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DEPARTMENT OF EDUCATION

**Continuous assessment in Oshikwanyama: A case study**

Submitted by

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## **Abstract**

This study is about Continuous Assessment (CA) in teaching and learning, a new concept and approach in independent Namibia. The country's education system was reformed shortly after independence in 1990 to fulfill the intention for Education for All. The Namibian education system then moved from a behaviorist to constructivist philosophy of education. The move made from one philosophy to another resulted in many changes in teaching and learning including changes in assessment in education. CA is born out of a constructivist philosophy. It is believed to facilitate learning with understanding.

In this study I explored the understanding of Oshikwanyama teachers and their practice of CA in teaching and learning. Interviews, classroom observations and document analysis were used. The research focused on 10 participants in the Ohangwena and Oshana regions. The participants ranged from a Head of Department to members of the curriculum panel, subject advisors and Oshikwanyama subject facilitators as well as teachers at the classroom level.

It was revealed that generally speaking, CA as a term is understood, but the practice is not well implemented. In the practice of CA, instead of learners being assessed for further learning, the emphasis is on scored marks without further assistance in learning. Further, the collection of marks during CA is often seen as largely for the purpose of contributing to the marks for summative final marks. Informal assessment which is part of CA was not given attention, which is a key factor preventing the effective use of CA in teaching and learning. Methods such as marking grids that are provided in the syllabus, as well as portfolios and learners' profiles, were not mentioned in the interviews nor observed as being in use. Participants in the study did acknowledge that they did not fully understand how best to implement CA.

Overall, the evidence pointed to a conclusion that the identified shortcomings in the implementation of formative assessment is limiting the realization of the rich potential for CA as a day-to-day tool to facilitate learning for understanding in the observed classes.

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Above all it is God who has made it possible.

## **Acronyms used in this thesis**

CA = Continuous Assessment

MBESC = Ministry of Basic Education Sport and Culture

MEC = Ministry of Education and Culture

BETD = Basic Education Teachers Diploma

EPI = Education Programmer Implementation

LCE = learner centered education

USA= United States of America

UK= United Kingdom

DNEA = Department of National Examinations and Assessment

NANTU = Namibian National Teachers' Union

# **Chapter 1**

## **Introduction**

### **1.1 Introduction**

This chapter introduces the context and rationale of the study, the reasons that moved me to investigate this issue and the goals of the study. It concludes with an overview of the thesis chapters.

### **1.2 Context of the study**

Namibian education was reformed immediately after independence; it was reoriented from a teacher-centered to learner-centered education (MEC, 1993), accompanied by a shift to a constructivist approach to teaching and learning. The shift made in Namibian education also brought in continuous assessment (CA) which introduced another change in teachers' daily teaching. However, implementing CA has not been easy in Namibia.

With the new constructivist approach to education, the learning process is considered to be as important as the product (Le Grange & Reddy, 1998). The introduction of a new focus on the process of learning caught my interest and I was keen to understand this better. Therefore, I took as the focus of my study CA which is a tool for learning used to evaluate the learning process and monitor the learners' development in learning on an ongoing basis.

CA makes use of both formative and summative assessment whereby the main focus is on a formative part. The formative assessment, which is emphasized in the Namibian policy (MBEC, 1999) is associated with criterion referenced assessment, rather than norm referenced assessment, which is often associated with summative assessment. Criterion referenced assessment is underpinned by constructivist learning theories, which emphasize knowledge with understanding (Wilmot, 2003:14). Therefore, it seems also appropriate to study how criterion referenced assessment is being used in teaching and learning activities. The idea of assessing learners using a criterion referenced way of assessment is believed to better facilitate learning with understanding (Wilmot, 2003).

As an education officer for Oshikwanyama I have a special interest in discovering how learning facilitation through CA is understood and practiced in the classroom. The hope and expectation was that this study might allow me to better assist teachers in using CA in the teaching of Oshikwanyama, as I am currently responsible to facilitate workshops and development of materials.

My decision to take CA as the topic for this study was also motivated by my exposure to previous research findings that showed that many Namibian teachers do not understand the whole notion of CA in teaching and learning. There was also evidence that schools and teachers were confused and frustrated by the implementation of CA in teaching and learning with few teachers able to implement CA correctly (EPI, 1992). In my own experience, I had come to the conclusion that many of the teachers I work with, specifically in Oshikwanyama, did not understand the purpose of CA, and therefore, have problems implementing it effectively. I was also intrigued by the research carried out by Nangombe (1998:74-82), who found that practitioners in Namibian education are not empowered to implement innovative ways of assessment or to deal with the reform process.

In addition, many stakeholders in education are dismayed at the poor performance of Namibian learners in the final year examinations, particularly at Grade 10 and Grade 12 levels. Newspapers and electronic media report on the high failure rate, prompting some experts to slam the education system (Chitiyo, 2005). Chitiyo claims that over the past 15 years, there has no quality of education produced as intended to. The intended quality of education seems to be prevented and instead only high failure rate was observed in schools. The concern failure rate was also discussed at an assembly of the Namibian National Teachers' Union (NANTU) at Onathing circuit in 2004 (Hamutenya, 2004). Despite these reports and criticisms, the question still remains as to what causes learners not to do well in the final examination.

If the promise of CA in promoting learning is to be realized then the correct implementation of CA in teaching and learning could assist in improving the situation of high failure rates because the introduction of CA in teaching is to improve learning

(MBEC, 1999). The Namibian teachers who are expected to improve learning by using CA in their teaching have in fact asked for assistance with the implementation of CA (MBEC, 1999) because teachers have a lack of a proper understanding regarding the nature and point of CA (Piepmeyer, 2006).

So, in summary: I became interested in doing an in depth exploration of selected Oshikwanyama teachers' implementation of CA as a means of probing their understanding of the policy and practice in their own contexts.

It is hoped that the results of the study will serve to inform my work, as an education officer with Oshikwanyama teachers and that it may further inform the development of teachers' guidelines on the implementation of CA. The outcome of this study may also be a useful guide for curriculum designers and examiners, as well as the Department of National Examinations and Assessment of Namibia (DNEA). Through documented findings, better systems could be introduced; more practical workshops and training on assessment and examination strategies and techniques could be designed in order to improve the ongoing dismal results in Oshikwanyama, which prevent many young Namibians from pursuing further studies.

### **1.3 Goals of the research**

The goal of this study is to:

Explore Oshikwanyama teachers' understanding and practice of continuous assessment.

The research questions are:

- How do Oshikwanyama teachers understand CA?
- To what extent do teachers practice CA in their classrooms?
- Which methods/forms of CA are mostly used?

### **1.4 Research site**

The study was conducted in Ohangwena and Oshana regions in the northern part of Namibia, which are shown on the political map of Namibia (Figure 1).

I was a teacher in one of the schools in Oshana region and I am now an Education Officer of Oshikwanyama, one of the mother tongues of the 4 northern regions in Namibia. Ohangwena and Oshana are the regions that offer Oshikwanyama at the most schools, which makes them the best regions for the site of this study.

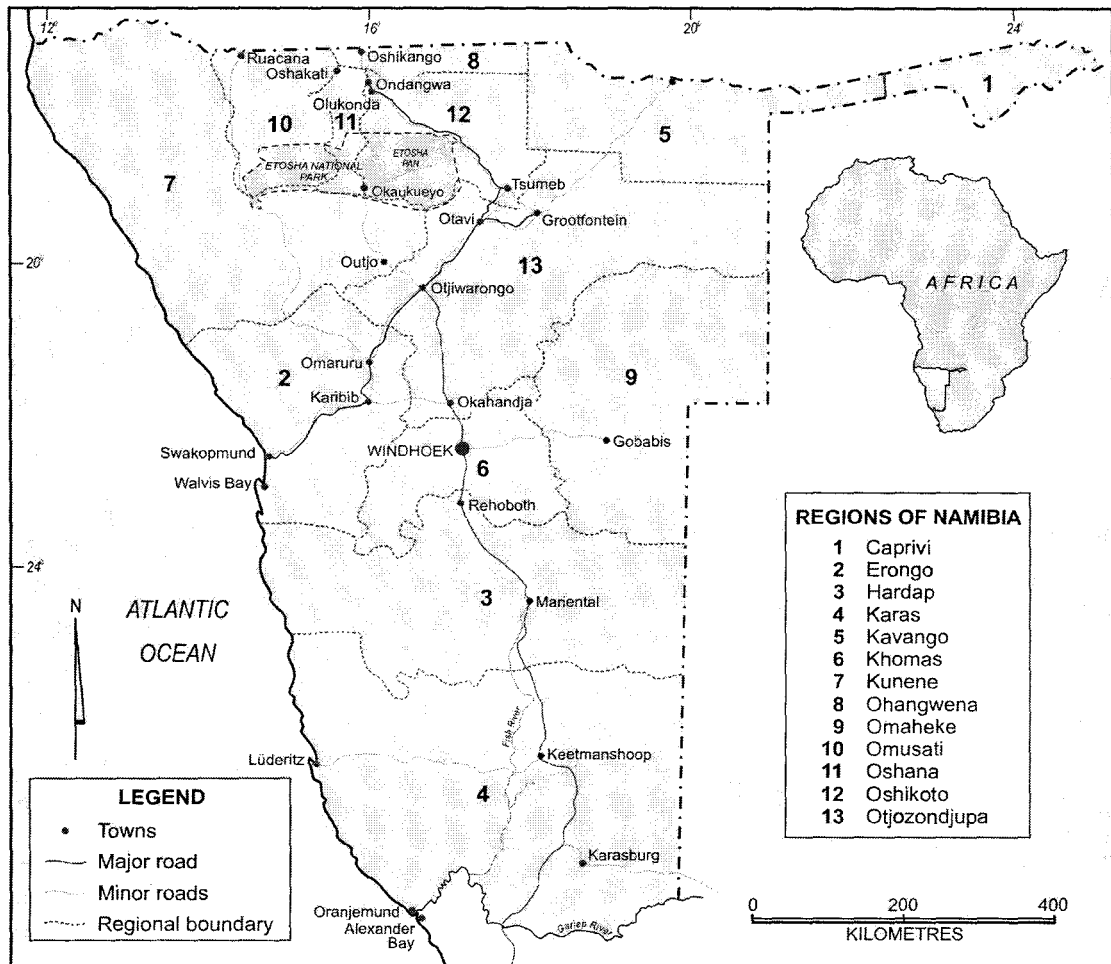


Figure 1. Regions of Namibia ( Sue Abraham, 2006. Graphic Design Unit, Rhodes University. Grahamstown)

The Ohangwena region has 60 schools offering Oshikwanyama from Grade 1-12 with a total of approximately 853 learners in all Grades 10 each year. After decentralization Ohangwena region consisted of six inspectorates run by no fewer than 6 inspectors.



The Oshana region offers both Oshikwanyama and Oshindonga as first languages, thus the schools offering Oshikwanyama number only 29. Oshana has four educational inspectorates headed by 3 male and a female inspector.

In Namibia when we talk of disadvantaged regions, schools, teachers and learners, Ohangwena and Oshana are amongst the top four regions. For example, it was found out that Ohangwena and Oshana are amongst the regions with inequalities. In addition, learners attending schools in those regions are from low socio-economic status backgrounds (Tjituka, 2006).

Most learners in Ohangwena and Oshana regions are from uneducated parent' homes (MBESC, 2004) and, in my experience, these are the parents who can give only limited assistance to learners' with their school work. The children from these family backgrounds are normally faced with extra hardships in their learning because their parents may not understand their educational needs. Also, in some cases, the impoverished family background does not permit learners to have access to learning support materials which other learners can afford. In such a context it is sometimes hard to achieve the desired learning outcomes.

## **1.5 Overview of the chapters**

This thesis is divided into five chapters and structured as follows:

Chapter one clarified the context of the study, explained the motive behind the decision to conduct this study and presented the study goals and research questions.

Chapter two is the literature review which starts by explaining what CA is in learning and why it is so crucial to use it in teaching and learning. The chapter summarizes the difference between summative and formative assessment in teaching. The chapter clarifies the implementation of CA in the classroom using suggested forms of assessment such as learners' profiles and portfolios. The chapter also looks at the methods of teaching that seem to be popular in use but make it hard to assess learners individually,

such as group work. Finally, the chapter reviews the findings of other research into CA in Namibia and other countries.

Chapter three is the methodology chapter which describes methods used and the reasons for selecting them. The process used in the research and in analysis of data is explained in detail in this chapter.

Chapter four presents the data collected in relation to the research questions. The emerging themes are made explicit.

Chapter five draws the findings together, discussing them in relation to the literature and draws some conclusions.

## **1.6 Conclusion**

This chapter gives the context of the study presents the research goals and research questions, the research site and outlines the five chapters of the thesis.

## **Chapter 2**

### **Literature review**

#### **2.1 Introduction**

In this chapter, I explore the literature on continuous assessment (CA) in teaching and learning because the aim of the study is to explore teachers' understanding of CA in their teaching.

I start with a definition of assessment in general and then proceed with defining CA in particular. The main characteristics of summative and formative assessment are then explained. The importance of CA in teaching and learning and the significance of the latter in learner centered education are also discussed. The implementation of CA with regard to informal and formal assessment methods, forms/tools of assessment and recording of assessment are examined. Because the study is concerned with CA in Namibia, I also outline the Namibian policies concerning CA. Finally I discuss the research findings on CA from a global perspective before I draw the threads together.

#### **2.2 Different types of assessment**

##### ***2.2.1 Assessment in general***

The definition of 'assessment' given in *Towards Improving Continuous Assessment in Schools* (MBEC, 1999: 2) is that it is "a process of gathering information about how learners are progressing in their learning. It gathers information about what learners know and can demonstrate as a result of the learning processes." In addition to the above definition, the Pilot Curriculum Guide for Formal Senior Secondary Education (MBEC, 1998) further defines it as a term used for evaluation of a learner's progress, which can be internal or school based assessment or an external examination. Similarly, *Towards*

*Education for All* (MEC, 1993) states that it is to be used to determine how well the teachers, learners, schools, and the entire education system are performing. In defining assessment, Le Grange & Reddy (1998) also add that the teacher is expected to measure the performance of learners and decide on each child's progress. Therefore, assessment is a series of activities that are designed to measure what the learners have learnt as a result of an instructional programmer.

### ***2.2.2 The characteristics of summative and formative assessment***

Summative and formative are two methods of assessing learning. It is understood that learning could be assessed summatively to assess the product of learning and what has been achieved after teaching, or formatively to assess the process of learning and provide feedback about the learning progress and support future learning.

**Summative assessment** has the characteristic of assessing learners to find out how much has been learnt at the end of the teaching and learning experience, which can include the end of term or the end of the year examination. In many cases, summative assessment plays no further role for future learning. Summative assessment is normally associated with **norm referenced assessment**, which is used to find out the quality and quantity of competencies learnt in comparison with other learners in the same group/class. In addition, norm referenced assessment is used in comparing a learner's results with the other learners' results in determining the extent of his/her performance. In conclusion, summative assessment is explained as assessment that takes place mostly at the end of a course. Summative assessment is the traditional, formal means of assessment, which involves formal testing of content in a given time (Le Grange & Reddy, 1998). In other words, summative assessment is a backward looking assessment (Wilmot, 2003).

**Formative assessment**, on the other hand, is an assessment where learners are assessed to find out what has been learnt and what has not yet been learnt when compared to a set of competencies. Formative assessment is a forward looking assessment (Wilmot, 2003), which is normally done through day to day activities on a continuous basis for a certain time with the purpose of evaluating and looking at the **progress of a learner** over a

period of time (Wilmot, 2003). It is done to inform teachers and learners about the kind of learning which has taken place in the classroom and to guide teachers and learners towards areas of learning still to be worked on. Finally, formative assessment is the assessment in which teachers give feedback to learners on their individual performance (Le Grange & Reddy, 1998). **Criterion-referenced** assessment is another type of assessment which goes hand in hand with formative assessment. Criterion referenced assessment is used with the purpose of seeing what the learner understands and can do in comparison with a set standard; which takes the form of predetermined criteria (Le Grange & Reddy, 1998).

### ***2.2.3 Distinction between terminal and continuous assessment (CA)***

Terminal assessment is carried out at the end of a course and CA is an assessment on a regular basis while learners are still working through the course (Ellington, 1996; Ellington, 1997; MBEC, 1999). CA is an internal assessment in schools, done by both teachers and learners. CA assesses knowledge, skills and attitudes (MBEC, 1998), and can be either summative or formative while terminal assessment is usually only summative (Ellington, 1996).

## **2.3 CA in learner-centered education**

### ***2.3.1 Background***

The Namibian education system has moved away from summative assessment as the only form of assessment (MEC, 1993) in fulfilling the needs of learning in learner-centered education (LCE). In the old system it was discovered that the quality of teaching was limited; it met the needs of an elite group of students/learners only. Therefore, implementing CA in teaching and learning was regarded as helping teachers to cater for all learners irrespective of their abilities in learning (MEC, 1993).

CA is understood to be the type of assessment that will help the education system to achieve the intended outcomes of teaching and learning because “what you want to test is

what you get” (Nafziger, 1998:65). CA as formatively done is regarded as good because it focuses on the learning process (Wilmot 2003). CA helps a teacher to know the level of learners in the teaching and learning process. CA is also vital in promoting and supporting learning with understanding. Therefore, CA is regarded as the best form of assessment to assess learners’ progress where learners’ thinking capacity and their abilities in solving problems (Nafziger, 1998:65) could be assessed. Implementing CA in teaching and learning is seen as supporting the shift to a constructivist theory of learning (MEC, 1993). The shift requires educators to treat education differently from some of the practices of the past.

In constructivism, knowledge is not viewed as something out there but it is formed within the minds of individuals. It does not have any existence outside of the individuals. A constructivist views learners as constructors of knowledge with teachers helping them in the process (Wilmot, 2003). This is also the view of Le Grange and Reddy (1998) who emphasize that the concern is on the process of learning rather than only the end product. This view of knowledge should, it is argued, change the shape of one’s approach to teaching and learning.

### ***2.3.2 Significance of CA in teaching and learning with understanding***

As a form of assessment in a learner centered approach, CA has a significant role to play in learners’ learning. It is valued as a strategy in providing a conducive environment where learners can learn with understanding (Le Grange & Reddy, 1998). It is said to help educators in practicing teaching and learning effectively (Black, 1998). CA assists in giving a picture of a learner’s progress in learning (MBEC, 1999). Giving feedback to learners as mentioned earlier makes CA play a significant role in learners’ learning; at the same time it is motivating them to learn (MBEC, 1999). On the other hand, it has been discovered that CA can de-motivate learners in learning if the feedback is presented in a negative way (Gipps and Stobart, 1997). So CA is introduced in teaching and learning for the teachers to continue playing a significant role in teaching for their learners to learn (MEC, 1993). How teachers are playing this role is one of the issues to be investigated in this study.

On the other hand, it has been found that for CA to play this significant role in teaching and learning, it should be supported by the availability of appropriate teacher support documents that instruct teachers and guide them on CA implementation. January (2002) asserts that the written documents should be in an understandable language and user friendly, otherwise CA's purpose cannot be realized in teaching and learning. The observation made by the Oshikwanyama Curriculum Committee is that teachers in Oshikwanyama are struggling even to understand the notion of LCE (MBESC, 2005), which, could make it difficult to facilitate CA too. The unavailability of the documents in Oshikwanyama creates a mismatch with the promise that all the subjects would be provided with all the relevant materials to cater for the reformed education (MEC, 1993). Oshikwanyama is one of the African languages where the materials are not well developed as seen in Othimbukushu another African language (Munganda, 2002). If teachers are guided effectively by relevant materials, implementation could be easy and CA could be understood better and play its role in learning.

CA can play a significant role in teaching and learning if it is used as a tool for motivating learners to learn and do well (Shepard, 2000) as this is the main purpose of the whole CA idea. Research has indicated that a shift to school based formative assessment has led to authentic tasks and procedures of assessment to encourage the developing of deep knowledge (Wilmot, 2005) and this is the vital role of CA. However, in research carried out in Black & Wiliam (1998) discovered that teachers' assessment was discovered to be weak, encouraging recall and rote learning, with emphasis on grading rather than learning (Black & Wiliam, 1998). Therefore, much of the time teachers seem to make use of normative rather than criterion referenced assessment which could prevent CA from being effectively implemented.

Authentic CA activities that lead CA to fulfilling its role connect the school with the world outside the school, motivating learners to learn better at the same time as they make sense of what they are learning (Gipps and Stobart, 1997). In the process of connecting the school with the outside world, learners would re-arrange and re-organize the subject matter (Gipps, 1994) and find learning enjoyable; at the same time teachers could follow the learners' progress thoroughly.

Gipps (1994) raised the point that in the United Kingdom (UK), active participation helps learners to think for themselves and understand the intention of the material they are using (Gipps, 1994). In the process, learners reduce memorization and increase critical thinking and problem solving. Consequently, teachers are expected to be facilitators and leaders for learners to learn in an active way (Van Harmelen, 2005). Namibian teachers therefore have a challenge to assist learners to realize that memorizing facts is not the only way of learning and it is no longer valued in Namibia (MEC, 1993). Teachers have the responsibility of making it clear that in Namibia, memorizing is used with other ways of learning because learning through memorizing alone is worthless for learning with understanding. Teachers' way of teaching is expected to emphasise that learning that only occurs by memorizing is superficial and information learnt in that way leads nowhere. Therefore, the teachers' emphasis is expected to be on deeper learning and understanding (Marzano, 1993). In addition Ryle (in Lubisi, Wedekind, Parker & Gultig, 1997:11) emphasized that teachers should shift their teaching focus to the ability of carrying out actions rather than emphasizing on the memorization of facts. Therefore, CA as a day-to-day practice involves observation and monitoring of the learning process in achieving the intended outcome, which is learning with understanding.

The Namibian education curriculum picks up this feature of active engagement of learners. It advocates that learning should be treated as an active process that works best when the learners participate in developing and organizing it (MEC, 1993; Marzano, 1993). In facilitating learning, teachers are sometimes advised to use Vygotsky's idea of a zone of proximal development (ZPD) to serve the purpose of learning. The ZPD refers to the gap between the actual developmental level as shown by a child's unaided performance and the potential level of performance under adult guidance or in collaboration with more capable peers. To facilitate learning, teachers are expected to move learners from one stage of understanding to another; therefore, teachers' assessment should be to evaluate how learners are progressing and assess for learning as learners move through the zone of proximal development. Vygotsky's idea could help in the process of teachers' assessment in monitoring learners' progress at the same time as making learning an active process (MEC, 1993).



In the process, as learners are engaging in the subject matter, trying to connect a new idea to the existing ideas, teachers are expected to monitor what is happening and collect evidence of learning (MBEC, 1999; Vygotsky cited in van Harmelen, 2005).

Furthermore, learning 'how to' rather than learning 'that' (Lubisi, Wedekind, Parker, & Gultig, 1997) is where the emphasis lies. Therefore, teachers' assessment should help in determining whether the learning has taken place or something is to be done to achieve the learning outcome (MBEC, 1999).

How then might CA play a role in providing opportunities to learn with understanding? A number of authors such as Wilmot (2003), van Harmelen (2005), Harris & Bell (1986) and Ashworth (1982) stress the active participation of learners in the assessment process to encourage learners to take greater responsibility for their own learning and understanding. Teachers are expected to create room for participation in their classes and provide assessment for learning in which learners always play roles. Classroom assessment should create chances for learners to play a role in their own learning and get the support needed for learning (Van Harmelen, 2005; Shepard, 2000). At the end it makes assessment not something done to learners only but it creates room for participation (Harris & Bell, 1986, Ashworth, 1982). In helping learners to learn with understanding, teachers are expected to make learning a democratic exercise where learners are involved in the assessment process (Wilmot, 2003). Learners take responsibility for their own learning and partnership is encouraged in the operation of CA (Nyambe, 2001).

## **2.4 Implementation of CA in teaching and learning**

### **2.4.1 Introduction**

This section deals with the practice of CA in teaching and learning in serving its intended purpose using some suggested classroom strategies of formal and informal CA methods. Thus in this section I intend to elaborate on the purpose of CA in the classroom and the implementation of informal and formal CA methods in practice.

### ***2.4.2 The purpose of CA in classroom***

The purpose of CA in learner-centered education is to measure the progress of each learner continuously (MBEC, 1999). This could be done by noticing the achievements as well as the areas that a learner is struggling with in learning. The aim is to find out the progress of learners and give relevant feedback to both them and their parents (MBEC, 1999). After the learners' progress is known, the teacher is then not expected to sit back and relax without doing anything to assist a possibly struggling learner. The assistance rendered to learners should not stop until all the syllabus competencies have been learnt (du Plessis, Prouty, Schubert, Habib & George, 2003). Through CA the teacher is able to adapt his/her teaching methods according to the learners' needs, giving all learners the chance to succeed (du Plessis, et al, 2003). The purpose of CA has led into a certain role that the teacher could play.

### ***2.4.3 The role of teachers in CA implementation***

Teachers' role as implementers of CA is then to provide chances for learners to learn with comprehension. They are therefore expected to recognize learners' needs and plan according to these needs (Ashworth, 1982). For teachers to play their significant role in implementing CA, they should evaluate what the learners can or cannot do and give feedback on an ongoing basis to inform learners about their performance (MBEC, 1999). Learners should not encounter this feedback for the first time in the final examination. Teachers are encouraged to make assessment part of the learning process (Ellington, 1997) and have the responsibility to monitor learners' performance using CA as a methodology (EQUIP2, 2006).

#### **2.4.4 Methods of assessment used for CA**

##### **2.4.4.1 Introduction**

According to the Ministry of Education (MBEC, 1999), assessment methods are the approaches used to assess the objectives and competencies that the teacher intends to achieve. There are many methods given in *Towards improving continuous assessment in schools* (MBEC, 1999). In this section I present informal and formal assessment which could be used to assess learning.

##### **2.4.4.2 Informal and formal assessment methods**

The informal assessment methods are methods meant for formative purposes but neither for recording nor for summative assessment at the end of the year (MBEC, 1999).

Teachers have the option to ask oral questions or observe learners while they are engaging in an activity as part of informal assessment. Oral questioning and observation are not necessarily planned carefully, but usually occur as the teacher is presenting the lesson and could inform the teacher about the learning progress. In my experience, however, formal and informal assessments are not well differentiated and understood in Namibian schools.

The formal methods are to be used for recording purposes and the marks may be added to the end of year examination marks (MBEC, 1999). Formal methods are familiar from the past and most teachers I work with in Oshikwanyama continue to use them in their teaching. The formal tools teachers use are homework, projects and end of term tests and many others mentioned in *Towards improving continuous assessment in schools* (MBEC, 1999). In these cases, the marks have to be recorded and are expected to be valid and reliable, giving a true picture of learning (MBEC, 1999). However, in my experience there is some doubt whether this is so. For example, teachers frequently give marks as a result of group work, and it is not always the case that individuals have contributed equally to an assessment task.

#### **2.4.4.3 Group assessment**

Learners can be assessed either individually or in groups. Group work can be used for both formal and informal assessment. Informally, the teacher could observe the process of learning as learners engage in the activity and note down attributes such as skills, values and attitudes as part of informal assessment. On the other hand, the teacher could give marks on the achievement of the end product which could be recorded as formal assessment that could be part of summative assessment. However, teachers in Namibia have not been trained to assess group work (Nangombe, 1998). In international research (Johnson and Johnson, 1986), it has also been discovered that teachers find the assessment of group work difficult because it is hard to assign marks to individual learners. Teachers in Namibia complain that marks resulting from group work activities are not reliable or valid (January, 2002, Nyambe, 2001).

In assessing group work, Cowie & Rudduck (1988) propose that criteria/performance indicators should be used to assess learning outcomes. It has also been suggested that learners should be assigned roles in a group in order to achieve the learning outcome (Cowie & Rudduck, 1988). This would make it easier for the teacher to allocate marks to individuals (Cowie & Rudduck, 1988).

#### ***2.4.4.4 Recording of marks from CA activities***

The evidence of learning could be judged and measured either according to how much a learner learnt compared to other learners, or how well a learner has learnt compared to the standards. Recording is detailed information of a learner's performance recorded from activities assessed by the teacher or the fellow learners. Recording is used to monitor the learner's progress and work out methods that can improve the learner's development (Le Grange & Reddy, 1998; 27). Teachers are expected to record progress in learning which helps them provide parents with a more complete picture of their children's school achievements. Therefore, the recording process is regarded as helping schools in identifying learners' knowledge at the same time as discovering whether the curriculum is working (MEC, 1993, Pole, 1993). The recording of marks is done with the

purpose of following the learners' progress; however, most of the learners reach Grade 11 and 12 with problems, such as syntax and morphology, which could have been detected beforehand through continuous assessment and dealt with. Long lasting problems such as difficulty in answering questions requiring high order thinking skills are identified in the reports provided by DNEA (Department of National Examination and Assessment) (MBEC, 1999, 2000 and MBESC, 2002 MBESC, 2002).

Even the CA form provided in the Oshikwanyama syllabus seems to be wrongly used because the columns (MEC, 2006) could be filled in (MBESC, 2002) without showing what has been learnt and this is where a loophole could be. It seems the form provided in the Oshikwanyama syllabus is challenged by Le Grange & Reddy (1998) when they say that it was discovered that the information presented in a traditional way of recording is done in isolation and is unclear with no other attributes (Le Grange & Reddy, 1998; 27).

Recording marks is another mechanism used in monitoring learners' progress, which is seen as a closer examination of learners' learning and keeping teachers on track. Therefore, marks are expected to be recorded in such a way that they give a picture of the progress made in the intended outcomes (Headington, 2000, Le Grange & Reddy, 1998). It is expected that recording helps in knowing the weaknesses and strengths and in setting future targets (Headington, 2000).

However, the challenge lies in the traditional way of recording, where the recorded information is given as marks, percentages and symbols or letter grades (Le Grange & Reddy, 1998; 27), which could prevent a thorough observation of learners' progress in learning, which could assist in supporting future learning. For CA to serve its purpose of following the progress of learning, evidence should be recorded by using some tools of assessment.

## *2.4.5 Suggested forms of assessment*

### **2.4.5.1 Introduction**

This section reviews the concept of tools of assessment and some examples used in language teaching. There are a number of different tools that are recommended to be used in teaching and learning to record evidence of learning (MBEC, 1999).

### **2.4.5.2 Specific tools of assessment used in teaching and learning**

Some typical examples of tools of assessment are essays, journals, learner profiles and portfolios, to mention just a few, which are commonly used in many subjects (MBEC, 1999, Wilmot, 2003) and are believed to improve the outcome of teaching and learning (MEC, 1993, MBEC, 1999). According to the Ministry of Education (MBEC, 1999:5) the majority of assessment should be performance based, where learners are allowed to construct a response, create a product or perform a demonstration to show what they understand and can do. Teachers of Oshikwanyama are also expected to use these tools and forms of assessment in their language teaching to facilitate learning with understanding (MEC, 2006).

The literature on learner profiles and the portfolio are reviewed below. The learner profile has been selected because it contains the specific outcomes of learning. The portfolio has been selected because it is mentioned in the assessment policy (MBEC, 1999) that it is widely used in Namibian schools and it was a topic of investigation in the research.

#### **2.4.5.2.1 Learner profiles**

A profile is a means of recording the assessment of learners across a range of abilities (Hitchcock, 1986) and plays a central role in formative assessment. An example of a learner profile is provided below.

# ASSESSMENT SHEET (learner profiles for the project) (Nghieuelekuah, 2005:5)

Example of the assessment sheet (learner profile).

Oshiholelwa shetaloshiivo lomuhongwa (learner profile).					
Oitwa yomuhongwa otai ka yandjwa shelikolelela kokakololo oko ka yandjwa, nomolwaasho otai ka yandjwa mounghudu ngaashi tava landula:					
<ul style="list-style-type: none"> <li>• Ooimwe (1) mukeshe ongudu otava holola <b>owino u li pombada lela.</b></li> <li>• Oombali A (2A) otava holola <b>owino u li nawa lela.</b></li> <li>• Oombali B (2B) otava holola <b>owino u li pamufika.</b></li> <li>• Oonhatu (3) otava holola oukwatya waasho sha pulwa, <b>ashike omu na imwe tai pumbwa oku wapalekwa natango.</b></li> <li>• <b>F otai holola edopo</b></li> </ul>					
EDINA LOMUHONGWA:.....					
A. EKWATAFANO PAKUPOPYA	F	3	2B	2A	1
Okuyandja omauyelele noitwa ya yela					
Okweeta omadiladilo a yukila ko e li meshikulafano					
Okuuda ko nokuyandja omatomheno					
B. EYELIFO NAWA OMUNGENGULILO WELAKA	F	3	2B	2A	1
Okutumbula nawa oitya nokulongifa omadengo omupopyo a yukila ko					
Okulongifa eliudo pakulongifa omungengulilo nomufindo u li mondjila					
C. ELONGIFO LOUPUNA-ITYA	F	3	2B	2A	1
Okulongifa olupuna-itya wambwalangadja					
Okufatulula oitya					
Okulongifa oitya nomayeletumbulo					
D. OKUHOLOLA OMAAMO/OMIKALO NOMALIUDO	F	3	2B	2A	1
Okuholola osho va tambula naashi inava tambula ko					
Okuha twa kumwe tave shi ningi nefimaneko					
Okuholola omamoneno avo kombinga yoshinima shonhumba					
Okuholola nokukufa po omalimbililo					
Okuholola ouladi nehalo lokutomha/lokunwefamo/loku udifa ko					

# 1. ASSESSMENT SHEET (learner profiles for the project) (Translation)

Example of the assessment sheet (learner profile).

The learner's marks will be allocated depending on the given column, they will, therefore, be allocated in categories as following:					
<ul style="list-style-type: none"> <li>Ones (1's) in each category indicate <b>excellent skills</b>.</li> <li>2A's indicate <b>good work</b>.</li> <li>2B's indicate <b>adequate work</b>.</li> <li>3's indicate some qualities but there are some areas that need improvements.</li> <li>F indicates failure to produce relevant points</li> </ul>					
LEARNER'S NAME:.....					
A. COMMUNICATIONS	F	3	2B	2A	1
Convey information and facts clearly					
Develop ideas in a logical way					
Show understanding and present reasons					
B. ARTICULATION, INTONATION AND STRESS	F	3	2B	2A	1
Use pronunciation of words and rhythm of speech to make meaning clear					
Express mood through the use of correct intonation and word stress					
C. VOCABULARY USAGE	F	3	2B	2A	1
Use a wide range of vocabulary					
Explain words and phrases					
Use words and idioms and proverbs					
D. EXPRESSING ATTITUDE	F	3	2B	2A	1
Express approval and disapproval					
Disagree politely					
Express a point of view on a discourse					
Express and settle uncertainty					
Show confidence and a will to influence					



As can be seen from the example of a learner profile above, the progress of a learner can be shown in terms of which competencies have and have not been achieved (Van Harmelen, 2005). It provides a complete and concise picture of a learner's progress. It is helpful for parents because they can see at a glance what a learner has achieved and where he/she still needs to make progress. Learner profiles could be used to strengthen feedback and enhance learning (Black & William, 1998), making it possible for a teacher to look at the quality of his/her work in day to day situation.

#### **2.4.5.2.2 Portfolio**

A portfolio is also suggested as helping in monitoring learning progress. The portfolio is defined as a file of tasks done by learners over a period of time (Wilmot, 2003). The portfolio is meant to help teachers to understand and easily follow learners' progress in learning. A portfolio is a collection of completed assignments, including both best and worst work, which learners could reflect on. Portfolios can be used formatively as evidence of the learning process and progress made or may be used summatively, as evidence of achievement of standard (Ellington, 1996:15)

As I am more concerned about the application of CA in learning Oshikwanyama as a first language, I now discuss portfolio assessment from a language perspective. The content of a language portfolio can be varied, for example, an essay could be one of the items learners put in the portfolio to assist the teacher to follow their progress of learning. The content of a portfolio should provide evidence about the sense that learners are making out of their own learning as appearing in the learner's reflective comments (Wilmot, 2003). Different activities in a portfolio would provide visible evidence of a learner's progress, at the same time as providing access to a learner's language development (Wilmot, 2003), and in turn making learners assess their own learning.

The portfolio is believed to be a widely used vehicle for continuous assessment of students' work (Ellington, 1997). Ellington summarized the advantages of a portfolio as telling teachers more about students' progress than any other form. Portfolios can contain evidence, which reflects a wide range of skills and attributes. According to Ellington, other forms of assessment are more snapshots of levels of development but

portfolios show students' work evolving and maturing over time. Portfolios are good in assessing prior learning and most of all they can reflect attitudes and values plus skills and knowledge. The collection of students' work carried out over a period of time makes portfolios play a role in the assessment of arts subjects, of which language is part.

#### ***2.4.5.2.3 Compulsory compensatory teaching***

Circular 4/2004 (MBESC, 2004) requires teachers to cater for learners that are struggling in their learning by adopting compulsory compensatory teaching. CA has the potential to play a role in compulsory compensatory teaching because, as has been explained above, it is designed to ensure that all learners acquire the basic competencies described in the curriculum (MBEC, 1999). According to the literature reviewed, (MBEC, 1999) teachers can be informed about their learners' progress through CA and carry out remedial teaching as part of their day-to-day activities. This is particularly important in the languages curriculum where learners can be assisted to acquire skills such as writing, reading and study techniques which, is discovered a problem in teaching and learning (MBESC circular 4/2004).

### **2.5 The Namibian context**

#### ***2.5.1 Introduction***

This section deals with the intention of the Namibian policies on CA implementation in effecting the intended change in the classroom. After independence in Namibia, education was reformed because the previous curriculum had not focused sufficiently on learning with understanding (MEC, 1993). The reform process introduced a learner centered approach to teaching and learning, and this is the reason CA came into existence. It was then felt that documents of education seemed to be vague in explaining CA implementation in teaching and learning (MBEC, 1999), so it was decided that a CA policy should be formulated to guide CA in education (1999).

### ***2.5.2 CA in education***

The Namibian Ministry of Education embarked on various educational reforms after independence in 1990. Curriculum and assessment were reformed with the aim of moving away from a norm referenced to a criterion referenced form of assessment. This was done with the aim of considering a learner as an individual, based on his/her learning abilities. Criterion referenced testing was accompanied by the introduction of CA which emphasized, in hindsight, that summative examination alone cannot be used as the only measure of the teaching and learning process without considering what the learner has done during the year (MEC, 1993). It also makes CA cater for both summative and formative assessment. This idea of CA in education is further emphasized in other education documents as part of the reform process (MBESC, 1996, MBESC, 1998).

The emphasis of CA in education documents makes it crucial in teaching and learning in Namibia. These official documents describe what CA's role is in teaching and learning and how it should be used for the intended outcomes (MEC, 1993, MBESC, 1996, MBESC, 1998). According to MEC (1993) the Ministry of Education has introduced criterion referenced assessment with the intention that guidelines for each subject will be developed soon. However, the guides in Oshikwanyama are not yet well developed (MEC, 2006) to cater for the change in assessment, which could prevent CA from serving its purpose.

In the absence of Oshikwanyama guidelines that could explain criterion referenced assessment, teachers rely mostly on the syllabus. Criteria are defined in the generic syllabus for first languages (MEC, 2006) as an explanation of what is expected from a learner to score an A or C (MEC, 2006). It is believed that by using criteria in assessment, learners will know the expectation of the assessment activity and this makes criterion assessment permit learners to know the expectations of the whole assessment process (MEC, 2006).

## **2.6 Research findings on CA in practice**

### ***2.6.1 Introduction***

CA has been introduced in education systems throughout the world, including African countries. This section describes research into the implementation of CA in these countries.

### ***2.6.2 Global findings***

The literature reveals that CA has been introduced in the United Kingdom (UK) and the United States of America (USA). Formal written examinations in UK and a huge amount of multiple choice tests in USA brought unwanted and negative effects in teaching and in the curriculum (Little & Wolf, 1996). In Asia, specifically in Indonesia, it was found that classroom assessment was poorly done as teachers sometimes overdid multiple choice items (Wragg, 1997).

### ***2.6.3 The African findings***

Education in Malawi has mostly tested factual recall rather than high order thinking. It was suggested that if educators wish to foster high order skill, which includes application of knowledge, investigation, analyzing, reasoning and interpreting for all learners and not just for elite, the assessment should reflect high order thinking (Little & Wolf, 1996). CA was then introduced to strengthen teachers' capacity in creating their own instructional materials and the use of local materials creatively. In Malawi, CA led to a fruitful improvement in learning (EQUIP1, 2003).

When CA was introduced in Nigeria, many people questioned the reliability of marks scored from schools. It was felt that teachers were not well informed on the modus operandi for generating valid CA marks. In their practice of CA, teachers tended to give marks according to personal choice or chance, rather than looking at the learning which took place (Little & Wolf, 1996) and this was happening because teachers were not able to change their way of assessing.

In South Africa, CA was introduced to improve learning and produce learners with effective qualifications. The following describes a feature of the challenge faced by implementers of CA in South Africa:

In the past, assessment has not been considered to be part of the process of delivering education, except as a final, summative process. Our assessment practices have been primarily geared toward selection, and we do not have experience in using assessment for monitoring and supporting learning and teaching. South Africa must quickly catch up with the latest developments in this area if it is to improve the quality of educational delivery. The implementation period will be more challenging than the policy-making phase from which we are emerging.

(Little and Wolf, 1996: 189)

Moreover, it was discovered that assessment in South Africa was misunderstood and caused confusion, frustration and anxiety amongst educators (Wilmot, 2005).

## **2.6.4 Namibian findings**

### **2.6.4.1 Introduction**

I could not find any research done specifically on CA in Oshikwanyama, but there has been research done in other subjects, which I feel can be used to present the situation of CA in Namibia. In this section I will present the findings from prior research done concerning CA in teaching and learning.

In 2006 teachers from different regions in Namibia gathered at NIED and discussed issues concerning CA (Piepmeyer, 2006); it was suggested that teachers should be equipped in assessment because not all of them understand CA in teaching and learning. Though this did not refer specifically to Oshikwanyama teachers, it is an indication that CA is not well understood in Namibia. The studies done (EQUIP2, 2006) revealed that theory of CA and LCE could be defined in Namibia but the practice of the two tools is not well implemented. It was detected that it is hard for under- and untrained teachers to implement those ideas effectively. It was discovered that informing the top officers in designing the materials (cascade training) as the only training to benefit all, could not improve the practice (EQUIP2, 2006).

#### ***2.6.4.2 Difficulty observed amongst teachers in implementing CA in teaching***

##### **2.6.4.2.1 Untrained teachers**

Research carried out by Anthony (1992) and EPI (1996) as well as Nangombe (1998) found that the whole idea of assessment in Namibia is not well understood. For example, Anthony (1992) saw only a few teachers who could implement CA correctly in their classrooms. These were the teachers evaluated by the officials from EPI (Education Programmer Implementation) in Namibia, the Directorate of education responsible for monitoring education in practice. This situation continued as a problem through the decade of the nineties as evidenced by the research of Nangombe (1998) who discovered that inexperienced and untrained teachers were preventing the correct implementation of CA. Thus, it was suggested that assessment literacy should be developed in teachers to implement CA correctly in their teaching and learning (Nangombe, 1998). The same problem was also detected by Nyambe (2001) as hampering the implementation of CA in schools for Life Science.

##### **2.6.4.2.2 Confusion noticed in CA implementation**

In Namibia, the confusion about CA is generally detected in different methods of teaching and assessing as researched by Nangombe (1998), who said that shortcomings were detected in marks allocation especially in group activities. Nangombe also observed that some teachers in some subjects lack the ability of using CA information to improve classroom practice. In the research conducted by January (2002) from a language perspective, it was said that subject teachers were not fully acquainted with the CA form because that form is not well developed and explained. In my experience, I discovered that it is hard for some teachers to implement a valid and reliable assessment in their teaching (MBEC, 1999). For that reason, the CA form could be filled in with marks which were neither valid nor reliable. These problems are caused by the lack of explanation of CA and its procedures in teaching and learning.

Again, in the subject of Life Science, assessment was discovered to be dominated by norm referenced testing because teachers lacked an understanding of CA (Murray &

Wilmot, 2000 quoted in Wilmot, 2005). Though there is no research on CA in Oshikwanyama, it is hard to believe that the situation is far from what was detected in Life Science because in terms of learning materials, Oshikwanyama is not as well resourced as Life Science. It was noted by the Oshikwanyama Curriculum Committee that schools are using old books in Oshikwanyama which are no longer supposed to be in use (MEC, 2005).

#### **2.6.4.2.3. The lack of correlation between CA marks and summative marks**

Questions were raised about the lack of correlation between the CA average marks and the average marks for written examination (Piepmeyer, 2006). A review of 3 schools that are offering Oshikwanyama shows how CA marks could be abnormally higher than the examination marks illustrating a gross inflation of CA marks in Oshikwanyama. The results from the survey shows:

- School 1 has 19.2 average for the examination and 51.4 for CA
- School 2 has 20.0 for the examination and 44.3 for CA
- School 3 has 17.7 for the examination and 55.7 for CA.

All three schools are taken from the Ohangwena Region and offer Oshikwanyama at Grade 10. It seems strikingly evident from the above statistics that the CA marks are considerably higher than the final examination marks, thus suggesting that they are inflated marks. These results raise questions as to the validity of the CA practices in Oshikwanyama and this is my concern all along. It would clearly be interesting to find out its nature and cause.

### **2.6.5 Challenges**

The first challenge lies in making CA work positively in the classroom. The second challenge is on the use of resources available to schools to facilitate the implementation of CA optimally. Thirdly, the lack of commitment of teachers and learners results in unrealistic CA marks (Nangombe, 1998). Again, some of the recommendations as indicated from the literature and which could be considered CA for implementation are:

- should not be based on memory recall only but there must be other attributes such as skills and attitudes
- CA has to be based on learning outcomes with assessment criteria and performance indicators
- For valid and reliable CA marks, there must be moderation done by teachers from the same school or from other schools

### **2.7 Conclusion**

In conclusion, the chapter explained CA as part of assessment in general with the difference that CA emphasized forward looking learning with the intention of getting learners assisted to learn more. Although the characteristics of summative and formative assessment were brought to the readers' attention, special emphasis was given to the importance of CA in teaching and learning in classroom. The importance of CA in teaching and learning and its implementation in day-to-day situations was also discussed. Finally, the global situation and that of Africa in general was looked at, before the situation of Namibia in particular, was explored, as the reason for doing this study is to understand the implementation of CA in Namibia.



## **Chapter 3**

### **Research methodology**

#### **3.1 Introduction**

The research design was informed by the research goals and questions. The goals of the study are to explore Oshikwanyama teachers' understanding and practice of CA as a new approach to assessment used in Namibia. The research for this project was designed in interpretive paradigm and qualitative method, therefore in this chapter, the research design, the interpretive paradigm; qualitative methods, case studies and sampling are explained. The data collections techniques such as semi structured interviews, observations and document analysis used in collecting data and their relevance in the project are explained: The emerged themes and description of the research ethics and validity of the project are also provided before the limitations experienced in the process were explained.

#### **3.2 Research design**

In this section I explain how I went about this project and why. I consider the paradigm in which the research was carried out, the methods used, ethical issues, validity and limitation of the research.

##### ***3.2.1 The interpretive paradigm***

The study is located in the interpretive paradigm which Neuman (2000) explained as an approach that adopts a practical orientation. Neuman further explained that it is concerned with the way people manage their practical affairs in everyday life, or how

they get things done. The study is situated in the interpretive paradigm to explore how teachers manage and practice CA in their daily teaching.

### ***3.2.2 Qualitative methods***

Qualitative research is a method of collecting information about the phenomena under study from the people involved in the real situation using authentic information to understand it more deeply. It was appropriate for me as I wanted to uncover CA in teaching and learning Oshikwanyama. It helped me to explore the phenomena under study in its natural setting where I used multiple methods which enabled me to interpret, understand and bring meaning to it. (Anderson & Arsenault, 1998)

In line with locating my study in the interpretive paradigm, I adopted a qualitative research methodology which uses multiple systems of data collection such as interviews, document analysis and observations (Connole, 1998). Furthermore qualitative methodology is seen by Kincheloe, (1991) and Maykut & Morehouse (1994) as central in educational research. I felt it relevant in my case, because I wanted to explore teachers' understanding and practice of CA.

Qualitative research is an umbrella concept covering several forms of inquiry that help *educators/researchers* understand and explain the meaning of social phenomena with as little disruption of natural setting as possible (Merriam, 1998:5). He further explained that qualitative research, “implies a direct concern with experience as it is lived or felt or undergone” (Merriam, 1998: 6).

As referred to from the information above, I felt that qualitative research could help in my case, in the understanding of CA; as a current assessment tool. It could also help me understand the feelings of teachers and the assistance they undergone as implementers. I looked at the information provided by the participants and tried to make meaning out of what they were telling me. The purpose was to understand teachers' level of CA

understanding and their practice of CA in teaching and learning within a theoretical and conceptual framework from an “emic” perspective, presenting their views as they gave them.

### ***3.2.3 Case studies***

According to Merriam’ (1998:27)

A case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident.

In this situation I found that CA could be an interesting case examined from the understanding of teachers and subject advisors.

### ***3.2.4 Sampling***

The participants in this study were selected because they are teachers of Oshikwanyama in Grade 10, which was the target grade for the study. These are teachers expected to deal with formative and summative assessment in their teaching, where part of the marks collected from CA, should be part of final examination marks. The selection was purposefully done in assisting me achieving the goals of the study. McMillan & Schumacher (2001:404) suggested that:

...the logic of the sample size is related to the purpose of the study, the research problem, the major data collection techniques and availability of the information rich cases.

