ASSESSING THE IMPLEMENTATION OF CREATIVITY AND ENTREPRENEURIAL CURRICULUM IN POST-PRIMARY SCHOOLS IN LESOTHO

By

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CERTIFICATION

This is to certify that this dissertation has been read and approved as having met the requirements of the Faculty of Education, National University of Lesotho, for the award of Master of Education (M.Ed.) degree in Educational Management, Leadership and Policy Studies.

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DECLARATION

I Mots'elisi Lengoeha declare that the Masters Research dissertation titled: *Assessing the implementation of Creativity and Entrepreneurial curriculum in post-primary schools in Lesotho* submitted at the National University of Lesotho is exclusively my own work. I also affirm that this dissertation has not been submitted for qualification at any other university.

Student's name   Signature   Date ....

ACKNOWLEDGEMENTS

DEDICATION

This work is dedicated to my dear children Qenehelo, Ts'episo and Refiloe Lekhatla who, despite their tender age, offered me so much support and encouragement throughout this journey.

ABSTRACT

The study sought to answer the question: How effective is the implementation of Creativity and Entrepreneurial (CE) curriculum in Lesotho post-primary schools? In addressing this question, the study adopted an interpretivist paradigm through a qualitative approach. A critical policy analysis was then conducted jointly with the literature review to determine how CE curriculum is aligned with the vision for Lesotho education. The study also employed a case study research design whereby eight purposively selected participants from four post-primary schools were engaged in semi-structured interviews through the use of open-ended questions.

The findings of the study revealed that CE curriculum in post-primary schools is not successfully implemented. This is due to a number of challenges inclusive of insufficient resources and lack of training which results in teachers' unpreparedness to implement this curriculum. The study further revealed that the Constitution of Lesotho 1993, Education Act 2010 as well as the Education Sector Strategic Plan 2016-2026 are uncommunicative on issues pertaining to CE curriculum.

In order to ensure efficient implementation of CE curriculum, it is recommended that the Ministry of Education and Training (MoET) strengthens its endeavour in sensitising teachers on the said curriculum and also providing schools with the necessary human and material resources.

Contents

LIST OF ABBREVIATIONS AND ACRONYMS

CAP	Curriculum and Assessment Policy
CBL	Central Bank of Lesotho
CE	Creativity and Entrepreneurship
ESSP	Education Sector Strategic Plan
GoL	Government of Lesotho
LCE	Lesotho College of Education
MoET	Ministry of Education and Training
NSDP	National Strategic Development Plan
NUL	National University of Lesotho
SA	South Africa
SADC	Southern African Development Community

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1   INTRODUCTION

Creativity is one way that helps people to venture into business thus elevates their life. Milohnic and Madzar (2017) opine that creativity is a crucial element of entrepreneurial activity because it can be used to overcome the challenges and obstacles in the development of the concept from design to implementation. In order to help groom learners at an early age about issues of creativity and entrepreneurship, the government of Lesotho (GoL) through the Ministry of Education and Training (MoET) incorporated the element of Creativity and Entrepreneurship as a Learning Area in its curriculum. Dungey and Ansell (2020) attest that entrepreneurial subjects are developed with the aim to encourage youth to aspire to embark in business establishments. As defined by Isaacs et al. (2007), Creativity and Entrepreneurial (CE) is based on teacher's involvement in students' lives to equip them with entrepreneurial knowledge and skills that will ensure their survival in the corporate world. Mohlomi (2021) however suggests that the concept of entrepreneurship should not be limited to starting a business but means the ability to use acquired knowledge and skills in order to exploit necessary resources profitably. This chapter seeks to introduce and provide a background of the study which will explore the history of entrepreneurial education in Lesotho. The chapter will further provide a brief overview of the theoretical framework that will inform the current study.

1.2   BACKGROUND OF THE STUDY

Creativity and Entrepreneurship are not foreign in the context of Lesotho as Basotho children were socialised in various ways even during the indigenous times. Socialisation began at home since family is the first socialising agent. Besides that, boys and girls were also socialised through initiation schools where they were taught their responsibilities. Motaba (1998) articulates that boys were engaged in the formal training which lasted for a few months whereby they were taught to fight with sticks to safeguard their country from ambush. For girls the focus was more

domestic based as they were orientated around issues of obedience and household chores. Additionally, boys were taught worriormanship while girls dealt with crafts. Tlali (2018) highlights that boys were brought up to become farmers, warriors, blacksmiths, rulers, among other male-dominated occupations, whilst girls were trained to become resourceful wives and mothers. It is apparent therefore, that girls were prepared for their roles in the domestic sphere while boys were socialised in the public sphere. Nonetheless, the context of African indigenous education was almost entirely informal except for such aspects as the circumcision school.

Additionally, Basotho children learned through traditional games and oral literature which included, among others, folklore. These taught Basotho about the historical traditions of their nation; hence, their legacy remained strong. Mosetse (2006) opines that socialisation enables people to learn their society's ways of life; and this seems to be the stage where a range of behaviours are reinforced based on ones' gender. Moreover, African indigenous education was meant to be utilitarian and that made it very relevant to the society as it answered the needs of the nation (Tlali, 2018). Apart from that, indigenous knowledge systems were also contained in the content curricula in that youth were equipped with skills that helped them get through life. These were skills such as food production and preservation as well as arts and crafts. Through such skills acquisition, youth were able to create jobs for themselves as well as others. This affirms that Creativity and Entrepreneurship have long been practiced in the context of Lesotho. Chimucheka (2014) signifies that if people are equipped with entrepreneurship knowledge and skills; that would encourage them to establish their own businesses as opposing to being job seekers.

It could be said that indigenous education was very accessible and relevant to Basotho children as they learned through play and work as well as through apprenticeship. It is the view of Tlali (2018) that Basotho indigenous education was guided by the philosophical principles of functionalism, thus the teaching and learning methods emphasised practical work and apprenticeship. This indicates that what children were taught then was very much relevant to them, which was a great motivation because they were learning what was of interest to them. As a result, it helped prepare them for survival in their own given environment.

Although the education that Basotho provided for their children was that relevant in their context, the arrival of the missionaries in Lesotho in the year 1833 altered, to some extent, the way Basotho children were socialised. Nyerere (1967 p.6 cited in Matséla 1979, p.4) illustrates that "*in many cases European systems of schooling disregarded indigenous education in the colonies and imposed their own brands of education which their adherents thought was superior.*" This viewpoint is corroborated by Muzvidziwa and Seotsanyana (2002) who indicate that the missionaries did not regard indigenous education as relevant and replaced it with the western educational system; the cultural norms, lifestyle and beliefs of Basotho were rudely shattered. It is evident from the above analysis that the missionaries built schools and introduced formal and non-formal education thus interrupting the manner in which Basotho children were socialised. Motaba (1998) clarifies that the missionaries' main focus was to provide Basotho with literacy and numeracy skills so that they could become clerks and interpreters who worked for the colonial administration. These skills were deemed necessary then as they benefitted the colonialists.

This kind of education is an example of what Marxists would refer to as reproduction because it was perpetuating the interests of the capitalists; for they were the ones who even determined what skills Basotho learners should acquire. Letsie (2019) reveals that the colonial education system had some short comings for it was not designed to prepare the Basotho to become managers, business owners and technicians. In essence, colonial education broadly concentrated on prompting people's physical character and behaviour. It emphasised foreign customs and habits (Chere-Masopha et al., 2021).

Given the circumstances, it is apparent that the missionaries disrupted Basotho's way of equipping their children with innovative skills by introducing a Eurocentric kind of education which instilled in them reliance on formal sector employment. Tlali (2018) explains that African traditional education supporters assumed that before colonisation this education was contextually pertinent because it efficiently equipped learners with knowledge and skills to overcome life challenges in their given environments. However, this was altered by colonialists who introduced a different system of education. Thus, African indigenous education, that was once pragmatic and utilitarian, has since been dominated by Western education which prepares learners for formal employment. Makoa (2014) observes that absolute attention on formal education and

training has let to discrepancy between the skills that learners acquire at school and those that employers expect them to possess at work place. This is therefore reflected in widespread poverty and massive unemployment rates in Lesotho and most SADC countries.

Agyeman et al. (2000) signify that it is a global advocacy that quality education helps upgrade people's standard of living and allows them to take part in their county's economic development. Regrettably, the mass of Basotho youths do not reap these benefits of quality education as they lack the necessary skills to tackle life challenges. Additionally, Chere-Masopha and Honu (2018) articulate that there is general dissatisfaction about the quality of education offered by Lesotho schools, with the type and quality of education considered the source of high unemployment rates among the youth and the concomitant high poverty levels. To show the intensity of this issue, Thaanyane (2019) expounds that there is a rising concern that institutions of learning do not equip learners with knowledge that they can apply through different contexts. This is due to the fact that colonial education that was introduced in African countries (Lesotho included) had some inadequacies for it was highly dominated by European principles opposing to the African ones. This thus resulted in irrelevant skill acquisition (Tlali, 2018).

Furthermore, due to colonial education that did not answer the needs of the nation, the government of Lesotho embarked on a number of reforms with the aim of trying to provide education that will be relevant for Basotho. This is supported by Makoa (2014) who purports that all educational reforms in Lesotho envisaged the kind of education that answers the needs of the nation. Some of these reforms which were introduced in the education system of Lesotho include, among others, the *curriculum diversification reform*, the *core curriculum reform*, the *localisation of the 'O' level* (Ordinary Level) and currently the *integrated curriculum*. Khalanyane (1995) illustrates that GoL took an initiative to come up with ways of ensuring that education provided to Basotho is relevant to their needs. This was done through formation of the "Task Force" which was meant to help the GoL on how to develop policies that would help improve the country's economy. Nonetheless, Makoa (2014) states that the efforts of trying to have education that is relevant have not been effective as this is signaled by the growing unemployment of graduates and school-leavers.

In response to the escalating educational challenges facing the country, Lesotho became a signatory to many international treaties such as Sustainable Development Goals (SDGs) which, among others, are geared towards providing quality education for every individual. Ministry of Development Planning (2019, p.3) stipulates that "*SDG 8 promises to promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.*" In view of the above, it seems that the government of Lesotho saw it befitting to alleviate its education system from that which was offered by the colonialists in order to have the kind of education that is relevant to its context. This is why today there is a Creativity and Entrepreneurial learning area in the Lesotho curriculum.

1.3   PROBLEM STATEMENT

Lesotho, like many other African countries, is faced with widespread poverty and massive unemployment rates. The Ministry of Development Planning (2019) states that

> *Lesotho continues to experience high rates of unemployment estimated at 32.8 percent according to the Bureau of Statistics 2017 survey. Unemployment incidence is higher for females and youth, estimated at 39.7 percent and 32.3 percent respectively, compared to males at 26.2 percent.*

This necessitates curriculum review. In this regard, MoET (2008, p.10) postulates that,

> *The rise of globalisation in all fronts has added a new impetus for drastic change in the economies of developing countries as well as their socialisation and skills development infrastructure. Lesotho's economy and educational system, being no exception to this global trend has been confronted with multiple challenges such as sudden economic backlash and rising poverty levels in the face of escalating unemployment.*

In response to the foregoing problem, countries have to invest in quality education so it could remedy a range of social challenges. Due to its poor economy and massive unemployment rate, Lesotho developed Creativity and Entrepreneurial learning area to help learners acquire entrepreneurial skills which will enable them to create their own businesses as well as take part in international trade. This is apparent in the Curriculum and Assessment Policy, 2009 as it

strives to produce learners who could become successful business owners and be in the position to adapt to precarious job market, as opposed to being prospective employees (MoET 2009). Although all learners in post-primary schools enrol in Creativity and Entrepreneurial education, some leave school with very limited or no innovative skills. Based on Thaanyane's (2021) findings, CE teachers in Lesotho post primary schools do not cover all the aspects of the subject which results in learners failing to acquire skills that are necessary in the work place.

Maqutu (2021) stipulates that despite the incorporation of creativity and entrepreneurship curriculum in Lesotho schools, currently, unemployment due to skill mismatch is still rampant in the country. This is reiterated by the Ministry of Development Planning (2019) that Basotho youth are usually equipped with skills that are often not demanded by the economy which leads to youth struggling to find productive work. An indication is that youth unemployment escalates. This was made evident by Lesotho youth who took to the streets on 6th November 2020 demonstrating their dissatisfaction with the high unemployment rate in the country; where some even got injured in the process of that protest. It is matters like these that show the seriousness of unemployment in Lesotho. *The Reporter* (2020) declares that November 6, 2020 will go down in history as the day on which the youth took part in a peaceful protest march against unemployment in the country and operationalisation of the National Youth Policy, among others. In an interview with *The Reporter* (2020), youth activist Motsamai Mokotjo states that Lesotho developed the National Strategic Development Plan (NSDP II) meant to curb unemployment, but there is a lack of political will from authorities to create more jobs for the youth. Mokotjo concludes that for Lesotho youth, the issue remains that unemployment should be declared as a crisis.

Setoi (2012) confirms that Lesotho is faced with a tremendous challenge concerning massive unemployment rate among youth, which is somewhat believed to be the outcome of schools' system failure to keep them. Maqutu (2021, np.) signifies that

> *The Central Bank of Lesotho and the government report that in 2015 there were 4000 unemployed graduates in Lesotho. The national headcount poverty rate was 57% in 2011. The International Labour Organisation estimated the youth unemployment rate was at 32.8% in 2020 even though most employed people are*

in the age group of 25-29, 32% did clerical work. They blame unemployment and lack of jobs for the high prevalence of poverty and inequality in Lesotho. These data have implications for the country's school curriculum.

Consequently, the problems that the country has faced forced it to act impetuously to develop curriculum reforms that would bring about quality and relevant education (Raselimo & Mahao, 2015). Chere-Masopha and Honu (2018) attest that the mismatch of skills acquired by students at all levels of formal education in Lesotho is the result of the inadequacy of the school curriculum. With the aim to bridge the gap between skills mismatch and irrelevance in basic education, the government of Lesotho rolled out the Curriculum and Assessment Policy (CAP) 2009; which is geared towards developing work-related competencies. This goal is mirrored in some of the objectives of the Creativity and Entrepreneurial learning area. MoET (2008, p.6) highlights that this learning area should, "*inculcate appropriate attitudes and values for promoting a creative and entrepreneurial culture and to promote understanding of physical, socio-economic and technological environment as a prerequisite for earning a living.*"

The GoL developed CAP 2009 at the time when the country was experiencing severe challenges such as high rates of poverty and unemployment, environmental degradation and escalating rates of HIV/AIDS (Raselimo & Mahao, 2015). It is worth noting however, that the implementation of CAP 2009 has been surrounded by a number of challenges among which the following can be cited: lack of teachers' development, lack of knowledge about the reform, teachers' identity and resistance to change (Selepe, 2015). Based on their findings, Raselimo and Mahao (2015) argue that CAP 2009 is entrusted to improve individual's standard of living as well as Lesotho's economy; however, there are challenges which can destruct its efficient implementation. Considering the skyrocketing unemployment rate in Lesotho, the study seeks to assess the implementation of the Creativity and Entrepreneurial learning area of the Curriculum and Assessment Policy, 2009 in Lesotho post-primary schools. CAP 2009 states that this learning area should:

- Promote understanding of physical, socio-economic and technological environment as a prerequisite for earning a living.

- Promote acquisition and application of creative and entrepreneurial skills in solving everyday challenges.
- Inculcate appropriate attitudes and values for promoting creative and entrepreneurial culture.

1.3.1 MAIN RESEARCH QUESTION

Based on the foregoing problem, this study seeks to answer the following main question:

How effective is the implementation of Creativity and Entrepreneurial curriculum in Lesotho post-primary schools?

1.3.1.1 SUB-QUESTIONS

In line with the main question, the following sub-questions are developed:

1. What are the factors that determine progress in implementing Creativity and Entrepreneurial curriculum in Lesotho post-primary schools?
2. How is Creativity and Entrepreneurship aligned with the vision for Lesotho education?
3. What challenges do teachers face in implementing Creativity and Entrepreneurial curriculum?
4. What comments and recommendations can be made in order to enhance the implementation of Creativity and Entrepreneurial curriculum?

1.3.2 PURPOSE OF THE STUDY

The purpose of this study is to assess the implementation of Creativity and Entrepreneurial curriculum in Lesotho post-primary schools.

1.3.2.1 OBJECTIVES OF THE STUDY

1. The study will be guided by the following objectives: To analyse factors that show progress in the implementation of Creativity and Entrepreneurial curriculum.

2.   To determine how Creativity and Entrepreneurship is aligned with the vision for Lesotho education.

3.   To assess challenges that teachers face in implementing Creativity and Entrepreneurial curriculum.

4.   To make comments and recommendations that could enhance implementation of Creativity and Entrepreneurship curriculum.

1.4   RESEARCH METHODOLOGY

The purpose of this study was to assess the implementation of Creativity and Entrepreneurial curriculum as well as the views of teachers on its implementation. In order to gather information on these issues, different approaches that informed this study were used. Methodology is an approach that the researcher adopts to acquire data for their study through the use of appropriate methods. Sileyew (2019) defines methodology as the strategy adopted by researchers in carrying out their research. The subsections below therefore outline the strategies that were followed in conducting this current study.

1.4.1 RESEARCH PARADIGM

For a piece of work to qualify to be a research, it ought to adopt a logical procedure. Each research is therefore guided by a research paradigm which is defined by Kivunja and Kuyini (2017, p.27) as the "*conceptual lens through which a researcher examines the methodological aspects of their research project to determine the research methods that will be used and how data will be analysed.*" In the same manner, Shukla (2020) clarifies that in research, paradigms assume a principal aspect of directing the research procedure and protocols espoused by the researcher based on their chosen paradigm avenue.

In view of the above exposition, this study was guided by the interpretive research paradigm. Thanh and Thanh (2015) state that interpretive paradigm enables the researchers to see and understand the world through the participants' views and experiences. Given the circumstances, interpretive paradigm helped me to comprehend how teachers implement Creativity and

Entrepreneurial curriculum as employed in their different settings. Moreover, interpretive paradigm also assisted me to find in-depth information on whether this curriculum is aligned with the vision for Lesotho's education through the use of different qualitative methods. In the next section, a brief overview of the theoretical framework that guided this study is provided.

1.4.2 THEORETICAL FRAMEWORK

Theoretical framework is a structure that enables the researcher to organise their data in order to analyse it. Kivunja (2018) highlights that theoretical framework helps the researcher to discuss the findings of their research in light of what the existing theories point out. This study was thus guided by a constructivism theory.

The next section discusses in detail the research design that was employed in gathering data for this particular study.

1.4.3 RESEARCH DESIGN

This study aims to assess the implementation of Creativity and Entrepreneurial curriculum in Lesotho post-primary schools; as such a qualitative approach was suitable in this case. Alharahshen and Pius (2020) stipulate that the central aim in qualitative research is to grant explicit understanding of a phenomenon based on the ones experiencing it with fewer generalisations. Qualitative approach, as explained above, was also of assistance as it enabled me to get in-depth information while exploring challenges that teachers encounter in implementing the Creativity and Entrepreneurial curriculum as Denzin and Lincoln (2018) argue that qualitative researchers deploy a wide range of interconnected hands.

Moreover, in order to arrive at credible results, a research design that aligned with the chosen research paradigm was employed because research needs a design for it to be well carried out. Thus, a research design is defined by Kumar (2011) as a methodical strategy that a researcher follows in order to answer questions in a credible, accurate and economical manner. This is echoed by Asenahabi (2019) who articulates that the central factor of a research design is to convert a research problem into data to be analysed in order to produce suitable responses to the

research questions inexpensively. This signifies that a qualitative approach entails an interpretive approach rather than a numerical one. As such, a case study design was proposed for this study.

> *A case study design is an in-depth study of a single organisation…policy, or group which serves as the case being investigated rather than a sweeping statistical survey or comprehensive comparative inquiry* (Rakotsoane 2018, p.21).

The choice of this design was further intrigued by Wabwoba and Ikoha (2011 cited in Asenahabi, 2019) who argue that case study grants a researcher an opportunity to thoroughly comprehend why and how particular phenomena occurs by showing the means through which a causal analogy happens. Additionally, a case study is a research design which the researcher can opt for when they want to obtain concrete, contextual and in-depth knowledge about a specific real-world subject (Priya 2020). The above-mentioned qualities helped the researcher to gather rich information from literature and policy documents as well as to establish a clear understanding of the implementation of the Creativity and Entrepreneurial curriculum.

1.4.4 DATA COLLECTION

It is through the collection of data that a researcher is able to gain first-hand knowledge on their research problem, and this is achieved through the use of appropriate research methods. Kumar (2011) indicates that data is a collection of information that the researcher has to process in order extract meaning. Thus, data can be collected using a qualitative or quantitative approach depending on one's own topic. This is in line with Kabir's (2016) observation that the main focus under data collection is deciding on the kind of information that the researcher requires which is followed by appropriate selection of participants from the population of interest. Consequently, a suitable instrument is then used to acquire information from the preferred participants. Based on the chosen paradigm, research approach and design for this study; literature review, document analysis, semi-structured interviews and critical policy analysis were used as data collection methods. It was believed that they would aid the researcher to obtain deep insight into the study problem. Below is a brief account of the aforementioned methods; they will further be discussed in detail in the methodology chapter.

1.4.4.1 Literature review

Ramdhani, et al. (2014) mention that literature review is a study of scholarly articles, published documents, and additional material applicable to a specific issue of interest in the study then, giving an account, summary and analytical assessment of such works. As such, this existing body of knowledge can be accessed through primary or secondary sources. Therefore, primary and secondary sources were both reviewed to inform this study.

1.4.4.2 Document analysis

The other way in which data was collected is through document analysis which enabled me to analyse the following purposely selected documents; The Constitution of Lesotho, 1993, Education Act, 2010, Education Sector Plan, 2016-2026 as well as the Curriculum and Assessment Policy, 2009 as they inform the vision for Lesotho education.

1.4.4.3 Semi-structured interviews

An interaction between two or more people, conducted either facially or telephonically with a specific purpose in mind is called an interview (Kumar, 2011). This means that the major point of interviewing is questioning participants in a study and obtaining answers from them (Kabir, 2016). Interviews come in different forms; structured, semi-structured or unstructured. For the purpose of this study, participants were engaged in semi-structured interviews because they allowed me to get a wealth of information through the use of open-ended questions as they yield qualitative data.

1.4.4.4 Critical Policy Analysis

Policy analysis is defined by Weimer and Vining (2017, p.30) as a "*systematic comparison and evaluation of alternatives available to public actors for solving problems.*" Diem and Brooks (2022) mention that critical policy analysis obligates researchers to question all aspects of the policy making process and the historical as well as sociopolitical contexts in which policies are developed.

Curriculum and Assessment Policy 2009 with specific focus on Creativity and Entrepreneurship will thus be critically analysed in this study.

Below is an outline of the objectives of this study and how they were achieved as well as chapters in which they are discussed.

