

***THE CHALLENGES OF IMPLEMENTING AND SUSTAINING
AN ADULT AND VOCATIONAL EDUCATION CURRICULUM
ON AN ISOLATED ISLAND***

by

David Bermant

Student Number: 28706880

**submitted in partial fulfilment of the requirements
for the degree of Doctor of Philosophy**

in the Faculty of Education

University of Pretoria

Supervisor: Professor Juliet Perumal

3 February 2012

ABSTRACT

The island of Cascara¹ is a dependent overseas territory of a European metropole. Access to the island is currently only by sea though there are plans to construct an airport. To prepare the island for the economic-related activities that will arise from air access, an Adult and Vocational Education Strategy was developed. This Strategy paved the way for the establishment of the island's Adult and Vocational Education Service and informed the contents of the curriculum it provided. The purpose of this study was to investigate the challenges associated with implementing and sustaining the curriculum on this isolated island. In order to do this, the study examined the curriculum on offer; its current state of implementation and its associated challenges within the Adult and Vocational Education Service; it also investigated the extent to which the current curriculum met the needs of the island by aiding workforce development to support economic growth; and finally, it explored the challenges relating to the sustainability of the Adult and Vocational Education Service in providing a relevant vocational curriculum.

A qualitative research approach was adopted using case study methodology. The purposive research sample comprised stakeholders across the public and private sectors at various levels. Qualitative research elicitation instruments were employed to gather data. These included questionnaires, unstructured, semi-structured and focus group interviews. In addition to these instruments, various official documents were analysed and the island's local print and audio media were used to gather data.

The research findings indicated that there needs to be more integration of resources (human, physical and financial) in the provision of adult and vocational learning. The data also showed that the integration of available resources has the potential to aid in more sustainable and meaningful learning that will benefit both the individuals and the economy. The data further suggested that a collaborative approach should aid in stabilising and expanding the provision of

¹ This is a pseudonym which is used to provide a level of 'veiled anonymity' to maintain confidentiality both on the island and abroad. This form of 'disguised observation' has been used to protect both the research participants and myself. The name was borrowed from the 1985 film 'Water', which is set on the fictional island colony of Cascara in the Caribbean. (The film was produced by Dick Clement and Ian le Frainais).

adult learning on the island. The need to improve the provision of distance learning opportunities with more internationally accredited courses being offered locally; the need for quality in the provision of learning to be formalised; and the need for the curriculum and staffing structures of the Adult and Vocational Education Service to be reconsidered were also highlighted. The research findings have already begun to serve as the basis for addressing the priorities of the Adult and Vocational Education Service on the island. By informing future learning policy and the contents of the curriculum on offer, the research findings could also potentially benefit the provision of adult and vocational education on other islands, small states and rural communities with limited human and financial resources.

KEYWORDS

andragogy

colonialism and donor dependency

curriculum and change

curriculum implementation

curriculum sustainability

geographic isolation

learning strategy

vocational education

work-based learning

qualitative case study

DEDICATION

This work is dedicated to the memory of my father who died unexpectedly while this thesis was under examination.

Dad – I am so fortunate and proud to have had you as my father. Thank you for always encouraging me and for believing in me. Thank you for supporting me through – not only this PhD journey – but through the journey of life. Life with you was always interesting and exciting. You supported us in all of our ventures and you taught us to take risks and to chase our dreams. We all miss you more than words can say and the pain of your departure from us has been quite overwhelming. We hold you close to us in memory, thought and spirit. Your positive presence is sorely missed. I love you Dad.

This work is also dedicated to my wife Cindy and to my daughters, Hannah and Sarah – who have all sacrificed so much irreplaceable time with me.

Cindy, Hannah and Sarah – Thank you for all of your love, patience and support. I love you all so much.

ACKNOWLEDGMENTS

Words are inadequate to express my gratitude to Professor Juliet Perumal who has been a stalwart throughout my re-entry into academia as a mature student. Her sharp-eyed discernment, resolute encouragement, patience and positive and constructive criticism have motivated and inspired me throughout this journey.

Juliet – Thank you for believing in me and for encouraging me to walk this path. I am proud and honoured to call you both mentor and friend.

My thanks also go out to the people of Cascara for the opportunity to gather data and to conduct my research on their beautiful island.

Cascarians – Thank you for the opportunity to conduct my research on your unique island. Thank you for trusting me enough to share your thoughts, ideas, successes and concerns with me. Thank you also for embracing and welcoming me and my family to your island, we are incredibly grateful for the warm sense of community that you have shared with us.

I would like to acknowledge my mother and my late father as well as my late grandparents who have all supported and encouraged me in so many different ways throughout my life. Their unstinting advice and support have been instrumental in bringing me to this point in my personal and professional life.

Thank you all – I am me because of all of you and I love you all for it.

Special thanks and gratitude are also extended to Mrs. Marijke Lewis and Dr. Lorraine Marneweck for their assistance with proof reading and editing.

Marijke and Lorraine – Thank you for listening, encouraging and offering advice. The gift of your friendship, support, love and valuable time is sincerely appreciated.

Special thanks also to my sister, Jacky de la Rey, who has been a great support throughout this process – both on a personal level and with the production of the many drafts of this thesis.

Jacks – Thank you so much for everything. You are not only my sister, but one of my best friends. I love you so much.

Sincere thanks are also extended to the academic and numerous support staff at the University of Pretoria. I would like to especially thank Professor Irma Eloff, Professor Johan Beckmann, Dr Izak Prinsloo, Dr Salome Human-Vogel, Dr Mokubung Nkomo, Dr Teresa Ogina, Professor Liesel Ebersöhn, Ms Jeannie Beukes, Ms Le-Verne Wagner and Ms Yvonne Munro.

Thank you also to the various critical readers who offered constructive feedback and guidance which informed how I proceeded with my study. Thank you also for your valuable time.

Finally, thank you to all of those who have supported and encouraged me on this journey. It was often those impromptu chats and words of wisdom that kept me going when the road looked at times intolerably difficult. Thank you many times over.

DECLARATION OF ORIGINALITY

I, David Bermant, student number 28706880, declare that:

1. I understand what plagiarism is and I am aware of the University's policy in this regard.
2. I declare that this thesis titled: *The Challenges of Implementing and Sustaining an Adult and Vocational Education Curriculum on an Isolated Island* is my own work. Where the work of other people has been used (either from a printed source, Internet or any other), these have been properly acknowledged and referenced in accordance with the departmental requirements.
3. I have not used previously produced work of another student or any other person to submit as my own.
4. I have not allowed, and will not allow, anyone to copy my work with the intention of passing it off as his or her own.
5. This thesis has not been submitted for a degree at any other university.

David Bermant
Student

Professor Juliet Perumal
Supervisor

ACRONYMS & ABBREVIATIONS USED IN THIS THESIS

ABET	Adult Basic Education and Training
ACCA	Association of Chartered Certified Accountants
AQA	Assessment and Qualifications Alliance
AID	Agency for International Development*
AIG	Advice Information and Guidance
ANC	African National Congress
AO	Accreditations Officer
AVE	Adult and Vocational Education
AVEC	Adult and Vocational Education Centre
AVES	Adult and Vocational Education Service
C	Coloured (mixed race)
C & G	City and Guilds
CCC	Cascara Chamber of Commerce*
CCHS	Cascara Community High School*
CDB	Cascara Development Bureau*
CE	Continuing Education
CIE	Catholic Institute of Education
CITB	Construction Industries Training Board
CG	Cascara Government*
CLC	Community Learning Co-ordinator
CNT	Cascara National Trust*
CSCS	Construction Skills Certification Scheme
CSkills	Construction Skills
CQF	Cascara* Qualifications Framework
CTE	Career and Technical Education
DHC	Deputy Head Curriculum
DfID	Department for International Development
E	English
ECDL	European Computer Drivers License
EDO	Executive Development Officer*
EDP	Education Development Programme*
EEO	Executive Education Officer*
EHRO	Executive Human Resources Officer
ELC	Education Learning Centre
ESP	Education Support Programme
ESSD	Employment and Social Security Department
EV	External Verifier
F	Female
FE	Further Education
GCSE	General Certificate of Secondary Education
GDP	Gross Domestic Product
GNP	Gross National Product
H & S	Health and Safety
HR	Human Resources
IEB	Independent Examination Board
IPFSS	International Passenger and Freight Shipping Services*
IGCSE	International General Certificate of Secondary Education
IOSH	International Online Health and Safety

IVQ	International Vocational Qualification
IT	Information Technology
ITC	Information Technology Co-ordinator
m	Million
M	Male
MIT	Massachusetts Institute of Technology
MSD	Municipal Services Department*
NGO	Non-Governmental Organisation
NPTC	National Proficiency Tests Council
NTDL	Nelson Thornes Distance Learning
NQF	National Qualifications Framework
NVQ	National Vocational Qualification
OCA	Office of the Chief Administrator*
OU	Open University
PhD	Doctor of Philosophy
QA	Quality Assurance
QAC	Quality Assurance Co-ordinator (NVQ)
QCF	Qualifications Credit Framework
RES	Researcher
SA	South Africa
SAQA	South African Qualifications Authority
SETA	Sector Education Training Authority
SME	Small Medium Enterprise
SMT	Senior Management Team
TEFL	Teaching English as a Foreign Language
TNA	Training Needs Analysis
UIDT	Unit for International Development* ²
UN	United Nations
US	United States
US\$	United States Dollar
UK	United Kingdom
VET	Vocational Education and Training
VRQ	Vocationally Related Qualification
W	White
YT	Youth Trainee

² * denotes the use of a pseudonym in the Acronyms and Abbreviations list.

LIST OF TABLES

Table no.	Title	Page no.
1	Level of education of South African population: Census 1996 and 2001	17
2	Comparison of Andragogy and Pedagogy	52
3	Research Participants	169
4	Data Elicitation Techniques per research participant	177
5	Personal Details of Questionnaire Respondents	183
6	Unstructured Interviews administered	186
7	Semi-Structured Interviews administered	189
8	Focus Group Interviews	191
9	Excerpt of coding and categorisation table	204
10	Unemployment figures for the period 2006 – 2009	218
11	Number of post-16 enrolments for the period 2006 – 2009	218
12	Progress in VRQs – by sector for the period 2007 - 2009	254
13	Uptake of CCHS Year 12 Students on Vocational Courses for the period 2000 - 2008	254
14	Progress in NVQs by sector for the period 2004 – 2009	261
15	Attendance of AVES Learners in Accredited Courses 2008/09	264
16	Attendance of AVES Learners in Unaccredited Courses 2008/09	265
17	GNP, GDP and Main Sources of income – 2001 to 2008	303
18	Age of Casuarian Citizens – 1998 and 2008	305
19	Quality Assurance Framework	332-335

LIST OF ORGANOGRAMS

Organ-ogram no.	Title	Page no.
1	Research Participants	170
2	Current and suggested AVES Staffing Structure	328

TABLE OF CONTENTS

A BRIEF AUTOBIOGRAPHY.....	17
i) My Personal and Professional Journey	17
ii) My Approach to Knowledge Acquisition	20
PREAMBLE.....	23
i) Aims of the Study	23
ii) Critical Questions	24
iii) Rationale for conducting the study	25
iv) Parameters of the Study	33
v) Chapter Outline	34
vi) Introductory Description of the Socio-Political and Economic make-up of Cascara Island.....	37
CHAPTER 1: ADULT CURRICULUM, THE WORKFORCE, SUSTAINABILITY AND CHANGE	40
1.1. ADULT LEARNING ON CASCARA ISLAND.....	41
1.1.1. Introduction to Adult and Vocational Learning.....	41
1.1.1.1. History of Adult and Vocational Learning on Cascara Island	43
1.1.1.2. Current Provision of Adult and Vocational learning on Cascara Island.....	47
1.1.2. Theories of Adult Learning	54
1.1.2.1. Andragogy - A Grand Narrative of Adult Learning.....	54
1.1.2.2. Adults and Transformational Learning	59
1.1.2.3. Adults and Self-Directed Learning	62
1.1.3. Facilitation of Adult Learning.....	63
1.1.4. Synthesis	65
1.2. CURRICULUM, CHANGE AND THE CASCARIAN CONTEXT	66
1.2.1. Defining Curriculum.....	67
1.2.2. Implications of Social Movements and Curriculum Change	68
1.2.3. The AVES: Educational and Curriculum Change.....	71
1.2.3.1. Need for change and the establishment of AVES	73
1.2.3.2. Mobilisation of stakeholders.....	74
1.2.3.3. Implementation of a relevant curriculum	75
1.2.3.4. Institutionalisation of the AVES over time	81
1.2.4. Curriculum Developments in response to the needs of the market	82
1.2.4.1. Essentialism – social class and access to learning	83
1.2.4.2. Encyclopaedism – equal opportunity and learning for life	84
1.2.4.3. Polytechnicalism – equal opportunity and market fundamentalism	86
1.2.4.4. Pragmatism – relevant education for self and society	87
1.2.5. Curriculum Theory and Practice: Approaches to curriculum delivery.....	89

1.2.5.1.	Curriculum as Transmission.....	89
1.2.5.2.	Curriculum as Product.....	90
1.2.5.3.	Curriculum as Process	93
1.2.5.4.	Curriculum as Praxis	95
1.2.6.	Reconceptualisation of Curriculum.....	97
1.2.7.	Synthesis	98
1.3.	THE ECONOMY AND THE WORKFORCE ON CASCARA ISLAND	99
1.3.1.	Economic Development	100
1.3.1.1.	Economic Base Theory	104
1.3.1.2.	Competitive Industry Clusters and private sector businesses	105
1.3.1.3.	Entrepreneurship and the role of the entrepreneur	106
1.3.1.4.	Post-Secondary and Further Education	107
1.3.2.	Human Capital Theory, Human Resource Development and Social Capital Theory	109
1.3.2.1.	Human Capital and Education	109
1.3.2.2.	Capacity Building in the Cascarian Context	112
1.3.2.3.	Social Capital in Cascara	115
1.3.3.	The Relationship between Learning and Work	118
1.3.3.1.	Learning and Work on Cascara Island	119
1.3.3.2.	Employer Demand and the New Global Economy	122
1.3.4.	Synthesis	127
1.4.	SUSTAINABILITY ISSUES AND INTERNATIONAL LESSONS ..	129
1.4.1.	Sustainability in relation to the Curriculum	129
1.4.1.1.	The Impact of Local Leadership on Curriculum Implementation ..	130
1.4.1.2.	The Impact of Colonialism on Learning Provision	134
1.4.1.3.	The Impact of Financial Dependency on Curriculum Provision	140
1.4.1.4.	The Impact of Geographical Isolation and Insularity on Curriculum Sustainability	143
1.4.2.	International Lessons: Other Island Approaches to Adult and Vocational Education	145
1.4.2.1.	The Tokelau Islands – a New Zealand Territory	147
1.4.2.2.	Montserrat Island – a British Overseas Territory	148
1.4.2.3.	Falkland Islands – a British Overseas Territory.....	151
1.4.2.4.	Norfolk Island – an Australian Territory	152
1.4.2.5.	Christmas Island – an Australian Territory	155
1.4.3.	Synthesis	156
1.5.	STATEMENT OF CONCEPTUAL FRAMEWORK	158
1.6.	CONCLUSION	159
CHAPTER 2:		
THE RESEARCH PROCESS: AN ISLAND-BASED CASE STUDY.....		162
2.1.	QUALITATIVE RESEARCH APPROACH.....	163
2.2.	CASE STUDY METHODOLOGY	165

2.3.	ETHICAL ISSUES	171
2.3.1.	Researcher Positioning	171
2.3.2.	Consent.....	175
2.3.3.	Confidentiality	176
2.3.4.	Anonymity and Pseudonyms.....	178
2.3.5.	Data Storage	181
2.4.	RESEARCH DESIGN	181
2.4.1.	Research Participants	182
2.4.2.	Research Timeframes.....	189
2.5.	DATA ELICITATION TECHNIQUES	190
2.5.1.	Document Analysis	191
2.5.2.	Questionnaires	193
2.5.3.	Interviews.....	197
2.5.3.1.	Unstructured Interviews	198
2.5.3.2.	Semi-structured Interviews.....	201
2.5.3.3.	Focus Group Interviews	204
2.5.4.	Workshops	207
2.5.6.	Local Media.....	209
2.6.	DATA ANALYSIS	212
2.6.1.	Transcription	213
2.6.2.	Content Analysis: Coding and Categorisation.....	215
2.6.3.	Discourse Analysis.....	220
2.7.	TRUSTWORTHINESS: VALIDITY AND RELIABILITY	221
2.7.1.	Descriptive Validity.....	222
2.7.2.	Interpretive Validity.....	223
2.7.3.	Member checks.....	223
2.7.4.	Triangulation and Crystallisation	224
2.8.	CONCLUSION	227
CHAPTER 3:		
DATA REPRESENTATION AND AN ANALYSIS OF THE AVES AND		
THE AVES CURRICULUM IN THE CASCARIAN CONTEXT		
		228
3.1.	INTRODUCTION.....	228
3.2.	CHANGE AND THE AVES AS A STATE APPARATUS	230
3.2.1.	Responses in relation to Socio-Economic Change	235
3.2.2.	Responses in relation to Curricular Change.....	241
3.3.	REVIEWING THE AVES CURRICULUM	244
3.3.1.	Content and Gaps in the AVES Curriculum	245
3.3.1.1.	An overview of the analysis of the contents of the AVES Curriculum	245
3.3.1.2.	Current Curricular Content	247
3.3.1.3.	Gaps in Current Curricular Provision.....	261
3.3.2.	The Effectiveness and Sustainability of the AVES Curriculum	267
3.3.2.1.	Accredited Learning Provision	268

3.3.2.2.	Local Unaccredited Learning Opportunities	281
3.3.2.3.	The AVES AID Development Aid Project	284
3.3.2.4.	Establishing e-learning and International Learning Links	290
3.3.3.	Andragogical Experiences and Expectations of AVES learners...	294
3.3.3.1.	AVES Learners	295
3.3.3.2.	Other AVES Stakeholders.....	297
3.4.	RISKS TO THE SUSTAINABILITY OF THE AVES AND ITS SUPPORTING CURRICULUM.....	299
3.4.1.	Issues relating to Operational Sustainability	301
3.4.1.1.	Staffing of the AVES	301
3.4.1.2.	Funding available to the AVES	304
3.4.1.3.	The AVES Charging Policy	307
3.4.2.	Historical and Local Sustainability Issues	308
3.4.2.1.	The Effect of Local Leadership	308
3.4.2.2.	The Legacy of Colonialism.....	311
3.4.2.3.	The Impact of Financial Dependency.....	313
3.4.2.4.	The Influence of Geographic Isolation and Insularity	315
3.4.3.	Integrating Lifelong Learning on Cascara Island.....	317
3.5.	CONCLUSION	321

**CHAPTER 4:
RISING TO THE CHALLENGE: FINDINGS AND RECOMMENDATIONS
TO THE AVES..... 325**

4.1.	RECOMMENDATIONS TO THE AVES	325
4.1.1.	Pressing Priorities for the AVES	327
4.1.1.1.	Stabilise the Delivery of NVQs	328
4.1.1.2.	Develop Alternative Vocational Paths	328
4.1.1.3.	Expand the Scope of Key Skills on Offer under the AVES.....	328
4.1.1.4.	Centralise the development role of the AVES	329
4.1.1.5.	Secure High Level Stakeholder Support	329
4.1.2.	Integrating Lifelong Learning on Cascara Island.....	330
4.1.2.1.	Revisit the Original AVES Strategy	330
4.1.2.2.	Centralise Government Training Responsibilities on Cascara.....	330
4.1.2.3.	Tertiary Training Funding to be placed under the AVES	331
4.1.2.4.	Extend the Provision of Formal Qualifications.....	332
4.1.2.5.	Consolidate working relationships with Cascara Community High School	332
4.1.3.	Reconsider Content and Delivery of AVES Learning Opportunities	332
4.1.3.1.	Aid the Development of Technical Skills that reflect Economic and Social needs	333
4.1.3.2.	Develop Apprenticeship models that are fit for Cascara	333
4.1.3.3.	Improve the Cost-Effectiveness of NVQ Provision.....	334
4.1.3.4.	Establish Options for Distance and e-learning	335
4.1.3.5.	Reconsider the Priority of Tourism Training.....	336
4.1.3.6.	Develop the range of Accredited and Unaccredited Learning Opportunities on offer	336
4.1.3.7.	A Revised and Updated AVES Curriculum	337
4.1.4.	The AVES Staffing Structure.....	338

4.1.5.	Quality and Learning in respect of AVES Courses.....	341
4.1.6.	Leading the AVES Strategy	346
4.1.7.	AVES Charging Policy and Funding.....	347
4.1.7.1.	Centralising Training and Budgets	348
4.1.7.2.	Charging for Participation in Learning	349
4.1.8.	Information, Advice and Guidance	350
4.1.9.	Next Steps for the AVES.....	351
4.1.9.1.	Redesign the AVES AID Development Aid Project	351
4.1.9.2.	Develop a Promotional and Marketing Plan	353
4.1.9.3.	Relaunch the AVES Strategy	355
4.2.	SUGGESTED AREAS FOR FUTURE RESEARCH.....	356
4.3.	CONCLUSION	358
CHAPTER 5:		
EPILOGUE: CASCARA, THE AVES, MY STUDY –		
A FINAL REFLECTION.....		
		360
REFERENCES		375
APPENDICES		392

A BRIEF AUTOBIOGRAPHY

Before I proceed to the rationale and aims of my study, I provide a brief autobiography. This autobiography is presented so as to provide a trajectory of my personal and professional journey, while at the same time highlighting my interests and personal philosophies. To this end, my autobiographical journey and stance is presented in two sections: firstly, I provide an overview of my personal and professional journey; and secondly I make explicit my approach to knowledge acquisition.

i) My Personal and Professional Journey

My autobiographical journey has for the most part, been an interesting, exciting and rewarding journey. I was born in Zimbabwe in 1969 and soon after moved to Zambia where I lived until I was seven years old. My family then moved to South Africa in 1976 and I grew up in greater Johannesburg where I completed my formal education.

After completing secondary school in 1986, I undertook an undergraduate teaching diploma at the University of the Witwatersrand in Johannesburg. Ever since graduating from teacher's training college in 1991, I have been involved in the Education sector. I initially taught in the primary and lower secondary school sectors, teaching the full range of subjects in these areas. In 1994 I completed a diploma in Teaching English as a Foreign Language (TEFL) through the Cape Town School of Languages. It was this certificate that gave me the opportunity to be appointed to a position in which I taught English to business people in Barcelona, Spain. On reflection, it was this rewarding experience that triggered my interest in adult learning.

I returned to formal teaching after my arrival back in South Africa and in 1999, I became involved with a non-governmental organisation (NGO) on a freelance basis. Working for this NGO, I developed numerous educational and teacher training materials and conducted workshops in South African townships, often over weekends and in rural provinces during school holidays. The literary levels

amongst the rural teachers with whom I worked began to both intrigue and perplex me.

It is well known, not unlike the situation in other developing countries, that many South Africans have low levels of literacy. These low levels of literacy are deemed to be a result of the apartheid era during which many people received very poor or no formal education at all.

Taking random census statistics, it can be seen that the South African National Department of Education estimated that 12 million adults in South Africa lacked a basic education (Department of Education, 2003: 63) and the census of October 2001 (Statistics South Africa 2003: 50) suggested that 34% of the South African population was functionally illiterate. Table 1 below summarises the findings of the 1996 and 2001 census (in Aitchison & Harley, 2006: 9) and highlights the historical impact of education in South Africa, identifying race as the single most powerful variable in determining the educational levels of South African citizens (*ibid*):

Race Group	Census Year	No school	Some/ Completed Primary	Some secondary	Grade 12	Higher
Black	1996	28.5%	25.3%	30.3%	14.8%	1.1%
	2001	24.2%	26.1%	33.3%	15.5%	0.8%
Coloured	1996	22.8%	31.4%	33.1%	11.2%	1.5%
	2001	10.1%	25.3%	39.0%	21.5%	4.1%
Asian	1996	8.8%	23.1%	27.8%	36.5%	3.8%
	2001	3.8%	19.6%	33.9%	37.8%	4.2%
White	1996	3.7%	13.9%	19.6%	41.1%	21.7%
	2001	1.4%	14.4%	21.3%	44.3%	30.1%

Table 1: Level of education of South African population, Census 1996 and 2001

Against this backdrop and wanting to make a positive contribution, I applied for a position with a company that provided materials and services in Adult Basic Education and Training (ABET) and in 2001 was appointed Project Manager. My responsibilities included overseeing the implementation and monitoring of ABET programmes through various Sector Education Training Authorities (SETAs). The time spent in ABET affirmed my interest and commitment to adult and vocational education and learning. I increasingly found myself wanting to understand how and why adults learn. In my quest to gain a clearer

understanding of the dynamics of adult learning, I registered for a Masters Degree in Education through the University of the Witwatersrand in 2006 where I specialised in curriculum development. My thesis, *Why are some learners more successful than others in the completion of an ABET course – a case study at a publishing company*, explored the factors determining success rates amongst adult learners.

On completing those studies, I continued to work in adult education, sharing my time between the ABET company and the NGO. My work included e-learning approaches for adult learners; implementing learnerships and apprenticeships; developing and implementing foundational programmes in literacy, numeracy and life skills; training teachers in pedagogy and second language instruction; and exploring the relationship between the workforce, the economy and education and learning. Working across these two organisations, my responsibilities included both teaching adults and developing learning materials that would be used by adults. I also managed ABET and other development projects and programmes on behalf of international funders and also for the South African Department of Labour and the South African Department of Education.

In January 2007 I was appointed to the position of Adult and Vocational Education Adviser on Cascara Island. My duties required assisting in instituting sustainable and relevant learning programmes that would increase registrations and develop the economy of the island. After assuming these responsibilities, I became perplexed by the difficulties associated with the implementation of an adult and vocational education curriculum in the unique and isolated context that characterised Cascara. Wanting to come to grips with the difficulties and also possibly being able to offer solutions to a sustainable and relevant adult and vocational curriculum on Cascara, prompted me to register for a PhD in Education through the University of Pretoria in 2008.

ii) My Approach to Knowledge Acquisition

Although my stance in relation to knowledge acquisition is eclectic, it is predominantly constructivist in nature. I believe that knowledge is created through our experiences and that by continually reflecting and acting on them, we assimilate these experiences and use them to make sense of the world. Piaget (1950) suggested that constructivism is a theory of epistemology based on humans generating knowledge and meaning from an interaction between their experiences and their ideas. Possibly contradictory to a constructivist view is also my belief that knowledge is often innate, or instinctive, and that we use our experiences together with our innate knowledge to create our understanding of the world in which we live. Although, I believe that knowledge is both innate and instinctive, I also see the process of knowledge creation as a fluid and non-static activity. I believe that just as our DNA creates certain structures in our bodies that perform specific functions, the physical responses of these structures are a form of physical knowledge. The responses can be mechanical, chemical, electrical, organic and genetic forms of memory and processing. Each type of knowledge is distinctive and builds onto responses from previous interactions and exposures. In engaging with our environment, our perceptions about the world are constantly being shaped and formed; how we construct knowledge through our *experiences* is largely informed by who we are: what talents and skills we are born with. While I believe that human beings have similar basic instinctive capabilities, I also believe that learning ability is (in most cases) correlated to capability at a certain age.

In my research, this constructivist view is supported by my approach to the study in my attempts to understand the *what*, *why* and *how* of implementing a sustainable and relevant curriculum on the island of Cascara. My research is a qualitative case study which through immersion in the context enabled me to construct my own understanding of the environment in which my research was conducted. In order to achieve my goals of deepening my understanding of the learning challenges facing the island, my family and I lived on Cascara Island for three years while I worked and collected data for this study. This experience was to affirm my premise that knowledge has also a *cultural* context which needed to be considered when formulating views or making assertions about learning on

the island. An observation and respect for cultural difference has been central to the way in which I approach my work – not only in this study but in all of the development work that I have done. Particularly in the context of my research on a remote island, I had to be mindful of the fact that I was an outsider from another part of the world and that the legitimacy of my research largely depended on my respect for the culture and context in which I found myself. I was also mindful that the level of trust that I developed with the research participants, the wider community and the stakeholder group would also impact on my study.

I always aim to be open-minded and sensitive to the context in which I am operating, observing respect and showing consideration for the customs and cultures contained within it. In this research, I acknowledge that a qualitative case study is in itself a celebration of subjectivity. I attempted at all times however, to handle the data gathered through the process as open-mindedly as possible. This required remaining sensitive and flexible to nuances and situations that may arise and call for a change in an approach or action. This supports my belief that you ‘are’ before you ‘know’: how we operate in the real world determines how we construct and use knowledge. I believe that an open-minded approach in which, where necessary, a degree of adaptability is exercised, can result in a meaningful study of how the real world can exist independently of the enquirer’s mind.

As I consider myself a gregarious person, my pedagogical (or for the purposes of this study grounded in adult learning – andragogical) approach was participatory and consultative. Whilst the use of these two approaches may seem contradictory – a participative approach may include consultative exercises. My approach was participative in so much that by engaging stakeholders I was allowing them to inform the decisions that I reached and the recommendations that I made. I consulted with my research participants, in so much that I brought them together to share information and negotiate different ideas and ways forward. The aim of my consultations was to share ideas and to ultimately achieve better decision-making by relevant stakeholders.

I enjoy both verbal and written communication and subscribe to interactive engagement. My approach to data collection, as with most of my other work, has been 'hands-on' and I communicated openly with research participants throughout the process. I also believe that any teaching, training or participatory intervention needs to be meaningful and relevant to all concerned. Thus, my research sought to develop practical knowledge about how a sustainable and relevant adult and vocational education curriculum could be successfully implemented and delivered on the island of Cascara.

PREAMBLE

i) Aims of the Study

The scope of a study of this nature is vast and for this reason it was imperative that clear parameters for the study be laid out at the outset. The Adult and Vocational Education Service (AVES) is a relatively young organisation within the Education Department on the island of Cascara. It was established through consultation with stakeholders across the public and private sectors to provide a vehicle for local skills development given the metropole's Agency for International Development's (AID) decision to construct an airport³ on the island. The funding allocation and stakeholder consultation, led by the AID AVES Consultant, resulted in the development and subsequent approval of a Strategy that laid down the framework for the provision of adult, vocational and lifelong learning on the island. The Strategy outlined particular areas of curriculum focus and was supported further by an Operations Manual which was approved by the island's Education Committee following the adoption of the Strategy. The Operations Manual further provided impetus for the actual curriculum content and implementation within the Service. The curriculum on offer is fairly broad in content and encompasses a range of formal, informal, accredited and non-accredited learning – with a bias towards learning areas that will support activities associated with the air access project and its related economic activities. These include construction related activities, travel and tourism, automotive vehicle maintenance and customer care. (See Appendix 1 for the content of the AVES curriculum as it was at the time of my study).

In aiming to deliver this curriculum, and in its constant efforts to provide the island with relevant adult and vocational learning opportunities that could grow and develop the labour market, the AVES faced many challenges. Many of these challenges arose from the historical and socio-economic factors that brought Cascara to the point at which air access to the island is imminent. Such a

³ In June 2009, while I was undertaking my fieldwork, the AID announced a 'pause' in respect of the construction of an airport on the island. This decision was attributed to the world economic situation and the AID's need to reduce funding streams to dependent territories. However, in September 2010, the 'pause' decision was reverted and in December 2010, a Memorandum of Understanding (MOU) was signed between the government of the mother-country and the Cascarian Government. The MOU requires that the Cascarian Government achieve certain deliverables by April 2012. At the time of concluding this thesis in September 2011, the Cascarian Government was working towards fulfilling the requirements of the MOU.

pervasive change to the accessibility of the island would bring with it many deeply incisive changes that would dramatically impact on all spheres of life. I was interested in understanding what the challenges associated with these challenges might be. With this in mind, I posed my main research question:

What are the challenges of implementing and sustaining an adult and vocational education curriculum on an isolated island?

To assist me to answer my main research question, I framed the study with the following three main aims:

- to examine the current state of curriculum implementation and its associated challenges within the Adult and Vocational Education Service;
- to investigate how the current curriculum is satisfying the needs of the island by aiding workforce development to support economic growth on the island; and
- to explore the challenges relating to the sustainability of the Adult and Vocational Education Service in providing a relevant vocational curriculum.

These aims are explored in relation to the critical questions presented below.

ii) **Critical Questions**

The critical questions that follow have been clustered under categories so as to support the main aims of the study:

Questions about the current state of the implementation of the curriculum:

- Who are the stakeholders responsible for the implementation of the curriculum and who are the beneficiaries of the learning opportunities?
- What are the central design and content features of the curriculum?
- Why have specific learning opportunities been included in – or excluded from the curriculum?

- How is the curriculum operationalised?

Questions about how the curriculum is satisfying the present and future needs of the island:

- Who are the curriculum stakeholders?
- What skills are currently important to the Cascarian workforce?
- Why are these skills important in meeting the changing economic needs of the island?
- How can/does the current implementation of the curriculum support the economic growth of Cascara Island?

Questions about the sustainability of the Adult and Vocational Education Service:

- Who are the stakeholders required to ensure the sustainability of the Adult and Vocational Service, and ultimately the implementation of the curriculum that it offers?
- What are the difficulties associated with sustaining the Adult and Vocational Education Service?
- Why is it important that the Adult and Vocational Education Service provides a relevant and sustainable curriculum?
- How can a relevant curriculum be sustained?

iii) Rationale for conducting the study

The rationale for my study is presented from three different perspectives, these include:

- an overview of Adult and Vocational Education and the Cascarian context;
- my personal motivation for embarking on this study; and
- what I deem the significance of this study to be.

a) Adult and Vocational Education and the Cascarian Context

The overall concept of education encompasses teaching and the learning of specific skills, knowledge, values and attitudes. On a less tangible but more profound level, it is concerned with the exchange of knowledge, good judgement and wisdom (Rughooputh, 2008), which should ideally be centred on a dialogic process between two interested parties. Another fundamental goal of education is to maintain culture across generations (*ibid*) and for the purposes of this study, it is worth considering how in a small isolated context like Cascara, culture is also embodied in the work and vocational activities of the people of the island.

The Cascarian context is currently an interesting and volatile one: Cascara is a dependent overseas territory of a European metropole and lies a five day voyage away from the coast of Africa, its nearest landmass. Access is currently only by sea but there are plans to construct an airport on Cascara in the near future. The island's population has declined by a fifth in the last ten years to less than 4000 individuals. Presently, the workforce between the ages of 20 and 34 comprises 500 adults (Cascara Sustainable Development Plan, 2007: 7). Financial aid from the metropole is the equivalent of 75% of the Gross Domestic Product (GDP) and exports are insignificant in comparison to grant-in-aid funding (*ibid*: 8). The education system is modelled on that of the metropole and since 2006, much funding has been provided to Cascara for the expansion of adult and vocational training and development in preparation for the construction of the airport.

The announcement by the government of the metropole that funding will be provided for the construction of an international airport on the island, was well received by most Cascarians. The funding provision for air access is subject to a Memorandum of Understanding being agreed and signed between the AID and the Cascara Government. Until now, access to the island has only been by ship and the airport construction will undoubtedly lead to far-reaching and deeply impacting social and cultural change. This change will be informed by the social and economic opportunities and challenges that air access will ultimately bring to the island.

As it is the responsibility of a nation to invest in the education of its people, the government of the metropole has funded the development of an Adult and

Vocational Education Strategy specifically designed to address the expected escalation of social and economic change. In addition to this initial funding, the government of the metropole has also provided funding for the subsequent implementation and delivery of an appropriate adult and vocational curriculum on a recurrent basis. The introduction of air access to Cascara Island calls for adult learning opportunities that will enable Cascarians to market themselves so that they can enjoy the economic benefits that may arise as a result of air access (Brookes⁴, 2005: 4).

One of the biggest problems with the creation and implementation of industry-specific learning opportunities in insular and remote contexts, is the maintenance and improvement of education relevant to the diversity and innate nature of the people themselves (UNESCO, 2004: 1). This is further complicated by the need to retain regional and international recognition for the courses made available (*ibid*). As such, a high level of mobility outwards to other shores for education and work is a characteristic of many small island states (Gamerding, 2009: 13). In addition to this, it is also important that the education on offer meets the needs of the economy. Gamerding (*ibid*: 14) observes that:

... [island] nations moving from good to great require not only a healthy environment for employment but also a skilled workforce. The mix is delicate. Making the process work can promote a growing economy. Getting it wrong can result in not only a lack of employment opportunities but a probable national exodus of its talented workforce.

Garmerding's observation also emphasises the need for small island states to draw on the educational experiences of other islands to improve the provisioning of lifelong learning. Often it is difficult for island nations to sufficiently prepare their workforce for the labour market because they lack financial and human resources. This is compounded by the lack of private sector employment opportunities that often exists in small island states. Cascara Island, as is the case with many islands, small states and rural areas, is suffering an economic decline brought about by the migration of its people who leave to further their

⁴ This is a pseudonym.

education and to seek employment at wages higher than what the local economy can offer.

The new strategy of the Adult and Vocational Education Service on Cascara Island lays down a curriculum that is broader than just serving the current economic needs of the island. It sets down a platform that covers the broader notion for lifelong learning in a variety of disciplines (Brookes, 2005: 3). These disciplines are presented in the AVES Curriculum shown in Appendix 1. The strategy seeks to establish an ethos of lifelong learning that presents opportunities that are relevant to the needs of individuals and to needs of the island. The underlying aim of the strategy is to make opportunities that will support economic growth on the island available. My research explored the challenges associated with the implementation of an appropriate, relevant and sustainable curriculum for the Cascarian context, given the insular and isolated positioning of the island.

The main focus of the Adult and Vocational Education Curriculum on Cascara is on vocational and work-based learning that will aid economic activity and improve worker competency. Due to the unique location of the island, the sustainability of the curriculum was (and still is) impacted by many factors that are not always relevant in mainland contexts – these include vocational learning needs specific to the island at any particular time. For example, at the time of my study the adult and vocational curriculum was biased towards activities that would support the construction of the airport as well as the subsequent potential opportunities in tourism that may arise as result of the improved access to the island. Other challenges that relate to the implementation of a relevant and sustainable adult and vocational curriculum on the unique island of Cascara include: limited human, physical and financial resources; challenges with local leadership; the legacy of colonialism; financial dependency; and geographic insularity and isolation. These factors all impact on the provision of adult learning in the Cascarian context and are explored at length in Chapter 1. With these factors in mind, I deemed it necessary for an investigation into the challenges of implementing and sustaining a relevant adult and vocational curriculum within an isolated island context.

b) My personal motivation for conducting this study

In January 2007 I took up the position of Adult and Vocational Education Adviser on Cascara Island on a 12-month contract. The Adult and Vocational Education Service (AVES) was newly established at that time and I worked alongside a local manager towards completing the terms of reference as outlined in my contract, namely:

- identifying adult and vocational learning needs across the island;
- strategic planning for work-based, secondary and community learning provision to meet all learning and training needs (including apprenticeships, National Vocational Qualifications, Vocationally Related Qualifications, generic short courses and distance learning opportunities);
- developing engagement activities to attract people back into learning;
- evaluating the effectiveness of work-based, secondary and community learning opportunities;
- establishing appropriate learning structures and networks to ensure long term sustainability of the delivery of appropriate academic, vocational and community focussed education programmes;
- developing and implementing a learning framework and quality assurance processes;
- controlling the recurrent and aid funded financial budgets; and
- providing advocacy, liaison and reporting to stakeholders, including local government and funders.

I returned to South Africa in December 2007 and towards the end of 2008, the Cascarian Government invited me to return to the island – this time to fill the position of Adult and Vocational Education Manager. To this end, I signed a two year contract and took up the position in January 2009.

The Executive Education Officer (EEO) on the island encouraged and welcomed the research that I had proposed to undertake – citing the advantages that such research could have for the sustainable and relevant provision of adult, vocational and lifelong learning on the island. She was particularly interested in

probing the sustainability of the AVES Curriculum, given the availability of human and financial resources. Further to this, she was also keen to have the relevance and sustainability of the AVES Development Project funded through the metropole's Agency for International Development (AID) interrogated. This project comprises the following components:

1. Apprenticeships in construction; hospitality and catering; travel and tourism; and automotive vehicle maintenance through awarding bodies in the metropole.
2. The establishment of a Health and Safety Training Card scheme.
3. The training and retraining of local tutors.
4. A National Vocational Qualification (NVQ) in Business and Administration at Level 4.

I accepted the Cascarian Government's invitation to return to the island for two reasons: firstly the terms and conditions of the contract had been much improved, and secondly during my initial 12-month contract in 2007, I faced many difficulties and challenges in respect of the delivery of an appropriate and sustainable curriculum for the island. These difficulties and challenges perplexed me and I often found myself contemplating what sort of curricular intervention or approach would best address the unique challenges faced on the island. Conducting this doctoral research gave me the opportunity to uncover and explore problems and solutions in relation to the implementation of an appropriate and sustainable adult and vocational education curriculum on Cascara Island. The process that I have undertaken, and which has culminated in this thesis, provided answers to many of my own unanswered questions. My findings are documented in this thesis in the hope that they will be of benefit to the AVES on Cascara and to other similar learning contexts and environments.

c) The Theoretical, Methodological and Practical Significance of my study

My research findings have the potential to make a contribution at three levels. These areas of significance are:

- Theoretical
- Methodological; and
- Practical

Theoretical Significance

As this study is an investigation into an educational intervention on a small island, it therefore contributes to the literature in respect of education policy and practice in a context that is isolated and remote.

This study is also of importance to the field in so much that it is a description of the atypical socio-political and economic context of Cascara, as a contemporary 21st Century colony of a European metropole. The study also extends the theoretical debate into issues associated with neo-colonialism as the relationship that Cascara has with its metropole is unique. Cascara is also one of the few remaining overseas territories that is entirely dependent on a colonial power.

This study also highlights the consequences associated with geographical isolation and how these impact on the provision of learning.

Methodological Significance

The unique setting of Cascara provided an interesting backdrop in which the research could be conducted. In respect of methodological approach, this study is unique in so much that the fieldwork conducted as part of the case study took place within the clearly defined limits of the island. Whilst a qualitative case study is not a unique research method, the insularity and isolation of Cascara render the case more uniquely challenging and interesting. This was especially pertinent to issues relating to consent, anonymity and confidentiality, as these concerns had to be approached very sensitively and innovatively.

My personal position in the context highlighted the insider-outsider role of the researcher and how my role as an employee and potentially also as the driver of the intervention under study, enabled access and perspectives that would not in all likelihood, have been made available to anyone else undertaking the study.

My classification as either an insider or outsider-researcher was made more complex by my social positioning on the island. Within the context of work, I might have been classified as an insider, whilst as an expatriate government employee; I might have been classified as an outsider. Although an insider in the context of my work as AVES Manager, I had to be mindful of methodological and ethical issues as taking on the role of researcher within the workplace can create a barrier that separates the insider from those in the research setting.

The challenges associated with me having to ensure my distance to the object of study, given my position of manager within the AVES, were carefully considered and further enhanced the originality of the study.

Significance in respect of Policy and Practical Application

The most significant contribution of the study is on how the findings would inform future policy so as to ensure that policies and applications translate into a practicable, relevant and sustainable curriculum.

Of further significant importance is the extent to which this research could make recommendations for the improvement of the curriculum and supporting services currently offered by the AVES on Cascara.

The research findings will not only benefit the government, businesses and the people of Cascara, but could also be used to inform other islands, small states and rural communities with typically limited human and financial resources in their provision of adult and vocational education. Sharing the Cascarian experience and the valuable lessons learnt in the process of curriculum implementation, could extend the scope of adult and vocational training on Cascara as well as in similar initiatives offered in other small and remote locations.

iv) Parameters of the Study

There are five main parameters to this study:

- The Adult and Vocational Education Service on Cascara Island is not typical of any other post-secondary or further learning organisation identified in the literature. It was therefore difficult, on a theoretical level, to make direct comparisons to other island contexts.
- Much of the literature reviewed was not written specifically about isolated and insular island contexts, with a unique colonial legacy such as that of Cascara.
- The decision by the Agency for International Development (AID) to 'pause' the construction of the airport while I was conducting my fieldwork impacted (mostly negatively) on the attitudes of my research participants. The study and this thesis proceeded on the premise that air access would eventually be granted to the island. The AID reversed their 'pause' decision in September 2010, and a Memorandum of Understanding (MOU) between the AID and the Cascarian Government was subsequently signed in December 2010. The MOU requires that the Cascarian Government meet certain deliverables within agreed timeframes before the airport construction project can commence.
- The purposive sample might have excluded stakeholders who could have provided additional valuable insights that related to my study. An attempt was made to negate this limitation by issuing open questionnaires through the local print and audio media.
- To respect the confidentiality of the research participants in the small Cascarian context, member checks were not conducted amongst participants.

v) **Chapter Outline**

This thesis is presented in five chapters:

Chapter 1: Adult Curriculum, the Workforce, Sustainability and Change

This chapter of the thesis reviews the literature relevant to my study.

The first part of this chapter focuses mostly on the trajectory of the provision of adult and vocational education on Cascara Island. Firstly, I introduce the concept of adult and vocational education and then provide a history of its provision on Cascara leading up to the time of my study. This section is concluded with an exploration of adult theories of learning and an investigation into the facilitation of adult learning.

The second section focuses on curriculum, social movements and curriculum change. I review the literature in relation to educational and curriculum change, focussing on stakeholder mobilisation, actual implementation and the institutionalisation of a curriculum. Following on from this, I explore four curriculum development models: essentialism, encyclopaedism, polytechnicalism, pragmatism and curriculum reconceptualisation. Thereafter, I investigate four approaches to curriculum delivery namely: curriculum as transmission, curriculum as product, curriculum as process and curriculum as praxis. I conclude this section by exploring a reconceptualised view of the curriculum.

The third area of the literature review focuses on the relationship between the curriculum, the economy and the workforce. In this section, I explore four economic development theories: economic base theory, competitive industry clusters, entrepreneurship and post-secondary and further education. I then review the literature on capacity building, human capital development and social capital theory. This section concludes with an exploration of the relationship between learning and work, and the role of the employer in changing times.

The final section of the literature review explores historical and local issues that impact on the sustainability of the AVES Curriculum. These issues include local leadership, colonialism, financial dependency and geographic isolation and insularity. This section concludes with brief case studies of the approaches used in adult and vocational education in five dependent islands: the Tokelau Islands (New Zealand); Montserrat Island (United Kingdom); the Falkland Islands (United Kingdom); Norfolk Island (Australia); and Christmas Island (Australia).

Chapter 2: Methodological Account: A Qualitative Island Case Study

This chapter of the thesis presents details of the qualitative research approach and the case study methodology that I adopted in planning, conducting and writing up this study.

In documenting the processes undertaken, I first embark on a detailed account of how I approached ethical issues in my research. To this end, I reflect on my position within the framework of the study – both as the manager of the AVES and as a postgraduate fieldworker. I then provide details of how I addressed issues of consent, confidentiality, anonymity and the use of pseudonyms. I also provide details of how the research data will be stored.

