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As stated in 2.3.4 of this thesis, primary sources that might reveal the identity of the island have been intentionally omitted from this reference list. This has been done so as to preserve a measure of anonymity.

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APPENDICES

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Appendix 1

AVES Curriculum: 2009

Continuing Education: Basic Skills
Literacy
Numeracy

Continuing Education: Further Education
English
Mathematics
Science
Information Technology

Continuing Education: Vocational Education
Mechanics
Building
Carpentry
Electrics
Plumbing
Tailoring
Lace & Embroidery
Aloe Work
Hotel Catering

Continuing Education: Sports and Leisure
Badminton
Volley Ball
Football
Table Tennis
Net Ball
Gym
Circuit Aerobics

Information Technology
Microsoft Word (beginner, intermediate, advanced)
Microsoft Excel (beginner, intermediate, advanced)
Microsoft PowerPoint (beginner, intermediate, advanced)
Microsoft Access (beginner, intermediate, advanced)
Microsoft Publisher (beginner, intermediate)
European Computer Driving License

NVQ Courses
Health & Social Care – Level 2 & 3
Maternity & Paediatric – Level 3
Customer Service – level 2 & 3
Agricultural Crop Production – Level 2 & 3
Land Based Operations – Level 1
Business & Administration – Level 2 & 3
Hospitality – Level 1 & 2 (CCHS only)
Automotive Maintenance & Repairs – Level 2 (CCHS only)
Wood & Trowel Occupations – Level 1 & 2

VRQ Courses
Basic Construction – Level 1
Food Studies - Entry Level 1 & 2
Hospitality & Catering - Entry Level 3
Automotive Vehicle Maintenance & Repair - Level 1, 2 & 3

Learning & Development

Certificate in Assessing (A1) – Level 3

Certificate in Internal Quality Assurance

(V1) – Level 4

Management Courses

Fundamentals of Management

Managing change

Recruitment & Selection

Supervisor Training

Additional Short Courses

Youth trainee and Administration Clerk

Training

Other general administrative courses

Emergency First Response

Effective business writing

Time management thinking planning

and decision making

Variety - On request

Accredited Specialist Training

Interventions

Scaffolding

Shot Firing/Quarry Blasting

Welcome to Excellence (Customer

Care)

Web Development

Appendix 2

Cascara Qualifications Framework (CQF)

Cascara Qualifications Framework (CQF)			Qualifications Framework of the country where additional training is sourced		Qualifications Framework of the metropole	
NQF Level	*NVQ Level*	*Types of Qualifications*	*Band*	*Types of Qualifications*	*Band*	*Types of Qualifications*
Higher Education	5	Doctoral degrees Further research degrees Special awards	Higher Education and Training	Doctorates Further Research Degrees	Higher Education Qualifications	Doctoral degrees Special awards
		Higher degrees Masters degrees Professional Qualifications Post graduate certificates and diplomas NVQs		Higher Degrees Professional Qualifications		Masters degrees Post graduate certificates and diplomas
	4	Honours degrees Graduate certificates and diplomas NVQs		First Degrees Higher Diplomas		Honours bachelor degrees Graduate certificates Diplomas
		Diplomas of higher education First degrees (bachelors) National diplomas NVQs		Diplomas Occupational Certificates		Intermediate Diplomas of higher education Foundation degrees Higher national diplomas
		Certificates of higher education Specialised vocational training Ongoing part time learning Short courses NVQs	Further Education and Training	School/ College' Trade Certificates Matric / Grade 12		Certificates of higher education
3	3	A levels Specialised vocational training Short Courses Community learning courses NVQs VRQs		School/ College' Trade Certificates Grade 11	General Education Qualifications	A levels Vocational training
2	2	GCSEs – Grades A* - C Specialised vocational training Apprenticeships NVQs VRQs CVS Short Courses Community learning courses		School/ College' Trade Certificates Grade 10		GCSEs – Grades A* - C
1	1	GCSEs – Grades D – G Introductory vocational training Apprenticeships NVQs VRQs CVS Short Courses Community learning courses Adult Literacy & Numeracy	General Education and Training	Senior Phase (Grade 7 – 9) Intermediate Phase (Grades 4 – 6) Reception Year and Foundation Phase (Grades R – 3) Provision for children from 2 – 6 years Provision for children from birth to 3 years Also includes Adult Education to equivalent level		GCSEs – Grades D - G Entry level certification into adult Literacy and Numeracy
Entry 3	-	Adult Literacy & Numeracy Life Skills VRQs Provision for early years learning				
Entry 2		Adult Literacy & Numeracy Life Skills VRQs Provision for early years learning				
Entry 1		Adult Literacy & Numeracy Life Skills VRQs Provision for early years learning				

Whilst undertaking my studies, the NQF of the metropole has been replaced by the Qualifications Credit Framework (QCF). This will have implications for Cascara.

Appendix 3

Data Collection Diary

January 2009

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Document Analysis Literature Exploration Preparation of research instruments						

February 2009

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Document Analysis Literature Exploration Unstructured Interviews with Education Decision Makers						
7	8	9	10	11	12 Advert placed in local printed media	13

March 2009

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Document Analysis Literature Exploration Preparation of research instruments Unstructured Interviews with AVES Co-ordinators						

April 2009

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Document Analysis Literature Exploration Preparation of research instruments Contact made with potential research participants						

May 2009

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
3 Document Analysis ongoing	4 09h00 *Sensitisation Session* All Participants	5	6	7	8	9
10	11 Letters of consent received from consenting research participants	12	13	14	15	16
17	18 Issue of Guarantee of Confidentiality to consenting participants	19	20 13h00 *Unstructured Interview:* AVES NVQ & Quality Assurance Co-ordinator	21 13h00 *Unstructured Interview:* AVES Community Learning Co-ordinator	22 13h00 *Unstructured Interview:* AVES IT Co-ordinator	23
24	25 11h00 Telephonic interview with the AID Education Adviser 14h00 Telephonic interview with the AID AVES Consultant	26 09h00/13h00 Telephonic interview with awarding bodies: - CAA - NPTC	27 09h00 Telephonic interview with awarding body: - C&G	28	29	

June 2009

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 09h00 *Semi-structured Interview:* Executive Human Resources Officer 13h00 *Semi-structured Interview:* Executive Education Officer	2 09h00 *Semi-structured Interview:* Chairperson of Education Committee Send out anonymous client questionnaires	3 09h00 *Focus Group Interview:* - AVES IT Co-ordinator - AVES Community Learning Co- ordinator - AVES NVQ & Quality Assurance Co-ordinator	4 09h00 *Semi-structured Interview:* Executive Development Officer	5 09h00 *Semi-structured Interview:* - Training Solutions	6
7 10h00 *Focus Group Interview:* - tutors - assessors - verifiers	8 13h00 *Semi-structured Interview:* Chair of Chamber of Commerce	9 09h00 *Semi-structured Interview:* Director – Cascara Development Bureau	10 09h00 *Semi-structured Interview:* CCHS - Head of Curriculum	11 13h00 *Semi-structured Interview:* - Mountain House Training - Training Solutions	12	13 Workshop Preparation
14 Workshop Preparation	15 09h30 1 day feedback workshop with all stakeholders	16	17	18	19	20

July 2009

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Data Analysis Document Analysis						
26	27	28	29	30	31 Client questionnaires returned	

August 2009

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Document Analysis Data Analysis Validation of data with research participants						
9	10	11	12 Second request for client questionnaires	13	14	14

September 2009

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Document Analysis Data Analysis Validation of data with research participants						
5	6	7	8 Deadline for second request for client questionnaires	9	10	11

October 2009

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Document Analysis (continued to the end of 2010) Data Analysis Validation of data with research participants						
18	19 Local radio phone in	20	21	22	23	24

Appendix 4

Letter to Executive Education Officer requesting permission to conduct research

[University of Pretoria letterhead]

27 October 2008

Ms. P. Lincoln[41]

Executive Education Officer

[Address Removed]

[Address Removed]

[Address Removed]

Dear Ms. Lincoln

[David Bermant] – Adult and Vocational Education PhD Research

As per our previous verbal and electronic communications, I would like to formalise - in writing - my request for approval to conduct my PhD research while in the employ of the Adult and Vocational Educational Service on Cascara Island. I have now registered with the University of Pretoria and my research proposal, which is based on the islands new Adult and Vocational Education Strategy[42], will be presented to relevant university personnel on 25 November 2008. Should you grant permission for the research to be undertaken, I will also apply for research ethics clearance in accordance with University of Pretoria policy.

My research aims to investigate the challenges associated with development and delivery of the new Adult and Vocational Education Strategy on the island and as such, my research will focus primarily on the following three areas:

- Conceptions of Curriculum
- Curriculum change and implementation
- Stakeholders and curriculum[43]

In exploring these three areas, my research aims are:

---

[41] This is a pseudonym.
[42] The focus of the study shifted from the 'strategy' to the 'curriculum' through the proposal development process.
[43] These three areas were redefined in the proposal development process.