Objectives	Method	Chapter
(1) Analyse factors that show progress in the implementation of Creativity and Entrepreneurial curriculum	Literature review	Chapter 2
(2) Explain the methodology that will be employed in the study.	Methodology	Chapter 3
(3) Analyse how Creativity and Entrepreneurship is aligned with the vision for Lesotho education.	Documents analysis	Chapter 4
(4) Explore challenges that teachers encounter in implementing Creativity and Entrepreneurial curriculum	Semi-structured interviews	Chapter 5

(5) To make comments and recommendations that can be made in order to enhance implementation of Creativity and Entrepreneurial curriculum.		Chapter 6

1.5 POPULATION

Before carrying out a study, a researcher first determines who will be the participants to his /her questions; these participants form what is called population. Shukla (2020, np.) indicates that "*population is the set of all the units on which findings of the research can be applied*." Post-primary schools teachers in Lesotho and CE teachers therefore formed the population of this particular study. From this large group with similar characteristics, only few participants were selected to represent the whole population as it is not possible to conduct the study on the entire population. This is known as the study sample. Umair (2018) elaborates that sampling is the technique used to select a few sample from the chosen population to represent it. Moreover, the participants in this study were chosen through a non-probability participants' selection procedure. In his view, Turner (2020) explains sampling as the process of nominating a small group of participants from a large population of interest in a research. The participation of an entire population of interest is impractical, as such; the researcher depends on a smaller group for data collection.

1.5.1 PARTICIPANTS SELECTION

Participant selection is a crucial step in research because it determines the trustworthiness of the study as it is the researcher's way of deciding who will take part in the study based on the contribution that they will bring. This is in accordance with Umair (2018) who notes that researchers do not just collect and analyse data but they determine who matters as data. This can be achieved through choosing from a wide range of sampling techniques which may be from

probability or non-probability sampling. The choice of a technique is however determined by the type of study the researcher wishes to undertake. Purposive sampling was thus employed in this study because based on its qualities; I believed that it would assist me to get the right participants who possess rich and quality information on Creativity and Entrepreneurial curriculum implementation. The next step to take after gathering data is to analyse it; the succeeding section therefore indicates how data was analysed in this study.

1.5.2 DATA ANALYSIS

The data collected is then organised and analysed in order to be able to draw conclusions for a given situation (Rakotsoane 2018). As such, the approach that was intended for data analysis in this study is the qualitative one because the data collected was non-numerical as interpretive methods are preferred. Furthermore, Kabir (2018) signifies that data analysis refers to categorising and coding the data collected to enable the researcher to obtain its relevance then generalise about it. Interview transcripts for the current study were analysed through the use of thematic analysis which is a method for identifying, analysing and reporting themes within data (Bondas et al. 2013). The other set of data was analysed through document analysis. The next section thus outlines the rationale for this study.

1.6   RATIONALE

As a teacher, I encounter learners every day. I come across a number of those who are vulnerable; some of whom come from very poor families while others are orphans from child headed families. In most cases, such learners drop out of school due to financial constraints. The Education Sector Strategic Plan (ESSP) 2016-2026 attests that there are numerous social and economic factors that compel learners to leave school without having accomplished basic education. This, for example, is noticeable in the case of households headed by children as they feel pressured to quit school and seek employment (MoET 2016). Thaanyane (2019) expounds that students who drop out of school are sometimes implicated in some unlawful acts including robbery and burglary because they roam the streets and eventually commit acts of crime owing to poverty and unemployment. Mohlomi (2021) points out that job prospects for those who do not proceed beyond primary and secondary school are bleaker because the economy is not growing fast enough to create jobs. Additionally, Chere-Masopha and Honu (2018) mention that

anecdotal evidence so far suggests that despite government efforts, the multitudes of children keep on abandoning school.

Nonetheless, when the government of Lesotho (GoL) rolled out CAP 2009, there was hope that if learners are forced by different circumstances to drop out of secondary school, they will have at least acquired some innovative skills which will help them venture into business or be employable. This is with regard to one of the curriculum aims of secondary education under Creativity and Entrepreneurial learning area where MoET (2009, p.10) indicates that at the end of secondary education, "*students should have developed advanced entrepreneurial, technological and vocational skills for the world of work and further studies*." Conversely, learners enroll in entrepreneurial education but still leave school with limited or no innovative skills. This leads to them being unemployable or not in the position to start their own businesses. Boloetse (2015) attests that Lesotho's education produces skills that do not meet the requirements of the labour market and do not promote own job creation and self-reliance. Similarly, Maqutu (2021) states that secondary education curriculum only prepares students for higher education and training and not for labour market. Therefore, my great concern is whether the necessary steps were taken into consideration before the implementation of CAP 2009, considering the fact that poverty and unemployment rates are still rampant in the country.

Hopefully, the findings of this study will be beneficial to MoET as they could realise the shortcomings of this policy document and make necessary adjustments. That could ultimately help curb the rate of unemployment and poverty in Lesotho as well as reduce the crime rate because youth will be engaged in businesses or formally employed. Not only will the findings of this study benefit MoET, but they will also help teachers who face the challenge of teaching Creativity and Entrepreneurship. When CE is well implemented, some unemployed youth will be able to be absorbed in the formal sector because they will have been equipped with necessary innovative skills while others will be in the position to start their businesses and employ others. This will, in turn, help benefit a number of families in Lesotho by reducing the intensity of poverty in the country. In essence, this will consequently contribute towards Lesotho's economic development. The next section discusses the scientific and geographical demarcation of this study.

1.7 DEMARCATION OF THE STUDY

Demarcation denotes the parameter at which something should operate. As such, the subsequent sub-sections namely, scientific demarcation and geographical demarcation outline the framework that was followed in conducting this study.

1.7.1 SCIENTIFIC DEMARCATION

Policy is what the government may decide to do or not to do. This is supported by Bell (2020) who remarks that "*policy is about both intention and outcome; it is purposive and intended to produce specific ends.*" This study is demarcated within Education Policy Studies. Education policy refers to the laws that administer the procedure of the education system in a country. In the view of Ukpong (2017), educational policies are systematic interventions by government that determine the direction of an education system with the aim to improve education at all levels. Education policy has some key values, those are: educational, social, economic and institutional (Bell, 2020). The above definition of education policy is relevant in this study as the purpose was to examine the effectiveness of implementing the Creativity and Entrepreneurial curriculum in Lesotho post-primary schools, thus, it was well-founded to demarcate it within education policy.

1.7.2 GEOGRAPHICAL DEMARCATION

The study was carried out in four post-primary schools in Maseru from the two major proprietors in the country: government and church schools. Maseru is the capital town of Lesotho. "*It is situated along the west-central border between Lesotho and South Africa on the Calderon River. The 2016 census showed Maseru's population as approximately 519,186*" (The Kingdom of Lesotho 2019, np). The reason for choosing Maseru as my field of study was because it is easily accessible to me.

Figure 1: Map sourced (Mapsofworld.com)

1.8 INTEGRITY OF THE RESEARCH

In conducting this study, ethical principles were observed so that the findings could be credible. The following subsections will thus highlight how the principles of trustworthiness were adhered to: credibility, transferability, dependability and confirmability.

1.8.1 ETHICAL CONSIDERATIONS

Ethics refer to guidelines for conduct that help us to differentiate right from wrong; that is, they enable one to draw a line between what is admissible and what is not. Therefore, before conducting the research, informed consent was sought through verbal permission from the

participants after which they were asked to sign the consent forms. In addition, confidentiality and anonymity were observed by ensuring that no harm was posed to participants.

Fleming et al. (2018) state that it is crucial that participants' identity is not revealed in order to maintain confidentiality and anonymity. They further advance that assurance on confidentiality should go further than just covering up participants' names to also refraining from using self-identifying words (Fleming et al. 2018).

1.8.2 TRUSTWORTHINESS

In order for the research findings to be credible and useful, the study has to portray an element of trustworthiness. In this manner, the trustworthiness of research study refers to the extent of dependency on the collected data as well as the methodology used to guarantee the study's quality (Pilot & Beck, 2014 in Connelly, 2016). As a result, credibility, transferability, dependability and confirmability are measures available for adoption by qualitative researchers in order to ensure the trustworthiness of their research (Rakotsoane, 2018). These measures that constitute trustworthiness will be outlined below.

1.8.2.1 Credibility

Korstjens and Moser (2018, p.122) indicate that "*credibility establishes whether the research findings represent plausible information drawn from the participants' original views.*"

1.8.2.2 Transferability

Transferability is explained by Clark (2012) as the degree to which one study's results can be applicable to the other.

1.8.2.3 Dependability

Lemon and Hayes (2020) state that dependability asserts that the study's results are distinctive to a definite time and place, and that there ought to be consistency; meaning if conducted by another researcher, the study would still yield similar findings.

1.8.2.4 Confirmability

Confirmability signifies objectivity as it indicates that the data collected is the true information received from the participants; and that the findings are not fabricated by the researcher (Thomas & Magilvy 2011).

1.9   LAYOUT OF CHAPTERS

This current study's aim is to answer the following research question: How effective is the implementation of Creativity and Entrepreneurial curriculum in Lesotho post-primary schools? The study is therefore structured in the following manner:

Chapter 1 The chapter introduces the study by providing the background of Creativity and Entrepreneurial curriculum in Lesotho and showing the research questions and objectives.

Chapter 2 This chapter provides a literature review on curriculum implementation focusing on CAP 2009. Particular reference is made to Creativity and Entrepreneurial curriculum determining whether there are factors that signify progress in the implementation of this curriculum. Related literature in other countries is also reviewed.

Chapter 3   It explains the methodology that was employed in this study.

Chapter 4 The chapter analyses how Creativity and Entrepreneurial curriculum is aligned with the vision for Lesotho education with a specific focus on the following documents: The Constitution of Lesotho, 1993, Education Act, 2010, Education Sector 2016-2026 and CAP 2009. Besides the context of Lesotho, the review also extends to other SADC countries; South Africa and Botswana.

Chapter 5 This is the pragmatic part of the study. In this chapter, I report on the results of the semi-structured interviews conducted with various relevant stakeholders. The aim of the

interviews was to explore pedagogical challenges that teachers encounter in implementing Creativity and Entrepreneurial curriculum in Lesotho post-primary schools.

Chapter 6   This chapter provides the conclusion and recommendations of the study in line with the findings.

1.10   CONCLUSION

The foregoing discussion outlined the proposed research as well as highlighting methods that were adopted in order to achieve credible findings. The main point argued in this chapter is that implementation of Creativity and Entrepreneurship in Lesotho post-primary schools has not brought about a considerable change in the lives of individuals and the country's economy because poverty and unemployment rates are still very high. The following chapter will then present the literature review on curriculum implementation with specific focus on CAP 2009; paying particular attention on Creativity and Entrepreneurship curriculum in Lesotho and other SADC countries.

CHAPTER 2

LITERATURE REVIEW

2.1   INTRODUCTION

Chapter One provided the orientation of the study which entailed the introduction and background of the study and explored the history of Creativity and Entrepreneurship (CE) in Lesotho. Chapter Two will then focus on the theoretical framework that anchored this study, and also review literature on issues pertaining to the curriculum. The objective of this chapter is to analyse factors that show progress in the implementation of the CE curriculum in Lesotho post-primary schools. Literature will not only be reviewed in the context of Lesotho, but will also look at a couple of other Southern African Development Community (SADC) countries namely, Botswana and South Africa.

Leedy and Ormrod (2015) report that literature review enables the researcher to analyse the existing work carried out by other authors in the related field, although not particularly targeting topics that are similar to one's own. In the same manner, Synder (2019, p.334) contends that "*literature review is an excellent way of synthesising research findings to show evidence on a meta-level and to uncover areas in which more research is needed.*" Thus, for this study, both primary and secondary sources were reviewed to find data on the significance of Creativity and Entrepreneurial education in Lesotho, Botswana and South Africa. While reviewing literature, published and unpublished books as well as journal articles were examined. The search engines that were used to gather data from these materials are Google and Google scholar under the key words *creativity, entrepreneurship, education, poverty, unemployment, curriculum and Lesotho.*

Mbeteh and Pellegrini (2018), state that CE is recognised worldwide as a mechanism to overcome unemployment. They further advance that this is more so in countries within the African context where a huge youth population is unemployed. The selected countries are thus significant in this study because Lesotho and the said countries are all members of SADC and are plagued by poverty. The countries are therefore seen to be resorting to CE as a means of fighting unemployment. Jotia and Sithole (2016) highlight that chances of being employed in the formal

sectors of several countries in the African continent are declining at an alarming rate, hence the necessity to equip learners with entrepreneurship skills to enable job creation, thus gearing education towards self-sustaining production.

Moreover, the interest on the two chosen countries is based on the fact that Lesotho shares educational history with Botswana. Apart from that, Lesotho is also completely landlocked by South Africa and is often affected by what happens in this country. The mentioned factors make it appropriate to evaluate how CE is being approached in the selected countries with the purpose to determine if there are similar or different ways in which this subject area is handled. The next section explores the theoretical framework that informed this study.

2.2   THEORETICAL FRAMEWORK

Rakotsoane (2018, p.89) opines that a "*theoretical framework refers to the conceptual underpinning of a research based on either theory or a specific conceptual model.*" This signifies that a theoretical framework is a structure for the research study which is crucial in setting the base and assisting the researcher to conduct and analyse their study. Constructivism theory will thus underpin the current study.

2.2.1 CONSTRUCTIVISM

Extraction of knowledge is central to the constructivism theory as people learn better when they experience things and reflect on those experiences. In essence, constructivism philosophical paradigm is an approach which proclaims that people's active participation in things helps them extract knowledge, and it strengthens understanding of such knowledge (Adom et al., 2016). Constructivism further provides a firm ground for research in education. While incorporated in teaching and learning, constructivism helps maximise learners' outcomes (Amineh & Davatgari, 2015). This highlights that constructivism rests on the notion that cognition is the result of mental construction. Bada and Olusegun (2015) state that constructivists suppose that learning is not only affected by the context in which an idea is taught but students attitudes and beliefs also have a bearing on how learning occurs.

The constructivist conception of learning emanates from the work of a number of scholars namely, Dewey, Bruner, Vygotsky and Piaget. Gordon (2009) indicates that Piaget, Vygotsky and Freire define constructivist approach to education as one in which learners actively create, interpret and reorganise knowledge based on one's own experiences. For example, Akpan et al. (2020, p.52) state that "*Vygotsky believed that life long process of development is dependent on social interaction and that social learning actually leads to cognitive development.*"

Mogashoa (2014, p.51) concurs that constructivism is "*a theory that argues that humans generate knowledge and meaning from an interaction between their experiences and their ideas.*" In support, Adom et al. (2016) also note that constructivists presume that meaningful learning happens when students obtain knowledge through doing and experimenting things. That is, if learners witness the carrying out of the phenomenon, they are likely to recall through the sensory activity of seeing. This notion is supported by Brau (2020) who notes that constructivism indicates that the process of constructing knowledge is based on the individual's subjective interpretation of their lived experience. This is because the passive approach to teaching deems the learner as an entity that does not know anything thus has to be filled with knowledge while constructivism declares that learners are only able to construct meaning if they actively get engaged with the world. This can be achieved when involved in experiments or real-world problem solving for example (McLeod, 2019). In essence, for learners to acquire knowledge, they have to associate the given information with a real situation (Kara, 2018).

Based on the foregoing definitions of constructivism, one can argue that the basic assumption of constructivism is the construction of knowledge by learners through their interaction with the physical and social environment (Noel, 2015). It could then be inferred that constructivism is accredited for active learning approach which helps develop quality of learning because learners are granted an opportunity to actively construct their own knowledge.

This is where the idea of learner-centered pedagogy comes in as supported by CAP 2009. Xu and Shin (2018, p.880) advocate that "*the core idea of constructivism applied to learning is that the environment is learner-centered where knowledge and understanding is socially constructed.*" The notion of learner-centered pedagogy is very crucial in the teaching of Creativity and

Entrepreneurship (CE) as it helps learners construct their knowledge from their experiences without entirely being dependent on their teacher. Gordon (2009) states however that in a constructivist classroom, teacher's knowledge and experience still assume a central position. This is echoed in Alzahrani (2013) who argues that as a facilitator, the teacher should provide plentiful environments, experiences and learning activities that include team work and problem solving exercises. This indicates that teachers play a very crucial role in constructivist learning as the theory requires expert teachers pertaining to pedagogy.

I believe that efficiency in CE can be achieved if learners are adequately engaged in the practical component instead of just receiving the theory. This assumption is foregrounded on the constructivists' view that learning is more effective when students are actively involved in learning rather than just receiving knowledge passively. If proficiently employed, the constructivism theory could guide the effective implementation of CE in Lesotho post-primary schools. This theory has, to a large extent, enabled the researcher to analyse CE implementation. In light of the foregoing discussion, it is imperative that the next section looks into the concept of curriculum.

2.3   CONCEPT OF CURRICULUM

Curriculum is a broad concept with a number of definitions by different scholars. Todd (2010, p. 12) defines curriculum as a "*written plan depicting the scope and arrangement of the projected education programs for a school…the basic environmental structures from which teachers are to develop teaching strategies for specific classroom groups.*" The teaching strategies in different learning areas are grounded on the objectives of the lesson; hence Stotsky (2012) articulates that a curriculum is a school's plan of action aimed at achieving anticipated goals and objectives. Curriculum is also mainly considered as content because content brings into question the term 'the syllabus' (Mulenga, 2018). This is underscored by Thaanyane (2010) who posits that curriculum is mainly the content in specific subjects that has to be imparted to learners in schools. That includes guidance on teaching and learning and determination of its success. It appears that the issue of content in curriculum is very prominent as it establishes the contents of

the syllabus. The notion of a subject matter is very relevant in the current study as it will assist me to establish how its delivery in CE helps learners acquire entrepreneurial skills.

In this regard, Seotsanyana (2018) indicates that *content*, *processes*, and *approaches* are central features of a curriculum. In essence, a curriculum cannot exist exclusive of the said components. These concepts are of significance since they are interrelated and crucial for effective curriculum implementation as content is acquired over time with the use of necessary approaches. Ahmad et al. (2021) concur that content refers to the body of knowledge that students are equipped with and will take away when the course is done; it assumes that the curriculum objectives are well achieved. Content becomes very crucial in curriculum implementation in that it determines what kind of knowledge learners should acquire. Therefore, the "*content of the curriculum, in terms of what is likely to take up most teaching time in schools, is set out by the Areas of Learning and Experience*" (Gatley, 2020, p. 203).

Based on the preceding definitions of curriculum, it can be deduced that the concept of content in curriculum is a key element as it depicts what should be taught, how and, most importantly, why students should learn it. In essence, the learning experiences of each learner are determined by the curriculum as it is the plan for learning. It is pivotal however to observe that a developed curriculum would not be able to attain its desired goals and objectives if it is not effectively implemented. This is because curriculum implementation necessitates transfer of officially prescribed contents of a curriculum to learners. Thus, for a curriculum to be effectively implemented, a learner has to acquire the intended experience, knowledge and skills aimed at enabling them to be successful members in their respective societies (Chaudhary, 2015). At this juncture, it is important to consider factors that may impact on curriculum implementation.

2.3.1 FACTORS THAT INFLUENCE CURRICULUM IMPLEMENTATION
Curriculum is not a neutral phenomenon as it is influenced by a number of factors; among which the following are cited *politics, resources, teachers, the school environment* as well as *interest groups.* There are a number of factors that affect curriculum policy implementation in various

ways. However, those selected for this study seem to be major ones as implementation cannot go on without them or their involvement. A brief description of their involvement in curriculum follows.

2.3.1.1 Politics

Various scholars define politics in many different ways. In Valeri's (2010, p.12) view, "*politics is the study of conflict resolution, the ability to handle government, the conduct and management of public affairs.*" In a similar manner, Osieja (2021) highlights that politics are focused mainly on power and the ability to control others. For the purpose of this study, politics will be viewed in terms of management of the nation; looking at such things as curriculum development by politicians. This is in line with Ikechukwu (2013, p.15) who signifies that "*the political leaders formulate policies as well as control and direct the implementation activities of the policy.*" Basically, policies direct every aspect of education concerning matters such as what kind of education is provided, which methods are used, to whom, in what form, by whom as well as resources used to distribute the knowledge. The relevance of the preceding is noticeable in curriculum for it comprises what is taught as that is a basic feature of schooling (Levin, 2007).

Politicians fund curriculum implementation. This is revealed by Jandongan (2017) who stipulates that funding is the key factor in how politics control curriculum development and implementation because schools depend on money for acquisition of human and material resources. The same sentiment is shared by Ukpong (2017) who proclaims that politics considerably influence the funding of educational programmes, the way education should be planned and administered, provision of infrastructural facilities in schools and consequently, the implementation of educational policies. This indicates that education is by far a political factor; as such, it is the responsibility of each authority to guarantee that its citizens are provided with quality education as well as to develop the curriculum to be used in educational institutions.

It can be observed from the above argument that the decision to choose a particular curriculum, funding and knowledge taught is all political as Ijov and Sar (2015) also highlight that there is a very close relationship between politics and education. They argue that politics influence

education and education in turn also impacts politics. This further clarifies that the political system of a nation has influence on the educational system of such a nation because politics is one of the contextual factors within which education policies are promulgated. This is reflected in Chabana (2017) who suggests that Lesotho's education policies cannot be detached from political influences as ministers and principal secretaries, all of whom are politically appointed, give commands to senior officers for the implementation of policies such as curriculum policies.

Furthermore, Jandongan (2017) argues that politics affect curriculum development from outlining goals and objectives, interpreting curricular materials to accrediting examinations. This is echoed by Nguyen (2018) who contends that the content of the curriculum is largely based on the dominant political ideology a country holds. This is because political factors influence curriculum implementation by their ability to decide which content will be taught as well as which books will be used. This becomes very worrisome in the case where governments change as that also impacts on the implementation of some policies.

Given the circumstances, one could posit that the issue of governments changing has an adverse effect on implementation of policies as those who come into power may change the curriculum to fit their demands; as a result, curriculum becomes an unstable entity. Ekpiken and Ifere (2015, p.45) contend that "*incessant government changes also negatively affect the effective and efficient implementation of policies.*" It is in light of this observation that failure to implement policies such as curriculum policy can be negatively affected by politics. On this basis, it could be said that politics have a direct influence on education policy as well as its implementation due to the factors discussed above. To have a well implemented policy, one other factor that needs to be taken into consideration is resources. Below is thus an outline of resources and their significance to curriculum implementation.

2.3.1.2 Resources

Bediako (2019) suggests that a government through the Ministry of Education should supply the schools with sufficient equipment and appropriate facilities as their availability has substantial bearing on curriculum implementation. Based on the foregoing statement, it could be inferred

that governments should have enough necessary resources in place in order to support efficient policy implementation. This is supported by Kigwilu and Akala (2017) who indicate that inadequate finances and unavailability of modern equipment in schools makes curriculum implementation exceedingly challenging. It is important therefore that a country should possess a strong financial muscle to shoulder the development of a policy, as lack of resources can hinder the smooth implementation. In support, Igbokwe (2016) notes that financial provisions are necessary for coordinating, monitoring, evaluation and implementation of educational policies. This implies that if there are insufficient resources, policy implementation will be affected.

Failure to provide necessary teaching and learning resources for Creativity and Entrepreneurship education will hinder proper implementation. For example, Thetsane and Mats'ela (2014) reveal that 55% of their participants mentioned that insufficient funds are a great hindrance towards efficient teaching and learning of Business Education as that prevents them from extending the traditional classroom environment to outdoors thus enabling learners to partake in the formation of businesses hence linking theory with practice. It could be said therefore that lack of resources may hamper the smooth implementation of CE. A curriculum cannot be implemented without teachers' involvement. Going forward, the study therefore considered the role played by teachers in curriculum implementation.