Following on from this I present details of the research design. In doing this, I provide particulars of, and a justification for, the selection of research participants in my purposive sample. I also outline the research timeframes.

Next, I provide a detailed account of the data elicitation techniques used. These include: document analysis; questionnaires; unstructured, semi-structured and focus group interviews; workshops; and the use of local print and audio media.

With the research instruments outlined, I provide details of the data analysis process that I undertook, focusing on: transcription, content analysis (coding and categorisation) and discourse analysis.

The final section of this chapter contemplates the trustworthiness (validity and reliability) of the data and is presented in the following sections: descriptive validity; interpretive validity; member checks; triangulation and crystallisation.

Chapter 3: Data Representation and an Analysis of the AVES and the AVES Curriculum in the Cascarian Context

This chapter reflects on the notion of change within the dynamic and fluid context of Cascara. An analysis of the data provides insights into how the AVES Curriculum could be sustainably delivered to support this change.

Firstly, the analysis explores the AVES as a state apparatus; it then incorporates the responses of research participants to the AVES Strategy and its supporting curriculum. The contributions of research participants are presented in relation to their responses to socio-economic and curricular change.

I then present the data and analysis in respect of the current curricular content under the AVES and I also identify gaps in the current provision. Following this, findings regarding the effectiveness and sustainability of the AVES Curriculum are presented, particularly around: accredited learning, unaccredited learning, the AVES AID Development Aid Project and e-learning. After this, I present the andragogical experiences and expectations of AVES learners and other AVES stakeholders.

The chapter concludes with my analysis of numerous sustainability areas that present risks to the ongoing provision of learning under the AVES. These include operational issues, historical and local nuances, and the need to integrate lifelong learning on Cascara Island.

Chapter 4: Rising to the Challenge: Recommendations to the AVES

This chapter has been designed so that it can stand-alone as a separate recommendations document. The chapter brings together all of the data collected through the research process and it is presented in such a way that it may serve as review document for the AVES and its associated stakeholders.

The chapter presents numerous recommendations that include: pressing priorities for the AVES; the notion of Integrating lifelong learning so that resource utilisation is maximised; the content and the delivery of AVES learning areas; the AVES staffing structure; the quality of learning programmes; leading the AVES Strategy; AVES Charging Policy and funding; information, advice and guidance; and the next steps for the AVES.

This chapter concludes with recommendations for future research.

Chapter 5: Epilogue: Cascara, the AVES, My Study – A Final Reflection

This chapter brings the thesis to closure and offers a final reflection which focuses on the island of Cascara, the AVES, the curriculum and my study. In this brief chapter, I reflect on the literature reviewed, my methodological approach and my findings in relation to the change underway on the island of Cascara. I also reflect on the theoretical; methodological; and the policy and practical significance of my study.

vi) Introductory Description of the Socio-Political and Economic make-up of Cascara Island

To help my readers contextualise the island of Cascara, I provide some important characteristics about the country so as to present an overall picture to the context in which I conducted my study. In doing this, I focus mainly on broader characteristics that are either peripheral or historical to my study. These include governance; population; religion; education; language and literacy; infrastructure; entertainment; and civic society.

Governance: The Chief of State is the monarch of the metropole. The local head of government is a Governor appointed by the monarch. The cabinet consists of Executive Council: the governor, 3 ex-officio officers and 5 elected members of the Legislative Council. The unicameral Legislative Council comprises 17 seats, including a speaker and deputy speaker, twelve elected members and three ex-

officio members. Members are elected by popular vote to serve a term of four-years.

Population: The Island has a population of about 4000 and this is declining for numerous reasons that will be discussed in this study. The indigenous people of the island descend from slaves from West Africa, Madagascar and the Maldives. Additionally there were workers from Europe, South Africa and from China. Gene pools were mixed so that ethnically a number of the islanders came to resemble, so called, Cape Coloureds – people of mixed race in South Africa.

Religion: The majority of people belong to the Anglican Faith. Other Christian denominations on the island include: Roman Catholics, the Salvation Army, Baptists, Seventh-day Adventists, New Apostolics and Jehovah's Witnesses (the second largest religion on the island). The Baha'i Faith also has a following on the island.

Education: Education is free and compulsory between the ages of 5 and 16. There are three primary schools and one secondary school for 11-18 year olds. The AVES is the only avenue on the island for tertiary education.

Language and Literacy: The official language of the island is English – which is spoken in a dialect unique to the island. Literacy levels are high at 97%. Most citizens have, at the very least, basic literacy and numeracy. Literacy levels are higher in girls than in boys; and in adults than in children.

Infrastructure: The Island has a good network of hard-surfaced roads that on some turns and steep inclines reduce to single lanes only. Government provides water and electricity at advertised rates. Good telecommunication networks exist with access to the World Wide Web.

Entertainment: By first world standards, activities on the island are limited. There are numerous outlets for the hiring of DVDs and videos. Picnicking, hiking and walking are also very popular. The island also has a nine-hole golf course. There are also numerous sporting organisations that include: cricket, football, volleyball and shooting. There is one Olympic-sized swimming pool and boating,

deep-sea diving and fishing are also popular. There are many bars and public houses which arrange regular social functions.

Civic Society: As stated above, there are numerous churches and sporting societies. There is also a women's orchestra and a Lady's Corona Society. Trade unions exist for the building trade, with a Chamber of Commerce that represents the private sector. The Chamber of Commerce works with the Cascara Development Bureau to support private sector growth and development. There are no political parties. There is a state owned media corporation (print and audio), as well as an independent press that is outspoken on island issues.

CHAPTER 1

ADULT CURRICULUM, THE WORKFORCE, SUSTAINABILITY AND CHANGE

The relationship between the abstract world of academic education, unaffected by the world of practical reality, and vocational education, rooted in practical work, but not consciously linked to the laws of science which underlie the practical, is a classical theme in the sociology of knowledge and in education policy. The issue of further integration of vocational and general studies has now emerged as a political issue. This has come about not as a result of any theoretical clarification of these two traditions in education, but rather, it is an acknowledgment of the fact that developments within the sphere of technology are radically altering occupation division as well as the contents and organisation of labour. This creates a more urgent need to integrate the different elements of the learning process (Mjelde, 1995: 147).

Mjelde's observations highlight the necessity for training to serve the ever changing needs of the economy. This chapter contemplates the curriculum, the workforce, the economy, educational change and issues relating to sustainability with a particular emphasis on the island of Cascara. Curriculum is analysed with regards to its relevance to adult and vocational learning opportunities so as to ensure that work-based skills development can support economic growth. This review also focuses on how these learning opportunities can be sustainably offered in the colonial yet changing environment of Cascara Island. To this end, this chapter is presented in four sections:

- Adult Learning on Cascara Island
- Curriculum, Change and the Cascarian Context
- The Economy and the Workforce on Cascara Island
- Sustainability Issues and International Lessons

The sections in this chapter have been organised to closely address the three broad aims of the study.

1.1. ADULT LEARNING ON CASCARA ISLAND

As the notion of curriculum is central to this thesis, I commence with the concept of Adult and Vocational Education. After this I offer a trajectory in which an historical overview of the provision of Adult and Vocational Education on Cascara Island is provided. Thereafter, I provide a synopsis of the current state of adult and vocational learning provision on the island. My discussion then shifts to a contemplation of educational theories concerning adult learning. In doing this, I explore the adult learning theory of andragogy in detail and also draw on the additional adult learning theories of transformational and self-directed learning. I conclude with an exploration of approaches to tutoring that are best suited to the provision of adult learning; this section includes a synthesis of the issues covered.

1.1.1. Introduction to Adult and Vocational Learning

Adult learning (or andragogical) initiatives, as with child (or pedagogical) initiatives, have a focus that entwines the political, social and economic ideals of government and decision-makers (Zemke, 2001). They bring together the general functions and responsibilities of the learning to be offered within in the context of any particular nation. The aim of the learning is to meet the demands of current and future economic needs. Adult learning encompasses a broad spectrum of learning in both the formal and non-formal education sectors. Adult learning can therefore be structured, specialised, incidental or general in nature. Adult and Vocational Education (AVE) is offered on Cascara Island under the Adult and Vocational Education Service, for this reason adult learning in the context of this thesis is referred to as Adult and Vocational Education.

The literature indicates that AVE may be an outdated term (Scott & Sarkees-Wircenski, 2004) and that historically, it is the term that was used for what is currently called Career and Technical Education (CTE). The primary aim of CTE was to provide skills development to potential workers which improved their employability rather than focussing on purely academic aims and disciplines. Scott & Sarkees-Wircenski (*ibid*) suggest that the purpose of vocational education is to prepare school leavers for entry level employment. The shift from

'vocational' to 'career and technical' reflects a broader expansion on the emphasis for developing academic and vocational skills to secondary school graduates. The problem with the umbrella term of CTE is that in many circles it is concerned primarily with secondary and post-secondary education. Adult and Vocational Education is much broader in the Cascarian context: it encompasses the notion of lifelong learning and aims to provide learning pathways to learners from the age of 16 (Brookes⁵, 2005: 3). Silverberg, Warner, Goodwin & Fong (2002) suggest a broader definition of CTE: they contend that CTE reflects a country's economic and social investment in education. They further argue that CTE is also preoccupied with the development of workers to foster employability. Keating (2002) takes this view of CTE further by suggesting that its purpose is to improve the productivity and competitiveness of both the individual and the country. It should be noted that this view embodies the present-day aims of the AVES. Lynch (2000: 20) suggests the following four purposes of CTE:

1. providing career exploration and planning;
2. enhancing academic achievement and motivation to learn more;
3. acquiring generic work competencies and skills useful for employment; and
4. establishing pathways for continuing education and lifelong learning.

Singularly and compositely, these four aims and purposes are in line with the Adult and Vocational Education Strategy in its quest to provide adult learning opportunities. This thesis will, however, place more emphasis on the learning required to improve work-competency and skills and as such to ultimately promote economic activity.

In other countries such as Russia, the Czech Republic and Botswana (Pavlova, 2009) the provision of learning as described and outlined by Lynch is also called Vocational Education and Training (VET). VET is often inaccurately seen as a more practical means to an end, but it is accurately more concerned with offering an alternative route in education. Wiles & Boni (1993) suggest that VET essentially aims to produce employable and self-employable individuals and to increase their skills levels for effective participation in the global economy and knowledge society. This definition also finds similarities with what the Adult and

⁵ This is a pseudonym.

Vocational Education Strategy on Cascara Island aims to achieve: a curriculum based on learning areas that aim to aid current, or imminent, economic activity.

Clarke & Winch (2007) content that the term ‘vocational’ points to explicit links that are developing between curricula and the external world. They suggest that the notion of vocational goes beyond subjects like Engineering and Business Studies (which have an explicit vocational orientation) and moves towards subjects like History and Computer Science which are themselves also becoming vocational in orientation (*ibid*) due to technological advancements and a shift in traditional conceptions towards the world of work. Clarke & Winch further suggest that vocational learning has its basis in the attainment and application of skills. To this end, they suggest that the idea of a skill is both descriptive and evaluative:

The descriptive element itself contains evaluations. It indicates that the activity in question has come to the standard appropriate to that activity. To describe an activity as having being performed with skill is both to categorise the activity and to place a high mark on it (Clarke & Winch, 2007: 56).

Clarke & Winch contend that vocational education is premised on the acquisition of skills for work-related activities. We might therefore deduce that this view can be broadly extended to the wider concept of adult education. For the purposes of this study, adult learning is referred to as Adult and Vocational Education as this is what it is called on Cascara Island. Where it is referred to, it also encompasses the current notion of CTE as presented by Lynch (2000).

I now turn my discussion to adult and vocational learning in the Cascarian context. Before I enter a discussion on current learning initiatives and opportunities available through the AVES, I provide an historical overview of adult and vocational learning on the island to date.

1.1.1.1. History of Adult and Vocational Learning on Cascara Island

The Adult and Vocational Education Service on Cascara Island was established in June 2006 as a new sector of the Education Department. Historically, skills

and trades on Cascara were primarily passed down from generation to generation with little or no formal or theoretical training or underpinning. This tradition of passing down skills has for the most part served the island adequately in that, through the generations, trades people on the island have been able to perform tasks across a range of disciplines.

Since 1946, schooling on Cascara was based on the metropole's 11+ selective system which separated vocational and academic students at secondary school level. This system was initially adopted to raise educational standards given the island's limited resources (George⁶, 2009). It was successful in implementing the curriculum of the metropole, making a valuable contribution across all of the government departments as well as in the private sector through the quality of students that it produced (*ibid*).

In the early seventies a shortage in trade skills was identified on the island and to this end, a Trade School was established. The Trade School operated under the Education Department in liaison with the Municipal Services Department (MSD). The school provided instruction in carpentry, joinery, motor mechanics and masonry with the MSD providing instruction in the Electrical and Plumbing Trades (Seath, 1995). The school was considered a success in that it provided skilled trades' people to the workforce. Despite this, the need for an overall change in the education system was acknowledged in the early eighties (George, 2009). A visit by relevant decision-makers to the island at that time secured funding from the Agency for International Development (AID) for the construction of a modern, centralised secondary school. This led to a total reorganisation of the Education Service and Cascara Community High School (CCHS) was completed in the late eighties. The school housed a state of the art technical block which would, it was hoped, continue the trades training previously offered at the Trade School (Seath, 1995).

Thus, it was intended that CCHS would continue to provide students under the age of 16 years with some general training in a technical field and the choice to do the General Certificate of Secondary Education (GCSE) level courses in

⁶ This is a pseudonym.

“building, metalwork, woodwork, motor mechanics and technical drawing, following which academic support would be offered to students undergoing a two year vocational apprenticeship under a youth training scheme” (Cascara Vocational Training Initiative, 1997: 1). It was felt that attainments would be of a good enough standard to allow students to write the City & Guilds exams in 1992. This led to the creation of vocational scholarships for students aged 16 – 18+ in the form of apprenticeships, which involved a training component in the metropole. This route was expensive and only provided access to two students each year. The success of the plan “proved patchy with recurrent problems of securing appropriately skilled instructors in the required trades and the competing priorities of apprenticeship training and core curriculum teaching” (*ibid*). By the mid-nineties, local apprenticeships were instituted and the responsibilities of implementing and administering them were split between the employing government department: the Personnel Department (now called the Human Resources Department), or the Education Department in the case of government employees; or the Cascara Development Bureau (CDB) in the case of private sector employees. After continued efforts to keep these vocational opportunities available, a lack of human and financial resources saw their demise by the end of the nineties. At that time, the Personal Department oversaw work related training for the public sector, while the CDB focussed their energies on the private sector. Neither the notion of lifelong learning, nor a deep commitment to work-based skills development, was really operational or evident at that time (Seath, 1995).

In September 2000 the Education Department made another attempt to reinstate vocational learning opportunities at CCHS. A vocational training co-ordinator was employed and consultation with the private sector resulted in the establishment of apprenticeships that involved public/private partnerships. It was envisaged that the school would offer courses in plumbing, electrics, masonry, carpentry, motor vehicle studies, catering and agriculture (Lincoln⁷, 2000). Again, the lack of locally available human resources, and the expense of recruiting personnel from overseas did not make these opportunities viable and the initiative was not as successful as had been hoped (*ibid*).

⁷ This is a pseudonym.

O'Brian (2001: 2 - 3), a visiting education adviser, identified a problem in the provision of adult and vocational learning and suggested that Cascara needed:

... a major cultural change and a shift in emphasis to a people-centred approach to development. To realise the vision, incremental improvements in existing delivery mechanisms and programmes are, on their own, unlikely to achieve the desired result. A paradigm shift in strategic thinking is required that convinces individual adults and young people that learning is exciting, life enhancing and worthwhile, and that the attainment of the right knowledge and skills will lead to employment, progression and personal fulfilment. Simultaneously, employers must be convinced that systematic engagement in training and the development of their workforce will raise productivity, competitiveness and profit.

It was sentiments such as these that made it pertinent for the Cascara Government and the AID to take positive action so that lifelong learning, whether for vocational, work-related or personal benefit was made available to the people of the island.

With an urgent need to give Cascarians an opportunity to learn and develop vocational and business skills, the AID funded and tasked a consultancy with the development and subsequent implementation of an Adult and Vocational Education Strategy. The development of this Strategy resulted, during 2005, in the establishment of a centralised Adult and Vocational Education Service – a division of the Cascarian Education Department.

The establishment of the Adult and Vocational Education Service on Cascara supported one of the Education Department's strategic objectives, which was to "continue to raise the standards of education for the people of [Cascara]" (Lincoln 2007: 7). The Adult and Vocational Education Service is providing education beyond the statutory requirement for schooling from 5 to 16 years from and 16 to 18+ years.

The task of implementing the Adult and Vocational Education Strategy was approved by Executive Council in November 2005 and "has meant partnership building, overcoming organisational constraints as well as promoting and delivering fledgling services not yet fully resourced either financially, materially or

in staffing” (*ibid*). The implementation of this Strategy became the task of the Adult and Vocational Education Service.

1.1.1.2. Current Provision of Adult and Vocational learning on Cascara Island

The Adult and Vocational Education Service (AVES) is headed by the Adult and Vocational Education Manager, the post which I occupied between 2009 and 2010. There are three co-ordinators who oversee the implementation of the curriculum offered by the Service. These are the Community Learning Co-ordinator, the Information Technology Co-ordinator and the Accreditations Officer. The Service is also supported by an Administrative Officer, two additional administrative staff, a Cleaner/Messenger and a General Maintenance Technician. It is the management team (the AVES manager and three co-ordinators) who are responsible for implementing the curriculum of the Adult and Vocational Education Strategy. The AVES Manager is responsible to the Executive Education Officer (EEO). With the realisation that vocational training had been neglected, and due to numerous factors that impacted on education and training, it was recognised that the provision of adult and vocational learning on the island needed to be restructured. Until the implementation of the new Adult and Vocational Education Strategy training was done on a relatively *ad hoc* basis with different government departments and private sector business overseeing their own training. A large portion of the government’s training was overseen by the Human Resources Department, with the CDB assisting the private sector with their training needs.

The new Adult and Vocational Education Service Strategy was developed because of the imminent change at a social and economic level on the island. Initial research was conducted by a United Nations (UN) funded consultancy which identified the following reasons for the development of adult and vocational education on the island:

- A need for a sufficient, centralised budget; genuine partnership working; a coordinated management approach to training delivery;
- a wide variety of skills gaps ranging from basic skills, trade skills to high level management skills;

- training programmes that need to be diverse to meet the needs of individuals, government and private sector employers; and
- a need for appropriate recognised qualifications (Willerup, 2006: 78).

It was for these reasons that the Cascara Government (CG) formally approved an Adult and Vocational Education Strategy. The Strategy was developed through an AID funded consultancy that operated through the Unit for International Development and Training (UIDT) attached to an internationally recognised and accredited university in the metropole. UIDT operates and manages the Cascara Education Development Programme (EDP) and offers support to the Education Department in all of its sectors. Additional support is also offered directly through the AID in the metropole through a specifically appointed Overseas Territory Education Adviser. The collaborative efforts of all relevant stakeholders, both on the island and in the metropole, resulted in a mission statement that underpins the implementation of the Cascarian Adult and Vocational Education Strategy. To this end, the mission is to:

Provide [Cascara] with an appropriately skilled and qualified workforce able to meet its future needs in relation to growth and sustainability by defining and meeting the changing training/learning needs of the individual organisations and enterprises of [Cascara] through an efficient, cost effective, professionally managed and centrally coordinated Adult and Vocational Education Service (Brookes, 2005: 5).

To this end, the Strategy (*ibid*) outlines a number of key elements that include:

- Management of Learning
- Partnership Working
- Providing Resources
- Learner Needs
- Young People
- Adults
- Learner Motivation
- Funding

The Strategy aims to ensure that vocational education on Cascara meets the needs and wants of the people of the island. Thus, it aims to offer course content and learning opportunities that are wide in scope and that have a flexible approach to delivery. The Strategy (Brookes, 2005: 9) further suggests that vocational learning provision should be about:

- improving specific work-related skills to further an individual's employment opportunities and/or for the individual's organisation;
- the undertaking of programmes for the improvement of numeracy and literacy skills (basic skills) for employment purposes or simply self-betterment;
- participating in some form of cultural or sports programme either for 'leisure or pleasure'; and
- simply learning for learning's sake and getting pleasure and personal fulfilment from study.

Adult and Vocational Education on Cascara is to be seen in its broadest context as lifelong learning. Hence, it is concerned with the delivery of a wide variety of learning provision, delivered to as many people as possible in a flexible and rewarding way. A major part of the Strategy is concerned with work-based skills. For Cascara to have economic growth and sustainability and, in particular, to provide support to the access project with all its associated financial benefits, a well trained, skilled and motivated workforce is a pre-requisite. This Strategy aims to assist individuals in having the right skills and qualifications that they need to be both employable and personally fulfilled. The strategy also aims to ensure that employers, in both the public and private sectors have an appropriately skilled workforce to support their success and hence the development of Cascara.

In order to achieve economic growth and sustainability, the Strategy (Brookes, 2005: 19) states that the following must occur:

- skills, training and qualifications must exactly match the needs of present and future employers, for example, access contractors;
- both employers and employees must be made aware of the economic opportunities that will emerge from access and the associated requirement for, and benefit of relevant training;

- potential learners must be motivated to re-engage in learning;
- training must be provided in ways that suit everyone through greater investment in training, offering relevant qualifications and providing flexible delivery of training;
- close partnership working between the Education Department, other Government Departments and the private sector to ensure appropriate and effective delivery and monitoring of relevant training.

As part of the AID's investment to prepare the island for air access, an education development aid project under the AVES umbrella was granted in 2007. This project is referred to on the island as the AID AVES Development Aid Project and provides funding of just over US \$1 million⁸ over a period of four and a half years. With the prospect of the air access project, the AID AVES Development Project aims to address the training requirements of both the public and private sectors on Cascara. It also endeavours to ensure that the people of Cascara become a valuable and productive human resource to meet the political, economic and social changes facing the island. The Cascara Government holds 'Investors in People' status which indicates a commitment by the government to the develop the skills of its people. This Development AID project aims to offer programmes whereby Cascarians can engage in industry-specific education and skills programmes. It was proposed that the project formally adopt the National Qualifications Framework (NQF) of the metropole for its vocational curriculum. Hence, in 2007, a Cascarian learning framework was developed and approved by the Education Committee. The Cascara Qualifications Framework (CQF) was modelled on the NQF of both the metropole and another country where much of the training is accessed (See Appendix 2). The framework is based on progression through a number of levels that assist in defining knowledge and skills competency and providing a common route for recognised learning progression. The framework provides an easy comparison of learning offered through AVES, particularly learning opportunities that have international accreditation.

The development aid project therefore comprises four components, namely: Apprenticeships; Construction Skills: Instructional Techniques; and a National

⁸ All financials in this thesis are shown in United States (US) Dollars (\$)

Vocational Qualification (NVQ) in Business and Administration at Level 4⁹. A summary of the components approved in the project memorandum by the AID follows:

Component 1: The introduction of accredited training programmes equivalent to Apprenticeship Awards through City & Guilds (C & G)

These training programmes aim to support infrastructure development during and post the airport construction. The apprenticeships on offer are in the following areas: motor vehicle maintenance, construction & masonry, Catering & Hospitality and Travel & Tourism.

Component 2: The establishment of the Construction Skills Certification Scheme (CSCS) or an international equivalent and the introduction of a NVQ in Construction

This component concerns itself with the establishment of a NVQ in construction in order to improve and recognise skills and competencies in the area of construction. This will result in a more competent, informed and motivated workforce in the field of construction. Furthermore, it is anticipated that Construction Skills (CSkills), the awarding body in the metropole, will approve the Construction Skills Certification Scheme (CSCS) to guarantee that construction workers are competent to work efficiently and effectively to ensure that they comply with and are aware of, international aspects of health and safety in the working environment.

Component 3: The development of a bank of part-time, trained work skills and craft skills instructors through the delivery of a series of instructional technique programmes

This component concerns itself with developing a number of suitably trained instructors or tutors in a variety of disciplines. It is crucial that future initiatives

⁹ A Level 4 NVQ falls within the Higher Education band of the NQF. Level 4 achievements can contribute or be equated to: certificates and diplomas of higher education, first degrees and higher degrees. See Appendix 2 for positioning of Level 4 on the NQF.

regarding the continuing development of the island's infrastructure and human resources are fully supported and that instructional interventions are implemented to develop local human resources, as well as the local skills base on the island. In order to ensure that AVES continues to offer a relevant range of learning opportunities that are delivered to recognised standards, it is essential that the Service has at its disposal a bank of suitably trained tutors and instructors.

Component 4: The introduction of an NVQ in Business and Administration at Level 4

It was identified by the AVES AID Consultant during his development of the AVES Strategy that Cascara needs to improve administrative functions to support change and economic development. The introduction of an NVQ in Business and Administration will provide the opportunity for the further development of business and administrative skills already gained at the lower levels. This component aims at developing a number of middle-management personnel in both the public and private sectors who would have already achieved NVQ Level 3 or equivalent.

Summary

The AVES Development Aid Project meets the Cascara Government's (CG) National Strategic Objectives to:

- improve the standard of education for the people of [Cascara]; and
- development of a sustainable workforce, (Cascara Sustainable Development Plan, 2007: 2).

Developing human resource capacity on Cascara is a key issue within the Sustainable Development Plan. The project also accords with one of the specific objectives of the AID (AID, Strategic Planning Instructions, 2009: 1), namely:

- better education, health and opportunities for poor people.

In theory, the AID AVES Development Aid Project appears to offer a practical solution to the imminent change and development that will result from the air access project. The implementation of this project presented many problems that relate to the sustainability, the geographic insularity of the island and the shortage of human resource. These challenges will be presented in the data representation and analysis chapter.

Another reason for the difficulties associated with the implementation of the AVES Development Aid Project might be attributed to the baseline records used to design the project contents. Precise details on learner statistics, including a national skills audit and a national training needs analysis, have not been accurately or actively kept and a database containing these statistics has not yet been developed. The training pool is relatively limited with the island's population in 2008 standing at 3878 (Cascara Census Report, 2008). Seventeen percent of the population are of school going age, with a further 8% not yet of school going age. The population is an aging one with 36% of the population at or above retirement age which is 60 years old for woman and 65 years old for men. This essentially leaves only 39% (or 1482) people of trainable age for the development of the economy. The declining population and the very real shortage of human resources on the island has meant that Cascarians of retirement age are still working – at least on a part-time basis. Some retirees avail themselves of learning opportunities and continue to make a valuable contribution to the development of the island and its people.

The AVES holds an awards ceremony twice a year and a review of the programmes for the ceremonies held in October 2008 and April 2009, indicated that a total of 389 awardees received 623 certificates altogether. My data, gathered in 2009, revealed that the AVES has been criticised for handing out certificates too freely. This will be discussed more fully in Chapter 3. The certificates issued ranged from, for example, 2-hour beginner courses in an Information Technology (IT) application, to a National Vocational Qualification (NVQ) that may take up to 12-months to complete. Most learners are from the public sector as this is where most of the island's population are employed. The AVES also accommodates the School of Nursing on behalf of the Department of Public Health, as well as the Teacher Training Centre on behalf of the Education

Department. Graduates from these training centres are also included in the AVES awards ceremonies. The AVES and the Cascara Development Bureau (CDB) also work in partnership to encourage private sector participation in learning provision. To this end, the bureau essentially outsources its training and offers funding to the AVES to ensure private sector development in strategically identified areas. These areas for the 2009/10 and the 2010/11 financial years were Welding, Food & Hygiene and Construction Heritage Skills training.

Having provided an explanatory background regarding the AVES in the wider Cascarian context, I now turn to a discussion on adult learning. When formulating an approach to adult education, careful cognisance should be given to the fact that in adult education, the reasons, aims and objectives of learning differ from that of a child's education. Not taking this fact into consideration could mean placing the success rate of the learning or training intervention at serious risk.

1.1.2. Theories of Adult Learning

There are many different theories of adult learning. In this section, I will explore three:

- andragogy – a grand narrative of adult learning;
- transformational learning; and
- self-directed learning.

1.1.2.1. Andragogy¹⁰ - A Grand Narrative of Adult Learning

The German teacher, Alexander Kapp, is thought to have first used the term *andragogy* in 1833 to describe the educational paradigm of Plato (Ozuah, 2005: 84). This paradigm is largely concerned with seeing the learner as an individual and understanding that different approaches to learning will be more or less effective with individual learners. The term was later used by Lindeman (1926)

¹⁰ I recognise that 'andragogy' refers to the teaching of males or men. For the purposes of this thesis, 'andragogy' will be used in reference to the 'the teaching of adults', both male and female.

but became popularised by Knowles in the late 1960s and early 1970s. Knowles theorised on the differences between pedagogy and andragogy.

According to Conner (2004: 123) 'pedagogy' literally means the art and science of educating children and is often used as a synonym for teaching. More accurately, pedagogy embodies teacher-focussed education where teachers assume responsibility for making decisions about what will be learned, how it will be learned, and when it will be learned. In contrast to this, *andragogy* a theory of adult learning, "attempts to explain why adults learn differently to younger learners" (Knowles, 1984: 6). More importantly, it acknowledges that adults' reasons for learning are often very different to those of younger learners.

The traditional meanings associated with pedagogy relate it to 'training' in that it encourages "convergent thinking and rote learning" (Donovan, Bransford & Pellegrino, 1999: 122). Educational theorists, like Dewey (1902) believed formal schooling was falling short of its potential because of its preoccupation with teacher-focussed learning. Dewey stressed the advantages of learning through various learner-centred activities rather than traditional teacher-centred pedagogy. He maintained that children learned more from a guided experience than they did from authoritarian instruction. As such, he subscribed to a learner-focussed education philosophy suggesting that learning *is* life - not just a preparation for it. Lindeman (1926: 83) raised concerns about the need to teach adults differently. He wrote:

Our academic system has grown in reverse order. Subjects and teachers constitute the starting point, students are secondary. In conventional education the student is required to adjust himself [*sic*] to an established curriculum Too much of learning consists of vicarious substitution of someone else's experience and knowledge. Psychology teaches us that we learn what we do Experience is the adult learner's living textbook.

Theories of andragogy evolved out of concerns such as those raised by Lindeman. Although andragogy was initially defined as "the art and science of helping adults learn," (Conner, 2004: 127) it has taken on a broader meaning that implies an alternative to pedagogy. As such it refers to learner-focussed

education for people of all ages (Knowles, Swanson & Holton, 2011). This point is particularly relevant to the AVES in the Cascarian context as the Service has been tasked with providing learning (of a personal and professional nature) to mature learners across a wide age range. In respect of my study, I was interested in understanding how these learner-focussed training interventions were aiding island growth and what challenges had to be negotiated in attempting to sustain them.

Andragogy also assumes that “the point at which an individual achieves a self-concept of essential self-direction is the point at which he [*sic*] psychologically becomes [an] adult” (Donovan *et al.*, 1999: 122). This is a very important point in the intellectual, emotional and social development of a person because, despite the overt gender bias in Knowles’ (1975: 56) quotation:

... a very critical thing happens when this occurs: the individual develops a deep psychological need to be perceived by others as being self-directing. Thus, when he [*sic*] finds himself [*sic*] in a situation in which he [*sic*] is not allowed to be self-directing, he [*sic*] experiences a tension between that situation and his [*sic*] self-concept. His [*sic*] reaction is bound to be tainted with resentment and resistance.

Knowles’ repetitive use of the word ‘self’ in the above quote strongly implies the degree to which adult learners need to be in control of and, indeed, take control of their own learning pathways. For me, it was also important to understand how the AVES curriculum provided a platform for individuals to develop themselves and in so doing make a positive contribution to the island’s economy – whether in the public or private sectors. It was also important for me to understand how such learning opportunities could be sustainably offered over time.

Zemke (2001) argues that adults bring a wealth of information and experiences to the learning environment and as such, they generally want to be treated as equals (to each other and to the teacher) so that they are free to direct themselves in the learning process. This point was important to my study as the overall sustainability of the curriculum would be determined by the take up of courses and learning opportunities on offer through the AVES. If learners do not feel valued as adult or mature learners, they will generally choose not to

participate in learning opportunities. Zemke (2001: 6) presents a comparison of the theories of andragogy and pedagogy. These are shown in Table 2.

	Andragogy	Pedagogy
Demands of learning	Learner must balance life responsibilities with the demands of learning.	Learner can devote more time to the demands of learning because responsibilities are minimal.
Role of instructor	Teachers guide the learners to their own knowledge rather than supplying them with facts. Learners are autonomous and self-directed.	Fact-based lecturing is often the mode of knowledge transmission. Learners rely on the instructor to direct the learning.
Life experiences	Learners have a tremendous amount of life experiences. They need to connect the learning to their knowledge base. They must recognise the value of the learning.	Learners are building a knowledge base and must be shown how their life experiences connect with the present learning.
Purpose for learning	Learners are goal-oriented and know for what purpose they are learning new information.	Learners often see no reason for taking a particular course. They just know they have to learn the information.
Permanence of learning	Learning is self-initiated and tends to last a long time.	Learning is compulsory and tends to disappear shortly after instruction.

Table 2: Comparison of Andragogy and Pedagogy

When Zemke's comparison of the theories of andragogy and pedagogy are deliberated, it is evident that the learner is viewed very differently under these two approaches. The curriculum on offer under the AVES on Cascara provides a wide scope of learning opportunities, due to the relatively small size of the Service and the population that it serves, all learning philosophies are not always fully considered or integrated into the practical andragogy. The curriculum on offer under the AVES is also largely practical and outcomes driven, it also places the responsibility of enrolling and attending learning opportunities on to the learners themselves. For the most part, it would be assumed that attendance is not deemed compulsory by employees.

With andragogy, adult learners need to know why specific learning is required before undertaking to participate in it. They need to be responsible for their own decisions and they should be treated as capable of self-direction. According to Knowles (1984: 7) andragogy acknowledges that learners have a variety of life

experiences which “represent the richest resource for learning” and that adult learners are ready to learn those things they need to know in order to cope effectively with life and work situations. Andragogy also recognises that adult learners are motivated to learn to the extent that they perceive that it will help them to better perform tasks they encounter in life situations. For my study, I needed to ascertain what curriculum was on offer under the AVES and to what extent this curriculum was meeting the needs of the people of the island. For the most part this extended to ascertaining how far the training on offer was aiding people to develop their working skills within the public and private sectors to the overall benefit of the island’s economy. With this aim in mind, it is worth mentioning Rachal’s (2002: 210 - 227) “seven criteria for [successful] andragogical studies”, which include:

- voluntary participation;
- elevated adult status;
- collaboratively-determined objectives;
- a measure for satisfaction;
- performance-based assessment of achievement;
- a facilitator or guide without assumed status; and
- an appropriate learning environment.

These criteria support the trend in recent times for andragogy becoming accepted as being a theory of learning that is not exclusively for adults. Pratt (1997: 165) criticised Knowles for comparing learning processes in children and adults and for his use of self-directedness as a definition of adulthood. In his criticism, he identifies three concerns with Knowles’ theory by stating that:

... [there is] a confusion between whether he is presenting a theory of teaching or one of learning; a similar confusion over the relationship which he sees between adult and child learning; and a considerable degree of ambiguity as to whether he is dealing with theory or practice.

Cross (1992: 227 - 228) is clearly impressed with such debates around andragogy when he explains that the issue of andragogy has heightened the awareness of the need to answer three major questions:

1. Is it useful to distinguish the learning needs of adults from those of children?
2. What are we really seeking: theories of learning, theories of teaching or both?
3. Does andragogy lead to researchable questions that will advance knowledge in adult education?

These questions were not fully explored in this thesis as my research focus was centred on curriculum provision, how it was aiding economic growth on Cascara and how it could effectively be sustained for the purpose of economic development. Cross' questions do, however, foreground the need for further discussion around the andragogical debate.

For adult learning programmes to be successful, it is paramount that varying theories of adult learning inform the curriculum from its conceptualisation through to its design and delivery as these theories support approaches to teaching and learning that endeavour to understand and accommodate the social, economic, political and personal positioning of the learner. Transformational learning and self-directed learning are two major theories that have dominated approaches to teaching and learning. Their support for emancipatory adult learning make them worthy of discussion in the context of adult and vocational education.

1.1.2.2. Adults and Transformational Learning

Transformational learning theory presents an alternative to andragogy in relation to adult learning. This theory explores the ability of learning to change and transform lives (Baumgartner, 2001) and endeavours to understand how adult learners move from negotiating their personal interpretations, which are themselves guided by world experiences, to lead to the shaping of their future actions (Merriam, Caffarella & Baumgartner, 2006). The theory of transformational learning was originally forwarded by Mezirow (1970; 2000) who focussed on the cognitive processes of learning such as the development of meaning through dialogue and reflection. The theoretical underpinnings of transformational learning are therefore similar to that of constructivism. Constructivism is a philosophy of learning founded on the premise that, by reflecting on our experiences, we construct our own understanding of the world we live in. Each of us generates our own 'rules' and 'mental models,' which we

use to make sense of our experiences. Learning, therefore, is simply the process of adjusting our mental models to accommodate new experiences (Brooks & Brooks, 2001). It is the process of constructing knowledge through engagement with the environment. With constructivism, knowledge is interpreted and reinterpreted in a specific contextual setting (Baumgartner, 2001: 132). The ultimate purpose of transformation learning is empowerment. The aim of the AVES on Cascara Island is essentially to empower its citizens so that they can contribute and grow the economy of the island for their own and the island's future benefit. To this end, the establishment of the Adult and Vocational Education Service and the contributions of the AID (through their funded development aid project) aim to provide an opportunity for the island and its people to be transformed. I was perplexed too, by how such a curriculum could be sustained so as to ensure ongoing opportunities for Cascarians to transform themselves through the learning opportunities on offer.

According to Mezirow (2000: 51) learning occurs “by elaborating existing frames of reference, by learning new frames of reference, by transforming points of view, or by transforming habits of mind”. A frame of reference can be described as a meaning perspective used to filter perceptions. True transformational learning occurs when the learner demonstrates a change in beliefs or attitudes or by a change in perspective (Merriam *et al.*, 2006; Mezirow, 2000; Mezirow & Taylor, 2009). The characteristics of this theory of learning include: reflection, validation of meaning perspectives (frames of reference), as well as taking actions on personal beliefs and the beliefs of others. According to Mezirow (2000) and Mezirow & Taylor (2009), the goal of transformative learning is to become socially responsible and empowered to make informed choices through dialogue and reflection. Mezirow (2000: 57) describes the process as follows:

Transformative learning refers to the process by which we transform our taken-for-granted frames of reference (meaning perspectives, habits of mind, mind-sets) to make them more inclusive, discriminating, open, emotionally capable of change, and reflective so that we may generate beliefs and opinions that will prove more true or justified to guide action.

Transformational learning requires the intentional effort of the learner and results in a perspective shift allowing adult learners to understand themselves better (King, 2005). In the context of my study, I explored how the curriculum on offer would provide the opportunity for such transformation – particularly in the area of workforce skills development.

The lives of adults are often filled with transition, and they may consider these changes at a philosophical level. Sargent & Schlossberg (1988: 58) observe that some transitions are planned, while others are not. They define transition as:

... events (like retirement) or non-events (like being passed over for a promotion) that alter adult lives. The more the event or non-event alters an adult's roles, routines, assumptions, and relationships, the more he or she will be affected by the transition.

The proposed airport to be constructed on Cascara Island has the potential to bring about significant transition at, amongst others, economic as well as social levels. I investigated how the AVES Curriculum could provide opportunities to prepare for this transition. Although adults respond to life transitions in different ways, one response is to meet the challenges of the new by pro-actively learning new skills, behaviours, and social roles (Merriam, 2009; 2005). Learning may result from an encounter with a transition or change. Conversely, the learning opportunity might not be maximised and the learning potential therefore not fully realised. Events must be “discomforting, disquieting or puzzling enough” (*ibid*: 47) to be attended to and the discomfort must touch the meaning perspectives or habits of the mind to engage the learner in the process of transformation.

Merriam's observation is pertinent because while the Cascara Government (CG) and the AID may present the Cascarians with numerous learning opportunities at this time of impending social and economic change – it is essentially up to the individual Cascarians to seize these opportunities and to begin the process of transforming themselves and the context in which they find themselves. As stated earlier, investigating what learning opportunities were on offer, how relevant learning opportunities could be sustained through the AVES and how

the curriculum on offer could potentially aid economic growth became the focus of my study.

1.1.2.3. Adults and Self-Directed Learning

One of the major aims of adult education is to equip people with the skills to become self-directed learners (Merriam *et al.*, 2006). While this appears at first hand to be straight forward, Candy (1991: 51) describes the literature on self-directed learning as “confusing, fractured, and without consistency”. Candy (*ibid*) describes self-directed learning as a process that involves learner control of the learning process, while Merriam *et al.* (2006) suggest it is the process of conducting informal, independent, self-learning projects. Brockett & Hiemstra (1998) and Merriam & Brockett (2007) describe self-directed learning as a process and method of organising instruction, while Guglielmino (1977) describes it as personal attributes that are influenced by a learner’s attitudes, values, and beliefs.

Candy (1991) contends that self-direction is an ability that can be taught, while Merriam & Brockett (2007) describe it as a process that involves the learner assuming responsibility to plan, implement, and evaluate their own learning. Kasworm (1983) suggests that a good strategy for managing self-direction in learning is the design, use, and evaluation of learning contracts to manage and organise instruction. On Cascara learner attendance, and high dropout rates for extended curricular activities, are of concern.

The goals of self-directed learning cover three broad areas defined by their theoretical approaches. The first is centred on humanistic philosophy and it aims to enhance adult ability to be self-directed learners. The role of the teacher in this approach is to assist learners with developing a plan for learning, then assisting with the carrying out of the plan, and finally, evaluating the results. Most of the research on self-directed learning falls into this category.

The second goal of self-directed learning is to foster transformational learning. This approach is evident in the writings of Mezirow (2000) and Mezirow and Taylor (2009). Critical reflection plays an important role in developing strategies

and self-directed learning activities to support the transformational learning perspective. The third goal of self-directed learning is to promote emancipatory social action. The aim is to encourage learners to think about the socio-political implications of learning and to engage learners in collective action. This view incorporates the use of participatory research (Fetterman, 2000) and the use of dialogue for critical self-directed learning. Grundy (1987: 38) also argues that, as a social practice the curriculum is best engaged with through the dynamic interface of action and reflection. This is something which the learner can control. Self-directed learning is described by Knowles (1975: 18) as:

... a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies and evaluating learning outcomes.

Knowles' argument above highlights the need for the learner to want to direct their own learning. Cascarians appear committed to their own personal development and show interest in learning opportunities on offer through the AVES. Participation in learning opportunities is not compulsory (although candidates may be encouraged to attend training by their employees or line managers). Training opportunities on offer are usually oversubscribed and over 95% of curricular opportunities take place during government working hours.

1.1.3. Facilitation of Adult Learning

When considering education, be it for adults or children, various requirements are non-negotiable such as the presence of a learning authority in the learning locality or situation (Ross-Gordon, 2002). It is of some value to investigate what the quality of such a learning authority can be expected to be and to what degree the AVES and its tutors or training providers on Cascara fulfil this expectancy.

Teachers of adults are often referred to by a variety of names and titles. These include, *inter alia*: teachers, facilitators, tutors, instructors, lecturers, trainers and coaches. For the purposes of this thesis, teachers will be referred to as tutors as this is the title used in the Cascarian context.

Good tutors often exhibit several of the same behaviours (Seaman, 1989). For example, they encourage learners to actively participate in the learning process and they instinctively motivate their learners to want to engage in the process. Furthermore, they encourage discussion that allows learners to air their own views and ideas. Good tutors are also knowledgeable in the subject or learning area (*ibid*) and prepare meticulously to facilitate quality teaching and learning. Jones & Lowe (1990: 9) highlight the importance of good tutors modelling desired behaviours and giving learners the opportunity to practice the behaviours with specific feedback.

Wilkinson (1984: 101) sums up the qualities of a good tutor by suggesting that “good teachers [or tutors] confirmed and nurtured the learner’s desire to know”. Awakening a learner’s “dormant curiosity” (*ibid*) in a learning area helps to stimulate interest. Wilkinson (*ibid*) and Gould (2009) suggest that efforts to support the learner’s initial drive and enthusiasm throughout the learning experience improved the total learning experience. A high level of skill in a wide variety of teaching techniques will enable a successful tutor to draw upon the most appropriate methods to reach a learner in any given situation. Gould (*ibid*) further argues that assisting learners to develop their skills in the areas of perception, analysis and expression better prepared them to assume an active and creative relationship with their environment. Wilkinson, however, suggests that a tutor needs to serve three functions as an intermediary between the learner and the body of knowledge. Firstly, the tutor must provide structure to help the learners organise their learning experience in a logical order. Secondly, the tutor must provide evaluation to assist the learner in understanding the progress, and finally, the tutor must enhance learner motivation through encouragement and support. Wilkinson (1984) further notes that the roles of the tutor in the effectiveness of a learning environment, is complemented by the teaching style that they adopt.

Tutoring style is the observable implementation of a teacher’s specific beliefs about teaching and learning and general beliefs and values related to life (Darkenweld & Merriam, 1992). A model for teaching adults developed by Lenz (1982) includes three major styles based on the role of relationships and roles that exist between teachers and learners. These include the ‘host-guest style’

where the tutor gives special attention to the learning environment to ensure that the learner (or guest) returns; 'the client-consultant style' where the tutor attempts to fulfil the client's expectations so that the client will be satisfied; and the 'partnership style' where success is dependent on the tutor and the learner living up to their dual responsibilities. Ross-Gordon (2002) also notes that tutor-learner relationship styles will differ depending on the context and the individual personalities in any given learning environment.

While tutors on Cascara Island are trained in the methodology of adult learning, styles and approaches to the facilitation of adult learning are bound to differ from tutor to tutor.

1.1.4. Synthesis

Adult and Vocational curriculum provision within the AVES on Cascara Island encompasses both 'vocational' and 'career and technical' education. There does however appear to be a shift towards 'career and technical' education which reflects a broader expansion on the emphasis for developing academic and vocational skills to secondary school graduates. This trend is in line with what Silverberg *et al.* (2002) suggest reflects a commitment to economic and social investment in education. The AVES on Cascara also shows a commitment to skills development, which supports the argument that vocational learning has its basis in skills development (Clarke & Winch, 2007). This view of skills development as the basis of vocationalism and vocational possibilities was particularly relevant to my study seeing that I sought to understand how the teaching of skills (particularly work-based skills) could aid economic growth and development.

The theory of andragogy is a widely accepted theory of adult learning and it identifies that adults have different reasons for learning and that they need to be taught differently to how children are taught (Knowles *et al.*, 2011). Andragogy also acknowledges that adults learn to the extent that they believe it will assist them in performing tasks that they encounter in their daily lives (Rachal, 2002). Transformational learning, an additional theory of adult learning is concerned with how learning can change and transform lives (Baumgartner, 2001), while

the theory of self-directed learning is mostly concerned with equipping learners with skills that will assist them in becoming self-directed learners (Merriam *et al.*, 2006).