I decided to have ten participants including both teachers, and subject advisors as they are responsible for dealing with CA matters in teaching and learning. In addition the decision is motivated by the factor that interviews were chosen as the primary technique for collecting data for the study, hence the goal is to find out the participants’ views of CA and its practice to determine their understanding of praxis.

I interviewed eight teachers from eight chosen schools. The eight school teachers and two subject advisors were selected from Ohangwena and Oshana regions because those are the regions mostly offering Oshikwanyama as a subject. I selected eight Grade 10 teachers because formal and informal CA is required in their teaching. Having been a Grade 10 teacher for Oshikwanyama, and currently a curriculum developer for Oshikwanyama, is an additional reason for choosing the Grade 10 teachers as the participants of the study.

In addition, two advisory teachers from two different regions offering Oshikwanyama are included. The subject advisors were chosen to give their experiences of how teachers are prepared to understand and implement CA in their teaching. The advisory teachers' experience in supporting Oshikwanyama teachers was used to triangulate the information I received from the teachers and the documents and to make sense out of it.

### **3.3 Data collection techniques**

#### ***3.3.1 Introduction***

The data was collected using three different tools: interviews, observation and document analysis. These multiple techniques were used to strengthen the validity of the research findings. The following is the explanation of how and why the tools were used in the study.

#### ***3.3.2 Semi structured interviews***

Interviews were chosen as a method of data collection because their characteristics are relevant in my case, for example Maykut & Morehouse (1994) regarded in depth interviews as fruitful for better understanding of the phenomena under study. I tried to probe for the rich discussion of thoughts and feelings through an in-depth conversation. Thus the interviews were used as primary data collection for this study.

### 3.3.2.1 Pilot interview

My point of departure was to set up interview questions that I passed on to my supervisor for scrutiny. I did a pilot interview to help me see the shortcomings of my questions (see Appendix 1). Through this interview I realized that some of the questions were repeated and caused the participant to repeatedly give the same information while some questions were not in the correct order. I discovered that many questions I set were formalistic and superficial (Murray and Nhlapho, 2001). They provided surface rather than in-depth information, which I was looking for. The process of setting questions revealed to me that "...the best way to proceed will not always be obvious" (Merriam, 1998:20), but it needs patience and perseverance to put the puzzle together.

The interview questions were reorganized into two sections. The first section (see transcript Toivo) was conducted in Ohangwena region using the first group of questions. This serves that interview scripts could be well designed after they were tested in the field (McMillan & Schumacher 2001) as the questions for the first section were piloted but after several interviews I was advised by my supervisor to reformulate the questions and pilot them to another participant in Oshana region (see transcript Tulonga). The two sections conducted in Ohangwena and Oshana regions are included in this study, because all of them contained the information worth analyzing.

### 3.3.2.2 Conducting the interviews

On my arrival at each school I gave three letters: my own letter (see Appendix 2), the letter from the director (see Appendix 3) and the letter from the university I am enrolled in, to the principal to allow me to conduct research in that specific school. I worked closely with the teachers involved in the study though the interview was done after classes to prevent disturbing their teaching. The interviews were conducted in Oshikwanyama, recorded, transcribed and translated into English.

### **3.4 Observations**

According to the assessment policy, CA has to be done formally and informally (MBESC, 1999). My intention to do the observation was to see how teachers facilitate informal assessment, which could not be seen from any form of data technique. Again, the formal CA can also be found in the classroom situation such as writing formal tests or revising test questions which were done for recording purposes. I observed in four schools for one period each and the information was recorded according to three indicators: questions, participation and resources used during the lessons. I took field notes of what was happening in the class at that time, concerning questions from and to the teacher and how learners were participating using the available resources (see Appendix 4).

### **3.5 Document analysis**

I wanted to find out what documents teachers use in schools as guidelines in Oshikwanyama for the implementation of CA. Examining the documents used for CA implementation is of help to me in making meaning of the context of CA implementation in teaching and learning Oshikwanyama. I planned to look at personal documents such as learners' growth records and made copies of learning support materials and teachers' records of CA marks.

The official documents, CA recording forms and learners' exercise books were copied for scrutiny. The purpose of looking at those documents was to become familiar with how the learners' progress is being monitored during the day-to-day situation. I was examining how questions were asked according to Bloom's Taxonomy, to facilitate fruitful learning (Van Graan, 2005), which represent high order thinking skills (Little & Wolf, 1996). This was done to triangulate the information from the interviews as proposed at the beginning of section three.

### 3.6 Data analysis

Data analysis is a process of organizing data collected, putting it into categories and identifying relationships amongst categories (McMillan and Schumacher, 2001). According to McMillan and Schumacher (2001: 461), a qualitative researcher may engage in the “process of interim and discovery analysis, developing coding topics and categories that may initially come from the data or be predetermined, and pattern seeking for plausible explanations.” In this study I used an A6 memo book where I summarized the predetermined categories and the categories that emerged from the interviews.

The categories were organized according to the goals of the study, which were to explore teachers’ understanding and their practice of CA in teaching and learning. Thus the predetermined categories were:

- ◆ Teachers’ views on CA as an assessment tool for learning
- ◆ Teachers’ views on CA practice in teaching and learning
- ◆ The training teachers receive for CA implementation
- ◆ Documents available to participant teachers for CA implementation
- ◆ Problems and challenges participant teachers experienced in implementing CA

These categories were further divided into sub-categories during the analysis (McMillan & Schumacher, 2001).

The categories helped me to organize answers from different participants to common questions. The purpose was to make sense out of collected data and understand CA in teaching and learning. Therefore, I found it relevant to use what Cohen & Manion (1980) called analyzing different perspectives on central issues. I used the idea of Bell (1993), using tables followed by comments highlighting items of interest. This was relevant because it made the items of interest explicit to the readers and made it easier for me to discuss them.

### **3.7 Research ethics**

#### ***3.7.1 Introduction***

Research ethics is generally seen as dealing with beliefs about what is right or wrong, proper or improper and good or bad (McMillan & Schumacher, 2001:196). Therefore, I felt that gaining permission from the top authority at the same time assuring the participants on anonymity is what I should do first. I therefore sought authorization from the directors of the two regions Ohangwena and Oshana (see appendix 3), in gaining access to conduct interviews in these regions.

#### ***3.7.2 Gaining access***

Cohen & Manion (1994) pour to the importance of gaining access to the institution or organization where the research is to be conducted. The researcher has to request for permission before he/she embarks upon the project. Therefore, I requested permission from the director of Ohangwena and got it without any queries or questions. Permission was sought from Ohangwena Regional Director in writing (see Appendix 3). I used the same procedure in Oshana, where I was instructed to request such a permission from the permanent secretary (see Appendix 7), who accorded me permission to proceed to the directors of the region.

Appointments with teachers and subject advisors were made (see Appendix 5). Both participants were assured respect and confidentiality. They were also requested to offer their participation voluntarily (see Appendix 6). The teachers' acceptance resulted in my writing a principals' letter (see Appendix 2) to accord me access to conduct interview to such a teacher and do the observation where possible. Principals were verbally told by the teachers about the interviews but upon my arrival at school I handed in the letters; both my own, a letter from Rhodes University and one from the high authority; the Director of Ohangwena region, while in Oshana region, I handed in my own letter, the letter from Rhodes University and that of the Permanent Secretary of Education.



### ***3.7.3 Informed consent***

According to McMillan & Schumacher (2001:197) informed consent is achieved by providing participants with an explanation of the research as well as giving them a form to be signed indicating that they understand and are willing to participate in the research. Therefore, the teachers and subject advisors who participated in this project were given written letters (see Appendix 2b) that described the reason for the project early in December 2005 and January 2006 and were expected to respond verbally. After the interviews, the participants were given a written form to sign that they participated in the project willingly (see Appendix 8).

### ***3.7.4 Anonymity and confidentiality***

The study used voluntary participation, thus participants were given time to respond before the names of their schools were included in the letter requesting permission from the director. To gain their confidence in me, I assured them that their names would be kept anonymous. It was at this juncture the participants were told the reason for the interview and informed that their involvement was regarded as voluntary.

## **3.8. Validity**

### ***3.8.1 Introduction***

Validating research information could be done in many ways, but in my case in this project I have validated the data collected by using triangulation and participant's own language.

### ***3.8.2. Triangulation***

I conducted the study using the process of triangulation in which multiple data collection methods are used to validate research findings. The findings in this study are the

outcome of the multiple combined methods that helped me to get a picture of CA implementation in the eight schools where Oshikwanyama is taught as a subject.

### ***3.8.3 Multiple methods***

Multiple methods were found useful to this project, because the project is investigating phenomena, CA in teaching and learning. Cohen & Manion (1994:240) explained that a controversial study could be the measuring and investigating factors such as teaching methods, practical skills and so on. In this project I am investigating CA, one of the methods used in teaching and learning as well as the practical skills teachers use to implement CA in their teaching. Using multiple methods strengthens the validity of the study.

### ***3.8.4 Language***

Interviews conducted in one's own language would be an advantage for the information sharing without delay. Both the researcher and the participants have an ample chance to communicate their understanding of their thoughts. Again, conducting interviews in participants' own language assisted in accessing the information because participants were speaking freely. Using one's own language was an advantage to me to probe further to get response apart from the first response.

## **3.9 Limitations**

The day, on which I planned to conduct the interviews with two participants, it had to be re-scheduled because one participant was on sick leave while the other one was a principal and had to attend to an urgent parents' meeting until very late. I could not make contact with the principal, so I was forced to turn the interview into a questionnaire. I had no choice but to re-schedule the interview with the second teacher to another day. I used a tape recorder but it caused me trouble because I lost one of the interviewees completely, because the tape recorder did not record. Nevertheless, I managed to replace her with the principal's questionnaire.

The distance from my working place to the site where the study was conducted is also regarded as a constraint because I could not go back and probe the moment I discovered something that needed a follow up. Therefore, I realized that, in the future questions have to be scrutinized before the interview to make sure everything concerning the topic under study is asked.

Since they are the product of a case study, the findings about beliefs and practices related to CA from eight schools in the Oshana and Ohangwena regions cannot be generalized to other schools in the two regions. However, they can suggest areas for future research.

### **3.10 Conclusion**

In this chapter, I reviewed the research design and explained the interpretive paradigm, qualitative methods, case studies and sampling. The approaches used in collecting data and their relevance in the project are explained: semi structured interviews, observations and document analysis. The predetermined categories are also provided. The chapter also described the research ethics and validity of the project before the limitations experienced in the process are provided.

## **Chapter 4**

### **Presentation of data**

#### **4.1 Introduction**

This chapter consists of an analysis of the information collected from the interviews conducted with eight Grade 10 Oshikwanyama teachers at different schools in the Ohangwena and Oshana regions and their two subject advisors, and the observations done in four of the eight schools. The documents found in those schools also form part of this data analysis. The research investigates the teachers' understanding of CA, and how they practice it in their day-to-day teaching.

The data is analyzed according to themes deriving from goals of the study. The interviewees have been given pseudonyms to make it easier for the reader to identify individual participants without revealing their actual identity. The following table provides information about each participant in the study.

**Table 1 Participants in the study**

<b>Name</b>	<b>Gender</b>	<b>Position</b>	<b>School area</b>	<b>Special responsibilities</b>
1 Iyaloo	Female	Subject advisor	Whole region	Curriculum Committee member
2 Tangi	Female	Subject advisor	Whole region	Curriculum Committee member
3 Toivo	Male	Teacher	Rural	Curriculum Committee member
4 Tuleingepo	Female	Teacher	Urban	-
5 Nelao	Female	Teacher	Rural	-
6 Maano	Female	Teacher	Urban	-
7 Tuna	Female	Teacher	Urban	Materials developer
8 Twapewa	Female	Teacher	Urban	
9 Tulonga	Female	HOD	Rural	
10 Ndawana	Female	Principal	Rural	

#### 4.2 Teachers' and subject advisors' views on CA in teaching and learning

**Table 2: The views of teachers and subject advisors regarding the nature of CA in teaching and learning**

Themes	Subject advisors/Teachers									
	Iyaloo	Tangi	Toivo	Tuleingepo	Nelao	Maano	Tuna	Twapewa	Tulonga	Ndawana
Tracks learners' progress and evaluates their achievement throughout the year		√	√	√	√	√	√	√	√	√
Supplements learners' summative marks	√	√	√	√	√	√	√	√	√	√
Enables teachers to assist learners		√	√		√	√	√	√	√	√
Provides feedback on teachers' work and leads to the improvement of teaching methods			√	√	√					
An alternative form of assessment to exams, which promotes hard work									√	
Assists in giving feedback to parents		√								

These are the themes which emerged from the interview data, with regard to the participants' views on the reasons for CA in teaching and learning.

#### **4.2.1 CA tracks learners' progress and enables the teacher to evaluates their achievement throughout the year**

Almost all the interviewees understand CA as a way of observing and evaluating learners' progress in the learning process throughout the year. For example, Tangi, a subject advisor, said: *"One as a teacher would understand how one's class achieved, and the achievement of each individual child."*

Tulonga, a teacher, said CA enabled her, *"...to see the learners' progress which a learner can show in different things."* Tuna said CA enabled her, *"To know what the learner understood in what he/she is expected to do."* Tuleingepo said, *"It is to look at the learners' progress or work to achieve the basic competencies/objectives of the subject syllabus as well as general skills."* Toivo said, *"From the beginning you discover how the learner is progressing...."* Nelao saw one of the benefits of CA as enabling the teacher to see whether the syllabus objectives have been achieved. She said: *"Education has a syllabus, and the syllabus has its objectives, you should look at whether the objectives have been achieved."*

The only interviewee who did not refer to this purpose of CA was Iyaloo, the subject advisor.

#### **4.2.2 CA supplements learners' summative marks**

All the teachers and the two subject advisors view CA marks as helping learners because they are added to the final summative assessment, that is, to the examination marks.

Tangi, one of the subject advisors, said: *"...it also helps to assist the child's examination marks."* Toivo, a teacher said, *"It helps learners to pass, especially at Grade 10. If a learner has been participating well in CA, she would score high marks at the end"*.

Tuleingepo said: *"The child is benefiting because he/she gets the marks that will help him/her in the examination because the marks will be added together with the examination marks."* Similarly Nelao understood CA as:

*... the learner's work that he/she worked for throughout the year, to be counted, with the purpose of ... assisting him/her, it is a major help to the child when it comes to the end of the year... when the child writes the end of year examination.*

The emphasis is on rewarding the learner for work done during the year at the same time as supplementing the examination marks, acting almost as a 'cushion' for the summative marks.

#### **4.2.3 CA enables teachers to assist learners**

The majority of the participants (eight out of ten) stated that CA enables teachers to assist the learners in their learning. Tulonga, explained how CA could be used for diagnostic purposes:

*So, the usage of CA could lead to a thorough examination of what went wrong. It is like, what went wrong with a specific learner, who is always performing well but performing badly or got low marks at the end. So, it can raise questions that could lead thought of alternatives to see how she could be helped.*

In addition Toivo, on the same point, said: *"Again that specific teacher will be able to assist the learner by giving him/her special education, remedial classes and discuss with him/her."* Another teacher, Tuleingepo, highlighted the same point this way: *"If the teacher is concerned that a certain learner seems not to understand something, he/she (the teacher) has to try until that child is brought to the same level with the others."*

#### **4.2.4 CA provides feedback on teachers' work and deals to the improvement of teaching methods**

Three participants regarded CA as a tool that provided feedback to the teacher about how the subject matter was understood by the learners. It is the feedback information which helps the teacher to see whether the method of teaching used was fruitful or needed improvement, as Toivo said: *"The teacher is benefiting because she will discover the*



*possibilities of changing teaching methods.” Tuleingepo said: “If the teacher discovered that a certain learner seems not to understand something he/she has to try until that child is brought to the same level with the other children.” Nelao said:*

*...if the teacher gave assessment in a certain thing, and discovered that the children are not at the required standard, he/she has to find time again to see how he/she will assist them, to bring them at a reasonable level.*

#### **4.2.5 CA seen as an alternative form of assessment to exams, which promotes hard work**

One teacher understood CA as a promoter of hard work on the side of the teachers. Tulonga who raised the point, said: *“...it can promote hard work, forcing teachers to think and to help learners and also to observe their learning.”* She went on saying, *“In the past we used to have marks from the examination only.”*

#### **4.2.6 CA assists in giving feedback to parents**

One subject advisor maintained that CA assists teachers to give parents feedback about their children’s progress. This was raised by Tangi, who said: *“Again it would also assist a parent to understand how far her child has achieved or how much assistance she needs.”*

To conclude this point regarding teachers’ understanding of CA, it seems that CA is understood as a tool used by teachers to follow learners’ learning and to render assistance, at the same time as helping in improving their teaching methods. CA is also seen as an alternative form of assessment that promotes hard work and enables teachers to give feedback to the parents about their children’s learning. Finally, CA is viewed by all participants as a way of enabling learners to pass the final examination by providing a ‘cushion’ for the final examination marks.

### 4.3 Teachers' views on CA practice in teaching and learning

**Table 3: The practice of CA according to the participants**

Theme	Subject advisors/Teachers									
	Iyaloo	Tangi	Toivo	Tuleingepo	Nelao	Maano	Tuna	Twapewa	Tulonga	Ndawana
Marking & prior criteria for activities			√	√		√	√	√	√	
Questions should include different aspects		√							√	
Record marks	√	√	√	√	√	√	√	√	√	√
Prepared/unprepared topics			√					√		
Giving comments in writing							√			
CA involves a variety of different assessment activities	√	√	√	√		√			√	√
Providing opportunities to repeat CA activities				√		√				

#### 4.3.1 Recording of CA marks and its purpose

As can be seen from the table, what is emphasized by the teachers in terms of practice is the recording of CA marks. For example, Tuleingepo said:

*I filled in that form with a purpose. I cannot record marks in my head as I might forget them, you must have it written somewhere. Then when you get to use it, you use that form, copying for the examination marks.*

Similarly, Ndawana said: “Yes I record CA marks in order not to forget learners’ marks which I gave them and to have my work on track and readily available.”

Toivo also recorded marks as others do but he stated it like this:

*Marks have to be recorded to give the progression of learners. If there are no marks, learner will not pass the final examination, and she/he can fail it. So I have to record the marks to help the learners pass easily. What are you going to do fill in the recording sheet if you do not record marks?*

In addition, with regard to recording CA, Tuna explained as follows:

*You have to record these marks because if you do not record them, there is a possibility for you not to know the position where you stand as well as the point of each learner. It is possible you find yourself in August without knowing the progress of each child and it is already examination time, but if you do record the time you simply add the marks together... because you do evaluation, you can take note easily of who is weak and talk to him/her to motivate him/her to work harder.*

In the same vein, the participant elaborated further that:

*When we teach, we have aims and objectives and expected competencies. For you to take note that the learner understood, is when you gave him/her an activity*

*to do then you will know that you achieve the objective. That recording or taking note the same as this one. To know that the learner understood what he/she is expected to do, if you do not record, it does not help, it seems you do not...you could not know if the learner understood at the same time these marks especially at Grade 10, these are the marks a child carry in the year and boost the marks at the end.*

The participant is talking of recording from other perspectives, apart from looking at the marks scored; one should also take note of what has been achieved according to the intended outcome.

#### **4.3.2 Marking and prior criteria for CA activities**

Six of the ten interviewees referred to the use of marking criteria as part of their practice of CA. For example Toivo said:

*If we are preparing for a drama lesson, we could discuss that I want them to dramatise the novel from a certain page to another, and I need them to do it according to how it is stated in the novel. Certain characteristics shown in the novel should be modeled for them to be rewarded marks. We discuss that with them, so instructions have to be clear for them to get it right.*

Tuleingepo talked about the use of criteria for marking and said:

*Yes I can have criteria: for example I give children a writing activity. There are many things in a written piece. You can look at language, content, style, and then you can decide on what you can look for. So, I do have something on which the marks will depend.*

She views criteria as helping the teacher to decide on the marks each learner will get in a written piece, not to make learners aware of how the marks will be given. She further explained that “No, on the rewarding of marks it is not easy to tell the children how the marks will be allocated.” Twapewa gives criteria or rules at the beginning of the year for the learners to know what they will look at in their speeches. She said

*For him/her the learners to know what you are looking for you to tell him/her that it is your appearance, the way you dress, the way you talk etc. In giving marks you look at how the learner speaks or whether he/she, has fruitful points or fluent”*

Apart from marking criteria, participants raised the use of prior activity criteria to provide learners with the requirement of the task in advance, Tulonga said:

*Before you give an activity to the learners, you tell them that if they are writing a dialogue the following should be noted down and everyone should be aware about them. Then once you give them any activity, you will look those things you have given them as keys of a writing piece.*

Maano gives criteria to learners in preparation for the activity as she said: “Yes, mostly I do that especially in the activities that I give, that I mostly look at the structure, the introduction, the content and the language as well as the conclusion”. The criteria she is talking about here are mostly for writing longer pieces because of the nature of the activity.

Tuna also uses the criteria prior to the learners' activity; she said: *"Yes, they are aware from the beginning, what they will do. You do not just come and give them work like that without telling them what is expected of them."* Tuna thus sees learners as having the right to know what the activity requires them to do to achieve the goal.

#### **4.3.3 CA involves a variety of different assessment activities**

The majority of the participants, as can be seen from the table, view CA as involving a variety of writing activities, although according to one of the subject advisors, Tangi there are specific number of prescribed and suggested CA activities for example she said: *"...they are expected to do every trimester, such as how many compositions, how many readings and for how many marks"*

According to Iyaloo, one of the subject advisors, a teacher should do a lot of activities and Toivo, a teacher, is in favour of many activities to narrow the gap between the CA marks and the final year examination marks; he said: *"If you assess many different things, including what is set for examination, the weight will not be so different."*

Tuleingepo, another teacher, talked of teachers filling in the form for CA activities in relation to a variety of activities and said:

*The (CA) form is what you fill in. It is divided according to the lessons per term for each activity and how many marks you should give to a certain activity. Then it gives the total number of activities per year. The form has many columns to be filled.*

#### **4.3.4 CA activities should ask questions that require different skills**

Two of the interviewees believed that CA as practiced should include questions with different features. On this point Tangi, a subject advisor said: *"They should develop different activities, and set questions according to Bloom's taxonomy table."*

These views emphasise that teachers should assess learners at different cognitive levels.

#### 4.3.5 CA should use unprepared and prepared topics

Twapewa, a teacher, raised the point of prepared and unprepared topics that teachers are expected to assign and assess in their CA practice in teaching. Twapewa said she gives her students both prepared and unprepared topics and provides examples of prepared topics. She explained that the reason why she also assigns unprepared topics is “*to build mental capacity,*” in order to make learners competent in presenting arguments so that in real life even when an unexpected question is asked, they will be able to answer it. The reason is: “*...to equip learners as leaders of tomorrow.*”

By contrast, Toivo, another teacher, mentioned both prepared and unprepared topics but added that he is more interested in the unprepared topics because through unprepared topics he will easily find out who knows something and who does not know anything and may otherwise depend on other people for assistance. He said:

*Sometimes I give them an unprepared reading activity. I do give them the task unexpectedly because I know that if learners are not prepared, I will find out who knows and who does not know. Using a prepared task a specific learner would get a chance to prepare well for that. Through unexpected tasks a teacher discovers the truth of who is illiterate and who is not, because they did not have a chance to read it before.*

#### 4.3.6 Providing opportunities to repeat CA activities

Two of the teachers referred to providing opportunities for learners to repeat CA activities. Maano described how she would not record the marks for an assessment activity such as a test if learners did badly on it; instead she would substitute another assessment activity:

*Yes, it means when I give a test, I know already that I will take marks in that activity. Yes, if learners wrote and I see that I am supposed to take marks, if the*

*marks they scored are low then I cancel the task, I leave it and then I take marks from another activity. If they did reasonably well, scored average marks, then I record those marks.*

This seems to reflect the understanding of teachers that CA is intended to make it possible for learners to pass, something which could contribute to the inflation of CA marks. This is discussed in Chapter 5.

By contrast, Tuleingepo said:

*Yes, if the teacher has noticed that the child does not understand the activities given, he/she tries until the child is brought to the level of other children. I might give an individual learner extra work to do, which differs from the work given to the other learners. Giving him/her work that seems easy, maybe the work he/she was given was more difficult etc, give the child confidence to try his/her best until the child is brought at the level of the other learners.*

In this case, the teacher focuses more on developing an individual child's capacities. These two diametrically opposite ways of tackling the problem of learners not meeting the required competencies demonstrates that teachers are not all the same in the way they implement CA and one cannot easily generalize about it.



#### 4.4 The training teachers receive for CA implementation

The training teachers receive is summarized in the table below.

**Table 4 CA training for teachers who participated in the study**

Theme	Subject advisors/Teachers									
	Iyaloo	Tangi	Toivo	Tuleingepo	Nelao	Maano	Tuna	Twapewa	Tulonga	Ndawana
Trained through workshop			√	√	√	√		√	√	√
None							√			
By sharing ideas and reading widely			√	√					√	
Trained through BETD			√		√					

##### 4.4.1 Workshops attended by participants

The two subject advisors explained that teachers attend workshops, which they conduct.

Tangi said: *“Oh, we usually invite teachers for workshops, we train them and thereafter we go to schools to observe how they implement what we have trained them on.”*

Similarly, Iyaloo said: *“We usually explain to them in workshops what and how to do CA.”*

Normally teachers are invited to attend workshops at Ongwediva Resource Center conducted by subject advisors. Seven participants indicated that they had attended one of those workshops conducted by subject advisors. Toivo said:

*Frequently, we got assistance such as at workshops for new teachers where things like that are being mentioned, how we can assess the learners' knowledge. Sometimes you go if you are invited.*

Twapewa said she was not sure if she had attended a workshop and said:

*Yes, like our subject, Oshikwanyama, I cannot remember if I received an invitation to a workshop concerning CA. I might have gone to a workshop in 2003 which knowledge I feel is enough till now.*

The fact that Twapewa could not remember whether or not she had attended a workshop, suggests that if she did, it did not make a great impact on her.

#### **4.4.2 Trained through BETD**

Some teachers were trained during their BETD course. For example Toivo said:

*At the time we were in the college, we could not understand what CA meant, it was a new term. The hardworking lecturer could give us a written task to mark pretending we are marking for our learners. We were shown how to calculate the marks. Where you got a chance, you could be given a syllabus to see what you are going to use at schools. The back of the syllabus contains the items and column of how CA is, so that is how I discovered what CA is all about.*

Again, Nelao said: *"We received a lot of training. When we did BETD we learned the things concerning CA."*

#### 4.4.3 Sharing ideas and reading widely

Apart from workshops, three participants felt that sharing experiences amongst teachers could also help them cope with the implementation of CA in teaching. For example, Toivo talked about the role of experienced teachers:

*You might go to a neighboring school and ask a teacher who teaches Oshikwanyama like you and ask things that are bothering you...Assistance is there; especially the experienced teachers are resources to new teachers, so it is not a problem.*

Tuleingepo was also of the opinion that sharing of information amongst teachers is necessary but she stated it with a concern. She said: *"We share, like I told you, we do not have any book or written information. It is possible you ask a colleague and find him/her with the same problem."* Tuleingepo sees the sharing of ideas as vital, but what is bothering teachers is the lack of guidelines.

Tulonga did not talk of human resources, but raised the point of reading the resource material written for English in order to make teachers knowledgeable about how to implement CA in Oshikwanyama. The CA policy is only written in English and most of the guides currently available are meant for English language, so up to now the CA policy is not yet translated in Oshikwanyama and no CA guides are developed for Oshikwanyanama. She said:

*...because, there is a lack of resources and information in our language, a lot of the information is written in English. For a person to empower him/herself and feel equipped, he/she could take information from those documents, even though they are meant for English.*

Finally, the situation presented above shows that the majority of teachers have attended workshops on CA at some stage, but the quality of knowledge is not adequately explored

here. The teachers do use a variety of strategies to enhance their understanding of CA, for example relying on experienced teachers.

#### 4.5 Documents available to participant teachers for CA implementation

**Table 5 Documents available at the participant schools for CA implementations**

Theme	Subject advisors/Teachers									
	Iyaloo	Tangi	Toivo	Tuleingepo	Nelao	Maano	Tuna	Twapewa	Tulonga	Ndawana
Syllabus	√	√	√	√	√	√	√		√	√
CA Policy		√				√			√	
Nothing								√		

##### 4.5.1 Syllabus

Almost every participant has the syllabus at hand as the document available for CA implementation at school. For example, Toivo said: *“The documents we have are syllabuses, and that is the document I am depending on most of the time. At the end of the syllabus, there is a column for CA...”* It is the only resource material Toivo has which guides him for CA implementation.

Similarly, Tuleingepo has the syllabus as the only document available to her. She explained this as follows: *“I have not noticed any other document at our school concerning CA implementation except the syllabus. The little information I have on CA, I acquired from the syllabus.”* She further explained that the little information concerning CA implementation contained in the syllabus does not help her because it does not give direction as to how CA should be implemented in classroom:

*No, the syllabus does not give thorough information because the information contained in it is concerned more with the examinations, and how many marks a*

*paper has. There is nothing on the implementation by the teacher in the classroom, as to what you should do.*

On the other hand, Tuna is more positive about the syllabus:

*It helps me because when there is any activity for the learner, I give it to him/her while I am observing if he/she really understood. If it is not the syllabus guiding me on what to do about assessing the learners' understanding in freely speaking, in correct language usage, then I could have been hearing that the person is speaking well but I did not follow how the person is using vocabulary in the story. So I say the syllabus helps me.*

There seems to be differing assessment of the value of the syllabus documents with regard to CA. By contrast Iyaloo, the subject advisor, stated that: *"Actually, the documents are clear and they can make us of theme, still...they may be used effectively or incorrectly."*

One teacher, Twapewa, however, claimed that she did not have ready access to the syllabus, which was in the principal's office, and relied on her colleagues for information.

#### **4.5.2 Assessment policy**

Apart from the syllabus which almost every participant teacher has, there is another document which some of the participant teachers have in use and that is the assessment policy on CA implementation in school; *'Towards Improving Continuous Assessment in Schools'* (1999). Only two teachers and a subject advisor possessed this. On this point Maano said: *"We were given a written document concerning CA, the only document I have up to now and it is the thing in use because I have not received any new one."*

#### 4.5.3 No documents available to one participant

By contrast, Twapewa does have any document neither a syllabus nor the assessment policy. She expressed it as follows:

*You do not have anything written, it is in the subject file. The subject file is the principal's office. If you need something from the subject file, you go and ask for the information from the principal, if you feel scared or if you forget to ask for it, you ask your colleagues for help.*

#### 4.6 Problems and challenges experienced by participant teachers in implementing CA

**Table 6 Problems experienced by participant teachers in CA implementation**

Themes	Subject advisors/Teachers									
	Iyaloo	Tangi	Toivo	Tuleingepo	Nelao	Maano	Tuna	Twapewa	Tulonga	Ndawana
Problem with thorough understanding and lack of resources			√	√		√			√	
Group work				√						√
Absenteeism and work not done				√	√	√				
Workload		√			√					
Fabricating of CA marks	√		√						√	
Transfer of learners					√			√		

#### **4.6.1 Problem with thorough understanding of CA and its implementation**

Four out of 10 participants said they had a problem with a thorough understanding of CA. Maano explained this as follows:

*There is a possibility that the way you do it, you regard it as good but it might be wrong because that is not what others are doing. Others may have different opinions; others are doing it in a different way...*

Tuleingepo talked about understanding CA in relation to guidelines or resources, she said: *“For us to have the relevant understanding to implement CA and go ahead there must be documents, guidelines use in CA implementation.”* It is also evident that not only does she lack the understanding of CA in teaching and learning but also; she does not have materials to refer to. She explained it as follows: *“Sometimes you would like to do something but you do not have resources.”*

#### **4.6.2 Absenteeism and the activities not done by learners**

Absenteeism was noticed amongst learners, Nelao said: *“Because children are not in the hostel, they absent themselves from school. You give work but child is absent.”*

In some cases learners did not do their work and on that point Tuleingepo said:

*Yeah, on the side of the learners I have noticed that sometimes you tell a child what to do but, some children are stubborn; some children do not do their work on time. There is a possibility, you give them work but one child does not do anything and sometimes some children do not take part or participate. Those are the things that cause me problems in implementing CA.*

On the same note Tuna said:

*Normally there are no problems, only the individual children. For example, I say at the beginning, today we have speaking lesson; choose a topic of your own*

*choice. When I tell a child it is his turn, he/she says, "I do not have a topic to speak about."*

#### **4.6.3 Fabricating of CA marks**

Three participants referred to teachers giving marks undeservedly that is, sometimes giving marks freely or not based on actual performance. Iyaloo, the subject advisor, said: *"...they just give marks but they are being fabricated."* Toivo, a teacher, explained this as follows:

*Oh! That is possible in some cases, because a certain teacher can give one composition for the whole year, while the examination does not ask for a composition only; it includes many other different things. It means the learner can get high marks because he/she was given marks for different things. In some cases, some teachers realize that year marks have to be submitted, after the supervisor has asked for them. Some teachers end up giving marks taken from their heads, like, maybe this one has participated, so let me give him/her five out of ten, this one six out of ten and this three out of ten, just like that. The teacher will end up allocating marks wrongly and learners end up getting marks they do not deserve.*

Tulonga challenged the integrity of CA in practice, she said: *"...most of the teachers are fabricating "cooking" marks which means they do things in a wrong way or not as it is supposed to be..."* She used a proverb of Oshikwanyama for that, which says: *"Ovalongi otava kupilike kuShikwiyu"* meaning they are doing it the other way around.

In addition, Tulonga talked about the simple and easy tasks that teachers use in CA in teaching and learning which can also cause them to give marks unfairly. She said:

*... a teacher gives only one simple task. Some do not do enough exercises, for learners, the purpose of which is to equip learners for the final examination.*

In all of these cases, the CA marks are not a true reflection of the learners' progress over the year.



#### 4.6.4 Group work

Two teachers raised the issue of learners' group work as a problem in CA implementation. On this point, Tuleingepo said:

*Sometimes CA is done in groups, so the teacher gives even the learners who do not do anything the same marks as the group, which means the one who does not know and do anything , gets the same credit as those who do the job.*

Similarly Ndawana detected the same problem of group work in CA implementation. She said: *"The problem I experienced is the teaching in groups. The learners who do not know anything benefit from those who know and they get marks free of charge."* The situation above shows that some teachers have a problem in assessing learning when learners are in groups.

#### 4.6.5 Workload for teachers

It was noted by Tangi, the subject advisor that CA added to the workload that teachers already have, which might make it difficult for them to cope with their work. She said:

*The other thing I have a slight problem with, is the over-crowded classes. They feel this gives them too much work. It is particularly difficult if a teacher has to work with as many as four classes.*

Nelao, a teacher, referred to the heavy workload in her teaching, which prevents her from paying attention to individual learners. She expressed this as follows:

*As we have a lot of work, we can say we are overloaded. The time to give the child attention that was absent is very scarce. However, it is possible to find out at the end of the year that a certain learner has not done a certain activity.*

Overcrowded classes seem to add a burden on the teachers' shoulders which means both teachers and learners need to be committed to their responsibilities.

#### **4.6.6 Automatic transfers/promotion of learners**

Automatic promotion/transfer of learners from one grade to another, which the Ministry of Education in Namibia introduced some years ago (MBESC, circular 3/2004), seems to be a problem preventing teachers from dealing effectively with CA in their teaching. For example, Nelao explained:

*One thing, you have to come and assist me with, is some children have been to school, and gone through many grades up to Grade 10 but still up to now the person does not know anything. You cannot understand him/her. I spoke to my colleagues who taught the learner in the previous grade and we came to the conclusion that those are the automatically promoted learners. In the education policy a child cannot repeat a grade especially if he/she is over-aged, so he/she must be promoted to the next grade. Thus, you find a person at Grade 10 who cannot read or write, as you can see that one who scored two out of ten. Even if you continue with another task, his/her work will be like that. I have such a problem but these problems started from the previous grades. Even when I tried to assist he/she a G or E grade is just what is expected from him in Oshikwanyama.*

Twapewa has experienced the same problem:

*That thing, the system which was introduced somewhere in the nineties after independence, has made our children bad learners, they were made to be promoted to the next grade because of the age or even if the competencies the person possesses like he/she cannot read or write. Those learners have been promoted automatically from the previous grade up to Grade 10 where they get stuck. I see that is where the problems were created.*

## **4.7 Information collated from both observation and document analysis**

### **4.7.1 Introduction**

Apart from the interview information I present the themes such as the use of resources in classrooms, group work, types of questions, marking methods of teachers, recorded marks and activities from the observations and document analysis.

The documents analyzed were question papers, learners' written work and learners' recorded marks.

### **4.7.2 The use of resources in the classroom**

I looked at resources used in the teachers' classes because resources influence teachers' assessment and the extent to which they do CA in their teaching. In addition, observing the use of resources in the classroom helped me to see the methods of assessment used by teachers when implementing CA in their teaching. Again, the setting of different questions in which learners can show what they can do could be influenced by the availability of resources. For the observation, I had a piece of paper where I noted down , therefore my notes are not provided at the appendices explained as follows:

At Onyika School, learners were reading a literature novel, using only one book for the whole class of 29 learners. At the end of the 40 minute lesson only two children – one boy and one girl – had read from the text; the other children had just listened. At Twala in the observed lesson the 40 students were given a task to first individually and silently read a passage from a reading sheet – one per student – about different types of stories (e.g. fiction and non fiction stories), and then to discuss a set of questions written on the board by the teacher. This was done in groups of about 6 where one person recorded the answers for the group. At Epumba School, the teacher wrote a sample letter on the chalkboard. The learners copied the sample into their composition and letter books. At Omuhongo School, 43 learners were given pamphlets containing an advertisement, which had been reproduced on the school photocopier, which they had to read and analyze in

groups. They were also required to design their own group advertisement. They had been provided with an A4 sheet for this purpose. This school is better resourced than other schools, being the only one with a photocopier and a school computer for use by the teachers for typing. None of the observed schools had internet access at that time.

From the above, one can see that the schools are resourced differently even though they come from the same region, which could affect teachers' assessment. In one of the two lessons where reading was required there was only one book for 29 students, where only two students read in a 40 minute period; this affects CA because the teacher could not assess the learning of all the learners in the class. Even if all children had been given a chance to read, they would have had at best only 1.5 minutes each to read. The other class was better resourced with respect to reading with one reading sheet per student and the teacher had a chance to assess the learning of everybody in the class. In all the classes there were blackboards, which were used by the teachers, where teachers could write whatever assessment was required during teaching.

Also broadly one can say that the resources needed for lessons vary depending on the nature of the lesson. Thus, for example, a reading lesson requires reading books for each student or at minimum one per two students to do reasonable assessment for all learners, while a letter writing lesson may only require a chalkboard and writing paper and pencils, to implement CA in teaching. On the other hand, a lesson requiring material from outside the textbook, which is vital if one is to provide a rich experience for children, usually requires the facility to photocopy material for use in the class and also to be able to make copies for each child or group, for effective CA. Similarly, lessons requiring the teacher to type up her own tasks or questions, etc. for distribution require typing facilities and photocopy facilities, to make CA a tool for learning, but only one of these observed school had such.

#### **4.7.3 Group work**

In two of the four observed lessons group work was included as way of assessing learners while learning. The situation was as follows: At Omuhongo School the focus was on

advertisement. Learners were divided into 8 groups, in which one member was chosen as a secretary and everyone was told to contribute to the discussion of their group. In the reading lesson at Twala School learners were placed in groups with a secretary; the learners were asked to read silently their individual texts and then discuss their answers to a set of given questions in their groups. They copied the questions from the chalk board before they talked about the answers in their groups.

With respect to the operation of the groups, the following was observed. Surprisingly, in the instance of the Omuhongo lesson on the analysis and design of the advertisement only two students were observed to be discussing the task while all the other 28 students in the 8 groups seemed to ignore the teacher's instruction to work in groups and only worked individually. The teacher seemed not to observe what was happening. In the second case in the Twala class every student read the passage directly as there was a book extract per student; they discussed the prescribed questions and the secretary wrote down answers in the 'group' book.

#### 4.7.4 Types of questions asked in the observed lessons.

Both oral and written questions were observed and noted down during the lessons observed in the four schools.

**At Omuhongo School**, the teacher was teaching about the design of an advertisement and these are the questions asked during the introduction of the lesson prior to the lesson activity:

Oshikwanyama:

*T: Omashiivifo oludi lilipi ho udu?*

*L: Oinima ngaashi; omashiivifo .... Oilonga*

*T: Omikalo dilipi po hadi longifwa okushiivifila ovanhu ovo ve li kokule*

*L: ordio ....okakalata*

*T: Ohatu ke lihonga nee omaludi omashiivifo nena*

English:

*T: What types of advertisement do you hear (on the radio)?*

- *L: things.....jobs.....*

*T: What are the different ways that advertisements are presented to people?*

- *L: radio.....card (posters)....*

*T: Ok we are going to talk about advertisements today.*

These questions were testing/probing prior knowledge, and also orientating the students to the topic of the lesson. This is very typical of the opening of a lesson.

**At Epumba School**, the teacher was teaching how to write a formal letter; these are the questions asked during the introduction of the lesson:

Oshikwanyama:

*T: Nge wa udu omhito yoilonga i li kOmbili, oto ningi ngahelipi? Oto i ko? Oto tumu ko?*

*L: Ohandi nyola ombapila*

*T: Oludi lombapila ei olilipi?*

*L: Oyopambelewa*

*T: Olye ta shangelwa?*

*L: Omukulunhufikola*

English:

*T: If you heard about a vacant job (post) at Ombili Secondary School, what will you do? Will you go there? Will you send someone?*

- *L: write a letter....*

*T: What type of letter will you write?*

- *L: it's a formal letter....*

*T: To whom do you direct that letter?*

- *L: the principal...*

Again these questions were aimed at probing prior knowledge and orientating the students to the topic of the lesson (which was to write a formal letter).

**At Onyika School**, the teacher at the beginning of the literature reading lesson posed the following test questions on the reading that they had done the previous day:

**Oshikwanyama:**

*T: Tumbula eembwa mbali tadi lyana momutima womuxungu.*

*L:( inashi didilikwa), ... odjuulufi*

*T: Tonga omadina ovana vaMunomononi*

*L: Dabula..... Kupukile*

*L: Tonga edina longobe oyo ya li mwene woshiunda*

*L:Upondogozi*

**English:**

*T: Name the two dogs (thoughts) biting the heart of the old man..*

- *L: (unrecorded).....longing for someone*

*T: Name the two children of Munomononi.*

- *L: Dabula .....Kupukile*

*T: Name.. Give the name of the cow that was respected (by the old man) in the kraal.*

- *L: Upondogozi...*

In this instance the teacher was clearly testing comprehension of the text read the previous day; her questions all focused on recall or memory. The questions could also be seen as orienting the children to the next step in the reading by reminding them of the immediate text read the prior day.

**At Twala School** the students read a passage taken from the text book about different types of stories (e.g. fiction and non fiction stories). The teacher posed the following question at the beginning of the lesson:

*Oshikwanyama:*

*T: Lombwelei nge omaludi omahokololo mu shii.*

*L: Omahokololo oshili nomahokololo ehe fi oshili.*

*T:Pei nge oshiholelwa shomahokololo oo*

*L:Omahokololo opandjokonona ....onakudiwa yomunhu wonhumba nomahokololo oinamwenyo*

*English:*

*T: Tell me about the types of stories you know.*

○ *L: fiction and non fiction stories*

*T: Give me examples of those stories.*

*L: Historical stories.... Biographical stories... animal stories... (others unrecorded).*

The learners were then placed in their groups and asked to read the text and to write answers to the questions in their 'group' books. (Each group is normally given an exercise book for the whole group for group tasks). A single person, the secretary, was given the responsibility to write in the group book answers to the following questions:

*Who impressed Tauno?*

*Why was Saima dressed to kill that day?*

*What was Saima's bag matched with?*

*What kind of music were the people in the restaurant miming?*

*How did Saima sit in the restaurant?*

*What does it mean: none of her fingers was wearing a ring?*

*Give the synonyms of the following words.*



These questions were designed to test comprehension of the passage read. They range from simple knowledge questions that require learners to recall (Q1) to questions that require learners to seek for information and facts read. The fact that the testing of comprehension was done in groups does not mean that all learners understood the questions; this is a perennial problem with group assessment.

#### **4.7.5 Questions used in question papers that were used by these teachers.**

Because I wanted to extend the sample of sources of questions used by these 4 teachers beyond the four observed lessons and also to examine some of the formal assessment tasks, I also examined questions used in a sample of 4 formal in-term or end of term assessment tasks on reading passages which were used by these teachers.

The reading passages on which these questions are based are not provided here, (see appendices 9a-d).

#### **Reading Assessment Sample 1:**

Appendix 9 (a) assessment for Grade 10 used by one of the sample schools, reads as follows:

*Read the following passage and answer the questions:*

- 1. Who was playing a role in the passage?*
- 2. According, to the bluffers, at what place their belongings grabbed?*
- 3. What is it that Ndilenga likes the most?*
- 4. According, to the passage, how does the town girl look like?*
- 5. What scares Ndilenga when he thinks of a fiancé from their village?*
- 6. What would Ndilenga look for if the year 2000 went according to his plans?*

Each of these questions was given 4 possible answers from which one question was to be chosen. Examination of the questions reveals that they are all at the lower level of Bloom's taxonomy, mainly requiring rather simple recall of simple facts. (The fact that they were multiple choice questions in it, does not necessarily mean they are at the lower

levels of Blooms' taxonomy, because one can ask a complicated question in a multiple choice question type.)

The following questions were also taken from the same assessment task. (Appendix 9 (a)):

Are the following questions correct or wrong? Say yes or no.

7.1 Nghililewanga was the type of boy who likes cleanliness/neatness.

7.2 Cracked feet worried Ndilenga when he thought of a fiancé.

7.3 Identify two things that worried Ndilenga.

Again these are low level comprehension questions. The author of these questions did not check the last question as not possible for it to be answered with a yes or no.

7.4 Choose the correct single phrase from column B that matches with a word in column A.

A	B
1. cleanliness/neatness (oufuuli)	1. to sit on a sofa
2. gentleman (oshindjaya)	2. girl (efamba)
	3. (wa twa kekipa) with incomparable neatness
	4. a girl with cracked/scaled feet (eenhana deefindja)

The above is a very elementary test of vocabulary.

Following is another questions contained in the question paper that I have discussed above which are asking for the meaning of idiomatic expression stated in text read.

8. What does it mean?

8.1 (Okuxwela ovanhu mongubu) to tell a lie;

8.2 (Okutula efamba moipundi) to marry a girl;

8.3 (Okuha tula omofi meisho) do not sleep

The questions from the text read were concluded with a question asking for learners' opinions, and this is how the question reads:

8.4 *If you were Ndilenga's close friend, who is unable to choose a fiancé, how would you advise him or how would you make him understand to choose his fiancé? Explain in short sentences.*

The above seeks to challenge the learner to give their views on how to solve a certain personal/relationship problem and to express their views in a coherent manner.

### **Reading Assessment Sample 2:**

This is another text read with the questions asked on.

*Read again the following passage and answer the following questions (appendix 9b).*

*13. Explain the features of salesmen/people that are described in the passage.*

*14. What do you think caused the teenagers to be in that situation?*

*15. List five possible ways in which the situation explained could be improved.*

*16. You have noticed there are sales places that are not taken care of in your area; write a composition on this topic: "How cleanliness is practiced in the sales places."*

In these questions one can see that they are ranged from low level (13) to higher levels of questioning, for example, learners are asked to think of the possible cause of the problem (14) and challenged to come up with a solution to the problem (15) and (16). The essay also challenges the learners to organize their ideas in a coherent way and express themselves in writing.

### **Reading Assessment Sample 3:**

This is another text read with a question set on.

*Read this passage and underline 10 adjectives (See appendix 9c).*

This is the kind of question where learners are being tested about their knowledge of a grammatical category and ability to identify examples in the text. This involves straight forward identification of grammatical items.

**Reading Assessment Sample 4:**

This was another text read with a question set on.

*Re-write this extract and put in the missing punctuations and underline all the nouns (See appendix 9d).*

This question tests knowledge and competence in grammar and punctuation that learners could apply in language situations.

**4.7.6 Analysis of all the sample questions using Bloom taxonomy**

All the above questions, i.e. those from the four sample lessons and the questions taken from the four samples written assessments, are categorized into the Bloom's taxonomy below:

#### 6. Evaluation

#### 5. Synthesis

#### 4. Analysis

- Explain the features of salesman/people that are described in the passage.
- Write a composition on this topic: "How cleanliness is practiced in the sales places". (Use short sentences)
- If Ndilenga's close friend, who is unable to choose a fiancé, how would you advise him or how would you make him understand to choose his fiancé?
- What do you think caused the teenagers to be in that situation?

#### 3. Application

Write this extract and put the missing punctuations and underline all the nouns.