1. To critically examine the current changes in the provision of adult and vocational educational education on the island.
2. To describe how these changes are implemented through the Strategy developed in conjunction with the AID funded consultancy.
3. To investigate the ways in which various key stakeholders respond to the planned adult and vocational Strategy.[44]

In light of these research aims, I envisage that I would need to have access to the following stakeholders:

Participant Group	Research Participant Stakeholder Relationship
Education Decision Makers	Executive Education Officer (EEO)
	AID AVES Consultant
	AID Education Adviser
	Chairperson – Education Committee
Government Heads of Department	Executive Human Resources Officer (EHRO)
	Executive Development Officer (EDO)
Private Sector Representatives	Director Cascara Development Bureau
	Chairperson – Cascara Chamber of Commerce
AVES Co-ordinators	AVES Community Learning Co-ordinator
	AVES IT Co-ordinator
	AVES NVQ and Quality Assurance Co-ordinator
Trainers & Educators	Cascara Community High School – Head of Curriculum
	Manager – Mountain House Training
	Director – Training Solutions
	Sample of AVES Tutors, Assessors and Verifiers
Awarding Bodies	External Verifier (EV) – City & Guilds (C & G)
	External Verifier (EV) – Construction Awards Alliance (CAA)
	External Verifier (EV) – National Proficiency Tests Council (NPTC)
AVES Clients	AVES learners and potential learners

My research will begin when I return to the island at the beginning of 2009. The research would be subject to your approval, the research participants' individual consent, the University of Pretoria's Faculty of Education approval of my research proposal and the approval of the University of Pretoria's Faculty of Education Ethics Committee for such research to be undertaken.

My research will take the form of a qualitative case study and I will employ the following research methods[45]:

---

[44] These three aims also shifted slightly in response to the redefinition of the research areas above. See aims of study in the rationale.
[45] Additional data elicitation techniques were added during the proposal development process.

1. Document Review
2. Questionnaires
3. Interviews:
    a. Semi-structured interviews
    b. Unstructured interviews
    c. Focus Group Interviews
4. Observations

I anticipate that the research data will be collected over a 12-month period. A summary of the research methods, research timing and research participants can be found in the appendix to this letter.

In line with the University of Pretoria's rigorous ethics procedures, the stakeholders who participate in this research would be assured anonymity and confidentiality. I will provide consenting participants with a guarantee of anonymity once they have agreed to sign a letter consenting to their participation in the study.

Further to this, in the final research report pseudonyms will be used to protect both the island (context of the study) and the identity of research participants. Participation in this research will be voluntary and all research participants will have the right to withdraw from the research process at anytime without prejudice.

To ensure accuracy in the final research product - wherever possible and practicable interview and observation transcripts will be returned to research participants for verification and approval before inclusion in the final research report. Data collected may also be used for journal publication or conference participation. There will be no inducements for research participants. The final research product will be owned by the University of Pretoria and research data will be stored at the university for up to 15 years.

Please give this request due consideration. I look forward to hearing from you.

Regards

[David Bermant]

Signed: _____   Date: 27 October 2008
     Mr. [David Bermant] - Researcher

Signed: _____   Date: 27 October 2008
     Prof. Juliet Perumal - Supervisor

Appendix 5

Letter to AID AVES Consultant requesting permission to conduct research

[University of Pretoria Letterhead]

_____

3 November 2008

Mr. J. Brookes[46]
Adult and Vocational Education Adviser
[Address Removed]
[Address Removed]
[Address Removed]

Dear Mr. Brookes

[David Bermant] – Adult and Vocational Education PhD Research

As per our telephonic discussions, I would like to formalise - in writing - my request for approval to conduct my PhD research while in the employ of the Adult and Vocational Educational Service on Cascara Island. I have written to the Executive Education Officer, Ms. P. Lincoln to also request permission to conduct my research.

I have now registered with the University of Pretoria and my research proposal, which aims to explore the implementation and delivery of the Cascara Adult and Vocational Education Strategy, will be presented to relevant university personnel on 25 November 2008 should you grant permission for the research to be undertaken. I will also apply for research ethics clearance in accordance with University of Pretoria policy.

My research aims to investigate the challenges associated with development and delivery of the new Adult and Vocational Education Strategy on the island and as such, my research will focus primarily on the following three areas:

- Conceptions of Curriculum
- Curriculum change and implementation
- Stakeholders and curriculum

_____

[46] This is a pseudonym.

In exploring these three areas, my research aims and questions are:

1. To critically examine the current changes in the provision of adult and vocational educational education on the island.
2. To describe how these changes are implemented through the Strategy that you developed.
3. To investigate the ways in which various key stakeholders respond to the planned adult and vocational Strategy.

My research will begin when I return to the island at the beginning of 2009. The research would be subject to your approval, the research participants' individual consent, the University of Pretoria's Faculty of Education approval of my research proposal and the approval of the University of Pretoria's Faculty of Education Ethics Committee for such research to be undertaken.

My research will take the form of a qualitative case study and I will employ the following research methods:

1. Document Review
2. Questionnaires
3. Interviews:
   a. Semi-structured interviews
   b. Unstructured interviews
   c. Focus Group Interviews
4. Observations

I anticipate that the research data will be collected over a 12-month period. Further to seeking your approval for the research to be undertaken, I would also request your participation in the study. Your participation in my study would require the following commitment[47]:

	Intervention	Purpose
Quarter 1	Information Sharing Meeting (Individual - 2 hour meeting)	To discuss my research intentions and plans in-depth. To gain an understanding of the current state of affairs at AVES.
	Sensitisation (Group – 1 hour meeting)	To inform you of my research intentions and to disseminate letters of consent. (This will be followed up with a Guarantee of Confidentiality from myself).

---

[47] There were minor changes to the methodological design, which required changes to this participation.

	Intervention	Purpose
Quarter 2	Semi-structured interview (Individual – 1.5 hours)	To ascertain your perceptions, ideas and ideals of the new Adult and Vocational Education Strategy.
Quarter 3	-	-
Quarter 4	Unstructured interview (Individual – 1 hour)	To discuss progress being made in relation to the implementation of the new Adult and Vocational Education Strategy.

Given the fact that you are not on island, these interventions may need to be conducted telephonically, but I hope, as far as possible, that we can plan them around your twice-yearly visits to the island.

In line with the University of Pretoria's rigorous ethics procedures, the participants who take part in this research would be assured anonymity and confidentiality. I will provide consenting participants with a guarantee of anonymity once they have agreed to sign a letter consenting to their participation in the study.

Further to this, in the final research report pseudonyms will be used to protect both the island (context of the study) and the identity of research participants. Participation in this research will be voluntary and all research participants will have the right to withdraw from the research process at anytime without prejudice.

To ensure accuracy in the final research product - wherever possible and practicable interview and observation transcripts will be returned to research participants for verification and approval before inclusion in the final research report. Data collected may also be used for journal publication or conference participation.

There will be no inducements for research participants. The final research product will be owned by the University of Pretoria and research data will be stored at the university for up to 15 years. Please give this request due consideration. I look forward to hearing from you.

Regards

[David Bermant]

Signed: _____   Date: 3 November 2008

     Mr. [David Bermant] - Researcher

Signed: _____   Date: 3 November 2008

     Prof. Juliet Perumal - Supervisor

Appendix 6

Letter from Executive Education Officer granting permission to conduct research

28 October 2008

Letter of Consent for [David Bermant] to conduct PhD Studies

I, Ms. P. Lincoln, Executive Education Officer [Cascara] Island have consented to the participation of the Education Department and more specifically the Adult and Vocational Education Service in [David Bermant's] PhD - Education studies. I understand that the data collected and analysed as a result of the research will form part of the main body of the PhD thesis. I also understand that his studies will be used for educational purposes and that the final product will become the property of the University of Pretoria, South Africa.

[signature removed]

_____

P M Lincoln
Executive Education Officer
Cascara Education Department

Appendix 7

Letter from AID AVES Consultant granting permission to conduct research

[Letterhead removed]

_____

4 November 2008

To: [David Bermant]   From: Mr. J. Brookes
       [Address Removed]   Acting Executive Education Officer
       [Address Removed]   [Address Removed]
       [Address Removed]   [Address Removed]
       [Address Removed]   [Address Removed]

Dear [Mr. Bermant]

Approval to undertake PhD research with the Adult and Vocational Education Service

Thank you for your request to conduct PhD research within the context of the Adult and Vocational Education Service on[Cascara] Island. As you are aware, the Adult and Vocational Education Strategy was developed and launched in recent years with the aim of meeting the changing economic and social needs of the island.

We would welcome the research that you plan to undertake within the Adult and Vocational Education Service on [Cascara] Island and would hope that the product will be a useful and positive tool in informing future planning and strategies within the Service.

We appreciate the fact that you will oversee and ensure participant confidentiality throughout the course of your research. We are happy for the research product to be ultimately owned by the University of Pretoria, South Africa and understand that it will need to be stored by the university for a fixed period of 15 years. We look forward to working with you through this process.

