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Problems Experienced by Classroom Primary Teachers, Headteachers and Pupils in Implementing the National Continuous Assessment Programme in Schools in the Manzini Region, Swaziland

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A Research Report submitted to the Faculty of Education, University of the Witwatersrand, in partial fulfilment of the requirement for the Degree of Master of Education.

August 1999

Abstract

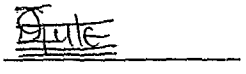
Why is CA not 'continuous assessment' but 'continuous assassination' in Swaziland ? The Ministry of Education argue that CA termed National Continuous Assessment Programme in Swaziland, does have educational problems, that may not necessarily inhibit the implementation of the National Continuous Assessment Programme: Teachers, headteachers and teacher organisation (SNAT) reflect political, social, health, economic and other problems that are believed a hindrance in the implementation of the innovation.

The report identified 10 main problematic implementation issues from the stakeholders, it argues that too much teacher record keeping involved in the programme is a pre-eminent issue and regards lack of ample time for the innovation during school working hours as the least problematic implementation issue. Arguably, emanating from the teachers' perspective is late delivery of NCAP term tests coupled with no proper supervision of the programme by heads of schools and inspectors.

The report suggests a move from the 'Top-Down' approach to either organisational development model or/and a change model for implementation. It also recommends government to slowly move away from outside donor funds to 'empowerment' strategies.

Declaration

I declare that this research report is my own work. It is being submitted in partial fulfilment of the requirements for the degree of Master of education for the University of the Witwatersrand, Johannesburg. It has not been submitted for any other degree or examination in any other university.



Elvis D. Gule

16 August 1999

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Lastly, the Almighty, for carrying me throughout my study period.

Dedication

This piece of work is dedicated to my parents ***Sannah*** and ***Josias Gule***, who made huge sacrifices for the benefit of empowering their children.

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Chapter One

Introduction

1.0. Background to the Study

Formal education in Swaziland was started in the 1840s as part of the missionaries' work (Ministry of Education 1982 ; Scutt 1983). Since 1968, and after independence, the education system has undergone a series of educational reforms such as the 1975 commission, the 1985 commission and lately, the 1994 educational reform. Swaziland, like other Anglophone countries, (DAE 1995) instituted commissions. These National Educational Reforms were instituted following a decision by a cabinet of the then ruling government (National Education Review 1975). The reasons were not hard to find. Firstly, the earlier commission in 1975 was necessitated by a social demand, that is, the need for opening opportunities for all Swazi children to attend schools (Imbokodvo Manifesto 1972). The point was that, during the colonial era, Swazis were deprived of their basic human right of schooling. Hence, the 1975 educational reform was meant to address that fundamental right. Amongst other factors, the 1975 education reform had to also address the quality of both primary and secondary education. In the schools, there was a high rate of repetition and drop-outs (National Education Review 1975). The repetition and drop-outs seem to have been a consequence of the British oriented education which was emphasising White collar jobs. Arguably, this kind of education, appeared not to be suitable for Swazis at this time, as the education failed to address the agricultural and vocational needs of the Swazi nation. Such vocational and agricultural education was seen by Swazis to be the backbone for sustaining the economy and to make Swazis self-reliant.

Consequently, such an endeavour brought about an almost 90% attendance of primary children at the age of six years (National Education Review Commission 1985). However, Universal Primary Education, that is, the high attendance of primary school going pupils, brought about unanticipated educational problems. Of great concern was the 'quality' of education (Hlophe 1997). It was realised that the quantitative aspect of education was achieved, that is, the higher numbers of students enrolments. However, resources were observed to be over stretched because of the ever increasing numbers of students. Thus, there was a dire need to consolidate and improve what has been achieved. In simple

terms, the major concern was to review "how the quality of our education could be improved" (National Education Review Commission 1985). Hence, the institution of the second educational commission. Put differently, the problem amongst others was a "need to provide alternative education programmes for the increasing number of young school leavers who will not be continuing with higher education and who will not find employment" (NERCOM 1985 : 2). Thus, alternative programmes necessitated different examinations.

Subsequently, the National Education Review Commission is claimed to have gone out to solicit views of the different people across the country. Not only did the commission use questionnaires, but it also gathered evidence through oral submission by individuals (NERCOM 1985). Out of this exercise, recommendations were solicited from the Swazi population. However, whether all people did participate or not, is another issue that could be further explored. It is at this point that amongst other recommendations made by the public, that is, those that participated in the exercise, suggested the introduction of a National Continuous Assessment Programme (NCAP). The National Continuous Assessment Programme was first to be launched in the primary schools and later in the secondary schools. This idea is contained in the National Education Review Commission (1985 : pp 74-75). It is suggested that:

> The examination system should include continuous assessment of pupils in each class [grade level].

Furthermore, it is stated that:

> Provisions be made for the introduction of continuous assessment in all schools.

Similarly it echoed that:

> At the end of the 7th year of primary education, the Swaziland Primary Certificate be awarded. This certificate will be based on the achievement of the child as shown on his\her continuous assessment record and his\her performance at a national examination administered at the end of the 7 th year.

In view of these quotations, it becomes clear that the National Continuous Assessment Programme emanated through these recommendations. However, a challenging question is to what extent does the

claim hold that every Swazi citizen participated ? If so, why then the outcry of the teaching fraternity about this innovation ? Is it not because teachers and headteachers were not part of the exercise ? If the teaching professionals were part of the innovation, then what is the issue ? It is through such questions that the study emanated to endeavour to uncover the real or implicit obstacles experienced by the classroom primary teachers, pupils and headteachers in the schools in Swaziland.

1.1. Aim of the Study

The purpose of the study is to explore problems experienced by classroom primary teachers, headteachers and pupils in implementing the National Continuous Assessment Programme in schools in the Manzini region, Swaziland.

1.2. Rationale of the Study

There are three reasons for undertaking the study. Firstly, there is a 'gap' in the literature in the sense that there are only a few studies of the National Continuous Assessment Programme in Swaziland. Studies of continuous assessment reviewed are predominantly from the United Kingdom and the United States of America (Elmore 1989; Cohen and Ball 1990), and not Southern Africa, which seems to be under researched in this respect. Studies in 'developed' countries are likely to show different trends and come to different conclusions on problems experienced when implementing continuous assessment nationally, and not likely to be illuminating of the similar process in Swaziland. Hence, the need for a study of the implementation of the National Continuous Assessment Programme in 1998 following 5 years of implementation.

Secondly, studies in UK and USA are limited in context and methodology as they have used a single site case study approach. These studies focus on a purposely selected sample of schools, and use predominantly structured data gathering techniques. The present research endeavours to study one school district or "region", and to use both qualitative and quantitative techniques. It is informed by the belief that this region has similar population characteristics of the other three regions in Swaziland. Thus, this Research Report is likely to provide findings for wider application to other regions in the country.

Thirdly, the study to be undertaken examines the National Continuous Assessment Programme as an educational policy. This is different from the studies in the UK which have concentrated on continuous assessment as an assessment tool only. The study will endeavour to comment on state policies guiding the implementation of the National Continuous Assessment Programme in an attempt to account for the problems experienced in implementing it as a national policy in schools.

However, above all, the study is undertaken for practical reasons, to:

a) establish how the National Continuous Assessment Programme (NCAP) was implemented by primary school teachers.

b) provide information for implementing NCAP in Grade 7-12 to development specialists and policy makers, and

c) provide feedback to parents and pupils on problems experienced with continuous assessment in Swaziland.

1.3. **Research Problem**

The research problem thus has to do with implementing an innovation in a school system. Here, implementation refers broadly to inserting the National Continuous Assessment Programme as intervention in the state education system in Swaziland, from policies guiding the process, through preparation of materials, to actual implementation into the system.

This study of the National Continuous Assessment Programme [NCAP] in Swaziland focuses particularly on its implementation in the Manzini Region.

1.4. **Research Questions**

The specific questions for researching the implementation of NCAP focus attention on problems of implementation in three respects: (1) the key strategies used in the implementation of continuous assessment, (2)the role of the Ministry of Education and other role players in its implementation, and (3)

to lessons learnt from implementation of continuous assessment for its implementation in other Grades.

The main research question, thus, is:

1. What are the problems experienced by role players when implementing NCAP in Grade 1 - 6, in schools in the Manzini region?

Linked to this question are three sub- questions.

1a] What key strategies for implementing the National Continuous Assessment Programme in Manzini schools were used by the Ministry, as seen from the perspective of teachers, headteachers, Ministry of Education officials, parents and pupils in these schools?

1b] What role did the Ministry of Education, school principals, parents, teachers and pupils have in the implementation of the National Continuous Assessment Programme?

1c] What lessons learnt in Grades 1- 6 could be used to implement continuous assessment in Grade7?

1.5. Explanation of Terms

1.5.1. Question 1

* **Problems** refer to difficulties and barriers with key strategies experienced by role players when implementing NCAP in Manzini schools. **Experienced** refers to the actual phenomena that role players worked with when implementing the innovation, the real problems they had to deal with in its implementation. **Role players** here refer to teachers, pupils and school principals. These are the actual stakeholders that play a key role in a school situation. Put differently, they know the inside of the school better than anyone else and they are informed about the "black box".

* **Implementing** refers to the executing or carrying out of a particular task or policy. The **national continuous assessment programme(NCAP),** as indicated above, refers to the national intervention initiated by the Swaziland Ministry of Education on behalf of the government to systematically improve the assessment of pupil performance in schools, with the objective of increasing pupil pass rates in all academic subjects. This entails criterion-testing (NERCOM 1985 and Ministry of Education 1996) where the intention is to assess pupil performance at all grade levels, in response to poor Grade 7 pupil

performance in the past on the external examination. **Manzini region** is one of the four geographical regions in Swaziland.

1.5.2. **Sub-Question 1 a**

Key strategies refer to the various ways, means or approaches used to implement the NCAP by the various stakeholders. **Ministry** refer to the officials of the Ministry of Education. This includes the Regional Education Officer [REO], Chief Education Officer [CEO], Inspectorate\INSET, CA officers as well as partly the Trainers of Teachers [ToT] especially other classroom teachers. **School principals** here refer to headteachers and their deputies. These are the administrators of the schools. **Teachers** refer to practitioners holding Primary Teachers Certificate [PTC] or Primary Teachers Diploma [PTD], who have more than 5 years experience, and who were responsible for implementing continuous assessment in schools. The teachers are permanent employees of the Swazi Government and teach Grade 1 - 6. **Parents** here refer to the biological parent or guardian responsible for the welfare of the child or children attending in the same school.

1.5.3. **Sub-Question 1 b**

Role refers to the various responsibilities that the Ministry of Education, school principals, parents, pupils and teachers play in the implementation of NCAP.

1.5.4. **Sub-Question 1 c**

Grade 1 - 4 means the lower grades. This is where the NCAP has been mostly experienced as it was implemented in 1993 from Grade 1. Subsequently, it was launched in one grade level each year, Grade 2 in 1994, Grade 3 in 1995, Grade 4 in 1996, lower grades thus having more experience in continuous assessment than the upper grades.

Grade 5 - 6 refer to the upper grades. These are the grades that have experienced less implementation of the NCAP. This is because the NCAP has been launched in 1997 for Grade 5 and 1998 for Grade 6. In short, Grade 5 has experienced 2 years of implementation of the NCAP whilst Grade 6 has only one.

Grade 7 is the last upper grade. This is where the National Continuous Assessment Programme has not been implemented. Hence, lessons learnt in the previous grades may provide insights on how to implement the programme in this grade.

1.6. **Delimitation of the Study**

The study will focus on the problems classroom teachers experience as they implement the national continuous assessment programme. However, the study has to highlight how the national continuous assessment programme has been introduced. Thereafter, it will pinpoint strategies introduced by the Ministry of Education to help teachers with implementation. The study will cover all six subjects which pupils study in primary school.

The study does not focus on the management of change, nor does it endeavour to evaluate the continuous assessment programme. Furthermore, the focus of study here is not on the design of the continuous assessment programme, nor does it seek to elaborate conceptual or philosophical issues embedded in it.

1.7. **Organisation of the Study**

Chapter One sets out to give an overview of the various educational reforms that have been set up by the Swazi Cabinet. Thereafter, it pinpoints the 1985 reform from which the NCAP emanated. It further provides the aim, rationale, scope and operational definition of terms used in the study.

Chapter Two outlines, in broad terms, studies conducted in the 'developed' countries such as UK and USA. Furthermore, in general terms, the study focuses on implementation of educational programmes. Thereafter, it examines continuous assessment problems in these developed countries and in South Africa, in particular. It sharply focuses attention to the National Continuous Assessment Programme in Swaziland. Subsequently, examines a few studies dealing with the implementation problems in the programme.

Chapter Three deals with both qualitative and quantitative research methods employed in the study. These methods were used for triangulation. It also covers the various instrument used for collecting data

such as questionnaires, interviews, observation and review of documents.

Chapter Four provides the details of data, presenting data for the various eight respondents. The data has been analysed quantitatively where there was need to quantify, and themes, concepts and phrases were provided for the qualitative aspect of data.

Chapter Five gives us a discussion on the response of the research questions whilst chapter six outlines the conclusions and recommendations that could be drawn from the study.

Chapter Two

Literature Review

2.0. Introduction

The study broadly examines problems experienced in educational programmes or curriculum policies. It therefore generally deals with continuous assessment in the 'developed' countries such as United Kingdom and the United States of America. Subsequently, the study sharply focuses on continuous assessment in South Africa. Finally, it centres on the National Continuous Assessment Programme in Swaziland.

A number of researchers have written about implementing curriculum policies, educational programmes and implementation more generally (Havelock 1971; Elmore 1989; Cohen and Ball 1990; Fullan 1991; Daugherty 1995). Several researchers have written on the subject of continuous assessment (Hoste and Bloomfield 1975; Le Grange and Reddy 1998), and many have written about assessment (Macintosh and Hale 1976; Frith and Macintosh 1984; Satterly 1981; Sutton 1991; Drummond 1993; Gipps 1994; Pahad 1997; Stobart 1997; Sieborger and MacIntosh 1998). However, few if any, address the question of problems experienced by classroom primary teachers in implementing the National Continuous Assessment Programme in the schools in Swaziland. The only exception is Tungessvik (1998), who dealt with continuous assessment as a contributory factor for improving quality education.

2.1. Curriculum Policies, Education Programmes and Practice and Implementation in the United Kingdom and in the United States of America

Approaches

Elmore (1989) in the United Kingdom made an analysis of case studies conducted in Europe about implementation problems. Implied in his work is that he was concerned about what approaches facilitate implementation of curriculum policies? In his analysis he defends a backward mapping (see also de Clercq 1997) as opposed to forward mapping. His basis of argument is that forward mapping has a lot of implicit and unquestioned assumptions such as "policy makers control the organisational, political and

technological processes which affe 't implementation" (1989: 246). Hence, he calls this claim a 'noble lie' and a 'myth'. He contends that it reinforces the idea of believing that, for implementation to be successful, it depends on a top-down approach. Furthermore, he noted that this approach fosters strict control measures through the support of bureaucratic structures and administrators. Rather, he advocates a backward mapping which he believes, starts with a statement of a specific behaviour. Rather than impose a curriculum policy which makes the state or government to be illegitimate, the state should adopt a participatory process from the grassroots people.

On the other hand, Weiler (1990) suggests a limitation to the decentralisation process. He argues that when a state adopts decentralisation there is a tendency for a state to lose power and control, yet at the same time it wants legitimacy. In a nutshell, this points to a state striking a compromise by slightly devolving power to the people whilst other controversial issues remain with the state. Therefore, this means people at grassroots level have to participate for the understanding of the said policy and for the state legitimacy. This may be met with mixed feelings as the essence here is for the government to develop the policy with the people. Besides, it may be argued that the involvement of the practitioners enhances ownership, understanding and thereby responsibility. In Giroux and Aronowitz (1986) terms, this means the process inculcates 'social responsibility' and 'civic work' amongst the teachers or practitioners.

Understanding

In a study conducted by Cohen and Ball (1990) in the United States, the challenge was to explore why mathematics teachers failed to implement an educational policy. Their findings revealed that language interpretation was an obstacle. Language interpretation affected the understanding of the mathematics teachers. They observed that the language was sometimes vague whilst the methodological processes were also perceived to be complicated. Consequently, teachers in the schooling system interpreted the new instructional policies in the light of their own experiences, beliefs and knowledge. The essence of this seems to be that teachers as classroom practitioners were no 'passive' recipients but were active people who had to contextualise the implementation of the mathematical curriculum policy into their practice. Thus differences were bound to emerge. Besides, this implicitly informs us that the teachers

were not part of the process from the beginning and, if they were part, the teachers were not given thorough explanation of the new terms or concepts. Probably if the teachers were taught, that means there was a problem with the facilitators. As a result, lack of understanding resulted in differences of interpretation. This therefore brings a challenge as to what the situation would be in developing countries like Swaziland, if teachers in Western industrial countries would struggle with the understanding and interpretation of educational policies. Though not specified, one assumes that the teachers in these 'developed' countries are highly qualified. Besides, most of the language of instruction in Europe is in their first language. Therefore, this pre-supposes that interpretation and understanding would be extremely high amongst the teachers of developed countries.

Mismatch between teaching and learning

More closely related but still in general terms is the study conducted by Fullan (1991) in Europe and quoted by Pinar et.al.(1995) as well. They have captured the complexity of the implementation of educational programmes. Their central focus was to analyse why educational programmes tended to fail during the past twenty-five years in Europe. Although Fullan's central focus is mainly on managing change, part of his work focuses on the implementation of educational programmes. Furthermore, Fullan (1991) focuses on a classroom situation for the simple reason that it narrows the complexity of the problem. Thus, it became much easier to handle the problem in parts. He observed that educational programmes tended to fail during implementation in UK especially in the classrooms because of poor curriculum materials, teaching practices and the understanding about the curriculum and learning practice.

2.2. Continuous Assessment and Implementation in the United Kingdom and South Africa

A study conducted by Hoste and Bloomfield (1975) in Europe may shed some light about the National Continuous Assessment. Though based in a developed country the study was concerned about continuous assessment as an option in a certificate of secondary education. The central focus was to explore options and practice of committed teachers in using continuous assessment as an alternative to the only traditional examination.

The study addressed the following questions: *what are the views and practices of continuous assessment according to the committed classroom teachers and moderators?, and, *What are the disadvantages and advantages of the continuous assessment as seen by the teachers and moderators? The findings of the study revealed that teachers recommended it because it had positive results. At the same time, the teachers expressed their sentiments concerning the demerits of the programme such as time constraint, workload and availability of resources.

Workload and Time Constraint

The teachers were able to reveal obstacles of using continuous assessment. In regard to problems, the workload on the part of a teacher, pupil and moderator was clear. For instance, teachers had to devote more time in organizing, supervising, marking work and the student preparation of reports. Secondly, the issue of workload became evident on the time which a teacher had to spend in helping those children that had not grasped the specified concepts. Hence, time for such activities was seen to be not available within the school working hours. Similarly, moderators shared the same sentiments about the time on work involved. Consequently, committed teachers had to devote their time after school hours. Arguably, the innovation could have an effect on the pupils in terms of delaying them to reach distant home places, more especially where the pupils commute. Besides, the keeping back of students could open up loopholes for students to cheat and use teachers as an excuse. Nevertheless, where there is a cooperation between parents and the school, such an excuse may not exist.

However, committed teachers felt that continuous assessment was worth it. This is evident from one teacher who acknowledged the innovation by saying:

> This is not a soft option. There is a lot more book keeping. We have to take more care with marking and grading. It is harder work, but we don't mind the harder work because we think it's worth it (Hoste and Bloomfield 1975: 55).

Competence

Moderators have raised a concern about the competence of teachers in using continuous assessment. The moderators queried the expertise of the teachers. They suspected that the teachers may not be honest and thus may either victimise pupils or become lenient. Besides, teachers were questioned on the basis of

their capacity to handle such an innovation. In short, the moderators were questioning the credibility of the results. Consequently, the idea of using continuous assessment alone did not go well with the examiners. Thus, consensus was reached that the continuous assessment will contribute 80 % whilst the formal external examination had to contribute the rest.

In conclusion, the committed teachers offered a way forward that in the light of the problems. They suggested help on assessment skills, how to assess a particular group of individuals and inter-school moderations. Inter-school moderations were meant to ensure that almost all schools that do continuous assessment are at the same level.

Approach, Ownership and Accountability

A study conducted in South Africa by AMESA (1997), also sheds light on continuous assessment. The association for Mathematics teachers was addressing the need for using continuous assessment in the mathematics discipline. The study covered broad areas. Fundamental concerns were to expose teachers to various assessment methods, to implement these assessment methods, and to develop materials and identify problems encountered by mathematics teachers. The central argument of the study was that "a change in assessment methods can only be successful if all teachers are part of the development of assessment methods. They cannot be imposed successfully from the above" (AMESA 1997:54).

The essence of the above quotation is that implementation which will be forced upon teachers will not materialise. Rather, they advocate implementation with the teachers as opposed to implementation for the teachers. The idea is to get teachers involved thereby making them to be able to understand and in turn contribute positively. The assumption is that by being involved, teachers will own the innovation. As a result, the involvement is hoped to generate ownership. The whole process is believed to result in accountability amongst the teachers. Again, the mathematics facilitators capture the complexity of the process of the continuous assessment by saying;

> ...The potential of continuous assessment will only be realised if the instruction from the department is met by teachers who see it as an opportunity for professional growth, a revisiting of their teaching practices and who join with their colleagues to systematically explore its concrete implementation (AMESA 1997: 56).

The aforesaid quotation implies that if the implementation process has been used by the state as a 'straight jacket', it will not materialise because teachers will frown and be suspicious of the programme. Besides, the teachers will not own it and thus will be rejected.

Support and Cooperation

Furthermore, AMESA (1997) raised concerns for teachers, pupils and parents. One of the fundamental problems expressed by the teachers was that the programme of CA lacked support from the education department, schools and fellow teachers. On the one hand, it is argued that there was a tendency for lack of support amongst the education officials. For instance, within the department, when a teacher sought help or information, s/he would be referred to a particular official and if the said official was not available, help could not be offered by any of the available officials within the same department. This kind of episode shows lack of support amongst the officials. Again, teachers complained about workloads. They argued that this is exacerbated by big classes which make teaching and learning difficult if not impossible. Furthermore, CA was perceived to have a lot of work records meant for parents, students and headteachers.

Physical Resources and Teachers' Attitudes

Sometimes resources like furniture and learning aids were a menace. Not only that, teachers' attitudes were seen as a barrier as well. It is noted that teachers who were accustomed to traditional teaching and assessment methods felt threatened to set aside what they believed worked for them. Perhaps this challenged their power and authority. If CA meant changing the method of teaching by allowing debates which may at time raise issues with which the teacher is unfamiliar.

Parents' and Pupils' Attitudes

Parents are not spared from the crisis. Parents were observed to be against the idea of CA particularly because it changed the reporting system from normative to criterion methods. Likewise, pupils who were accustomed to the traditional way of assessment, threw their weight in objecting to the new methods. Probably this was because it made the gifted students not to shine. Besides, the situation seems to have been exacerbated by too much work which made students to resist either indirectly by not writing the

work or by leaving school. In certain circumstances pupils may have succinctly stated their feelings of the NCAP.

2.3. Continuous Assessment in Swaziland - The National Continuous Assessment Programme (NCAP)

In Swaziland, few studies have been conducted about the concerns for the National Continuous Assessment Programme except reports on media, meetings, feedback and a paper (Times of Swaziland 1997a; 1997b; 1998a; 1998b; 1998c; 1998d; The Swazi Observer 1998; NCC 1998; Ministry of Education 1998 and Hlophe 1997). The only study carried out is one by Dlamini (1997). This is contained in the National Curriculum Centre (1997) report. According to the report, four case studies of randomly selected primary schools were the major focus. The purpose of the study was to determine problems experienced by the teachers in the country, regarding the implementation of the NCAP. Two schools were from a rural setting, one from a semi-urban area whilst the last one was from an urban area. Amongst the rural schools, one was from the **Shiselweni** region, yet the other one was from the **Hhohho** region together with the semi-urban primary school. The urban school was from the **Manzini** region.

The sample was not representative of the schools in Swaziland. For instance, **Lubombo** schools were omitted. Besides, the sample failed to cut across the three categories of schools found in Swaziland, that is, government, aided and private schools. The most obvious lacking category is a private school. Hence, one cannot generalise across the kingdom of Swaziland in the study undertaken by Dlamini (1997). Nevertheless, this exercise illuminated the general problems experienced by the teachers in the various chosen schools.

Class Size, Workload and Time Constraint

The findings of Dlamini (1997) were grouped into two major categories. First, there were those based on class or time-tabling. It has illuminated that the average teacher-pupil ratio was 1:40. Furthermore, it revealed that out of a total of 64 teachers, 25 were noted to have accommodation within the schools. Again, teachers were observed to have less than 6 hours to teach a minimum of eleven periods a day. A period on average is 30 minutes. Not only did the teachers have 6 hours to mark, teach and record for the

40 pupils, with not less than two subjects a day, half of the teachers surveyed, had a teaching load of more than fifty periods a week. In addition, most of the teachers were found to teach one class, more than six subjects a week. Besides, the teachers were found to do not have free periods. This implies that, the teachers had to prepare for all the subjects (NCC 1997).

The above scenario undoubtedly provides a severe working load for the teachers. The bigger class sizes seem to have drastic effects on the individual attention to be offered by a single teacher. Besides, the larger class sizes also become a problem on preparation for a teacher. For instance, in subjects such as science, where practicals are sometimes a necessity. Such a situation eventually affects the time that the teacher has within the school working hours. Obviously, from the evidence provided the teachers seem not to have time as they work throughout the school working hours. The excessively large classes directly affects the quality of teaching and learning. For instance, it would be difficult, if not impossible to conduct effective group discussions, marking, recording of pupils' scores as well as making informative remarks next to each student' mark. Consequently, this demands committed teachers to carry the workload even after schools hours.

Social and Health Problems

More closely associated with an excessive teaching load, were the social and health problems. This is captured clearly by what two teachers had to say about the dilemma.

> I am afraid my marriage will break down because I can no longer take care of my husband (comment by one teacher, NCC 1997:3).

Other said:

> I always hide the exercise books when I hear my husband approaching because he feels I spend too much time doing school work(NCC 1997:3)

The comments for the two teachers reflect the burden that they are shouldering. This even threatens their social life and perhaps the love they have to offer to their children at home. This is an unhealthy situation. More so because they can hardly rest nor attend to their family chores.

Physical Facilities

With regard to equipment and facilities, Dlamini (1997) exposed lack of adequate facilities which may facilitate the NCAP. This included materials like basic writing desks, type writers, duplicating machines or photocopiers. Out of the four schools, one was found to have a staff-room whilst two of these schools, had no store rooms (NCC 1997). Although the schools lacked furniture, one may challenge the capability of the headteachers. It is clear that government may have failed to provide these equipments but a visioned leadership may have attempted some means to fundraise and buy these equipment. So on one hand, the problem lies with the leadership. There appears to be no attempt amongst most of the administrators to alleviate the situation. On the other hand, government has to blame. This is more so because of a tendency to appoint headteachers that are incapable. Arguably, government may shift the blame of appointing inefficient and effective headteachers on the powers vested on mission or aided schools. This argument may not hold because government as a main stakeholder, has to ensure that a proper criteria is put in place which will ensure that only the required administrators are appointed. If it is not possible to get someone within the mission cadre government has to provide a suitable candidate from her pool of human resources. The present situation as a result, provides a leadership that is not imaginative and creative.

Terminology

Quite fascinating, Dlamini (1997) illuminated that the headteachers and teachers interviewed, acknowledged the strengths of CA like the provision of constant monitoring of pupils progress, but at the same time, these participants raised concerns or hindrances for the NCAP. Of interest, was the complaint lodged against the use of a jargon (see also Jansen 1997), that is, the use of NM, M and B, which parents fail to comprehend in their pupils' reports. By NM, we refer to non masters, which is simply put, means slow learners. M stands for masters, that is, students that easily grasp whatever they are taught. B stands for borderline cases, that is, students who are almost average. This is captured clearly in what one headteacher had to say:

> CA says one should teach the pupils as a group. Remediate Non-masters and give enrichment to the Masters-but teachers don't understand why they have to test one objective when they have taught a number of objectives (Dlamini 1997:1).

The above stated quotation, clearly illustrates that teachers have not as yet understood that similar objectives could be tested once. For instance, if a teacher had five different lessons of teaching vowels a, e, i, o and u. These five different lessons could be combined to form one objective which would make it easier for testing as opposed to testing bits and pieces.

Standard / Competence

In the study conducted by Dlamini (1997), the teachers also raised concern about the standard of questioning. They argued that it was too low whilst the examination demands more. Their argument was that the tests for the Continuous Assessment were of low quality because all pupils would tend to pass the said tests yet if the same students were given a traditional examination would not perform up to teachers' expectations. They also raised the issue of big classes, which are asserted to impede the intended individualised instructions. Furthermore, they complained about the preparation involved in the initial instruction, remediation activities and enrichment activities. Closely related is the excessive paper work on the part of the teacher, school and government. This issue impinges on the finances and thus waters down any claim made about lack of funds if such a programme could be sustained and maintained.

Despite the existing problems, the teachers interviewed were able to make possible ways of alleviating the crisis. For instance, they suggested hiring of more teachers. This may be possible but it challenges the international economic constraints imposed on developing countries. For instance, hiring more teachers means pumping more unavailable money into education. Whilst money could be borrowed, the international banks give money to projects but not for salaries or personnel expenditures. This presents government with a dilemma.

2.4 Conclusion

The study has examined implementation problems of educational programmes, in general. Cited in the literature reviewed were the type of approach, understanding of the programme and the mismatch between teaching and learning. Further considered, were problems encountered by teachers in implementing continuous assessment. The problems likewise, focussed on developed countries such as UK and the USA. In these contexts, teachers complained about teaching work loads, student numbers

in classes, time, lack of support and cooperation, acceptance and ownership of the CA, to name a few. In Swaziland, besides the aforesaid mentioned factors, teachers in particular, complained about human and physical resources, socio-economic problems and health problems, that were claimed to hinder the implementation of the NCAP.

Chapter Three

Research Methodology

3.0. Introduction

The study has used both qualitative and quantitative methods. The topic I want to explore is best suited to a qualitative research approach. This is because it entails the use of the verb 'explore' (see Vithal and Jansen 1997), which means an in-depth study of a phenomenon. The main purpose of the qualitative study is to accumulate sufficient knowledge to lead to understanding (Cohen and Manion 1994). However, because the study has to provide a generalised idea, this has necessitated the use of a quantitative method as well. This idea is supported by Bell (1993); Babbie (1995); Cohen and Manion (1994); Neuman (1997) and Nyagah (1995). The quantitative is also meant to compensate the weaknesses of the qualitative approach (Carruthers 1990). In spite of that, one cannot hope to eliminate the problem of an epistemological paradox (Brown and Dowling 1998). This points to the fact that, no matter how good an individual is, the researcher cannot claim to have completely eliminated all the short comings in research such as bias but it could be minimized.

3.1. Provision for Trustworthiness

In spite of the existence of an epistemological paradox, that does not mean we have to lose the trustworthiness of the data. Therefore, methodological triangulation has been attempted in the study to build confidence in the data or evidence(Brown and Dowling 1998; Carruthers 1990; Neuman 1995; Cohen and Manion 1994).Triangulation is intended to compensate for weaknesses of other methods, and it also provides deeper understanding of the complexity of human action (Carruthers 1990).

The study entailed collecting data over a period of a least three months. This does not necessarily mean that by collecting data over a long period, the research will automatically be of acceptable standards but to a certain degree, gathering information over a short period of time may have some serious flaws. Arguably, what counts is the nature of the type of gathering tools and the competence of the researcher. Again, ***data gathering tools*** were ***piloted*** to ensure that they measure what is intended (Cohen and Manion 1994). Bell (1993) extends the idea by pointing out that this exercise removes 'bugs' from the

instruments. Lastly, this had to be in line with the community of practice.

3.2. **Population**

The desired target group was all primary schools in the Manzini region. This population, that is, a group of informants studied, had to cut across all urban and rural located schools. In addition, this study had to cover all pupils from Grade 1 to Grade 6; all teachers of the said grades, headteachers of the schools as well as parents of all the pupils that are in the schools. Grade 7 pupils were excluded because the innovation had not reached that grade.

Participants outside the schools included the Swaziland National Association of Teachers (SNAT) executive members, the Regional Education Officer, the Chief Inspector of Schools or Chief Education Officer, Inspectorate and INSET staff in the Manzini region as well as the Continuous Assessment staff.

However, because of the cumbersome number of the participants or informants, both probability samples and non-probability samples such as purposive sampling were employed to select and include the relevant officers in the study. These are officers that had a better understanding of the National Continuous Assessment Programme.

