Abstract

The cultural pertinence of the ENLACE test (National Assessment of the Academic Achievement in Educative Centers) is analyzed from the experience and vision of elementary school teachers and students in a native context: the Tsotsil-Tzeltal area of Chiapas. The article evinces how children experienced the ENLACE application process and the contradictions between the contents of the test and significant elements of everyday life in a specific cultural context. Also, the teachers’ positions in favor or against the test are depicted, while highlighting the ways in which native education is stigmatized. The analysis shows that ENLACE, as an assessment tool, does not consider the native groups’ attributes regarding identity, context, culture or knowledge.

Keywords

Cultural diversity, interculturality, native basic education, standardized evaluation, socio cultural context.