Regards

[signature removed]

_____

J. Brookes

Appendix 8
Research Sensitisation Session

Sensitisation Session Briefing Guidelines:

Conducted with all research participants (excluding AVES clients)

Purpose –

- I am completing my PhD in Education through the University of Pretoria in South Africa and as such I am conducting an inquiry into the current changes in the provision of adult and vocational education on Cascara Island

- I am interested in learning about how people like yourselves have responded/ perceived/ received/ benefit/ been disadvantaged by the new adult and vocational education curriculum being implemented on Cascara island

- I am interested in finding out how the island (government and private business) are benefiting from the new AVES curriculum and how it is serving the needs of the island

Procedures –

- Your participation is totally voluntary

- You do not need to take part in this research as part of your job or as part of your participation in any AVES related activity

- This research will require you to offer suggestions and reflections in relation to your experience of the changes in the provision of adult and vocational education on Cascara

- This research will also require me to analyse documents, conduct interviews, oversee written questionnaires and observe and probe issues around the provision of adult and vocational learning – this may require me to observe or ask you questions on your involvement, perceptions and experiences

- I may ask you to read and validate information that you share with me by asking you to read and approve transcripts of our exchanges

Participation –

- You can decide not to participate at any point in the study without any consequences.

- You can refuse to answer any question or offer any information at any point in the research process

- Your refusal to participate will not prejudice you in any way whatsoever

Benefits and Risks –

- Your participation could help with future provision of adult and vocational teaching and learning on Cascara Island
- Your participation could inform future planning and policy in respect of adult and vocational education on Cascara Island
- Research findings could improve educational practice and provision in respect of AVES

Confidentiality –

- Any information that you exchange in this research is confidential and it will not be made available to any other person
- To protect your confidentiality, no identifying information about you will be recorded in the research findings
- Pseudonyms will be used in the final research report and codes will be used to record information
- Research records will used for the purposes of this study and for the writing up of my PhD thesis. They may also be used for the writing of journal articles and conference presentations
- You are participating in this research on a voluntary basis – remember that you can refuse to answer a particular question at any time or withdraw from the research process at any time
- If you have any questions about this study or your rights as a research participant, you may contact me or my university supervisor: Professor Juliet Perumal by email at: juliet@iafrica.com

Compensation –

- There is no compensation for participating in this study

Questions and answers.

Appendix 9

Letter of Consent to participate in [David Bermant's] PhD Research as a Research Participant

Letter of Consent

(to be signed by all research participants)

I ………………………………. ….. in my position as …………………….……………… have consented to participate as a research subject in [David Bermant's] PhD studies. I understand that the research will be based on my involvement, participation, interest or association with the Cascara Adult and Vocational Education Service.   I also understand that the data collected and analysed as a result of the research will form part of the main body of his PhD thesis to be submitted to the Faculty of Education at the University of Pretoria, South Africa. Further to this, I understand that his studies will be used for educational purposes that may include publication in educational journals and presentation at conferences. I understand that I will be guaranteed anonymity and confidentiality during the actual research process as well as in the final research report and in any journal articles that may be published as a result of the research. By signing this letter, I understand the following:

- My participation is voluntary
- There are no inducements for participating in this study
- Participating in this study will not affect my work or learning programme/s
- I may withdraw from this process at anytime
- If I do decide to withdraw from this study, there will be no negative consequences
- Research data will be stored by the University of Pretoria, South Africa for a period of up to 15 years

By signing this letter, I consent to the following - [Tick (☑) the relevant blocks]:
- ☐ Completing questionnaires
- ☐ Taking part in semi-structured interviews
- ☐ Taking part in unstructured interviews
- ☐ Taking part in focus group interviews
- ☐ The researcher taking field notes
- ☐ The researcher facilitating group discussions
- ☐ Interviews being audio-taped

I expect to be given a copy of this consent form to keep.

………………………….   …………………………

Signed   Date

Appendix 10

Ethical Clearance Certificate

UNIVERSITY OF PRETORIA

FACULTY OF EDUCATION

RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE	**CLEARANCE NUMBER :** EM08/11/02
DEGREE AND PROJECT	PhD The Challenges of Implementing and Sustaining an Adult and Vocational Education Curriculum on an isolated island
INVESTIGATOR(S)	David Bermant
DEPARTMENT	Department of Education Management and Policy Studies
DATE CONSIDERED	23 September 2010
DECISION OF THE COMMITTEE	APPROVED

Please note:

For Masters applications, ethical clearance is valid for 2 years
For PhD applications, ethical clearnace is valid for 3 years.

CHAIRPERSON OF ETHICS COMMITTEE   Prof L Ebersohn

DATE   23 September 2010

CC   Prof J Perumal

                                                               Ms Jeannie Beukes

This ethical clearance certificate is issued subject to the following conditions:

1. A signed personal declaration of responsibility
2. If the research question changes significantly so as to alter the nature of the study, a new application for ethical clearance must be submitted
3. It remains the students' responsibility to ensure that all the necessary forms for informed consent are kept for future queries.

Please quote the clearance number in all enquiries.

Appendix 11

Guarantee of Confidentiality Letter – given to all consenting research participants

Guarantee of Confidentiality

I, [David Bermant], hereby guarantee anonymity and confidentiality to

…………………………………….……….. in his / her participation in my PhD studies based

on the new Adult and Vocational Education curriculum being implemented on Cascara Island.

This confidentiality will be guaranteed both during and after the research process and in the final
written thesis as well as in any journal articles that may be published as a result of the research.

………………………………   …………………………
Researcher: [David Bermant]   Date

Appendix 12

Documents Analysed as part of this research

- The AVES Strategy (2005)
- The AVES Operations Manual (2006)
- Archived Educational records pertaining to the historical provision of adult and vocational learning on the island (1972 – 2003)
- Current AVES filing systems
- The AID AVES Consultant Reports: (05/2004, 05/2005, 11/2005, 02/2006, 11/2006, 05/2007, 03/2008, 12/2008, 06/2009)
- The AID Air Access Consultation Document (2009)
- The AID Consultation Report (2009)
- The AID Education Adviser Report (2001)
- The AID Education Adviser Report (1995)
- The AVES Website: www.aves.govt.cc[48] (2009)
- The AVES 3-year business plan (2007/08 – 2009/10)
- The AVES 3-year phased budget (2007/08 – 2009/10)
- The AVES Database
- The AVES Training Needs Analysis (2009)
- The AVES AID Development Aid Project budget (revised 2008)
- The AVES AID Development Aid Project Logframe (revised 2008)
- The Cascara Education Ordinance (2008)
- The Cascara Sustainable Development Plan (2007)
- The Cascara Sustainable Development Plan (2009)
- The Cascara Statistical Year Book (2007)
- The Cascara Social Policy Plan (2009/10 – 2014/15)
- The Cascara Education Department's 3-year business plan (2007/08 – 2009/10)
- Local Press: Government & Independent weekly newspapers (2008, 2009, 2010)
- Award Ceremony Programmes (2007, 2008, 2009)
- The AVES Learner Handbook (2008)
- The AVES Prospectus (2007, 2008, 2009)
- The frameworks and content of some of the AVES courses on offer
- Awarding Body Websites (www.cityandguilds.com; www.nptc.org.uk; and www.cskills.org)

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[48] Adapted for reasons of anonymity.

Appendix 13

AVES client questionnaire

[David Bermant]

[Address Removed]

[Address Removed]

[Address Removed]

27 May 2009

Dear AVES Client

Outside of my remit as AVES Manager on [Cascara] Island, I am studying towards a Postgraduate Degree through the University of Pretoria in South Africa. My study focuses on the challenges associated with implementing and sustaining an adult and vocational education curriculum on the [Cascara] Island.

As an AVES client (somebody who has recently completed an AVES learning opportunity, or who plans to take part in an AVES learning opportunity in the near future), I would like to request your anonymous participation in my study. I would be most grateful if you could complete the attached questionnaire as comprehensively and honestly as you can. You can and use the reverse of each page if you do not have sufficient space to complete your answer.

Kindly note that anything that you exchange in this questionnaire is confidential. To protect you, no identifying information will be recorded about you either on this questionnaire or in the final research findings. It is for this reason that the questionnaires are completed anonymously.

Your participation in this research by completing this questionnaire is entirely voluntary – remember that you may refuse to answer a particular question or withdraw your participation at any time. If you have any questions about this study or your rights as a research participant, you may contact me at the: **Adult and Vocational Service on [478 8261].**

The completed questionnaire should be placed in the accompanying envelope and mailed: **Adult and Vocational Education Centre**, marked for my attention: **Mr [David Bermant]** by **Friday 03 July, 2009**.

Thank you for taking part in my study and for taking the time to complete this questionnaire.

Regards

_____

[David Bermant]

The questionnaire follows:

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AVES Client Questionnaire

Personal Details	
What is your age?	
Are you employed?	Yes ☐ No ☐
If yes, do you work for government or in the private sector?	government ☐ private sector ☐
If you work in the private sector, are you self-employed?	Yes ☐ No ☐
What is your gender?	Female ☐ Male ☐
Are you disabled?	Yes ☐ No ☐
Do you have Cascarian status?	Yes ☐ No ☐

1. The curriculum				
1.1. What AVES courses have you attended in the last year? When were/ are these courses offered? (morning, afternoon, evening, weekends?) (tick)				
Courses	Morning	Afternoon	Evening	Weekends
1.2. What is the most convenient time for you to attend AVES courses? Why?				
1.3. What additional courses would you like to see offered by AVES?				
1.4. Have you ever dropped out of an AVES course? If yes – why?				
1.5. How would you describe your relationship with your tutor/instructor?				
1.6. Comment on the quality of tuition that you have received in the different AVES courses/ learning opportunities in which you have taken part.				
1.7. How do you think the needs of adult learners differ to those of younger people?				
1.8. How is the AVES Curriculum preparing the island for the change that air access may bring about? Describe how you envisage this change.				