- Write a composition on this topic: "How cleanliness is practiced in the sales places". (Use short sentences)
- Write a composition on this topic: "How cleanliness is practiced in the sales places". (Use short sentences)
- *If you heard about a vacant job (post) at Ongha Secondary School what will you do?*
  - Will you go there?
  - Will you send someone?
- *What type of letter will you write?*

#### 2. Comprehension

- *What types of advertisement do you hear (on the radio)?*
- *If you heard about a vacant job (post) at Ombili Secondary School what will you do?*
  - Will you go there?
  - Will you send someone?
- *What type of letter will you write?*
- What was Saima's bag matched with?
- What kind of music were the people in the restaurant miming?
- What does it mean: none of her fingers were wearing a ring?
- What is it that Ndilenga likes the most?
- What scares Ndilenga when he thinks of a fiancé from their village?
- What would Ndilenga look for if the year 2000 went according to his plans?
- Nghililewanga was the type of boy who likes cleanliness. (Yes or No?)
- Cracked feet worried Ndilenga when he thought of a fiancé. (Yes or No?)
- If you were Ndilenga's close friend, who is unable to choose a fiancé, how would you advise him or how would you make him understand to choose his fiancé?
- Explain the features of salesman/people that are described in the passage.
- What do you think caused the teenagers to be in that situation?
- Read this passage and underline 10 adjectives.
- State the two conflicting emotions in the heart of the old man. (Tonga eembwa mbali tadi lyana momutima womuxungu)
- Identify two things that worried Ndilenga.

#### 1. Knowledge

1. *What types of advertisement do you hear (on the radio)?*
  - Which ways are advertisements used for people who are far from us?
  - Tell me the type of stories you know.
  - Who impressed Tauno?
  - What was Saima's bag matched with?
  - *To whom do you direct that letter?*
  - Name the two children of Munomononi.
  - Give the name of the cow that was respected in the kraal.
  - How did Saima sit in the restaurant?
  - Name two things that worried Ndilenga.
  - Give the synonyms of the following words.
  - Who was playing a role in the passage?
  - *According to the bluffers, at what place their belongings grabbed?*
  - Choose the correct phrase from column B that matches with a word in column A.
  - List five possibilities in which the situation explained could be lessened.
  - Read this passage and underline 10 adjectives.
  - According to the passage, how does the 'town girl' look?

In the above analysis one question can sometimes serve more than one level. This is a recognized feature of the use of Bloom's taxonomy.

The evidence here is that all the questions that appeared in the higher levels 4: Analysis came only in the formal written assessment tasks. Conversely, the oral questions are found in levels 1: Knowledge, 2: Comprehension and 3: Application. The reason for this is because assessing learners with written tasks at these higher levels is easier than in oral assessments, or is it perhaps that teachers have not learnt ways to pose higher order oral questions?

#### **4.7.7 Teachers' way of marking**

A sample of three written compositions and a letter from different teachers were examined to uncover some examples of how the teachers marked student texts.

The following was found:

Their approach to marking and providing feedback to students differed. For example, some underlined 'wrong' words, while others would correct the 'wrong' words; one teacher would underline almost every wrong word, while another would underline only a few. The following table provides the example of a few words that were not taken into consideration in marking.

Wrongly spelled/wrong form	Correct form
Kwa tiwa	Kwatiwa
To kola	Tokola
Li ko ngele	Likongele
Sho pe ndimo	Shopedimo
Tati	Ta ti
Ahala	A hala
Tu yeniko etc	Tuyeni ko
To mention just a few.	

All the teachers in their feedback, only focused on some 'wrong' words with no comments on content, expression, grammar, structure etc; for example, in all cases learners were given a mark for the essay or the letter with no written explanatory comments from the teacher. There was no indication that categories from a marking rubric/grid were used in marking. The wrong words identified were only of the following kinds: morphology/graphology.

The quality of the marking seems to be questionable also, because the marks given in one instance (14/20) were clearly unrealistic since the skill of morphology and syntax has not been mastered by that specific learner. At the same time, one could see that the essay is not well organized. Therefore, that essay is not worth seventy percent (see appendix 10(c)).

#### **4.7.8 Recorded marks**

The marking sheets used by the two teachers are not the same because one teacher used the official mark sheet as provided in the Oshikwanyama syllabus [see appendix 11(a) to (b)] with many sub categories of skills. The teacher tries to fill in the marks as indicated by the ministry while the other teacher makes up his/her own mark sheet from a class list with only two general categories. The amount of tasks given by the two teachers seemed to be different and one could have a question about the learning for progression of individuals.

Marking diligence between the first and second term varied in one instance with a fall off in the marks recorded in the second term. Inconsistency of recording of marks is questionable and so the learning facilitation in the teacher's class for the second term.

The design of all the mark sheets can be criticized as not being particularly effective or helpful in giving the reader a good insight into: a) the level of competence achieved in Oshikwanyama; and b) progress over time.

#### **4.8 Conclusion**

In conclusion, the chapter presented data on the interviews conducted in Ohangwena and Oshana regions as well as classroom observations and document analysis done on four out of eight schools in the two regions. The themes emerging from these interviews, the document analysis and classroom observation will be discussed in the next chapter.



## **Chapter 5:**

### **Discussion and Conclusions**

#### **5.1 Introduction**

This chapter discusses the findings of the study of teachers' understanding and implementation of CA in eight schools in the Ohangwena and Oshana regions of Namibia. The discussion is structured into the following themes:

- General understanding of teachers
- The efforts made by the teachers in facilitating learning through CA activities
- Multiple negative factors in CA implementation
- Possible factors contributing to surface implementation of CA

After the discussion of the themes, some overall conclusions are drawn in relation to the research questions, what can be learned, the value of the study, reflections on the research process, and limitations of the research.

#### **5.2 Discussion of key findings**

##### **5.2.1 General understanding of what CA is in teaching and learning**

The policy on assessment identified a series of functions for CA. The teachers were asked how they understand CA in their teaching and they volunteered the following:

#### ***5.2.1.1 CA tracks learners' progress and charts their achievement throughout the year***

One of the reasons for introducing CA in the Namibian education system was to observe each learner's progress in learning at the classroom level and collect evidence of this (MBEC, 1999: 2). This function is also well supported by the literature (Le Grange & Reddy, 1998). This function was identified by the participants in this research project, and shows evidence that they understand this function of CA; this is in line with the assessment policy.

#### ***5.2.1.2 CA enables teachers to assist learners***

As explained in chapter 2 both the policy and the literature indicate that through CA teachers can evaluate the progress made in learning and thus discover what has not yet been learnt ((MBEC, 1998), (MBEC, 1999, Wilmot, 2003, Le Grange & Reddy, 1998). Understanding by these teachers of this function of CA also emerged from the interviews.

#### ***5.2.1.3 CA leads to improvement of teaching methods and feedback on teachers' work***

According to the policy document *Towards Improving Continuous Assessment in Schools* (MBEC, 1999) CA should help and shape the teaching and learning process. The study revealed that CA was understood as a tool that can also help teachers to know how they have been teaching and act as a trigger to them to improve their teaching.

In summary, the study revealed that this sample of teachers could identify the main intended functions of CA as explained by policy and the CA literature. But this alone does not show that they necessarily understood how to implement CA.

#### **5.2.1.4 *Informal assessment was not seen as part of CA***

It is noteworthy however that these teachers did not see *informal assessment* as forming part of CA. Informal assessment has some notable consequences for CA because informal assessment typically forms the bulk of assessment of students in many classroom practices. The official policy explains informal assessment and maintains that teachers are responsible for interpreting evidence of learning, making inferences and relating their instructions to what has not yet been mastered by the learners. The policy (MBEC, 1999) puts emphasis on informal assessment, too, and states that it is part of CA in teachers' daily assessment in their teaching. On contrary, however, participants seemed not to be aware of informal assessment, which is explained in the policy (MBEC, 1999) nor did they seem to see informal assessment as forming part of teaching Oshikwanyama during day to day activities.

As was explained in chapter 2, informal assessment is when you observe a student in action and discover via such means as asking questions that they do or do not understand something, but you do not give a mark. The important element is that, according to policy, it is expected that informal assessment should also form part of CA. But, the teachers in this study did not see informal assessment as being part of CA. The evidence of this was that they only spoke of the collection of marks from CA and filling in the CA form, in which they are only required to fill in the formal assessment results. The root of this problem may lie in both the apparent absence of a mechanism to capture the results of informal assessment and the absence of specific training of teachers to see informal assessment as part of CA.

However, even though the teachers did not seem to see informal assessment as belonging to the 'family' or concept of CA, they did in fact practice informal assessment in many of their actual lessons. For example, just about any time a teacher asks learners a question in class relating to their academic work it is a form of informal assessment. The observation of the actual lessons revealed many examples of informal continuous assessment by these teachers.

### **5.2.2. The efforts made by the teachers in facilitating learning through CA activities**

The participants explained how learning is facilitated by CA in their own classrooms. The assessment policy, (MBEC, 1999) states that CA should be practiced in classrooms and should be both formal and informal, but as we have seen earlier, the teachers were unaware that informal assessment forms part of CA. In practicing CA in classrooms, teachers are expected to use criteria in formal or informal CA.

#### ***5.2.2.1 The use of assessment criteria in CA activities***

The educational reform process in Namibia aimed at moving away from norm-referenced assessment to criterion-referenced assessment (MEC, 1993). In doing so it sought to also include criterion-referenced assessment within the tools of CA and not only in the final summative examination (MEC, 1993). The policy and CA literature (MBEC, 1999, Wilmot, 2003, Le Grange & Reddy, 1998) also advocates that learners should be presented with the assessment criteria in advance of a task, so as to inform them about what is expected from them to fulfill the task. The usage of criteria in teaching and learning is also to make assessment a transparent exercise (MEC, 1993).

It emerged from the interviews, but was not observed, that these teachers teach and assess to find out if learners have achieved certain expectations for learning, which some teachers would express with the help of criteria. The study revealed that formal written assessment criteria in CA were not used extensively. Participants talked about assignments, tests, CA and examinations but did not specifically raise the point that CA is associated with criterion referenced assessment while the examination is associated with norm referenced assessment. Unfortunately, the study did not explore the extent to which these teachers understood the difference between norm referenced and criterion referenced assessment criteria.

The evidence shows that the effective use and design of criteria in CA are not fully understood by most of these teachers. For example, one teacher felt that criteria should not be given to learners but only used in marking; and another teacher stated that

assessment criteria are appropriate really only in drama activities, and he did not seem to see criteria as appropriate for more broader use.

In summary, the teachers know that they can use criteria in CA but most did not use formal assessment criteria in their CA. This study revealed a problem of understanding of the use and design of assessment criteria. It needs to be noted that other studies have also found that the designing of assessment materials has been a problem and challenge to teachers (Le Grange and Reddy, 1998; EPI, 1996) in Namibia and elsewhere.

#### *5.2.2.2 Variety of questions requiring different domains*

The policy (MEC, 1993; MEC, 1996) suggests that after the learning process, learners should be able to interpret, apply and solve problems to demonstrate their mastery of different kinds of knowledge and skills. One of the participants in the interviews stated that CA activities should be done in such a way that learners are trained in a variety of different domains.

The evidence from the observations shows that there was a difference between the questions that were used during teaching in classrooms and the questions set for formal tests. Except for the questions asked about prior knowledge, it is noteworthy that the observed classroom discussions in all the classes did not range across the levels of Bloom's taxonomy. But the examination questions for both paper 1 and 2 ask different questions that test higher order thinking skills. The higher order thinking skills expect a candidate to think critically; they require learners to evaluate, synthesize, comprehend or apply knowledge learnt. These are the questions which are answered with difficulty according to the Ministry examination report for Grade 10 (MBEC, 1999, MBESC 2000. 2002).

The absence of any or an adequate understanding of Bloom's Taxonomy (or its kind) and the value of questioning/thinking at different levels of complexity and challenge seem to be a weakness that must affect the nature and effectiveness of CA in these classes. It is problematic to see CA as achieving its intended aim of raising the quality of learning if it does not include hierarchically structured teaching and tasks.

### **5.2.2.3 Prepared/unprepared topics**

The Oshikwanyama language syllabus (2006) suggests that teachers introduce both prepared and unprepared topics to learners and that in both teachers can conduct CA.

A prepared topic is one where the learners have had a chance to prepare beforehand to present something on the topic, e.g. one gives them a topic such as ‘Why a certain character in the reading book *Happy Eume laLeo* broke into Popepi’s business?’ An unprepared topic is one where the learners are given a topic without any prior notice to say, answer a question or explain something. For example, during a lesson asking a learner the reason why a character in the literature broke into a business? It is argued that giving learners an unprepared topic helps develop their ability to be critical thinkers and effective communicators after school (Pilot Curriculum Guide for Formal Basic Education, 1996; Pilot Curriculum Guide for Formal Senior Secondary Education, 1998).

Only two of the participants mentioned both prepared and unprepared topics in their interviews. One teacher said that both prepared and unprepared topics could help equip learners to become critical thinkers and effective communicators. But the other teacher preferred the unprepared topics because he argued that with a prepared topic the students have a chance to prepare themselves and thus it does not give a true picture of how good they are or what they know.

I did not observe the prepared and unprepared topics so I could not explain the extent that this is done to equip learners with the necessary critical thinking skills.

### **5.2.3. Multiple negative factors in CA implementation**

Despite the existence of formal policies with respect to CA, the training of teachers in CA and the presence of some CA practices in the classroom practice of these teachers, the study revealed a number of negative factors still present. The evidence revealed a

sometimes surface understanding of CA and its implementation or elements that were wrongly understood.

#### ***5.2.3.1 CA marks regarded as a cushion to summative marks***

The essence of the evidence here is that CA marks are understood by some teachers as an advantage to the learner because it can boost the final mark.

Although the officially intended functions of CA were generally understood as explained earlier, the interviews revealed that CA is regarded by some of the teachers as in practice ‘a cushion’ to support the summative final examination. This seems to be in contradiction to what is intended by the Ministry of Education in Namibia (MEC, 1996). Instead of teachers being informed by the outcome of CA and it being a trigger to take further actions for learning (MBEC, 1999), the majority of participants are doing it primarily for marks.

The emphasis of CA should be on both process and the end product of learning (MEC, 1996), which at the end enables teachers to assist learners in their learning. But from the interviews it was revealed that teachers seem not know that observing the process of learning is also part of CA; they place a great emphasis on marks as the focus of CA implementation. One could argue that if teachers regard CA as primarily a mechanism to generate marks to be added to the final summative examination, then the use of CA as a tool to facilitate and enhance learning with understanding is unlikely to be happening in teaching.

From the document analysis of these class results I noticed higher marks given in CA than the marks scored in the final examination, which should be a source for concern and seems to be evidence to support the practice of the use of CA to boost examination marks.

Other researchers have also observed CA practices with a stronger focus on marks than deep learning (EQUIP2, 2006). The official injunction that giving marks for CA activities need not necessarily mean that the teacher is teaching for marks but the teacher

teaches for learning with understanding (MEC, 1993) seems to have been lost in translation into the classroom practices and requirements of the recording procedures.

#### ***5.2.3.2 Providing opportunities to repeat CA activities***

It is suggested in *Towards Improving Continuous Assessment in Schools* (1999) that learners should be given a chance to be re-taught and re-tested for better learning in all tasks. This is not how it is practiced in the sample of this study. The study revealed that poorly performed activities are cancelled by some teachers, with new easier tasks being given to the learners to score better marks. The emphasis was on the good marks from the easy task and this is further evidence that assessment is done for marks not for learning as it is supposed to be, at least by some teachers.

Policy also prescribes that teachers cater for all learners by providing special teaching in their classes for those in need of remedial teaching so as to assist learners with problems in their learning until they achieve the basic competencies as other learners in the same class (MEC, circular 4/2004). Giving extra easy tasks does not cater for learning with understanding, but reveals that the learners with problems are not assisted to learn but they are left out to remain with the same problem as long as they are given marks from the easy extra task.

#### ***5.2.3.3 The purposes and use of recording marks***

The Namibian policies (MEC, 1993, MBESC, 1998) state that learners' marks should be recorded for evaluating the learning progress of learners. Pole (1993) makes the same point that recording marks is evidence of the all-round achievement of learners and shows the well-being of the curriculum and teaching. Recording is a close strategy that keeps teachers on track in observing and examining learners' learning and finding out what is happening in learners' learning at a certain time (Headington, 2000). Wilmot (2003) explains that teachers need to evaluate what the learners can do, understand and what they still need to know and keep a record of the learning process.



The information provided from the interviews showed that the recording of marks is done but the main emphasis was on pushing up the examination marks of students. But there was still some evidence that some participants record marks to inform them about the work done and how much learners have learnt but it was not clearly indicated if the participants also see how well learners have learnt. Lacking the formative part of assessment is what I would say, is preventing the participants from elaborating more on the assistance part after they have been informed by the recorded information of learners about their learning. The study revealed that recording marks is the focus rather than analyzing the recorded marks critically for improvement (Black & William, 2003).

#### ***5.2.3.4 Inconsistency in correcting student errors and inadequate feedback***

The literature (MBESC, 1998) recommends a variety of ways to correct student errors and provide feedback on errors. The way errors are marked is also a function of the discipline and the task at hand. There was observed a variety of patterns in correcting student errors and inconsistencies.

The teachers were conducting *formal testing* throughout the year. They were also giving *formal assignments* through the year. They were recording the marks for these. This practice they saw as being CA. They handed back the tests and the assignments to the students each time; in this sense this is a form of feedback to the students. However, it should be noted that the feedback on these ranged from very limited to rich feedback.

The teachers who teach English are guided to show the learners' mistakes and let them correct their own mistakes hoping that it would motivate them to learn. This example could be followed by Oshikwanyama teachers in their marking of learners' activities (MBESC, 1998) to see if improvement could be brought in learning Oshikwanyama. Learners could then be informed by underlining the wrong word as some teachers do or using codes as suggested by Doff (1991). Codes are probably more helpful than merely underlined words. Codes can tell learners what is specifically wrong with a certain word such as spelling or incorrect tense. Not one of these participants mentioned the use of codes in their marking, neither was it observed in their practice. One of the participants

mentioned that she could discuss the errors made by the learners with individual learner, which I understand is the oral feedback, but I did not observe the discussion of such feedback. In this project, I found no evidence that marks that learners score from a given task are used to improve learners' understanding in learning. The written comments in learners' marked activities are hardly seen. Therefore, the feedback given to learners through corrected activities is more on norm referenced assessment because it is more on marks which are not used to inform learners for further development.

At the end of the grade, learners' results depend on the quality of marking used in classroom assessment. The literature suggests that classroom assessment should support learning (Van Harmelen, 2005; Shepard, 2000) but this implies also a coherent and diligent system of quality marking and communicating (giving feedback) about errors to students; such was not apparent in the observed practices.

#### **5.2.4 Possible factors contributing to surface implementation of CA**

Some factors that may possibly be contributing to the problems of implementation of CA by these teachers were explored in the study.

##### ***5.2.4.1 Results of the workshop attended and BETD***

A teacher becomes a professional through training. CA is a professional skill that needs to be learnt. The literature suggested that teachers should be exposed to the techniques of CA implementation (Dibu, 1995) and be trained in its methods in pre-service teaching training, through workshops and in-service training. According to the participants, in Namibia training for CA is done in the BETD teachers' training course and through in-service workshops. The participants said that CA implementation in the classroom was not discussed in any of those contexts. The participants had hoped for training for specific issues in the implementation of CA. The interviews seemed to suggest also that the emphasis in the training was more on summative assessment than on formative assessment.

#### ***5.2.4.2 Syllabus and assessment policy as guides for CA to teachers***

Apart from the training teachers went through, the availability of guidelines and other written materials are of help in CA implementation. The availability of teacher resources is what other researchers found necessary for effective teaching and learning. January (2002), for example, stated that teachers should be provided with relevant documents, which are written in an understandable language and are reader friendly (January, 2002). The Ministry of Education acknowledged this need for materials as part of the implementation of the overall reform of Namibian education which included written guidelines in each subject (MEC, 1993).

The only guidelines available to these participants are the subject syllabuses and the Assessment Policy (MBEC, 1999). However, in the absence of the guidelines, the teachers refer to the syllabus as a guideline for CA implementation. From my understanding the syllabus is not intended as a manual for CA to guide teachers thoroughly on how to implement CA in their teaching. The syllabus is a plan of what is to be studied and should be different from the guidelines, which explain how to do what is to be done.

Though the majority of participants indicated that the syllabus was available to them, some of the participants argued that the information provided in the syllabus for CA does not clearly guide them on its correct implementation. They added that the syllabus has nothing for CA implementation, except the collection of marks. The advice given is procedural; filling in the marks per skill, such as how many marks should be allocated for composition and how many marks for a listening task etc. Only a few of the participants had seen the Assessment policy (MBEC, 1999), which is there to support teachers in implementing CA in their teaching. Even one of the subject advisors was not in possession of that policy for CA. The conclusion is that teachers do not have the relevant CA materials.

In my experience as a curriculum developer I discover that there is a slight improvement on the assessment part of the syllabus, the revised syllabus is more explicitly compared

with the 2002 syllabus (MEC, 2002, 2006). For example one could get the definition of CA, its purpose and the types of CA, which could be implemented.

#### ***5.2.4.3 Allocation of CA marks throughout the year***

Teachers are provided with the CA marks form at the back of the syllabus (MEC, 2002, MEC, 2006), which requires them to allocate marks to learners throughout the year. The form for CA marks provided in the syllabus seems to be used wrongly by some teachers, because from the interviews, some teachers are driven by the matter that they have to fill in the CA form, and according to some of the participants this was done unreliably. It seems the CA form is being filled for the sake of having marks but these marks are not serving the real purpose of learning. Although the participants were claiming to not talk about themselves, most of them have indicated that collection of CA marks throughout the year is incorrectly done by some teachers (see chapter 4).

#### ***5.2.4.4 Contribution of group work to CA marks***

The study revealed that apart from the issues explained above, which could contribute to undeserved CA marks, participants saw group work as another contributing factor to the inflation of CA marks and final year examination marks, because those learners who do not understand the subject matter, could and did receive 'free' marks from other members of the group. The study showed that there is a fear and uncertainty among the sample of teachers in assessing individuals in groups. From the participants' point of view, assessing groups and allocating marks as deserved by each individual is hard, and as a result some learners, they felt, ended up getting marks they do not deserve because marks are allocated for the whole group.

Previous research has also found that assessing group work is not easy, especially when allocating marks (Johnson & Johnson, 1986) and it is not only a problem for Oshikwanyama teachers but in other subjects too (January, 2002).

#### ***5.2.4.5 Automatic promotions***

Another factor believed by the participants to contribute to unfair CA implementation is the automatic promotions introduced in education in Namibia. The Ministry of Education in Namibia issued a circular that learners who could not achieve all the basic competencies should still be promoted to the next grade, provided it is done procedurally. One of the procedures is that all the competencies that the learner could not achieve are noted and talked about between the previous and the next teacher for continuous assistance in learning to be provided. In addition, the circular introduced the implementation of remedial teaching through which the struggling learners could be assisted (MBESC, 2004).

From the interviews, automatic promotion was seen as preventing or undermining CA practice in teaching. Two of the participants felt that they could not deal with CA correctly because they are working with some learners who had been promoted automatically into their classes with few competencies achieved.

Furthermore the remedial teaching, according to one participant, is not materializing in the classrooms. Remedial teaching is done after classes, but not during the 40 minutes teaching, which one of the participants complained as insufficient to cater for the struggling learners. It was suggested (MBESC, 2004) that remedial learning be implemented by all teachers in all grades to prevent learners with problems in learning reaching Grade 10 with problems in their learning (MBESC, 2004).

### **5.3 Implications of the findings**

The research goals were to investigate the understandings of teachers of continuous assessment and its practice in their teaching and learning situations at the classroom level.

Broadly the findings were that while the sample of teachers knew the main intended functions of CA they felt that they had a superficial understanding. They also felt that they were generally ill equipped from the CA training they had received to effectively

implement CA in the classrooms. They also pointed to some serious perversions of the use of CA, such as: the focus on collecting marks at the expense of its use to trigger remedial teaching for learners; the assignment of easier assessment tasks (in some cases) when learners did poorly on a CA assessment; the perception that CA marks are being used to inflate the final year marks; the evidence that CA assessment is often not valid and a true reflection of a student's competence on a task; the automatic promotion of students who had not met the minimum performance level of a grade and the impact this is having on: a) the credibility and purpose of assessment; and b) the negative impact these pupils are having on teaching and learning in the new grade.; the absence of a coherent program within the Education Department and schools to deal with the remedial challenges of these promoted students and a feeling among these teachers that they also lacked the required skills in providing remedial support to students.

The following appear to be some of the implications of these findings:

- Improvements need to be made in the teacher training curriculum in the area of assessment and CA – i.e. both in its content and pedagogy - so as to develop a less superficial understanding of CA and its role in learning and to develop appropriate implementation approaches for use in the language classroom.
- The specific conditions where remedial actions are required need to be better identified and specified for teachers; and the skills that are needed for remedial teaching should be taught and modeled in workshops.
- Guidelines should be developed or translated from English into Oshikwanyama to improve teachers' understanding.

#### **5.4 Potential value of the study**

Assessment is a central pillar of teaching and learning. The addition of Continuous Assessment as a required and central feature of assessment was a significant feature of the educational reform introduced in Namibia after independence. CA was introduced for a range of sound pedagogic reasons, which are well supported by the research literature.

Thus its effective operation is vital to the success of teaching and learning in Namibia and to the achievement of the educational goals.

A good understanding of CA in teaching and learning would help teachers to understand the value of assessing for learning. The teachers' good assessment would then assist in improving the learners' understanding which would lead to reducing the high failure rate at Grade 10.

Ever since the introduction of CA into teaching in Namibia, I have been questioning the validity of CA marks that contribute to the final summative marks. This was the reason that drove me to engage myself in this CA study to learn more about it. The process of investigating the matter has helped me to understand better what CA is and why it was introduced into teaching and learning and I have come to identify some of the weaknesses in our current practices and some possible remedies.

Therefore, the study in the first place serves as a resource to Oshikwanyama teachers, especially those who are at classroom levels from Grades 5-12. At the same time it may help the subject advisors and facilitators of workshops in Oshikwanyama as a first language in schools. The study was conducted for Oshikwanyama first language but other teachers of other subjects can make use of this project in evaluating the status of the implementation of CA in their subjects.

In conducting this study, I hope that it will encourage some improvements in the development of assessment skills in our educators so as to improve our level of assessment literacy (Nangombe, 1998) and move us towards realizing the benefits of good quality and appropriate CA in our teaching.

### **5.5 Reflection on the research process**

This project was an eye-opener to me as a professional. I discovered the vital importance of a quality research proposal as a guide for the research process, even though there were unexpected turns and twists along the way. Piloting the interview questions was an

invaluable step as it gave me the opportunity to make modifications before I became more fully committed to the data collection.

The literature review broadened my perspective considerably but perhaps the most important feature of my experience was to discover the gaps between the ideal intended outcomes of CA and actual practice. Earlier I had identified one or two of these but had not examined the issue closely nor fully apprehended the extent to which some weakness might undermine the intended outcomes.

It was the hard process of trying to make sense of the data and then present the findings in a coherent manner with adequate evidence to back up claims that I found the most challenging. The casual habits of making claims in everyday life are hard to shed and also it is difficult to acquire the skill and habit of making completely transparent all elements of a claim and the evidence. I do believe that my skills and competence in this area requires more practice, despite the progress I have made as a result of engaging in this project.

This half thesis has been a challenging experience in my professional growth and a test of my endurance under the fire of the critique of others at every stage. That degree of close and critical scrutiny of my work is something new for me, but also an eye-opener about the standards and ways of good research into education.

The study has also been worthwhile to me as a teacher by profession and an education officer because it has focussed on problems and issues facing implementation of policy at the interface of the teacher and classroom.

## **5.6 Limitations of the research**

One constraint on this study was the inevitable time factor because it is not easy doing research at the Masters level part time in light of the unavoidable work load. Sometimes things are done in a rush and sometimes I found it difficult to cope with the work situation. The effect of this time limitation placed limits on the number of classroom



observations and interviews that were done. I wish I had observed more classes consecutively to discover more examples of some of the patterns of teaching and use of CA in the classroom, e.g. patterns of types of questions, but time restraints did not allowed it.

Secondly, the nature of a half thesis tends to limit the scope and depth of the data collection to fit the size of the project. This may have the effect of producing more shallow data. I do believe that consciousness of the need to limit the scope and depth of the data to fit the project shaped some of my interviews and data collection.

On the other hand, conducting interviews in the participants' first language was very good in encouraging the freedom to speak and give information about their experiences and ideas, even though it was time-consuming translating the interviews and there is always the danger of some loss of meaning in translation.

But I do not feel that the above limitations resulted in a material threat to the validity of the main findings of the study. But of course, given the fact that the sample was small, one needs to issue the usual caution about generalizing about the results.

## **5.7 Conclusion**

The project examined CA in teaching and learning in a sample of Namibian schools, with the emphasis on the perception of teachers and its implementation in the day-to-day situation of their classrooms. It has identified a number of important elements in the understanding and practices of these teachers and what is occurring within the school processes that are negating or at best weakening the benefits of assessment as a learning tool. These elements need attention if the promise of CA as a tool to facilitate learning and better student performance is to be realized.

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## Appendices

This interview is based on continuous assessment as one of the new ideas introduced in the Namibian education system. Implementing new ideas is something that needs a close attention, thus I would like to hear from you as a stakeholder in the system, to give me your view and understanding of continuous assessment in teaching and learning. (*This is the pre talk made before all the interviews*)

### Iyaloo

**Interviewer:** How do you understand continuous assessment CA?

**Interviewee:** I understand it this way: when we look at CA, we know that we do not just look in the air; we have our aims and objectives. Question is: do we understand these aims and objectives?

**Interviewer:** As an advisor, the form used to complete the marks; how does that symbol assist you to see that the child's work is really worth B, for example? Does it give the clear picture to the parent or the advisor to understand whether the learner is fairing well in education or not?

**Interviewee:** Yeah, you asked me two things. Those cannot be ... actually ... they just give marks but it does not show. That day should correspond with the activity. I cannot really speak on behalf of the parents. We usually explain to them in workshops.



**Interviewer:** And then ... after you have given them workshops, do you follow up to see if they are implementing what you told them – to implement the CA, on the part of the teachers?

**Interviewee:** Like I said at the beginning that this is some of one's work – a person really allocates marks to a learner, but you wouldn't know how. Only if ...

**Interviewer:** According to your experience – your knowledge – are those documents really assisting them; do they understand them; can they use them at work; in their teaching?

**Interviewee:** Actually, the documents are clear and they can make use of them, but there is still ... they may be used in reality or falsely. But according to those that have been prepared, there is a kind of laziness because the prepared actions are too small. If the documents came from here, it should really be worth. Even during their training we ask them to bring their own activity books that they use before they complete the documents. They were trained to make use of their activity books, where they can allocate lots and lots of marks in every section related to the CA form.

**Interviewer:** What methods are used in schools, especially with regard to CA, that would assist in teaching and learning?

**Interviewee:** We believe we are lucky with regard to the curriculum. It is accompanied by the form that represents CA marks in different sections, because every section is done differently. Yeah, like we have some methods that... it means the divisions of curriculum should be followed accordingly and differently in CA befitting the sections found in the form. There are methods that, we feel will fit our teachers.

Or currently, for CA to be implemented fully, teachers need to fully change their behaviors. Yeah, I can see that this needs to be added in the future as they teach... It will put a teacher at work; these would not contribute to laziness like those in 2002 curriculum. It means that a teacher should do much in every section of the language. This should be more than, if I can say a person would... But if they assess it twice or thrice, they will ... form will be shifted up to here.

**Interviewer:** What else can you add as a language advisor?

**Interviewee:** I can see there is a point that indicates how CA will help improve education. To the teacher, it is helpful to greet the learners, not just start talking. There is also this thing of looking at what a learner could do in the future, but not only marks. The language is rich and it is a person's basic wealth.

**Interviewer:** Thank you very much.

**Interviewee:** I thank you too.

## **Tangi**

**Interviewer:** How do you understand continuous assessment (CA)?

**Interviewee:** Oh I do understand that, firstly, I understand that ... it – er, CA would assist the teacher – and a child as well. It also assists in the child's examination marks. Yeah, and it ... I don't know ... this actually assists the child throughout, from the beginning up ... it ... we would no longer look at the child's examination where the child is only tested at the end of the term, but each activity will be included in the complete year's work.

**Interviewer:** How will the teacher assist in such a case?

**Interviewee:** The teacher will be able to identify when the child he gives the activities, would need assistance and render such assistance.

**Interviewer:** And what is the actual purpose?

**Interviewee:** The purpose of CA is, to enable one to assist oneself as a teacher and to assist a child to reach ... to understand how much she achieved in the ..., one as a teacher would understand how much ones class has achieved, and the achievement of each individual child. Again, it would also assist a parent to understand how far her child has achieved or how much assistance she needs.

**Interviewer:** In you view, how do your teachers in your region contribute in implementing CA?

**Interviewee:** Oh, we usually invite teachers for workshops, we train them and thereafter we go to schools to observe how they implemented what we have trained them on. We give them documents to assist them in implementing what they were trained to implement. Sometimes we monitor CA at schools, assisted by ... every one bringing their textbooks and circulars that guide them with. The other methods we employ are to write to them to explain what is expected of them every trimester, such as how many compositions to be written; how many readings are required and for how much marks.

**Interviewer:** According to your experience through training teachers, how do teachers understand this assessment method? Do you think they are committed to this?

**Interviewee:** It is possible for one to train a teacher, but some are not committed to their work, except that there are many teachers out there that are committed.

**Interviewer:** Are there possibly any documents related to CA that you sent to schools?

**Interviewee:** Yes, there are existing documents such as the assessment policy. We actually only prepare forms and study the curricular, then we tell them that there are syllabus, except that for the children to be trained in many areas, we send lots and lots of work and then teachers would organize the work themselves.

**Interviewer:** There ... are you responsible for sending documents to school, teachers? Or is it the responsibility of the ministry?

**Interviewee:** The ministry sends the documents to us and we would send them to schools. But I should make it clear that we send to every school

**Interviewer:** I am still concerned with the documents, as per your knowledge as a subject advisor, many a time these documents are mostly only in English, according to your knowledge about our language teachers, it is possible that they may not understand these documents properly because it is not in their language, one might have received it but because it is not in the language they use, and this makes it difficult to understand it. What actual methods are used in CA?

**Interviewee:** You know we have many things; it depends on the syllabus – what it demands. We do not have projects. The learners have ... many activities that are related to writing. They write different activities, with questions based on the taxonomy table.

**Interviewer:** Your mentioning of taxonomy reminded me of this question: as an advisory teacher of the subject, according to your observations, when teachers assess learners throughout the year do they follow that table, especially there at the top of the table, seem to be questions... How much do they make use of such questions?

**Interviewee:** Yeah, there are some who make use of all of them as much as possible:

Challenged ... and all the sections that are included especially the application section, the learner would apply that.

**Interviewer:** Do teachers record the learners CA marks? And how are the CA marks of assistance?

**Interviewee:** I would always see the picture when I examine the teachers' daily preparation as well as the learners' exercise and by looking at whether they marked correctly – to see whether the teacher awarded the correct marks to the learner.

**Interviewer:** What are your plans with regard to CA?

**Interviewee:** Oh, I think the implementation rests with the principal ... whether a learner needs to be assessed in certain areas and the marks allocated to them by their teachers. We train the teacher and will continue to do so.

**Interviewer:** In conclusion, is there anything that you would like to add?

**Interviewee:** When teachers implement, they will be able to weight the learners properly, but if they do not implement then they would not see the good side of CA. The other thing I have a slight problem, due to big (full) classes, they feel this gives them too much work.

**Interviewee:** Because of overcrowded classes?

It is mostly difficult if a teacher has to work with as many as four classes.

**Interviewer:** Thank you very much for sacrificing yourself for this interview, thank you.

## **Toivo**

**Interviewer:** According to your understanding, how do you view continuous assessment and what is its purpose?

**Interviewee:** The purpose of CA is to check the learner's value, especially at the end of the year, to see where a specific learner is. It is through CA that the teacher will discover if a specific learner will pass at the end, especially when you look at her written results, when you mark. You will discover that it is possible for that child to pass. From the beginning you discover how the learner is progressing, that is it in short.

**Interviewer:** If I understood you well, you mentioned a teacher and a learner; can you elaborate more on who will benefit from CA?

**Interviewee:** Both parts are benefiting. A teacher will discover that a specific learner reached certain language competencies or skills. Again that specific teacher will be able to assist the learner by giving her special education, remedial classes and discuss with her that her way of writing is affected by a specific problem, such as dividing of words unnecessary. The teacher will discover that through practicing CA.

**Interviewer:** It means that a learner is benefiting because she will find out her weaknesses?

**Interviewee:** That is it, and again she will find out her strengths, because as a teacher, you will tell a specific learner where she is progressing, for example spelling and dividing of words, the person is good or her sentences are not started with capital letters. For that information, both parts are benefiting.

**Interviewer:** What benefits will a teacher get from giving learners information of misspelling or any other weaknesses learners have?

**Interviewee:** The teacher is benefiting because she will discover the possibilities of changing teaching methods. She can also learn the learner's characteristics and help her correctly. In helping an individual learner one will find out the possibilities of referring that specific learner to her peers for assistance, as a result of your discussion. Your discussion may help that specific learner to choose a trusted critical friend to assist her in the disturbing problem in her study. The teacher will also discover the learners who do not need reference because the teacher's help is enough for them. All of those are the benefits of CA to teachers and learners alike.

**Interviewer:** The next question is asking how you assess your learners for learning.

**Interviewee:** Mh! When you are using the CA, in this method, I give my learners a task one day, for the purpose of checking the spelling of words. Giving them that specific task, I will not tell them what my intention is, in that lesson. I will just tell them that they should write a composition that day but I am aiming at correcting spelling mistakes only that day. Another day I will pay more attention at the content, spellings will not bother me, even the marks will depend on the content that time. The next time I will look at all these in one task. That is assessment on writing only.

There is a time when I give a lesson in a lecturing way, where I can speak using a written composition on a board and ask questions. In this composition, learners need to understand properly. They need to understand it through teacher talk, that it must have a date, title. They need to know that the date must be written on top right of the page, then title will follow after the open space. Then the content will follow the open space from the title, written in paragraphs. Those things need to be talked about, whereas a teacher is checking who is following and showing an understanding or a certain individual is not following what is being taught.



**Interviewer:** It means that is what you do in your lessons?

**Interviewee:** Yes! That is what I do especially in writing.

**Interviewer:** As a teacher, when do you practice CA, at the end, middle or when exactly? If it is in the term when exactly you assess for CA purposes?

**Interviewee:** I assess for CA during each and every lesson frequently in my teaching. I assessed many different things, including checking their understanding of what is taught. It means I cannot teach without assessing anything. I can assess them without giving them marks but I can say I found out that one individual learner does not understand. It means CA is often used to find the level of understanding of an individual learner, though this information cannot be discovered somewhere, by looking at them during the lesson.

**Interviewer:** The next question is asking for the methods you use to assess your learners for CA, do you mind to talk about them?

**Interviewee:** I only use writing and speaking, for example, I give them a certain writing task and allocate some marks. I can also give them a speaking lesson, this time keeping a list of their names and allocate marks according to the criteria used in speaking. There can be a certain number of activities where each one should take the exercise book and answer the questions, doing it in a listening way, but the listening text is not known by them. When I am reading, they are listening and answering the questions.

Another way is reading and writing which are mentioned above already. Sometimes they know that the next day, they will have a reading lesson but sometimes

I give them unprepared reading task. I do give them the task unexpectedly because I know that if learners are not prepared, I will find out who knows and who does not know. Using prepared task, a specific learner would get

a chance to prepare well for that. Through unexpected task a teacher can discover the truth about illiterate learners, because learners did not have a chance to read it before. This is one of the methods I use, according to the four language skills.

**Interviewer:** Apart from the methods explained, prepared or unprepared, are there any other methods you use, specifically criterion referencing assessment in nature in your teaching and learning situation.

**Interviewee:** Frequently, I only use those mentioned above. May be there are times I used methods that fell into criterion referencing method. There are times a learner writes something where I will check who will reach the maximum mark or at least score sixteen out of twenty. I keep on repeating until I found out which task was easy and which one was difficult.

I can give a task twice to find out who did it herself and who was assisted. For example a specific learner scored 18 out of 20. One day I gave it again, where the learners have to write it and get it finished during the lesson where I will be there observing all the time. Finally I will discover that the learner, who scored 18 out of 20, scored less than 18, showing that somebody did the task for her.

**Interviewer:** As you explained those methods, according to your experience in using them in your teaching, are there some you regard as best than others for CA. Have you noticed something for more information?

**Interviewee:** The best methods I see for assessing the progression of a learner are: When a teacher spends 40 minutes observing learners writing a letter for example. If a specific learner cannot finish within a time limit, then it is obvious that, that learner is not progressing. Doing a task home, there is no grantee that a learner wrote it within 40 minutes.

Again the method of unprepared speech is one of the best methods. These methods are corresponding with the examination, in the examination there is always limited time. These are easy methods, I understand, where learners work thoroughly within a range of time.

**Interviewer:** Is it possible for you to create a form, to use in marking or do you talk about what you want them to achieve, as a way of preparation for the task?

**Interviewee:** If we are preparing for a drama lesson, we could discuss that I want them to dramatize the novel from a certain page to another, and I need them to do it according to how it is stated in the novel. Certain characteristics shown in the novel should be modeled for them to be rewarded marks. I would discuss that with them, so instructions have to be clear for them to get it right. Those are the methods I used.

**Interviewer:** How is CA helping you in your teaching and in learners' learning?

**Interviewee:** CA is helping, because it gives a picture of how a learner is progressing from the beginning up to the end. It helps learners to pass, especially at Grade 10. If a learner has been participating well in CA, she would score high marks at the end, if the teacher marked and done everything well. I have noticed that if a learner scored 60 marks for CA, will score either 57 or 67, so the gap normally is not so serious between what a specific learner gets for CA and the marks for the final examination.

**Interviewer:** You have covered the next question but I still would like to ask you something on what you have just said. It seems some people see CA marks being higher than the marks scored from the final marks. Is it possible for a learner to score in CA but could not get the same marks from the final examination?

**Interviewee:** Oh! That is possible in some cases, because a certain teacher can give one composition and all the marks could be taken from that one composition

for the whole year, while the examination does not ask for a composition only, it includes many other different things. It means the teacher can get high marks because she gave one task for the year. But if you assess many different things, including what is set for the examination, the weight will not differ so much. For example if a learner does not know how to summarize or spell words correctly, this is caused by the teacher. A teacher can cook marks, for example she does not mark learners' written tasks or she could look at the faces and give marks. In some cases, some teachers realized that year marks have to be submitted, after the supervisor asked for them. That time is when the teacher rush to give unfair marks. Some teachers end up giving marks taken from head, like, may be this one participate let me give her 5 out of 10, this one 6 out of 10 and this 3 out of 10, just like that.

The teacher will end up allocating marks wrongly and learners end up getting what is not relevant for their ability. So the one given 8 out of 10 is the one who does not know anything, and the hardworking person will end up getting less for her ability. If you taught well there is nowhere you would experience such a gap between CA and final examination marks.

**Interviewer:** What form of assistances have you received before you started teaching and during your teaching, helping you cope with the implementation of CA?

**Interviewee:** While we were in the college, but that time we could not understand what CA meant, it was a new term. The hardworking teachers could give us a written task to mark pretending we are marking for our learners. We were shown how to calculate the marks. Where you got a chance, you could be given a syllabus to see what you are going to use at schools. There is column at the back of the syllabus which shows the examples of CA, so this is one way how I discovered what CA is all about. It was during the second and third year of training when I began to understand more about

CA in practice, and when I went for school based studies, when I was told by one teacher to give a task to learners for CA purpose.

**Interviewer:** Does that mean that currently you do not get support or assistance to help you in implementing CA in your teaching and learning?

**Interviewee:** Frequently we get assistance such as workshops for new teachers where things like that are being mentioned; how we can observe the learner's knowledge. Sometimes you go there to attend those workshops if you are invited.

**Interviewer:** How about, if you realized that you needed assistance, for example a need of how to implement CA specifically?

**Interviewee:** You might go to a neighboring school and ask a teacher who teach Oshikwanyama like you and ask about things that are bothering you, especially the changes. Sometimes you might use a wrong version of a syllabus while other teachers are using the up-to-date version. Assistances are there; especially the experienced teachers are good resources to the new teachers, so it is not a problem.

**Interviewer:** Could you please explain the use of recording CA marks.

**Interviewee:** Marks have to be recorded to give the progression of a learner. If there are no marks, the learner will not pass the final examination, she can fail it. So I have to record the marks to make the learner pass easily. What are you going to fill in the recording sheet if you did not record marks?

**Interviewer:** How helpful are those recorded marks in giving a clear picture of learners' progression to parents?

**Interviewee:** They are helpful, I remember one case in 2004, at our school, where the parents called to come and visit the school for inspecting their children's

exercise books. They had to look at all the results in all the subjects and see how their children are doing. They asked teachers questions about what was written, especially the illiterate parents; they discovered who and who is not working hard (studying). Since then, a concerned parent went and talked to her child at home for motivation, we could see the difference.

**Interviewer:** What type of documents do you have at school concerning CA implementation, where you derived information for implementing in your teaching and learning?

**Interviewee:** The only document we have is the syllabus, and that is the only document I am depending on, most of the time. At the end of it, there is a column for CA, then, if there is something I do not understand I can go to a nearby school for help.

The other assistances and help I got, is through my participation in the curriculum committee. It helped me a lot and I can say I am well informed than other colleagues, because I have a chance to ask what I do not understand. Currently I understand the syllabus compared to how I was at the beginning. At the beginning, it was very difficult. It was like I am told that learners should take part in different tasks, I could understand the sentences but I did not understand their meaning. Seeing the generic syllabus also helped me to understand more, because I saw the origin.

**Interviewer:** What you have just said raised a point in me, mentioning the generic syllabus to be given to the teachers for more information. Do the teachers have access to the Pilot Curriculum, for them to understand how the language should be taught; do you have such a document at school where the syllabus is driven from?

**Interviewee:** It may be there, but I also not read it, but I know what you are talking about. The first time I heard about such a word was when I joined

Oshikwanyama curriculum committee, I never saw it at my school. I do not understand it, and I can say most of the teachers do not understand it as well.

**Interviewer:** What are the challenges and problems you have experienced in implementing CA in your teaching?

**Interviewee:** No problem, as long as you implement what you are told in the syllabus, according to the four language skills, your responsibility is just to teach.

**Interviewer:** I understand you said CA is not implemented very well. We have documents that we should implement, documents that show us how we can implement it. The thing is... can't you see any weakness that could block or disturb the smooth implementation?

**Interviewee:** The documents might be mis-understood or completely not understood, because the teacher could not be well informed/trained. The language may be understood but the meaning or how it should be implemented is a problem.

**Interviewer:** We have come to end of our discussion, thank you very much.

## **Tuleingepo**

**Interviewer:** In my first question, I just want to know from you as a teacher of Oshiwambo, the way you understand continuous assessment?

**Interviewee:** I understand CA as a way of rewarding the child in his/ her work throughout the year. The child is rewarded in his/ her learning.

**Interviewer:** As you observed, what is the purpose of CA, is it only to reward the learner for the work of the year?

**Interviewee:** It is to look at the learners' progress or work, to achieve the basic competencies/ objectives of the subject syllabus as well as general skills.

**Interviewer:** In CA, there are two people, the teacher and the learner. Between those two people, who is benefiting more from CA, the teacher or the learner? If both are benefiting, how is it happening?

**Interviewee:** I think they both benefit from CA. The teacher has a benefit of knowing every learner's level of understanding. The child is benefiting because he/she gets the marks that will help him/her in the examination because the marks will be added together with the examination marks.

**Interviewer:** If the teacher is finding out the level of understanding of the learner, how will the teacher continue if he/she found out that a certain learner is at a low level of understanding?

**Interviewee:** In case the teacher finds out that a certain learner does not understand something, he/she is supposed to try until that child is brought to the same level with others. The teacher could give individual work, which is not given to the other children. Giving the child activities that seem to be easy,



perhaps the previous work was a bit difficult etc. until he/she has achieved the required level.

**Interviewer:** How do you assess CA work from which you take marks for CA and when do you do it?

**Interviewee:** The work starts from the first day you start teaching throughout the year, even through the work from which you take the CA marks. You only assess some activities from which you take marks but you do it throughout the year, from the beginning until the final term of the examination. We do not continue with the assessment towards the examination.

**Interviewer:** How do you assess your learners for CA?

**Interviewee:** I assess the learners by giving them assignments to do, and then I take marks from those assignments. I even give them tests for the purpose of marks. I also assign them to write compositions or short pieces of writing and allocate them marks from those pieces of work. Sometimes I would give them prepared or unprepared topics to speak about, sometimes topics that would last longer in speaking and then I would allocate marks.

**Interviewer:** You mentioned that you give them topics to choose themselves, is that what you said? Is there a time when you agreed that learners should choose their own topics and what is the purpose for that?

**Interviewee:** Yes, there was a time at the beginning, before we started with CA, when I had to tell the learners that they would have to collect the marks from their work throughout the term through such work. I would then divide what they have in writing, such as short activities, compositions and speaking. I would divide speaking into topics in which they would prepare themselves. I would give them topics so they can take them home for preparation, while sometimes I just mention unprepared topics. In that way, learners will understand. At the time I would tell them to take your

topics to speak about them, they are already prepared. Even when I have to give them topics to prepare at home, they would already know what to do. The purpose is to check if learners have the skills to come up with something in a short time.

**Interviewer:** Does it mean that you discuss the topics? Do you also talk about rewarding of marks; for example if you told them that this is the activity, the marks will be allocated like this?

**Interviewee:** No, on the rewarding of marks it is not easy to tell the children how I would allocate the marks. I have already told them that whenever they work, I would allocate them marks as part of the examination marks. But if I am allocating marks, I do not tell them whether I am allocating them marks or not. Not all the activities are rewarded marks thus when they are working they do not know if they are allocated marks that time or not.