In aiming to provide a sustainable and relevant curriculum that satisfies workforce skills development towards economic growth, it would appear that the AVES on Cascara is working towards providing a curriculum that draws on these major theories of adult learning. Tutors are also instructed and have been trained in andragogic facilitation style. Using this approach, tutors should begin to recognise that their adult learners are autonomous and self-directed. For any adult learning programme to be successful, it is imperative that adult learners are recognised for exactly what they are – adults.

Having now explored conceptions of curriculum, vocational education, adult learning theories and the historic and current provision of adult and vocational learning on the island, I now turn the debate to explore curriculum from the aspect of change. This exploration aided me in understanding the provision of adult and vocational learning on Cascara against the backdrop of social change; how this impacts on curriculum change and how the curriculum developments follow on from these change factors.

1.2. CURRICULUM, CHANGE AND THE CASCARIAN CONTEXT

The exploration in this section helped me to understand why certain learning opportunities have been included in or excluded from the AVES Curriculum; how the curriculum is operationalised; who the AVES stakeholders are; how they will aid in determining the sustainability of the curriculum. It led me to think broadly about how the AVES Curriculum could be sustained in the changing Cascarian context. It became evident to me that the sustainability of the AVES Curriculum was dependent on the sustainability of the Service as a whole. More so, it became clear that each was dependent on the other – with no curriculum to deliver, the Service would have no purpose, and with no Service to support it, the curriculum would not be delivered.

As Cascara is going through a period of social and economic change, it is pertinent that I explore curriculum change and development in the greater context of social and economic change. This investigation also required that the issue of sustainability be explored in the unique context of Cascara because if relevant curriculum change cannot be effectively sustained it could impact negatively on the social and economic changes that it aims to support and bolster.

In contemplating these interwoven aspects of change my argument unfolds as follows: Firstly, I investigate social movements and curriculum change in the Cascarian context. In doing this I explore social change with a specific gaze on the impact of the impending airport. I then focus my argument specifically on curriculum change within the AVES on Cascara Island and I investigate four stages of curriculum change: need; mobilisation; implementation and institutionalisation (Blignaut, 2001). Then, carefully considering the Cascarian context, I explore curriculum development in response to market needs and to aid me in doing this; I investigate the following curriculum development theories: essentialism, encyclopaedism, polytechnicalism and pragmatism. I explore these because they provide an interesting basis into how decision makers view education in relation to the labour market that it serves. Following on from this, I review curriculum implementation on Cascara by exploring four approaches to curriculum delivery, namely: curriculum as transmission, curriculum as product, curriculum as process and curriculum as praxis. The review of these approaches, coupled with the analysis of the curriculum development theories, leads me to conclude the curriculum development debate with Slattery's (1998) reconceptualisation of the curriculum. These market-based curriculum development theories provide a scaffold to the next section which explores the curriculum in respect of the economy and workforce on Cascara Island.

1.2.1. Defining Curriculum

Gress & Purpel (1992: 4) speculate that “one can find at least as many definitions of curriculum as one can find curriculum textbooks”. This reflects the complexity of the concept, curriculum. The Oxford English Dictionary (2007: 204) defines curriculum as “a course of study or training at a school or university”.

This definition does not appear to satisfactorily define the concept of curriculum to those who work closely with different aspects of curriculum design, development and delivery. Jackson (1992: 5) suggested that curriculum designers, developers and implementers would describe such a broad and conventional definition of curriculum as “limiting and too narrow” as the scope of the area of curriculum can be very broad.

Curriculum is a broad concept that means different things to different people. The word curriculum has its origin in ‘running’ or the chariot tracks of ancient Greece – it was literally a course – a *currere*. Kelly (1999: 21) defines curriculum as “all the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school”. Kelly’s definition of curriculum implies two things – firstly that learning should be planned and guided, and secondly, that our current appreciation of curriculum theory and practice emerged from schools and school-related ideas. It could be contended that the notion of curriculum also encompasses learning opportunities prior, beyond and outside of formal schooling. This then requires a contemplation of the different types of knowledge and of why, how and where these may be acquired. Within a context of change, the content of the curriculum and the manner in which it will be delivered become increasingly more important.

1.2.2. Implications of Social Movements and Curriculum Change

Change is ultimately a process about coming to understand a new personal meaning and as such it is a learning process. For change to be successful the change process needs to involve learning. Through this process of learning, understanding and personal ownership can develop (Helminski, 2002). The problem with change is that it often takes time before its impact is felt. It is the issue of time that makes it difficult to fully assess the effectiveness of the new Adult and Vocational Education Strategy being implemented on Cascara Island. What this study aimed to achieve was to assess the challenges associated with the sustainable delivery of an appropriate adult and vocational curriculum on Cascara Island. It is important to view this curriculum intervention and its implementation within the context of an environment undergoing change. Helminski (*ibid*: 14) suggests that “the time between the introduction of a new

idea and system-wide implementation takes decades; change is a process, not an event”. This idea of change happening over an extended period of time is supported by Schein (2010: 40) who suggests that change not only requires us to learn new things, it also requires us to ‘unlearn’ other things. He further suggests that part of the process of change is the integration of new attitudes, perceptions and behaviours into an individual’s sense of themselves. Schein further suggests that if individuals can see how the change fits with their personal vision, the change process is greatly enhanced. In effect, stakeholders relate to the change in so much as what it will do for them, and as such it is the ‘unlearning’ process that is the root of most resistance. Thus, it has been important for the AVES to embark on a rigorous marketing campaign to make explicit the benefits of learning opportunities on offer to potential learners who can use these opportunities to their own social and economic advantage within this context of change. Schein’s views also suggest that success is better achieved if stakeholders are consulted throughout the change process. Given the intention of the AID to build an airport on Cascara – the island is currently at a place its history where substantial change is imminent.

The proposed airport not only has the potential to bring about economic opportunity and the migration of people (investors and returning Cascarians) to the island, but it could also bring with it social change and the potential of other cultural influences. The AVES on Cascara was established specifically to cater to the skills development needs of the public and private sectors so as to, as far as possible, prepare the island’s workforce for the opportunities that air access might bring. The AVES curriculum was specifically designed to serve the interests associated with the economic activities that would serve air access related functions. It stands to reason that it is the construction of the airport that will be the basis of social change on the island.

Whatever the approach to curriculum it is important to realise that curriculum is ultimately underpinned by the ideology of the society for which it was designed. This ideology is ultimately decided by those in power and as societies change in response to social movements, the design and structure of the curriculum is inevitably revisited to assist in the facilitation of this change. It is for precisely these reasons that the AVES on Cascara was established – to provide learning

opportunities in line with the prospective social changes that the air access project and its related economic activities will bring to the island. The AID Development Aid Project specifically highlights how curricula are designed in response to social change. This project adds to the AVES curriculum apprenticeships in Hospitality & Catering, Travel & Tourism, Automotive Vehicle Maintenance and Construction & Masonry. In addition to this, it aims to introduce a National Vocational Qualification (NVQ) in Business and Administration at level 4 as well as to broaden the base of local instructors through a variety of train-the-trainer initiatives.

Social movements are processes that facilitate or promote social change and are usually associated with activism. In the Cascarian context the ‘activists’ pressing for change, are both the Cascarians themselves (with a few who do not support the airport construction¹¹) and the AID. Both sets of activists have their own agendas – the Cascarians want to increase the economic opportunities available to them, while the AID want to reduce the financial reliance of the island on the metropole. Porta & Diani (2005) distinguish social movements as “(1) exist[ing] outside the institutional framework of everyday life and (2) ... [being] some way orientated toward a greater social change”. Social movements are usually associated with emotion and will more than often result in conflict of some form. Such conflict is usually ideologically or materially based in a political, social or economic dimension. This appears to be the case on Cascara with Cascarians not being in total agreement on the idea of an airport being constructed on the island. Adherents of social movements are usually motivated by personal values and commitments in their efforts to bring about change from a grass roots level. It would seem that in the Cascarian context personal commitment to the change is mostly driven by economic factors but also by the convenience of being able to access the island more readily. Many Cascarians work abroad for salaries much larger than those available on island and visiting their homeland or returning home for a family emergency can be very time consuming as it can take up to three weeks depending on the location of the ship at any given time.

¹¹ A referendum giving Cascas the opportunity to vote for or against the construction of an airport was held in 2002. The result of the referendum determined that 72% of the population were in favour of the construction of an airport on the island.

Harper & Leicht (2010: 132) recognise social movements as an important process by which “human agency becomes manifest in producing social and cultural change”. These changes will usually result in new innovative possibilities, different public attitudes, a redefinition of public issues and ultimately in new social policy. The AVES on Cascara Island is one component of a greater policy that has been devised and implemented by decision-makers within local government and the AID.

Stenhouse (1975b) draws attention to the link between politics and curriculum development when he explains that as a social movement has a specific doctrine, so too does an educational movement: it strives to satisfy the convictions and beliefs contained in its doctrine. Educational movements usually emerge from greater social movements as the structures associated with educational systems provide impressive platforms to institute evolving ideologies. Stenhouse (*ibid*) emphasises the necessity of the curriculum being consistently researched and developed to satisfy the needs of society. This turns the focus of my discussion to wider curricular change in the context of social change.

1.2.3. The AVES: Educational and Curriculum Change

In recent years, both developing and developed countries have placed great emphasis on educational and curricular reform in their efforts to improve the provision of learning. The enormous pressure of economic change, technological advancements and the demands of globalisation have made countries reform curricula in response to broader social change (Sayad, 2001). The establishment of the AVES on Cascara is an example of such change. The process of educational change, as with the notion of the broader concept of change, is often contested, complex, time-consuming, uneven, and an energy-intensive process that is far easier to conceptualise than to actually action (Bush, 2010; Fullan, 1991). In his attempts to outline why educational change is such a difficult process, Hargreaves (1998: 282) contends that:

... [first] educational change is not just a technical process of managerial efficiency, or a cultural one of understanding and involvement. It is a political and

paradoxical process Second, significant, educational change can no longer be achieved ... in a step-by-step, linear process ... it is much more messy than that.

The ‘mess’ that Hargreaves refers to can largely be attributed to the “myriad of dilemmas, ambivalences and paradoxes that riddle the change process” (Lieberman & Grolnick, 1998: 135). The educational change process is further obscured by the uniqueness of the context in which it must be implemented (Hargreaves, 1998: 291) and by the fact that change is a personal and emotional experience for each of the role players involved. The AVES Strategy on Cascara was developed specifically for the island, but it is evident that issues arose out of the fact that the Strategy was developed by a consultant who, although having spent some time on the island, did not have sufficient exposure to fully appreciate and understand the dynamics that exist within this small, isolated context. Difficulties such as these are identified by Posner (2005: 57) as “frame factors”. He argues that during the implementation or translation of an educational policy into practice, there are numerous ‘frame factors’ that limit, shape or constrain the proposed educational changes. The ‘frame factors’ include temporal, political, historical, organisational, economic, cultural and personal influences. In recognising these influences, Rizvi & Lingard (2009) and Kemmis & Rizvi (1987: 89) counsel those working with education in a change context to be aware of:

... the ubiquity of disagreements about goals and means, the complexity of the situations in which programs work, the resistances which the articulation of goals and means may generate, the existence of contrary pressures among those associated with the program, and the difficulties of defining, let alone attaining successful programs.

Given the ‘messiness’ of curriculum change, Kemmis & Rizvi (*ibid*) advocate that decision-makers often place more value on the design and development of a new curriculum strategy to the neglect of its actual implementation. As already outlined many changes in curriculum are technically simple but socially complex. I was interested in understanding how the planned curriculum became the actual AVES Curriculum offered; as well as in gaining insights into what ‘frames’ caused a variance between the ‘planned’ and ‘actual’ curriculum. I was also keen

to ascertain how the workforce was responding to learning opportunities available through the AVES as this would impact directly on issues relating to sustainable delivery. Despite efforts to offer what is perceived as a relevant curriculum, specific personal and social circumstances within the learning environment can be complex and, on occasion, they can extend to confusing or can even be contradictory (Rizvi & Lingard, 2009). Issues such as these have the power to determine the success of a curriculum intervention, and in the case of Cascara, ultimately the success of the economic community for whom the curriculum was designed. It is for this reason that it is imperative that a curriculum change process is systematic and strategically planned and takes into account local frames.

Blignaut (2001: 3) suggests that curriculum change involves four aspects: need, mobilisation, implementation and institutionalisation. Each of these stages are relevant to my study as they have (or are currently being) applied in the Cascarian context.

1.2.3.1. Need for change and the establishment of AVES

A curriculum change begins with an expression of concern; a dissatisfaction or with a need in relation to current or existing curriculum practice (Dean 2005: 2). This need or expression for change may come from a variety of different sources that include teachers, learners, employers, administrators, users, funders or a combination of these role players. Stakeholders need to embrace and recognise the need for the curriculum change as failure of the stakeholders to welcome the innovation could jeopardise its success. Therefore, it is vital that all the stakeholders are consulted and that the change agents (in this context, the Cascarian Government, the Cascara Education Department and the AID) convince the wider contingent of stakeholders of the value that the change will bring. On reviewing the AID AVES Consultant's report of June 2005, it is evident that a wide variety of stakeholders across the public and private sectors were consulted to establish the current training needs of the island. Further to this, the Strategy aimed to take into consideration the needs and changes that imminent air access would require. The difficulty was in predicting what the actual needs and the implementational issues would be as the change process unfolded.

1.2.3.2. Mobilisation of stakeholders

In the Cascarian context, mobilisation began with the development of the AVES Strategy. This Strategy guided the mobilisation through a blueprint for the design and structure of the Service, making wider recommendations as to how government personnel could be redeployed to centralise the provision of training on the island (Lincoln, 2007). The Strategy further assisted with providing a curriculum structure for the Service so as to support workforce skills development towards economic growth. Mobilisation requires internal and external support (Blignaut, 2001). The Cascara Government and its departments constitute internal support while the private sector and the Agency for International Development (AID) represent external support. Internal and external stakeholders represent the mobilisation agents. Internal agents central to AVES include the Education Department, the Human Resources Department and the Department for Development as well as the Office of the Chief Administrator (OCA) which has ultimate authority over all of the government departments. External agents include the AID as the funders and the private sector who, although are end users, were widely consulted and engaged in the development and establishment of the Service. The CDB and the Cascara Chamber of Commerce (CCC) are two prominent stakeholders within the private sector.

In the planning aspect of the mobilisation phase, it is important for decision makers to ensure that the change is compatible with the local culture and the availability of human, physical and financial resources (Fullan & Stiegelbauer, 1991; Goodson, 2004). Suitable human, physical and financial resources are therefore of major importance to the implementation of the curriculum under the AVES. The availability of these should support the AVES in its efforts to provide appropriate learning opportunities that will enhance economic development on the island. Conley (2003:) supports Fullan & Steigelbauer's (1991) view when he argues that decision-makers need to create readiness for the change as this is often an overlooked dimension of the change process. Bush (2010: 111) stresses that "above all planning must consider the pre-implementation issues of whether and how to start, and what readiness conditions might be essential prior to commencing" the actual curricular change implementation. On Cascara this

involved, amongst other things, the establishment and staffing of the Adult and Vocational Education Centre; the centralisation of government training resources, the availability of a relevant curriculum with its associated human and physical resources, publicity and marketing and the engagement of stakeholders across the public and private sectors. These will be discussed in Chapters 3 and 4 of this thesis.

1.2.3.3. Implementation of a relevant curriculum

In an ideal world, the implementation of a curriculum change innovation may be seen as a continuum stretching from the need for the new curriculum until its complete acceptance (Print, 2003). The readiness of the stakeholders to embrace the change becomes an independent dimension of the innovation. This process requires the organisation to firmly “initiate, develop and adopt a given innovation” (Fullan & Stiegelbauer, 1991: 112) so that implementation runs as smoothly as possible. Understanding the rationale for change and the conceptual framework within which it exists provides an opportunity for stakeholders to engage in the process at a different and more fundamental level (Fullan, 2003). This should, Fullan further argues, aid a smoother implementation of the new curricular innovation. Fullan’s contention highlights the need for stakeholder engagement in the curricular change process. Over and above aiming to understand how the AVES curriculum was aiding skills development on the island towards economic growth, I also hoped to gain an understanding into stakeholder perception regarding the degree to which AVES was aiding personal and professional skills development on the island. Fullan & Steigelbauer (1991: 112) describe the early difficulties associated with a curricular innovation as an “implementation dip”. They suggest that even in cases where the reform ultimately succeeds, things will often go awry before the innovation is successful. The absence of early difficulty in a change innovation is usually a sign that not much is being attempted, essentially trivial or insignificant change is substituting substantial change (Fullan & Miles, 1992). The implementation difficulties illuminated in Chapter 3 would suggest that the introduction of the AVES as an island-wide training organisation represents change of a substantial nature.

A study conducted by Berman & McLaughlin (1977) concluded that it was implementation problems rather than the nature of the change intervention that often resulted in the failure of the change innovation. They found that the scope of the selected change and its associated implementation strategies had a greater impact on success than the actual nature of the change itself. Factors that are likely to contribute towards the successful implementation of a change innovation are: the provision of materials and resources, the degree of preparedness of all relevant stakeholders, user commitment and understanding, ongoing technical aid and in-service training, team meetings, administrative support, peer consultation and access to external consultants (Huberman & Miles, 2002: 78). The basis for problems associated with implementation have been described by Louis & Miles (1990) and Dean (2005) as insufficient communication, lack of staff skills, slow progress, disagreement over desired activities, a highly ambitious project plan, physical constraints, unanticipated crises, faculty time and energy, maintaining interest, resources, staff development and competition from other change programmes. These issues may also be of consideration to the AVES as there are many stakeholders who provide ongoing input into the activities of the Service. It would be useful for me to ascertain the degree to which personal visions, wants, needs and agendas impacted on the implementation and the sustainability of the curriculum. The challenge, and what I hoped to discover, is in finding a medium whereby appropriate and sustainable learning opportunities could be offered within the scope of the available resources.

The problem with implementing a curriculum change as large as that currently in progress under the AVES on Cascara is that a blueprint that effectively cuts across a wide scope of cultural, social and political differences cannot exist. This is because change needs to explicitly consider the context in which it is to be executed. Dean (2005) argues for the use of a guided approach that can be adapted for different contexts and that can evolve throughout the implementation of the change. This is a view shared by Louis & Miles (1990: 193) when they state:

The evolutionary perspective rests on the assumption that the environment both inside and outside organisations is chaotic. No specific plan can last very long

because it will either become outmoded due to changing external pressures, or because disagreement over priorities arises within the organisation. Yet there is no reason to assume that the best response is to plan passively, relying on incremental decisions. Instead, the organisation can cycle back and forth between efforts to gain normative consensus about what it may become, to plan strategies for getting there, and to carry out decentralised incremental experimentation that harness the creativity of all human members to change efforts Strategy is viewed as a flexible tool, rather than a semi-permanent expansion of the mission.

Fullan (2003: 190) advocates this as “do, then plan ... and do and plan some more”. This process of continual reflective practice can assist stakeholders to better adapt to the needs of the roles that fulfil the change implementation (*ibid*). Fullan further contends that for the implementation of the curriculum change to be effective, the process and management needs to include a wide scope of stakeholders. The data collected as part of my study, as far as possible, incorporated the views of both ‘insiders’ and ‘outsiders’. Grundy (2002) suggests that systemic change is difficult because of the fluidity of the implementation period, continual changes at management and decision-making levels and because of the constant need to measure progress. Higdon (2003) suggests that it is important to listen to critics within an organisation because they provide good feedback which is helpful in making changes and corrections during the implementation process. Grundy (2002) disagrees with Higdon and argues that changes or corrections made during the process are problematic. She contends that corrections should be guided by an overarching framework for implementing the innovation. My observation of the AVES approach to curriculum change implementation finds synergy with Higdon’s argument as it would appear that involved stakeholders are constantly re-informing the curricular change process. This seems to happen for two reasons. Firstly, the AVES Strategy does not seem to provide a robust model that would support what Grundy describes as an ‘overarching framework’; and secondly, because this may have been intentional – the AVES curriculum, in its implementation, would need to constantly respond to the needs of the labour market. This could aid in ensuring that the curriculum is relevant and actively responding to the needs of the economy.

to implement an appropriate curriculum, Bush (2010) and Fullan & Stiegelbauer (1991) advocate that internal stakeholders must acknowledge whether they possess the capacity for change and whether the need for change is warranted. An assessment of this should therefore be a precursor to any change effort. This needs to be considered recursively as other changes may be required prior to the implementation of the major change (Beach, 2003). The curriculum change brought about by the newly established AVES is the result of the socio-economic context that provides impetus for curriculum change. The role of the various stakeholders although different can also vary in approach, depending on the way in which curriculum development is addressed. Cornbleth (1990; 2000) indicates the futility of trying to bring about substantive curriculum reform simply by substituting one curriculum process for another and, in so doing, negating the roles of the actual stakeholders. Fullan (1991) noted that stakeholders need to understand what they do and why they do it for educational change to effectively take place. Bush (2010) supports Fullan in this regard by suggesting that fully briefed and engaged stakeholders are more likely to support the change process. This dimension can be recognised at all levels within the context in which the change is being implemented. The manner in which stakeholders understand curriculum change needs to be uncovered and made explicit in an attempt to understand what sort of impact the new intervention is actually having on them (*ibid*).

Critical pedagogy (or for the purposes of this study – critical andragogy) can also be a useful tool in ascertaining the curricular relevance to the needs of local people. Critical pedagogy has traditionally been concerned with educational theory and teaching and learning practices that are designed to raise learners' critical consciousness regarding oppressive social conditions (Giroux, 1992). In the colonial context of Cascara Island, critical pedagogy has an important part to play. The AVES Strategy and its supporting Curriculum are premised on supporting economic growth in light of the air access project; I was interested in ascertaining how the economic aspirations of Cascarians could be achieved by the curriculum on offer under the AVES. This was not as straightforward as I had envisaged because critical pedagogy also has a focus on personal liberation through the development of critical consciousness.

The establishment of the AVES as a centre for adult learning on Cascara demonstrates a commitment by the AID towards emancipating local people. This shift however, was of mutual benefit – as increased economic activity would reduce the dependence of the island on the metropole over time. The AVES Curriculum on offer did not include any courses in areas such as citizenship, local politics or community education that might have aided in raising the awareness and consciousness of local people in respect of the repression associated with social and historical issues on Cascara.

By developing a critical consciousness, learners are able to recognise the relationships and connections that exist between their individual problems and experiences and the social contexts in which they are embedded (Freire, 2001). The notion of critical pedagogy is supported, to some extent, by the establishment of the AVES, in that the learning opportunities on offer aim to provide the citizens of Cascara with the tools to better themselves, support progressive social action and strengthen democracy (Giroux, 1992 & 2010). Giroux further notes that critical pedagogy aims to aid learners in connecting knowledge to power so that constructive action can be taken. The construction of the airport on Cascara should present Cascarians with many economic opportunities – these will include work in the construction and hospitality sectors, and will also extend to areas such as arts and crafts that will preserve and capitalise on indigenous knowledge and skills. While 72% of the local population support the construction of the airport, it is important that (in supporting critical pedagogy), the curricular approach of the AVES is mindful of the philosophy of all citizens. Such consideration should support the empowerment of the vast majority of learners/potential learners as these learners aid in constructing ideological and institutional conditions that are empowering to themselves. Critical pedagogy places stakeholders at the centre of the learning process – they become drivers and not recipients of the change.

Cornbleth (1990; 2000) draws attention to the paternalistic nature of curriculum change, as does Hargreaves (1982) when they ponder if stakeholder participation in curriculum change leads to their control of the curriculum, or to their remaining in service to ends formulated by others. To remain relevant, in so far as catering to the needs of the developing economy on Cascara, the

curriculum should, as implied by Cornbleth and Hargreaves, be controlled by the stakeholders who will benefit from it. Cornbleth (1990: 56) indicates that stakeholder opinion and insight has the potential of being emancipatory:

Critical inquiry can thus serve as a catalyst for change, not only to explain but also to reveal inherent contradictions in the structure of schooling and how repression or dissatisfaction can be alleviated by altering underlying structural conditions.

Purkey & Smith (2003) propose that success is more fully realisable when all stakeholders – implementers and administrators – work together in planning and implementing the change. Sarason (2004: 61) contends that decision-makers and managers can strongly impact on the outcomes of a curriculum, stating that “... when a process makes people feel that they have a voice in matters that affect them, they will have a greater commitment to the overall enterprise and will take greater responsibility for what happens to the enterprise”. How stakeholders respond to curriculum change is more complex as culture also plays a significant role in how stakeholders approach a change in curriculum. Deal (1987: 61) notes that:

People develop attachments to values, heroes, rituals, ceremonies, stories, gossips, storytellers, priest and other cultural prayers. When change alters or breaks the attachment, meaning is questioned. Often the change deeply affects those inside the culture as well as those outside The existential explanation identifies the basic problems of change in educational organisations as cultural transitions.

Higdon (2003) concurs with Deal by emphasising the cultural dynamics associated with the implementation of a new curriculum. He states that cultural change takes place over an extended period of time and that placing unreasonable timeframes on the change process is counter-productive. Grundy (2002: 61) argues that the greatest consideration in measuring the change process is in how it ultimately meets its “overarching framework”. She further states that systemic change is complicated by the need of the stakeholders to see measurable progress. This progress usually only becomes apparent once the change intervention moves towards institutionalisation.

1.2.3.4. Institutionalisation of the AVES over time

A curriculum change innovation becomes institutionalised when it is used over time (Print, 2003) and institutionalisation cannot be said to have taken place until the change innovation is considered a success. Many change innovations appear to be successful in their infant stages, but this situation often changes when they are exposed to the broader context for which they were intended over time. Many curriculum innovations receive ‘artificial support’ in the form of finance, consultants and administrative favours but the withdrawal of these supports ultimately leads to the demise of the innovation over time (*ibid*). The infant stage for the AVES on Cascara Island is effectively over, now is the time that the start-up supports which have been in place for three years are systematically being removed and the Service will start to move towards institutionalisation. There are plans (as laid out in the AVES Strategy) to establish an AVES Council, an independent statutory body that will monitor, guide and quality assure the activities of AVES. The AVES Council will have the task of ensuring that the curriculum on offer remains relevant; is sustainable; and supports the economic activities of the island – issues all central to my study. The ultimate goal is for the AVES to break away from the Education Department and to function as an autonomous organisation, much like the Cascara Development Bureau (CDB). The difference being that the CDB supports private sector development and the AVES supports the training needs of both the public and private sectors.

As the AVES is still in its implementation phase, the notion of institutionalisation will not be explored in this thesis. Once the AVES becomes institutionalised on the island there may be more local and metropole pressure (from the AID) for the AVES to demonstrate that it can stand-alone. This will require that it sustainably offer a relevant and appropriate curriculum that will develop work-based skills for the overall benefit of the economy.

The interest and pressure demonstrated by both the AID and the local Cascarian Government highlight the vested interest of the state in the learning made available to its citizens. In the Cascarian context, this is further emphasised by the learning and training required to facilitate the activities associated with air

access. The close interest shown by the state in the change process, extends my debate to an exploration of curriculum development and how these serve the needs of the labour market.

1.2.4. Curriculum Developments in response to the needs of the market

Gleeson (1979: 102) describes learning institutions as “state apparatuses” and “ideological agencies”. Althusser (2008; 1979: 99) supports these sentiments by suggesting that schools (or learning institutions) represent a “powerful state apparatus” that aim to produce learners with specific skills and appropriate thought processes. He suggests that these skills and processes are “concerned with a respect for the existing social relations of production” (Althusser, 1979: 100). The AVES Strategy shows that the AVES on Cascara was established as a ‘state apparatus’ or ‘ideological agency’ to develop skills in the workforce that would be required to provide opportunities to both local government and to the private sector to access economic opportunities that may arise as a result of the airport project. The long term aim of the metropole in the construction of an airport and the establishment of an adult learning service is to encourage the island to become more financially self-sufficient so as to reduce dependency. I investigated the degree to which the curriculum on offer through the AVES may have been doing this. The long term plan of reducing financial aid also required me to explore the challenges of sustaining a relevant vocational curriculum for the island. Holmes & McLean (1992) argue that the authority of the teacher has eroded over time. They argue that curriculum theories have developed in response to the attempts of governments to institute the kind of societies they predict would support their ideological viewpoints. The development of the AVES Strategy and its subsequent curriculum on Cascara are no exception to this attempt. The mission of the Service is to provide Cascara with an appropriately skilled and qualified workforce able to meet the island’s future needs, thus the curriculum is geared at supporting economic development so that financial dependency on the metropole can be reduced over time.

I will now outline four curriculum development theories, namely: essentialism, encyclopaedism, polytechnicalism and pragmatism as advanced by Holmes & McLean (1992). These theories demonstrate the dynamic landscapes of

curriculum in response to the aims and ideals of the state and its key decision-makers. In effect, these theories exist on a continuum of curriculum development theory since curriculum responds to the dictates of social, political and economic movements which ultimately effect ideological changes.

Curriculum theory development has an historical trajectory in different contexts. The development of curriculum is dependent on the requirements and dictates of the government (or in the case of territories such as Cascara – the colonial power). No curriculum fits neatly into any one curriculum development model and the AVES Curriculum is no different in this regard. Working with the AVES Curriculum, is leading to suggest that a mixture of development theories is being applied – these are dependent on the relevant curricular focus and the required outcome. This would indicate support for a reconceptualised view of vocational theory. This view of curriculum will be more fully explored in 1.2.6.

1.2.4.1. Essentialism – social class and access to learning

At one end of the continuum is essentialism, one of the earliest curriculum theories that viewed the public service duties of teachers as political acts. Essentialist theory is an elitist model that views people according to their class and recognises women as lesser beings than men. In the Cascarian context, my observation has been that women are, for the most part, treated equally to men with many women holding senior government positions. There does, however, appear to be an active class system and an unwillingness (or nervousness) of those in the lower classes or positions to question those above them. Essentially Cascara is a social democracy, and as such it provides equal learning opportunities to both genders – in the formal schooling sector and in respect of the AVES courses made available to the general public. The theory of essentialism also views social and political change as a threat to governmental powers and does not provide scope for people to move beyond the class into which they were born. Essentialism is preoccupied with the task of identifying and educating future political leaders. These leaders will emanate from a section of the population that Plato writing in Holmes & McLean (1992: 9) calls the guardians – the people who, by their social standing, have the ability to reason. Plato also identifies the auxiliaries who are assumed to possess the energy

required to drive the ideas of the guardians. Finally, Plato identifies the workers who should be trained - as opposed to educated - to develop their “animal instincts” (*ibid*).

Education and training as viewed by the essentialists is preoccupied with educating citizens for the knowledge society. Curriculum knowledge is viewed in terms of its content and how the acquisition of that content will ultimately benefit society. While the AVES aims to provide a curriculum that will support economic growth for the island, the focus is on how individuals can improve their work-based skills for their own improvement and ultimately for the improvement of the society and economy at large. Essentialism regards the social context and social relationships within the acquisition of knowledge with little importance. What is important is the extent to which different classes within society reach the expected level of education appropriate to that class. Knowledge is absolute and what is taught is more important than the methodological approach used. Education is concerned with performance as opposed to competence. This is in conflict with the vision of the AVES where the process of skills competence acquisition is a priority in preparing the workforce for economic growth activities. Also in contrast with the ethos of the AVES – essentialist notions of the curriculum are measured by what the learner *cannot do* as opposed to what the learner *can do*.

1.2.4.2. Encyclopaedism – equal opportunity and learning for life

Next in the continuum of curriculum development theory is “encyclopaedism [which] is based on the premise that the content of education should include all human knowledge” (Holmes & McLean, 1992: 11). This model supports the idea of all people being given equal opportunity to acquire knowledge and in so doing, provide equal opportunity to education and in turn, to life. The emphasis, in encyclopaedism, is that all citizens should have autonomous opportunity to participate in learning. This commitment to equality is stated in the AVES Learner Handbook which extensively covers issues on equal opportunities. The AVES Strategy also lays down a sound commitment to lifelong learning. The focus for my study in this regard was on equal opportunity in relation to work-based skills learning opportunities which could take place over an adult’s life

span. I was curious to understand how work-based skills development could improve the lives of the workforce as they made a contribution to a growing economy.

Encyclopaedism argues that people should not be viewed as ‘rulers’ and ‘the ruled’. Through equal education in a democratic environment competent leaders will ultimately emerge. Descartes’ well-known statement, “I think therefore I am”¹² highlights the intellectual, rational approach to knowledge acquisition as viewed by critical thinking encyclopaedists.

Although the model of encyclopaedism aims to promote and develop the individual as a valued citizen, the capitalist nature of democracy ultimately defeats the socialist notions of absolute equality. The encyclopaedist model aims to educate learners beyond the knowledge society and supports the competency skills model in that its successes are measured by the tangible outcomes and objectives achieved by the learner. Although this model is essentially focussed on education beyond the knowledge society, “where caring develops character and builds cosmopolitan identity” (Hargreaves 2003: 52), it is also concerned with the economic and social goals of education that prepares learners for “making a living and living a life” (*ibid*). My research probed the relationship between learning and development and the needs of the labour market. It also contemplated how learning provision could be sustained and improved so that workforce skills development could continually be enhanced to the betterment of both citizens and the economy of Cascara. The provision of lifelong learning within the Cascarian context by the AVES to some extent supports the rationale behind the encyclopaedic model in that it offers equal learning opportunities across a range of focus areas, some work-based and others for personal and physical development. For such a model to successfully educate entirely beyond the knowledge society, the overriding educational ideology needs to be rooted in social democracy. While Cascara is a dependent colony social democracy is, for the most part, the evident and practiced political ideology.

¹² Descartes’ contention has been widely criticised, with one such argument focussing on the issue of moving from ‘I am thinking’ to ‘I exist.’ This contends that it is a syllogistic reference in that the conclusion (‘I exist’) is inferred from the premise (‘I am thinking’). Another argument is that Descartes pre-supposes the existence of ‘I’ and therefore concluding with the existence of ‘I’ is logically trivial (Kierkegaard, 1985: 40). It could be argued that Descartes is merely extending the content of a concept, specifically that ‘I’ exists (*ibid*).

1.2.4.3. Polytechnicalism – equal opportunity and market fundamentalism

Polytechnicalism has a socio-economic and political base where the content of education should directly relate to the life of an individual, as well as cater for the needs of society. From a political perspective, this model aims to free learners from the dictates of a capitalist society. In so doing, learners are encouraged to use the skills they have acquired for the good of society. While it could be argued that the AVES curriculum is aiding skills acquisition to advantage society through an improved economy, the ultimate aim is capitalist in nature. Skills are being developed to generate wealth for the island. The ultimate aim of polytechnicalism is to shift the political landscape to that of communism.

Polytechnicalism advocates that, teaching should take account of “the fact that the behaviour of individuals is conditioned by biologically inherited factors and external stimuli” (Holmes & McLean, 1992: 13). At classroom level, polytechnicalism is not easy to implement as teachers have difficulty in relating theory to practice. To provide an effective education, “worthwhile knowledge” needs to be easily recognisable (Holmes & McLean, 1992: 14). In my study, this ‘worthwhile knowledge’ related to the relevance of the curriculum in supporting economic growth and how it could be sustained in the isolated context of Cascara Island. The relevance of knowledge under this model is determined by the needs and wants of the individual and of society. These needs, particularly those of greater society are largely determined by the market.

Hargreaves (2003: 54) explains that the ideology of market fundamentalism impacts on the public and economic policies of governments and for this reason “it has command[ed] and control[led] styles of policy”. The educational theory of polytechnicalism is clear in its aims to educate for the knowledge society. Hargreaves (*ibid*) warns that the dangers of such a model usually result in inadequate provision relating to teacher training and educational resources. Hargreaves cites state control and a focus on citizen-directed vocational education as the basis of these problems. Hargreaves’ argument was particularly relevant to my study because the establishment of the AVES and the contents of the vocational curriculum were informed by strategic government policy. Kelly (2004: 52) raises the issue of this type of education – “education as

transmission” - as being “simplistic and unsophisticated”. He argues that there is no consideration for either the learners themselves or the ultimate impact of the curriculum upon them. “Their task [the learners] is to learn as effectively as they can what is offered to them” (*ibid*). While adult learners on Cascara have a choice in what learning opportunities they will participate in, the curriculum is largely focussed on serving the economic needs of the island. This gave impetus to the aims of my study in that I needed to probe to what extent the curriculum on offer was satisfying the real needs of the learners and ultimately the economy.

1.2.4.4. Pragmatism – relevant education for self and society

Early pragmatists recognised that the application of science was transforming the economic base of the knowledge society. These pragmatists realised that the theoretical changes in education, science, mathematics, technology and many other disciplines needed to be addressed to facilitate the necessary responses to societal change. Dewey (1916; 1938) describes worthwhile knowledge as “that knowledge which provides learners with the skills necessary to tackle present and future problems”. This would appear, therefore, to be the approach behind the establishment of the AVES on Cascara Island. I was interested in understanding why the curriculum on offer through the AVES had been decided upon and how it would aid Cascarians in ‘tackling present and future problems’ in respect of the economic changes that the airport construction may bring about.

Pragmatists would argue that practicality is paramount – education and knowledge transfer need to be for a specific and worthwhile purpose. A pragmatic curriculum does not make clear distinctions between general and vocational training and sees the latter as core to the learning process. Thus, it could be suggested that the current AVES Curriculum (see Appendix 1) demonstrates pragmatist qualities as it does not distinguish between general and vocational learning. For the most part, the courses on offer are vocational in nature but non-vocational courses within the areas of sports and leisure, crafts and other academic learning that include further and continuing education are also included. In addition to this, many of the vocational qualifications comprise a practical or technical component and a key skills component that includes literacy, numeracy and in some instances Information Technology. The

vocational courses on offer are geared towards enhancing the acquisition of work-related skills on the island so as to support economic growth and development. In my study, I aimed to understand how learning opportunities such as these could be sustained.

There are two branches or trends associated with post-Dewey pragmatism: one stresses learner-centeredness as the basis for curriculum content, while the other is society-centred and strives to use learning institutions as centres where society can be reconstructed. It might be argued that the AVES on Cascara falls within the latter as it was established to aid workforce development to support economic growth in preparation for the airport construction and associated economic activities. If the AVES was considered with this branch of post-Dewey pragmatism, I would argue that it was predominantly within the area of work-based skills development for which a ‘reconstruction of society’ might be aimed. The AVES Strategy and mission statement demonstrate a commitment to lifelong learning and opportunities for all across a range of learning areas and disciplines.

This model clearly aims to educate both for and beyond the knowledge society. It recognises the need to educate learners for both the economy and for citizenship as well as for the community. Halsey (2004: 52) promotes the idea of educating for “both economic growth and social fairness, [for] both prosperity and progress, [for] both entrepreneurship and security” as this will benefit the knowledge economy. The vocational nature of the AVES curriculum supports a commitment to entrepreneurship; it also demonstrates a commitment to community and personal learning with the craft and sports and leisure courses that it offers. What is important from a pragmatic perspective is that the learners have the right to choose the learning path they see most appropriate to satisfy their personal needs and interests.

Summary

Holmes & McLean’s (1992) curriculum development models of essentialism, encyclopaedism, polytechnicalism and pragmatism largely inform the *what* and the *why* of government’s aims in the provision of curricula. Whatever the

development model adopted, the curriculum needs to be offered or presented in a specific manner. This approach beckons the *how* in respect of curriculum delivery. My debate therefore extends to an exploration of different approaches to curriculum delivery.

1.2.5. Curriculum Theory and Practice: Approaches to curriculum delivery

Curriculum theory and practice is an area of curriculum delivery which has been well debated. Aristotle (1976) categorised knowledge into three disciplines: the theoretical, the productive and the practical. How each of these are viewed impacts on the adopted approach to curriculum. With these areas foregrounded, I will discuss four approaches to curriculum theory and practice:

- the curriculum as transmission;
- the curriculum as product;
- the curriculum as process; and
- the curriculum as praxis.

These four approaches to curriculum delivery, as I will demonstrate are all evident, in different measures in the context of the delivery of the AVES Curriculum, on Cascara. The curricular approach used varies from tutor to tutor and is influenced by the learning area and content in question. Approach is also determined by the experience and pedagogic approach of the tutor. The curricular approach adopted also impacts on the long-term sustainability of curriculum provision under the Service as each approach views knowledge and learning in a different way. Some approaches are better suited to the curriculum development models explored in 1.2.4. while others are not. To some extent, the desired outcome and subsequent success, of a curricular development intervention is informed by the approach adopted.

1.2.5.1. Curriculum as Transmission

Smith (2002: 2) states that curriculum is a “concise statement or table of the heads of discourse, the contents of a treatise, the subject of a series of lectures” – essentially curriculum is a syllabus. A syllabus does not usually indicate the

importance of topics or the order in which they should be covered. Curzon (2003: 22) points out that curriculum designers often design curricula using a “textbook approach” and set out the contents in what is deemed to be a “logical process”. An approach to curriculum that is concerned with its theory and practice from the point of view of the syllabus is only really concerned with content. If a curriculum is a body of knowledge-content or subjects, then education in this sense is the process by which content is transmitted or ‘delivered’ (*ibid*) to students through the most effective methods devised. The AVES on Cascara Island does, to some extent, support the approach of curriculum as transmission in that the curriculum is set out to achieve pre-identified means. Courses on offer are often composed of specific components or focus on a specific learning area or activity. This approach would seem to advocate that the dominant conception of curriculum on Cascara is a technocratic one which views curriculum as a tangible product like a policy document.

Cornbleth (2000: 114) cautions that such an approach to curriculum results in a product which is disseminated for implantation by those who “work on the ground”. For my study, this approach was worthwhile contemplating because the published curriculum aimed to satisfy specific economic and social needs. This leads my discussion to curriculum as product as the AVES curriculum is constantly evolving to meet current needs and demands – particularly in relation to work-based skills and competencies that might aid economic advancements made possible by the airport construction project and its subsequent activities.

1.2.5.2. Curriculum as Product

Historically, curriculum has largely been conceived as a technical exercise in which objectives are set and plans are drawn up, then applied, and finally the outcomes measured. This approach to education gained popularity in the 1970s with the rise of vocationalism and the concern for measurable competencies. Such an approach to curriculum emphasises curricular outputs and therefore is pertinent to my study. As stated at the outset, this study investigated how the curriculum implemented through the AVES was addressing the needs of the island by aiding workforce skills development and supporting economic growth.

Such an approach to curriculum, is however, not new and was pondered by theorists like Bobbitt (1918: 42) early in the last century:

The central theory [of curriculum] is simple. Human life, however varied, consists in the performance of specific activities. Education that prepares for life is one that prepares definitely and adequately for these specific activities. However, numerous and diverse they may be for any social class they can be discovered. This requires only that one go out into the world of affairs and discover the particulars of which their affairs consist. These will show the abilities, attributes, habits, appreciations and forms of knowledge that men [*sic*] need. These will be the objectives of the curriculum. They will be numerous, definite and particularised. The curriculum will then be that series of experiences which children and youth must have by way of obtaining those objectives.

Bobbitt's conception of curriculum is broad in that he advocates that a well structured curriculum will prepare learners for life. Tyler (1949) extended this concept of curriculum into the workplace. In his observation of the curriculum from a management perspective, Tyler proposed greater division of labour with jobs being simplified; an extension of managerial control over all elements of the workplace; and cost accounting based on systematic time-and-motion study. Examples of his approach can be identified in many training programmes where specific tasks and responsibilities are analysed, reduced to their component elements with lists of competencies developed thereafter. This implied that the curriculum emanated from practical needs and resulted from a systemic study.

Critics of Tyler, such as McNeil (1990) and Ledwith (2007: 601), argue that this approach has "no social vision and programme to guide the process of curriculum construction as it is a stand-alone technical exercise". This approach to the curriculum is evident in many of the overseas accredited courses – particularly the National Vocational Qualifications (NVQs) offered under the City & Guilds (C & G) umbrella through the AVES on Cascara. NVQs are 'competence-based' qualifications.

As such learning is practical, and work-related tasks are designed to ensure that learners develop their skills and knowledge to do a job more effectively. NVQs are based on national standards for various occupations. The standards set out

tangible outcomes which an occupationally competent person is expected to demonstrate. NVQs are at levels 1 to 5 on the NQF of the metropole and Cascara. (See NQF in Appendix 2). As shown in the AVES Curriculum, (see Appendix 1), the AVES offers numerous NVQ courses¹³. Consistent with the Tylerian approach to curriculum, many of these NVQs offered by the AVES aimed to address areas that would support economic activity associated with the air access project. Tyler (1949) provided a rationale for curriculum specialists in which he posed the following four questions:

1. What educational purposes should the school seek to attain?
2. What educational experiences can be provided that are likely to attain these purposes?
3. How can these educational experiences be effectively organised? and
4. How can we determine whether these purposes are being attained?

Notwithstanding the criticism levelled against the Tylerian rationale, this approach to curriculum theory and practice is extremely useful because it is systematic and it presents a logical framework around which the curriculum can be organised. Central to the approach is the formulation of behavioural objectives that provide a clear notion of outcome so that content and method may be organised and the final product evaluated. A concern with this approach is that the plan or programme assumes major importance. Grundy (1987: 57) confirms this in her definition of curriculum, “a programme of activities (by teachers and pupils) designed so that the pupils will attain, so far as possible certain educational and other schooling ends or objectives”. Adhering tightly to such a plan can hinder the full potential of the learning process. Another concern relating to the Tylerian rationale is that of the nature of the behavioural learning objectives. The implication is that behaviours can be objectively and mechanically measured but practical application proves that this is not always

¹³ Health & Social Care – Level 2 & 3
Maternity & Pediatric – 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
Automotive Maintenance & Repairs – Level 2
Wood & Trowel Occupations – Level 1 & 2

possible. Another criticism of this approach is the fact that sight is often lost of the bigger picture.

Learning content is often broken down into smaller and smaller units resulting in competencies being measured against a long list of irrelevant and sometimes trivial skills. A further concern with this approach is the lack of impact that tutors have on pedagogic (or andragogic) practice of the objectives (Cornbleth, 2000). A final concern with this approach is the problem of unanticipated results. A focus on pre-identified goals may lead those involved in the learning process to disregard learning which may occur as a result of the interactions, but which are not listed as objectives. Identifying unanticipated results was important to my study because trying to understand how a sustainable curriculum could be implemented was central to my research. Given that the AVES Curriculum is striving to fulfil skills needs associated with economic activity on the island, it could largely be considered to be a product-based curriculum.

1.2.5.3. Curriculum as Process

In this approach, curriculum is not a physical or tangible product; instead it is an interaction of learners, teachers, knowledge and their environment. In effect, curriculum is what actually happens in the classroom and what teachers (and learners) do to prepare and evaluate the intended and unintended processes.

The process approach is informal and the context is of major importance to the learning process. The teacher will enter the context with a planned idea of what is about to happen – although the plan is not always executed as initially conceived or conceptualised. This notion of curriculum supports the definition of curriculum forwarded by Stenhouse (1975a: 4 - 5): “[a] curriculum is an attempt to communicate the essential principles and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice”.

