



Assessment Provisions

Fiji Ministry of Education “Policy on External Examinations and Assessment 2017”

6.7 Provisions for Students with Special Needs

6.7.1 - Examination Provisions

Students with special needs are entitled to special examination provisions to address the effects of their special needs on test performance.

- The provisions include Braille papers, enlarged font, use of a reader, use of writer, use of extra time, separate supervision, or others which are considered to be necessary.
- There are provisions available for additional time during National Examinations (refer to page 23 of policy).
- Lack of familiarity with the English language is not considered a special need. There is no special provision, e.g., use of English / foreign language dictionary, for anyone displaying limitations in the use of the language.
- Where a student has a condition that may or may not manifest itself during an examination, e.g., epilepsy or asthma), separate supervision is recommended.

6.7.2 Sign Interpreters

A sign interpreter may be requested by the school to interpret the verbal instructions of a supervisor for students with hearing loss during an examination. He or she is formally appointed by the Permanent Secretary through the recommendation of the Head of School with

the endorsement of the District and Divisional Education Office and must abide by the instructions he or she is given. The sign language interpreter shall not be a relative or close associate or a teacher of the candidate.

6.7.3 Readers

A reader may read the questions but may not explain questions or instructions. He or she must be a member of the class immediately below that of the candidate's and not be a relative of the candidate. The reader is expected to have had some experience in the subject and is reasonably competent in English. The reader need not be the same person for all the subjects. If the reader has to be remunerated, the school concerned will be responsible.

6.7.4 Writers

To be appointed, a writer must be a member of the class immediately below that of the candidate's and not be a relative of the candidate. He or she is expected to have had some experience in the subject and is reasonably competent in English. Communication between the writer and the candidate is limited to what is necessary for the process of recording the student's answers. The writer may use a calculator at the direction of the candidate but may not draw for the candidate. The writer need not be the same person for all the subjects. If the writer has to be remunerated, the school concerned will be responsible.

“All schools shall promote fair and equitable access to education for all learners with disabilities regardless of their gender, age, social status, economic background, geographical location, race, ethnicity, religious background, sexual orientation and gender identity, or intersections between these factors.”

(MoE, Special and Inclusive Education Policy)

“Every person has the right to early childhood education, primary and secondary education and further education.”

(Fiji Constitution)

Who can help? Applications for special examination provisions are to be submitted by the Head Teacher/Principal of the school concerned, together with relevant medical / therapist / psychiatric report. **The application must reach the Director (Examinations) at least two months before the examination begins.**

Produced as part of the **Toolkit for Disability-Inclusive Education – Fiji** - Issued June, 2023.



Ministry of Education

