used in the research. The participants will also be told that this participation is voluntary and they can withdraw anytime.

Anonymity and Confidentiality - Anonymity and Confidentiality will also be given the top most priority in this research. No names of the participants will be used; instead, a pseudonym will be utilized. Full integrity will be given to the participants regarding ethical standard of the research.

Summary

This study is a comparative study of Inclusive Education in Brno Elementary Inclusive Schools, Czech Republic and in Fiji Primary Inclusive Schools. The nature and purpose of the study decide the choice of the research methods engaged. Mixed method data collection method was employed. The chapter has justified the use of different methods of data collection. The chapter also stressed out the importance of validity and reliability in research.

Chapter Five discusses the results attained using interviews, questionnaire surveys and investigation of relevant documents.
5 FINDINGS OF THE STUDY

Introduction

The way for future for Fiji schools in meeting the demands of Inclusive Education is the focus of this study. This chapter discourses the results attained using mixed methods. The texts presented in the previous chapters reviewed the literature to the core component of IE; it provided pertinent information of the milieu within which the study was conducted, and expounded approaches used in collecting and analyzing the data for the study. In doing the content analysis of the information and knowledge about Inclusive Education from the various sources, numbers of categories developed to reach the results. Therefore, the purpose of this chapter is to the extent these results. However, the discussion of the results is manifested in the following chapter.

5.1 Research Findings

In this section data attained from interviews, questionnaire survey, observations, policy documents and other documents are analyzed. The outcomes are assembled under five core titles presented in Table 8: strategies, diagnostic assessment, educational services, and latest developments.

Table 8: Identified Categories of the findings

<table>
<thead>
<tr>
<th>Category</th>
<th>Sub Category</th>
<th>Emerging Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategies, Diagnostic Assessment, Educational services, Developments.</td>
<td>Culture, Policy, Practice, Diagnostic Assessment, Educational services, Developments,</td>
<td>Leadership, Changing socio-political climate, Class size, Need for collaboration, Teachers perceived lack of competence, inadequate pre-service training and professional development, In sufficient Curriculum resources, time, parents concern and Impact of behavioral issues on wider community</td>
</tr>
</tbody>
</table>
5.2 Implementation of Inclusive Education in Both the Countries

Inclusive education adoption came from international conventions and declaration over the past half of the century and at present; it has become an integral part of the teaching in Czech and Fijis Education system. To determine the degree of execution of IE in both the countries the data is derived from the interviews, survey questionnaire, observations and document analysis, which is presented below.

5.2.1 Inclusive Culture

The data collected from the interview in both the countries revealed that teachers were more positive about inclusive culture in their school. Some of the enthusiastic comments made respondents during the interview from Brno, Czech Republic, and Fiji Inclusive schools.

The headteacher and the staff believe that inclusion is essential. Our village is small, and children with special needs are living here we do not want these children to go to other schools, so we accommodate their learning needs in our school. We do not want children to be forced out from the environment where they are growing (IT.CZ.01/B, 2016).

“We have included students with special needs at our school, we do not see them different from others, but we know they need special needs (I/IT.F.03/B, 2016).”

The majority of the teachers from Fiji inclusive schools commented that they did not know that they had the student with special needs in their classroom. It became evident when they had their training by AQEAP and when the diagnostic by AQEAP came out then their views completely changed about students with special needs. These reveals there is a big gap in the inclusive culture regarding IE in Czech and Fiji because Fiji implemented IE in primary schools in 2012 by AQEAP.

The interview also revealed that in Fiji schools the mainstream teachers at the beginning of the implementation program of Inclusive education by AQEAP were reluctant about the inclusion of a student with diversity in the school and their classroom and some of them took transfers to other schools where inclusive was not practiced. One of the interviews also mentioned that the program by AQEAP is trial and error because to have full inclusion we need expertise and resources. We implement things on our own and work on needs basis of students for example in the year 2013 a hyperactive child was
placed in one of our classes in the school, and the classroom teacher did not have any knowledge and competency to handle the child. In Brno, The Czech Republic, the school, and teachers, gave priority to their students’ needs and worked collaboratively with the teaching assistant, special needs teacher and parents.

During the interview in Fiji, it was also found that in all the three schools children with special needs were not accepted by their peers they were often teased so the schools had to organize talks with the typical students and after discussion, they slowly accepted the students with special needs. However looking at Brno, Czech Republic schools the students with special needs were accepted in the mainstream classroom by their peers because the students with special needs attended pre-school together, which is attached to the school. Therefore the parents and children they know each other and are supportive of each other.

The data collected from the survey questionnaire regarding the implementation of inclusive education in both the countries is presented below. Table 2 depicts the teachers’ perceptions regarding inclusive culture in Fiji and the Czech Republic. Overall, the majority of respondents agreed that in the daily running of the inclusive school culture is present. For Item 1, 94.7% in Fiji and 97.5% in the Czech Republic of the respondents/teachers in the participating inclusive schools strongly or somewhat agree that their school welcomes students with special needs.

For item 2, 97.3% in Fiji and 90% of the respondents/teachers in the participating inclusive schools strongly or somewhat agreed that there is ongoing collaboration between staff, students, parents and Ministry of education about Inclusiveness at our school.

For Item 3, 92.1% in Fiji and 90% in the Czech Republic of the respondents/teachers strongly or somewhat agreed that students with special needs are respected and valued equally as normal students in the schools.

For Item 4, 89.5% in Fiji and 90% in the Czech Republic of the respondents strongly or somewhat agreed that there is removal of barriers to teaching-learning process and participation is core component of our school’s norms.

For Item 5, 34.2% in Fiji and 42.5% in the Czech Republic of the respondents agreed that all our staff is competent in catering all the ranges of special needs. There is an ongoing collaboration between staff, students, parents and Ministry of education about Inclusiveness at our school.
5.2.2 Inclusive Policy

The majority of the teachers in Fiji Inclusive schools did not see any inclusive education policy. AQEAP also introduced inclusive education, but the schools did not have any policy from AQEAP. According to one of the head teacher in Fiji.

“We are planning to design one for the school, but it is not an easy task we have to look at Inclusive education in detail all the processes, its strengths weaknesses and the full resources we need.”

In Brno, the Czech Republic, the school interviewed did not have a rigid policy, but they based their policy on student’s needs. One of the school principal stated that it is not necessary to follow the rules from the state regarding Inclusive education at our schools we base policies on the needs of students. All the schools in Brno, Czech Republic commented that one of the school’s policy is to develop the intervention plan for students with special needs, put this in practice, and evaluate the student’s progress the end.
During the interview in both the countries, it was revealed that the schools did not have any inclusive education policy. Inclusive education program in the school in Fiji was initiated by AQEAP, and in the Czech Republic, the schools initiated when a need came in. The majority of the teachers also came up that they were also not part or either their school were not part of the inclusive policy by the ministry of education.

The data collected from the survey questionnaire regarding inclusive policy in both the countries is presented below. Table 3: depicts the teachers’ perceptions regarding inclusive policy in Fiji and the Czech Republic.

The majority of the teachers in Fiji disagreed and were unsure whether the school has an inclusive policy and in the Czech Republic, only half of total respondent knew that the school has an inclusive policy. In the design of the policy, Czech Teachers were not actively involved.

For Item 6, 71% in Fiji and 52.5% in the Czech Republic of the respondents/teachers in the participating inclusive schools strongly or somewhat agree that the state and Ministry of Educations policy initiated inclusive education in the school.

For Item 7, 39.5% in Fiji and 50% in the Czech Republic of the respondents/teachers in the participating inclusive schools strongly or somewhat agree that their school has its policy in Inclusive Education.

For Item 8, 76.3% in Fiji and 79.5% in the Czech Republic of the respondents/teachers in the participating inclusive schools strongly or somewhat agree that the special/diverse needs of students in their school initiated Inclusive education policy.

For Item 9, 34.2% in Fiji and 45% in the Czech Republic of the respondents/teachers in the participating inclusive schools strongly or somewhat agree that the schools were actively involved when state and MOE designed inclusive education policy in their country.

For Item 10, 29% in Fiji and 52.5% in the Czech Republic of the respondents/teachers in the participating inclusive schools strongly or somewhat agree that the state/MOE policy smoothly fits in our school context.
5.2.3 Inclusive Practices

The interview in Fiji schools revealed that teachers are more dependent on Teachers Aids who are trained by AQEAP for intervention plans. However, teachers did make differentiated lessons for the special needs students with the help of teacher aid. Teachers require more training on inclusive practice in Fijian schools. However looking at the interview from Brno, Czech schools teachers were more optimistic about inclusive strategies, intervention plan, differentiation activities, the special education teacher, teacher assistant and the classroom teacher collaborate with parents and make learning journey for special needs children attractive and accessible. In addition, the data collected from the survey questionnaire regarding inclusive practice in both the countries is presented below. Table 4: depicts the teachers’ perceptions regarding inclusive practices in Fiji and Czech Republic. For Item 11, 73.7 % in Fiji and 87.5 % in the Czech Republic of the respondents/teachers in the participating inclusive schools strongly or somewhat agree that the as per the diverse population lessons are planned and prepared in the class.
Figure 10: Depicts the teachers’ perceptions regarding inclusive practices in Fiji and Czech Republic

Note: The numbers 11-15 denotes the indicators depicting the likert-scale as in the questionnaire.

For Item 12, 63.2% in Fiji and 95% in the Czech Republic of the respondents/teachers in the participating inclusive schools strongly or somewhat agree that curriculum is differentiated and taught as per the diverse population in the class.

For Item 13, 78.9% in Fiji and 97.5% in the Czech Republic of the respondents/teachers in the participating inclusive schools strongly or somewhat agree the assessment and evaluation of lesson is designed as per the need of the student.

For Item 14, 97.4% in Fiji and 77.5% in the Czech Republic of the respondents/teachers in the participating inclusive schools strongly or somewhat agree that the teaching assistants are well utilized in the inclusive classroom.

For Item 15, 89.5% in Fiji and 75% in the Czech Republic of the respondents/teachers in the participating inclusive schools strongly or somewhat agree that all the resources are fully utilized at our school to meet the needs of students.
5.2.4 Diagnostic Assessments

Diagnostic assessments for students with special needs should become the core component of every teacher in the classroom. The teachers mostly depend on the specialist for diagnostic, for example, the special education teacher or the psychologist. However, teachers can also make their observation of children can create anecdotal evidence for each child in their classroom.

Figure 11: depicts the teachers’ perceptions regarding diagnostic assessments in Fiji and the Czech Republic. For Item 16, 39.5 % in Fiji and 35 % in the Czech Republic of the respondents/teachers in the participating inclusive schools strongly or somewhat agree that all our teachers are competent in diagnosis of students with special needs.

For Item 17, 39.4 % in Fiji and 40 % in the Czech Republic of the respondents/teachers in the participating inclusive schools strongly or somewhat agree that all the services provide by psychological centers for diagnostics are excellent.

For Item 18, 21.1 % in Fiji and 12.5 % in the Czech Republic of the respondents/teachers in the participating inclusive schools strongly or somewhat agree that there is always disagreement between the diagnostic at psychological Centres and with schools.

For Item 19, 65.8 % in Fiji and 45 % in the Czech Republic of the respondents/teachers in the participating inclusive schools strongly or somewhat agree that it is very hard to convince parents to take their child to psychological centers for diagnosis.

For Item 20, 65.8 % in Fiji and 75 % in the Czech Republic of the respondents/teachers in the participating inclusive schools strongly or somewhat agree that all the diagnostic assessment should be done at schools with all resources provided.
Figure 11: Depicts the teachers’ perceptions regarding diagnostic assessments in Fiji and the Czech Republic
Note: The numbers 16-20 denotes the indicators depicting the likert-scale as in the questionnaire.

5.2.5 Existing Educational Services

The interview data in Inclusive schools in Fiji revealed that services like the resource center in the inclusive schools, which consist of trained teacher aide, with relevant resources, are plus point for the school. The teacher's aid help in the diagnosis of the student with special needs and develop IP as per the need of the child. Teaching aids like, and Braille for visual impairment is an added point for the school. All the schools also have ramps for the student with the physical disability, which had easy access to classrooms and washrooms.

Moreover, in Brno Czech Schools have services like, teaching assistant, special education teacher schools behavioral consultants and psychologist in the school, which work as a team and put their best efforts to improve the special need children’s life holistically. If the students are not able to prosper by the facilities and services provided in the school the students with disabilities are referred to PC with the consent from parents. The schools also have computer labs, resources rooms and recreation rooms for students with special needs.
Also, the data collected from the survey questionnaire regarding existing educational services in both the countries is presented below.

Figure 12: Depicts the teachers’ perceptions regarding existing educational services in Fiji and the Czech Republic

Note: The numbers 21-25 denotes the indicators depicting the likert-scale as in the questionnaire.

For Item 21, 50% in Fiji and 60% in the Czech Republic of the respondents/teachers in the participating inclusive schools strongly or somewhat agree that the services provide by our schools cover all categories of special needs.

For Item 22, 81.6% in Fiji and 85% in the Czech Republic of the respondents/teachers in the participating inclusive schools strongly or somewhat agree that the services provided are as per the need of the students.

For Item 23, 36.8% in Fiji and 22% in the Czech Republic of the respondents/teachers in the participating inclusive schools strongly or somewhat agree that one of the obstacles to inclusive education at schools is inadequate services.

For Item 24, 26.3% in Fiji and 55% in the Czech Republic of the respondents/teachers in the participating inclusive schools strongly or somewhat agree that one of the obstacles to inclusive education is at schools is inadequate resources.
For Item 25, 31.6% in Fiji and 50% in the Czech Republic of the respondents/teachers in the participating inclusive schools strongly or somewhat agree that one of the obstacles to inclusive education is at schools is inadequate to support from MOE.