**Interviewer:** As a teacher, do you prepare something to be used in the allocation of marks, where you should base your allocation of marks?

**Interviewee:** Yes, for example if I give the children a written piece of activity. There are many things in the written piece. You can look at the language content; you look at how the child has written and you can decide that you are going to look at the content, the spelling of words and other things, such as whether that the child's work has many errors but the content is clear. You allocate marks according to the content of such a written piece. So yes, I do have something on which to base the rewarding of marks.

**Interviewer:** What type of forms do you use to assess your learners? I mean if you have the forms in the books that are regarded suitable for CA usage?

**Interviewee:** I do not remember any of the forms that I was taught about, or that I read from the books, but I try on my own to give them projects, or even certain researches. I tell them to get, for example, different Oshiwambo

traditional food. This way of research is one of the forms of assessment I have used. Sometimes I give learners some posters and ask them to go and draw elderly people making baskets or they should go and draw a person singing a 'song'. Those are the forms that I know of, nothing else. Those are the forms I employ.

**Interviewer:** Amongst those forms you used such as speaking, research, drawings; have you noticed any one of those as the best form, assisting learners to take part and learn with understanding?

**Interviewee:** Yes, especially that of drawing. I have noticed, for example, when you give them a group activity, you will find that they like or prefer working individually. Everyone prefers to draw a singer from their environment. They like the form of drawings.

As a teacher dealing with CA, what type of assistance have you received? Before you started with the CA implementation or during the time of implementation?

**Interviewee:** Before I started with the implementation of CA, I went through a little bit of training from the workshops conducted for the teachers. We received CA guidelines; how it works and how it should be implemented. We also attend meetings at our school to inform one another. We also share information as to how we should go about CA; and guidance of the grade where CA should be done.

**Interviewer:** How do you record CA marks and why do you record them?

**Interviewee:** As I told you earlier, we organize subject meetings. CA has a form in the subject syllabus. That form is what you fill in. It is divided into columns according to the terms per lesson for each activity and how many marks you should give in a certain activity. It also has a number of columns for different activities per year. So, I fill in that form as a record, since it is

not possible to keep records in my head. To keep these records, I must have it written somewhere. And then when I get to use it, I use that form, copying the examination marks.

**Interviewer:** This question is based on the assumption that learners are given high marks free of charge throughout the year, where for example, the learner score 90% in CA but would score low marks in the final examination. As a teacher, have you experienced such a thing or heard about it that it is possible for a learner to score high marks in CA and low marks for the examination?

**Interviewee:** As a teacher, I know it and I have noticed that it is possible, because sometimes the teacher gives easy activities less than the examination. Sometimes again, CA is taken from group work in which even a person who did not contribute anything, would get the same marks as all other members of the group. It means that those who do not know anything are being favored through the group; sometimes the teachers are not trustworthy. Sometimes I do not do my work properly, and the form has many columns to be filled, it is impossible to fill marks in from the head, that results in the learner scoring higher for CA than for the examination.

**Interviewer:** Are there any documents available, which serve to guide you on what CA is and how you should implement it, at your school which you can consult to prove that what you are doing is correct? Do you have such documents apart from the syllabus?

**Interviewee:** I did not notice if we have any documents at our school concerning CA, except for the syllabus, except for the little information which I saw in the syllabus.

**Interviewer:** Did the information provided in the syllabus help you; did it give you a comprehensive understanding?

**Interviewee:** No, it does not give sufficient information because the information contained in the syllabus is coming with the examination, that a paper has so much marks, but there really is nothing to guide in the implementation of CA in the classroom, on which a teacher should base the understanding as to what exactly to do. So we just try on our own to see what...

**Interviewer:** If the parent comes to your school demanding the proof of progress of the learner, will the information filled in the form give him/her a picture of how the learner is progressing and in what skills?

**Interviewee:** The form alone does not give information to the parent because it contains the marks only. The parent will not be able to understand exactly where the learner got the marks from. To make the parent understand a bit, you give the child's work. The child's work is what I see as helping the parent but the form alone does not make him/her understand. The parent may understand it, if he/she is a language teacher but any parent cannot understand why the child is given such marks. The marks in the form do not show that the child scored 4/10 or 8/10, neither do they indicate where he/she was wrong, where or where he/she was good.

**Interviewer:** What challenges and problems have you encountered as a teacher?

**Interviewee:** On the children's side?

**Interviewer:** On your side as a teacher, expected to implement CA. Did you experience any problems and/or challenges, disturbing you in implementing CA?

**Interviewee:** Yeah, I have noticed something on the side of the children. Sometimes you would tell a child to work; but some children are stubborn. Some do not do their work on time, for example you gave them work but one individual child did not do anything; and some do not commit themselves to the work. Sometimes you want to do something but you cannot find the

necessary guidelines. Those are some of the things that caused me troubles in implementing CA.

**Interviewer:** You, as a language teacher or other teachers for other subjects, because CA is not meant for languages only but it is used in other subjects too, did you shared a certain problem with the teachers of other subjects in order to help one another?

**Interviewee:** We do help one another, but as I told you, we do not have any document or any written text that contains information regarding CA. It is possible to ask your colleague, just to find him/her in the same problem.

**Interviewer:** As a teacher, what do you feel should be done, for us to go ahead with CA implementation more thoroughly than currently?

**Interviewee:** Yeah, for us to understand and implement CA properly, there must be documents containing all the guidelines to be used in CA. Again, CA marks should not be equal to the examination marks because, for example in the language CA marks are equal to 50% while examination marks are also 50%. CA marks must be less than the examination marks. This is what caused the child to be given high marks for CA.

Another problem lies with the student teachers at the schools who also do work with CA marks. I forgot to mention it before, that they give high marks, sometimes they contribute to the abnormal raising of CA marks. When the student teachers come to school, teacher mentor should assist or re-look at the marks before they were entered into the CA form.

**Interviewer:** When student teachers come to your school, do you hold briefing meetings before they start working. Do you explain to them your experience on how to work with CA and see if you have the same understanding with them, concerning CA?

**Interviewee:** We do hold a meeting, we do not start just like that but I discovered that the understanding of student teachers in CA is bit superficial, because you give that form but still the marks will come out high. It is then difficult to go through the marks reducing them and you do not know how the child was given marks. But we give them information at the beginning before they start working.

Another weakness maybe lies with the teacher mentors, because the student teacher should have to be followed to see all the activities given etc.

**Interviewer:** Thank you very much as you sacrificed yourself for me and used up your spare time. Thank you so much.

**Interviewee:** I thank you for your visit.

## **Nelao**

**Interviewer:** What we are going to talk about is concerning CA. CA is an acronym for continuous assessment, the main content of what we are going to talk about today. At the beginning I just want you to tell me your own understanding about it.

**Interviewee:** As a teacher, I understand that CA... stands for recognizing the child's work which he/she does throughout the year.

**Interviewer:** The child's work throughout the year to be recognized for what purpose?

**Interviewee:** With the purpose... to be able to assist the child when it comes to the examination; when the child is going to finish the examination. In life there are many problems. A learner can be a hardworking one and sometimes when the examination is approaching, the child may experience problems preventing him/her to write the examination. There are a lot of deaths now in the country, there may be a relative's death, and then the child may not work as it was expected, then the work of the year will assist him/her.

**Interviewer:** Apart from that advantage of being assisted during the examination, is there any other advantage the learner may get from CA?

**Interviewee:** Another CA advantage is that the examination is something else. The child will be examined by another person while in CA the child is with his/her teacher. I understand that they have freedom to work perfectly and they sometimes panic when they enter the examination room because they are already afraid.



**Interviewer:** On the side of the teacher, what benefit are you getting in observing the child day by day, what are you going to gain from that?

**Interviewee:** Oh, what you gain on the side of the teacher concerning... The teacher will gain the knowledge of what stage the learners are at and whether or not they understand your subject, whether or not they are able to write the examination... they can go on successfully which means CA helps him/her in assessing...

**Interviewer:** When you said that the teacher is able to discover that a child understood or not, if the teacher found out that the child does not understand, does he/she do something as a result of CA or does he/she discover that the child does not understand and that is it?

**Interviewee:** Ah, it is just because of the time and the workload because if the teacher gave assessment in a certain thing, and discovered that the children are not at the required standard, he/she has to find time again to see how he/she will assist them, to bring them at a reasonable level.

**Interviewer:** As a teacher, how do you assess your learners for CA, exactly how do you do that?

**Interviewee:** The way... CA for example in Oshikwanyama, we do not assess what we are given to do. Education has the syllabus, and the syllabus has its objectives. You should look at whether the objectives have been achieved, with regard to the skills that we are required to impart.

**Interviewer:** OK, does it mean you will decide what skills to assess today or how exactly do you do it during your teaching?

**Interviewee:** This is how we do it, for example, you cannot teach two skills at a time. If today is day 2 and you have speaking, then the CA will only be concerned

on speaking. The skills that the children would come up with would be speaking and listening.

**Interviewer:** The sixth question is about the forms or strategies. Here we are thinking of journals, portfolios or any other forms you use in dealing with CA.

**Interviewee:** The forms... you mentioned forms. Yes, we have a form in which we record and when children come up with something, it is where I record each and every learner. I write each skill in its own column for all the terms.

**Interviewer:** The forms you are talking about, are they the forms taken from the syllabus?

**Interviewee:** Yes, they are in the syllabus. As they are, they are given to us by the subject advisors when we attend the workshops then they say it should be like that.

**Interviewer:** OK, that one form of assessment you mentioned, as you observed it, do you find it the best in your teaching or in children's learning?

**Interviewee:** Up to now, I think it is better than nothing. It is assisting, but the learners' commitment is somehow not good. You find a child scored 5/10 which shows that the person is not good, or even the other one who gained only 3/10. This is just proof that commitment is not good, even though sufficient assistance is given to learners regularly.

**Interviewer:** Because another question is still on that form of CA, if the parents come to see the learners' progress which is in the documents that each parent is entitled to see. If you give that form to the parent, does the parent see whether his/her child is good or not good just because he/she looked at the marks, or does it give him/her the picture of which skills the child is either good at or struggling with?

**Interviewee:** So you are asking if the parent gets the picture correctly. I agree that the parent gets the picture that his/her child is either progressing well or not because sometimes the parent gets angry thinking of how the child may be assisted. Sometimes the parent suggests the child should be beaten if he she is given an activity and does not do it well. Children do not have time, yet they are so free to walk around. In the school, some sleep because they spent time at *cuca* shops.

**Interviewer:** As a teacher who has observed CA, do you think it is helping learners to gain relevant understanding and learning? Is there anything helpful and how is CA helping in your teaching?

**Interviewee:** It is helping; it is a benefit to the child. CA is helping children to pass. On the teachers' side I know it is something good to know at which level your children are.

**Interviewer:** What types of assistance have you got to help you implement CA, from outside and inside the school?

**Interviewee:** We are given lots of training in assessment. The time we studied BETD, assessment was one of the things we handled. Apart from that, workshops are also held. I remember that almost every year teachers have to gather/meet to talk about how marks should be collected. So, I received it from those two types of training.

**Interviewer:** It seems that marks for CA normally are higher than the final examination marks. Do you also experience such a thing and if yes, why is it so? It seems that teachers give marks to learners undeservedly.

**Interviewee:** I do not exactly understand the question, but let me talk about my weaknesses on that point. It is hard to me because up to now I did not get a chance to mark for final examination. I am not accepted.

**Interviewer:** Do you have documents on CA that guide you in working with CA?

**Interviewee:** How do they look like and what are they called? This Oshikwanyama teacher cannot remember anything like that.

**Interviewer:** I just want the problems and challenges you experienced in the implementation of CA in your teaching?

**Interviewee:** The problems I experienced are: Because children are not in the hostel, they absent themselves. When you give work, the child is not there. That would compel you to find something different for that child. Due to many responsibilities, we are overloaded with work. The time to give a different activity to the child who was absent and to be recorded like others is normally scarce. Hence, towards the end of the year, you may still find that a certain person did not do a certain activity.

Another thing, it is good you have come to assist me concerning some children who went through the previous grades up to grade 10 but you find that the person still do not know anything. You really do not understand that person, I talked to the teachers from his/her previous grades and we have come to the conclusion that those are the automatically promoted learners. In education there is such a policy that the child cannot repeat the grade if he/she is over age, they are therefore promoted to the next grade. This leads to people reaching grade 10 while they do not yet know how to read and write. Even if you proceed with another activity, his/her work will remain weak. I have experienced such a problem with a promoted learner from the previous grade, regardless of the kind of assistance I render, you just expect that person to get a G or an E in Oshikwanyama.

**Interviewer:** I need a copy from that. In my last question I would like to hear from you as a teacher, what do you think should be done to assist the implementation of CA?

**Interviewee:** To assist?

**Interviewer:** Yes, to assist teachers in clusters or regions, what do you think should be done?

**Interviewee:** First, I feel it should be done like, it is because some things are already done, there are documents for CA. Those documents should reach the schools in order to assist the teachers in the implementation of CA. More workshops should be done to keep on improving the skills of the current teachers and to timely inform the new teachers who are still joining the system.

**Interviewer:** At the end of our conversation, let me thank you because you sacrificed your time.

**Interviewee:** You are welcome madam.

## **Maano**

**Interviewer:** At the beginning I would like you to tell me in detail how you did CA this year, in this and why you did what you did.

**Interviewee:** Yeah, we learnt a summary, summarizing a text, a written piece, in which I gave the learners a reading text, to read it. I gave the example of how to summarize. After that they were given an activity, giving them a reading lesson, which they to it with the purpose of taking yearly marks out of that activity. It was well performed because they answered those that have characteristics of summarizing, so it was well performed. They scored very good marks.

**Interviewer:** When you prepared that, did you tell them things you will look at during the marking of that activity?

**Interviewee:** Yes, most of the time when I gave, I told them that. Especially that we have to look at the structure then we come to the introduction, content as well as grammar usage and conclusion.

**Interviewer:** Do you have that activity written somewhere, which shows the activity itself, the question and the criteria to be used in marking; do you do such a thing?

**Interviewee:** On a preparation note?

**Interviewer:** Yes!

**Interviewee:** I cannot remember. I cannot remember such a thing, maybe I have it in my file, but at this moment I cannot remember because all the things I

taught, I wrote them somewhere that when I teach most of all I have to think o the objectives we are aiming to achieve.

**Interviewer:** Okay, do me a favour then, to check if there is something of that nature. The other thing I want you to tell me is whether there are guidelines which are guiding you in dealing with CA in your teaching, for example how to work with it?

**Interviewee:** Yes, we have. We exactly have guidelines that are guiding on CA implementation, we have them.

**Interviewer:** Do you have them in your file?

**Interviewee:** Yes, I have them.

**Interviewer:** Ok. Those guidelines as you analyzed them and as you used them through the year, are they helpful in your teaching or working with CA?

**Interviewee:** They do not have problems, they helped me even though I have visually impaired learners I did not express any problem because the language is taught in the same way. In addition, I found it easy how teaching learners at the same time if you gave them an activity; some of the words are good. It means I did not find any problem, which I can recall needs a restructuring.

**Interviewer:** Yeah. Okay, in your own teaching of those learners who are visually impaired, when you give them any activity, such as summary and you know what you will look at from that activity, because in your case, you are not like teachers who taught sighted learners, who can write on the board, what they will look at. Do you prepare written papers? How do they find out that in a certain activity, you as a teacher will look at what?

**Interviewee:** Yes, in most cases I wrote on a paper for them. Write a paper and translated into Braille and they read. Because I did that thinking that if they are not writing that time, they may forget or may go out of the topic. So, in most cases I wrote them papers and those are the information they keep in their files and those of the stories. In the learners' language files, if you gave them anything, you told them to put it in their files, it means in most of the cases I write. Unless they are writing that time, during the lesson in my presence where they can ask me, in that case I do not write.

**Interviewer:** I will need those instructions also. I will need those instructions; maybe you will give the ones which are available in Braille together with the normal written ones which allow me to read. Except, I feel that is helpful to me, no matter which activity but it seems I have seen their written instructions.

**Interviewer:** How do you record CA activity?

**Interviewee:** I record that time, that time I... when they are for example speaking or writing, when it comes to writing I give them something straight that, I tell them that in this activity, I will take out marks. Help me everyone to write as well as you can, following my instructions. Yeah, it means every time I give an activity, I already know that I will take marks out of that. Yeah, after they wrote and I found out that the marks scored are low, I changed that activity, I leave that one and take marks from the other activity. If they did it reasonably, scored good marks, then I record, writing their marks in.

**Interviewer:** When you gave them an activity and scored low marks, it does not matter that you will take marks from another activity, what is the message to you from that poorly performed activity?

**Interviewee:** It shows me that learners did not understand what I taught them and most of the time I have to re-teach it first because our learners have books in



Braille. Each one of them, I am lucky, because they are only three at Grade 10. I have enough time to give attention to each one; I read loudly each activity of those learners. I corrected every individual learner and show him/her what he/she has done. After I have done that, it is when I ask them again if they understood and I re-teach. Sometimes I give them another activity, sometimes we do an exercise on the writing board, writing on while we are speaking that we should like this.

**Interviewer:** Yeah, when you taught them like that, facing a learner, you two alone, what kind of improvement did you notice from there?

**Interviewee:** There is a big improvement because being alone with him/her alone facing him/her, if you gave him/her an activity to do, he/she does it perfect where the improvement can be noticed in his/her work, there is a difference between teaching the whole class and facing one individual person. It means they improve very much. I found it easy to tell the person to read their sentence and see what is wrong with it. Here you are supposed to do like this and that. It means it is exactly good.

**Interviewer:** What do you think the purpose is for recording the marks?

**Interviewee:** I record marks with the purpose that, the first thing, for myself to find out where I teach well and where I do not teach well. Again, the second thing... to discover the understanding and the commitment of learners in the subject or if they do not understand then it means I did not achieve my objective then the option is to change my way of teaching them. Again, it is with the purpose of adding to the learners' marks, to score certain amounts of marks throughout the year and the marks should have to those of the final examination ones which promotes learners' learning ahead in the year and this is what causes learners to proceed to the next grade.

**Interviewer:** You raised another question in me. What is the real purpose of CA? Why do we have CA in Namibia?

**Interviewee:** The first thing is to see the learners' progress, that their commitment; what they are able and what they are not, how they are committed and how they teach. Again, it is for the learners to have the marks, enough in promoting to the next grade which shows how a specific child worked. If the learner has been not good throughout the, then from the examination the child did good, then that is in trouble again, for that child to go to the next grade because he/she did not perform well. If the child performed well in the year, then we expect his/her results from the examination to be good and added them together for that learner to go ahead.

**Interviewer:** I do not know if you have noticed any problem from/in your learners, preventing you dealing with CA. Problem created from previous grades for example.

**Interviewee:** I did not notice anything because I have been teaching them Grade 8, 9 and 10, I did not experience anything.

**Interviewer:** As a teacher, how do you understand CA? Did CA help you in your teaching after you have used it in your teaching?

**Interviewee:** Yes, I am happy for it because it gives me that here I did well and there I did not do so well. The second thing is that CA is good for the marks which are to be added to the final examination marks, because if it was not there, maybe there has to be another way but I cannot see that way good because it is only learners' examination without marks acquired throughout the year. I see it good because it gives us how the learner has been behaving.

**Interviewer:** Did you receive training for CA implementation in your teaching. Where and how was it?

**Interviewee:** Mh, it was long ago in 2000 or 2001 when we were given a workshop on how to implement it, at those two years it is a long time now.

**Interviewer:** What were you told for the implementation?

**Interviewee:** We were told that we should implement CA according to the four language skills; reading, speaking, listening and writing.

**Interviewer:** Were you given any pamphlets, because you can attend the workshop and come back as if you understand a bit but after three years, it is possible you need to look at something written.

**Interviewee:** We were given written texts concerning CA, the only text I have, perhaps is the only text I have, perhaps it is the only document still in use because I did not receive a new one.

**Interviewer:** Do you have it in your file?

**Interviewee:** Yes, but it means... if I remember the workshops conducted and activities given to check if we understood.

**Interviewer:** Concerning the syllabus, is there anything in the syllabus concerning CA such as the implementation?

**Interviewee:** It seems I only see the column for CA marks at the end of the syllabus that these are for language, except the four language skills I mentioned above.

**Interviewer:** As teachers dealing with CA, do you discuss problems concerning CA with teachers from neighboring schools or you are just on your own

## **Tuna**

**Interviewer:** I would like you to tell me in detail, the activities you gave to your learners this year, with the purpose of continuous assessment (CA)?

**Interviewee:** Mh! Yeah, we give the activities concerning all the four skills, to train the child in being able to speak, listen and receive a message, even when one gave them a story and let them take something out of it or let them compare themselves with the situation in the story. Every child is trained to read and understand what he/she is reading, yeah, and ... and ..., then literature. On all those four skills, that ... only training the child to equip him/her well, when it comes to speaking, the child has to understand how to speak and argue in order to maintain what he/she is talking about.

We have done many things, such as speaking and drama. Children are divided into groups, they do... because the first drama was to be an open drama, and children themselves are supposed to choose their topics. While some are performing, others are listening and looking at all the elements of the drama.

**Interviewer:** Does that mean that was the first drama you planning to do, or are you saying it was done already?

**Interviewee:** It was done, that was the first drama, done on speaking, with the purpose of being an activity of CA.

**Interviewer:** While you are practicing CA, do you have guidelines which you follow concerning how you should do CA in your teaching?

**Interviewee:** Yes! There is information, we follow the syllabus. One prepares the scheme of work and the daily preparation, according to the syllabus. Even

on writing, one has to see to it that one lets the children write, write a summary. Giving them report writing after one taught them, or looks at their continuous assessment, giving them a task to summarize.

**Interviewer:** The guidelines that are available to you, telling you how the CA should be implemented, do they tell you which part you should teach for CA or what things you should look at when giving activities for CA?

**Interviewee:** Yes, one has to do it according to the provided guidelines, may be I do not understand the question thoroughly.

**Interviewer:** As you mentioned that the guidelines you have are the syllabus, I am then asking if it is indicated in the syllabus as to how many activities you should give to the learners for CA. Do you have such a thing?

**Interviewee:** Yes! There is such a thing. Only that with the CA one has to give many activities, and then the moment one takes marks for CA, one looks at which activities children did well. Sometimes a person did not do well, say at reading. For the first time a person reads well, for the second time the person did not read well, but for the third time the person was some how good, then you go for the marks in which the person did well.

**Interviewer:** Does it mean there are no exact numbers of activities for CA?

**Interviewee:** Yeah! According to the syllabus, if there is debating or drama on speaking, stories, prepared or unprepared, we are guided as such.

**Interviewer:** As you observed, is the syllabus helpful to you in helping you understand the CA implementation? Is there information helping you as a teachers?

**Interviewee:** It helped me because..., when I give an activity to a learner, I first look at his/her understanding. If it was not according to the syllabus, I look at the child's understanding in speaking freely, in correct language usage. I

could listen that the person is speaking well and I may also be following that the person is using the vocabulary in the story. So I believe the syllabus assisted me.

**Interviewer:** Apart from the syllabus, do you have any other guidelines that you use at your school, as a teacher implementing CA?

**Interviewee:** I have not seen that. If there are guidelines, may be they were not shown to me, because I am new at Grade 10.

**Interviewer:** Is there something in the syllabus that tells you how many activities you should give?

**Interviewee:** No, as I told you, you can give as many activities as you can, there is no limit.

**Interviewer:** Do you have chances to share knowledge about CA with other teachers at school or at neighboring school?

**Interviewee:** Yeah, like now there are cluster centers, but we found ourselves as the only school with a Grade 8-10 in the centre, so in these Grades we share and discuss.

**Interviewer:** Did you discuss something concerning CA so far?

**Interviewee:** No, we did not discuss anything so far concerning CA, because most of the time we talk of examination, such as how we can assist our learners, etc.

**Interviewer:** I also would like you to tell me another activity you gave to your learners this year. What was its purpose?

**Interviewee:** Yeah, on writing, I told you we summarized and wrote compositions and letters. On speaking we spoke and on reading we read. We also looked at whether the child understands the language. For example at the beginning there we learnt vocabulary and gave the task on idioms.

**Interviewer:** What was the purpose and what did you want to achieve.

**Interviewee:** Mh! I was looking at whether the person understands the language and able to use it. There are vocabularies where one can say the person understands, but when it comes to practice, for example if you let him/her write idioms and proverbs with the purpose of using them in writing the compositions. Yes, up to now children have understanding in the language, but up to now I did not achieve my aim. However I discovered that learners have the understanding in language, because most of them when they write they use idioms. Again when you give them topics for speaking in front of the class, they use idioms in their speeches. For that I can say I reached the goal because children understand the language and how to use it.

**Interviewer:** Can you possibly give me the copy of that activity where the idioms are used?

**Interviewee:** Yes, you can have it because it in the children's books.

**Interviewer:** How did you assess that activity?

**Interviewee:** One looks at the understanding of children, each idiom was given two marks, one would also look at who did better than nothing and then give him/her one mark and allocate two marks to those who answered well in an understandable sentence.

**Interviewer:** Okay, assessment is complicated, how did you prepare that activity at the beginning? Did you prepare it alone or with the learners or how did the learners become aware of what you intend to assess in that activity?

**Interviewee:** I prepared it alone, but I gave it only after I have taught and explained a few things. I taught them to understand what idioms are, preventing them from taking idioms literally; I taught them until they understood. When I give them other idioms, they will understand them in details. When I mark their work, they are already aware that I will look at comprehension details. We have also done the nouns exercises, which they are already aware of.

**Interviewer:** The next question is still on the preparation. You said you have prepared it alone, how did the learners know about what the teacher will mark or look at? Did you warn them before, or how did they know about what you would look at?

**Interviewee:** Yeah, they were aware from the beginning, about what to do, I do not just come and give them work like that without telling them what is expected from them.

**Interviewer:** Do you have something written somewhere to remind yourself as criteria you will use, or how did you make it?

**Interviewee:** Like marking the written texts such as a letter, there are things to help you, for example two addresses. You taught the official letter, which has to have an underlined topic, and a full name at the bottom. When learners are writing the letter, it must have those three parts and the content. They have to write it in a form of letter writing.

**Interviewer:** The next question is also concerned with assessment. How do you give feedback to learners after you finished marking?



**Interviewee:** I give the feedback if ... I do not like to give exercise books. I distribute exercise books and then I will talk to them the next day. I like it that when I am distributing their exercise books, I have noted down somewhere that a certain person has a certain problem in their written peace. I would then show them their problems individually, especially where errors were repeated. It is best if one first deals with the individuals' problems before one makes general corrections with all other people.

**Interviewer:** According to your experience, how successful is giving feedback to the learners?

**Interviewee:** The way of calling a person individually is helpful, because most of the time, to talk generally is confusing and especially those who made mistakes would not understand. However, showing to individuals in their exercise books helps and the children would changes completely.

**Interviewer:** Do you record what you are telling them by writing the information somewhere or do you just tell them orally and that's it?

**Interviewee:** I write comments in their exercise books, and when I realize that talking orally to that specific individual will help, I also do it that way. Most of the time learners keep on repeating the same mistakes, but if it is put in writing in their books they may be careful about certain errors. Sometimes telling them to be careful, for example, of helping verbs (oikwatakanifiningi) also helps. If they do not understand what the helping verbs are, I explain to them that 'is', 'are'; (inamu, itava, otamu) are the helping verbs.

**Interviewer:** Would it be possible to make copies from the learners' books, so I can look at the comments you made?

**Interviewee:** It is possible – it is completely possible. You will even notice what I was telling you how good it is to call a person individually and how they

sometimes ignore the teachers' comments in one activity and repeat the same mistake in another activity.

**Interviewer:** During your assessment and talking to learners individually as you mentioned, in your experience, have you noticed slow learners amongst them – the learners that are not able, provided individual assistance rendered to them?

**Interviewee:** After the assistance I have not noticed anything of such kind, but I have noticed that individual assistance helped me and the learners a lot, because I found out that most learners stopped to repeat the same mistakes.

**Interviewer:** The next question is asking why you record marks after marking. What is the reason of recording marks?

**Interviewee:** One has to record the marks so that one understands one's position and that of individual learners. Without records one may find oneself in August before one understands the position of each individual child and the examination is already approaching. With the record of the marks, a number of correctional measures may be taken before examination.

**Interviewer:** What do you really look at during recording of marks? Do you look at how much marks the specific learner scored or what is really the purpose of recording learner's marks?

**Interviewee:** Yeah! As we teach, we follow the aims and objectives in the syllabus, as well as the competencies. For one to take note that the learner understood, one has to give them activities to do, then one will understand whether one achieved the objectives or not. To see whether the learners understood what they are expected to do, it would not help if one does not record. One would also not have anything in place to contribute to the year marks for Grade 10. These are the marks a child carries in the year and to contribute to the marks at the end.

**Interviewer:** How do you understand CA as a teacher?

**Interviewee:** Oh! No! (After a long time) I regard CA as something to lean on. If it is not strong, the person who leans on it will fall down. That is how I understand it; this means that CA is helping the learners to understand both sides of the language. It is also helping the child to collect marks from each activity such as speaking, reading, and listening and, and to understand these things in detail. In so doing, it is reinforcing their understanding.

**Interviewer:** What do you as a teacher gain from CA?

**Interviewee:** The teacher will monitor the achievement that they are aiming at.

**Interviewer:** How?

**Interviewee:** If the children have achieved good marks in CA, this translates into the teacher having achieved the objectives of the syllabus. And if the children did not understand, then obviously the teacher has failed to reach the objectives of the syllabus. This will indicate whether the teacher won or lost.

**Interviewer:** As you weight yourself as a teacher, do you feel empowered in dealing with CA?

**Interviewee:** Yes! I feel empowered, exactly. On the other hand I feel it is excited. It sweeps away the loneliness and gives you confidence. Because as you listen to the children ..., sometimes children will do things you did not expect them to do, sometimes they may surprise you. For example when it concerns drama, children would dramatize things that you could not do if it was your turn.

**Interviewer:** Did you go through training for CA? How was it and why?

**Interviewee:** I did not attend the training of Grade 10, because I was not a teacher for that grade. I read through the revised syllabus and I have learned through the workshops and I think I have gained experience and knowledge concerning CA.

**Interviewer:** So far what do you feel you need concerning CA? Where do you think you need assistance on your side in your teaching?

**Interviewee:** I did not experience any problem in CA.

**Interviewer:** The next question I want to ask you about the problem you experienced concerning CA. But if you did not experience the problem then...

**Interviewee:** Normally there are no problems, except the individual children, for example, as I told you at the beginning, some children come to school unprepared, even if one might have asked them the day before to bring topics of their choice for speaking. They may come with excuses that they do not bring any topics for discussion. But what is very important here is that I used the method of a telling a story and I made sure all of them also tell their stories.

**Interviewer:** How do you weight yourself, number one, three, where are exactly?

**Interviewee:** I am sure I am not worse off because when it comes to... comes to four language skills, I have some knowledge and experience in them. I also do not spend time with learners' books and I mark according to marking standards.

**Interviewer:** Apart from the problems you face from the learners who refuse to contribute by coming unprepared, which other challenges did you experience?

**Interviewee:** Mh! Children like things that are difficult, they love things like love matters and they do not want to make things easier to be listened to. The children like things that are not good. Stories that are for ... as a teacher you try to explain after two or three stories that the purpose of story telling is to look at the language use. The purpose is to, for example, show that there is a difference between the language used in schools and the language used at cattle post or anywhere outside the school.

**Interviewer:** I am sorry to bring up the rumor roaming around, that some teachers allocate CA marks free of charge (cooking up) of marks; did you experience such a thing?

**Interviewee:** I do not believe this can be done because CA marks are shared amongst the head of departments. When one gives the CA marks one also gives the work where marks originated from. So cooking up of marks in our school cannot happen.

**Interviewer:** You aroused a point in me, that in your school CA marks are being moderated? Which method is used in moderation?

**Interviewee:** In a yearly program, there are days set for submission of CA marks in a month. Each grade, for example Grade 8 -10, should submit their work to whom. That teacher has to moderate three books in which CA marks are taken then he/she sign the book to confirm that the book is moderated.

**Interviewer:** What if he/she saw something unclear or let me say found that learners have low marks, does he/she make any follow up or do they make any discussions?

**Interviewee:** We only submitted once this year, but I did not experience any doubts. We submitted the second one last week.

**Interviewer:** We have come to the end of our conversation, but as an experienced teacher may be you have any other thing that you would like add concerning CA?

**Interviewee:** No, I do not have anything in addition.

**Interviewer:** So, we have come to the end of the interview, thank you!

## Twapewa

**Interviewer:** The first question, I would like you to tell me about, is an activity you did this year and what it actual was.

**Interviewee:** We after did four different types of activities let me elaborate on one of those that plays a big role, although it includes all the other of speaking and writing, where learners prepare their own topics which they; had prepared themselves, or where a teacher collects certain topics and let the learners prepare within a given period.

There, the learners are expected to speak, individually or in pairs. There are those that discuss or talk about issues in our daily lives like in our environment and one may act as a community leader or minister in a certain departments while the other acts as a representative with a complaint form the people, presenting it to the office or to a similar body. That is mostly what we act about, although we have included all the parts, because we writing, speaking and listening, which we strongly focus on when it comes to speaking. The learners show great participation and they give ideas.

**Interviewer:** You mentioned that they pay more attention to speaking activity. Have you noticed, any speaking activity they are more interested in, maybe they have certain kinds?

**Interviewee:** We have both prepared and unprepared topics. Usually if you give them time to prepare, they return with a lot of information. They also bring you examples of daily activities in their lives in their different environments and you can learn a lot. Such a lesson is very exciting to both the teacher and the learners themselves and they are pleased and as a result prefer it not to come to an end because the really get involved and have fun.

**Interviewer:** What is the reason behind giving such speaking activities?

**Interviewee:** The reason, you know that the learners are the future citizens, when we listen to citizens; we have government officials and leaders from different officers. So the reason is just to prepare for the learners a bright future because they are going to be some of those, the generations we have now 2, when the generation in leadership either retires or dies we expect the population we are teaching to become tomorrows' leaders.

This is why, we prepare such topics for them to build their mental capacity/cognitive. Make them knowledgeable in arguments, even someone came in hi/her office unexpected, asking him/her questions he/she will be able to answer those questions. That is why, we let them prepare or us prepare a topic and give them a short time to get ready and see the type of answers they will come up with. The reason is not something else but to equip learners as leaders for tomorrow.

**Interviewer:** How do you assess that speaking activity?

**Interviewee:** To allocate marks on that activity, **I look at the valid points, the learner is making in either questioning or raising the point.** If he/she will be ready to answer everything, because if he/she happen to be an official, the client will not inform him/her first but will enter his/her office unexpectedly. Yeah, as a teacher, you looked at whether the person is ready to answer **every question from clients, you look at how he/she is answering question and how he/she behaving towards the client entering his/her office.** Or look at the person entering the office, because not all of them are going to be officials, and see how he/she is behaving the moment he/she entering the office. Observe his/her answers, whether he/she greeting or not. The relationship between those people in a conversation is the things one can look at. You also look at the body



language and vocabulary usage as well as formal words showing respect or the person is angry.

**Interviewer:** The time you prepared that activity, did you discuss with learners of what you will look at prior to the activity, for them to know what you will look at from their speech or how do they know what you will look at?

**Interviewee:** Yeah, all learners are to be told at the beginning of the year before you start teaching them you have to introduce the subject to them by explaining it, especially the language. How to learn a language and how you will get marks for a language, so we have to do it at the of the year before we start with lessons and then the moment we start with the lessons every learner knows that everything he/she will do is important. Even the lesson itself has rules that should have been told to them and if you see them forgetting those rules, when they come to the lesson, you write them on the chalkboard, do not allow them to disrespecting the rules, whether they are listening or speaking. For him/her to know that you look at his/her appearance, the way they are dressed up, and the way they speak etc, you tell them already at the beginning of the year and keep on reminding them. Their pronunciation is also looked at.

**Interviewer:** Yes, you remind them whether they remember the rules for speaking. You can write on a poster pasted on the wall or you wrote those rules on the chalkboard to remind them of what you have done at the beginning. For the child to get prepared and get marks, as I told you that this their favourite activity that they acquire marks rather than writing and reading, because here they are just speaking.

They do well in speaking rather than putting it on paper, thinking about it because they think about it very well. Yeah, even though he/she did not prepare he/she can do it. That is the thing, like nowadays we listen to the radio early in the morning, leaders of different constituencies speak. They

imitate those leaders, which gives them good ideas to argue and communicate well during such a lesson.

**Interviewee:** As you mentioned that they do well in speaking, as you compared speaking and writing, where are the problems in writing?

**Interviewer:** The problems in writing in children, in the Oshikwanyama language, normally come from writing points; the language has its words. It can be a problem if the child is not a speaker of that language (it is not his/her vernacular language) if the child is from Ongandjera for example. It is not like writing his/her mother tongue, it is different in speaking because Oshikwanyama is like we speak English which plays a role in the country, let us say at school there are many Oshikwanyama speaking children, possibly speaking Oshikwanyama or there are only few Oshingandjera and Oshikwambi but the majority are Oshikwanyama. It is possible the child can pick up the Oshikwanyama words and able to speak it well but writing them on paper, as his/her own language is a problem. Secondly is the problem caused by children who do not know words, letters for example the complicated ones which, form up a word such as Nghĩ... those children have difficulties in those words because they are not the speakers of that language.

From the 1990's.... if I am not mistaken, there was a system that a child cannot read and write. It does not mean that if the child does not know how to write and read is the end of the world, there is something that a child knows. **That system was introduced in the nineties after independence made our children bad learners, they were made to go ahead because of their age or their competences in a certain thing, though they cannot write and read, just because they know a certain thing. It has been like that from one grade to another. Currently the stumbling block is in grades such as grade 10, which everybody is looking at, especially the Ministry of Education, they are expected to pass and they are not used to the situation of passing no matter what**

**the teacher is trying to do in helping that child, it is already late.** This is what I see as having caused the problem.

**Interviewer:** If you noticed that the child has a problem created by that system of automatic promotion, what do you do to solve it, you the current teacher and the previous teacher? Is there any other assistance you can render to that child with such a problem?

**Interviewee:** Let me say the problem has been created from previous grade, I do not see if one can find any help, because if the person is free from trouble/jail, you cannot put him/her back, this person is already in that bad situation with you and the current teacher should have to find ways to assist him/her. You cannot solve the situation he/she is in completely. **You use means such as dictation, find some words that are a bit difficult and some are somehow easy to assist those with problems and see how.** You start speaking of those words and tell them to use the continuous writing books.

You tell them that they will write the dictation with the purpose of checking how learners are writing the language. Then teaching them because language lesson is very short, 40 minutes, and one has to integrate the four language skills. If one only has a 40 minutes lesson in a day, you cannot waste time for those learners with individual problems one has a dictation to pull them out, to teach them reading words. You write the dictation words on a chalkboard, read those words written on a piece of paper while the learners are writing in their exercise books.

The difficult words are those formed by three, four, or two consonants. They write as they understand them, so that they take note of their errors, **as a teacher, you must not mark those words because if you mark them, he/she will not realize his/her mistake.** You tell them to exchange their books and ask questions, and ask them to spell a certain word out while a teacher is writing on the board for them to see. You tell them to

give a right sign to a learner that got the word exactly as the word written on the chalkboard that is how you try.

**Interviewer:** If you try like that to the whole class but you have noticed that there are two or three learners left behind, how do you assist those?

**Interviewee:** Those two or three let me say like ....we have continuous writing, where we discover those mistakes, compositions and letters. You can call such a person; discuss with him/her show him/her how he/she wrote, even though we do not see the solution, because our Oshiwambo languages do not have the same letters.

The big problem we are faced with, sometimes learners, most of the time came here, started with Oshindonga from previous grades. He/she starts Oshindonga or Oshikwanyama at grade 10 or in grade 9. It is so difficult to make him/her understand even though you are trying.

They try a bit, you assist them, if they acquired something acquired it, but on the other hand, minutes are going and you cannot waste the time for two or three learners, because you are chased by the time and other responsibilities and the reason you find me having the CA marks form uncompleted because most of the time you have been busy with them. When it comes to the examination the marks are asked by the supervisor, is when you call upon the exercise books to complete the CA form. You punish yourself in filling in the marks, because we do not have time.

40 minutes lesson is nothing to pay attention to 40 learners in which possible 10 of them have different difficulties in language; you try with possible ways that could help. **On the other hand learners are in categories of abilities, there are those learn quickly and slow learners as well. So, you have to consider that in giving the possible assistance if the problem is solved, or not you go ahead.**

**Interviewer:** The time you collect the exercise book after a certain time, what if you find exercise books lost or something happened to those exercise books? What do you do if you found learners without their marks?

**Interviewee:** The incomplete marks issue is mostly always there, because children do not like the Oshiwambo language, is just because they have no other alternative, if they had a choice, they would not choose Oshiwambo, some of them could not write anything even, though you were there telling them to write.

**It means we actually force them to bring their books, which slows down the completion of marks in the CA marks form because you are struggling with them, they do not want to do anything.** Sometimes, you go to the class and some learners are absent but they know that it is the Oshiwambo period. You do not have time to go around and look for learners hiding themselves in toilets, you go ahead, **and read through names telling them that they have scored nothing for that activity.**

**Interviewer:** As we are talking of CA, do you have guidelines that are guiding you how to do CA?

**Interviewee:** Yes, the information is available. We received that information from the workshop conducted at Ongwediva even though it has been long time now. We talked about how the skills are allocated marks. Even though there are no papers/written information, they have been there even they are not well prepared, you have it in mind, that in this skill **such topic is allocated so how many marks.** These marks are the marks we use at schools, making columns ourselves divide each skill according to the topics for example the writing, reading skill there are topics such as literature or general topics.

20 marks for general topics and 10 marks for literature is what should be in your mind. **There are syllabuses but they cannot be enough for**

**everybody, only one copy per school. That one copy per school remains the property of the office and put in the subject file. You take your ideas of how to use it. Another thing, we do not have photocopier machine at school to make copies for every teacher.**

**Interviewer:** It means presently you do not have any copy, nothing written?

**Interviewee:** There is nothing written, it is there in the subject file. That subject file is in the principal's office. If you want, you can go and ask the information if you feel you forgot or ask a fellow.

**Interviewer:** Those guidelines in the syllabus, are they helpful to you in implementing CA?

**Interviewee:** They helped us because now we know what we are doing, when you do CA. I have this topic, allocating how many marks and it has how many marks, so they helped us.

**Interviewer:** Are you allocated numbers of CA activities per year?

**Interviewee:** Yeah, like at upper grades, there is no such a thing written anywhere. So it means for CA activities, you should just decide yourself of how many activities you should do.

Expect, only if you did two activities per term and divide them by two if you gave three, they are divide by three. It is depended on how you as a teacher give activities to your learners and how many subjects you teach at that school because a teacher cannot only teach a language, especially the combined school. This sometimes force you to allocate two activities or three per term because children are so many, sometimes they are 40 per class and they are not the only learners you teach, there could be other assessments over there.

**Interviewer:** Do you feel comfortable, telling me how you view CA and what its purpose is?

**Interviewee:** CA, it is a way of assessing a learner in four language skills, how the learner is progressing throughout the year. The four language skills, I mean reading, direct writing, speaking and listening, continuous writing and literature. It means to observe how they are progressing and assesses children throughout the year, how they are progressing in the language by speaking writing and listening etc as I mentioned them earlier.

Its importance is that the if the child has been in school throughout the year and unexpectedly she experienced difficulty, it could be that a certain problem is facing that child, such as illness or an accident, then such marks will assist the child, if he/she could not write the examination.

**Interviewer:** What advantage is the teacher gaining from CA?

**Interviewee:** The teacher has the advantage of understanding the level of the learners in the language. He/she will be able to know how each child progressing. Because the teacher gets sued to each child in the class, what they face throughout the year through writing and speaking and in all the activities they do. It means it is helping the teacher to know the learners of the learners' learning and to understand the overall progress of the learners and is able to categorise them relevantly.

**Interviewer:** Do you feel empowered to deal with CA in you teaching?

**Interviewee:** Yeah, I see empowerment coming from the teaching himself/herself. You are only given basic information/guidelines on how to do it. You see yourself how to prepare children in activities and motivate yourself with your learners. That is how you are empowered and do research here and

there to get certain information, from children as they explain, radios, when people talk, you can also get information to use in your class, teachers also are good resource for the information, so there are many assistance around you.

**Interviewer:** You mentioned that you received assistance from the workshop; my other question is whether you still receive workshops, for example this year or per term to empower you as teachers? Do you receive any assistance from the top leaders?

**Interviewee:** Yeah, like on Oshikwanyama I do not know if we receive an invitation talking of a workshop concerning such a thing. I received one in 2003, when we attended it at Ongwediva and they might see it sufficient up to date.

I acquired fruitful information for myself; the problem is with those teaching the subject for the first time for example those who started last year, may be only getting assistance from teachers who are already in the profession.

**Interviewer:** How do you rate yourself, are you at 70%, 80% or 100% in implementing CA?

**Interviewee:** I really reach up to 100% or even 80% because I mentioned the problems **that have been created previously from lower grades, preventing a smooth going.**

**Interviewer:** I want you to tell me other problems and challenges you experience in CA implementation.

**Interviewee:** Our children are not pushed to do things and they do not respect Oshikwanyama, meaning that they do not have courage. The teacher has difficulty in motivating the children to pursue Oshikwanyama.



**Interviewer:** That is the end of our conversation, have a nice day.

## **Tulonga**

**Interviewer:** At the beginning I would like you to tell me the highest qualification you possess and for how long you have been teaching Oshikwanyama?

**Interviewee:** I possess BETD as the highest qualification and it is almost 20 yrs I am teaching Oshikwanyama.

**Interviewer:** I would like you to tell me in detail, how you did continuous assessment (CA) this year.

**Interviewee:** I did CA a bit during the last term of this year, because I was acting as a principal, so I could not fulfill it completely. But I have recorded some activities that have to be recorded in a form. Yeah, I tried as much as I could, especially continuous writing. I tried 3 continuous writing activities and 2 short pieces. Even speaking activities I also tried to give all the learners opportunities, especially when it comes to prepared and unprepared speech.

**Interviewer:** As you have just said, that you did it a bit weak, is there a limited number per term, which one would do, or how weak you did it?

**Interviewee:** Comparing with previous years, I used to do a lot of exercises. CA activities are not limited even though there is a limited number in the CA form. So you can do as much as you can, and add them together and divide with the number of activities written, then fill the learners' marks in the CA form. When I compared with how I used to do, I have noticed that this year/ last term was so weak.

**Interviewer:** Would you be able to explain to me one of the activities you gave to your learners and tell me what the purpose was?

**Interviewee:** One of the short activities, I asked learners to write a dialogue, referring to a text read, describing a man, went to a party and behaved badly. The man came home after the party and disturbed the wife and children. After the story read, I gave them the activity. The activity was for them to think as if their fathers behave in the same way. I told them to discuss with the father through dialogue and advice him. So they come up with their written piece.

**Interviewer:** What was the purpose of learners to come up with their written texts?

**Interviewee:** The purpose was to find out if they understood the content of the passage and discover if they would have good ideas to assist their parents. This could be found in our daily life too. Even in their houses they can be faced with such a life amongst their parents. Parents can feel that children could also help in such condition. In their discussions, the learners came up with things like: Some were chased out by parents saying, who you think you are to advice me, you are child, I am an adult, go to hell, and there is enough space for you. While some came up with positive ideas and reached the conclusion with their parents. Yes, for the children to learn how to discuss.

**Interviewer:** Do you have pamphlets for that passage?

**Interviewee:** Yes

**Interviewer:** How did you mark that activity?

**Interviewee:** I marked it according to the following:  
First according to the structure, because it was writing, then the style, such as the topic, content and chances provided to each speaker, and the conclusion. From there I looked at the language usage in the whole dialogue.

**Interviewer:** Ya, on the structure and the style, did you tell the learners what you will look at from their written pieces before they wrote or how did you prepare them for that?

**Interviewee:** Before you gave an activity you do teach the learners. You teach them that if we are writing a dialogue the following should be noted down and every one should be ware about. Then once you gave them any activity, you will look at those things you told them as keys of a piece.

**Interviewer:** How did you record those marks?

**Interviewee:** Mh! Because I have papers with learners' names, where I record learners' marks according to activities, I have where I record short piece and where I record longer pieces, before I record the marks in the CA form.

**Interviewer:** What do you think the purpose of recording the learners' marks in the CA form is?

**Interviewee:** Eh, no, the purpose is to safe keeping the learners' marks, to find out who do participate in short activities or only participate in longer pieces or does not participate at all or do some of the parts of written piece. Then if you discovered that, the learner does not do anything, you will think of how you will ask her do something. Then be able to safe keep those mark, and when it comes to the end of the year, they have their marks they worked for throughout the year.

**Interviewer:** After you gave them that task, did you notice learners scored low marks, and how did you assist them?

**Interviewee:** Exactly yes! Some learners score low marks. Especially when it comes to writing, our learners do not know how to write, not at all, not at all. Their way of writing words is not good. This is the major cause of their low

marks. Sometimes, some ideas go out of the topic, caused by mis interpreting the information, so most of them do not score good marks. There are some who are trying to write well, even their ideas you could see that are from the knowledgeable person. Therefore, they have reasonable marks, which some is high, middle and so on.