2.   Economy, needs and work-based-skills development
2.1. Why have you taken part in/ plan to take part in specific learning opportunities?
2.2. Do you think that AVES is offering courses that Cascara currently needs? Give reasons for your   answer.
2.3. How are the learning opportunities on offer at AVES assisting with the development of the island's economy?
2.4. To what extent do you think the AVES is supporting/developing the notion of work-based learning on the island?
2.5. In what way do you think the island has been disadvantaged by the courses offered by AVES? Explain.

2.6. How are learning opportunities on offer preparing the island for social change that may come about as a result of air access?

| | |

3. Sustainability

3.1. Do you have any thoughts on the sustainability of the courses that you have taken part in?

| |

3.2. Do you have any thoughts on the sustainability of the Adult and Vocational Education Service?

| |

3.3. Do you have any comments in relation to curriculum sustainability/ the sustainability of the AVES in relation to: Human resource availability, the availability of funding/ costs associated with training; and Physical resource availability?

| |

4. Other factors

4.1. How do you believe barriers to learning are created by:
   a. Government Officers?
   b. Local Government?
   c. The Private Sector?
   d. AID?
   e. The isolation of the island?

| |

4.2. What other factors do you think impact on the provision of learning on Cascara?

| |

4.3. Do you think the idea of colonialism has impacted on the current provision of adult learning on
   Cascara?

| |

4.2. Would you like to make any additional comments in relation to AVES, the curriculum it offers and the provision of adult and vocational learning on Cascara?

| |

Please place your completed questionnaire into the envelop provided and return it to the **Adult and Vocational Education Centre** by **Friday, 3 July 2009** marked for the attention of **[David Bermant]**.

Thank you so much for your time.

Appendix 14

Semi-structured Interview – Education Decision Makers

Introductory Notes:
- Thank participants for taking part in my study
- Thank participants for giving up time to take part in this interview
- Ensure confidentiality to participants. Say the following:
- Kindly note that anything that you exchange in this interview is confidential. To protect your confidentiality, no identifying information will be recorded about you either in this interview or in the final research findings. Research records will only be used for the purposes of this study and for the writing up of my PhD thesis and may also be used in the writing of educational journal articles.
  You are participating in this research on a voluntary basis – remember that you may refuse to answer a particular question or withdraw your participation at any time.
- Tell participants that if they have any questions about this study or their rights as a research participant, they may speak to me or contact my university supervisor: Prof. Juliet Perumal by email at: juliet@iafrica.com

Semi-structured Interview – Education Decision Makers (AID AVES Consultant, AID Education Adviser, Executive Education Officer, Chairperson of Education Committee)

The Strategy:

1. What precipitated the need to have the provision of vocational education on the island reconceptualised/designed?

2. How was vocational education delivered prior to the adoption of the new Strategy?

3. To what extent were you involved with the design of the new Adult and Vocational Education Strategy and the subsequent Operations Manual?

4. Can you explain the process of the design and development of the Strategy?

5. What stakeholders were consulted and how was the initiative received?

6. How was final approval of the Strategy gained and at what level was this approval gained?

Elements of the Strategy:

7. Can you explain the challenges and success associated with each of the following elements of the AVES strategy?
    a. Management of Learning
    b. Partnership Working
    c. Learners

The Curriculum:

8. What is the current state of the general curriculum implementation on Cascara? Is this is line with original business planning and the government's 5 year sustainable development plan?

9. Comment on the challenges and successes in relation to the AID AVES Development Aid Project.

10. Why were certain learning opportunities/subjects included/ excluded from the curriculum?

11. How is the AVES Curriculum preparing the island for the change that air access may bring about? Describe how you envisage this change.

Economy, needs and work-based-skills development:

12. Comment on the provision of the current AVES curriculum and how this:
   a. is serving the current needs of the island? What gaps could still be filled?
   b. has deviated from the contents of the original AVES Strategy/ Operations Manual?

13. To what extent do you think the AVES is supporting/developing the notion of work-based learning?

14. To what extent do you think the AVES is meeting the needs of employer demand on the island (both within the public and private sectors)?

15. How are the learning opportunities on offer at AVES assisting with the development of the island's economy?

Stakeholder Support:

16. To what extent are you/is AVES supported by each of the following stakeholders? Please comment for each?
   a. Government Heads of Department (EEO; EDO; EHRO)
   b. CDB
   c. Chamber of Commerce
   d. Private Sector Business Owners
   e. Government Employees
   f. Unemployed Adults and school leavers
   g. Schools and School goers

17. How do you think AVES is/ is not preparing the Cascarian workforce for air access (the airport) and its related economic activity? What additional learning opportunities could/ should be offered?

Sustainability:

18. What are the main issues facing the sustainability of the AVES and the curriculum that it offers?

    Please comment in relation to:

    a. Human Resource

    b. Physical Resource

    c. Financial Resource

Marketing:

19. How have the AVES Strategy and its subsequent curriculum been marketed on the Island?

20. Describe to what extent the marketing Strategy was a success/ failure?

21. Does the marketing Strategy continue now? If yes, how?

22. How are the people of Cascara informed of learning opportunities available through AVES?

Other Factors:

23. How do you believe barriers to learning are created by:

    a. Government Officers?

    b. Local Government?

    c. The Private Sector?

    d. AID?

    e. The isolation of the island?

24. What other factors impact on the provision of learning on Cascara?

25. How influential do you believe the notion/legacy of (post)-colonialism is on the current structure and design of adult based learning on the island?

26. Any other comments.

Appendix 15

Semi-structured Interview – Government Heads of Department

Introductory Notes:
- Thank participants for taking part in my study
- Thank participants for giving up time to take part in this interview
- Ensure confidentiality to participants. Say the following:
- Kindly note that anything that you exchange in this interview is confidential. To protect your confidentiality, no identifying information will be recorded about you either in this interview or in the final research findings. Research records will only be used for the purposes of this study and for the writing up of my PhD thesis and may also be used in the writing of educational journal articles.
  You are participating in this research on a voluntary basis – remember that you may refuse to answer a particular question or withdraw your participation at any time.
- Tell participants that if they have any questions about this study or their rights as a research participant, they may speak to me or contact my university supervisor: Prof. Juliet Perumal by email at: juliet@iafrica.com

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Semi-structured Interview – Government Departmental Heads (Chief Development Officer & Executive Human Resources Officer)

The Strategy:

1. What precipitated the need to have the provision of vocational education on the island reconceptualised/designed?

2. How was vocational education delivered prior to the adoption of the new Strategy?

3. To what extent were you as departmental head consulted in the development of the Adult and Vocational Education Strategy and its subsequent curriculum?

4. What inputs did you make and how were they reflected in the final product?

The Curriculum:

5. Are you content with the current service offered by AVES? Why/why not?

6. What do you think the shortcomings of the AVES curriculum are?

7. How do you think the provision of learning by AVES could be improved/ enhanced?

8. How is the AVES Curriculum preparing the island for the change that air access may bring about? Describe how you envisage this change.

Economy, needs and work-based-skills development:

9. Describe the relationship between AVES and your department in effectively ensuring that the training needs of the government and private sector are effectively met.

10. Do you think that AVES is growing and developing to take cognisance of the learning needs on the island?

11. How closely does the AVES work/consult with your organisation to ensure that the training needs of the private/ public sectors are met?

12. How are the learning opportunities on offer at the AVES assisting with the development of the island's economy?

13. To what extent do you think the AVES is supporting/developing the notion of work-based learning?

14. To what extent do you think the AVES is meeting the needs of employer demand on the island (both within the public and private sectors)?

15. How do you think AVES is/ is not preparing the Cascarian workforce for air access (the airport) and its related economic activity? What additional learning opportunities could/ should be offered?

Funding/ Sustainability: *(questions only for the Chief Development Officer)*

16. How does the current AID AVES development aid project align with the AVES Strategy?

17. Comment on the progress of the AID funded project?

18. Do you see the project delivery as being sustainable beyond the life of the project?

19. Comment on your views in regard to the sustainability of the Adult and Vocational Education Service on Cascara.

Centralising of Training/ Sustainability: *(questions only for the Executive Human Resources Officer)*

20. Do you think that the centralising of training under AVES has worked as successfully as you would have envisaged?

21. What have the implications been for your department with this shift in the provision of training?

22. Does your department still oversee any training? Please give details.

23. Comment on your views in regard to the sustainability of the Adult and Vocational Education Service on Cascara.

Other Factors:

24. How do you believe barriers to learning are created by:
    a. Government Officers?
    b. Local Government?
    c. The Private Sector?
    d. AID?
    e. The isolation of the island?

25. What other factors impact on the provision of learning on Cascara?

26. How influential do you believe the notion/legacy of (post)-colonialism is on the current structure and design of adult based learning on the island?

