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Author

JOHNSTON, Patricia Maringi G.

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Abstract

Culturally appropriate assessment in higher educational is premised on factors that do not benefit minority groups, because they have no control over the processes governing such factors. Significantly, practices to account for students from different ethnic/minority/indigenous backgrounds are the inclusion of elements like their language, knowledge and culture into the curriculum. However, assessment procedures are often seen to be 'a-cultural', but are political activities that benefit the interests of some groups over others, as 'a-cultural' approaches tend to be bound within the cultural capital of the dominant group. This article examines the international discussions relating to culturally appropriate assessment through generic themes, assessment practices, cultural inclusions and cultural appropriateness. It argues that there are two distinct approaches to addressing inclusion: 'centric' and 'friendly', respectively, that result in different priorities and outcomes. Assessment however, is a political struggle between dominant and minority interests, which this article also recognises and explores. (HRK / Abstract übernommen)