Assisting the weaker ((deep breath)) we are trying but, sometimes you can give something, a paragraph to be copied from the book to practice writing and get used to. I also gave them a poster written letters, displayed on the wall, for them to know the form of letters and how they should be written. Yes, they try to copy paragraphs, looking at those letters. They copy only; they are not expected to bring something new. The purpose is training.

**Interviewer:** You trained the learners like you have just explained, but still there is a specific learner who could not write well, do you leave her or what else would you do?

**Interviewee:** No, A child cannot be left like that, even though the major thing preventing us assisting individual learner is overcrowding of classes. They are so many in the classes, one cannot reach each one of them, but sometimes we write comments in the learners' books, that she should go and have a look at the example provided. One day you tell her that the cause of her low marks is because the dialogue does not have the introduction, or the names are written in lower cases, so the structure is not good. Yes, they could be helped here and there. One day it is done in the whole class, where everybody can detect his/her weaknesses.

**Interviewer:** From the longer pieces, do you remember what was asked in the task given?

**Interviewee:** I gave them variety of topics to choose one. The provided topics were argumentative ones. They were expected to compare themselves with a certain position in society, for example, to think as if they were a minister

of education or principal. Everybody was expected to choose because all of the topics were of the same kind, so each one came up with the ideas.

**Interviewer:** What was the purpose of that task?

**Interviewee:** Ya, the purpose was to see if learners can think of something of importance. Whether they are able to refer to something, like, by looking at the responsibilities of those in the topics, or they can come up with their own content.

**Interviewer:** According to your understanding as an individual teacher, how do you understand CA?

**Interviewee:** I do understand it as something unlimited. It is not limited, that should be taught up to where, but to see the learner's progress which a learner can do in different things, but they could not be limited, so it goes far where learners can reach.

**Interviewer:** Using this type of assessment in Namibia, what do you think the purpose is, why do we have CA in Namibia?

**Interviewee:** It is a good question. I think it is used with a purpose. They looked at other countries used it, I think. In the past, we used to have marks from the examination only; the end of term examination and end of year examination. The is assessed according to the examination which she is writing that time but everything she does during daily learning is not counted for. The person might have good ideas throughout the year or a term, but could experience a problem during the examination time, which could be anxiety.

So, the usage of CA could lead into thorough examination of what went wrong. ((Mh!)) it is like, what went wrong with a specific learner, who always performing well but performing bad or got low marks at the end.

So, it can raise questions that could lead in thought of alternatives to see how she could be helped. It means through CA, learners can be helped, and uplift their marks, which cause them to proceed to the next grade.

**Interviewer:** Do you feel confident; feel empowered to deal with the implementation of CA in your teaching?

**Interviewee:** Yes, I feel confident because, it can promote hardworking, forced to think and be able to help learners and observe their learning and the level they are. If it was possible, for all the teachers to be made aware and understand CA, I feel the problem of high failure rate will be reduced. For example at the lower grades, where learners are not only assessed in through examination but being assessed in whatever they are doing. If a learner cannot do this, the teacher should try the other thing. There is no child that could not do anything at, not at all. Thus I feel that, if all of us (teachers) are made understood how CA can work and implement it correctly, I see the high failure rate reduced and passing rate occur.

**Interviewer:** What type of training did you receive, helped you to implement CA?

**Interviewee:** I received training from the subject advisor, made us training in parts like; one help in CA and the other assist in speaking etc. That is how I got training from subject advisors.

**Interviewer:** Do you feel that the training was enough or are there still gaps to be filled; feeling not sure about it?

**Interviewee:** No, it should be continued because teachers are still coming from the colleges, where they come, not so well equipped. So, if they receive this type of training, while they are in profession, will discover that what she is doing need to be done in another way around. It will be good, but I feel, it should be continued, for the teachers to receive training and feel empowered.

**Interviewer:** How do you rate yourself in implementing CA, are you rating yourself on top middle or which level are you in implementing CA in your teaching?

**Interviewee:** Yeah, ((oh)) being on top is not an easy thing, one cannot reach that level so easily, but I can say I am at a reasonable level. Comparing this experience and what I have noticed, especially when it comes too ... and the work I do, plus the final results, in connection with Grade 10, my marks do go there for evaluation, but so far I did not experience questions, finding out some irregularities in dealing with CA. So I feel, may be it goes well. So far I am at a reasonable level.

**Interviewer:** What else do you want to hear or know about CA?

**Interviewee:** Yeah, no, ((*deep breath*)) my self would like to hear, subject and language issues organisers, planned for enough trainings for teachers to empower them in issues concerning language. For the teachers to value the use of CA and implement it thoroughly they should be trained. Now it is like some teachers are doing for the sake of collecting marks at that time and that is all. If the learner did not do anything, may be was absent the time the activity was done, it is up to her, it seems the teacher does not care. So I feel the subject organisers should put emphasis on training at all times, using all opportunities they may get. This will help the understanding of CA better than it is now, its value in teaching, and be able to assist learners very well. This will also help teachers to be able to differentiate what they can assess from learners and reward them.

It is like one teacher gives a simple task without considering the learners' level, for the sake of doing it and completes the form as asked. So, it requires a teacher herself to have that understanding of how important it is, to implement CA.



**Interviewer:** Apart from the CA form, used for filling in marks, are there any other documents, concerning the implementation of CA at your school?

**Interviewee:** Yeah, ((*clear the throat*)) there are documents, which give what to look at like when it comes to speaking or writing etc. Even the way one can ask questions, which you can use in asking learners questions. This information is written in English for English language but all languages are more less the same.

**Interviewer:** As you observed, do the teachers share information or can take the information from English and use it to Oshiwambo. If the information is written in English, could the teachers possible add that information to her experience?

**Interviewee:** Yes, that is possible, exactly possible, because in our language, there is lack of resources and information. A lot of the information is written in English, and language is just language. For a person to empower herself and feel equipped, she could take information from those documents, even though they are meant for English.

**Interviewer:** Do you have any other comment; might be about problems, challenges, you experienced as a teacher or even as a head of department, you may experienced challenges concerning the implementation of CA?

**Interviewee:** Yeah, challenges and problems are there, it is not impossible to say, they are not there, because people are not of the same caliber. CA needs enough preparations, like, you have the space, where you do record the activities, your questions you are going to ask learners give and the marks you are going to give as well as the way you are going to mark, that I am going to mark according to ..., then you reward the learner accordingly. Then after the learners wrote, give them marks and record them on a paper. For that reason, I feel that the teacher needs to have a book where she can record

activities, a book with learners name list and the form that taken from the syllabus for marks recordings.

But most of the teachers are cooking marks the teacher used an idiom for that ((*ovahongi vahapu ohava kupilike kuShikwiyu*)) Means they do things in a wrong way or not as it suppose to be, just because she wanted to complete the form and be seen as she does the assessment. She does enough assessment but when you asked her where she took marks, she cannot tell you, she looked at you instead. It is clear that the teacher did not prepare well. It is therefore, you find that learners have scored 90/100 but there are no questions asked, where a learner got those marks. So there is a lot of laziness amongst teachers. We, teachers do not want to do our work in an orderly manner. In most cases, we experience such problems. Some do not do enough exercises, enough for learners because the purpose is to do a lot of exercises to equipped learners for the final examination. So you find a teacher, gave only one written task, so all those things are not good.

Even the word itself, continuous assessment, means that there is no limit, means it is not limiting, not at all, but a teacher gives only one simple task. She even shows it that, this is the only task or test we did, while she supposed to do a lot of tasks, given in many different ways with different questions, when she ask learners, to equip them. So, those weaknesses are a lot amongst teachers. You will find that the teacher filled in her CA form but the marks are not sown, where they come from. The teacher feel that learners are going to speak and give them marks, but even in her daily preparation there is nothing indicated how she gave marks, how she prepared for giving marks.

We have forms for teacher preparations where she prepared for the next lesson, where it should show and correspond with what the teacher has on other paper. If you show on that paper, that learners will write a composition, its topic should be there and it should be showing in your

activity book. If everything was done accordingly, then problems could not be experienced. So, that is what I experienced.

**Interviewer:** As a teacher, what do you think should be done to help those who have such weaknesses, to bring them at a reasonable level of understanding, even though it is not easy to make it perfect? If it could be done fairly, at the level of not equal one but at the level that can be understood.

**Interviewee:** As I mentioned earlier that the responsibilities we have are also something preventing us working very well. Being a head of department you also have some other commitments. It is therefore, we could not meet after two or three weeks. Teachers of the same subject meet and discuss the weaknesses experienced. Then if you observed weaknesses on individual teacher, you can discuss with him/her, that this is not good, let us assist learners.

Yeah, another way that could help is forcing them to do their work, by looking at it all the time. Looking at where they record the marks, where they record activities and look at the learner's books, checking if they write, whether books are marked. Calling in teachers and discuss with them, I feel it will help even though it cannot solve all the problems.

**Interviewer:** So we have come to the end of our interview, thank you very much.

**Interviewee:** It is my pleasure.

## **Ndawana**

This was turned into a questionnaire because there was no time to interview the teacher, and so we agreed upon a questionnaire.

**Interviewer:** Can you explain what continuous assessment is?

**Interviewee:** CA is the assessing of learners' understanding (checking learners' progress or evaluate learners on what they know)

**Interviewer:** What do you see the purpose of CA?

**Interviewee:** The purpose is to evaluate whether what you taught has been achieved. It is to assist learners who have experienced problems for example death or illness during the examination time, then the CA marks will be used when it is possible.

**Interviewer:** Who do you think benefits from CA? How do you think they benefit?

**Interviewee:** Learners will benefit from CA if they work very hard on the activities they are given. The teacher will discover the learners' learning standard and be able to continue assisting them.

**Interviewer:** When do you assess learners for CA purposes? Do you assess them at the end of each unit or during the teaching and learning situation?

**Interviewee:** The assessment is done mostly after each lesson.

**Interviewer:** What methods or strategies do you use in assessing learners for CA?

**Interviewee:** Learners are assessed individually and in groups.

**Interviewer:** Amongst the methods/forms used, are there some methods you regard as best for CA? Why?

**Interviewee:** The forms of assessment used are speaking and listening, continuous writing, reading and directed writing, language usage. The best forms of assessment are reading, writing and listening because there is a possibility a learner speaks well but he/ she does not know how to write or read.

**Interviewer:** In your experience, does CA help the learners in your classes to learn better?

**Interviewee:** The CA is helping in teaching, if learners are doing their activities and are given many activities to train them.

**Interviewer:** What form of training and support were you given before and during the implementation of CA in and outside the school?

**Interviewee:** I am trained through workshops I attended, conducted by the Oshikwanyama subject advisors at Ongwediva.

**Interviewer:** Do you record marks for CA?

**Interviewee:** I do record the CA not to forget the learners' marks and my work not to remain behind. The marks which are normally high are the CA ones because the learners do the activities while they do not forget what is taught.

**Interviewer:** Are there documents of CA at your school and how helpful are they, in assisting you for the effective implementation of CA in your teaching and learning?

**Interviewee:** We do not have CA documents, apart from the syllabus plus the information required from other teachers when we gather.

**Interviewer:** What kind of support and motivation do you receive that helps you in the implementation of CA?

**Interviewee:** Apart from the workshop, this year the Ohangwena region created the system of prize giving to teachers and learners who did well in each subject at Grade 10 as well as the schools that managed to have good passing rates.

**Interviewer:** There are rumors that learners get high marks in CA but fail to get high marks at the end of examination. In your experience, have you ever noticed such a thing amongst your learners? What problems/challenges have you experienced in implementing CA in your teaching?

**Interviewee:** The problem experienced is the teaching in groups. The learners who do not know anything benefit from those who know and they get marks free of charge. The teacher cannot easily see or notice the learners who are benefiting from others. It is possible the activity is done in groups and the teacher continues with the next lesson because the marks scored are good or reasonable but not all of the learners took part. The teacher suggested that there should be workshops at the beginning of the year in each subject, for the teachers to get this assessment well.

## Iyaloo

Omapulapulo aa okwa tungilwa ketaloshiivo la twikilafana ongondungediladilo imwe yomomadiladilo oo e uya mehongo laNamibia, konima eshi ehongo la talululwa. Okutula moilonga ediladilo lipe, osho oshinima sha pumbwa elitulemo lowina, nomolwaashi nda hala okuuda kwoove onga omukufimbinga mehongo, u pe nge omadiladilo oye neudeko loye letaloshiivo la twikilafana mehongo nomelihongo. (*Ou oo omushangwa wa tetekelela omupulwa keshe mangha omapulapulo inaa tameka*)

**Omupuli:** Etaloshiivo la twikilafana ou li udite ko ngahelipi?

**Omupulwa:** Ondi li udite ko ngaha; ngeenge nee hatu tale etaloshiivo la twikilafana. Otu shii kutya iha tu tale ashike momhepo, out na oilalakanenwa yetu. *Oilalakanenwa okwe i uda ko tuu.*

**Omupuli:** Ove ongomuyandjimaye, okafooloma Kenya haka longifwa mokuyadeka oitwa, nge we ya pokafooloma oko ka didilikwa oilonga yomulongwa, edidiliko olo ohali ku kwafele ngo u mone kutya okaana aka okamona 8, otaka yandje ngaa efano la yela komudali ile komuyandjimaye a shiive kutya okaana otaka i nawa mehongo ngahewlipi?

**Omupulwa:** Iyaa, owa pula nge nee oinima i li ivali. Oyo itai dulu nande ... nokuli... va ya ndja ashike oitwa ihashi ulikwa nande.. Efiku tuu olo ohali kala tali tu kumwe noshinyangadalwa. Ovadali itandi dulu naanaa ndi va popile ko. Ohatu shi va ningile konyala moyoongaleleilonga.

**Omupuli:** Eshi nee konima nge mwe va ningile nee oyoongaleleilonga, oho shikula ko nee u ka tale nge otava tula ngaa osho we va lombwela moilonga, okutula etaloshiivo la twikilafana moilonga, kombinga yovalongi?

**Omupulwa:** Ongaashi ngo nde shi popya metetekelo kutya osho shimwe... Ile omunhu shoshili okaana e ka pa ashike oitwa ndee ku shii kutya ongahelipi? Ongeenge ashike...

**Omupuli:** Pawino woye, pashiivo loye, eedokumente nee odo otadi va kwafa ngoo, ove di udite ngoo notava dulu okudilongifa moilonga, mokulonga kwavo?

**Omupulwa:** Aaye eedokumente doovene oda yela notava dulu oku di longifa, ka kele kutya natango ope na ngoo...*Otadi dulu kulonga moshili ile pehe fi paushili.* Ashike nee pakutala edi da longekidwa po opa nyika nga onyalo kashona shaashi oitukulwa ei ya longekidwa po oi li mo iniingholi. Ngeno ngo odocument oya dja oku onda hala naanaa i kale i na ouhapu ngaashi i na okukala. Nonande ohatu ti nava kale nomadeulo avo ve na oifo yavo, fimbo inava yadifa odocument nava kale ve na oifo yavo. Ova deulwa okulongifa oifo yavo, op ova yandje oitwa ihapu keshe tuu moshimhungu sha pamba ofooloma yetaloshiivo.

**Omupuli:** Omikalo di li pipo mbela hadi longifwa meefikola unene molwetaloshiivo la twikilafana tadi kwafele melongo nomelihongo?

**Omupulwa:** Otu udite otu na elao kombinga yomufindalongo, eshi u lipo ou na ofooloma oyo i lile po oitwa yetaloshiivo moimhungu ya yooloka, shaashi oshimhungu keshe ihashi ningwa sha fafaana. Iyaa ngaashi nee, otu na ngaa lela omikalo odo... okokutya nee eshi oitukulwa yomufindalongo i li po, Oyo i na okukala ya shikulwa metaloshiivo. Oya yooloka, tai wapalele oitukulwa oyo tai hangika mokafooloma. Otu na ngoo omikalo odo tu udite otadi wapalele ovalongi vetu. Ile papaife, opo nee li ye mouyadi, ovahongi ashike va pumbwa okulundulula omikalo davo. Iyaa ondi wete ngaa kutya oshinima sha pumbwa... Nena shimha tuu ta longo... itadi yandje onyalo ngaashi odo di li komufindahongo wo 2002. Okokutya omuhongi a kale ngo ta ningi sha shihapu moshitukulwa shelaka keshe. Shi dulife ashike ngaashi ngaha ndiha dini kutumbula omunhu ta... Ndee nena ngeenge okwe shi ningifa luvali lutatu ota.. ofooloma oyo otai ehenifwa fiyo opapa.



**Omupuli:** Shimwe vali mbela u na po ongomuyandjimayele melaka?

**Omupulwa:** Ondi wete ngaa pe na oshitwa eshi tashi ti CA otashi kwafa ngahelipi mehongo? Komuhongi, okupopifa ounona osha kwafela, hakupopya ashike. Ope na yoo *tuu natango okutala osho omuhongwa ta dulu a ka ninge monakwiiwa, ndele haitwa ashike.* Elaka olo eyamba neliko komunhu.

**Omupuli:** Tangi unene.

**Omupulwa:** Naame yo onda pandula

## Tangi

**Omupuli:** Etaloshiivo la twikilafana ou li udite ko ngahelipi?

**Omupulwa:** Ayee ondi li udite ashike kutya oshinima shotete, ondi li udite kutya...wovene ohau... *etaloshiivo otali kwafa omulongi, tali kwafa okaana, ohali kwafa natango li yambidide ko koitwa yokaana yekonakono.* Iyaa, lo otali ... kandi shii nee... loovene ekwafo tali kwafa okaana throughout, okudja petameko ndee... olo... itatu tale vali ekonakono omo okaana taka ka konakonwa ashike pexulilo loshikako, ndee oinima yako aishe otai kwatelwa mo moilonga yako yodula aishe.

**Omupuli:** Omulongi ota kwafa ngahelipi opo?

**Omupulwa:** Okwatya ngo *okaana oko ta pe oilonga ota dulu kumona kutya okaana aka okapumbwa eyambidido ndee te ka pe ekwafo.*

**Omupuli:** Nelalakano olashike naanaa?

**Omupulwa:** Elalakano letaloshiivo olo ashikeolo, okulikwafa ove mwene ongomulongi nokukwafa okaana ka hange... *ka shiive kutya okahanga shi fike peni momapyokoko omufindahongo, ove ongomuhongi to shiiva yo kutya ongudu yoye oya hanga shi fike peni nokaana keshe oke li peni oko holongo. Natango otali kwafa omudali, ta mono kutya okaana kaye oka hanga shi fike peni ile okapumbwa eyambidido.*

**Omupuli:** Eshi wa tala mbela moshitukulwa shoye ovalongi voye oho va kwafele ngahelipi mokutula etaloshiivo la twikilafana moilonga?

**Omupulwa:** Iyaa, ovalongi *ohatu va ifana keeworkshop, hatu va deula nokonima yoku va deula oto i keefikola u tale eshi va tula moilonga eshi we va deula.* Hatu va pe eembapila tadfi va kwafa opo va dule okutula moilonga eshi

we va lombwela. Efimbo limwe ohatu monitoring oCA keefikola, hatu vatelwa... keshe umwe ta etelele omambo aye...eecircular tadi va wilike.

**Omupuli:** Owa ti ohamu shange eembapila opo mu va kwafele, meembapila omo ohamu shange... omikalo di li pi po mbela mwa tula mo tadi va kwafele okutula moilonga etaloshiivo la twikilafana?

**Omupulwa:** *Aaye omikalo oku va shangela ashike kutya moshikako keshe owa teelelwa u ninge shike, u yandje omatotwahepu e li angapi, oileshwa ingapi yoitwa i fike peni.*

**Omupuli:** Pawino woye ngaashi nee mwa deula ovahongi ngaho, ondunge ei yetaloshiivo ovalongi ove i udite ko naanaa ngahelipi? Okuuda ko kwavo okwa eta naanaa u mone ngo kutya ove li tula mo ngahelipi?

**Omupulwa:** Otashi dulika shili omulongi u mu deule ndee ite li tula mo moilonga, ka kele kutya oku na ovalongi vahapu ovo have li tula mo.

**Omupuli:** Ope na mbela eedocument donhumba mwa tuma keefikola di na sha netaloshiivo la twikilafana.

**Omupulwa:** Eedocumente edi di li po, kwoovene oku na oassessment policy. Fye vene ohatu longekida ashike eefooloma ndee hatu tale omifindahongo, hatu va lombwele kutya keesyllabus oku na, ka kele kutya *opo ounona va deulwe shihapu ohatu tumu nee oilonga ihapu vo tave ke li tukula meengudu.*

**Omupuli:** Oko.. nee nyee onye mu na oshinakuwanifwa shoku tuma eedocumente keefokola, kovalongi ile ouminiteli u na oshinakuwanifwa osho?

**Omupulwa:** Ouminiteli ohau tumu kufye, fye hatu tumu keefikola. Okutya ashike kutya keshe ofikola ohai tuminwa.

**Omupuli:** Natango ondi li ngo peedocumente opo, pashiivo loye ongondjimaye le woshilongwa, shaashi luhapu ohashi dulika nee eedocumente di kale ashike mOshiingilisha, pashiivo loye ove, ovalongi vetu velaka, pamwe ohashi dulika a kale inei uda ko naanaa shaashi kai li melaka laye olo ha longifa, umwe okwe i mona ngo shili ndee shaashi kai li melaka olo ha longifa okwa nyengwa oku i uda ko.

**Omupulwa:**

**Omupuli:** Omikalo di li pi po naanaa hadi longifwa naanaa kombinga yetaloshiivo la twikilafana?

**Omupulwa:** Fye otu na nee oinima ihapu ndishi, oshe likolelela komufindalongo eshi tau pula kutya... fye ka tu na eeprojekta. Ounona ove na ... Oinyangadalwa ihapu oya pamba ashike pakunyola. Tava nyola oinyolwa ya yooloka, i na omapulo a fikama po mokatabela ka Bloom taxonomy.

**Omupuli:** Owa popya nee taxonomy, ondi na nee epulo. Ongo muyandjimaye le woshilongwa, eshi wa tala ovalongi hava konakona ovalongwa mokati komudo, ohava i ngo va lambalala okatabela oko ngaashi koxulo kwinya okwa fa kun a omapulo taa.. Omapulo oo ohave a longifa shi fike peni?

**Omupulwa:** Iyaa, ope na ngaa vahapu vamwe otave a longifa aeshe nawa ngaashi tashi dulika, okutalika, okushongwa.. yo oitukulwa aishe oyo ya kwatelwa mo na unene oshitukulwa sho application, okaana oko taka tula moilonga.

**Omupuli:** Ovalongi vo vene ohava didilike oitwa oyo yovalongwa yetaloshiivo? Na oi li ekwafo ngahelipi?

**Omupulwa:** Efano ohandi li mono shili *ngeege nda tale odaily preparation yaye pamwe noilonga yovalongwa nokutala eshi a tala okaana okwa tala tuu shili mondjila*. Okumona kutya omulongi ou okaana okwe ka pa pitwa ye ka yeleka.

**Omupuli:** Oto faneke pa ningwe shike shi na sha netaliivo?

**Omupulwa:** Oh, ondi wete opo etulomoilonga.. ondi udite okudja komulunhufikola, ngeenge... okaana oka pumbwa oku asseswa moimhungu i li pi po, tashi longelwa koitwa i fike peni, opo a dule okukwafa a dule okushikula ovahongi vaye nawa. Fye ovahongi ohatu va deula nohatu twikile oku va deula.

**Omupuli:** Pexulilo apa pamwe ou na ngo omawedelepo?

**Omupulwa:** Ngeenge ota tula moilonga, ounona ovo a tula moilonga, ounona ote va vixi nawa. Ndee ngeeneg i na tula moilonga nena otashi dulika aha mone ouwa nande owasha. Shikwao eshi nda diladilika nee, omukalo wetaloshiivo ovalongi otava.. ove na ngo okaupyakadi, omolwa eengudu diyadi. Ohava kala ngo ve wete kutya ola fa tali va pe unene oilonga ihapu omolwa uyadele weengulu. Ohashi kala ngo shili shidjuu unene ngeenge omulongi oku na nande eengudu di li nhee.

**Omupuli:** Tangi unene shaashi owe li yambela nge, tangi unene keliyambo loye

## Toivo

**Omupuli:** Paudeko loye, etaloshiivo la twikilafana ou li udite ko ngahelipi?

**Omupulwa:** *Elalakano letaloshiivo la twikilafana okutala ongushu yomulongwa, unene pexulilo lodula, okushiiva opo omulongwa e li. Ometaloshiivo omulongi ta shiiva nge omulongwa wongadi ota ka pita pexulilo, unene nge to tale koidjemo yoinyolwa yaye nge to tale. Oto mono kutya itashi dulika omulongwa wonhumba a pite. Okudja petameko oto mono nhumbi omulongwa ta xumu komesho, pauxupi osho ngaho.*

**Omupuli:** Nge onda pwilikina nawa, owa tumbula omulongi nomulongwa, oto dulu okufatulula po nawa opo kutya oye ta mono ouwa metaloshiivo la twikilafana?

**Omupulwa:** Ovakufimbinga aveshe otava mono ouwa. *Omulongi ota mono kutya omulongwa wongadi okwa hanga omapyokoko onhumba melaka.* Natango kutya omulongi ota ka dula okukwafa omulongwa moku mu pa ehongo lowina, eetundi da wedwa ko (remedial classes) nokukundafana nomulongwa kutya omukalo waye wokushanga owa fininikwa kounghundi wonhumba, ngaashi etukulo loitya nai ile inashi pumbiwa. Omulongi ote shi mono tashi pitile mokutula moilonga etaloshiivo la twikilafana.

**Omupuli:** Okokutya nee omuhongwa ota mono ouwa shaashi ota ka mona ounghundi waye?

**Omupulwa:** Osho naanaa, navali ota ka mona yo opo ha ningi nawa, shaashi omulongi oto ke mu lombwela opo ta xumu nawa komesho, oshihopaenenwa eshipelo netukulo loitya, omulongwa oku li nawa ile omatumbulo aye inaa tamekwa neendada dakula. Molwouyelele oo ovanhu aveshe otava mono ouwa metaloshiivo.

**Omupuli:** Omauwa elipi omulongi ta mono mokulombwela ovahongwa ouyelele wokuha shipela nawa oitya ile ounghundi oo omulongwa e na?

**Omupulwa:** Omulongi ota mono ouwa shaashi, oho ka mona kutya omikalo di li pi po to longifa. Nandi tye omulongwa wonhumba, oto li longo noxo nomaukwatya omulongwa, umwe oto mono kutya ou mboli, ohai... ngeenge to mu pukulula... naanaa ohashi shiiva u mone kutya... pamwe ngeenge ame ku udite nge, tamu shi ningi ashike meenghundafana deni nawa. Ndee tai ku mukwao wonhumba ngo e mu lineekela, hano omolwashike ame ndi na ashike oupyakadi woku tukula aike omatumbulo. Mukwao ohashi shiiva ashike e mu vatele. Umwe ou nee ta tambula ko, okwoove ashike. Okwa mona ashike ouwa ngaho.

**Omupuli:** Epulo la shikula ko etitano, otali pula kutya, oho konakona ngahelipi ovalongwa voye molwetaloshiivo?

**Omupulwa:** Mh! Nge to longifa omukalo oo wetaloshiivo la twikilafana. Iyaa, omukalo ou wetaloshiivo la twikilafana ohai va pe,... fiku olo onda hala ashike kutala kutya ovalongwa vange ove shii tuu kutukula oitya. *Ndee eshi handi va pe oshiima osho itandi va lombwele nande* kutya ... ohandi ti ashike nava nyole etotwahokololo, ndee eshi ame handi lalakanene, etukulo ashike loitya fiku olo. Limwe ohandi lalakanene ashike oshikalimo, kashi na sha mangha netukulo loitya, onghee naashi handi yandje po eepende, eshi handi yandje po oitwa opo, ohandi konakona oko ka tukula nawa oitya moshikando omo, moshikando shikwao ohandi ka konakona oshikalimo, moshikando shimwe ohandi ka tala ashike omutungilo nomoshikando nee shaxuninwa lelalela ohandi tale nee oinima aishe oyo kumwe. Opaku.. nee opo... Nda yandja ashike otundi hatu popi, itava shange, ame aame ashike handi popi nda shanga ashike nande etotwhokololo koshipelende, ame handi pula ashike omapulo metotwahokololo omu otwa teeelwa tu li ude ko ashike mangha pamadiladilo. Etotwahokololo otu li udite ko lela nopakupopya kutya

mboli otwa pumbwa mo enyolwafiku, oshipalanyole ohashi nyolwa... oto nyola enyolwafiku kolulyo pombada, ta pa piti omufinda, to i moutendo, outendo nava kale ve li pitifila po eemwaka voo nava kale ve na omikweyo di fike pamwe. Oinima oyo otwa pumbwa okukala hatu i popi oyo. Opo nee eshi hatu popi ngaho ohandi tale ngoo ou ta nyamukula, ohandi tale ngoo kutya ngadi okuudite ko, ngadi keudite ko.

**Ompuli:** Osho okokutya nee konyala nee osho ho ningi ngaho?

**Omupulwa:** Iyaa osho handi ningi ngaho unene pakushanga.

**Omupuli:** Mbela ove ongomulongi etaloshiivo eli oho li ningi naini, mbela opexulilo lomudo, opokati oho li ningi naanaa naini? Ile ngeenge omoshikako omo onaini nee, onaini ho ningi etaloshiivo loludi olo? U wete ngo kutya paife ngaha oto konakona ngo molwetaloshiivo la twikilafana.

**Omupulwa:** Luhapu ame otundi yange keshe ohandi kala ashike handi konakona oshinima osho. Okutya ashike eyooloko eli lili po oleli kutya efimbo limwe ohashi konakona shili, ohandi dulu kukala ... nandi tye omikalo odo dokukala... oshinima ndee shi tula unene oinima ihapu, hano moshiyelekifo sha... Efimbo limwe ohandi va shangifa ngo ndi tale ngeenge pamwe ova landulile eshi nda longele nale. Nandi tye nande ngeno ngaashi.. konyala osho ngo handi longo ngaho. Kashi fi ashike kutala ndee ohandi longo ashike momhepo nee inandi tala sha. *Ohashi shiiva ngaa inandi vat ala nee ndee va pa eengobe ndee pakupopya ohandi dulu ashike kumona kutya numba keudite ko. Luhapu hano konyala oshiima osho oho shi.. ope na ashike efimbo limwe to mono kutya ngadi nangadi ke udite ko nande ino shi shangela pombapila, ndee owa kufa mo ashike kutya ngadi nangadi ke udite ko to tale ashike ngaha nomesho ndee inava shanga nee ngaashi kwa li handi tongo mokupopya.*

**Omupuli:** Epulo la shikula ko otali tongo omikalo kutya, omikalo di li pi po ho longifa mokukonakona ovalongwa voye molwetaloshiivo?



**Omupulwa:** Oh, ohandi longifa ashike omikalo dokuu.. dokushanga nokupopya. Nandi tye oshinyolwa shonhumba ame handi yandje oitwa ile handi va pe otundi natango yokupopya lela ndi na omadina avo, handi va pe *oitwa she likolelela koiyelekifo oyo handi longifa mokupopya* ile... nande ove li vane, ame ohandi mono kutya keshe umwe na kufe oshifo shaye shomadeulo ndee ta nyamukula komapulo te shi ningi naanaa pamukalo wokupwilikina, ashike okaleshwa oko itava kala ve ka shii. Eshi handi leshe ye ota pwilikine ahsike ye ta nyamukula omapulo. Natango omukalo umwe, ngaashi out nap o okulesha nokushanga oko twe ku popya nale, nokupwilikina. Natango... ounamambo wonhumba. *Efimbo limwe ohashi dulika ngo va kale ve lilongekida kutya mongula ohatu ka leshe... ashike efimbo limwe ohandi va vakele ashike ngaho, inave lilongekida, shaashi open a ovanhu vamwe ndi shii ngeenge inave lilongekida oho mono lela kutya ngadi oku shishii. Ngeenge owe v ape pamukalo ou, pamukalo ou wa longekidwa, efimbo limwe omunhu ots dulu okulideula po.* Ndee eshi ashike shoku duduluka ngaho oho mono kutya ngadi mboli oku shii okulesha, shaashi ine shi lilongekidila a leshe po nale. Od ashike omikalo handi longifa odo, she likolelela koimhungu yelaka.

**Omupuli:** Iyaa, owa tumbula naanaa okulilongekida ile ine lilongekida. Ope na nee omikalo dimwe ngoo da tumbulwa... omikalo odo..

**Omupulwa:** Luhapu ame omikalo odo handi longifa, ohandi nyolifa ashike oinyolwa ya yooloka. Pamwe ope na ngaa shimwe sha wila momikalo odo ngaashi ocrition referenced. Omunhu ta nyola ashike oshinima shimwe shonhumba, ndee ohandi tale ashike kutya e li pi po ta fiki nande okomulongo nahamano dokomilongo mbali. *Oto mono kutya moshilonga osho inashi wanifa po oshiyelekifo shange. Nokonima oshinima osho ohandi ke shi repeata vali natango ndee handi ke va pa vali shimwe sha fa opo nokonima shimha nde va pe shimwe sha fa opo, ohandi ka mona kutya oshinima oshidjuu, shimwe oshipu* Opo ndi tale winya kwa li a mona, shaashi ope na omunhu umwe kwa li a mona ngaashi okupopya ngeno

kwa longekidwa nokupopya... ndee to mono kutya okaana oke shi shii aka, oshinima ngo shinya wa yandjele penya natango oto ke shi mu pa vali moklass u li mo nee pefimbo olo ito di mo nande omotundi oto ti nashi pwe ashike pefimbo opo. Opo nee to mono kutya mboli omulongwa ou kwa li a mona omulongo nahetatu wokomilongo mbali ke shi shii kaya, okwa li a shangelwa, ye te shi tapele pembo laye.

**Omupuli:** Oko kutya nee ngaashi nee omikalo we di fatulula ngaho, ope na mbela omukalo wonhumba ile dimwe domomikalo odo u wete kutya oda fa di li dingi, nongeenge odi li dingi mbela oto fatulula po ngahelipi opo? Ile omolwashike to tile odi li dingi

**Omupulwa:** Ame omikalo odo ndi wete dingi mokutala eshiivo , mokutala kutya omulongwa ota xumu komesho nawa. Omukalo oo u li moklass, nandi tye ota.. omulongi u li moklass oule wotundi, ominute omilongo 40, to tale ovalongwa tava shange nande ombilive. Ngeenge omulongwa oo ita dulu kumana mominute odo nena ou wete nale kutya omulongwa ou ita xumu komesho. Uhe shii winya vati owokeumbo, ota dulu okushanga po ndee ta i kwinya ye ta aluka. Nomukalo oo natango woshipopiwa inashi longekidwa nao oumwe u li nawa shaashi omikalo odo, odo naanaa tadi tu kumwe naado dekonakono, mekonakono omu na efimbo la ufwa. Onda tala omikalo edi dipu opo ovalongwa tava longo oshiima pefimbo olo u lip o ove omulongi, tave shi longo pefimbo la ufwa. Ngaashi okushanga oko tava shangele moklass, *okupopya oshipopiwa inashi longekidwa*

**Omupuli:** Oho dulu oku eta po nande ofooloma yokutalifa ile tamu shi ningi novalongwa omo wa ninga kutya otave li longekida shike she likolelela kwaashi we va pa?

**Omupulwa:** Ngeenge nande ngeno ohatu lilongekida oshinyandwa, ohatu dulu okukundafana kutya onda hala mu ka danauke okambo okudja polweefo eli fiyo oleli, ndee ashike nee eshi ovanhu tava ka nyanda, nava nyande ve

li kolelela koinima ei: *ou ta popi na kale naanaa ta popi ngaashi winya e li moshinyolwa omo.*

Ngeenge otaku tiwa e udite nai, naave eshi to ka popya osho naanaa u popya ngaho. Naashi nee ovanhu ovo tava ka nyanda, ohandi va pe nee..., ohatu kundafana nee kutya, keshe umwe oto pewa oitwa she li kolelela komhito oyo to longifa. Ngeenge otaku *tiwa ta popi ta ingida*, ndee ove to ka popya pedu, nena ngaho oto kanifa oitwa.

Ovanhu ova pumbwa okuyelifilwa opo u shiive kutya ova uda ko omalombwelo. Odo omikalo handi longifa odo.

**Omupuli:** Etaloshiivo la twikilafana otali kwafa mehongo? Nongeenge otali kwafa, otali kwafa ngahelipi, mokulonga kwoye ongomulongi nomokwiilonga kwovahongwa?

**Omupulwa:** Etaloshiivo la twikilafana otali kwafa shaashi, *otali tu pe efano ngehe omuhongwa ta xumu nawa komesho okudja petameko fiyo oppexulilo.* Otali kwafa vali *ovalongwa unene kepito, unene mondodo onhimulongo.* Ngeenge *oka kala mboli metaloshiivo lako oka kala ke li tula mo, oha ka kala ke na oitwa iwa lelalela, ngeenge omulongi owa tala lela we li tula mo.* Shaashi konyala eshi nda didilika osheshi kutya ohashi kwafa shaashi okaana ngeenge oke na 60, oha ka ka mona 57 ile 67, iha pa kala nana pe na oulili wa kula unene neenghono.

**Omupuli:** Owa nyamukula epulo li li komesho, owe li kwatela mo mwaalo, ashike ondi na ngoo okapulo natango. Opa fa ovanhu vamwe tava ti oitwa yetaloshiivo ohai kala unene i li pombada, ndee yekonakono ohai kala i li pedu. Oshike tashi eta okaana ka mone oitwa i li pombada metaloshiivo ndee okaana oko tuu oko otaka ka nyengwa oku mona oitwa i li pombada mekonakono?

**Omupulwa:** Oh! *Otashi dulu okuningwa shili peemhito dimwe, shaashi omulongi oo mboli oha pula ashike keshe efiku ota ti ashike, okwa shangifa ashike etotwa, metotwa omo ashike mwa dja oitwa aishe yokomudo. Omangha ekonakono ihali pula ashike etotwa, ohali pula oinima ya yooloka. Omulongi eshi oitwa ei e i mona ya ya pombada, oha shangifa ashike oshinima shimwe ashike. Ndee ngeenge owa kala ho shangifa oinima i li li noku li li ya kwatela naanaa ngaashi ei hai pulwa momakonakono oweight oyo itai ka kala yayooloka. Shaashi okaana ngeenge ka ke shi ku ngonga ile okutukula oitya, konyala ou na ngo okukala, ohashi etifwa komulongi.a teleka oitwa, iha tale shili, ile ha tale ashike koipala kutya ngadi ou ota pewa ngapi ou. Ouhefi woalongi, hava ningi ashike eshi oyear mark tai pulwa ngahenya, ye okwa kufa ombapila osho, aye ngadi ou okwa fa ngo hakufa ombinga, ngadi ou iha popi sha na mone 3.*

Mboli ou wa pa 8 oye ehe shii ku shanga. Voo ovalongi ovo ihava shangifa eshi ekonakono tali uya ovalongwa kave shii kutukula noitya. Umwe ou eshii ku shanga nawa we mu pa nee 4, ye oye taka shanga nawa. Shaashi ngeenge owa longa nawa itashi shiiva oitwa i kale i lili komakule.

**Omupuli:** Omakwafo e lipi wa mona fimbo ino tameka oilonga nopaiife eshi to longo omakwafo a tya ngahelipi ho mono?

**Omupulwa:** Efimbo eli tu li mocollege, ndee nee efimbo olo elongo ku li udite ko naana, ou udite ngo kutya CA, oshtiya shipe ndishi!. Onghee ee teacher edi da fa di na eenghono, ohe mu pe ngo oshiima, te shi mu shangifa koo taku tiwa nee tala nee eembapila doye ngeno okaana nee toka ka tale, moclass nee yoye. Ove to ulukilwa nee kutya ohadi valulwa ngahelipi.

Naapa nee mwa mona omhito, e mu pa ngo omufindalongi, kutya oinima ei oyo nee tamu ka longifa. Eshi nee to ka ya kofikola to longifa omufindahongo nee, oo nee hau ku kwafele, konima kwinya okwa shangwa nee kutya oCA oi li ngahelipi. Oo ngo nee to ende to longifa, fiyo modula onhivali ou li nee nawa oshiima ou shi udite ngo ndee modula

yotete hamumbala, eshi to mono kutya..... o! shangifile nge po oshike opo... nande engongo, to lombwelwa komuhongi wongudu oyo, onda hala ndi kufe mo oCA. Oto shiiva kutya oshiima shi li ngahelipi, oo ashike omakwafo oo. Shaashi ndi shii eendjila kutya ngeenge nena ohandi kufa oCA oshike ndi na okutala lela kokaana aka.

**Omupuli:** Sha yela kutya eshi paife ngaha to longo ka pe na nande okanima konhumba ho ka ningilwa ta ka kwafa, opo u ka tule oCA moilonga nawa.

**Omupulwa:** Luhapu ohatu mono ngo oukwafo ngaashi: pe na ngo oworkshop haku tiwa odovalongi vape. Luhapu ohamu tongwa oinima oyo ngehe to tale etaloshiivo lomulongwa. Efimbo limwe nda mona omhito ngo, oho dulu ngo okukala wa ya ko, ngeenge wa shivwa.

**Omupuli:** Tashi ti eeworkshop edi hadi ningwa, luhapu kadi fi dovalongi vape ile kadi fi dovalongi vakulu?

**Omupulwa:** Aye luhapu ohava kala tava popile ovahongi ava vape, opo tava tameke. Ovo ve uye koworkshop vati shaashi ovo opo va tameke, vamwe ava vakulu ihava ifanwa naanaa, ohava dulu ngo okwiifanwa ndee efimbo limwe kai ko.

**Omupuli:** Mbela ngeenge ove ongomulongi wa dimbulukwa kutya owa pumbwa ekwafo lonhumba, nandi tye nande okutula oCA moilonga?

**Omupulwa:** Oto dulu ngoo nande okuya nande okomulongi pofikola yopoushiinda, ndee to pula omulongi oo ha longo Oshikwanyama, to pula ngo hano vakwetu nye, ngaashi oupulo va yooloka. Ta pula ngo hano ohatu longifa okakoloma ke lipi, vati oinima oya lunduluka nee. Shama wa i penya oto mono ngo... Shaashi osyllabus oto dulu kukala u na ndee inai lixwapo, mboli ovanhu ove na osyllabus ipe, eshi oinima tai lunduluka ngaho, ove ou na ashike yoye ikulu oyo, mboli ovanhu ova tuminwa ipe. Hamumbala omakwafo opo eli, ngee tashi ya poCA, ngaashi ovalongi ava va longa

nale kave na naanaa ombudi ote ku kwafa ngo, kashi na unene oupyakadi ngo.

**Omupuli:** Omolwashike ho didilike oitwa yetaloshiivo?

**Omupulwa:** Ondi na oku i didilika shaashi oyo tai eta po exumokomesho *lomulongwa, ngeenge kei na itaka pita ekonakono nawa, ota dulu kudopa*. Ondi na ashike kukala ndei didilika nawa *opo omulongwa a pite ekonakono noupu*. Shaashi ngeenge kuhei na ombapila yokunyola oitwa oto kei hanga peni/oto ka nyola mo shike?

**Omupuli:** Oitwa oyo mbela ohai dulu yo okukwafela mokuyandja ouyelele kovadali?

**Omupulwa:** Ehe! Ngaashi ohandi dimbuluka mo2004 lwaapo, shaashi oto hange okaana kamwe ngo ihaka ningi nawa, ovakulunhu have uya, otu na oshiima shimwe pofikola yetu, ovadali hava ifanwa ve uye va tale oidjemo tava tale oifo yoilongwa. Ngaashi nee melaka *ovalongi tava pulwa nee kutya hano apa okwali va shanga shike*, ngaashi ovadali ava vehe shii kulesha. Aye apa omunhu ou ihe lilongo shili, okudja opo omudali ou e li tula mo ohaka popya ngoo nokaana keumbo. Oto mono ngoo okaana kwa li haka shange oinima inai yela ndee, to mono ngo ka lundulula lela.

**Omupuli:** Omu na po eedocument? Shaashi odo di na kutulwa moilonga ndishi?. Omu na po yoo eedocument di na sha noCA, omo hamu dulu okukufa ouyelele ongomulongi?

**Omupulwa:** Eedocument edi tu na ongaashi omufindalongo, hamumbala aye, ndee ame onde likolelela ashike komufindalongo. Omufindalongo lwoxexulilo kwinya oko to mono ouyelele nge onda mono kutya onda fa ndihe udite ko, ohandi dulu ku ya pomulongi wopofikola opo.

**Omupulwa:** Eshi nda kufa ombinga moCurriculum Committee. Osha kwafela nge neenghono nohandi hale kutya ondi shi udite ko unene shi dulife ovahongi vamwe, shaashi paife ohandi mono omhito yokupula omapulo. Omufindalongo ondi u udite ko lela inashi fa nale, shaashi eshi kwa li inandi kufa ombinga, aye, oshidjuu lela. Ngee nande otaku tiwa ovahongwa va kufe ombinga moinyolwa ya yooloka. Etumbulo ondi li udite ngoo ashike nghi udite kutya oshike. Naashi unene nda mona ogeneric, apa sha kufwa. Onda hala okuweda po kutya ngeno okwali tashi shiiva, osheshi ngo nee pamwe oinima itai wana ngeno ovalongi navo va kale ngo haa mono kutya, oshiima eshi osha tolakwa sha dja peni. Vo tava yelekanifa omufindahongo welaka olo tava longo naano wa dja... Ngee okwa ningi ngaho ota dulu ngo okuuda ko melaka loye hamumbala konyala noitya imwe *ku i shii ashike*.

**Omupuli:** Owa pendulila nge nee epulo, eshi wa popya ogeneric, i yandjwe kovalongi, opo va ude ko. Peefikola omu napo tuu nee opilot curriculum omo mwa dja omufindahongo, ovalongi ove na tuu nee omhito oyo yokumona ngehe elongo lomalaka li na okuyandjwa?

**Omupulwa:** Opilot curriculum oyo ohashi shiiva opo ngo i li, ame name inandi i lesa naanaa nawa, ashike eshi to popi ngaho ondi udite kutya to popi. Oshitya osho nandi shi mone lwotete, osheshi nda ya kocurriculum committee lwotete, opo nda ka mona kutya oshitya eshi mboli oshiima tashi ningwa omalolelo. Ndee nge opofikola ngo ngaha inandi shi mona. Ndee kandi shi udite ko naanaa, nde ondi wete kutya ovalongi vahapu kave shi udite ko naanaa, ndee ondi wete kutya ovalongi vahapu kave shi udite ko naanaa.

**Omupuli:** Omaudjuu nomashongo e lipi wa shakeneka?

**Omupulwa:** Kape na sha oudjuu shaashi shimha ashike wa tula moilonga osho sha tongwa momufindalongo kutya ovalongwa nava nyole nava popye, shoye okulonga ashike.

**Omupuli:** Aye osho naana, ashike ongaashi naana wa popya kutya shapo itashi tulwa mo ashike nawa. Otu na nee eedocument odo tu na okutula moilonga odo tadi tu ulikile kutya “how” oko kutya nee eedocument odo pamwe ope na ngo ounghundi lwaapo, tau imbi omulongi ou opo a tule oshima eshi moilonga.

**Omupulwa:** Eedocument *otashi shiiva di kale dihe uditike, molwaashi omulongi ina endifwa po nawa. Elaka oku li udite ko ndee oshinima nghee e na oku shi tula moilonga osho ehe udite.* Oo ashike shapo ounghundi u lip o oo.

**Omupuli:** Iyaa, ngaashi naanaa

**Omupulwa:** Yoo oyo *nee oinima ya pumbwa eeworkshop moshikako ngeno keshe shaashi modula efimbo lile vali unene.* Ovalongi va longwe po ndee tashi va pashula vali xwepo. Naava ihava tale pomufindalongo.

Nashi ningwe kovahongi va deulwa nawa, ve shi ninge pacluster center, opo ovalongi va pashulwe meukililo.



## Tuleingepo

**Omupuli:** Epulo lange lotete onda hala ashike ndi ude kwoove ongumulongi woshiwambo, etaloshiivo la twikilafana ou li udite ko ngahelipi?

**Omupulwa:** Etaloshiivo ondi li udite ko kutya *oo omukalo wokufuta okaana moilonga yako hano yomukokomoko wodula*. Iyaa, okaana otaka futwa melihongo lako.

**Omupuli:** Eshi nee wa tala elalakano letaloshiivo olo kufuta ashike okaana momukokomoko womudo.

**Omupulwa:** *Okutala efano la yela lexumo komesho ile loilonga yomulongwa. Okuhanga omalalakano manene omufindahongo woshilongwa osho yo ounongo wakalukeshe.*

**Omupuli:** Metaloshiivo nge hatu tale omu na omulongi moo omu na omulongwa, povanhu ava vavali olye unene hamono mo ouwa? Okaana? Omulongi? Nongenge aveshe ohave u mono ngahelipi?

**Omupulwa:** Ondi wete kutya metaloshiivo tali twikile ovanhu aveshe oven a mo ouwa. Omulongi oku na mo ouwa shaashi ota shiiva omulongwa keshe kutya oku li pondodo i li pi po.

*Omanga okaana ota ka mono mo ouwa shaashi ota ka pewa oitwa oyo tai ka kwafele kekonakono laxuunina shaashi otai ka ya kumwe nekonakono.*

**Omupuli:** Mbela omulongi ngeenge nee ota mono nee okaana konhumba oke li pondodo i li pi po, mbela nge okwa yandje oilonga ndee ta mono kutya okaana oka fa ke li pedu, oka fa kehe udite ko okudja opo omulongi oho twikile ko ngahelipi?