3.3. **Population Samples**

3.3.1. Probability Samples

A sample of ten schools was selected using a stratified sampling (Fraenkel and Wallen 1990; Cohen and Manion 1994 and Neuman 1997). These schools were coded using letters of alphabet A to J. This was made to ensure confidentiality and anonymity of the said schools. This is more so because the study is quite sensitive in Swaziland and without such an assurance to the teachers by the researcher, soliciting evidence would be difficult if not impossible. This is not to say that such an endeavour eliminated completely that fear of victimization, nevertheless it alleviated fear to a certain degree. Subsequently, 60 primary classroom teachers from Grade 1 to Grade 6, were included as part of the population from the three categories of schools, both in urban and rural geographical locations. This comprised of **aided schools** [mission schools whose teachers are hired by the grantees of the mission schools whilst the

teachers are paid by government], **government schools** [schools which are solely funded by the public tax and completely under government in all aspects], and **private schools** [schools owned by companies or individual business people]. Teachers are paid by these companies or individual business people.

Again, 10 headteachers of these schools were part of the study. However, 10 inspectors or INSET officials were selected randomly (Cohen and Manion 1994) by replacement outside these schools but the participants belonged to the Manzini region.

3.3.2. Non-Probability Samples

In the study, using purposive sampling (Cohen and Manion 1994), a chairperson or a long serving member in each category of the schools was selected to represent the parents. In addition, 6 pupils in each school, that is, 4 from the lower grades-[Grade 1 - 4] and 2 from the upper grades-[Grade 5 - 6], were part of the study. In choosing the pupils the teachers played a vital role because the learners had to be willing to interact and be accustomed to outsiders. So eloquence was crucial amongst the informants and mostly, without the involvement of the classroom teachers, the study could have been a non-starter.

This study also included the REO, CEO, an executive member of the teacher organisation and a continuous assessment official. The REO was included because she is an Education Ministry official responsible for the whole Manzini region. Thus it is hoped that s/he knows about the problems experienced by the teachers, pupils and headteachers through the inspectorate and grievances presented by teachers themselves in the region. The CEO is a highest official responsible for all primary or secondary schools in Swaziland. The CEO was chosen on the basis that he is an official who received the petition for teachers in the Ministry of Education as a senior government official at the National level and also considered was his huge experience in the Ministry (see Times Of Swaziland 1997).

On the one hand, the Swaziland National Association of Teachers Executive member was chosen using purposive sampling on the basis that he knew the grievances of the primary teachers as SNAT represents interests of the whole teaching fraternity and, besides, it is the executive that went with the teachers to deliver a petition to the Ministry of Education about the grievances of the teachers. On the other hand,

the CA official was selected because s/he is the one responsible for developing the CA materials and thus, s\he knows the grievances of the primary teachers, as they usually get feedback from training workshops and zonal follow ups. By zonal follow- ups, this means the incidence whereby trained classroom teachers are visited in small groups in their different zones, to ensure that they are helped in implementing the NCAP.

3.4. Methods of Data Collection

In the study, I have used four methods of data collection. This was meant to achieve a better understanding of the participants and also to increase the credibility of the findings. Both qualitative and quantitative procedures were employed (see Davies 1995 ; Bailey 1987 and Leedy 1993).

3.4.1. 'Open' and 'Closed' questionnaires. In order to get a lot of relevant information from a large sample, the questionnaires were ***piloted*** in a primary school which was not part of the study and used (Neuman 1997; Cohen and Manion 1994). The data was collected from the 60 teachers where six were chosen from each of the 10 schools. Again, **10** officials from the inspectorate or INSET department, who represented the Education officials and **10** headteachers were sent the questionnaires. This was to ensure anonymity amongst participants. Hence, with the other influential factors maintained, it was hoped that there would be a greater possibility of getting responses. Also, 10 teachers who were chosen as trainers of the other classroom teachers were sent questionnaires too. The idea was that, as both trainers and practitioners, the teachers will give informative evidence on the innovation. In addition, **10** school committee members representing parents were sent questionnaires. In anticipating that some parents in the rural schools are semi-illiterate, the parents were sent administered questionnaires to explain some of the issues and also to encourage them complete the questionnaires. Furthermore, **200** pupils were sent questionnaires. This means an estimate of **20** pupils in each school were sent the questionnaires. To ensure that schools had enough questionnaires, two additional copies were included. These consisted of **10** pupils from the lower grades and the rest from the upper grades. Lastly, **one** CA officer, who represented one of the Education officials that designs CA materials such as tests and learning materials; and a SNAT Executive member were also part of the study. The questionnaires were 'closed' on the one hand, in order to facilitate easy analysis (Bell 1993; Neuman 1997; Cohen and Manion 1994). On the other hand, the questionnaires were

'open' to allow participants to raise their views. This helped to let respondents explain their responses and to make additional information which had not been asked (Neuman 1997; Cohen and Manion 1994).

In order to increase the return rate of the questionnaires, in all cases, these instruments were delivered and collected in a specified date set by both the researcher and the respondents. Where the respondents had not completed the questionnaires, the researcher appealed for their cooperation and gave the respondents time to complete the collecting instruments. Thereafter, a new date would be set with them in order to facilitate the collecting of the questionnaires. In such instances, the respondents maintained their trustworthiness, though there were a few cases where the respondents could not complete and leave the questionnaire, as they had official engagements.

3.4.2. Interviews. Information was also solicited through semi-structured interviews of teachers in small focus groups. The interviews enabled the researcher to get understanding of peoples' behaviour through their eyes and voices, which questionnaires cannot provide (Maykut and Morehouse 1994). Furthermore, semi-structured interviews were used to ensure that the interviewer can direct the exercise and be able to analyse the data easily yet on the one hand, allowing the interviewees to express their ideas (Carruthers, 1990). In addition, a microtape recorder was used to record all the details. This was later transcribed. At the same time, notes were taken as the interviewer and interviewees were engaged in a conversation. In some instances where the informants seemed to uphold evidence such as school I, the tape was not used, instead the interviewer depended on the notes taken during the conversation.

Again, 5 headteachers, of whom one eloquent headteacher was selected, was visited twice to solicit more and probe other issues to the interviewees. Also a group of 6 learners in each school, 2 trainers of teachers in school A and D, were likewise visited twice and 5 school committee chairpersons or a long serving member in the school were interviewed. Furthermore, one executive member from the teacher organisation (SNAT), Continuous Assessment department as well as the Manzini R.E.O. and the Chief Inspector for schools were part of the participants. Lastly, a group of 6 teachers, 4 from the lower grades and 2 from the upper grades were selected to be part of the interviewees. Of the teachers, 6 in school A were visited two times to gather more evidence. The sessions took between 10 and 30 minutes for the

interviews.

3.4.3. Observation. It is not always the case that what people say, is what they do (Bell, 1993). The purpose of participant observation was to observe what actually happen in the selected 10 schools. In some instances the researcher spent 2 days in the schools yet in other schools the fieldwork took up to 4 days in the ten selected schools. Particular attention was paid in grade one where the class numbers were extremely large and also, in one of the upper grades. The idea was that, if one has observed a class with a large number of students, this would give an informative scenario than a class with few students.

3.4.4. Review of Documents. Records kept by the headteachers and the teachers were inspected, where the teachers and headteachers allowed the researcher access to their official documents. Also their preparation books were studied as well as pupil exercise books. But quite accessible were the pupils' books or exercises and their end of term reports which were obtained from parents. Besides, government's reports were also scrutinized. Notes were made from these official documents with the aim of analysing them (Maykut and Morehouse 1994).

3.5. Data Analysis

Different forms of analysis were used. Where there were 'closed' questionnaires; tables, bar graphs, interpretation scales and percentages were used. The larger portion of the analysis has employed a constant comparative method (see Maykut and Morehouse 1994). This uses themes, concepts and patterns for data analysis. In order to come up with the themes, different colour pens were used to distinguish the different themes and sub-themes. However, those that were out, were discarded by the researcher (see Hubermann and Miles 1993). In short, both qualitative and quantitative methods of analysis were used where appropriate.

3.6. Limitation of the Study

The researcher is quite aware that the scope of the study was too broad. Thus, it made the study complex. Besides, the study encompassed a number of variables such as ages of respondents, qualifications, experiences and location to name a few. Because of the diversity of the study, the researcher could not

fully explore all the variables yet the data provided them. Consequently, the study could not provide a comprehensive analysis or trends, regarding respondents' ages, experiences, qualifications and other variables. The inclusion of these variables would have made the study complicated and time consuming. In addition, the inclusion of all the variables, would have meant exceeding the required length of the report.

Secondly, the researcher was quite aware that though he attempted to state clearly the aim, rationale and significance of the study, one can not deceive himself that the atmosphere of conducting research was completely free. The reason being that the researcher was known to be part of the CA team. Despite all the assurances made to the interviewees and respondents, the presence of the researcher to a certain degree was evident as reflected by school D whose members refused to be interviewed as a group. Instead the researcher resorted to interviewing the teachers as individuals in their various residential places

Finally, though the researcher attempted to bracket his bias, there may have been a temptation to make preconceived ideas. However, an attempt has been made to minimize such prejudice through the use of evidence and the supervisor eliminating negative remarks not found in the evidence provided.

3.6. Conclusion

The study employed qualitative and quantitative techniques. It incorporated both, in order to have a generalised and in-depth study of human behaviour. Besides, it hoped that the two designs complemented each other. To ensure validity and reliability of the results, the instruments used were piloted. Furthermore, the study employed four data gathering techniques such as questionnaires, interviews, observations and documentary evidence. These various methods ensured triangulation. In addition, triangulation was hoped to be achieved through the use of different stakeholders.

Chapter Four

Presentation, Analysis and Interpretation of Data

4.0. Introduction

As a starting point, in order to guide the data analysis, the research had one main research problem and three sub-research questions. The purpose of the study was to explore problems experienced by role players when implementing the National Continuous Assessment Programme in Grade 1-6, in schools in the Manzini region, Swaziland. The three sub- questions are: a) What key strategies for implementing the National Continuous Assessment programme in the Manzini schools were used by the Ministry as seen from the perspectives of teachers, headteachers, Ministry of Education officials, parents and pupils in these selected schools ? b) What role did the Ministry of Education, school principals, parents, teachers and pupils have in the implementation of the National Continuous Assessment Programme ? and c) What lessons learnt in Grade 1-6 could be used to implement the continuous assessment in Grade 7?

The analysis and interpretation of the data has revolved around both statistical data and concepts, themes and coding of similar statements as a requirement of qualitative analysis. The study had ten informants where eight were for the questionnaires and slightly the same number were interviewees. The only exception was the inclusion of the Regional Education Officer and the Chief Education Officer. In order to allow confidentiality and anonymity, the researcher decided neither to mention the names of the respondents nor the names of the various ten schools in the Manzini region. Nevertheless, for identification of the informants, the ten schools were given letters of alphabet A to J. The teachers were just given numerical numbers in each school and grades taught by the teachers also served to help in the identification process.

In overall, the study shows a response rate of 91%. Table A below gives a summary of the sample of the study.

Table A : Response rate for Respondents

Sample targeted	Num' er	Respondents	Percentage
	Questionnaires		
1. Pupils	200	199	99.5%
2. Teachers	60	50	83%
3. Headteachers	10	9	90%
4. School Committee	10	6	60%
5. SNAT Executive	1	1	100%
6. CA Staff member	1	1	100%
7. INSET/Inspectorate	10	6	60%
8. Trainers of trainers	10	5	50%
	Interviewees		
1. School Committee	5	4	80%
2. Pupils	25	25	100%
3. Headteachers	5	5(1x2times)	100%
4. Teachers	30	30(6x2times)	100%
5. REO	1	1	100%
6. SNAT Executive	1	1	100%
7. CA Staff member	1	1	100%
8. Trainers of trainers	2	2 x 2 times	100%
9. CEO	1	1	100%
Total	368	342	92.9%

4.1. Questionnaire/ Interview Responses

4.1.1 Teachers

Problems Experienced by Role Players

A wide range of information has been solicited by the use of a questionnaire. The questionnaire was divided into **five themes.** This was done to ensure that the four main questions of the research, are covered in the questionnaire. The themes covered entailed; **problems experienced by the role players, key strategies for implementing the National innovation, role played by the various stakeholders** and **the lessons learnt by the lower and upper grade teachers.** The only additional information was the **background information.** This covers sex, age, teachers' experience, position, location of a school, type of a school, grade taught and subjects taught.

The part represented by Table B is the responses of the teachers to 20 statements in the questionnaire, divided in three sections namely: key strategies for implementation; role played by the various stakeholders; and the lessons learnt is analysed qualitatively by using themes, concepts and similar statements because the questions are open-ended (see Newman 1995 and MacMillan and Schumacher 1993).

What are the problems experienced by role players when implementing the NCAP in Grade 1 - 6, in schools in the Manzini region, Swaziland?

In order to respond to the above main question; 'what problems were experienced by role players in the

implementation of the NCAP from grade 1 to 6 in the Manzini region ?', Table B is provided to give teachers' responses to the 20 rated questions.

For the representation of the teachers' response, a Likert Scale is used with a nominal scale. The scale has used five numbers from 1 to 5 whilst the non- response used letters. The representation is as follows; **Nominal scale** { **5** - Strongly Agree, **4** - Agree, **3** - Not Sure, **2** - Disagree, **1** -Strongly disagree, **NR** - No Response}.

Table B : Summary of the primary teacher's responses of the 20 ranked questions

Rating / Teachers	Questions																			
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20
5	16	30	11	13	15	5	23	22	31	30	15	22	27	28	9	8	18	18	20	31
4	10	8	18	20	14	12	18	17	15	12	17	13	10	11	9	7	13	12	15	10
3	7	3	6	6	14	17	3	5	2	1	6	3	3	2	9	10	3	7	6	7
2	6	4	11	8	1	10	5	5	1	3	6	10	6	7	13	15	9	8	8	1
1	8	4	3	3	4	4	1	1	1	4	6	1	3	2	8	10	7	5	1	1
NR	3	1	1	-	2	2	-	-	-	-	-	1	1	-	-	-	-	-	-	-
Total No.	47	49	49	50	41	48	50	50	50	50	50	49	49	50	50	50	50	50	50	50
Mode	5	5	4	4	5	3	5	5	5	5	4	5	5	5	2	2	5	5	5	5
Mean	3.4	4.1	3.5	3.6	3.9	3.1	4.1	4.1	4.5	4.2	3.6	3.9	4.1	3.9	2.9	2.8	3.5	3.6	3.9	4.4

Two important points need to be understood in **Table B**, there is a modal value and a mean value. The mode represents a highest number of occurring values. For instance, in Q1, 16 is the highest frequency. Hence, the most ranked scale by the teachers is **5** which means that teachers strongly agreed that the jargon used was confusing them. On the other hand, the mean represents the average of the responses. For example, computation of the mean in Q1 has been carried as follows; Sum of the product of the variables and Likert Scale which is thereafter, divided by the total sum of the variables in each question. In numerical terms this means, {5 x 16} + { 4 x 10} + { 3 x 7 } + { 2 x 6 } + { 1 x 8 } divided by { 16 + 10 + 7 + 6 + 8 } = {80 + 40 + 21 + 12 + 8 }/ { 47 }. This computation gives an answer of **3. 43** which is **3. 4** to 1 decimal place or 2 significant figures. The mean value points to an overall distribution and it serves one; as a cut off point if there are two or more similar variables, and two; it confirms evidence if it is congruent with the most occurring value [mode].

Concerning teachers` views on the issues that deal with the implementation of the National Continuous Assessment, they rated the first 21 items in the questionnaire as follows;

In presenting the data, the following limits or percentage ranges will be used for these terms; **All** [90 -100%], **Overwhelming majority** [80 - 89%], **Majority** [70 - 79%], **Most** [60 - 69%], **Moderate**[50 - 59%], **More significant** [40 - 49%], **Significant** [30 - 39%], **Less significant** [20 - 29%], **Least significant** [10 - 19%] and **Meagre** [0 - 9%].

The above table indicate three main issues. One; 17 issues were perceived problematic in the implementation of the NCAP. These issues include, confusing jargon about CA (Q1), imposition of the programme upon teachers (Q2), lack of official recognition of the programme by the teachers (Q3), lack of ownership by the teachers (Q4), parents' resistance of the programme (Q5), too much teacher preparation involved in the programme (Q7), too much marking involved in the programme (Q8), too much records involved in the programme (Q9), large student numbers in the classes (Q10), programme's threat to leisure time of teachers and their families (Q11), lack of time for the innovation (Q12), lack of incentives for the teachers' hard work (Q13), lack of basic facilities such as desks and type writers (Q14), lack of adequate training for the participants (Q17), lack of cooperation between the school and the community members (Q18), lack of support of the programme from the Ministry of Education (Q19) and communication breakdown between the Ministry of Education and the teachers (Q20).

Seemingly topping the list in the problematic factors is too much records involved in the programme (Q9). All teachers [46(92%)] felt that the present programme has tedious records to comment on and to keep for the teachers, parents and the headteachers.

Again, too much teacher preparation involved in the programme (Q7); large student numbers in classes (Q10) and breakdown in communication between the teachers and the Ministry of Education (Q20) were a cause of concern. In all three cases, the teachers recorded an overwhelming majority, that is, [41(82%)], [42(84%)] and [41(82%)] respectively. Nevertheless, of the three raised issues, large student numbers in the classes (Q10), superseded the rest as it recorded the highest percentage of response.

Of further consideration, receiving a majority response [70 - 79 %] was imposition of the programme upon teachers by the Ministry of Education (Q2), too much marking involved in the programme (Q8),

lack of time for the innovation (Q12), lack of incentives for the teachers' hard work (Q13) and lack of basic facilities such as desks and type writers (Q14). Although too much marking involved in the programme (Q8) and lack of basic facilities (Q14) recorded a 78 %, the latter appear to supersede the former as 56 % strongly agreed and 22 % agreed whilst 44 % strongly agreed and 34 % agreed in the former.

Also regarded problematic in the implementation of the NCAP was lack of ownership of the programme by teachers (Q4), parents' resistance of the programme (Q5), programme's threat to leisure time of the teachers (Q11), lack of adequate training for participants (Q17) and lack of cooperation between the school and the community members (Q18). In all the five cases, teachers reflected most response [60 - 69%]. However, lack of the ownership of the programme by teachers (Q4) is rated the most in the category as it recorded 66 % compared to the rest of the factors.

Lastly, the teachers rated lack of official recognition of the programme (Q3) and confusing jargon about CA (Q1). The two cases recorded a moderate response [50 - 59 %]. However, teachers felt that the programme's lack of official recognition amongst teachers (Q3) had more strength in the category, as it recorded 59 % .

Two, it can be seen from Table B that in two cases; lack of cooperation amongst teachers (Q15) and lack of cooperation between the teachers and the school administration (Q16) were felt not problematic in the implementation of the NCAP. A moderate number of teachers [25(50%)] felt that there was no existence of instability between headteachers and the school management. But a more significant number of teachers [23(46%)] disagreed that in their schools, there was an existence of disunity amongst themselves concerning the implementation of the programme.

Three, it can be seen from Table B that it is only regarding learners' resistance of the programme (Q6) as a neutral issue. A significant number of teachers [17(34%)] maintained a neutral stance regarding the effect of learners in the implementation of the innovation.

Overall, 85 % of the issues were regarded problematic by the teachers whilst 10 % of the issues were felt not contributory in the implementation of the programme. Only 5 % of the issues were regarded to have a neutral effect by teachers in the implementation of the NCAP.

Conventions used in interviews and open-ended questions for the questionnaire

The following symbols have been used in the transcription of the interviews and open-ended questions.

- A pause
... An abridgement of a text
{} Shows interviewer's question when probing
[ ] Depicts additional comments or a word/ phrase to facilitate understanding of a point

The next section deals with 4 main problem areas. Firstly; it addresses additional implementation problems which teachers felt were not accounted for in the closed section of the questionnaire. Secondly; it addresses key strategies employed by the Ministry of Education as indicated by the open section of the questionnaire as well as cemented by the interviews conducted. Thirdly; it indicates the teachers' perceptions of the role played by the various stakeholders. Fourtly, it centres around lessons learnt by Grade 7 teachers in the implementation of the NCAP from lower grades teachers.

Additional Implementation Problems

What do you think are *additional* problems experienced by classroom teachers, pupils and headteachers, in implementing the NCAP, apart from those mentioned earlier on ? Teachers indicated additional problems experienced by role players in the implementation of the innovation namely; **educational, social, health, economic, political and other problems**. The researcher is quite aware that such a categorisation may be controversial because it could be sub-divided further. However, for simplicity without completely changing problems though, these broad themes shall be explained.

Educational problems have been limited to policy and curriculum issues both at macro and micro level. Policy entails the approaches used whereas curriculum issues is confined to teaching and learning issues.

Social problems focus simply on those problems outside the schools that directly or indirectly have an

effect on the teaching and learning. Health problems focus mainly on the individual learners, teachers and other shareholders' state of well being.

Economic constraints deal with those issues that are financial in their nature. This may be at macro or micro level such as practitioner's incentives. Political issues involve governance and institutional structures. Other problems comprise of personal differences and apparent government's bias to name a few. In a nutshell, this category includes all those various sub-categories that do not fall within the first five main classifications.

i) Most teachers' problems centred around educational constraints. As an addition to those outlined earlier on, the teachers complained about a persistent late arrival of CA tests in the schools. This complaint has been evident in those schools that claim to do the innovation. Various teachers described the problem as follows:

> There are too many tests that are sometimes not easily available from the Regional Education Office (Grade 1, female teacher in school D).

Similarly , a female Grade 2 teacher of the same school echoed these words;

> Tests and report cards are not available at the right time

The above quotations reveal an educational crisis that is regarded as an implementation problem of the National Continuous Assessment Programme in the schools. Teachers also complain of too many tests. Not only are the tests scarce, also progress reports (see **Document 3**) that are provided by the Ministry of Education through the Regional Education Officers, are not readily available. This situation suggests that teachers could hardly administer tests at the appropriate time , neither mark properly because they have to rush for term reports nor issue student -parents reports.

ii) Teachers added the social dimension. Teachers told that the workload was a problem to the committed practitioners as it became a threat in their families. This may be partly so because husbands or wives felt displaced by the school work. In any case, the individuals affected could not get that special attention expected of their partners. Besides, children were also victims of this situation. One teacher(Female School A) articulated her social problems by lamenting that :

> I regret about the time I have wasted in doing the CA - though my headteacher had mixed feeling [regarding the NCAP], I had that zeal but I started to hate it when I realised that it [NCAP] made my weak students to pass ... I have wasted my time not sleeping [busy marking, preparing reports], [hardly] cooking , and not attending my husband... If he called me I would tell him to wait ... (Inv 18/10/98).

Another teacher of School A recounted:

> ... due to this centre of confusion [NCAP], I mean this 'continuous assassination' [Acronym CA] - most teachers have lost their husbands - time was not given to them (Inv 18/10/ 98).
>
> {Didn't the male teachers lose their wives or partners?}
>
> Not sure - males have the opportunity of choosing - we females are cursed ... we don't have that chance (Female Teacher School A)

Quite interesting is the teachers claim, that this scenario resulted in the breakage of some marriages. This places one in a precarious position because it is not easy to demarcate other contributing factors that may have played a role in the emergence of strained marriages.

iii) Furthermore, teachers lamented that through such a workload, there emerged health problems. The teachers argued that due to the extreme heavy working load in teacher preparation, marking and reporting system as well as the pressure exerted by the government in forms of threats and intimidation(see also Times of Swaziland 1997), a number of illnesses surfaced amongst teachers. Most common was a stress and a high blood pressure. As a result, teachers claim that this increased the number of casualties amongst the teaching practitioners. Admittedly, medical practitioners would agree that if under duress, one is likely to have both stress and high blood pressure. If untreated, may result in deaths amongst people. Such an idea is summarised by a Grade 1 teacher of School A as follows:

> When we started it [NCAP] we went to WPC [William Pitcher College], Taught how to do it, but realised that what we were taught is what we've been doing all along- but as they continue ..., we realised that the reports were not suitable for our student numbers..., this created confusion - At this point that, Chief Inspector of Primary Schools was called. Headteachers likewise REO's were used to force us. We did it struggling - others [suffered] from stroke, those that were older like us...(Inv 18/10/98).

iv) A problem frequently expressed by the teachers is an economic problem. The professionals assert that government completely failed to appreciate teachers' hard work commitment. This they argue, is pointed

by the lack of incentives of any form to them. Although incentives could take various forms, it appears teachers were for the idea of getting more money for the more work. This they argue, is the trend with government. The teachers cite a case where they went on a strike to pressurise government to increase their pay but government in turn, harshly told them to go to work. Teachers defied that order. Eventually government imposed the "No work, No pay" rule(see Industrial Law 1996). On the basis of that, the teachers seem to have used the same principle that, "More work, more pay" (Inv 18/10/98).

v) A vocal minority of teachers complained about the political structure and decrees of the country. The teachers complained that these problems, be it economic , social , educational or otherwise, cannot be solved as long as we still have the prevailing political set up. They complained that a number of good ideas have been recommended but all those efforts fell upon deaf ears. On the basis of that, the teachers exclaimed, there is need to 'heal' our political structure if we hope to solve all the prevailing educational problems. Thus, one teacher from School A claimed:

> The problem with our education system is the 1973 decree. [Unless] we address this [1973 decree], we can not solve the NCAP issue. Our government does not recognise us [teachers]. [We] need to develop a way of forcing government to listen to our concerns. The system we have has always suppressed us... (Inv 18/10/98).

The same point is echoed by the REO, she noted:

> Teachers and headteachers initially welcomed the programme. I don't know... I mean the teachers appear to have used the innovation as a weapon to fight government. I am saying this because it is after teachers had differences with their employer [MoE] concerning salary increase. [Thereafter] they took to the streets and used all possible means to make government succumb to their salary demand. But government rejected their demands... One suspect that they used the CA to wage and solve a political problem using the labour issue (Inv 10/01/ 99).

Another teacher from School A pointed to the same problem but suggested another reason to the existing implementation problem:

> What is painstaking is that we were never consulted but [worse of them all] is that our government deceived us that pilot schools never had a problem. When you go to these schools, found that they had numerous ... When you go to Lubombo, they would tell us that we [Manzini Region] are the only one not serious... In Lubombo would tell them that Manzini is doing fine- (Inv 18/10/98).

The above quotations highlight that the teachers have realised that the treatment of symptoms without

rooting the cause would be an injustice. Teachers seem to suggest that in order to address the prevailing nature of problems, there is a dire need to rectify the political structure. Once everything is in its proper place, it is hoped that the prevailing problems may be sorted out easily.

vi) Quite evident from the teachers is the issue regarding the bias of the government. As the teachers claim, government is criticised for favouring 'good' schools which appear to be given special treatment partly because these schools are headed by renowned figures. Such schools, it is claimed, are not monitored yet a number of them are situated next to the education officials. Besides, the schools are accessible. This is evident from one teacher who explained the problem by saying:

> The Ministry of Education has schools that it selects - those that are [viewed] to be 'good'... [The schools] are never bothered about this CA- Government ignores them - their kids attend there - [They] want to spoil education of other [less 'effective' schools] (Teacher School I) .

This quotation suggests that the Ministry of Education is seen to be experimenting with the children of the ordinary Swazi people. Where Ministry of Education officials' children attend, they are accused of ignoring those schools. This idea seems to suggest that the Ministry of Education wants the officials' children to receive a better quality of education than that provided for other citizens.

In conclusion, the teachers have highlighted additional implementation problems of the National Continuous Assessment Programme. The teachers explained these problems in view of social, economic, political, educational, health and other problems.

Having gone through the issues that teachers view as problematic in the implementation of the National Continuous Assessment Programme(NCAP), this leads us to explore what the professionals viewed to be the key strategies employed in the implementation of the NCAP in the Manzini region.

What key strategies for implementing the National Continuous assessment Programme in Manzini schools were used by the Ministry, as seen from the perspectives of teachers, headteachers, Ministry of Education officials, parents and pupils in these schools?

In order to address this question, three sub-questions were asked from the teachers so that we could solicit information that will provide the necessary evidence (see **Appendix 1** and **Appendix A**). A response

from both the open - ended questionnaire and the semi-structured interview, significantly illuminated that an overwhelming majority of the teachers, raised a concern about the approach used to implement the programme. This is evident from the following comments made by teachers;

> No help was given by the Ministry of Education other than imposing the system (Female Grade 1 Teacher, School A)

Another Grade 5 teacher of the same school, gave this impression on the role that should have been played by the Ministry of Education;

> They should have consulted the very same teachers who will be involved

When making reference to the role played by the school, teachers commented;

> May be if they [teachers] were consulted they would have helped. No help was given since it was imposed (Grade 1 teacher, School A)

> They did not help the teachers, but forced the teachers to do the CA work (Grade 4 teacher, School A).

The above quotations, explicitly shows that teachers accused government of failing to involve and consult them as the practitioners. This is evident from the words used such as 'forced' the teachers; should have 'consulted' and 'imposing'. On the basis of these words, it is clear that the approach used by government in bringing about these innovation was the "Top-down approach'. Such an approach does not regard teachers as professionals who should be listened to and from whom to get ideas.

Although teachers criticised government for the kind of approach used, most of them acknowledged that government offered training for them. Such a view is evident from a teacher in school I who said:

> We [teachers] were offered training in various regions by the CA Unit. The training lasted for a week which we feel was too short for understanding the CA concepts. [It was] followed by zonal follow-ups. For instance, in Manzini, we had them in the Usuthu region ... (Inv 28/11/98).

Again, in order to address the sub-question that follows, we need to revisit the question in order to refresh and focus our minds. The question is;

What role did the Ministry of Education, school principals, parents and teachers have in the implementation of the National Continuous Assessment Programme ?

There were mixed feelings amongst the teachers concerning the role played by the Ministry of Education

in the implementation of the NCAP per se. However, an overwhelming majority of teachers suggested that the Ministry of Education, did the minimal if not absolutely nothing in the implementation of the said innovation. This is evident from what teachers said on the issue;

> The Ministry of Education has attempted to offer training that was inadequate and at times irrelevant. When CA was introduced, trainers failed to define it. This was evident in that as they continue with their sessions, confusing seemed to continue day by day. When they realised that they could not handle the situation, they resorted in calling senior education officials. These officials simply came to re-affirm their stand... When the officials take a platform would not entertain the concerns for teachers but only say CA has come to stay and it has been studied. So you have not come to make a choice, you like it or not take it (Inv 18/10/98).

> The Ministry of Education has only issued directives to the Chief inspector of schools who inturn commanded the REO's, likewise they in turn [instructed] the inspectorate to give directives to the school principals. Lastly, the principals [ordered] teachers on what the Ministry of Education has recommended (Teacher School C).

> The Ministry of Education has done absolutely nothing rather than to burden teachers with unnecessary workload (Teacher School G).

On the basis of the above teacher's comments, the statements illuminate certain important aspects about the ideas the teachers have about the Ministry of Education. Though there is acknowledgement of the workshops that were provided for the training of teachers, most teachers seem to question the workshops on the basis that there were poorly structured. These workshops are said to have been not tailored around the teachers' concerns. Besides, the teachers seem to question the credibility of those people who were conducting the workshops. This was confirmed by the point that day by day there was confusion which resulted in the officials calling the senior education officials. Of further consideration is that the Ministry of Education was never seen to be doing something fruitful except to issue orders from top to bottom officials. When the officials were challenged for clarification, threats would be issued in the form of 'the CA is here to stay'. This seems to be a good defence mechanism of someone who is not sure of what s/he is doing. A knowledgeable person would be prepared to sit down and reach consensus with all involved parties. Such a stance seems to confirm an allegation made by one headteacher of school A, who said; "It appears the Ministry officials made contracts with certain people [that is, donors] so it is difficult for them to swallow their pride by telling the sponsors that the programme has failed". Also, this is echoed by Dlamini in The Times of Swaziland, dated 28 September 1997 on page 10:

> It is believed that since the ministry had already signed an agreement with USAID, the teachers had no choice ... It is difficult to understand why the Ministry of Education failed to tell teachers that there is no way to reverse the process, since it had already made an irrevocable agreement with the United States government.

Finally, we come to the last part, where teachers were asked to explain the kind of lesson learnt in the implementation of the innovation, the following years.

What Lessons Learnt in Grade 1-6 could be used to implement the Continuous Assessment in Grades 7?

To address the above question, **Table C** is provided below. It portrays the responses of teachers as to whether, there were lessons learnt or not the years following the implementation of the innovation.

Table C. Teachers' response per school, of whether the implementation had similar problems or not the following years.

Responses	Schools										
	A	B	C	D	E	F	G	H	I	J	TOTAL
Yes	4	4	3	6	-	-	3	2	-	3	25
No	-	1	1	-	-	1	2	4	1	-	10
NR	3	-	1	-	2	2	1	-	4	2	15
TOTAL	7	5	5	6	2	3	6	6	5	5	50

The table above, shows data about lessons learnt from lower Grades. In School A, 4 teachers suggested that the problems were similar in the following years whilst 3 provided no responses on this subject. However, two schools seem to merit consideration, that is, E and F. A majority from these schools decided not to respond. This is partly because the schools were private and hence, they were not bound to do the national innovation though one has a number of troubling questions about this scenario. For instance, if the said schools are not doing the national innovation, how are their children going to be examined at Grade 7 because the claim is, the final examination mark shall be combined with the CA mark (see Ministry of Education 1985). One possibility in such a situation would be for the private schools not to go for the Swaziland Primary Certificate examination as it is regarded to be no longer of importance. This may be because no college ever employs people on the basis of their standard five certificates. The other route would be to provide their own CA mark for the students. But the issue would be, is government going to recognise that ?, if it does, what implications does it have on the entire Swazi education system?