5.2.6 Latest Development of Inclusive Education

According to the interview in Fiji schools regarding development all the interviewee disclosed the latest development regarding Inclusive education was carried out by AQEAP, they provided all the facilities, upgrading the buildings, making access for wheelchairs, providing resources for inclusion and human resources. The majority of the teachers also were worried about the sustainability of inclusive education in their schools the AQEAP will finish their project in June 2017.

In addition, the data collected from the questionnaire about latest developments is presented below.

For Item 26, 86.8% in Fiji and 84.6% in the Czech Republic of the respondents/teachers in the participating inclusive schools strongly or somewhat agree that their school has improved its infrastructure to meet the learning needs of the Inclusive school.

For Item 27, 44.8% in Fiji and 67.5% in the Czech Republic of the respondents/teachers in the participating inclusive schools strongly or somewhat agree that the teachers are given a chance to upgrade their qualification to meet the Learning needs of students

For Item 28, 68.4% in Fiji and 30% in the Czech Republic of the respondents/teachers in the participating inclusive schools strongly or somewhat agree that the state supports schools regarding resources.

For Item 29, 63.1% in Fiji and 60% in the Czech Republic of the respondents/teachers in the participating inclusive schools strongly or somewhat agree that their school is dependent on other agencies for financial support.

For Item 30, 84.3% in Fiji and 37.5% in the Czech Republic of the respondents/teachers in the participating inclusive schools strongly or somewhat agree that their school still has to do much having a total inclusion.
Figure 13: Depicts teachers’ perceptions regarding the latest development of inclusive education in Fiji and the Czech Republic.

Note: The numbers 26-30 denotes the indicators depicting the likert-scale as in the questionnaire.
5.3 The Most Common Disability

The most common form of disability or special needs the teachers experienced is learning disability, and if we rank it, the further hyperactive disorder is second and behavioral difficulties is third. In addition, if we look at country wise Learning disability is ranked number one in both the countries, in Fiji number two is intellectual impairment, and in Czech Republic hyperactive disorder. Behavioral difficulties stand on number three for both the countries.

![Bar chart showing the most common disabilities in Fiji and Czech Republic](chart.png)

**Figure 14: Most common disability in both the countries**

The majority of the teachers who filled the survey questionnaires, participated in the interviewed in both the countries mentioned that the most common form of disability is learning disability.

**Summary**

*This chapter presented the findings collected using interviews, questionnaire, surveys, observations and investigation of relevant documents. The results were presented under different headings. The data from these sources form the basis for establishing the ideology set out in chapter one and the research topic: Inclusive education the future for Fiji Schools. The next chapter, chapter six discusses these findings and addresses the research questions.*
6 DISCUSSION OF THE FINDINGS

Introduction

The results of the study presented in the previous chapter focused on the main components in the implementation of Inclusive Education in schools. Inclusive culture, inclusive policy, inclusive practice, diagnostic assessment, resources, and the emerging trend in inclusive education were considered. In the present chapter, key components of Inclusive Education will be discussed in the context to how it is implemented in primary schools. The chapter concludes with an answer to the key research questions for the study.

6.1 Discussion of the Findings

6.1.1 Inclusive Culture

The first research question embarked on what strategies implemented Inclusive Education in both the countries. The results suggest that the teachers’ perspectives on inclusive culture were more positive. The school welcomed students with a particular need in both the countries. However, looking onto Fijian data from the interview when Inclusive education started in Fiji by AQEAP teachers were very reluctant to accept CWD in the classroom. The teacher were in chaos, became resistant, and took a transfer to other schools where inclusive education was not practiced. In addition according to (Kumar, 2015) the students teachers revealed that during their teaching practice they found that students with special needs existed in Fijian mainstream classroom, teachers wanted to help this students but they lack the necessary skills of intervening and providing extra support for the students. This was due to inadequate knowledge, competencies, and skills to handle CWD in the mainstream classroom. In Fijian context, teachers also believed that to have inclusion teachers the need expertise and resources. Recent cross-national study about attitudes of teachers towards the inclusive education of students with special educational needs in Bosnia, Herzegovina and European Union Countries (Austria, Croatia, Italy, Slovenia, and Germany) revealed that both groups of teachers tend to have positive attitudes towards inclusion. More teachers from EU countries had more favourable attitudes compared to BIH teachers. The reasons for the change in attitude varies from years of professional experience or experience with inclusive practice, school resources, and support for inclusive practices and type of SEN (Alma, Amila & Haris,
In addition according to Philips (as cited in Timor & Hartanska, 2014) teachers who are not qualified in special education are more likely to view inclusion as detrimental. It supported by Sinkfield (as cited in Timor & Hartanska, 2014, p. 9) another factor that may negatively affect reactions to inclusion is fear of the unknown, especially when mainstream teachers with no training with special needs are requested to address the needs of these students. The primary enemies of the inclusion of disabled students into general educations are the teachers that reclaim lack of specialized training that decrease the possibility of individualized activities with students (Alexiu, Baciu, Sandvin & Birneanu, 2016).

Moreover, teachers also resist to the notion of inclusion. Center et al., 1985; Center & Ward 1987; Conway 1996; Conway 2002; Graham & Prock 1997; Ward 42 et al., 1994; Westwood & Graham, 2003 (as cited in Konza, 2008, p. 41) since the early days of the implementation of integration, Australian research has consistently revealed that plenty teachers, while philosophically accepting the notion, are resistant to the inclusion of students with significant problems. Particularly those with more severe intellectual disabilities, and emotional or behavioral disorders. Not only this according to European Agency for Special Needs and Inclusive Education (2014) the mindset of teachers has promoted a certain cause in making schools more inclusive. A recent study by Barnes and Gaines (2015) revealed that that teacher of lower grade levels and those with fewer years of experience would have immense negative attitudes toward inclusion. One-third of beginning teachers in one study cited this as their reason for resignation (Ewing, 2002). Furthermore, Thomas's 1985 study (as cited in Konza, 2008, p. 42) examined the perspectives of educators in a British system with those in a US state and found that the remarkable majority reported negative attitudes towards the integration of students with disabilities.

However looking into Brno Inclusive schools, Czech Republic is part of the EU which have similar views as other EU countries due to the Czech government adoption the National Action Plan for Inclusive Education in the year 2010. These made the Czech schools play a pivotal role in the implementation of Inclusive Education, and the teachers became an integral part of this process.

The acceptance of children with special needs was feeble at the beginning of the implementation process of IE in Fijian inclusive schools by the teachers and peers. However, in Brno, Czech schools there was acceptance of children with special needs due to the students with special needs were educated together with normal students at early
childhood centers, attached to the schools. The early diagnosis of special needs children at early childhood centers leads to a smooth transition to Elementary school. The children and parents from both groups knew each other, and they supported inclusive education. Therefore, in Fiji schools diagnostic of students with special needs at an early stage so that we can have supportive measures.

Also, statement five on the Likert scale showed slight percentage 34.2% in Fiji and 42.5% of agreement as compared with other levels mainly which meant that teachers in both the countries are not that competent in catering the learning needs of the different ranges of special needs. Therefore, it becomes the ultimate goal for Premier teacher’s education institutes in both the countries to provide courses in diagnostics. The Ministry of Education to play a pivotal role in the organization of workshops in diagnostic assessments to teachers and parents in a helpful manner. However looking into Fijian context, six training institutions provide teacher education. Out of this six Fiji National University is the premier provider of teacher training starting from ECE, Primary Education, and Secondary Education. At present, there are no courses taught in regards to special-inclusive, education at Fiji National University. Looking at the other institutions in Fiji there are courses and programmers offered in special-inclusive education, which comprises more component of special education topics (Appendix 6).

Moreover, looking at Brno, Czech Republic, Masaryk University is the premier provided for teacher’s education in Brno and has a well-structured program from primary education, secondary education and another field of education. Hence, Panchocha (2017) mentioned that although the Universities are providing courses in respective areas like special education and inclusive education over the globe and here in the Czech Republic it entirely depends on how student teachers perceive information and put into practice in the real classroom situations. Hence, to measure the effectiveness of the teaching of the new graduates an evaluative tool should be designed in collaboration with the schools, Ministry of Education in respective countries.

Thus, this creates a theory that in teaching fraternity we have to two types of teachers: reluctant teachers and innovative teachers. Reluctant teachers are those teachers who will never want to change his mind set about a new paradigm shift in education and will never want to move out from their comfort zone. The innovative teachers are those who move out from their comfort zone, accepts ideas and within these ideas, they create new knowledge of ideas; brings changes in pedagogy; brings a new dimension to teaching and learning process and finally their ultimate goal in life is make a difference in the
child’s life they teach. In this 21st century, we need innovative teachers due to the diverse population in the classroom.

6.1.2 Inclusive Policy

Analysis of the data collected shows that teachers in both the countries in the study did not have any adequate inclusive policy in the school. In both of the countries, inclusive policy existed at Ministry of Education level. The majority of the teachers felt that policy makers were not in touch with the realities of the classroom in both the countries. Although, Ministry of Education Fiji designed inclusive education policy in the year 2008, the teachers in Fiji were not aware of this policy. One of the reason is that AQEAP implemented IE in Fiji schools and set its guideline in the implementation process. It clearly indicates that there is a lack of networking between Ministry of Education in Fiji and teachers when it comes to policy implementation. It concludes that MOE, Fiji is, more dependent on AQEAP for implementation of Inclusive Education. Furthermore, in the interview in Fiji revealed that when including the student with diverse needs in the mainstream classroom the ministry of education should relook into the policy on the class ratio. The population of students is enormous in Fiji classroom today. Extra support teachers in the classroom should be clearly stated in the inclusive education policy. The interview in Fiji also revealed that the policy in Inclusive education is still in a premature state because it is not widely known to the schools. Ministry of Education wants all school to be inclusive but is not ready to provide the resources and the mechanisms of IE at the policy level. According to the swot analysis of the inclusive education policy of Fiji. The following strength and weaknesses was found

Strengths

- This policy is aligned with the rights of people with individual needs to that of Right- based approach.
- It backups the Special and Inclusive Section to provide better services.
- The language used is simple and comprehensive.
- Early intervention programs included in Special Education schools and Early Childhood Centres.
- Improvement of pre-service and in-service teacher education in Teacher Training Institution.
Vocational training programs mean job opportunities to students with special needs.

Support lifelong learning.

Providing quality education to cater for individual needs of students at all levels.

Provide interaction with other stakeholders on educational needs of children with special needs.

Limitations

Inclusive education is an entirely new concept in Fiji, and thus there is a need to organize workshops on a regular basis and educate teachers on how to deal with students with individual needs.

There are no set strategies or prescribed methods to diagnose and identify levels of learning disabilities.

There are no set strategies or assessment tools to determine the challenges in the inclusion of children with disabilities.

The period the in which all teachers will receive quality special education and inclusive education training is not mentioned in the policy.

There are very few teachers qualified in teaching children with few special needs such as sensory difficulty, and regular classroom teachers have to teach diverse students.

At present, there are only two vocational centers in Fiji, which cater for children with special needs.

The existing curriculum needs to be reviewed more often to accommodate and suit the contemporary demands.

At present, there are no established Inclusive Education officers at Early Childhood, Primary, and at Secondary Education levels.

Infrastructure and appropriate resources are not readily available to students with special needs, which create a restrictive environment on their mobility.

It is crucial that Government, Ministry of Education and schools have policies that explicitly specifies the terms and conditions of Inclusive Education. Dissemination of policies from the state level to school level must happen accordingly. Furthermore, the implementation process should be scrutinized for a better legitimation of the policy at the
school level. The significant findings from both the countries revealed that teachers were not part and partial of in the design of inclusive policy. The survey data and the interview data indicated there was no involvement of the schools and the teachers when Ministry of Education drafted its Inclusive education policy in the year 2008 in Fiji. This same situation also happened in the Brno Czech Republic.

It is a real scenario around the globe; educational policy is implemented due to donor agencies or the state implements it to show that they are facilitating educational reforms at the state level. In doing so the people who will implement policies at the ground level are forgotten, their attitudes, views, and beliefs are ignored in the entire process of policy design. These is also supported by Barton, Coughan, Gomez, O’Brien (as cited in Egan, 2013) lack of participation from teachers, professional opinions of teachers, values and voices are ignored within the process of devising and implementing education policy. Teachers are best actors in implementing education policies because they know the system very well. All the stakeholders should be involved to have a legitimate policy. By involving, everyone in the development of policy at any state level or system level builds ownership. These is missing in most of policy formulation and design. When ownership develops amongst all the stakeholders of education in the respective state, the implementation of policy takes a smooth landing in its context. Furthermore, this atmosphere builds teamwork and cooperation whereby everyone becomes part and partial of the policy development. Should cater the best interest of learners and children so that we can have a sustainable, inclusive education. Policies map out, the road for a better society and shape out countries economic growth. It creates improvement in the life of everyone. Therefore designing and implementing policies should involve leverage points of policy, evidence and implementation process.

6.1.3 Inclusive Practice

Today’s, 21st-century classrooms have a diverse population. A new paradigm shift in education pedagogy has given a new dimension in catering the learning needs of individual students and diverse population of students who have specific needs.

Analysis of the data on an inclusive practice that there is a dependency on teacher aides in Fijian schools for the design of intervention plan and help in the making of differentiated lesson plans. A decade later, Jobling & Moni (2004) found that most of their sample of pre-service teachers believed that responsibility for the academic progress of students with disabilities remains with special education personnel, and the purpose of
placing these students in mainstream classrooms was for socialization purposes only. In many classrooms, a teacher’s aide is the person who spends the most time with the student with special needs, often being solely responsible for the implementation of the student’s instructional program. Specialist teachers are often involved with the students on an itinerant basis. These factors increase the sense that the child is not the responsibility of the class teacher, and in these circumstances, it is very easy for the child to feel, and in fact to be, marginalized. Studies over the next two decades in different countries consistently supported these findings Bartak & Fry 2004; Bay & Bryan 1991; Berryman 1989; Coates 1989; Hastings & Oakford 2003; Home and Ricciardo1988; Ivey & Reinke 2002; Jahnukainen & Korhonen 2003; Semmel et al., 1991; Vaughn et al., 1996; Welsh, 1996 (as cited in Konza, 2008, p. 42).