Stenhouse (*ibid*) argued that curriculum was not entirely about process but also about the *means* by which the experience of attempting to put an educational proposal into practice is made available. This view is particularly relevant in the

Casarian context. The original AVES Strategy presented a vision for the development of the Adult and Vocational Education Service and the curriculum that it would ultimately deliver. Through the implementation of the curriculum and through various social, political and financial factors – the original curriculum has been revisited from time-to-time in line with current and emerging training needs. This was particularly important to my study as it provided a key-hole look into exploring how the curriculum was already responding to the changing needs of the island and aiding workforce development and economic growth.

One can only surmise that Stenhouse’s definition of curriculum was to keep the objectives in focus but also to allow for the process to be meaningful, fluid and dynamic. Newman & Ingram (1989: 11) offered a definition of curriculum that stated it is “an organic process by which learning is offered, accepted and internalised”. The problem with a definition such as this is that it becomes so wide and interchangeable that it is difficult to distinguish the difference between curriculum and education. Reflecting on the transferable nature of *curriculum* and *education* within this definition, I chose to focus my research mainly on the *curriculum*, as my research did not take place at learning implementation or operational level but focussed rather at a strategic planning level where I investigated how a meaningful curriculum that met the needs of the islands economy could be sustained. With this in mind, I conducted a learner (or client) questionnaire in which I asked learners and tutors to comment on issues that were more operational in nature than remarking on matters of content.

The problems associated with a process approach to curriculum lie in the fact that the learning and/or teaching relies heavily on the quality of the tutor. Learners in an environment where the teacher is not committed or highly competent do not always have the luxury of curriculum materials which might provide alternative support. Another danger associated with the process approach is that it can become over concerned with the acquisition of skills. To this end, skills acquisition is often confused with the completing of a process. The assumption being that when learners are able to demonstrate certain skills they are deemed to have completed a process. Grundy (1987) suggests that the actions become the ends and that processes become the product. She argues that whether or not learners are able to make sense of the world around them is

somehow overlooked. On Cascara, there is a severe shortage of skilled labour and this is particularly noticeable in the education sector where there are few teachers and tutors. Many AVES tutors have full time jobs and offer their services after hours. In some instances, these teachers and tutors are not fully qualified to facilitate the classes that they offer and the breadth and depth of the learning experience does not always amount to a rich and fulfilling experience for the learner. This has an impact on the economic growth of the island, as a competently upskilled workforce should aid economic growth and development.

1.2.5.4. Curriculum as Praxis

This approach to curriculum is, in many respects, a development of the process model. While the curriculum as process places an emphasis on judgement and making meaning, it does not clearly define the interests that it serves. The praxis approach to curriculum concerns itself with both the learning process and “collective human well-being [that moves towards] the emancipation of the human spirit” (Smith, 2002: 2). Thus, the praxis perspective is concerned with freedom, empowerment and emancipation. Action is not simply informed; it is determined by the actions and attitudes of those involved in the process so that the course of action becomes beneficial and meaningful to all.

A praxis approach to curriculum is dependent on continuous interaction and reflection. Curriculum is seen “not simply as a set of plans to be implemented, but rather is constituted through an active process in which planning, acting and evaluating are all reciprocally related into the process” (Grundy, 1987: 115). Such an approach centres on praxis, which involves informed and committed action.

In praxis there is no prior knowledge of the right manner in which to achieve the ultimate aim of any situation. The end itself is “specified in deliberating about the appropriate means to a given situation” (Bernstein 1983: 147). To achieve a predetermined end, we alter approach in a way which supports the outcomes being reached. In praxis, there is a continual interplay between the ends and the means.

As discussed in 1.2.3.3., critical pedagogy is concerned with the issue of power in the teaching and learning context. To this end, critical pedagogy focuses on how and in whose interests knowledge is produced and imparted. The ideal aims of education in the context of critical pedagogy are emancipatory. Freire (2010), terms such emancipatory education as ‘liberatory education’ because it focuses on the development of a critical consciousness. Freire (*ibid*) further suggests that this coming to ‘consciousness’ is the necessary first step of praxis as it requires an ongoing, reflective approach to taking action. Praxis, therefore, involves engaging in a cycle of theory, application, evaluation, reflection, and then a revisiting of the associated theory. Social transformation is the product of praxis at the collective level.

Praxis therefore is not simply action based on reflection – it is action which embodies certain qualities. These qualities include a commitment to human well being; the search for truth; and respect for others. Essentially, it is the action of people who are free and who are able to act for themselves. Praxis, by virtue of its emancipatory stance, can present risks as it requires the learner to make “a wise and prudent practical judgment about how to act in *this* situation” (Carr & Kemmis, 1986: 190).

Summary

In this review of approaches to curriculum, it is clear that the AVES Curriculum is aiming to serve a particular economic need. The curriculum, by design, should therefore rightly not be fully focused on transformation or empowerment. It is also evident that the curriculum has been revisited and adapted during the short life of the Service to continuously meet the changing and emerging training needs of the island.

With an overview of these four approaches to curriculum provided, I now contemplate arguments around the notion of a reconceptualised view of curriculum. This view sees the curriculum as an ever-evolving, fluid process.

1.2.6. Reconceptualisation of Curriculum

Slattery's (1998) reconceptualised view of education includes his views of curriculum: an infinite process in which the outcomes need to be continually reassessed and updated. He argues that in attempting to understand the social, political and economic implications of the curriculum in relation to the past, present and future, we are in a stronger position to provide learners with an "individual experience" in which they can make "broader connections" (Slattery 1998: 58). Slattery further suggests that the curriculum needs to be based on the present. He contends that the past and the future need to be considered in relation to the present. The design of the AVES Strategy and the subsequent establishment of the AVES with its associated curriculum, support Slattery's assertion that the curriculum is a political text. Kenway (2008: 2) suggests that it is commonly argued that even in capitalist societies, the main factor of production in today's economy is knowledge. She suggests that "capitalism is now often equated with the knowledge economy" (*ibid*) and that policy-makers all over the world have developed curriculum policies that combine different ideas about the association "between knowledge, information, learning, the economy and society" (*ibid*). These policies are informed by the past, the present and the future aspirations of the context in which the curriculum is placed. Pinar, Reynolds, Slattery & Taubman (1995: 67) write that by "bracketing what is, what was, and what can be, one is loosened from it, potentially more free of it, and hence more free to freely choose the present". Slattery (1998: 59) identifies four stages in the process of curriculum reconceptualisation:

1. the regressive stage where we are to turn to our past to determine how our educational experiences have impacted on our present;
2. the progressive stage requires us to explore and identify the options and possibilities open to us. By assessing our options we choose a way forward;
3. the analytical stage requires us to focus on the present without consideration of the past or future; and
4. finally, the synthetical stage requires an assimilation of the first three stages so that the present can be effectively informed.

In addressing each of these stages, the ideologies that underpin the social, political and economic structures of the context need to be considered. This will

ensure that a curriculum that is relevant, and within the means and vision of the context which it aims to serve, is continually provided. The lessons of the past, the circumstances of the present and the opportunities of the future all need to be carefully contemplated so that a meaningful learning experience can be offered. If a meaningful and relevant curriculum survives the synthetical stage and the regressive stage at the point of evaluation and assessment, the new progressive stage needs to assess how these opportunities can be sustained within the parameters of available resources. This process appears to be ongoing at the AVES where the curriculum is dynamic and fluid – and constantly being revisited.

Pinar *et. al* (1995: 67) suggests that in its reconceptualisation, the curriculum needs to be understood “... as a political text, as phenomenological text, as autobiographical text, and the other major sectors of scholarship”. Slattery (1998: 63) suggests that in doing this, people who work with the curriculum need to “re-envision their pedagogical roles and autobiographical methods” so that the curriculum remains relevant. If the curriculum is not relevant and meaningful it will not be widely subscribed to and will ultimately fail. In the Cascarian context and for the purposes of my study, this relates to a curriculum that is meaningful in so much that it aids workforce skills development to support economic growth. Its relevance is determined by the politics, the phenomenology and the autobiography of the island and its people. What is of major importance is that continuously evolves to stay relevant. The reconceptualised curriculum could aim to teach both for and beyond the knowledge society – the present will inform why certain development models are adopted and what approach will be used to convey the curriculum.

1.2.7. Synthesis

Curriculum theory and practice is largely dependent on broader social movements that impact directly on curriculum development. The current Cascarian landscape is a good example of this in practice. The Adult and Vocational Education Service has come about as a direct result of the changes, both social and economic, that the proposed air access development project will bring to the island. To this end, the AVES Strategy and its subsequent core

curriculum were developed specifically with activities that would aid the economic activity that will come about as a result of economic change. My review of the AVES Curriculum suggests that it embodies curriculum reconceptualisation but its stance on *curriculum development* and *curricular approach* are *polytechnicalist* and *product* respectively.

When implementing a curriculum change, it is important that all stakeholders are considered and consulted and that there is synergy between the planned change and the culture of the context in which the change will be implemented and ultimately adopted. When implementing a curriculum change, it is also imperative that stakeholders see the relevance of the curriculum to their needs and the needs of their immediate society and economy. If this is not evident, lack of stakeholder commitment or buy-in will hinder the success of the curriculum innovation.

Also of major importance, particularly in the Cascarian context is how the curricular change will support and serve the economy and workforce of the island. I now continue my argument with an exploration of the curriculum in relation to economic theory and the needs of the market.

1.3. THE ECONOMY AND THE WORKFORCE ON CASCARA ISLAND

In this section I introduce and explore economic development in relation to curricular provision and expand on the followings theories of economic development and their relevance to the Cascarian context: economic base theory; competitive industry cluster; entrepreneurship; and post-secondary and further education. I then move on to examining the concept of human capital theory, capacity building and social capital theory in the Cascarian context. Thereafter, I discuss the relationship between learning and work and I conclude with a deliberation on the 'new global economy' and what this means to Cascara Island.

1.3.1. Economic Development

The AVES on Cascara Island was established in 2006 primarily to serve the changing economic needs of the island in the wake of the decision by the metropole government to build an airport on the island. The construction of an airport on the isolated island of Cascara has the potential to bring with it considerable consequences that will have varying impact both on the society and the economy.

Smith (1776) – originally published in 1776 – a pioneer of political economics wrote that a nation would best improve its wealth through individual decision-making with minimal interference and input from the state. Smith further argued that an economy would adjust automatically to full employment if it was left alone.

Malthus (1798) – originally published in 1798; and Marx (1867) – originally published in 1867 (vol. 1), 1885 (vol. 2) and 1894 (vol. 3) differed in their approach to the economy. Marx, being a socialist, saw capitalism as a doomed enterprise as it claimed to exploit the main-stay factors of production: i.e. land, labour and capital. Malthus, on the other hand, theorised that growth in the economy would cause an increase in population, but further suggested that the increased population would overtake the increases in production. The thinking behind the introduction of the AVES Strategy and its subsequent curriculum on Cascara, show support for Malthus' argument that economic growth might increase productivity and thereby also encourage population growth. The AVES curriculum was designed to give impetus to the visions of local government and the AID for the development and growth of the island. It was envisaged that increased skills levels in relevant areas, as well as the opportunity to develop these skills on the island, would not only boost the economy but also encourage Cascarians around the world to return to their homeland.

Keynes (1930) suggested that economies should focus on spending and adjust production and employment to align with spending (*ibid*). In the Cascarian context, there is no substantial local production with most of the workforce being employed by government. Cascarian Government budgets are designed with

salaries aligned in relation to the budgetary support received from the metropole. Keynes (*ibid*) further suggested that some government intervention was always needed to control economic activities. The AVES is one of those government controlled services and its curriculum aims to improve work-based skills in order to develop the economy. This approach appears to be in line with Keynes' contention that government intervention is always needed to control economic activities. Given the impending air access project on Cascara, the actions of the local and metropole governments seem to be prudent.

On exploring the potential for the economic advancement of the island, it is worth noting that although the Cascarian economy is essentially capitalist in nature – with freedom of enterprise existing – nearly 80% of the workforce are employed in the public sector. This makes it difficult to fully explore the opposing theories of Marx and Malthus. It is, however, worthwhile to note that the population of the island, due to a variety of factors, is declining on an annual basis. Some of these factors include sub-standard local wages, medical needs and insufficient opportunity for tertiary learning. Many young people leave the island to undertake post-secondary or tertiary learning abroad; often they do not return as they receive more substantial remuneration for their newly acquired skills abroad.

It is largely for the reason of a declining population, as well as the lack of local industry that Cascara Island does not have a self-sustaining or self-regulating economy. The island is dependent on the metropole for all of its funding with in excess of 60% of the local workforce employed by the government (Weaver 2002: 12). As stated previously, local wages are very low, with the average annual government wage in 2009/10 being \$2418¹⁴. Due to a social welfare system, there are no desperately poor people on the island; there are also very few rich people. Financial assistance from the metropole government amounted to US\$27 million in the 2009/10 financial year with an additional US \$5.25 million to subsidise the island's ship managed by the International Passenger and Freight Shipping Service (IPFSS), (Cascara Government, 2009a: 3). In the early part of the last century, Cascara was an important victualing station for ships.

¹⁴ 2009/10 Statistics received from the Financial Planning Manager by email on 04.03.2010

The opening of various canals and trade lines in the latter part of that century provided a shorter, more direct route for ships travelling between major countries and ports around the globe. This resulted in ships not needing to visit the island for supplies and the island has felt the economic impact of this ever since. Besides the tour and leisure sailing industry which includes visitors arriving only sporadically, there is less and less demand on the island's agricultural and natural resources. Another factor responsible for the economic downturn of the island was the demise of the flax (or sisal) industry in the 1960s. In the first part of the last century, Cascara had a thriving economy that was made possible through growing flax for ropes and fibres. The advent of synthetic fibre in the 1960s saw the decline of the flax industry which impacted negatively on the island's economy. Almost overnight, Cascara went from a prosperous island to a struggling economy (Weaver, 2002).

Besides financial aid received by local government, there are numerous additional revenue streams for Cascara: these include tuna fishing; coffee growing; tourism (although there are fewer than 1000 tourists who visit the island each year on the IPFSS); the sale of stamps and first day covers to philatelic collectors around the world; livestock farming, which takes place on a very limited scale; and finally the small-scale sale of local handicrafts that include aloe work, beadwork, lace and tailored clothing (*ibid*). The latter four similarly having declined considerably over the last 50 years. In my study, I aimed to explore the degree to which the curriculum on offer by the AVES supported these additional revenue earners on the island, I also investigated whether such learning opportunities were viable and sustainable as well as whether new revenue earners could be developed or introduced.

As there are few jobs available locally, a large proportion of the workforce leave the island to seek employment overseas, mostly in the metropole but also on other small islands with stronger economies and where higher wages are paid. About one third of the total population of Cascara is living offshore, while one third of the working population is presently working abroad. While this brings economic benefits in terms of reducing unemployment and of increasing remittances (now a little under US \$3 million per annum), it brings with it social burdens in terms of family separations. A campaign is currently underway to

encourage the return of Cascarians from all over the world to the island in order to aid the development of the island's economy. The announcement by metropole government to fund an international airport on the island has brought about economic policy on the island that aims to encourage inward investment. This has sparked considerable interest in development on the island and to date one building development – a hotel with a golf course – has been approved. It is of interest to note that as part of gaining inward investor status, investors need to submit a detailed training programme as part of their application (Cascarian Sustainable Development Plan, 2007: 15).

A lack of capital to provide funds for asset replacement and a lack of inward investors to date has meant that the major municipal utilities such as energy, water and public health are likely to remain under government control for the foreseeable future. There are 13 government departments¹⁵ that employ in excess of two thirds of the island's working population. There are also a number of private sector companies across the island, the largest of these being Wisedoms¹⁶ – a group that includes three supermarkets, two petrol stations, a DIY store, a shoe shop, an insurance agency and the shipping agency. Wisedoms, although classified as a private sector business, is essentially a parastatal as it is 63% government owned. There are at least four other larger private sector players on the island but none compare in size and scope to the operations and activities of Wisedoms. In addition to these there are up to 200 small businesses (employing between 1 to 4 people) that operate across the island. These businesses maintain very small profit margins and in most instances only generate the wages of those employed in the operations. It is therefore understandable that the construction of an airport will give the island's economy a much needed boost and that new jobs and opportunities could be

¹⁵ Audit Service
Police Department
Human Resources Department
Department for Development and Economic Planning
Fiscal Service
Office of the Chief Administrator (including Tourism and Customs)
Municipal Services Department
Education Department
Public Health and Social Services Department
Legal and Lands Department
Agriculture and Natural Resources Department
Employment and Social Security Department
The Post Office

¹⁶ This is a pseudonym.

created as a result of the envisaged air access. Two areas cited for development associated with air access are tourism and construction. The AVES aims to offer skills development to aid, support and encourage these and other skills required for economic, personal and social development (Brookes, 2005: 9). Bearing in mind these factors, it was of interest for me to grasp how a sustainable curriculum on the island could help to achieve this aim.

With this overview of the unique Cascarian economy outlined, I now explore economic development in greater detail. Economic development encompasses a wide range of concerns that encompass: growth per capita, competitiveness and community upliftment. I discuss four economic theories that aim to encourage economic development, namely: economic base theory, competitive industry clusters, entrepreneurship and post-secondary and further education.

1.3.1.1. Economic Base Theory

In its true form, economic base theory is concerned with the division of employment in two broad categories: these are the *basics*, which incorporate manufacturing and related activities; and the *non-basic*, or service and trade related activities (Tiebout, 1962; Woo, 2005). The Cascarian context is in effect a good example of economic base theory, albeit that most of the workforce are government employees. The economic base of a community is made up of those businesses that provide basic employment and income on which the community depends. On Cascara the government is effectively the economic base – albeit that it receives its funding from the AID. If the main enterprise, in this case the government, falls on hard times, the effect is widely felt. The reality on Cascara is that although manufacturing exists, it is of no real consequence as export does not generate much revenue. The island is dependent on aid money, which is for the most part used to pay wages and salaries and to provide basic government services. As the provider of adult and vocational education on the island, the AVES is classed as a non-basic service. It is a particularly interesting one as, by the provision of a relevant curriculum, it has the power to improve activities across both the basic *and* non-basic categories.

In the economic base theory model, Woo (2005) argues that private sector competition creates economic growth. It was for this reason that the AVES was established on Cascara. It was hoped that by injecting relevant skills into the marketplace through the provision of an appropriate and sustainable adult and vocational curriculum the economy would demonstrate growth. The small business base and the severe shortage of human resource on the island does not appear to be an encouraging scenario for real substantial or significant economic growth.

1.3.1.2. Competitive Industry Clusters and private sector businesses

A competitive industrial cluster is a concentration of competitive businesses in the same industry. Hill & Brennan (2000) describe industrial clusters as those driver industries that are dependent on customers, labour, suppliers and common technologies. For a competitive industry cluster to exist there needs to be businesses that compete with each other to enhance services, products and quality. The Cascarian private sector is very small but within this economic microcosm, “there are numerous garages and car hire companies, construction companies, independent handymen [*sic*], superettes, self catering accommodations, hotels and restaurants” (Cascara Development Bureau, 2008: 5). In promoting healthy competition, the AVES Curriculum needs to offer appropriate learning to the private sector. Skills development in these competitive areas will improve services, standards and costs; with the added benefit of increasing the scope of the economy.

The theory of competitive industry clusters suggests that when competing businesses are in close proximity to each other, the fibre of all of the businesses is strengthened (Harrison, 1994). The size and geomorphology of the island suggest that most businesses in the Cascarian context are situated close to each other which intrinsically promotes sharing the same captive and limited client base.

1.3.1.3. Entrepreneurship and the role of the entrepreneur

In order to understand the limitations of the island of Cascara as competing in a world market or global economy – or even to sustain itself adequately without extensive governmental aid – it is of importance to examine how traditional understanding of entrepreneurial concepts are appropriate to the study of the economics of the island.

The concepts 'entrepreneur' and 'entrepreneurship' have been described in a variety of ways by different writers. Zahra, Gedajlovic, Neubaum & Shulman (2009: 520) describe an entrepreneur as somebody who possesses a distinctive motivated personality, who has a command over resources in order to reach his/her own goal(s). Backman (1983: 3) suggests that an entrepreneur plays a critical role in the establishment of new business, and hence, is a major contributor to economic growth. Glancey & McQuaid (2000: 84) explain entrepreneurship as risk "taking, resource allocating and innovating", while Hisrich & Peters (1998: 14) see entrepreneurship as "a process of creation and dedicating resources to meet goals". Casson (2010: 56) contends that entrepreneurship is in actual fact 'economic theory' where the central driver of entrepreneurial economic development is innovation. Innovation can be characterised by the combinations of creativeness or resourceful thinking (*ibid*).

It should therefore follow that the growth of the economy on Cascara is largely dependent on the presence or absence of entrepreneurial instincts in the Cascarians themselves. While a relevant and appropriate curriculum can boost economic development, there needs to be a desire and volition in the people themselves to take up skills development learning opportunities on offer. This is particularly appropriate to employees within both the public and private sectors, especially at a time when government is moving towards policies in outsourcing and the AID is considering ways of reducing financial support. These potential threats highlight the need for entrepreneurship on Cascara Island. An example of this exists in local crafters not capitalising on the local client base; instead they focus on preparing stock for cruise ships that visit the island, on average, 6 times a year.

In relation to the educational theories that inform the AVES Curriculum, entrepreneurship, as an economic theory, can be viewed in terms of creating new businesses. Glancey & McQuaid (2000) suggest that too much emphasis is placed on entrepreneurship as a means to starting a new business. They argue that job creation is the main objective of people involved in economic development and they suggest that this is where the link between economic development and entrepreneurship lies. This thought is central to the AVES on Cascara as it supports the mission of the Service which purports to skill, upskill and qualify the workforce to meet future needs in relation to economic growth and sustainability. It also has the potential of enhancing existing as well as developing new businesses. It is the task of the AVES to provide training to meet this aim. The Cascarian Sustainable Development Plan (2007: 8) demonstrates the government's commitment to developing the private sector:

Another important measure to promote private sector development is reinvigorating the outsourcing/privatisation of activities currently undertaken in the public sector. An outsourcing programme will be designed and its implementation will be given priority. Furthermore, an effective business support programme will be implemented. This will be done through the [Cascara Development Bureau], in co-operation with or using existing or potential private sector providers of business support services.

The AVES works closely with the CDB in providing appropriate learning opportunities to the private sector on Cascara Island. Often resources are pooled and training programmes are offered to representatives from both the public and private sectors. The differing arguments on the entrepreneurship model would suggest that perhaps the AVES should offer training specifically in entrepreneurship, so Cascarians are in better position to capitalise on prospects that the air access project might present.

1.3.1.4. Post-Secondary and Further Education

At first glance, it may seem inappropriate to explore Post-Secondary and Further Education with economic theories but organisations such as the AVES, colleges and higher learning institutions of learning are designed to contribute to local economic growth (Welch & Welch, 2010). This, after all was the basis on which

the AVES was established. Falcone (1994: 44) suggests that institutions such as the AVES can contribute to local growth as follows:

1. preparation of students entering the workforce;
2. improving literacy rates of citizens in the service area;
3. offering courses for specific businesses; and
4. providing pre-screening services for employment.

The AVES as far as possible prepares Cascarians for the workforce but due to the size of the island it does not operate as a college as such, as there are insufficient numbers to support such an operation. The AVES is also only able to offer development and training within the scope of available resources – human, physical and financial. It would appear that training through the AVES is predominantly aimed at people already in the workplace, while the community high school also aids (in collaboration with the AVES) the preparation of school leavers for the workplace. Similarly, the Employment and Social Security Department runs a youth trainee programme for school leavers to gain practical work experience. The AVES offers literacy and numeracy classes at a variety of levels and provides work-based skills learning opportunities across a variety of disciplines.

With regard to training possibilities for school leavers/young members of the workforce, Welch & Welch (2010) and Daugherty & Bakia (1999) contend that adult learning institutions contribute to local economic development through contract training, small business development and incubation, and local economic planning. This is true in many respects of the AVES on Cascara. Due to the size of the island and its economy, these economic functions are implemented in partnership with agencies such as the CDB in the area of training that supports local business development.

Without able, qualified and experienced human capital, no approach to economic theory will advance effectively. Thus it is necessary to explore human capital in the context of economic theory, with a particular focus on the Cascarian context.

1.3.2. Human Capital Theory, Human Resource Development and Social Capital Theory

The concept of 'capital' is historically associated with cash, savings accounts, stock and shares. Modern trends have broadened the notion of 'capital' to include employers appreciating the skills of their employees as a form of capital; hence *human capital*. This is particularly relevant when considering the training and the retraining of employees. From an economic point of view, capital can be described as "buildings, equipment, inventories and other non-human producible resources that contribute to the production, marketing and distribution of goods and services" (Mansfield, Bravesh & Paige, 2004: 10). Maoz & Moav (1999: 684) contest this view of capital and highlight the need to consider people as a predominant resource in respect of economic potential and capacity building. The concept of capital can also extend to include civil society and the relationships that exist within these structures – this form of capital has been termed *social capital theory*. In this section I will explore the notion of human capital theory and human resource as follows:

- Human capital and education;
- Capacity building in the Cascarian context;
- Social capital and the Cascarian context.

1.3.2.1. Human Capital and Education

When human capital is investigated in the context of education and learning, there is a shift away from the description of Mansfield *et al.*'s (2004: 10) "non-human producible resources" towards notions of training, education, health benefits and the ideal of improved jobs (Maoz & Moav, 1999). This view of human capital incentivises employees to voluntarily want to migrate to higher wages or better paid jobs (*ibid*). Hao (2000) sees human capital in terms of health related issues and this view supports Maslow's (1970) hierarchy of human needs, where the focus is initially on physical wellbeing before other higher order needs are taken into account. Economists generally concur that people (or human resource) are significant when weighing up the equation of the accumulation of wealth in an economy (Mansfield *et al.*, 2004). People invest in

themselves and aim to become better at what they do – this is an investment in human capital. By investing in themselves, people can enhance their opportunities and expand their options (Welch & Welch, 2010).

Education and training are imperative investments in human capital because these are the means by which self-improvement occur - essentially through individuals increasing their own knowledge and skills bases. Participation in training reduces the dependence of employees on employers and government aid (Becker, 1993). The potential to emancipate employees and reduce government aid is at the heart of the AID's objectives behind the establishment of the AVES. As the government is the major employer on the island, the training and empowering of civil servants in particular, will give the workforce an opportunity to move into the private sector and to take advantage of economic opportunities that will arise in and around the air access project. There are ideally, long term benefits for both Cascarians and the AID: the Cascarians will become more skilled and more self-sustaining, while the AID will reduce financial support to the island over time. My view is that unless the airport brings significant economic investment to the island, the reduction of aid will be minimal for the foreseeable future as the private sector is very small. If financial aid is reduced and the economy does not grow, the result will be deteriorating conditions and more Cascarians may leave the island.

Even if opportunities arise which might motivate the more entrepreneurial-minded Cascarians; many have limited capital resources which will restrict them from setting up large scale businesses. Although the local bank does offer bank loans, these are not easy to obtain. Economic growth can predictably be expected when the airport is built, but it is imperative that the Cascarians themselves realise much of the opportunity and not outside inward investors who will cash in on the potential opportunities. For reasons such as these, the Cascarian Government has implemented a Sustainable Development Plan, which clearly states its purposes for the manner in which the AVES on Cascara will aid human resource development:

[As] education plays a key role in developing a strong human resources base, the establishment and continued development of an Adult and Vocational

Education Service aims at providing vocational education in a lifelong learning context. It specifically aims at promoting the participation of [Cascarians] in the building and operation of the new airport and in its associated economic development, particularly in the tourism sector. Adult education is envisaged in areas of general education, as well as business-related education, and skills training (Cascara Government Sustainable Development Plan, 2007: 36 – 37).

Although not explicitly stated in terms of human capital theory, it is clear from the above extract that the Cascarian Government has a vision for the development of the island's people so that they can contribute effectively to its economy. Thus, it is imperative that the AVES offers a curriculum that is relevant and appropriate. It would appear that many Cascarians appear to have a deep commitment to self improvement with training sessions on offer by the AVES often being oversubscribed. This can probably be attributed to the fact that until recently, training opportunities existed only in a limited form through the Human Resources Department. More than 80% of the training participants are from the public sector, and this may be attributed to the fact that private sector workers feel the financial impact of 'no work, no pay' because their presence in a training intervention will result in lost working and earning time. Public sector employees attend training sessions during working time with full pay. Another issue is that private sector workers and business owners need to pay to attend training sessions with only certain training subsidies available through the Cascara Development Bureau (CDB). There is no cost for government employees participating in AVES learning opportunities as the AVES is a government run and controlled agency. The Cascara Sustainable Development Plan (2007: 36) does, however, lay out a long-term plan for the Service to become independent:

As part of the establishment of AVES, the revitalisation of the Vocational Training Advisory Council into the Adult and Vocational Education Service Council (AVESC) is envisaged. This Council will have representatives of the public and private sectors and will make recommendations on vocational education priorities and monitor the AVES.

The CDB is currently implementing formal policy to assist with subsidies for private sector representatives who wish to participate in learning and training opportunities offered under the AVES. For the curriculum to effectively serve the

needs of the economy by developing work-based competencies that will promote economic growth; it is imperative that the AVES continues to engage private sector agencies such as the CDB. It is through such partnerships that capacity will be locally built in relevant vocational areas.

1.3.2.2. Capacity Building in the Cascarian Context

Experience has shown, over the relatively short time of the existence of the AVES, that Cascarians show a keen interest in furthering their personal educational objectives. This makes it worthwhile focussing on factors relating to capacity building, i.e. in as far as the islanders themselves feel a need for, and actively pursue, continuing education.

Massell (2000: 1) conceives of capacity building as the “need to translate high standards and incentives into effective construction”. Human resource is central to this ‘effective construction’ as the actual implementation of any intervention is dependent on people and their skills. Fullan (2005) contends that capacity building is about learning how to act collaboratively so as to bring about a positive change and in so doing, develop mechanisms that are clear in focus and purpose. He suggests that decisions, actions and leadership should be consciously employed to improve and sustain the situation. The AVES Strategy was established to assist in creating a Service that would build capacity on the island. Professional development through work-based skills enhancement is the core activity on offer by the Service; it is only once this is sustained in support of positive economic growth that the Service can be deemed to be successfully building capacity. The sustainability of the Service is dependent on numerous factors that include human resource provision, funding and local support. These are key to the aims of my study which include exploring how the implementation of the AVES curriculum leads to economic growth and longer-term sustainability.

The knowledge and skills of tutors, administrators and managers is an important facet of capacity development (Foley, 2001) and it should not be underestimated. Bowman, Donovan & Burns (2001) suggest that the knowledge and skills of stakeholders are among the most important factors in determining success. Swanson (2003: 207) emphasises the importance of “expertise” in the area of

human resource development and claims that “improvement and change can only really materialise when expertise is available”. Although the AVES has been tasked with developing skills and knowledge to aid economic growth, the problem lies in the lack of availability of human resource. At a management level, the AVES has had to recruit two officers from abroad (my position of AVES Manager being one of those) with funding for these positions received from the AID.

In addition to this technical support, expert trainers are periodically brought to the island at great expense to run training sessions in technical and specialist areas. Washington (2003: 221) extends Swanson’s view of ‘expertise’ and suggests that ‘competence’ is dependent on the expertise of the available workforce. This can be viewed from two dimensions, firstly from the angle of input – the competency of human resource to administer the intervention; and secondly the output – the level of competency in the human resource that has undergone the process (*ibid*). There will, Washington suggests, always be a link between the two. In other words, well-skilled human resource has the potential to produce equally strong human resource. On Cascara, skills migration has occurred over many years with the population declining annually. There is currently a large skills shortage on the island across many sectors and it is for this reason that expatriates with scarce skills are employed at salaries much greater than those offered to Cascarians. Local labour is often allocated to expatriate employees as counterparts and undertake a dedicated training programme that aims to build this capacity. The only issue with this approach is that transient nature of employment on the island does not always guarantee that local employees will remain in post.

Employee selection is crucial when making appointments as it is important that the “right person-job fit” is achieved (Robbins, Judge, Millet & Waters-Marsh, 2008: 369). The selection of relevantly experienced and qualified tutors is important as it aids in securing learner success in courses offered through the AVES. The necessity for drawing on appropriate human resources impacts on the area of financial resource, as the ‘purchasing’ and development of skills and expertise have a cost implication.

Financial resources are central to the sustainability of any innovation as they impact directly on both human and physical resources – without a sustainable budget, human and physical resource will run into short supply and impact negatively on the innovation. In addition to the cost of full time and part time staff as well as additional training experts, there are also the costs associated with materials, equipment, shared government services, buildings and operational overheads. The annual recurrent budget for the AVES in the 2008/09 financial year was US \$489k¹⁷. This budget included all of the costs associated with the running of the Service with US \$106k of this allocated to training. For the 2009/10 financial year, the recurrent annual budget, in line with government right sizing and budget downscaling, was reduced by US \$67.5k to US \$415.5k, with US \$45k being removed from the AVES training budget allocation. This budget reduction was due to overall funding cuts by the AID which they attributed to the world economic situation. This budgetary cut impacted significantly on the provision of the continued training offered by the Service. Monies were also cut from the materials and equipment section of the budget, and while the Service is housed in a government building this restricted the purchase of additional materials and equipment. The absence of adequate financial resources resulted in numerous hardships for educational institutions as it impacts negatively on lack of human resource and teaching materials (Penn & Reagan, 1995). Moffett (2003) cautions that capacity building can also be hindered by certain other factors that interfere with the organisation and the individuals within it. Such factors include building projects, staff turnovers, changes to administration and budget cuts that stall the reform process.

The three capacity building components of human, financial and physical resource need to be carefully balanced to promote effective and relevant learning that will prove to be sustainable over time. Work-based skills development is more likely to become sustainable if there is a commitment by employers to invest in their staff. Such an approach builds trust in the community and has the potential for offering a platform whereby resource utilisation can be

¹⁷ This excludes the AVES AID Development Aid Budget of just over US \$1 million which will come to completion in 2012. Figures sourced from the AVES Budget for the 2008/09 financial year.

more fully maximised. Capacitated and well utilised human resource can also aid community development.

In its broadest sense, community development includes the social and economic well-being as well as the sustainability of communities in relation to their economic and geographic situations. By combining the ideals of ‘community’ and ‘development’, community development theory implies development or advancement through the interaction between people rather than individual activity. Flora & Flora (1993) call this ‘collective agency’ and describe it as a process that is aimed at improving the social, economic and environmental situation of any given community. The notion of community development theory is very relevant in the Cascarian context and highlights the need for AVES stakeholders and decision-makers to consult with community members so as to work together in ensuring that the learning opportunities made available by the AVES will effectively serve, in particular, the economic needs of the island.

Community development learning can also take place outside of the formal AVES Curriculum. Such learning can be achieved when individuals and different organisations meet with each other to share experiences; learn from each other; and develop their skills, knowledge and self-confidence. Community development learning is therefore a developmental process which is both a collective and individual experience. It is based on a commitment to equal partnership between all those involved. Community development has a vital role to play amongst the citizens of Cascara as they prepare for increased economic activity which will be brought about by the air access project. On one hand, they will need to share their knowledge, skills and experiences to cope with the change and increased activity; while on the other hand they might – as a collective – also draw on the skills of visiting contractors, thus developing the capital of the local community.

1.3.2.3. Social Capital in Cascara

Whereas physical capital refers to physical objects and human capital refers to the properties of individuals, social capital refers to connections among individuals – social networks and the norms of reciprocity and trustworthiness

that arise from them (Putnam 2000: 19). This view of social capital is closely related to the notion of 'civic virtue'; the difference being that social capital suggests that civic virtue is more powerful when it is rooted in a network of reciprocal social relations. Putnam (*ibid*) suggests that "a society of many virtuous but isolated individuals is not necessarily rich in social capital".

In the Cascarian context, the concept of social capital highlights the value of social relations and the role of confidence and co-operation in achieving collective and economic results. The social relations on Cascara are made more complex by the influence of the colonial power: whilst the resident population is relatively consistent, the expatriate community is somewhat transient. Expatriate employees usually hold much of the decision-making power and their appointments range from a couple of weeks to up to three years. The interactions and relationships that exist between Cascarians and the transient expatriate community will therefore continuously reshape the social capital of the island.

Bourdieu (1983) calls social capital a 'neutral resource' but cautions that it can be practically used to produce or reproduce inequality. Bourdieu further demonstrates how, for instance, people can gain access to positions of power through social connections. In the Cascarian context, this is a relevant consideration as the limited population on the island and the even smaller number of people of working age means that family members and social acquaintances will, no doubt, work closely in the workplace. Coleman (1994) takes a more positive view of social capital. He suggests that it is a resource possessed by individuals to an attribute of collectives which focuses on trust and norms as the producers of social capital to the exclusion of networks. To this end, Coleman (*ibid*: 1994: 302) suggests that:

Social capital is defined by its function. It is not a single entity, but a variety of different entities, having two characteristics in common: they all consist of some aspect of a social structure, and they facilitate certain actions of individuals who are within the structure.

Coleman's definition of social capital suggests that it is non-static, with citizens collectively having some control over it. Putman (2000) suggests that social capital is a key driver in building and maintaining democracy. This claim highlights the importance of social capital in the Cascarian context as the establishment of the AVES and the prospect of the construction of an airport on Cascara indicate a shift by the metropole away from colonial control towards autonomy for the people of Cascara. What will be important is how the transition towards autonomy is managed by democratically elected local leaders and decision-makers. Putman (*ibid*) cautions against declining social capital caused by lower levels of trust in government; lower levels of civic participation; television; and urban development. He argues that influences such as these result in a society that is less 'connected' and lacking in strong social capital. Given the isolation of Cascara as well as the move towards autonomy, a delicate balance will need to be struck in preserving and growing different elements of the social capital of the island. Within the context of change and economic opportunity, the social capital of the island might be best measured, by what Putman (2000) describes as the amount of trust and 'reciprocity' in a community and between individuals.

Beem (1999: 20) argues that "trust between individuals thus becomes trust between strangers and trust of a broad fabric of social institutions". Beem therefore implies that it is this trust that ultimately becomes a shared set of values, virtues and expectations within society as a whole. It would therefore follow that during the period of change and opportunity in relation to the air access project on Cascara, it will be the establishment of trust between a variety of local role-players that will shape or shift the social capital that exists on the island.

The AVES on Cascara has an important role to play in the reinvention of the island's social capital. Not only will it equip local people with skills necessary to capitalise on the economic opportunities that air access will bring, but it could also facilitate the change process and aid in bridging differences (social, cultural and political). Halpern (2009) suggests that there is much evidence to suggest that communities with a good stock of social capital are more likely to benefit from lower crime figures, better health, higher educational achievement, and

better economic growth – these are all, no doubt, indicators that the island of Cascara will aim to achieve once an airport makes the island much more globally accessible.

This extends my discussion to explore learning and work and the role of Cascarian employers in assisting Cascarians to develop themselves and to further their own personal educational goals.

1.3.3. The Relationship between Learning and Work

Training and learning should not end with formal education, but should extend into the world of work. Once in employment, employees enter both formal and informal training sessions that improve their vocational aptitude. Knight & Song (2006) suggest that employees increase their personal productivity and their vocational skills by learning new skills at work. Blau, Ferber & Winkler (2009) suggest two types of on-the-job training, namely, general and industry specific training. General training comprises learning that is easily transferred from one organisation to another; these organisations may even be within totally different industries. Information Technology skills such as, Word Processing is an example of general training interventions. Industry specific learning relates to skills that are not easily transferable to other industries, for example, automotive vehicle maintenance skills. Learning new work skills encourages professional development, which is not only crucial to individuals but also of major benefit to the organisation which employs the workers (Kydd, Crawford & Riches, 2002).

Effective professional development aims to cater for the needs of both the individual and the organisation as a whole. Kisner, Elliot, Foster, Covington, King & Liou (1998) suggest that organisations will only develop if their employees are developed professionally. The findings of Kisner *et al.* particularly addressed my own interest in explaining how a relevant curriculum could develop employees (and self-employed individuals) to the greater economic advantage of the organisations within which they operated. Bassi, Cheney & van Buren (1997: 49) contend that in order to remain competitive, “businesses must see professional development in the form of education training and skills enhancement as an investment”. Professional development has become synonymous with

organisational development and without a concern for professional development, economic advancement is highly unlikely. The challenge for small businesses such as those on Cascara is that training is an expensive undertaking.

In this section I will explore the relationship between learning and work as follows:

- Learning and Work on Cascara Island;
- Employer Demand and the New Global Economy.

1.3.3.1. Learning and Work on Cascara Island

Historically on Cascara, skills have been learnt informally in the workplace and passed from generation to generation in an informal manner. Informal learning is, for the most part, learning that is not done for accreditation. Cross (2006) suggests that over 70% of what we learn in life and at work is learned informally. Informal learning encompasses the incidental acquisition of 'hard' or more technical and work-related skills as well as soft skills which are more social in nature. Soft skills are gradually acquired and refined through life experience and include attributes that can enhance an individual's interactions, job performance and career prospects (Merriam, Caffarella & Baumgartner, 2006). Unlike hard skills which relate to an individual's skill set and ability to perform a certain type of task or activity, soft skills are interpersonal and broadly applicable (*ibid*). Soft skills encompass personality traits such as common sense, optimism and a sense of humour; they also cover abilities that can be practiced and that require the individual to genuinely like other people – these skills include: empathy, teamwork, leadership, communication and good manners (Cross, 2006). Both hard and soft skills can be an important contribution to the success of a business.

In the Cascarian context, it would appear that a shift is taking place towards recognising the importance of investing in employees, as well as Cascarians seeing the advantages of investing in themselves. For instance, the Personnel Department was renamed in 2007 to the Human Resources Department. The name change demonstrates an ideological shift on how government views civil

servants in its employ. Personnel are now seen as invaluable resources. It is of importance to note that this name change came about shortly after the establishment of the AVES as a Service offering opportunities for the people of Cascara to improve both hard and soft skills that will enhance their success in the economic environment. The commitment to increase work-based training opportunities extended not only to the public sector but also to the private sector which now also benefits from subsidised training. Further financial assistance from the Cascara Development Bureau (CDB), has made it possible for more private sector employers to engage their employees in relevant learning opportunities. A joint partnership between the AVES and the CDB has resulted in draft policy which states that the Service, the Bureau and the learner will each be responsible for one third of the training cost.

This draft policy is proving useful in the worthwhile provision of National Vocational Qualifications (NVQs) on the island. NVQs are qualifications that demonstrate how learning in the work place is operationalised on Cascara. The advantage of NVQ delivery is that it results in City & Guilds accredited certification which is internationally recognised. As such NVQs are valued and sought after within the business community on the island. NVQs do, however, pose other difficulties in that they require stringent quality assurance measures which then place pressure on staff already over extended in the workplace. NVQ delivery and quality assurance can also be quite costly. Unfortunately, NVQs cannot be offered across all of the island's industries and sectors as quality assurance processes require the sector to have in place a qualified assessor and a qualified verifier who are both occupationally competent. The AVES continually works with City & Guilds to find creative means, within the quality assurance parameters, to expand this accredited means of work-based learning to develop a compromise between the needs of the awarding body, the employee (or candidate) and the employer. AVES does not levy any cost to government employees who partake in these NVQ learning opportunities as the AVES is still a government controlled agency. The issue of variances in learning costs across the private and public sectors has caused much discontent in the private sector where small businesses cannot always afford training costs. Private sector training is further problematic due to the fact that lost working time, results in lost earnings. It is for reasons such as these that private sector representatives will

often decline training opportunities, denying employees the opportunity to develop their work skills and competencies.

Becker (1993: 67) proposes that it should be the responsibility of employees to cover any training-related costs as they take those skills with them when they change employment. Becker (*ibid*) further argues that this practice has always been the case in formal education. This view, in effect, requires trainees to invest in themselves as a form of human capital. Blau *et al.* (2009: 83) concur that employers should not be obliged to cover the cost of general training as they do not always reap the long term benefits of the training. By making a financial investment into the training of their employees – stronger, more positive, relationships between the employer and employee are developed as each invest in the other. Blau *et al.* (*ibid*) contend that this provides the basis for a long-lasting work relationship.

As has been discussed, the private sector on Cascara is relatively small with only about 20% of the island's working population actively engaged in this sector. Due to time constraints, and the impact of the loss of working time on income, the private sector is not yet fully involved in training opportunities offered by the AVES. Private sector companies, with few exceptions, are similarly small and in most cases comprise one or two people. Due to the paucity of the businesses, it became a difficult task to ascertain, as argued by Blau *et al.*, where the responsibility for the costs of training lie. What served the purposes of the island better, was rather to investigate curriculum contents and how the learning opportunities available supported the needs of the public and private sectors. The identified skills needs in respect of the air access project were stated in the AVES Strategy as being mainly in the construction and hospitality sectors. These areas highlight the need for the AVES to offer, through its curriculum, training opportunities in both hard and soft skills. Hard skills include the technical aspects of construction (like welding, carpentry and masonry) and hospitality (like food preparation and laundry). Soft skills are important for businesses that interact with people as social skills are vital to client happiness. I was keen to ascertain if the AVES Curriculum offered courses that taught a balance of these skills.

I also hoped to more fully understand the dynamics and implications of the AVES fees and charging structure. Within the public sector, the government takes responsibility for all training costs and this seems to be echoed within the larger private sector companies. There is considerable up – or sideways mobility of staff between government departments and from time to time across the public/private sector divide. A culture of taking financial responsibility for personal development does, for the most part, not yet seem to be evident on the island. Hlavna (1992: 49) emphasises the importance of businesses and organisations working together with training institutions as the overall results of training benefit society as a whole. This, he suggests, needs to be a constantly reflective process as businesses are always evolving to meet the needs of the market; and training programmes must be adapted to meet those needs.

1.3.3.2. Employer Demand and the New Global Economy

Employer demand is a very complex issue because the needs of employers in different fields of business can be very varied. The needs of the public and private sectors would not necessarily always be the same. This would also be the case across small, medium and large businesses and organisations. The concern then is how an organisation such as the AVES, on Cascara Island, provides a service that satisfies the needs of the economy. There is no easy solution as the limited human, financial and physical resources within the Cascarian context would suggest that in the short term this would not be easily achievable. This highlights the difficulties associated with how the AVES can effectively respond to the training demands of the private sector businesses and local government. The broader issue relates to the level of skill required (or demanded) by the employer. These are what Young & Gamble (2007: 18) call “high skill and low skill”. The present curriculum would suggest that, for the most part, the AVES offers learning opportunities that fall under the definition of ‘low skill’. Such courses include training in basic Information Technology applications. Cascarians who need to undergo technical and/or academic training often leave the island for extended periods of time. During the course of my research, I hoped to understand how relevant training opportunities, of both ‘high skill and low skill’ could be sustainably operationalised to effectively serve the economy. Brown & Keep (1999) refer to numerous studies in which different levels of skills

required by business and organisations were explored. They suggest that while apprenticeships and NVQs to some degree incorporate and support basic education, the demand for key skills (which are also low skills) embedded in these courses were only significant at lower levels of employment. The AVES on Cascara offers the full range of key skills and these are well attended. Wolf (2002: 37) argues that businesses in our times are more concerned with traditional academic skills and she states that:

... the evidence on skills suggests that employers in the brave new 'knowledge economy' are after just those traditional academic skills that schools have always tried to promote. The ability to read and comprehend, write fluently and correctly, and do mathematics appears more important than ever.