Overall, when examining Table C, it portrays 25 teachers who were for the idea that the problems in the following years of the implementation of the innovation were similar. However, such a response gives us a general impression but does not give us the reasons for their responses. It is for that matter that we need to revisit their comments. These comments have been selected as all could not be written and besides, not all addressed the issue at hand. The following teachers had this to say regarding similar problems in succeeding years:

> Were similar in the following years or even worse than the following years. The tests were not available at the REO's offices, report cards not enough, find that no notice was given early to principals to tell classroom teachers to prepare their own termly tests (Teacher School D).
>
> [Similar] because in some grades especially Grades 1's, the new parents have to be called and give explanation. For teachers it was worse because there were no pupils' test books, they [MOE] say teachers know how to set the tests yet there are no materials for making the test questions in the schools (Teacher School C).
>
> Every year we had a high number of pupils and had to deal with the different parents each year, explain the new terminology of the CA (Teacher School B).

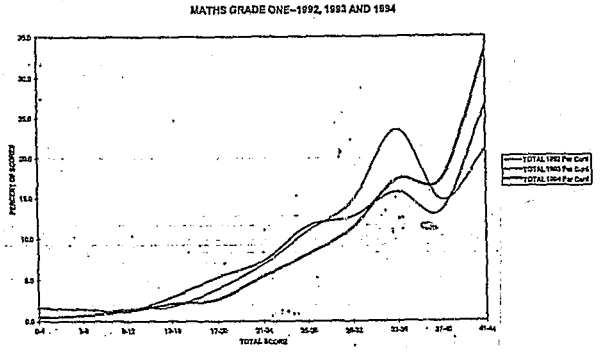
Teachers who said the problems were different, had these reasons to offer;

> The problems were less in the following years because parents were familiar with the reports (Teacher School H).
>
> Everything was simple illustrated and simplified (Teacher School G).
>
> Found it was easier in the later years to address both of the problems (Teacher School F).

On the basis of what is said by the teachers, there seem to be an acknowledgement that there was minimal improvement but a lot of unsolved issues by the Ministry of Education. This is more so because of the allegations made by the teachers that there were numerous problems than before. On the one hand, teachers who realised the difference make two distinct points. Firstly, teachers of schools F, G and H, seem to acknowledge that parents were familiar with the controversial terminology in their schools yet a teacher from School B, denies that parents were familiar with the new terminology. The teachers point to the fact that there was always an urgent need to familiarise new parents every year. Admittedly, this could be possible where new students of different parents were enrolled. This situation seems possible in urban schools where the parents are transferred at any time due to work commitments and other issues

such as disciplinary measures. However, the scenario presented by School H, is typical of it as it is based in a rural area. Chances are that, parents hardly move their children and thus, make it possible for the schools to familiarise parents once, as they are not always on transit. If they moved out, they would normally come back during weekends with an exception of a few, who would go to work with their children.

Another important observation from the data is a slight improvement of pupils' grades. It is alleged that the National Continuous Assessment Programme made a positive increase in the pupils' marks. This is opposed to the norm reference assessment method that was in common use. The gradual increase in the pupils' grades is depicted in the graph shown below.



The above figure, shows the grades of students in one school H. The graph indicates students' marks distribution in the year 1992, 1993 and 1994. The year 1992 is when the CA was not in schools. However, in 1993 and 1994, the NCAP was already in schools. Therefore, it can be seen in Figure 1 that the distribution of marks after 1992, reflect a gradual increase. Arguably, though students were different when the marks were collected but we hope that the curves portray a slight change. This is more so because the teachers, administration and the level of the CA tests remained the same.

4.1.2. Headteachers

Problems Experienced by Role Players

Following is Table D below. **Table D** shows a summary of the headteachers' responses of 21 rated items.

Table D provides information regarding the question ; **what problems were experienced by role**

players in the implementation of the NCAP ? It shows headteachers' perspective concerning the implementation problem.

Table D : Summary of headteachers' responses of the 21 rated items

Scale	Questions																			
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20
5	2	6	7	6	5	6	3	1	4	1	1	5	6	2	6	2	4	6	2	4	1
4	-	2	1	2	2	2	2	2	3	4	5	3	2	4	1	4	3	1	1	1	2
3	2	-	-	-	-	-	1	1	-	-	1	1	-	-	-	2	-	1	2	1	1
2	3	1	1	1	2	1	3	4	2	2	2	-	1	2	2	-	-	-	2	2	4
1	2	-	-	-	-	-	-	1	-	2	-	-	-	1	-	1	1	1	2	1	1
NR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-
Total	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	8	9	9	9	9
Sum	[illegible]																				
Mode	5	5	5	5	2	5	3,2	2	5	4	4	5	5	4	5	4	5	5	3,2,1	5	
Mean	3.7	4.4	4.6	4.4	4.1	4.4	3.6	3.2	4.0	3.6	3.6	4.2	4.2	3.6	4.2	3.7	4.1	4.2	2.9	3.6	3.2

In can be seen in the above table that three observable responses are depicted. One: the headteachers indicated that there are 17 issues which they reflected to be problematic in the implementation of the NCAP [i.e. imposition of the programme upon teachers (Q2); large student numbers in the classrooms (Q3); programme's imposition upon headteachers (Q4); lack of time for the innovation during school working hours (Q5); lack of incentives for teachers' hard work (Q6); parents' resistance of the programme (Q7); lack of basic facilities in schools (Q9); lack of cooperation amongst the teachers (Q10); lack of the ministry's support of the programme (Q11); lack of communication between the teachers and their ministry (Q12); too much teacher preparation involved in the programme (Q13); too much marking involved in the programme (Q14); too much recording involved in the programme (Q15); programme's threat in the family and leisure time of a teacher or headteacher (Q16); unofficial recognition of the programme by both teachers and headteachers (Q17); programme's lack of ownership by the stakeholders (Q18) and confusing jargon about CA for the headteachers (Q20)]. Two: the headteachers showed 3 issues where they rated as not hampering the implementation of the innovation [i.e. confusing jargon about CA for the teachers (Q1); some learners' resistance of the programme (Q8) and lack of cooperation between teachers and the school management (Q21)] and, third: depicted neutral or controversial factors that may be problematic in the programme [i.e. lack of cooperation between schools and their communities (Q19)].

Of fundamental importance, an overwhelming response from the headteachers [88.9 %], indicated that the innovation was a cause of concern because of the imposition of the programme upon teachers (Q2), large student numbers in the classes that makes it difficult to provide special attention for each individual learner (Q3), programme's imposition upon headteachers (Q4), lack of incentives for the hard work of teachers (Q6), misunderstanding between the Ministry of Education and teachers (Q12) and too much preparation involved in the programme (Q13).

Of these six issues, the large student numbers (Q3) seem to have been regarded as the most cause of concern as 77.8 % of the headteachers strongly agreed and 11.1 % agreed that the discussed issue was an obstacle in the implementation of the programme. In addition, though in the same category but rated differently, was the programme's imposition upon both teachers and headteachers (Q2 and Q4). In both cases, these factors were perceived to be an obstacle as 66.7% of the headteachers strongly agreed and 22.2 % agreed that these two factors merited the consideration of the involved stakeholders especially the Ministry of Education. A similar trend was observable concerning lack of incentives for hard work of the teachers (Q6) and too much preparation involved in the programme (Q13). Likewise, in both cases, of the headteachers, 66.7% strongly agreed and 22.2 % agreed that the aforesaid rated issues were a problem in the implementation of the innovation. Regarded in the category [88.9 %], as a factor that hampered the successful implementation of the innovation is, the communication breakdown between the teachers and their ministry (Q12). Of the respondents, 55.6 % strongly agreed and 33.3 % agreed that the existence of a misunderstanding between the teachers and their ministry stifled the implementation of the said educational programme.

Furthermore, indicated to have a negative impact on the implementation of the NCAP was the unavailability of ample time during the school working hours for the innovation (Q5), the lack of basic facilities such as desks and type writers (Q9), too much recording involved in the said programme (Q15), programme's lack of legitimacy amongst the teachers and headteachers (Q17) as well as the programme's lack of ownership amongst key stakeholders (Q18). In all the cases, a majority of headteachers [77.8%], of whom 66.7 % strongly agreed and 11.1 % agreed that both too much recording involved in the said programme (Q15) and the programme's lack of ownership of the key stakeholders (Q18), seem to have

superseded the others in this category, as the factors that hampered the successful implementation of the innovation. In addition, the unavailability of adequate time for the programme (Q5) during the school working hours was denoted to be a second contributing factor in this category. This is confirmed by 55.6% of the respondents that strongly agreed and 22.2 % agreed. Much as the headteachers felt that the unavailability of time for the innovation during school working hours was problematic in the innovation, as well as the lack of basic facilities (Q9) and the unofficial recognition of the programme by teachers and headteachers (Q17), was rated by the headteachers to be the third factor in the category, that merits consideration by the Ministry as a major influential stakeholder. 44.4 % strongly agreed and 33.3 % agreed that the aforesaid issues were a hindrance in the implementation of the innovation if not addressed.

Recording most of the headteachers' responses [66.7 %], was the ministry's lack of support for the programme (Q11), too much marking involved in the innovation (Q14) and the programme's threat in both the family and leisure time of a teacher and headteacher. Much as headteachers felt that the Ministry's lack of support of the programme was a contributing factor in the decline of the implementation, this was confirmed by 11.1 % strongly agreeing and 55.6 % agreeing, too much marking involved in the innovation (Q14) and the programme's threat in the family and leisure time for both teachers and headteachers (Q16), appear to have out shined the former, as in both the latter cases, 22.2% of the headteachers strongly agreed and 44.4 % agreed that the two raised issues were a cause of concern if stakeholders wanted the implementation process to be a success.

On further consideration, though receiving a moderate response [55.6 %] of the headteachers, was the issue of some parents' resistance to the programme because of its unfamiliar reporting style (Q7), lack of cooperation amongst the teachers (Q10) and the confusing jargon about CA for the headteachers (Q20). Seemingly rated by the headteachers to be of great negative impact in the category was the confusing CA jargon for the headteachers (Q20). Of these respondents, 44.4 % strongly agreed and 11.1% agreed that the programme's jargon was an obstacle in the successful implementation of the said programme. However, in contrast, 11.1 % strongly agreed and 44.4 % agreed that lack of cooperation that existed amongst the teachers was an obstacle in the implementation of the innovation. Seemingly rated second in the category was the resistance offered by some parents against the programme because

of its unfamiliar reporting style (Q7). 33.3 % strongly agreed and 22.2 % agreed that the NCAP was hindered by the resistance of some parents who object to the use of this programme.

Also observable and being the second in Table D, is that, the confusing jargon about CA for teachers (Q1), some learners' resistance to the programme (Q8) and the idea of a lack of cooperation between teachers and the schools' management (Q21), were rendered to be factors that have not contributed to the unsuccessful implementation of the NCAP. In all three cases, a moderate response of the headteachers [55.6 %], reflected that the above three stated issues were not hindering the innovation as per the headteachers' perspective. Of the headteachers' responses, the confusing jargon about CA for teachers (Q1), seem to be singled out to be the least factor rated to hamper the innovation. This is confirmed by 22.2 % of headteachers that strongly disagreed and 33.3 % of them that disagreed. Also regarded not influential in the hampering of the implementation of the innovation was both the rejection of some learners resisting the innovation (Q8) and the claim attributed in the programme's failure because it lacks cooperation between teachers and the schools' administration (Q21). In both cases, 11.1 % strongly disagreed and 44.4 % disagreed that the two aforesaid issues were an influential obstacl · in the hindrance of the innovation.

Finally, it can be seen from Table D that in response to Question 19, a significant response of the headteachers[22.2 %], reflected mixed feeling regarding the influence of cooperation between schools and their community members (Q19). Of these respondents, 22.2 % strongly agreed that lack of cooperation between schools and their communities was a contributing factor for the unsuccessful implementation of the programme, whilst the same number of respondents strongly disagreed and disagreed that there was lack of cooperation between schools and their communities, resulting in the obstruction of the implementation of the innovation. The same number of respondents were undecided about the presence and effect of the raised issue. In view of such a prevailing scenario, the use of a mean [2.9] becomes significant. Overall, the value suggests that there was an equal distribution of the opposing views, thus, resulting in a neutral position

Additional Implementation Problems

What additional problems were experienced by role players in the implementation of the NCAP? Headteachers have outlined educational problems. Most of them complained about the late arrival of end of term tests and progress cards. Not only did the tests arrive late, they also had a lot of missing information, that is, lack of diagrams or pictures and if diagrams were inserted, certain important features would be lacking. This, they argue, was a recurring phenomenon. Admittedly, as an insider, this was so, particularly because the centre (NCC) could not do proper checking; sometimes the situation was worsened by the bureaucratic procedures, that demanded the CA unit to sent tests to printers. In turn, the printers would sent the tests directly to the schools without the proof reading and checking of the concerned CA designers. At times the situation was exacerbated by lack of personnel, resulting in the NCC administration delegating the CA tests writing, to busy curriculum developers. Nevertheless, the whole issue hinges on the Ministry of Education. It is the ministry that is responsible for this confusion.

Another problem raised by one headteacher was an economic problem. This appeared at macro level. The headteacher expressed anger that primary education has been made by government and outside donors to be an experimental and a 'black' market for the 'developed' countries such as USA and UK. The principal recounted a number of programmes that have been experimented in the primary education without their consent. The headteacher in school A made these observations:

> ...[Primary schools] have become a rubbish bin; e.g. there was 'English Through Activities - came from above and vanished; 'SRA Cards' came as boxes, full of foreign information; - this was imposed... Then came 'Ocean Readers', they were brought likewise disappeared; without any notification there were 'Radio Lessons' which came with radios to s c h o o l s, [t h e s e] likewise came and left. When they [MOE] decided to [discard] these lessons teachers were not told, even the media that was hosting these lessons never said good bye... Now comes the NCAP (Inv 18/10/ 98).

The above scenario, indicates clearly that the primary sector or education for some years, has been engulfed by a number of educational projects. These projects whether good or not, never lasted. This could be partly because the donors had completed their contracts or else funding was no longer available. In all the cases, as claimed, the teachers were kept in the mist. One can not run from a possibility that the country's primary education was an experiment ground for the 'bigger' countries. Of further possibility, one could not rule out that the country was made to be a market for overseas countries.

Finally, headteachers cited teachers' transfers as an additional problem. Headteachers felt that the unceremonious leaving of teachers from schools was a cause of concern. The headteachers noted that, in order to avoid the NCAP teachers, tended to either move to upper grades in the schools, where the NCAP was not implemented or go to other schools where the school administration, never bothered itself to monitor the programme. This is evident when interviewing the Head from school H :

> Another problem we have experienced is that teachers don't want the NCAP... If persuaded, the teachers taught upper grades like Grade 7. Sometimes, teachers opted for schools where they knew that the schools will not bother them about the CA. These teachers even went with their CA modules (Inv 10/12/98).

Key Strategies Employed by the Ministry of Education

Are there means that the Ministry of Education, that is, the REO, CEO, Inspectorate/INSET and CA staff, made to help in the implementation of the NCAP? In order to respond to the question, a table is provided below. It shows responses of headteachers concerning this question?

Table 2D: Headteachers' responses about whether the MOE offered help in the implementation of the NCAP

Responses	*Yes*	*No*
Total Number	[7]	[2]

In can be seen in Table 2D that seven headteachers acknowledged that the Ministry of Education made some means, in order to facilitate the implementation of the NCAP. However, two headteachers believed that the MOE did not do any attempt, in order to facilitate the implementation of the programme.

Most of the headteachers that acknowledged that the Ministry of Education (MOE), made means for implementing the NCAP, succinctly stated that the ministry organised workshops for training both teachers and headteachers in different places. The same point is further clarified by a deputy headteacher of school B, when he said:

> The REO organised workshops by issuing letters to heads of schools... CA helped in running the workshops - Inspectors and INSET helped to monitor the records and tests ... (Inv 20/10/98).

However, quite evident from the headteachers is that, the workshops were not without flaws. As one

headteacher, G noted:

> [MOE] conducted workshops hoped to help both teachers and headteachers. But the workshops were not properly conducted. Time was short and the facilitators did not know their content about the programme.

The implication of the above quote is that, though the MOE meant to help the headteachers, but such an endeavour did not materialise. This is partly because the school heads complained about the workshops, claiming that they were not allocated time properly. Such a view is confirmed by a headteacher of schoolC:

> The Ministry of Education made means by staging workshops. But [the] training was short.

Echoing similar words about the confusion is headteacher of school A, who had this to say:

> ...trainers could not define it [NCAP] - [It] was put down their throats, could see the way they taught, they would come confused on Monday; more confused on Tuesday and worse on Wednesday. If teachers raised concerns, [the trainers] sorted help from senior ministry officials and call [the senior officers] to rescue them... When these officials have came, would hear trainers saying we want to introduce so and so [referring to the senior education official]. [The said official, when taking platform] would threaten us as a big group and as individuals, calls workshops to rebuke us...(Inv 18/10/98).

In view of the quote, it is clear that the training was conducted by people who were themselves not confident. If the trainers were confronted or challenged by the ordinary teachers, they resorted to calling colleagues. These colleagues did not come to help but to instill fear so that the teachers could swallow the 'pill' whether good or bad.

Role Played by the Ministry of Education and Headteachers

What has been the role of headteachers and the ministry in the implementation of the NCAP? In order to address this question, headteachers were asked indirectly and directly; How (should) has the school, that is, the principal and teachers help(ed)in the implementation of the NCAP? What has been the role of the Ministry of Education in the implementation of the NCAP? What has been the role of school heads? The main motive was to allow headteachers have their input even if they did not play a role. In response, two views were evident. For those headteachers that felt they did not have input, they thought

that proper training for almost two years, would have been a step forward. This is argued, would have allowed them enough time to understand the CA concepts. Besides, they felt such an exercise would have given them a chance to deliberate on certain controversial points about the NCAP.

Regarding those headteachers that claim to have implemented the NCAP, one of them stated clearly that "headteachers and teachers were compelled to monitor the NCAP in the schools" (Headteacher, D). This view seems to be confirmed by teachers in the Lubombo region where they held a branch meeting. As reported in the Times of Swaziland (1998b : 2), it is claimed:

> ...the ministry is using intimidatory tactics on headteachers to force this programme down their throats.

Sharing the same sentiments but further explaining the intimidatory tactics, is a headteacher of school I:

> The Ministry of Education threatened us ... [It] stated that those that refused to accept to monitor the CA would be expelled and replaced by working headteachers as there are many teachers coming from colleges...(Inv 3/12/98)

This quotation indicates that headteachers were in a predicament. Those who attempted to refuse, could not withstand the pressure as they were threatened by new 'competent' graduate primary teachers. This points to the fact that competence for government meant conformity as opposed to allowing the individual to exercise his/her professional rights.

Expressing a contrary view, the Regional Education Officer argued that teachers and headteachers were involved. She had this evidence to put forward.

> Initially, the teachers welcomed the NCAP. Teachers and headteachers were part of the group that prepared materials for the initial stages of implementing the NCAP. Relevant grade teachers were involved... (Inv 10/01/99).

Although teachers and most headteachers refute the allegations that they were involved, it appears there was a group of teachers and headteachers who were part of the exercise. This is supported by the document entitled " **Management Development Conference for Senior Management : A Strategic Approach to Continuous Assessment and Instructional Leadership**" (Ministry of Education 1987).

Were There Lessons Learnt by Upper Grade Teachers ?

Regarding the question; were the lessons learnt in Grade 1-4 used to implement the National Continuous Assessment Programme in Grade 5-6 ?, two points seemed to emerge from the headteachers. One, is that they learnt that the programme had continuity of problems. Second, teachers became familiar with the proper usage of the CA jargon.

Most of the headteachers (67 %) highlighted that implementation problems in the lower grades continued to exist even in the following grades. The heads of schools pointed to the lack of furniture, continuous late arrival of CA term tests and the ever expanding student numbers in schools. Arguably, if furniture was lacking in the schools, of much concern is that these schools were not new, thus, did not merit the Ministry to provide them with furniture. On the basis of that, there appeared to be lack of improvisation in the schools. Besides, the furniture that was available in some instances, was not properly taken care of. On the other hand, government never bothered itself to provide new cupboards in the schools for storing the students' records such as reports. In view of that, government had an obligation to ensure that such a facility is available.

Slight evidence though significant, showed that upper grade teachers became familiar with the usage of the CA terminology. This is evident from a headteacher of school E :

> ...teachers in the following years in the school began to understand the CA terms such as the reporting style that uses master, border, non-masters.

The headteacher of school C said:

> yes there were unsolved problems but the teachers began to use properly the CA concepts such as masters and borderline. Teachers [also] learned to make informative comments.

In a nutshell, it appears that most headteachers felt that the upper grade teachers learnt about the existence of problems whilst a minority notably school E and C felt that the following grades mastered the CA terminology as well as their usage.

4.1.3. School Committee

Problems Experienced by Role Players

In parents' view, what problems were experienced by the role players in the implementation of the NCAP in the Manzini region, Swaziland ?

In order to address this mammoth question, Table E is provided below. It shows the summary responses of 6 parents regarding the first section of a questionnaire, that had 21 rated items.

Table E : Summary of School Committe's responses of the 21 rated items

	Questions																			
Scale	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21
5	1	1	2	1	2	2	-	1	2	2	1	1	1	2	2	-	1	1	1	2	-
4	-	2	2	2	2	3	3	2	2	-	1	3	3	2	2	2	2	1	-	-	1
3	3	2	2	2	2	1	3	2	1	1	4	2	1	1	1	3	2	3	-	2	2
2	2	1	-	1	-	-	-	1	1	3	-	-	1	1	1	1	1	1	4	1	3
1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	-
NR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total No.	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
Sum	18	21	24	21	24	25	21	21	23	19	21	23	20	23	23	19	21	21	14	19	16
Mode	3	3,4	3,4,5	3,4	3,4,5	4	3,4	3,4	4,5	2	3	4	4	4,5	4,5	3	3,4	3	2	3,5	2
Mean	3	3,5	4	3,5		4,2	3,5	3,5	3,8	3,2	3,5	3,8	4,3	3,8	3,8	3,2	3,5	3,5	2,3	3,2	2,7

The above table shows three main points. Of great significance, it portrays the factors that parents perceived to be contributing to the unsuccessful implementation of the NCAP. Shown quite clearly is the responses of parents that indicated 12 issues that have led to the hindrance of the programme i.e. Q2, Q3, Q4, Q5, Q6, Q8, Q9, Q12, Q13, Q14, Q15, and Q17 (see content below).

Perceived by parents to be of major influence is, lack of incentives for the hard work of teachers (Question 6). An overwhelming majority of the school committee members (5) indicated that this issue had a major impact in stifling the implementation of the innovation. Of these teachers, 3 agreed and 2 strongly agreed about the claim. Following suit, was the issue of big student numbers in the classes that made it impossible for the teachers to individually attend to the learners (Question 3). This was supported by 4 parents, 2 of whom strongly agreed and agreed that large class student numbers were a contributing factor. Similarly, regarding the availability of time during school hours for the innovation (Question 5), lack of the provisional basic facilities such as desks by the Ministry of Education (Question

9), too much marking involved in the innovation (Question 14) as well as too much recording involved in the programme (Question 15), was indicated to be a hindrance for the successful implementation of the said innovation. In all the mentioned cases, most teachers (4), of whom 2 strongly agreed and agreed, depicted that these factors were a cause of concern.

Also viewed as an influential factor in contributing to the unsuccessful the implementation of the NCAP was the presence of a communication breakdown or misunderstanding between the Ministry of Education and the teachers (Question 12) and the too much preparation involved in the programme (Question 13). In both cases, most teachers (4), of whom 1 strongly agreed and 3 agreed, reflected that these aforesaid mentioned issues warranted the attention of government to immediately address the crisis that prevails in the schools.

Finally, still perceived by the School Committee members to be influential, though rated by a moderate number of the respondents (3), is the imposition of the programme upon teachers (Question 2), imposition of the innovation upon headteachers (Question 4), learners' resistance to the programme because of it is not competitive (Question 8) and the lack of the official recognition of the programme amongst teachers and headteachers (Question 17). Out of these respondents, 1 strongly agreed and 2 agreed that these above mentioned issues merited consideration from the Ministry of Education.

The second fundamental point illuminated by the above table is the response of the school committee members, refuting certain factors said to be problematic in the implementation of the programme, i.e. Q10, Q19 and 21. Not surprisingly, an overwhelming majority of the school committee members (5), is the response concerning the cooperation between the school community members and the schools (Question 19). Of these respondents, 1 strongly disagreed and 4 disagreed that there is lack of cooperation between the schools and the community members. Thus, indicating that as parents, they are supportive of the schools. Also disputed is the issue concerning lack of cooperation amongst the staff (Question 10) and lack of cooperation between teachers and the school administration (Question 21). In both cases, a moderate number of teachers (3), of whom 3 disagreed, thus, suggesting that there is cooperation amongst teachers, between teachers and school management.

The third important point to be noted are controversial responses. Such an instance is evident in 6 items, i.e. Q1, Q7, Q11, Q16, Q18 and Q20. Most school committee members (4) were undecided regarding the nature of marking involved in the innovation (Question 11). This may be evidently so because some may have not been informed or sometimes this may be due ignorance as most were semi-literate. In addition, the school committee members recorded a moderate response (3), concerning the imposition of the programme on teachers (Question 1), programme being a threat in families or leisure times for both teachers and headteachers (Question 16) and the programme lacking ownership of the key stakeholders (Question 18). In all these three cases, the school committee members indicated that they were not sure about the effects of the raised issues in as far as they impact on implementation of the educational programme. Ambiguity was evident in issues regarding parents rejecting the innovation because of its unfamiliar reporting style (Question 7) and the confusing jargon of CA in headteachers (Question 20). In the former case, there were two responses of agreeing respondents (2), yet at the same time had similar number of undecided members. In the latter case, a similar number of strongly agreeing (3) and the same number of undecided members is witnessed. In such cases, this has been decided by the use of a mean value, which in the former case reflected (3.5) which signifies that in average most school committee members agree that some parents resist the innovation because of its unfamiliar reporting style. On the other hand, the mean value of 3.2 in the latter case, indicates that overall, there is an equal opposite view regarding the confusing jargon about CA amongst headteachers.

Overall, the School Committee acknowledged that there are problems in the implementation of the NCAP. Confirming this point are the twelve issues regarded prevailing as opposed to three issues where they disagreed and a controversial or neutral factor.

Additional Implementation Problems

Although few School Committee members mentioned extra implementation problems, nevertheless few made remarks that merit consideration. P[illegible]tioned personal problems that seem to have permeated teachers. They noted that there [illegible]ommitment on the part of the teachers. The reason being that teachers have a negati[illegible]s both the government and the innovation. Seemingly attempting to pinpoint a further probl[illegible] parent of School D, who highlighted that the crisis was

exacerbated by the Ministry's failure to involve teachers.

Furthermore, another issue raised by the School Committee was that teachers complained about the late arrival of tests. In a nutshell, parents pinpointed teachers' personal attitudes and the delay in the delivery of the NCAP tests.

Key Strategies Employed by the Ministry of Education

What key strategies were employed by the Ministry of Education, headteachers and teachers in the implementation of the NCAP? In order to address this research question, the School Committee members were asked the following questions: How should (has) the MOE help(ed) in the implementation of the NCAP? According to the School Committee three views were expressed concerning this subject. One; a segment mainly of the 'educated' cadre of parents noted that the ministry conducted workshops to help teachers understand how the programme should be handled and implemented. However, sharing the same sentiments was a parent of School C, who said; "The Ministry of Education conducted workshops but were not adequate" (Inv 28/10/98). When asked further, why he said so, he claimed that teachers at many parents' meeting explained about the prevailing situation of short and in appropriate training sessions.

Other School Committee members though, expressed disappointment that there appear to be no means made by the government because the hoped for NCAP was still not in place in their school. They cited the type of reports they received. They complained that these reports were partially having children's positions whilst others did not have. Furthermore, the parents complained that children failed tests without special help. Others, were clear that they don't know or are not sure of what has been done. This is mainly the semi-literate parents in the rural schools. This suggests that the parents are either not informed about the prevailing educational issues or else are not concerned about these issues. Understandably, the parents may be ignorant and not well conversant about educational matters. But then the immediate question would be: why then are they part of the school committee? It is simply because these parents were democratically elected by their constituencies and besides, these parents are the only ones available and possibly the only ones attending school meetings.

Role Played by the Parents and MoE in the Implementation of the Innovation

In soliciting the School Committee's views on how parents and pupils have helped to sustain the programme, two views were clear: One, some parents were of the opinion that they provided stationary and fees for their students. However, another segment of the parents stated quite clearly that they were never involved by the ministry but their schools made an attempt to explain the up coming NCAP. Quite related to the opinion of these teachers were those who stated that they had no idea about this NCAP. This seems to confirm what a headteacher, A said:

> Parents and students are never thought of in Swaziland... It is even worse for students because they can not be listened (Inv 18/10/98).
>
> {But how did they involve them during teachers' strike?}
>
> Government will only involve parents when there is a crisis. It is for that reason that parents were called up to help in the opening of schools...(Inv 18/10/98).

The above quote clearly suggests that parents are not fully involved in educational matters. Rather, parents are involved in Swaziland if there is a crisis which merits them to help government. Perhaps this is all the reason they were not recognised as a Parents - Teachers' Association (PTA). Such an association died a natural death. Contrary, private schools are sustained by involvement of parents. A number of projects, as claimed, have been initiated through their involvement.

4.1.4. Inspectors / INSET Dept

Problems Experienced by Role Players

According to the perspective of the ministry officials, **what are the problems experienced by role players when implementing the NCAP in Grade 1 - 6, in schools in the Manzini region?** In order to address the above research question, Table F is provided below. It shows the summary responses of the ministry officials on the 21 rated items.

Table F : Summary responses for the inspectorate and in-service department on the 21 ranked items

	Questions																				
Scale	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21
5	1	-	4	-	1	2	-	-	1	-	1	4	-	1	2	1	1	3	-	1	-
4	3	2	1	2	3	4	6	4	3	3	2	1	6	3	3	2	4	2	2	1	3
3	1	3	-	2	2	-	-	1	1	2	2	1	-	-	1	-	1	1	3	1	3
2	1	1	1	2	-	-	-	1	1	1	1	-	-	2	-	3	-	-	1	3	1
1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total No.	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
Sum	22	16	25	18	23	26	24	21	22	20	21	27	24	21	25	19	24	26	19	18	19
Mode	4	3	5	2,3,4	4	4	4	4	4	4	3,4	5	4	4	4	2	4	5	3	2	3
Mean	3.7	2.7	4.3	3	3.8	4.3	4	3.5	3.7	3.3	3.5	4.5	4	3.5	4.2	3.2	4	4.3	3.2	3	3.2

Three notable points can be made regarding this table. As it can be seen in Table F, the ministry officials indicated 14 clear cases which were rated to suggest that they have contributed to the implementation crisis of the innovation. This is confirmed by the congruency of both the mean value and modal value.

In addressing the problems that were experienced by the role players, the inspectors and the in-service department agreed that the terminology used in CA was confusing or difficult to understand for the teachers (Q1), thus contributing to the hindrance of the programme. This is confirmed by most respondents [67%], of whom 50% agreed and 17 % strongly agreed that the terminology was confusing for the teachers. Similarly, most of these officials [67%] revealed that unavailability of time(Q5), lack of basic facilities (Q9) and too much marking involved in the innovation (Q14), necessitated immediate concern as these factors were a cause of concern in the successful implementation of the educational programme. Such a stance was supported by 17 % strongly agreeing and 50 % agreeing that the three rated factors were a cause of concern. Of further interest; was the issue regarding learners resisting the innovation because of its lack of competition (Q8), most inspectors and in-service department staff members [67 %], indicated that the said issue also merited consideration if the programme is meant to achieve its intended outcomes. Of these officials, 67 % agreed that the issue needed to be address ed.

Of these factors that were rated to be of a major adverse affecting the implementation of the innovation, was the lack of incentives for the hard work of teachers (Q6), parents' resistance of the innovation because of its unfamiliar reporting style (Q7) and the too much preparation involved in the programme (Q13). All respondents [100 %], indicated that these three raised issues needed urgent attention in order to ensure that the innovation is successfully implemented by the role players.