2.3.1.3 Teachers

As used in this study, the term 'teacher' refers to a person who facilitates learning in the classroom to help equip learners with knowledge, experience and skills. This is aligned to Ahmad's (2014) definition which depicts teachers as people who facilitate learning especially at school in order to help students to acquire knowledge, competence and values. "*In every level of education, teachers are said to be the implementers of educational policies through their students in the classroom*" (Ukpong, 2017, p.105). Based on their functions, teachers need to have a clear understanding of the curriculum because failure to do so mean implementation at any level cannot be successfully done if teachers do not clearly comprehend what is expected of them (Selepe 2016). This is evidenced by Chere-Masopha et al. (2021) who observe that a number of curriculum reforms in Lesotho are unsuccessful because teachers lack understanding

about the reforms, as a result they become ill-prepared to implement them. In corroboration, Chaudhary (2015) notes that it is crucial that teachers are supremely knowledgeable about the curriculum document in order for them to be in the position to translate its intentions into reality, thus effectively implementing it. In support Badugela (2012) states that a curriculum can be implemented successfully if the teacher clearly understands and interprets it well.

Based on the foregoing, it can be noted that if teachers do not understand what is to be done in the Creativity and Entrepreneurship curriculum that could affect its implementation. Selepe (2016) affirms that if teachers have a different perception from that of curriculum developers and administrators about what the policy means, there is a high possibility that its ratification may not be as anticipated. Porter et al. (2015) stress that poor clarity and confusion leads to serious tensions between teachers and administrators thus making implementation inefficient. To overcome such problems, teachers have to be involved in curriculum development. This is in relation to Chaudhary (2015, p.985) who states that "*teachers must be involved in curriculum planning and development so that they can implement and modify the curriculum for the benefit of their learners*." Teachers are however not the only entity that may impinge on curriculum implementation. The study further looked at the role played by the school environment in this matter.

2.3.1.4 The school environment

School environment is the area in which the schools are located; as such it also plays a major role towards proper curriculum implementation. In this regard, Bediako (2019) observes that there is disparity between schools located in rich socio-economic environments and those in poor economic environments; as the former are more advantaged because they have adequate human and material resources which enable them to successfully implement the curriculum to the extent that would be difficult or impossible for the latter. As such, quality learning environments contribute immensely to effective teaching and learning because learners' morale and achievement may be affected by facilities that are not in good condition (Vajgrt, 2017).

Similarly, Gilavand (2016) opines that matters such as overcrowded classrooms and inappropriate classroom layout have adverse effects on students' learning outcomes.

CAP 2009 requires that each student be given special attention in order to ensure effective teaching and learning (MoET, 2009). Conversely, this is not possible in Lesotho's situation as the classrooms are terribly congested. Ntsibolane (2013, p.56) stipulates that

> *The Teacher Training Initiative for Sub-Saharan Africa analysis of teacher issues in Lesotho conducted in 2012 confirms an unhealthy teacher-pupil ratio in the country which results from a considerable mismatch between the increase in the primary school enrolment and the increase in the number of teachers recruited.*

With overcrowded classrooms, teachers find it hard to move around although they may want to help students who are struggling with some concepts. This kind of condition reveals that it gets very complicated for teachers to get ready to apply learner-centred approach. Raselimo and Mahao (2015) contend that high student-teacher ratios may negatively impinge teachers' ability to effectively implement a curriculum. Given the circumstances, one could deduce that a conducive learning environment also plays a very significant effect on curriculum implementation. Finally, it is necessary to also unpack the involvement of interest groups in curriculum implementation.

2.3.1.5 Interest groups

Interest groups are people who have a particular interest in how education is and should be handled in their settings. These include parents, companies and teachers' associations. Balyer and Tabancali (2019) clarify that interest groups play a pivotal role on the development of sustainable educational policies and leadership. This is echoed by Myli (2012, p.1) who notes that "*gaining a better understanding of the influence of interest groups and their potential influence on federal education policy would help to inform policymakers and scholars.*" Based on the foregoing, it is necessary to involve interest groups in the planning stage of the curriculum as they play a significant role in education. These groups can influence implementation in various ways. An example could be that they provide schools with financial resources to purchase required materials. Provision of finances from the interest groups can be very beneficial

to some post-primary schools in Lesotho which fail to successfully implement Creativity and Entrepreneurship due to financial constraints.

The factors discussed above have a bearing on successful implementation of curriculum because if they are not taken cognisant of, they are likely to negatively affect the implementation of a curriculum policy, but if they are well recognised they will enhance the policy implementation. What follows next is the review of CE curriculum in some SADC countries.

2.4 CREATIVITY AND ENTREPRENEURSHIP EDUCATION IN OTHER SADC COUNTRIES

It is the view of Lekoko et al. (2012) that entrepreneurship is the process by which a potential entrepreneur pursues opportunities without regard to the resources that are currently in their control. Similarly, Pansiri and Yalala (2017, p.54) expound that "*entrepreneurship is the capacity and willingness to undertake conception, organisation, and management of a productive new venture, accepting all attendant risks and seeking profit as a reward.*" This highlights that entrepreneurship is an initiative taken by an entrepreneur to start a business, nurture it and ensure it becomes a success. As such, Du Toit and Kempen (2021) note that Creativity and Entrepreneurship (CE) is not only esteemed for its economic and social benefits, but is also regarded for cultivating the characteristics required by the learner to deal with the demands of the twenty-first century. This is echoed by Jardim et al. (2021) who note that attaining entrepreneurial skills in one of the fundamental elements of CE as it enables learners to face the challenges of the labour market such as innovation and creativity. In response to the pressure of international economic competition and massive unemployment rates, countries around the globe had to incorporate CE in their curriculum (Mande, 2018). For this reason, Ratten and Usmanij (2021) point out that many countries around the world have shown intense interest on CE for its strength to link current business practices with academic theory. As a result, CE learning area is growing tremendously.

Additionally, with the aim to minimise unemployment, many African governments have taken the initiative to develop policies that are aimed at raising skill levels through CE (Massey, 2004, p.458 & Sutherland, 2004, p.449, cited in Chimucheka, 2014). In the same manner, Jotia and Sithole (2016) point out that post-primary curricular has been reviewed by several countries

around the globe in consideration of prevailing economic and social factors. In essence, the terrible impact of high rates unemployment resulted in the assumption that learners' acquisition of vocational skills could play a vital role in facilitating their transition from institutions to the work place; thus reducing unemployment (Jotia & Sithole, 2016).

For the purpose of this study, a clear comprehension of the concept of CE is necessary. Chimucheka (2014, p.404) states that "*CE is the transfer and facilitation of knowledge about how, by whom, and with what effects opportunities to create future commodities are discovered, evaluated and finally exploited.*" It could be argued that the knowledge that learners acquire in CE has to enable them to come up with business ideas and help them to be entrepreneurially skillful. This is supported by Linder (2018) who affirms that CE refers to the development of independent ideas and the acquisition of the entrepreneurial skills. Linder (2018) further advances that emancipatory approaches to entrepreneurship emphasise its social and pedagogical relevance for society.

Moreover, CE is implemented in schools in order to help learners to be knowledgeable about the corporate world. This is supported by Kuriloua et al. (2019) who note that CE's central target is to equip leaners with the knowledge, entrepreneurial skills and motivation to succeed in the business world. Dungey and Ansell (2020) emphasise that entrepreneurial subjects are evidently envisioned to inculcate entrepreneurial aspirations in young people. Another view is that, due to its relevance to business formation, CE has been universally accepted as a fundamental tool to combat unemployment in African countries where a vast number of youth is unemployed.

Given the circumstances, it appears that assisting learners to acquire entrepreneurial skills will put them at a better position to successfully venture into business. This is emphasised by Du Toit and Kempen (2021) who clarify that CE helps cultivate learners' entrepreneurship knowledge, skills, characteristics, and approaches to business. They further advance that learners with entrepreneurial mind-set will show the ability to think creatively and adaptively (Du Toit & Kempen, 2021). They will also be able to portray entrepreneurial knowledge and skills for innovation (Bux, 2016). Tabulawa (2009, p.34) points out that

Literature on globalisation claims that changed global patterns of production and industrial organisation have intensified international economic competition, prompting nations globally to restructure their education systems in an attempt to position themselves favourably in an increasingly competitive economic environment. This has put education under pressure to produce the learner equivalent of the self-programmable worker.

In light of the foregoing, CE assumes a particularly important role in the economy of all countries around the globe; predominantly African countries which are plagued by poverty and high unemployment rate. Living in the era of the Fourth Industrial Revolution where technology is taking a new form, it is necessary for governments to come up with curriculum that will enable learners to achieve required skills needed in the 21st century since the skills needed to do most jobs are drastically changing (Kisic & Petkovic, 2017). As such, learners have to be taught in line with the requirements of the 21st century in order to equip them with necessary skills. This shows that innovation and skills acquisition in CE play a vital role. Mkwanazi and Mbohwa (2018, np) state that a number of governments regard "*entrepreneurship as an important economic activity in driving the start-up of small enterprises which can create employment, new opportunities and grant access to affordable products and services to their communities.*"

Furthermore, in line with the enthusiasm for entrepreneurship in general, international donors, non-governmental organizations and governments support CE because of its strength to combat youth unemployment and poverty (DeJaeghere & Baxter, 2014). A number of African countries are plagued by high youth unemployment as school graduates struggle to be absorbed in the formal sector employment due to weak economies (Swartland, 2008). On the basis of the foregoing argument, it appears that African countries have incorporated CE in their curriculum to combat poverty because it is entrusted by many countries to equip learners with innovative skills to help them create businesses. It could be said then that, equipped with entrepreneurial skills, learners will be in a better position to build their own future in business hence creating employment.

Moving forward, the study will explore CE in Botswana, South Africa and Lesotho with the aim of finding out how they deal with this education in their respective settings as they are all member states in the SADC region. These countries are relevant in this study because Botswana shares the same education system with Lesotho while South Africa and Lesotho are neighbouring countries, thus what happens in SA has an effect on Lesotho.

2.4.1 CREATIVITY AND ENTREPRENEURSHIP EDUCATION IN BOTSWANA

Makwinja (2017) indicates that some leaders in Botswana envisioned an inclusive education and saw it befitting to shift away from the colonial one which was offered by former missionaries. Based on the forgoing, it is apparent that Botswana like many other African countries is not immune to colonialism which left the country in dire need to develop some of its policies in order to restore the economy of the country. Diraditsile and Maphula (2018) stipulate that developing countries have undoubtedly suffered negative impacts of extensive unemployment, which manifested into a decline in standards of living and massive outcomes of poverty. One of the measures that Botswana took in order to curb the vast unemployment rate and extensive poverty in the country is the introduction of Creativity and Entrepreneurship (CE) in its schools. Gaetsewe (2018) indicates that the Botswana government has turned to the promotion of CE and self-employment as a means for lowering the high unemployment rate in the country.

Botswana has undergone two main education policy reviews namely, National Policy on Education (NPE) of 1977 and the Revised National Policy on Education (RNPE) of 1994. According to Makwinja (2017), the first National Policy on Education (NPE) of 1977 was developed with the aim to withdraw from the British colonial education to a more inclusive system with an attempt to prepare Botswana for the shift from a traditional acro-based economy to the industrial economy. It can be inferred that this was done with an endeavour to put Botswana in a better position to successfully compete globally in trade.

RNPE of 1994 has been key for delivering quality education and training. Federation of Trade Unions (2007) indicates that in the National Development Plan 9, prominence has now been placed in ensuring that learners acquire entrepreneurial skills that will enable them to be self-employed as well as establish an opportunity for permanent learning. Similarly, Swartland (2008)

35

explains that the inclusion of CE in Botswana post-primary education and Technical Education and Training is guided by the RNPE, 1994 which emphasises the need for prevocational preparation through relating the curriculum to the world of work. Tabulawa (2009, p.88) elaborates that "*Botswana's RNPE 1994 represents the country's response to globalisation as it purports to produce the self-programmable learner for an economy undergoing rapid transformation.*" This is done so as to combat high rates of unemployment in Botswana.

Moreover, Maandare (2018) illustrates that in a survey conducted at Botswana in the year 2017, 73% of participants indicated that lack of jobs is the key challenge that requires the government's serious attention. Youth in Botswana are not immune to this major problem as Sechele (2015) expounds that officials and politicians in Botswana are greatly bothered by high rates of youth unemployment for the country has had a considerable increase in youth unemployment, from 13.6% in 2000 to 33.3% in 2016. Diraditsile and Maphula (2018) reveal that high youth unemployment rate in Botswana prompts the government to resort to CE because it acts as an engine of self-employment. Consequently, Botswana has, over many decades, promoted entrepreneurship and small business development with the view to develop the economy and reduce poverty (Monyake, 2020). For this reason, there has been a massive rise in CE in Botswana as Pansiri and Yalala (2017) assert that Botswana developed entrepreneurship policies to curb the high youth unemployment rate among other challenges. This is in line with Baliyan (2013) who argues that CE has been regarded as one of the necessities in developing countries. It can thus be said that CE is highly considered for its strength to help create jobs and improve a country's economy. This is why Botswana like many other countries incorporated it in their curriculum.

Another way in which learners can be empowered with entrepreneurial skills is through vocational education which is also aimed at preparing learners for the work environment through skill training. Boateng (2012) explains that vocational education and training specialises in areas such as technology, applied sciences, agriculture, business studies, industrial studies and visual arts. Baliyan (2013) demonstrates that the provision of vocational education in post-primary and training in Botswana is administered through the general junior and secondary education in optional subjects such as Accounting, Home Economics, Agriculture, Business Studies and

Design and Technology. These subjects are more geared towards practicality; as such, employing appropriate pedagogical methods would best help learners to develop entrepreneurial skills because they act as catalysts for innovative skills. On the basis of the above argument, it could be said that CE contributes immensely towards sustainable development because it helps with job creation which leads to more income generation hence low poverty rates. This is also highlighted by Linder (2018) who states that a common goal of CE is to strengthen entrepreneurs who will work towards attaining sustainable society. Baliyan (2013) signifies that in Botswana, skill training is provided through two paths, one of which is apprenticeship scheme that is administered by the Ministry of Labour and Home Affairs or Directorate of Apprenticeship and Industrial Training, and the other way is through TVET courses which are provided at different levels of education by the Ministry of Education.

The foregoing observation indicates that Botswana developed policy regarding CE. On the contrary, secondary school education in the country does not respond to the challenges of unemployment because school leavers are insufficiently prepared for future career choices. In the same manner, learners are inadequately equipped with employment skills because of the curriculum's lack of relevance to job market needs (Republic of Botswana, 2009 cited in Jotia & Sithole, 2016). In the same manner, Lekoko et al. (2012) also signify that schools are not endowing entrepreneurial skills to learners even though these are teachable. Instead, learners are trained to work for entrepreneurs and not prepared to acquire the knowledge of how to construct their own businesses. These sentiments are supported by Sithole (2010, p.23) who states that "*the pedagogical practices of Business Studies teachers are at variance with the expectations of the curriculum planners.*"

Cridland- Hughes (2013) explains that schools have restrained intellectualism by focusing more on examination and tests which deny the learners critical thinking that is so much needed once they venture into the cooperate world. This negates the stipulations of constructivism theory which holds the notion that learners understand and construct the knowledge of the world by their experiences as opposed to the memorisation of knowledge in the traditional education where a teacher is viewed as the source of knowledge and has the authority to transfer it to learners (Er & Er, 2013).

Lekoko et al. (2012) show that CE curriculum is largely dominated by theoretical transfer of knowledge as opposed to experiential learning and that the more traditional but less innovative assessment methods are a norm in Botswana. Based on the foregoing, it can be said that if learners are not fully engaged in the practical training of CE, that could hinder the smooth implementation of CAP 2009 with regard to the said learning area.

In essence, efficient implementation of CE in Botswana still looks gloomy. Tabulawa (2009) argues that RNPE of 1994 is poorly shaped to produce the self-programmable learner because the two elements of this policy namely, the pre-vocational preparation strategy of curriculum integration and the behaviourist model of curriculum development are inconsistent. Tabulawa (2009) indicates further that while the said elements are meant to be the vehicle for the delivery of the envisioned learner or worker, in practice they are best suited for the creation of a generic learner or worker. This viewpoint is echoed in Diraditsile and Maphula (2018) who state that considerable evidence has shown that the education system in Botswana is not entrepreneurship responsive as it does not equip youth with the knowledge and skills that cultivate entrepreneurship culture.

From the foregoing arguments, it could be deduced that Botswana is still lagging behind in terms of efficiently implementing CE as schools fail to equip learners with necessary entrepreneurial skills; hence high unemployment and poverty rates. In support, Diraditsile and Maphula (2018) argue that unless teaching and education are geared towards responding to the needs of entrepreneurial culture, high youth unemployment will remain a challenge in Botswana.

2.4.2 CREATIVITY AND ENTREPRENEURSHIP EDUCATION IN SOUTH AFRICA

In 1994, with the end of the apartheid era in South Africa, curriculum reforms were highly necessary in order to do away with the effects of colonial education (Selepe, 2016). Bux (2016) argues that knowledge and skills that learners acquired from South Africa's education showed

high levels of apartheid era patterns. Skills were unequally distributed and this acted as a stumbling block to relevant skill acquisition and reasonable growth. Change in South Africa's education system was felt in 1994 while taking a giant step to democracy whereby the country developed some reforms in order to do away with an extremely biased system of education provision. A move away from the colonial education was found to be an essential gesture for fostering the ideas of the new nation for creating a new citizenry and for re-inserting South Africa into a universal context (Hoadley, 2011). This indicates that South Africa did not just submit to apartheid education but found ways to detangle itself from it by developing curriculum reforms that would help equip its learners with necessary survival skills. North (2002) opines that Creativity and Entrepreneurship contributes to the ideal of encouraging a number of South African citizens to unleash their human potential which was previously restrained.

South Africa is one of the countries that are troubled by massive unemployment. This problem does not only unsettle the government or role players in the private sector but youth as well (Chimucheka, 2014; Bux, 2016). Department of Statistics South Africa (2022, np) points out that

> *Youth in South Africa continue to be disadvantaged in the labour market with an unemployment rate higher than the national coverage. According to the first quarter of 2022, the unemployment rate was 63.9% for those aged 15-24 and 42.1% for those aged 25-34 years, while the current official national rate stands at 34.5%.*

This implies that the country is in dire need to device some employment means to accommodate unemployed youth. On the whole, it could be said that efficient implementation of CE in post-primary schools can help curb the high rate of unemployed youth. This is echoed by Bux (2016) who believes that South Africa's government was propelled by the devastating issue of high unemployment to encourage youth to actively partake in entrepreneurship in order to restrain this predicament. Du Toit & Kempen (2021) illustrate that CE could contribute to addressing several serious economic and social dilemmas such as high youth unemployment in South Africa if learners use their knowledge acquired in CE to address these dilemmas that the country has to deal with.

SA's government believes that engaging in entrepreneurship can enable the country to overcome some of its challenges and also put it in a better position to compete in trade throughout the world; hence the increasing interest in CE. SA also regards entrepreneurship as an answer to problems of corporate downsizing and formal sector employment saturation as well as inability to establish more jobs (Bux, 2016). This view is supported by Nketekete and Motebang (2008) who posit that in many African countries, employment in the formal sector is a great challenge as jobs are scarce; thus there is an urgent need to equip youth with vocational skills which will allow them to create jobs.

The question is however, has the country invested enough in good CE in order to root out unemployment and to combat poverty? To address this, South Africa introduced TVET colleges to equip learners with entrepreneurial skills since entrepreneurship has proven to be a positive catalyst in most developing countries' economies. Mande (2015) observes that in South Africa, entrepreneurship assumes the role of bringing youth together and to alleviate the previous social and economic differences among South Africans.

Mande (2015) argues that adequate knowledge in entrepreneurship provides citizens with an opportunity to engage in the corporate world; contrariwise, insufficient proficient educational and professional training in entrepreneurship becomes an impediment to acquisition of auspicious opportunities in business establishment. Similarly, Meintjies (2014) indicates that it is crucial that learners be equipped with entrepreneurial skills and knowledge to help them be employable or become job creators.

Although CE is entrusted to root out poverty in many countries, it turns out there are still some challenges that hinder efficient implementation of this curriculum, hence rampant poverty and unemployment rates in African countries. In the case of South Africa, "*although Business Studies curriculum in grade 11 focuses on entrepreneurial aspects such as developing business plans and presenting it, exposure to business and its operations are absent*" (Meintjies 2014, p.53). It can be inferred that while CE is regarded as a key element to social and economic growth, some countries are still struggling to expose learners to all factors of entrepreneurship in order for them

to be ready for employment or job formation. It is necessary at this juncture that the next section evaluates CE in Lesotho with the aim to determine its implementation progress in the country.

2.4.3 CREATIVITY AND ENTREPRENEURSHIP EDUCATION IN LESOTHO

As indicated earlier, the scourge of poverty and unemployment is a serious concern in most African countries (cf. 2.3). According to World Bank (2019), worldwide, the African continent is the most affected by high unemployment rates. Basically, this challenge is primarily affecting youth around the age of 15 and 24 and is growing tremendously (World Bank 2019). Like other African countries,

Lesotho is not immune to this problem. Shale (2013, p.4) notes that

> *Since 1994, the levels of unemployment in Lesotho have been fluctuating but have remained above 20 percent. This suggests that at least one in five Basotho are unemployed and in search of jobs. In 2009, unemployment increased to 25.3%, and was roughly at this level at the beginning of 2013, according to International Labour Organisation estimate.*

Damane and Sekantsi (2018) echo that Lesotho underwent massive unemployment rates; ranging between 23 and 28 percent over the past decade. In light of this, it can be said that Lesotho is experiencing a high unemployment rate which escalates with years. In addition, Thaanyane (2010) is of the view that Lesotho's economy is lately declining due to high poverty and unemployment rates the country is facing. This is evidenced by Shale (2013) who clarifies that citizens between the ages of 18-35 have been mostly affected by scarcity of jobs which threatens the economy of the country. The findings of the study by World Bank (2019) reveal that economic vulnerability in Lesotho is very high with 75% of the population stricken by poverty. On the basis of these stipulations it can be presumed that Lesotho is experiencing grave poverty. However, the government of Lesotho (GoL) has not just surrendered to these challenges but has resorted to education in order to try and eradicate the poverty.

Education and skills are reliable tools that can be used to combat poverty; and this is evident in the case of Lesotho where World Bank (2019) reveals that among people living in families

headed by someone who did not complete primary education, 63% were poor in 2017. World Bank (2019) further states that this number fell to 24.4 % when the household head had completed secondary education. This reveals that obtaining secondary education led to a sustainable path out of poverty.