The interview indicated that both in Fijian schools and in Brno inclusive schools used withdrawal intervention model. The special needs students were taught in a resource room with the help of teacher aide or special education teacher. This type of teaching also evolved in Australia and United Kingdom in the nineteenth century, and it was found that there was insufficient time for support teachers to work with individual students and the withdrawal mode was not maximizing their time in the most efficient way. The alteration that took place in Australian schools support teachers working either within the regular classroom, providing one to one assistance or by team teaching with the regular class teacher (Forlin, 2006). This similar type of approach can be adopted to the Fijian and Czech inclusive schools

“the skilful knowledge of the resource teacher to provide assistance to the regular teacher rather than the child, the collaborative or assistive learning approach that supports Vygotskian approach to education” (Forlin, p. 269).

Moreover, it was also evident that teachers in both the countries in the study used intervention plan, differentiated lesson plan, and group work as inclusive strategies with the help of special education teachers and teacher aide. However, there is other innovative, inclusive practices and strategy to cater learning needs of SEN. For example, RTI, PMI, etcetera teachers did not mention about other strategies that may make differences in the learning journey of diverse needs of students. It clearly indicates a lack of knowledge by the regular teachers in the two paramount strategies for inclusive education that is differentiated lesson plan and intervention plan and other innovative strategies. One of the reasons is that teacher training institutions did not have any
preservice training and did not prepare them for the realities of teaching students with a broad range of abilities and behaviors, Carol, 2003; Gould & Vaughn 2000; Schumm & Vaughn 1992 (as cited in Konza, 2008, p. 43). It is a very critical issue in Fiji, whereby Fiji National University is the premier provider of teacher education do not have a course in inclusive or special education. Although, other universities in Fiji are offering courses in special and inclusive education but not to the depth of the requirement of real inclusive classroom scenarios.

The Brno, Inclusive schools displayed collaboration amongst staff; they had a clear-shared vision about inclusive a practice everyone worked around the children with special needs as a team. However looking at teaching strategies in Brno schools there was a clear indication of innovative teaching approach, teachers entirely dependent on intervention plans and from this, they worked on individual needs of the students. Moreover, in some of the school's teachers used peer teaching and group work for students with special needs this was observed during the observations in Brno, Czech Schools.

6.1.4 Diagnostic Assessment

During the interview in Fiji, the majority of the teachers stated that AQEAP personnel’s did the diagnosis of students with special needs and they had trained teacher aides to do the diagnostic. The documents analysis of Pacific children with Disabilities indicated that the Ministry of Health Fiji had a very well established system of Community Based Rehabilitation Assistants (CRA) stationed in most parts of Fiji, its primary function included early identification and detection of disabilities, health promotion, management of disabilities, and rehabilitation of PWD. Furthermore, it registered 1,997 cases of disabilities with no age breakdown (Unicef, 2010, p. 38). According to (UNICEF, 2011, p. 44), there is a need to upgrade training for CRAs. However, no funding is available for this purpose. There is numerous disability specific disabled people’s organization (DPOs) in Fiji, but none caters specifically for the needs of children (UNICEF, 2010, p. 38). The significant impact for the needs of children came in vision when AQEAP introduced inclusive education in Fiji.

According to Fiji National Council for Disabled Persons (cited in Pillay et al., 2015) the ‘National Disability Policy’ calls for an integrated approach to the early accurate diagnosis of disabilities, and improved capacity for the detection of disabilities and early intervention. Currently, the first level of diagnosis happens at the school level by the special education teacher, who advises the parent and refers the child to
specialists/practitioners (Pillay et al.). Most teachers are not adequately qualified to assess children or accurately identify disabilities unless the child’s condition or behavior is indicative of a visible disability. Screening programs to identify hearing and vision impairments are conducted throughout Fiji (Pillay et al.). According to Ministry of Education, 2013) revealed the AQEP program had implemented routine vision screening tests in its disability-inclusive demonstration schools. The Tamavua hospital-based Project HEAVEN has conducted visual and auditory screening in primary and secondary schools throughout Fiji since 1998. In cases where impairment is detected, children are referred to local health services for intervention. Walji and Palmer (cited in Pillay et al.). In some cases, the program may also assist with providing glasses and hearing aids. However, like all externally funded projects, sustainability of the initiative is always at risk.

General practitioners who refer children to special schools or a specialist if developmental delays are diagnosed may assess children with suspected developmental delay or other disabilities. In most cases, parents desire a second opinion on their child’s condition, particularly for children with hearing loss, vision loss or intellectual disabilities. Special schools in Fiji currently lack in speech and physiotherapy services on a regular basis to assist children and teachers at the schools. Some urban schools are fortunate to have access to specialists’ services, such as physiotherapists, occupational therapists or speech-language pathologists who are invited by NGOs or brought in as consultants on aid projects. Access to physiotherapists, occupational therapists or speech-language pathologists has helped teachers to conduct assessments on students with delayed development. There are not enough specialists in country areas. For example, a doctor’s referral is required for enrolment at Hilton Early Intervention Centre, although there are still many cases where a proper diagnostic assessment was not carried out (Pillay et al.). These is the current situation of Fiji in diagnostic at special education and inclusive schools. A lot have to be done regarding total inclusion in Fiji. Universities in Fiji have to get courses in their programs so that futures teachers can learn about diagnostics and assessment for CWD.

Moreover looking at the interview in Brno, Czech Republic, it was discovered that Brno, Czech Republic has got a well-established Psychological Centres which carry out the diagnostic assessment for students. The teachers and special education teachers in Brno, Czech schools, do observations, keep anecdotal records, they observe children’s verbal and written expressions, the level of understanding in different subject matters and
students reading ability. They provide extra support to rectify the child problems with a discussion with parents. If the child is not able to progress, they are referred to psychological centers with the concern from parents. The schools also agree that PC confirms the observation and assumptions made by teachers and special education teachers about diagnostic. The recommendation from PC is beneficial, the children and the teachers entirely benefit from this. The teachers also mentioned that when they have a similar situation or special need in the classroom, they quickly overcome the problem since they have prior knowledge and experiences.

6.1.5 Existing Educational Services

The current situation in Fiji is that AQEAP is providing all the services. School uniform, stationaries, half of the taxi fare for needy students. It also looks after the resource center. The Fiji inclusive schools have a resource center, which consists of Teacher Aide, materials of teaching students with special needs, for example, Braille and hearing aids. Although the schools have these facilities, the teachers in Fijian context have dilemmas like the sustainability of the program and its cost effectiveness of maintaining theses valuable resources.

According to document analysis, Pacific children with Disability, Fiji has an Early Intervention Centre that caters for sixty children of all disabilities from eighteen months to eight years of age its aim is to prepare children for the mainstream classroom, those children who are not successful go to special schools (UNICEF, 2010, p. 38). Moreover, Fiji has 17 special education facilities, which are located in the urban centers of Fiji (see figure map of Fiji). Fiji currently has five inclusive schools introduced by AQEAP in the year 2012 (see figure map of Inclusive schools in Fiji). According to the Ministry of Education annual report (2015), there are approximate, 1013 students with a different disability, the student's additional needs in other prevalent disability areas are also indicated thus may affect the total figure for some schools. This figure is for the seventeen special schools in Fiji. The intervention center, which is included in these seventeen schools, are located in urban centers. Looking at the geographical locations of the population of Fiji, people also live in the outer islands and remote rural places. There may be CWD in this locations, the families of this children would like to benefit from this services but are not able to. According to UNICEF (2010), many families in Fiji would like that their children benefit from the services of the EIC but space is very restricted, and it cannot meet the demand. The other foremost reason is a geographical location,
socio-economic background, and transportation. Therefore, inclusive education can meet the demands of these families in our Fijian context. It can only happen if MOE in Fiji can relook into its strategic planning for education through the lens of inclusion.

Human Resources is the premier provider of educational services in any educational context. In the school context, it is the teachers, if teachers have knowledge and expertise they will go to any stage to put their best for the children whom they teach. Therefore, we need trained teachers for in inclusive classrooms. These is also supported by Lingam (2004) that all the stakeholders in education in Fiji should give priority for teacher preparation in the world of work but nothing has been done so far. New ideas are implemented by Ministry of Education without any changes at teacher preparation for the world of work. Also, Pillay, Carrington, Duke, Chandra, Heeraman, Tones & Mani, (2015) found that sixty teachers in the respective special schools were untrained. The special schools were well established in the 19th century, but the figure of 60 untrained teachers in special schools is not healthy. The school roll and staffing detail are attached in Appendix 5.

Also according to (Pillay et al, 2015). There are two main types of disability services in Fiji:

1. Health and rehabilitative services for adults and children with disabilities (e.g., the psychiatric ward at St Giles Hospital in Suva);
2. Educational services, which are predominantly for children (e.g., the special schools under the MOENHCA). Apart from the government-managed school/institutions, there are foundations and societies that provide disability-inclusive education services (e.g., the Hilton Crippled Children’s Society and the Fiji Society for the Blind). These non-government educational facilities receive financial support from the MOENHCA.

Furthermore, several associations provide advocacy and support services for people with disabilities. As the national DPO, the FNCDP includes a range of DPOs such as the Spinal Injuries Association (SIA), Fiji Association of the Deaf (FAD), United Blind Persons of Fiji (UBP) and Psychiatric Survivors Association (PSA). While these associations may not provide health and rehabilitation, or education services, they do respond to the needs of children with disabilities within their broader mandate. For instance, the Fiji Paralympics Committee operates sports programs in special schools while the Fiji Association for the Deaf provides training and education materials for sign
language. Given the overlapping nature of the services currently provided to adults and children with disabilities in Fiji and to avoid conflating issues and scope, this report will limit itself to the provisioning of schooling opportunities and associated services for children as a right to improve the quality of their lives. Educational services for children with disabilities are largely provided through the MOENHCA with some specialist support from the Ministry of Health (MoH).

The existing educational services in Brno schools are well established regarding Inclusive education. The teachers are well qualified to meet the demands of the inclusive classroom. Services like teaching assistants, teaching aids, teacher aide, special education teachers, school psychologist, and schools behavioural consultants are all present in schools to provide maximum support to the students. The state also offers seminars on different topics, and teachers choose on their discretion to attend these workshops. The psychological centres are also located in the cities, provide diagnostics and IP. If teachers are not successful in their own diagnostic, and support mechanisms of the students with disabilities in the school. All the schools in Brno, Czech Republic revealed that most of the time they were successful with their diagnostic done at schools with the classroom teachers’ collaboration with special education teacher and schools psychologist. According to Bartonova (2015), Czech schools have counsellors that consist of an educational consultant, school prevention officers, schools psychologist, special education teachers and occasionally career counsellor. Having resource persons like this caters the learning needs of students, and the school can make extensive for students with special needs with realistic outcomes.

6.1.6 Latest Development in Inclusive Education

Analysis of the data obtained shows that in Fiji Aqeap had done many changes regarding the infrastructure of the schools, painting of the classroom, building a new classroom for resource centres, providing ramps for wheelchair access. Furthermore, since 2011 AQEP provided the inclusive school with resources to:

- Support students with hearing and visual impairments;
- Provide vision screening for all students;
- Recruit two teacher aides per school;
- Assist with the training of five teacher aides;
- Provide monthly professional development for teachers and
- Undergo consultations between parents and School Management Committees.
The ministry of education in Fiji is putting stepping stone to promote inclusive education, which is mentioned below. The Ministry continued to deliver some initiatives that were introduced over the past years, such as the free education grants, transport assistance scheme, and textbooks for all students. We also welcomed the extension of free education grant to early childhood education centres and provision of milk and wheat - bix to all Year 1 students last year (Tiko, 2015). This recent development shows components of inclusion. However, when Ministry of Education introduced the free textbooks for students in schools, it was implemented online through MOE web page. The schools, teachers, parents and children who had efficient internet services and technology got the textbooks on time although there was a delay in MOE to load the books on its system. Latest developments are for the betterment for the progress of the education for students. Thus, we forget to look at the effectiveness of services provided by other agency. For example in Fiji context internet services is not reachable to all schools due to the geographical locations.

6.1.7 The Most Common Form of Disability

Analysis of the data from the survey questionnaires and the interviewed in both the countries indicated that the most common form of disability is learning disability.

Furthermore according to Fiji National Council for Disabled Persons [FNCDP]. (2010), the disability survey conducted by the FNCDP identified just over 3,000 children with a disability. However, it was suspected that the real prevalence of disability was 10 %, compared to 1.4 % as identified by the survey. Furthermore, it is likely that some children may have had undiagnosed disabilities at the time of the survey. According to the Fiji MOENHCA, 1,154 children were enrolled in special schools around the country as of 2013, 35 % of whom had an intellectual disability (UNESCO, 2012). It represents a slight decrease from 1,226 students in 2012 (Ministry of Education, National Heritage, Culture and Arts [MOENHCA], 2012). While registrations have been growing over the years, it must be noted that these figures do not represent children with special needs in mainstream schools or children with disabilities who are not attending school. It is unknown how many children with disabilities are not in school in Fiji. However, it is estimated that one-third of children with disabilities worldwide do not receive a formal education (United Nations Secretary-General, 2011). Based on the census data and MOENHCA statistics, it can be assumed that a subtle number of children with disabilities
are in the special school system, with the remainder in mainstream schools, either outside of the compulsory schooling age or out of school (Pillay et al.).

