

**Inclusive education for children with disabilities in Fiji:  
Teacher perspectives and attitudes**

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## **ABSTRACT**

The purpose of this research was to examine teacher perspectives and attitudes on inclusive education for children with disabilities in Fiji. Teachers' perspectives and attitudes are crucial in providing insights that could help improve education and services for children with disabilities in regular schools in Fiji.

A qualitative approach using semi structured interviews was selected as the methodology for this research. Nine teachers from nine different schools in Suva, the capital city of Fiji, participated in this research. The nine participants were selected from three different school settings. Three of the participants were from special schools, three were from primary schools and three were from secondary schools.

Data collected showed that teachers support inclusive education, however, they had reservations on the inclusion of students with severe disabilities. Several factors were identified to influence teachers' attitudes towards inclusion. The most common factors were severity of disability that the students had, inadequate training of teachers on teaching students with disabilities, inadequate government funding, lack of specialised resource personnel and lack of appropriate equipment and resources to support students and teachers in the teaching learning process. Limited commitment from the Ministry of Education and limited participation and consultation of teachers on policy and curriculum design were also identified as contributing factors for non inclusion of students with disabilities in regular schools.

Teachers need to change their perspectives and attitudes and schools need to be welcoming and prepared to accept all students with disabilities into the general education system in Fiji.

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