Moreover, like many other African countries, Lesotho has also introduced CE in its schools as one other tool that is entrusted to help curb unemployment and poverty in the country. Thaanyane (2010) points out that scarcity of jobs is a worldwide problem among youth and, for this reason, it is imperative that schools promote vocational skills in learners to prepare them to venture into business. The same sentiment is shared by the Central Bank of Lesotho Economic Review (2012) which opines that the education system should be structured in such a way that it permits learners' active participation in issues of entrepreneurship as this is envisaged to inspire them to be business-minded thus encouraged to build their own businesses and create employment. It was noted in the previous chapter (cf. 1.2) that after independence, GoL wanted to free itself from the kind of education that was provided to Basotho during the colonial era as it was not responsive to the needs of the nation. The same sentiment is shared by Letsie (2019) who posits that after independence, the Basotho people were determined to restructure the education system in order to make it more responsive to the training needs relevant to the country's economic development. With the aim of seeking the kind of education that will be relevant and match the skills for learners, GoL underwent a number of reforms. The effort to come up with education that matches the skills of learners is reflected in CAP 2009 through Creativity and Entrepreneurship education which is entrusted to equip learners with entrepreneurial skills to tackle life problems. In this regard, MoET (2008, p.7) points out that

> *Creativity and Entrepreneurship learning area promotes understanding and application of creative and entrepreneurial concepts, principles and skills in addressing everyday needs, as well as attitudes and values in responding to such needs.*

Entrepreneurship is widely acknowledged as a mechanism that not only assists in refining young people's livelihoods but also improving a country's economy through creation of jobs (Diraditsile & Maphula, 2018). In the same manner, Ministry of Gender and Youth, Sports and

Recreation (2012) articulates that entrepreneurship is envisaged as a key element that most countries can rely on for sustainable development and poverty reduction especially in instances where the state's policies could not establish anticipated job opportunities.

MoET (2008, p.12) highlights that "*the core contributing subjects in Creativity and Entrepreneurial are; Business Education, Clothing and Textile, Food and Nutrition, Home Management, ICT and Accounting.*" Looking at Business Education (hereafter BE) for instance, its curriculum has two parts: the theory section which incorporates accounting, and the practical component which focuses on a business-related project. The aim of mini projects is to help equip learners with knowledge and entrepreneurial skills necessary in the running of businesses. Additionally, it enables learners to become competent in managing environmental issues as well as supporting sustainable development (Thetsane & Mats'ela, 2014). This view is shared by Nketekete and Motebang (2008) who explain that the vision of curriculum developers about BE in Lesotho junior schools was for BE to mould a learner who is skillful in entrepreneurship and aspiring to establish new business ventures. In order to enable learners to acquire entrepreneurial skills, teachers have to employ proper teaching mechanisms. On the contrary, the focus is put more on theory than the practical part which restricts acquisition of entrepreneurial skills. This sentiment is shared by Basel (2022, p.12) who articulates that "*CE educators should start designing and delivering innovative and practical methods in an interactive learning environment.*" The findings of the study conducted by Nketekete and Motebang (2008) reveal that teachers rely heavily on traditional methods of teaching thereby restricting opportunities for entrepreneurship development. This is aggravated by the type of examination questions asked as they do not reflect core values and skills predominant to CE. Basel (2022) contends that the traditional style of teaching encourages learners to reproduce the information they received from their teachers rather than reflecting on it.

The above stipulation contradicts Borrington (2004 cited in Thetsane & Mats'ela, 2014) who argues that in order for learners to develop major business and life skills, teachers have to employ experiential pedagogical methods which allow learners to learn by doing in actual contexts. Similarly, Thaanyane (2019, p.23) reports that

CE is about developing attitudes, behaviours and capacities at the individual level during an individual's career, creating a range of long-term benefits to society and the economy. If students are not guided or given chance to put the theory into practice; still it can be difficult for Business Education to have impact on students.

From the foregoing, it can be deduced that through entrepreneurial skills acquired in CE, learners not only improve their lives as individuals but can also contribute immensely to the improvement of their country's economy through employment creation. However, this can only be possible if teachers use pedagogical approaches that give learners an opportunity to be actively engaged in the practical component of this learning area.

Dungey & Ansell (2020) point out that entrepreneurship implementation in Lesotho schools is not successful as it fails to encourage learners to see its role in their lives. This is due to the results of their findings which illustrate that most learners strongly believe that one needs to be formally employed for better livelihood while they viewed businesses as just secondary sources of income but not a way out of poverty. This highlights that learners do not regard entrepreneurship as an escape out of poverty, thus it is not necessary in their lives. This could be due to the fact that teachers possess limited knowledge of entrepreneurship which leads to them being hesitant to talk to learners about matters pertaining to career planning (Thetsane & Mats'ela, 2014). In essence, teachers' lack of knowledge about CE stifles its success. Thaanyane's (2019) findings reveal that some teachers did not receive adequate training on the Curriculum and Assessment Policy (CAP 2009). As a result, they could not pass the received knowledge to learners and fellow teachers who did not attend workshops. It could be deduced that with inadequate training that teachers received on CAP 2009, they might find it hard to impart knowledge on CE to learners. Selepe (2016) adds that implementation at any level cannot be successfully done if teachers do not fully understand curriculum stipulations. This is supported by Makunja (2016, p.6) who emphasizes that "*lack of in-service training for teachers after the introduction of competence-based curriculum was one of the major challenges which affected the successful implementation of competence-based curriculum.*"

In view of the above, if teachers are not clear about what is to be done in CE learning area, they will show no preparedness for the reform whatsoever for they lack knowledge, skills and proficiency in this regard. Thaanyane (2010) contends that unless curriculum developers satisfactorily groom teachers and distribute essential resources for the newly developed curriculum, proper implementation will remain a great challenge. It may be argued that if teachers do not have a clear understanding of what the policy requires, its ratification is likely to fail or not meet the goals envisioned by curriculum developers and school administrators. In essence, it is crucial that teachers, as major implementers of the curriculum, be orientated prior to its implementation.

Thaanyane (2010, p.12) reveals that in interviews that were carried out with Business Education teachers, "*it became apparent that some teachers lack business orientation and may not be able to effectively impart the desired knowledge and entrepreneurial skills to the students.*" This is echoed by Dungey and Ansell (2020) who illustrate that entrepreneurship in Lesotho was not widely taught with enthusiasm as some teachers indicated that they had not been trained on Creativity and Entrepreneurship learning area therefore they were not conversant with what its content entails.

The forgoing arguments show that insufficiently trained teachers fail to empower learners with technical skills because they are not guided to relate the curriculum to the world of work which then leads to high unemployment. In support, Central Bank of Lesotho (CBL) Economic Review (2012) expounds that the issue of skills mismatch is a leading factor behind escalating youth unemployment rates because the skills that youth possess do not meet the requirements of employers. This shows that training is a very crucial factor that needs to be taken into consideration while implementing the new curriculum so as to help teachers adapt to the new change. According to Raselimo and Mahao (2015), if teachers are not satisfactorily trained, they sometimes appear as though they are not willing to comprehend and accept the reforms; instead they are considered to misinterpret the reforms, and to resist co-operating with relevant education departments. It is matters like these which can impede successful implementation of the curriculum.

Introduction of CE in Lesotho post-primary schools is very crucial as the country envisions education that responds to the needs and challenges of Basotho. It has been highlighted that youth unemployment and poverty are some of the challenges besetting the country and it is believed that the remedy to such challenges could be entrepreneurial education. United Nations (2014, p.1) notes that

> *Entrepreneurship represents a sizeable engine of decent employment generation and can provide an important contribution to sustainable development by creating jobs and driving the economic growth and innovation, fostering local development, improving social conditions and contributing to addressing environmental challenges.*

Although GoL has made necessary strides to implement CE in post-primary schools, the said challenges are still major in the country. CE aims to equip learners with employability skills needed in the labour market (MoET 2009). On the contrary, Thaanyane (2019) posits that the teaching methods and strategies that have been adapted by CE teachers do not align with its aim as they adopt teacher centered techniques that do not produce the required results.

2.5   CONCLUSION

This chapter highlighted the theoretical framework that underpinned this study and also focused on literature based on issues pertaining to the curriculum. A review of CE in SADC countries, with particular interest in Botswana, South Africa and Lesotho, was done with the aim of finding out how they deal with this learning area in their settings. The reviewed literature indicates that youth unemployment is a global concern which can be addressed through incorporating CE in the curriculum for it helps equip learners with innovative skills. This suggests that it is necessary that young people be taught and trained in entrepreneurship in order to curb the high unemployment rate and minimise complete reliance on formal employment. The next chapter will then explore the methodology that was followed in gathering data for this study.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1   INTRODUCTION

The preceding chapter analysed factors that show progress in the implementation of the Creativity and Entrepreneurship (CE) curriculum in Lesotho post-primary schools as well as focusing on its implementation in Botswana and South Africa. Apart from that, I also gave a brief review of CE implementation in Lesotho post-primary schools. The chapter also delineated constructivism as the theory that underpins this study. The current chapter will discuss the methods that were employed to gather data as well as reaffirming the criteria used for participant selection and the integrity of the study.

3.2   RESEARCH METHODOLOGY

Methodology is defined by Alharahshen and Pius (2020) as the strategy that the researcher adopts while conducting a research project through the use of appropriate methods that will enable them to collect and analyse data. According to this definition, methodology is seen as an approach that is embraced by researchers while carrying out the research in order to ensure credible findings. This is achieved through careful consideration of what kind of data is needed for the study, proper sampling design, suitable data collection methods as well as appropriate selection of data analysis methods (Jansen & Warren, 2020). The purpose of this study was to assess the implementation of CE curriculum in Lesotho post-primary schools. In order to achieve

this purpose, specific research paradigm, approach, design and data collection methods were employed as discussed in the subsequent sections.

3.2.1 RESEARCH PARADIGM

Research is a systematic process adopted by the researcher to determine a solution for a problem (Sileyew, 2019). This is supported by Asenahabi (2019) who emphasises that the researcher has to follow an established procedure while conducting the research in order to accomplish critical credibility standards. This indicatesthat research is a logical process that is used by researchers to find solutions to their problems with the help of suitable research methods depending on the problems or interests of the study.

Each research is therefore guided by a research paradigm. Kivunja and Kuyini (2017, p.4) note that

> *Research paradigm is the conceptual lens through which researcher examines the methodological aspects of their research project to determine the research methods that will be used and how data will be analysed.*

It could be inferred that a research paradigm is a guide that a researcher can adopt in their project. On the basis of the foregoing, this study was guided by interpretive research paradigm which assisted me to comprehend teachers' understanding of CE education as employed in their different settings. This is in line with Alharahsheh and Pius (2020) who argue that interpretive paradigm assumes that reality can differ because it is interpreted based on one's own stance. Rakotsoane (2018) also declares that the purpose of interpretive paradigm is to comprehend and interpret human life, and that reality is mediated through a person's lived experiences. This approach mainly granted the participants an opportunity to air their views on the issues pertaining to the implementation of the CE curriculum.

The study thus assumed an interpretivist methodology which aligns with constructivist theory which underpins this study. Moon and Blackman (2014) argue that interpretive methodology is directed at understanding phenomena from the standpoint of individuals. In essence, interpretivist adopts methods that allow for participants' perception for it rejects the perception that truth is static. This is reflected in Scotland (2012, p.9) who believe that "*interpretive methods yield insights and understandings of behaviour, explain actions from the participants'*

perspective, and do not dominate the participants." An example here could be unstructured interviews which generally produce qualitative data through open-ended questions.

3.2.1.1 Interpretivist ontology

Ontology is the nature of reality; "*it is concerned with what actually exists in the world about which humans can acquire knowledge*" (Moon &Blackman 2014, p.2). This indicates that this branch of philosophy is concerned with what can be known by researchers when they strive to find answers to their research questions. In seeking answers to the research questions, interpretivist ontology was adopted according to which there are multiple realities to a phenomenon. Rehman and Alharthi (2016) note that interpretivism rejects the assumption that one fact exists independent of our senses; it posits that there is no one fixed reality. This is supported by Pham (2018, p.8) who confirms that "*interpretivists adapt a relativist ontology in which a single phenomenon may have multiple interpretations rather than a truth that can be determined by a process of measurement.*" This attests that unlike the positivists who opine that truth is static, interpretivists believe that there is no distinct truth; but reality is socially constructed based on individuals' experiences. Interpretivist paradigm thus enabled discovery of multiple realities about the implementation and efficiency of CE as introduced in the curriculum of Lesotho post-primary schools.

3.2.1.2 Interpretivist epistemology

Epistemology is based on how researchers can create knowledge. Moon and Blackman (2014) believe that this branch of philosophy is concerned with how researchers frame their attempts to obtain knowledge. Kivunja and Kuyini (2017) reiterate that epistemology concentrates on the nature of human knowledge and understanding that a researcher can acquire which would enable them to extend, broaden and deepen comprehension in their field of research. Since the fundamental stance of epistemology is finding out how knowledge can be acquired, this study adopted the interpretivist epistemology in order to uncover the reality about CE implementation in Lesotho post-primary schools. This is grounded on Scotland's (2012) notion that interpretivist epistemology adopts a subjective stance based on real world phenomena; which means that

knowledge has the trait of being culturally derived and historically situated because reality may be viewed differently by various people.

3.2.2 QUALITATIVE APPROACH

Qualitative research is the methodical inquiry into social phenomena as it happens in natural settings (Teherani et al., 2015). Upadhyay and Kumar (2017, p.56) contend that "*qualitative research is generally concerned with how the social world is interpreted, realised, understood and experienced.*" It can be inferred that qualitative approach assumes that human behaviour is contextualised. As explained above, qualitative approach assisted the researcher to get in-depth information while exploring challenges that teachers face in implementing the CE curriculum. The above-mentioned qualities also enabled the researcher to get rich information from literature and policy documents as well as to establish a clear understanding of the implementation of the afore mentioned curriculum. Moreover, qualitative research approach employs various designs per different phenomenon under study. For the purpose of this study, case study was chosen due to its relevance.

3.2.3 RESEARCH DESIGN

Research design is a procedure that the researcher adheres to while conducting their research, considering how data will be collected and analysed. The current study therefore adopted the case study design. Crowe et al. (2011) signify that case studies may be approached in various ways; either in critical, interpretive or positivist manner depending on the researcher's epistemological perspective. The interpretive approach to case study was adopted because it allowed me to get in-depth information from teachers about the challenges they encounter in implementing CE in their different settings.

3.3   DATA COLLECTION

In line with the paradigm, research approach and design, the data collection methods utilised in this study included: literature review, document analysis, semi-structured interviews and critical policy analysis. This assisted in obtaining deep insight to the research problem. Below is an outline of these strategies as they were employed in the study.

3.3.1 Document analysis

Andrade et al. (2018, np.) mention that "*documentary analysis is a procedure which encompasses the identification, verification and consideration of documents which are related to the object investigated.*" Document analysis as used in this study enabled the researcher to explore the context in which the CE curriculum was developed. Bowen (2009) points out that document analysis entails a methodical process undertaken while reviewing documents either primary or secondary. It can be inferred from the foregoing that document analysis involves paying specific focus on necessary documents.

As such, documents that address the issue of Creativity and Entrepreneurship were reviewed as well as those that were thought should have information on that matter. As a result, the Constitution of Lesotho, 1993, Education Act, 2010, Education Sector Strategic Plan 2016-2026 and Curriculum and Assessment Policy 2009 were chosen purposely for analysis as they inform the vision for Lesotho education.

3.3.2 Semi-structured interviews

Interviews may be structured, semi-structured or unstructured depending on the type of questions. Creswell and Creswell (2018) share the same view that in a qualitative study, interviews may be unstructured and comprise of limited open-ended questions that are meant to prompt participants' views and opinions. Although there are different types of interviews, Stuckey (2013) opines that interview styles may be shaped and conducted differently. However, the focal point is to understand people's behaviour, their thoughts, feelings and beliefs through questioning techniques. As a result, Creswell and Creswell (2018) explain that interviews in qualitative studies may be face-to-face with participants, conducted telephonically, or may be focus group interviews.

For the purpose of this study, semi-structured interviews were conducted because it is assumed that using this type assists researchers to access abundant information through the use of open ended questions as they generate qualitative data. Stuckey (2013, p.56) confirms that "*open ended questions elicit responses that are meaningful and culturally salient to the participants, unanticipated by the researcher, rich and explanatory in nature.*" The choice of this type of

interview was further supported by Rubin & Rubin (2005 in Alshenqeeti, 2014), who believe that the semi-structured interview is a more flexible form of interview because the researcher is at liberty to probe and expand the interviewees' responses with the aim to access detailed information.

In this study, the participants were engaged in semi-structured interviews with open-ended questions which approximately lasted 35 minutes each. The use of open-ended questions enabled the researcher to gather detailed information on the implementation of CE. All interviews were audio-taped through the consent of the participants. Therefore, in order to ensure that information did not get lost, notes were also taken as the interviews progressed. The information acquired was then kept safely to prevent it from falling into wrong hands; it was only shared with the supervisors.

Participation in this research was voluntary. As such, participants were free to communicate in the language they felt comfortable with (Sesotho or English). Interviews conducted in Sesotho (the mother tongue in Lesotho) were transcribed verbatim then translated into English and thereafter taken back to the participants to confirm that the transcriptions and translations corresponded with the responses they provided. This was done to maintain trustworthiness.

3.3.3   Critical policy analysis

Weimer and Vining (2017, p.30) indicate that "*Policy analysis provides a strong foundation of the rationales for and the limitations of public policy.*" This is supported by Young (2018) who expounds that critical policy analysis encompasses a number of different perspectives and developments that aim to critique and offer alternative strategies for examining educational policy issues. This indicates that critical policy analysis is a more critical approach to policy analysis with the aim to interrogate the construction of policy problems (Apple, 2019). Diem et al. (2014) clarify that

> *The most common rationale for engaging in critical policy analysis is to interrogate the policy process and the epistemological roots of policy work. Part of interrogating the policy process involves examining the players involved in the process as well as policy constructions.*

In determining the strengths and limitations of CE in CAP 2009, a critical policy analysis was conducted in order to find out what the directives of the policy stipulate. This was done as he study aimed to assess the implementation of CAP 2009 in Lesotho post primary schools, an activity that needs the researcher to first know what the policy promises. The next section outlines the population of this study.

3.4   POPULATION

Population is a large group with similar features from which the study participants are to be selected. It is usually the "who" or "what" that the researcher wants to be able to say something about at the end of the research (Casteel & Bridier, 2021). Lesotho post-primary schools and CE teachers formed the population for this study.

3.4.1 PARTICIPANT SELECTION

Four post-primary schools in Maseru belonging to two major proprietors in the country were used as sites for data collection. Two of those are church-owned while the other two belong to the government of Lesotho; this was done with the aim of getting perspectives from the two major proprietors in the country. A total of eight entrepreneurship teachers were then interviewed; two per school. Among those, four were men and the other four were female. All the participants were selected purposively focusing on their teaching experience of CE. Purposive method is explained by Lopez and Whitehead (2013, p.12) as "*the strategy in which participants in a qualitative study are recruited based on pre-selected principles significant to a specific research question.*" This enables the researcher to access rich information from chosen participants because they possess adequate knowledge on CE which is what the researcher requires.

3.5   DATA ANALYSIS

Data collected through interviews was later transcribed so that valuable information could not be lost. Interview transcription, as described by Azevedo et al. (2017), is the transformation of audio

tapes into a clear written document that entails important information from the interview. Collected data was read and re-read then coded and categorized with the aim to establish themes which were subsequently used to qualitatively analyse it. Data was analysed in a qualitative manner through thematic analysis. Flick (2014) signifies that qualitative data analysis is the process that involves organizing, categorising, analysing and interpreting qualitative data in order to get themes and patterns.

Document analysis and critical policy analysis were also used to analyse data from the educational documents that formed part of the study.

3.6   INTEGRITY OF THE STUDY

Research integrity focuses on the researcher's adherence to the ethical principles. Integrity for the current study was ensured through ethical considerations and trustworthiness measures as outlined in the subsequent sections.

3.6.1 ETHICAL CONSIDERATIONS

Resnik (2020, np.) notes:

> *Since research often involves a great deal of cooperation and coordination among many different people in different disciplines and institutions, ethical standards promote the values that are essential to collaborative work. Such values include trust, accountability, mutual respect and fairness.*

It can be concluded therefore that ethics are central to human behaviour. Essentially, the researcher has to ensure that their code of conduct is in place before they could commence with their research study with the aim to guarantee the well-being of their participants.

3.6.1.1 Informed consent

Creswell (2014) argues that researchers have to adhere to ethical issues in all phases of a research project. In this case, before conducting my study, I initially requested permission from the responsible bodies in education as my study was based on seeking information from teachers.

Thus, before conducting this study in Maseru post-primary schools, principals' approval on this matter was sought because they are the ones responsible for the day-to-day running of the schools.

After being granted permission by these authorities, a meeting was then arranged with the participants to make them fully aware of the kind of information needed from them and for what purpose. Participants were not coerced into participating as Denzin and Lincoln (2018) stipulate that informed consent is a key factor of ethical research. Therefore, a consent form was presented to the participants to sign if they agreed to take part in this study. In the same manner, informed consent implies that subjects are made adequately aware of the kind of information the researcher requires from them, why that kind of information is needed as well as stating what purpose it is going to serve. The researcher also has to inform the participants regarding how they are expected to partake in the study, and how it will directly or indirectly affect them (Kumar, 2011).

Apart from that, participants' approval to record the interviews was requested. They were also told why recording was necessary and were made aware that they were free to use the language they felt comfortable with - either Sesotho or English. Not only were they notified about the estimated time of the interviews, but were also made aware that participation in those interviews was at their own discretion; as such they were free to withdraw from the interview whenever they felt like it.

3.6.1.2 Confidentiality and Anonymity

If confidential information from the participants is leaked, that could put them in jeopardy as Creswell (2014) notes that while reporting, sharing and storing data, it is crucial that the researcher refrains from revealing information that could pose a threat to participants. In order to observe this, confidentiality and anonymity of the participants were maintained to guarantee their protection. This was accomplished by making sure that the details of the interviews were not discussed elsewhere apart from the analysis of this study. For purposes of anonymity, I ensured that the real names of teachers and schools that formed the sample were not mentioned; instead, the following pseudonyms were used: Miss Filoe, Mr. Tlale, Mrs. Ts'ele, Mrs. Masophy, Mr.

Rantho, Mrs. Thulo, Mr. Pitso and Mr. Hanyane. This is in line with Fleming and Zegwaard (2018, p.206) who opine that "*it is important that the identity of participants is kept anonymous and the assurances should extend beyond protecting their names to also including the avoidance of using self-identifying statements and information.*"

3.6.1.3 No harm to participants

It is the responsibility of every researcher to consider the ethical principles in order to protect their participants from any harm. Therefore, in conducting this study, it was guaranteed that the risk of harm to participants was kept minimal. That is, they were not exposed to either psychological, physical or any other risk of harm.

3.6.1.4 Beneficence

Flick (2014) states that researchers should aim to maximise the benefit of the research and minimise harm. For this study there were no financial benefits to participants rather, it was believed that the findings of the study would benefit policy implementers and CE teachers as they will realise how best this curriculum could be implemented. The collected data was handled with utmost care; it was stored in a computer secured with passwords. This information could only be accessed by the researcher and the supervisors and will be kept for five years after which it will be destroyed.

