

**IN SEARCH OF AFRICAN EPISTEMOLOGIES IN ASSESSMENT TESTS FOR
PRIMARY SCHOOL CHILDREN WITH LEARNING DISABILITIES IN HARARE
AND CHITUNGWIZA PROVINCE, ZIMBABWE**

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ABSTRACT

The purpose of this study was to determine the extent African epistemologies were reflected in the Shona and English assessment tests used for children with learning disabilities in Harare and Chitungwiza province in Zimbabwe. A qualitative research using a case study design was employed to collect data. Purposive sampling was used to select the schools and teachers. The sample consisted of 44 Shona and English remedial teachers from 27 primary schools. Semi structured interviews and document analysis were used to collect the data. Teachers' data was verified by 7 Remedial Tutors, and 3 Educational Psychologists. The findings show that the English tests did not reflect African epistemologies adequately. However, schools still used them to identify the children. Mostly foreign tests were used to identify children in the private schools. The study recommended the adaptation of foreign tests to include local content which is linked to classroom intervention. It also proposed the setting up of national and local test committees to develop tests and review the current tests which are being used and ensure that they incorporate appropriate African epistemologies. The study further recommended that future research focuses on the development of home grown instruments reflecting African epistemologies.

Keywords: African epistemologies, Assessment tests, children with learning disabilities, remedial.