27. Any other comments.

Appendix 16
Semi-structured Interview – Private Sector Representatives

Introductory Notes:
- Thank participants for taking part in my study
- Thank participants for giving up time to take part in this interview
- Ensure confidentiality to participants. Say the following:
- Kindly note that anything that you exchange in this interview is confidential. To protect your confidentiality, no identifying information will be recorded about you either in this interview or in the final research findings. Research records will only be used for the purposes of this study and for the writing up of my PhD thesis and may also be used in the writing of educational journal articles.
  You are participating in this research on a voluntary basis – remember that you may refuse to answer a particular question or withdraw your participation at any time.
- Tell participants that if they have any questions about this study or their rights as a research participant, they may speak to me or contact my university supervisor: Prof. Juliet Perumal by email at: juliet@iafrica.com

Semi-structured Interview – Private Sector Representatives (Director - Cascara Development Agency & Chairperson - Cascara Chamber of Commerce)

The Curriculum:

1. What precipitated the need to have the provision of vocational education on the island reconceptualised/designed?

2. How was vocational education delivered prior to the adoption of the new Strategy?

3. To what extent were you as a private sector representative consulted in the development of the contents of the Adult and Vocational Education curriculum?

4. What inputs did you make?

5. How were your inputs reflected in the final product?

6. What gaps do you think exist in the current curriculum?

7. Was the AVES Strategy (2005) approved/ accepted by the board of directors of your organisation? What (if any) objections/issues were raised?

8. How is the AVES Curriculum preparing the island for the change that air access may bring about? Describe how you envisage this change.

Economy, needs and work-based-skills development:

9. To what extent do you believe the provision of learning offered by AVES is supporting the development of skills and the growth of business on Cascara?

10. How closely does the Adult and Vocational Education Service work/consult with your organisation to ensure that the training needs of the private sector are met?

11. Can you provide examples of where a training intervention was planned in conjunction with AVES?

12. How are the learning opportunities on offer at AVES assisting with the development of the island's economy?

13. To what extent do you think the AVES is supporting/developing the notion of work-based learning?

14. How do you think AVES is/ is not preparing the Cascarian workforce for air access (the airport) and its related economic activity? What additional learning opportunities could/ should be offered?

15. Do you think that AVES is growing and developing to take cognisance of the learning needs on the island?

Relationship with AVES:

16. Which stakeholders are your points of contact at AVES?

17. How would you describe your relationship with the AVES management team?

18. Describe the current level of liaison, consultation and partnership working with AVES.

Sustainability:

19. Do you have any concerns about curriculum sustainability in relation to provision of learning beyond the current AID funding?

20. Do you have any comments in relation to curriculum sustainability/ the sustainability of the AVES in relation to:

    a. Human resource availability

    b. Availability of funding/ costs associated with training

    c. Physical resource availability

Other Factors:

21. How do you believe barriers to learning are created by:

    a. Government Officers?

    b. Local Government?

    c. The Private Sector?

    d. AID?

    e. The isolation of the island?

22. What other factors impact on the provision of learning on Cascara?

23. How influential do you believe the notion/legacy of (post)-colonialism is on the current structure and design of adult based learning on the island? Any other comments.

Appendix 17

Semi-structured Interview – School: Deputy Head Curriculum

Introductory Notes:
- Thank participants for taking part in my study
- Thank participants for giving up time to take part in this interview
- Ensure confidentiality to participants. Say the following:
- Kindly note that anything that you exchange in this interview is confidential. To protect your confidentiality, no identifying information will be recorded about you either in this interview or in the final research findings. Research records will only be used for the purposes of this study and for the writing up of my PhD thesis and may also be used in the writing of educational journal articles.
  You are participating in this research on a voluntary basis – remember that you may refuse to answer a particular question or withdraw your participation at any time.
- Tell participants that if they have any questions about this study or their rights as a research participant, they may speak to me or contact my university supervisor: Prof. Juliet Perumal by email at: juliet@iafrica.com

Semi-structured Interview – School: Deputy Head Curriculum

The Strategy:

1. What precipitated the need to have the provision of vocational education on the island reconceptualised/designed?
2. How was vocational education delivered prior to the adoption of the new Strategy?
3. To what extent were you as deputy head of curriculum at CCHS consulted in the development of the Adult and Vocational Education Strategy and its subsequent curriculum?
4. What inputs did you make and how were they reflected in the final product?

The Curriculum:

5. What AVES courses are offered under [CCHS]?
6. Are you content with the current service offered by AVES? Why/why not?
7. How do you think the provision of learning by AVES could be improved/ enhanced?
8. What additional vocational opportunities could be added to the curriculum?
9. Do you think that vocational learners in Years 12 and 13 are treated/ taught differently to their younger counterparts? Please explain.
10. How is the AVES Curriculum preparing the island for the change that air access may bring about? Describe how you envisage this change.

Economy, needs and work-based-skills development:

11. Describe how in partnership with AVES, CCHS is effectively ensuring that the training needs of the government and private sector are being met.
12. Do you think that the AVES curriculum on offer at CCHS takes cognisance of the (changing) learning needs on the island? How/ how is it not?

13. How closely does the Adult and Vocational Education Service work/consult with CCHS to ensure that the training needs of the private and public sectors are met?

14. To what extent does CCHS offer work-based learning opportunities to vocational students?

15. How are the learning opportunities on offer through AVES assisting with the development of the island's economy?

16. How do you think AVES is/ is not preparing the Cascarian workforce for air access (the airport) and its related economic activity? What additional learning opportunities could/ should be offered?

Sustainability:

17. How sustainable is the vocational curriculum in relation to:
    a. Human resource?
    b. Physical resource?
    c. Financial resource?

18. Comment on your views in regard to the sustainability of the Adult and Vocational Education Service on Cascara.

19. What are your feelings on the notion of a Community School, under which all vocational learning is centralised?

Other comments:

20. How do you believe barriers to learning are created by:
    a. Government Officers?
    b. Local Government?
    c. The Private Sector?
    d. AID?
    e. The isolation of the island?

21. What other factors impact on the provision of learning on Cascara?

22. How influential do you believe the notion/legacy of (post)-colonialism is on the current structure and design of adult based learning on the island?

23. Any other comments.

Appendix 18

Semi-structured Interview – Training Providers

> Introductory Notes:
> - Thank participants for taking part in my study
> - Thank participants for giving up time to take part in this interview
> - Ensure confidentiality to participants. Say the following:
> - Kindly note that anything that you exchange in this interview is confidential. To protect your confidentiality, no identifying information will be recorded about you either in this interview or in the final research findings. Research records will only be used for the purposes of this study and for the writing up of my PhD thesis and may also be used in the writing of educational journal articles.
>   You are participating in this research on a voluntary basis – remember that you may refuse to answer a particular question or withdraw your participation at any time.
> - Tell participants that if they have any questions about this study or their rights as a research participant, they may speak to me or contact my university supervisor: Prof. Juliet Perumal by email at: juliet@iafrica.com

Semi-structured Interview – Training Providers (Burgh House & Logical Solutions)

Service provider background and the curriculum:

1. What is the history of your organisation and how did you become involved in training on the island?

2. What precipitated the need to have the provision of vocational education on the island reconceptualised/designed?

3. How was your organisation engaged in this process?

4. What training/learning opportunities do your respective organisations contribute to the AVES programme? What additional training opportunities could you offer?

5. How are you directed in terms of content, nature duration and assessment of learning programmes?

6. How would you describe your relationship/facilitation style with your adult learners?

7. Describe how you think adult learners like to be taught.

8. How is the AVES Curriculum preparing the island for the change that air access may bring about? Describe how you envisage this change.

Insularity and isolation:

9. What challenges do you/your organisation face in the delivery of the curriculum within this isolated/insular context? How could these be addressed?

10. Does your organisation have experience of servicing other island/insular contexts? How do the challenges in these contexts compare to those in the Cascarian context?

Economy, needs and work-based-skills development:

11. To what extent does your organisation's training satisfy the needs/ not satisfy the needs:

  a. of school leavers?

  b. of unemployed adults?

  c. of government Departments?

  d. of the Private Sector?

12. How could learning provision be improved to further satisfy the needs of the island and the people of Cascara?

13. To what extent do you think the AVES is supporting/developing the notion of work-based learning?

14. How are the learning opportunities on offer at AVES assisting with the development of the island's economy?

15. How do you think AVES is/ is not preparing the Cascarian workforce for air access (the airport) and its related economic activity? What additional learning opportunities could/ should be offered?

Course Accreditation:

16. What are your feelings on the provision of locally accredited courses in relation to internationally recognised courses?

17. How do you think Cascarians perceive the provision of locally accredited courses in relation to internationally recognised courses?

Sustainability:

18. How sustainable are the courses that you offer?

19. What concerns (if any) do you have about the sustainability of the curriculum?

20. What concerns (if any) do you have about the sustainability of the AVES?

21. Skills acquired in your (and other) training interventions are portable/ transferable to mainland contexts. How is the island creating opportunities and incentives for the graduates to remain on the island?

22. How do your training interventions build in any form of train-the-trainer/ a local capacity building component?

Other Factors:

23. How do you believe barriers to learning are created by:

  a. Government Officers?

  b. Local Government?

  c. The Private Sector?

  d. AID?

  e. The isolation of the island?

24. What other factors impact on the provision of learning on Cascara?

25. How influential do you believe the notion/legacy of (post)-colonialism is on the current structure and design of adult based learning on the island?