3.6.2 MEASURES OF TRUSTWORTHINESS

Frey (2018, np) argues that "*the term trustworthiness refers to an overarching concept used in qualitative research to convey the procedures researchers employ to ensure the quality, rigor, and credibility of a study.*" In order to ensure trustworthiness in a qualitative study, the following measures have to be adhered to: credibility, transferability, dependability and confirmability. These measures that constitute trustworthiness are outlined below as well as the explanation of how this current study observed them.

3.6.2.1 Credibility

Credibility determines the extent of fairness from the findings of the study; signifying whether what the researcher reports are the actual views of the participants (Korstjens & Moser, 2018). In essence, credibility is based on the true aspect of the study as it denotes a relationship between

the objectives and questions of the study. Therefore, to ensure credibility for this study, participants were given transcripts to verify that what was written was indeed based on the information they had provided. This on one hand granted them an opportunity to change or add more to the information previously provided. On the other hand, it also enabled them to see whether what I had reported was truly what they meant. This is in conformity with Korstjens and Moser (2018) who point out that it is imperative to have another meeting with participants while midway through. This would grant them the chance to state whether what is reported is truly what they meant or not; enabling them to correct some interpretation which may be wrong. This is reflected in Flick (2014, p.3) who affirms that "*credibility is a measure of whether the data generated is a true representation of what was actually gotten from the participants*."

3.6.2.2 Dependability

Dependability determines consistency of the findings of the study. Lemon and Hayes (2020, p.604) expound that "*dependability asserts that findings are distinctive to a specific time and place, and the consistency of explanations are present across the data*." This indicates that dependability illustrates steadiness in a study in that the research has to produce similar findings if carried out at a different time by another researcher using the same methodology. In order to ascertain dependability for this study, raw data collected is kept so that anyone who may wish to verify the level of dependability of this study can easily access them. This strategy that ensures dependability is known as audit trail.

3.6.2.3 Transferability

Transferability is the extent to which the results of one study can be applied to another in different settings (Clark, 2012 & Connelly, 2016). This indicates that the researcher can attain transferability if they outline in clear terms the process they followed while conducting the research in order to enable others to follow and replicate it (Kumar, 2011). Therefore, transferability in this study was guaranteed by thoroughly explaining the process and methods that were followed while carrying out the research. That is, the procedure followed to obtain participants' selection was provided as well as showing the settings in which the interviews were carried out including the topics of the interview. It is believed that this will help other researchers

to make judgement and use the findings of this study where applicable as Korstjens and Moser (2018, p.122) articulate that

> *Transferability concerns the aspect of applicability whereby the researcher's responsibility is to provide a thick description of the participants and the research process to enable the reader to assess whether the findings of the research are transferable to their own setting.*

3.6.2.4 Confirmability

Confirmability refers to objectivity and holds the notion the researcher reports the exact information as provided by participants without inventing interpretations (Thomas & Magilvy, 2011). That is, the researcher has to acknowledge their participants' views and not fabricate them. To achieve this, I ensured that biasness was avoided at all costs and by reporting data as was collected without my personal judgment. This is in conformity with Korstjens and Moser (2018) who assert that confirmability ascertains that data and interpretation of the findings are moulded by only what the participants provided and not figments of the researcher's own thoughts.

3.6.2.5 RESEARCHER'S POSITION

Berger (2013) signifies that researcher's position is concerned with reflecting on the researcher's personal experiences while conducting a study. The current study was conducted in four post-primary schools in Maseru district, Lesotho. It sought to explore pedagogical challenges that teachers encounter in CE implementation. As a teacher in one of these schools, I come across learners who complete their studies in post-primary schools but roam the streets with no employment. I also read and hear of high unemployment and poverty rates in the country. I am not a CE teacher thus, there was no personal inclination attached in conducting this study.

3.7   REALITIES OF FIELD WORK

It is through realities of field work that the researcher is able to look back and reflect on the journey of data gathering. This study was conducted in four post-primary schools in the Maseru

district. Data gathering commenced in November 2022; the time at which schools get busy with final examinations. For this reason, data collection was prone to a few challenges.

I faced a challenge when I had to leave work to go and conduct the research because I had to be available for examination setting and invigilation. Another challenge was with two schools that I visited. The principals in those schools were uncooperative as they did not want to grant me an opportunity to talk to teachers for they mentioned that that would disturb the exam process. I had to reschedule the meeting with teachers and that created more problems for me at work because I had to be absent for more days. It also impacted on my finances due to the return trips that I had to make. Apart from that, in the other school, participants were not comfortable to be on record, as such I feel they may have suppressed some information.

In the other school, the interviews were conducted in the staffroom as there was no other space to use. We could not even talk outside because it was raining. This became a problem because other teachers could not observe silence for a long time to let the interview proceed without disturbances. They kept talking to their colleagues, with their voices appearing on record. I was forced to halt the record every now and then to grant them time to talk then proceed when the noise had subsided. Due to the foregoing encounters, data collection for this study was costly and challenging.

3.8   CONCLUSION

This chapter discussed and explained the research methods that were employed during data collection and analysis. The study adopted qualitative approach as it enabled the researcher to acquire detailed information on the challenges that teachers encounter in the implementation of CE. Moreover, the interpretivist research paradigm was also outlined as adopted in this study. This paradigm was used for it assisted the researcher to uncover the realities of CE implementation in Lesotho post-primary schools. The chapter also highlighted the principles employed in choosing the participants for the study. Four post-primary schools in Maseru formed the population of this study from which eight participants were purposively selected. Moreover, emphasis was also made on the tools that were used in collecting and analysing data. In this study, data was collected through the use of semi-structured interviews and was thematically

analysed. The chapter concluded by presenting the integrity of the study and how that was observed by the researcher to protect the participants in the study. The next chapter will then explore how Creativity and Entrepreneurship is aligned with the vision for Lesotho education.

CHAPTER 4

ANALYSIS OF THE ALIGNMENT OF CREATIVITY AND ENTREPRENEURSHIP

WITH THE VISION FOR LESOTHO EDUCATION

4.1   INTRODUCTION

The preceding chapter was an overview of research design and methodology adopted whilst conducting this study. It also deliberated on data collection and data analysis methods employed in the study. Ethical considerations, trustworthiness of the study as well as realities of fieldwork were further presented. This chapter then outlines the vision for Lesotho education; determining how it aligns with Creativity and Entrepreneurial curriculum. The following are therefore the documents that were analysed in relation to this matter as they envisage quality education for Lesotho: The Constitution of Lesotho 1993, Education Act of 2010, the Education Sector Strategic Plan 2016-2026 and Curriculum and Assessment Policy 2009.

4.2 Vision for Lesotho Education

The vision for Lesotho education as pronounced in Curriculum and Assessment Policy is that;

> *Education programmes will reflect Lesotho's requirements and development needs: in particular, greater attention will be given to scientific thinking, problem solving, entrepreneurial technological skills; linking productive skills and learning; and the practical application of knowledge to the improvement of living conditions (Kingdom of Leostho, 2009, p.9)*

It can be deduced from the mentioned vision that the government of Lesotho aims to have among others; citizens who possess entrepreneurial skills. It is believed therefore that this can be achieved through efficient implementation of CE.

4.3   PHASES OF CURRICULUM REFORMS IN LESOTHO

Lesotho has undertaken a number of reforms in its education system with the aim to align it with the development vision of the country. To this effect, Lesotho has tried, particularly from independence, to ensure that education provision is relevant to the needs of the Basotho people. In this section, I discuss the different reform phases in the history of Lesotho education and how they currently affect the implementation of CE in the country.

4.3.1 Reforms during colonial era 1868-1965

During the colonial era, Khama (2018) explains that the colonialist developed and managed the curriculum. It can be noted that the colonialists implemented and managed the curriculum in order to regulate the education system towards fulfilling their own desires. Letsie (2019) expounds that in order to control Africans in the new economic order existing African education systems were reformed to maintain underdevelopment and reliance on the colonialists. Therefore, to ensure that their teaching received coverage, the missionaries built schools so that education could be disseminated in a formal setting. Teachers were also hired to organise learning and were regarded as learners' role models (Letseka, 1992 cited in Chere-Masopha et al., 2021). This indicates that arrival of the missionaries in Lesotho in the year 1833 altered, to some extent, the way Basotho children were socialised in that the missionaries built schools and introduced formal and non-formal education to Basotho. However, Lesotho saw it befitting to alleviate its education system from that which was offered by the colonialists in order to have the kind of education that answers the needs of the nation. As such, the following three distinctive phases of transformation were experienced in Lesotho education: pre-colonial education, colonial and post-colonial education (Chere-Masopha et al., 2021).

Khama (2018) indicates that with the second phase of colonial rule came some changes in the education system in that the churches built and managed their own schools while the colonial government focused on a funding system as well as introducing a colonial curriculum among other things. Chere-Masopha et al. (2021) point out that the central idea of colonial education was to ensure growth in people's physical character and personality. Thelejane (1990) highlights that South Africa coordinated educational programmes and examinations as late as 1953 when it

introduced "Bantu Education" which was neither supported by Basotho nor the protecting power. Lesotho was thus propelled to develop its own educational programmes (Thelejane, 1990). This was also done because

> *The elitist European models of education did not only seem inadequate to many, but unsatisfactory and dangerous to some, in that they appeared to oppose the basic tenets of the indigenous socio-cultural systems like communality, indigenous authority and group solidarity* (Mats'ela, 1979, p.14).

It can be noted from the foregoing that the Eurocentric education that was provided to Basotho during the colonial era was not fully accessible. For this reason, Chere-Masopha et al. (2021, np) opine that "*indigenous education amongst the Basotho was geared towards matching the needs and realities of the nation.*" Therefore, GoL adopted Cambridge Overseas School Certificate (O'Level) curriculum which, according to Letsie (2019), was implemented in 1961 after doing away with the South African Joint Matriculation Board examinations. Since O'Level curriculum proved to have some shortcomings, the Ministry of Education found it necessary to localise it. This idea of localisation is reported to have been a long-standing issue in Lesotho from the early 1960s when the country witnessed the weaknesses of the Joint Matriculation in South Africa (Ministry of Education, Sports and Culture, 1982). In light of this argument, it can be inferred that O'Level curriculum did not produce the results that Lesotho education vision envisaged. In essence, indigenous education encouraged Creativity and Entrepreneurship because Basotho children were connected to their apprenticeship. However, that has changed since the arrival of the colonialists who introduced a Eurocentric kind of education.

4.3.2 Reforms in post-colonial era 1966-Present

When most African countries obtained their independence, various attempts were made to Africanise or contextualise their school curricular (Letsie, 2019). The preceding argument is apparent in the case of Lesotho where the government developed a number of curriculum reforms since independence in 1966. The aim was to provide education that is relevant to the needs of Basotho children (Raselimo & Mahao, 2015). This change indicates that most countries were compelled by issues of political and economic factors to review their curriculum (Selepe, 2015).

In the early 1960s, Lesotho was, to a large extent, influenced by colonial education which had some weaknesses among which is the exclusion of EE in its curriculum. Motaba (1998) aptly puts it that the interest of colonial education was to instil the values of obedience in Basotho rather than equipping them with skills that would liberate them from poverty. Consequently, colonial education only produced clerks, teachers and lawyers; there were no engineers or education policymakers. Additionally, Mukurunje and Tlali (2017, p.340) opine that

> *Most education systems in the formerly colonized developing and underdeveloped economies reflect a pattern whereby citizens are geared to acquire an education that would nearly cut them out of the world of employment, primarily as civil servants, rather than empowering them with skills to enable them to start their own businesses. This is very detrimental in the case of Lesotho where industry is very minimal.*

In light of the foregoing observation, it could be argued that the colonialists side-lined CE because the education they provided was only geared towards fulfilling their own interests. As a result, Lesotho is still faced with a nation that is not empowered with entrepreneurial skills hence the high levels of poverty and high unemployment rates. For this reason, there had been a number of developments into Lesotho's education policy documents after independence with the purpose to deliver the kind of education that would be in the interest of Basotho children. Mahao and Raselimo (2015, p.4) are of the view that "*the end of British colonial rule in 1966 provided an impetus for curriculum reform in Lesotho.*" Thelejane (1990) explains that the British protectors were not in any way devoted to transforming Basotho through quality education. They however occasionally provided funding to schools and organised teachers' payments as well administering some borrowed programmes. Based on the foregoing, it could be deduced that this was a call for Lesotho to act in her best interest by developing new reforms. Educational reforms had to be made in order to liberate Basotho from the capitalists who controlled the curriculum.

Moreover, Khalanyane (1995) reveals that some attempts were taken with the aim to device new ways of making education relevant, such as having a "Task Force" which was meant to assist the government to develop policies that would be beneficial to the country. This viewpoint is reiterated in MoET (2009) that in the 1970s, the public's assumptions and aspirations were solicited through recurrent 'lipitso' (public gatherings) held countrywide in order to solicit the ideas towards developing education policy reforms that would answer the needs of the youth.

Additionally, Raselimo and Mahao (2015) expound that since 1966, Lesotho attempted a number of curriculum and assessment reforms, albeit with little success. They point out that in all cases; the government of Lesotho aimed to achieve the goals of education that would develop its citizens (Raselimo & Mahao, 2015). Some of those reforms which were therefore introduced in the education system of Lesotho in order to do away with colonial education include, among others, the curriculum diversification reform, the core curriculum reform, the localisation of the 'O' Level (Ordinary Level) and currently the integrated curriculum. A brief overview of these reforms follows.

Looking at curriculum diversification, Ministry of Education, Sports & Culture (1982) states that with this curriculum, the country envisioned self-reliance through education with production, while not ignoring the goals of further education. Raselimo and Mahao (2015) reveal that the said curriculum reform was initiated in 1974 with the aim to introduce practical subjects like Agriculture, Technical subjects and Home Economics. This was initiated in the post-colonial era with the aim of trying to provide education that was relevant to Basotho as it was realised that education at independence was not all-encompassing as it lacked quality and was not accessible to every Mosotho (Thelajani, 1990).

The GoL also implemented the core curriculum which focused on certain subjects. Ministry of Education, Sports and Culture (1982) indicates that the core curriculum reform was intended to improve efficiency in the operations of secondary and high schools. This was achieved by reorganizing the curriculum into six groups of subjects with emphasis on English, Mathematics and Science as core subjects. Raselimo and Mahao (2015) report that English was recognised as a medium of instruction as well as a passing subject for all examinations. This is because even if a student passed all other subjects except for English, such a student could not proceed to the next class. This proves that English gained prominence over other subjects as a core which creates communication barriers. This stipulation is supported by Kolobe and Matsoso (2020) who illustrate that Sesotho and English are declared official languages by the Lesotho Constitution 1993. They mention however that even though the two are recognised as both the official languages in the country, their status is defined by the roles they play. English still

exercises the role of being a medium of instruction at schools except for Grade 1 to 3 where learners are taught in their mother tongue and English is taught as a subject (MoET, 2009).

In view of the above, it can be gathered that English is a barrier that hindered most learners from pursuing their dreams in education. Those who, for instance, had interest in vocational education were prevented by English to pursue their dreams. This is because learners are taught in a language they do not comprehend which obstructs smooth communication. Although English is extensively used as the language of communication and has become a lingua franca in most countries in Africa, learners still find it very challenging to conceptualise in English (Thobejane, 2018). Jotia and Sithole (2016) posit that any education that fails to empower people to survive independently after achieving any qualifications is deformed in quality and might cause socioeconomic and political misery to the public. This was evident in the provision of the O'Level curriculum as it proved to have some shortcomings. For this reason, the Ministry of Education and Training found it necessary to localise education.

Letsie (2019) demonstrates that the localisation of O'Level known as COSC began in 2013 and was triggered by the need to introduce an examination that would be relevant and appropriate to Lesotho's educational and developmental needs. With the aim to overcome the deficiencies of the O' level curriculum, the GoL through MoET introduced a new curriculum reform; Lesotho General Certificate of Secondary Education (hereafter LGCSE) which was meant to suit the local needs.

Basically, the reforms explored above do not make any mention of CE education as such. It could be said that this is one of the reasons why even today Basotho youth still do not possess innovative skills hence the high poverty and unemployment rates in the country. This indicates that the above discussed reforms did not help Lesotho reach her dream of quality effective education that responds to the pressing needs of the society.

4.4   DOCUMENT ANALYSIS

A document analysis requires the interpretation of the content of already existing work. This is aligned to Bowen (2009, p.28) who states that "*document analysis is a systematic procedure for reviewing or evaluating documents both printed and electronic.*" Similarly, Dalglish et al. (2020) show that qualitative research technique involves evaluating electronic and physical documents with the aim to interpret and understand their contents then enhance it. The study will thus focus on The Constitution of Lesotho 1993, Education Act 2010, Education Sector Strategic Plan 2016-2026 and CAP 2009 but before exploring this policy, it is necessary to have an overview of what the Constitution of Lesotho envisages of education with the purpose of reviewing the vision for Lesotho education.

4.4.1 THE CONSTITUTION OF LESOTHO 1993

The Constitution of Lesotho 1993, Section 1(2) indicates that, "*The Constitution is the supreme Law of Lesotho and if any other law is inconsistent with the Constitution, that other law shall, to the extent of the inconsistency, be void.*" That is, all other laws have to be promulgated under the Constitution of Lesotho 1993. Moreover, Lesotho is a democratic country where different people are at liberty to enjoy their freedom regardless of their status. This is revealed in Chapter 1, Section 4(1) of the Constitution that

> "*every person in Lesotho is entitled, whatever his race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status to fundamental human rights and freedoms.*"

This indicates that no person shall be denied their basic human rights and freedoms such as *the right to life, the right to personal liberty, freedom of movement and residence, freedom from inhuman treatment, freedom from slavery and forced labour, freedom from arbitrary search or entry and the right to respect and family life* (The Constitution of Lesotho 1993, Chapter II, Sections 4-24).

Among other fundamental human rights that people enjoy in Lesotho is the right to education as the country envisions a society that is well educated. Education is an empowerment right which enables a person to experience the benefits of other rights. As such, Theoha (2011, p.14) notes that "*an adequate education provides the quickest route to polity of creative, productive and self-reliant citizens and not a country in which majority of decisions relied on state largesse.*" Chapter II of the Constitution is dedicated to fundamental human rights as discussed above; the benefits of these other basic human rights can easily be realised if the society is well educated.

The right to education is highlighted in Chapter III, Section 28 of the Constitution whereby it is stated that Lesotho shall endeavour to make education available to all and shall adopt policies aimed at securing that

(a)   education is directed to the full development of the human personality and sense of dignity and strengthening the respect for human rights and fundamental freedoms;

(b)   primary education is compulsory and available to all;

(c)   secondary education, including technical and vocational education, is made generally available and accessible to all by every appropriate means, and in particular, by the progressive introduction of free education;

(d)   higher education is made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular, by the progressive introduction of free education; and

(e)   fundamental education is encouraged or intensified as far as possible for those persons who have not received or completed their primary education.

On the basis of the foregoing provisions of the Constitution, it is apparent that Lesotho envisages education that is shaped towards holistic development of humans and respect for fundamental human rights. To realise this vision, GoL has even legalised the right to education as per Section 28 (b) of the Constitution 1993. As a signatory to many international treaties, Lesotho is obligated to the provisions of the International Covenant on Economic, Social and Cultural

Rights (ICESCR). Article 13 of ICESCR stipulates that state parties must recognise everyone's educational right. It is important at this stage to consider what kind of education is conceptualised by the Education Act 2010.

4.4.2 EDUCATION ACT 2010

In its aim to legalise education matters in Lesotho, Parliament enacted the Lesotho Education Act 2010. Aligned with the Constitution of Lesotho 1993, the purpose and objectives of the Education Act 2010 seek to

     (a)   make provision for free and compulsory education at primary level

     (b)   align the education laws with decentralisation of services;

     (c)   make provision for education for all in accordance with the provisions of Section 28 of the Constitution;

     (d)   clarify roles and responsibilities of persons tasked with the administration of education.

From the above stipulations of this Act, it can be inferred that Lesotho envisions a nation that is well educated and whose rights are taken into consideration. However, the Education Act 2010 as well as its Amendment Act 2021 do not make any reference to Creativity and Entrepreneurship though it is entrusted to alleviate poverty and high unemployment rates in the country. What follows next is an analysis of the Education Sector Strategic Plan 2016-2026 with reference to CE.

4.5   EDUCATION SECTOR STRATEGIC PLAN 2016-2026

Parallel to the Constitution of Lesotho, the Education Sector Strategic Plan 2016-2026 was developed against the backdrop of a world economic crunch and an ailing national economy, characterised by escalating rates of youth unemployment (MoET, 2016). To overcome this challenge, the Education Sector Strategic Plan 2016-2026 is set to develop the sector policies which emanate from the national and global agenda as Lesotho is a signatory to many international treaties. As such, MoET (2016) highlights that formulation of the Education Sector

Strategic Plan 2016-2026 goals is guided by four main pillars namely, access, quality, equity and relevance, and these emanate from the tenets of Sustainable Development Goals, Africa 2063, SADC protocol on Education and Lesotho National Strategic Development Plan (2012/132016/17, p.2). These goals are in accordance to the Constitution of Lesotho 1993.

The Education Sector Strategic Plan 2016-2026 does not make reference to CE. In essence, effective implementation of CE can assist Basotho to realise their basic human rights since the entrepreneurial skills attained in this learning area can help improve low capacity of the economy in Lesotho (cf 2.4.3). In consideration of these stipulations, one can deduce that paying particular focus on CE would help Lesotho achieve its goal on education. This would be possible since CE is a crucial means by which learners can acquire innovative skills that could help them to become successful entrepreneurs. Moreover, MoET (2016, p.54) indicates that

> *One of the overriding objectives of the Education Sector Strategic Plan 20162026 is to restructure the entire secondary section of education system by providing more choices to Basotho youth with three streams namely: academic, vocational (artisan at Junior Secondary and TVET training at Senior Secondary, beefing up the offering) and technical (pre-vocational at JS and TVET education at SS).*

This shows that skills acquired through TVET training can also help learners become successful entrepreneurs. That being the case, Basotho youth will be able to better their lives as well as of other people whom they will absorb in their businesses. This will help achieve the objective of the Education Sector Strategic Plan 2016-2026 which is to

> *Give impetus to the operationalisation of Curriculum and Assessment Policy in order to produce learners and systems that are resolute and robust during difficult times and also to reclaim and reposition the Ministry of Education and Training as training hub to produce school leavers and graduates who can fend for themselves in the face of myriad challenges besetting us in current times (MoET, 2016).*

Based on the foregoing, it can be inferred that with enough support from GoL, effective implementation of CAP 2009 is capable to develop the country. For instance, innovative skills

that learners acquire from CE will help them battle poverty and unemployment challenges. The next section is the analysis of CAP 2009 on CE.

4.6 POLICY ANALYSIS

For the purpose of this study, it is crucial to have a clear understanding of policy and policy analysis. Policy has a duality of focus in that it stipulates what government intends to do and how it intends to accomplish those intentions (Igbokwe, 2016). It is also important that policies be reviewed to determine progress. Policy analysis is thus explained by Health Policy Project (2014) as the procedure adopted while trying to identify challenges associated to the policy, coming up with solutions and presenting them to policy developers for contemplation.