According to Holgate (2015) Early Identification of dyslexia those students previously diagnosed in primary or secondary school with dyslexia appeared to be better prepared and more confident in their abilities. Such scholars had often learned or developed methods for dealing with the impairment at an earlier stage in their personal and educational development, and thus appeared to cope better with academic demands.

According to Rose (as cited in Holgate, 2015, p. 92) this was supported in the associated literature: ‘it is agreed that the earlier dyslexic difficulties are identified, the better are the chances of putting children on the road to success.’

A very effective and efficient method would be taking a running record and find the miscues students are making in reading. With the help of running record for those students who fall behind teachers can use the children's vocabulary to design a comprehension passage. Teachers can also use the vocabulary in regards to children's interest. For those learners whereby learning takes place within their interest and subject areas. The learners feel comfortable and are motivated to learn. A major barrier to developing appropriate support mechanism for Inclusive education and disabilities in Fiji is the lack of accurate and complete data.

6.2 Major Findings

The teachers in both the countries faced challenges in the daily business of teaching in inclusive education. In particular, the study interpreted the perceptions of inclusive teachers as they progressed through the different phases of research and teaching students with diverse needs. Therefore, to make a logical conclusion and be able to make appropriate recommendations, the main challenges of inclusive education are discussed under the proper emerging themes.

6.2.1 Emerging Themes

Leadership

Evidence from the participant’s narrative and interpretation of data show that the school leaders in the schools in both the countries played a very pivotal role in the enhancement of inclusive education. School leaders played a major role in promoting and
sustaining change in schools. Without their efforts, schools cannot change or improve to meet the diverse needs of all students. School leaders served as catalysts for the key stakeholders and play a unique role in helping students, staff, and parents to think and act more inclusively. According to (Carrington & Robinson, 2004, p.142), the truth about change is that it should be in words, thoughts, and deed and it should be in the hearts of members of the school community. All these were displayed in the school leaders in both the schools. Hence, effective change occurs when it happens from within. To bring in any change in any organization, it should start at a point there should be someone to take the responsibility. The school's leaders in both the countries took the initiative in including the unique needs in the classroom. They displayed teamwork and enthusiasm in doing their duties diligently. For example, according to Jackson (2007), the Esperance example is a wonderful way forward for bringing in changes regarding inclusive education in schools. When partnerships forms between teachers, parents, principals and Education Department support staff, wonderful outcomes is possible. It was evident in both the countries whereby parents at the beginning were reluctant to participate in discussion with the schools regarding their children’s needs but due to the advice and support of the school leaders made them supportive.

*Changing socio-political climate*

The Fijian education system had a drastic change regarding examination. The assessment had two components formative and summative, but recently the ministry of teaching implemented Fiji Eighth year examination for year 8 and Fiji Intermediate examination for year six this exam were abolished in Fiji.

“Examinations place an importance on the acquisition and reproduction of knowledge. They limit the range and type of curriculum and techniques of learning in school. This top-down approach to planning and implementing student assessment does not effectively measure students’ overall abilities”


Fiji assessment policy values external evaluation for summative purposes but does not value class-based (internal) assessment for summative purposes. Only one measure of students learning is, used rather than a range of assessments over time. Limiting the type of evaluation means that the system only caters for those kinds of learners who can reproduce knowledge rather than apply knowledge in context. It affects the way in which
teachers teach, and students learn. More emphasis is given to exam classes in schools in terms of time and resources. The skill development of students are ignored when we pay more focus on summative examination.

Teachers in Fiji raised concerns about the achievements of students with disabilities. This type of examination will make students with disabilities lose their self-esteem and self-confidence. Although the ministry of education is providing support for students with special needs to sit for examination by providing extra time and for students with SLD providing readers, it will be difficult for CWD to meet this challenge. The support mechanism should be made available at an earlier stage from early childhood so when students come for external examination they can tackle it autonomously. However, when we talk about inclusive education, it is building the self-confidence and self-esteem of special needs children in the mainstream inclusive classroom.

Also, looking at changing socio-political climate Florin’s study as (cited in Konza, 2008, p. 46) argues that the developing implementation of state measures in numerous nations, strengthened importance on exam outcomes, expanded bureaucratic requirements on school leaders, and increasing action makes “a commitment to inclusive education…Tough”. For example, many countries around the globe use external examination to set the standard for schools. Therefore, students who are academically poor are viewed as not contributing to the overall appeal of the school. Thus, few mainstream schools are prepared to accept students with significant special needs for fear that they are seen as a “dumping ground (Konza, 2008). This scenario will happen in our Fijian context because to-date we do not have any records of special needs students’ success in the external examination. Therefore to include children with disability for external examination the ministry of education should provide and inclusive curricular and assessment for children special needs.

**Need for collaboration**

Need for collaboration is also seen as a major challenge of implementing full inclusion. The number of special education teacher and teacher aide is not sufficient in Fiji Inclusive classrooms. The mainstream teachers are not able to collaborate with these teachers due to their workload and demand for work. The interview in Fiji also indicated that some teachers do not cooperate with others concerning sharing ideas and knowledge about teaching and learning process. Some professionals connected with the education of some student’s raises the questions of how skilled teachers are in co-operating with
others. Educators are notable for having a choice for maintaining control over their “kingdoms.” Having itinerant or other support people in their classrooms is an intimidating view for some educators (Chandler, 2000). The requirement to employ time co-operating in program development is also seen negatively – it is just added thing they have to fit into their lives. Teachers’ attitudes also affect the acceptance of students with disabilities by their peers. Therefore, teacher commitment to inclusion can be seen as one of the most critical factors in the success or failure of inclusive programs. Thus to bring into a change in attitudes of teachers the school leaders should know that there are two types of workers one who takes change as a challenge and puts innovation makes his way through the process. The other kind is those workers who work in their comfort zone and will not want to adapt to any changes. Therefore, in any change process, the leader has to ensure that following things happens within the organization, consultation, communication, own understanding staff their anxiety about change and motivation in the entire process of aligning inclusive education in schools.

Teacher’s perceived lack of competence, inadequate pre-service training, and professional development

Analysis of the data showed that 39.5% of teachers in Fiji and 35% of teachers in Brno, Czech Republic strongly or somewhat agreed that teachers are competent on diagnostic procedures of students with special needs, which is quite low. The data also indicated that teachers are also not given chance or scholarship to update their qualification. Moreover, teachers’ perceived lack of competence in special education topics and how to be more inclusive in classroom practices is a challenge. Many teachers were trained where special education units were not included in their pre-service training. Analysis of the data they have a low expectation of teaching students with special needs. Those teachers who educated more recently are finding that pre-service courses were not enough to prepare them for the realities of teaching students with a broad range of abilities and behaviors. Teachers report significant feelings of inadequacy regarding teaching students with special educational needs Carol et al., 2003; Gould & Vaughn 2000; Schumm & Vaughn, 1992 (as cited in Konza, 2008, p. 43). Moreover, few scholars have sufficient training in the administration of disputing behaviors. These behaviors are the causes of failing many inclusive programs. Carret et al., 1991; Chandler, 2000; McMahon & McNamara, 2000; Peck et al., 1998; Reichle et al., 1996; Stephenson et al., 1999 (as cited in Konza, 2008, p. 43).
Hence, a recent study by Barnes & Gaines (2015) concluded that there is a need for lower grade and experienced teachers to have an ongoing training in inclusive practices.

Furthermore, inadequate pre-service training and professional development for teachers are required. The courses that pre-service and in-service address the skills the attitudes of teachers towards students are deemed inadequate by many teachers, Bartak and Fry, 2004; Gary et al., 2002; Gould & Vaughn, 2003; Jahnukainen & Korhonen, 2003; Van Kraanyenoord et al., 2000; Westwood & Graham, 2003 (as cited in Konza, 2008, p. 43). Policy alterations, however, have overtaken them, and they find themselves facing students with a broad kind of disabilities, learning difficulties, and in some cases, extremely challenging behaviors. These results in significant evidence gaps between teaching practice and the stated policies of educational bodies (Eraclides, 2001). Many teachers struggle with the tension between accommodating the unique needs of some students and disadvantaging other students. Another important concept that evolved from (Danielson, 2007) was that teacher preparation does not cater the student’s teachers to extend their leadership beyond their classrooms. Hence, European Agency for Special Needs and Inclusive Education (2014) stated that proper beginning and in-service education of teachers and other experts is deemed an essential constituent for healthy, inclusive practices. It further states that one of the top priorities for teacher training included the need to evaluate the courses to improve teacher education for inclusion and to merge the education of mainstream and special education teachers. The majority of the student teachers at Fiji National University do not have content knowledge and skills to teach children with special needs; they need to gain knowledge expertise in the following in Inclusive and special education to meet the diverse needs of students in the schools at both primary and secondary level (Kumar, 2015). Thus, there is an urgency to bring inclusive education courses at teacher training institute around the globe and in Fiji and the Czech Republic so that our future teachers are equipped with pedagogical skills of inclusive education. It can be harnessed by networking with mainstream schools, special schools and Ministry of Education, parents, communities to come under one umbrella and work for the betterment of diverse needs of students in one’s context.

Regular schools also are known to refuse children who are perceived to have exceptional needs as educators do not have the faith to include them. Many people believe that children with physical limitations also hold learning difficulties. Anecdotal proof recommends that even children with minor inabilities such as cleft palate or a limb
deformation can be turned away from schools although there is absolutely nothing to impair their learning ability. There is little support for schools or teachers in the way of assistive devices or help (UNICEF, 2010). Hence, training and knowledge change the mindset of teachers in meeting the demands of the inclusive classroom. Thus, we need to create teachers to have a dynamic vision so that the new paradigm shift in education is achieved competently in this new era of education.

**Large class size**

Large class sizes in most of the schools when including students with special needs is also a challenge. The class ratio in Fiji is 1:30 but due to the schools to include children with disabilities, the class population has increased. Students from nearby locations and students from other neighbourhoods started to enrol in these inclusive schools. Therefore, teachers were concerned about when Ministry of Education will intervene and provide necessary resources for other mainstream schools to become inclusive. However looking at Brno Inclusive schools, the class ratio was very favourable, and support from teacher aide and special education teachers were evident. In the Czech Republic, the classroom that had children with special needs, special education teachers and assistant teachers were provided. The teacher’s segregated settings and special units offer vastly reduced class sizes in recognition of the increased demands of some students. Inclusive class sizes are huge and they, and do not allow for the additional individualized attention some students need, Avrimidiset et al., 2000; Westwood and Graham 2003, (as cited in Konza, 2008, p. 43). Also, a study by Mukhopadhyay, Nenty & Abosi (2012) in Botswana primary schools suggested that teachers and school heads believed that the massive class size was one of the predominant barriers to the execution of inclusive education in their schools. Huge class size is also a challenge in Canadian classroom (McCrimmon, 2014). It is a critical issue also in the Pacific Island states where teacher-student ratio is not favourable. Huge class size is also a challenge in Fijian mainstream classroom that student teachers and teachers face therefore catering the learning needs of individual students becomes a challenge (Kumar, 2015). Hence catering learning needs of diverse students can hinder the inclusive practice in real classroom situations.

**Insufficient curriculum resources and teacher aide support**

Curriculum resources is a crucial component in teaching and learning process. Insufficient curriculum resources and assistant support can also hinder the process of
inclusion. Analysis of the data obtained from the interview in Fiji Inclusive schools showed that there were enough teaching resources provide by AQEAP but to use the resources we have to have experts in the schools. The data obtained by the interview also indicated that the amount of teacher aide in the inclusive Fijian schools were not sufficient because they are allocated different classes on the timetable. When there is a need for them, they are not available. Lack of resource materials, early intervention tools in regards to inclusive education is also absent in mainstream classrooms in Fiji (Kumar, 2015). However, in Brno, Czech Republic special education teacher, assistant teacher, school psychologists; counsellors were readily available concerning resources. Each of them executed their functions very well and at the same time displayed teamwork. Some researchers, Avrimidis et al., 2000; Westwood and Graham, 2003 (as cited in Konza, 2008, p. 44) highlighted inadequate teacher aide time and curriculum support in the form of modified materials.

Teachers need greater access to differentiated resources. Teachers were not convinced of the benefits for either the regular students or those with disabilities due to their lack of appropriate teacher preparation and resourcing. Tomlinson (2005), a first specialist in this area, describes modified direction as a philosophy of teaching that is based on the basis that pupils learn best when their scholars provide the differences in their willingness levels, interests and education profiles. Tomlinson (2000) affirms that differentiation is not just an instructional approach, nor is it a formula for instruction, rather it is an innovative way of thinking about education and learning. To differentiate instruction is to acknowledge various student backgrounds, readiness levels, languages, interests and learning profiles (Hall, 2002). Building on this interpretation, Mulroy, and Eddinger (2003) add that differentiated instruction emerged within the context of increasingly diverse student populations. In the learning context permitted by the differentiated education model, teachers, support staff, and professionals collaborate to generate an optimal learning experience for students (Mulroy and Eddinger, 2003). Differentiation can liberate students from labels, offering students own opportunities to perform at their best (Tomlinson, 2003). Hence, curriculum differentiation contributes a projected and recorded curriculum that is modified to meet the requirements and expertise of groups of students with particular educational needs. Therefore, Universities can teach concepts like curriculum differentiation whereby curriculum is modified to meet the diverse needs of students. Individual intervention plan can also be trained in
addressing the needs of students for student teachers, and workshops can be organized for pre-service teachers.