Following closely the above rated issues, was the large student numbers in the classes that hindered the provision of special attention to each individual (Q3) and the existence of a communication breakdown between the Ministry of Education and the teachers (Q12). An overwhelming majority of the ministry officials [84%], showed that there was a need for all concerned and involved stakeholders to address the crisis. Of these respondents, 67 % strongly agreed and 17 % agreed on both cases that large student numbers in the classes and the unclear lines of communication between the teachers and their ministry, created an atmosphere that hampered the implementation of the innovation. In addition, seemingly regarded by the ministry officials to further hinder the implementation of the programme was, that the programme did not have the legitimacy or official recognition amongst the teachers / headteachers (Q17). Although an overwhelming majority [84 %] indicated that illegitimacy of the innovation was a contributing factor, in contrast, 17 % strongly agreed and 67 % agreed that the aforesaid issue was problematic in the successful implementation of the said programme. Further rated by an overwhelming majority [84 %], was too much recording involved in the programme (Q15) and the programme's lack of ownership amongst the key stakeholders (Q18). In the former, 34 % of the officials strongly agreed and 50 % agreed that the excessive presence of records to keep militated against the intended goals of the programme. In contrast, the latter case had 50 % strongly agreeing and 34 % agreeing that the programme's lack of ownership amongst the key stakeholders worked against the implementation of the innovation.

Furthermore, they realised to be a contributing issue was the lack of cooperation amongst the teachers (Q10). This is confirmed by a moderate number of inspectors and the in-service department staff [50 %], of whom 50 % agreed that lack of cooperation amongst the teachers hindered the implementation of the innovation.

Secondly, it can be seen from the table that in 2 cases ministry officials indicated that those rated issues are not problematic in the implementation of the innovation as per their perception, i.e. Q16 and Q20. This is evident in response to the programme as being a threat in a family or leisure time of a teacher or headteacher (Q16) and the confusing jargon amongst headteachers (Q20). In both cases, a moderate response of the ministry's officials [50 %], indicated that the reported two issues were not necessarily

viewed to hinder the implementation of the programme. In both cases, 50 % agreed that these cases did not merit much consideration.

Finally, it can be seen from the table that there are 3 clear indicated neutral positions by the officials and 2 controversial issues such as Q2, Q19, Q21 and Q4, Q11 respectively. Regarding the imposition of the programme upon teachers (Q2), lack of cooperation between the schools and their communities (Q19) and lack of cooperation between the teachers and their management (Q21), a moderate number of the officials [50 %] reflected that in the three raised issues, they were undecided about their effect in the implementation of the programme. However, in response to imposition of the said programme upon headteachers (Q4) and the lack of the ministry's support for the programme (Q11), there was a controversial significant number [34 %] of the officials that agreed that imposition of the programme and ministry's lack of support for the programme merited consideration whilst the same number of officials maintained a neutral stand on both issues and the same number of officials disagreed that the programme was imposed upon headteachers. In such cases, the use of the mean value has greatly helped to indicate the overall indication. Overall, the ministry officials reflected that there was an equal distribution of the opposite views, thus resulting in a neutral stance [Mean value of 3] concerning the imposition of the programme upon headteachers (Q4). On the other hand, concerning the lack of the ministry's support for the programme (Q11), an average response indicated that officials agreed that the ministry's support had a negative effect in the implementation of the innovation [see Mean value of 3.5].

In conclusion, it is clear that in 14 cases, the respondents viewed these factors problematic in the implementation of the NCAP, whilst in 2 cases, the respondents disagreed that these factors were problematic in the implementation of the programme. Hence, this suggests that the inspectorate and INSET department concurred that the innovation was engulfed by problems in its implementation.

Additional Implementation Problems

What do you think are additional problems experienced by classroom teachers, headteachers and MOE in implementing the NCAP apart from those [problems] mentioned earlier on ? In responding to this question, the officers re-emphasised the importance of tests and training. Thus they commented:

> Please make sure that the materials are sent to schools on time. It would work well if the materials are sent straight to schools rather than teachers travelling all the way to REO's for materials (Ins/INSET 4).

Further pointing to the same problem but highlighting a complexity of it, is (Ins/INSET 2) who claimed that:

> ... MOE is printing tests that are not collected, [not] used and utilised by the to be consumers. As a result, resources are being misused eg. For each term to print tests, the MOE spends almost a million Emalangeni a year which is roughly three hundred thousands of Emalangeni per term.

Another officer had realised that the problem hinged on training. Hence, claimed:

> Lack of professional development in the in-servicing or education of teachers has been an obstacle [in the implementation of the NCAP].

From what has been said by the officers, it is clear that they complain about inadequate training, huge sums of money spent on the programme and the under-utilised tests. Regarding our economy, it is evident that the country will not sustain the programme in view of the fact that a number of educational programmes or projects are either funded by parents and donors. In an exception government sometimes make a joint venture with the donors. Whether it is on her own or through the donor conditions or terms, one does not know.

Key Strategies Employed by the Ministry of Education

How should (have) the Ministry of Education, that is, the Chief Inspector of schools, REO and Inspectorate/INSET, help(ed) in the implementation of the NCAP? In addressing the question, all respondents concentrated on what should have been done. Most suggested by the officers is an educational remedy. Hence, had these comments:

> They should have given adequate time to awareness raising. Organised well Teacher Innovation Distribution Centres (TIDC) for continuous t r a i n i n g, distribution and storage of materials for CA (Ins/INSET 1).

> By calling the headteachers and explain once more what continuous assessment is all about and how it will be conducted in schools, also get ideas from [heads] of schools and teachers since they are the ones who are totally involved in the implementation of the CA (Ins/INSET 3).

The above quotations suggest two points. First; it appears that the problems explained had to deal with terminology, policy adopted and training for the implementors. Second; it implies that the officials either viewed the strategies used to have been of no help or suggest that there were no evident means used to successfully implement the NCAP.

Role Played by the Ministry of Education

Indirectly addressed by the question: How should (have) the Ministry of Education, that is, the Chief Inspector of schools, REO and Inspectorate/INSET, help(ed) in the implementation of the NCAP? It transpired that the ministry attempted training of the implementors and those that had to monitor it. This training was organised through workshops and seminars. However, as claimed these were 'poorly - structured' and not properly timed. As noted, workshops were organised during school days and besides, the time spent was short i.e. a week. Thus, suggesting that the concepts covered could not be explored and explained fully, so that the participants could engage in a fruitful debate. In addition, the officers complained that these workshops were handled by 'novice' people who were not conversant with the debates surrounding the launching of the NCAP.

Overall, it transpired that the Ministry of Education, contributed to an extent. Whether its contribution was minimal or not, but the essence is, there was a role played by the Ministry of Education.

Were There Lessons Learnt by Upper Grade Teachers ?

What type of problems were experienced by teachers in the early years of the implementation? Were these problems similar in the following years of implementation ? Explain. These raised questions, were meant to solicit and elicit evidence concerning the lessons learnt by upper grade teachers from the lower grade teachers. In response, the officials had two views. One: most of the officials felt that the problems were either similar or worse than before. They suggested that the problems were similar because schools still ran out of records. Those that seem to suggest that the problems were worse had this to say:

> Problems continued to increase and differ eg. Tests were not delivered on time, tests had wrongly constructed questions, tests were not delivered in time in the regions (Ins/INSET 2).

However, one official felt that the problems experienced in the upper grades were much better. Hence, stated:

> As from the 3rd year of this programme, teachers began to understand the procedures and implemented [the programme] better (Ins/INSET 1).

Apparently, though a large number of the officials seem to have felt that the problems were worse, it appears in some schools, the teachers had mastered certain aspects of the programme. But the question that remains is; If teachers understood these aspects of the NCAP, does that mean there weren't any issues that they didn't understand? For those that seem to suggest that there were more problems, does it mean that there were no issues which the teachers understood? If there were, what were those? It appears, though there were numerous problems as recounted by these officials, but a segment of the implementors acknowledged that there were issues which they understood such as CA terminology. Those teachers who failed to understand the NCAP, seem to have been out of their deliberate intentions. Reasons were known to them.

4.1.5. Trainers of Trainers (Other Classroom Teachers)

Problems Experienced by Role Players

The most prevailing question to be addressed is, what are the problems experienced by role players when implementing NCAP in Grade 1 - 6, in schools in the Manzini region?

The group of classroom teachers who were selected to help in training their fellow teachers has provided these responses in Table G. The table below shows a summary of 5 trainers regarding the issues they seem to perceive as contributory factors in the implementation of the programme. The table addresses the first part of the closed questionnaire section.

Table G : Summary of trainers (Classroom teachers) concerning the 21 ranked items																				
	Questions																			
Scale	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21
5	-	-	3	1	1	3	1	-	3	3	4	4	2	-	3	2	1	1	3	1	-
4	1	3	2	2	2	2	-	-	1	-	1	1	1	2	2	3	4	3	-	2	3
3	1	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	1	1
2	1	1	-	-	1	-	1	4	1	2	-	-	2	1	-	-	-	-	1	1	1
1	2	1	-	2	1	-	3	1	-	-	-	-	-	1	-	-	-	1	1	-	-
NR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total No.	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Sum	11	15	23	15	16	23	10	09	21	19	24	24	18	14	23	22	21	18	18	18	17
Mode	1	4	5	3	4	5	1	2	5	5	5	5	5,2	4	5	4	4	4	5	4	4
Mean	2.2	3	4.6	4.1	3.2	4.6	2	1.8	4.2	3.8	4.8	4.8	3.6	2.8	4.6	4.4	4.2	3.6	3.6	3.6	3.4

In can be seen in the above Table G, that three notable issues are the responses for the trainers **strongly agreeing** [agree], those where they **strongly disagree** [disagree] and where they are **undecided** or controversial ones.

Of the rated issues that were perceived by the trainers as problematic in the implementation of the innovation were 17 cases such as; [imposition of the programme upon teacher (Q2), large student numbers in the classrooms (Q3), imposition of the programme upon headteachers (Q4), lack of time for the innovation during school working hours (Q5), lack of incentives for teachers' hard work (Q6), lack of basic facilities in the schools (Q9), lack of cooperation amongst the staff (Q10), lack of ministry's support in the programme (Q11), lack of communication between the teachers and their ministry (Q12), too much teacher preparation involved in the programme (Q13), too much record keeping in the innovation (Q15), programme's threat to family or leisure time of a teacher (Q16), unofficial recognition of the innovation by teachers and heads of schools (Q17), lack of ownership of the programme from the key involved parties (Q18), lack of cooperation between the school and the communities (Q19), confusing jargon about CA for headteachers (Q20) and lack of cooperation between teachers and the school administration (Q21).

Rated to be paramount factors that hinder the implementation of the innovation were the ministry's lack of support for the innovation (Q11) and the misunderstanding between the Ministry of Education and the teachers (Q12). All respondents [100 %], of whom 80 % strongly agreed and 20 % agreed in both cases, that the lack of support by the ministry and the misunderstanding that exists between the key stakeholders have hampered the successful implementation of the programme. Also receiving the same response,

though indicating 60 % of the trainers strongly agreeing and 40 % agreeing, were the large student numbers that make it difficult if not impossible to provide individual attention(Q3), the lack of incentives for the hard work of teachers (Q6) and the too much recording involved in the said programme (Q15). Whilst the programme's threat to the teachers' and headteachers' families and their leisure time (Q16), was amongst the above mentioned category, of these trainers, 40 % strongly agreed and 60 % agreed that the issue was an obstacle in the successful implementation of the programme. In addition, the programme's lack of official recognition amongst the teachers or headteachers (Q17), received all respondents [100 %], of whom 20 % strongly agreed and 80 % agreed that the aforesaid subject was of urgent need to be addressed so that role players could successfully implement the innovation.

Again, identified as contributing factors in the hindrance of the innovation was the lack of basic facilities such as desks and type writers to cite a few (Q9) and the programme's lack of ownership amongst the key stakeholders such as teachers, headteachers (Q19). Though there was an overwhelming response of trainers [80 %], 60 % strongly agreed and 20 % agreed with the former issue, that it was a cause of concern. In contrast, in the latter, only 20 % strongly agreed and 60 % agreed that it was an obstacle too, in the implementation of the programme.

Regarded too, to be a contributory factor, though receiving most response[60 %], was the imposition of the programme upon teachers (Q2), the imposition of the programme upon headteachers (Q4), unavailability of ample time for the programme during school working hours (Q5), lack of cooperation amongst teachers themselves (Q10), too much preparation involved in the innovation (Q13), the lack of cooperation between the school and community members especially parents (Q19), confusing CA jargon for the headteachers (Q20) as well as the lack of cooperation between teachers and the school administration (Q21).

Of the eight raised issues in this category, lack of cooperation amongst teachers themselves(Q10) and the lack of cooperation between the schools and their communities (Q19), seem to have been rated as a painstaking obstacle in that 60 % of the trainers strongly agreed that the two issues were a concern. In contrast, 60 % both agreed that the programme was imposed upon teachers (Q2) and that there was lack

of cooperation between the teachers and the schools' administration (Q21). Similarly, receiving the most responses [60 %], though having 20 % strongly agreeing and 40 % agreeing, was the issue of the imposition of the programme upon headteachers (Q4), unavailability of time during school working hours for the programme (Q5) and the confusing CA jargon for headteachers (Q20). In response to the too much preparation involved in the programme (Q13), 40 % of the trainers strongly agreed and 20 % agreed that the innovation was hampered by the tedious preparation involved in the programme.

Secondly, it can be seen from the table that trainers rated 3 issues that they perceived not contributory in the unsuccessful implementation of the programme, such as; Q1, Q7 and Q8. Receiving an all respondents' response [100 %], was the idea against learners resisting the innovation because of its lack of competition (Q8). Of these trainers, 20 % strongly disagreed and 80 % disagreed that there was ever some learners resisting the innovation, thus, resulting in the hindrance of the implementation of the innovation. Quite interesting, was also the overwhelming response [80 %], objecting that there are some parents that reject the NCAP because of its unfamiliar reporting style (Q7). Of these respondents, 60 % strongly disagreed and 20 % disagreed that there were some parents that resisted the innovation because of its unusual reporting style, instead, it suggests that trainers were of the opinion that parents were not an obstacle in the implementation of the said innovation. Of further consideration was the most responses [60 %], that were against the idea that there was the contributory factor of the confusing CA jargon for the teachers (Q1). This stance, was confirmed by 40 % of trainers strongly disagreeing and 20 % disagreeing about the raised issue.

Finally, it can be observed from the Table G that one case, too much marking involved in the programme (Q14), indicated a significant response of trainers [40 %], agreeing that the marking involved was an obstacle in the successful implementation of the programme. However, viewing the overall mean [2.8], signifies that there was an equal opposite view, resulting in a neutral position.

Additional Implementation Problems

What do you think are additional problems experienced by classroom teachers and headteachers in implementing the NCAP apart from those mentioned earlier on ? A lot said, had to do with the repetition

of the existing problems. However, two extra points were mentioned, which merit consideration. One: the trainers echoed similar sentiments regarding the persistent problem of the late arrival of term tests. As one trainer commented that the problem is:

> Late distribution of end of term tests (Trainer, H).

Trainer, K shared the same problem but suggested the actual culprits to the crisis:

> ...CA staff does not do a thorough job in running the programme, eg. tests come incomplete.

This clearly shows that there is evidence that tests come late and this blame is put on the CA staff as it is the one responsible for setting and sending these tests to the printers.

Also viewed as an additional problem by the trainers was supervision. Supervision is an issue which trainers argued, was lacking both at school level and in the region as a whole. As Trainer, D observed:

> There is no supervision in schools to let teachers work with confidence. Headteachers do not monitor the teachers.

Another Trainer, H observed that supervision was lacking also, at the regional or district level. Hence, made these comments:

> Problems for the implementation exist because there is lack of inspection by the inspectorate...

The above stated quotations reflect an absence of a monitoring system both from headteachers and the inspectors. This suggests that teachers have no one to guide them in the schools. Furthermore, no one ensured that headteachers and teachers who had problems, were properly taken care of except perhaps those CA officers who appeared to bore teachers.

Key Strategies Employed by the Ministry of Education

How should (has) the Ministry of Education, that is, the REO, Inspectorate/INSET and CA Staff help(ed) in the implementation of the NCAP ?

The trainers, rather than mention what has been done by the ministry, pinpointed what ought to have been done. Part of the trainers stated that the ministry put up a policy without ensuring how it would be implemented. Thus, the trainers alluded to the lack of mechanisms to monitor the implementation of the

said programme. Hence, one trainer commented:

> ...the inspectorate should have full awareness on the NCAP so that when any teacher needs help [s/he] should find help from them. As it is, at the moment, they [inspectors] seem not to understand and even support the programme. ... the inspectorate is the right personnel to help teachers in the implementation of the programme.

The above stated quote, indicates a crisis that exists in the ministry. If the inspectorate, that is, officials responsible for monitoring any educational programme, could not understand the NCAP, then one is bound to expect a chaos in the schools. If inspectors went to schools, how could they inspect a programme that they themselves do not understand? Arguably, one may associate scarce visits to the schools, to a lack of transport. The question remains, why would inspectors go to schools if they do not understand what they will do? It would be unprofessional and an embarrassment for them to go there not knowing what to do.

Another criticism raised by the trainers, concerns the approach used. This seems a general complaint though the government denies that the programme was imposed. Trainer, H made these remarks:

> They [MOE] should have called all the headteachers all over the country and introduce this programme. Thereafter, call all teachers and talk to them about this [NCAP] before starting it.

Apparently, this aforesaid issue, suggest that the ministry failed to consult the appropriate stakeholders. Hence, the NCAP was bound to crumble because there were neither measures made to monitor the programme nor proper consultation forum for all key role players.

Although most trainers felt about the problems, one trainer from school A recounted that :

> ...there are problems but the ministry provided training for us [trainers], for teachers and heads of [primary] schools. Following was the zonal follow-ups where [classroom] teachers voiced their problems about the innovation. The training continued even to the following grades starting in Grade 1 in 1993 up to Grade 6 where it is now ... (Inv 18/10/98).

Role of the Ministry of Education in the Implementation of the NCAP

In order to elicit the views of the trainers, they were asked this question: How should (has) the MoE help(ed) in the implementation of the NCAP? Indirectly, through this question, it as well provided the

role of the Ministry of Education in the implementation of the programme.

As stated by the other previous groups, the trainers especially A and D, acknowledged that the ministry had a partial responsibility by putting into place the training, seminars and workshops. However, they viewed the ministry's role as not fully supportive. This is partly because the MOE failed to show appreciation of their efforts, yet the USAID gave them incentives as a token of appreciation. The same point is echoed by the Chief Inspector of Schools, though lamenting that these incentives were not called for as these teachers were paid by government throughout. Thus he said:

> When the American [USAID] were still around, they gave incentives but so far as the Ministry of Education is concerned, this was a bad precedent in that the ministry didn't have these monies to splash, argument being that these people [trainers] were in the payroll even if they attended these seminars and workshops (Inv 23/3/99).

Besides, most trainers felt that the ministry failed to address teachers' concerns. This suggests that the ministry was an obstacle in the implementation of the programme. Therefore, the ministry's role seemed ambiguous.

Were There Lessons Learnt by Upper Grades Teachers ?

What type of problems did you experience during the first years of the implementation of the NCAP ? Were the problems similar in the following years ?

When responding to these series of questions, the researcher was able to determine if upper grades teachers benefitted or not ? Most trainers recorded that there was a slight improvement, though acknowledging that a number of teachers appeared not quite sure about the NCAP problems. For instance the trainers made such comments:

> This [NCAP] was a bit better because the modules were now small books, which teachers could read and understand (Trainer, A).

> Not exactly, most teachers had already heard about the programme, [though others] were still not sure of it, but were capable of following exactly what we [trainers] were teaching them [teachers] (Trainer, D).

The trainers' comments, suggest improvement, in terms of the simplicity of the modules. Besides, it appears the earlier modules had a difficult terminology thus, making it difficult for the Grade One teachers to understand the concepts. This bulkiness made teachers to lose interest in reading the earlier modules. Furthermore, the comments show that not all teachers were clear about what was expected of them.

4.1.6. CA Officer and SNAT Executive member

Problems Experienced by Role Players

The most persistent question whose address is attempted is: what problems were experienced by role players in the implementation of the NCAP in the Manzini region in Swaziland?

Table H shows the responses of the two members regarding a closed questionnaire involving 21 rated questions. The table shows 21 questions rated using numbers whereby these numerical stand for; **5** - Strongly Agree, **4** - Agree, **3** - Neutral, **2** - Disagree, **1** - Strongly Disagree and **NR** - No Response.

Table H : Individual responses of a CA member and SNAT Executive member Concerning the 21 items

Background Information				Questions & Ratings																		
Group	Age	Gender	Qualifications	1*	2*	3*	4*	5*	6*	7*	8*	9*	10*	11*	12*	13*	14*	15*	16*	17*	18*	19*	20*	21*
CA	40-49	M	M Ed	2	3	2	2	3	4	4	1	4	5	4	5	4	3	5	2	5	4	2	2	5
SNAT	50-59	M	M Ed	5	5	4	4	4	5	4	3	5	3	4	5	5	4	5	4	4	4	2	5	4

From the above table, it can be seen that the CA officer has 11 issues (Q6, Q7, Q9, Q10, Q11, Q12, Q13, Q15, Q17, Q18 and Q21) which are rated by the officer to be a hindrance in the successful implementation of the innovation. Yet the SNAT executive member indicated 18 items which are regarded to have been influential in the hindrance of the innovation. Excluding only Q10 rated by the CA officer, the rest include; Q1, Q2, Q3, Q4, Q5, Q14, Q16 and Q20 (see below for the expansion of the issues).

There appear to be an agreement regarding the two officers that the innovation was hampered by the existence of a misunderstanding between the teachers and their ministry (Q12) and too much recording involved in the said programme (Q15). The two respondents in both cases strongly agreed. Similarly, the

innovation was indicated to be hampered by the existence of some parents who seem to reject the innovation because of its unfamiliar reporting style (Q7). Not only did both members reflect the negative effect of the ministry's lack of support for the programme (Q11), in addition, the programme's lack of ownership from the key stakeholders (Q18), denoted a cause for concern. In all three cases, both the respondents showed congruency in their views as they agreed that these issues merited consideration.

Of further consideration, is the negative impact of the programme's unofficial recognition amongst teachers and headteachers (Q17) and, the unavailability of cooperation between teachers and the schools' management (Q21) . Of these respondents, the CA officer strongly agreed whilst the SNAT executive member agreed that the aforesaid factors militated against the implementation of the programme. Furthermore, lack of incentives for the hard work of teachers (Q6), lack of basic facilities such as desks and type writers (Q9) and too much preparation involved in the innovation (Q13), were evidently regarded by the two respondents as obstacles in the implementation of the NCAP. Though the respondents did not view the factors to have similar strengths, both indicated agreement as the CA officer agreed whereas the SNAT Executive member strongly agreed.

Exceptionally regarded by the CA officer to be hampering the implementation of the NCAP, is the lack of cooperation amongst the teachers at school level (Q10). This is supported by the officer who strongly agreed that this issue was a serious concern to be addressed in the school if the programme was meant to succeed. However, those factors exceptionally indicated by the SNAT Executive member as influential are; the confusing jargon used in CA for teachers and headteachers (Q1, Q20), imposition of the programme upon teachers (Q2), availability of large student numbers in classes (Q3), imposition of the programme upon headteachers (Q4), unavailability of adequate time for the programme during school working hours (Q5), too much marking involved in the programme (Q14) and the programme's threat to a family or leisure time of both a teacher and headteacher (Q16). This is confirmed by the SNAT executive member in that, in the first three former issues, he strongly agreed and agreed on the last five latter items that they as well merited consideration if the programme had to be successfully implemented by the key role players.

Also evidently portrayed by the table is the scenario where both respondents indicated the rejection of the idea of ack of cooperation between teachers and community members (Q19). Both respondents disagreed that the programme was hindered by the availability of lack of cooperation between teachers and their communities. Further regarded by the CA officer to be not influential is; CA jargon confusion for teachers and headteachers (Q1 & Q20), availability of large student numbers in the classes (Q3), imposition of the programme upon headteachers (Q4), the programme's threat in a family or leisure time of a teacher or headteacher (Q16) as well as, the notion of the existence of some learners resisting the innovation because it is not competitive (Q8). This is evident in that in all five former issues, the CA member disagreed that the raised issues were contributing negatively in the implementation of the programme. Seemingly indicated to be non-existent is the notion that some learners resist the innovation because it is not competitive. This is confirmed by the CA officer whom strongly disagreed regarding the subject of learners' resistance to the innovation.

Finally, it can be seen from the table that there are three issues (i.e. Q2, Q5 and Q14), where the CA officer was undecided about the involvement of the said factors in hampering the implementation of the programme. This is in response to the programme's imposition upon teachers (Q2), unavailability of ample time for the innovation during school working hours (Q5) and the claim of too much marking involved in the innovation (Q14). However, the SNAT executive member was undecided concerning the claim that some learners resist the innovation because it is not competitive(Q8) and notion of lack of cooperation amongst teachers at school level (Q10). The said member wasn't sure about the influence exerted by these said factors and furthermore, it appears that the respondent was questioning their presence if one could put it.

Additional Implementation Problems

What do you think are additional problems experienced by classroom teachers, headteachers and pupils in implementing the NCAP apart from those mentioned earlier on ?

Regarding the two respondents; CA officer and SNAT Executive member, only the former mentioned five additional problems with the last factor including the latter member. One: that teachers resisted

change. This resistance was viewed as fear of the unknown. Teachers appeared not comfortable about a change from what they know to the unknown. This may have been due to power structure. Perhaps such a change would challenge their authority in a classroom situation. Hence, gives students room to challenge teachers. Two: the CA officer highlighted that schools were unwilling to teach parents about the new innovation. This suggests that ignorant parents stood against the programme. Thirdly: the CA officer criticised teachers and headteachers of thinking that curriculum issues were under their jurisdiction. Such a view is evident from these comments:

> Teachers must understand that it is the duty of the employer [MOE] and not their association [SNAT] to decide on curriculum issues (CA officer).

The above comments point to a mind set which sees government as the only determinant for curriculum issues. Such a stance is suicidal in that, it marginalises the professionals. Therefore, I would like to argue that, teachers as key stakeholders and the implementors, cannot be left out of the curriculum process, more so if they deal with these issues on daily basis. Arguably, SNAT as both a professional and labour body, had a right to take up professional issues. SNAT existence would be pointless without addressing curriculum issues.

Furthermore, the CA officer lamented that though the CA unit could not be sparred from perpetuating the CA crisis, most of the blame lay with the inspectorate. The inspectorate was accused of deliberately failing the programme. This is evident from these comments:

> The problem of the NCAP seem complex... This I mean because a number of influential factors played a role. Of great importance is the Inspectorate which failed to monitor the programme in the schools. Though they complained about lack of transport and the like, but even closest schools were never helped. The CA team even went to an extent of making and providing them with a checklist form. But all these efforts were not appreciated. Instead they failed to use it... (Inv 24/03/99).

The above quote shows that the inspectorate, despite all efforts to help them, never appreciated that offer. Instead, resorted in suppressing the CA team efforts. Even nearest schools could not be assisted. Whether they were held by official engagements or not, but the issue is compounded by the fact that, even closest schools could not get help from them. Nevertheless, one may admit that transport is a limitation to a certain extent.

Finally, both the CA officer and SNAT posited that late delivery of NCAP term tests was also a cause of concern. They pointed out that since the programme was in place, it was coupled with delay in issuing the tests. In some cases, the tests even lacked diagrams and partly question numbers. Such a view is echoed by the SNAT Executive member as he observed:

> ... the CA has been surrounded by numerous problems. Tests issued were full of a number of errors. Tests delayed. But making matters worse, was that these tests missed a lot of information like diagrams, questions and other accompanying materials... (Inv 16/02/99).

Key Strategies Employed by the MoE and Teachers (SNAT)

In your opinion, how should (has) the Ministry of Education, that is, REO, CEO, Inspectorate/INSET, and the CA staff, help(ed) in the implementation of the NCAP ?

When responding to the above question, the SNAT executive member implied that the approach used by the MOE was not accepted by the other stakeholders resulting in a massive resistance. Such a view is evident from these remarks:

> [MOE should have] involved all the parties concerned and the rationale for the programme fully explained. In that, resistance would be reduced (SNAT Executive member).

What is said by the SNAT member suggests a lack of proper consultation and no explanation for the programme resulting in it being disowned. Such a point is further illustrated by the SNAT Executive member when he was asked about his view regarding, whether he felt the programme should be continued ; though not addressing strategies, in his response he argued that the innovation should be not continued instead "[the MOE] address the teachers' concerns first, then continue with the programme. If the teachers' concerns are not addressed, [assert], may be difficult for the Ministry of Education to continue with 'its' programme".

On the other hand, the CA officer noted that the MOE through the CA department, conducted a number of activities to ensure that the programme was implemented. These included: designing and developing instructional materials, conducting demonstration lessons for teachers, conducting research and getting feedback from the teachers and changing the programme where possible. For instance, research was

carried out on whether teachers practice remediation and enrichment activities. The findings revealed that teachers had no time to think and plan for remedial/ enrichment activities. Consequently, the CA department with the help of a cadre of retired teachers, designed materials for Enrichment and Remediation (see Ministry of Education 1997).

In a nutshell, there are differences in perspectives reflected by the two respondents. On the one hand, the SNAT executive member dwelled on what the MOE should have done, whilst the CA officer pinpointed activities that were done by the CA Department in order to ensure implementation of the programme. Arguably, this points to a lack of publicity of what the CA department did. Sometimes the other stakeholders could have deliberately ignored the contribution made by the MOE, in order to portray a negative impact on the implementation of the NCAP. Alternatively, the teachers were so disgruntled that they no longer perceived good elements about the programme.

Role Played by the MoE and Teacher Organisation

What has been the role of the Ministry of Education in the implementation of the NCAP? In order to elicit their views, according to the SNAT executive member, it is apparent that the Ministry so far, has never contributed positively to the implementation of the NCAP. Particularly because the Ministry has not yet addressed the obstacles claimed by teachers to hinder the implementation of the innovation. This is evident from these remarks:

> A petition was submitted to the Ministry of Education, we [SNAT] had hoped that a platform would be created to discuss the concerns, unfortunately that has not happened yet (SNAT Executive member).

Contrary to this, the CA officer felt that the Ministry has played its role in ensuring that the programme was implemented. This is implied in the efforts made by the department of the Ministry of Education. In addition, the Ministry's role in selecting classroom teachers who were used as trainers. However, challenging questions are: How was the programme brought to the teachers? Furthermore, what role was played by the inspectorate ? Why didn't the ministry provide a platform as claimed by the teachers? If it was, who were these teachers involved ? Who had selected them to be part of the forum ? Who were they representing ?

Were There Lessons Learnt by Upper Grade Teachers ?

What type of problems were experienced by teachers during the early years of implementing the NCAP? Were the problems similar in the later years of implementing the NCAP ? Explain.

In response, the CA officer indicated that in the later stages, problems had been reduced. However, he also made conditions about part of his claims. For instance; s/he argued that problems were much better. Hence, he made these comments: "If well taught, parents understood reports".In addition, the officer claimed; "The teachers got used to teaching this way, pupils got familiar with the materials used..." The question is, did the officer carry out research? If so, were the pupils part of the participants? If they were not, this gives us a problem partly because that would mean that other major stakeholders were not involved. Besides, the fact that there are conditions stipulated, means that the CA officer was aware that there are schools which never bothered to teach parents about the NCAP. This suggests that parents who were ignorant about these reports, were more confused. The points are evident in what he stated :

> Although teachers had problems about the CA but evidence shows that the teachers got familiar with the testing methods, CA terms. Sometimes the pupils in the schools where they were taught CA understood their reports and parents accepted these changes. But most parents were not sure of what was happening because headteachers did not explain to them ... (Inv 15/01/99).

On the other hand, the SNAT executive member felt that the teachers learnt about the continuity of problems in the NCAP. It 's alleged that teachers had to carry more subjects in the upper grades. Besides, as teachers encounter a number of obstacles, these were not addressed by the ministry. Instead the ministry is claimed to have decided to avoid debates about the programme.

4.1.7. Pupils

Problems Experienced by Role Players

Table I below provides a summary of 196 learners regarding the closed questionnaire section. The data addresses the question: What are the problems experenced by role players when implementing NCAP in Grade 1 - 6, in schools in the Manzini region, Swaziland ?

Table I : Pupils' responses on 8 rated items in a questionnaire

Ratings	Questions							
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
5	56 (28.6%)	48(24.5%)	55(28.1%)	62(31.6%)	67(34.2%)	75(38.3%)	50(25.5%)	19(9.7%)
4	26(13.3%)	52(26.5%)	49(25.0%)	32(16.3%)	29(14.8%)	22(11.2%)	22(11.2%)	65(33.2%)
3	26(13.3%)	36(18.4%)	22(11.2%)	31(15.8%)	26(13.3%)	20(10.2%)	36(18.4%)	20(10.2%)
2	54(27.6%)	29(14.8%)	36(18.4%)	34(17.4%)	36(18.4%)	25(12.8%)	31(15.8%)	32(16.3%)
1	34(17.4%)	31(15.8%)	34(17.4%)	37(18.9%)	38(19.4%)	54(27.6%)	57(29.1%)	59(30.1%)
NR	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	1(0.5%)
Total	196	196	196	196	196	196	196	196
Sum	604	645	643	636	639	627	565	538
Mode	5	4	5	5	5	5	1	4
Mean	3.1	3.3	3.3	3.2	3.3	3.2	2.9	2.8

In Table I, it can be seen that there are two main points that can be drawn. One; the learners have highlighted 5 issues that are hoped to have a negative impact on the implementation of the innovation (i.e. Q2, Q3, Q4, Q5 and Q6). A moderate response of learners [53.1%], indicated that they agree that pupils do not have time to do all the activities within the school hours(Q3). This is supported by a less significant number [28.1%], of whom strongly agreed and 25.0% agreed that students did not have time for all the activities. In response to the learners being expected to do a lot of work (Q?), a moderate number of pupils [51.0%], said that there is a lot of work expected of the pupils. Of these, 24.5%strongly agreed and 26.5% agreed that pupils were expected to do a lot of classroom work.