In essence, policy analysis implies that during its process, the common beliefs and the various views from the society should be considered in order to guarantee that the advice followed from the analysis is to the advantage of all the people for whom the policy is intended (Chabana, 2017). Igbokwe (2016, p.2) elaborates that

> *Educational policy implementation has to be evaluated accordingly, either on the process of implementation or at the end of it to ensure that such a policy achieves what it sets out to achieve. In this way areas of improvement can be strengthened for effectiveness and efficiency.*

4.6.1   CURRICULUM AND ASSESSMENT POLICY 2009

The purpose of this section is to analyse CAP 2009, paying particular attention to the Creativity and Entrepreneurial learning area.

MoET (2018) declares that education has been one of the basic strategies for promoting socioeconomic development in Lesotho since independence. As a result, the GoL has prioritised education as one of its chief poverty eradication tools. Even though a number of curriculum reforms had been implemented in Lesotho to enforce relevance, unemployment and poverty are still rampant in the country (Raselimo & Mahao, 2015). Nonetheless, the GoL has not just

submitted to these challenges as it has devised other means of developing a curriculum which they believe is relevant to the needs of the society.

MoET has implemented the 2009 Curriculum and Assessment Policy Framework which bears its policy goals. Petek et al. (2021, np.) explain policy goals as "*governmental statements about desired futures relating to specific sectorial purposes, values and principles in democratic political systems, policymaking process improvements, necessary instrumental innovations and evaluation standards that should be fulfilled.*" The Curriculum and Assessment Policy 2009 aims to direct teaching, learning and assessment in order to come up with education that is accessible, relevant, efficient and of the best quality (MoET, 2008). Relevant education will help learners to be empowered with necessary skills for survival; which is the aim of CE. This policy goal seems clear on what kind of education is anticipated for the society. The said goal is aligned to Section 28(c) of the Constitution which signifies that "*Secondary education, including technical and vocational education, is made generally available and accessible to all by every appropriate means, and in particular, by the progressive introduction of free education.*"

Chere- Masopha et al. (2021) and Raselimo and Mahao (2015) also state that curriculum reforms were adopted in 2009 with the introduction of the Curriculum and Assessment Policy 2009 in order to alter teaching and assessment practices in Lesotho schools. Through new teaching and assessment practices, it will be easier for students to attain required skills in education that will be responsive to their daily needs. This is embedded within the vision for Lesotho education which is geared towards "*the full development of the human personality and sense of dignity and strengthening the respect for human rights and fundamental freedoms*" (Constitution of Lesotho 1993, Section 28 (a)).

Development of CAP 2009, like other reforms, is centered on the curriculum aspects. MoET (2009) stipulates that the five curriculum aspects used in the process of curriculum planning and organisation are: Effective communication, Awareness of self and others, Environmental adaptation and Sustainable development, Health and healthy living, and Production and work related competencies. MoET (2008, p.14) states that

Curriculum aspects spell out the ultimate intentions of education. To address these curriculum aspects, there is need to structure the body of knowledge into systematic and logical learning chunks. These chunks become means and modes by which life challenges are addressed.

These chunks are known as learning areas. Learning areas in CAP 2009 thus specify the body of knowledge essential to equip learners with the relevant knowledge and skills necessary to enable them to respond to real life issues and challenges encountered in their daily lives (MoET, 2009). So, the learning areas paired with the above curriculum aspects are: Linguistic and Literacy, Numerical and Mathematical, Personal, Spiritual and Social, Scientific and Technological, and Creativity and Entrepreneurial (MoET, 2009). The purpose of this study is to explore the effectiveness of CE implementation in Lesotho post-primary schools; as such it is justifiable to consider the aims of this learning area.

The aim of CE learning area, as indicated by MoET (2009), is to foster an understanding and application of creative and entrepreneurial concepts, principles and skills in addressing everyday needs, along with attitudes and values required to respond to such needs. As such, this learning area as specified in MoET (2009) should:

- Promote understanding of physical, socio-economic and technological environment as a prerequisite for earning a living.
- Promote acquisition and application of creative and entrepreneurial skills in solving everyday life challenges.
- Inculcate appropriate attitudes and values for promoting creative and entrepreneurial culture.

The foregoing shows that CAP 2009 targets to provide education that is relevant and suitable for Basotho; through equipping learners with knowledge and skills to participate in productive and income generating activities. This aim reveals that CAP 2009 is well aligned to the vision of Lesotho education.

It can be deduced that if effectively implemented, the CE learning area can equip learners with entrepreneurial skills which will enable them to be employable or create employment for themselves and others. Nhlapo (2019) expounds that CAP 2009 encouraged Basotho into believing that it will help answer the needs of the society by retrieving education that cultivates self-reliance in youth for it has since been latent in Lesotho schools. This could work towards poverty alleviation in the country because learners will have acquired skills that are essential for individual and social development (MoET, 2009). Proper skill acquisition is determined by how instruction is carried out in schools. As such, pedagogy plays a very crucial role in CE. MoET (2009, p.13) signifies that "*at the end of secondary education, students should have developed advanced entrepreneurial, technological and vocational skills for world of work and further studies.*" Instructional methods should thus be highly considered in this learning area in order to equip learners with relevant entrepreneurial skills.

CAP 2009 strongly supports the idea of a learner-centred pedagogy as MoET (2008, p.6) states that "*pedagogy must shift more towards methods that can develop creativity, independence and survival skills for learners.*" Another view is that an education system should help nourish in learners' the following attributes: creativity, versatility, innovativeness, critical thinking skills, and positive disposition towards teamwork as they are presently deemed critical in today's changed work environment (Tabulawa, 2009). In learner-centered pedagogy, the issue of practicality is eminent as it helps learners acquire innovative skills. This aligns with the constructivism theory where the idea of practicality is also apparent. In support of this view, Liu and Matthews (2005) point out that constructivism does not advocate for passive learning methods in traditional didactic teaching. This is where the idea of learner-centred pedagogy comes in. In the same manner, UNICEF (2000, np.) signifies that "*just as curriculum should be child-centered and relevant, so should instructional methods.*" This corroborates one of the critical objectives of the Education Sector Strategic Plan 2016-2026 that there should be an improvement in the quality of instruction by paying specific focus on learner-centered teaching methodology (MoET, 2016).

Although it is apparent that the introduction of CAP 2009 was intended at instilling creativity, practicality, productivity and entrepreneurship among learners to curb poverty and unemployment rates, the said challenges are still very high in the country. This is underscored by Chabana (2017) who highlights that Lesotho's Constitution envisions the provision of quality education at low costs. Conversely, the country's low economy growth tremendously affects education for there are high numbers of children who do not attend school owing to poverty. It can be inferred from the foregoing that access to education is not adequate. This contradicts the vision of MoET (2009) through CAP 2009 that education should be accessible to every Mosotho child, relevant to the needs of the nation, efficient and of best quality. One can infer that inadequate access to relevant, efficient and quality education may hinder learners' acquisition of entrepreneurial skills through EE.

4.7   CONCLUSION

This chapter has explored various reform phases in the history of Lesotho education and how they presently affect the implementation of CE in Lesotho. A critical document analysis was also conducted with specific focus on what the Constitution of Lesotho 1993, Education Act 2010, Education Sector Strategic Plan 2016-2026 and Curriculum and Assessment Policy 2009 envisage of Lesotho education in accordance to CE curriculum. Analysis of these various documents proclaims that Lesotho envisions a literate nation with education that matches the skills and is relevant to the needs of the Basotho people. One way to achieve this vision is through the implementation of CE in Lesotho post-primary schools. Although this is the case, the Curriculum and Assessment Policy 2009 is the only document that mentions CE in its goals while the other reviewed documents are silent on this matter.

CHAPTER 5

FINDINGS ON TEACHERS' CHALLENGES IN THE

IMPLEMENTATION OF CREATIVITY AND ENTREPRENEURIAL CURRICULUM

5.1 INTRODUCTION

The overarching aim of this study was to assess the implementation of Creativity and Entrepreneurial (CE) curriculum in Lesotho post-primary schools. Chapter Four was a critical policy analysis of CAP 2009 on CE; it also highlighted the vision for Lesotho education. This was done with the aim to analyse whether CE is aligned with the vision for Lesotho education. The objective of this chapter therefore is to explore pedagogical challenges that teachers encounter in implementing CE curriculum. Semi structured interviews were used in gathering data. I will subsequently present the findings on the effectiveness of implementing CE curriculum in Lesotho post-primary schools.

5.2 PARTICIPANT BIOGRAPHIC DETAILS

Biographical details of teachers determined their approach to the teaching of CE. Table 1 outlines the biographic data of the participants in this study.

Table 1:   **Participants' biographical details**

Participants	Number	Qualification			Teaching Experience	Gender	
		Diploma	Degree	Honours and Masters	4-23 years	M	F
Teachers	8	1	5	2		4	4

It can be noted from Table 1 that there is disparity in terms of participants' qualifications and years of service in the teaching field.

5.2.1 Interview grid

The interview grid consisted of 16 semi-structured questions which were asked to all participants, (cf. appendix III). The questions were asked based on the following broad issues:

1. Teachers' knowledge about the goal of CAP 2009 on CE
2. Training on the implementation of CE curriculum
3. Lack of resources
4. Learners' engagement in practical component of CE
5. Monitoring of CE implementation by MoET.

5.2.3 Ethical considerations

Chapter 1 and 3 explained in detail the ethical considerations followed in conducting this study (cf. 1.8.1.1, cf 3.6.1). In observing the stipulations of anonymity, the following pseudonyms were used to protect the identity of the participants: Miss Filoe, Mr. Tlale, Mrs. Ts'ele, Mrs. Masophy, Mr. Rantho, Mrs. Thulo, Mr. Pitso and Mr. Hanyane. All the principals of the four participating schools were consulted for permission to interview teachers in their schools. Thereafter, participants were asked to sign the consent form after being told the aim of the study and being made aware of their rights in taking part in the study. (cf. appendix II)

The study revealed from the responses of some teachers that they employ traditional methods of teaching CE as they lack knowledge on this area. This indicates that they seem to be held up in colonial education that prepared learners to be job seekers rather than job creators. On the contrary, teachers who are new in the teaching field strongly believe that CE is a mechanism that learners can rely on to overcome unemployment, hence the use of teaching approaches that stimulate and engage learners so they could acquire practical skills.

5.3 DATA PRESENTATION

Data collected from the four post primary schools in Maseru appear to insinuate that CE is not efficiently implemented. It was discovered that some teachers are not conversant with some

contents of the CE syllabus, hence they skip such content. This is blamed on lack of training in the implementation of this curriculum. Below is the outline of themes and sub-themes from the findings of the study.

Table 2: Themes and sub-themes from the results

Themes	Sub-themes
Teachers' knowledge about the goal of CAP 2009 on CE	
Training on the implementation of CE curriculum	-Pre-service training -In-service training
Lack of resources	-Schools' shortage of funds -Outdated material -Lack of equipment -Parental involvement -Congested classrooms
Learners' engagement in practical component of CE	-Pedagogical approaches -Inclusion of small projects -Limited time allocation
Support by the MoET	-Monitoring of CE implementation by MoET

5.3.1 Teachers' knowledge about the goal of CAP 2009 on Creativity and Entrepreneurial curriculum

With respect to teachers' knowledge about the goal of CE and whether it is relevant to job market needs, Miss Filoe pointed out: "*Yes I am aware of it and I believe it is relevant to job market needs as skills acquired in this area can help learners become employers or be employable.*"

Mr. Tlale similarly reported:

>*Yes, I know its goal and I find it to be very relevant because it is geared towards providing learners with necessary skills to establish their own businesses and not to rely on being employed.*

Mrs. Ts'ele answered:

>*I know it and I believe it is significant because what is contained in this curriculum can help the society escape from this depressing poverty through the skills that learners can achieve.*

Correspondingly, other participants highlighted their knowledge of the goal of CE although they pointed out a few challenges which they believe obstruct the goal from being realised. To this, Mrs. Masophy reported:

>*I know it and it is relevant, but some content areas are only dealt with in Grade 8 and end there. In my opinion, this does not help learners because those who may be interested in drama for instance, are robbed of an opportunity to study that further in subsequent grades. As such, I find this a waste of time.*

Mr. Rantho stated:

>*Yes, I am aware of it and it is relevant to job market needs but then again, teachers fail to achieve that goal as a result of lack of training and the issue of insufficient resources.*

Not all participants knew about the goal of CE as Mrs. Thulo proclaimed that: "*I do not know the goal of this curriculum.*" After being enlightened about the goal she then responded:

>*I find this curriculum very relevant to the job market needs. However, it lacks direction as a result of its broad content that prevents learners from grasping the necessary content in one specific area.*

Mr. Pitso acknowledged: "*No I am not aware of it.*" After being highlighted, he then commented: *I believe that CE curriculum is relevant to job market needs because the*

knowledge and skills that learners could acquire in this area would help them to face life challenges. Regrettably, lack of resources prevents teachers from preparing learners appropriately.

Another participant Mr. Hanyane said: *"Hmm…can you remind me what it says?"*

After being enlightened about the goal, he replied*:*

> *I cannot say it is particularly significant to the job market needs because when the curriculum was developed different business owners were not consulted to say what kind of candidates they expect the schools to groom. What we do here is just teach what's in the syllabus without knowing the skills that employers are expecting from their employees.*

It appears that some participants know about the goal of CE and they find it very relevant to job market needs. However, other participants did not know about the goal of this curriculum, but after being told about the goal of CE curriculum, they then remarked that this curriculum is very significant. This denotes that participants who know about the goal and those who did not know about it all deem it appropriate. There is however another participant who signified that he does not consider the goal relevant to job market needs. He argued that learners are only equipped with knowledge and skills required by the curriculum without instilling innovative skills required by employees in the real business world. It can be inferred from the afore mentioned that participants who find this curriculum relevant to job market needs as well as those who deem it irrelevant fail to achieve its goal due to a number of challenges which they encounter in the teaching of this area.

5.3.2 Training on the implementation of Creativity and Entrepreneurial curriculum

The findings illustrated that teachers come across challenges when they have to teach some content in this curriculum. With the aim to find out whether teachers attended workshops on the implementation of CE curriculum, they were asked to indicate whether they received training.

Based on the issue of training regarding the implementation of CE curriculum, two sub-themes emerged: pre-service training and in-service training.

5.3.2.1 Pre-service training

The findings revealed that some content in CE is put aside while teachers focus only on what they are able to teach thus compromising certain concepts in the curriculum. Some participants pointed out that it is challenging to teach some practical concepts in CE curriculum as they did not study those while they were in institutions of higher learning. To this effect, Mrs. Thulo indicated: "*the practical concept in this curriculum is based mostly on concepts that I do not know as I didn't study them at University. I do not know anything about drama…*" This sentiment was reaffirmed by Ms. Filoe who stated that: "*We are expected to teach concepts like sewing and knitting; this becomes a problem to me because I didn't study those. I don't even know how to make a scarf.*"

The foregoing extracts indicate that without proper knowledge of the content in CE curriculum, its efficient implementation is farfetched owing to some teachers who struggle to disseminate what is expected by the curriculum stipulations.

5.3.2.2 In-service training

Some participants indicated that they had never received any training on CE curriculum implementation. To this effect, Miss Filoe signified: "*I have not received any training on CE curriculum.*" This was reiterated by Mr. Hanyane who said: "*No training received.*" Mrs. Masophy echoed: "*I have never been trained on this curriculum.*" In the same manner, Mr. Rantho corroborated: "*No training at all.*" And Mr. Pitso was no exception as he stated: "*I have never been trained on this curriculum.*"

Conversely, other participants mentioned that they, at some stage, went for workshops on the implementation of CE curriculum. With respect to in-service training on CE and what the training encompassed, Mr. Tlale answered:

> *Yes, I attended the workshop once, but I will not refer to it as training because we were just informed that there is this new curriculum which we were expected to*

teach. While asking how we will deal with other areas in the syllabus which do not fall under our areas of specialty such as drama, we were just told that we are teachers so we will have to find our way out of that. That was really frustrating… (Shakes head).

Likewise, Mrs. Ts'ele reaffirmed:

I attended a two-day workshop on CE curriculum implementation. In that workshop we were only informed of the new implementation of CE curriculum and that we should go and implement it in our schools without being trained on how to deal with some areas in the syllabus. As such, there is nothing that I can single out from that workshop which I can say helped me in the teaching of CE because even some people who were conducting the workshop seemed very unsure about this curriculum themselves.

Additionally, Mrs. Thulo hesitantly answered:

Yes, I attended the workshop only once, but it was not very much informing for we were merely introduced to this new curriculum which we were told to implement in our schools. But we were never trained on how to teach some areas which do not fall under our specialty areas. I didn't gain anything constructive there.

It seems some participants have not been trained on CE, as such, they find it challenging to teach some areas in the syllabus which do not fall under their areas of specialty. Although other participants managed to attend some workshops for a few days, there is still a complaint that they were not trained but were merely introduced to the new curriculum and were told that they had to implement it in their schools. This implies that there may be no difference between teachers who have attended the workshop on CE curriculum implementation and those who have not as they both still struggle to teach some topics in the syllabus.

5.3.3 Lack of resources

All participants were asked whether their schools have enough human and material resources to help in the implementation of Creativity and Entrepreneurship curriculum. The findings indicate that lack of resources and shortage of teachers who are knowledgeable in CE is a great concern because those teaching CE now mostly employ teacher-centred approach which does not allow learners to relate theory to real life situations. This contradicts the notion that the main concern of a constructivist teacher is to provide learners with learning environments in which they can actively participate in meaningful interactions as opposed to being passive recipients of the knowledge disseminated by the teacher.

It was drawn from the findings that this challenge is aggravated by scarcity of the necessary equipment in post-primary schools. This goes against the constructivism theory which supports that learners construct knowledge through their active interaction with the physical. It can be deduced that lack of resources cramps this notion because learners do not have the chance to engage in experiments. In answering this question on availability of resources, some participants cited shortage of teachers and material resources as they emphasised that these are the main hindrances towards efficient implementation of CE curriculum.

5.3.3.1 Schools' shortage of funds

The study sought to find out whether schools have the financial muscle to purchase the equipment needed in the implementation of CE. In this regard, Mr. Hanyane said: *"The school does not have money to buy enough material; and that leads to clashes between principals and teachers because we fail to teach well without the necessary equipment."* Similarly, Ms. Filoe explained that: *"There is not enough material needed in the teaching and learning of CE because the school does not have money to buy what is needed."* In corroboration, Mr. Tlale stressed that: *"The school lacks funds to buy the material needed in the teaching of this curriculum. This leads to learners' poor results*."

Mrs. Ts'ele is no exception as she added: *"The school does not have money to buy the needed material. This problem badly affects teaching of CE because the practical element is not properly dealt with.*" She gave an example-

> *In the previous week we were bottling beetroot but we had only two small bottles of mayonnaise to use for that. In a class of thirty learners, only two learners had the opportunity to demonstrate to the rest of the class due to lack of resources.*

Mr. Rantho also re-iterated that lack of funds hinder proper implementation of CE when he specified that: "*We do not have enough material and financial resources in our school; this hinders the smooth teaching of CE because learners lack the necessary material for their projects.*" Mrs. Masophy added that: "*Our school does not have enough material; this as a result impacts negatively on the teaching and learning.*"

This was confirmed by Mr. Pitso who specified that: *"Lack of resources and finance is a great challenge in our school when it comes to teaching practical component because we do not have enough and modern equipment."*

Even though other participants mention lack of resources as an impediment towards efficient implementation of CE curriculum, there is a participant whose school is not necessarily affected by that issue. Mrs. Thulo noted:

> *I do not know much about the issue of availability of funds and materials because I only teach the business part which is accounting so we do not require specific equipment in that area. We divided the theory part from the practical one because some of us do not know how to teach certain concepts in the syllabus.*

It appears from the foregoing that post-primary schools lack funds to purchase enough material needed in the teaching and learning of CE. The study thus concludes that shortage of teachers and financial resources is an underlying factor obstructing efficient implementation of CE in Lesotho post-primary schools.

5.3.3.2 Outdated equipment

The findings revealed that where there is equipment needed in CE teaching and learning, such equipment is obsolete. Mr. Pitso signified:

> *The little equipment that we have in our workshop is very old. We are sometimes forced to watch videos of how certain equipment is used because the ones we have here are old model.*

In a similar note, Mrs. Ts'ele mentioned that: "*Our equipment is very old. The stoves that we have here have been used for years and are no longer functional.*" Mr. Tlale also noted that: "*We do not have up to date equipment.*"

It could be concluded from the foregoing that post-primary schools do not have the necessary equipment needed in the implementation of CE because some participants specified that their schools have outdated equipment which makes teaching ineffective.

5.3.3.3 Lack of equipment

Other participants indicated that their schools do not have equipment at all. Mr. Rantho indicated that: "*The school does not have the equipment needed for teaching this syllabus.*" This is echoed by Mrs. Masophy when she said: "*No equipment.*"

While some schools possess old equipment, others have no equipment at all. The implication is that although some schools do not have equipment while other possess obsolete tools, they are all experiencing the same challenges with respect to CE implementation because learners cannot rely on such equipment to acquire entrepreneurial skills.

5.3.3.4 Parental involvement

The findings revealed that where schools fail to provide material for learners, they ask parents to buy such for their children. This was revealed by Mr. Hanyane who said: "*We sometimes ask parents to buy some material for their children but they fail to do so because they cannot afford them.*" In corroboration, Mr. Tlale noted: "*At times we ask parents to buy certain material for their children but that does not happen as some cannot even afford school fees.*" Ms. Filoe also stated: "*Parents are sometimes asked to buy some material for their children, a few manage to do so but others fail due to poverty.*"

It seems that poverty prevents parents from financially taking part in their children's education. This proves the intensity of poverty in the country; hence the need to efficiently implement CE as it is envisioned to equip learners with vocational skills that could help them to successfully engage in businesses thus combat poverty.

5.3.3.5 Congested classrooms

Overcrowded classrooms also seem to be impacting on successful implementation of CE. The findings conveyed that the teacher-pupil ratio is very high, as such, not all learners get the opportunity to use the equipment in CE classes. This shows that the pupil-teacher ratio of 1:45 is not adhered to in these huge classes. Teachers thereby adopt the traditional approach to teaching. Mr. Pitso explained: "*Although I try to incorporate theory with practice; that does not happen easily as our classes are too big*." Mr. Tlale also noted that: "*We do not have enough teachers in our school, so you'd find that our classes are very congested.*" Mrs. Masophy also pointed out that: "*Our classes are so overcrowded*"

The findings indicate that the issue of congested classrooms does not necessitate smooth implementation of CE.

5.3.4 Learners' engagement in practical component of CE

CE is divided into theory and practical components, as such, for it to yield positive outcomes, these two sections have to be taught concurrently. With the aim to discover whether learners have the opportunity to practise what they learn in CE, participants were asked if learners engage in the practical component of CE.

5.3.4.1 Pedagogical approach

The findings showed that the practical component of CE is compromised as teachers mainly depend on traditional approaches to teaching. To this effect; some participants revealed that learners do engage in practical component but that it is not effective.

Ms. Filoe replied: "*Yes they are, but it is not efficient due to absence of resources and teachers.*"
Mrs. Ts'ele clarified that "*Learners are not well engaged in the practical element due to*

insufficient resources. The focus is more on theory while the creativity part is not efficiently carried out."