Appendix 19

Semi-structured Interview – Awarding Bodies (C&G, CAA, NPTC)

Introductory Notes:
- Thank participants for taking part in my study
- Thank participants for giving up time to take part in this interview
- Ensure confidentiality to participants. Say the following:
- Kindly note that anything that you exchange in this interview is confidential. To protect your confidentiality, no identifying information will be recorded about you either in this interview or in the final research findings. Research records will only be used for the purposes of this study and for the writing up of my PhD thesis and may also be used in the writing of educational journal articles.
  You are participating in this research on a voluntary basis – remember that you may refuse to answer a particular question or withdraw your participation at any time.
- Tell participants that if they have any questions about this study or their rights as a research participant, they may speak to me or contact my university supervisor: Prof. Juliet Perumal by email at: juliet@iafrica.com

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Semi-structured Interviews – Awarding Bodies (C&G, CAA, NPTC)

The following questions will guide the telephonic interview:

Questions about the curriculum:

The following questions will guide the telephonic interview:

1. What awards do you oversee for the AVES on Cascara Island?
2. For how long has your organisation been associated with the AVES on Cascara?
3. Who on island is responsible for the implementation of awards accredited through your organisation?

Economy, needs and work-based-skills development:

4. How appropriate/relevant are these awards to Cascara?
5. How relevant do you think these awards are to the economic activity that air access may bring about?

Questions about sustainability:

6. What are the major challenges of accrediting and implementing these awards?
7. How sustainable are these awards/qualifications? Please comment on the long term sustainability of them.
8. How do you think AVES is/ is not preparing the Cascarian workforce for air access (the airport) and its related economic activity? What additional learning opportunities could/ should be offered?

Appendix 20

Focus Group Interview – AVES Co-ordinators

Introductory Notes:
- Thank participants for taking part in my study
- Thank participants for giving up time to take part in this interview
- Ensure confidentiality to participants. Say the following:
- Kindly note that anything that you exchange in this interview is confidential. To protect your confidentiality, no identifying information will be recorded about you either in this interview or in the final research findings. Research records will only be used for the purposes of this study and for the writing up of my PhD thesis and may also be used in the writing of educational journal articles.
  You are participating in this research on a voluntary basis – remember that you may refuse to answer a particular question or withdraw your participation at any time.
- Tell participants that if they have any questions about this study or their rights as a research participant, they may speak to me or contact my university supervisor: Prof. Juliet Perumal by email at: juliet@iafrica.com

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Focus Group Interview – AVES Co-ordinators (Community Learning Co-ordinator; NVQ & Quality Assurance Co-ordinator; and IT Co-ordinator)

The following questions will guide the focus group interview:

Questions about the Curriculum:

1. What learning opportunities are on offer in each of your areas?

2. What significant progress is being made in each of the AVES focus areas? (Community Learning, IT and Accredited Courses).

3. What challenges are faced in the delivery of the curriculum?

4. How would you describe the facilitation style of the tutors in your area? How do you think adults like to/should be taught?

Questions about the economy, needs and work-based-skills development:

5. To what extent is the provision of learning on offer from AVES satisfying the needs/ not satisfying the needs of:

   a. School leavers?

   b. Unemployed adults?

   c. Government Departments?

   d. The Private Sector?

6. How do the learning opportunities in your area view learning in the context of work?

7. How could learning provision be improved to further satisfy the needs of the island and the people of Cascara?

8. How is the AVES Curriculum preparing the island for the change that air access may bring about? Describe how you envisage this change.

Questions about sustainability:

9. How sustainable are the courses on offer under your section? What concerns (if any) do you have about the sustainability of the curriculum/ the sustainability of the AVES?

10. How are the learning opportunities on offer at AVES assisting with the development of the island's economy?

11. How do you think AVES is/ is not preparing the Cascarian workforce for air access (the airport) and its related economic activity? What additional learning opportunities could/ should be offered?

Other factors for discussion:

12. How do you believe barriers to learning are created by:
    a. Government Officers?
    b. Local Government?
    c. The Private Sector?
    d. AID?
    e. The isolation of the island?

13. What other factors impact on the provision of learning on Cascara?

14. How influential do you believe the notion/legacy of (post)-colonialism is on the current structure and design of adult based learning on the island? Please explain.

15. Any other comments.

Appendix 21

Focus Group Interview – AVES Tutors, Assessors and Verifiers

Introductory Notes:
- Thank participants for taking part in my study
- Thank participants for giving up time to take part in this interview
- Ensure confidentiality to participants. Say the following:
- Kindly note that anything that you exchange in this interview is confidential. To protect your confidentiality, no identifying information will be recorded about you either in this interview or in the final research findings. Research records will only be used for the purposes of this study and for the writing up of my PhD thesis and may also be used in the writing of educational journal articles.
  You are participating in this research on a voluntary basis – remember that you may refuse to answer a particular question or withdraw your participation at any time.
- Tell participants that if they have any questions about this study or their rights as a research participant, they may speak to me or contact my university supervisor: Prof. Juliet Perumal by email at: juliet@iafrica.com

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Focus Group Interview – AVES Tutors, Assessors and Verifiers

The following questions will guide the focus group interview:

Questions about the curriculum:

1. How would you describe general public opinion to both internationally accredited learning programmes and locally accredited learning opportunities?

2. What significant progress is being made in each of the AVES learning areas? (NVQs, VRQs, Community Education, Further Education, Information Technology, Sports and Leisure and Short Courses).

3. Who is responsible for the delivery of learning and/or assessment in your respective areas?

4. How would you describe your relationship/facilitation style with your adult learners?

5. What challenges are faced in the delivery of your area of the curriculum?

6. How is the AVES Curriculum preparing the island for the change that air access may bring about? Describe how you envisage this change.

Questions about the economy, needs and work-based-skills development:

7. To what extent is the provision of learning on offer from AVES satisfying the needs/ not satisfying the needs of:
   a. School leavers?
   b. Unemployed adults?
   c. Government Departments?
   d. The Private Sector?

8. How do learning opportunities in your area view learning in the context of work?

9. How could learning provision be improved to further satisfy the needs of the island and the people of Cascara?

Questions about sustainability:

10. How sustainable are the courses on offer under your section? What concerns (if any) do you have about the sustainability of the curriculum and the sustainability of the AVES?

11. How are the learning opportunities on offer at AVES assisting with the development of the island's economy?

12. How do you think AVES is/ is not preparing the Cascarian workforce for air access (the airport) and its related economic activity? What additional learning opportunities could/ should be offered?

Other factors for discussion:

13. How do you believe barriers to learning are created by:
    a. Government Officers?
    b. Local Government?
    c. The Private Sector?
    d. AID?
    e. The isolation of the island?

14. What other factors impact on the provision of learning on Cascara?

15. How influential do you believe the notion/legacy of (post)-colonialism is on the current structure and design of adult based learning on the island?

16. Any other comments.

Appendix 22

Workshop slides

Presentation of emerging findings

Demography

- The first and most important context

- Population in 2008 was 3981, down from 4913 in 1998

- Working age (18-60) population was 2167, down from 2782

- Live births were down from 60 to 30

- 0-14 population is 800, 15-19 population 289

- Young adult cohorts are even smaller: 155 aged 20-24, 162 aged 25-29, 185 aged 30-34

Social and economic context

- Economy dominated by government, with Small Medium Enterprise (SME) led development but no prospect of early self-sufficiency

- A society with a premium on community values over acquisitiveness

- Threat of destabilising from a declining birth-rate and 'hollowing out' of younger adult population through net emigration

- An increasing number of local role-models in positions of power, but reliance on immigrants or expatriates for much innovation and technical expertise

- Major disappointment and uncertainty over airport 'pause'

Education and labour market

- A well-regarded primary education system

- A single small secondary school that has the challenge of serving as lynch pin for all post 11 taught education provision

- A relatively low wage equilibrium labour market, with near full employment but shortages across many technical areas - but too limited career opportunities in some of these to satisfy the most ambitious

- A tradition of employer (and especially government) sponsored training in many professional areas, but mixed signals about 'softer' management and other generic skills and a lack of technical training

Views of stakeholders

- Goal – "to improve standard of education for the people of Cascara, in order to meet future demands arising in light of air access and associated developments – welcomed, but seen as needing modification if air access is significantly deferred

- The idea of a comprehensive Strategy is welcomed in principle but has been subordinated to employers' (and esp. government departments') independent training plans
- Principal Focus for AVES – on development of work-based skills – agreed, but divided views on need for internationally recognised qualifications to accredit those skills, and on means of acquiring these

Perceived strengths of AVES
- Alternative of vocational and especially trade-related courses for a significant % of young people seen as critically important
- NVQs seen as in principle appropriate for workforce development, and motivating for adult employees especially
- Range of short management, IT, and adult recreational courses welcomed
- Real commitment by many engaged by AVES to work with them, esp. on NVQs
- Work by AVES to re-engage long-term unemployed seen as socially important
- Introduction of on-line learning options seen as welcome development
- Appreciation for improved management and coordination over last year

Perceived weaknesses of AVES
- Lack of coherent Strategy and long-term Business Plan for the Strategy at large seen as a major deficiency
- Fees seen as unfair to private sector and de-motivating: employers have made clear that they will not pay anything significant for an NVQ or other qualification for an employee 'who will leave on the next boat'
- Too much is expected of 'volunteer' assessors and validators, who get only token payments for their efforts
- Excessive concentration on apprenticeships – not fit for the island? - and NVQs – at the expense of other more appropriate potential routes
- Some unaccredited courses seen as 'Mickey Mouse'