Concerning the claim that schools lack furniture, typing machines, photocopying machines, etc (Q6), a more significant response of learners [49.5%], indicated that this was evidently so. Of these pupils, 38.3% of them strongly agreed and 11.2% agreed that there was such a scenario in schools. Whilst a less significant number felt that schools lacked furniture, in contrast, a more significant number [40.3%], felt that schools had enough furniture and needed resources. Again, regarding the claim of learners refusing to accept the use of CA because it is no longer competitive (Q5), a more significant number of students [49.0%], indicated that learners did not accept the innovation, whereas [37.8%], indicated that learners were accepting the use of CA despite being not competitive. 13.3% were undecided as to whether learners do accept or not, the use of the CA. A more significant number of learners [48.0%], said that the pupils' parents do not like the use of unfamiliar terminology in reports(Q4). Of these, 31.6% strongly agreed and 16.3% agreed that parents disliked the use unfamiliar terms in their children's reports. However, 36.2% indicated that parents liked the use of the terminology in their students' reports. 15.8% were not sure whether parents liked or disliked the use of the unusual terminology in their reports.

Two; a slightly positive impact of 3 claims is evi[illegible]t in the above table. This is denoted in Q1, Q7 and Q8. In response to the claim that learners find the demand for testing throughout the year more demanding (Q8), a more significant number of the students [46.4%], indicated that pupils found the demand of testing throughout the year much easier. Of whom 30.1% strongly disagreed and 16.3% disagreed that pupils found the testing throughout more demanding. Whilst a more significant number felt that learners were at ease with the testing throughout, in contrast, a more significant number of learners [42.9%], of whom 9.7% strongly agreed and 33.2% agreed that students found the testing throughout more of a burden. Whereas, 10.2% were undecided as to, whether students found the testing more demanding or an easy task.

Concerning the notion of pupils being delayed at times to write term tests because of the late arrival of the said tests (Q7), a more significant response [44.9%], said that pupils wrote tests at the appropriate times without being delayed. A significant number [36.7%], indicated that pupils were delayed to write tests at times because of a delay in the arrival of the tests. However, 18.4% learners, were not sure if students were delayed or not in the writing of the term tests.

Regarding the issue of pupils being overcrowded or too many to be handled by a teacher (Q1), an almost equal number of learners from different sides were evident. However, a slightly above, more significant number of learners [44.9%], said that pupils were not overcrowded hence, manageable by an individual teacher. However, 41.8% students, of whom 28.6% strongly agreed and 13.3 agreed that pupils were too many to be handled by a single teacher. 13.3% were undecided if students were overcrowded or manageable to be handled by a single teacher.

In view of the fact that on 5 issues, students indicated that these factors had a negative impact, as opposed to 3 issues which were said to have a positive effect on the said programme; one is compelled by the evidence to conclude that learners had shown that the innovation has obstacles that hamper its implementation.

Additional Implementation Problems

In order to address the above issue, pupils were asked this question; what extra problems do you think are available apart from those mentioned earlier on ?

In response, out of the 196 pupils, 151 pupils said that they 'don't know' whilst 37 pupils felt that there were no additional problems. 3 stated the same problems mentioned earlier on. Only one could not respond at all whereas 4 pupils complained about their reports which did not show positions. The only exception were students from private schools, these pupils mentioned that sometimes their teachers do not tell them in advance about coming tests. Thus, they complained that such a scenario does not give them time to prepare for these tests. This point confirms a claim made by a headteacher of school A that " pupils are never thought of in Swaziland".

Key Strategies Employed by the Ministry of Education

In order to respond to this research question, students were asked this question; what means have been attempted by the Ministry of Education to implement the NCAP ? This question was very abstract and distanced to the pupils. Students could hardly tell the role of school head in the implementation of the NCAP. Besides, pupils did not know what the NCAP is. A lot of pupils' attempts were that they 'don't know'. Not surprisingly, this is typical in a Swazi context where children are forbidden to know 'elderly' issues. Thus, educational issues were for adults.

Role Played by Pupils in the Implementation of the NCAP.

In order to solicit and elicit evidence for the above question, students were asked the question: what role has been played by pupils in the implementation of the NCAP ? In addressing the question, pupils were not sure about the role they played and they had to play in the implementation of the NCAP. Of the few responses of pupils, either their answers showed lack of understanding or ignorance about what CA is. For instance, other pupils said: " CA should not go to school". Here emerged two interpretations; one, that CA may be regarded as a person. Two, there was a possibility that students meant that the NCAP should not have been launched in the schools suggesting that it should be stopped. If the pupils referred to the latter idea, it points to the knowledge of the NCAP but if students meant the former interpretation, that

indicates complete ignorance of the NCAP.

As a summary, evidence from the interviews, reflected that students were completely ignorant of what the NCAP was. Similar evidence was echoed by teachers in School A. They pointed out that parents and pupils are never thought to exist in Swaziland. They attributed this to their non- participation in educational matters. This seemed to be a trend amongst most government and aided schools both in rural and urban locations. However, an opposite view was experienced amongst private schools. When the teachers were interrogated about the involvement of parents, they openly stated that parents, and to some extent their children, are important role players in their schools. For instance, teachers in school F, stated categorically that in the school they always have parents' meetings on termly basis, where progress of their students is discussed. Besides, they highlighted that before a year ends or if they want a project, parents are completely involved because they are the ones that have to shoulder the financial aspect of any project. In addition, continuity of the said schools depends on the parents and students. It is only the students from private schools who seemed to have an idea. Even then, they were not referring to the NCAP but they meant frequent testing. This is different from the national programme in that, testing is based on behavioural objectives and there are no comparisons.

Chapter Five

Response to the Research Questions

5.0. Introduction

The main research question is: (1) what are the problems experienced by role players when implementing NCAP in Grade 1 - 6, in schools in the Manzini region, Swaziland?;1 a) What key strategies for implementing the National Continuous Assessment Programme in Manzini schools were used by the Ministry, school principals and teachers, as seen from perspective of teachers, headteachers, Ministry of education officials, parents and pupils in these schools?; b) What role did the Ministry of Education, school principals, parents, teachers and pupils have in the implementation of the National Continuous Assessment Programme? and 1 c) were lessons learnt in Grade 1 - 4 used to implement continuous assessment in Grade 5 - 6?

5.1. Research Question 1

In response to the question of problems encountered with regards to the implementation of the NCAP in 10 primary schools in Manzini, 10 problematic implementation issues were pointed out as a cause of concern by the seven stakeholders excluding pupils who had a slightly different instrument. Selection of the ten issues was based on a matrix. The table selected the best three highly rated issues from the 21 rated items from each cadre. Where there was a tie, all issues were selected. Thereafter, all the issues were given their percentages. Subsequently, the sum of the similar problematic issues across the various stakeholders was divided by the total of seven stakeholders.

Seemingly a pre-eminent problem in the implementation of the NCAP is the too much teacher record keeping involved in the programme. This is followed by the lack of communication between teachers and the Ministry of Education. Subsequently, followed by large student numbers in the classrooms. Again, stakeholders pointed lack of incentives for the teachers' hard work, unofficial recognition of the programme by the teachers, too much teacher preparation involved in the programme, parents' resistance of the programme, lack of adequate support by the Ministry of Education, lack of basic facilities for printing, photocopying and storing the official records and lack of ample time for the innovation during

school working hours, being the least.

The report contends that too much teacher record keeping involved in the programme supersede the rest. The argument is based on the overwhelming response [89 %] recorded, overall by the seven stakeholders regarding too much teacher preparation involved in the innovation. This points to three additional official records that teachers have to complete. There is an **achievement record** [that is, a list of all the pupils in a class and their attempts in taking a test], **student-parent report** [that is, an official record sent to parents at the end of a term] and the **progress report** [an official record that remains with the school for providing information to the Ministry of Education and other donors if they need it].

Seemingly regarded a second problem is lack of communication between teachers and the ministry. The point accounted for 79 % of the stakeholders in the closed questionnaire. Arguably, the point suggests that stakeholders felt that the ministry was not properly using channels of communication. Whether formal or informal. Arguably, if there was communication that means it was only forward meaning that those people in the grassroots could not be heard. This points to a one way process of relaying information.

The third implementation problem is large student numbers in the classrooms. The point received a 61 % response from the stakeholders. Not only did the large student numbers hindered teachers to provide individual attention to the students, it arguably made the teachers' work regarding records, to be labourious as a teacher is expected to make triplicate of records for each student.

Fourth is lack of incentives for the teachers' hard work. This was supported by 53 % of the stakeholders. The idea is that reinforcement in a form of rewards has to be provided for key implementors to ensure continuity of the programme. Stakeholders felt that the programme experienced problems because it failed to give a moral boast for the teachers. Arguably, 'traditional' implementation models might have succeeded by motivating implementors. However, this has limitations. Incentives tend to bring unwanted effects such as corruption (see Basson 1998) and lack of creativity. Besides, it tends to promote foreign needs(see Ornstein and Hunkins 1998).

Recording 49 % amongst the stakeholders is unofficial recognition of the programme by teachers. This means that teachers per se experienced implementation problems because they felt that the programme is not accepted by them. This points to the way it has been brought up and points up to the model adopted in implementing the programme. This suggests that the approach used did not suit the teachers' contexts (see Cornbleth 1992). Consequently, teachers could not accept the programme.

Next is too much teacher preparation involved in the programme. Confirming this point was a 47 % response of the stakeholders. It is felt that the programme has problems because it is accompanied by hectic teacher preparation. This means that teachers had to prepare lessons and materials that had to cater for individualised instructions. For instance, teachers have to teach, test and after testing either informally or formally, are to cater for masters [gifted students] using enrichment activities whilst providing non-masters and borderlines [slow learners] with remedial activities. The activities are provided in case not all students in a class have not attained the lesson objective(s).

In addition, both parents' resistance of the programme and lack of adequate support by the Ministry of Education recorded 37 % amongst the stakeholders. It is felt that the role players experienced problems in the programme because teachers are against the innovation. As the case is, parents are said to have failed to understand their students' reports (see **Document 2**). Parents were used to those reports that specified positions for pupils. However, the introduction of the NCAP did away with positioned students' reports. Rather, as a the NCAP is criterion referenced, it has adopted a style of reporting that emphasises performance of a student against an objective. Thus there is no pass or fail. Progress of a student is based on a discretion of a classroom teacher who is hoped to know the student better, using all the available evidence next to her/him about each student. The idea is that fail has derogative effects. Then parents are alleged to have resisted the innovation thus creating problems for teachers in implementing the programme. However, CEO challenges this claim on this basis:

> ...I seem not to acknowledge that parents resisted students' reports as Form V results no longer have this categorisation. I think teachers influenced them [parents] so that they can get support (Inv 22/03/99).

Similarly a school committee chairperson of school C echoed similar words when he was asked if parents

do resist the innovation because of reports, he disputed that point by saying :

> ...parents resist because of ignorance. I do not see them resisting the programme because of reports as the same parents have students in O'level that does not provide first class, second class and third class (Inv 28/11/98).

The above quote does not deny that parents resist the innovation but it refutes a claim that parents resist the programme because of its unfamiliar reporting style.

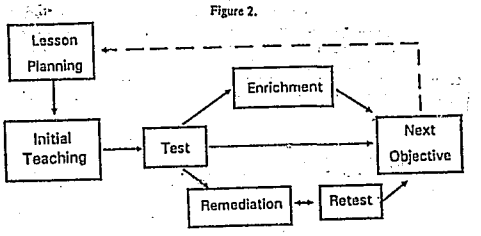
Also highlighted by the stakeholders as an implementation problem is lack of adequate support from the Ministry of Education. This probably points to lack of knowledgeable staff in the regions and headquarters abo t the NCAP. As a result, teachers tend to get help mainly from the NCC. The prevailing situation is not surprising because the NCC was the institution that was entrusted by the ministry to design materials and provide strategies for implementing the programme. However, the point seems to hold if in the regions, teachers can not find officers stationed in the ' Teacher Innovation and Distribution Centres' (TIDC's). These are NCC officers meant to help teachers in the various regions. Nevertheless, it is possible that the officers may have their own reservations and/or may be out for official engagements thus providing a situation that allows lack of adequate support.

Following the above stated factors was lack of basic facilities for printing, photocopying and storing the official records. The point recorded 25 % amongst the stakeholders. It is claimed the Ministry of Education failed to provide cupboards for storing the official records such as reports. Besides, the ministry is criticised for failing to provide a furniture for schools especially in the rural areas. Furthermore, schools are noted to lack electricity thus hampering the acquisition of the electrical appliances used for photocopying tests and so forth. Thus suggesting that schools lack the necessary facilities for implementing the NCAP in the various school contexts. Arguably, there is evidence that rural schools lack electricity but this seems to be the project of schools. For instance, in LaMgabhi community [one of a rural community in Manzini area] parents have helped by contributing towards installation of electricity. This means schools need to make their communities aware of the dire need of electricity. However, on another note if electricity is a requirement for the programme, government had to ensure that all primary schools had the proper facilities put in place before implementing the NCAP. In cases where schools lack furniture, the ministry has to provide it because without a furniture not only will it jeopardises the

implementation of the NCAP, but learning and teaching as a whole could not be efficient and effective.

Lastly, recording 15 % of the stakeholders is lack of ample time for the innovation during school working hours. Role players felt that the implementation problems are also worsened by the nature of the programme. Teachers in the programme are expected to provide enrichment and remedial activities for masters and non-masters/borderlines respectively. These activities follow testing if not all students have mastered the same objective taught. As the slogan goes "every child a successful learner", this implies that based on the mastery model, if every child is given enough time s/he can succeed. On the basis of that, role players argue that this is not possible to accomplish because they do not have time for these various activities. They also point to the excessive syllabus that they have to cover. Besides, they point to the number of students they have in their schools. They argue that the student numbers make it difficult to do remedial activities thus fail to incorporate this aspect of the programme as they have to rush for an examination (see Figure 2 below). The diagram shows the framework of the programme.

Figure 2.



Although 10 problematic implementation factors were highlighted to merit consideration, this does not mean to ignore the other remaining factors, that is: confusing jargon about CA, lack of cooperation amongst teachers, lack of cooperation between teachers and the schools' administration, lack of cooperation between schools and their communities, programme's imposition upon teachers, programme's imposition upon heads of schools, programme's threat in a family or leisure time of a teacher/headteacher, lack of programme's ownership amongst stakeholders such as teachers, heads of schools etc, learners' resistance of the programme, too much teacher marking involved in the programme as well as lack of proper training.

Also emanating from the open questionnaire and interviews was social, economic, health, political and other group of implementation problems such as transfers of trained teachers to where there is no NCAP,

personal attitudes etc.

These factors need attention because some of these factors may have more negative effects in the implementation of the NCAP in the various schools' contexts.

Furthermore, evidence from interviewees, also partly reflect that the most troublesome problem in the implementation of the NCAP was too much records involved in the programme. However, this is compounded by the large student numbers in the schools. These large numbers not only hindered paying attention to individual learners, also make it difficult if not impossible to record all subjects and make comments for each individual, in the six or more subjects offered in the primary schools. The number of subjects depends on the curriculum offered by the different schools in their various contexts. The Chief Education Officer or Chief Inspector of Schools confirms this point when he noted:

> Multiplicity of records were a cause of concern, when the day is not extended even by one minute... (Inv 22/03/99).

Also, enlightening about the problems experienced by the teachers was the Regional Education Officer. Though she was none committal, she had this to say:

> I don't know, I mean what teachers wanted... but what I could realise genuine, is the large student numbers. I mean, these numbers were too big for the classroom teachers to do justice in making all the comments for all the students in the reports provided... (Inv 10/01/99).

In addition, a school committee member School C made these remarks:

> As a long serving member, teachers have complained about the large student numbers in the school [45+]. Teachers in the meetings we held with them, complained that [these] student numbers make it very difficult to provide parents with reports in time [because] teachers have to make comments for each students [and] later give all the reports to the headteacher. The headteacher [likewise] has to make comments before parents can get their students reports... (Inv 28/ 11/ 98)

Similarly, teachers in School I made reference to the problem of records as they recount their implementation problems:

> There are a number of problems we have faced in the implementation of the programme. One; the Ministry of Education has failed to decrease student numbers that make it impossible to do 'their' remediation and enrichment. Two; [these] numbers make it very difficult to make comments of all the pupils [40+] in the reports... (Inv 3/12/98).

Further evidence is from the observations of the schools and the reports found in them. Excluding School E and F which were private schools, a lot of the aided and government schools lacked basic facilities like cupboards, which could be used better for storing the various students' reports. In extreme cases, part of the schools could hardly locate these important documents. In the cases where the documents were available, there were picked in old boxes without the vital students' information. Most of the schools, excluding school H, used the ordinary reports which had positions for students (see **Document 1**) instead of the student - parent report which does not specify positions (see **Document 2**). The latter report only has objectives and the degree of mastery for a student, in all the behavioural objectives. This is believed to provide the diagnosis that the NCAP propagate.

Finally, as portrayed by Hoste and Bloomfield, there appear to be a correspondence on agreeing that CA does have too much records. This is evident from committed teachers in UK. These teachers acknowledged that the innovation "is not a soft option [but] there is a lot more of book keeping..." (1975 : 55). Similarly in South Africa, Le Grange and Reddy (1998) though regarding the CA system, confirmed that the programme has hectic records for the teachers. This is meant to provide information for parents, school, the Ministry of Education and also, students' donors or sponsors. Implications of these issues would be addressed in the last chapter of the report.

5.1.1 Additional Implementation Problems

Secondly, it is argued from the teachers' perspective [open questions] that additional to these important implementation problems are NCAP term tests. A majority response (75 %), indicated that the late delivery of the CA term tests was a cause for concern. Although most respondents (67 %) raised supervision as another problematic implementation issue, late delivery of the CA term tests, arguably merits an urgent consideration than the latter issue of supervision of the NCAP both from school level and national level. At school level, it is asserted mainly by teachers and trainers that heads of primary schools did not bother to monitor what was happening in the schools. The argument continues, if they did, no help was given to the classroom teachers. Nationally, a complaint was raised that the inspectorate was seen non-existent except in rare cases where they were seen conducting their studies i.e. doing fieldwork.

The above former issue, is confirmed by both the REO and CEO. The Chief Education Officer whilst recounting other implementation problems, also singled out the delay of tests as a cause of concern amongst teachers. Thus, he noted:

> ...another issue coming to play was the actual materials to be used for CA.. E.g. This regards tests coming quarterly. These standardised tests sometimes did not come and perhaps if they did come; they came late. [For instance] tests to be written on March, would come around May during the second term. At times, [these tests] came with shortage of papers... (Inv 22/03/99).

Confirming the same point was the Regional Education Officer as she observed that:

> ... sometimes tests arrive late because these [tests] were given to different companies. The process of tenders, made it difficult for the companies to meet the deadlines... When the companies let us down, teachers took advantage of that ... (Inv 10/01/99).

It is clear from the two officers that late delivery of the CA term tests, was problematic in the implementation of the NCAP. Thus, this suggests that teachers had to work under pressure in order to give their students, tests in time and to mark within a short space of time. This is more so because parents have to be given reports before schools' close.

In addition, evidence from an observation, appear to support the above stated scenario. The problem seems to be recurring every year. For instance, tests that were to be written on the first term of 1999, were pushed to the second term of the year. It was hoped that these tests, would be written around May 1999. Undoubtedly, such a scenario adds more work onto the teachers. Teachers have to cope with the first term's work, also administer and mark tests for the second term.

5.2. **Sub-Research Question 1a**

Regarding the question; what key strategies were employed by the Ministry of Education in implementing the NCAP?. The report argues that the ministry made various means, in order to help in the implementation of the programme. Excluding pupils and the SNAT executive member, there is a consensus among the various stakeholders that the Ministry of Education provided training for the CA Unit. This is also echoed by the REO and the CEO. The main purpose was for the unit to make instructional materials for the programme. Not only were they trained, evidence from the CA officer, REO and CEO highlights that part of the staff members of the CA Unit were sent to overseas countries like

USA and also in Africa particularly Ghana, Botswana and Namibia. The idea of the Ministry was to allow the CA Unit to adapt the CA found in the other countries.

Furthermore, training was provided for a selected cadre of classroom teachers (cf NERCOM 1985). The idea was to enable classroom teachers to help their colleagues. This exercise also involved selected heads of primary schools. The idea was to get part of the segment of classroom teachers and the heads of primary schools who would help in training the mass of classroom teachers on January vacations.

Again, training was held for various grade level teachers where the programme was to be implemented in that year. The training was held during the January vacations (see **Document 4**). The point was to avoid interrupting the schools. This training was meant for all teachers who would implement the innovation in the grade which they were to teach in the year. The idea was against a multiplier model of training (see also Hlophe 1997), termed cascade model in South Africa. Hence, a linear model of training was used with the hope that all those specific grade teachers will be trained. The exercise was carried for a week in all the four regions. For instance, in 1993 when the programme started, in principle, all Grade 1 teachers were trained in January before schools opened for the first term. However, this was not without short comings. For instance, because schools were not opened, some teachers did not know whether they are going to teach in those specific grades, where the NCAP was to be implemented. Most often, teachers tended to get training for no use. Sometimes, the trained teachers would get transfers to other schools.In these schools, teachers would teach a grade which did not implement the innovation. In short, there was no communication from the previous school and the new school where the teachers were.

Although not mentioned by any of the stakeholders but documents reveal that government prepared a forum where the programme was launched between school heads and senior ministry officials (see Ministry of Education 1987). The gathering was meant to make aware the various stakeholders about the new programme.

Confirming the various aforesaid strategies is the REO and CEO. The Chief Education Officer captured the point clearly when he said:

> The Ministry Of Education appointed people amongst classroom teachers and primary school heads, to be trained as trainers of trainers [ToT's]. The assumption was that these are closer to the teachers and that, they will address the problems of teachers better. Most of those that were trainers, had a successful implementation of the NCAP... The Ministry of Education, also argued that it held meetings with the SNAT executive. Also seminars and workshops were held at different places. Thus, meetings before and during the actual implementation of the programme were held with heads of schools. The problem is that the SNAT executive and these heads of schools did not report back to their constituencies. The difficult was made by lack of information to filter to the various grades. E.g Circulars would not reach destined positions. This has been a general trend even in secondary schools (Inv 22/03/99).

Similarly, the REO observed that:

> ...even some teachers and headteachers were involved. The inspectorate was offered workshops for training them. [These parties] were involved in making materials especially, the relevant grade level teachers. The teachers were also involved in the piloting the materials. Teachers began with Maths and English in Grade 1, dealt with [these] subjects thoroughly but teachers had to adapt the rest of the primary subjects... (Inv 10/01/99).

Arguably, the above quote shows that the Ministry made an attempt to train teachers, heads of schools and even ministry officials such as the inspectorate. However, one wonders if such attempts were efficient and effective. This is particularly because teachers complained that these workshops were poorly structured. Besides, the problem seemed compounded by the criteria used for selecting the various participants. Of interest, is who selected them ? Who were these participants representing ? Probably, this is why these participants could not report back to their 'constituencies' because they were not mandated by them. Not surprisingly, this is a general trend in Swaziland. People are just picked without representing groups, instead, persons represent themselves.

Overall, the Ministry of Education employed a number of strategies such as workshops for training, seminars and official launching of the programme. However, these strategies had limitations as the teachers and primary heads of schools were not fully aware of who they represented.

5.3. **Sub-Research Question 1 b**

Concerning the question: what role was played by the Ministry of Education, teachers, headteachers, parents and pupils, in the implementation of the programme ?; slight evidence points that the ministry

especially the CA unit played a major role as it was entrusted by the Ministry of Education. This point is acknowledged by the Chief Inspector of Schools when he said:

> Not possible to address some issues because there is nothing tangible that has been done except to silence the teachers. But the National Curriculum Centre had a forum with various stakeholders. This was because the ministry gave an order to the CA team that whenever there are SNAT meetings, they should go there and address teachers on the NCAP. For instance, the CA team addressed the CA issue during a teachers' conference held at St' Michaels and also, at Ngwane Teacher Training College. In addition, the NCC in all forums of the 'top brass', that is, REO, Inspectorate, Teacher leaders, INSET were given orientation for their responsibilities in the programme. At times consultants were called in like Dr. Pasigma who came to discuss the theory and practice of CA (Inv 22/03/99).

The above quote, clearly indicates that though it was not the whole ministry fraternity but authority was entrusted onto the curriculum unit especially the CA department to ensure that different stakeholders are knowledgeable about the innovation. However, there is evidence that the senior officials in the ministry such as the inspectorate and others to name a few, seemingly did not fully address the teachers' concerns. This is evident from these remarks as the CEO noted that: " It was winter months when the teachers came with a petition. I was alone, no minister, principal secretary, under-secretary, yet it was pointed out that the teachers would come" (Inv 22/03/99).

Regarding the role of teachers and headteachers in the implementation of the programme, evidence indicates that some teachers and headteachers were involved in the early stages of the implementation of the programme. The exercise involved the selected classroom teachers and heads of primary schools. This point is supported by the Regional Education Officer as she observed:

> Initially the CA programme was accepted by teachers and headteachers. They realised that the programme will help children. I think, the influence of the organisation played a role. This is because the secondary teachers had a greater influence on the primary teachers and this made the [primary] teachers to have a negative attitude towards the CA. (Inv 10/01/99).

Similarly, the Chief Education Officer concurred with the REO but further pointed to the root of the problem.

> The primary teachers seem to have been influenced by the secondary teachers. The secondary teachers, I guess, started to counter the programme because they realised that it had a lot of work which they felt, could not handle themselves. Therefore, I suspect that they used these [primary] teachers so that it [NCAP]

> can not reach the secondary level (Inv 22/03/99).

The above quotation, highlights the scenario regarding the implementation problem. Arguably, though the programme had educational problems, it appears that the organisation (SNAT), as it is mainly made of secondary teachers selected democratically, supported primary teachers so that the programme may not reach the secondary level. The reason being to ensure that the NCAP does not reach the secondary level. In another perspective, it might have been because the primary teachers seem more docile and thus, these secondary teachers were the voices of the long marginalised cadre of professionals.

Concerning the role played by both parents and pupils in the implementation of the programme, the study advances an argument that there was relatively nothing that these parties played in the implementation of the innovation. The reason is simple. There is a belief that the parents are illiterate. Thus, cannot make meaningful contribution in the implementation of the programme. The point is echoed by the CEO when he said:

> Most difficult to involve the parents and pupils in the implementation of the programme. Some parents are semi-illiterate. Others did not have much input because of their educational level of attainment (Inv 22/03/99).

Arguably, exclusion of the parents on the basis of their educational level does not hold. This is more so because parents have made huge sacrifices in providing fees for supporting their children. The mere fact that they are concerned about the welfare of their children is a strong evidence to merit their inclusion in educational matters. Evidence in South Africa, especially in Boitekong, next to Rustenburg showed that even the poor, landless and inexperienced can provide schools as can degreed people (see Basson 1998). Therefore, in view of this, the exclusion of the Swazi parents and children on the basis of educational attainment, is grossly uncalled for. Besides, most of the primary schools and secondary schools, are a product of the parents. Parents have made sacrifices in the building of these schools. So why stop them to be part of all educational decisions?

Overall, the Ministry of Education actively delegated authority to the National Curriculum Centre (NCC) to teach all involved parties about the NCAP. On the one hand, the NCC involved part of teachers and

heads of primary schools in the preparation of the CA materials and on the other hand, the NCC allegedly left a lot of teachers as well as heads of primary schools ignorant about the programme. Likewise, parents and pupils seemed to have played a passive role except a few who were regarded literate yet according to the NERCOM (1985) recommendations', parents' active involvement was a requirement.

5.4. **Sub-Research Question 1c**

As the programme was started implemented in Grade 1, up to Grade 6, the idea was that the Lower Grades (1- 4) experienced it more than the Upper Grades (5 - 6). In view of that, the last research question attempts to advance an argument in the light of available data of what lessons learnt in the implementing grades could be used for Grade 7, in 1999 ?.

Regarding the question; were the lessons learnt in Grade 1-4 used to implement the National Continuous Assessment Programme in Grade 5- 6 ?, the report advances three points. One; that teachers learnt five lessons from the implementation of the NCAP by the lower grade teachers. These lessons were better use of CA concepts, mastery of testing methods/formats, improvement on pupils' grades, parents' understanding of the NCAP reporting style and that manageable CA modules or instructional materials are acceptable to teachers. Second; that the NCAP has massive problems. Third; that some of the implementation problems have not been addressed at all by the Ministry of Education.

Of great importance though depicted by a slight evidence, is that teachers, headteachers, trainers and CA officer highlighted that there was understanding of the CA concepts such as master, borderline and non-master.

Not only did the following grades learnt testing methods, they also learnt that parents who were informed about the reporting system were familiar about the new style of reports (see **Document 2**). Hence, made it easier for them to accept the implementation of the programme. The above points are evident also from the CEO who said :

> Not all teachers pointed to only the problems of CA. Some teachers especially trainers, classroom teachers and heads of primary schools acknowledged that the [NCAP] has standardised textbooks, tests and remedial strategies. They

> acknowledged the understanding of using CA concepts such as borderline [synonymous to average in the old reports], master [that means gifted students in the old education system's language usage] and non-master [that is synonymous to slow learners in the past education system]. Also it has helped teachers about strategies of teaching large classes... (Inv 22/03/99).

Similarly, the REO noted :

> ...there was a tendency for teachers to raise mainly CA problems. [However], few teachers admitted that through CA they learnt testing formats/methods through the use of the guides provided by the NCC and the use of criterion reference testing that does not compare students but sets standards against an objective ... (Inv 10/01/99).

The above quotation indicates that there is an agreement that teachers learnt the use of CA concepts, testing formats and particularly singled out by the CEO is that, it helped in the following grades about how to handle large student classes. Though it is not raised by any of the stakeholders but documents support him (see **Document 4**).

Furthermore, slight evidence reflected that teachers felt an improved pupils' grades with the implementation of the innovation. Aronson (1997 : 8) confirms the improvement of pupils' grades as he observed that :

> From the Grade 1 time series for English and Maths, it appeared that the introduction of CA to the classroom resulted in improved student performance...

In addition, though only suggested by the trainers, is that through the feedback from teachers, the implementation of the NCAP showed difficulty of the CA modules. Consequently, this in turn helped the CA unit to modify the materials in the following grades. Thus made it possible for upper grades to have accessible language in the modules (see CA Modules 1994 and 1996).

Second, the report advances an argument that massive evidence from teachers, trainers, headteachers, SNAT executive member, CA officer, the REO and CEO, learnt that the NCAP has problems. This is similarly evident in UK, USA and in South Africa. However, the difference is that these countries deal with simple continuous assessment (see LeGrange and Reddy 1998; AMESA 1997; Hoste and Bloomfiel

1975).

Finally, the report contends that the following grade teachers learnt that most problems persisted because the ministry failed to address them at all. This has been evident amongst teachers, headteachers and partly trainers. Echoing similar words is the CEO who said :

> Not possible to address some issues because there is nothing tangible that has been done except to silence [teachers] (Inv 22/03/99).

This quote suggests that the problems teachers experienced were not addressed. That points to incremental problems. Such a view is previously supported by a number of teachers. The only exception were the private schools E and F. However, even in school E, a female Grade 3 teacher had this to say about problems emerging later in their school:

> We had good numbers of children in the past [15], but currently the lower grades are experiencing numerous problems because these numbers have exceeded [25].Though we are trying our best, but we feel that problems appear to accrue (Inv 5/12/99).

The above stated scenario, reflects a continuity of problems in private school E. In view of the government and aided schools where student numbers exceed [45], this undoubtedly may highly show a critical situation.

Furthermore, examination of documents revealed that teachers were provided with **item specifications** in every subject (see **Document 5**). An item specification is a document that spells out how an objective can be tested after a lesson or end of a unit. It provides a sample of how to ask questions of a taught objective. Not only does it address the way of choosing destructors for pupils, it also provides details on how the learners can respond to a specified question.

5.4.1 What could be the lessons for South Africa ?

The study is not massive, that is, does not include all primary schools in Swaziland, neither meant for generalisation to the SADC countries nor meant for a diverse cultural society, however, it may provides insights for the country in one way or another. In the study three points may be of importance for the

South Africans. One; that implementation of the National Continuous Assessment has a lot of problems. Nevertheless, part of the problems could be solved through an appropriate implementation model that would enable all stakeholders to participate actively. The active involvement may guarantee ownership, acceptability and accountability on the programme.