**Impact of behavioral issues on wider community**

Furthermore, teachers also view impacts of behavioral issues on wider school community as a challenge. At the beginning of the implementation process of inclusive education in Fiji, teachers were bit reluctant and took transfers. The normal students also did not welcome the students with disabilities, but with the teacher's interventions and discussion about special needs, the students slowly started to accept the students with disabilities in the Fijian classroom. Not only this the parents of normal students were also concern about the teachers time teaching and paying attention to the special needs children. In Brno Inclusive Schools, assistant teacher, teacher aide, special education teachers’ availability made the work of mainstream teachers easier. Not only has this they also made huge difference in the learning journey of the special needs children. Moreover, Hastings and Oakford (2003) reported that teachers in their sample based their reluctance on the negative impact that students with behavioural and emotional problems had on the entire school community. A single student with a major behavioural problem can create significant havoc in a school. Struggling with extremes of behaviour is not an empowering experience for teachers, principals, or administrative personnel. Their belief is that the individual needs of some students are so high that they demand a specific setting. According to, Limberick (2009) team round the child states that we should not work in isolation from each other. It is also said that competence is accomplished as a collective effort whereby everyone works collaboratively and interacts with each other and knows the child. Thus, integrating own programs into child’s natural activity. Furthermore, it is stated that there should be a radical change which has to be creative and collective between families, practitioners, senior managers, training bodies, academics, professional associations and government departments. So that we stop the trial-error approach of treating children with multiple disabilities and should have a bank of information and efficient strategies about multiple handicaps (Limberick, 2009).

**Time**

Time is another contributing factor that can be seen as a challenge amongst teachers. The majority of the teachers in Fiji agreed that much more time is needed in including students with disabilities in the classroom while teaching them. Although teacher’s aide is providing support, there is not enough time to do our best. Teachers also
came out that although the ministry of education has allocated term 3 for remedial in term 1 and term 2, we have to rush through the curriculum. It creates chaos at times. Time is also a challenge in Fijian mainstream classroom that student teachers and teachers face due to massive coverage of work and unlimited workload (Kumar, 2015). According to Schumm & Vaughn, 1992 (as cited in Konza, 2008, p. 42) most teachers want to help low-achieving students, but do not have the time to prepare special materials. Time was also the major challenge associated with inclusion according to research by Westwood and Graham (2003). Balancing the need for almost constant supervision, and the development of individualized programming and complex behavior management plans with the needs of the whole class affected the willingness of teachers to include high demand students in their classrooms. Added to these are the time demands of collaborating with different professionals, from school-based special education staff to itinerant support personnel, to representatives from outside agencies, Avrimi des et al., 2000 (as cited in Konza, 2008, p. 45). In this case, multi-agency work to meet the complex needs of students. The schools should be organized in a manner that teachers can interact with the outside agencies. There should be collaboration amongst staff, reviews and meeting should be conducted, and a school staff could coordinate the work of the multi-agency team. A home liaison officer would facilitate meetings with families meeting the needs of the families and the child (Lacey, 2007). In any country context, it would be more appropriate to start at the initial phase of increasing schools cooperation with other agencies like a medical team, communication with parents and building adjustments so that students with disabilities are accommodated in mainstream classrooms (Webb, Greco, Sloper and Beecham, 2008). Thus, schools can differentiate the curriculum to meet complex health needs for children with severe disabilities.

*Parents’ concerns*

Analysis of the data collected in Fiji showed that the parents of normal students were also concern about the teachers’ time teaching and paying attention to the special needs children. The parent's perception was that teachers are paying more attention to the special need children and their children are ignored in the classroom. Another issue relates to the parents of the mainstreamed or neurotypical students. These parents are not always satisfied that their children are being offered the best education when teachers spend additional time and resources on students with special needs. It causes further tension in the school community and can result in principals being reluctant to enrol students with
disabilities. These factors have increased the pressure and the anxiety associated with the inclusion of students with different educational needs in mainstream schools. The lack of appropriate resource provision and acknowledgment of the extra demands some students place on teachers can result in increased teacher stress and burnout in a profession that already loses many days due to these factors. The index for inclusion can be put into practice, to take away the usual restraints and to look at all possibilities for moving forward. Which can be focussed on important ideas such as, shared leadership and responsibility, open communication, staff professional development/staff collaboration, cooperation and team work, staffs belief/staff planning, surveys for students and parents, communication between home and school recognition of the social and cultural differences that exist in the range of communities, diverse backgrounds of family and students (Carrington, 2008).

**Summary**

*This chapter has focused on the discussion of the findings of this comparative study of Inclusive schools in Brno, Czech Republic, and Fiji Inclusive schools. Moreover, the chapter has addressed the core research questions underlying the study. Some emergent themes also popped up from the results, which have been discussed in detail. The next chapter discusses the conclusion and recommendations of the study.*
7 CONCLUSION AND RECOMMENDATION

Introduction

The previous chapters have discussed the results of the findings of inclusive education in Brno, Czech Schools, and Fiji Inclusive schools. The findings revealed that there is a big gap between the two countries regarding the implementation process of inclusive education. This chapter presents the conclusion of the study and the recommendation to improve inclusive education in both the countries for the betterment for our future generations.

7.1 Conclusion

Education is the central hub for development in this 21st-century education. Recent educational reforms made globally made inclusive education to create opportunities for all. To have an authentic, inclusive education in one’s state inclusive culture, inclusive policy, inclusive practice, diagnostic assessment, educational services, resources and the latest developments can become the main hub for development in inclusive education across the globe.

The findings of the study show that inclusive culture is present in those schools where a staff of the schools has some knowledge and expertise in the arena of Inclusive education. This knowledge and skills can be harnessed amongst the teachers when the state plays a pivotal role in the collaborative process. The initial step for inclusion or to implement inclusive education begins at the policy level. Therefore, all the stakeholders in education should stand together and give deeper insights about inclusive education in the inception phase. If this happens, we can have full inclusion in schools. The policy should become a life document, and everything should be evidence based. Policies implemented for bureaucratic reasons will never benefit anyone.

Hence, this comparative research unveiled the truth and gave some deeper insights into Inclusive Education the way forward for education in this 21st century. It also gave some enhancing ideas of inclusion at both of the countries. Looking at the general framework and organization of both the countries the running part of the school is same. However, the core difference found as is that both the countries are still struggling in inclusive education. Whenever we bring any change into the school system, we follow
global trends of education, and we want to fit into the globalized educational world. In doing this, we forget about our history, our cultural background, own people and society and begin to show the world that we are with them. To bring in any change we have to do research in own context, the philosophies, theories, principles, and practices that are characteristics of global trends of education how it will fit into our context that is merely more important. When any changes occur in any country, it is done by Ministry of education without consultation with teachers who are the implementers of these changes. These changes happen like an earthquake in the real scenario and teachers are not able to implement these changes successfully. Therefore, teachers should be part and partial of any change; they should be the frontiers of these changes by doing this they will feel part of the change and will be ready to implement it in the classrooms.

The process of Inclusive education is ongoing and involves children, families, teachers, schools, school communities, local communities, Ministry of Education, Professional development Unit and the Universities in both countries to work collaboratively. There is an urgency to bring inclusive education in force in all the primary.

Hence, as we develop the ideologies of inclusive education in schools to meet the diverse needs of students, it is obligatory to identify that the arena of Inclusive Education itself is puzzled with doubts, disagreements, and paradoxes around the globe. Therefore, smaller scale implementations of inclusive education concepts as per our context will be the major platform for reaching inclusive education goals. The core topic of inclusion: culture, policies, principles, practices and diagnostic assessment are interrelated. For inclusion to occur in schools this, topics should be given the top most priority so that some realistic goals in inclusive education is achievable at schools. With all these thoughts and ideas implemented regarding inclusive education, we will have competent and dynamic teachers who will meet the diverse needs of students. We will become independent by providing holistic education for our future generation and will furthermore make the idea of universal primary education (NMDG- goal 2) achievable.
7.2 Recommendations

7.2.1 Teacher Empowerment

There is negligence of teacher empowerment in both the countries school. Firstly in this 21st-century money is a paramount commodity. One way to empower teachers is to increase their salary because teachers spent most of their personal time in their schoolwork. Justice regarding salary is a critical issue in both the countries. In this 21st century of schooling, the workload of teachers is very high and to meet the demand most of the time teachers use their personal time. If teachers are paid well the private time they are using for schoolwork will be compensated. Another way to empower teachers is to provide them with the scholarship so that they know a current change in the education system. The award will increase their knowledge and at the same time will develop intrinsic motivation.

The stakeholders of education should provide support for the teachers it should start from the state level, local level and at the school level. Ministry of Education can play a supportive role including the Universities for upgrading teachers’ qualification and ongoing professional development in the key topics of Inclusive Education. These opportunities will create a clear mindset about catering the learning needs of the students in a diverse classroom. Recognition of expertise will be acknowledged.

More specifically, this support involves:

- University/research support, which includes effective teacher education program programs, the teacher educators can provide ongoing professional development based on research. One way can be by developing the classroom teacher’s research skills. Research skills will create innovative teachers, by research teachers can improve their practice.

- Community support can enhance inclusive education. The collaboration between other stakeholders can form some effective partnership. Other interested parties include parents, religious leaders, community leaders; local businesses can provide enormous skills, knowledge, and understanding of teachers and leaders in improving the support for diverse learners.

- Political support, through legislation and policy (at national and local levels), to promote inclusive education, to produce extensive quality support, evaluation and
liability structures that strengthen constant communications concerning inclusive practice.

- Administration assistance that applies to political, regional and school level assistance by administrators at each level of the operation. In turn, the need for help for administrators, often by networks and collaboration with regional/political companion associations, need to be acknowledged (European Agency, 2015).

### 7.2.2 Preparing Teachers for Inclusive Education

The 48th International Convention on Education, Inclusive Education: The Way of the Future (UNESCO IBE, 2008), identified academic training as a key field for promised expansion. In visiting upon the global association to embrace inclusive culture as a way to attain the purpose of Education for All (EFA), it recommended six actions specific to teacher preparation and expansion:

1. Strengthen the capacity of teachers by working to enhance their situation and their performance conditions, promote tools for selecting proper applicants, and employ qualified teachers who are susceptible to various education needs. Therefore it becomes the role of Ministry of Education in both the countries to collaborate with the Universities in teaching inclusive courses and making evaluation once the students start teaching.

2. Train teachers by providing them with the relevant talents and materials to prepare diverse student groups and meet the various learning needs of diverse levels of learners through programs like professional growth during the school level, preservice training about inclusion, and instruction attentive to the development and strengths of the individual learner. It is also important concept whereby professional development programs should include topics like those that teaching and learning process how students accommodate knowledge in their mental schemas and how they retrieve knowledge when it is needed. These important topics are lacking at professional development programs in Fijian context.

3. Support the strategic role of tertiary education in the pre-service and expert training of teachers on inclusive education practices through, also, the provision of adequate resources. The support from the State in providing sufficient funding to the Universities to upgrade their courses and facilities.
4. Inspire innovative investigation in education and training methods correlated to inclusive teaching. It is critical issue that should be expedited by the Academies with cooperation with schools. This surely will direct an innovative piece of information in particular fields.

Although in the Czech Republic Universities have got courses available in special and inclusive education in their bachelors, masters and doctoral programs, the preparation of Inclusive and Special Education teachers are adequately met. However, the teachers who are prepared by the universities are they able to practice the theories, ideas, and strategies in the classroom. Therefore to keep track of it, the universities should prepare evaluative tools for new graduates to identify the gaps into theories and strategies in real classroom scenarios.

We understand that universal inequalities in scholarly terms, and variations in academic learning and teacher qualifications in and among nations, increase the disparity in the professional event. Despite, while the style and composition of academic preparation will differ from one country to another, specific common problems and challenges in providing a high-quality basic training for all reside principally unaddressed. Inclusive education serves a domain of teacher expert knowledge that is a legitimate area of concern for teaching practice, regardless of national differences in form or structure. Under the auspices of inclusive education, the reform of teacher education can become more than a matter of type or level of qualification, because inclusive education is for and about everyone. It is, therefore, timely that this particular issue of Prospects focuses on the concept of inclusive education in teacher training. The items in this matter concentrate on philosophical problems of curriculum, evaluation, and education, and on the culmination of educator expert knowledge. They examine how general theories connected with the expansion of inclusive practice, is discussed in various countries. This issue will be of distinct significance to teachers, teacher educators, and policy makers around the planet. As the role, value, and pertinence of academic training are being examined, not only regarding educators’ expert training but also additionally because of questions about educational outcomes for students and the extent where teachers can meet the demand of diverse learners (Acedo, 2011).
7.2.3 Leveraging Evidence – Based Practices from Policy to Action

If we want to improve the educational outcomes for all students, including the most vulnerable, we must take advantage of the policy. As of its reach, if developed wisely, it offers the opportunity to influence numbers of educators and, in turn, enhance results for large groups of students (Detrich, Keyworth and States, 2016).

Also according to Detrich, Keyworth, and States (2016), another advantage location is evidence regarding efficient methods that improve learner results. These two advantage features can be merged to form evidence-informed policy. A well-constructed evidence-informed policy has the possible to produce the product beyond the capacities of both policy and evidence solely. Policy outwardly testimony is just a hypothesis and the expectation of gain is anticipated to be weak. This situation is in both the countries inclusive schools whereby there is no indication of the policy of practices. A primary goal of the education policies is to spur and support evidence-based practice in schools. In both the countries, schools are using IP, how well this correlates to the availability of resources and the entire stakeholder's involvement is missing. Therefore, it is necessary to make policies evidence based and should produce some realistic outcomes. Educational policy formulated without any meaning impact on educational outcomes (Detrich, Keyworth and States, 2016). Collaborating decision makers with practitioners through practice-based evidence can help bridge the gap between research and policy (Cook & Cook, p. 153, 2016). However, a significant disconnect typically exists between policy and research in education (Berliner, 2008). Thus, the state and policy makers should play a pivotal role including everyone in policy designing and implementation in both the countries.

Partnerships between practitioners and other stakeholders can utilize practice-based evidence to leverage evidence-based policy by making it more relevant, actionable, and tailored. It should happen at any state level for the betterment of inclusive education policy.