Wolf's comments are particularly relevant to the Cascarian context and there is a definite demand for courses in basic numeracy and literacy as well as in English and Mathematic at the Continuing Education (CE) and Further Education (FE) levels. The AVES cannot offer tertiary academic courses, although it does facilitate logistics in this regard wherever possible. In contrast to what Wolf argues, there appears to be a demand from employers on Cascara for the provision of technical and trade related skills.

Sultana (1997) conducted a study of employer demand on the Mediterranean island of Malta. Malta, in comparison to Cascara is bigger in size, with a population of around 400 000 and a more sustainable local economy. Its economy is, however, similar to Cascara in that most of the private sector employers are small, local, family owned businesses. Sultana (1997: 49) found that at the higher skills level, business owners were looking for employees that offered a "package that might include academic credentials, but are particularly anxious to find evidence in their future recruits of such personal qualities as adaptability, a sense of responsibility and a willingness to keep learning". This implies that employers use the basic education of attainment of potential recruits as a kind of "short-hand" (*ibid*: 55) - as an assessment of their character and personality. The Cascarian Government grades civil servants from levels 1 – 8, while heads of departments are graded at either 'super scale 1' or 'super scale 2'. Expatriate workers and a few Cascarians are appointed in what are called

'key posts'. These posts are generally specialist in nature and difficult to fill locally as many Cascarians have not had the opportunity to attend training to acquire the relevant skills. These posts usually offer higher salaries and additional employment benefits. The larger private sector companies offer employment at levels similar to those used within government, although salaries within the private sector may be slightly, but not significantly, better than those on offer in the public sector. Sultana's findings in relation to higher level skills on Malta seem to be evident in the Cascarian context. Within the Cascarian government, higher order skills would probably apply from government grading 4 and up. Cascarian civil servants aspire to gaining higher level skills as higher graded jobs offer better remuneration.

At the lower skills level, Sultana (1997: 48), echoing similar views to those of Plato, suggests that employers require people who are more 'trainable'. He claims that employers want workers with:

... a sound general education, that is in literacy and numeracy, the ability to read and follow simple instructions, convey messages accurately, understand simple diagrams, perform basic calculations and have knowledge of such matters as wages, social security, work books and trade unions.

Sultana's description of what employers want of lower skilled workers does not include a reference to technical or trade skills and these are of particular relevance in the Cascarian context, where private sector employers are eager for both themselves and their employees to acquire technical skills that may secure additional business – particularly in relation to the activities that will come about before, during and after the airport project. Sultana (*ibid*: 40) does however state that:

... employers in this peripheral, post-colonial state [Malta] do not require highly technical advanced abilities from their workers. Many employees in the manufacturing sector, for instance, are involved in what is termed 'screwdriver technology' industries, where high-technology components produced abroad are simply assembled locally

Sultana's point is valid in the Cascarian context in that manufacturing on Cascara is what amounts to 'screwdriver technology' and other technical and trade skills cannot be demonstrated in the fullest sense as the isolation of the island often makes it difficult to use technologies to the maximum. The size of the Cascarian economy and the limited client base also make it necessary for employees to be able to multi-task – this is something that employers will often look for when taking on new recruits.

In the Cascarian context, where human resource is in short supply, it is more likely that employers – within either the public or private sector – will always seek training that meets their specific and immediate needs. Welch & Welch (2010) outline the importance of collaboration between business, government and training institutions as they argue the result is an individual who is adaptable, productive and a contributor to the tax base. To this end, both society and the individual mutually benefit. Such a view is technical in nature. This highlights the need for meaningful relationships to exist between, education, training and the economy.

Welch & Welch (*ibid*) say that economic success is determined by education and training and as such argue for an increase in vocationally related learning opportunities to drive economic improvements. This argument is opposed by those, who advocate that this model is too simplistic and that it is more accurate to see the economy as having an impact in determining how stakeholders participate in education and training initiatives (Wolf, 2002). This view makes the relationship between education and the economy less obvious. It also highlights the complexity of the relationship and demonstrates that economic success is not determined by a link between education and training (Brown & Keep, 1999). It would appear that the Cascarian Government is aligned to the position of Welch and Welch (2010) as the AVES was established primarily to provide vocational and business related learning opportunities that would provide the basis for economic development. It was of interest to me to probe the debates about the relationship between education and training and the economy. I was interested in understanding the degree to which the AVES curriculum was providing a platform for potential economic growth; the relevance of the

curriculum to the needs of the island; and how appropriate learning opportunities could be sustained over time.

Whatever the view adopted it appears that, for the most part, policy-makers and governments are in agreement that education and training should be central to long-term global economic competitiveness. It could be argued that Cascara is not situated in the global economic arena but in light of the economic opportunity that the proposed airport will bring, the island does need to start to view its training provision and its economy as being positioned in the global arena. Castells (2001: 72 - 73) suggests that the global economy is calling for labour that is more flexible and portable. He argues that labour is as much the source of competitiveness and productivity in the new global economy as it has always been. Castells outlines three interrelated characteristics of the new global economy (*ibid*):

1. It is an economy in which levels of productivity and competitiveness are brought about by knowledge and information, which is supported and powered by information technology.
2. It is global, but not in the sense that the whole world has one single economic system, or that jobs are global. It can be described as global because most, if not all, jobs are influenced by what happens in the global core or centre of the economy. However, when it comes to the planning stage, most jobs are still determined by local, regional and national labour markets.
3. It can work as a single unit, in real time. This is true right up to the point of the whole planet operating as a unit. In technological terms, this refers to global telecommunications and informational systems. A result of this fact is that firms and networks in the global economy also have the capacity to organise themselves globally in terms of markets and supplies. At the institutional level, trade deregulation and liberalisation have also opened up the possibility for the economy to operate globally.

Castells argues that value is added to the labour market by what he describes as “self-programmable labour”, meaning “labour which has the built-in capacity to generate value through innovation and information, and that has the ability to reconstruct itself throughout the occupational career” (*ibid*: 74). These are

exactly the type of workers required in the Cascarian context – workers who are not only multi-skilled but who can also demonstrate the ability to be flexible in their working lives. Castells suggests that the content of the curriculum, including those areas that have traditionally been vocational in nature, should comprise a good balance of vocational and academic inputs. An investigation of the curriculum contents, the balance and relevance of learning opportunities on offer were central to my study. The AVES on Cascara is currently implementing programmes associated with the establishment of apprenticeships under the AID Development Aid Project. The elements of an apprenticeship support the notion of a learning programme that incorporates both vocational and academic skills. On one hand, it requires candidates to demonstrate specific work-based competency, while on the other hand, it incorporates components in key skills (encompassing literacy and numeracy) as well as a Vocationally Related Qualification (VRQ) which includes more theory or underpinning knowledge in the relevant field.

The supporting Strategy and Operations Manual published by the Cascarian Government evidences bold steps having been made towards the establishment and development of the AVES that would assist in preparing the people of the island for the changes, challenges and opportunities that air access might bring. My study aimed to investigate how the curriculum on offer would support this change in regards to the development of work-based skills competencies that aided or could aid economic advancements.

1.3.4. Synthesis

The debates raised in this section highlight the need for synergy between approaches to economic development and human capital development. For an economy to be successful, it is imperative that employer demand in relation to skills need is met. Both “high skill and low skill” (Young & Gamble, 2007: 18) training requirements need to be addressed if the economy is going to benefit. This can only be achieved if relevant training needs are clearly identified and human capital is invested in a variety of ways to ensure that skills development and enhancement is achieved. This is best achieved when there is a clear vision of what the curriculum aims to achieve as this will inform its philosophy,

approach and contents. The AVES is one of the vehicles being used by both the AID and the Cascara Government in their efforts to increase the local skills base, so as to aid economic activity on Cascara – with the ultimate aim of alleviating the need for financial aid. The vision is that the AVES will aid public and private sector development – particularly in areas relevant to the economic opportunity that the airport may bring to the island. While the AVES as a vehicle for skills and economic development somewhat contradicts Adam Smith’s (1977) contention that wealth is best improved through individual decision-making with minimal interference and input from the state, it is worthwhile noting that stakeholders across all sectors were consulted in the development of the AVES Strategy. What is important now in the Cascarian context is that economic development theory, whether it be economic base theory, competitive clusters, entrepreneurship, post-secondary and further education or any combination of these, must be carefully considered as Cascara moves towards air access and its related economic opportunity. These prospects will ensure that Cascarians secure their place in the global economy.

If Cascara is to develop its economy as fully as it is envisaged, stakeholders need to begin to see themselves in relation to the global economy and the opportunities for trade that may be open to them. The AVES Strategy of 2005 made attempts to address the wider social and economic needs within the context of imminent change, but for the most part the curriculum does not always present learning opportunities that provide a balance of practical or vocational and academic or theoretical learning. Training interventions, usually, involve theoretical and practical inputs that can then be practiced and trialed once learners return to their workplaces.

As Cascara’s population is small (and declining), the concept of the new global economy (Castells, 2001) is of great significance to the island. The locals are often expected to fill a variety of roles and by virtue of this they possess skills that are flexible and portable. The issue with Cascara is that the skills possessed by the workforce are usually passed informally from generation to generation without certification and/or accreditation. The challenge in the Cascarian context is in finding an accessible and affordable route by which to recognise and formally accredit these skills, in this environment of change and opportunity.

These issues will ultimately be determined by the sustainability of the AVES Curriculum and the Service as a whole. This leads my debate to a contemplation of the wider issues that impact on the sustainability of the curriculum in the unique context of Cascara Island.

1.4. SUSTAINABILITY ISSUES AND INTERNATIONAL LESSONS

In this section, I explore the difficulties associated with the sustainability of the AVES on Cascara. In so doing, I present the following as major factors challenging the sustainability of the AVES Curriculum: local leadership; colonialism; financial dependency; and geographical isolation and insularity. Secondly, I explore how adult and vocational education is approached in five other comparable overseas island territories, namely: the Tokelau Islands (a territory dependent on New Zealand); Montserrat Island and the Falkland Islands (both overseas territories of the United Kingdom); and Norfolk Island and Christmas Island (both Australian territories).

1.4.1. Sustainability in relation to the Curriculum

There are many definitions for the term ‘sustainability’ and it is conceptually difficult to determine because it is defined in many different ways in order to suit different agendas and applications (Hempel, 1999). According to Herremans & Reid (2002) the concept of sustainability and its ensuing system of values can be regarded as three overlapping areas. These values or dimensions are economic values, social values and environmental values. Herremans & Reid (*ibid*: 17) present a model and suggest that “an activity, process, region or project is deemed sustainable if it maintains, supports or carries weight or burden of all three dimensions over the long term”. Within this tri-dimensional body of sustainability, the economic dimension is concerned with material needs, property or anything having an economic value that is measurable in price (*ibid*). The social dimension of sustainability is concerned with groups or communities and encompasses the importance of maintaining and improving human living standards. It should also consider basic needs and high level social and cultural necessities (Brown, Hanson, Liverman & Meredith, 1987). The environmental

dimension is concerned with the integrity, preservation and productivity of functional ecosystems (Herremans & Reid, 2002).

Fien & Trainer (1993) extend Herremans' & Reid's (2002) tri-dimensional model of sustainability and contend that most approaches to sustainability do not consider the possible problems that may arise out of the act of social change, often making assumptions that do not probe the deeper issues that relate to values and ideals embedded in the culture. They suggest that to be truly sustainable, an intervention needs to, at an early stage:

... challenge the assumptions of all positions; imagine, explore and critique alternatives to their own position; question the influence of context and the social interests served by all positions, [and] use the values of ecological sustainability, justice and democracy as criteria in the evaluation of all positions and adopt a reflective scepticism to their own and other people's ideas and actions (Fien & Trainer, 1993: 26).

My study explored the degree to which this was done when the AVES Strategy was developed, as my study goals embraced understanding how an appropriate curriculum could be effectively sustained. Venetoulis (2001: 186) grapples with the concept of sustainability and he presents two different but associated approaches to sustainability: "strong and weak sustainability". Weak sustainability promotes an 'average' stock of capital (human, physical and financial) to future generations. When this form of sustainability prevails, future generations can expect to inherit resources equivalent to the present (Arnold, 2005). Strong sustainability, on the other hand, promotes a higher vision for self-reliance and aims to transmit to future generations resources and practices more superior to the present. It is therefore of interest to ascertain if the curriculum change intervention underway within the AVES was weak or strong in nature. The issue of sustainability on Cascara Island is made more complex by many other issues.

1.4.1.1. The Impact of Local Leadership on Curriculum Implementation

Power and leadership are central to the dynamics on Cascara. They include and extend beyond the relationship between the coloniser and the colonised. In this

section, I will explore the relationships that exist between different stakeholders within local government.

Power is predominantly evident in the form of the control that the metropole government has over the island in relation to political and economic direction and decisions. The execution of power by the coloniser is evident in the fact that the Governor has the right to override decisions made by council, even though council comprises a democratically elected group consisting mostly of Cascarians. Groups such as these councillors and organisations such as the Cascara Government are themselves political arenas, where given the small and isolated context, sensitivities and personalities often result in it being difficult to ascertain who is really in control, and with whom the power really lies. Local organisations within both the public and private sectors comprise “individuals and groups with different values, goals and interests” (Pfeffer, 2003: 47). These values, goals and interests can create conflict over resources such as budgets, scope of responsibility, space allocations and staff. I was keen to ascertain how decisions made in relation to such conflicts impacted on the sustainable delivery of an appropriate AVES curriculum that would aid workforce development so as to complement economic growth. Pfeffer (*ibid*) further contends that the degree to which stakeholders enact or realise their values, goals and interests is essentially about converting their power into action. This in itself is a political act. “Those with good political skills have the ability to use their bases of power effectively” (Vredenburg & Maurer, 1984: 51). Effective use of power, involves dialogue collaboration and the inclusion of all stakeholders.

McClelland (1961) developed a needs achievement theory that identified three basic needs that people develop and acquire from their life experiences. These are achievement, affiliation and power. He claimed that individuals develop a dominant predisposition for any one of the three needs. This predisposition will determine how people interact with peers and associated stakeholders. Further to this initial work, McClelland & Boyatzis (1982) conducted further research that indicated successful leaders had a high power need and lower achievement needs. They suggest that power seems to be the key to achieving success. McClelland & Boyatzis (*ibid*) differentiate between personalised and social power, with personalised power serving individual needs for domination and

socialised power being useful in achieving organisational and group objectives. Deal & Peterson (2009: 72) suggest that the norms and expectations of an organisation comprise “the dynamic social system of complex interrelationships and symbolic webs”. The micro-context on Cascara makes for interesting observation in relation to the needs of achievement, affiliation and power – particularly the prevalence of opposing notions of personalised and social power.

Benne (1952: 235) suggested that the achievement, affiliation and power balances of individuals within an organisation impact on organisational culture and that “the skills of cooperative work should be a vital part of the general education of our people”. Schein (2010) describes organisational culture as a system of beliefs, values and norms that members of an organisation share. Writing before her, Deal & Kennedy (1982: 23) suggested that “culture is an abstraction that is linked to the unconscious side of an organisation”. Firestone & Corbett (1998) extend Deal’s & Kennedy’s notion of culture by suggesting that the subconscious becomes evident through predictable and recurrent behaviour patterns which are known and understood by members of the organisation.

Sergiovanni (2006) advocates that the values, beliefs, perceptions and assumptions that are central to an organisation need to be altered to permit the organisation to shift in thinking and orientation, thus allowing it to develop new paradigms. Serious attention needs to be given to the relationship that exists between stakeholder culture and the intended change. The attitudes, emotions, personalities and emotions of the stakeholders play a critical role in determining the success of the change innovation. These aspects are particularly pertinent to my study because when the Adult and Vocational Education Strategy was developed by the AID funded consultancy in 2005, the centralised provision of adult learning within the government sector (as this is where the staff came from) required that certain training staff within various departments relocate to the newly established AVES under the Education Department. This created many difficulties and challenges. Some staff reluctantly relocated to the AVES, while others protested and stayed within their respective departments. The lack of vital human resource impacted negatively on the provision of learning under the newly formed Service, which as a sub-section of the government needed to create its own sub-culture.

Cunningham & Gresso (1993: 26) define school culture as “an informal understanding of the way we do things around here”. This definition also encompasses wider institutional culture as with examples such as the AVES on Cascara Island. This definition highlights the importance of understanding the operational mode and actions of the organisation by the stakeholders. The hierarchical structure of the organisation has less significance under this definition. This was relevant to my study as I needed to understand how the AVES curriculum was being responded to in its efforts to support local work-based skills development. The response of the public and private sectors to the curriculum would indicate, to some extent, how relevant the curriculum was and this would in turn lead to exploring issues of sustainability.

Sustainability is further determined by the decision makers and how power and control is exercised in the organisational setting. Firestone & Corbett (1998: 334) suggest that the unique conditions within an organisation undergoing change are “critical in determining success”. They further highlight the significance of the individual organisational setting and argue that the process of change cannot be universally applied. Each organisation has a set of institutional characteristics which are for the most part, specific and unique. These characteristics include: staff stability; curriculum articulation, institutional leadership, continuing staff development, support for change, stakeholder relationships, sense of community, clear goals and expectations, teacher demographics and ability to plan with flexibility (Bush, 2010). It was important for the purposes of this study to assess how these impacted on the curriculum as it was being operationalised under the newly formed AVES on Cascara. It is also worthwhile noting that Deal & Kennedy (1982) suggest that learning institutions can be improved when the organisational culture is taken into account. This was relevant to the Cascarian context, as similarly implies that the success and sustainability of the curriculum are highly dependent on the culture of the greater organisation. The ‘organisation’ within my study extended beyond the education department to include other vital stakeholders in both the private and public sectors.

The composition of local stakeholder relationships, the community, local government, the AVES, (the curriculum on offer under it) and the AID are further compounded by the dynamics of control created by the colonial relationship that

the island has with the metropole. This control further informs curriculum content and its sustainability – the central aims of my study.

1.4.1.2. The Impact of Colonialism on Learning Provision

The colonial history of Cascara Island has impacted, not only the wider current socio-economic status but also, on the provision of adult and vocational learning under the Education Department. The establishment of the AVES and the subsequent implementation and acceptance of the curriculum on offer under the Service has its roots in the colonial arrangements between Cascara and the metropole. Kipling (1901: 21) describes colonialism as “... the extension of a nation’s sovereignty over territory and people outside its own boundaries, often to facilitate economic domination over their resources, labour and often markets”.

The term ‘colonialism’ also refers to a philosophy that is used to legitimise or promote the system and sets out to reinforce that the way of life of the coloniser is superior to those of the colonised (*ibid*: 26). “Although colonialism is often used interchangeably with imperialism, the latter is broader as it covers control exercised informally as well as formally” (Fanon, 1961: 32). My research explores the formal control exercised by the colonial power in respect of the curriculum introduced under the AVES and aims to understand how this may benefit economic activity. (It should be noted that Cascara once formed part of the empire of the metropole). The establishment of the AVES has been informed by the AID in relation to air access developments and it is encouraging to note that the vision and mission of the AVES is to move the island towards emancipation. This might be achieved by providing Cascarians with the opportunity to acquire skills that may lead them to become more financially autonomous and independent. In turn, this should effectively reduce the reliance of the island on the metropole, thus benefiting both the Cascarians and the government of the metropole.

The concept of ‘post-colonial’ literature suggests a concern with the culture, economy and politics of a people, nation or country after the departure of the imperial power. The term ‘colonial’ has traditionally referred to the period before independence from the imperial power, but Ashcroft, Griffiths & Tiffin (2002: 42)

suggest that the term post-colonial is best used to “cover all of the culture affected by the imperial process from the moment of colonisation to the present day”. They further suggest that there is a continuity of “preoccupations throughout the historical process initiated by European imperial aggression” (*ibid*) and propose that it is a term that most appropriately labels the new cross-cultural criticism which has emerged in recent years.

Spivak (2008) draws attention to how Eurocentric world views have marginalised and colonised what Giroux (2010; 1992: 104) calls the ‘Other’. In a system she terms ‘neo-colonialism’, Spivak implies a domino effect wherein as the power shifts from the centre to the margin, the margin merely reproduces the colonial model and its related systems. In my study, I needed to explore how the new AVES curriculum was providing the basis for sustainable curriculum delivery and subsequent skills and economic improvements that would shift dependency on the AID towards economic emancipation. Given Spivak’s concerns, it would be imperative that the curriculum truly become that of the island so that it served them in a refreshing manner. Spivak further warns that neo-colonisation can hamper the decolonisation process and highlights the difficulties inherent in conceptualising post-colonial space. In so doing, she also emphasises the importance of pressing forward with the decolonisation agenda:

The political claims that are most urgent in decolonised space are tacitly recognised as coded within the legacy of imperialism: nationhood, constitutionality, citizenship, democracy, even culturalism. Within the historical frame of exploration, colonisation, decolonisation – what is being effectively reclaimed is a series of regulative political concepts, the supposedly authoritative narrative of production of which was written elsewhere, in the social formations of Western Europe (Spivak, 2008: 60).

My reference to the term ‘neo-colonial’ will therefore infer Spivak’s understanding of colonial control – in the island’s case, the control of the metropole, from the first exertion of power by early colonial rulers to the present day. Cascara is a unique island in that it is one of the last remaining dependencies in the world and therefore still under the control of its colonial power. It is hoped, however, that economic opportunity and the availability of relevant and sustainable work-based learning opportunities may eventually lead to the cessation of this dependency.

In the meantime, Cascara remains a colony under the ultimate rule of the metropole. Shujaa (1996: 18) contends that “post-colonialism brings into focus numerous issues for cultures that have undergone a colonial experience”. These issues, he argues, provide a clearer picture about the paradoxes of post-colonialism: Two of these issues relevant to my research are concerned with:

1. The dilemmas of developing a national identity in the wake of colonial rule; and
2. The ways that the knowledge of colonised people has served the interests of colonisers, and how knowledge of subordinate people is produced and used (*ibid*).

The uniqueness of Cascara is further highlighted by the fact that the island was uninhabited when it was discovered. Although the island has developed its own national identity over time – ‘the Cascarians’ – their culture has unceasingly been influenced by and modelled on that of the metropole. To this end, they have not been at liberty to autonomously fully develop their own identity, nor have they had opportunities for learning what would support the ultimate establishment of their own unique identities. My research aimed to explore how the skills development opportunities on offer under the AVES would assist towards emancipation, with a particular focus on how the curriculum supported identity and freedom within the economic realm. Shujaa (*ibid*) highlights that the tactics of the coloniser can often be subtle and discreet and highlights the need for the colonised to be vigilant to the motives of the coloniser. This has impact on my study as the AID have funded the construction of an airport and supporting agencies such as the AVES for longer-term financial reasons. Just under a third of the Cascarians are opposed to the building of the airport¹⁸ and while people are divided in opinion, many would prefer to be free of the control of the metropole as they are often suspicious of the motives of the AID. This might suggest that they want to be free of colonialism.

It is of vital interest and importance, when discussing the impact of an outside body exercising control over a nation, to closely examine how various writers have dealt with such aspects particularly with regard to education. In many

¹⁸ Air Access Referendum, 2002.

cases, colonial control is not only evident as imposing law-enforced structures, but seen to be instilling more pre-cognisant factors such as suspicion, distrust and fear in the nation. Freire (2001) alludes to subtle and discreet motives in the context of education. In his examination of the role of education in oppression and liberation he suggests that education can be used by the government (or for the purposes of my research – the coloniser) as a means to oppress people. Friere’s concern highlights the need for public consultation and input into the curriculum content. I was interested in understanding how local stakeholders were involved in the design of the curriculum under the AVES and how they viewed this selection in light of emancipation towards economic development. Freire (*ibid*: 69) supports the idea of education for emancipation and strongly opposes the notion of education as a practice of domination:

Education as the practice of freedom – as opposed to education as the practice of domination – denies that man [*sic*] is abstract, isolated, independent, and unattached to the world; it also denies that the world exists as a reality apart from men [*sic*]. Authentic reflection considers neither abstract men [*sic*] nor the world without men [*sic*], but men [*sic*] in their relations with the world.

Freire argued that colonial education is in effect a cultural invasion that silences the colonised and imposes the views of the coloniser, thus inhibiting local creativity and expression. This was pertinent to my study as it would be beneficial for me to understand if the curriculum was indeed serving the economic aspirations of the Cascarians for whom it was designed. It was further significant because if the curriculum was not relevant to the people of Cascara, it would be unsustainable and not contribute positively to the economy. It might not then also fulfil another agenda – that of freeing the metropole from some of its financial obligations to the island. Freire contends strongly that dialogue between the coloniser and the colonised needs to be ongoing if education is going to liberate its people (Freire, *ibid*: 150). Bourdieu (2010; 1998: 20) alludes to its complications as:

... by a series of selection operations, the system separates the holders of inherited capital from those who lack it. Differences of aptitude being inseparable from social differences according to inherited capital, the system thus tends to maintain pre-existing social differences.

Bourdieu observed two forms of inherited capital – economic and cultural – and suggested that these are used by the coloniser to maintain and impose existing approaches. He contends that cultural capital is endorsed through education, the choice of content, the methodology and opportunities presented. Bourdieu (2010) also suggests that education and its associated structures are used to maintain power and control and further suggests that the effectiveness of these structures is often highlighted by general societal resistance to change. I sought to ascertain whether there was any form of resistance to the AVES and the curriculum that it offered. Any noted resistance might have signalled that the Cascarians were not fully invested in or convinced of the relevance of the curriculum being offered. Bourdieu further suggest that resistance often perpetuates the colonising ideology. Cope & Kalantzis (1997: 294) warn that the cultural and economic capital of a people should be preserved and respected. They state, “if white men [*sic*] and the old intellectual establishment are disoriented – if they feel they are being told new and uncongenial truths – they are right. The world is changing”.

This statement sends out a very clear message to ‘the coloniser’ that, not only is the world progressing beyond the limits of colonisation but also that all stakeholders should have a voice in any development process. Giroux (2010; 1992: 98 - 99) cites the need for the development of a critical pedagogy that sees the views of all stakeholders and that allows teachers (or colonisers) and students (or the colonised) to think critically about knowledge, how it “is produced and transformed in relation to the construction of societal experiences informed by a particular relationship between self, others, and the larger world” (*ibid*).

Giroux’s (2010; 1992: 99) view of cultural capital accords with that of Bourdieu (2010; 1998) in that he also recognises it as “an object of unquestioning reverence”. Thus, he calls for a new concept of culture that presents as a “set of lived experiences and social practices developed within asymmetrical relations of power” (*ibid*). This notion of cultural capital calls for a challenge to traditional views within colonised contexts and is political in nature. Giroux posits that it is such a view that will begin the process of liberation or decolonisation. This is a

view that I explored within the context of the AVES curriculum and the sustainability thereof. Giroux (1992: 99) further counsels that this process of critical pedagogy begins with the colonised being able to reclaim “their own histories, voices and visions”. This highlights the need for the AVES to incorporate local nuances into the curriculum in order to improve work-based skills so as to aid economic growth and development.

The inclusion of relevant areas in the curriculum is pertinent to AVES on Cascara Island, especially at a time when the island is preparing for, potentially epic, social and economic change. What is needed is a move away from colonialism towards local empowerment and ultimate political autonomy or independence from the metropole. The island is effectively directed and led by a democratically elected Legislative Council but the Governor appointed by the metropole has ultimate autonomy in relation to island decisions. Spivak’s notion of neo-colonisation and ‘the margin’ gives a good indication as to the post-colonial situation on Cascara; this also alludes to the massive opportunity available to the island in the wake of the air access project and its associated economic activities – with the eventual prospect of being more self-efficient and autonomous. It seems, however, that the island will remain for the foreseeable future at least, under the control of the metropole for economic and aid related reasons. It is hoped that air access may encourage the decolonisation process but Cascarians, despite current initiatives like the establishment of the AVES and its associated curriculum, are likely to endure the impact of being marginalised for some time to come. Marginality according to hooks (2008; 2003; 1995: 341) is “much more than a site of deprivation ... it is also a site of radical possibility, a space of resistance It offers the possibility of radical perspectives from which to see and create, to imagine alternatives, new worlds”.

This positive view of marginalisation highlights the hope and prosperity that the AVES curriculum could bring to the people of the island – as long as the learning on offer is relevant, sustainable, skills-based and supports economic growth. hooks further suggests that within the space of marginality, stakeholders and citizens can feel a sense of belonging. Ferguson (1990: 13) argues that there is a difference between marginality and marginalisation. He contends that “... margin and centre can draw their meaning only from each other. Neither can

exist alone”. This is true of the Cascarian context, especially in light of the air access project and the need for local government and the AID to set new parameters as the margin is shifted. hooks (2008; 2003; 1995: 342) recognises the importance of the margin in creating a new narrative and advocates that “by abstaining from silence and refusing to be wounded” the marginalised can initiate change. She proposes that this can be done “[by] sending a message from that space in the margin that is the site of creativity and power, that inclusive space where we recover ourselves, where we move in solidarity to erase the category colonised/coloniser” (*ibid*: 343).

hooks (2008) further suggests that the margin and the centre can form relationships when marginality is recognised and power differentials are sensitively considered. The notion of centre and margin are additionally complex in the Cascarian context because of the issue of financial dependency as ‘centre’ holds the islands purse strings.

1.4.1.3. The Impact of Financial Dependency on Curriculum Provision

Coupled with the influence of colonial control exercised by the metropole is the system of the largely prescriptive funding streams on which the island is dependent. The island relies heavily on the metropole for aid money which it receives from the AID on an annual basis. It is this funding that supports local government, local development and initiatives such as the AVES and its supporting curriculum. As an island colony, Cascara received a recurrent budgetary aid of US \$24.75 million in 2008/09, an increase of US £0.75 million from the 2007/08 financial year. The Cascara Government itself generated revenue of US \$12.3 million in the 2007/08 year and this was largely raised from customs duties and indirect taxes. The recurrent budget covers government salaries and the costs associated with operating each of the government’s 13 departments.

In addition to budgetary aid, the island also receives funding from the AID in another three categories. These include development aid, technical co-operation and the shipping subsidy. Development aid projects are approved by the AID for specific development projects and the Executive Development Officer (EDO)

takes ultimate responsibility for these projects although they are implemented and managed by departmental officers. The AVES Development Aid Project that aims to implement air access related training initiatives is one such project. At the end of each financial year, the Cascara Government Fiscal Service will report on government expenditure to the AID. In hard terms, the technical co-operation budget and the shipping subsidy are not received by the island. The technical co-operation budget covers the costs associated with recruiting short-term consultants and expatriate workers, while the shipping subsidy is negotiated with and paid directly to the responsible shipping company to cover the net loss associated with the running of the ship.

Given current funding and economic statistics, Cascara will continue to remain dependant on the metropole until it is able to raise its own recurrent annual budget. This, in the foreseeable future is highly unlikely, and therefore, the ultimate political decisions of the island will rest with the AID and the government of the metropole. The AVES curriculum was developed to ultimately shift this economic dependence and I was interested in exploring the degree to which skills development opportunities on offer were aiding workforce development towards economic growth. Improvements in economic growth are prompted by using available resources wisely and effectively.

Mintzberg (1982: 24) argues that dependency is increased when “the resources you control are important, scarce and not-substitutable”. Money is a resource that is not substitutable and the spending power of Cascara is dependent on the exchange rates of the countries from where it imports goods and services. Exchange rates and as well as the freight rates of the International Passenger and Freight Shipping Services (IPFSS), the only means of getting freight to and from the island, effectively take the controlling of inflation out of the hands of the Cascara Government. These factors aside, the Cascara Government aims ultimately to achieve financial independence and it is hoped that the airport and its related activities will aid in achieving this. The Cascara Sustainable Development Plan (2007: 6) is very clear on this when it states that the vision for Cascara is “a prosperous, peaceful and democratic society for all achieved through sustainable economic, environmental, and social development leading to a healthy and eventually financially independent [Cascara]”.

The problem with the combination of colonialism and dependency is that it perpetuates white supremacy, it “prepares docile bodies” (Foucault, 1979: 112) and results in a nation of people who lose sight of the meaning and purpose of their lives – in effect they have had their power taken away from them. Foucault (*ibid*: 115) further suggests that “docile bodies [are] subjected, used, transformed and improved”. The problem with the notion of ‘improvement’ is that it is subjective and when viewed from the differing perspectives of the coloniser and the colonised it can take on a very different meaning. The issue of racial supremacy is highlighted on Cascara with the government of the mother-county’s appointment of a Governor (all white males to date) and a Chief Administrator (also all white males to date) who preside over a nation of people who are predominantly of mixed race.

Recent uncertainty about the funding for the airport has re-ignited tensions between Cascarians and the government of the metropole not demonstrated since the citizenship commission of the late 1990s and early 2000s. This extract from an anonymously published ‘advert’ in the Cascara Independent newspaper (17 April 2009: 24) gestures to the brewing tensions:

As many of you already know (but have not been advised to say in public), the [government of the metropole] has treated this island and it’s [Cascarians] as unimportant and third-rate stupid people ever since they took command in 1834. Now they are trying to cheat you and let us down once again. [Cascarians] are not stupid. After 175 years of listening to lies, 2009 is the time not to be scared either. Since 2005 we finally have a free press. Should we let [the AID] bend us up yet again? How many times is enough?

This extract gives a sense of the friction that exists between the colonial power and the dependency – particularly where money and funding are concerned. As the metropole’s government holds the island’s purse strings, the island needs to accept the appointments of various personnel made by the government of the metropole as well as of the many high-level decisions that the AID will make in relation to the island. The problem of financial dependence is further complicated by issues of power and leadership which are prominent at various levels – beyond and within the Cascarian local government. These issues of power and

leadership have not only informed the AVES curriculum but also the response to it.

1.4.1.4. The Impact of Geographical Isolation and Insularity on Curriculum Sustainability

Cascara is one of the most isolated places in the world. Maintaining and sustaining education interventions in mainland contexts can be difficult enough – insularity and isolation pose many additional challenges to the implementation and sustainability of a curricular intervention. The isolated and insular positioning of Cascara Island, with access currently only by ship, impacts on curriculum provision and sustainability. Biagini & Hoyle (1999: 5) suggest that insularity is not a difficult term to define and that the “concept of an *island* is straightforward enough”. Royale (2001) strongly opposes this view, suggesting that the idea of insularity is more comprehensive and problematic. The uniqueness of Cascara makes it difficult to draw comparisons from the literature when contemplating issues associated geographic isolation or insularity.

Insularity impacts on various aspects of the island and its development. Biagini & Hoyle (1999: 6) suggest that there are different types and degrees of insularity. They highlight morphological insularity as creating problems associated with “a land surface [being] entirely surrounded by water”. They also note economic insularity, biological insularity and cultural insularity and argue that insular areas – usually islands, but not always – have a unique economy, culture and biology as a result of their insular position (*ibid*).

Cross & Nutley (1999: 317) draw attention to the “marine barrier” that has to be crossed when accessing an island and highlight that this has a negative economic impact on the island. The negative economic impact is also felt by organisations such as the AVES in the delivery of their services. The costs associated with importing both human and physical resources across the ‘marine barrier’ are greater than those in mainland contexts. To provide high quality training, the AVES also needs to contract suitably and appropriately qualified and skilled tutors, particularly in specialist areas. The geographic isolation makes it very expensive to bring trainers to the island and wherever possible, learning is

often facilitated by personnel who hold other jobs locally. When specialised training is unavailable on the island, Cascarians often leave the island for extended periods, often at great cost, to attend training in the metropole.

Cross & Nutley (*ibid*: 318) further suggest that insularity often “implies dependence on the mainland, and therefore, emphasises the vital importance of external communications”. This suggestion is confirmed by the fact that Cascara is a dependency of a metropole and that strategic decisions are usually informed by both local government and the AID. Cascara has world class telecommunications, in the form of Internet, email and telephones and in many ways, these technologies have brought the island ‘closer’ to the outside world but they come at a high price – this is due to the isolated positioning of the island and the limited client base within a small and declining population. Not taking excessive costs into account, this technology does provide scope for the adoption of appropriate e-learning opportunities that might be sustainable in this isolated and insular context. As an island, the Cascarian nation is very dependent on the metropole for funding as well as on countries geographically closer for food and supplies.

Over and above the costs associated with transporting human and physical resources, the insularity of the island is felt in the form of learning support materials that often arrive late because they fail to connect with the ship and subsequently only arrive when the ship returns a month or more later, thus impeding the learning process. The insularity of the island has also posed difficulties in terms of distance learning and the submitting of written tests and assignments. Computer-based distance learning has helped to ease this problem but difficulties still persist. This is an issue that not even the airport will solve as, for the greater part, freight will continue to come to the island by ship once the airport has been constructed. It is envisaged that air access will mainly carry people and limited food freight to and from the island. It is also hoped that the airport will encourage Cascarians around the world to return home.

Another issue relating to insular islands is that they are inclined to develop a specific type of social relationship which comes about as a result of restricted social contacts and connections, social control, restricted privacy and anonymity

as well as long-term familiarity between people from childhood (Hogenstijn & Middelkoop, 2003). In these societies, social networks are firmly entrenched, “people who leave invariably come back, while those who are not born islanders are never really assimilated into island society” (*ibid*: 10). I was interested in understanding how a relevant and sustainable adult and vocational curriculum could effectively serve the economic needs of the island within the new global economy, while respecting the unique social relationships that exist in an insular context such as Cascara.

Poirine & Moyrand (2001: 22) describe what they term “vertical and horizontal solidarities”. They explain that horizontal solidarity implies an identification with and a loyalty to hierarchical structures, while vertical solidarity implies the same to a group or clan. They suggest that insular societies generally demonstrate vertical solidarity, while mainland countries in the western world are more prone to horizontal solidarity. High levels of social control and an excessive familiarity between people coupled with vertical solidarity result in a number of issues that impact on sustainability. Human resource relationships are one example where these solidarities might be evident. Often these relationships are invariably fraught with issues relating to family connections, past acquaintances and personal agendas. These can create interesting working relationship dynamics and have an impact on organisational culture.

In my efforts to gain deeper insights into issues of sustainability in the provision of adult and vocational learning, it was of interest to align and compare the island of Cascarians with other islands in similar geographic, demographic and economic situations. Thus, I turn my discussion adult and vocational learning approaches in other dependent islands where similar sustainability issues impact on the current and future provision of adult and vocational learning.

1.4.2. International Lessons: Other Island Approaches to Adult and Vocational Education

As already discussed, there are numerous distinctive factors that impact on curricular provision in an island context. Many of these challenges are not

usually experienced in mainland situations as islands are unique contexts.

Baldacchino, (2006: 5) contends that:

An island is for all seasons and for all tastes. An island can be both paradise and prison, both heaven and hell. Any island, any islander is a contradiction between 'here' and 'there', gripped by negotiating the anxious balance between roots and routes like the body, both sustained and yet threatened by incursion. Islands are paradoxical spaces which lend themselves to smug subordination via different discourses.

According to Baldacchino (*ibid*: 3) there are some 550 million people of the world living on islands. This equates to 10% of the world's population, while in terms of the earth's surface area, a mere 1.86% is occupied by islands. Many different and innovative forms of sovereignty tend to include islands, especially small islands such as Cascara and in some instances; these island territories, even if former colonies, have rejected outright political independence. Watts (2000) attributes this to issues relating to the lack of local economy and subsequent financial dependence.

In this section I will provide a brief overview of the approach to adult and vocational education in five other island nations that have sovereign connections to a metropole. These include:

- The Tokelau Islands: a New Zealand territory;
- Montserrat Island: a British territory;
- The Falkland Islands: a British territory;
- Norfolk Island: an Australian territory; and
- Christmas Island: an Australian territory.

Although I have specifically chosen these islands as they are all financial dependencies of a metropole, the Falkland Islands are the only exception in that they do not rely on aid funding. Falkland islanders are able to generate their own revenue through their oil and fishing industries. It should also be noted that Norfolk Island has a thriving economy in the form of tourism – but that in 2010 its economy was looking very unstable.

Learning opportunities on these small islands is dependent on the availability of funding. In these small island states, funding for education is allocated in relation to budgetary funding requirements across all government departments and sectors. I have purposefully selected the islands stated as they offer a good cross-section of innovative, and sometimes questionable, approaches to adult learning in island contexts that share some characteristics with Cascara. It is interesting to note how the different islands approach similar challenges to adult and vocational education, given the restraints of limited human and financial resources. In keeping with my research aims, I will consider adult and vocational education in relation to:

- curriculum provision;
- the workforce and the economy; and
- curriculum sustainability.

1.4.2.1. The Tokelau Islands – a New Zealand Territory

These three island atolls in South Pacific are a New Zealand dependency and have a population estimated at 1700. The population is declining due to limited opportunity for islanders within the education and economic sectors and the Polynesian inhabitants have a subsistence economy, with copra (or coconut kernel) being the main export (Longman Encyclopaedia, 2007: 1063).

Curriculum Provision

Adult and Vocational Education on this island is still very rudimentary and the focus is largely technical in nature. The vocational learning available on the Tokelau Islands falls largely into two target areas. The first are vocational programmes which are made available parallel to the academic programmes on offer at the island's main secondary school; the second target area is focussed on community-based programmes. A variety of programmes relevant to the needs of the Tokelau people are also offered to aid social and economic development. These courses are run through a department at the secondary school and include amongst others: copra production, fishing, vehicle maintenance, construction and craft making.

Workforce and the Economy

According to the Central Intelligence Agency's list of countries by GDP, Tokelau has the smallest economy of any country in the world. As such, adult and vocational education on the island serves the island within its social and economic needs and means. The vocational courses run in copra production, fishing, vehicle maintenance, construction and craft making provide a basic income to local people with some of these products being sold to tourists. For these reasons, it could be argued that the curriculum is empowering and enabling the workforce to aid economic growth – albeit very small.

Curriculum Sustainability

The vocational activities of the island's secondary school are funded by the Tokelau Government which is very much dependent on the New Zealand Government. No revenue is collected from local people. There is virtually no economic activity on the island and the government is almost entirely dependent on subsidies from the New Zealand Government. This lack of funding and limited economic activity makes it very difficult to sustain a curriculum. A large number of Tokelauans live in New Zealand and support their families in Tokelau through remittances. This practice is also common on Cascara. In stark contrast is Montserrat Island in the Caribbean, where there does not appear to be any drive towards financial independence.

1.4.2.2. Montserrat Island – a British Overseas Territory

Montserrat Island is a British overseas territory in the Caribbean Sea. It covers an area of 176km² and has a population estimated at 4500. The island was evacuated in 1997, when a previously dormant volcano erupted. Most of the island's inhabitants have now returned, but this major incident and the destruction of the island's capital town have caused numerous social and economic problems that have impacted on the provisioning of adult learning (Longman Encyclopaedia, 2007: 713).

Curriculum Provision

Until the volcanic activity, post-16 and adult education on the island were made available through two institutions that provided educational support to adult learners. These were the Montserrat Technical College and the School of Continuing Studies of the University of the West Indies. The Technical College offered a full range of fulltime and part time courses and had an affiliation with the Montserrat School of Nursing. The college provided a wide variety of training in the areas of typing, shorthand, office practice, carpentry, masonry, electrical installation and auto-mechanics. The college prospered over the years and it provided local certification as well as certification by several overseas examination bodies for learning opportunities that it had on offer (DfID, 2000).

At the time of the volcano evacuation, there had been plans to upgrade the Montserrat Technical College to the Montserrat Community College. It was envisaged that a multi-purpose workshop that would be incorporated into the college system would be used to accommodate training in the areas of appliance repair, radio & television repair, auto-body repair & painting, auto-electrical repair, refrigeration, air conditioning and plumbing.

Unfortunately, the increased volcanic activity and the severe depopulation of Montserrat resulted in the closure of the college because it was no longer feasible to operate (DfID, 2000). As a result of this, islanders have access to a variety of programmes through the University of the West Indies School of Continuing Studies. Learning opportunities through the university are offered in formal academic classes and professional courses, while occasional courses and courses in the secondary sector are offered locally. The main focus of formal learning within the area of adult learning has been on the development of distance education. Through a teleconferencing facility, students have the opportunity to study certificates and degrees such as Public Administration, Business Administration, Bachelor of Law and the Bachelor of Social Sciences. These courses are cost effective and contribute to the island's human resources development (UNESCO, 2009).

Workforce and the Economy

In addition to the academic learning opportunities on offer on Montserrat, islanders also have the opportunity to take part in professional or vocationally related courses that include Health, Counselling, Parenting, Nutrition and Reproductive Health. For the most part, the professional courses aim to foster community development and to provide community members with professional skills. Islanders also have at their disposal a range of occasional courses which are locally led. Certificates of attendance are usually awarded for these courses and courses available include: Care of the Elderly, Organisational Leadership, Aids Counselling, Public Speaking, Caribbean Studies, a Taxi Drivers Course, Introduction to Computers and Accounting for small businesses. At the secondary level, there are limited vocational opportunities on offer; these include Food Technology and Technical Studies. Local courses are mostly academic in nature as they assist learners with gaining access to tertiary level courses (*ibid*). These professional or vocationally related learning opportunities provide the potential for skills development that could support economic development but for the most part they support, as has been the case with Cascara, skills development to support social and government services. Private sector skills development is relatively limited as the private sector is very small. The island is totally aid reliant on the metropole with no expected prospect of this changing. Montserrat does have the luxury of air access, albeit on a neighbouring island with access to the island by a twenty minute sea ferry.

Curriculum Sustainability

Given the history of the island, the recent volcanic activity and the lack of economic activity, it is highly unlikely that the island will, for the foreseeable future, be able to sustain adult and vocational learning opportunities without budgetary aid from the metropole. Montserrat, does however, also provide public education in three forms; these include public lectures, radio discussions and a newspaper column by the resident tutor. These interventions appear to be sustainable as long as the local press is available. On Cascara, there are two local media organisations, (one government funded and one independent), each

with their own radio station and weekly newspaper. These, it would seem, are sustainable educational media that the AVES could tap into.

1.4.2.3. Falkland Islands – a British Overseas Territory

The Falkland Islands are a non-governing territory of the United Kingdom in the South Atlantic Ocean. They comprise two large islands and up to 200 small ones, covering a total area of 12 00km². The islands have a population estimated at 2200 with a thriving economy dependent mostly on oil rigging, but also on fishing and cattle farming (Longman Encyclopaedia, 2007: 364).

Curriculum Provision

The Falkland Islands have a firm provision of adult and vocational education learning. The Training Service on the island is not too different to the service structure outlined in the Strategy of the Cascarian Adult and Vocational Education Service. The island's Training Service is headed by a Training and Development Manager who oversees the activities of the Service.