Principles of the AVES
- Vision is right: essential to make most of island's most precious resource - its people
- This is a major challenge when no part of island's infrastructure can be cost-effective on 'normal' criteria
- Thus, there is no prospect of attracting sufficient numbers from the island's 16-19 age cohort to make any specialist VET course sustainable beyond one or two enrolments
- This means improvising, being flexible and going extra mile – as island does in many fields
- It means pooling a bit of independence within lifelong learning coordinated strategy
- It means leaders championing that strategy and willing the means to implement it

- It means investing positively in the future - with or without an airport

The AVE Service

- A young and fragile service, with goals and expectations not matched by limited resources available
- Hampered by failure of Cascara Government at large and private sector to buy into it sufficiently: the bulk of adult skills development goes on outside AVES
- Has made an impact in those areas on which it has focussed: new motivating NVQs (which have, with VRQs, been successfully completed by 94 candidates in the first 2 years of the Strategy); increased adult education participation rates in 2008/09 (forecast to decline in the wake of the Budget cuts in 2009/10); groundwork laid for further advances
- No prospect, however, of achieving specific 'airport access-related' goals set for it within overall Strategy by the AID with regard to its AVES Development Aid Project

Options for improvement

- NVQs are seen as high cost – mainly because of costs of setting up initial infrastructure, and apportioning costs of external validator visits over very few candidates. But main costs are hidden and borne by employer of tutor assessors
- Classroom-based taught courses, whose teaching costs are borne by education service, would often be greater for small numbers that could be attracted to specialist VET courses
- On-line courses will have some of same costs, plus inflated internet costs, but will become increasingly available
- 0ne-off specialist courses bringing overseas experts to island or vice versa should be part of Strategy: cheaper than trying to build an unsustainable infrastructure
- For any course, motivation and therefore matching of offer to demand will be critical

Presentation of emerging recommendations

General recommendations

- Vision and objectives of Strategy should be confirmed
- Delivery of the Strategy will require a collaborative network. A single AVES Budget, if achievable, would help in supporting this
- Cascara Government should seek to remove barriers to participation of both teachers and learners
- Learners: the benefits of full qualifications accrue to the community at large and over time. Government should adopt the regime applying in the metropole and waive fees for adults regardless of employment status taking a first Level 1 - 3 qualification: that will (at modest cost: total AVES income from fees in 2008/09 was US$15k) permit economies of scale in e.g. NVQs, and be greatly welcomed by private sector
- Teachers: assessor and validator costs, when not of benefit to employer, should be met at rates more appropriate to professional staff. This will boost numbers and commitment
- AVES should lead and coordinate a re-launched Strategy
- The AID should co-fund the Strategy as a whole as agreed

Strategy focus – courses and qualifications

- AVES should adopt a 'fit for Cascara purpose' test for all courses and qualifications within the Strategy
- Its principal focus should be on technical skills in the following key sectors: agriculture, business, finance and customer services , construction (and its various sub-sectors), health and social care, and motor vehicles, plus underpinning literacy, numeracy, IT and the 'soft' communication and other employability skills
- These should be kept under review and added to, eg for heritage tourism and hospitality, when there is more certainty about the airport
- Time should be allowed for NVQs to develop: the NVQ regime should be kept under review, sector by sector
- Local apprenticeships should be introduced with a training wage paid as necessary and affordable within the AID AVES development Aid Project and linked to Employment and Social Security (ESS) Youth Trainee (YT) practice; but full apprenticeships should be deferred until NVQ assessor and internal verifier regime is established
- The issues on Health and Safety may need an island-specific solution, but should be deferred for resolution with awarding bodies until NVQ regime is less fragile
- There should be increased focus on e-learning options at all levels: AVES should start by auditing experience across the island – which is quite extensive
- More use should be made of 'travelling circus' experts for one-off specialist courses, as used for scaffolding and web-based design

Leading the Service/Strategy

- A small High-Level Strategic Task Group should be set up as soon as practicable with a remit to bring the partners together and steer the relaunch of the Strategy. Its role should be reviewed after a year. Budgetary control of AVES should remain with the Education Committee.
- Many parts of local government can and should play an active part in the Strategy of the AVES
- The senior officers of Cascara Government should be Ambassadors for the Strategy within and beyond their specific areas of responsibility
- The Cascara Development Bureau (CDB)and leaders of the Chamber of Commerce (CCC) should see this as equally their Strategy and join as ambassadors for it
- All should support an early skills audit, training needs analysis and audit of technical training facilities that could be shared

Delivery of AVE on the island

- AVES should be enabled to secure and access data collected centrally to enable it to monitor progress against the targets set for the new coordinated Strategy
- AVES should work closely with the ESS to bring Youth Training fully within the Strategy and curriculum
- Future development of additional workshops should be reviewed: it is not clear how present plans will be cost-effective as an Adult Technical Training Centre (no teachers are available, and no evidence of adult trainee demand to occupy it through the week or even occasionally), and AVES needs a centre in Jamestown
- AVES should be given remit of promoting and marketing overall Strategy and pointing students to what is on offer from all sources, and coordinating with ESS a modest Information, Advice and Guidance Service, using internet facilities

Funding

- AVES' Budget from 2010/11 should be enhanced to reflect training needs on island
- It should be controlled as a single coherent Budget including AID and other external income, as well as Cascara Government's core Budget
- It should be judged against realistic targets and performance indicators on two levels (i) its coordination of the overall Strategy and (ii) its delivery of those elements for which it is directly responsible
- The increased costs can be offset by:
  - scope for reducing subsidy to CDB (as used to pay private sector's fees),
  - recycling of savings from education pre-16 as rolls decline, reviewing capital expenditure plans eg. for additional training sites, which does not seem fit for purpose for AVES, and
  - increased tax take from higher levels of activity and earnings

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Appendix 23

Workshop Programme

<u>Research Participant Workshop</u>

15 June 2009

[David Bermant] PhD Research Fieldwork Feedback

MORNING

09h30:   Welcome

09h35:   Presentation of Emerging Findings:

- Demography
- Social and economic context
- Education and labour market
- Views of stakeholders
- Perceived strengths and weaknesses of AVES
- Principles of the AVES
- The AVE Service
- Options for improvement

10h30:   Tea

10h45:   Discussion and Clarification of Emerging Findings

11h15   Discussion in 3 groups of issues and emerging outcomes in relation to:

- Curriculum implementation;
- Curriculum, the workforce and the economy; and
- Curriculum sustainability.

AFTERNOON

12h15:   Lunch

13h15:   Plenary - Feedback from 3 groups and open discussion

14h00:   Presentation of Emerging Recommendations:

- General Recommendations
- Strategy focus – courses and qualifications
- Leading the Service/Strategy
- Delivery of AVE on the island
- Funding

14h45:   General discussion

15h30:   Closure

Appendix 24

Advert placed in local press

Adult & Vocational learning on Cascara Island

I would like to hear from You!

How is AVES meeting your needs and the needs of the island?

Please let me know by completing and returning the form below...

…What learning opportunities would YOU like to see on Offer?

	…What learning opportunities could YOU offer?
Name	
Contact Details	
Learning Areas	
Experience	

Please submit completed forms into the boxes provided at AVES or the Canister by 27th February 2009.

I will need your contact details if you are proposing to offer a course or alternatively forms can be submitted anonymously.

Regards

[David Bermant]

Appendix 25
A Revised AVES Curriculum

1. **Continuing and Further Education Opportunities**

   Aim: To provide Cascarians with the opportunity to gain Entry Level

                        Qualifications, GSCEs, A-levels and local certificates in areas that

                        traditionally fall within the formal schooling sector.

   Curricular Areas: - Literacy and Numeracy through AQA at Entry Levels 1, 2 & 3 and

                        Levels 1 & 2

                        - A local IT course for beginners

                        - GCSEs through AQA in English, Mathematics, Human Biology and

                        Child Development

                        - A-level in Business Studies through AQA

                        - Key/Functional skills at levels 1 through City & Guilds

                        - Courses in Improving own Learning and Performance, Problem

                          Solving and Working with Others should be offered as part of Local

                        Apprenticeships.

   Target Candidates: These courses should be aimed at candidates across all ages, as

                        they are beneficial for personal and professional development.

2. **Training in Local Crafts and Culture**

   Aim: To provide individuals with the opportunity of developing their talents

                        in local craft work, to sustain Cascara's cultural heritage.

   Curricular Areas: - Lace

                        - Embroidery

                        - Tailoring

                        - Aloe work

                        - Music

                        - Cooking

                        - Macramé.

                        - Local music

                        - Cooking

                        - Citizenship Education

                        - Nation-building

                        - Democracy

   Target Candidates: These courses should be aimed at candidates of all ages who would

                        like to contribute towards sustaining and developing the island's

                        local crafts and culture.

3. **Training in Tourism and Customer Care**

Aim: To provide Cascarian individuals and business owners with the opportunity of offering best practice in Tourism and Customer Care.

Curricular Areas: Offered at a range of levels, including:

- Basic Customer Care

- Advanced Customer Care

- Management Customer Care

- International Customer Care.