In a similar manner Mr. Hanyane specified that:

> *Learners are not well engaged in the practical part due to lack of knowledge and insufficient resources. As such, certain content that needs to be covered in this area is left out because of lack of equipment and teachers' inadequate knowledge on some areas of CE.*

Mr. Pitso also shared the same sentiment as he mentioned that:

> *It is not effective because not all learners get the chance to use the tools due to overcrowded workshops and shortage of teachers. Only a few learners get the chance to use the little equipment we have while the rest just observe...Lack of engagement in practical part hinders proper acquisition of innovative skills for learners.*

Mr. Tlale emphasised: "*Learners do engage in practical however their engagement in that section is not satisfactory due to scarcity of equipment and teachers. We therefore mostly teach theory.*"

Contrarily, other participants indicated that there is efficiency in the practical part of CE. To this, Mrs. Masophy replied:

> *Learners are engaged in practical component of CE and that is effective because the school outsources people who help teach some areas which do not fall under our specialty. Some even bring their own equipment; this helps learners to acquire some vocational skills.*

Mr. Rantho also responded; "*Yes they are engaged in the practical component and that is to some extent efficient because the school hires resource persons to help learners with areas that we are not conversant with.*"

It seems engaging learners in the practical component of CE is a great challenge for schools owing to scarcity of facilities and the necessary equipment. Teachers are therefore forced by these circumstances to leave out some topics in the syllabus. As a result, learners fail to acquire the necessary skills and knowledge thus, they leave post-primary school with limited or no vocational skills. This leads to them being unemployable or unable to establish their own businesses. Nonetheless, it is notable that some schools which are able to outsource are advantaged because some resource persons bring their own equipment which the school might not have.

5.3.4.2 Inclusion of small projects

The findings showed that small projects which learners were engaged in the old syllabi of Business Education and Basic Handicrafts gave them an exposure to put what they learned into practice. Mr. Tlale stated that:

> *In entrepreneurship, we mainly teach theory, unlike in the old syllabus where learners were engaged in projects. They were selling some little stock of their choice and that helped them to have a feel of how businesses operate. In this new curriculum, such projects are no longer existent.*

On the same note Mr. Hanyane explained that:

> *In Basic Handicrafts syllabus, there were a number of practical projects which enabled learners to practice what they learned. But we have now shifted to Design and Technology which does not allow for more practice.*

It can be inferred from the findings that inclusion of projects in teaching CE could play a big role in helping learners acquire entrepreneurial and vocational skills. The findings indicate that the old syllabus on Business Education and Basic Handicrafts substantially benefitted learners because they were largely engaged in practical. In essence, they learned by doing as reinforced by constructivism that learners acquire knowledge when they associate the given information with real life situations.

5.3.4.3 Limited time allocation

Time allocation is a key factor when it comes to content distribution. Some participants mentioned that time allocated for CE is so limited and that prevents them from achieving the goal of the curriculum. To this, Mr. Tlale replied: "*Time is not enough because the content in this syllabus is too broad.*" Similarly Mrs. Ts'ele noted: "*Not enough because the large content in this area requires a lot of time since it encompasses the practical section*." On the same note, Mrs. Masophy echoed: "*Not enough*". Mr. Pitso is no exception as he stated: "*The time is not enough because I am expected cover a large content in this area*." Mr. Hanyane is also of the same view as he pointed out that: "*Time is not enough because our subject is more practical based. So for learners to acquire necessary skills, we need more time to groom them.*"

The foregoing indicates the importance of reconsidering the lessons allocated for CE because it is apparent from the findings that this area encompasses a broad content as indicated by the participants. As such, enough time is needed in order to ensure that learners engage adequately with the practical component.

5.3.5 Support by MoET in Creativity and Entrepreneurial curriculum implementation

With regard to monitoring of CE curriculum implementation by the Ministry of Education and Training (MoET), the findings revealed that CE curriculum implementation is not monitored in schools.

5.3.5.1 Monitoring of Creativity and Entrepreneurial curriculum implementation by MoET

Miss Filoe noted that: "*The Ministry of Education and Training has never come to our school to evaluate this curriculum.*" In a similar manner, Mr. Tlale stated: "*I have never seen the inspectors coming here to evaluate how we are dealing with this curriculum.*"

Mrs. Ts'ele added:

> If they (MoET) took an initiative to go to schools to monitor the implementation of
> CE, they would have realised that many schools have stopped teaching a large
> portion of the content in this curriculum. So, to answer your question Madam, the

ministry has not come to our school to monitor the implementation of CE curriculum.

Mrs. Masophy shared the same view, as she laughed and said: "*No one ever came here to evaluate our work on this curriculum, so we are just teaching it according to our own understanding.*" Mr. Rantho is no exception as he also responded that: "*There has never been monitoring of CE in this school ever since we started teaching this new curriculum.*" On the same note, Mrs. Thulo and Mr. Pitso answered: "*No.*" Mr. Hanyane signified also that:

> *MoET has never come to evaluate how this curriculum is implemented in schools.* (Frowning…)*, they have totally turned their back on it, leaving us to deal with it our own way. This leads to lack of motivation which has resulted in no interest in teaching this curriculum because we do not know much about it. So, we just teach what we know…* (Shrugs).

It can be inferred from the preceding extracts that MoET is not doing enough to ensure efficient implementation of CE curriculum as all the participants indicated that the ministry has never been to their schools to monitor the implementation of this curriculum. As such, teachers are frustrated as they are blindly teaching certain topics in CE, and they are omitting other chunks which if were taught would equip learners with vocational skills. That would tremendously benefit learners in combating unemployment and poverty.

5.4 Envisioning efficient implementation of Creativity and Entrepreneurship curriculum
It appears that the implementation of CE in post-primary schools seems to be constrained by a number of challenges outlined by participants in semi-structured interviews. In this regard, some proposed strategies by participants that the MoET can adopt in ensuring efficient implementation of CE include but are not limited to: *training on CE curriculum*, *stakeholders' involvement, and implications for higher education, provision of material and human resources, support from MoET* and *hiring of resource persons.*

5.4.1 Training on Creativity and Entrepreneurship curriculum

It appears that teachers need to be trained on CE curriculum for them to be in the position to effectively implement it. They lament that it really pains to teach something that they are not sure about. Mrs. Thulo stipulated that: "*several workshops have to be held and at least two teachers from each school should attend.*" Mr. Hanyane also pointed out that:

> *It is important that the Ministry of Education and Training organises more workshops for teachers; and those should be held by trainers who are well rounded with issues of CE so that they could be in the position to equip teachers with necessary skills that they will impart to learners.*

Additionally, lack of knowledge compels CE teachers to leave out some content in the syllabus as Ms. Filoe answered that:

> *We find it complicated to teach all content areas in CE curriculum as some of us are not conversant with certain fields such as carpentry… some of us did not study such in school so having to teach it now poses a number of challenges.*

Another participant, Mr. Tlale revealed:

> *We have refrained from teaching topics such as music, drama and drawing because those do not fall within our field of expertise, so it is very hard for some of us to teach them. It is very necessary that MoET should conduct more workshops for us or hire resource persons to help in schools.*

Mrs. Ts'ele mentioned that:

> *Some content that needs to be covered in this area is difficult for us to pass to students because we are not familiar with certain components. It would be very important if MoET could provide training for us.*

On the same note Mr. Pitso replied:

> *We are expected to teach a number of specialty areas in this curriculum such as drama and music…this poses a great challenge because we have to teach such areas which we know nothing about as a result we just skip them. I believe training would help us a lot.*

With the aim to overcome this problem of making teachers teach what they are not conversant with, some schools hire resource persons to help with areas that teachers are not proficient in. On this issue, Mrs. Masophy indicated that: "*Our school outsources people who are experienced in certain fields that appear in the syllabus to help learners.*" Similarly Mr. Rantho explained that:

> *The school hires the resource persons to help with what we find hard to teach in this area…although we believe that this is a good gesture, the problem with resource persons is that they are not trained teachers thus they are not able to deliver the content in a way that a trained teacher would do.*

This highlights that the inadequate knowledge of teachers on CE may hinder its efficient implementation because it cannot be ignored that efficient implementation of a curriculum is entrusted in the hands of teachers through their engagement with learners in the classroom. As such, considering their functions in class, it is imperative that teachers are well trained on CE curriculum because their ignorance about this curriculum can stifle its smooth implementation.

5.4.2 Implications for higher education

Not only do participants find it necessary that already practicing teachers receive training on CE curriculum, but also students who are practicing to be CE teachers be trained accordingly. This was raised by participants who recommended that students in institutions of higher learning should be trained in line with the requirements of the CE curriculum as they believe that this will equip them with relevant knowledge and skills which they will impart to learners when they get to the field. "*Students in higher institutions have to be trained more on how to teach the broad content that is encompassed in this curriculum,*" Mrs. Ts'ele suggested. In the same way, Mr. Tlale responded:

> *I believe that students who are training to be CE teachers have to be equipped with knowledge and skills of teaching this area based on the stipulations of the curriculum. Knowledge that they will bring to the field would help towards the effective implementation of this curriculum.*

Mr. Hanyane also emphasised that:

NUL and LCE as teacher training institutions have to train CE student teachers on issues of creativity and entrepreneurship so that they would go to the field already equipped with knowledge in various areas contained in the syllabus. I believe this would help learners acquire innovative skills.

It can be noted from above findings that training on CE curriculum implementation is not only imperative for teachers but also for students in higher learning practicing in creativity and entrepreneurship. It is believed that if practicing teachers are equipped with knowledge in various components of CE while in institutions. That would help them to better implement it when they join the workplace.

5.4.3 Provision of material and human resources

Material and human resources play a pivotal role in the implementation of CE, as such some participants find it necessary that the Ministry of Education and Training (MoET) provides schools with equipment and subventions. Ms. Filoe recommended that: "*MoET has to provide schools with necessary material and hire teachers who are skilled in areas such as music.*" Mr. Pitso proposed that:

In order for this curriculum to be effectively implemented, I believe that the government has to take it upon itself to provide schools with necessary resources…our workshop is too small and cannot accommodate all learners for they are too many. The tools are also too limited which makes it hard for us to properly equip learners with skills stipulated by the curriculum.

Mrs. Ts'ele advised that: "*The government has to provide schools with resources because lack of such restricts teachers from helping learners acquire entrepreneurial skills in CE.*" Likewise, Mr. Rantho declared: "*In my opinion, CE curriculum would be better implemented if the government could provide schools with the resources needed for the practical section in CE curriculum. They also have to hire more teachers.*" Mr. Tlale revealed:

We (teachers) *leave out the practical piece and focus mainly on theory owing to lack of resources thus, it is crucial that the government provides facilities and*

supports schools with necessary equipment in order to necessitate efficient implementation of CE curriculum.

Based on the foregoing, it could be inferred that unavailability of resources impedes effective teaching of CE. Thus, learners fail to acquire proper entrepreneurial skills which would help them be employable or become job creators as CAP 2009 advocates.

5.4.4 Support by the Ministry of Education and Training

Some participants showed a great concern towards MoET's lack of support, they indicated that "*MoET is not doing anything to help teachers efficiently implement this curriculum as they are not even doing the inspection to see how teachers are dealing with it*" Mr. Hanyane fumed. Mrs. Ts'ele advised that: "*MoET has to monitor and evaluate the implementation of CE in order to note challenges that teachers encounter so that they can correspondingly be dealt with.*" Mr. Tlale highlighted that:

> *It is true that some workshops have been held in order to sensitise teachers on the implementation of CE curriculum, but I believe it is also imperative that MoET monitors the implementation of this curriculum in different schools as a follow up on how it is being dealt with.*

Similarly, Mr. Pitso noted that:

> *There has to be inspection in order to see whether teachers are doing what is expected in this curriculum. For instance, some schools have dropped out certain topics in this area; if monitoring was well carried out, the ministry would note this issue and solve it.*

It seems from above responses that monitoring and evaluation is a very crucial stage in the implementation of a curriculum as that could help curriculum developers note challenges faced by teachers and work hand in hand with them to find solutions.

5.4.5 Employing resource persons

Content delivery in CE is a great challenge as it impacts negatively on learners. Ms. Filoe said:

> *We do not have adequate knowledge about CE and that is a great challenge because we just depend on learners' textbooks for information. It would be better if the government could hire resource persons because some schools cannot afford them.*

On the same note, Mrs. Thulo added:

> *In learners' textbooks, there are sections on drama, music and others which we are not conversant with. Therefore, the only thing we do is read those textbooks then go teach the kids what we have read. I believe that if this curriculum was taught by people who know better about arts that would benefit learners in that they would be receiving information from knowledgeable people. So I suggest that the government should hire such people who know this thing.*

Mr. Hanyane stated that:

> *Some content in this curriculum is foreign to me, thus hard to teach. I just provide learners with the only little information that I read from their books. This is unfortunate because the theory that we pass to learners is not enough as it does not help them get a clear picture of real business world. Things were better in the old syllabus because learners engaged in little projects which helped them get a picture of how businesses are conducted.*

Mr. Tlale indicated that:

> *This curriculum has to be taught by people who know about this large content it contains. For example, I do not know anything about fashion and design but I am expected to teach that yet I can't even hold a needle myself. In such cases I just teach theory without them practicing. It would be better if a fashion designer could be hired to teach the practical concepts.*

The findings illustrate that there is large content in CE curriculum that poses challenges to teachers. For this reason, they deem it necessary that the government hires resource persons to help with such content. In a constructivist environment, teachers are seen as facilitators than

bearers of knowledge, therefore it is important that they are well knowledgeable in order to facilitate learning.

5.4.6 Stakeholders' involvement

Curriculum is a very broad concept that needs different stakeholders' involvement in all stages of its development. Mr. Hanyane signified that:

> *The Ministry of Education and Training has to involve businessmen from different established companies whenever they develop new a curriculum. This would be beneficial in that; as job creators, businessmen would be able to advice curriculum developers accordingly on skills that they expect schools to equip learners with… What is happening right now is that we teach learners what is in the syllabus but when they leave post primary you find that they are not employable because they lack skills needed in the work place.*

Mrs. Ts'ele also indicates that:

> *The Ministry of Education and Training has to ensure that they involve teachers in the development of a curriculum because we are the ones who deal with learners in class. Teachers' input in curriculum implementation would be very important.*

Another participant Mr. Rantho said:

> *Parental involvement in policy implementation is also crucial. First of all parents provide schools with children so it is imperative that they be involved in the planning stage of a curriculum. This would grant them an opportunity to have a say in what skills they expect their children to have.*

It could be concluded from the findings that the goal of CE will not be easily achieved if some stakeholders are sidelined when developing the CE curriculum. Some participants indicated that they were not consulted in the planning stage of this curriculum but are now expected to implement it, which poses a great challenge to them. It is imperative therefore that all

stakeholders are consulted when developing a new curriculum to enable its smooth implementation.

5.5   Conclusion

This chapter dealt with the views of the participants which were gathered through the use of semi-structured interviews. The aim was to explore challenges experienced by teachers in implementing the CE curriculum in Lesotho post-primary schools. Qualitative research design was thus employed to gain insight of the challenges that teachers encounter in their teaching of this curriculum. It was observed that teachers are confronted by numerous challenges in the implementation of the CE curriculum. The findings show that some teachers do not know the goal of CE - lack of training on this curriculum is a key contributing factor. It was further noted that insufficient equipment, among others, impedes smooth implementation of the said curriculum. This results in learners' failure to acquire vocational skills. The subsequent chapter then provides the conclusion and recommendations of the findings of the study.

CHAPTER 6

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

6.1   INTRODUCTION

Chapter Five presented the research findings regarding the pedagogical challenges experienced by teachers in implementing the Creativity and Entrepreneurship (CE) curriculum in Lesotho post-primary schools. In line with the findings, the current chapter presents the discussions, conclusions and recommendations aligned to the research question. The chapter will also highlight the limitations and suggestions for further research.

6.2   FOCUS OF THE STUDY

The study sought to assess the implementation of CE in Lesotho post-primary schools. The study was guided by the following main question: How effective is the implementation of Creativity and Entrepreneurial curriculum in Lesotho post-primary schools?

The following sub-questions were developed from to the aim of this study:

1.   What are the factors that determine progress in implementing Creativity and Entrepreneurial Curriculum in Lesotho post-primary schools?

2.   How is Creativity and Entrepreneurship aligned with the vision for Lesotho education?

3.   What challenges do teachers face in implementing Creativity and Entrepreneurial curriculum?

4.   What comments and recommendations can be made in order to enhance the implementation of Creativity and Entrepreneurial Curriculum?

6.3   OVERVIEW OF THE STUDY

The following steps were followed in order to attain the objectives of the study:

Chapter 1 introduced and provided the background of the study which explored the history of Creativity and Entrepreneurship in Lesotho. In relation to this, the problem statement, research

questions, purpose of the study and research objectives are given. The chapter further deliberated on the research methodology, research paradigm, research design as well as the data collection techniques, population of the study and data analysis techniques. The rationale and demarcation of the study and the integrity of the research were also discussed.

Chapter 2 focused on the review of the related literature concerning factors that show progress in the implementation of Creativity and Entrepreneurship curriculum in Lesotho post-primary schools. It also concentrated on the theoretical framework that underpins the study as well as the concept of curriculum. CE curriculum in Botswana, South Africa and Lesotho were discussed respectively.

Chapter 3 discussed the methodology adopted in this study. It also presented the interpretivist research paradigm as adopted by the current study. The chapter went on to provide data collection instruments as employed in the study. It also gave the details of data collection, participants' selection and how data was gathered from them. The chapter ultimately presented the integrity of the study and realities of field work.

Chapter 4 provided the discussion on how CE is aligned with the vision for Lesotho education. It also discussed the phases of curriculum reforms in Lesotho. The chapter finally presented the document analysis with reference to the Constitution of Lesotho 1993, Education Act 2010, the Education Sector Strategic Plan 2016-2026 and the Curriculum and Assessment Policy 2009.

Chapter 5 presented the findings of the study; discussing the challenges that teachers face in implementing the CE curriculum. It highlighted that successful implementation of the said curriculum is in jeopardy due to a number of challenges discussed in this chapter.

Chapter 6 draws conclusions from the study findings. It also presents the recommendations, limitations of the study and suggestions for further study.

6.4   DISCUSSION OF THE MAIN FINDINGS

Lesotho, like other SADC countries, is experiencing devastating poverty and escalating rates of youth unemployment. These overwhelming issues urged the government to develop the Creativity and Entrepreneurship curriculum in order to ensure that learners are equipped with entrepreneurial skills to eradicate the said challenges. This is because CE is entrusted to improve individuals' standard of living as well as improving the country's economy. For this reason, most countries incorporated this area in their schools curriculum (Du Toit & Kempen 2021 & Mande, 2018). However, it is gathered that CE curriculum implementation is stifled by a number of challenges in Lesotho post-primary schools.

The next sections provide the presentation of the findings of the study with respect to realities of CE curriculum implementation in Lesotho post-primary schools. In presenting the findings, reference will be made to the preceding chapters to determine the rationale and deliberation on the implementation of the Creativity and Entrepreneurship curriculum. The findings are therefore presented under the headings:

- Teachers' knowledge about the goals of CAP on CE
- Training on the implementation of CE
- Lack of resources
- Learners' engagement in practical component of CE

- Monitoring of CE curriculum implementation.

6.4.1 Teachers' knowledge about the goals of CAP 2009 on CE

The literature review revealed that Creativity and Entrepreneurship is integrated in many countries' school curriculums because of its strength to inculcate entrepreneurial ambition in the youth (cf 2.4). This is also due to its relevance in meeting the needs of the labour market by preparing students for work, productivity and competitiveness (Dungey & Ansell, 2020 & Kurioua et al., 2019).

Conversely, if teachers are not aware of the goal of CAP 2009 regarding the CE curriculum, that could stifle its efficient implementation. The findings of this study indicate that some teachers are not aware of the goal of this curriculum; thereby implying they are not teaching this curriculum as per the specifications of CAP 2009 hence resulting in unproductive outcome.

Although the government of Lesotho through the Ministry of Education and Training developed CAP 2009 with the aim to provide education that is relevant to the needs of Basotho, the findings revealed that knowledge and skills imparted to learners in CE are, to a large extent, still irrelevant.

It is noted that post-primary schools do not nurture creative and entrepreneurial skills due to challenges such as lack of knowledge as noted in the findings presented. This is due to the notion that learners mostly receive the abstract concepts in CE which do not prepare them for the real corporate world. This does not align with the main aim of CE which is to foster an understanding and application of creative and entrepreneurial concepts, principles and skills to solve socioeconomic problems (MoET, 2009). It can be concluded that the knowledge and skills that learners receive in this area are somewhat irrelevant. Education becomes relevant when the acquired knowledge and skills assist one to apply them in answering life challenges (Thaanyane, 2021). In essence, relevance is one of the major pillars of the Education Sector Strategic Plan 2016-2026 and CAP 2009 but it is severely compromised.

Based on Thaanyane's (2021) findings, "*teachers lack the subject matter knowledge; they have inadequate subject content and strategies.*" It can be noted that the issue of pedagogically incompetent teachers on CE hampers its successful implementation. This is evident in teachers who rely on didactic teaching approach due to their lack of knowledge of some concepts of CE. This practice of passive teaching contradicts the notion that learners are constructors of knowledge in the active learning process as advocated by the constructivism theory instead of being passive recipients of transferred knowledge (Er & Er, 2013). The problem is, consequently, what happens to learners after school. Since they leave school with limited or no entrepreneurial skills, they fail to engage in productive and income generating activities. This ultimately escalates the number of unemployed youth in the country.

One reasonable explanation for this deficiency could be teachers' dependency on traditional approaches of teaching CE as opposed to learner-centred pedagogy. The practical approach to teaching, as opposed to the traditional one, has the strength to activate learners' skills through involving them in near real-life entrepreneurial experiences (Basel's, 2022).

It could be noted that knowledge and skills that learners acquire at post-primary school cannot be translated to work-related competencies. Essentially, without vocational skills, learners may not be able to respond to life challenges encountered in their everyday lives as backed by CAP 2009.

6.4.2 Training on the implementation of CE

From the literature review it seems that teacher training on a newly developed curriculum is significant as teachers are the most prominent people in education entrusted with curriculum implementation at all levels of education (cf 2.3.1.3). However, if teachers are not clear about the developed curriculum, they will lack enthusiasm to implement it. As such, it is imperative that teachers are trained in order to ensure comprehension on the curriculum document (Chere et al., 2021 & Ekpiken, 2015). It is imperative to warrant regular teachers' training on the new curriculum because their knowledge, experiences and capabilities are dominating factors to curriculum development and implementation efforts (Sossion, 2021). As such, offering full support to teacher ensures better learning as they are responsible for introducing the curriculum in the classroom.

It is noted from the findings that some teachers in Lesotho post-primary schools received training on CE curriculum implementation while others have not. This was gathered from semi-structured interviews where some participants reported that they had not received training on CE while others indicated that they received training but were not adequately coached for CE preparation and content delivery in the classroom. This highlights that there is no disparity between trained teachers and those who have not received any training as they all experience the same challenges in CE implementation. Literature revealed that efficient training and support given to teachers is the backbone to successful implementation of a curriculum (Thaanyane, 2010).

The empirical findings confirm what the literature earlier suggested that teachers are not enthusiastically teaching CE as they proclaim not to have been trained on its implementation.

Consequently; they have no idea how to teach it.