The Training Centre on the island is a City & Guilds approved centre and offers apprenticeships, NVQs and VRQs. Currently, apprenticeships are offered in Carpentry, Electrical, Plumbing, Travel & Tourism, Catering, Painting & Decorating, Mechanics and Childcare with one candidate completing an apprenticeship in Aviation Engineering in Canada. NVQs are offered in Business and Administration, Customer Service, Teaching Assistants, Travel & Tourism, Learning and Development, Health and Social Care, Hospitality and Child Care Learning and Development. The centre is a European Computer Drivers License (ECDL) accredited test centre and is also approved to offer Construction Skills' International Online Health and Safety (IOSH) test and computer-based examinations for the Association of Chartered Certified Accountants (ACCA). These courses are co-ordinated by an apprenticeship scheme co-ordinator and a quality assurance co-ordinator for the overseas NVQS.

Workforce and the Economy

The contents of the curriculum would appear to clearly aim at developing the workforce to complement the Falkland's thriving economy, particularly in oil rigging, fishing and cattle farming industries. Other training on offer also supports the business and administrative processes and functions involved with these export industries as well as skills required to operate and support local government. In addition to this, a Training Advice and Placement Officer, with the assistance of local trainers, oversees the locally run training courses that include: teamwork, effective letter and report writing, train-the-trainer, minute taking, coaching and mentoring, Photoshop, Microsoft Excel, Microsoft Word, computers for beginners, presentation skills and food hygiene. Further to this, the training centre runs an Employment Programme and an Entry-to-Employment scheme for young school leavers and people trying to enter the world of work.

Curriculum Sustainability

As the Falkland Islands has a thriving economy, and are economically self-sufficient, with a national budget that allocated US\$8 million (or 8%) in 2009/10 tax year to education and training (Falkland Island Government, 2009) it would appear that the curriculum is sustainable. The issue of sustainability is further reinforced by the relevance of the learning opportunities on offer and is supported by the fact that the experienced and qualified trainers are usually available on the island. As is the case on Cascara, the costs associated with external verification visits by awarding bodies remains substantial. The Falkland Islands do, however, have the luxury of an airport which assists in reducing these costs.

1.4.2.4. Norfolk Island – an Australian Territory

Norfolk Island is an external territory of Australia and is situated in the South Pacific Ocean 1700km north east of Sydney. The island has an area of 40km² with a population estimated at 2500 (Longman Encyclopaedia, 2007: 760).

Curriculum Provision

Within the secondary sector, a limited number of technical and further education subjects are available through the school. Currently available are a certificate in Information Technology and units in Hospitality. Norfolk Island also offers distance learning opportunities to learners wishing to take up technical and further education. In addition to this, Information Technology classes have been introduced to community members through the school (Magri & Pedel: 2003).

On the whole, Norfolk Islanders have limited access to adult and vocational learning opportunities. Magri & Pedel (*ibid*) suggest that the government needs to provide islanders with access to correspondence courses conducted by technical and further education institutions or universities. The government should, they suggest, start to work on a strategy that provides on-island training facilities that make technical and vocational learning as well as other industry related accreditations available. The Norfolk Island Government also provides a vocational education and training scholarship to assist with the cost of travel to the mainland for study purposes. These scholarships are, however, relatively small and are not designed to cover the full costs of relocation and study. Magri & Pedel (*ibid*) also suggest that Information Technology training be made more widely available through community and professional outreach programmes. To achieve this, they recommend that a teacher at the Norfolk Island School be charged with the co-ordination of a vocational development programme and that a careers adviser be appointed to facilitate learning opportunities locally and on the mainland.

Workforce and the Economy

Apprenticeships are available on the island, but there is no funding available and the full cost of the apprenticeship must be carried by the employer. This is difficult for employers who claim to work within very tight budget parameters. Apprentices can complete the practical component of their apprenticeship on the island but need to travel to the mainland to complete their technical studies. This has huge financial implications for the young students and their families who finance the majority of these expenses. Apprenticeships available include

Hospitality & Catering, Travel & Tourism, Construction and Auto-motive Vehicle Maintenance. These are similar to the provision of apprenticeships on Cascara Island. This similarity in apprenticeship provision makes for interesting observation as Norfolk Island, like the vision for Cascara, has an economy built on tourism and its associated developments – which foremostly include hospitality and construction.

Norfolk Island, unfortunately, finds itself in a difficult situation as a dependent island as it is unable to access opportunities on the mainland and provision has not been made for learning opportunities to be available on the island. The island does not have the financial resources to provide these learning opportunities. The Commonwealth Grant Commission's Report of 2005 identifies the problem of the lack of vocational education offered on Norfolk Island and highlights how this impacts negatively on skills development opportunities available to the economic sector:

The provision of government funded vocational education and training services, other than Norfolk Island based apprenticeships, is below that offered in remote areas of the mainland. This is resulting in an under trained workforce and is a threat to the long term viability of the island (Commonwealth Grant Commission's Report, 2005: 83).

The plight of Norfolk Island is not a unique one. The people of overseas territories often do not have access to learning opportunities equivalent to their mainland counterparts.

Curriculum Sustainability

There is relatively limited access to publicly funded vocational education and training or apprenticeship schemes on Norfolk Island. The Norfolk Island Government, despite a lucrative tourism industry, has a limited revenue base and the increasing costs of delivering services has meant that the government must direct scarce funds into areas such as health and welfare and primary and secondary education. It was of particular interest to note that a thriving economy

does not necessarily preclude sustaining education and developmental opportunities in island contexts.

A further problem that impacts on the provision of vocational education courses on Norfolk Island is the availability of suitably qualified and experienced teachers. Teachers and tutors need to be accredited to teach these courses and qualified teachers are not always available on the island. Restrictive funding does not always allow for suitably qualified teachers to be recruited from the mainland or abroad, as is also the case on Cascara Island.

1.4.2.5. Christmas Island – an Australian Territory

Christmas Island, like Norfolk Island, is an external territory of Australia. Christmas Island covers an area of 155km² and is situated in the Indian Ocean 2600km north east of Perth with a population estimated at 2100 (Longman Encyclopaedia, 2007: 218).

Curriculum Provision

There is one learning campus on Christmas Island that caters to the needs of adult and vocational learners. The Christmas Island District High School can accommodate 400 students in total. As Christmas Island can only offer limited training opportunities to its people, many of the islanders need to go to the mainland to engage in further education, vocational training programmes and other specialised training (Foo, 2003). The costs of mainland education are too prohibitive and as a result many potential candidates are not able to access adult and vocational learning opportunities. Foo (*ibid*: 28) cites travel agency training and courses in hospitality “as priorities for Christmas Island as these are vocations that could actively support the tourism trade”. Christmas Island is a member of the Indian Ocean Group Training Association and as such it can access limited distance learning opportunities through this organisation. These include: hospitality, tourism and basic business courses. As on Cascara, there is also the opportunity for candidates to complete a teaching qualification that is locally offered.

Workforce and the Economy

The economic situation of Christmas Island does not differ too widely from that of Cascara – both countries are totally financially dependent on their mother-countries. Christmas Island does boast an airport but the tourism industry and the larger economy are small and also financially supported by aid funding. In 2001, the Western Australian Department of Training provided additional funding in the area of vocational education and training in order “to maximise employment related training opportunities for apprenticeships and trainees of the Commonwealth-contracted Indian Ocean Group Training Association” (Australian Department of Transport and Regional Services, 2002: 79). To this end, training opportunities are now available in Health Care, Tourism and Information Technology, but there is a marked absence of any apprenticeships in basic trades like carpentry, construction, plumbing, electrical installation and automotive vehicle maintenance (Thomson, 2003). For the economy to grow and for the island to move towards becoming more financially independent, training in these trades will need to become a priority on the island (*ibid*).

Curriculum Sustainability

The biggest concern on Christmas Island, as with Cascara, is that the skills base lies mostly with the older generation who are nearing retirement. Many skills have been lost over time and the lack of opportunity for more formalised learning means that both the industry and the people of the island will feel the impact associated with vast gaps in training provision. This human resource issue is further hindered by the lack of sufficient funds to support and develop adult and vocational training that could aid economic advancements.

1.4.3. Synthesis

The geographic insularity of Cascara also impacts significantly on the provision of learning in a variety of complex ways. The insularity of the island, as with most insular islands, has created a unique social environment which itself needs to be contemplated in the development of a local curriculum. A credible and viable curriculum needs to be sympathetic to both the social and economic needs of the

environment it aims to serve. It is, however, also important to see the local curriculum in the context of international trends and accreditations, so that local people do not perceive to be receiving an inferior training option. It is factors such as these that will ultimately determine whether a curriculum will be sustainable or not. In the Cascarian context, the Adult and Vocational Education Strategy has carefully laid down a framework that aims to serve the island with a sustainable and relevant curriculum. It appears to a limited extent, that the social, political and economic impacts have been considered in the design of the curriculum.

The sustainability of a curriculum is, unfortunately, not only dependent on the factors outlined above. Curriculum sustainability is also largely dependent on the availability of the vital resources needed to maintain the constant and consistent delivery of the curriculum. These resources include human, financial and physical resources. In the Cascarian context the availability of financial resource remains the biggest challenge as it is this resource which determines the extent of both human and physical resources. The extent of funds available will determine the degree to which relevant resources will be made available. Cascara relies on aid money from the government of the metropole and this funding needs to be used prudently and cautiously to ensure that all of the government's 13 departments can function effectively. Although the AID has provided additional funding for the initial development of the AVES, the recurrent budget does not provide scope for the Service to grow substantially in the depth and breadth of the courses that it offers. This in itself raises issues about sustainability. In a large percentage of the population, there is great anticipation and hope in the airport project. An extract from an open letter published in the independent press highlights this:

Let's move away from surviving on handouts and build a solid legacy for our children. We will not prosper if we continue relying on [the AID]. Our local government will remain the largest employer, where wages will not increase because of the [AID's] budget constraints. We need to get these employees out into a growing and vibrant private sector. An airport is the best solution to help us accomplish this. Apart from its great tourism potential, it would provide other

avenues of development and income generation (Benjamin¹⁹, in The Cascara Independent Newspaper, 1 May 2009: 2).

If the economy of Cascara is truly going to flourish under the impetus and opportunities that air access proposes to bring, the people of the island will need to be presented with learning and training opportunities to equal those challenges. It is clear that local capacity-building must then be a priority. Unfortunately, the quality and scope of these training interventions will always be determined by the availability of limited funding, hindering access to learning opportunities. In addressing this concern, Cascarians can learn from the invaluable lessons learnt in other island nations as it strives to offer a solid and broad base of learning opportunity to its people. Whether these lessons be the need to focus learning opportunities on island specific activities as is the case on the Tokelau Islands; to offer distance learning opportunities as prevails on Montserrat; to share ideas, approaches and resources with similar structures as on the Falkland Islands; or to learn from the challenges faced by the Australian territories of Norfolk Island and Christmas Island – Cascara has a wealth of international practice to draw on.

1.5. STATEMENT OF CONCEPTUAL FRAMEWORK

My conceptual framework is located in critical theory that seeks to “to liberate human beings from the circumstances that enslave them” (Horkheimer, 1982: 244). Critical theory does not provide the means to achieve predetermined goals, but rather, it seeks to emancipate human beings. To achieve a predetermined end, the approach which supports the outcomes being aimed for needs to be continuously altered. This is praxis, where there is a continual interplay between the ends and the means. Horkheimer (*ibid*) states that critical theory is only adequate if it meets three criteria: “it must be explanatory, practical and normative” – all at the same time. In doing this, it must explain what is wrong with current social reality and identify the stakeholders that can change it. Critical theory therefore provides clear norms for criticism and practical goals that will achieve social transformation.

¹⁹ This is a pseudonym.

Within the scaffolding of critical theory, my conceptual framework is also based in critical andragogy which strives to understand learning in adults. It recognises that the learning needs of adults are different to their child counterparts and that adults often have specific motives for engaging in learning.

Within the colonial and isolated context of Cascara, my conceptual framework extends to encompass the emancipatory effects of a curriculum on the economy. Thus, recognising how an upskilled workforce will alter the *status quo* and shift the power differential on the island as citizens of Cascara move towards personal and national economic advancement.

Within the change context of Cascara, I consider critical theory, adult learning, curriculum and economy in relation to sustainability and change. The airport project on Cascara promises to bring about change (at varying levels). To ensure a positive, long-term and sustainable difference, the AVES needs to carefully utilise the human, physical and financial resource, as well as the social and cultural capital that is available on the island.

1.6. CONCLUSION

The provision of adult learning is central to workforce development within both the public and private sectors, not only in the development of island nations such as Cascara, but also in respect of economic development *per se*. In addressing workforce development, it is imperative that the approach to learning is one that recognises how and why adults learn and as such an appropriate approach to learning needs to be identified and employed.

The provision of adult learning in the current Cascarian climate has come about as a result of the anticipated economic and social change that air access will bring to the island. It is, therefore, important that the curriculum and its development be viewed as a dynamic process which is ultimately determined by the winds of social, political and economic change. In the context of impending change, it needs to be recognised that organisational culture is critical in determining the success and direction that the innovation will take. The

organisational culture will be determined by the curriculum stakeholders across various levels; these stakeholders all need to be central to the curricular change process at the point of need, mobilisation, implementation and institutionalisation. It is, after all, the stakeholders who will determine the success of the intervention.

Stakeholders will view the curriculum change innovation from their personal perspectives, identifying how the curriculum on offer will benefit their personal growth and enhance their opportunities for economic advancement. The literature suggests that for a curriculum change to be successful, it needs to serve the 'new global economy'. This notion of economy views learners as a resource in the form of human capital and suggests that learning programmes need to work towards employer demand and probe how such learning will work towards greater personal and economic development. As Cascara moves towards a higher degree of autonomy and emancipation, it is important that the curriculum also provides personal and individual learning opportunities, where learning for the sake of learning takes precedence.

Management and decision-makers within the Cascara Government and the AID clearly have a vision for the island in that they are providing funding that will pave the way for improved adult learning provision. It could be argued that the move towards skills development – and ultimately economic development – is strategic on the part of the Cascarian Government and the AID in as far as they are not only encouraging private sector development but also attempting to move the island and its people away from financial dependency.

Research has shown that even with the introduction of an international airport, it is highly unlikely that Cascara will achieve financial independence in the foreseeable future and remain a dependent colony for some time to come. In the wake of the impending economic, political and social opportunity it is important for Cascarians to create a decolonising narrative that will aid the transition towards independence. To aid in achieve this, Ferguson (1990: 14) suggests that the colonised “must simultaneously negotiate the crude classifications which are imposed upon [them] and create [their] own identities out of the twisted skeins of [their] backgrounds, families and environments”. Bhabha (1994: 72) defines the

unravelling of these skeins as “interstitial moments” and contends that “it is in the emergence of the interstices – the overlap and displacement of domains of difference – that the intersubjective and collective experiences of nationness, community interest, or cultural value are negotiated” (*ibid*).

At this time when the airport has shown itself to be a feasible and realisable prospect, the possibilities for the social, economic and educational advancement of the islanders are vast. They present themselves at a time when Cascarians can recall their past, not so much as to entrench their historical narrative, but to interpret the present, “creating an in-between space that facilitates the creation of a new narrative” (*ibid*) and a future full of opportunity and prospect. The AVES on Cascara has been designed as a mechanism to support Cascarians in moving towards this ‘narrative’. What remains to be assessed is the degree to which the AVES is achieving its mission of providing:

... [Cascara] with an appropriately skilled and qualified workforce able to meet its future needs in relation to growth and sustainability by defining and meeting the changing training/learning needs of the individual organisations and enterprises of [Cascara] through an efficient, cost effective, professionally managed and centrally coordinated Adult and Vocational Education Service (Brookes, 2005: 5).

This assessment also needs to extend to assisting the AVES in developing both Cascarians as individuals and the island as a whole. This is particularly important and relevant as the island prepares for air access and its related economic enterprises.

Having surveyed the central theoretical and conceptual issues that frame the provision of adult and vocational education on an isolated, dependent island; I now provide an account of the research methodology I employed in my attempts to explore the main research question and to address the aims of my study.

CHAPTER 2

THE RESEARCH PROCESS: AN ISLAND-BASED CASE STUDY

... the validity [or trustworthiness] of scientific claims is always relative to the paradigm within which they are judged; they are never simply a reflection of some independent domain of reality (Hammersley & Atkinson, 2007: 12).

... all research is a practical activity requiring the exercise of judgment in context; it is not a matter of simply following methodological rules (*ibid*: 23).

When a researcher applies a specific methodological approach, the research problem emphasises the need to understand a specific problem or issue in a given context. As previously stated, this study aimed to understand the challenges associated with implementing and sustaining an adult and vocational education curriculum on an isolated island. The study identified three aims:

- to examine the current state of curriculum implementation and its associated challenges within the Adult and Vocational Education Service;
- to investigate how this curriculum is satisfying the needs of the island by aiding workforce development to support economic growth on the island; and
- to explore the challenges relating to the sustainability of the Adult and Vocational Education Service in providing a relevant vocational curriculum.

Mason (2002: 13) suggests that an “intellectual puzzle” is presented in the form of the main research question – which in my study was: What are the challenges of implementing and sustaining an Adult and Vocational Education Curriculum on an isolated island?

While I opted for a research approach based on predominantly qualitative data, supporting quantitative data is incorporated where appropriate. I chose to use a

case study as the island context created an ideal platform to conduct a study with very clear and definite boundaries.

The data elicitation techniques that I employed included: document analysis; questionnaires; a range of interview types that included unstructured, semi-structured and focus groups; the use of the local media – both audio and print; and a feedback workshop session.

In this chapter I will elaborate on the qualitative research approach; case study methodology; ethical issues; the research design; the data elicitation techniques; data analysis; and issues relating to trustworthiness (validity and reliability) of qualitative data.

2.1. QUALITATIVE RESEARCH APPROACH

According to Seidman (2006: 34), the notion of ‘approach’ refers to the “way in which an academic situation or problem is viewed, thought about and dealt with” according to principles which can be discussed and which are fitting to the case being studied. The approach of the researcher implies a perceptual activity, which is different to the practical steps undertaken to access, analyse and draw conclusions from the data (Fraenkel, Wallen & Hyun, 2010).

Qualitative inquiry has shaped the way in which researchers look at and attempt to make sense of the world (Emmel, 2010). Lavenda & Schultz (2003: 45) advocate that qualitative research is the only field of research “that can access evidence about the entire human experience on this planet”. In undertaking qualitative research, the researcher has the opportunity to “interpret phenomena in terms of the meaning that the stakeholders involved in the process bring to the natural setting” (Greenhalgh & Taylor, 1997: 742). This was a useful feature in my study because it gave me the opportunity to observe, engage with stakeholders, ask questions and to make sense of the natural setting in my endeavours to understand the challenges associated with implementing and sustaining an appropriate adult and vocational curriculum on Cascara Island.

Cantrell (1993: 90) suggests that “the qualitative approach uses small, information rich samples purposefully selected ...”, while Preissle (2002: 1) describes qualitative data as:

... a loosely defined category of research designs or models, all of which elicit verbal, visual, tactile, olfactory and gustatory data in the form of descriptive narratives like field notes, recordings, or other transcriptions from audio and video tapes and other written records and pictures or films.

Cantrell (1997: 87) explains that the term qualitative data “is used synonymously for a number of research approaches associated with interpretive and critical science perspectives”. Qualitative research methodology is concerned with how people arrange themselves and their settings and how they make sense of the social structures and cultures that characterise their setting. I aimed to understand these social and cultural structures in the Cascarian context. Qualitative research methodology assumes that “realities are socially constructed by individuals” (Smit, 2001: 56) and society and is dependent on the establishment of relationships for explaining various causes and outcomes. The notion of ‘qualitative’ implies an accent on the qualities of the entities and on the processes and meanings associated with the entities. These processes and meanings are not examined experimentally nor are they measured in terms of quantity, intensity, amount or frequency (Denzin & Lincoln, 2011). Qualitative researchers focus on the socially constructed nature of reality, the relationship between themselves and what is being investigated and the social limits that shape the context of the research (*ibid*).

Qualitative research gave me the opportunity to gain an understanding of the meaning that stakeholders attach to the provision of adult and vocational education on the island – particularly in relation to how this provision will aid economic activity in the wake of the air access project. Saunders, Lewis & Thornhill (2000: 91) emphasise the researcher’s role as being one of an “active learner”. In the context of qualitative research, I was able to immerse myself in the context and reach the outcome as a process rather than a product (*ibid*).

McMillan & Schumacher (2001: 391) describe a qualitative approach to data collection as “naturalistic inquiry”, while Fraenkel *et al.* (2010: 444) describe this form of inquiry as “a non-interfering manner in which to study real-world situations as they unfold naturally.” I do not fully support the contentions of Fraenkel *et al.* because although one would assume that this form of inquiry is ‘non-interfering’, the very presence of the researcher is in itself ‘interfering’– it alters the dynamics of the context and one can never be certain that participants are behaving as they usually would; nor can one always be certain that they are imparting all necessary information to you as the researcher. Despite this potential drawback of naturalistic inquiry, an inquiry of this nature offers the researcher the opportunity to observe whatever emerges without predetermined constraints on outcomes (*ibid*).

Although my research for the most part was located in the qualitative approach, I did draw on the quantitative paradigm in respect of descriptive statistics and figures that supported my argument and findings. This involved my questions and investigations into such areas as the number of courses on offer, the number of learners enrolled in specific learning opportunities, pass rates, the gender and ages of course participants and population and unemployment statistics.

2.2. CASE STUDY METHODOLOGY

At the stage of proposal approval for my studies, one of the five critical readers suggested action research as an appropriate research methodology given my explanation, background and rationale for the study. I explored this research approach and decided against using it as I was keen to make an adjudication on the progress and challenges experienced by the AVES. As already explained in the aims of this study, the AVES Strategy was designed by the AID AVES Consultant. This consultant kept a close eye on the activities of the AVES (although he was based in the metropole) and I knew from previous experience that he was fully invested in the design and structure of the AVES Strategy. Although I was the manager of the Service, my responsibilities were mostly operational. Strategic and policy changes were the domain of the AID AVES Adviser, the Executive Education Officer (EEO) and the Education Committee –

working from an action research stance would have been very limiting and I am not sure how much change I could have realistically affected. I therefore undertook a case study as my research method because it:

... strives to portray what it is like in a particular situation, to catch the close-up reality and thick description of participants' lived experiences of, thoughts and feelings, for a situation (Cohen, Manion & Morrison, 2007: 182).

Although not *action research* or *participatory action research*, the intermingling of my work and my research did lend itself to the notion of participatory research. Maguire (1987: 44) defines participatory research as “a method of social investigation of problems ... and a means by which researchers and oppressed people can join together to take collective action for social change”. The colonial history of Cascara therefore lends itself to participatory research.

When I commenced my study, I had not consciously thought about the impact of colonialism on Cascarians, their education or the island in general. As I delved deeper, I discovered that the island's colonial history and its current relationship with the metropole were not free of tensions. These tensions were revealed to me by research participants and work colleagues (some of whom were also research participants).

Whilst I made every effort to separate my roles of AVES Manager and researcher the nature of the way in which I engaged with some research participants in the course of my work as AVES Manager gave my study a participatory slant. In attempting to understand the questions that I had posed, I drew on the human resource that I had available to me. Much of what I discovered might also have been revealed to me during work meetings and impromptu office discussions. My research writing and continuous reflection on the research process would have been influenced by the indistinct lines between my work and my research. Without even realising it, I was also a participant in my own study.

My actual research process was not entirely participative in nature as I structured and framed the study without the involvement of the relevant stakeholders.

Conversely, my study supported the participative approach in that it generated a lot of participation from stakeholders and the knowledge generated was transformational in nature. This in itself supported andragogical learning principals. Palloff (1996: 47) supports the emancipatory nature of participatory research when she states:

Participatory research seeks to generate knowledge and then to use that knowledge to empower the participants as they create solutions to the problems they face. Outcomes are focused not only on the creation of that change, but also on individual and group empowerment, and the creation of a heightened sense of self-esteem through ownership of the process and the solution.

As my conceptual framework was based in critical theory, my research approach also supported participatory research because I treated all research participants as equals. Additionally, the knowledge that resulted from the process has the potential to be utilised to support social activity and, to some extent, it should aid in developing a critical consciousness with AVES stakeholders. Park (1993: 18) notes that “the knowledge generated by participants through participatory inquiry is ‘experiential knowing’. The result is as much a process of recovery as of discovery”. The findings from this shared qualitative case study experience should therefore support emancipation and economic empowerment.

By employing a qualitative case study and using qualitative research instruments, I was able to gain a deep understanding into the processes and practices associated with the AVES on Cascara Island. By conducting my qualitative research in an interpretive paradigm, I was able to interact and record the experiences and opinions of individual stakeholders. The “central endeavour in the context of the interpretive paradigm is to understand the subjective world of human experience” (*ibid*). As I lived on the island for three years, I was able to gain insights into the efforts of the AVES to implement and sustain a curriculum that would aid workforce skills development. My case study therefore demonstrated some features of ethnography. Ethnography presupposes that human behaviour and the ways in which people construct and make meaning of their worlds is “highly variable and locally specific” (Ellis, 2004: 33). My study

displayed elements of ethnography in so much that it aimed “to discover what participants actually do; the reasons they give for doing it; and how they feel while doing it” (Chang, 2008: 44). It was, on the other hand, not entirely ethnographic in that it was located in the place of my employment. This meant that in carrying out my research, I always had to keep my roles as that of *researcher* and that of *manager* as clearly separated as possible. In doing this, I had to maintain an awareness of what was at the centre of my case study: the curriculum on offer under the AVES.

Huberman & Miles (2002: 127) present a model of “the case” as a circle with a heart at the centre. The heart represents the focus of the study, while the circle defines the edge of the case – “that which will not be studied” (*ibid*). For the purposes of my study, the heart represented the Adult and Vocational Education Service and its related curriculum and stakeholders. The entire island defines the circle, or the edge of the case. While the ‘circle’ is not the focus of the study, it is important for the researcher to make sense of the nature of the ‘circle’ as well as the dynamics at play within it as these will impact on the ‘heart’ of the study.

Conducting my case study in an isolated island context is not new to qualitative case study methodology. Baldacchino (2006: 5 - 6) suggests that:

... a significant component of the contemporary intoxicating ‘lure’ or ‘fascination’ of islands has to do with the fact that islands suggest themselves as *tabulae rasae*: potential laboratories for any conceivable human project, in thought or action. There is something about the insular that beckons specificity, greater malleability, less inhibition, a more genuine ‘been there, done that’ (even if merely psychological) finality, an opportunity for a more thorough control of intervening variables which then are more likely to guarantee successful outcomes. But the small, remote and insular also suggest peripherality, being on the edge, being out of sight and so out of mind: situations which both expose and foment the weakness of mainstream ideas, orthodoxies and paradigms.

The idea of conducting a case study on an isolated island where there are absolute physical and geographic boundaries would support the views of Creswell (2000). Creswell suggests that it is important for case studies to have clear boundaries and that within the boundaries there should be scope for a

specific instance which can be explored, while at the same time highlighting a general problem. This was true for my study because while my study focussed on the provision of adult learning on the island, it was clear that this provision was determined by many factors outside of the 'heart' (the AVES) but within the 'circle' (the island of Cascara). Some of these factors included local politics, available funding streams and the shipping schedule. McMillan & Schumacher (2001: 157) state that case study methodology examines a "bounded system" - a case examined in detail over a specific time and it utilises various sources of data situated within a specific case. The case may be a programme, an event, an activity or a set of individuals bounded in time and place. A case study is an "intensive investigation of a particular entity" (Weiss, 1998: 261). The 'entity' that my case study researched is the Adult and Vocational Education Service on Cascara Island – with a focus on its efforts to provide a relevant curriculum that will sustainability serve the economy of the island. Anderson (1998) suggests that case studies are often mistaken for other research types such as historical and evaluation research. He describes a case study as an approach to research investigation that deals with contemporary events in their natural context. Case studies have been increasingly used in educational research and as a research methodology they provide the researcher with the possibility of understanding in-depth, the nature of the research subjects regardless of the number of participants or sites. This entity comprises numerous stakeholders, some who have been selected as research participants in my study. These participants will be introduced in 2.4.1.

An advantage of case study methodology is that the end product is often a thick description of the phenomenon being studied, including many variables and portrays the interactions of the stakeholders over time (Merriam, 1998). To this end, Shaw (1978: 11) proposes that case studies:

- illustrate the complexities of a situation and acknowledge that there are many contributing factors;
- show the influence of personalities on the issue;
- show the influence of the passage of time on the issue, especially deadlines;
- include vivid materials such as quotations and interviews;
- obtain information from many sources;

- spell out the differences of opinion on the issue and suggest how differences have influenced the result; and
- present the information in many different ways.

I opted for single-case study approach (Yin, 2008). Apart from the fact that this method of investigation focuses entirely on the subjects situated within the case and thus, “holistically explores the interrelationships among people, institutions, events and beliefs” (*ibid*: 108), the island context itself provided a platform for the single-case study approach. A case study was therefore beneficial as my study’s focus was on the AVES Curriculum.

McMillan & Schumacher (2001) advocate that case studies work well as methods of investigation where little or previous research on a topic has been done. This exploration within a case can lead to further inquiry and ultimately to the development of a theory related to the issue under study. Thomas (2002) suggests that a case study aims to provide understanding rather than knowledge. Since the design, adoption and implementation of the Adult and Vocational Education Strategy on Cascara Island in 2005, no research had been conducted into the provision of adult and vocational learning. This placed me in an advantageous position to gather and analyse relevant information so as to gain an understanding into the challenges associated with the implementation and sustainability of the new curriculum on the island. The research also had other benefits as the findings and recommendations could inform the future provisioning of associated learning on the island. See recommendations in Chapter 4.

Furthermore, in Chapter 1, I drew on case studies of adult and vocational learning provision in other island contexts so as to make comparisons to the Cascarian context (see 1.4.2). In doing this, I hoped to draw on the successes and challenges faced in these contexts so as to make comparisons and recommendations for the Cascarian context. Unfortunately, to the best of my knowledge, the available literature in respect of this is limited. I, therefore, hope that my research and the subsequent recommendations that emanate from it will be of use to other island contexts in the planning and implementation of adult and vocational learning initiatives.

2.3. ETHICAL ISSUES

Ultimately, the ethical integrity of any study rests with the researcher. In this study, my own value system served as a guide in negotiating ethical issues. Personal value systems are not easily measurable or tangible – they are evidenced through the actions of the researcher. For reasons such as these, I carried out the actions detailed in this section to ensure that I addressed, as best I could, issues of an ethical nature with my research participants. In this section, I outline my approach to issues of: researcher positioning; informed consent; confidentiality; anonymity and the use of pseudonyms.

2.3.1. Researcher Positioning

In any research investigation, the researcher plays a vital role. This is especially true in a qualitative research study such as this, where the researcher is part of the research context. It is the responsibility of the researcher to constantly reflect on the process and to shape and reshape the data gathering process and its subsequent analysis to consider new insights through the emerging data. The researcher is essentially a research instrument along with the additional data elicitation instruments that s/he employs. This not only places researchers in a very central position but also in a very powerful position as they ultimately draw conclusions on the basis of corroborating evidence. Creswell (2008: 145) states that “data is mediated through this human instrument, rather than through inventories, questionnaires or machines”. Wolcott, (1995) argues that using the human research instrument to undertake data collection can and does have numerous advantages, but caution needs to be taken that the researcher’s personal biases and experiences do not influence the final research findings.

My positioning within the study and within the Adult and Vocational Education Service provided a platform for a potential conflict of interests. As explained in my autobiographical journey earlier in this thesis, I was appointed by the Cascara Government on a 2-year contract to manage the Adult and Vocational Education Service. This required me to liaise and consult with a wide range of island stakeholders, many of whom are included in the purposive sample. On one hand, as an insider, I was the manager of the AVES, while on the other hand, I had to

distance myself from as the outside researcher. Maykut & Morehouse (2007: 123) highlight the paradoxical perspective of the qualitative researcher:

... [one] is to be acutely tuned-in to the experiences and meaning systems of others – to indwell – and at the same time to be aware of how one's own biases and preconceptions may be influencing what one is trying to understand.

This was a particularly difficult area for me to come to terms with. I had previous insider knowledge of how the AVES operated and it was difficult to disregard this. I realised from the onset that I needed to separate my role from AVES Manager to that of postgraduate researcher, but in practice this was not always easy. I remember finding myself in a work-related meeting and thinking about how what was under discussion was pertinent and relevant to my study. Feeling uneasy about the ethical implications of what could amount to 'reckless research', I discussed the issue with my PhD supervisor. We both agreed that it would be difficult not to gain information within the workplace, especially since my work was based on and around issues pertaining to the adult and vocational education on the island. To this end, we agreed that it would be prudent for me to conclude most of my fieldwork by the end of 2009. Document and data analysis continued into 2010. It was pertinent for me to constantly monitor and reflect on my subjectivity throughout the data collection, data analysis and content analysis phases of this thesis. Yin (2008: 2) provides some guidelines to case study researchers:

- case study researchers should have an inquiring mind and a willingness to ask questions before, during and after data collection and should challenge themselves concerning why something appears to have happened and to be happening;
- they should have the ability to listen, to include observing and sensing in general and assimilate large bodies of data without bias;
- they should be flexible and adaptable to accommodate unpredictable events;
- they should work with understanding on issues studied in order to interpret the data as it is collected; and
- they should be determined to see where the data is contradicting each other and if additional information is required.

With these guidelines in mind, I developed a data collection diary to guide my data collection (See Appendix 3). At each fieldwork session, I reminded the participant(s) that I was there in my capacity as a researcher and not as the manager of the AVES. I perceived my role to be that of a marginal or external researcher (Robson, 1993) and as such, I observed, documented and asked questions without attempting to alter existing practice. In conducting my research, I made every effort to establish a relationship based on trust with participants and it was for this reason that I conducted a sensitisation session with all of the research participants prior to the commencement of my research. I followed this session with stringent confidentiality measures. These will be presented in 2.3.2 and 2.3.3. There are, however, also advantages of being in a position such as that in which I found myself. Bonner & Tolhurst (2002: 9) suggest these are:

- a superior understanding of the group's culture;
- the ability to interact naturally with the group and its members; and
- a previously established, therefore greater relational intimacy with the group.

I was to discover, that holding such a position also presented some challenges; but I handled these as best I could. For example, greater familiarity can lead to the loss of objectivity. This was a particular area of difficulty for me as I had to consciously make an effort not to make assumptions based on my prior knowledge of the AVES and Cascara. In doing this, I had to constantly remind myself that whilst I needed to engage with the data objectively – qualitative data is by its very nature subjective. Pitman (2002: 285) argues that an insider's familiarity can provide an "illusion of sameness" which can bring into question the confidentiality afforded to research participants. It was advantageous to me that I was not an 'insider' in respect of curriculum design and political power.

Qualitative investigation methods, by their application, establish relationships and are important for explaining causes and events within the socially and culturally constructed learning environment. These are what Smit (1999: 82) calls "measured social facts" as they provide strategies for the researcher to understand the social phenomenon of the participants. To access these socially measured facts, the researcher needs to develop a relationship of mutual trust

with the research participants and use data elicitation methods that are appropriate for the context and aims of the research. My position was advantageous in that I had previously lived and worked on the island. My previous stay had afforded me the opportunity to develop a relationship of trust with many Cascarians both socially and within the context of work. The challenge was transposing that trust into the realm of my relationship with the stakeholders as participants in the research process and also separating my role as researcher from that of the manager of the AVES. There was a tricky balance to be found because on one hand, I could have been perceived as an ‘insider’ as I was employed by the Cascarian Government to work for the AVES; and the on the other hand, I could have been perceived as an outsider because I was essentially a foreigner to the island. I believe I succeeded in achieving the correct balance in this regard.

With the hindsight of having undertaken this process, I would think more carefully about my conflicting roles if I were to embark on a research process similar in structure to this again. My role as a case study researcher was to document what I found, but so often, I wanted to respond and take action in respect of my findings so as to continually improve the AVES Curriculum, the service of the AVES and to address issues and challenges as they emerged. I am now convinced that one cannot easily be the main driver of a change innovation, while at the same time trying to investigate and interrogate it from many different angles. In navigating two roles, such as those I had to contemplate, in my research context, there comes a point at which you are either directly or indirectly adjudicating or reviewing your own ideas, actions and operations. There are, however, also advantages in respect of the positions that I held – both on the island and in my study. Having previously lived and worked on Cascara, I had a good understanding of the context and my time on the island had afforded me the opportunity to develop relationships based on trust with many Cascarians – both socially and in a professional context. The challenge was in keeping the research fieldwork professional, transparent and ethical so that it yielded the right kind of data; I believe that this was something that I achieved.

I also discovered that the way in which research participants see you and your position within the process, as well as the way in which they respond to you will

also impact on the research findings. This is highlighted by my engagement with the AVES Co-ordinators as research participants. On the one hand, I was their direct line manager, while in the context of the research; I was a fieldworker gathering data. I like to think that my amenable nature would not have deterred them from being completely open and honest with me in respect of my data collection but this is something which cannot ever be fully known or measured. The same conflict of roles applied in the example of my interviewing and questioning the Executive Education Officer as a research participant as in the work context he was my direct line manager. Relationships such as these highlight the need for gaining consent from the research participants.

2.3.2. Consent

Anderson (1998: 16) maintains that all human behaviour is subjected to “ethical principles and rules”, and that research practice is no exception. Cohen *et al.* (2007) and Anderson (1998) state that one of the most important principles for ethical acceptability is that of informed consent. Participants should be informed about the purpose and the benefit of the research. At the time of my registration with the university, I wrote to the Executive Education Officer (EEO) on Cascara Island (see Appendix 4) and to the AID AVES Education Consultant (see Appendix 5) to request permission to conduct my research in the context of the AVES on the island. At the time of writing to the AID AVES Education Consultant, he was on island, acting in the role of EEO on a temporary basis. To this end, he responded to me in his capacity as acting EEO. In the letters sent to these two stakeholders, I clearly stated my research intentions and strategies. Both the EEO and the AID AVES Education Consultant responded positively and their edited replies (so as to respect anonymity and confidentiality) are included at Appendices 6 and 7 respectively.

Cohen & Manion (1994) also allude to the necessity for permission to have access to the organisation where the research is conducted. I made it a priority to contact my purposive sample group once I had arrived on the island. I informally conveyed my intentions to these stakeholders and once my research process was due to begin; I invited all of the research participants (excluding the AVES client contingent) to attend a sensitisation session. An outline of the

sensitisation session contents can be found in Appendix 8. Schulze (2002: 17) contends that research participants should be given “sufficient information pertaining to the study before the data collection process commences”, as this will work to the benefit of the study. The sensitisation was beneficial to my study in that it framed my study for my research participants.

In the sensitisation session I gave research participants a clear explanation of what my research would entail so that they could make a voluntary and informed decision as to whether they would like to participate in the study. The sensitisation session covered the purpose and associated procedures involved with my study; the benefits and risks associated with my study; as well as issues relating to confidentiality. In the sensitisation session I guaranteed research participants autonomy. I explained that even after voluntary consent, they were free to withdraw from the research process at anytime. At the sensitisation session, I issued all participants with a personal consent form (see Appendix 9). This was used to indicate their willingness to participate in the study. The consent form also provided an opportunity for participants to select what data elicitation techniques they were prepared to participate in. We agreed a date by which all participants who were willing to participate in the study needed to return signed forms to me confirming their consent. All participants who attended the sensitisation session returned their signed consent forms to me within a few days of the agreed deadline; no member of the purposive research sample elected to withdraw from participating in the research. This may have indicated that I was managing my two roles successfully.

Ethical clearance to conduct this research was also received from the Faculty of Education’s Ethics Committee at the University of Pretoria. Special provision was arranged to have the ethical clearance certificate issued in the name of the pseudonym that I used in this study (See Appendix 10). I now provide an overview of how I addressed the issue of anonymity.

2.3.3. Confidentiality

Ethical issues such as confidentiality indicate an “awareness and recognition of the rights” of the individual in undertaking research (Kumar, 2005: 190). Gay

(1996: 85) supports these views by arguing that the researcher has the responsibility of being “vigilant, sensitive and mindful to human dignity”. I first introduced the idea of confidentiality to my research participants in the sensitisation session that I conducted. In this session, amongst other things, I explained that any information that they exchanged with me in the research process would be treated confidentially and would not be made available to any other person. I also assured participants that no identifying information about them would be recorded in the research findings and that pseudonyms would be used in the final thesis to protect their identity.

McMillan & Schumacher (2001) emphasise that information both on and from the research participants should be treated as confidential unless otherwise agreed through informed consent. To take this idea one step further, on receipt of the letters of consent from research participants, I issued each of them with a guarantee of confidentiality letter (See Appendix 11). In this letter, I made a guarantee of confidentiality to research participants both during and after the research process and in the final written thesis as well as in any journal articles that may be published, or conference presentations that may result from the research. Confidentiality in data elicitation methods, such as focus group interviews and workshops, that involve more than one person are not as straightforward. At the commencement of activities that involved more than one person, I explained to the participants that the presence of others in the activity impacted on issues pertaining to confidentiality and anonymity. I highlighted that although views in this forum were shared amongst other, research participants would still be guaranteed confidentiality and anonymity in the final written report. I also reinforced that ethically, research participants had a responsibility to protect each other and therefore suggested that the information shared in the sessions remain within the context of the study.

Essentially, the consent and confidentiality agreement that I made with the research participants prior to the commencement of the research process were handled as ‘business contracts’. This ‘contract’ formalised and made the promise that I had made to my research participant. This was the first step to establishing a relationship of trust and confidence. The manner in which I addressed issues

of consent and confidentiality seemed to bear fruit as I found participants to be open and frank right from the commencement of the research process.

2.3.4. Anonymity and Pseudonyms

Anonymity is usually considered in the context of confidentiality but as it arose as a complex issue for consideration during my research process, I explore it in more detail. Although I guaranteed my research participants anonymity and had planned to use pseudonyms in the final thesis, I soon realised that the small context in which the study was being conducted brought into question the anonymity that I promised to my research participants. I had already conducted a sensitisation session with all of the research participants, so all of the participants knew who else was taking part in the study. This did not cause too much conflict for me in respect of confidentiality, as all were major stakeholders of the AVES. This did, however, prompt the need for me to offer additional anonymity to the participants in my final thesis.

In the small context of Cascara, the mention of for example, the Executive Education Officer or the Director of the Development Bureau, would pinpoint a specific research participant as only one such position exists on the island. The need for a further emphasis in relation to issues of anonymity was highlighted by the obvious political issues at play between the local government, the AID and the people of the island – mostly in respect of the local government's ownership of the island's assets; the limited growth in the private sector; and the volatile historical relationship of the Cascarians with the government of the metropole. These dynamics highlighted the need for additional measures relating to confidentiality. With this dilemma, I contacted my PhD supervisor and consulted with other academics on whether it would be appropriate to use a pseudonym for the name of the island. This process assisted me in a decision to use a pseudonym for the name of the island so as to provide additional protection for research participants.

In my first contact with participants during the data elicitation process, I informed them of this development to reassure them of anonymity in the research product. In my attempts to ensure anonymity, I also slightly changed and adapted the

names of the participant titles. For example the 'Executive Education Officer' is an alteration to the original title of that participant's post.

This type of 'disguised observation' is not new to qualitative research; it was used by 'James Patrick' (a pseudonym) in his 1973 study titled: *A Glasgow Gang Observed*. In his study Patrick, became immersed in gang culture so as to understand it on a sociological level. He published his study at least 10 years after his fieldwork using a pseudonym so as to protect his identity and the identities of the gang members. My study did not elicit danger as in the case of Patrick's study, but 'danger' as a relative term required me to consider the professional integrity and causal effect that participation in my study may have had on research participants in the small and isolated context of Cascara. More so to protect my research participants, than to protect myself, I too took on a pseudonym in the presentation of this study. My reasons for doing this were confirmed as prudent when I conducted an Internet search using my surname, the word 'island' and the words 'adult' and 'vocational'. This search revealed the identity of the island in 5 of the 10 websites found on the first search page.

Another example of 'disguised observation' was in a 1973 study by Pierre L. van den Berghe, titled *Power and Privilege at an African University*. In his sociological study of the University of Ibadan in Nigeria, van den Berghe is very critical and direct. To aid with confidentiality, he provides both the university and the research participants with pseudonyms, but anyone – as with my study – who knew the context would have been able to penetrate the disguise. He suggested that the use of pseudonyms would protect both the participants and the institution from any embarrassment locally and abroad (van den Berghe, 1973). The use of a pseudonym for the name of the island in my study, also only provides a 'veiled anonymity' - anybody who knows the context will be able to penetrate the disguise. The research site is an isolated island on the verge of air access and this could possibly single it out. The use of a pseudonym does, however, protect the participants in so far as it narrows down the possibility of the research being identified through Internet and library searches. The local independent press on the island is fairly vigilant and articles or web links of island interest often appear in the weekly newspaper. To reduce the chances of the context of the study being revealed, I have also removed all contact

numbers, physical addresses, email addresses and any other information that may appear on introductory, consent documentation or other information.

By using pseudonyms in the body of this thesis, I also had to be mindful of not revealing the identity of the island in the reference list. I consulted with numerous academics, including the Chair of the Ethics Committee in the Faculty of Education at the university, on the dilemma that I faced in respect of this. One option was to extend the use of pseudonyms into the referencing, but I felt a sense of unease about tampering with the references as it implied a serious contravention of scholarship. I therefore decided, following a precedent set by van den Berghe (1973: 269), to intentionally exclude from the reference list the literature sources that might have revealed the context of my study. Van den Berghe (1973: 269) stated:

To preserve a measure of anonymity, all references to books, journals and articles which mention the real name of the University of Ilosho [the pseudonym used for the university where he conducted his study], as well as works by prominent members of the University have been deliberately omitted from the bibliography. While I regret not being able to mention most of my primary sources, I disguised the name of the University at the request of several colleagues there. The specialist, however, will experience no difficulty in finding the sources.

I share the sentiments of van den Berghe in so much as I too regret not being able to include some of my primary sources; but the need to protect my research participants far outweighed the necessity for including some of my literature sources.

In taking careful attention to protect my research participants, one of my greatest concerns was how I would share my findings with the AVES stakeholders. I believed that I had an interesting story to tell and it would have made the study relatively pointless if the recommendations that arose out of it could not be constructively debated and used by the AVES and its associated stakeholders to the benefit of the island and its people. To this end, I wrote Chapter 4 of this thesis so that it could stand-alone and be separated from the body of the thesis as an individual recommendations document. In this document, I assume full

responsibility for all of the recommendations presented. Before the circulation of the recommendations chapter to all of my research participants and to the wider stakeholders of the AVES all pseudonyms (such as Cascara, Cascara Community High School and Cascara Development Bureau) will be reverted to their original names.

In working through this process, I had hoped to reach an arrangement whereby I could still use the actual names and positions of participants in my thesis but it never became clear to me that this could be easily achieved. I believe that the manner in which I approached my recommendations chapter found a compromise between respecting ethical considerations and the ability to make the research findings available to stakeholders of the AVES.

2.3.5 Data Storage

The confidentiality and the protection of my research participants also related to the issue of data storage. The data gathered as part of this process included field notes, my data record book, interview notes, audio taped interviews, transcribed interviews, completed questionnaires, data analysis and discourse analysis notes, electronic files, consent forms, guarantees of confidentiality and the documents (often with notes and comments in/on them) that were reviewed as part of the document analysis. This data will be stored according to the requirements of the University of Pretoria for a period of 15 years from the time of the commencement of the study, after which they will be destroyed. During the research process, all data was treated as confidential and was stored in a secure cupboard at my home.