7.2.4 Inclusive Curriculum

Both the countries are using the concept of Differentiation curriculum as per the learning need of the students. A paramount recommendation for CDU, Fiji is that Curriculum Developers, Ministry of Education and Teacher from mainstream and special schools start thinking strategically and align the curriculum for diverse needs and of the students. Universities can also play a very pivotal role here by providing thoughts and idea about the inclusivity of diverse learners in the curriculum. In the classroom, teachers
can also use an integrated approach to curriculum planning. In most of the curriculum, the topics are scattered away across subjects. Teachers can align the curriculum, integrate the themes across different topics and teach one topic for different subjects. It will save time, will cater the diverse needs of students, and will make the classroom more inclusive.

In many states, around the globe designing and making changes in the curriculum is often seen as the function of the curriculum experts working in ministries of education. Teachers in schools and colleges are mere passive receivers of whatever is provided to them from the centre (Chukwu, 2005). The scrutinization of the curriculum predicts its strength and weakness. Thus, this leads to the development of the curriculum. This development never happens in Fiji.

This same scenario still exist in Fiji whereby curriculum development unit provides all the necessary changes in curriculum and teachers are the passive receivers. Like many, the Christian missionaries introduced Pacific Island countries traditional education existed in Fiji. According to Chand (2014), the concept of schooling in Fiji in the early 19th century, their curriculum primarily focused on changing the society into Christianity. In such a structure of education, there was no contribution from the community, and the focus was academic for schools.

Today, the Curriculum Development Unit takes full control of the development of the curriculum in the Fiji Islands engaging center- periphery approach in its evolution. While teachers have vested with the responsibility to implement the changes desired from, the Ministry of Education (Chand, 2014). The collaboration amongst all the stakeholders lacks in the development process and any reform of curriculum in Fiji. Hence, teacher’s attitudes are in a dilemma when they practically implement any changes in the curriculum. Thus, this brings into more weaknesses than strengths of the curriculum.

The strengths of the current curriculum are that it is localized and it engages and helps students to develop the scientific and investigative skills to nurture a sense of curiosity about the world around them. It positively develops their interest and enthusiasm in all the key learning areas, so their confidence, competence, and creativity in applying scientific processes enhance. It also engages them responsibly with personal, social and environmental issues (Ministry of Education, 2014).

There are some weaknesses of the curriculum and by looking at the shortcomings; there are some possible changes, which needs to inclusion into the curriculum. Learning has three domains cognitive, psychomotor and affective (Chand, 2016). There is a huge gap in the syllabus, which means that the domain is not catered at times or is overlapping
in the syllabus. Therefore a thorough revision of the syllabus is needed and the three learning domain should be integrated into all the subjects and key learning areas. In a real classroom situation, we have diverse learners. The syllabus is not taking into account the needs of all learners though, in the introduction of the syllabus, it says so, that it is for all learners. The learners in the classroom are full of diversity; they have the different ethnic background, socio-economic situations, geographical location and different learning style. Therefore, when preparing any curriculum, these factors should be considered since most of the lessons also demand technology and internet. Whereby in most of the schools in Fiji and Fijian villages we lack the adequacy of these facilities. In the resource, material lots of photographs are used from Google page instead local pictures should have used so that it will create more meaning to our students and we can totally say that our curriculum is localized. The level of English used is at a very high level. The finding of this study states that the most common form of disability in Fiji is learning disability. Some learners are not even able to pronouns the words properly. It should be narrowed down to the degree of the class because we still have students who are slow readers and some are non-readers’ knowledge in very high-level English language. The majority of the students are not able to grasp the knowledge because of the high level of English language used. When the class population increases the individualized instruction by the teacher in the classroom decreases. The teachers struggle to keep up with basic work and are not able to guide individual learners. Therefore, the second opinion should be given to Fijian curriculum.

The core and most important thing in consideration are that the center- periphery approach removed from our education system. Teachers, student’s parents and the working organization should be involved in designing the curriculum so that everyone’s ideas become part of the curriculum. It is going to sustain education and at the same time meet the global needs of education across the globe. Lewin and Stuart (as cited in Phakisi, 2008, p. 28) stated that successful implementation depends on the existence of a well-trained workforce, Therefore, before designing any curriculum for any class; the level of knowledge, the expertise of curriculum development staff, should be taken into consideration. Teachers from all districts from the mainland, outer island, and remote schools should fully participate in the development of curriculum because teachers know about learners, their background, and the real school and classroom situations; they face in implementing the curriculum. Thus by doing this, we can improve the teaching, learning, and meet global standards.
7.2.5 Networking (with all the Stakeholders of Education)

The State, Ministry of Education, Universities, Colleges, Policy Makers, Schools, Teachers, Parents and Other interested parties in education should create a platform for collaboration and networking amongst themselves regarding Inclusive education. Partnership attitude should be instilled in them to harness inclusive education to the top most level. This type of scenario brings ownership and give inclusive education a new strength and platform.

One noteworthy example is the Agency report Teacher Education for Inclusion: Profile of Inclusive teachers which highlights that the stakeholders perform a joint task by having similar roles and responsibilities in the implementation of IE each having roles and responsibilities to fulfil. The support that classroom teachers need to perform their roles includes access to structures that facilitates communication and teamwork with a range of different professionals, as well professionals developments opportunities (European Agency, 2005, p. 6).

7.2.6 Equity in Education

The Global Article on Education for All, ratified in Jomtien, Thailand (1990) and the Dakar Framework for Action (2000) produced an overall image: universalizing path to education for all children, youth, and adults, and supporting equality. That involves being proactive in recognizing the obstacles that many battles in obtaining learning possibilities and knowing the support required to defeat those barriers. In Fijian context, there are many barriers to inclusive education. Transportation for students in rural and remote Islands is one of the obstacles. There is no proper road. Students have to travel a long way to schools. Some areas are prone to flooding and landslides. These factors contribute to absenteeism of students from the school.

Equity in education is meant to achieve equity. It provides the best possibilities for all students to reach their full inherent and act to address instances of deprivation that limit academic accomplishment. It requires specific strategy/step selected to modify the ancient and social limitations that hinder students from obtaining and profiting from education on equal grounds. Girls and women still compose the majority of out-of-school children and illiterate adults, and their learning opportunities remain assigned by some in-school and out-of-school factors. Statistics report by UNESCO indicated that 2031 children are out of schools.
7.2.7 Quality Education

The World Article on Education for All (1990) was spectacular about the obligation of providing a scholarship for all children, youth, and adults that are sensitive to their requirements and pertinent to their existence. The flagged way for the concept of quality expressed regarding needs-based measures. Discussing the change in class learning needs redefining everything education systems are since. The talents, expertise, excellence and attitudes that knowledge and pedagogy support must ponder and answer to the necessities and prospects of people, nations, the global society and the realm of the profession today. Not solely teaching basic skills like reading and math, but stimulating analytical reasoning and nurturing the passion and potential for lifetime education that adjusts and changes in regional, state and global changes.

Educators are pivotal in enhancing education. They have a dominant influence on the essence of pupil education. Nevertheless, numerous nations, especially the developing countries, are confronting a severe deficit of skilled educators, whereas working educators are compensated poorly (and sometimes irregularly) and, because of the inadequate qualifications required to register, undergo from low cultural and expert standing.

Quality learning is not only essential for meeting people’s basic needs but is also fundamental in fostering the conditions for global harmony including sustainable growth. Every young child must learn in dynamic, collaborative and self-directed ways to thrive and give to their neighbourhoods. Simultaneously with the fundamentals, they must obtain beliefs, preferences, and talents as well as knowledge. Their educators, companions, districts, curriculum, and education sources need to equip them to identify and value human virtues globally to add to appreciate global welfare, as considerably to furnish them with the related skills and competencies for 21st-century job openings.

It is not just to cover whatever student’s master: it is crucial to aim the classroom experiences that centrally shape student education, and maintain the spectrum of talents expected for lifetime well-being and societal coherence.

7.2.8 Team Around the Child

In the teaching fraternity, we should never assess a student’s abilities based on their IQ or test scores as a normal IQ and good general comprehension mask many disabilities. The specific nature of the child’s disability had to be identified and understood with the help of a team around the child (classroom teacher, special education teacher,
teacher aides, parents, school counsellors, schools psychologist). This group of people will help establish the child's Individualized Education Program. Teamwork is an essential concept in inclusive education as teacher, parents, and specialists work together innovate strategies and encourage the child to find the best strategies for living with special needs and maximizing the student's holistic development and growth. Therefore, in our Fijian schools, we have to build teamwork of professionals with relevant qualification to put inclusive education in a more dynamic way.

7.3 Future Research

Inclusive education is dynamic process that has a long history in meeting the demands of individual needs of students. The ongoing investigation is required for Inclusive education in both the countries research from policy to practice can bring new ideas and concepts. Designing of new courses and strategies of teaching, learning, and educative approaches of diagnostic should be the paramount topic of research in both the countries. This can only happen if Universities and the Ministry of Education can come under one umbrella of Inclusive education. This will enhance IE in both the countries.

7.4 Contribution to Theory

This study benefited from Bronfenbrenner theory because when we look at his theory, he puts the child at the center of his model. This model fits well when we implement inclusive education in schools. When we look at the macro system the government, education and economic plays an important role for the child regarding inclusive education. Looking further at the exosystem in a model of Bronfenbrenner theory the environment of the institution plays an important role in child education. The mesosystem also plays important in child education where the learner is involved with his family in the school system; social interaction takes place at this point. The micro system involves the direct classroom teach and learning interactions in which the child is engaged. Hence, the Bronfenbrenner theory is very thoroughly linked in upbringing the child’s education. This theory connects very well in the concept of inclusive and special education.
7.5 Final Thoughts

This research has provided a road map for improving inclusive education in Fiji schools. There is a lot to be done in inclusive education in Fiji. I hope that this comparative study had highlighted the implementation process and development of inclusive education. There are also some challenges that hinder the expansion of inclusive education from the system level to real school and classroom scenarios. These cannot be overlooked through the lens of inclusion.

This study is not to discourage teachers, policy makers, and ministry of education, parents and other stakeholders in Fiji. It can be used as a motivation for them because of inclusive education processes, involves capacity building and building the future for Fiji. As a teacher educator, I am overwhelmed that I have an experience of Inclusive education in a developed country, Czech Republic. It is not that inclusive education went through very successfully at the beginning of implementation in the Czech Republic. The Czech Republic also faced challenges, but they overtook challenges by continually re-evaluating and re-examining their education policy, practices, diagnostic assessment, resources and innovative research for a more inclusive environment at universities and in schools.

This study suggests that some features of Czech inclusive education could be appropriate in the Fijian context. For example, the school and classroom environment, support from the European Union and state, small class sizes, flexible curriculum, teacher aide and assistant, special education teachers, school counsellors, school psychologist and the services of psychological centers. Through this academic journey, the different types of special needs its diagnostic assessment, the importance of inclusive culture, inclusive policies and inclusive practice has given me a new dimension of knowledge, which made me create child profile and intervention plan and evaluative tools for new graduates in real life practice by being reflective practitioners.

Finally, this research has developed my academic skills, which will underpin further research in the field of inclusive education in my country. This academic journey had made me more confident to advocate inclusive education at any situation. From this academic journey it is assumed that my professional journey will be enhanced, whereby I’m looking forward for support and cooperation in terms of knowledge and advice of Institute for Research in Inclusive Education, Masaryk University, Brno, Czech Republic.
in forming the main hub of Inclusive education in Fiji for Fiji and other Pacific Island State.

Summary
The focus of this study was inclusive education the future for Fiji Schools. Overall this study reveals that there is a lot to be done regarding inclusive education in Fiji and also in the Czech Republic.
This chapter has shed some light on the implications of the findings of the study. The chapter also suggests innovative ways and ideas address the inadequacies found in the implementation of Inclusive education especially in Fiji. This chapter propose areas for future research that might improve the mechanism of Inclusive education in mainstream classrooms. It also discusses the contribution to theory and authors final thoughts.
SUMMARY

This study investigated Inclusive education the future for Fiji schools, Particularly the adequacy of culture, policy, practice, diagnostic assessment, resources and the existing services to effectively and efficiently implement in inclusive education in Fiji Primary Schools. This study uncovered both the strength and weakness of inclusive education in both the countries, Since Czech Republic is far ahead in terms of Inclusive Education than Fiji, the ideas in regards to Inclusive Education can fasten the process of Inclusion in Fijian schools. The study was conducted over a period of three months within the three Brno Inclusive schools, and in three inclusive schools in Fiji. There were four sections in this dissertation, namely, introductory, theoretical, empirical and concluding parts.

