

**CULTURAL DIFFERENCE AND CULTURAL
DEPRIVATION AS REFLECTED IN THE DYNAMIC
ASSESSMENT OF ETHIOPIAN IMMIGRANT
CHILDREN IN ISRAEL**

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Abstract: The study of the dynamic assessment of Ethiopian children presents us with a unique opportunity to better understand the distinctions which we have formulated between the culturally deprived and the culturally different individual or group, often manifesting the same difficulties and the same levels of functioning (cf. Feuerstein, Feuerstein, Falik, and Rand, 2002). Cultural difference does not necessarily produce unavoidable difficulty in adaptation to new situations, which by definition the culturally different are confronted with. You are culturally different when you are confronted with new situations belonging to a different culture, a culture that you have not been previously exposed to. Our basic contention is that a culturally different individual is no less modifiable than one who is not culturally different, and thus highly accessible to the requirements for change and modifiability, which are required in order to become a part of the new culture. In contradistinction to the culturally different are the culturally deprived, who have great difficulties in adaptation and whose modifiability requires a very meaningful investment in order to produce the readiness and the possibility to become involved in a process of learning, in order to enable adaptation to new situations with which one may be confronted. Such difficulties may experienced by the culturally deprived even in the culture in which one is born and may be familiar with.

Keywords: cultural difference, cultural deprivation, conceptual differentiation, dynamic assessment