2.4. RESEARCH DESIGN

The research design process is the plan of action to get from 'here' to 'there' (Yin, 2008: 112). 'Here' is indicated by the set of research questions, while the 'there' is specified by the responses that the research yields (*ibid*). In the process of navigating the 'gap' between the 'here' and 'there' a number of decisions and subsequent actions must be taken. These decisions and actions define the design of the research to be undertaken.

In this section I explain how I navigated the ‘gap’ between what I wanted to know and how I planned to get the information that I needed to answer my research questions. Firstly, I introduce the research participants and explain the rationale for inviting them to participate in the study. Secondly, I furnish details of the timeframes associated with the research design.

2.4.1. Research Participants

In any research, it is imperative that the sample selected to participate in the study is “useful and meaningful” (Mason, 2002: 121) because it will determine how effectively the participants will enable the researcher to obtain insightful data. To ensure that I solicited research participants that I believed would aid me in exploring my research questions, I opted purposive sampling.

Purposive sampling or “judgement sampling” (Zikmund, 2002: 368) is the selection of a sample based on the researcher’s own judgement regarding who might be the most appropriate research participants. Denzin & Lincoln (2011: 198) suggest that “all sampling is done with purpose in mind”.

Table 3 summarises the research participants selected and the specific groups into which I categorised them. Participants were selected because each played a significant role in the context of adult and vocational learning on the island. Some of the participants hailed from the education sector itself, while others came from local government, representatives of the public and private sectors were also included as were stakeholders from the AID who provide funding and strategic support. Organogram 1 shows how the research participants relate to and report to each other as stakeholders of the Adult and Vocational Education Service on Cascara Island.

I now provide an overview as to why each research participant within each stakeholder group was selected:

Participant Group	Position/Designation of Research Participant	Age	Gender	Race	Language	Citizenship	Location/ Where based	
Education Decision Makers	Executive Education Officer* (EEO)	44	M	C	E	Cascara	Cascara	
	AID AVES Consultant	60	M	W	E	Metropole	Metropole	
	AID Education Adviser	57	M	W	E	Metropole	Metropole	
	Chairperson – Education Committee	72	M	C	E	Cascara	Cascara	
Government Heads of Department	Executive Human Resources Officer* (EHRO)	54	F	C	E	Cascara	Cascara	
	Executive Development Officer* (EDO)	56	F	C	E	Cascara	Cascara	
Private Sector Representatives	Director - Cascara Development Bureau* (CDB)	55	F	W	E	Metropole	Metropole	
	Chairperson – Cascara Chamber of Commerce (CCC)	59	M	W	E	Metropole	Metropole	
AVES Co-ordinators	AVES Community Learning Co-ordinator	36	F	C	E	Cascara	Cascara	
	AVES IT Co-ordinator	26	F	C	E	Cascara	Cascara	
	AVES NVQ and Quality Assurance Co-ordinator	50	F	W	E	Metropole	Cascara	
Trainers & Educators	Cascara Community High School – Head of Curriculum	39	F	C	E	Cascara	Cascara	
	Manager – Mountain House Training*	43	F	W	E	Metropole	Cascara	
	Director – Training Solutions* ²⁰	52	F	C	E	Cascara	Cascara	
	AVES Tutor 1	66	F	C	E	Cascara	Cascara	
	AVES Tutor 2	27	F	W	E	South Africa	Cascara	
	AVES Assessor 1	51	F	C	E	Cascara	Cascara	
	AVES Assessor 2	54	F	C	E	Cascara	Cascara	
	AVES Verifier 1	47	F	C	E	Cascara	Cascara	
AVES Verifier 2	64	F	C	E	Cascara	Cascara		
Awarding Bodies	External Verifier (EV) – City & Guilds (C & G)	66	F	W	E	Metropole	Metropole	
	External Verifier (EV) – Construction Skills (CSkills)	55	M	W	E	Metropole	Metropole	
	External Verifier (EV) – National Proficiency Tests Council (NPTC)	59	M	W	E	Metropole	Metropole	
AVES Clients	AVES learners and potential learners	See 2.5.2 – Table 5						

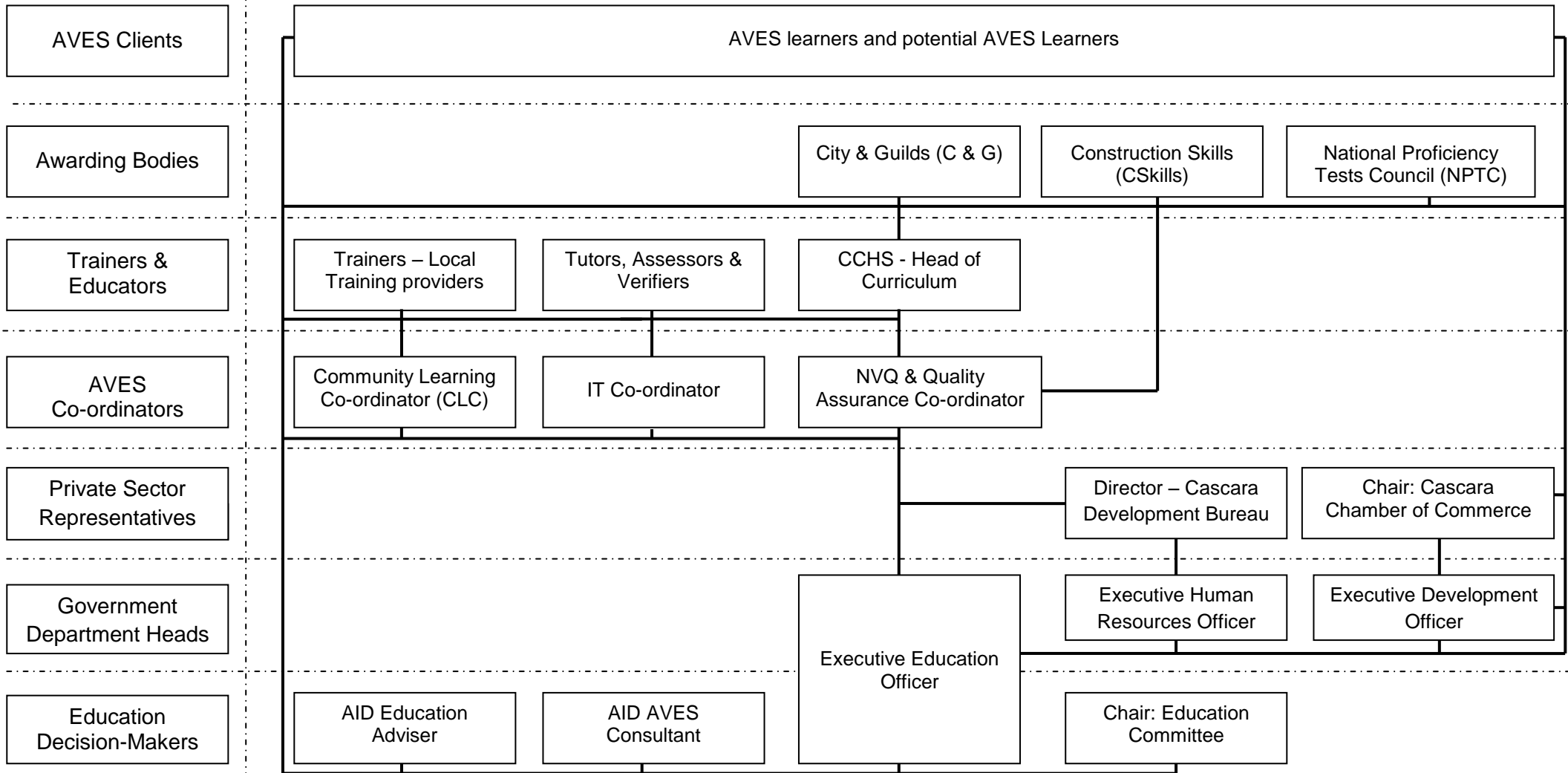
Table 3: Research Participants

²⁰ These are all pseudonyms.

[Key: EV = External Verifier; M = male; F = female; C = coloured; W = white; E = English]

Research Participant Stakeholder Relationship

Research Participant Groupings



Organogram 1: Research Participants

Education Decision Makers

This education decision maker research cohort comprised four participants: the Executive Education Officer; the Chair Education Committee; the AID Education Adviser; and the AID AVES Consultant.

- The Executive Education Officer (EEO) is one of the 13 government departmental heads. This person has ultimate responsibility for the activities of the Cascara Department of Education. The Adult and Vocational Education Service is one of the six sectors of the Cascara Department of Education. (The EEO was my direct line manager).
- The Chairperson of the Education Committee leads the committee which comprises 4 democratically elected counsellors and the EEO. This committee oversees the activities of the Education Department. The EEO will always liaise with the Chair and the committee on all matters relating to education on the island. This committee is headed by an elected chairperson.
- The AID Education Adviser is based in the metropole but liaises with the education stakeholders on island as well as with the Unit for International Development and Training (UIDT) which implements the Cascara Education Development Programme (EDP) on behalf of the AID.
- The AID AVES Consultant works through the Unit for International Development and Training (UIDT) as part of the Education Support Programme (ESP) to support and develop activities within the Adult and Vocational Education Service. It was the AVES consultant who designed and developed the original AVES Strategy which gave impetus to the current AVES structure and its subsequent curriculum.

Government Heads of Department

This research cohort comprised two participants: the Executive Human Resources Officer; and the Executive Development Officer.

- The Executive Human Resources Officer (EHRO) has a vested interest in the activities of the AVES. Until the establishment of the AVES, all public sector training was conducted under the Human Resources (HR) Department. As it is the remit of the AVES to deliver appropriate and relevant training to both the public and private sectors, the AVES works closely with the EHRO in ensuring that relevant and appropriate training is made available to government personnel.
- The Executive Development Officer (EDO) is responsible for all development projects implemented on the island. The majority of these projects are implemented on behalf of the AID – from where all of the AVES funding is derived. The AVES AID Development Aid Project which constitutes a sizeable part of the current AVES curriculum is a development project for which the AVES works closely with the EDO.

Private Sector Representatives

This research cohort comprised two participants: the Director of the Cascara Development Bureau; and the Chairperson of the Cascara Chamber of Commerce.

- The Director of the Cascara Development Bureau (CDB) leads this organisation. The CDB previously oversaw a substantial amount of private sector training on the island. After the establishment of the AVES, the CDB and the AVES have established a working partnership under which the CDB makes funding available for private sector business development. These partnership training initiatives are co-ordinated by the AVES. The CDB also assists private sector entrepreneurs and businesses with loans, advice and training opportunities. The AVES works closely with the director of the CDB to ensure that the training needs of the private sector are addressed.
- The Chairperson of Cascara Chamber of Commerce (CCC) leads this organisation which aims to assist island businesses with advice and with

issues relating to business development. The CCC is particularly active in the area of public consultation and provides businesses with a 'voice' when dealing with issues relating to government. As the AVES is a government sector, under the Education Department, the AVES works with the CCC in relation to issues around training and development for the private sector.

AVES Co-ordinators

This research participant cohort comprised the three AVES training co-ordinators:

- The AVES Community Learning Co-ordinator; the AVES IT Co-ordinator and the AVES NVQ and Quality Assurance Co-ordinator along with the AVES Manager represent the AVES management team. The co-ordinators are responsible for business planning, budgeting, the provision of training and the day-to-day running of the Service under each of their respective divisions. This management involves the sourcing and co-ordination of learning activities, liaising with training providers and tutors and reporting on training outcomes within their respective areas. (I line managed the AVES Co-ordinators).

Trainers & Educators

This research cohort comprised three participant groups: The Deputy Head for Curriculum at Cascara Community High School; two AVES Trainers - the Manager of Mountain House Training (in her capacity as an AVES trainer) and the Director of Training Solutions (in her capacity as an AVES trainer); and the AVES Tutors, Assessors and Verifiers.

- The Head of Curriculum at Cascara Community High School (CCHS) is responsible for the contents of the curriculum at the secondary school. A substantial part of the curriculum is vocational in nature and these aspects of the curriculum are delivered in partnership with the AVES. Vocational learning opportunities at the CCHS include Vocationally Related

Qualifications (VRQs) and National Vocational Qualifications (NVQs) in Hospitality & Catering; Automotive Vehicle Maintenance; Business & Administration; and Masonry & Construction. The AVES, in particular the AVES NVQ and Quality Assurance Courses Co-ordinator, work closely with the head of curriculum in the implementation of vocational learning opportunities at the secondary school.

- Training representatives from two local training providers: Mountain House Training & Training Solutions. On this small isolated island it is difficult to source suitably qualified training providers. Training providers are usually sourced abroad at great expense but there are two established local providers that offer their training services to the AVES. These two providers work closely with the AVES management team in the provision of appropriate learning for the people of Cascara.
- The AVES tutors, assessors and verifiers are the people who implement and assess the curriculum at a grass roots level on an ongoing basis. The tutors liaise with the co-ordinator of the area under which the learning opportunity in which they are involved falls. Assessors and verifiers work closely with the NVQ and Quality Assurance Co-ordinator in meeting the requirements of the overseas awarding bodies. Two tutors, two assessors and two verifiers were selected to participate in the study.

Awarding Bodies

This research cohort comprised the external verifiers from the awarding bodies based in the metropole.

- External Verifiers from the following awarding bodies were included in my purposive sample: City & Guilds (C & G); Construction Skills (CSkills); and the National Proficiency Tests Council (NPTC). These awarding bodies are responsible for approving some of the learning opportunities on offer. These include all of the overseas accredited Vocationally Related Qualifications (VRQs) and National Vocational Qualifications (NVQs). The island offers challenges in respect of delivering these awards that are not

usually experienced in mainland contexts. For this reason it was important to include the external verifiers involved with these awards in the research process. Under City & Guilds, the AVES offers NVQs in Health & Social Care; Maternity & Pediatric Care; Customer Service; Business & Administration; Hospitality; Hospitality & Catering; Automotive Vehicle Maintenance & Repairs; Basic Construction; Food Studies; and Wood & Trowel Occupations. Under Construction Skills (CSkills), the AVES offers a National Vocational Qualification (NVQ) in Construction and under the National Proficiency Tests Council (NPTC), the AVES offers Vocationally Related Qualifications (VRQs) and National Vocational Qualifications (NVQs) in Agricultural Crop Production and Land Based Operations.

AVES Clients

The AVES clients are the most central stakeholders to the ongoing provision of learning through the AVES on Cascara Island. The clients represent AVES learners and potential AVES learners, who may be unemployed or work within either the public or private sectors.

Mason (2002: 135) suggests that once the research sample has been confirmed, the researcher needs to “reflect upon the logic through which [he or she] intend to develop and test explanations and the kinds or arguments they wish to make”.

2.4.2. Research Timeframes

As I was appointed to the post of AVES Manager on Cascara Island in a two-year contract, I planned to conduct my research over an extended period of time. Most of the fieldwork was conducted during 2009 as per the data collection diary in Appendix 3. The process of document analysis spanned the duration of my PhD research. In the section that follows, I provide a detailed account of the data elicitation instruments that I employed.

2.5. DATA ELICITATION TECHNIQUES

Case studies rely on “interviewing, observing and document analysis” (Denzin & Lincoln, 2011: 202). Case studies can also use a variety of additional data gathering techniques and methods that are determined by the researcher. The data elicitation techniques that I used to gather information included: document analysis; questionnaires; unstructured interviews; semi-structured interviews; focus group interviews; the use of the local media – both audio and print; and a feedback workshop session. By virtue of the fact that these techniques are qualitative data collection tools that employ qualitative information gathering methods, they provided me with a degree of flexibility in the data gathering process.

Research Participants	Data collection method						
	Questionnaires	Semi-structured Interviews	Unstructured Interviews	Focus Group Interviews	Local Print Media	Local Audio Media	Feedback Workshop
Executive Education Officer		✓	✓				✓
AID AVES Consultant		✓	✓				✓
AID Education Adviser		✓	✓				✓
Chair - Education Committee		✓	✓				✓
Executive Human Resources Officer		✓					✓
Executive Development Officer		✓					✓
Director - Cascara Development Bureau		✓					✓
Chair- Cascara Chamber of Commerce		✓					✓
AVES Community Learning Co-ordinator			✓	✓			✓
AVES IT Co-ordinator			✓	✓			✓
AVES NVQ & Quality Ass. Co-ordinator			✓	✓			✓
CCHS - Head of Curriculum		✓					✓
Manager – Mountain House Training		✓					✓
Director – Training Solutions		✓					✓
AVES Tutors, Assessors and Verifiers				✓			
EV – C & G		✓					
EV – CSkills		✓					
EV – NPTC		✓					
AVES Clients	✓				✓	✓	

Table 4: Data Elicitation Techniques per research participant

Table 4 shows which data elicitation and research methods were administered to the different research participants.

2.5.1. Document Analysis

In my research, I analysed two sources of documents – firstly there were documents sourced and referenced in preparing the theoretical and methodological aspects of the study. These included all referenced theory and literature documented in the chapter 1 of this thesis; and there was material and literature that related specifically to the AVES. Many of the documents that related specifically to the AVES also informed aspects of the literature review. Zikmund (2002) argues that document analysis is the use of secondary information that is gathered and recorded by somebody else for purposes other than the current needs of the researcher. Keats (1982: 2) contends that “document analysis is a technique in education evaluation which relies heavily upon a variety of written materials for data, insights and judgements about programmes or events”. Keats further contends that document analysis is best employed in conjunction with other research techniques but that it can stand-alone as a technique for gathering retrospective data. Furthermore, Keats (*ibid*) suggests that major advantages of using document analysis as a research technique include:

- their stability as a rich and rewarding source that is usually readily available;
- the fact that they are a rich source of information about the context of events under investigation; and
- that they are non-reactive – they do not alter their behaviours because they are the subject of an investigation.

Keats does, however, also warn of the disadvantages of using document analysis as a research elicitation source. These include the possibility of the documents being non-representative samples and that they may reflect subjective rather than objective views, perceptions and information. Finally, Keats warns of the validity of documents and records. Gough (1999: 48) cautions that by producing curriculum policy documents in glossy print form, we “monumentalise them and give them unquestionable status”. Glossy printed

documents whether they are curriculum policy, reports, textbooks or other print forms need to be critically analysed to determine their accuracy and motive.

Document analysis is a systematic process “that begins with an hypothesis” (Keats, 1982: 2). The ‘hypothesis’ referred to by Keats is in the researcher’s selection of the documents – in so much that, with limited evidence of how the documents will benefit the study, the researcher identifies documents that s/he supposes will advance the investigation. To this end, potentially relevant documents are identified by the researcher and through the analysis process they need to be verified. This verification may take the form of triangulation, crystallisation (Richardson, 2000; Richardson & St Pierre, 2005; Ellingson, 2008) coding or category construction (Zikmund, 2002) and will lead to judgements and interpretations granted in the context of the actual events under investigation.

In my efforts to formulate an understanding of the historical, current and proposed activities and plans relating to Adult and Vocational Education on the Island, I identified, analysed and critically examined the documents listed in Appendix 12. Some of the documents included: 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); the AID Air Access Consultation Document (2009); and the Cascara Sustainable Development Plan (2007). In analysing the content of the documents that I had selected, it became apparent that there was a disparity between what was originally intended in terms of the formulation and design of the AVES and what was actually operational in terms of curriculum delivery. This was no surprise as the nature of curriculum policy and practice is such – there is seldom complete synergy between what was planned and what is delivered. This informed the questions that I posed in some of the research instruments that I subsequently developed. Through the document analysis process, I realised that I was accumulating rich contextual data that would be very valuable to my study. It became evident that the results were “less synthetic and investigator-controlled” (Guba, 1981: 43) than when using other qualitative data techniques. Whilst some documents provide much more information than others, many of the insights gained provided excellent data that aided in answering the research questions.

The documents analysed gave me a deeper understanding into the Cascarian context and also aided me in answering my research questions.

In respect of document analysis, I was in a fortunate position because given my appointment to the Education Senior Management team; I could access many documents that would possibly be unavailable, or hard to access by a different researcher. These included archived education files and I also had electronic access to all of the documents on the Education Department's Server. This raised ethical issues in respect of my conflicting roles and I had to sensitively use the information to which the Executive Education Officer had given me *carte blanche* access. On the other hand, the advantage of this was that I had the opportunity to read widely and to gain a deep understanding into the historical provision of Adult and Vocational Education on the island; as well as of how current processes and policies are implemented as a result of this. My access to all of this information, did lead me to consider whether organisations such as the AVES should insist that researchers such as myself with privileged positions sign an agreement of confidentiality with the organisation in which they conduct their fieldwork.

I know provide details of the research instruments that I developed to support my study.

2.5.2. Questionnaires

Cohen *et al.* (2007: 263) define a 'questionnaire' as a "set of questions on a form that is completed by the respondent in respect of a research project". Black (1999) suggests that a questionnaire used for qualitative research is an instrument that aims to quantify and measure how people feel about things, their perceptions, their attitudes and their views and opinions. Cohen *et al.* (2007: 267) contend that questionnaires are useful in that they "... move away from seeing the human subjects as simply manipulable, and data as somehow external to individuals".

I chose to use questionnaires in my study as a means of understanding how the AVES clients – both learners and employers, perceive the service and curriculum

on offer from the AVES. The questionnaire responses gave me insights into how the curriculum was serving the people and the economy of Cascara. The AVES client cohort was the only research participant group that I did not engage with on a face-to-face basis. Although the client questionnaire also aided me in understanding the first aim of my study (1) to examine the current state of curriculum implementation and its associated challenges within the Adult and Vocational Education Service; it mostly elicited data to aid my study in respect of my second and third aims: (2) to investigate how the current curriculum is satisfying the needs of the island by aiding workforce development to support economic growth on the island; and (3) to explore the challenges relating to the sustainability of the Adult and Vocational Education Service in providing a relevant vocational curriculum.

The use of questionnaires can be advantageous in that the data within the responses can be gathered in a standardised way. This is useful to the researcher who has to make sense of and extract information from the questionnaire. In developing the questionnaire the researcher needs to ensure that both the structure and the way in which questions are formulated in the questionnaire allow for personal and individual responses from the participants. Further care should also be taken to ensure that issues of sensitivity relating to such things as professionalism, culture, race, religion and gender are considered and addressed accordingly. When developing my questionnaire, I was mindful of these elements and endeavoured to ensure that the questionnaire was not demeaning or offensive in any way. I also aimed to be as considerate as I could about how I structured my questionnaires so as to respect these potentially sensitive issues. Conscious that I was targeting an audience which would be wide in ability range, I attempted to phrase the questions so that the language would be accessible without being patronising. This seemed to work successfully.

Another advantage of using questionnaires as a data elicitation technique is that respondents are more likely to feel that they can remain anonymous and subsequently, they may feel more comfortable to express controversial opinions – this was particularly useful to my study given the small community on Cascara Island. My questionnaire did not require respondents to supply their names.

Questionnaires on the other hand, can be limiting in that respondents may answer superficially and like many evaluation methods, questionnaires are often conducted away from the learning environment and as such participants may forget to include important information in their responses. As was to be expected, this impacted on the questionnaires returned to me in that all but one contained some questions that had not been answered.

As I opted for what De Vos (2001: 153) refers to as “mailed questionnaires”, I needed to be mindful of the fact that I was physically removed from respondents, and that although this approach was relatively inexpensive, it was difficult to manage as I had no control over ensuring the return of completed questionnaires. The fact that the completion and return of the questionnaires was on a voluntary basis made tracking replies impossible. I mailed 112 questionnaires to AVES clients: these included clients who had recently completed an AVES course; clients who were undertaking an AVES course at the time; and clients who had expressed interest in joining an AVES course that commenced the month immediately after the questionnaires were despatched.

I developed a questionnaire that aimed to gather information regarding the perceptions and feelings of AVES clients in relation to curriculum provision on the island; how the curriculum was meeting the economic needs of the island; its people and how they viewed the sustainability of the curriculum under the AVES. The questionnaire also included a final section that covered specific themes and factors explored in my literature review. These included how clients perceived the impact of the following as potential barriers to learning:

- local government (including government personnel)
- the private sector on Cascara
- the AID
- the isolation of the island
- the metropole
- the colonialism

Valuable contributions from the research participants who returned their questionnaires aided me in answering many of the critical research questions that supported the second and third aims of my study.

The questionnaires were sent out to AVES clients with a covering letter that outlined my intentions and reasons for conducting the research. I ensured that the covering letter made it clear to potential respondents that this questionnaire was being requested outside of my remit as AVES manager, and to this end the questionnaires were dispatched and received independently of the AVES. See Appendix 13 for a copy of the covering letter and AVES client questionnaire that were returned anonymously. By the deadline set in the covering letter of the questionnaire, I received 33 out of the 112 questionnaires originally sent out. This was not surprising as although questionnaires provide the potential to collect a large amount of information in a relatively short space of time, this potential is often not realised, as returns from questionnaires are usually low (Milne, 1999: 1). Since some time had lapsed and new courses had been attended by additional candidates, I resent the questionnaire. This time I sent it to organisations within both the public and private sectors with up to 8 questionnaires and envelopes in a larger envelope. Also included was a cover note that asked the training contact at the organisation to ask AVES clients to complete and return the form to me. Packs were sent to the 13 government departments and 7 of the private sector companies. This exercise yielded another 14 responses, bringing the total number of responses to 47.

Table 5 summarises the demographics of respondents who returned questionnaires. While the number of responses were disappointing, the demographics evident in the returns seemed consistent with learner demographics on record at the AVES: Most learners are between the ages of 26 and 40, with the AVES currently catering mostly to employed able-bodied female learners with Cascarian status who work within the public sector. Even with a return rate of 17 percent, I felt encouraged as the completed questionnaires were beneficial to my study.

Percentage return	Number of questionnaires despatched	Number of questionnaires returned	% Return	
	112 + (8 x 20) = 272	47	17%	
Age	Under 25 yrs ²¹	26 – 40 yrs	41 – 65 yrs ²²	66 yrs and over
	10	23	12	2
Gender	Male	Female		
	14	33		
Disability Status	Disabled	Able-bodied		
	1	46		
Citizenship Status	Cascara Status	Non-Cascarian		
	43	4		
Employment Status	Employed	Unemployed		
	39	8		
Employment Sector	Private Sector	Public Sector	Unemployed	
	10	29	8	

Table 5: Personal Details of Questionnaire Respondents

I now provide details of the various interview approaches that I employed as part of my data collection process.

2.5.3. Interviews

The use of interviews (unstructured, semi-structured and focus group) were the data elicitation techniques most widely used in my study. For the most part, interviews were centred on the following themes, which represent the aims of the study:

- the curriculum and adult learning on Cascara Island;
- the curriculum, the workforce and the economy on Cascara Island; and
- the curriculum, change and sustainability within the AVES in the Cascarian context.

While my research focussed on the themes listed above, I purposely designed each interview schedule slightly differently so as to aid me in obtaining information that specifically related to the areas from which the different

²¹ Cascara legislation defines anybody 25 years of age and under as 'youth'.

²² This is the retirement age on Cascara.

participant groups were selected. This assisted me in ensuring triangulation and crystallisation of the data across the data collection process. Cohen *et al.* (2007: 267) suggest that interviews “enable participants – be they interviewers or interviewees – to discuss their interpretations of the world in which they live and to express how they regard situations from their own point of view”.

Through the interview process, views on an identified topic are discussed and exchanged. According to Cohen (*ibid*) this process facilitates an “interchange of views between two or more people on a topic of mutual interest, [which] sees the centrality of human interaction for knowledge production and emphasises social situatedness for research data”.

The three interview strategies used were advantageous to my study in that they afforded me the opportunity to collect large amounts of information over a relatively short period of time. The information collected from the range of different research participants was useful to me in my efforts to understand the challenges associated with implementing and sustaining an adult and vocational education curriculum on an isolated island. I now provide an account of each of the interview strategies that I used.

2.5.3.1. Unstructured Interviews

I began the research process by conducting unstructured interviews with the education decision-makers cohort of my purposive sample. In addition to this, I also conducted unstructured interviews with the AVES Co-ordinators. During these interviews, I took notes where I deemed necessary (sometimes these would be during and/or directly after the interactions). Unstructured interviews have no predetermined questions and are informal and conversational in nature. Direct questions are asked if the researcher identifies gaps in the data collected. As such, unstructured interviews provide the researcher with great latitude in asking broad questions in whatever order seems appropriate (McMillan & Schumacher, 2001). The unstructured interviews that I conducted with the education decision-makers gave me the opportunity to understand and make sense of the history, structure, vision and current *status quo* in relation to the provision of adult learning and the AVES on the island. These unstructured

interviews assisted me with the development of the design and content of the semi-structured interview schedules.

The unstructured interviews with the AVES co-ordinators gave me the opportunity to interact on a one-on-one basis with the co-ordinators so as to gain insight into the actual implementation and provision of learning within the context of the Service. I conducted two unstructured interviews with each co-ordinator. The first of these explored the state of curriculum implementation within their respective areas and I probed for successes and challenges in regard to the implementation of the curriculum. In the second unstructured interview, I probed the issue of the island's needs; how the curriculum on offer in their respective areas was aiding work-based skills development; and I explored issues pertaining to the sustainability of the curriculum. Table 6 summarises the unstructured interviews conducted during the data collection process, by research participant group, duration and framework. The data collection diary in Appendix 3 shows when these interviews were conducted.

Research Participants	Duration	Framework of Interview
<u>Education Decision Makers:</u> <ul style="list-style-type: none"> • Executive Education Officer • AID AVES Consultant • AID Education Adviser • Chairperson – Education Committee 	1 hour each	<ul style="list-style-type: none"> • History of AVES/ provision of adult learning on Cascara • Structure of AVES • Island vision for AVES • Current status quo
<u>AVES Co-ordinators (A):</u> <ul style="list-style-type: none"> • Community Learning Co-ordinator • IT Co-ordinator • NVQ and Quality Assurance Co-ordinator 	2 hours each	<ul style="list-style-type: none"> • Curriculum implementation: success and challenges
<u>AVES Co-ordinators (B):</u> <ul style="list-style-type: none"> • Community Learning Co-ordinator • IT Co-ordinator • NVQ and Quality Assurance Co-ordinator 	2 hours each	<ul style="list-style-type: none"> • The economic needs of the island • The curriculum and work-based skills development • Sustainability of the curriculum

Table 6: *Unstructured Interviews administered*

The unstructured interviews were all face-to-face, with the exception of the telephonic interviews held with the AID AVES Consultant and the AID Education Adviser who were both based in the metropole. These interviews were really useful to my study in that they gave me a forum in which to more fully

understand the current AVES context as well as to familiarise myself with pressing island-wide issues. The face-to-face unstructured interviews all proved constructive and useful to my study. The telephonic interviews were arranged in advance by email and I used a telephone conference facility to conduct these. The use of the conferencing equipment made it easier for me to take notes while I was conducting the interview. I recorded the interviews with a Dictaphone so that I could transcribe them at a later date. The telephonic interviews did not generate as much information as the face-to-face interviews and this might have been as a result of the absence of body language and facial gestures which generally inform, promote and guide conversation. In contrast, an advantage of the telephonic interviews was that the interviewer and interviewee have to directly respond to what the other asks or says – without the luxury of pauses or silences that might exist in face-to-face communication. In my telephonic interviews, I felt that interviewees were more spontaneous in their responses, without the opportunity of too much deliberation. The challenge for me was in maintaining concentration and remaining focussed on the questions that I needed to be asked and the answers that were given.

My telephonic interview with the AID AVES Consultant took 42 minutes to conduct, while my interview with the AID Education Adviser lasted 34 minutes. Apart from the fact that the telephonic interviews with these two participants were slightly shorter due to the ‘distance’ created by this type of interview – another consideration was that of cost. Telephone calls from Cascara to the metropole are very expensive, and I felt myself being aware of this throughout the interview.

Subsequent to the telephonic interviews here outlined, I met both of the research participants interviewed by telephone in person and found them amenable and open and they proved to be information rich data sources.

The information gained during the unstructured interviews aided me in refining the questions that I then posed during the semi-structured and the focus-group interviews.

2.5.3.2. Semi-structured Interviews

According to Leedy & Ormrod (2009), interviews should be considered as professional interactions that require professional planning and conduct. The semi-structured interview allows for questions to be rephrased if the respondent has misunderstood or is unclear of what the question is actually asking. Semi-structured interviews have no choices from which the respondent selects an answer and the questions are phrased in such a way that they allow for individual responses, thus enabling the interviewer to pose follow-up questions should clarification or additional detail be necessary. Finally, semi-structured interviews provide the researcher with the opportunity to describe and analyse the situation, process or response (McMillan & Schumacher, 2001).

I conducted independent semi-structured interviews with the majority of my research participants. This was the most widely used data elicitation technique in my research. These semi-structured interviews included one-on-one, face-to-face interviews with the participants in the following groups: education decision-makers, government heads of department, private sector representatives, the awarding bodies; and the trainers and educators (excluding the tutors, assessors and verifiers with whom I conducted a focus group interview).

Semi-structured interviews allow the interviewer to gain a rich data from the interviewee; they provide an opportunity to discover subjective meanings and interpretations; the participant generally finds the experience rewarding; and they allow new understandings to be developed in the research process (Saunders *et al.*, 2000: 110). On the other hand, semi-structured interviews can also be subject to the bias of the researcher, where comments, tone or non-verbal behaviour from the researcher may influence the way that the interviewee responds to the questions. As I was also involved with the AVES in a professional capacity, I needed to extend the notion of researcher bias in the interview context a little further. To this end, I conscientiously made an effort not to allow any preconceptions that arose out of my work experiences to impact or to interfere with the interview process. In addition, when I conducted the majority of the semi-structured interviews, I arranged time off work and conducted the interviews away from the AVES. I dressed casually when conducting these

interviews so as to assist research participants in seeing me as the researcher, as opposed to the AVES Manager. For the most part, this separation of myself as researcher and Manager of the AVES seemed to be successful, although it was evident that the separation was not always easy for my participants. One participant repeatedly made reference to the AVES Staff and made comments such as: 'as their line manager, you should ...'. Repeated gentle reminders about the differences between my roles as manager and researcher with this participant did not really prove successful.

Each semi-structured face-to-face interview took a lot longer than I had expected; and even though I made a concerted attempt to keep the interview sessions focussed, this was not always easy. The relaxed setting of the unstructured interview seemed to encourage all of the research participants to talk widely on the questions and topics posed. While this was useful to my study, it did make the transcription process a rather lengthy one. However, the end result of this process was very worthwhile because the semi-structured interviews were the main data elicitation method that I employed in respect of engaging face-to-face with the research participants. The questionnaires were designed so as to mirror the aims of my study.

Table 7 summarises the semi-structured interviews conducted during the data collection process, by research participant group, interview duration and content or focus of the interview. Although the interview schedules attempted to compartmentalise data; while conducting the interviews I discovered that the same information often emerged at different points in the interview. These interviews were recorded on an interview sheet and were audio taped and later transcribed. For the most part, the questions posed were open in nature and required the participants to explain their personal opinions and experiences in relation to the three areas of the study: curriculum implementation; the economy and work-based skills development; and curriculum sustainability under the AVES.

Research Participants	Duration	Content/focus of Interview
<u><i>Education Decision-Makers (4):</i></u> <ul style="list-style-type: none"> Executive Education Officer (EEO) AID AVES Consultant AID Education Adviser Chairperson – Education Committee 	2.5 hours each	<ul style="list-style-type: none"> The Strategy Elements of the Strategy The curriculum Economy, needs and work-based skills development Stakeholder support Sustainability Marketing Other factors (See Appendix 14 for interview schedule)
<u><i>Government Heads of Departments (2):</i></u> <ul style="list-style-type: none"> Executive Human Resources Officer (EHRO) Executive Development Officer (EDO) 	2 hours each	<ul style="list-style-type: none"> The Strategy The curriculum Economy, needs and work-based skills development Funding/Sustainability Centralising of training/Sustainability Other factors (See Appendix 15 for interview schedule)
<u><i>Private Sector Representatives (2):</i></u> <ul style="list-style-type: none"> Director – Cascara Development Bureau Chairperson – Cascara Chamber of Commerce 	2 hours each	<ul style="list-style-type: none"> The curriculum Economy, needs and work-based skills development Relationship with the AVES Sustainability Other factors (See Appendix 16 for interview schedule)
<u><i>Trainers and Educators (1):</i></u> <ul style="list-style-type: none"> Cascara Community High School – Head of Curriculum 	2 hours	<ul style="list-style-type: none"> The Strategy The curriculum Economy, needs and work-based skills development Sustainability Other factors (See Appendix 17 for interview schedule)
<u><i>Trainers and Educators (2):</i></u> <ul style="list-style-type: none"> Manager – Mountain House Training Director – Training Solutions 	2 hours each	<ul style="list-style-type: none"> Service provider background and the curriculum Insularity and isolation Economy, needs and work-based skills development Course accreditation Sustainability Other factors (See Appendix 18 for interview schedule)
<u><i>Awarding Bodies (3):</i></u> <ul style="list-style-type: none"> EV – City and Guilds EV – Construction Skills EV – National Proficiency Tests Council 	1 hour each	<ul style="list-style-type: none"> The curriculum Economy, needs and work-based skills development Sustainability (See Appendix 19 for interview schedule)

Table 7: Semi-Structured Interviews administered

[Key: EV – External Verifier]

2.5.3.3. Focus Group Interviews

Focus group interviews are different to one-on-one interviews in that they are conducted with the researcher and a group of identified research participants. Morgan (2004) posits that the focus group interview offers the unique advantage of providing the researcher with access to interactions within a group context. It is only recently that focus group interviews have been accepted as an appropriate qualitative research technique within social science research (*ibid*: 19). Kelly (1999) contends that a focus group interview is a general term given to research conducted with a group of people who share a similar type of experience. It is important to note that, whilst conventional interviews strive to collect data on the subjective experiences of individual participants, focus group interviews focus on accessing inter-subjective experiences shared within a group of participants (*ibid*). This method of data collection is effective in that it allows the researcher to assess problems, concerns and ideas with a purposefully selected group of participants.

Cohen *et al.* (2007: 299) identify the following advantages of focus group interviews: “they create a social environment in which participants are encouraged to share ideas; differing perceptions increase the quality of collected data and; they are time saving as they produce a large amount of data in a short period of time”. This was true of the focus group interviews that I conducted – particularly that which was conducted with the three AVES Co-ordinators. The interview was really beneficial and as these three research participants had up-to-date firsthand knowledge of the practical implications of Adult and Vocational Education Curriculum delivery and sustainability on the island, their combined thinking provided information that informed all of my research questions. Whilst they collectively expressed many of the successes of the AVES to date, they were able to talk in-depth about the challenges and barriers that impact on the implementation of the curriculum.

When conducting the focus group interviews, I was mindful of the possible compromise created in respect of confidentiality. The presence of more than one person in a data collection activity makes it difficult for the researcher to guarantee absolute confidentiality. In each of the focus group interviews that I

conducted, I reminded participants that their and the other research participants right to confidentiality could be respected by not discussing research issues outside of the focus group interview. Anonymity to these participants can still be offered in the written research product.

Another disadvantage of focus group interviews is that they require the diaries of numerous participants to be co-ordinated and the raising of irrelevant issues can waste the time of all involved in the interview (De Vos, 2001). In my study, I really struggled to gather the tutors, assessors and verifiers for their focus group interview as many of them work shifts and were not available at the same time during the week. We finally agreed a time on a Sunday morning to conduct the focus group interview. De Vos (*ibid*), also highlights that when conducting focus group interviews, sensitive issues can compromise confidentiality and this might cause participants not to engage fully in the process. Reflecting on the focus group interviews that I conducted, I believe that all the participants were comfortable, open and actively engaged in the interview discussions. Within the small Cascarian context, the open commitment and engagement of the participants might be attributed to the trust that I built up with participants over time (in my role as the AVES Manager), as well as to the stringent confidentiality measures that I put in place before my fieldwork began.

I conducted two focus group sessions – the first was with AVES Co-ordinators cohort of the research sample and the second was with the Trainers and Educators participant cohort. The focus group with the AVES Co-ordinators lasted 3 hours, while the interview with the Trainers and Educators was completed in just over 2 hours. The focus group interviews were held in an informal setting with all participants (including myself) sitting in a circle. I had a flip chart beside me that I had prepared in advance. Using the main themes of the study – curriculum, economy and sustainability – I presented participants with keywords on the chart that centred on the questions that I posed. I explained to the participants that interview would cover the three areas of the study with a final area that focussed on other broader issues that may have been relevant to the questions that I wanted to answer. The keywords on the flipchart kept the discussion focussed and I revealed one new question/point for discussion at a time. I facilitated the interview in an informal manner and I found

participants to be relaxed. This, I believe, contributed to the interview collecting the kind of information I had hoped to gather.

Although the two focus group interviews addressed the main themes of the study, the questions that I posed to each group varied slightly. By doing this, I was able to learn about the different challenges that each cohort faced in their efforts to contribute to the success of the delivery of the AVES Curriculum. The focus group interviews were audio taped and transcribed at a later date. I also wrote brief notes during the course of the interview.

Research Participants	Duration	Content/focus of Interview
<u>AVES Co-ordinators (1):</u> <ul style="list-style-type: none"> • Community Learning Co-ordinator • IT Co-ordinator • NVQ and Quality Assurance Co-ordinator 	3 hours each	<ul style="list-style-type: none"> • The curriculum • Economy, needs and work-based skills development • The sustainability of the curriculum • Other factors (See Appendix 20 for interview schedule)
<u>Trainers and Educators (1):</u> <ul style="list-style-type: none"> • 2 x tutors • 2 x assessors • 2 x verifiers 	2 hours each	The curriculum <ul style="list-style-type: none"> • Economy, needs and work-based skills development • The sustainability of the curriculum • Other factors (See Appendix 21 for the interview schedule)

Table 8: Focus Group Interviews

Table 8 summarises the focus group interviews conducted by research participant group, duration and content focus. As focus group interviews are flexible in nature, they provided me, wherever necessary, with the opportunity to ask additional questions pertinent to the curriculum, the needs of the island and to sustainability.

I opted to use focus group interviews as an effective way to elicit the participants' perceptions about the AVES Curriculum, how it was supporting the economy of the island, and how it could be sustained; because I felt that we could together create an unthreatening environment in which data could be elicited.

2.5.4. Workshops

Once all of the interviews were complete, I brought my research participants together for a research workshop. The workshop, as with the focus group interviews, also raised concerns in respect of confidentiality. My approach to confidentiality in the forum of the stakeholder workshop was the same as that adopted with the focus group interviews.

The workshop conducted with the research participants (excluding the AVES clients who completed the anonymous questionnaire) gave me the opportunity to provide some early feedback on my initial and rudimentary findings. It also allowed me to verify some of the data already gathered. I opted to do this, as I considered it prudent to bring all stakeholders together so as to ascertain areas in the data collected where there was synergy or incongruence. Apart from supporting the notions of triangulation and crystallisation, I did this to add an additional element of rigour to my research findings. This rigour would be obtained by research participants having the opportunity to engage with, debate, agree or refute my emerging findings and recommendations. This aided me in determining if I was reading the local landscape and the AVES context correctly.

The workshop provided an opportunity for participants to discuss the rudimentary summary of my findings and it encouraged debate in relation to the three focus areas of my study.

Workshops requires the researcher to create a “micro-world” that comprises the selected participants (De Vos, 2001: 279). A workshop also provides the opportunity for participants to express ideas and opinions as well as to brainstorm issues that are of common interest. De Vos (*ibid*) further suggests that workshops provide the researcher with an opportunity to observe participants and to make sense of and attach meaning to the world around them. Workshops are advantageous in that the researcher can determine the design and framework of the workshop content. Workshops can also produce a relatively detailed picture of the phenomenon under scrutiny and attitudes or ideas that are not clearly understood or agreed with can be casually questioned and discussed. Workshops can, however be very time consuming; participants

can lose interest; and without a creative approach they rely heavily on the observation of the researcher.

Of the eighteen research participants in my sample who were on island²³, eleven attended the workshop. The following were not present due to other commitments, with the exception of one who was ill: EHRO; Manager - Mountain House Training; Director – Training Solutions; Chairperson – CCC; Director – CDB; one assessor and two verifiers.

During the workshop, I presented my emerging findings in respect of:

- 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

I also presented my emerging recommendations in respect of:

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

Details of the slides presented in relation to my emerging finding and recommendations can be found in Appendix 22. The workshop provided a good

²³ Executive Education Officer (EEO); Chair - Education Committee; Executive Human Resources Officer (EHRO); Executive Development Officer (EDO); Director - Cascara Development Bureau (CDB); Chair - Cascara Chamber of Commerce (CCC); AVES Community Learning Co-ordinator; AVES IT Co-ordinator; AVES NVQ & Quality Assurance Co-ordinator; Cascara Community High School (CCHS) - Head of Curriculum; Manager – Mountain House Training; Director – Training Solutions; 2 x AVES Tutors; 2 x AVES Assessors; and 2 x AVES Verifiers

opportunity to discuss my initial findings with research participants and to ascertain whether local stakeholders concurred with some of my findings. Given the short period of time between the data collection and this workshop the points raised and presented for discussion were relatively raw and rudimentary but none-the-less, the approach was worthwhile. Not only did this process encourage me to engage with the data that I had collected early in the process but it is also compelled me to begin my attempts to analyse and make sense of the data so that I could impart early findings and begin to synthesise early recommendations to research participants. This gave me a sense of whether I was beginning to understand the data as well as whether I was being sympathetic to the nuances and complexities of this unique context. Not all of the findings or recommendations accorded with those made later in this thesis but they initiated the process and the workshop stimulated stakeholder input – this is what made the workshop process so worthwhile. See Appendix 23 for the programme of the day on which the workshop was held.

In the context of my case study on this small and isolated island, I also tried to use the local media to gather data from AVES clients about the AVES Curriculum and the service that it provided.

2.5.6. Local Media

Within the small and isolated context of Cascara, the local media provided the ideal opportunity to reach the AVES clients on a level that excluded my connection to the AVES. The island has a State funded media service which comprises a radio station and weekly newspaper. In strong opposition to this, is an independent media service which came into operation in 2005. The independent media, as with its State funded counterpart, also operates a radio station and issues a weekly newspaper. The independent media is vigilant, controversial and is fairly vocal in speaking out against the local government and the government of the metropole. This is worth noting as the AVES, like all government sections, is also at the scrutiny of the independent media. As the AVES Manager, I was interviewed by the independent media twice during 2009 and the AVES is frequently discussed in letters and fora in the press. One such critique appeared in the independent press on 19 June 2009 and strongly

criticised the AVES and the funding invested in it. An excerpt from the article read:

We now have the AVES Scheme which is punching its way through another bag of money and serving absolutely no useful purpose as it is probably a little too sophisticated for the island. The whole monstrous problem was caused many years ago when some advisers and educationalists, without discussion (or listening to advice) closed down the Trade School. This little enterprise had enabled many of its pupils to achieve success on the island and obtain excellent jobs and vast respect for their skills in other countries. We are now looking at another calamity simply because the objectives laid out for the AVES Project were flawed from the start. It will be another running sore which will soon implode, but not before it has cost the proverbial Bushel and a Peck to set up and administer and the scheme is now beset by the high cost of sending adjudicators or assessors to oversee the project; the hidden financial liability is therefore ridiculous and beggars belief - as well as helping beggar our economy! (Wicks²⁴, 2009: 12).