The introductory part of the dissertation served as the prologue to the study. It made a case for the rationale behind the choice of the topic. It also outlined the salient issues in each chapter of the dissertation. The theoretical section presented research and literature concepts drawn from various sources, and which are related to the dissertation’s background circumstances, problem statement, and the purposes the study is expected to accomplish upon completion. Chapter one of the dissertation presented the overview of the research, which followed with the context, nature, and scope of the survey and specified research questions and its significance and limitations. Next, the chapter outlined the key concepts and terms. Finally, the chapter described the structure for the entire study. This chapter set the platform for the succeeding chapter, where a variety of literature concerned with inclusive education aligned to the research questions is reviewed. Chapter two has focused on a review of literature about Inclusive education in primary schools. The literature has shed light on. Inclusive education and its benefits, different types of disabilities, inclusive culture, inclusive policies, inclusive practice and diagnostic assessment in terms to bring inclusion in schools. The chapter has also outlined a theoretical framework of Bronfenbrenner’s Ecological / Bioecology system model which fits well when implementing inclusive education because the child is at the center of the design, and it indicates how all the systems are going to influence a child’s learning journey. Chapter three provided the demographic and population distribution, different levels of education in Fiji and Czech Republic. The chapter also discusses the status of inclusive education in both the countries. Chapter four discussed the Research Methodology employed in this study. Since this study is a comparative study of Inclusive
Education in Brno Elementary Inclusive Schools, Czech Republic and in Fiji Primary Inclusive Schools. The nature and purpose of the study decide the choice of the research methods engaged. Mixed method data collection method was employed. The chapter has justified the use of different methods of data collection. The chapter also stressed out the importance of validity and reliability in research. Chapter five presented the findings collected using interviews, questionnaire, surveys, observations and investigation of relevant documents. The results were presented under different headings. The data from these sources form the basis for establishing the ideology set out in chapter one and the research topic: Inclusive education the future for Fiji Schools. Chapter six has focused on the discussion of the finding of this comparative study of Inclusive schools in Brno, Czech Republic, and Fiji Inclusive schools. Moreover, the chapter has addressed the core research questions underlying the study. Some emergent themes also popped up from the results, which have been discussed in detail. Chapter seven concludes the study and provided the recommendations. Overall this study reveals that there is a lot to be done regarding inclusive education in Fiji and also in the Czech Republic. This chapter has shed some light on the implications of the findings of the study. The chapter also suggests innovative ways and ideas to address the inadequacies found in the implementation of Inclusive education especially in Fiji. The chapters propose areas for future research that might improve the mechanism of Inclusive education in mainstream classrooms and highlights the contribution to Bronfenbrenner’s Ecological / Bioecology theory. Finally it embraces the researchers final thoughts. To have a full inclusion schools should have a sustainable program. At present, the program is funded by AQEAP. The policy implemented by Ministry of Education has strengths, and weaknesses Teachers in Fiji need to be professionally developed to cater the special needs students in the mainstream classroom. The stakeholders should negotiate and meet to meet the demands of inclusion in Fijian schools. The MOE should collaborate with Universities of the country and also teachers to have a better implementation of IE. The teacher's expertise should be enhanced regarding professional development and upgrade of qualification regarding IE. The universities in Fiji, MOE together with other stakeholders should cooperate, collaborate, and upgrade courses for Inclusive Education. The joint venture approach should be used.

It is, therefore, important for MOE to allocate adequate budget, resources also human resources for the betterment of its Future generation. Bringing everyone on the platform of inclusion will bring realistic outcomes of IE.
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<th>Abbreviation</th>
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<tr>
<td>AQEAP</td>
<td>Access to Quality Education Program (Australian Aid)</td>
</tr>
<tr>
<td>AusAID</td>
<td>Australian Agency for International Development</td>
</tr>
<tr>
<td>BIH</td>
<td>Bosnia and Herzegovina Teachers</td>
</tr>
<tr>
<td>CPD</td>
<td>Continuous Professional Development</td>
</tr>
<tr>
<td>CRA</td>
<td>Community Based Rehabilitation Center</td>
</tr>
<tr>
<td>CWD</td>
<td>Children with Disabilities</td>
</tr>
<tr>
<td>CSIE</td>
<td>Centre for Studies in Inclusive Education</td>
</tr>
<tr>
<td>DPO</td>
<td>Disabled People’s Organisation</td>
</tr>
<tr>
<td>EFA</td>
<td>Education for All</td>
</tr>
<tr>
<td>EU</td>
<td>European Union</td>
</tr>
<tr>
<td>FNCD</td>
<td>Fiji National Council of Disabilities</td>
</tr>
<tr>
<td>IEP</td>
<td>Individual Educational Plan</td>
</tr>
<tr>
<td>IE</td>
<td>Inclusive Education</td>
</tr>
<tr>
<td>IQ</td>
<td>Intellectual Quotient</td>
</tr>
<tr>
<td>LRE</td>
<td>Least Restrictive Environment</td>
</tr>
<tr>
<td>NGO</td>
<td>Non-Government Organization</td>
</tr>
<tr>
<td>MOENHCA</td>
<td>Ministry of Education, National Heritage, Culture and Arts (Fiji)</td>
</tr>
<tr>
<td>MOH</td>
<td>Ministry of Health</td>
</tr>
<tr>
<td>PIC</td>
<td>Pacific Islands Country</td>
</tr>
<tr>
<td>PMI</td>
<td>Plus Minus Interesting</td>
</tr>
<tr>
<td>PWD</td>
<td>People with Disabilities</td>
</tr>
<tr>
<td>RTI</td>
<td>Response to Intervention</td>
</tr>
<tr>
<td>SEN</td>
<td>Special Education Needs</td>
</tr>
<tr>
<td>SLD</td>
<td>Specific Learning Disabilities</td>
</tr>
<tr>
<td>UN</td>
<td>United Nations</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations International Children's Education Fund</td>
</tr>
<tr>
<td>UNESCO</td>
<td>The United Nations Educational, Scientific and Cultural Organization</td>
</tr>
</tbody>
</table>
APPENDICES

List of Appendices

Appendix 1: Information sheet for Participants
Appendix 2: Interview Guideline
Appendix 3: Three Survey Questionnaires
Appendix 4: Approval Letter from Ministry of Education Fiji
Appendix 5: Classification of students by disability types in special schools for 2015
Appendix 6: Opportunities for training in special and inclusive education in Fiji
Appendix 7: Child Profile
Appendix 8: Individual Intervention Plan
Appendix 9: Primary Teacher Qualification
Appendix 10: Evaluative tool for being reflective practitioner
Appendix 11: Observation template
Appendix 1: Information sheet for Participants

MASARYK UNIVERSITY
FACULTY OF EDUCATION
Field of studies: Special pedagogy
Institute for Research in Inclusive Education

Information sheet for participants

Researcher details
Sunil Kumar: (Doctorate student - Masaryk University, Brno, Czech Republic) 2014.

Qualifications:
- Master of Inclusive Education – Australia (2012)
- Post Graduate Certificate in tertiary Teaching, USP (2010)
- Post Grad Cert. In Management – Australia (2008)
- Post Graduate Diploma in Educational Leadership, Uni-Fiji, (2009)
- Bachelor of Arts Education/Geography – USP, Fiji (2006)
- Certificate in Teaching (Primary) – Fiji (1993)

Research details

Title of research project
Title: Inclusive Education the way for future for Fiji Schools: A Comparative case study of Inclusive Education in the Czech Republic schools in Brno and Fiji Primary Schools.

Purpose of the research
The purpose of this research is to compare inclusive education for children with disabilities in the Czech Republic and in Fiji.

Importance and benefits of the research
These research findings will assist the stakeholders in Education to become conscious about this very prevalence topic ‘Inclusive Education’ in Brno, Czech Republic and also in Fiji.
In addition, these research findings can help the curriculum developers, schools, Ministry of Education, teacher educators, and policy makers to necessitate strategies of Inclusive education that will address suggestions and implications of Inclusive education in primary schools. The student teachers and classroom teachers will be better able to understand the entire concept and what is involved in Inclusive Education. Thus this is the way forward about effective teaching and learning process and to be more innovative in this 21st century of education, whereby individual needs are catered in the classroom. The Ministry of Education will have teachers who will be able to handle the diverse learners of the 21st century while the Fiji National University which is the provider of teacher education in Fiji will be better able to prepare the future teachers for classroom practice. Hence, this research will unveil the truth and give some deeper insights into Inclusive education and how we can enhance this concept in both the countries.

**Time/Duration of participation**

Duration of the interview will be approximately 60 minutes.

**Potential harm to the participants**

No potential harm is anticipated in this research. A pseudonym will be used in this research.

**Confidentiality**

Interviews, observation and questionnaires and other data will be confidential, and names will not be disclosed. For the interview, voice recorder will be used and data will be transcribed later on. The recorded voice can be heard after the interview has taken place and in case if the interviewee wants to delete any data it will be done so. The transcribed data will be emailed to the interviewee and any deletion of data can be done on request to the researcher. The thesis outcomes will be incorporated into MASARYK STUDENT’s assignment and presentation for the defense of thesis at Masaryk University. It may also be presented at conferences and written up for publication. However, in all these reports, the privacy and confidentiality of individuals will be protected, and you will remain anonymous.
**Informed consent**

Willing participants will sign the consent form only after they have been briefed clearly on the nature of this research and they have fully understood the requirements and procedures involved in this research.

Participation in the project is completely voluntary and you may, without any penalty, decline to take part or withdraw at any time without providing an explanation, or refuse to answer a question.

**Complaints or concerns**

For questions, withdrawal or more information concerning this research you may contact me by mail, phone or e-mail.

Address in Brno, Czech Republic  Address in Fiji
537/13 Sladekho  P.O. Box 5786
61700 Brno  Lautoka, Fiji Islands
Komarov  

Phone Number: +679 9496461
Email: skumar_sunil@yahoo.com or 441552@mail.muni.cz

For complaints or any concerns: you may contact my research supervisor:

Dr. Karel Pančocha, Ph.D,
Associate Professor
Poříčí 31, Brno — budova CVIDOS
Phone number: 549 49 5099
Faculty of Education, Masaryk University

Please sign below if you give permission to work with me on this project, and please don’t hesitate to contact me should you have any further questions regarding this request. My contact details are given above.

Yours sincerely,

Sunil Kumar.
I at this moment give permission for Sunil Kumar, Masaryk University Doctorate student to carry out his research project with me. I understand this is in fulfillment of student’s current role as a researcher and that part of the information will be incorporated into doctorate thesis project at Masaryk University. I understand that although data are taken from may be used in this project my name will not be disclosed. I understand that if any photograph is used it will be destroyed at the conclusion of this project.

I have read and understood the information about the project. I agree to participate in this project. I have had the opportunity to ask questions about my participation in the project. All questions I have asked have been answered to my satisfaction. I have ticked both statements below to indicate whether I consent.

I consent to my participation in the Project  Yes  No

I consent to the photographs to be taken of me for this project  Yes  No

Name……………………………… Signature………………………………

Date …………

A summary of the project report can be forwarded to you when completed. If you would like to receive a copy of the report, please include your mailing (or email) address below.

Name………………………………

Address………………………………………………………………………..

………………………………………………………………………………..
Appendix 2: Interview Guideline

Interview Guideline
Demographic information sheet
Date: __________
Time: __________ Position: ________________ Schools Name: _______________
Type of school: _______________ Country: Czech Republic/ Fiji

1. Gender: Female ☐ Male ☐

2. Age: Can you tell me your birth year or under which category you fall?
   ☐ 19 – 30 year’s ☐ 31 – 40 years ☐ above 60 years
   ☐ 41 – 50 year’s ☐ 51 – 60 years

3. Your educational level (Please tick).
   ☐ Certificate ☐ Diploma ☐ Bachelor’s ☐ Masters ☐ Doctoral ☐

4. How many years of teaching experience you have got?
   ___________________________________________________________

5. How many years of teaching experience with children with diverse needs?
   ___________________________________________________________

6. Can you give the estimated hours/days/weeks of training in Inclusive Education?
   ___________________________________________________________

7. What types of special needs children you have in your class (2016?)
   … Learning disabilities ☐ Behavioral difficulties
   ☐ Emotional disabilities ☐ Attention deficit
   ☐ hyper-active disorder ☐ Visual impairment
   ☐ Hearing impairment ☐ Speech impairment
   ☐ Intellectual impairment ☐ Traumatic brain injury
   ☐ Physical disabilities ☐ Autism (autism spectrum disorder or ADHD)
   Others: ________________________________

8. What is a total number of students with special needs in your duty of care at present?
   ___________________________________________________________

9. What is the estimated number of children with special needs in the school?
<table>
<thead>
<tr>
<th>1. What strategies are used to implement Inclusive education in both the countries?</th>
<th><strong>Culture</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What makes your school be Inclusive?</td>
<td></td>
</tr>
<tr>
<td>• Staff collaboration</td>
<td></td>
</tr>
<tr>
<td>• Removal of barriers</td>
<td></td>
</tr>
<tr>
<td>2. How teachers in your school accommodates Students with special needs?</td>
<td></td>
</tr>
</tbody>
</table>

| **Policy** |
| 1. What are some of the documents you use for inclusive education at your school? |
| 2. What are your views about IE policy? |
| • State, MOE, School |

| **Practice** |
| 1. What strategies in your everyday teaching you have found to be most effective in promoting inclusive teaching? |
| • Staff expertise |
| • Community resources |
| • Classroom practices (IEP) |

<table>
<thead>
<tr>
<th>2. How are special education needs diagnosed in selected Brno, Czech Schools and selected Fijian schools?</th>
<th>1. How do you identify students with special needs in your class?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. What are the strengths of assessment of special needs students at your school?</td>
<td></td>
</tr>
<tr>
<td>3. What are the weaknesses of the above?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3 How does the existing educational services available function for inclusive education in selected Brno, Czech Schools and in selected Fijian schools?</th>
<th>1. What are services provided at your school to include children with special needs?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. What are the strength/weaknesses of the above?</td>
<td></td>
</tr>
<tr>
<td>3. How your school is using other services to enhance IE?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. What are the latest developments of Inclusive Education in Brno, Czech and Fiji?</th>
<th>1. Any progress of IE at your school?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Infrastructure, resources, individual capacity</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. What are the contributing factors and strategies that can enhance Inclusive education in Fiji at the policy level, Classroom level, and practice level?</th>
<th>1. What would you recommend to other schools for speeding up the entire mechanism of Inclusive education?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teachers, parents, other schools, MOE, Psychological Centers, others</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 3: Three Survey Questionnaires

Questionnaire Survey for Inclusive Teachers

Section A: Demographic information sheet

Date: ____________  
Time: ____________ Position: ____________ Schools Name: _______________  
Type of school: _______________ Country: Czech Republic / Fiji

1. Gender:  Female □  Male □

2. Age: Can you tell me your birth year or under which category you fall?  
□ 19 – 30 year’s  □ 31 – 40 years  □ above 60 years  
□ 41 – 50 year’s  □ 51 – 60 years

Section B: Closed and Open Questions

3. Your educational level (Please tick).  
□ Certificate  □ Diploma  
□ Bachelor’s  □ Masters  
□ Doctoral

4. How many years of teaching experience you have got?  
_________________________________________________

5. How many years of teaching experience with children with diverse needs?  
_________________________________________________

6. Can you give the estimated hours/days/weeks of training in Inclusive Education?  
__________________________________________________

7. What types of special needs children you have in your class (2016?)  
□ Learning disabilities  □ Behavioral difficulties  
□ Emotional disabilities  □ Attention deficit  
□ hyper-active disorder  □ Visual impairment  
□ Hearing impairment  □ Speech impairment  
□ Intellectual impairment  □ Traumatic brain injury  
□ Physical disabilities  □ Autism (autism spectrum disorder or ADHD)  
Others: ____________________________

7. What is a total number of students with special needs in your duty of care at present?  
_________________________________________________________
Hi, I’m Sunil Kumar from Fiji Islands and a doctorate student at Faculty of special education, Masaryk University.
I need your help in filling the Likert scale below. Please circle the number, using the code below that describes how much you agree with each statement. Your response will be anonymous; please respond to each statement as honestly as you possibly can and by circling only one number for each statement.