Secondly, 'appropriate' implementation of the programme as opposed to traditional assessment methods, maybe improved pupils' grades. This is partly because the innovation assesses students continuously and incorporates remedial activities for slow learners. However, the remedial activities are underpinned by proper trained, dedicated and reflective teachers.

However, 'proper' implementation of the programme demands a visioned government as the programme needs expansion of institutions because in one way or another, the programme has the potential of reducing failure and drop-outs rates. So whilst the innovation could solve students', teachers' and parents' problems, it could be a nightmare for governments.

Overall, the conception of implementation in Swaziland cannot be over-emphasised in being a contributing factor in the implementation of the programme. In the Swazi context, implementation seems to have been only thought of as a 'rational process' (see Ornstein and Hunkins 1998). The model put emphasis on the ' Top- Down' Approach, that is, vertical organization which stresses organizational culture. Not surprisingly, the Ministry of Education issued directives and major key players were the CA Unit, donors, inspectorate and heads of primary schools as supervisors of the programme. In addition, teachers were regarded as 'passive' people. Thus, suggests that they are going to be 'technocrats' of the programme.

The whole idea of the ministry was to put major emphasis on the preparation of the material for the programme, selection of key players to monitor and supervise the innovation as well as the provision of incentives to ensure that the programme is a success.

Surprisingly, with provision of materials, incentives to trainers as key implementors according to the

ministry and the relay of information from top to the grassroots, the 'traditional' type of implementation model failed to yield maximum results. This points to the fact that the assumption that teachers are passive was a myth. As a result, teachers were not technocrats instead they resisted the innovation. Thus suggesting that government has to revisit their model of implementation used in the programme.

The above scenario was not without limitations. Of importance is what Ornstein and Hunkins (1998 :297) remarked : "... in understanding concept of change, educators must realise that people's attitudes toward change and implementation as a change process are influenced by their general view of reality." This point confirms that implementation in Swaziland was never concerned about the reality of the people. Besides, as the above two advise, it appears implementation in the Swazi context did not address the behaviours of all players in the curriculum innovation. Thus, teachers , pupils and heads of primary schools to some extent were not clear about the "purpose or intent, the nature, and the real and potential benefits of the innovation". What may be of help amongst the Swazis ? The question would be addressed later in the last chapter of the report.

5.5. **Conclusion**

The study has revealed that in the 10 selected primary schools; teachers , heads of primary schools and pupils experienced implementation problems. As the study represented both urban and rural geographical locations, one can make a claim that schools in the Manzini region in Swaziland experience problems in the implementation of the programme. On the basis of that, we can extend our claim further that this seems the position in the other three regions as the Manzini region sample is similarly a representative of the other regions.

In view of what is stated above, we can further conclude that if all the regions experience implementation problems, then teachers, heads of primary schools and pupils encounter problems in the implementation of the innovation in Swaziland.

Chapter Six

Conclusions and Recommendations

6.0. Introduction

This project sets out to address four main research questions about the implementation of the National Continuous Assessment Programme (NCAP) in the Manzini region, Swaziland. The first main question concerns the examination of problems experienced by role players in implementing the NCAP in the Manzini region, Swaziland. The second deals with key strategies employed by the Ministry of Education, *that is:* REO, CEO, *inspectorate/*INSET *and* CA officer, in implementing the NCAP. The third examines the role played by the Ministry of Education, school heads, teachers, parents and pupils in implementing the NCAP and lastly, the lessons that could be learnt by Grade 7 teachers from the Grade teachers.

6.1. Conclusions

Findings in this report reveal that implementation of the NCAP was claimed to be hindered by political, socio-economic, educational, health and other problems. Politically, especially teachers, argued that the NCAP implementation had obstacles due to the existence of power structure. The power structure is said to involve incompatible prevailing laws and decrees. The teachers believed that the present structure has marginalised them for quite a long time. Thus not allowing them to be professionals.

Socio-economically, most stakeholders observed that strained marriages, notably amongst teachers, were viewed as problematic thus hampering implementation of the programme. However, most stakeholders, revealed lack of incentives for 'the' implementors and the 'Black Market' strategy, as a factor that 'corrupted' and failed to sustain the initiated donor projects. These donor projects were perceived not as priorities by the people and this led to their collapse. Probably, such projects appeared not to be adapted to the environment and as a result they were not socially contextualised (see Cornbleth 1992).

Although socio-economic problems were felt to contribute to the problematic implementation of the programme, educational problems were also revealed by all stakeholders. Cited was lack of basic facilities in schools, large student numbers in class, too much records involved in the programme and partly, policy

to name a few. In addition, emerging as an implementation problem was the delay in the submission of the CA tests or delivery of these tests and a lack of supervision from both headteachers and the ministry officials especially the inspectorate.

Teachers in particular, also raised health problems such as stress, stroke and death which was claimed to have increased since the programme was put in place. These are alleged to have been exacerbated by the pressure exerted by government as a form of intimidation and sometimes rebuking of teachers.

Other problems cited, were teachers' attitudes resulting in the resistance of the programme. The resistance is alleged to have emanated from fear of not knowing the future. Teachers wanted to maintain the existing power - relations between them and the pupils. In addition, parents' and students' attitudes regarding the unfamiliar reporting style, were felt to have played a role in stifling the implementation of the innovation. Parents are alleged to have frowned at these 'silent' students' reports whereas, pupils were uneasy about the lack of competition in the programme.

Again, the Ministry's official attitude towards the implementation of the NCAP, played a vital role. The inspectorate and the senior officials were observed to have been either deliberately ignorant or unintentionally ignorant. This is more so because they failed to help monitor the programme in the schools. Even easy to reach schools could not get assistance.

6.2. **Recommendations**

What do stakeholders say about the sustenance or continuity of the NCAP ? In order to solicit and elicit data regarding the future of the NCAP, stakeholders were asked this question; Do you think it is worthwhile to continue with the NCAP ? a) Yes[ ] or No [ ] b) Why do you say so? Explain your answer.

Table J is provided below regarding whether stakeholders want the NCAP continued or not.

Table J: Summary of stakeholders regarding the fate of the NCAP

Respondents/ Participants	Yes	No	NR	NS
Pupils	121 (62%)	62 (32%)	13 (7%)	
Teachers	15 (30%)	21 (42%)	14 (28%)	
School Committee	4 (67%)	2 (33%)	-	
Headteachers	4** (44%)	5 (56%)	-	
SNAT	-	1 (100%)	-	
Trainers	3 (60%)	2 (40%)	-	
CA Officer	1 (100%)	-	-	
REO	1 (100%)	-	-	
CEO	1* (100%)	-	-	
Inspect/ INSET	3 (50%)	3 (50%)	-	
Total	153(55%)	96(35%)	27(10%)	-

* Response with conditions

In overall, the table indicates 55% stakeholders agreeing that the innovation should be continued, whilst 35 % felt that the programme should not be continued. But 10 % did not want to commit themselves as to whether the programme should be continued or not.

However, as part of 'the' role players, a more significant number of teachers (42%) felt that the implementation of the NCAP should be discontinued. Furthermore, headteachers thought that the NCAP should be discontinued. A moderate number of headteachers (56%) agreed that the programme has to be halted. In addition, the SNAT executive member felt that the innovation should be stopped. Nevertheless, most of the ministry officials felt that the programme was worthwhile continuing.

In view of the above scenario, it is notable that teachers and headteachers as 'the' implementors, felt that the NCAP should be discontinued whereas pupils thought that it should be continued. Arguably, without the consensus of the teachers and headteachers, the programme may collapse. But in the light of the various projects that have been implemented in the past, the Ministry of Education has the potential to convince these stakeholders about the continuity of the programme. The continuity can be achieved by ensuring that the 'monitors', that is, inspectorate, teacher leaders, INSET department and partly heads of schools as immediate 'supervisors' are mobilised to help maintain continuity of the programme. The other route, probably most lasting, would be for the ministry to create a platform where all differences will be dealt with amicably. This, it is hoped will inculcate tolerance of the programme so that it will be owned, accepted and may leads to responsibility amongst the participants.

Closely related to the above stated latter solution, is the move away from the rational model that put emphasis on vertical organisation to either the 'organisational development' model or 'educational change

model' (see Ornstein and Hunkins 1998). This is on the basis that the organisational development model puts emphasis on team work, group and intergroup processes. It also allows the use of action research to solve immediate contextual problems. Besides, it allows ongoing dynamics of the organisation within a continually changing environment.

However, this approach has to be taken cautiously because it assumes that individuals care about the future. Thus suggesting that they "desire to be actively engaged in designing, developing, implementing and evaluating the educational system"(Ornstein and Hunkins 1998 : 307).

The aforesaid assumption has pitfalls. People as individuals cannot be predicted. A problem may arise if teachers per se, are not willing to be actively engaged in the activities. Of further concern is that, the approach has the potential of using only the administrators, directors and supervisors as key players, yet teachers as 'implementors' can frustrate and have frustrated implementation of educational programmes.

Alternatively, implementation could have adopted the 'educational change model'(Fullan 1991). This is on the premise that it is based on centralised policies which Swaziland is in favour of. Besides, as in the case of Swaziland, the model seems appropriate in that, it involves external and internal factors involved in the implementation process. Thus when adopting this model, it means considering four broad characters in the implementation process. One, there is a need to consider characteristics of change, that is, need, clarity, complexity, quality and practicality of the intended programme. Not only should the process involves characteristics of school districts [past and future of innovative attempts, adoption process support, staff development, time-line and community attributes], also, has to encompass characteristics at school level. This involves considering principals, teachers and pupils' characteristics and their leaderships. Finally, the process could not be complete without the role of other government agencies and external funding.

The aforesaid model appears appropriate in that administrators, teachers, students, school boards, community and government members are key players in the implementation process. However, there is danger in that the presence of diverse groups need a platform that would accommodate all the differences.

Overall, these two models could be merged by incorporating elements of each, suitable for the various contexts.

What are the implications regarding the educational problems? In order to address these problematic issues, especially the large student numbers, too much records involved in the innovation and too much teacher preparation involved in the innovation, to name a few, standardised tests may be a possibility. This is on the basis that cutting down the number of students and increasing the number of teachers to a manageable teacher - pupil ratio of 1:30, is not practical. Swaziland as a 'developing' country has a unsteady currency. Thus, has huge international debts though affords to pay them. Consequently, this has resulted in the concept of the 'zero growth'. In view of that, government can not afford to spend more money on personnel costs. If that happens, it could lead in inviting international organisations that deal with structural adjustments such as the International Monetary Fund, to name a few. Therefore, a practical solution would be to play around with records. Rather than emphasise individualised tests that cater for all the different personalities and incorporate the criterion reference testing, a solution would be to allow teachers use standardised tests. These tests may tests students regularly though maintaining the norm reference testing. The point being that, this will serve teachers from the hectic social problems such as strained marriages and healthy problems such as stress and high blood pressure. Furthermore, such a route may alleviate the possibility of teachers to provide fictious marks for the students as supervision is a great cause of concern. At the same time, this may allow government to prepare and secure funds for vocational and commercial rather than the building more universities.

Regarding the programme's threat to the economy of the country, the government, after enlisting the views of people involved, may come up with a programme that is acceptable to the people. Thus, once it is accepted, the programme may be owned by all involved parties. This therefore suggests, that whether there is an emergence of difficulties or not, the stakeholders will be in a position to sacrifice for the benefit of the nation's children as long as they have realised the benefit of the NCAP(see Basson 1998).

Linked to the above mentioned point is that the, involvement of all interested and concerned people may minimize labour costs for the government. The stakeholders, especially parents, may play a crucial role

in providing funds through their small projects and add on the donor funds. The challenging question is, should Swaziland do away with donor aids ? There may be two routes to this question. One, Swaziland like countries such as Mali (Basson 1998) can cut out on donor aid as she is capable of doing it alone. For instance, parents have been able to build a number of schools and pay teachers in certain instances. Besides, donor Aid stifles creativity amongst people. Rather than think about lasting solutions, people would opt for short cuts. In addition, in some instances, donor aid corrupts governments. Two, the other possibility would be to depend on donor aid and complement it with local funds. This seems to be what has been the case with Swaziland. Following this route suggests that after some time, government may stand on her own or else continue to depend on the outside aid. A long term solution will be to accept donor funding, thereafter, utilise the local resources appropriately.

Finally to ensure continuity of the NCAP, government together with the stakeholders, have to include the CA mark and the SPC exam as from this year. This exercise may perhaps be started off by including at least 20 % of the CA mark and 80 % of the SPC exam. The basis of this is not to screen but to ensure authenticity of the NCAP marks provided by schools or by teachers, have to be verified; thereafter the marks could be altered to 80 % CA mark and 20 % SPC examination. This will depend on the credibility of the NCAP mark. To ensure that inspectors, NCC, INSET, Heads of schools as well as teachers have to help and work together to keep genuine records in order to safeguard against fictitious marks.

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Appendix 1
Questionnaire for teachers

PROBLEMS EXPERIENCED BY TEACHERS, HEADTEACHERS AND PUPILS IN IMPLEMENTING THE NATIONAL CONTINUOUS ASSESSMENT PROGRAMME (NCAP) IN SCHOOLS IN THE MANZINI REGION (SWAZILAND)

I. **Background Information** (Make a **TICK** inside the appropriate box)

A. **Sex** : Female [ ]
Male [ ]

B. **Age** : 10 - 19 [ ]
20 - 29[ ]
30 - 39[ ]
40 - 49[ ]
50 - 59[ ]
60+ [ ]

E. **Position** : Temporary teacher [ ]
Class teacher [ ]
Deputy headteacher[ ]
Headteacher [ ]
Other(Specify).....

F. **Type of a school** : Government [ ]
Aided(Mission) [ ]
Private(Individual)[ ]
Other(specify).....

C. **Teaching Experience** : 0 - 4 [ ]
5 - 9 [ ]
10-14[ ]
15-19[ ]
20+ [ ]

G. **Location of a school** : Urban(town) [ ]
Rural (country)[ ]
Peri-urban [ ]

D. **Highest Professional Qualification:**
PL [ ]
PTC [ ]
PTD\STD\Dip Ed [ ]
BA\BA Ed\B Ed [ ]
Other(Specify).....

H. **Grade Taught** :
Gr 1 [ ]
Gr 2 [ ]
Gr 3 [ ]
Gr 4 [ ]
Gr 5 [ ]
Gr 6 [ ]

I. **Subjects taught** (specify) .....

II. Given below are both international and local teacher's perspectives, about problems they experience in implementing continuous assessment in schools. Please CIRCLE the one choice for each item that best represent your opinion in your school situation. The following are the descriptions of the responses.

SA = Strongly Agree
A = Agree
N = Neutral
D = Disagree
SD = Strongly Disagree

A. Problems experienced by teachers, pupils and headteachers.

1. The jargon used in CA is confusing the teachers	SA A N D SD
2. The programme was imposed or forced upon teachers.	SA A N D SD
3. The programme does not have legitimacy or official recognition amongst the teachers	SA A N D SD
4. The programme does not have ownership of the teachers.	SA A N D SD
5. The parents resist the NCAP because of its unfamiliar Terminology in pupils' reports.	SA A N D SD
6. The pupils resist the innovation.	SA A N D SD
7. There is too much preparation involved in the innovation.	SA A N D SD
8. There is too much marking involved in the programme.	SA A N D SD
9. There is too much recording involved in the programme.	SA A N D SD
10. The classes are too big for individualised instructions	SA A N D SD
11. The programme is a threat in a family or leisure time of teachers.	SA A N D SD
12. There is no time for the innovation during school hours.	SA A N D SD
13. There is lack of incentives for the hard work.	SA A N D SD
14. There is lack of basic facilities like desks, type writers etc	SA A N D SD

15. There is lack of cooperation amongst the staff members. SA A N D SD

16. There is lack of cooperation between the teachers and the school administration. SA A N D SD

17. There is no adequate training for participants. SA A N D SD

18. There is lack of cooperation between the school and the community members especially parents. SA A N D SD

19. The Ministry of Education does not fully support the innovation eg.no materials, ack of report cards, tests etc. SA A N D SD

20. There is a communication breakdown between the Ministry of Education and the teachers. SA A N D SD

B. Key strategies for implementing the NCAP

(Respond to the questions by answering them fully)

22. How should (have) the Ministry of Education, that is, REO, Chief Inspector for Schools, Inspectorate or INSET and CA staff help(ed) in the implementation of the NCAP?

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23. How should (has) the school, that is, the principal and teachers help(ed) in the implementation of the NCAP?

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24. How should (have)the parents and pupils help(ed) in the implementation of the NCAP?

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C. Additional Problems

25. What do you think are **additional** problems experienced by classroom teachers in implementing the NCAP apart from those mentioned earlier on?

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D. Lower Grade Teachers only(Gr 1, 2, 3 and 4)

The questions below must be answered by the teachers of the specified grades. ***Exceptions*** would be to those teachers who specialise and are teaching across all grades.

26. a) What type of problems did you experience during the first years of implementation of the NCAP?

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b) Were the problems similar in the following years? Explain briefly.

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c) How have your concerns been addressed by the Ministry of Education, and the school pricipal ?

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E. Upper Grade Teachers (Gr 5 and 6)

27. When the innovation was launched in the upper grades like 5 and 6;

i.Were these problems as teachers you experienced? Yes[ ] No [ ] ***Tick*** where appropriate

ii.If no, what made the innovation to be a success? Explain fully.

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iii. If yes, what kind of problems were experienced ? Explain fully.

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iv. How were your problems compared to the lower grades ?

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F. Recommendations

28. Do you think is worthwhile to *continue* with the NCAP?
    a) Yes[ ] No[ ] ***Tick*** where appropriate
    b) Why do you think so ?

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Appendix 2

Questionnaire for Headteachers

PROBLEMS ON THE IMPLEMENTATION OF THE NATIONAL CONTINUOUS ASSESSMENT PROGRAMME IN THE MANZINI REGION IN SWAZILAND

I. Background Information(Make a **TICK** inside the appropriate box)

A. **Sex** : Female[ ]
Male[ ]

B. **Age** : 10 - 19 [ ]
20 - 29 [ ]
30 - 39 [ ]
40 - 49 [ ]
50 - 59 [ ]
60+ [ ]

C. **Teaching Experience**: 0 - 4 [ ]
5 - 9 [ ]
10 - 14[ ]
15 - 19[ ]
20+ [ ]

D. **Experience as headteacher**:
0 - 4 [ ]
5 - 9 [ ]
10 - 14[ ]
15 - 19[ ]
20+ [ ]

E. **Highest Professional Qualification**:
PI [ ]
PTC [ ]
PTD\STD\Dip Ed [ ]
B.A.\B.A.Ed\BEd[ ]
Other.....

F. **Have you received training for CA** ?
Yes [ ]

G. **Position** : Class teacher[ ]
Deputy head [ ]
Headteacher [ ]
Other(specify).....

H. **Type of a school**:Government[ ]
Aided [ ]
Private [ ]
Other .....

I.**location of a school**:
Urban [ ]
Rural [ ]
Peri-urban [ ]

J. **Grade(s) taught**: Gr1[ ]
Gr2[ ]
Gr3[ ]
Gr4[ ]
Gr5[ ]
Gr6[ ]
Gr7[ ]

K. **Spec[illegible]ught**.....
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II. Given below are both international and local teachers' perceptions about problems experienced by them, in implementing the National Continuous Assessment Programme (NCAP) in schools. Circle the one that best represent your opinion in your school situation. The following are the descriptions of the responses;

SA = Strongly Agree
A = Agree
N = Neutral
D = Disagree
SD = Strongly disagree

A. Problems experienced in the innovation.

1. The terminology used in CA is confusing or difficult to understand for the techers. SA A N D SD

2. The programme was imposed or forced upon teachers. SA A N D SD

3. The classes are too big for providing a special attention for each pupil. SA A N D SD

4. The programme was imposed or forced upon headteachers. SA A N D SD

5. There is no ample time during the school hours for the innovation. SA A N D SD

6. There is lack of incentives for the hard work on teachers. SA A N D SD

7. Some parents reject the NCAP because of its unfamiliar reporting style. SA A N D SD

8. Some learners resist the innovation because it is not competitive. SA A N D SD

9. There is a lack of basic facilities like desks, type writers, photocopying machines etc. SA A N D SD

10. There is lack of cooperation amongst the staff. SA A N D SD

11. The Ministry of Education does not support the innovation. e.g there is lack of report cards, tests and so forth. SA A N D SD

12. There is a communication breakdown or misunderstanding between the Ministry of Education and the teachers. SA A N D SD

13. There is too much preparation involved SA A N D SD

in the programme.

14. There is too much marking involved in the innovation. SA A N D SD

15. There is too much recording involved in the said programme. SA A N D SD

16. The programme is a threat in a family or leisure time of a teacher\headteacher. SA A N D SD

17. The programme does not have legitimacy or official recognition amongst the teachers\headteachers. SA A N D SD

18. The programme does not have ownership of the key involeved parties such as teachers, headteachers etc SA A N D SD

19. There is lack of cooperation between the school and the community members especially parents. SA A N D SD

20. The jargon used is as well confusing or difficult to understand for the headteachers. SA A N D SD

21. There is lack of cooperation between teachers and the school administration. SA A N D SD

B. Key strategies for implementing the National Continuous Assessment Programme
(Respond by answering the questions in full).

22. Are there means that the Ministry of Education, that is, the REO, Chief inspector of schools, Inspectorate or INSET and CA Staff, have made to help in the implementation of the NCAP ?
   i. Yes[ ] No[ ] ***Tick*** where appropriate.
   ii. Explain your response

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23. How should (has) the school, that is, the principal and teachers help(ed) in the implementation of the NCAP ?

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24. What kind of contribution should (have) be(en) made by both parents and pupils in the implementation of the innovation ?

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C. Additional Problems

25. What do you think are ***additional*** problems experienced by classroom ***teachers*** and ***headteachers*** in implementing the NCAP, apart from those mentioned earlier on ?

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D. Recommendations

26. Do you think is worthwhile to continue with the NCAP ?
   i. Yes [ ] No[ ] ***Tick*** where appropriate.
   ii. Explain why you say so.

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27. If it could be **improved**, how should this be done by the teachers, parents, pupils, headteachers and the MOE ?

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E. Lessons Learnt

28. (a) Were the problems experienced by the teachers and headteachers in the first years of implementation, in the lower grades[grade 1 - 4] similar with those in the upper grades [grade 5 - 6] ? Yes [ ] No [ ] ***Tick*** where appropriate.

(b) If no, what made the problems to be different?

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(c) If yes, explain your reason(s).

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Appendix 3
Questionnaire for Parents(School Committee)

PROBLEMS ON THE IMPLEMENTATION OF THE NATIONAL CONTINUOUS ASSESSMENT PROGRAMME IN THE MANZINI REGION IN SWAZILAND

I. Background Information (Make a TICK inside the appropriate box)

A. **Sex** : Female[ ]
Male[ ]

B. **Age** : 20 - 29[ ]
30 - 39[ ]
40 - 49[ ]
50 - 59[ ]
60+ [ ]

F. **Type of a school**:Government[ ]
Aided [ ]
Private [ ]
Other .....

G. **Location of a school**:Urban [ ]
Rural [ ]
Peri-urban [ ]

C. **Experience as a school committee** :
0 - 4 [ ]
5 - 9 [ ]
10 - 14[ ]
15 - 19[ ]
20+ [ ]

D. **Highest Qualification\Standard Reached**: Certificate[ ]
Diploma [ ]
Degree [ ]
Other .....

E. **Position held in the school committee**: Member[ ]
Chairperson[ ]
Vice [ ]
Treasurer [ ]
Other .....

II. Following below are both overseas and local teachers' perceptions about problems experienced by them, in carrying out the National Continuous Assessment Programme in schools. **Circle** the one that **best** represent your opinion in your school situation. The following are the descriptions of the responses.

SA = Strongly Agree
A = Agree
N = Neutral
D = Disagree
SD = Strongly Disagree

A. Problems experienced in the innovation.

1. The terminology used in CA is confusing or difficult to understand for the techers. SA A N D SD
2. The programme was imposed or forced upon teachers. SA A N D SD
3. The classes are too big for providing a special attention for each pupil. SA A N D SD
4. The programme was imposed or forced upon headteachers. SA A N D SD
5. There is no ample time during the school hours for the innovation. SA A N D SD
6. There is lack of incentives for the hard work on teachers. SA A N D SD
7. Some parents reject the NCAP because of its unfamiliar reporting style. SA A N D SD
8. Some learners resist the innovation because it is not competitive. SA A N D SD
9. There is a lack of basic facilities like desks, type writers, photocopying machines etc. SA A N D SD
10. There is lack of cooperation amongst the staff. SA A N D SD
11. The Ministry of Education does not support the innovation. e.g there is lack of report cards, tests and so forth. SA A N D SD
12. There is a communication breakdown or misunderstanding between the Ministry of Education and the teachers. SA A N D SD
13. There is too much preparation involved in the programme. SA A N D SD
14. There is too much marking involved in the innovation. SA A N D SD

15. There is too much recording involved in the said programme. SA A N D SD

16. The programme is a threat in a family or leisure time of a teacher\headteacher. SA A N D SD

17. The programme does not have legitimacy or official recognition amongst the teachers\headteachers. SA A N D SD

18. The programme does not have ownership of the key involved parties such as teachers, headteachers etc SA A N D SD

19. There is lack of cooperation between the school and the community members especially parents. SA A N D SD

20. The jargon used is as well confusing or difficult to understand for the headteachers. SA A N D SD

21. There is lack of cooperation between teachers and the school administration. SA A N D SD

B. Key strategies in implementing the National Continuous Assessment Programme(Respond by answering fully)

22. In your opinion, how has the Ministry of Education, that is, REO, Chief Inspector of schools, CA staff, INSET; helped to put in place the existing National Continuous Assessment Programme?

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23. How have parents and pupils helped to implement the programme?

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C. Additional Problems

24. Apart from the stated problems experienced by classroom teachers, what are other **additional** problems which seem to merit consideration?

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D. Recommendations

25. As parents, do you think is worthwhile to continue with the CA programme?
    a) Yes or No .....
    b) Explain why you think so?

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26. If it could be maintained, what kind of input must be put by parents, pupils, teachers, headteachers and the Ministry of Education?

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Appendix 4
Questionnaire for Trainers of Trainers(T o T's)

PROBLEMS EXPERIENCED IN IMPLEMENTING THE NATIONAL CONTINUOUS ASSESSMENT PROGRAMME(NCAP) IN SCHOOLS IN THE MANZINI REGION(SWAZILAND)

I. **Background Information**(Make a **TICK** inside the appropriate box)

A. **Sex** : Female[ ]
Male[ ]

B. **Age** : 20 - 29[ ]
30 - 39[ ]
40 - 49[ ]
50 - 59[ ]
60+ [ ]

C. **Teaching Experience:**
0 - 4 [ ]
5 - 9 [ ]
10 - 14 [ ]
15 - 19 [ ]
20+ [ ]

D. **Highest Professional Qualification:**
PL [ ]
PTC [ ]
PTD\STD\Dip.Ed [ ]
BA\BA Ed\BEd [ ]
Other.....

E. **Position:** Class teacher [ ]
Deputy Head [ ]
Headteacher [ ]
Other.....

F. **Type of a school:** Government[ ]
Aided [ ]
Private [ ]
Other.....

G. **Location of a school:** Urban [ ]
Rural [ ]
Peri-Urban [ ]

H. **Grade(s) Taught:** Gr 1 [ ]
Gr 2 [ ]
Gr 3 [ ]
Gr 4 [ ]
Gr 5 [ ]
Gr 6 [ ]
Gr 7 [ ]

I. **Subject(s) Taught(specify)**
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.....
.....

J. **No. of years have received training:**
0 - 2 [ ]
3 - 5 [ ]
6+ [ ]
Other .....

K. **No. of years have trained teachers:**
0 - 2 [ ]
3 - 5 [ ]
6+ [ ]
Other .....

II. Given below are both international and local teachers' perspectives about the problems they experience in implementing the National Continuous Assessment Programe in schools. Please **CIRCLE** the one choice for each item, that **best** represent your opinion in your school's context. The following are the descriptions of the responses.

SA = Strongly Agree
A = Agree
N = Neutral
D = Disagree
SD = Strongly Disagree

A. Problems experienced in the innovation.

1. The terminology used in CA is confusing or difficult to understand for the techers. SA A N D SD

2. The programme was imposed or forced upon teachers. SA A N D SD

3. The classes are too big for providing a special attention for each pupil. SA A N D SD

4. The programme was imposed or forced upon headteachers. SA A N D SD

5. There is no ample time during the school hours for the innovation. SA A N D SD

6. There is lack of incentives for the hard work on teachers. SA A N D SD

7. Some parents reject the NCAP because of its unfamiliar reporting style. SA A N D SD

8. Some learners resist the innovation because it is not competitive. SA A N D SD

9. There is a lack of basic facilities like desks, type writers, photocopying machines etc. SA A N D SD

10. There is lack of cooperation amongst the staff. SA A N D SD

11. The Ministry of Education does not support the innovation. e.g there is lack of report cards, tests and so forth. SA A N D SD

12. There is a communication breakdown or misunderstanding between the Ministry of Education and the teachers. SA A N D SD

13. There is too much preparation involved in the programme. SA A N D SD

14. There is too much marking involved in the innovation. SA A N D SD

15. There is too much recording involved in the said programme. SA A N D SD

16. The programme is a threat in a family or leisure time of a teacher\headteacher. SA A N D SD

17. The programme does not have legitimacy or official recognition amongst the teachers\headteachers. SA A N D SD

18. The programme does not have ownership of the key involved parties such as teachers, headteachers etc SA A N D SD

19. There is lack of cooperation between the school and the community members especially parents. SA A N D SD

20. The jargon used is as well confusing or difficult to understand for the headteachers. SA A N D SD

21. There is lack of cooperation between teachers and the school administration. SA A N D SD

B. Key strategies for implementing the National Continuous Assessment Programme(Respond to the questions by answering them fully)

22. How should(has) the Ministry of Education, that is, the REO, Inspectorate\INSET and CA staff help(ed) in the implementation of the NCAP ?

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23. How should(has) the school, that is, the principal and teachers help(ed) in the implementation of the NCAP?

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24. How should(have) the parents and pupils help(ed) in the implementation of the NCAP ?

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C. Additional Problems

25. What do you think are ***additional*** problems experienced by ***classroom teachers*** and ***headteachers*** in implementing the NCAP apart from those mentioned earlier on ?

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D. Lessons Learnt

26. i) What type of problems did you experience during the first years of the implementation of the NCAP ?

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ii) Were the problems similar in the following years ? Explain

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iii) How have your concerns been addressed by the Ministry of Education ?

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E. Recommendations

27. Do you think it is worthwhile to continue with the NCAP ?

i. Yes or No .....

ii. Why do you think so ?

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Appendix 5

Questionnaire for Pupils

PROBLEMS EXPERIENCED IN CARRYING OUT THE NATIONAL CONTINUOUS ASSESSMENT PROGRAME(NCAP) IN SCHOOLS IN THE MANZINI REGION (SWAZILAND)

I. Background Information(Make a **TICK** inside the appropriate box)

A. **Sex** : Female[ ]
Male[ ]

B. **age** : 7 - 10[ ]
11 - 14[ ]
15 - 19[ ]
20+ [ ]

E. **Type of a school**:Government[ ]
Aided [ ]
Private [ ]
Other .....

F. **Location of a school**:Urban[ ]
Rural[ ]
Peri-Urban[ ]

C. **Grade doing**: Gr 1[ ]
Gr 2[ ]
Gr 3[ ]
Gr 4[ ]
Gr 5[ ]
Gr 6[ ]

G. **Specify subjects doing**:
.....
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D. **No. of years in the school**: 1[ ]
2[ ]
3[ ]
4[ ]
5[ ]
6[ ]
>6[ ]

II. Given below are the statements describing problems teachers meet as they do the continuous assessment. Please circle the response which you think is the best option. The following are the descriptions of responses.

SA = Strongly Agree
A = Agree
N = Neutral
D = Disagree
SD = Strongly Disagree

A. Problems met by teachers and pupils in doing the National Continuous Assessment.

E.g The teachers fail to understand the use of the terminology in CA. SA A N D SD

1. The pupils are overcrowded or many to be handled all by one teacher. SA A N D SD

2. The pupils are expected to do a lot of work. SA A N D SD

3. The pupils do not have time to do all the activities within school hours. SA A N D SD

4. The pupils'parents do not like the use of unfamiliar terminology in reports. SA A N D SD

5. The learners refuse to accept the use of CA because it is no longer competitive. SA A N D SD

6. The school lacks furniture, typing machines photocopying machines etc. SA A N D SD

7. The pupils are at times delayed to write term tests because of the late arrival of the said tests. SA A N D SD

8. The learners find the demand for testing throughout the year more demanding. SA A N D SD

B. Key strategies for carryig out the CA

9. How should(have) pupils help(ed) in the carrying out of the CA ?

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C. Additional Problems

10. a) What extra problems do you think are available apart from those mentioned earlier on ?