**Omupulwa:** Iyaa, omulongi nge okwa didilike kutya okaana ka ke udite ko moilonga oyo he ka pe, *oha kendabala fiyo te ka e ta pondodo oyo i na vakwao*. Teva pe ngo oinima ei ya fa ipu, *pamwe inya oya li idjuu unene nosho tuu fiyo take ya pondodo yavakwao*.

**Omupuli:** Etaloshiivo la twikilafana oilonga omo to kufa oitwa yetaloshiivo la twikilafana oho i konakona naini?

**Omupulwa:** Iyaa, ondi wete kutya oilonga ei *ohai tameke ashike efiku olo wa tameka okulonga momukokomoko wodula aishe*, nande nee kutya oilonga omo ho kufa oitwa yetaloshiivo la twikilafana oho konakona mo ngaa imwe kutya omu ohandi ka kufa oitwa, ashike oho shi ningi moule wodula aishe. Okudja petameko fiyo omoshikako osho tamu ka kala mu a ekonakono lodula, shaashi ekonakono nge le ya opuwoihatu twikile vali.

**Omupuli:** Molwetaloshiivo ovalongwa voye oho va konakona ngahelipi?

**Omupulwa:** Ovalongwa ohandi va konakona, handi va pula nande oku li handi va fiile oilonga umbo yonhumba, tave I longo handi ya ndi kufe mo oitwa moilonga umbo yavo omo. Ile handi v ape nande okatyutya konhumba nde kanunina okufa oitwa, natango ohandi v ape oitwa ngaho. Ohandi v ape nande okuli va nyole etotwahokololo lonhumba, natango ohandi v ape oitwa, ile okanyolwa kaxupi. Ile otava popi, handi va pe oipalanyolo ya longekidwa, veke ilongekide, ile ohandi va pe ashike oipalanyolo efimbo olo ndee tava popi, ame ohandi va pe oitwa.

**Omupuli:** Owa tumbula kutya oto v ape oipalanyolo va hoolole oipalanyole kuve vene, osho ngo ngaho? Ohape ya mbela efimbo limwe tamu hange etwokumwe novalongwa kutya paife onye tamu lipe oipalanyole, nonelalakano lashike ovalongwa to ti nave lipe oipalanyole?

**Omupulwa:** Iyaa, ope na petameko lela penya, mangha inatu tameka etaloshiivo ondi na lela oku va lombwela kutya otu na nee oitwa yoilonga yetu momukokomoko wodula, oyo hatu ke i mona nomukalo ou: Handi tukula nee kutya otu na okunyola, oinyolwa; xupi, out na okunyola omatotwahokololo, out na okupopya, okupopya handi ka tukula nee kutya, otu na okupopya oipalanyolo onye vene tamu i longekida, nope na okupopya oko handi mu pe oipalanyole, nye tamu i nayo mu ke i longekide, omanga ikwao inya handi ti ashike tumbula oyo oipalanyole inai li longekidwa. Paife ovalongwa ngaho otava kala nale ve shi shii. Naashi nee handi ke va lombwela kutya paife efimbo lokukufa oipalanyolo yeni vene, ove shi shii nale. Nefimbo nee eli handi ke va pa oipalanyolo ve ke li longekide komaumbo, ove shi shii nale.

Nelalakano okutala ashike kutya onunonaove na tuu onunongo woku eta pos ha pefimbo olo, pokafimbo ashike inave shi diladila efimbo lile.

**Omupuli:** Ngaho okokutya ngo nee ohamu udafana oipalanyole? Mhela ohamu udafana yo tuu neyandjo loitwa, nande okuli kutya, aaye paife ngaha oilonga ei, oitwa otai ka yandjwa ngaka?

**Omupulwa:** Aaye, *kombinga leyandjo loitwa kashi fi naanaa shipu okulombwela onunona kutya, paife ngaha ohandi mu pe oitwa ingapi.* Onda kala ngo nde va lombwela kutya nge *tava longo oilonga ohandi ke va pa oitwa,* oshitukulwa shekonakono. Ashike nge handi yandje oitwa itandi va lombwele kutya paife ngaha ohandi mu pe oitwa. Hailonga aishe hai yandjelwa oitwa, nomolwaasho nge tava longo oilonga ihaa kala ve shii kutya nena otava pewa oitwa ile itava pewa.

**Omupuli:** Ove ongomulongi oho kala mbela wa longekida sha ngo shonhumba osho tashi ku pe kutya paife eshi to ka yandja oitwa oto I yandje we li kolelela koshike nokoshike?

**Omupulwa:** Eehe, ohandi dula okukala ndi ; ngaashi ashike nande ounona onde va pa nande va nyole nande oshinyolwa ngaa shonhumba. Moshinyolwa omu na nee oinima ihapu. Oho tale mo nande *elaka*, oho tale *oshikalimo* shoshinima, oho tale mo kutya okaana oka nyola ngahelipi, oto dula ngoo nee okutokola kutya oto tale ashike nande oshikalimo, *omatukulo oitya*, noinima imwe kutya nee okaana oshinyolwa shako osha tilyanekwa ndee oshikalimo osha yela, oto dula ashike oku mu pa oitwa ye li kwatelela koshikalimo. Ohandi kala ngaa ndi na kutya oitwa yange ohandi i yandja ye likwatelela koshike.

**Omupuli:** Omikalo di li pi po ho longifa mokukonakona ovalongwa voye? Apa onda diladila nee ngee pamwe omuna ngo omikalo donhumba di li momambo da talika diva okulongifa metaloshiivo la twikilafana?

**Omupulwa:** *Inandi koneka naanaa ndi na omikalo donhumba nde di longwa ile nde di leshe nande omomambo.* Ashike ohandi kendabala ngaa kwaame mwene ndi v ape nande eeprojekka omapekapeko ngo onhumba. Handi ti nande indeni mu ka etele nge oikulya yoshiwambo, pamifyuululwakalo detu. Paife ondi wete omukalo oo wokupekapeka, ondi udite ngaho onda longifa ngaa omukalo umwe. Ile ohandi v ape nande omapulakata onhumba, handi va lombwele, indeni mu ka faneke nge nande ovakulupe tava tungu oimbale ile indeni mu ka fanekele nge omunhu ta imbi nande oshiimbo. Odon go omikalo ndi shii odo, ashike kandi shii po vali dimwe. Odo nga hadi kendabala konyala nado odo.

**Omupuli:** Momikalo nee odo ho longifa odo okupopya, okupekapeka, okufaneka, owa didilika mo umwe ile dimwe domudo da fa di li unene dingi, hadi kwafa ovahongwa ve li tule mo, vo ova tave lihongo ngo noneudeko.

**Omupulwa:** Iyaa unene oo wokufaneka wokufaneka ohandi mono ounona keshe nande nda dini okutumbula owe va pa paungudu, ohava kala ve na ehalo keshe umwe a longe kuye mwene. Keshe umwe oha kala nokuli nokupula kutya

ame onda hala ndi faneke omwiimbi woshitukulwa shetu. Omukalo oo ondi wete kutya ove u hole, wokufaneka.

**Omupuli:** Ove ongomulongi to ungaunga netaloshiivo la twikilafana, owa mona omakwafo a tya ngahelipi? Fimbo ino tameka nondunge ei yetaloshiivo la twikilafana ile paife ngaha eshi to longo nayo?

**Omupulwa:** Manga inandi tameka nondunge ei yetaloshiivo la twikilafana onda mona ngaa *omapukululo mashona, momangudumaneno ile tu tye oyoongalele oyo hai ningilwa ovalongi*. Otwa pewa ngaa omapukululo kutya etalo shiivo oshinima tashi ende ngahelipi, ngheene u na oku litula moilonga kutya oto li tula mo ngahelipi. Nokudja nee opo pofikola ohatu ningi ngo oihongi yoilongwa. Natango ohatu li wedele ko ngaa kutya natu ningeni etaloshiivo nomukalo u li pi, nomapukululo ngaa nee kutya ohali ningwa keengudu di li pi po.

**Omupuli:** Oho didilike ngahelipi oitwa ei yetaloshiivo? Noho recordingile shike?

**Omupulwa:** Ngaashi ngo nda popya kutya ohatu ningi oingalele yoilongwa, etaloshiivo oli na ngaa okafooloma ke li momufindalongo woshilongwa. Ko okafooloma nee oko, oko nee ho yadifa. *Oka tukulwa ngaa nee paikako nopaikako, nopashileshwa, pashinyangadalwa keshe, kutya pashinyangadalwa osho shonhumba owa pumbwa u yandje oitwa ingapi. Take ku pe nee omuvalu wetaloshiivo alishe oule wodula.*

Ohandi yadifa ngaa mokafooloma oko, nelalakano, *itandi dulu okulonga oilonga i li ashike momutwe, oto dimbwa, ou na okukala nee u na apa wa nyola*. Naashi nee to ya u i longife ou na nee okulongifaokafooloma oko, eshi to tape oitwa yekonakono.

**Omupuli:** Epulo e li ola tungilwa keitavelo olo kutya, ovalongwa ova fa hava pewa unene oitwa ihapu mokati komudo, ndee okaana oko ken a 0.90 mekonakono ohaka ka mona oitwa i li pedu. Ove ongomulongi naave

owa mona, owa sha keneka ile owa uda kutya okaana ohashi dulika ka mone oitwa ihapu metaloshiivo la twikilafana, lomokati komudo ndee taka ka mona oitwa ishona mekonakono.

**Omupulwa:** Ame ongomulongi ondi shi shii nonde shi didilika ngaa kutya otashi dulika shi kale ngaho, molwaasho, okaana efimbo limwe oho yandja oinima ipu, i duliye kwaai tai ka pulwa mekonakono. Efimbo limwe natango, *etaloshiivo ohali ningwa nomoilonga youngudu ndishi paife nande ina longa sha oho ningi ashike okangudu u ka pe oitwa ya faafana, sha yela kutya a ningila mo ngaa nee elao*, ile natango oushili. Umwe inandi longa nande oilonga ynge yelixwapo, eshi ndi wete kutya inandi longa oilonga yange ye lixwapo, yo ofooloma oi li moukololo vahapu, ohashi dulika ndi kufe momutwe. Ohashi dulika oitwa handi i tula po, sho osho nee hashi ka eta okaana ka kale ken a oitwa ihapu i duliye ei yekonakono.

**Omupuli:** Pofikola omu na eedocumende odo tadi mu ulikile kutya mataloshiivo la twikilafana oshike noli na okutulwa moilonga ngahelipi? Ho dulu ngo okumona to ningi oshinima ndee to i u ka tale meedocumende mo nde to mono kutya mboli eshi to ningi oshi li ngo natango mondjila. Omu nap o mbela eedocumende odo din a sha netaloshiivo la twikilafana, ka kele komufindalongo.

**Omupulwa:** *Inandi didilika nande pofikola tu na po eedocumende din a sha netaloshiivo la twikilafana, ka kele komufindalongo.* Ka kele kouyelele ushona shona ou nda mona momufindalongo.

**Omupuli:** Wo ouyelele nee oo u li momufindalongo owe mu kwafa ngo, owe mu pa ngo eudeko lomoule.

**Omupulwa:** Aaye, ita u ku pe nande ouyelele shaashi ouyelele ou u li momufindalongo ou na sha unene nomakonakono, kutya ombapila ei oi na oitwa ingapi, etaloshiivo ola fikama moitwa ingapi. Ashike kamuna lela kutya okulitula

moilonga mongulu ongulu ongomulongi i kwatelela lela kushike ile ninga lela shike. Ohatu shushadala ashike kufye vene tu mone lela kutya

**Omupuli:** Ouyelele nee oo u li momufindalongo, ngee owa tula mo nee oitwa yo kaana mokafooloma omo, ndee taku di omdali, e uya okutala kutya okaana kaye otaka xumu ngahelipi komesho melihongo lako okafooloma oko ohaka yandje ngo ouyelele ou kutya okaana kaye otaka xumu nawa komesho moshike nomoshike?

**Omupulwa:** Okafooloma koovene itaka yandje nande ouyelele komudali shaashi oke na ashike oitwa, ashike omudali ita shiiva naanaa kutya okaana oitwa oke I pewa moshike no moshike. Opo nee tu u dife ko omudali u mu pe ouyelele kashona, shapo oto mu pe oilonga yokaana koovene. Oilonga yovene yokaana oyo ashike ndee ondi wete kutya okafooloma itake mu udifa ko. Omudali otau uduko, ongee shapo naye omulongi welaka ashike ita mono lela kutya oitwa oyo okaana oke i pewa shili molwaashi ka longa ashike. Oitwa itai holola kutya eshi a pewa 4/10 ile 8/10 osheshi a puka peni ile a ninga nawa peni.

**Omupuli:** Omaudjuu nomashongo e lipi po wa shakeneka ove ongomulongi?

**Omupulwa:** Kombinga nee younona?

**Omupuli:** Kombinga yoye ove ongomulongi wa teelelwa u tule moilonga etaloshiivo la twikilafana. Owa shakaneka omaudjuu nomashongo e li pipo, a fa ngo tae ku piyaaneke u tule etaloshiivo la twikilafana moilonga?

**Omupulwa:** Iyaa ame mwene onda didilika ngaa unene kombinga younona unene efimbo limwe okaana oto ka lombwele oilonga, ounona vamwe ove na ekuni, ounona vamwe ihava longo oilonga pefimbo eli we va pa, tashi dulika eshi we va pa oilonga pefimbo limwe, kamwe ina ka longa sha, ounona vamwe natango ihave li tula mo. Oyo ngo oinima konyala ya

etelange oudjuu mokutula etaloshiivo moilonga. Efimbo limwe owa hala u ninge oshinima shonhumba ndee kuna apa to mono ouyelele natango.

**Omupuli:** Nye mbela, kutya nee omulongi welaka ile ovalongi voilongwa imwe i li li, shaashi OCA kai shii ashike yomalaka ndee oi li moilongwa aishe. Mbela ngee wa didilike kutya ou na oudjuu wonhumba u na sha noCA, nye ovahongi oha mu kwafafana ngahelipi?

**Omupulwa:** Ohatu kwafafana, ongaashi ngo nde ku lombwela kutya katu na naanaa embo ile omushangwa wonhumba u na ouyelele ngeno u li pi po. Otashi dulika ngo u pule epulo ku mukweni, ashike ondi wete oto ke mu hanga ngaa e li moudjuu wa fa woye natango.

**Omupuli:** Mbela ove ongomulongi, ou udite napa ningwe shike opo tu ye komesho, fye tu tule moilonga nawa etaloshiivo la twikilafana nawa natango shi dulife apa.

**Omupulwa:** Iyaa, opo tu kale tu na eudeko notu tule etaloshiivo la twikilafana moilonga, fye tu ye komesho, napa kale ngo eedocumende, omilandu adishe odo din a okulongifwa metaloshiivo. Natango vali oitwa yetaloshiivo inai kala i fike pamwe nekonakono, shaashi ngaashi melaka oitwa yetaloshiivo la twikilafana 50 omanga yekonakono 50. Oitwa yetaloshiivo nai kale ishona yekonakono i kale ihapu. Osho hashi eta okaana ka pewe oitwa ihapu i dulife pwaai yekonakono.

Vali natango oudjuu umwe ovalongwalongi pofikola navo ohava longo noitwa ye taloshiivo, nda dimbwa nokuli oku shi tumbula kwenya, ohava yandja oitwa ihapu, hashi dulika nokuli ovo navo ohava etifa oitwa yetaloshiivo i kale ihapu. Ovalongwalongi shamha tave ya poima, ovalongi ovakwafeli nava kale ngaa tave va kwafele ile tava talulula oitwa oyo mangha inave i tapela mofooloma.



**Omupuli:** Mbela ovalongwalongi nge tave ya pofikola, ohamu ningi ngo okangudumano konhumba, omo ovalongi novalongwa hava longo ngahelipi nye mu va lombwele yo kutya nye ohamu longo ngahelipi opo mu tale nge omu na tuu eudeko la faafana kombinga yetaloshiivo la twikilafana?

**Omupulwa:** Ohatu ningi ngo okahongi ihatu tameke naanaa ngaho, ashike onda mono nga kutya eudeko letaloshiivo lavo oku li tula moilonga ola fa lixupi kashona, shaashi oho mu pe ofooloma oyo, ashike natango oitwa otai ya i li pombada oshidjuu nee okuka enda mo to kulula oitwa ove ku shii kutya okaana aka okapewa oitwa ngahelipi. Ashike ohatu va pengaa ouyelele petameko manga inava ya moilonga. Iyaa, nounghundi umwe shiimba ou li ngaa nee pufye ovawilikingudu, shaashi omulongwa alushe nge ta longo owa li u na okukala ndishi we mu landula, iyaa nonge nee ta yandje oilonga yeye, naave, oshilonga owe shi mona kutya oilonga ei a pa ounona nosho tuu.

**Omupuli:** Tangi unene eshi we li yambela nge, nowa longifa efimbo loye lokeumbo nokuli. Tangi unene.

**Omupulwa:** Naame onde ku pandula eshi wa li we yap o.

Tangi unene.

## Nelao

**Omupuli:** Aaye, oshinima eshi hatu ka popya oshi na sha nocontinuous assessment, sho osho u wete nda tula oka CA opo, opo ke ku pukulule kutya eshi sha fatululwa, ocontinuous assessment i li moshiingilisha, fye melaka letu hatu ti nee etaloshiivo la twikilafana, omolwaasho olo li li oshipalanyolo shetu shefiku, olo hatu ka kundafana. Nopetameko apa onda hala ashike u lombwele nge eudeko loye kutya etaloshiivo la twikilafana ou li udite ko ngahelipi ongomulongi?

**Omupulwa:** Aah, etaloshiivo la twikilafana, ongomulongi ondi li udite ko ngaha, kutya... oilonga yokaana... oyo ta ka longo momukokomoko womudo, i valulwe.

**Omupuli:** “Oyo ta ka longo momukokomoko womudo, i valulwe!” Nelalakano lashike?

**Omupulwa:** Nelalakano laashi... *i dule oku va kwafela ngoo, ekwafo linene kuko ngee ta shi uya pexulilo lomudo.*

**Omupuli:** Pexulilo lomudo eshi ta ka...

**Omupulwa:** ...eshi ta ka ka mona ekonakono laxuuninwa. Shashi, ouwete ngoo kutya, monghalamwenyo omu na ngoo oinima ihapu, nonande nee okaana oka kala okadiinini shili, ndele eshi take ke uya pexulilo lomudo ... otaka mono nande oupyakadi wonhumba eshi taka ka nyola ekonakono, *mounyuni paife omuyadi ngoo nomafyo, ope na nande eefya domukwanedimo wako, ita ka longo sha naanaa shi fike pwaasho kwa li wa teelega ka mone, ohaka dula nee okuyambididwa koilonga yako oyo ka kala ka longa nouidiinini nale, momukokomoko wodula aishe.*

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**Omupuli:** O.K. eh, hamumbala owa kuma ko ngoo ouwa umwe. Ouwa, shaashi epulo la shikula ko otali popi ouwa maala okutya ashike ouwa umwe oo, okaana ka kwafelwa opo ngee ka ka mona oupyakadi ko taka kwafelwa koitwa ei. Pamwe ope na vali natango ngoo ouwa umwe okaana taka dulu okumona mo metaloshiivo?

**Omupulwa:** Etaloshiivo ondi udite ngo oli na ouwa omolwa ngo vali apa kutya, ekonakono oshiima ngoo shimwe shiili, nda hala ngoo kutya, ka konaakonwa ngoo komunhu umwe vali e lili omangh'okaana moule wetaloshiivo omu, tali ongelwa apa, okaana oke li nomulongi wako. Ondi udite ngaho kutya, oshi na nemanguluko kuko ngoo okulonga nawa shaashi, noilonga yomunhu keshii..., shi dule ngo oilonga- ohava kala veli panic, ngee tava i mekonaakono shaashi ova tila nale before... shi li ngoo ngaho.

**Omupuli:** O.K. okokutya nee kombinga yomulongi, eshi to tale okaana ngaho efiku nefiku, oto...ota shi kupe...ove oto mono mo shike.. oto likola mo shike?

**Omupulwa:** Osho, kombinga nee yomulongi kutya oto likola mo shike shi na sha

**Omupuli:** Metaloshiivo la twikilafana, *omulongi oto mono ouyelele lela wokutya ounona voye ove li peni, noo- oshilongwa shoye kutya ngaha ounona oku li pamwe navo, ove shi udite ile kave udite ko natango, otava dulu nokushanga ekonaakono ile natango, otava dulu oku shi endifa ngahelipi, tashi ti etaloshiivo otali mu lombwele mokukonaakona...*

**Omupuli:** Penya wa popya kutya, omulongi ota dulu okumona kutya, okaana oke udite ko ile ka ke udite ko, o.k., natu tye nee ngeno okwa mona kutya okaana aka ka ke udite ko, paife oha ningi po sha sha dja ketaloshiivo nee opo ile oha mono ashike kutya ka ke udite ko ndee opuwo tashi xulile opo?

**Omupulwa:** Ah, *shoovene shapo omafimbo ngoo noilonga ei ihapu*, omulongi shaa, osheshi nee hatu tongo okaana... vo ounona mongudu ove li mo vahapu, ngeenge ngeno owa... *omulongi okwa yandja etaloshiivo moshinima shonhumba, nde okwa mona kutya ounona kave li pomufika u li nawa natango, oshinima osho oku na oku shi monena efimbo natango... ndele nee pamwe natango ota tale ngoo kutya ota dulu oku ka kwafa ngahelipi opo ngoo ke uye pomufika uli xwepo.*

**Omupuli:** Mh, ongomulongi, oho konaakona ngahelipi, molwetaloshiivo la twikilafana, oho shi ningi naana ngahelipi?

**Omupulwa:** Omukalo, etaloshiivo la twikilafana otali ti ashike ngaashi melaka letu lOshikwanyama ohatu konaakona ashike osho twa pewa tu na okuninga, *ehongo oli na ngoo omufindalongo, omufindalongo ou na ngoo omalalakano oo, elalakano to lalakanene, osho u na oku tala, ngeenge osha hangwa tuu.* Noinima yoimhungu oyo hatu lombwelwa ngoo oyo...

**Omupuli:** Yaa, o.k., okutya nee paife ngaha ngaashi nee oimhungu, oho shi ningi kutya aaye nena pamwe etalo, etaloshiivo la twikilafana otali di moshimhungu shonhumba, ile oho li ningi naanaa ngahelipi ngee to longo meetundi?

**Omupulwa:** Mh, ohatu ningi ashike ngaha kutya ohatu ti nee moklasa ile moperiode omo! Okutya iho dulu okulonga oimhungu ivali. Ngeenge nena oday 2, (efiku etivali,) ndee omu na nee otundi yOshikwanyama, ngeenge omu li mokupopya, nena etaloshiivo olo oli li kombinga yokupopya, ounona osho tava eta po. Mokutya ngee wa ti... nena tu popyeni kombinga yashike. Nena eshi tashi etwa po kounona mokupopya, etaloshiivo lokupopya nokupwilikina

**Omupuli:** Oo, epulo etihamano shapo olo tu li pulo, olo, omikalo; eeforma, ile eestrategy. Eeforma nee odo ile eestrategy- otwa diladila nee ngaashi omikalo, *ojournal, oportfolio*, ile otu na po nokuli o no.... Otu i na ashike

nee moo- mOshiingilisa. Pamwe ope na ngoo omikalo donhumba ho longifa.

**Omupulwa:** Omikalo, Mee Nghiueuelekuah okwa tonga po eefooloma. Otu na eefoloma opo hatu didilike, hatu ongele nee oo- do odo ngoo ngaashi ngaha. Shaa ndee ounona tava eta posha, ame opo ngo handi didilike opo keshe kaana edina lako olo olo. Eshi oshikako shotete, eshi oshikako oshitivali, ondodo ei ka i na oshititatu, ohai nyola ashike ekonaakono, osho ngoo nee shi li ngaho kutya nge ohatu popi- opapa, nge ohatu shange - okunyola to twikilafana ndee efiku olo oshilonga eshi hatu longo oshi na okukala sha –kufwa etaloshiivo opo ngaho handi nyola opo.

**Omupuli:** Okutya kutya ohamu longifa eeforma odo da dja momomufindalongo.

Ehee, odi li momufindalongo, ngaashi di li ngaha otwe di pewa ngaho ko- keeadvisory detu esh twa enda eeworkshopa voo tave- oi na okukala ngaha.

**Omupuli:** Ooh, o.k. omukalo ondi wete kutya omukalo ou owe u tumbula umwe auke, eshi wa tala omukalo oo hamu longifa woforma nee oo- ou li ngoo dingi mokulonga kwoye ile mounona okulihonga? Omukalo oo nee u udifa ko.

**Omupulwa:** Omukalo wokuvakonaakona ngaha, fiyo opapa ondi wete ngoo pamwe u li ngoo xwepo. Okokutya nee pamwe ile pamwe epulo pamwe ondi li konima, oshili ekwafo lavo, ondi tye ngoo kutya ngeno, oshinima ngeno ekwafo lavo. Kakele kwaasho nee elitulemo lounona, nande haaveshe, olo ngoo. Oto hange nee umwe ngaashi nee umwe nee a recordingwa ngaho, oto hange ngoo e na 5 yoko 10, oye winya ta mono- hano ou wete ngoo kutya ke li ngoo nawa. Ku wete ou e na po 3 ou, elitulemo laye kali- po nande va fatululilwa ngaho kutya eshi ekwafo lavo ngoo...kulihonga.

**Omupuli:** Shaashi ngeno natango epulo likwao oli li ngoo mofooloma omo-  
omodali- oवादली nee eshi have uya ko, tamu va pe va tale osho ve... oshi  
li ngoo nee nomeedokumente kutya omodali na shiivifilwe kutya okaana  
kaye otaka, ningi ngahelipi. Ngeenge omodali owe mu pe nee oforma oyo  
a tale mo, oha mono ngoo kutya ngadi wange ota i nawa shaashi ashike a  
tala oitwa, ile oo ohashi mu pe ngaa omikalo kutya, ngadi ou eshi a mona  
8 osheshi iha popi sha nande ile osheshi ha popi, ile ou a mona ishona  
osheshi iha longifa oupunaitya, oinima ngoo oyo, okutya ofooloma oyo  
omunhu ngee a mono otai mu pe- otai yandje ngoo efano la- li li ngaho,  
komudali.

**Omupulwa:** Iyaa. Mee Nghieuelekuah apa ota ti- omodali efano ohe li mono mo ngoo  
nawa! Omodali ohandi dimine apa kutya oha mono lela kutya okaana kaye  
ota ka longo ile, oo ita ka kondjo, shaashi oha dulu nokunyemata nokuli  
naye e udite ngoo nai ta ti, “Vakwetu ohandi mu ningi ngahelipi, na  
ningwe ngahelipi!” Umwe ota mono nokuli nande kutya, “Vakwetu omu  
mu denga nghee ngoo- oilonga imwe ohe i pewa nde tala eshi e i apa eshi  
ine shi ninga!” Okwa hala nokuli kutya, “Vakwetu omu mu denga, osho  
shi li pondje yoo.. yomhango yofikola, yoEducation.

**Omupuli:** Omaudjuu nomashongo e lipi wa shakeneka?

**Omupulwa:** Ounona kave na omafimbo, vo ova mangeluka okweenda. Mofikola  
vamwe otava kofa shaashi ohava tokelwa kokamba.

**Omupuli:** Ove ongomuhongi eshi nee wa viha etaloshiivo la twikilafana, otali kwafa  
ngoo ovahongwa va mone eudeko mokulihonga? Omu na ngoo sha tashi  
va kwafa? Naave nee omulongi otali kwafa shike mokulomga kwoye?

**Omupulwa:** Otali kwafa okaana, oli li ekwafo kokaana. *Etaloshiivo otali kwafa ounona  
va pite. Kombinga yomulongi ame ondi wete kutya oshinima shiwa  
okushiiva ounona voye apa ve li, kutya ove li pomufika u li pi po.*

- Omupuli:** Omakwafo e li pi po wa mona, e ku kwafa okulonga netaloshiivo la twikilafana, ohae ku dilile pondje yofikola, omeni lofikola ile openi?
- Omupulwa:** Omadeulo mahapu metaloshiivo otwa pewa. Eshi twe lihonga oBETD oyo ngo oinima i li mo ei i na sha netaloshiivo la twikilafana. Ka kele kaasho neeworkshop oda ningwa. Ohandi dimbulukwa ngo kutya konyala keshe modula ovalongi ove na okushakena, *tava popi ngo sha kutya ohatu ongele ngahelipi oitwa oyo*. Hano onde shi mona ngo meetraining odo dopavali.
- Omupuli:** Opa fa kutya oitwa ei yomokati komudo luhapo ohai dulu ei yopexulilo lomudo. Ove owa didilika mbela oshinima shi li ngaho, nongeenge oshi li ngaho mbela oto diladila omolwashike? Osha fa ovalongi hava havaleke onunona oitwa.
- Omupulwa:** Epulo ondi li udite lela lela, ashike apa nandi tonge oungundi wange moshinima osho, kutya oshidjuu kwaame shaashi fiyo opapa inandi mona nande omhito yokutala ekonakono. Inandi tambulwa.
- Omupuli:** Omu na po ngo eedocument di na sha netaloshiivo la twikilafana odo tadi mu wilike nghe mu na okulonga netaloshiivo la twikilafana?
- Omupulwa:** *Eedocument di li ngahelipi hadi ifanwa shike ngeno? Omulongi wOshikwanyama ita dimbulukwa sha nande sha fa opo.*
- Omupuli:** Onda hala ashike okuuda kutya omaudjuu e li pipo nomashongo wa shakeneka metaloshiivo la twikilafana mokulonga kwoye?
- Omupulwa:** Omaudjuu aa handi mono, oyaa: Unona eshi vehe li meehostela, ohava dulu nokufaula. Eshi wa yandja oilonga oyo, okaana ka ke ko. Oilonga inya ou na oku ka kongela sha vali shimwe shi li li. *Eshi nee tu na oilonga ihapu, ohatu dulu kutya otwa ndubalalelwa koilonga*. Efimbo olo lokupa okaana aka ka ha li ko oilonga,ko ke uye ka didilikwe ngavakwao, ohali



kala la pumba neenghono. Nomolwaashi ohashi dulika ngaho ashike tamu fiki kexulilo lodula ndee mboli omunhu wonhumba oshilonga shongadi ine shi longa.

Oshinima shimwe, onawa eshi we ya u kwafele nge *moshinima, shounona* vamwe omunhu okwa fikola eendodo dihapu ngo, okufika fiyo omOndodo 10 omu, ndee natango omunhu ota ulike ehe na eshi e shii. Omunhu ku mu udite ashike, onda popya novalongi vakwetu vo keengudu okudja konima. Otwa ka twa ashike kumwe apa kutya ounona va undulwa. Moeducation omwa li oshinima osho taku ti okaana inake lifola mongudu. Nge oke na eedula dihapu na ka ye kongudu yokomesho. Oho ke li twa ashike omunhu e li mOndodo 10 ehe shii okulesha nokushanga, ngaashi ou a mona 2/10. Nande twikila ko shimwe sha landula ko, oilonga yaye osho ashike i li ngaho. Ondi na oudjuu u li ngaho oo. Ndee ova dja nasho kwinya, omunhu nande nandi mu kwafele, owa teelega ashike a mone 4 ile E mOshikwanyama.

**Omupuli:** Omo onda hala mo okopi omo.

Epulo la xuuninwa onda hala ove ongomulongi, oto diladila pa ningwe shike opo shi kwafele etulo moilonga letaloshiivo la twikilafana?

**Omupulwa:** Li kwafele?

**Ompuli:** Ehee, tali kwafele ovalongi pamwe omocluster, moregion ile oto diladila napa ningwe shike?

**Omupulwa:** Shotete, ondi udite napa ningwe ngaha: Osheshi nee eenghandabala dimwe oda ningwa. *Ope na omambo amwe e na sha netaloshiivo la twikilafana, omambo oo naa fike keefikola oo. Osho eedocumende adishe* *odo tadi kwafele ovalongi mokutula moilonga etaloshiivo la twikilafana.* *Eeworkshop otwa ningilwa ngo ndee natango otwa pumbwa oku* *endululifwa po shaashi ovalongi otave ya ngo va pe natango.*

**Omupuli:** Pexulilo apa nandi ku pandule, shaashi owe li yamba; okwiitavela oshinima eshi okuliyamba, nandi ku pandule neenghono.

**Omupulwa:** You are welcome meme.

## Maano

**Ompuli:** Onda hala u lombwele nge moule kashona, oshinyangadalwa we shi yandja kovalongwa voye modula ei, nelalakano letaloshiivo la twikilafana?

**Omupulwa:** Mh! Aaye oinyangadalwa yoovene ohatu yandje ya kwata eembinga nhee delaka, opo okaana u ka deule ka kale ke shii kupopya, ke shii kupwilikina nokukufa mo sha, nande owe va pe ehokololo ove to va ningi va kufe mo sha ile ve li yelekanife nonghalo oyo i li mehokololo. Okaana keshe taka deulwa okulesha noku uda eshi taka lesa. Iyaa! Noku...,nounamambo nee. Koimhungulonga aishe oyo, okutya.. okudeula ashike okaana ka kale ka pyokoka, ngeene tashi ya pokupopya okaana ka kale ke shii okupopya nokutomha nokukaleka po osho taka popi.

Otwa honga ngaa nee oinima ihapu, ngaashi pokupopya, otwa ninga ngaa nee oshinyandwa. Ounona voo vene oto va tukula ashike meengudu, voo tava... shaashi oshinyandwa shotete osha li shi na okukala sha mangeluka, ounona vo vene tava hoolola oshipalanyole shavo vene, voo tava nyande, eshi nee tava nyande ngahenya voo vakwao ava tava pwilikine tava tale eelemente adishe doshinyandwa neenge otadi kumwa tuu.

**Omupuli:** Okokutya osho oshinyandwa shotete sha li shi na okukala sha ningwa ile oto ti sha ningwa?

**Omupulwa:** Osho sha ningwa nale osho, osho oshinyandwa shotete sha ningwa, pakupopya nelalakano shi kale oshitukulwa shetaloshiivo la twikilafana.

**Omupuli:** Eshi nee hamu ningi etaloshiivo la twikilafana, omu na po mbela omauyelele onhumba hamu a landula e na ko na sha netaloshiivo la twikilafana, kutya omu na oku li longifa ngahelipi?

**Omupulwa:** Ehehe! Aaye omauyelele ope na fye vene ohatu shikula ashike, ou na ngo okushikula omufindahongo. Iyaa momufindahongo, omo eshi nee to kufa mo oshikema yoilongwa omo to ka kufa elilongekido lefiku keshe, nena ou na ngoo *okukala we li kolelela kwaashi tashi ulikwa komufindalongo*. Ngeenge nande ngeno opakunyola, nena ou na okukala wa mona kutya ounona owe va nyolifa, owe va nyolifa ngoo nande engongo. To va pe po ehokololo konima eshi we va longa po ndi shii, ile to tale etaloshiivo lavo, to va pe oshinyolwa tave shi ngongo.

**Omupuli:** Do nee eeguideline odo di li po tadi mu lombwele nhumbi mu na oku tula etaloshiivo la twikilafana moilonga, ode mu lombwela kutya oitukulwa i li pi po u na okulonga omolwetaloshiivo la twikilafana ile oikwashike u na okutala ngee to yandje oshinyangadalwa shetaloshiivo la twikilafana?

**Omupulwa:** Eehe, ou na ngo okulikolelela kwaasho wa tulilwa po ongo guidelines yoye, nee natango, pamwe epulo olo onda fa inandi uda ko kashona.

**Omupuli:** Ngaashi wa tumbula kutya eeguidelines edi mu na omufindalongo, okokutya nee omufindalongo oo mu na kutya oinyangadalwa i li pi po mu na okuyandja kovalongwa yetaloshiivo la twikilafana? Omu na oshinima shi li ngaho?

**Omupulwa:** Ehehe! Osho opo ngoo shi li, okutya ashike ndi shi pataloshiivo ou na *okuninga oinima ihapu ihapu*, ove to tale nee eshi nee *to ka kufa oitwa yetaloshiivo la twikilafana, oho tale ngaa apa ounona va ninga nawa*. Efimbo limwe omunhu ina ninga ngoo nawa, pamwe okokulesha nande, ohikando shotete okwa lesa nawa, oshikando oshitivali ina lesa nawa, oshititatu oku li ngoo pokati, nena oho *ka kufa po nee oitwa ei ya fa i li xwepo oyo...*

**Omupuli:** Ngaho osha hala nee kutya kape na naanaa kutya oinyangadalwa yetaloshiivo la twikilafana nashi kale onhumba ile ongadi?

**Omupulwa:** Iyaa! Ngaashi pamufindalongo, ope na ngaa kutya ngee okupopya eemhata nande okuli ile oinyandwa, otwa wilikwa ngaa ngaho ile omahokololo, ehokololo *inali longekidwa ile ehokololo le li longekidilwa.*

**Omupuli:** Eshi nee wa tala, mbela ngaashi nee omufindalongo, otau ku kwafele ngoo okuuda ko nokutula moilonga etaloshiivo la twikilafana? Omu na ngoo ouyelele we ku kwafela ove mwene ongomulongi?

**Omupulwa:** Ohandi ti owa kwafela nge lela shaashi, eshi omulongwa nde mu pa oshinyangadalwa shaye osho nde mu pa ame ohandi tale ngee okuudite ko tuu shili, ndee ngeno okwa li hamufindalongo tau ti, tala eudeko lokaana mokupopya ka manguluka, mokulongifa elaka nawa, ngeno otashi dulika ashike ndi kale nda pwilikina kutya omunhu ota popi nawa ndee inandi shikula kutya oupunaitya omunhu ote u longifa nawa mehokololo. Ondi wete ngo kutya omufindahongo owa kwafela nge.

**Omupuli:** Omufindahongo nee, kakele komufindahongo ope na vali odokumente imwe yonhumba ove hoi longifa pofikola yeni ongomulongi kombinga yetaloshiivo la twikilafana?

**Omupulwa:** Onda fa inandi koneka naanaa. Nge ope na sha pamwe otashi dulika ngaa pa kale pe na sha pamwe oupe ngoo wongudu.

**Omupuli:** Momufindalongo nee omo omu na kutya oto yandje oilonga ingapi?

**Omupulwa:** Aaye ngaashi ashike nda popya nale kutya oto dulu okuyandja oilonga ihapu ngaashi to dulu, kape na naanaa ongaba.

**Omupuli:** Ope na ngaa peemhito dimwe hamu dulu okutukulilafana ouyelele u na sha netaloshiivo la twikilafana novalongi vakweni pofikola ile pamwe pofikola yopoushiinda?

- Omupulwa:** Aaye! Ngaashi paife ope na nee eekluster, otwe ke li hanga mokluster center ofye ashike tu na eendodo dopedu 8-10, eedodo edi 8-10 otu na ngaa okluster, omo hatu shakene nokukundafana.
- Omupuli:** Ohamu dulu ngoo ile ndi tye omwa kundafana sha ngoo sha pamba etaloshiivo la twikilafana lela lela fiyo opapa?
- Omupulwa:** Aaye, inatu kundafana, fiyo opapa inatu kuma sha naanaa sha pamba etaloshiivo la twikilafana, shaashi luhapu ngee hatu shakene ohatu kala ashike twa shakena moinima ei yomakonakono, kutya ohatu va tele ngahelipi nosho nosho ngaho
- Omupuli:** Onda hala vali u lombwle nge oshinyangadalwa shimwe sholudi limwe we shi yandja kovalongwa voye neudo, nelalakano ola li la shike?
- Omupulwa:** Aaye pakunyola, okwa li ngoo nda popya kutya otwa nyola engongo, fyee vene otwa nyola ngo nomatotwahokololo neenhumwafo. Po pakupopya natango otwa popya , pakulesha natango otwa lesa. Hatu ningi yo natango okutala ngoo okaana ngeenge oke udite elaka. Ngaashi petameko lela penya okwa li ngoo twe li honga oupunaitya. Handi yandye nee edeulo lomayeletumbulo
- Omupuli:** Elalakano ngaho ola li lashike, nowa li wa hala naanaa okuuda shike?
- Omupulwa:** ((mh))! Okutala ngoo omunhu ngeenge okuudite ko elaka nota dulu tuu oku ke li longifa, shaashi ope na oupunaitya omunhu to ti oku u udite ko, ndee nge tashi keya pokutula moilonga, nande okuli nda dini okutumbula eshi to ke mu shangifa omayeletumbulo noipopiwamaye, onelalakano eshi ta ka shanga etotwahepu a dule oku a longifa. Aaye ounona fiyo opapa ove na nga eudeko melaka ile aaye fiyo opapa mboli inandi hanga oshilalakanenwa shange. Ashike ame onda mona ngoo kutya ove na ngaa eudeko melaka, shaashi vahapu eshi tava ka shanga ove na ngaa omayeletumbulo. Eshi natango to ke va pa omahokololo avo va popye

komesho otava longifa natango omayeletumbulo. Po opo nee opo to ti owa hanga elalakano loye shaashi ounona ove shii elaka nove shii oku li longifa.

**Omupuli:** Mbela ohandi dulu okumona oshinyangadalwa osho shi na sha nomayeletumbulo?

**Omupulwa:** Ehehe oto dulu oku shi mona shaashi oshi li moifo younona.

**Omupuli:** Oshinyangadalwa osho owa li we shi konakona ngahelipi?

**Omupulwa:** Oto tale *eudeko lokaana*, *eyeletumbulo* keshe okwa li nde li pa oitwa ivali, nopo nee opo to tale ou a ninga sha fa xwepo, oku na ngoo oshitwa shimwe ndee ou a nyamukula lela nawa etumbulo li uditike lela nawa oku na ngoo oitwa ivali.

**Omupuli:** Iyaa, paife ngaha, ngeeng owa konakona nee ngaho, petameko penya mbela omwe shi longekida ngahelipi? Owe shi longekida oove auke ile onovalongwa ile ovalongwa ova ka shiiva ngahelipi kutya oto ka konakona eshi naashi moshinyolwa shavo?

**Omupulwa:** Onda li nde shi longekida ngoo aame andike, okutya ashike oto shi yandje konima wa longa, iyaa omunhu owe mu longa kutya eyeletumbulo oshike, opo aha ka kufe omayeletumbulo ngaashi e a udite. Oshihopaenenwa eengeda da nyengele, okwa fa e wete enyengele loovene. Hano oto mu longo ndee ta udu ko, opo nee eshi to ke mu pa omayeletumbulo amwe e lili ota dulu okudiladila moule kutya eshi tashi popiwa okwa tiwa eyele, etumbulo lili payele. Iyaa naashi toke mu tala oku shii nale kutya oto ke mu konakona keudeko lomoule keyetumbulo olo.

Osho yo edeulo limwe loityadina twa ningile kutya ngee we mu pe okatendo, nena oku shii nale kutya eshi e na okuwapaleka omo oityadina shaashi oyo hatu ... twe li pyakidila nayo pefimbo opo.

**Omupuli:** Epulo likwao natango oli li ngoo opo kutya owa ti owe shi longekida ove auke, ovalongwa voo ova ka shiiva ashike kutya mboli muhongi okwa li ta tale onhumba nongadi, ile pamwe owe va londwela ngaa?

**Omupulwa:** Aaye ova kala ve shi shii ngo okudja petameko, kutya ohatu ka ningeni shonhumba, ito fikile ashike to yandje oilonga ngahenya omunhu ehe shii kutya oshike sha teelwa kuye.

**Omupuli:** Owa li mbela wa shanga poima okulidimbulukifa, opo eshi to ka tala, *eecriteria* odo, odo to ka longifa ile owa kala naanaa we di ninga ngahelipi?

**Omupulwa:** Ngaashi etalo loishangomwa, osheshi ngeenge ohatu popi nande onhumwafo ope na ngoo oininma oyo tai ku kwafa oko to ka tala ngaashi *eendjukifi mbali* ngaashi we ka longa, onhumwafo oya pumbwa okukala i na oshipalanyolo nopexulilo oi na edina liyadi, navo vene ove shi shii kutya nghee handi ka shanga onhumwafo yange oi na okukala i na oitukulwa inya itatu nda longwa noshikalimo. Ya shangwa momukalo weenhumwafo dopambelelewa.

**Omupuli:** Epulo likwao oli li nga pokukonakona opo, nge wa mane okutala oifo yovahongwa, ofeedback oho i yandje ngahelipi?

**Omupulwa:** Ofeedback alushe ohandi i yandje nge .. nghi hole naanaa okuyandja oifo, alushe eshi handi tukula oifo, ndee ngeno handi ke va hanga vali fiku limwe. Ondi hole ashike eshi handi v ape oifo yavo, ondi na nale apa nda didilika kutya ava ve na oupyakadi oolyelye lelalela, unene oolyelye moshishangomwa shavo. Ovo ohandi vapukulula ndee hansi mu u likile lela tutya apa naapa ngeno nandi tye nokuli otwa shangele nale, ndee epuko linya te li endulula, oo ondi na oku mu ifana. Iyaa osho nee osho, shaashi ihava kala unene vahapu ngeno shi kale ve na oupyakadi kutya otundi otai dulu okuka pwa ko ino mana. Efimbo li fike apa ava ve na



oupyakadi ou na okukala we va mana nopo nee to ka ninga ogeneral comment yovanhu aveshe kutya eshi naashi osha fa unene osho shi na oupyakadi.

**Omupuli:** Pawino woye, eshi wa tala okuya ndja ofeedback momukalo oo ohaku va kwafele ngahelipi.

**Omupulwa:** Omukalo ou woku ifana omunhu pohaulwaye ohandi mono hau kwafa, shaashi luhapu nge to popi ashike *onda hala*, a hamangelwe vali kumwe luhapu naau he shi mangele kumwe okwa fa ashike ehe ku udite. Ndee nge ou li poshifo shaye to ti kutya tala *onda hala* apa oye ou nda tenda apa natango oye ou naapa oye ou tashi ti ou na oupyakadi wa fikama pu *onda hala* apa, Osho ohashi kwafa nokaana ohaka shendje lelalela.

Osho to mu lombwela kokanya ohashi shiiva nee we shi shanga poima pamwe pelili ile oho mu lombwele ashike kokanya ndee opuwo?

**Omupulwa:** Nomoshifo shaye ou na okutula mo okomeenda po opo nee opo nda dja nda mona kutya oku ifana noku mu lombwela kokanya ohashi kwafa. Shaashi luhapu oto hange a endulula omapuko a li e a ninga nale ndee moshifo owa li wa shanga mo lungameni oikwatakanifiningi. Ohashi dulika nee u tye lungameni oikwatakanifiningi ndee mboli omunhu kei shii. Opo nee opo to mu lombwele kutya wani, *inamu*, *itava*, *otamu*, oyo oikwatakanifiningi yomupersona omolwaashi ou na ashike oku i shangela kumwe ngaashi ngaha.

**Omupuli:** Mbela natango oto kwafa nge ndi uye ndi ninge eekopi moifo yovalongwa voye unene nda tala keekomenda doye oko?

**Omupulwa:** Osho otashi shiiva, otashi shiiva lelalela. Ota pe ya nee ngaashi ou wete eshi handi ku lombwele kutya oku ifana okuwa efimbo limwe omunhu owe mu shanga “*owa shanga nouhasha*” ndee natango eshi ngo ta ka

shanga ota ti ashike nghwanyu nghwanyu osha yela kutya penya ka leshele po pee.

**Omupuli:** Mokukonakona kwoye nee ngaho nokupopya novalongwa koomwe ngaashi we shi tumbula, pashiiwo loye owa didilika mbela mokati kovalongwa mu na eeslow learners (ovakendabali), ovalongwa ovo hava nyengwa okulundulula nonade ova popiwe navo, na oho va kwafele vali ngahelipi opo u kwafe eeslow learners.

**Omupulwa:** Onda fa nga inandi didilika naanaa nawa konima yomapukululo omulongwa haka endulula vali. Opo onda mona kutya osha kwafa nge lela shaashi oto ka hanga ina endulula mo vali mepuko.

**Omupuli:** Epulo la shikula ko olo kutya shaa wa mane okutala oitwa oyo oho i didilike, omolwashike mbela?

**Omupulwa:** Oitwa ei ou na ngo okukala ho i didilike shaashi ngeenge ngeno iho didilike otape ya *uha ka mone kutya owa fikama peni, nokaana keshe okafikama peni*. Otashi dulika ashike u li mone u li kuAuguste, okaana uhe shii naanaa apa ka fikama ove ou li nale kekonaakono. Ofimbo ngee oho i didilike eshi to ka tula kumwe ngahenya oto dulu ngoo.... shaashi ou na ngoo okukala ho ende to tale oto dulu okudilika noupu ou e na lela ounghundi, ove to popi nee naye natango. Osheshi ngaashi mokupopya omunhu ota dulu ashike a tye kandi na po ehokololo.

**Omupuli:** Okudidilika oitwa yovalongwa, hano okutala naana shike, okutala kutya ovahongwa ova mona oitwa i fike peni, hano elalakano lokudidilika oitwa yovalongwa hano olashike naanaa?