6.4.3 Lack of resources

The empirical literature shows that human and material resources play a pivotal role towards any policy change. Consequently, lack of necessary resources can be an impediment to successful implementation of a policy (cf 2.3.1.2). Provision of funds is crucial in education policy implementation (Igbokwe, 2016).

Creativity and entrepreneurship is esteemed for its economic and social benefits, as such, it is regarded as a way out of poverty in most Southern African Development Community (SADC) countries, Lesotho included. CE has been developed and implemented on all continents to enable learners to become job creators and also to help them to be in a position to provide solutions to emerging social and economic challenges (Jardim et al., 2021). Although the government of Lesotho (GoL) recognises the importance of CE, some schools lack the necessary equipment to necessitate efficient implementation of the said curriculum (cf 5.3.3). This is reflected in some of the participants' responses that their schools lack funds to purchase adequate material to use in CE implementation. They also stressed that the Ministry of Education and Training (MoET) does not provide their schools with human (teachers) and material resources to help in the implementation of CE curriculum (cf 5.3.3). This indicates that insufficient finances and physical facilities deprive learners of enough opportunity to practice with tools and machinery, hence negatively impact on their learning outcomes (Dasman 2011, p.68).

Given the circumstances, the implication is that failure to provide necessary and adequate material makes it hard for the goals of a policy to be realised. Some schools rely on very outdated equipment and that affects learners' output because reliance on obsolete equipment compromises learners' successful training for a modern economy (UNESCO, 2010). Apart from that, literature revealed that governments are responsible for funding schools to necessitate efficient implementation of policies. Based on this study's findings, it is concluded that CE implementation is in jeopardy as reflected by scarcity of resources. This signifies that there is lack of political will from authorities for they have developed this curriculum but they neither hire teachers who are well knowledgeable in CE nor provide resources and facilities necessary in

103

the teaching of this curriculum in post-primary schools. Moreover, the findings reveal also that a large content in this curriculum is compromised due to lack of resources and knowledge. The concept of content in a curriculum is major as it represents what should be taught and how. Hence, teachers skipping some content in CE results in failure for CAP 2009 to achieve its anticipated goals.

Although CE was entrusted to equip learners with vocational skills, among others, in order to curb unemployment and poverty rates, this seems gloomy as the findings reveal that there is lack of resources in post-primary schools which affects the teaching of this curriculum.

6.4.4 Learners' engagement in practical component of CE

Literature uncovered that the learning environment is one of the factors that play an extensive role in the implementation of a curriculum as it impacts immensely on the learning outcomes. The issue of overcrowded classrooms was cited by participants as a hindrance towards successful implementation of CE. They indicated that this negatively impinges on efficient teaching and learning because the environment is not conducive.

The findings of this study suggested that learners are not able to engage satisfactorily in the CE practical component because the classrooms are congested. It was further noted that there is lack of facilities; an example being workshops that are very small and lack the capacity to accommodate many learners. There is also an acute shortage of equipment, some of which is old-fashioned hence making it hard for learners to all engage in practical; which demoralises them (cf 2.3.1.4). The result is that learners' interest in learning and performance are impacted negatively by obsolete facilities (Vajgrt, 2017).

Participants linked the shortage of material and facilities that are necessary in the teaching and learning of CE to insufficient funds in their schools and no support from the government. On the one hand, the lack of standard facilities and adequate materials negatively affects instruction of CE. Consequently, CE learners acquire low quality training, thereby limiting their prospects of becoming self-reliant and productive in the labour market. On the other hand, high student

teacher ratios prevent teachers from successfully implementing the CE curriculum. Overcrowded classrooms affect learners' results radically hence teachers' inability to effectively implement a curriculum (Gilavand, 2016 & Raselimo & Mahao, 2015).

This situation challenges the issue of learner-centered pedagogy as CAP 2009 postulates that each learner should be given special attention to ensure efficient teaching and learning (MoET, 2009).

Learners' failure to acquire entrepreneurial skills basically stems from the traditional teaching strategies used in classes (Er & Er, 2013).

6.4.5 Monitoring of CE curriculum implementation

Monitoring and evaluation is a very crucial step in policy implementation as it examines the progress and determines what needs to be improved in the present and future (Ferdaus, 2016). This reveals that if well carried out, monitoring and evaluation can help policy implementers to work towards attaining the set goals of a curriculum. With regard to the CE curriculum, it was gathered from semi-structured interviews that MoET is not monitoring the implementation of this curriculum (cf 5.3.5.1). CE teachers lamented that MoET has abandoned this curriculum for they are left to deal with it their own way because there is no guidance from the ministry thus they are blindly implementing it. It is essential that MoET supports teachers in order to determine if the planned curriculum is being implemented and extend a helping hand where need be (Thaanyane, 2021).

6.5   CONCLUSIONS

The following sub-sections present the conclusions drawn from the findings of this study:

6.5.1 Teachers' knowledge about the goal of CAP on CE

The study findings revealed that some CE teachers are not conversant with the goal that CAP 2009 envisions on the CE curriculum. Consequently, they disseminate what they believe is appropriate. This hampers successful implementation of the said curriculum because teachers fail to furnish learners with vocational skills as envisaged by CAP 2009. It is imperative therefore, that teachers familiarise themselves with newly developed policies in order to align their

teaching with its requisites. Given the circumstances, it is the conclusion of this study that teachers' knowledge about the curriculum is a key factor since they are the central figures in the implementation of a curriculum.

6.5.2 Training on the implementation of CE

Based on the findings, it is concluded that teachers lack training on the implementation of the CE curriculum. There is not sufficient pre-service and in-service training for CE teachers. Institutions of higher learning need to adequately train students in line with what the curriculum visualises. In a similar manner, MoET has to ensure that teachers frequently receive enlightening in-service training on the implementation of this curriculum. If teachers are well trained, they will be in a right position to effectively implement the CE curriculum, thereby providing learners with advanced entrepreneurial skills. This will help in the promotion of socio-economic development.

Based on the foregoing, the study concludes that the CE curriculum is not successfully implemented in post-primary schools because teachers have not been adequately trained on its implementation, thus they are not prepared to efficiently implement it in their different settings. This highlights that without regular training for teachers on CE implementation, they will continue imparting knowledge in the manner that they believe is appropriate for learners and the latter will constantly fail to obtain envisaged entrepreneurial skills.

6.5.3 Lack of resources

The findings of this study signify that Lesotho post-primary schools lack human and material resources which limit proper implementation of the CE curriculum. As a result, it is necessary that MoET employs teachers who are supremely knowledgeable in CE and should also distribute modern equipment to schools in order to strengthen teaching and learning of this area. It has been noted that human and material resources play a pivotal role in the implementation of a curriculum; hence this study concludes that lack of resources is a vast impediment to efficient implementation of the CE curriculum.

6.5.4 Learners' engagement in practical component of CE

It has been noted that the CE curriculum is divided into theory and practical components. The study thus concludes that the practical part is vastly compromised. The findings revealed that pedagogical approaches as well as limited time allocation for CE are some of the contributing factors that lead to failure to satisfactorily engage learners in the practical component. It is necessary that CE teachers familiarise themselves with pedagogical practices set in the syllabus. It is also necessary for MoET to review the time allocated for this area in order to allow learners enough time to engage in the practical section of the syllabus. Based on the issues raised, it could be inferred that learners' engagement in the practical component of CE plays a major role in helping them acquire entrepreneurial skills. The study concludes therefore that inadequate engagement in the practical component of CE hampers attainment of the said skills which leads to unsuccessful implementation of the CE curriculum.

6.5.5 Monitoring of CE curriculum implementation

The study concludes that lack of monitoring of CE curriculum implementation plays a massive role in its unsuccessful implementation. CE teachers find themselves teaching concepts they are not sure about because there is no support from educational authorities. It is crucial that MoET offers support to teachers as this would make the ministry realise if the CE curriculum is well implemented or not then apply necessary measures to help teachers where need be. It can be concluded that one of the factors that adversely affects the implementation of the CE curriculum is lack of monitoring and evaluation by the responsible bodies. This seems to indicate that CE curriculum is not well implemented in Lesotho post primary schools.

6.6   LIMITATIONS OF THE STUDY

The study was limited to only eight teachers from four post-primary schools in Maseru. This small population and specific setting does not give the full picture on the implementation of Creativity and Entrepreneurial curriculum (CE). As such, the findings of this study cannot be generalised as they are limited to a particular context. Therefore, there is a need to conduct a similar study on a larger population in other settings to prove the findings of the study.

Additionally, in order not to miss some information, interviews were audio-recorded. Although some participants did not have a problem being recorded, others were very reluctant to be on record for fear that the information might go public. For this reason I feel that they may have withheld some information in order to 'protect' themselves.

Another limitation that I encountered is in relation to time constraints. Due to this I did not have the opportunity to interview learners and other stakeholders who play a significant role in the implementation of policies. I believe that the offices of the District Education Manager (DEM) as well as the National Curriculum Development Centre (NCDC) would have provided more information on the implementation of the CE curriculum in post-primary schools.

Similarly, the study could not establish from learners whether the entrepreneurial skills they acquire in class are enough to help them face life challenges as CAP 2009 envisages. The information from learners would have also provided a clear picture of how teachers implement the CE curriculum in post-primary schools.

6.7   RECOMMENDATIONS

Based on the findings presented, this section presents recommendations to enhance the implementation of the CE curriculum. These will be followed by suggestions for further research.

6.7.1 Recommendations for policy

The findings showed that lack of human and material resources impedes negatively on the implementation of CE in post-primary schools. It is thus recommended that government, through MoET, should hire CE knowledgeable teachers and also provide schools with facilities and modern equipment needed in the implementation of this curriculum.

Given the fact that CE equips learners with entrepreneurial skills, it is further recommended that MoET works in collaboration with company owners while introducing the CE curriculum to

enable them to contribute by showing which skills they expect schools to equip and groom learners with.

6.7.2 Recommendations for practice

The study concluded that CE teachers fail to equip learners with entrepreneurial skills due to pedagogical challenges among others. Moreover, the literature revealed that teachers are key implementers of curricula through their learners in the classroom. However, the findings of this study revealed that CE teachers are not well trained on this curriculum, thus they fail to successfully implement it. It is therefore recommended that the Ministry of Education and Training provides teachers with regular and informative training on the CE curriculum. This could help curb instances where learners' education is compromised due to teachers' lack of knowledge because teachers' authority of knowledge and experience are important ingredients in a classroom that observes constructivism theory.

It is also recommended that MoET offers support to teachers through frequent monitoring because if teachers lack pedagogical content knowledge, they would not be able to impart knowledge and skills to learners.

6.7.3 Recommendations for further research

Research is an important tool in providing insight into existing problems and weaknesses in policies and curriculum issues. This study therefore recommends that further research be conducted on related issues such as the following:

- The study focused on post-primary schools in Maseru district. It is suggested that a similar study could be carried out in the rural parts of Lesotho for comparison of the findings.
- A further study can also be conducted on pedagogical methods that prove efficient in teaching practical entrepreneurial and vocational skills.

6.8   CONCLUSION

The study sought to assess the implementation of Creativity and Entrepreneurial curriculum in Lesotho post-primary schools. The findings suggested that the CE curriculum has been developed but its implementation is not as envisaged by CAP 2009. Thus, regardless of the

MoET's initiative to eradicate unemployment and combat poverty, the country is still plagued with escalating youth unemployment rate. The findings of this study also revealed that the CE curriculum appears not to be successfully implemented in post-primary schools with reference to the question: How effective is the implementation of Creativity and Entrepreneurship curriculum in Lesotho post primary schools?

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APPENDICES

APPENDIX I   Letters that request permission

The National University of Lesotho

Telephone: +266 22340601
Fax: +266 22340000
http://www.nul.ls

P.O. Roma 180
Lesotho
Africa

FACULTY OF EDUCATION

11th November 2022

The Principal
Masianokeng High School
Maseru

Dear Sir/Madam

APPLICATION FOR PERMISSION FOR MS. MOTSELISE LENGOEHA (STUDENT NUMBER: 200401503) TO CONDUCT RESEARCH IN YOUR SCHOOL

I wish to confirm that Ms Mots'elise Lengoeha is a registered part-time student at the National of University of Lesotho in the Faculty of Education. She is currently pursuing Master of Education (M.Ed.) Degree in Educational Management, Leadership & Policy Studies. As a requirement for this degree, she is conducting a study entitled: *Assessing the implementation of creativity and entrepreneurial curriculum in post primary schools in Lesotho.*

In order to achieve the objectives of his study, she will conduct semi-structured interviews with teachers in your school. The findings from this study will help the Ministry of Education and Training and the schools to improve implementation of Creativity and Entrepreneurship learning area. Prior to conducting interviews, the researcher will issue letters of informed consent to each participant to reassure them that the information gathered will be treated with utmost confidentiality as per the requirements of the Faculty of Education, at the National University of Lesotho. I therefore request you to grant Ms Mots'elise Lengoeha the permission to collect data in your school.

Yours sincerely

K. Rakolobe (PhD) - Supervisor

MASIANOKENG HIGH SCHOOL
P.O. BOX 52
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P.O. Roma 180
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Africa

FACULTY OF EDUCATION

11th November 2022

The Principal
St. James High School
Maseru

Dear Sir/Madam

APPLICATION FOR PERMISSION FOR MS. MOTSELISE LENGOEHA (STUDENT NUMBER: 200401503) TO CONDUCT RESEARCH IN YOUR SCHOOL

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Yours sincerely

K. Rakolobe (PhD) - Supervisor

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FACULTY OF EDUCATION

P.O. Roma 180
Lesotho
Africa

11th November 2022

The Principal
Thetsane High School
Maseru

Dear Sir/Madam

APPLICATION FOR PERMISSION FOR MS. MOTSELISE LENGOEHA (STUDENT NUMBER: 200401503) TO CONDUCT RESEARCH IN YOUR SCHOOL

I wish to confirm that Ms Mots'elise Lengoeha is a registered part-time student at the National of University of Lesotho in the Faculty of Education. She is currently pursuing Master of Education (M.Ed.) Degree in Educational Management, Leadership & Policy Studies. As a requirement for this degree, she is conducting a study entitled: *Assessing the implementation of creativity and entrepreneurial curriculum in post primary schools in Lesotho.*

In order to achieve the objectives of his study, she will conduct semi-structured interviews with teachers in your school. The findings from this study will help the Ministry of Education and Training and the schools to improve implementation of Creativity and Entrepreneurship learning area. Prior to conducting interviews, the researcher will issue letters of informed consent to each participant to reassure them that the information gathered will be treated with utmost confidentiality as per the requirements of the Faculty of Education, at the National University of Lesotho. I therefore request you to grant Ms Mots'elise Lengoeha the permission to collect data in your school.

Yours sincerely

K. Rakolobe (PhD) - Supervisor

THETSANE HIGH SCHOOL
Deputy Principal

2 2 NOV 2022

Tel: +266 2232 ....
P.O. box 1949, ... u
Email: thetsanehs204C ... nail.com

APPENDIX II   Consent letters

CONSENT LETTER

Dear Participant

I am Mots'elisi Lengoeha, a full Lesotho citizen with ID number 01012345129. I am currently enrolled with the National University of Lesotho within the Faculty of Education; department of Educational Foundations and my student number is 200401503.

As part of the requirements to complete my post-graduate studies, I must carry out a research study and I have already started the process. My topic of interest is: **Assessing the implementation of Creativity and Entrepreneurial curriculum in post primary schools in Lesotho.** The study aims to **explore the effectiveness of implementing Creativity and Entrepreneurial curriculum in Lesotho post primary schools.**

I hereby humbly request your participation in this study as one of the key informants. The information collected from this study will be treated in the strictest confidence and will be used solely for the purpose of this study.

My supervisor is Dr Rakolobe of the Faculty of Education at the National University of Lesotho.

Yours sincerely

MOTS'ELISI LENGOEHA

+266(62741528/58000087)

Participant's names

[Stamp: LESIA GOVERNMENT HIGH SCHOOL, REG # 20.1013, 2022 -11- 16, DEPUTY PRINCIPAL, P.O. BOX 14992, HA THETSANE MASERU 100]

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PARTICIPANT'S SIGNATURE

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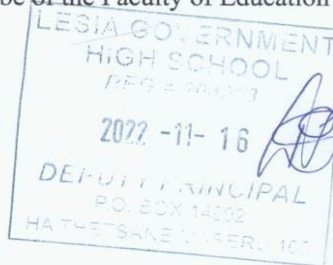
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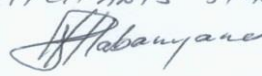My supervisor is Dr Rakolobe of the Faculty of Education at the National University of Lesotho.

Yours sincerely   Participant's names

--------------------------------   M. Mofolo

MOTS'ELISI LENGOEHA

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MASIANOKENG HIGH SCHOOL
P.O. BOX 52
17 -11- 2022
TEL: 28350258
MAZENOD • 160

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MOTS'ELISI LENGOEHA

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ST JAMES ANGLICAN
HIGH SCHOOL
22 -11- 2022
P.O. BOX 2636
MASERU • LESOTHO

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Deputy Principal

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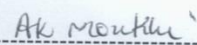My supervisor is Dr Rakolobe of the Faculty of Education at the National University of Lesotho.

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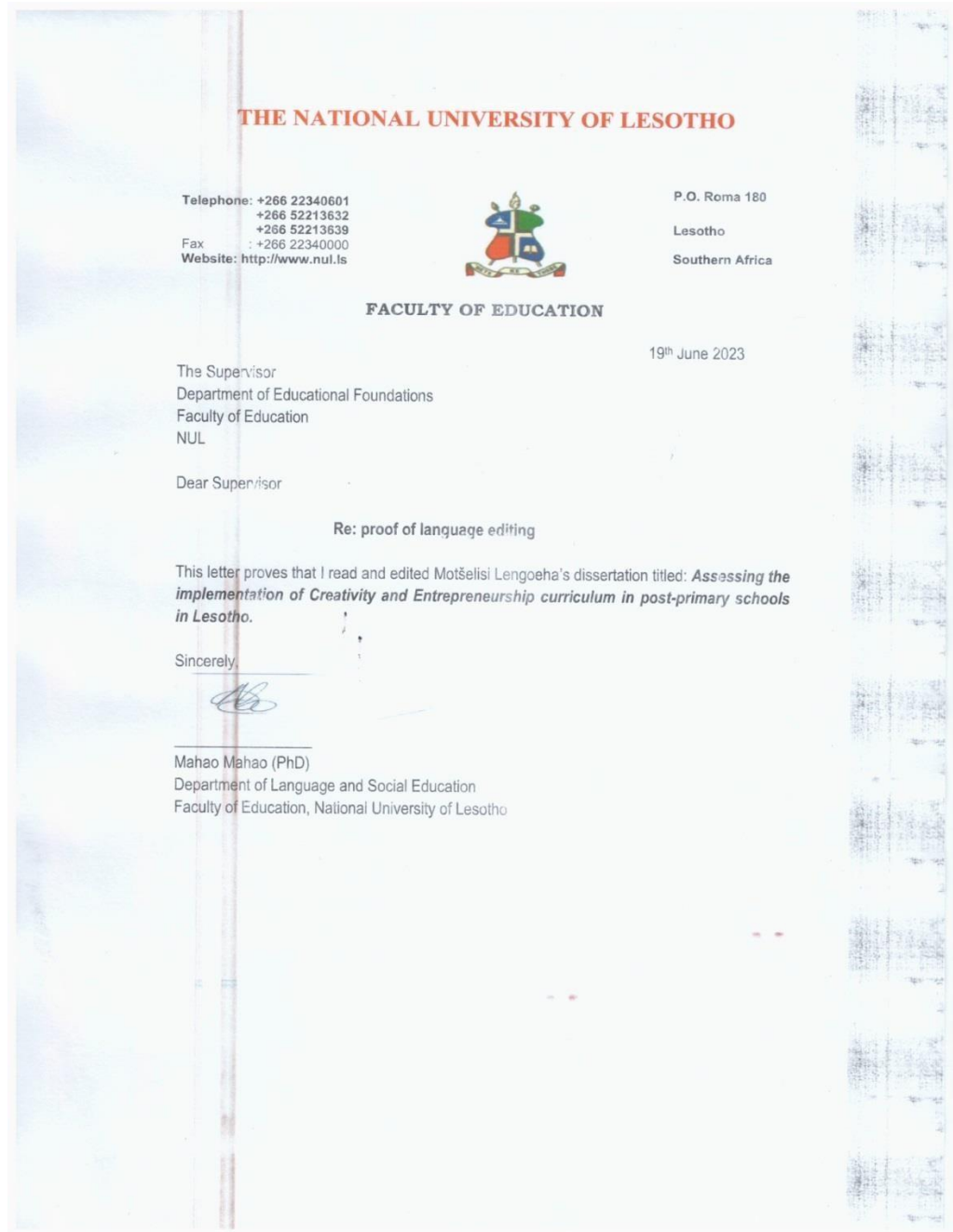
APPENDIX III   Interview questions

This study aims to explore the effectiveness of implementing Creativity and Entrepreneurship curriculum in Lesotho post primary schools. To achieve this goal, interviews will be conducted with a view to explore the challenges that teachers face in implementing Creativity and Entrepreneurship curriculum in Lesotho post primary schools. The interview guide will include the following questions:

1. What is your level of education?
2. For how many years have you been teaching Creativity and Entrepreneurship?
3. How many lessons does your subject have per week?
4. Is the time allocated enough to cover the necessary content in CE? Please support your response.
5. What are the pedagogical problems that you encounter in the teaching of Creativity and Entrepreneurship?
6. Are learners in your school engaged in the practical part of Creativity and Entrepreneurship? If yes, how effective is that?
7. Does your school have enough material and financial resources to help in the implementation of CE? How does that affect your teaching of this area?
8. Are learners at your school equipped with knowledge that cultivates entrepreneurship culture? Why do you believe so?
9. Are learners at your school motivated to promote entrepreneurial success in various areas of business activity? If no, how do you encourage them to be business oriented?
10. CE is regarded as a mechanism to fight poverty and unemployment, do you believe that the knowledge and skills that learners acquire in this area are enough to help them face these challenges? Please explain.
11. Have you ever received any in-service training regarding CE? If yes, what did the training encompass?
12. How has the training helped improve your teaching of CE?

13. What outcomes have you seen?

14. Are you aware of the goal of Curriculum and Assessment Policy on CE? If yes, do you believe that CE curriculum is relevant to job market needs? Why?

15. If no, (I will enlighten them about that goal) then pose a question, do you believe that when learners leave post primary school they will be ready for the world of work? Why do you believe so?

16. What in your opinion can be done by the Ministry of Education and Training to strengthen efficient implementation of Creativity and Entrepreneurship curriculum in Lesotho?

APPENDIX IV   Proof of language editing

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Lesotho

Southern Africa

FACULTY OF EDUCATION

19th June 2023

The Supervisor
Department of Educational Foundations
Faculty of Education
NUL

Dear Supervisor

Re: proof of language editing

This letter proves that I read and edited Motšelisi Lengoeha's dissertation titled: *Assessing the implementation of Creativity and Entrepreneurship curriculum in post-primary schools in Lesotho.*

Sincerely,

Mahao Mahao (PhD)
Department of Language and Social Education
Faculty of Education, National University of Lesotho

Dissertation

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