Target Candidates: These opportunities should be offered to candidates from government departments and businesses who engage with customers and tourists.

4. **Training and Retraining to aid Work-Based Efficiency**

Aim: To provide the opportunity for the private and public sector work force on Cascara to personally develop and up-skill through training and retraining, to meet organisational strategic plans.

Curricular Areas: Training and retraining opportunities should be offered in:

- Personal Effectiveness at work

- Effective Management

- Effective Business Writing

- Coaching and Performance

Additional short courses should be offered in:

- Emergency First Response

- Money Laundering

- Leadership Skills

- Interviewing Skills

- Recruitment and Selection.

- Fire Safety

- Silver Service

- Rope Training (working at height)

- Wind Turbine Operations

- Mapping Skills

- Bubble Jet Fumigation

- Rope Access

- Veterinary Nursing

Target Candidates: These courses should be aimed at candidates across all levels of management as well as at junior clerks, youth trainees or any candidates in the private sector who are building their businesses.

5. **Sports and Leisure Learning Opportunities and Activities**

Aim: To provide the opportunity for all individuals to develop their skills in sporting activities through leisure programmes and further study.

Curricular Areas: Sports and Leisure learning opportunities and activities should include:

- Badminton
- Indoor Football
- Volley Ball
- Table Tennis
- Cricket
- Multi-gym activities
- Fitness Training
- Community Sports Co-ordination
- Academic distance learning opportunities

Target Candidates: These programmes should be aimed at candidates of 15 years of age and over who would like to take part in sports and leisure activities and development.

6. **IT Training and Distance Learning Opportunities**

Aim: To provide the people of Cascara with the opportunity to develop their skills in IT applications and embark on distance learning programmes in various subjects.

Curricular Areas: Opportunities in local basic IT courses including:

- Introduction to Information Technology
- Word Processing
- Spreadsheets
- Presentations
- Databases
- Emailing and Internet

Accredited learning and assessment opportunities to include:
- European Computer Driving License (ECDL)
- PearsonVue Testing

There should also be opportunities to embark on a variety of subjects through distance learning institutions and video conferencing facilities.

Target Candidates: These courses should be aimed at all age groups and are *s*uitable for personal and professional development.

7. Foundational Vocational Training at Cascara Community High School

Aim:	To provide an introductory route to work related subjects, through a mix of classroom and experiential learning, leading to accredited Vocationally Related Qualifications (VRQs).
Curricular Areas:	- Food Studies Entry levels1 & 2
	- Hospitality & Catering Entry level 3
	- Hospitality and Catering level 1 & 2
	- Automotive Vehicle Maintenance & Repair levels 1 & 2
Target Candidates:	These opportunities are aimed at pupils in Years 10, 11 & 12.

8. Work-Based Assessment through NVQs

Aim:	The aim of this area of the curriculum is to provide individuals with work based assessment against national occupational standards of competence, leading to accredited work based National Vocational Qualifications (NVQs).
Curricular Areas:	- Land based Operations level 1
	- Agriculture (various routes) level 2
	- Business Administration levels 1, 2 & 3
	- Customer Service levels 2 &3
	- Health and Social Care levels 2 & 3
	- Health levels 3
	- Hospitality levels 1 & 2
	- Automotive Repair and Maintenance level 2
	- NVQ Assessor qualification A1 level 3
	- NVQ Internal Verifier qualification level 4
Target Candidates:	These awards are aimed at employees, apprentices, trainees, or volunteers wishing to achieve a qualification that demonstrates their competence in the work place.

9. Training related to Natural Resources: Agriculture, Farming, Fishing and Conservation

Aim:	To provide the people of Cascara with the opportunity to gain knowledge and develop skills in the Agriculture, Farming, Fishing and Conservation fields.
Curricular Areas:	Opportunities to undertake local training in:

- Arable Farming
- Fruit Tree Propagation
- Covered cultivation methods (like hydroponics)
- Fishing
- Pastoral Farming (& the rearing of Livestock)
- Farming in Banana and Coffee Plantations
- Conservation

Target Candidates:	These learning opportunities are aimed at candidates of all ages with an interest in the subject.

10. Local Trades Training

Aim:	To provide the people of Cascara with the opportunity to gain knowledge and to develop their skills through local apprenticeships and trades training, so as to support economic growth.
Curricular Areas:	Opportunities to undertake local apprenticeships in:

- Plumbing
- Carpentry
- Construction
- Automotive
- Electronics/ Electricians
- Short local courses in specific trades.

Target Candidates:	The local apprenticeships should be aimed at school leavers or young people between the ages of 16 to 25. The short local trades courses should be made available to candidates of all ages.

11. Work Experience and Youth Training Scheme

Aim:	To provide the youth of Cascara with the opportunity to embark on a meaningful Work Experience and Youth Training Scheme enabling them to develop their knowledge and skills within their chosen field of work.
Curricular Areas:	Opportunities should exist in various fields for work placements. In addition to this, candidates should have the opportunity to enrol on the courses in:

- Economic Sciences
- Life Orientation
- Functional Skills courses
- Learning opportunities appropriate to the work placement

Target Candidates:	This learning route should be aimed at school leavers between the ages of 16 and 18 years.

12. Learning Focussed on Personal Interests

Aim:	To provide individuals with opportunities to learn more about subjects of general and personal interest that have not been covered in other areas of the AVES curriculum.
Curricular Areas:	To be guided by requests from the local community - e.g. subject areas such as Astronomy, Environmental Issues, Personal Finance etc.
Target Candidates:	Aimed at all sections of the community

Appendix 26

Proposed AVES Task Team: Purpose; Scope of Work; Main Tasks and Task Team Composition

Purpose:

The purpose of the AVES Task Team will be:

- To advise AVES in relation to curriculum content and delivery. The Team will brief and advise AVES stakeholders in relation to the needs of the various sectors that comprise the Cascarian economy and community.
- To work closely with the Education Department Senior Management Team, and by composition, with the Education Committee and other appropriate key stakeholders to ensure that curriculum recommendations are acceptable to all parties.

Scope of Work:

The AVES Task Team will:

- Act as a voice to the various education needs of Cascara Island and make appropriate recommendations with regard to the development of Adult and Vocational Education both in terms of content and island need.
- Ensure that the Adult and Vocational Education Strategy continues to develop and broaden in both depth and breadth

Main Tasks:

The Task Team, with reference to the AVES Strategy of 2005, will:

- Identify and provide advice in overcoming barriers that may prevent the full development of AVES;
- Identify learning needs of young people, adults and the public and private employment sectors; and
- Make suggestions in relation to the development of a relevant Adult and Vocational Education curriculum and its associated qualifications;

Task Team Composition:

The AVES Task Team should comprise of members representing a cross-section of relevant stakeholders. These will include the following members:

- the Chair of Education Committee
- the Executive Education Officer
- the AVES Manager
- the CCHS Director of Learning – Technical
- a representative from the CDB
- 2 additional Private Sector Representatives

Appendix 27

Proposed AVES Charging Policy

1. Background

AVES was established to centralise the provision of Adult and Vocational Education and Training on Cascara Island. Since its establishment AVES has made steady progress in ensuring that the learning made available on the island remains relevant and appropriate.

The previous AVES Charging Policy was well received in so much that it recognised the financial means of individual learners, but was also resisted because it made a distinction between the Public and Private Sectors.

This updated Charging Policy addresses equality of access to learning opportunities for individuals and organisations, giving parity between the Private and Public Sectors, and supports the concept of lifelong learning for the island. The move from a fees-based, to a penalty-based policy, seeks to:

- increase take-up of programmes
- promote retention and completion
- reduce early withdrawal
- encourage learner motivation

The use of fixed penalties (as opposed to individual programme cost recovery), and a no-charge policy for use of venues, is based on overall cost effectiveness. That is, the cost of administering an auditable system outweighs the anticipated income generation – which has not been substantial by any accounts since the introduction of the Charging Policy in 2007. Against this backdrop, the system for charging in respect of AVES learning opportunities follows:

2. Fees & Charges

2.1. Learning Opportunities:

2.1.1.   All courses advertised by AVES will be available to learners at no cost. No learner will be charged a fee and learners will be accommodated on a first come first serve basis.

2.1.2.   Requests for individual provision will be charged at Service Provider rates. There will be no charge for administration and co-ordination in respect of these fees.

2.2. Venues:

    2.2.1.   There will be no charge for the use of AVES training and meeting venues.

3. Penalties

3.1. Rules:

    3.1.1.   In instances where a place on a short course has been booked and the learner fails to attend, without giving at least 48 hours, the appropriate Penalty Fee in 3.2. will apply.

    3.1.2.   In instances where a place on an extended course has been booked and the learner drops out at any point, the appropriate Penalty Fee in 3..2. will apply.

    3.1.3.   If a learner fails to serve the notice period stated in 3.1.1. the Penalty Fee will be waived on presentation of a medical certificate.

    3.1.3.   If failure to attend a course or serve the notice period is resultant of 'extreme personal circumstances', AVES Management reserve the right to judge each case individually to determine any penalties.

3.2. Penalty Fees:

    3.2.1.   The fixed Penalty Fee for Unaccredited Courses is US$20-00.

    3.2.2.   The fixed Penalty Fee for Accredited Courses is US$50-00.