**Omupulwa:** Iyaa ndishi ngee to longo ou na ngo omalakano oo hatu ifana *aims and objectives* u na ngo oshilalakanenwa shoye. *Nokaana opo u mone kutya oka uda ko ongenge we ka pa oshinyangadalwa shonhumba ndee ta ke shi ningi shi ningwe nopo nee to dulu u kale u wete kutya iyaa, onda hanga oshilalakanenwa shange. Iyaa okudidilika oku okwa faafana ashike*

naako. Opo ashike u mone kutya *okaana oke u dite ko eshi ka teelelwa ka ninge nge iho didilike* kashi lidule ino fa wa ..... ito shiiva noxo ngeenge okaana oke udite koo vali oitwa ei ngaashi kOndodo 10, *ohai kwafa shaashi oyokaana taka ende ngo nayo ndee tai ke ka yambula yo komesho.*

**Omupuli:** Ove mwenemwene ongomulongi oCA ou i udite ko ngahelipi?

**Omupulwa:** Oh! Aye wani! (after a long time) CA ame mwene ohandi i ifana mbela odibo *yokulikolelela* ndee ngee *inai kola* naku likolelela ko *ota punduka*. Osho ndi i udite ko ngaho, hano kutya oCA otai kwafa okaana tai ka kwafa ka ude ko eembinga adishe do panhe enyapilaka nhee adishe de li xwapo. Tai ka kwafa natango shaasshi oshiima eshi taka ningi pakupopya, osha dja mwaashi ka leshe nande okuli ndee taka dulu ke ke shi ninge kuko vene, okupopya okupwilikina nokuuda ko nawa oshiima. Eshi take ke shi ningi koovene nena otashi findile mo eudafano nopo take ke shi pulwa nande okuli ke konakono. Ondi udite kutya osha fa ngeno loo oko take likolele.

**Omupuli:** Omulongi ove mwene oto mono shike metaloshiivo la twikilafana?

**Omupulwa:** Ota mono ashike efindano olo ye kwa li ta lalakanene:

**Omupuli:** Ngaali?

**Omupulwa:** *ngeenge okaana oka hanga oitwa i li nawa moCA nena osha yela kutya omuhongi okwa hanga oshilalakanenwa shaye. Ngeenge okaana ka ke udite ko osha yela kutya nomulongi ina hanga oshilalakanenwa shaye kombinga yomulongi otashi ulike ashike efindano laye ile okuhafindana kwaye.*

**Omupuli:** ove mwene eshi ngoo we litala ove mwene ongomuhongi ou udite ngoo wa homatekwa mokuungaunga netaloshiivo la twililafana?

**Omupulwa:** Ehee! Ondi udite lela ngaho osho osho ndi udite lela osho. Kombinga imwe natango omunhu oho dulu yo okukala ngo u udite shi hafifa, oshinima shoovene oshi hafifa. Osha fa tashi te po noudja sho osha fa tashi kupe nomukumo. Shaashi eshi wa pwilikina ounona ohashi dulika eshi wa li wa teelega ounona va ninge hasho tava ka ninge. Ngaashi nge tashi ya pinyandwa ounona otava nyande oinima ei naave ngeno ino i diladila ashike nande.

**Omupuli:** Owa mona edeulo mokuungaunga netaloshiivo la twikilafana? Nola ningwa ngahelipi nomoikwashike?

**Omupulwa:** Edeulo lOndodo 10 onda fa nda li inaandi ongala, shaashi ame inandi kala nee ndishi handi longo ondodo oyo. Ashike oshinima onde shi kuma ngaa efimbo eli omufindalongo tau talululwa onde shi kuma nga meeworkshop naashi to ningi ou wete nga kutya oto ningi ngo u na ounongo we li kolela kwaashi kwa li wa hongwa po.

**Omupuli:** Eshi paife u li ngaho ou udite mbela kutya owa fa wa pumbwa shike shi na sha netulomoilonga loCA? Ou udite openi naanaa pa pumbwa ekwafo kombinga yoye mokulonga kwoye.

**Omupulwa:** inandi mona oupyakadi mo CA ame.

**Omupuli:** Epulo la shikula ko onda li nda hala okupula oupyakadi we u sha keneka kombinga yetaloshiivo la twikilafana. Nde nge ino shakeneka oupyakadi nena.....

**Omupulwa:** Poovene ihapa kala naanaa pe na omaupyakadi kaya, shapo ounona ashike oohandimwe, ngaashi ngoo nda popya petameko kutya otashi dulika okaana u ka popye to ti nena otu neni ndishii okupopya, ngaashi nde mu lombela nale kutya mongula otundi yokupopya keshe umwe.

## Tuna

**Omupuli:** Epulo lotete onda hala u hokololele nge oshinyangadalwa we shi ninga, nelalakano loCA (etaloshiivo la twikilafana) modula ei, kutya nee omoterm (moshikako) shotete ile moshikako eshi, nomolwashike?

**Omupulwa:** Iyaa, otwe lilonga okungonga, engongo loshinyolwa, loshileshwa, omo ovahongwa nde va pa oshileshwa, hatu shi leshe atushe. Handi yandje oshiholelwa nghee shi na okungongwa. Opo nee konima nde va pa oshinyangadalwa, onde va pa oshileshwa, omo ve na ku shi ninga nelalakano opo ndi kufe mo oitwa yokomudo. Nde i va pa, ove shi endifa nawa shaashi ova nyamukula omapulo enya ena, kutya ngeenge hatu ngongo oshileshwa otu na lela kutala koshike, ashike okwa li ve shi endifa lela nawa. Okwa li ngoo va mona oitwa lela i li nawa.

**Omupuli:** Eshi mwa longekida ngaho, oshinyolwa owe va lombwela kutya eshi to ke shi tala oto tale koshike?

**Omupulwa:** Eehe, unene luhapu osho ohandi shi ningi unene moinyangadalwa oyo ngeenge handi yandje. Kutya unene otu na kutala *komutungilo* ndee hatu ya nee *metwalemo* laye, *moshikalimo* osho yo *kelaka* ndee *nexulifo*.

**Omupuli:** Ou na sha sha shangwa shi na sha noshinyolwa osho kutya oshinyolwa shoovene osheshi nda li nde va pa nepulo oleli naasho handi ka tala osheshi, ou shi na pamwe sha shangwa ngo?

**Omupulwa:** Palongekido ngeno?

**Omupuli:** Eehe!

**Omupulwa:** Itandi dimbulukwa tuu itandi dimbuluka kaya, hashi dulika ndi shi na mofaila yange, ashike efimbo lopaife itandi dimbulukwa kaya. Shaashi

noinima aishe, eshi ngo nda longa, nda yandja oi na oku nde i shanga okutya ashike luhapu ngeenge handi longo ondi na okutala kutya omalalakano aa twa hala okuhanga oe li pipo.

**Omupuli:** Iyaa, oto ka talela nge mo ngo, pamwe omu na sha ngoo. Onda li nee natango nda hala u lombwele nge nee kutya, eshi ho yandje oilonga ei i na sha netaloshiivo la twikilafana omu na po omifindalandu donhumba tadi mu ulikile kutya omu na okulonga netaloshiivo la twikilafana ngahelipi, pofikola?

**Omupulwa:** Eehe otu na, eehe otu na lela lela, odo tadi tu wilike kutya oCA ou na okulonga nao ngahelipi? Otu na lela omilandu odo.

**Omupuli:** Ou di na mbela mofaila?

**Omupulwa:** Eehe, ondi di na.

**Omupuli:** Iyaa, do nee omilandu odo, eshi we di tala naashi wa enda momudo, ode ku kwafela ngahelipi, kombinga yokulonga netaloshiivo la twikilafana?

**Omupulwa:** Doovene kadi na naanaa oudjuu wa sha, oda kwafela nge ashike lela nawa, nonande ndi na nee ounona shili ve li ovanalema, inandi hanga naanaa ngeno ndi na oudjuu wa sha. Shaashi konyala elaka eshi tali longwa ole li fa ashike. Ashike onda fa nde shi mona vali shipu natango nge ounona ve na okulongwa, mo noxo noitya imwe konyala ngee we va pa sha ohai kala iwa. Tashi ti konyala inandi hanga mo naanaa oudjuu wa sha, handi dulu ku u dimbulukwa ngeno kutya apa opa pumbwa ku lundululwa ngeno ile ongahelipi.

**Omupuli:** Iyaa, okay, ngaashi naana shilombolwa ho longo novalongwa voye ovo (ovapofi) ngaashi nee ngeno nande okuli kutya owe va pa engongo, maar ou shii kutya oto ka tala kwaashi naashi. Oho va lombwele ashike mokanya ile, shaashi ove ino fa naanaa ava hatu shange koshipelende kutya paife ohandi tale koshike? Oho kala wa longekida po oumbapila.

Ohava shiiva naanaa ngahelipi kutya moshinyolwa shonhumba oto ka tala shike?

**Omupuli:** Iyaa, luhapu ohandi va shangele eembapila. Handi shange ombapila tai i meendanda davo, voo tava lesa. Shaashi oho ningile kutya ngeenge itava shange efimbo olo motundi efimbo eli tava ka shanga otashi dulika va kale va dimbwa ndee kave wetete nande kutya hano ongahelipi, ile a we mo nande okuli ndee tai i kondje yoshipalanyole. Luhapu ohandi kala ngo nde va shangela eembapila, odo natango have di pungula meefaila davo, naadinya domahokolo ohave di pungula meefaila davo. Meefaila dounona delaka di li po, shaa nee we va pe eembapila odo keshe ngo oshinima tashi ningwa oho va lombwele nee tava tula meefaila, luhapu ohandi shange lela. Okuninga shapo tashi shangwa efimbo olo mongulu ndi li mo, ye apa ehe udite ta pula, ngaho opo ashike ihadi shangwa.

**Omupuli:** Ndee natango ohandi ka hala omalombelo oye oo. Onda hala omalombelo oye oo, kashiimba oto kwafa nge ngo ei i li po, meendada dovapofi, ove to kwafa nge ngoo ei yoye mwene opo ame ndi dule oku shi mona. Kakele nee ondi udite ngoo kutya lela oshiima shi na ouyele, kwaame. Kashi na mbudi osho shinyangadalwa shi li pipo ashike okokutya ndi mone omalombwelo avo a shangwa.

**Omupuli:** Oho didilike ngahelipi oinyangadalwa oyo i na sha no CA?

**Omupulwa:** Ohandi didilike ashike efimbo olo tava popi, ame handi ..... eshi ta popi ngaho ngeno nandi tye opakupopya ile nande ngeno opakushanga, ngeenge nee ngeno tashi ya pokushanga, ohandi tale kutya, ohandi pe ounona oshinima sha yukilila kutya eshi, ohandi va lombwele kutya apa ohandi kufa mo oitwa. Kwafei nge keshe umwe u shange nawa ile u shange melandulafano ngaashi handi ku lombwele. Iyaa tashi ti nghee handi yandje oshinyolwa ondi shii nale kutya omu ohandi ka kufa mo oitwa. Iyaa nopo nee ngeenge va shange, ngeenge onda mono shili kutya okwa li ndi na okukufa oitwa, *oitwa ei va mona oishona*, iyaa nena *ohandi*

*shi lundulula ashike, ohandi shi efa ashike ndee handi ka kufa oitwa koshinyangadalwa shi lilile.* Nongenge ove shi ninga ngo melandulafano, va mona ngoo itwa i li xwepo, opo nee handi i didilike, handi shange oitwa yavo oyo.

**Omupuli:** Ove ngeenge nee shilombolwa, ngaho owe va pa oinyangadalwa ndee tava mono oitwa i li pedu, kashi na nee shilonga ove oto ka kufa oitwa imwe mu shimwe, oitwa ei va mona i li pedu kwoove ohai ku longo shike?

**Omupulwa:** Ame osha longa nge kutya ovalongwa inava uda ko nawa eshi nda longa, na unene luhapu, *ondi na ku shi longulula tete* shaashi ovalongwa vetu ndishi ove na nee omambo meendanda davo. Keshe umwe, ondi na elao shaashi ove li ashike vatatu ngaashi kOndono 10. ondi na efimbo lawana ku keshe umwe, keshe umwe handi lesa mokule oshishangomwa shaye osho a shanga. Handi mu pukulula lelalela nde mu kalela handi mu lombwele kutya apa owa ninga ngaha apa owa ninga ngaha. Shamha nee nda ningi ngaho *handi pula ngeenge ope na ou ina uda ko tuu natango, handi longulula nee.* Fimbo limwe ohandi va pe shimwe ve shi ninge, fimbo limwe ohatu ningi ashike edeulo nande okoshipelende, handi shange ame hatu popi nee, kutya vakwetu out na ngo okuninga ngaha.

**Omupuli:** Iyaa, ngeenge nee we va longo ngaho, omulongwa we mu taalela mu li naye vavali oho mono elunduluko lili ngahelipi okudja opo?

**Omupulwa:** Ope na ashike lela elunduluko lakula, shaashi ngeenge mu li naye onye amuke, we mu yukilila, ngee owe mupe oshinyangadalwa shimwe shomwaayo ohe shi longo lela nawa naave u wete ashike lela kutya, ope na eyooloko okulonga ongulu aishe nongenge wa yukilila omunhu umwe. Tashi ti ohava kala lela va lundulula va ningalela nawa. Ohandi mono lela shipu, eshi to ti lesa po itale metumbulo loye omo, ou wete mo shike sha puka. Apa okwa li nee u na okuninga ngaha nongaha nongaha. Tashi ti oshiwa neenghono adishe.



**Omupuli:** Mbela elalakano olashike hali ku didilikifa oitwa?

**Omupulwa:** Oitwa ohandi i didilike nelalakano kutya, opo oshinima shotete mOshiingilsha ohatu ti nee ohandi i didilike nelaakano...kwaamemwene opo ndi mone apa handi longo nawa naapa ihandi longo nawa  
Natango oshinima oshitivali,... *Okumona elitulemo lovalongwa neudeko lavo moshilongwa kutya oveudiko shifike peni nongeenge kaveuditeko nena oshayela kutya inandi hanga natango elalakano lange loku va longa nena ond ina ashike okulundulula omukalo wange woku valonga.*

Natango onelalakano olo opo, *ndi wede oitwa opo ngo ovalongwa va mone outwa vonhumba momukokomoko wodula noitwa yo otai ka wedwa nee kwaai yekonakono laxuunina kodula eshi tashi xumifa nee elihongo lokaana pombada momukomoko wodula sho eshi osho hasheeta ovalongwa va ye mondodo ikwao ile ongahelipi.*

**Omupuli:** Paife owa pendulila nge nee epulo limwe kutya hano mboli elalakano lo CA olashike naanaa? Nomolwashike tu i na moNamibia?

**Omupulwa:** Oshiima shotete, *okutala ashike ounona. Kutya elitulemo lavo moilongwa olili ngahelipi ongovalongwa hano eilongo lavo, nokutala yo vali elitulemo lovalongi eshi hava dulu naashi itava dulu kutya ngo nee ove litulamo shifike peni nohava longo ngahelipi.*

Natango *opo ounona va kale ve na oitwa tai wana oku va twala kongudu ikwao* osho tashi u like kutya okaana momukokomoko wodula omo oka kala naanaa haka longo ngahelipi. Nongeenge okaana oko momukokomoko wodula oka kala ke li ngoo ngaho hako naanaa ke uditeko nawa, ndee mekonakono oke ya nawa osha yela okaana oko oke li moudjuu natango. Opo okaana oko ka ye kondondo oyo shaashi momukokomoko wodula omu inake shi endifa nawa. Nongeenge momukokomoko wodula omu inake shi endifa nawa nena natango otwa

teelela kutya noidjemo yako yekonakono otai ka ka la i li xwepo, koo kuwede oitwa oyo, ko ka ye komesho.

**Omupuli:** Kandi shii nee ngeenge ove owa didilika oudjuu wonhumba movalongwa voye, tau imbi u ninge etaloshiivo nawa. Oudjuu va dja nao keengudu dopedu.

**Omupulwa:** Ayee, inandi didilika sha nande shaashi ame onda dja navo kOndondo 8, 9 fiyo 10 inandi shakeneka sha naana nande.

**Omupuli:** Ove mwne oCA ou i uditile naanaa ngahelipi? Oye kukwafela ngahelipi mokulonga kwoye, eshi we i longifa?

**Omupulwa:** Ehee, ondi i uditile ashike nawa shaashi otai penge kutya apa onda longa nawa apa inandi longa nawa. Iyaa, noshiima oshitivali osheshi natango *kutya oi li nawa omolwoitwa inya hai ka wedwa kekonakono*, shaashi ngeno okwa li kashiimba ihe po, ngeno kashiimba ope na ngoo omukalo umwe ngeno kashiimba u lipo ndee omukalo oo kandi wete naanaa tau ka kala muwa shaashi oidjemo ashike yokaana yekonakono ndee kape na nee oidjemo inya yomodula. Yoovene ondi wete ngo i li nawa shaashi otai tu pe oidjemo ei yomodula kutya okwa kala naana he lixumbata ngahelipi? Naai nee yekonakono, konyala oi li ngo nawa.

**Omupuli:** Owa mona mbela omadeulo mokutula etaloshiivo la twikilafana moilonga, nowe li mona peni nola li ngahelipi?

**Omupulwa:** Mh, ndee onale nee mo-2000 ile mo-2001 twa li twa pewa ashike oshiongaleleilonga osho nghee shi na okutulwa moilonga peedula odo mbali onale.

**Omupuli:** Vo ova li nee tava ti omu na okushi tula moilonga ngahelipi?

**Omupulwa:** Iyaa okwa li ngoo ve tu lombwela kutya otu na oku shi tula moilonga twe likolelela komaunongo eli anhe oo twa pewa mokulesha, mokupopya, mokupwilikina nomokushanga.

**Omupuli:** Ova li ve mu pa po sha ngoo nande omapamufleta kutya aye shaashi omunhu ohashi shiiva u ye komadeulo ndee to di ko ngoo wa fa wa uda ko ndee konima yeedula nhatu ohashi shiiva ngoo u kale wa pumbwa okuvandamena po shiima sha shangwa.

**Omupulwa:** Okwa li ashike *twa pewa omishangwa odo di na sha noCA*, omushangwa ou umwe ashike wo owo ngo ndi na, kashiimba owo ngo u li melongifo natango shaashi inandi tambula natango umwe upe.

**Omupuli:** Ou i na mofaila?

**Omupulwa:** Ehe, nde nee okutya ashike ngeenge ohandi dimbulukwa ove tu ningila ashike oshoongiilonga paembapila doilongomwa va tale ngeenge out udite ko. Osho ashike osho.

**Omupuli:** Ko kombinga yomufindalongo, momifindalongo omu na sha shi na sha noCA, nghee i na okutulwa moilonga?

**Omupulwa:** Onda fa ashike ndi wete mo oitwa inya i li kexulilo, kutya ei oyelaka loove nee kakele ashike shapo komaunongo ane enya nda tumbula nomalalakano ao opuwo.

**Omupuli:** Iyaa, ove mwene ngee to longo noCA ongovalongi kutya ovalongi nee mofikola yeni ile ovalongi poushiinda, oho dula ngoo okukala u na oudjuu wonhumba u na sha noCA, ndee tamu popi navakweni, ile pamwe ou li ashike kwoove mwene?

**Omupulwa:** Okutya nee shaashi inandi shakeneka oudjuu, kashiimba osha eta ndi kale ngoo inandi ka pulapula vakwetu. Ndee onda mona omulongi umwe

koshitukulwa eshi, e ya ta pula nge, kashiimba ye okwa mona ngoo oudjuu washa. Afa ehe shii nawa kutya poku assessinga out na mo ndishi ounamambo, ounamambo hano ohatu assessinga ngahelipi? A fa ehe na naana eshiivo kutya ounamambo hano ohatu assessinga ngahelipi? Iyaa navakwetu ngaa peendodo dopedu.

**Omupuli:** Ove mwene ongomulongi wa tula oCA moilonga ou udite wanghonopalekwa ngahelipi?

**Omupulwa:** Iyaa, ah! Ondi wete epulo la fa lidjuu kashona, onda nghonopalekwa ngoo, nondi wete kutya ohandi dulu shaashi ndi shii eendjila kutya, ngeenge nena ohandi kufa oCA oshike ndi na okutala lela kokaana oko. Opo opo nda fa ndi wete nda nghonopalekwa ndihe na oudjuu washa. Nongee nee onda yandje oshinyangadalwa kokaana ondi shii kutya nande ngeno inandi li longekida ondi shii kutya, oshike handi kufa mokaana aka.

**Omupuli:** Ndee owa fa ngoo wa kema po ngoo kashona?

**Omupulwa:** Epulo olo ngo nda fa ndihe udite ko nawa mbela.

**Omupuli:** Shaashi ngeenge oto longo noshiima ndee owa fa ngo u wete kutya pamwe ope na ngoo oudjuu wonhumba nowongadi, owa fa ngo u udite ino nghonopalekwa ngo naanaa.

**Omupulwa:** Onda nghonopalekwa lela.

**Omupuli:** Mbela ngeenge oto litula ngo koshivixa, moCA ou li pee% efele (100%) ile ou li naana peni?

**Omupulwa:** Ondi wete ngaa kutya kashiimba ondi li ngo po 90%, 92% fiyo 95% lwaapo.

**Omupuli:** Onda hala u lombwele nge kutya echallenge ile oissue shi na sha noCA. Ope na ngo nomupopyo wokutya oitwa yoCA oya fa hai cookingwa kovalongi. Unene nge tashi ya poCA.

**Oumupulwa:** Ayee, ame ondi wete ashike hava hongo, oshiima ngoo sha dja meenghono davo, shaashi ito dulu naanaa okuyandja oitwa ngahenya momhepo, ohava longo lela.

**Omupuli:** Oto diladila naanaa paningwe shike shi dule okuwapaleka ile okuxumifa komesho oCA, etulo moilonga loCA?

**Omupulwa:** Shapo uh! Shapo pamwe aaye! Onda fa ashike handi nyengwa shapo, shaashi ngeno okwa li nda mona epuko ngeno opo handi dulu kutya apa napa wedwe eshi.

**Omupuli:** Nande ongaashi ngo wa tonga kutya koshiongaleleilonga onghée ngo we li xula ko nale nale.

**Omupulwa:** Iyaa, ayee osha pumbiwa shili ngeno keshe ngo modula ohatu pewa ngo oyoongaleleilonga oyo inasha noCA *yo ngeenge ohatu i pewa keshe kodula opo ngo hatu dulu okweeta mo omalunduluko kutya apa natu ninge ngaha.* Ohape ya ashike oshiima ashike eshi holongifa, omukalo oo holongifa ove oho li mono u li nawa, nande mboli hasho hashi longifwa kuvakweni. Vakweni ove na omadiladilo avo a yooloka, vamwe ohave shi eta nomukalo u lili, opo onawa ngeenge taku ningwa oyoongaleleilonga eshi mwa hangana ngahenya to mono mo ngo natango ounongo umwe u lili.

**Omupuli:** Ame mwene ndishi ohandi kongo ashike owino woye ongomulongi, pamwe ope na ngo oshiima shonhumba inandi shi pula, ewedelepo ngo lonhumba li na sha noCA? Shaashi ihashi shiiva u pule omapulo aeshe ngaashi mukweni te a diladila.

**Omupulwa:** Aaye! Kombinga yoCA kape na sha naanaa, shapo ohatu i nee kongulu?

**Omupuli:** Ehee, ohatu i kongulu kombinga yeetutya dOshikwanyama.  
Tangi unene.

## Twapewa

**Omupuli:** Epulo lotete onda hala ashike u lombwele nge oshinyangadalwa mwe shi ninga modula ei nosha li shashike?

**Omupulwa:** Ohatu ningi nee konyala oinyangadalwa yomaludi a yooloka i li ine, nandi kufe mo shimwe shomwaaao unene eshi tashi dana onghandangala unene, nande osha kwatela mo ikwao aishe. Shokupopya, nokupwilikina, omo ovalongwa hava kala va eta po oipopiwa yavo, ve i longekida ile tape ya omulongi a longekide oipopiwa yonhumba ndee tei va pe ve ke i longekide mefimbo lonhumba la yandjwa.

Omo nee omo twa teelega omulongwa a popye ta popi oye aeke ile tava popi ve li papando, ve li vavali. Ope na tava popi tava kundafana, tava tu eemhata tava tomhafana ile tava popi shi na sha nonghalamwenyo yefiku keshe ngaashi momidingonoko omo hatu di, vo tava dulu okuninga nande, okwa ninga ngoo nande omukulunhu nande owoshitukulwa shonhumba ile ominista yoshikondo shonhumba, ye umwe ta ningi nee e na oupyakadi wa dja movakwashiwana e ya okunyenyetela pombelewa ile poshitukulwa sha tya ngaho. Konyala osho unene hatu nyangadala ngaho, nonande oimhungu aishe ikwao otwe i kwatela mo, shaashi otu na oimhungu yopanhe, okulesha, okushanga, okupopya nokupwilikina, unene oyo hatu nyangadala neenghono adishe nge tashi ya pokupopya. Omo ovalongwa hava kala ve litula mo, voo tava yandje nee omauyelele, omo hava mono owino wokutungafana mokutomhafana mokumona nghee onghalo i li mefimbo lopaife. Onghalafano pokati komunhu nomunhu va pambafana ile inava pambafana nosho tuu.

**Omupuli:** Owa tumbula kutya ova fa hava kala unene ve li tula moshinyangadalwa shokupopya. Owa didilika mbela kutya ohava kala unene ve li tula moipopiwa i li pi po, pamwe ove na ngo omaludi onhumba?

**Omupulwa:** Ou shii nee kutya otu na oipalanyole oyo hai kala ya longekidwa naayo inai longekidwa. Konyala tuu ngeenge owe vape ve ke lilongekide ohave uya unene tave ku etele oiningwanima oyo i li meenghalamwenyo davo defiku keshe, pomidingonoko.

**Omupuli:** Sho mbela elalakano lokuyandja oipopiwa ya tya ngaho olashike naanaa?

**Omupulwa:** Elalakano loovene, ou shii kutya ovahongwa ndishi ovo oshiwana shokomesho, ngeenge hatu pwilikine paife moshiwana, out na ovaleli vopapangelo novaleli ngoo nee vomeembelewa di lili nadi lili. Tashi ti elalakano olo okulongekidila ashike ovalongwa onakwiiwa yokomongula ile tu tye yoko mesho, shaashi ovo tava ka ninga vamwe vomwaavyo, omapupi aa tu na paife, monakwiiwa eshi omapupi e li ko koipundi taa ka kala a xulifa po oilonga yao, kutya nee okwa xulifa po ehe li vali monghalamwenyo ile pamwe okwa ya moshipundi shetulumuko. Oshiwana eshi hatu longo osho twa teelega tashi ka ninga ovaleli vokomongula.

Nomolwaashi nee hatu va longekidile oipalanyole ya tya ngaho, voo va kale ngoo tava tungwa pakuyandja omayeke. A kale e shi okutomhafana kutya ngeenge okwa hangika nande omombelewa, ndee omunhu okwe ya e mu ponokele nomapulo onhumba noongadi oku na okukala e lilongekidila nale okunyamukula omunhu a tya ngaho. Osho nee hatu va tile ve kelilongekide vo vene ile tu longekide, omulongi to longekida ove mwene ove to va pe okafimbo konhumba ve ke lilongekide, va ka ende po, u tale ngoo kutya otava eta omanyamukulo a tya ngahelipi. Tashi ti elalakano kashi fi shimwe okulongekida ashike ovalongwa va kale ovaleli vawa vokomongula naana tava kala ve na hano omadiladilo taa tungu.

**Omupuli:** Oshinyangadalwa mbela osho shokupopya oho shi konakona ngahelipi?



**Omupulwa:** Mokuyandja oitwa kwaasho, shoovene oho tale kutya, omulongwa yemwene eshi ta popi, oku na tuu oitwa tai tungu, tai eta po sha, kutya oye ou ta pula sha ile oye ou ta popi. Nota ka kala tuu ta dulu okukala e lilongekida sha keshe shimwe ta dulu ku kala a nyamukula, shaashi ngeenge okwa kala nande omunabelewa, omunhu eshi te ke ya mombelewa omo, ite ya e mu pule tete kutya ohandi ke uya kwoove. Iyaa, ndee oho tale nee kutya ota dulu tuu ku kala elilongekida omunhu keshe te ya kuye te mu ponhokele nomapulo onhumba ile te mu ponokele neemumbwe donhumba te di pula poshikando opopo, ye emu nyamukule. Oho tale nee nghee ta nyamukula, nghee te lihumbatele omunhu te ya kombelewa yaye. Ile ye ou te ye mo, haaveshe tava ka ninga ovanabelewa, nghee teli humbata kutya ote lihumbata ngahelipi. Omanyamukulo aye nomapopyo aye, ota popifa tuu ile ita popifa. Ekwatafano ngoo nee loovenhe pokati kovanhu eshi tava popi. Tashi ti oyo ngo oinima ho tale mo oyo naikwao ngoo nee imwe ya wedwa po. Nelinyengo ngoo nee kutya ote linyenge ngahelipi ota popi a handuka. Ota popi nefimaneko, otashi dulika pamwe oshiningwaninma eshi a ningilwa shi mu uditife nai.

**Omupuli:** Mbela pelongekido loshinyagadalwa penya ovalongwa oho kala wa kundafan navo kombinga yoshinyangadalwa opo va shiive kutya oto ka tala shike, eshi tava popi oshike naanaa to kongo, ile ohave shi shiiva ngahelipi kutya oto kongo shike?

**Omupulwa:** Iyaa, konyala ndishi ovalongwa ohava lombwelwa nale petameko lodula manga ino tameka oku va longa oshilongwa osho to shi va fatululile tete kutya out na oshilongwa shonhumba shongadi unune elaka olo tu kwete. Ohatu li lihongo ngahelipi oitwa yoye oho i mono ngahelipi melaka la tya ngaho, oshinima tu na oku shi ninga petameko lodula manga omulongwa ina ya motundi, naashi nee to ka tameka neetundi omuhongwa oku shi nale kutya keshe mboli shimwe eshi handi ningi osha fimana. Iyaa otundi nee natango ya tya ngaho oi na eeveta dayo ile tu tye eemhango, odo ho kala nale we diva lombwela nongeenge ou wete kutya ova fa tave di dimbwa, eshi tave ya motundi omo ya tya ngaho eemhango odo owe di

shanga koshipelende. Vaha kale hano ve li motundi inave i tala ko ya fimana. Kutya ova va tava pwilikine, ile ovava tava popi, hano va kale va yandja efimano kotundi ya tya ngaho. Ye a kale eshi kutya eshi to tale owe mu lombwela nale kutya, ehlokepo loye, okudjala kwoye, omapopyo oye nosho tuu. Oshiima nale we shi popya ketameko lodula kwinya oho ende ngoo nee to dimbulukifa mo. Okutumbula kwoye kwoitya nosho tuu, nomalinyengo oye.

**Omupuli:** okokutya nee fiku olo to yandje oshinyangadalwa oho tofa mo nee imwe ei wa popile nale?

**Omupulwa:** Ehee, oho dimbulukifa ashike kutya ou shii tuu emhango detu edi dokupopya nokupwilikina. To dulu oku i nyola ona ka....., natu tye nande eembapila lonhumba we li nyola nale petameko ndishi to tula kekuma ile wa nyola ashike emhango odo koshipelende okudimbulukifa osho wa ninga nale petameko. A kale edi lilongekida opo a mone mo sha, ngaashi handi ti kutya oyo hava kala unene tava tyapula ve li tula mo oyo hava mono oitwa neeenghono shidule mokushanga nokulesha, shaashi omu ota longifa ashike omupopyo ndishii.

Omo hava ningi nawa shi duliife eshi ta tula pombapila teshi diladila shaashi ohava kala tashi ti ve lilongekida. Iyaa, nongeenge ine li longekida nee, a ikilile nale eshi kwa li heli longekida paife oha kala e li e na onhapo moku eta po omadiladilo. Osho oshiima osho, sho osho e li longekidila ngaashi nee vamwe vahapu nokuli muvo paife ohatu udu nee, ngaashi meeradio eengula dinene alushe oto pwilikine ovaleli voshiwana voitukulwa ya yooloka nghee tava popi. Tava hepenene nee vo eshi hava kala tava popi, tashi ti osha fa hashi va pe ngaa omaityo mawa okutomhafana nokukwatafana motundi ya tya ngaha.

**Omupuli:** Paife, owa tumbula nee kutya mokupopya omo unene hava ningi nawa. Mbela ove eshi to yelekanifa okupopya noshinyangadalwa shimwe sha shangwa, omaunghundi mokushanga ohaa kala unene naanaa peni?

**Omupulwa:** Omaunghundi mokushanga ngaashi mounona vamwe ngaashi ngoo nee otu na ngo nee shili Oshikwanyama, oshilongwa shelaka lOshikwanyama. Omaunghundi amwe ohaa di apa, okushanga oitwa, elaka li na oitya yamo i li melaka omo. Ndee ohashi dulika nee pa kale pe na ounghundi okaana ngeenge ka kefi okapopi kelaka latya ngaho. Okadja nande okouninginino ile pamwe okangandjera. Iyaa eshi taka ka tula pombapila, shihe fi elaka lako eli kanyama, itashi fe eshi taka popi shaashi Oshikwanyama ongaashi ashike hatu popi nande elaka lOshingilisha shaashi oli li olo li li tali dana onghandangala moshilongo, natu tye nee pofikola pamwe ope na nande ounona vahapu voukwanyama, tashi dulika ka popye Oshikwanyama ile mongudu omu na ashike nande ovangandjera novakwambi ve li vangapi ngapi ndee omuvalu ou muhapu ovakwanyama. Tashi dulika ka kwate oitya yOshikwanyama ndee taka dulu oku i popya ashike okushanga ke i tule pombapila, ongelaka lako ya shangwa ya tova otashi ka kala shi limbilika. Olutivali owa etwa kounona vehe shii oitya, eendada ashike ngaashi tu na eendanda eenghwanhatu neengwanhee. Hano eendada da tya ngaho tadi dulu okutunga oshitya ndee tashi kala shi na elityo.

Ounona va tya ngaho ohava nyengwa keendada odo. Shaashi vamwe kave shii nee ovapopi velaka olo, vamwe ovapopi velaka olo, ndee eshi va dja peedula domilongo omuwoi nasha nge itai puka opa li pe na omulandu wa li we ya po tau popi kutya okaana itaka imbwa ka ye komesho, molwaashi kehe shii kulesha ile kehe shii kushanga. Okaana itaku ti ashike eshi kehe shii kushanga ile kehe shii kulesha opuwo onghalamwenyo yako oya xula osho, oke na eshi ke shii. Ke shii nande okufaneka, ke shii nande okuninga shikesho. *Oshininma nee shi li ngaho nee omulandu oo wa li wa etwa ngoo meedula domilongo omuwoi na sha, eshi oshilongo opo sha manguluka, owa fa wa ninga ounona vetu omatepi, va ningwa ashike inda komesho omolweedula doye ile omolweeshiivo loye lonhumba nolongadi nande ku shii kulesha ile kushanga shaashi ou shii po shimwe.*

Onghee nee va enda nee tava undulwa va yuka nee komesho omolweedula davo. *Paife endangalati ohali ka kala nee meendondo odo ngaashi onhimulongo, oyo ya talika omesho manene, unene kouministeli wetu welongo shaashi omo mu na endangalati a pumbwa oku li nuka, ye ina ika shito okunuka. Ohe lindwangula ashike mendangalati omo. Osho osho sha eta, natu tye ashike apa okwa dja po ina pya nawa, oshidjuu nee u mu pife, oshifima ngeenge owe shi teleka etepi, nande ou shi shune vali mombiya itashi pi vali. Ondi wete kutya ounghundi opo wa dja po.*

**Omupuli:** Mbela nge mwa didilike nee kutya okaana oke na ounghundi wa tya ngaho wa etwa kokuundulwa, ohamu ningi po shike nee. Ove omulongi oo to ka longo odula oyo naaku ka dja? Ope na ngo ekwafelo lonhumba hali ningwa li kwafele okaana oko ke na oughundi wonhumba?

**Omupulwa:** Nandi tye nee ounghundi wa tya ngaho, oku tya nghi wete naana ngeenge oto mono ko ekwafo, shaashi ngeenge omunhu ndishi okwa manguluka a dja modolongo, iho dulu vali u mu shune mo, okwe ya nale a mangwa, ove oove nee ho kendabala omunhu a tya ngaho u mu mangulule, u mu kitakanunune omadita aye aeshe oo. *Oho tale nee nomukalo wonhumba oo to mu eta kondjila nande a ninga nale etepi.*

Ku na ku mu eta kondjila a yukile ko vali kaya. Oho longifa nee omukalo ngaashi oo hatu ti oleshela, to kongo oitya yonhumba ya fa i djuu tai kwafele ava ve shi wete nawa, vo ava vanghundi ove to tale nee kutya onomukalo u li pi po. Oitya oyo oho tameke nee to popi, ove to ti nava kufe oifo yavo oyo yokushanga kwatwikilafana. Oho popi ashike kutya ohatu ka nyola oleshela, nelalakano u tale ounona ngehe tava nyola elaka. Iyaa noku va longa ngo nee shili shaashi otundi yoovene yoshiwambo, otundu ixupi lela ominute omilongo nhee, ove owa pumbwa u longi to kwatele mo oimungu aishe i li ine.

*Na ngeenge mefiku ou na mo ashike ominute omilongo nhee, nena ito u hala wa dukumanena ovanhu ovo. Ou na mo nee otundi yoleshela yoku*

va duda mo nee kutya va shiive okushanga outya. Ove oho nyola nee oleshela koshipelende, to leshe nee oitya oyo wa longekida pokambapila koye, vo tava shange nee moifo yavo.

Oitya yeenghwa mbali, neenghwanhatu neenghwanhee. Vo tava nyola nee ngaashi vei udite ko ile owino wavo ngaashi ve shii, paife oitya nee ya tya ngaho, opo nee a didilike epuko laye, ove ongomulongi haave u na okwiitala, shaashi ngeenge owe i tale shaashi nena ita dimbuluka sha. Oho ti nee motundi, nava pingafanife oifo yavo, ove oto tameke nee osho to va pula. E ee, oshitya eshi kwa tiwa onyoolola ohashi shangwa ngahelipi? Tava i mo nee, ove oto nyola nee koshipelende vo tava tale. Ou nee a eta mo ngaho mu pa nee ongobe nokapena koye kekala. Oto kendabala nee.

**Omupuli:** Ngeenge nee owa kendabala ngaho, ongudu aishe, ndee natango owa didilika kutya omwa fyaala vavali vatatu ovo vavali vatatu oho va kwafele ngahelipi?

**Omupulwa:** Ovo nee vavali vatatu ovo, natu tye nee ngaashi nee moku.....  
otu na okushanga kwa twikilafana, unene konyala omo hatu mono epuko la tya ngaho, omahokololo neenhumwafo.  
Iyaa, ohashi dulika nee u mu ifane u wete ngo kutya nhumba ou oku na unene ounghundi ou. Ove oto mu ifana, to kundafana naye, kutya nee eshi wa nyola ngaha, nonande ihatu mono naanaa ekandulepo lomukundu, shaashi shoshili omalaka etu omowambo kae na oitya i na eendada da fa faafana.

Wo nee oupyakadi wetu okaana ohake ya ashike ka fikole nande omondodo yonhumba, ke ya ka kula nale, ka li haka ningi nande Oshindonga, oku ka li. Eendanda dOshindonga ile dOshikwanyama, oke ya ashike ka nhukile nande omondodo onhimulongo pombada, ile mondodo onhimuwoi. Tashi ti oshidjuu u mu udife ko, nonande to kendabala ngoo.

Ohava ningi ngoo nonande hasho naanaa. Oto mu pukulula ngaa a kwata po eshi a kwata po, ove naave ominute kwinya otadi i ngoo ito kala ashike wa tala movanhu vamwe aveke vavali vatatu. Shaashi naave oto shingwa kefimbo nokuwanifa oinakuwanifwa, sho osho nee ho hange u na nande, natu tye ashike u na nande, ofooloma yokuyadeka oitwa yomomukokomoko womudo, oyo hatu ti oCASS mark i li ashike membo, ndee ino tapela mo, shaashi oho kala ashike we lipyakidila navo kwi, eshi nee tashi ke ya pekonakono penya, ovanhu taku ti nadi uye opo nee to ti eteni oifo yeni aische. To li tula modolongo ove mwene nokuaydifa mo, *tashi ti efimbo olo ihatu mono.*

*Ominute omilongo nhee kadi fi sha, u kale u mone ounona ve li omilongo nhe nasha, mo otashi dulika mu na nande ounona omulongo ve na ounghundi, wa tya ngaho womalaka a yoolokafana.* Oho kendabala ngoo nee kutya aaye ngaha, ohashi dulika tu shi ninge manga ngaha, a koneka a koneka. Shaashi noxo ounona ove li paendodo dokutambula. Ope na ava hava tambula nawa meendelelo ngaashi ashike eshito la shita, ope na ovakendabali po ope na nee ava ve li pokati. *Tashi ti ou na ngoo okutala kutya okaana aka oke li peni. Ove to ka pe ekwafo nee, ngeenge la mena, ngee inali mena wa twikila wa ya komesho.*

**Omupuli:** Okokutya nee ngee nee to tape oitwa ngaho, ohashi dulika ngo u hange mo ovalongwa ve na oifo ya kana ile oitwa ya ninga ngo ngahenya. Ngeenge nee wa hange mo ovalongwa vehe na oifo noitwa yavo ya kana?

**Omupulwa:** Oitwa inai tapwa mo osho oshihapu. Shaashi ounona konyala elaka loshiwambo inave li hala, otave li lihonge ashike olukumwa shaashi la tulwa mo, ngeno okwa li haku ningwa ehoololo pe na eembapila taku ti ovanafikola nava hoolole ngeno ohatu ke lihanga tu li po hautuka, ovanhu inava, hoolola elaka loshiwambo yo oitwa ohai kala ngoo nee inai uya, umwe ta kala ina shanga nonande ove motundi ou li mo ngoo to ti na shange. Ota kendabala ashike nokuli nokutya aaye nghi na pena.

Okutya ashike ohatu kala nokufindila kutya eta oshifo shoye sho osho nee hashi ke tu ningifa to shongola nokuyadifa oitwa, inya shaashi oto kondjo ashike nomunhu ile to kondjo navo aveshe *inava hala okuninga sha*. Ile to dulu okuya kotundi, oku wete kutya oshiwambo tashi ya ko oto hange oipundi imwe tai ti etelela. Efimbo olo mangha to pula kutya vamwe ove li peni ito kendabala nokukala to kongo konima yomakuma, molwaashi motundi muhe na oonhumba noongadi ngeenge owe ke mu konga ndee mboli okwa hondama nande omokandjuwo ito mane po efimbo okukonga, oho ningi ashike kutya, to lesha mo kutya nhumba pedina loye ope na okamufinda.

**Omupuli:** Paife nee eshi hatu popi oCA, omu na nee ouyelele (guidelines) we mu pa ngoo ouyelele kutya oCA nai ningwe ngahelipi?

**Omupulwa:** *Eehe, ouyelele woovene opo u li lela. Okwa li ngo twe u mona komahongo oukumwe oo haa kala kOngwediva, nande pa pita nee efimbo lile. Okwa li ngo twa ninga kutya oimhungu oya ndjadjukunurwa ngahelipi mokuyandja oitwa yayo. Nonande eembapila doovene kape na sha nande. Opo ngo kwali di li ndee kadi po naanaa da longekidwa ou shi kwete shi li mouluvi woye kutya, apa moshimhungu, eshi ope na oipalanyole ei naai yoitwa i li ingapi. Moshimhungu shokushanga nokulesha omu na oipalanyole, shounamambo ile oipalanyole yakwalukeshe.*

Oitwa omilongo mbali yakwalukeshe noitwa i li omulongo mounambo. Okaleshwa hano ka dja mounamambo po ope na okaleshwa konghalamwenyo yefiku keshe. Tashi ti oshiima nale shi li mwoove we shi tula ngoo pembo loye li li pee kutya nee mwinya omwashike. *Shaashi omifindahongo okwa li ngo da yandjelwe, ngeno di na ouyelele u li ngaho ihadi wanene, ohai tulwa ashike nande opofikola imwe aike. Eshi nee ya tulwa po imwe aike opo ope na nande ovalongi ve li vavali, oyo ohai ningi*

*ashike yombelewa, tai i nee kepeko loshilongwa shopofikola opo. Ohamu kufa nee omadiladilo ngo eni kutya omu na okulongifa ngaha nongaha.*

Oluhepo noxo olutivali omashina aa tuhe na peefikola ngeno kashiimba keshe umwe oku na ngoo la nenepekwa. Oluhepo nee loilongifo oyo tu he na olo ngo nee.

**Omupuli:** Okutya paife ngaha ku na naanaa okopi ngaha, ku na naanaa oshiima shi lipo sha shangwa?

**Omupulwa:** *Ku na naanaa oshiima sha shangwa, oshi li ngo mepeko loshilongwa omo. Lo epeko loshilongwa olo ohali kala li li mombelewa yomukulunhufikola. Okutya ngee owa hala, oto i ngoo to ka pula ouyelele ngenge owa fa nande owa dimbwa, ile u pule komukweni.*

**Omupuli :** Paife ngaho omauyeleele oo mifindalongo okwe mu kwafela ngoo mokutula etaloshiivo la twikilafana moilonga?

**Omupulwa:** Ode tu kwafela shaashi paife ou shii kutya oto ningi shikesho. Ngehe to ningi etaloshiivo ou shii kutya paife ohandi ningi shike. *Ondi na oshipalanyole eshi ohandi shi yandjele koitwa i fike apa, nashikwao ohandi shi shangele koitwa i fike apa. Konyala ode tu kwafela lela.*

**Omupuli:** Omwa pewa kutya omu na okuyandja oinyangadalwa ingapi modula ina sha noCA?

**Omupulwa:** Iyaa, ngaashi, nee peendodo dopombada, *ka sha li po naanaa sha li shi li pombapila. Iyaa kutya ashike oinyangadalwa yoCA, oto tale ngo kutya oto i ningi ingapi.*

Iyaa kakele ngeenge owa ningi nande ivali moshikako to ka tukula mo nambali nge owa ningi itatu to ka tukula mo na nahatu. Oshe li kolelela nee kutya ove mwene eshi ho longo ounona voye, oho longo omuvalu u



fike peni noho longo oilongwa i fike peni pofikola opo, shaashi omulongi iha longo ashike elaka pofikola opo. Na unene eefikola odo deengudu da mbwingwa mumwe haku tiwa (eecombed school) ano eefikola da hanganifwa, nghee te ya kofikola elaka olo ashike ta longo. *Ohashi ke kumanga nee u ningife ashike oilonga nande oi li ivali ile i li itatu moshikako shaashi ounona noxo ovahapu.* Ohava kala nande omilongo nhee moklassa, vo havo aveke holongo ovo, vamwe kwinya nako oku na eeassessment dimwe di li li nosho tuu.

**Omupuli:** Ove mwene mbela oto dulu u lombwele nge kutya oCA eshi nee hamu longo nayo, paudeko loye, oshike nelalakano layo olashike?

**Omupulwa:** *OCA, omukalo ashike wokukonaakona okanona moimhungu yopanhe momukokomoko wodula nghee okaana hake shi endifa.* Oimhungu yopanhe ngee handii popi onda diladila okulesha nokushanga sha dja mwaasho sha leshwa, okupopya nokupwilikina, okushanga kwa twikilafana, ashike oyo nounamambo nee wovene. Tashi ti okutala ashike okukonakona ounona momukolomoko wodula nghee tava xumu komesho melaka lavo pakupopya, pakushanga nopakupwilikina, nosho tuu ngaashi oimhungu nde i tumbula nale.

Na, konyala ohai longifwa ngaha ngaashi nde shi popya nale metetekelo kutya okutala okaana nghee taka i komesho.

Nefimano layo okutya ohashi dulika pamwe okaana ka tya ngaho, oka li mofikola momukokomoko wodula, ndee ombadilila okaana ka tya ngaho, ka hangwa nande okounghundi umwe wonhumba wongadi. *Okaana ka tya ngaho ka hangwa nande okoupyakadi wonhumba wouvela ile oshiponga nande sha holoka po, nena oitwa ya tya ngaho ohai ka kwafela okaana, oko oyo ka longa modula ngeenge ina ka nyola nande ekonakono.*

**Omupuli:** Ye omulongi moCA ota mono shike?

**Omupulwa:** *Omulongi moCA otashi mu kwafele ashike a mone kutya ounona*

*ovo ta longo ove li ponghatu i li pipo, melaka. Shaashi opo ta kala ashike e shii kutya okaana aka ohake shi endifa ngaha. Shaashi naanaa okwe ka ikilila oha kala nako, oshipala noshipala mokati kodula, pakushanga pakupopya nopainyangadalwa oyo hava ningi. Tashi ti otashi mu kwafele a shiive nawa elihongo lokanona nokukala ngoo nee hano e ka shii nawa moku mu kwafela ngaa nee nge tashi ke ya nande opoupyakadi wonhumba ka mona oupyakadi, oku shii kutya okaana aka oha ka ningi ngahelipi, ota dulu oku ka tula ponghatu i li pi po.*

**Omupuli:** Okwa li nda hala okuuda kutya ove mwene ou udite ngo wa homatekwa nokulonga noCA mokulonga kwoye? We li kolelela ngoo nande okomadeulo aa wa mona oikwafihongo oyo i li po, ou udite ngoo kutya aaye paife ngaha onda nghonopalekwa?