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D. Lessons Learnt

11. a) What type of problems have teachers and pupils come across when doing the CA in the early years ?

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b) Were the problems similar in the following years? Explain.

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E. Recommendations

12. Do you think CA should continue to be done in schools?

a) Yes [ ] No[ ] ***Tick*** where appropriate.

b) Why do you think so ?

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Appendix 6

Questionnaire for an Inspectorate\INSET

PROBLEMS EXPERIENCED IN IMPLEMENTING THE NATIONAL CONTINUOUS ASSESSMENT PROGRAMME(NCAP) IN SCHOOLS IN THE MANZINI REGION (SWAZILAND)

I. Background Information(Make a **TICK** inside the appropriate box)

A. **Sex** : Female[ ]
Male[ ]

B. **Age** : 20 - 29[ ]
30 - 39[ ]
40 - 49[ ]
50 - 59[ ]
60+ [ ]

C. **Highest Professinal Qualification**: PI [ ]
PTC [ ]
PTD\STD\Dip.Ed [ ]
BA\BA Ed\BEd [ ]
Other .....

D. **Teaching Experience:**
0 - 4 [ ]
5 - 9 [ ]
10 - 14[ ]
15 - 19[ ]
20+ [ ]

E. **Experience as inspector\INSET** :
0 - 4 [ ]
5 - 9 [ ]
10 - 14[ ]
15 - 19[ ]
20+ [ ]

F. **Did you receive CA training** :
Yes [ ]
No [ ]

G. **For how many years have you receive CA training**: 0 - 2 [ ]
3 - 5 [ ]
6+ [ ]
Other(specify).....

II. Given below are both international and local teachers' perspectives about problems they experience in implementing the Continuous Assessment Programme in schools. Please CIRCLE the one choice for each item that best represent your opinion. The following are the descriptions of the responses.

SA = Strongly Agree
A = Agree
N = Neutral
D = Disagree
SD = Strongly Disagree

A. Problems experienced in the innovation.

1. The terminology used in CA is confusing or difficult to understand for the techers. SA A N D SD

2. The programme was imposed or forced upon teachers. SA A N D SD

3. The classes are too big for providing a special attention for each pupil. SA A N D SD

4. The programme was imposed or forced upon headteachers. SA A N D SD

5. There is no ample time during the school hours for the innovation. SA A N D SD

6. There is lack of incentives for the hard work on teachers. SA A N D SD

7. Some parents reject the NCAP because of its unfamiliar reporting style. SA A N D SD

8. Some learners resist the innovation because it is not competitive. SA A N D SD

9. There is a lack of basic facilities like desks, type writers, photocopying machines etc. SA A N D SD

10. There is lack of cooperation amongst the staff. SA A N D SD

11. The Ministry of Education does not support the innovation. e.g there is lack of report cards, tests and so forth. SA A N D SD

12. There is a communication breakdown or misunderstanding between the Ministry of Education and the teachers. SA A N D SD

13. There is too much preparation involved in the programme. SA A N D SD

14. There is too much marking involved in the innovation. SA A N D SD

15. There is too much recording involved in the said programme. SA A N D SD

16. The programme is a threat in a family or leisure time of a teacher\headteacher. SA A N D SD

17. The programme does not have legitimacy or official recognition amongst the teachers\headteachers. SA A N D SD

18. The programme does not have ownership of the key involeved parties such as teachers, headteachers etc SA A N D SD

19. There is lack of cooperation between the school and the community members especially parents. SA A N D SD

20. The jargon used is as well confusing or difficult to understand for the headteachers. SA A N D SD

21. There is lack of cooperation between teachers and the school administration. SA A N D SD

B. Key strategies for implementing the NCAP

(Respond to the following questions by answering them fully)

22. How should(has) the Ministry of Education, that is, the Chief Inspector of schools, REO and Inspectorate\INSET, help(ed) in the implementation of the NCAP ?

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23. How should (has) the school, that is, the principal and the teachers help(ed) in the implementation of the NCAP ?

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24. How should (have) parents and pupils help(ed) in the implementation of the NCAP ?

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C. Additional Problems

25. What do you think are ***additional*** problems experienced by ***classroom teachers, headteachers and MOE*** in implementing the NCAP apart from those mentioned earlier on ?

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D. Lessons Learnt

26. i) What type of problems were experienced by teachers in the early years of implementation ?

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ii) Were the problems similar in the following years of implementation ? Explain

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iii) How were the problems compared in the later years?

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.....

iv) How has the Ministry of Education addressed the concerns for the teachers ?

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E. Recommendations

27. Should schools continue with the NCAP ?

i. Yes [ ] No [ ] ***Tick*** where appropriate.

ii. Why do you think so ?

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Appendix 7

Questionnaire for a SNAT Executive member

PROBLEMS EXPERIENCED IN IMPLEMENTING THE NATIONAL ASSESSMENT PROGRAMME(NCAP) IN SCHOOLS IN THE MANZINI REGION (SWAZILAND)

I. Background Information(Make a **TICK** inside the apprpriate box)

A. **Sex** : Female[ ]
Male[ ]

B. **Age** : 20 - 29[ ]
30 - 39[ ]
40 - 49[ ]
50 - 59[ ]
60+ [ ]

C. **Teaching Experience:**
0 - 4 [ ]
5 - 9 [ ]
10 - 14[ ]
15 - 19[ ]
20+ [ ]

D. **Highest Professional qualification:**
PL [ ]
PTC [ ]
PTD\STD\Dip.Ed [ ]
BA\BA Ed\BEd [ ]
Other ....

E. **Position held in SNAT** :
Organising secretary [ ]
Editing secretary [ ]
President [ ]
Vice President [ ]
Other(specify).....

F. **No. Of years serving SNAT:**
0 - 4 [ ]
5 - 9 [ ]
10 - 14[ ]
15 - 19[ ]
20+ [ ]

II. Given below are both international and local teachers' perspectives about the problems they experience in implementing the National Continuous Assessment Programme (NCAP) in schools. Please CIRCLE the one choice for each item that best represent your opinion. The followings are the descriptions of the responses.

SA = Strongly Agree
A = Agree
N = Neutral
D = Disagree
SD = Strongly Disagree

A. Problems experienced in the innovation.

1. The terminology used in CA is confusing or difficult to understand for the techers. SA A N D SD

2. The programme was imposed or forced upon teachers. SA A N D SD

3. The classes are too big for providing a special attention for each pupil. SA A N D SD

4. The programme was imposed or forced upon headteachers. SA A N D SD

5. There is no ample time during the school hours for the innovation. SA A N D SD

6. There is lack of incentives for the hard work on teachers. SA A N D SD

7. Some parents reject the NCAP because of its unfamiliar reporting style. SA A N D SD

8. Some learners resist the innovation because it is not competitive. SA A N D SD

9. There is a lack of basic facilities like desks, type writers, photocopying machines etc. SA A N D SD

10. There is lack of cooperation amongst the staff. SA A N D SD

11. The Ministry of Education does not support the innovation. e.g there is lack of report cards, tests and so forth. SA A N D SD

12. There is a communication breakdown or misunderstanding between the Ministry of Education and the teachers. SA A N D SD

13. There is too much preparation involved in the programme. SA A N D SD

14. There is too much marking involved in SA A N D SD

the innovation.

15. There is too much recording involved in the said programme. SA A N D SD

16. The programme is a threat in a family or leisure time of a teacher\headteacher. SA A N D SD

17. The programme does not have legitimacy or official recognition amongst the teachers\headteachers. SA A N D SD

18. The programme does not have ownership of the key involeved parties such as teachers, headteachers etc SA A N D SD

19. There is lack of cooperation between the school and the community members especially parents. SA A N D SD

20. The jargon used is as well confusing or difficult to understand for the headteachers. SA A N D SD

21. There is lack of cooperation between teachers' and the school administration. SA A N D SD

B. Key Strategies for implementing the NCAP

(Respond to the questions by answering them fully)

22. In your opinion, how should (has) the Ministry of Education, that is, the REO, Chief Inspector of schools, Inspectorate|INSET, and the CA staff, help(ed) in the implementation of the NCAP ?

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.....

.....

.....

23. How has SNAT as an organisation of teachers, helped in the implementation of the innovation ?

.....

.....

.....

.....

24. How should (have) parents and pupils as part of the stakeholders, help(ed) in the implementation of the NCAP ?

.....

.....

.....

.....

C. Additional Problems

25. What are the additional problems **that teachers experience, headteachers and the teacher organisation** in implementing the NCAP apart from those mentioned earlier on?

.....
.....
.....
.....

26. How have the teachers concerns been addressed by the Ministry of Education? Explain.

.....
.....
.....
.....

D. Recommendations

27. Do you think it is wothwhile for teachers to continue with the NCAP ?
a) Yes or No .....
b) Explain your response

.....
.....
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.....

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Appendix 8

Questionnaire for CA Staff Member

PROBLEMS EXPERIENCED IN IMPLEMENTING THE NATIONAL CONTINUOUS ASSESSMENT PROGRAMME(NCAP) IN SCHOOLS IN THE MANZINI REGION (SWAZILAND)

I. Background Information(Make a **TICK** inside the appropriate box)

A. **Sex** : Female[ ]
Male[ ]

B. **Age** : 20 - 29[ ]
30 - 39[ ]
40 - 49[ ]
50 - 59[ ]
60+ [ ]

E. **Position** : CA Evaluator [ ]
CA Coordinator [ ]
CA Designer [ ]
Other .....

F. **Experience as a CA Staff** :
0 - 4 [ ]
5 - 9 [ ]
10 - 14[ ]
15 - 19[ ]
20+ [ ]

C. **Highest Professional Qualification**:
PTC [ ]
PTD\STD\Dip.Ed [ ]
BA\BA Ed\BEd [ ]
Med\M ScEd [ ]
Other.....

D. **Teaching Experience**: 0 - 4 [ ]
5 - 9 [ ]
10 - 14[ ]
15 - 19[ ]
20+ [ ]

G. **Have you trainedTrainers**
Yes [ ]
No [ ]

H. **In Which region(s) have conducted training**:
All Regions [ ]
Manzini [ ]
Lubombo [ ]
Hhohho [ ]
Shiselweni [ ]

II. Given below are both international and local teaches' perspectives about the problems they experience in implementing the CA in schools. Please **CIRCLE** the one choice for each item that best represent your opinion. The followings are the descriptions of the responses.

SA = Strongly Agree
A = Agree
N = Neutral
D = Disagree
SD = Strongly Disagree

A. Problems experienced in the innovation.

1. The terminology used in CA is confusing or difficult to understand for the techers. SA A N D SD

2. The programme was imposed or forced upon teachers. SA A N D SD

3. The classes are too big for providing a special attention for each pupil. SA A N D SD

4. The programme was imposed or forced upon headteachers. SA A N D SD

5. There is no ample time during the school hours for the innovation. SA A N D SD

6. There is lack of incentives for the hard work on teachers. SA A N D SD

7. Some parents reject the NCAP because of its unfamiliar reporting style. SA A N D SD

8. Some learners resist the innovation because it is not competitive. SA A N D SD

9. There is a lack of basic facilities like desks, type writers, photocopying machines etc. SA A N D SD

10. There is lack of cooperation amongst the staff. SA A N D SD

11. The Ministry of Education does not support the innovation. e.g there is lack of report cards, tests and so forth. SA A N D SD

12. There is a communication breakdown or misunderstanding between the Ministry of Education and the teachers. SA A N D SD

13. There is too much preparation involved in the programme. SA A N D SD

14. There is too much marking involved in the innovation. SA A N D SD

15. There is too much recording involved in the said programme. SA A N D SD

16. The programme is a threat in a family or leisure time of a teacher\headteacher. SA A N D SD

17. The programme does not have legitimacy or official recognition amongst the teachers\headteachers. SA A N D SD

18. The programme does not have ownership of the key involeved parties such as teachers, headteachers etc SA A N D SD

19. There is lack of cooperation between the school and the community members especially parents. SA A N D SD

20. The jargon used is as well confusing or difficult to understand for the headteachers. SA A N D SD

21. There is lack of cooperation between teachers and the school administration. SA A N D SD

B. Key strategies for implementing the NCAP
(Respond to the questions, by answering them fully)

22. How has the CA staff helped in the implementation of the innovation apart from the training courses offered ?

.....
.....
.....
.....

23. How should (has) the schools, that is, the principals and teachers help(ed) in the implementation of the NCAP ?

.....
.....
.....
.....

24. How should (have) the parents and pupils contribute(d) in the said innovation ?

.....
.....
.....

C. Additional Problems

25. What do you think are ***additional*** problems experienced by ***classroom teachers, hadteachers and pupils*** in implementing the NCAP apart from those mentioned earlier on ?

.....

.....

.....

.....

D. Lessons Learnt

26. i) What type of problems were experienced by teachers during the early years of implementing the NCAP ?

.....

.....

.....

.....

ii) Were the problems similar in the later years of implementing the NCAP? Explain.

.....

.....

.....

.....

iii) How were the problems in the later years compared with the previous years?

.....

.....

.....

.....

iv) How have you as the CA staff addressed the teachers' problems ?

.....

.....

.....

.....

D. Recommendations

27. Should schools continue with the National innovation ?

a) Yes [ ] No [ ] ***Tick*** where appropriate.

b) Explain your response

.....

.....

.....

.....

Appendix A

Interview Schedule for Teachers

I. Background Information

A. Name of a school (May use a code) .....

B. Location : Urban [ ] Rural [ ] Peri-Urban [ ]

C. Type of a school : Government [ ] Aided [ ] Private [ ]

D. Sex : Female [ ] Male [ ]

E. Age Group : 20- 29 [ ] 30- 39 [ ] 40- 49 [ ] 50- 59 [ ] 60+ [ ]

F. Teaching Experience : 0- 4 [ ] 5- 9 [ ] 10- 14 [ ] 15- 19 [ ] 20+ [ ]

G. Professional Qualification(s) .....

H. Grade Taught : Lower (Grade 1 - 4) [ ] Upper (Grade 5 - 6) [ ]

I. Subjects Taught (specify) .....

II. Implementation of the National Continuous Assessment Programme

1a] As a teacher, are you implementing the NCAP ? Yes [ ] No [ ]

b] If no, why don't you implement the innovation ? [Give reason(s)]

.....
.....
.....
.....

c] i. If yes, how have you managed to implement it ? [Explain]

.....
.....
.....

ii. Are there obstacles or difficulties in the implementation of the innovation ? Yes[ ] No [ ]

iii. If no, how have you managed to avoid the obstacles ?

.....
.....
.....

iv. If yes, what kind of problems are experienced ? [Explain]

.....
.....
.....

2a] What kind of strategies have been used by the MoE, to help teachers implement the

innovation ? Explain the different strategies used by the following ministry officials :
* Chief Inspector of Schools .....

* Inspectorate/ INSET .....

* Continuous Assessment Team .....

2b] In your understanding, have these strategies worked ? Yes [ ] No [ ] Explain
.....
.....

3a] What role has been played by the Ministry of Education in the implementation of the NCAP ?
.....
.....
.....

b] What role as teachers, have you played in the implementation of the innovation ? Explain
.....
.....
.....

c] Is there any role that has been played by parents and pupils in this innovation ?
Yes [ ] No[ ] Explain
.....
.....
.....

Lower Grades Teachers
4a] When the innovation was first implemented at its initial stages in 1993;
i. Were there problems that you experienced ? Yes [ ] No [ ]
ii. If no, what made the success of the innovation ?
.....
.....
.....
iii. If yes, what kind of problems were experienced ?
.....
.....
.....

b] Were your concerns addressed by the Ministry of Education or the school ? Explain
.....
.....
.....

Upper Grades Teachers
5a] When the innovation was launched in the upper grades like grade 5:
i. Were there problems that you experienced ? Yes [ ] No [ ]
ii. If no, what made the innovation to be a success ? Explain.
.....
.....
.....

iii. If yes, what kind of problems were experienced ? Explain.

.....

.....

.....

b] Were your concerns addressed by the MoE or the school ? Explain.

.....

.....

.....

Recommendations

6. In your opinion, do you think it is worthwhile to continue with the innovation ? Explain.

.....

.....

.....

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Appendix B

Interview Schedule for School Administrators/ Headteachers

I. Background Information

A. Name of a school (Use a code) .....

B. Location : Rural [ ] Urban [ ] Peri-Urban [ ]

C. Type of a school : Government [ ] Aided [ ] Private [ ]

D. Sex : Female [ ] Male [ ]

E. Age Group : 20- 29 [ ] 30- 39 [ ] 40- 49 [ ] 50- 59 [ ] 60 +[ ]

F. Teaching Experience : 0- 4 [ ] 5- 9 [ ] 10- 14 [ ] 15- 19 [ ] 20 +[ ]

G. Administrative/ headship experience : 0- 4 [ ] 5- 9 [ ] 10- 14 [ ] 15- 19 [ ] 20 +[ ]

H. Professional Qualification(s) .....

II. Implementation of the National Continuous Assessment Programme (NCAP).

1a] Is the school, involved in the implementation of the NCAP ? Yes [ ] No [ ]

b] If no, why is the school not involved in the implementation of the NCAP ?

.....

.....

.....

c] If yes, how does the school (especially teachers) find the implementation of the innovation?

.....

.....

.....

2a] How has the Ministry of Education been helpful in the innovation ? Explain the roles of these officials:

*** Chief Inspector of Schools**

.....

*** Regional Education Officer**

.....

*** Inspectorate/ INSET**

.....

*** CA Staff**

.....

2b] What has been the role of parents and pupils in the implementation of the innovation ?

.....

.....

c] What roles have been played by the school administration and teachers in the implementation of the national innovation ?

.....

.....

3a] What kind of strategies or means have been attempted by the ministry in the implementation of the NCAP ?

.....

.....

b] In your opinion, were these strategies appropriate and relevant ? Yes [ ] No [ ] Explain

.....

.....

4a] the NCAP was started to be implemented nationwide from Grade 1 in 1993.

i. During the early years or stages of its implementation, did teachers experience problems ? Yes [ ] No [ ] Explain

.....

.....

ii. How were teachers' implementational problems compared with the following years ?

.....

.....

iii. How did the MoE address the teachers' concerns ?

.....

.....

5a] In your opinion, do you think that the NCAP is a worthwhile endeavour ? Yes [ ] No [ ] Explain

.....

.....

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Appendix C

Interview Schedule for Parents (School Committee)

I. Background Information

A. Name of a school (use a code) .....

B. Location : Rural [ ] Urban [ ] Peri-Urban [ ]

C. Type of a school : Government [ ] Aided [ ] Private [ ]

D. Sex : Female [ ] Male [ ]

E. Age Group : 20- 29 [ ] 30- 39 [ ] 40- 49 [ ] 50- 59 [ ] 60+ [ ]

F. Position : .....

G. Experience as a school committee : 0- 4 [ ] 5- 9 [ ] 10- 14 [ ] 15- 19 [ ] 20+ [ ]

H. Professional Qualifications (specify) .....

II. Implementation of the National Continuous Assessment Programme (NCAP)

1a] As parents, what kind of educational problems have been experienced by your schools?

.....

.....

b] As parents, what has been the concerns raised by teachers concerning educational problems ?

.....

.....

c] How has the Ministry of Education attempted to help teachers address their concerns ?

.....

.....

d] In your opinion as parents, what means have been put in place by the ministry to help in the implementation of the NCAP ?

.....

.....

e] What has been your role as parents regarding the implementation of the NCAP ?

.....

.....

f] What has been the role of pupils in the implementation of the NCAP ?

.....

.....

2a] As parents, do you think the NCAP should be continued or not? Yes [ ] No [ ] Explain

.....

.....

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Appendix D

Interview Schedule for Trainers of Trainers (Classroom Teachers)

I. Background Information

A. Sex : Female [ ] Male [ ]

B. Age Group : 20- 29 [ ] 30- 39 [ ] 40- 49 [ ] 50- 59 [ ] 60 + [ ]

C. Teaching Experience : 0- 4 [ ] 5- 9 [ ] 10- 14 [ ] 15- 19 [ ] 20+ [ ]

D. Type of a school : Government [ ] Aided [ ] Private [ ]

E. Location of a school : Urban [ ] Rural [ ] Peri-Urban [ ]

F. Grades Taught : Gr 1[ ] Gr 2[ ] Gr 3[ ] Gr 4[ ] Gr 5[ ] Gr 6[ ] Gr 7[ ]

G. Highest Professional Qualification(s): PI [ ] PTC [ ] PTD/STD/ Dip Ed [ ]
BA/ BA Ed/ B Ed [ ]
Other .....

H. Subjects Taught (specify).....

I. No. of years received training : 0- 2[ ] 3- 5[ ] 6+ [ ] Other .....

J. No of years have trained teachers : 0- 2[ ] 3- 5[ ] 6+ [ ] Other .....

II. Implementation of the National Continuous Assessment Programme

1a] Are there any problems you experienced as classroom teachers ? Yes [ ] No [ ]
b] i. If no, what made that to be possible ?

.....
.....

ii. If yes, what kind of problems have you experienced as classroom teachers ?

.....
.....

c] Amongst those stated, which of those problems appear to be of greater weight ? Why ?

.....
.....

2a] How has the Ministry of Education addressed teachers' concerns ?

.....
.....

b] What role has been played by the Ministry of Education, in the implementation of the NCAP ?

.....
.....

c] What role has been played by teachers in the implementation of the NCAP ?

.....

.....

d] What has been the role of school administrators in the implementation of the NCAP ?

.....

.....

e] What role has been played by both parents and pupils ?

.....

.....

3a] Were the problems similar during the first years of implementation and the following years? Yes [ ] No [ ] Explain

.....

.....

b] Was there any improvement on the problems during the following stages ? Yes [ ] No [ ] Explain

.....

.....

4 As trainers, do you think it is worthwhile to continue the NCAP ? Yes [ ] No [ ] Explain

.....

.....

Appendix E

Interview Schedule for Pupils

PROBLEMS EXPERIENCED IN CARRYING OUT THE NATIONAL CONTINUOUS ASSESSMENT PROGRAMME (NCAP) IN SCHOOLS IN THE MANZINI REGION(SWAZILAND)

I. **Background Information** (Make a TICK inside the appropriate box)

A. **Name of a school** (Use a code) .....

B. **Type of a school** : Government[ ] Aided [ ] Private [ ]

C. **Location of a school** : Urban [ ] Rural [ ] Peri-urban [ ]

D. **Grade doing** : Lower Grade(Gr1, Gr2, Gr3, Gr4) [ ]
Upper Grade (Gr5, Gr6) [ ]

E. **Age Group** : 6 - 10 [ ] 11 - 15 [ ]

II. Implementation of the National Continuous Assessment Programme

1(a) What do you understand by CA ?.....
.....

1(b) What problems have you experienced in doing CA ?.....
.....
.....

1(c) Do you think it is worthwhile to do CA ? Explain
.....
.....
.....

2(a) Are there any problems experienced by teachers ? Yes[ ] No [ ]

2(b) If yes, what kind of problems are experienced by teachers ? Explain
.....
.....
.....
.....

2(c) How have teachers addressed their concerns ? .....
.....
.....
.....

3(a) Is there any role that has been played by your parents? Yes[ ] No [ ]
3(b) If yes, what kind of a role has been played by your parents ? .....
.....
.....
.....

3(c) What role has been played by the headteachers, if ever there is ? .....
.....
.....
.....

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Appendix F

Interview Schedule for Swaziland National Association of Teacher's Executive Member

I. Background Information

A. **Sex** : Female [ ] Male [ ]

B. **Age Group** : 20 - 29 [ ] 30 - 39 [ ] 40 - 49 [ ] 50 - 59 [ ] 60+ [ ]

C. **Teaching Experience** : 0 - 4 [ ] 5 - 9 [ ] 10 - 14 [ ] 15 - 19 [ ] 20 + [ ]

D. **Highest Professional Qualification** : PI[ ] PTC[ ] PTD/STD/DipEd[ ]
BA/BAEd/BEd/BSc [ ]
Other (Specify) .....

E. **Position held in SNAT** (Specify) .....

F. **No. Of years serving SNAT** (Specify) .....

II. Implementation of the National Continuous Assessment Programme

Teachers in a number of conferences have raised concerns about CA. This has even ended up seeing the executive taking the issue up to the Ministry of Education in a form of a delivered petition.

1(a) What kind of problems have raised by the teachers about the implementation of the NCAP?
.....
.....
.....
.....
.....

1(h) What made the teachers to take such a unique stance in Swaziland ?.....
.....
.....

2. How has the Ministry of Education, that is, CIS, REO, Inspectorate/Inset and CA staff attempted to address teachers' concerns?
I. ***Chief Inspector of Schools***; .....
.....
.....

ii. ***Regional Education Officer;***
.....
.....
.....

iii.***Inspectorate/INSET***; .....
.....
.....

iv. *CA Staff*; .....
.....
.....

3. In your opinion, how has the Ministry of Education helped in the implementation of the NCAP?
.....
.....
.....
.....

4. What role has been played by school's administration in the implementation of the NCAP ?
.....
.....
.....
.....
.....

5. What role has been played by parents and pupils in this exercise ? .....
.....
.....
.....
.....

6. Do you think it is worthwhile for the Nation to continue with this innovation? Yes[ ] No [ ]
Explain
.....
.....
.....
.....
.....
.....

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Appendix G

Interview Schedule for a CA Officer

I. Background Information

A. **Sex** : Female [ ] Male [ ]

B. **Age Group** : 20 - 29[ ] 30 - 39[ ] 40 - 49 [ ] 50 - 59[ ] 60 +[ ]

C. **Highest Professional Qualification** (Specify) .....

D. **Teaching Experience** : 0 - 4[ ] 5 - 9[ ] 10 - 14 [ ] 15 - 19 [ ] 20 + [ ]

E. **Grade level Taught** (Specify) .....

F. **Experience as a CA staff member** (specify) .....

G. **Position held** (specify) .....

II. Implementation of the National Continuous Assessment Programme

1(a) In the zonal follow ups and training sessions, what kind of problems or concerns have been raised by the trainers/ teachers /headteachers in these workshops about the NCAP ?

.....
.....
.....
.....
.....

1(b) How have the teachers' or trainers' concerns been addressed by the CA personnel, REO and Chief Inspector of schools?

.....
.....
.....
.....
.....

1© What kind of strategies have been devised by the MOE in order to address these concerns prior to the NCAP implementation ? .....
.....
.....
.....

2(a) As part of the trainers and material developers, have these concerns been different when the NCAP was first initiated in Grade 1 in 1993? Yes [ ] No [ ]

2(b) If yes, what kind of problems were experienced by the Grade 1 teachers?

.....
.....
.....
.....

2c) How has the CA personnel/ MOE attempted to address these issues for the following grades such as Grade 2, 3, 4, 5 and 6 ? .....
.....
.....
.....
.....

3(a) In your opinion, do you think it is worthwhile to continue with the NCAP in the schools ?
Yes [ ] No [ ]

3(b) If yes, why do you think so ? ....
.....
.....
.....
.....

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Appendix H

Interview Schedule for the Regional Education Officer (REO)

I. Background Information

A. **Sex** : Male [ ][Female [ ]

B. **Age Group** : 20 - 29 [ ] 30 - 39 [ ] 40 - 49 [ ] 50 - 59 [ ] 60 + [ ]

C. **Professional Qualification** (Specify) .....

D. **Teaching Experience** : 0 - 4 [ ] 5 - 9 [ ] 10 - 14 [ ] 15 - 19 [ ] 20 + [ ]

E. **Headteacher's Experience** : 0 - 4 [ ] 5 - 9 [ ] 10 - 14 [ ] 15 - 19 [ ] 20 + [ ]

F. **Experience as REO** : 0 - 4 [ ] 5 - 9 [ ] 10 - 14 [ ] 15- 19 [ ] 20 + [ ]

II. Implementation of the National Continuous Assessment Programme

1(a) As a REO, are there problems that have been reported to your office to be experienced by classroom teachers and headteachers in implementing the National innovation ? Yes [ ] No [ ]

1(b) If yes, what has ben the nature of the problems ?
.....
.....
.....
.....
.....

1c) How has the REO office addressed the teachers' concerns ? .....
.....
.....
.....
.....
.....

2(a) Prior to the implementation of the NCAP, what measures were done by the ministry of education to help in the implementation of the NCAP in 1993 ? .....
.....
.....
.....

.....

2(b) What has been the role of parents and pupils in this exercise ? .....
.....
.....
.....
.....

2c) What has been the role of schools, that is, the principals in the national innovation ?
.....
.....
.....
.....
.....

3(a) Have the problems for the teachers similar in all the years, e.g in 1993 when the innovation was first started ? Yes [ ] No [ ]

3(b) If No, how has the Ministry of Education been attempting to address these problems experienced by teachers every year ?
.....
.....
.....
.....
.....
.....

4(a) In your opinion, do you think that it is worthwhile to continue with the programme ?
Yes [ ] No [ ]

4(b) Explain your position
.....
.....
.....
.....
.....
.....

Appendix I

Interview Schedule for the Chief Inspector of Schools (CIS/CEO)

I. Background Information

A. **Sex** : Female [ ] Male [ ]

B. **Age Group** : 20 - 29 [ ] 30 - 39 [ ] 40 - 49 [ ] 50 - 59 [ ] 60 + [ ]

C. **Highest Professional Qualification** : PL [ ] PTC [ ] PTD/STD/DipEd [ ]
BA/BAEd/BEd/BSc [ ]
MA/MAED/MEd/MSc [ ]

D. **Experience as a teacher** (Specify) .....

E. **Experience as a CIS** (Specify) .....

II. Implementation of the National Continuous Assessment Programme

We have witnessed teachers marching to the Ministry of Education to hand deliver a petition of their NCAP concerns.

1(a) What were the main issues concerning their petition with regard to the NCAP ?
.....
.....
.....
.....

1(b) Why were the teachers having to get to the extent of taking the issues up to the CIS?.....
.....
.....
.....

1c) How has the MOE addressed their concerns ? .....
.....
.....
.....
.....

2(a) In anticipation of the NCAP, what strategies were put in place to ensure appropriate implementation of the National innovation ? .....
.....
.....
.....

2(b) What role has been played by parents and pupils in the innovation ? .....
.....
.....
.....
.....
.....

2c) What role has been played by the schools' administration ? .....
.....
.....
.....

3(a) During the early stages of the implementation of the NCAP, did the Grade 1 teachers raise concerns about the innovation ? Yes [ ] No [ ]

3(b) If yes, how has the MOE addressed their concerns ? .....
.....
.....
.....

4(a) Do you think it is worthwhile to continue with the National innovation ? Yes [ ] No [ ]

4(b) Explain your position .....
.....
.....
.....
.....

Observation Schedule

Name of a school ..... **Location of a school** .....
Type of a school ..... **Class observed** .....
Time ..... **Date** .....

Content	Observation
A. Teaching and Learning	
1. Do teachers prepare ?	.....
2. What type of objectives are used ? (E.g behavioural or not)	.....
3. a] Do teachers test pupils ?	.....
b] How often do they test ?	.....
c] Do teachers keep records ?	.....
d] What type of records are kept? (i.e. by heads, teachers, parents)	.....
e] Do teachers do enrichment and remediation activities ?	.....
B. Classroom Structure/ Organisation	
1. How many pupils in each class ?	.....
2. How many teachers in each class ?	.....
3. Is the furniture available ? (i.e. desks, chairs, cupboards)	.....
4. Do headteachers have storing facilities ?	.....
C. Other Factors	
1. Are teachers accommodated in the school ?	.....
2. When do they arrive in the school everyday ?	.....
3. How often do they mark students' work ?	.....
4. How often do teachers get help in the school ?	.....
5. How many subjects are taught in the school ?	.....
6. Do teachers teach every subject or specialise ?	.....

Document 1

SCHOOL PROGRESS RECORD

NAME OF PUPIL Nasina Henry GRADE 2 NUMBER IN CL..
YEAR 1999 TERM 2

NUMBER OF SCHOOL DAYS: 67 NUMBER OF DAYS ABSENT
SCHOOL CLOSE 20 - 08 - 99 SCHOOL OPENS 14 - 09 - 99

SUBJECTS	TOTAL	MARKS OBTAINED	DECITION MAKING	REMARKS
ENGLISH	30	20	MM	Good
MATHEMATICS	20	17	MM	Good
CIS.AFI	35	35	MM	Good
RE	16	3	MM	Weak
AGRICULTURE				
SCIENCE	23	10	MM	Weak
SOCIAL STUDIES				
HOME ECONOMICS				
GRAND TOTAL	124	85		
PASS /FAIL	Pass		POSITION	18

CLASS TEACHERS REMARKS

SIGNATURE: D. J. Digmini

HEADTEACHERS REMARKS

SIGNATURE : G. E. Wa...

Document 2

GRADE FIVE STUDENT PARENT REPORT

Student Name:_____ Grade:_____ School:_____ Region:_____

Class Teacher:_____ Term Ending:_____ Total in Class:_____ Next Term Begins:_____

Term:_____ No. of School Days:_____ No. of Days Absent:_____

AGRICULTURE

OBJECTIVE	Total Score	Pupil's Score	Decision

Remarks:.....