<table>
<thead>
<tr>
<th>Inclusive Culture</th>
<th>Strongly Dis-agree</th>
<th>Dis-agree</th>
<th>No Opinion</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Our school welcomes students with special needs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. There is an ongoing collaboration between staff, students, parents and Ministry of education about Inclusiveness at our school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. Students with special needs are respected and valued equally as normal students.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. Removal of barriers to teaching-learning process and participation is a core component of our school’s norms.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. All our staff is competent in catering all the ranges of special needs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Inclusive Policy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Inclusive education in our school was initiated because of the state and Ministry of Educations policy.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. The school has its policy in Inclusive Education.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. Inclusive education policy was initiated because of the special/diverse needs of students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. The schools were actively involved when state and MOE designed inclusive education policy in my country.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10. The state/MOE policy smoothly fits in our school context.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Inclusive practices</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. The lessons are planned and prepared as per the diverse population of the class.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12. The lessons are taught by differentiating the curriculum as per diverse population in the class.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13. The assessment and evaluation of lesson are designed as per the need of the student.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
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<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>14. Teaching assistants are well utilized in the inclusive classroom.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>15. All the resources are fully utilized at our school to meet the needs of students.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**Diagnostic Assessment**

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>16. Our teachers are competent in the diagnosis of students with special needs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>17. The services provide by psychological centers for diagnostics are excellent.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>18. There is always disagreement between the diagnostic at psychological Centers and with schools.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>19. It’s very hard to convince parents to take their child to psychological centers for Diagnosis.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>20. The diagnostic assessment should be done at schools with all resources Provided.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**Existing Educational Services**

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>21. The services provide by our schools cover all categories of special needs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>22. The services provided are as per the need of the students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>23. One of the obstacles to inclusive education is at my schools is inadequate Services.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>24. One of the obstacles to inclusive education is at my schools is inadequate</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>25. One of the obstacles to inclusive education is at my schools is inadequate Support from MOE</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**Latest developments of Inclusive Education**

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>26. My school has improved its infrastructure to meet the learning needs of resources Inclusive school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>27. The teachers are given a chance to upgrade their qualification to meet the Learning needs of students.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>28. The state supports schools regarding resources.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>29. The school is dependent on other agencies for financial support.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>30. Our school still has to do a lot in having a total inclusion</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
Appendix 4: Approval Letter from Ministry of Education Fiji

MINISTRY OF EDUCATION, HERITAGE & ARTS
Quality Education for Change, Peace and Progress

Our Reference: RA 33/15
Date: 15th September 2015

Mr Sunil Kumar
Masaryk University
Czech Republic

Re: Official Approval to Conduct Research in Fiji

Dear Mr Kumar

We are pleased to inform you that the approval for the request to conduct research in Fiji has been granted on the topic: "Inclusive Education the way for Future for Fiji Schools."

The approval is granted for September 2015 as specified in your request.

It is also noted that in this research, you will be working closely with the Ministry of Education who would be assisting you with facilitating your research. Please liaise with the relevant personnel and organizations with regards to the logistics and the conduct of your research and be further advised that the Government of Fiji’s legislations, procedures, policies and protocols must be unreservedly adhered to. Since your research includes teachers in schools, you are to register with the Fiji Teacher Registration Board.

As a condition for the research approval, a copy of the final research report must be submitted to the Ministry of Education (MoE) through this office upon completion, before the commencement of any publication. Only after the MoE Research & Ethics Council has endorsed the report, shall you be allowed to do any publication of the report. The report will be reserved in the MoE Research Library and will be available for reference by Senior Ministry and Government officials.

Moreover, it is important to note that the Ministry of Education reserves a right to publish the final report or an edited summary of it.

We further wish you success in your research project.

..........................................................
Parmeshwar Mohan (Mr)
for Permanent Secretary for Education, Heritage & Arts.

cc. MoE Research File
Appendix 5: Classification of students by disability types in special schools for 2015

<table>
<thead>
<tr>
<th>School</th>
<th>Roll</th>
<th>Physical</th>
<th>Speech</th>
<th>Hearing</th>
<th>Vision</th>
<th>Intellectual</th>
<th>Multiple</th>
<th>Autistic</th>
<th>Hyper-active</th>
<th>Down syndrome</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hilton EIC</td>
<td>36</td>
<td>24</td>
<td>15</td>
<td>7</td>
<td>1</td>
<td>13</td>
<td>-</td>
<td>9</td>
<td>-</td>
<td>11</td>
<td>-</td>
</tr>
<tr>
<td>Hilton Special</td>
<td>76</td>
<td>36</td>
<td>11</td>
<td>21</td>
<td>2</td>
<td>8</td>
<td>13</td>
<td>-</td>
<td>2</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Fiji School for the Blind</td>
<td>42</td>
<td>-</td>
<td>-</td>
<td>42</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Suva Special</td>
<td>122</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>73</td>
<td>26</td>
<td>12</td>
<td>9</td>
<td>11</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Gospel School for the Deaf</td>
<td>55</td>
<td>-</td>
<td>-</td>
<td>55</td>
<td>-</td>
<td>-</td>
<td>-</td>
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Note: Students additional needs in other prevalent disability areas are also indicated thus may affect the total figure for some schools (MoE, Fiji, 2015)
Appendix 6: Opportunities for training in special and inclusive education in Fiji

There are six teacher training institutions in Fiji that provide teacher development in the area of disability-inclusive education. The extent to which disability inclusion is considered in teacher development programs might be reflective of the acknowledgment of inclusive education policy by these institutions. Despite the Government of Fiji establishing a Board of Higher Education, mandated to moderate programs to ensure quality and benchmarking across institutions, the teacher training programs provided by the six institutions vary quite significantly. This may have a different impact on teacher competency. Courses in special or disability-inclusive education for each institution are summarized below, with additional details for region-wide programs.

**The University of the South Pacific (USP)** provides primary and secondary teachers for the region. They offer a four-year Bachelor of Education in Special and Inclusive Education, which has seven subjects out of a total of 20 related to special and inclusive education. A Post-Graduate Diploma in Special and Diverse Educational Needs is also offered at USP and has seven subjects specifically related to the area. The Bachelor of Education in Early Childhood Education has three subjects from the special and inclusive education strand included in the program, while the Diploma in Early Childhood Education has two subjects. Most of these programs are offered as face-to-face as well as through distance learning.

**Australia-Pacific Technical College (APTC)** [45] started in 2006 and is supported by Australian Aid to provide services in Fiji, Samoa, Vanuatu and Solomon Islands. They offer 16 subjects in the disability-inclusive area, all of which are accredited by the Australian Skills Quality Authority (ASQA) and are delivered in the region in partnership with local training providers. The APTC’s disability-inclusive team work closely with the Pacific Disability Forum.

**Fiji National University** [46] does not have any programs or subjects targeting special and inclusive education in any of its programs, including teacher education. It does, however, have a course in Early Childhood Education and a Diploma in Primary Education.

**University of Fiji** [47] has one subject in its Bachelor of Teaching program called *Disability and differentiated learning: Educating students with diverse abilities.*
**Corpus Christi Teachers’ College** [48] has one subject called *Children with Special Needs*. This subject is available in the three-year Diploma in Primary Teaching program.

**Fulton Teachers’ College** [49] has one subject in inclusive education which is common to both the Diploma and Bachelor of Education programs.

**Other Capacity Development.** Several NGOs and donor projects provide short-term training opportunities. For example, the Fiji School for the Blind and Fiji Association for the Deaf provide courses in Braille and sign language respectively. The AQEP program has also facilitated professional development opportunities for teachers, such as training in sign language [29]. In 2011–2012, 68 teachers were trained in inclusive education, and ten teachers and ten community representatives completed a course on Braille and Sign Language [32] by various NGOs and aid projects. Special and 30 inclusive education training was delivered to 65 teachers, ten teacher aides, five early childhood education teachers, and five Principal/Senior Education Officers.

(Source : National Profiles of In-Country Capacity to Support )
Appendix 7: Child Profile

NAME: X
CLASS: 402
SCHOOL: Y Primary School
DATE OF BIRTH: 13/05/2000
GENDER: Male
RACE: Fijian
NATIONALITY: Fiji Islander
FIRST LANGUAGE: Fijian
PLACE OF BIRTH: Lautoka Hospital
FATHERS NAME: Faione-Downer Engineering
ADDRESS: Navutu Settlement, Lautoka.
PHONE NUMBER: 6514642
LIKES: Playing, Singing, Eating
DISLIKES: Reading, Doing Exam, Studying
FAVOURITE FOOD: Fish Soup with Cassava
FAVOURITE FRUIT: Mango

FAMILY AND EDUCATIONAL BACKGROUND

X is from an extended family. He has six brothers and sisters. He is the fourth child of his parents. X spends most time with his grandfather. He attends Y Primary School. This child needs special attention in order to improve both academically and as a holistic person. At home the child spends most of the time with his grandfather which means he gets very little or no support for educational needs. There is no one to encourage and motivate him to do better in school.

MEDICAL HISTORY

X is a healthy boy who is physically well built and fit. However sometimes he complains of headache, when he stays out in sun for a long time.

LEARNING NEEDS

• Through my observation, made by the teacher X is one of the slow learners in class.
According to the teacher, he is very slow reader and is not able to read fluently. A intervention plan will help X to improve his reading skills. According to the teacher X is capable of doing better however he needs support and encouragement.

**INTELLECTUAL DEVELOPMENT**
- Description of the drawing and presentation
- Able to jumble words
- Learns better through manipulative

**SOCIAL DEVELOPMENT**
- Share things
- Co-operate in group work
- Interacts with group members and peers
- Care for equipment and stationary
- Obey school; and classroom rules
- Respect classmates and teacher

**LANGUAGE AND MUSIC**
- Can retell story
- Speaks English and Vernacular
- Can remember words in song

**PHYSICAL DEVELOPMENT**
- Good motor skills
- Able to balance, jump, run
- Can kick a ball
- Can catch and pass a ball very well
Appendix 8: Individual Intervention Plan

NAME:               SCHOOL:               CLASS:

Student Profile
X comes from an ESL (English as a second Language) background. He is often quiet in class and does not have much interest in classroom work.

Students Strengths:
- Enjoys sports
- Punctual to school
- Positive attitude

Outcome: increase sight word vocabulary and develop a range of decoding strategies to improve reading fluency.

<table>
<thead>
<tr>
<th>Targets</th>
<th>Strategies</th>
<th>When/how/with whom?</th>
</tr>
</thead>
</table>
| Students should be able to read fluently, recognize the vocabularies and follow the reading conventions. | The strategies that I will use will be:  
Identify Childs known Vocabs and prepare a short paragraph using these Vocabs.  
X to determine those 63 words as they appear in the paragraph.  
Develop a journal of words.  
Use the strategy of peer tutoring to help X to identify, read and spell the word from the word journal.  
Teacher to develop another paragraph using her Vocabs to find out where the child stands regarding literacy reading and implement it many times until the child can reach the target set by the teacher.  
Reward the student Have a vocabulary book. | In the classroom during English lesson, integrate the strategies in the reading with the slow readers.  
Independently  
Small group activity  
Two times in a week  
Independently in consultation with teacher  
Daily- independent and peer tutoring.  
Whole class and small group  
Cooperative group work, independently, whole class  
Whole class, small group, and individual  
ongoing  
weekly assessment daily assessment |

Signature:……………………..( Class Teacher)
Signature:……………………..( Parent)
Signature:……………………..( Head Teacher)
## Appendix 9: Primary Teacher Qualification

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<td>Masters</td>
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Appendix 10: Evaluative tool for being reflective practitioner

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<td>Thinking and Feelings</td>
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<td>Planning</td>
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<td>Weaknesses</td>
</tr>
<tr>
<td>Creation of New Knowledge</td>
</tr>
<tr>
<td>Final Comments</td>
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</table>

**Guidelines for being Reflective**

- **Theory/Strategies/Ideas**- New graduates and Pre-service teachers write about what they are going to use in real classrooms. This idea may have developed from Teacher Education or from professional development or any educational workshops.
- **Thinking and Feeling**- usage of institution about the topic.
- **Comments**- metacognition thinking about thinking. How they are going to use the ideas, theories, and strategies.
- **Planning**- Implementing this theories/strategies/ideas in the classroom.
- **Strength/Weaknesses**- The plus and minus points, what went right, what went wrong.
- **Creation of New Knowledge**- being creative and innovative after implementing the above.
- **Final Comments**- what they feel after the entire process of being reflective.
Appendix 11: Observation template

Name of School: ______________  Date: ______________
Time: ______________  Type of School: ______________
Type of Class: ______________  Subject: ______________

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