**Omupulwa:** Iyaa, eenghopalo loovene nandi tye, ashike otali di ndishi momulongi ye mwene. Kwinya owa pewa ashike ouyelele kutya oto shingi ngahelipi. Ove owa pewa ashike ohauto ina oshiteelinga, oove u na okutala kutya oto shingi ngahelipi. Natu tye ashike, enghonopalo otali di ashike mwoove mwene. Komukalo ou to longekidile ounona voye moshinyangadalwa osho, shaashi ngeenge onda ti oikwafifo, oikwafifo kashiimba ouyelele ahsike ou nda pewa nale nepukululo kutya ou na oku ka longa nayo ngahelipi, ashike nee ikwao ya wedwa ko ngaashi okunyola nosho tuu, ove mwene to li tu omukumo nounona voye voovene. Opo ashike wa mona wa nghonopala opo, noku ka pekapeka apa naapenya opo u mone ouyelele wonhumba nowongadi. Mounona yoo, shaashi navo eshi hava kala tava hokolola ngahenya.

Eeradio, eshi ovanhu tava popi ngahenya nako oho mono ko sha u ke shi tulife moilonga ongudu yoye. Nokounona voovene nako oho mono ko sha ile movalongi vakweni nokwoove ngoo nee mwene. Oho mono omakwafo mahapu taa di e kudingilila.

**Omupuli:** Owa li ngo wa popya penya kutya owa mwene ngoo omakwafo eeworkshop petameko, paife epulo lange oli li nee apa kutya natango ngaha ohamu mono ngoo eeworkshop momudo ile koshikako opo ngo mu lihomateke? Pombada oha pe kudiilile sha ngo ongomuhongi?

**Omupulwa:** Iyaa ngaashi kombinga yoshilongwa shetu shOshikwanyama nghi shii naanaa ngeenge onda mona eshivo tali popi oworkshop ina sha noshinima osho. Onda mwene ngaa shiimba momayovi avala nanhatu lwaapo, eshi ngaa kwa li twe ke li ninga mOngwediva omo, ondi wete ngo kutya shiimba ove wete ngo kutya pamwe otwa yeletwa. Ame kwaame mwene nee ondi wete ngo kutya onda li nda likola mo sha kakele nee kwaava hava pewa oshilongwa eshi ile pamwe opo tave ya musho, va tameka nande oilonga nande oudwaali. Hava di mEengwediva omo shiimba ohava mono ngoo omakwafo movalongi omo ava tava hange nale ve li tula mo.

**Omupuli:** Ngeno okwa tiwa ivixa ngeno otoi tula peni, opo 70%, 80%, 100%

**Omupulwa:** *Nghi wete naana handi kondo po ndi ye kefele ile ndi ye komilongo hetatu, shaashi ngaashi ngeenge onda popya nale omaunghundi oo a kokololwa a dja oko oo, a ninga ngo endangalati. Ohashi pe nge*

## Tulonga

### Mbela eshi to ti

**Omupuli:** Onda hala u lombwele nge ngoo moule kashona kutya etaloshiivo owe li ninga ngahelipi odula ei.

**Omupulwa:** Etaloshiivo la twikilafana onde li ninga ngoo la nyika ounghundi kashona, shaashi onda li nee moilonga youkulunhufikola, inandi li wanifa po naanaa. Ashike ngaayo hai didilikwa moufooloma onda kendabala ngoo oku i ininga. Ehee! Onda kendabala oku wanifa po, unene ngaashi oinyolwa ya twikilafana, onda ninga ngo shiimba itatu (3) omanga oinyolwa ixupi nda ninga ashike i li ivali (2).

Ashike okupopya nako onda kendabala ngo ovalongwa aveshe va mone eemhito nge tashi ya nande opoipopiwa ya longekidwa osho yo oyo inai longekidwa.

**Omupuli:** Owa ti owe i ninga ya nghundipala ope na kutya ou na oku i ninga ingapi ile i fike peni, ile oya nghundipala ngahelipi?

**Omupulwa:** Mokuyelekanifa needula dikwao dokonima, ohandi kendabala ngoo okuninga ihapu. *Yo vene kai na unene ongaba, nonande mokafooloma omu na ongaba, ndee oto dulu kuninga ihapu ngaashi tashi dulika, omo nee toke i tula kumwe ndee to tukula mo nee nomuvalu oo wa shangifa,* ove oitwa younona to ke i tula nee mofooloma. Eshi nee nda yelakanifa naashi handi ningi shito, onda didilika ngo kutya yoneudo oya nghundipala.

**Omupuli:** Oto dulu mbela okuhokololela nge oshinyolwa shimwe shomwaayo kutya osha li naanaa tashi pula shike.

**Omupulwa:** Oshinyolwa shimwe shoinyolwa ixupi onda li nda pula ounona va shange eenghundafana, de likwatelela kokaleshwa taka hokolola omushamane umwe a li a ya koningo. Ndee moku kala nee moningo ngaho omushamane okwa ka ninga mo nee oinima inai wapala.

Iyaa konima nee eshi e ke uya keumbo okwa ka lumbakanifa nee omukulukadi waye. Konima onde ke va pula nee kutya ngeno oove nee u na tate woye ha i keeningo ndee ohedi fiye ngo ofika. Ningeni nee eenghundafana deni naye u mu kumaide ngoo. Tave uya po nee noinyolwa yavo ngaho.

**Omupuli:** Elalakano mbela lounona ve uye po noinyolwa yavo, ola li mbela lashike?

**Omupulwa:** Elalakano ola li okutala ngee ounona ova uda ko naanaa oshikalimo shokaleshwa osho okutala ngeenge otava dulu yo okukala ve na yoo omadiladilo mawa, okukwafela ovakulunhu vavo. Shaashi, hamokaleshwa ashike sha popiwa ashike nomonghalo yetu ya kwalukeshe ohatu dulu naanaa okushakeneka ovadali vetu ve li ngaho. Omo tava kala naanaa ve udite kutya ounona navo otava dulu oku va kwafa shaashi nomeenghundafana eshi ounona va ka ya mo, vamwe ova tewa po ngoo. Taku ti dja po nokuli opo ngehe u li u fike opo aame to kumaida. Ashike vamwe ove uya po ngo nomadiladilo mawa nokonima tava ka twa ngoo kumwe novadali vavo. Ehe! Ounona ve li honge navo okukundafana.

**Omupuli:** Ou na po mbela omahandout ile ombapila ngoo ya sha i na okaleshwa.

**Omupulwa:** Ehe.

**Omupuli:** Eshi wa ka tala owei tala ngahelipi?

**Omupulwa:** Onde i tala nde likwatelela ngoo tete komushingo, onghedi yokushanga shaashi ohatu shange. *Nokonima oshikalimo omukalo oshipalanyolo, oshikalimo nomalweefo ovapopi osho yo exulifo. Nokudja opo handi tale yo nee elaka mokweeta po eenghundafana odo.*

**Omupuli:** Iyaa paife omushingo nomukalo fimbo ounona inava shanga oho va longekida ngahelipi op ova ka shange ve li kwatelela kwaasho to ka tala

**Omupulwa:** Tete mangha ounona ino va pa oshinyangadalwa ndishi oto va longo, Kutya nge ohatu shange eenghundafana oshike naanaa ndi na okukala nda didilika. Osho keshe umwe e na okukala e likwatelela kusho. Nongenge nee toke va pa va shange oto ka tala naana oinima oyo we va kunghilila kutya oyo i na okukala mo.

**Omupuli:** Owe ke i didilika ngahelipi mbela?

**Omupulwa:** Mh! Shaashi ondi na ngoo eembapila odo domadina ounona, omo handi tapele tete oitwa yavo paitukulwa yoinyangadalwa, ondi na apa handi tapele oinyolwa ixupi, ondi na apa handi tapele omahokololo, mangha nee inandi tapela mofooloma yetaloshiivo la twikilafana.

**Omupuli:** Elalakano mbela lokutapela oitwa younona mofooloma olashike?

**Omupulwa:** Eh! Aaye, *elalakano okudiinina, oitwa younona, tu mone kutya omuhongwa ou oha ningi sha, ngaa moinyolwa i xupi ohakufa ile oha shange ashike omatotwahokololo ombinga ile oha ningi ashike oitukulwa imwe.* Nongenge nee owa mono nee kutya iha ningi sha, *to tale ngo kutya omukalo u lipi po to mu pula a ete po yo oshinyolwa osho.* Yo i dule nee okutuvikilwa, nonge nee eshi tashi keuya pexulilo lomudo ove na ngoo oitwa yavo yomokati komudo.

**Omupuli:** Eshi nee we va shangifa ngaho owa didilika mo ovahongwa vamwe hava mono oitwa i li pedu? Nongeenge we va didilike ngaho oho va kwafa ngahelipi?

**Omupulwa:** Eheeno oo! Ounona vamwe otava mono oitwa i li pedu neenghono. Ngeenge tashi ya nee pokushanga onunona vetu kave shii kushanga, kave shii kushanga nande-nande. Etukulo loitya kali li nawa. Osho nee luhapu hashi va ningifa va kale inava mona mo naanaa oitwa iwa. Shaashi omadiladilo amwe ohaa i nee pomunghulo hashi etwa kokushanga nawa, nomadiladilo aye ou wete ngo kutya okwa etwa po komunhu e na onduge yasha. Nomolwaashi ove na ngoo oitwa yavo i li ngoo ngaho, vamwe ove na iwa, vamwe ove na ngoo yopokati navamwe ve na ngoo i li pedu.

Ashike ovo nee va nghundipala, moku va kwafa (a fuda mokule), ohatu kendabala ngoo ndee imwe, oto dulu ngo okuva pa nande... naa kale hava shange outendo, tava tape ashike nande omoumbo,opo va i kilile okushanga.

Handi ke va pa po ngoo epulakata li na eendada, la tulikwa ngoo kekuma opo va kale ve shii omufolomo weendada nghene di na okushangwa nokushipela/okudingola. Ehe! Nava kendabale ngo okutapa outendo ovo, tava tale naanaa keendada oko. Tava tape ashike, oshinima iteshi eta po kuyemwene. Elalakano okulideula ashike.

**Omupuli:** Okaana we ka deula nee ngaho momukalo ngaashi we u fatulula pombada, ndee natango okaana inaka shanga naana nawa, momukalo omo ka shanga oshinyolwa shako. Oho ka efa ngaho ile oho ka ningile po.

**Omupulwa:** Ayee! Ihaka efiwa ngo ngaho, *nonande oshinima shinene tashi imbi tu hange onunona koohandimwe, uyadele weengulu*. Voo ove li mo ngoo vahapu, ito dulu naanaa okukwafa onunona kookamwe nookamwe, ashike efimbo limwe *we ka shangela ngoo pedu loshifo shako kutya naka ka tale vali koshihopaenenwa shi ka pukulule ngoo*. Efimbo limwe *we ka ifana ngoo (shaashi ovahapu itava wana) ndee to ka lombwele kutya apa eshi*

*ino mona po oitwa ya wana, eenghundafana doye kadi na etwalemo, ile omadina owe a shanga unene neendada dinini. Omushingo woye kau li naanaa nawa.*

Ehee! Ohava dulu ngoo okukwafa penya naapenya, fiku we shi ninga ngoo nee mongudu, ye keshe umwe ta tale ngo nee kutya ye epuko laye oli li peni.

**Omupuli:** Kombinga yoinyolwa ile, mbela oto dimbuluka kutya owa li wa yandja oshinyolwa tashi pula shike.

**Omupulwa:** Okwa li nde va pa ngaa oipalanyolo va hoolole po. Oipalanyole tava yandje omatomhelo, tava fafanifa ngoo kutya ngeno okwa li ndi mu kwashike. Okwa li nee nde va pa ngoo oipalanyolo ya yooloka. Ngeno onda li oministeli yelongo, ngeno onda li omukulunhufikola. Keshe umwe ta hoolola po nee, oipalanyolo aishe oyoludi limwe alike keshe umwe te ya po nomadiladilo aye.

**Omupuli:** Elalakano ola li la shike mbela?

**Omupulwa;** Ayee! Elalakano ola li ashike okutala yo ngee otava dulu okudiladila, oshinima shi na oshilonga ndee ta dulu yo okutungila. Ile tava dulu yo okutala oinakuwanifwa yavo va tulwa moshipalanyole ile ote ya po ngo noshikalimo shaye. hano tava yelakanifa.

**Omupuli:** Paudeko ile pwoove mwene, etaloshiivo la twikilafana ou li udite ko naana ngahelipi?

**Omupulwa:** Ondi li udite ko, *kutya oshinma osho shihe na naana ongaba.* Inali ngabeka sha kutya nali longwe fiyo opapa, *ndee okutala ashike eshiivo lokaana kutya otaka dulu naana okuya po nashike, moinima ya yooloka ndee haalushe tava kendabala ngeno va ngabekwe nde opapa ashike tava xulile.*



**Omupuli:** Elongifo letaloshiivo loludi eli, oto diladila mbela olashike moNamibia, omolwashike mbela tu na okukala tu na etaloshiivo eli moNamibia.

**Omupulwa:** Iyaa! Epulo oli li nawa kutya loovene shiimba ola ufwu ngaa nelalakano. Kwa ta lika ngoo koilongo ikwao ye li longifa yo ngoo.

Shaashi otwa kala ashike tu na oitwa hai hangwa ashike momakonakono, nge tashi ya *pexulilo loshikako nopexulilo lomudo ndee okwa talika ashike she li kolelela kekonakono olo ta shange pefimbo ololo, ndee ashishe osho ta ningi melihongo lefiku keshe inashi va lulwa*. Omo hashi dulika naanaa omunhu a kale e na ngoo omadiladilo mawa mokati kodula ile mokati koshikako ndee eshi tashi ke uya nande opekonakono penya ta kwatwa nande okoumbada, fiku olo ta shange ekonakono ndee ta kala ina uda ko osho ta shange.

Iyaa! Etaloshiivo nee eshi leuya po ohashi shiiva omunhu a ningilwe nande omakonakono (mh!) *oshike mbela sha puka munhumba omu!*. Ngeenge mokati komudo oku na oitwa iwaiwa ndee *pexulilo oku na ngaha!* Otashi dulika ngo shi ete po omalipulo. *Po tapa talika ngoo kutya oku na okukwafa ngahelipi*. Hano okutya ohali kwafele ngo ounona ngeenge otali yambidida ngo oitwa yaye oyo a kala ta ningi. Otashi dulika ngaa i mu twale kongudu yokomesho.

**Omupuli:** Mbela ou udite ngo ouumbo, ou dite ngo wa homatekwa, ou udite ngoo oundeenduno mokutula ediladilo letaloshiivo la twikilafana moilonga?

**Omupulwa:** Ehee! Ondi udite ngoo omukumo mokushininga shaashi *okwa tya ngoo otali kupe oilonga, ove u diladile yoo, opo u dule okukwafela ounona, oku va tala naanaa kutya ova fikama peni: Iyaa! Nongeno nokuli okwa li tashi shiiva, ndee ovalongi aveshe tava udifwa ko etaloshiivo eli, ondi udite ngoo kutya omukundu we dopo nao otau ka kala ngoo wa wa pedu*. Iyaa! Shaashi ngeenge ngaashi peendodo dopetameko penya opo ounona ihava talwa ashike mekonakono otava talwa mwaasho tava ningi efimbo keshe.

Ngeenge eshi okaana itaka dulu kushi ninga ove oto kendabala shikwao.  
Kape na ashike okaana ihaka dulu kuninga sha, nande nande ngoo.

*Nomolwaashi ondi udite kutya ngeno atushe ovahongi otu udifwe ko  
etaloshiivo eli, ndee hatu li tula moilonga ondi wete endopo otali shuna  
pedu, nepito otali ka pitwa nawa.*

**Omupuli:** Oh! Owa mona edeulo la tya ngahelipi le ku kwafela mokutula moilonga  
etaloshiivo eli?

**Omupulwa:** Ame mwene onda li ngoo nda mo na edeulo okudilila kovayandjimaye  
voihongwa, twa ningilwa ngoo omadeulo... Opo hapa kala ngo pa  
yandjwa oitukulwa noitukulwa, umwe ohape ya ngoo temu kwafele  
kombinga yetaloshiivo olo, umwe ohape ya ngoo nda mona nee  
efilonghenda la tya ngaho, kovayandjimaye voilongwa.

**Omupuli:** Edeulo olo owa li ngo u udite kutya ola yeleka ile owa fa ngoo wa  
limbililwa natango.

**Omupulwa:** *Aaye ola pumbwa ngoo okutwikila shaashi natango onghee ngoo ovalongi  
tave uya tava di moiputudilo kenongelo, hava di mo ngo inava pya nawa,  
ngeenge ohava mono ngoo omadeulo a tya ngaha, ye nomunhu oshiima  
eshi kalela nee omutumba ye ta mono nee kutya hamba eshi handi ti ngaha  
onda pumbwa kutya ngaha. Otashi kala goo shi li nawa ashike ondi udite  
ngoo kutya osha pumbwa ngoo okweenda ngoo tashi i komesho. Opo  
ovalongo va shiive okumona omadeulo opo ngoo va pyokoke nawa. Ehee!*

**Omupuli:** Mbela ove mwene eshi wa tala oto dulu oku li tula pondodo i lipi po,  
opombada, opedu ile opokati, mokutula etaloshiivo eli la twikilafana  
moilonga.

**Omupulwa:** Iyaa! (a:!) Pombadambada omunhu ito fiki po nee. Ashike oto dulu ngoo  
okuulika kutya ou li ngoo pamufika u li xwepo. (Opo omunhu)

Mokuyelekanifa eshiivo eli pwaashi ngo nee nda didilika unene nge tashi ya ngoo nee nande okuli poo..., noilonga ei ho longo, iyaa! noidjemo yo. Ngee tai uya. Eshi nee shi na sha nondodo onhimulongo, oitwa yange hapo ohai i ngoo tai ka talwa, ndee inandi shakeneka naanaa ngeno omapulapulo a fa ngoo ngeno taa shokonona sha, sha fa kwa didilikwa ngeno kuhe na oukwashili mokulonga netaloshiivo eli. Ondi wete ngoo kutya kaimba ohai ende ngo nawa. Ondi wete ngoo kutya fiyo opapa ondi li ngoo pondodo i li xwepo.

**Omupuli:** Mbela owa hala okuuda vali shike kombinga yetaloshiivo la twikilafana?

**Omupulwa:** Iyaa! Aaye! (ta fuda mokule) ame mwene onda hala ashike oku uda, ovakomesho ovo ngo tava ungaunga noinima yelaka va longekide ngoo omadeulopukululo a wana opo ngoo ovahongi aveshe va pyokoke, nova likole mo sha shi na sha nelaka. Iyaa! Opo ngo u ku fe po ngo omupondo nongushu yokuninga etaloshiivo, *shaashi otashi dulika ashike omunhu umwe teshi ningi shaashi a hala okwoongela oitwa pefimbo opo, ndee opuwo.* Ile okaana nge ina ka ninga sha ame haame nde mu faulifa nge ka li ko kwaashi sha shanga. Ondi wete ngoo ovakulunhu vetu va pumbwa ngoo ku...okudenga po goo omufindo, meemhito adishe odo tava dulu kumona. Opo ngo shi udiwe ko xwepo nongushu yetaloshiivo la twikilafana, vo va dule ngo okukwafela ounona nawa. Vo va dule yo natango okuyoolola oinima oyo ya pumbwa okukonakonwa mounona, va dule oku va futa oitwa. *Omunhu umwe ota yandje ashike ngo okaima kanafangwa ina tala naana ondodo yokaana kutya oke li pondodo i fike peni. Oshimha ashike a ninga, opo a yadife ombapila ngaashi ta pulwa. Hano a kale naanaa oye mwene mwene e na ngoo eudeko olo kutya osha fimana shi fike peni opo a kale ta ningi etaloshiivo la twikilafana.*

**Omupuli:** Ka kele kofooloma inya hamu tulwa oitwa oyo, omu na po vali sha shi na sha netaloshiivo eli pofikola.

**Omupulwa:** Iyaa! *Otu na ngaa eedocumente odo hadi yandje kutya oto tale shike naanaa ngeenge tashi ya nande omokupopya ile mokushanga, nosho tuu.* Nomukalo ngoo hewa woku pula omapulo.. Ou nee to dulu okupula nao okaana. (Ouyelele ou li mOshiingilisha...ashike omalaka aeshe amwe aeke ngoo.)

**Omupuli:** Eshi wa tala ovalongi, ota otava dulu ngo okukufa ouyelele oku, ye ota longo Oshiwambo kwinya. Ohava tukulilafana ngo ouyelele? Shaashi nee ouyelele ou li kOshiingilisha, ye ota longo Oshiwambo, oha dulu ngo okukufa ouyelele kwinya opo a wede kowino waye ou e na.

**Omupulwa:** Ayee otashi dulika, ohashi dulika lelalela, shaashi melaka letu ndishi omwa pumbwa ngo omauyelele. Oinyolwa ihapu oi li ashike melaka lOshiingilisha, iyaa, omolwaasho...*Lo elaka limwe alike ashike. Omunhu opo ngo u li nghonopeke, ove u dule ku kala ngo u na eenghono, oto dulu lela okukufa ngo keedokumente odo nee nande odi na sha nOshiingilisha.*

**Omupuli:** Mbela ou na po sha vali shimwe pamwe osha yuka ngo nande okomaudjuu omashonogo wa shakeneka ngoo, ongomulongi. Ove ongomukulunhu woshilongwa pamwe owa shakeneka ngo omashongo onhumba.

**Omupulwa:** Ayee! Omashongo nomaudju oku yadi po, itaa pu po, shaashi ovanhu inatu faafana. Iyaa, okutala etaloshiivo la twikilafana, ola pumbwa omalilongekido a wana. Iyaa, ou *na apa wa didilika oshilongadalwa shoye osho, nomapulo oye oo ngeno to ka pula, noitwa yoye oyo ngeno to ka yandja, nomukalo wanghene to ka tala kutya ohandi tale naana nde li kolelela kwaashi.* Iyaa, ndee ove to futu naana okaana nokonima nee eshi okaana ka shanga to ka pe oitwa yako ove to i tapele nee pombapila. Omo nee ndi udite kutya omuhongi keshe okwa pumbwa ngo e na embo laye omo ha shange oinyangadalwa yaye, embo laye li na elandulafano lomadina ounona, noofooloma nee yaye oyo ya dja momufindalongo, omo nee haka tapela oitwa younona.

*Ndee ovahongi vahapu ohava kupilike nee kuShikwiyu. Shaashi okwa hala ashike ofooloma yaye ya yada, ye a monike kutya oha konakona ounona. Oha ningi etaloshiivo laye la wana, ashike ngeenge owe mu pula kutya oitwa ei oya dja peni, ite i kupe, ota pashuka ngoo. Osha yela kutya omunhu ina longekida naana nawa. Iyaa, omolwaasho nee ohaku li halukwa nee mokutula kumwe kwinya okaana kamwe te kape nande oitwa i li omilongo 90/100. Ndee ka pe na nee kutya omapulo e li pi po hano nee a monikife okaana oitwa 90/100. Ope na ngo onyalo ihapu i li movahongi inatu hala ngo okulonga oinima yetu i li melandulafano. Luhapu osho ngo hatu shakeneke ngaho vamwe itava ningi. Ita ningi nande omadeulo a wana ounona, shaashi elalakano okutya ngoo mu kale ngo mwa ninga oinima ihapu- ihapu, okupifa ngoo ounona eshi tava ka fika kekonakono, ova pya ndee oto hange ashike omunhu a shangifa nande oshinyolwa eshi ninga lumwe aluke. Iyaa, oinima aishe oyo ka i li ngo nawa. Oshitya nasho vene, etaloshiivo la twikilafana, hano lihe na ngaba, inali ngabeka nande nande, ndee omunhu otaa ningi ashike okaima kamwe akeke. Ndee, aye otwa ninga ashike okaima/okakonakono kamwe akeke aka, iyaa, ponhele a li ngo ta dula okuninga oukonakono vahapu vahapu te va holola po pamikalo da yooloka nopamapulo a yooloka eshi ta pula ounona va kale ngo va pya. Iyaa!, osho nee ngaho ounghundi watya ngaho ouhapu ngoo movahongi.*

Oto hange ngoo ofooloma yaye ei yadeka nawa nawa, ashike ke na naanaa oku ya dja. Oku udite ngoo kutya ounona otava ka popya, ndee ta tula po oitwa, nomelilongekido ngoo laye lefiku keshe ka mu na naanaa euliko lokutya eshi nda yandjele oitwa ei okwa li nde shi longekida apa.

Otu na ngoo eefooloma odo omuhongi heli longekidile oshilongwa shaye osho taka hongwa ounona mefiku tali shikula, omo naanaa ngeno u na kukala tashi tu kumwe, pombapila yoye penya okwa li ngoo wa shanga po kutya nena ounona otava ka shanga etotwahokololo. Etotwahokololo olo oshipalanyolo opo shi li, nomembo loye loishileshwa omo shi na okuholoka, osho yomembo loye loinyangadalwa omo shi na okuholoka.

Ngeno okwa li oinima hai ningwa aishe i li ngaho, aaye, ngeno kape na naana omaupyakadi. Okutya ngoo nee oyo ngo oinima handi shakeneke i li ngaho.

**Omupuli:** Ove ongomuhongi, oto diladila mbela ovanhu ovo ve na omaunghundi e li ngaho nava ningilwe shike opo ngo ve uye ngo pomufika nande kau fike pamwe ou shii ngo okuudiwa ko.

**Omupulwa:** Iyaa, aye ongaashi ngo nda tumbula kutya oinakuwanifwa ei tu na ihapu oyo ashike efimbo limwe hai imbi oinima i kale ina...

Eshi nee omunhu u li omukulunhu woshilongwa, ou na vali oinakuwanifwa imwe, omolwaasho alushe ngeno omwa pumbwa ngo oku li mona, konima yoivike ivali ngo ile itatu. Ovahongi voshilongwa shimwe ashike ovo tamu ongala, tamu kundafana ngo omaunghundi aa e lipo. Nongeenge nee owa didilike nee ovahongi koohandimwe, oto dulu ngo okuya navo meenghundafana, kutya ngaha kashi li ngoo nawa, tu ningeni ngoo opo tu kwafeleni ounona.

Iyaa, nokukala ngoo nee...shaashi luhapu ovawambo otu hole okukalwa konima. Okukala ngoo nee alushe u na ...u shikule mo. Okutala ngoo nee opo va didilika oilongadalwa yavo, naapo va yandjela oitwa, nokutala yo momambo ounona, ngeenge ohava shange, nongeenge oinyolwa ya tya ngaho ohai talwa tuu. Oku va ifana ngoo ngeno ovahongi, tova ifana, osho yo okuya meenghundafana navo. Ondi udite otashi dulu okukwafa nande itashi mane po naana omukundu.

**Omupuli:** Ayee, otwa fika pexulilo, tangi unene.

**Omupulwa:** Naame tangi, onda pandula.

Formal request to the regions

Private Bag 2034  
Okahandja  
Namibia  
17 February 2006

TO WHOM IT MAY CONCERN

I, Soini Tuhafeni Nghieuelekuah, a masters' degree student, would like to conduct a research in this Region. This letter, therefore, serves to make a formal request to conduct an interview with Oshikwanyama subject advisors, Grade 10. I will look at the documents used for assessment.

The topic of the study is "Continuous assessment (CA) in teaching and learning in Oshikwanyama".

Attached please find the letter from the University.

Your assistance in this regard will be highly appreciated.

Thank you

Yours faithfully

---

Soini Tuhafeni Nghieuelekuah

## **The interview questions for subject teachers**

This interview is based on continuous assessment as one of the new ideas introduced in the Namibian education system. Implementing new ideas is something that needs a close attention, thus I would like to hear from you as a stakeholder in the system, to give me your view and understanding of continuous assessment in teaching and learning.

1. How do you understand continuous assessment (CA)?
2. What do you see as the purpose of CA?
3. Who benefits in CA and how?
4. When do you assess learners for CA purposes?
5. How do you assess your learners for CA?
6. What methods/strategies do you use in assessing learners for CA?
7. Amongst the methods/forms used, are there some methods regarded as best for CA? Why? Why not?
8. Do you find CA helping in the teaching and learning process? Why? Why not?
9. What form of training and support were you given before and during the implementation of CA in and outside the school?
10. Do you record marks for CA? Why/Why not?
11. According to your experience, which marks contribute more to the final year's mark of an individual learner?
12. Are there documents of CA at your school? How helpful are they in assisting you for the effective implementation of CA in your teaching and learning?
13. What kind of support and motivation do you receive that help you in the implementation of CA?
14. What problems/challenges have you experienced in implementing CA in your teaching?



## **Questions prepared for advisory teachers.**

1. How do you understand continuous assessment (CA)?
2. What do you see as the purpose of CA?
3. How do you assist teachers in your region to implement CA effectively?
4. According to your expertise, how is CA implemented in schools in your region?
5. What kind of documents are/were distributed to schools concerning the use of CA in teaching and learning?
6. How helpful are those documents to you as a subject advisor and to your teachers?
7. What forms of assessment, used in schools for CA, are assisting in teaching and learning?
8. How do teachers' record marks for CA? How informative are they (teachers' records) to you as an advisor in the subject?
9. How helpful is CA in teaching and learning?
10. What do you think should be done as a way forward in implementing CA?

## **Formal request to the school principals**

Private Bag 2034

Okahandja

NAMIBIA

24 July 2006

TO WHOM IT MAY CONCERN

This letter serves to inform you that I, Soini Tuhafeni Nghieuelekuah, a master's degree student, would like to conduct a research in your school. Therefore, this letter serves to make a formal request to conduct an interview with \_\_\_\_\_, an Oshikwanyama teacher at Grade 10. I will look at the documents used for assessment, record books and learners' exercise books as well as looking at the rubrics for marking. Making copies of some of the information recorded will also be possible. I might also prefer to observe teaching and learning for two lessons.

The topic of the study is "Continuous assessment (CA) in teaching and learning in Oshikwanyama".

Attached please find the letter from the University.

Your assistance in this matter will be highly appreciated.

Yours truly,

---

Soini Nghieuelekuah

### **Concent letter**

I, \_\_\_\_\_, \_\_\_\_\_ School, fully agreed to assist Ms. S. T. Nghiueuelekuah, a Masters' Degree student at Rhodes University, in her investigation of Continuous Assessment (CA) in Oshikwanyama at Grade 10.

\_\_\_\_\_  
Signature



Appendix 3(b)

REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION,

DIVISION PERSONNEL ADMINISTRATION

Private Bag 13186, Windhoek

Enquiries : Ms. F. Kayoo  
Tel No : 061-2933257  
Fax : 061-2939225

Mrs. Soini T. Nghieuelekuah  
Through the Director  
National Institute for Educational Development  
Private Bag 2034  
Okahandja

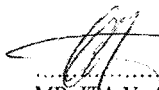
Dear Mrs. Nghieuelekuah

1. I have pleasure in informing you that approval has been granted for you to conduct an interview with Teachers to look at the documents used for assessment and see the learner's recorded marks, teachers' rubrics for marking as well as to make copies of the recorded information at the following schools:

Eluwa Special School  
Mweshipandeka Senior Secondary School  
Hashiyana Junior Secondary School  
Oshekasheka Combined School

2. May I use this opportunity to wish you all the best in your studies, hold on to your dreams and let the desire of your heart be granted.

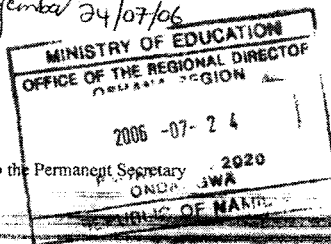
Yours Faithfully

  
MR. ITA V. ANKAMA  
PERMANENT SECRETARY

Approved

Take note that teaching and learning  
should not be disrupted.

December 24/07/06



All official correspondence should be addressed to the Permanent Secretary

**Permission rendered from the regional Directors**



Appendix 3e

REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION: OHANGWENA REGION

Private Bag 2028, Ondangwa, Tel. 264 65 281 903, Fax. 264 65 240190

Enq: Josia S Udjombala  
E-mail: tatamadala@yahoo.com  
Ref: SP

Mrs Soini Nghieuelekuah  
Private Bag 2034  
Okahandja


February 24, 2006

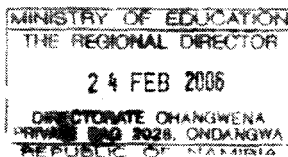
Dear Mrs Nghieuelekuah

**SUBJECT: PERMISSION TO CONDUCT RESEARCH**

1. Your letter of February 17, 2006 requesting for permission to conduct a research study in Ohangwena Education Directorate schools, has reference.
2. Permission is hereby granted to you to conduct such study in Ohangwena Region, on condition that normal school programmes will not be disrupted, and that respondent/interviewee participation is voluntary.
3. I would like to wish you every success with your studies, and look forward to the findings and recommendations of your research.

Yours sincerely

  
JOSIA S UDJOMBALA  
DIRECTOR: MoE  
OHANGWENA REGION



## Formal assessment from schools

OKALESHWA A

esha nawa okaleshwa taka landula, opo u nyamukule omapulo aeshe taa ka pulwa uko.

dilenga okwa li omumatiitii, venya haku tiwa nokafifi oke va shii. Oukwatya waye hau mu monikifa kutya okwa tekulilika, ye vali okwa li e na oufuuli wa twa kekipa. onyala pomukunda wavo. pOhadiwa, meongalo laNgenga, oye ashike a li ta ti pii. oukadona ava voo-Ndeulesha, Nda; amembo. Ndeuhanga naKakwali shama ve ku ilele Ndilenga kave shii vali kounyuni ngeenge oku na vali ovamati vamwe.

Idilenga eshi a kula okwa kala ha xu oushimba, shidalelwe nokuli a fufye vanamukunda wavo kutya oinima yaye otai shikula ko mOngushe ile ngaho ei yekelwa pOshakati, ngaashi oivaya imwe yoo Nhgililewanga, Shuudi, Shuufeni ooShaketanga. Okwa li hai xwelaxwela ovanhu mongumbu. Ndilenga yee mwene kwa li e hole ovanyasha vakwao, unene tuu oukadona. Nokuli ngee a shakene efamba, kutya nee opetambi, opokufa omikangha dominino domeva ile ngaho nomapandavanda omeedolopa ile momalukanda iha ka tula nawa omhofi meisho, haashi okwa hala Munyalombe.

Eshi hashi mu findile kongudi etongoko linene leputuko loukadona muNamibia. Ke wete po aka e na okukonga. Ngeenge okwe liameke kwaava va dalelwa nokuputukila nomashilandopangelo, meedolopa nomomalukanda, oha iwa moshipala koinima ei: uteku wavo inau lixwapo, omdjalo di ha fele neefika davo deendjululu nomapandavanda.

Idilenga ohe lipula vali konghalo yomeedolopa oyo itai tu kumwe noitukulwa okoushai. Ohe lipula kutya ngee okwa tula efamba moipundi la dja meenhele edi, te wete apa te ke li hangela oihape, eemboloto, eenhele domalihafifo neenhele lokuyowa. Ye ita ka uhala te uya keeShakati komakulekule, opo a konge emhumbwe domunhu a tya ngaho.

Oshinima hashi mu keta vali kombinga youkadona ava, onhele apa te va hange e va ndele. Oku ka twa keumbo lavo, pamwe ota hange oshindjaya osho shi li molupale ohe litonyena meshofa tashi tale oTV. Kuye nokuli momaumbo aa ihaa lokwa nokanya iha mono naapa taa dililwa. Oilonga yomepya koukadona vomeedoolopa omghoshi, okwa fa e wete epya laye la mena eemholokosho nale.

Idilenga mokudilonga ngaho oha mono a fa te liumbilile, shipu ashike a ka konge oukadona koitukulwa yavo. Mupya munene onghalo yokoitukulwa ohai mu tengula o meendelelo shama e i diladila moule. Oha mono unene ve li konima yefiya.

Ngee omunhu wa kunghula puko, ndee to ka popifa owa lowa omutenya, haufiku vali nokuli. Eshi osho tashi mu dimbulukifa kutya onghalo ya tya nghaho oyo hai va apaukifa nokukala va fila eedi.

Kashiimba osho hashi vanyeka oufemba wokupula ovaholike vavo ve va landele nande eenghaku, opo va ha vandange vali kombada yeeshosholo va tya eefindja. Eefindja odo hadi tilifa Ndilenga unene, ndee ta mono kutya ngeenge ita ningi po sha, okakadona ke na apa te ka likola.

Okwa tokola a longekide onghalo yeputuko i kale ya faafana apa tashi dulika. Ndilenga okwa ti eshi ote ke shi ninga momukalo wokuninga oyoongalele. Okwa ti noku li ota pumbwa omudo 2000 aushe e u longife, shaashi oku na okukala e na oilongifo oyo tai ulike eenhele da putuka naado inadi putuka. ngaashi omafano noinyandwa. Ngeenge oyoongalele oya dala oiimati iwa, opo nee ta ka konga munyalombe momudo 2001.

1. Olyelye ta dana onghandangala mokaleshwa aka?

- A ONdilenga
- B oShaketange
- C Oshuudi
- D oShuufeni

(1)

2. Oivaya ohai lombwele ovanhu kutya oinima yavo ohave i nyekelwa peni?

- A opOhadiwa
- B opOngenga
- C opOngushe
- D opOshakati

(1)

3. Oshiholikenima sha Ndilenga oshike?

- A Ominino domeva
- B Eedoolopa nomalukanda
- C Eenhele domalihafifo
- D Oukadona

(1)

4. Pakaleshwa okakadona komodoolopa ohadi kala: <sup>ka</sup> ngahelipi?

- A ka kapauka
- B momapandavanda
- C ka fila eedi
- D ke na eefindja

(1)

5. Oshike hashi tilifa Ndilenga unene ngeenge ta diladila okukonga oukadona vokoitukulwa yavo.

- A Oshindjaya osho shi li molupale
- B Oilonga yomepya
- C Eemhadi deefidja

Desha vali okaleshwa aka taka shikula apa ndee to nysukula onapulo ashe.

Opa li opiyepiye yongaho. Ononulumenhu woshipombolutu nonbulukweva lha na ekwano ta kikinfa noshilana shohove oya lya onakango. Shinha igoo e ku ti keisho pa, ye ota ingida "Customer" e ta cedola nhatu adi ku tetele ko. Ngoluvadi, ombelela oi li nale mokapakete, shina liwa ina nana.

Shinha wa yelula onesho omukwiyu aushe ou li nokwi. Ou ngaho ta landifa okapana, nokana modikwa yoshinyotywa, aka ngaho ke li nekolo ke li olutu kombada. Hano ovanhu va tya ngaha ohava longole shike tava efa igoo omona ve li monghale ei ndele naye vene? Vanwe ove na ngaho eeshako doyuungu, eenhangu, ondungu neeshi da kukutikwa. Oshinina oshilipi to li (oshinitolipo).

Penya otapa nonika ovananguwo ve li eefika tava tanguna. Oto papala eshi unwe te liputula omukota. Mepakuno ashike leisho do ooshikoli shaHekanajo oda uluka. Ou wa lyashaKakodi to tale pomhada. To ningi lipwilikinina wa findifwa kokalinasho u ka mapele mendenani.

Pefinalela lomati otapa nonika ovaxungu veehaili, onaxungulune sendaka da lova, neendjangalupeto de va kambana tadi yolo eengadja. Opo ve li kave li po va mwana, ova kalela onadjiini eelanbika tava lifiile no. Pefinbo ngaho longobe namwene, mbela nomapya ova fiya io nee oolye? Oshinina enyonauko longaho. Ovalyati veehoni ngee tava i, tava twaalole efano li li ngaho.

Penya otapa nonika ookanukondapweyu va ngudumanena eefaila doikutu ya yalwa, eelata da tunwa tanu landifilwa oilya, va tava shisha nee oshinwi noipala yya laula kekako neenbadi deefindja. Ngoliko tali tawa, nga osho ngaho shi na okukala. Ai, ndee otashi ku nyenge, omona veechula di fike apa nokakootili konitwe neendjaketo dandilo tava kindjiba ngoo noipakete yonapula nomanyoto. Vanwe ova kalela oitaafula youlyenge, neentibilingu noundjato veefilinga. Ohave va aange pee peni? Ngaa have va vake, ngaa va kutwa kuunwe e li li, kape na ou te shi yukifa. Ngee wa ende po u shi kwete nawa, oto pitula po ngoo eshi inona nomaalaka. Oho kupula ngaho nee kekofi ndee to lipopile "Funa le ku u, Mukaa le ku li, udjuu le ku hola," ndee to xupula.

#### OSHILONGADALWA 7D

13. Hokolola onaukwatya monghale yovalandifi vomomuti wa tumbulwa nokaleshwa. (3)
14. Pamadiladilo oye oshike sha etifa omona vepupi ookanukondapweyu monghale i li ngaho. (6)
15. Ninga onafaneko atano u tonge kutya ongahale yomomukwiyu wa hoko lolwa nokaleshwa ono otoi kwepopalekwa ngahelipi? (6)
16. Moshitopolwa sheni owa didilika mu na eenhele domalandifilo inadi filwa nawa oshisho. Nyola etotwalepu landinga yoshipalanyole "Ngene oukoshoki tau kalekwa po neenhele domalandifilo. (20)

/eh



EFIKU:-----

NAME:-----

ONDODO:-----

OITWA:-----

### **Lesha okahepu aka ndee to tende mo oityahololi i li omulongo**

Ongula yosoondaxa. Omayengekala eenhandamulende otaa yetauka koshi yehayoo linene li li kombada yoikwalungu itatu, tali ndjeneke omeva eendema mbali tadi ka uda. Eshi da mona omeva noshambunete ode lipoleka. Helena okwa li moshikete yoshoololo nomeenghaku domutyonghe, manga Sofia e li momukwelesha nomomabata. Eshi ve lifola pokatengelelo ombali-luvali ova umbwa nee tava tavakana ehenene leenhero domanyanga da fa ovafuko tava imbilwa komanyenye oo a li momiti daapo.

Konima yolweendo lominute omulongo nanhano ova li va fa ve li memoniko la tumbulwa mEhololo 14:2-3. Keembaafa dovashamane, kotete yovakulukadi; komativali oukadona voipala ya pemba ya fa yeendona okooheembubangelo tava sheenene. Keshe umwe oku li moshikutu shaye shomondjuwo. Mengafifi nee eli lomaluvala aeshe omouta wodula, keshe umwe oye dingi vati.

Eshi kwa imbwa “Hosiana...” nomumati wOmwene a tataula, keshe umwe okwa shuna ngaashi e ile, ashike eemwenyo okwa tya ngoo: ou wa lindimana, ou wa shambukwa. Kombinga ya Helena na Sofia shiimba eshi shi li kOnghumbi osho ngoo shi li kEvale.







OSHIKAKO 1  
ONDODO 9-10

**Shangulula okatukulwa aka u tule mo oileshifo ei ya kambela mo, ove to tende yoo oityadina aische.**

oshingulu shameme osho kulauliwe, oshilaula fokofoko , sho oshi na omukonga. omatwi asho okwa fa oimbale yoiteyelo Oshi hole ehete neenghono Meme kauna oku shi hole neenghono. okwa hala shi ondoke opo shi ke mu pe omaadi mahapu. omanganga noupote washo oo we ke shi dipaififa diva. toivo okwe shi kupula ekatana ndee te shi tete momufipa

[20]

## Learners' activities marked

15

5 a

Appendix 10 (a)

20

19 January 2006

Isaka Ondjacho u ietele omafundju ✓

~Lounjuni waHautolonde omwa kato hantu holoka omaupyaakadi eliti moxuliti.  
~Me fimbira lopache monatanga onghes ha shakeretuta omafimbira monafimbira,  
mikalo dilili moruliti -

Omiolo da pita omahamba owa kato eli hote mawa, nechambira  
ola kato hadi li talilepo. Eshi ku kongolekwa, ovaputu va holokela  
moAngola do onatambanga da fika muNamibia, voo ova tamuka tava  
lava tuka u la omahamba voo tava denge ovanhu omwe kumwe.

Ovaputu ova munga elao shoashi elao ole va wila shoashi ova mwa.  
vhitongo ole ova mwa mwa oshupundi shupungela mshilongo oho Angola.  
~Tokumona mee shupungela vudala daAngola do E-madi haka onghes  
aga omunokwila Jonas Shavambi a kato i na haka oxululika komhanga  
jomuliti vhitongo. mowa kufa onghes ova eli mwenene emanguluko kaye  
lopamwene. Eoxolo kaye olo li kiva, kiyala li fudane, katele ova naita  
naye oho ye mu tuala komakipila.

Omerhino mmiolo deputuro eshi hadi fika penatambanga naye oho ye  
i-ha nene Namibia. OvaNamibia ova kato noku hepeka ova  
wedula dikhapa Nainho nambali na nainho naimwe, kaxeli shoashi,  
lapaka i hali uku, ovaNamibia ova tula okuni kumwe ova va kandulepo  
omucunda wukoloni u. Ova kato mee haka shakene meembulu kuya mee

9/20

~~XXXXXXXXXX~~ Junior Secondary

P.O.Box 13181

Eenhana

19 January 2006

Kaheua Tuyenhi ✓

Tete. ~~ondawana~~ oku ~~pankdu~~ kala tate kalim  
oo epi omui kuta teli komesho muayishe hatuyi ni

Ondakhala ashike okupula kutya oficola otayi  
ngaheli pi? ~~Shee~~ <sup>fu</sup> ku ~~fige~~ ashali ngaha Ovanaficol  
awa va ~~Shicolgpo~~ <sup>fikola</sup> ondula yaya Oguli tave tu si  
i neenghono ~~She~~ nashe okwali twa tile shashi  
Shipo nghe ngoo wa ndile ~~egim~~ oinyenye weender  
ngo

~~Osho/ro~~ hewa <sup>omahewa etu</sup> ukapninga ~~okahewa~~ <sup>kefu</sup> vetu nar  
bali tave tu piyareke pehuvelo Ovalongi ruvoin  
shiva ~~Eenghedi~~ ndavo go bali ashike eshingo hai  
ngeneke muishishi wu mwe otalulike end onghendi

Eshingoo okutya ashike tu ulwifen eemata pokat  
longwa noilongwa.

75/106 kunda kamoli, lushiya; Shelim.





19 January 2006

Kolka Ondjadyo uri ietete Omasuondjo

Efiku iimwe pomukunda Omukonde, Okwaii handifa, ndele -  
 Omukonye ngoz wimya Okwa Kulatima keneta oshoyo Ondjata  
 Paite Okwatakota ku ye Opa ku keriiko ngale shiyo nduma  
 ye mukumetu umu tati abantu una ku yeniko Opa  
 fye Ohatuhi Oshika, yemulimeta tati, Okwa yemulimeta  
 ndele pamwe hatwile ngumeni Omukonde Oshika ngo ndele  
 toke ii kongela Oshika fye Okwaati Okwa tityi.

Okwaati Opa momu fitu uamainbangu ina munde  
 ma mu omanibungu Oshikunda, eshingu taya fye Opa  
 mu pamu ongumu fye Ohatuhi mepya. Shigani Okwaii vane  
 Omukunda tate mu fye kumunda, vatata Opa ya mepya  
 umu zii konibada. Eshi taya ya Okwa fikila okukula  
 Omukunda, oshoyo eemumenye, oshika, Omapunga, mbui  
 mukene mepya. Oshikunda fye Opa kondaunine osho Okwa  
 hanga omu hatwile ya paite amu onde mu mu nafi nafi.  
 Eshika fye Okwa oshika vakueta kutya, Kuwalo  
 yepukureta okukula tati oshika fye Opa fye Opa  
 Oshika fye Okwa fadukapo mukula, ye omukunda ma ve omukunda  
 le osho. Indee oshika eaiterika ne, Omukunda Okwaii hat  
 wa ndifa Oshika eshi tadinokumunda. Paite fye Okwa ya  
 amu kumukunda ndele hatwile osho taya hangika nde -  
 kea Kwa kuma oshika.

Recorded marks

ETALONSTEYO LYA TSIKLATHANA (ELAKA LYOLAPLO)

ISTHLONGWA: OGHIKUANYAMA

CALL ONE

UNDUNDE IDB 2006

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# Okushanga kwa twihlapana

COMB SCHOOL  
Class List Grade : 10A  
Year : 2006  
Class Teacher:

Appendix 11 b

	Chingwa	Chingwa	Chingwa	Chingwa	Chingwa	Chingwa	Chingwa	Chingwa	Chingwa
1. Angela Baint	12	5	17		13	7	20		
2. J. Baint	10	5	15						
3. J. Baint	14	6	20		13	6	19		
4. J. Baint	12	7	19		13	7	20		
5. J. Baint	13	6	19		14	8	22		
6. J. Baint	10	5	15		10	5	15		
7. J. Baint	12	5	17		10	8	18		
8. J. Baint	10	6	16		10	9	15		
9. J. Baint	10	4	14			6			
10. J. Baint	10	6	16		10	7	17		
11. J. Baint	13	5	18		14	8	22		
12. J. Baint	13	6	19		13	9	22		
13. J. Baint	10	5	15			5			
14. J. Baint	10	5	15		12	7	19		
15. J. Baint	10	5	15		13	7	20		
16. J. Baint	12	6	18		15	8	23		
17. J. Baint	13	9	22		15	9	24		
18. J. Baint	10	7	17		12	8	20		
19. J. Baint	12	6	18		13	8	21		
20. J. Baint	10	7	17		13	7	20		
21. J. Baint	13	5	18		10	8	18		
22. J. Baint	10	5	15		14	9	23		
23. J. Baint	12	6	18		12	7	19		
24. J. Baint	13	6	19		13	7	20		
25. J. Baint	12	6	18		12	7	19		
26. J. Baint	13	7	20		12	9	21		
27. J. Baint	10	5	15		14	6	20		
28. J. Baint	12	7	19		13	8	21		
29. J. Baint	14	7	21		15	9	24		
30. J. Baint	12	6	18		12	8	20		