.....

ENGLISH

OBJECTIVE	Total Score	Pupil's Score	Decision
Listens to a story			
Reads a story			
Uses passive voice			
Uses reflexive pronouns			
Writes a composition			

Remarks:.....

.....

SISWATI

INDZIKIMBA	Lokufuze kufolwe ngomfundzi	Lokutfolwe ngumfundzi	Sincumo
S.W.6 Umfundzi ubhala indzaba ngekukhetsa sinye sihloko kuleto lanikwetwe tona.			
S.W.7 Umfundzi ubhala incwadzi ngekukhetsa sinye sihloko kuleto laniketwetona			
S.R.18 Umfundzi ufundza indzaba bese uphendvula kulendzaba			
S.R.19 Umfundzi ucedzela sisho ngasinye ngekukhetsa linye ligama kulawo lasetibayeni			
S.R.20 Umfundzi ungcwabisa sikhala ngasinye ngekukhetsa ligama linye kulawo lasetibayeni			
S.R.7 Umfundzi ubhala imphendvulo yaleso naleso sitfutfuphlevwano simgceni lodvwetfiwe.			

Remarks:.....

.....

SOCIAL STUDIES

OBJECTIVE	Total Score	Pupil's Score	Decision

Remarks:.....

.....

RELIGIOUS EDUCATION

OBJECTIVE	Total Score	Pupil's Score	Decision
Describe migration in Swaziland	2		
Explain Abrahams migration	3		
Describe Israelites exodus	3		
Explain construction of a temple	5		
Describe shepherd in Jesus birth	4		
Describe involvement of wise men	4		
Explain involved when Jesus was taken in the Temple	4		

Remarks:.....

.....

SCIENCE

OBJECTIVE	Total Score	Pupil's Score	Decision
Water Cycle	13		
Wind Speed and Direction	7		
Recording Rainfall	7		
Types of clouds	7		
Conditions for Germination	6		
Components of Soil	6		
Phases of the moon	9		
Characteristics of Moon and Sun	8		

Remarks:.....

.....

MATHEMATICS

OBJECTIVE	Total Score	Pupil's Score	Decision
H.1 Names angles, triangles using acute, etc.	8		
H.2 Reflects figures in given mirror lines	9		
O.1 Solves problems on profit and loss	13		
H.3 Identifies similar objects	9		
D.2 Divides 4 digit numbers by single digit numbers	12		
T.3 Adds time periods (in min, hrs, wks, etc)	14		
B.1 Answers questions on a bar graph	11		
0.2 Works out cost of stamp for a given letter	11		
B.2 Answers questions on a pie chart	10		

Remarks:.....

.....

Class Teacher's Comments:.....

.....

.....

Class Teacher's Signature:.....

Head Teacher's Comments:.....

.....

.....

Head Teacher's Signature:.....

Document 3

CONTINUOUS ASSESSMENT PROGRAMME
MINISTRY OF EDUCATION
SWAZILAND

PUPIL PROGRESS RECORD

Name:_____ Sex:_____

School:_____ Region:_____ Class:_____

Date of Birth:_____

Parent/Guardian:_____

Address:_____

_____

_____

GRADE

PUPIL'S PROGRESS RECORD

I. ENGLISH

TERM 1					TERM 2					TERM 3				
Objective	Max	M	B	NM	Objective	Max	M	B	NM	Objective	Max	M	B	NM
1.					1.					1.				
2.					2.					2.				
3.					3.					3.				
4.					4.					4.				
5.					5.					5.				
6.					6.					6.				
7.					7.					7.				
8.					8.					8.				
9.					9.					9.				
10.					10.					10.				

GENERAL COMMENTS:

Term 1: _____

Term 2: _____

Term 3: _____

II. MATHEMATICS

TERM 1					TERM 2					TERM 3				
Objective	Max	M	B	NM	Objective	Max	M	B	NM	Objective	Max	M	B	NM
1.					1.					1.				
2.					2.					2.				
3.					3.					3.				
4.					4.					4.				
5.					5.					5.				
6.					6.					6.				
7.					7.					7.				
8.					8.					8.				
9.					9.					9.				
10.					10.					10.				

GENERAL COMMENTS:

Term 1: _____

Term 2: _____

Term 3: _____

Max - Maximum
M - Master
B - Borderline
NM - Non-Master

Document 4

CONTINUOUS ASSESSMENT

FACILITATORS' WORKSHOP

10 - 14 JANUARY 1999

NHLANGANO SUN

DATES: 10 - 14th JANUARY, 1999

ARRIVAL DATE: 10/1/99

ARRIVAL TIME: 4:00p.m.-5:30p.m. (1600 -1730Hour)

DAY I: SUNDAY

WORKSHOP BEGINS

- Chairperson — Brigid Dlamini

- Welcome Remarks
- Warm up activity
- Workshop Evaluation
- Participants' Expectations
- NCC/CA Expectations
- Workshop Objectives

7:00p.m. **SUPPER**

MONDAY **DAY 2** **DATE** 11/1/99

Chairperson- Lomakhosi Mavuso

7.00 - 8.30a.m.		BREAKFAST
8.30 - 8.45a.m.		Warm up Activity
8.45 - 9.00a.m.		Review of Previous Day's Proceedings
9.00 - 9.30a.m.		Official Opening
9.30 - 10.00a.m.		Update on CA
10.30 - 11.00a.m.		CA Overview
11.00 - 12.00noon		Concept of Gender
12.00 - 12.15p.m.		Questions/Comments
12.15 - 1.00p.m.		Gender and Development
1.00 - 2.30p.m.		LUNCH
2.30 - 2.45p.m.		Questions/Comments on Gender & Development
2.45 - 3.15p.m.		Introduction to Testing
3.15 - 4.00p.m.		Small Group Discussions on Testing
4.00 - 4.30p.m.		TEA
4.30 - 5.00p.m.		Plenary Session/Summary

TUESDAY **DAY 3** **12/1/99**

Chairperson-Masinga

7.00	-	8.30a.m.	BREAKFAST
8.30	-	8.45a.m.	Warm Up Activity
8.45	-	9.00a.m.	Review of the Previous Day's Proceedings
9.00	-	10.00a.m.	Rights of the Child
10.00	-	10.30a.m.	TEA/COFFEE
10.30	-	10.45a.m.	Questions/Comments on the Rights of the Child
10.45	-	11.00a.m.	Introduction to Time\ Large class management and Learning styles
11.00	-	11.45p.m.	Small Group Session on Time\ Large class and learning styles
11.45	-	12.45p.m.	Group Reports on Plenary Session
12.45	-	1.00p.m.	Discussions
1.00	-	2.30p.m.	LUNCH
2.30	-	2.45p.m.	Introduction to Remediation/Enrichment
2.45	-	3.45p.m.	Presentation/Demonstration Lesson on Remediation/Enrichment
3.45	-	4.00p.m.	Presentation/Demonstration Lesson on Remediation/Enrichment
4.00	-	4.30p.m.	TEA/COFFEE
4.30	-	5.30p.m.	Continuation of Presentations on Remediation/Enrichment

WEDNESDAY **DAY 4** **13/1/99**

Chairperson-Veronica Mngometulu

7.00 - 8.30a.m.	BREAKFAST
8.30 - 8.45a.m.	Warm Up Activity
8.45 - 9.00a.m.	Review of the Previous Day's Proceedings
9.00 - 10.00a.m.	How to Help Physically-Challenged Pupils
10.00 - 10.30a.m.	TEA
10.30 - 10.45a.m.	Discussions on the Presentation
10.45 - 11.00a.m.	Introduction to Record Keeping
11.00 - 12.00a.m.	CA and Exams
12.00 - 1.00p.m.	Questions/Comments
1.00 - 2.30p.m.	LUNCH
2.30 - 3.00p.m.	Discussion on small group presentation
3.00 - 6.00p.m.	Making of materials

THURSDAY **DAY 5** **14/1/99**

Chairperson-Oswald Mkhabela

7.00 -	8.30a.m.	BREAKFAST
8.30 -	8.45a.m.	Warm Up Activity
8.45 -	9.00a.m.	Summary on the previous day's proceedings
9.00 -	10.00a.m.	Planning the Training Programme of Grade 7 teachers
10.00 -	10.30a.m.	TEA
10.30 -	11.00a.m.	Workshop Evaluation
11.00 -	12.00noon	Closing
12.00 -	1.30p.m.	Lunch and Departures

CONTINUOUS ASSESSMENT

GRADE SEVEN

TEACHERS'

WORKSHOP

PROGRAMME

To be held at the following venues:

Thokoza Church Centre
School for the Deaf
Caritas - Manzini
Nhlangano Farmer's Training Centre

DATES: **15th - 19th, 22nd - 26th February, 1999**

DAY 1: MONDAY

WORKSHOP BEGINS

8.00	-	8.15a.m	Welcome Remarks
8.15	-	9.00a.m.	Introductions/Expectations
9.00	-	9.15a.m.	Workshop Objectives
9.15	-	10.00a.m.	CA Overview
10.00	-	10.30a.m.	**Tea**
10.30	-	11.00a.m.	Official Opening
11.00	-	12.00noon	Learning Styles
12.00	-	1.00	Testing
1.00	-	2.00p.m.	**Lunch**
2.00	-	3.00p.m.	Testing (Continued)
3.00	-	4.00p.m.	Small Groups Discussion on Testing
4.00	-	4.15p.m.	Tea
4.15	-	5.00p.m.	Groups Report in Plenary Session

DAY 2			TUESDAY
7.00	-	8.30a.m.	BREAKFAST
8.30	-	8.45a.m.	Warm up Activity
8.45	-	9.00a.m.	Review of Previous Day's Proceedings
9.00	-	10.00a.m.	Introduction to Time/Large Class Management
10.00	-	10.30a.m.	**Tea**
10.30	-	11.30a.m.	Small Groups Discussions on Time/Large Class
11.30	-	12.15p.m.	Plenary Session on Groups Reports
12.15	-	1.00p.m.	Introduction to Remediation/Enrichment
1.00	-	2.30p.m.	**LUNCH**
2.30	-	3.30p.m.	Remediation/Enrichment (Continued)
3.30	-	4.00p.m.	Small Groups Discussions
4.00	-	4.30p.m.	**Tea**
4.30	-	5.00p.m.	Preparation of Demonstration Lessons on Remediation/Enrichment Lesson.

DAY 3			WEDNESDAY
7.00	-	8.30a.m.	BREAKFAST
8.30	-	8.45a.m.	Warm Up Activity
8.45	-	9.00a.m.	Review of the Previous Day's Proceedings
9.00	-	10.00a.m.	Presentations on Remediation/Enrichment
10.00	-	10.30a.m.	**Tea/Coffee**
10.30	-	11.45a.m.	Discussions on Lesson Demonstration
11.45	-	12.00noon	How to Help Physically Challenged Pupils
12.00	-	1.00p.m.	Gender & Development
1.00	-	2.30p.m.	**LUNCH**
2.30	-	3.30p.m.	Gender & Development (Continued)
3.30	-	4.00p.m.	Questions/Comments
4.00	-	4.30p.m.	**Tea/Coffee**
4.30	-	5.00p.m.	Materials Development

DAY 4			THURSDAY
7.00	-	8.30a.m.	BREAKFAST
8.30	-	8.45a.m.	Warm Up Activity
8.45	-	9.00a.m.	Review of the Previous Day's Proceedings
9.00	-	9.45a.m.	The Rights of the Child
9.45	-	10.00a.m.	Questions/Comments
10.00	-	10.30a.m.	**Tea**
10.30	-	11.30a.m.	Introduction to Record Keeping
11.30	-	12.30a.m.	Small Groups
12.30	-	1.00a.m.	Group Presentations
1.00	-	2.30p.m.	**Lunch**
2.30	-	3.00p.m.	Group Presentations (Continued)
3.00	-	4.00p.m.	CA/Exams
4.00	-	4.15p.m.	**Tea**

DAY 5 **FRIDAY**

7.00 -	8.30a.m.	BREAKFAST
8.30 -	8.45a.m.	Warm Up Activity
8.45 -	9.00a.m.	Previous day's Proceedings
9.00 -	10.00a.m.	Questions/Comments on CA/Exams (Summary)
10.00 -	10.30a.m.	**Tea**
10.30 -	11.30a.m.	Review of Workshop Objectives/Expectations
11.30 -	12.00noon	Evaluation
12.00 -	12.30p.m.	Closing

LUNCH & DEPARTURE

Document 5

GRADE 7 SOCIAL STUDIES

TERM ONE

KEY

PG - Physical Geography
P - Population
CE - Career Education

Objectives

7.PG.1. Given incomplete/complete sentences/statements/tables, the learner will describe/differentiate maps and globes.

7.PG.2. Given incomplete/complete sentences/statements, the learner will describe the early astronomers correctly.

7.PG.3. Given incomplete/complete sentences/statements, the learner will explain/draw the important lines of latitude/longitude.

7.PG.4. With or without diagrams, the learner will draw/describe the **two** movements of the earth correctly.

7.PG.5. With or without the lines of longitude, the learner will describe/calculate time zones and vice versa.

7.PG.6. With or without a world map, the learner will describe the oceans/climatic regions of the world.

7.P.1. With or without diagrams, the learner will describe/ interpret/define/draw population pyramids; population education; population explosion and measures.

OBJECTIVE 7.PG.1.

Given incomplete/complete sentences/statements/tables, the learner will describe/differentiate maps and globes correctly.

SAMPLE INSTRUCTION AND TEST ITEM

1. Read each question and answer it fully.

   a) What is a map? _____

   _____

2. Copy and complete the sentences below.

   a) A _____ is an ideal representation of the earth.

3. *Copy and complete the table below.* Give **two** differences between a map and globe.

DIFFERENCES

MAP	GLOBE
1.	1.
2.	2.

4. Write true or false against each statement.

   a) A population map tells us about how many people live in certain areas of the world. _____

   b) _____. A map is an ideal representation of the earth.

CONTENT LIMIT

1. a) Items shall be at the level of grade 7.
   b) Lines shall be provided.

2. a) items shall be at the level of grade 7
   b) A list of words may be provided.
   c) The blank space(s) shall not give a clue.
   d) The blank spaces shall **not exceed three** in a sentence.
   e) The list of words may be more than the blank spaces.

3. a) Items shall be at the level of grade 7
   b) A table shall be provided
   c) The table may have a heading of "similarities" and "differences"
   d) Lines shall be provided in the table.

4. a) Items shall be at the level of grade 7.
   b) Blank spaces shall not give a clue.
   c) The number of "true and "false may be equal.
   d) Blank spaces may be at the end or beginning of a sentence.

RESPONSE LIMIT

1. a) The learner will respond by writing answers on the lines provided.

2. a) The learner will respond by filling the correct word(s) on the blank space(s) provided.

3. a) The learner will respond by writing answers on the lines provided in the table.

4. a) The learner will respond by writing "true or "false on the blank spaces provided.

   b) "True" and "false" responses shall at least be equal.

   c) Distracters will include:

      i. Omission/addition of phrases, prefixes, words in a sentence.

      ii. Common errors among pupils.

OBJECTIVE 7.PG.2.

Given incomplete/complete sentences/statements, the learner will describe the early astronomers correctly.

SIMPLE INSTRUCTION AND TEST ITEM

1. Match the statements in Group I with words in Group II e.g. 1.B

Group I	Group II
1. A person who studies universe ___	A. Astronomy
2. The study of the universe _____	B. Astronomer
3. Born in Italy in 1564 _____	C. Copernicus
	D. Galileo Galilei

2. Copy and complete these sentences.

a) A telescope makes distant objects appear _____ and _____.

Choose the correct answer. Circle the letter next to the answer.

3. Galileo made the following statement important discoveries.

a. He discovered that the moon has mountains and valleys.
b. He discovered that the sun has no spots.
c. He discovered that the earth is flat.
d. He inverted an instrument called a microscope.

CONTENT LIMIT

1. a) Items shall be at the level of grade 7.
b) A table with two columns will be provided.
c) Group I will have statements and Group II will have words.

d) The words in Group II may be more than the statements in Group I.
e) Blank spaces may be provided in the table, in Group I.

2. a) Items shall be familiar to the learners.
b) Blank spaces shall be provided.
c) Blank spaces shall not give a clue.
d) Blank spaces shall not exceed **two** in a sentence.
e) A list of words may be provided.

3. a) Items shall be at the level of grade 7.
b) Out of four choices, one will be correct.
c) The choice options shall be written in a **vertical format**.
d) The correct option will be written randomly.

RESPONSE LIMIT

1. a) The learner will respond by writing the number of statement and the alphabet of the corresponding statement on the blank provided e.g. 1D

2. a) The learner will respond by writing and filling the correct word(s) in the blanks provided.

3. a) The learner will respond by choosing the correct answer by circling the letter next to the answer.
b) Out of four responses, one will be correct.
c) Distracters will include:

i. Common errors among pupils
ii. Omission/addition of words, phrases, prefixes in a sentence.

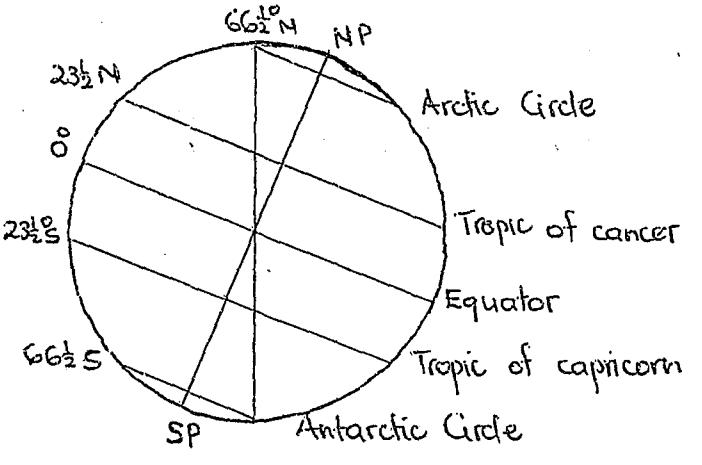
OBJECTIVE 7.PG.3.

Given incomplete/complete sentences/statements, the learner will explain/draw the important lines latitude/longitude.

SIMPLE INSTRUCTION AND TEST ITEM

1. Draw a circle of radius 3cm and show. *Use the space below.*

   i. the 5 lines of latitude
   ii. the North and South pole
   iii. name the lines
   iv. write the degrees of each line.



Choose the correct answer. Circle the letter next to the answer.

2. The lines that run from north to south are called:

   a. Longitudes

b. Latitudes
c. Equator
d. Verticals.

3. Copy and complete these sentences.

a. Lines of latitude are also known as _____

CONTENT LIMIT

1. a) Items shall be at the level of grade 7.
   b) A space may be provided.
   c) The radius of the circle may be provided.

2. a) Items shall be familiar to the learners.
   b) Out of four choices, one shall be correct.
   c) The choice options shall be written in a **vertical format.**

3. a) Items shall be at the level of grade .
   b) Blank space(s) shall be provided.
   c) A list of words may be provided.
   d) The blank space(s) will not give a clue.

RESPONSE LIMIT

1. a) The learner will respond by drawing a circle on the space provided.
   b) The learner will draw the 5 lines.
   c) The learner will name the lines.
   d) The learner will write the degrees of the lines.

2. a) The learner will respond by circling the correct letter next to the answer.
   b) Out of four responses, one will be correct.
   c) Distracters will include:

      i. Common errors among the pupils.
      ii. Omission/addition of words, phrases, prefixes in a sentence.

3. a) The learner will respond by filling the correct word(s) in the blank space(s) provided.

OBJECTIVE 7.PG.4.

With or without diagrams, the learner will draw/describe the **two** movements of the earth correctly.

SAMPLE INSTRUCTION AND TEST ITEM

1. Define the following terms.

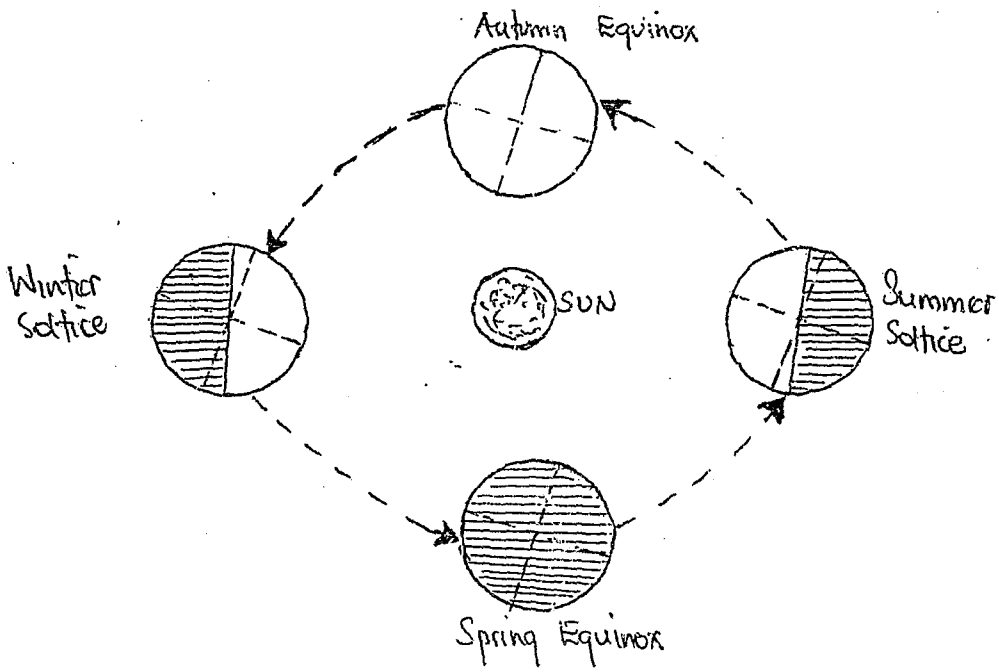
   a) Rotation _____

   _____

   b) Revolution _____

   _____

2. Draw a diagram of the earth's revolution in the Southern hemisphere. Label it correctly. Show the Winter Soltice, Summer Soltice, Spring Equinox and Autum Equinox. Also show the day and night in all the above mentioned phases.



3. Write true or false against each statement.

   a) The earth's rotation causes day and night. _____.

   b) The imaginary route the earth spins on is called an orbit. _____.

CONTENT LIMIT

1. a) Items shall be at the level of grade 7.
   b) Lines shall be provided.

2. a) Items shall be familiar to the pupils.
   b) A space may be provided.

3. a) Items shall be at the level of grade 7.
   b) True and false items shall at least be equal.
   c) Blank spaces shall not give a clue.
   d) Blank spaces shall be at the end or beginning of a statement.

RESPONSE LIMIT

1. a) The learner will respond by writing answers on the lines provided.

2. a) The learner will respond by drawing a diagram of the earth's revolution.

   b) The diagram will be drawn on the space provided.

   c) The learner will label the diagram correctly.

3. a) The learner will respond by writing **"true** or **"false"** on the blank spaces provided.

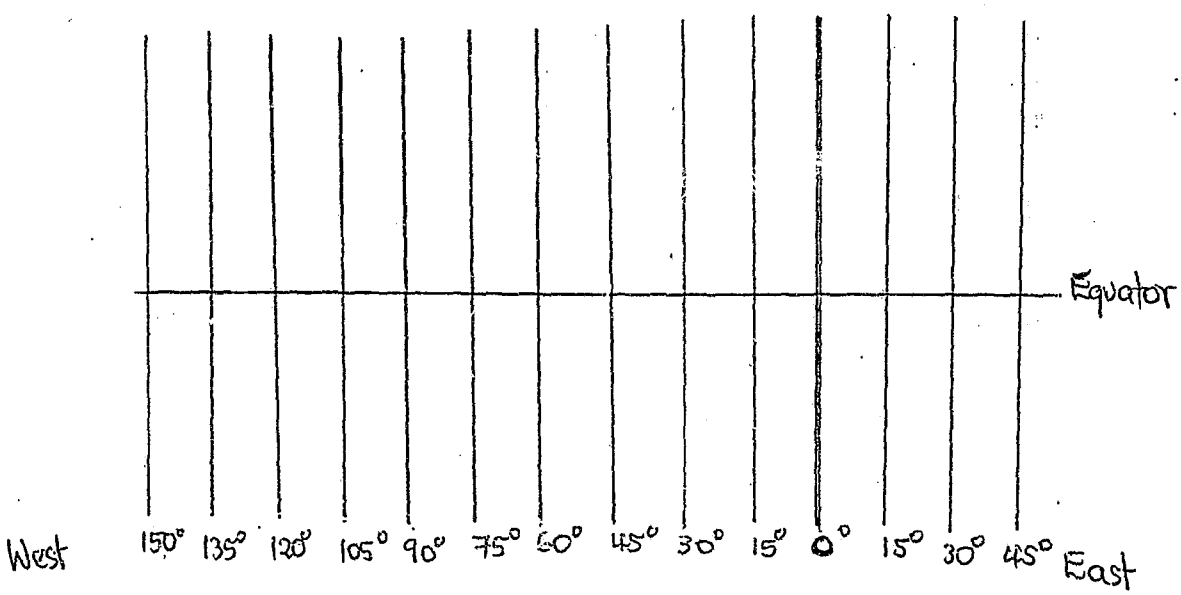
   b) **"True** or **"False"** responses shall at least be equal.

OBJECTIVE 7.PG.5

With or without the lines of longitude, the learner will describe/calculate time zones and vice versa.

SAMPLE INSTRUCTION AND TEST ITEM

STUDY THE MAP BELOW SHOWING THE LINES OF LONGITUDE. THEN ANSWER THE QUESTIONS THAT FOLLOW



1. Read each question carefully. Then answer it.

   a) What is a time zone? _____

   _____

   b) How many time zones are in the world map?

   _____

2. a) If it is 12 noon at the Prime Meridian (0 Longitude), what time is it at the following place:

   i. 15^0 W _____

   ii. 15^0 E _____

   b) If at the Meridian (0) is 2.00 p.m. What longitudes would have the following times?

   i. 3.00 p.m. = _____

   ii. 1.00 p.m. = _____

CONTENT LIMIT

1. a) Items shall be at the level of grade 7
   b) Items shall be directly or indirectly based on a diagram.
   c) Lines shall be provided.

2. a) Items shall be familiar to the pupils
   b) Half of the items shall be represented by sample 2 (a) and others by sample 2(b).
   c) Blank spaces shall be provided.
   d) The blank spaces shall not give a clue.

RESPONSE LIMIT

1. a) The learner will respond by writing answers on the lines provided.

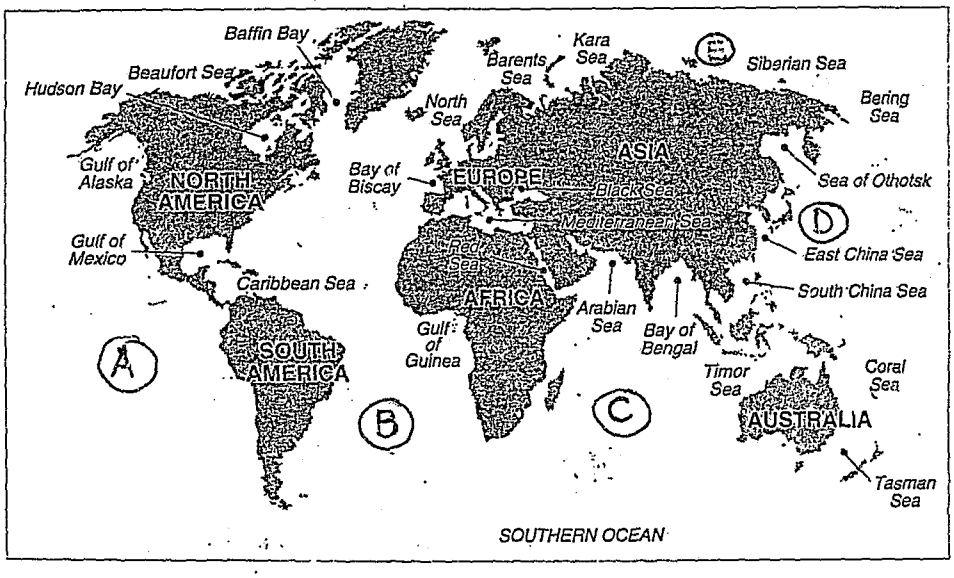
2. a) The learner will respond by writing the answers on the blank spaces/lines provided.

OBJECTIVE 7.PG.6

With or without a world map, the learner will describe the oceans/climatic regions of the world.

SAMPLE INSTRUCTION AND TEST ITEM

STUDY THE WORLD MAP BELOW. THEN ANSWER THE QUESTIONS THAT FOLLOW.



1. Give the names of the oceans marked A,B,C,D, and E.

   i.e. A _____

2. Why is sea water salty? _____

   _____

   Choose the correct answer. Circle the correct letter next to the answer.

3. Which of the following is **not** a sea?

   a. Red Sea
   b. Arabian Sea
   c. Indian Sea
   d. Carribean Sea.

4. Copy and complete the table below. Fill in the missing information in each of the columns.

REGION	LATITUDE	PLANTS	HUMAN ACTIVITIES
1. ____	between 15 and 30 north and south of the Equator, mainly on the Western side of land masses.	_____ _____ _____ _____	mining and crop farming where there is water; pastoral farming in certain areas where animals can withstand drought.
2. Equatorial ranin forest.	_____ _____ _____ _____	thick forest, tall trees and tall grass.	_____ _____ _____ _____

CONTENT LIMIT

1. a) Items shall be directly or indirectly based on the map provided.
   b) Items shall be at the level of grade 7.
   c) Features on the map will be marked by letters of alphabet.

d) Lines shall be provided.

2. a) Items shall be at the level of grade 7.
   b) Items shall be directly or indirectly based on the map provided.
   c) Lines shall be provided.

3. a) Items shall be familiar to the learners.
   b) Out of four choices, one will be correct.
   c) The choices shall be written in a **vertical format**
   d) The correct choices shall be written randomly in each question.

4. a) Items shall be at the level of grade 7.
   b) A table may contain four columns.
   c) In a row, two columns will be provided with information.
   d) Lines/blank spaces shall be provided in the table.

RESPONSE LIMIT

1. a) The learner will respond by answering the features marked on the map on the lines/blank spaces provided.

2. a) The learner will respond by writing the answers on the lines provided.

3. a) The learner will respond by choosing the correct answer by circling the correct letter next to the answer.

4. a) The learner will respond by filling the appropriate information on the blanks/lines provided in the table.

OBJECTIVE 7.P.1.

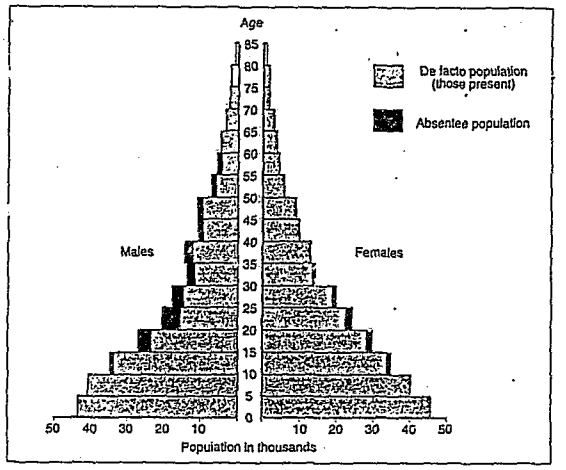
With or without the diagrams, the learner will describe/ interpret/define/draw population pyramids; population education; population explosion and measures.

SAMPLE INSTRUCTIONS AND TEST ITEM

1. Copy and complete the sentences below.

   a) _____ refers to the number of species or people living in a particular area.

2. Study the population pyramid for Swaziland in 1986. Then answer the questions based on it.



Population pyramid for Swaziland in 1986

a) What problems would arise in each of these situations?

i. When the population is made up mainly of old people?

_____

_____

ii. When the population is made up of mainly children?

_____

_____

3. Complete the table below.

POPULATION EXPLOSION

CAUSES	POSSIBLE SOLUTIONS
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

CONTENT LIMIT

1 a) Items shall be at the level of grade 7.
b) A list of words may be provided.
c) The blank space(s) shall not give a clue
d) The list of words may be more than blank spaces.

2 a) The diagram shall be familiar to the pupils
b) Items asked shall be directly or indirectly based on the diagram
c) Items asked shall be hierarchical, that is follow Blooms taxanomy

3. a) Items shall be at the level of the learners
   b) Two column may be provided
   c) A list of word may be provided
   d) In a row, one word may be provided if the list of words is not available.

RESPONSE LIMIT

1 a) Learners will respond by writing a word on the lines / blanks provided

2 a) Learners will respond by writing their answers or responses on the lines provided.
   b) Learners may use complete sentences.

3 a) Learners will respond by completing the table provided.
   b) Responses may be written on the blank spaces where the blanks are provided.

Author Gule E D
Name of thesis Problems Experience By Classroom Primary Teachers, Headteachers And Pupils In Implementing The National Continuous Assessment Programme In Schools In The Manzini Region, Swaziland Gule E D

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