The sentiment expressed in this column highlights some public opinion and sentiment towards the AVES. At the commencement of the research process, I placed an advert (see Appendix 24) in both of the local newspapers. This advert was research-related, and in it I asked for members of the public to return a form titled: 'Adult and Vocational Education on [Cascara] Island'. The one page insert asked members of the public – the AVES clients, to indicate what learning opportunities they would like to see on offer through the AVES. This part of the form could be returned to me anonymously. The second half of the form asked respondents to indicate if there were any additional learning opportunities that they might be willing and able to offer through the AVES. For obvious reasons this part of the form could not be submitted anonymously. The advert request that completed forms be dropped in one of two boxes placed conveniently at two venues in the town. Two weeks after the stipulated deadline, not one single return was returned. This 'silence' might have indicated negative sentiment to the AVES and its curriculum.

²⁴ This is a pseudonym.

Later in the research process, I opted to use the audio media as a means to elicit data. I chose to use the radio station of the independent media as I believed this would elicit honest, direct responses within the context of the free arena of the independent press. I chose not to present the radio phone-in myself as I was concerned that the public who had not undergone my research sensitisation or been subject to my ethical procedures would not separate my role as researcher to that of AVES Manager. The programme was hosted by two expatriate broadcasters who present a mixed show on a Monday evening. I was in the studio at the time of the radio phone-in but did not respond or talk directly to the public who called in. The talk show hosts posed the questions:

- What skills are needed to give the island's economy a boost?
- How is AVES addressing the skills need on the island?
- What are they getting right?
- What could they do better?

During the two hour programme only one call and one e-mail was received at the studio. The caller commented that AVES should not charge fees to the private sector, while the e-mail respondent suggested that more training on the island was needed in the areas of fishing and agriculture. Not even the incentive of a box of chocolates and bottle of wine for the most original ideas regarding the future provision of adult and vocational learning on the island could persuade listeners to call in. This along with the nil return for my press advert earlier in the research process, did not point only at public sentiment regarding the AVES but also at the issue of anonymity in the small and isolated context of Cascara. Hogenstijn & Middelkoop (2003: 10) draw attention to the issues associated with social familiarity by stating that:

As a result of the social control and familiarity it seems that everyone knows everyone. As a result, subjective inference concerning others becomes the norm and judgments fluctuate in the light of information concerning past and present, private, family, political and social lives, personalities, relationships with the community or with persons in authority, the predominance of a particular clan and the weight of the key person's influence.

In one of my interviews, the respondent equated living on Cascara to 'living in a gold fish bowl'. Cascarians, for the most part, seem to be very reluctant to reveal their identities when questioning authority or stating something controversial. This is evident by the use of pseudonyms in letters that appear in the weekly newspapers. The caller who made contact with the station during the show made his contributions off air, and asked that we did not reveal his identity. A similar request for anonymity also came from the e-mail respondent. The suggestions made by the respondents were relevant and they triggered debate within the studio. The programme took place at a time when the AVES, in partnership with the CDB and the Cascara National Trust (CNT), were running an extended training programme in heritage skills construction. The radio show hosts did an excellent job in handling the topic and used the heritage skills training project as a means to launch the topic as well as to stimulate listener interest in relation to skills development on the island. Due to the poor listener response, the questions posed were not really answered but the discussion (which took place between the two radio hosts) highlighted that the island needs to increase skills in certain areas so as to boost the economy of the island. The discussion highlighted that this would best be done through improving the services that are on offer on the island and increasing the export of locally made products. It was expressed that this might reduce the 'export' of people and ultimately encourage Cascarians to return home.

The radio show may have been a worthwhile contribution to my study as it had the potential to infiltrate every home on the island – and thereby encourage thought and debate on the AVES Curriculum. This, unfortunately, cannot be measured.

Once the data collection process was complete, I gave more attention to the rigorous process of data analysis.

2.6. DATA ANALYSIS

In interpretive research such as my study, there is no distinct place at which data collection ends and data analysis begins. The collecting, analysing and interpreting of data happen simultaneously throughout the research process

(Terre Blanche & Kelly, 1999 in Terre Blanche & Durrheim, 1999). Charmaz (2006) supports this idea by suggesting that one of the approaches to constructivist grounded theory is the simultaneous, ongoing collection and analysis of data. In my research, this ongoing and simultaneous analysis and interpretation of data would provide insight into my research investigation of the AVES on Cascara Island. Kelly (1999) suggests that the primary goal of conducting analysis and interpretation is to discover regular patterns in the data collected.

Ary, Jacobs & Razavieh (2002: 465) contend that "... data analysis is the heart of qualitative research and the process that most distinguishes qualitative from quantitative research". This is the most important function of the researcher: to search, re-search, arrange and rearrange the data in such a way that it can be clearly understood and presented.

I now provide details of the steps I took in respect of: transcription; content analysis; and discourse analysis.

2.6.1. Transcription

Although researchers will usually attempt to record the interview transcriptions verbatim, this is an impossible task as even if audio taped, the non-verbal parts of the conversations cannot be fully recorded (ten Have, 2007). Mergenthaler & Stinson (1992: 137) suggest that the goals of transcription are "morphological wholeness (standard word forms and standard punctuation), naturalness, and staying as close to the raw data as possible while still producing readable text".

In my study, I took copious notes and I personally typed as accurately as I could, all of the interviews undertaken. The resultant transcripts were returned to interviewees for their comments, suggestions, additions and changes. It was often difficult to transcribe audio interviews because apart from background noises that often muffled words, the flow of the conversation was not always easy to transpose into the written text. I also discovered that I would for example; pose a question and once the respondent had provided an answer, I would seek confirmation by saying something like: 'are you therefore suggesting that the

construction of an airport will boost economic development?’ This would have been better substituted with another question, like: ‘having said this, what are your thoughts on the airport and the economy?’ This is something that I will need to address in future qualitative research that I undertake.

Becker (1986) contends that transcriptions have “documentary veracity” and may therefore have some official status. Conversely, converting spoken words into print can only be “partially representative and not isomorphic with the original” (Sandelowski, 1994: 312). This was the view that I held of transcripts within the context of my study. The transcripts that I developed were not exact copies of the original interaction, but slightly edited forms of the original data that still provided a useable “morphological wholeness” (Mergenthaler & Stinson, 1992: 137). In transcribing, I found it quite difficult to punctuate the oral text and had to avoid excessive use of hesitations and affirmations (like ‘um’ and ‘ok’) as the incorporation of these made the text difficult to follow. Sandelowski (1994: 312) suggests that the ontology of the transcript is therefore both realist and constructed. Once the interview has been converted to a transcript, it is the transcript itself that becomes the focus of the analysis. Even with the precaution of allowing interviewees to check transcripts, it is still inevitable that the transcription may alter our perceptions of reality.

With the interview schedules typed up, and the with all of the client questionnaires returned to me, I commenced with a detailed analysis of the content of the data that I had gathered.

2.6.2. Content Analysis: Coding and Categorisation

Content analysis has been defined as a systematic, replicable technique for compressing many words of text into fewer content categories based on explicit rules of coding (Krippendorff, 2004; Weber, 1990). Holsti (1969: 14) offers a broad definition of content analysis as, "any technique for making inferences by objectively and systematically identifying specified characteristics of messages". Content analysis enables researchers to work through large volumes of data with relative ease in a systematic fashion; it is a process that aids in discovering and describing the focus of individual, group, institutional, or social attention (Weber, 1990: 53). It also allows inferences to be made which can then be corroborated using other methods of data collection. According to Krippendorff (2004: 100), six questions must be addressed in every content analysis:

1. Which data are analysed?
2. How are they defined?
3. What is the population from which they are drawn?
4. What is the context relative to which the data are analysed?
5. What are the boundaries of the analysis?
6. What is the target of the inferences?

To effectively analyse data, the process of coding is essential. McMillan & Schumacher (2001: 467) refer to coding as classifications, topics or categories and define it as "... the process of dividing into parts by a classification system". As such, they (*ibid*) suggest that the researcher develops a classification system based on one of the following strategies:

- segmenting the data into units of content called topics (less than 25 -30) and grouping the topics in larger clusters to form categories; or
- starting with predetermined categories of no more than 4 – 6 and breaking each category into smaller sub-categories; or
- combining the strategies, using some predetermined categories and adding discovered new categories.

Bogdan & Bilken (1992), in agreement with McMillan's & Schumacher's Strategy regarding the segmenting of data into units of content called topics and then

grouping topics into larger clusters, suggest that for the researcher to develop each coding category, s/he needs to work through all of the data collected to identify regular patterns, topics and themes. They suggest that the researcher should then write down the words and phrases to represent the perceived patterns, topics and themes. Bogdan & Biklen (*ibid*: 166) continue to describe these words and patterns as “coding categories that are a means of sorting descriptive data” so that information that relates to the given topic can be physically separated from other data.

The most common notion in qualitative research is probably that a content analysis simply means doing a word-frequency count. The assumption is that the words that are mentioned most often are the words that reflect the greatest concerns. While this may be true in some cases, there are several counterpoints to consider when using simple word frequency counts to make inferences about matters of importance (Stemler, 2002). Another thing to consider is that synonyms may be used for stylistic reasons throughout a document and this may lead the researcher to underestimate the importance of a concept (Weber, 1990). The researcher should also note that each word may not represent a category equally well. By interrogating the content, the validity of the inferences that are being made from the data are strengthened. Stemler (2002) further argues that content analysis extends far beyond simple word counts and suggests that what makes the technique particularly rich and meaningful is its reliance on coding and categorising of the data. Weber (1990: 37) describes a category as “a group of words with similar meaning or connotations” and suggests that “categories should be mutually exclusive and exhaustive” (*ibid*).

In analysing the content of my study, I used McMillan’s & Schumacher’s (2001: 467) approach of deciding on predetermined categories, which I then broke up into smaller sub-categories. As I did this, it became evident that the themes that I was identifying were not always mutually exclusive. Some issues that I identified were difficult to classify within a particular area of the study because different aspects of them were classifiable across different research areas. An example of this occurred with the coding of the issue of tutor shortage – this theme impacts across all three of the main research areas: curriculum implementation, the needs of the island and sustainability.

Stemler (2002: 5) suggests that when used properly, content analysis is a “powerful data reduction technique”. Its major benefit comes from the fact that it is a systematic, replicable technique for compressing many words of text into fewer content categories based on explicit rules of coding. It has, he suggests, the attractive features of being unobtrusive, and being useful in dealing with large volumes of data (*ibid*).

In conducting my qualitative research within an interpretative paradigm, I relied on my notes and summaries pertaining to the documents that I analysed, my interview notes, typed transcripts of audio recordings, completed questionnaires and the notes taken during the radio phone-in. Terre Blanche & Kelly (1999) suggest that there are essentially two sorts of notes. Firstly, there are the notes made to describe as fully as possible what participants did and said. Secondly, there are soft notes that are concerned with the unfolding analysis. In making ‘soft notes’ I carried around a data record book in which I continually aimed to synthesise and make sense of the data that I was eliciting from my research participants, the documents that I reviewed and the context in which I found myself immersed. Mouton (1996; 2001) is of the view that “we analyse data by identifying patterns and themes in the data and drawing conclusions from them”. When I was identifying patterns and themes, I encountered both contradictory and complementary findings. The challenge for me was in coding and categorising these in such a way that I could maximise my analysis of the data. Although I made a rudimentary attempt at coding and categorising my data for the stakeholder workshop – my data coding and categorisation, began in earnest, after I had transcribed the audio taped interviews. Seidman (2006: 281) contends that transcribing “is a crucial step, for there is the potential for massive data loss, distortion and reduction of complexity”. On receipt of the anonymous client questionnaires, I worked through them and coded the information as I identified themes in the responses. Some of these themes included the following:

- training times
- perceptions of clients (good and bad);
- expectations of clients (reasonable and unreasonable);

- training needs:
 - public sector training needs,
 - private sector training needs,
 - individual/personal training needs;
- tutor relationships and tutoring style;
- change (airport):
 - economic,
 - social;
- the role of the Cascarian Government and the AID; and
- sustainability.

Data collected from the focus group interviews was also coded and incorporated into the developing themes. By repeatedly reading and scanning the collected data, I developed a good understanding of what the respondents were actually saying. This assisted me in identifying commonalities and differences in the participants' responses and as such to ultimately identify emerging issues that related to the challenges of implementing and sustaining an adult and vocational education curriculum on Cascara Island. Some of the additional issues that emerged through the focus group interviews included:

- curriculum stakeholders (perceptions and expectations)
- accredited learning (challenges and successes);
- labour market needs (public and private sectors);
- local unaccredited learning (challenges and successes);
- local leadership (support and obstructions);
- isolation and insularity (sustainability);
- colonialism (current and historical impact); and
- sustainability (staffing, the curriculum and the AVES).

Creswell (2008: 153) suggests that data analysis “requires that the researcher be comfortable with developing categories and making comparisons and contrasts”. Once these categories were identified and developed, I endeavoured to gain a deeper understanding of the content embedded in them. I developed a table in which I tried to prioritise and make connections between the themes that

emerged within each area of the study: curriculum implementation; the needs of the island; and sustainability. What I discovered was that most of the themes identified under the first two areas of my study, (the curriculum and the needs of the island), could also have been classified under the third area – sustainability. It became clear that sustainability was the underpinning theme of my study. A portion of the table that I developed is represented in Table 9.

AVES Curriculum & Adult Learning	Curriculum	Needs of island	Sustainability
<i>Curriculum provision</i>	gaps in provision; modes of provision; quality of provision	airport; local businesses; tourism and construction industries	funding; AVES budget; AID Development Aid Project
<i>Perceptions and experiences</i>	andragogical experiences; limited	increased quality; accredited courses; more flexible training	need to see relevance of training; shortages of tutors
<i>Public sector training</i>	more technical courses; high level administration	airport related skills; construction; tourism	funding; human resource shortage
<i>Private sector training</i>	Charging/fees issue; need for technical co-operation in scarce skills	training in construction, hospitality and customer service	funding; human resource shortage
<i>Training for individuals</i>	learning for learning's sake; bursaries	happy and content citizens; citizens who can contribute to economy	colonial influences; autonomy of citizens; AVES Charging policy

Table 9: Excerpt of coding and categorisation table

During the process of categorisation and coding, it became clear that data that I had gathered did not always align with just one theme – this despite the fact that I had tried to design research instruments so that they aligned closely with the research aims and questions. To aid with this complicated and sometimes messy process, I made multiple photocopies of my field notes, transcripts, and questionnaires and cut and pasted answers and text under the emerging themes on large sheets of flipchart paper. In the text, I highlighted (using different colours as appropriate) relevant words and sections so as to identify any sub-themes that were emerging. This process was useful because it highlighted contradictory and complementary findings and being a visual and tactile person, this worked

well for me as the emerging themes and findings felt very tangible. I acknowledge that such an approach might not work for everybody. In planning to analyse my data, I had considered using a data analysis software package but decided against this as I wanted to practically, and in a hands-on way, engage with my data. So much of my time writing up this research has been at a computer and although I also used the word search facility in Microsoft Word; I enjoyed working through some of my data analysis removed from technology.

The recurrent themes identified during the coding and categorisation process are detailed and expanded on in Chapters 3. They also inform the recommendations in Chapter 4.

2.6.3. Discourse Analysis

Discourse analysis is an approach to the study of discourse which views "language as a form of social practice" (Fairclough 2010: 20) and focuses on the way in which language forces social domination. Stubbs (1983:1) supports Fairclough's view of discourse analysis in suggesting that it is concerned with language use "beyond the boundaries of a sentence or utterance" and that it is interested in the interrelationships that exist between language and society. Stubbs further suggests that discourse analysis is concerned with the "interactive or dialogic properties of everyday communication" (*ibid*).

Discourse analysis does not assume a bias towards the study of either spoken or written language. Within this study, I viewed my task as researcher to make sense of the discourse beneath what Stubbs (*ibid*) calls the "outer-layer". Stubbs further suggests that it will not be surprising to note that there is a point at which discourse analysis becomes an inroad into the understanding of the social processes that underlie the discourse. This, he suggests "becomes theory which is completely detached from an empirical engagement with the analysis of language use" (*ibid*). As I conducted my research in a social environment that was not entirely my own, I needed to use the analysis of discourse to make greater sense of this environment in which I was operating. I needed to consciously remind myself that I was both an outsider and a foreigner – this required me to analyse the discourse meticulously so that I came to understand

the social dynamics of the context in which my study occurred. I also needed to be mindful of the power that my position (as the Adult and Vocational Education Service Manager) may have afforded me and I had to constantly make every effort to minimise the effects of this on the discourse. To this end, I remained aware of the potential power dynamics between the research participants and myself and I also always foregrounded the separation between my role as researcher to that of the AVES Manager. (This was discussed in 2.3.1 and 2.5.3.2). As with the analysis of content, I repeatedly read transcripts and questionnaires to gain a deeper understanding of the discourse. To this end, I also used the 'find' function in the Microsoft Word Programme to assist me in finding trends in the frequency of words. For example, the words 'our' and 'we' were used often in interviews held with research participants who were Cascarian. The frequency of these words indicated a sense of nationness and a strong identity of Cascarians to their people and to their island.

Slembrouck (2003) suggests that discourse analysis is similar to content analysis in that it explores ordinary talk and the social actions performed in them. My study required me to analyse both discourse and content as these two, have principles and an ethos suited to the analysis of qualitative research. I had to always bear in mind the fact that these analytical discourses are fluid and subject to a variety of contextual variances.

2.7. TRUSTWORTHINESS: VALIDITY AND RELIABILITY

Mouton (1996: 109) defines validity as "... a quality of the elements of knowledge". The quality in data collected can be achieved through the honesty and integrity of both the participants and the researcher. My strongest validity challenge was that of my preconceived ideas and experiences in relation to the Adult and Vocational Education Service and its operations. This was further compounded by the fact that I was employed as the AVES Manager while I was undertaking the study. Fortunately, I had the aim of my study to keep me focussed and I soon realised that I was not out to test an hypotheses or people, but rather to explore the challenges associated with implementing and sustaining an adult and vocational education curriculum in the isolated context in which I was immersed. I believe that the reliability and validity of my findings were

supported by the fact that I consistently remained conscious about the need to separate my role as researcher and manager. When necessary, I also reminded research participants of this during interviews. By conducting most of my fieldwork during 2009, I limited the difficult challenge that existed between my role as that of AVES Manager to that as postgraduate field researcher. Maxwell (2010: 329) argues that “the validity of an account is inherent, not in the procedures used to validate it but in the relationship it has to those things of which it is intended to be an account of”.

Maxwell (*ibid*) suggests various issues of validity of which, for the purposes of my research, I took cognisance of the following two: Descriptive Validity and Interpretative Validity.

2.7.1. Descriptive Validity

Descriptive validity is considered to be the primary aspect of validity as it is “the foundation upon which qualitative research is built” (Wolcott, 2009: 27). In other words, for research to be considered descriptively valid, the accuracy of the account’s application needs to be assured. Maxwell (2010) differentiates between primary and secondary descriptive validity. My research is informed by primary validity in that it relates to accounts of what I observed within the context of the Adult and Vocational Education Service on Cascara Island. Secondary validity, as explained by Maxwell, is data “... that could, in principle be observed, but is inferred from other data – for example, things that happen in the wider context when the researcher is not present” (*ibid*: 287). The information that I gathered in relation to the historical provision of adult and vocational learning on the island, amount to what Maxwell would term secondary descriptive validity. Examples of this would be in information found in documents such as the AVES Strategy, the AVES Operations Manual and reports written by previous AID consultants; as well as in information shared with me by research participants during interviews.

2.7.2. Interpretive Validity

This form of validity is associated with qualitative research and the qualitative researcher's interest in the describing of actual events. As such, interpretive validity is concerned with the degree to which the researcher reads and analyses the accounts that s/he observes. Interpretive validity is central to this thesis as I consistently aimed to understand the challenges associated with the implementation and the sustaining of an adult and vocational educational curriculum within the Cascarian context. Maxwell (2010: 289) in describing interpretative validity states that:

Accounts of meaning must be based on the conceptual framework of the people whose meaning is in question Interpretive accounts are grounded in the language of the people studied and rely as much as possible on their own words and concepts.

Maxwell's notion of interpretive validity draws attention to the need to validate the analysis of discourse within the study. This study documents, as far as possible, the perceptions, opinions and experiences of the participants in their own words. Issues relating to the validity and the reliability of the findings were further ensured by my use of triangulation and member checks.

2.7.3. Member checks

The technique of member checking involves giving all or some of the research participants an opportunity to check or verify interpretations and findings. Denzin & Lincoln (2011: 314) regard this as the "most critical technique for establishing credibility".

In one interview, my audio recorder would not work so I was unable to record that particular interview. Notes were typed immediately after the interview and I returned the draft to the respondent, asking them to verify the data recorded. This process also provided an opportunity for the respondent to add or remove information in the interview transcript.

At the onset of my studies, I had hoped to provide, at the very least, the Education Decision-Maker cohort of my research participants with the opportunity to review my analysis so as to provide me with the opportunity to address any distortions and misrepresentations. As, I became embedded in the research context and as the power and leadership struggles were illuminated to me, I realised that it would not be prudent to reveal the sources of data to other research participants or to other island stakeholders. It became clear to me that the confidentiality that I guaranteed to research participants also needed to extend to protecting participants from each other. Within the trust-environment established during the fieldwork, it was evident that participants were happy to be open, frank and honest but that on this small island, I needed to handle the data gathered with reciprocal trust and consideration for confidentiality. Whilst this might have potentially compromised my findings, I felt it more important to protect my participants in the small and amplified context of Cascara. To this end, I wrote the recommendations chapter of this thesis as a standalone document that could be distributed to island stakeholders. In the recommendations, all data sources have been concealed, and I take responsibility for all of the findings and the recommendations made.

2.7.4. Triangulation and Crystallisation

The use of triangulation and crystallisation are a critical means to assessing and enhancing the validity of qualitative research. I now explore each of these trustworthiness measures. “Triangulation is the act of bringing more than one source of data to bear on a single point” (Marshall & Rossman, 2010: 144). Patton (2002) observes that triangulation strengthens a study by combining different research methods.

Firstly, I assessed the validity and reliability of my research results by triangulating data received from my various data sources, namely: interview schedules and records, questionnaires, the documents analysed and the information gained from the stakeholder workshop. This “triangulation validated the honesty and integrity of comments and actions observed throughout the data collection process by converging or aggregating data” (Schwandt 2007: 163). This aided me in ensuring that I was adequately and researching my research

questions. The use of triangulation in analysing the data and content in this research gave me the opportunity to validate the information received from the various research participants. McMillan & Schumacher (2001: 478) contend that:

Researchers use triangulation which is the cross-validation among data sources, data collection strategies, time periods, and theoretical schemes. To find irregularities in the data, the researcher compares different sources, situations, and methods to see whether the same pattern keeps recurring. A theme of “institutional collaboration”, for example could be cross-checked by comparing data found in artefact collections (minutes, memos, official brochures, letters), informant interviews (project co-directors, teachers, principals), and field observations of project meetings. Researchers sense, however, that even though they only directly observed, heard, or recorded one instance, for some types of analysis, a single incident is meaningful.

Schwandt (2007) supports this notion of drawing on different aspects of the study to triangulate data. In my search for divergence in the data, I compared different sources, situations, and methods to see whether the same pattern kept recurring. In my study, I compared the data that was elicited from my different research participants (shown in Organogram 1) and document sources analysed (See Appendix 12). This assisted me not only in establishing consistency but also in accounting for deviations, misinterpretations and incongruencies between policy and related documents and what was actually being implemented in practice. In addition to this, similar questions were posed to research participants in different research participant groups and this aided me in validating and making sense of responses and data gathered during the research process.

Given that my study contained certain ethnographic aspects, I also explored crystallisation (Richardson, 2000; Richardson & St Pierre, 2005) as an alternative means of validating the trustworthiness of my data. Ellingson (2008: 2) contends that the development of crystallization as a framework builds upon a rich tradition of diverse practices in ethnography and qualitative representation. Ellingson (*ibid*: 6) argues the importance of “blaspheming the boundaries of art and science” as many researchers such as Charmaz (2006):

... do not wish to abandon conventional forms of analysis as the primary outcomes of qualitative research because these analyses accomplish important goals: They highlight patterns in the data; privilege researchers' sense making by sublimating participants' voices in support of explicating themes or patterns in the data; and generate theoretical and conceptual insights, as well as pragmatic suggestions for improving practices and policy.

Qualitative methods “illuminate both the ordinary within the worlds of fabulous people and events and also the fabulous elements of ordinary, mundane lives” (Richardson, 2000; Richardson & St Pierre, 2005). It is, Richardson further suggests, how we represent the truths we generate that remains an open question. Working within an interpretive research report genre (Miller, 2005), it became clear to me that I needed to contemplate crystallisation as a trustworthiness measure. Working within this genre, I had to constantly remind myself that the realities of my participants were social constructs that were subject to change over time. Richardson (2000: 934) proposes that:

... the central image for “validity” for postmodern texts is not the triangle – a rigid, fixed, two-dimensional object. Rather, the central imaginary is the crystal, which combines symmetry and substance with an infinite variety of shapes, substances, transmutations, multi-dimensionality, and angles of approach Crystallization provides us with a deepened, complex, thoroughly partial, understanding of the topic. Paradoxically, we know more and doubt what we know. Ingeniously, we know there is always more to know.

In applying the idea of crystallization to my analysis, I needed to carefully interrogate the various forms of data that I had gleaned during my fieldwork. This required me to combine multiple forms of analysis, so that I could arrange my data into a coherent text that provided a rich account of the phenomenon under investigation. What I discovered in working with these various texts was that this process itself problematises its own construction and that my own vulnerabilities and positionality as the researcher were exposed. Having navigated these issues, my ultimate aim was to provide, in the final research product, “thickly described, complexly rendered interpretations of meanings about [the] phenomenon [and] group” (Ellingson, 2008: 7) that would provided answers to my research questions.

2.8. CONCLUSION

This chapter has outlined the research paradigm and methodology used in my research. In carrying out this research, the theoretical base from which I worked provided me with a solid foundation from which to gather data. In conducting my research, I realised the value of qualitative data – more so, once I began to gather information and became immersed in the social and cultural relationships that existed between the various research participants who formed part of my sample on the small isolated island of Cascara. I also became aware of the fact that it is imperative for the researcher to endeavour to be fully aware of the culture and history of the research context. I also realised how important it is to develop a continued awareness of the relationships and dynamics that exist between the various research participants of which the sample and the extended context comprise - so as to gain richer and more substantial and meaningful data. As I became more entrenched in the research process, I realised the power that the researcher has over the research process and indeed the ultimate research findings. The data gathering and subsequent analysis thereof reinforced my understanding of the need to ensure that data is both valid and reliable. Through this process, I also realised the need for absolute integrity on the part of both myself and the research participants in relation to the data, content and discourse analysis. Such integrity not only respects the notions of confidentiality and anonymity, but also aids in ensuring the trustworthiness of the final research product . In addition to this, I also became aware of the importance of ethical considerations around consent and confidentiality being strictly adhered to, so as to protect all involved in the research – both before, during and after the research process.

Finally, the methodological process undertaken was rich and meaningful to me. Within the context of this case study, I learnt so much and was overwhelmed by the trust and warmth extended to me by the people of Cascara. If I were to undertake a study similar in scope to this again, I would think very carefully about the approach and method that I adopted given my role within the Service as the AVES Manager.

CHAPTER 3

DATA REPRESENTATION AND AN ANALYSIS OF THE AVES AND THE AVES CURRICULUM IN THE CASCARIAN CONTEXT

Learning has forever been fundamental to human progress. All around the world, learning is linked to higher wages, personal fulfilment, better health, and longer lives. Those with higher levels of education earn more, work in more pleasant jobs, and are more productive (Hutton & Schneider, 2008).

... the benefits of learning are not just individual, but societal. Learning creates wealth, builds resilience to economic shocks and technological change, reduces crime, and lowers welfare expenditure (Wolfe & Haveman, 2002).

The establishment of the AVES by the AID and the Cascara Government demonstrated a commitment to improving the personal and professional lives of the people of Cascara. Improvements such as those noted by Wolfe & Haveman (2002) will not only benefit the public and private sectors, but the gains have the potential to permeate to all levels of society.

3.1. INTRODUCTION

While I was undertaking my fieldwork in 2009, the AID announced that given the current world economic situation, the airport project on Cascara would be placed on 'pause'. The Director of the Cascara Development Bureau explained that, initially '[the AID] acknowledged that when the airport project was approved in 2005, the cost to government far exceeded any other alternatives, but that the passage of time would justify this large investment'. In June 2009 the AID announced that they could no longer support an investment of just over US\$400 million in the construction of the airport on Cascara. Thus, a 'pause' was declared pending the improvement of the world economic situation and future consultations with stakeholders both locally, and in the metropole. Whilst conducting my research it was evident that a substantial number of Cascarians were very disappointed as many publically expressed their anger with the AID through the local media.

In July 2009 the AID conducted a consultation processes with the people of Cascara to identify which of their proposed alternatives would be most widely accepted. Stevenson²⁵ (2009: 3) explains that the AID proposed the following alternatives:

- a) Go ahead with the airport now ('Option A')
- b) Decide now not to build the airport and commission a new ship ('Option B')
- c) Defer a decision for a period of up to five years. ('Option C')

The Chair of the Education Committee explained that the consultation also aimed to encourage further suggestions or proposals that the AID should take into account before reaching a final decision. This, Stevenson (*ibid*) explains, was not of a much solace, because many Cascarians said that:

... they felt disillusioned, and a sense of disbelief, distrust or betrayal when the 'pause' was announced. A number of individuals expressed frustration at being asked their views again, and some said they doubted they would be listened to, whatever they said. Morale on [Cascara] is very low, a point made both in discussions on [Cascara] Island with business, government and private individuals and in written responses.

The announcement of the 'pause' had implications for both the findings and recommendations of my study because the AVES Strategy was designed with the airport and its related economic activities in mind. The Chair of the Cascara Development Bureau explained that the Cascarian Government was of the view that 'island business and activities should go on as before because they are hopeful that [the AID] will ultimately provide the island with an airport'. The Chair of the Cascara Chamber of Commerce indicated that this was not so easy in practice as it was difficult for local businesses to plan ahead without a clear decision about air access. In September 2010 (at the time of the general elections in the metropole), the 'pause' decision was reversed. Later, in December 2010, the Government of metropole and the Cascarian Government signed a Memorandum of Understanding (MOU) in respect of air access. This MOU laid down what the AID expected from the Cascarian Government for the

²⁵ This is a pseudonym.

final approval of the air access project. Failure of the Cascarian Government to meet these deliverables would result in the government of the metropole withdrawing the financial aid committed to this cause. At the time of finalising this thesis in September 2011, the Cascarian Government had met most of the deliverables within the prescribed timeframes. In downloading the independent newspaper from the Internet, I was able to ascertain that the Cascarian Government had applied to the AID for an extension in respect of some of the deliverables.

Although, government agencies such as the AVES were instructed to continue as before until a final decision had been made, the announcement of the 'pause' was clearly an emotional one for Cascarians. As such, my research findings are influenced by the sentiments of my research participants at the time that the pause was announced.

In analysing my data, the literature reviewed served as a benchmark from which, I made comparisons, tested the literature, identified gaps, looked for differences and recognised similarities. My data representation and analysis in this chapter is therefore presented in three sections:

- Change and the AVES as a State Apparatus
- Reviewing the AVES Curriculum
- Risks to the AVES and its supporting Curriculum

3.2. CHANGE AND THE AVES AS A STATE APPARATUS

My research was centred on the AVES, the AVES Strategy, the AVES Curriculum and how these came into being given the aims of the Cascarian Government to widen economic activity on the island. It was therefore inevitable that my analysis would highlight the AVES and its role as a state apparatus. Much of this analysis centres on the topic of air access as it was this anticipated change event that facilitated the creation of the AVES. During the semi-structured interview held with the AID Education Adviser in May 2009, he explained that:

... the AVES and its subsequent Strategy were developed and came about as a response to impending island change that would be brought about by air access. It was felt that an island-wide training approach was crucial to support the change so as to overcome barriers to implementation that might include cost, shortage in human resource and acceptance and co-operation by different island stakeholders.

The AID AVES Consultant indicated that to do this, the island's training service should be centralised under the Education Department. This, he explained, facilitated the need for a centralised training budget and 'the creation of genuine working partnerships across all sectors'. The Executive Human Resources Officer suggested that the greatest advantage of the establishment of a centralised training service was the opportunity for a co-ordinated management approach to training delivery. Another respondent indicated support for this view but indicated that it has been difficult to achieve this co-ordinated approach under a new Service as 'it is fraught with difficulties that often seem to have their roots in personal agendas'.

The AID AVES Consultant explained that at the time that the AVES was being conceptualised and the AVES Strategy was being developed, a Training Needs Analysis (TNA) was conducted across the island and the findings of this were used to inform the contents of the original AVES Curriculum. The TNA report concluded that there were a wide variety of skills gaps on the island. These gaps informed the design of the AVES Curriculum and are discussed in the analysis of the curriculum in 3.3.1. During a semi-structured interview, one of the AVES Co-ordinators noted that in supporting economic development on the island, 'it was agreed that the training on offer under the AVES needed to be diverse so as to meet the needs of individuals, the government and private sector employers'.

The AID Education Adviser noted that in aiming to meet the needs and the wants of the government and people of Cascara, it was decided that the AVES would provide a flexible approach to learning across a wide range of content and learning levels. The provision of vocational learning would therefore include: improving specific work-related skills; undertaking basic skills courses; participating in sports and cultural programmes and offer; as captioned by the

Chair of the Education Committee – the option for ‘learning for the sake of learning’. While the AVES Strategy purports that the AVES aims to address learning that will benefit both individuals and the economy, the current curriculum focuses primarily on learning to aid economic efficiency. The data revealed that many of the opportunities published in the curriculum (shown in Appendix 1) were not all offered at the time of my study.

The Executive Development Officer noted that the introduction of the AVES AID Development Aid Project and its very generous funding streams demonstrated the government’s support for the development of skills for air access and its associated economic activities. The Logical Framework of the AID Development Aid Project forwards that, in it the implementation of the project, the AVES was to “improve the standard of education for the people of [Cascara], in order to meet the future demands arising from air access and associated developments” (AID AVES Logical Framework, 2007: 1). The Logical Framework further indicates that the goal would be measured by three “objectively verifiable indicators” (*ibid*). These indicators are economic, social and curricular in nature:

1. a 50% increase in the proportion of the qualified workforce [economic indicator];
2. a reduction in unemployment [social indicator]; and
3. an increasing trend in post-16 education [curricular indicator] (*ibid*).

As part of my data collection process, I attempted to analyse these indicators to ascertain the progress made to date. The data indicated that the first of these Objectively Verifiable Indicators is not measurable as the statement: “a 50% increase in the proportion of the qualified workforce”, (*ibid*) is ambiguous in that it is not possible to ascertain a starting point or baseline of the ‘proportion’ to be measured against. In contemplating the second indicator, information obtained from the statistics office indicates that a reduction in unemployment has not yet been reached. Unemployment figures are as follows:

Year ending	Number of registered unemployed people
2006	36
2007	31
2008	32
2009	37

Table 10: Unemployment figures for the period 2006 – 2009²⁶

The backdrop of outward migration and the downsizing of government departments may account for the increase in the unemployment figures for 2009. In respect of the third indicator, statistics obtained from Cascara Community High School (CCHS) indicate that post-16 enrolments have been as follows:

Academic Year	Number of post-16 enrolments
2006	96
2007	96
2008	107
2009	102

Table 11: Number of post-16 enrolments for the period 2006 – 2009

While the employment trend appears to decline in 2009, again the impact of outward migration and a declining school population need to be considered as these distort the statistics. Although the numbers have dropped, the percentage of students staying on to engage in post-16 education has increased. This suggests that this indicator is therefore being achieved at present.

Althusser (2008; 1979: 99) draws attention to how governments use agencies such as the AVES as “powerful state apparatus[es]”. He suggests that governments aim to produce learners with specific skills that will contribute to the current plans and programmes of the state. A review of the AVES Curriculum and the AVES AID Development Aid Project show that they are specifically designed to support the immediate needs and plans of the Cascarian Government, particularly in respect of air access. The Deputy Head for Curriculum at Cascara Community High School (CCHS) also drew attention to

²⁶ Statistics obtained from the Senior Statistician in the Statistics Office, by email on 02.09.2011.

this function of the AVES, when she stated that ‘the AVES itself was established as a vehicle to support the social and economic aims of the [Cascara] Government’. The Director of the Cascara Development Bureau supported the learning opportunities made available by the AVES AID Development Aid Project, stating that ‘air access is the essential ingredient for the island to develop a sustainable economy and social cohesion’. She further highlighted that the right training and development opportunities would aid the advancement of the private sector particularly in the areas of construction and hospitality. The Executive Education Officer (EEO) and the Chair of the Education Committee, both expressed concerns that the ‘pause’ in the construction of the airport may ultimately impact on the aims, objectives and mission of the AVES. In this regard, the EEO stated that ‘at this time, the AVES is still aiming to work towards the implementation of strategic plans that support air access activities such as construction and hospitality’. The concerns raised by these stakeholders in respect of the air access decision highlight the difficulties experienced by the AVES in trying to implement a government initiated strategy, while at the same time needing to appease clients who are disillusioned with the uncertainty.

Reflecting on the data, it is evident that the AVES Strategy has attempted to provide a framework that will support a curriculum that finds synergy with Slattery’s (1998) reconceptualised view of education – where needs are regularly assessed and the curriculum continually adapted to meet these needs. In support of a curricular view such as that of Slattery’s, the implementation of adult and vocational learning under the AVES on Cascara is an ongoing process in which the outcomes appear to be continually updated and reassessed. The AVES Co-ordinators confirmed that the AVES curriculum was periodically under review and that ongoing partnership working with other government departments and the Cascara Development Bureau ensures that new and relevant training is made available to both sectors. In further supporting the notion of a reconceptualised curriculum, the AVES curriculum has clearly taken into account the social, political and economic implications of the past, the present and the future in attempting to provide a curriculum that will serve the current and evolving needs of the island. An affirmation of Slattery’s suggestion that the curriculum is a ‘political text’ can be found in the fact that the primary focus of the

AVES curriculum is rooted in training activities that relate to air access and its associated activities.

A reconceptualised curriculum strives to acknowledge that there needs to be a relationship between the provision of education and the needs of the labour market. The development of the AVES Strategy supports this reconceptualised view of curriculum. If the AVES Curriculum is to maintain support for a reconceptualised rationale, it needs to continue to respond to the changing political and socio-economic landscape. The air access outcome is a major factor in this regard.

I now extend my analysis to:

- Responses in relation to socio-economic change
- Responses in relation to curricular change

3.2.1. Responses in relation to Socio-Economic Change

One of the biggest challenges for me in undertaking this study was in understanding how a relevant and sustainable adult and vocational education curriculum could effectively serve the economic needs of the island, while at the same time respecting the unique social relationships that exist in the insular Cascarian context. I also endeavoured to understand the social context in which the AVES curriculum was being implemented with its ultimate aim of serving the economic needs of the island.

Private sector representatives in my research sample were unanimous in their suggestion that the airport 'pause' would have a significant effect on both the social and economic development of the island, with one client respondent suggesting that 'there [would] be no social advancement or development on [Cascara] until the economy is turned around'. More generally, the data infers that the general sentiment of the private sector representatives in my sample feel that the 'pause' will unnecessarily heighten the social cost of delayed or no economic growth. This 'social cost' implies the impact that lost income generation will have on the personal lives of the people of Cascara. In the extract

that follows, the Cascara Development Bureau reinforces the AID's acknowledgment that air access is the only way forward for Cascara:

Air access is an essential ingredient for the island to develop a sustainable economy and social cohesion. Our local development experience backs up the conclusion in [the AID] commissioned feasibility study in 2004 that "only the introduction of air access has the potential to stem further economic population decline" (Cascara Development Bureau, 2009: 11).

The AID Education Adviser noted that 'out-migration and a demographic imbalance' on Cascara are the fundamental social issues for the island. He further explained that between 1998 and 2008, the resident population of the island dropped by at least 1000 people; this is also compounded by a falling birth rate. On this matter, the Director of the Cascara Development Bureau (CDB) indicated that:

Irrespective of the total population in the years after 2008, if the number of the working age population does not increase because of a lack of economic growth then the number of births will continue to decline [further]. If the number of people over 60 years increases through natural retirement from working on island and by the return of [Cascarians] working off-shore then this will increase the non-economically active proportion of the population.

The situation described by the Director of the CDB suggests a substantial social impact as a result of no economic reform or opportunity. The Executive Human Resources Officer provided some optimism when she suggested that while the decision on airport access was under review, Cascarians should appreciate the advantageous position in which they find themselves:

In the [metropole] many people are being retrenched from their places of work and they face uncertain futures. Here on [Cascara] we [can] enjoy the security of knowing that the public sector will not be paying off any employees and all government personnel can still expect to receive their annual increments and the cost of living increase [which was 4% in April 2010]. ... While we are all disappointed about the air access announcement, we really should see the bright side in knowing that we all still have our jobs and that local businesses can

continue to operate despite what is happening in the [metropole] and other countries.

The AID AVES Consultant explained that it was hoped that the introduction of trade apprenticeships under the AVES AID Development Aid Project would provide young entrepreneurs with the opportunity to gain skills and work towards being business owners with internationally recognised qualifications. The Director of the Cascara Development Bureau explained that her organisation had recently set aside funding to specifically encourage entrepreneurs to start their own businesses. The government's outsourcing programme is also intended to aid this process but, as stated by the Executive Human Resources Officer to date there have been 'no successful outsourcing tales to be told of government services being handed over to local businesses'. Zahra *et al.* (2009: 520) suggest that an entrepreneur is a person who possesses a distinctive personality, who was motivated in different ways and who has a command over resources in order to reach his/her own goal(s). In the unique isolated and colonial Cascarian context, Zahra *et al.*'s description of an entrepreneur is not easily achieved. Limited opportunity for young people on the island can make it difficult for entrepreneurs to launch themselves into business.

It would, however, seem that a shift is taking place in respect of private sector and entrepreneurial development. One client responded that: 'because of [the] AVES we have a better qualified private sector and more educated people ... more businesses are taking off'. Whilst these comments are encouraging, they do not concur with the comments of the Executive Human Resources Officer in respect of outsourcing government functions to the private sector. Although, for the most part positive, some Cascarians feel that the AVES needed to accelerate the provision of learning so as to improve the economic prospects of the people of the island. This view was succinctly endorsed by another AVES client questionnaire respondent:

My personal view is that [the] AVES is slowly providing training courses to enhance peoples' qualifications that could enable a person to carry out various job opportunities. Although, if [Cascara] was to become more self sufficient as an island, more aspects [of training] need to be provided more frequently.

To fully engage the public – across all sectors – it is evident that the AVES needs to take heed of public sentiment so that it can support the prospect of economic advantage during the change period. Whether or not the construction of the airport does take place on Cascara, the change process has already begun. This change is essentially political in nature and as Stenhouse (1975b) contends there is a distinct link between politics and curricular development. He suggests that an educational movement, (usually associated with a larger social movement) has its own doctrine and it strives to satisfy the beliefs contained therein.

The data also foregrounded the issue of the need to develop the public and private sectors in equal measure. Bassi *et al.* (1997) argue that organisations need to see staff development and training as an investment if they are to remain competitive. Although employers on the island identify the need and, for the most part, fully subscribe to the professional development of their employees – a gap still exists in them seeing the development opportunities as an investment in their businesses. The Executive Education Officer noted that there is still no will for employers to take financial responsibility for the skills development of their staff. Becker (1993) proposed that it should be the responsibility of employees to cover costs associated with their development and training. The data showed that on Cascara, both employers and employees see the responsibility for costs associated with training and development as the government's. This is not a view shared by the AID, who have been placing pressure on the Cascarian Government to increase revenue collection. Differing and sometimes contentious views, such as those highlighted in this example, are all part of the change process.

Porta & Diani (2005) point out that social movements are usually associated with emotion and can often result in conflict. Although not extreme, these two elements seem to be present in the Cascarian context, with 28% of the population not in favour of the construction of an airport and many of the remaining 72% being angered at the announcement of the airport 'pause'. Nearly all of the participants in my research sample expressed support for the construction of an airport on Cascara and many indicated that they supported the establishment of the AVES as a centralised training agency for the island. Social

movements are also rooted in activism and what was interesting in the data, discounting the 28% of the population opposed to the airport, the ‘activists’ were both internal (the people of Cascara Island) and external (the AID). Given this scenario the move towards the adoption of change should be facilitated with considerable ease. As detailed by the Executive Human Resources Officer, what is of concern is how the airport ‘pause’ will maintain the current *status-quo* in respect of the island’s dependency on the metropole. This affirms Shujaa’s (1996) contention that dependency retards the development of a free and autonomous national identity because without autonomy, the people of Cascara remain citizens of the government of the metropole.

When autonomy begins to be realised, personal motivations are what drive individuals to promote the social change process that can present innovative possibilities and pave the way for new social policy. A review of the current AVES Curriculum, and the comments made by the AID AVES Consultant show that the aims of the AVES are very closely aligned to those of the construction of the airport in that the AVES aims to support the development of human capacity to aid airport construction and to serve post construction activities. The AID Education Adviser addressed the area of sustainability, stating that it would be necessary for ‘local government to put a development plan in place to ensure that the AVES could be locally operated and managed’. The Executive Education Officer explained during the stakeholder workshop that ‘sustainable planning was not an easy task when there was still uncertainty around the air access decision’. The negative public sentiment in relation to the announcement of the airport ‘pause’ impacted on my study. For example, the advert that I placed in the paper asking for perceptions and suggestions in respect of AVES learning provision did not generate any responses. Conversely, all AVES client respondents were, for the most part, positive about the establishment of the AVES and the service it provides. While most stakeholders identified the personal and economic advantages of the learning on offer under the AVES – these advantages all form part of the greater social change process. Comments received in the client questionnaires include some of the benefits stated below. Although they all contribute to the idea of wider social change, I have listed them as either personal or economic benefits:

Personal Benefits:

- I now have the opportunity to broaden my horizons and further my education.
- Being able to complete internationally accredited courses now opens more possibilities.
- I can now learn in my own time, outside of work.

Economic Benefits:

- People who missed out on school can now get a better education and better jobs.
- Air access will require extra senior posts and AVES can help with training people to fill these.
- The island's workforce will be more skilled and open minded towards any change that may come about.

One respondent indicated that she would like to be able to participate in learning opportunities that would address her fear of the 'outside unknown'. Many Cascarians have never left the shores of the island and as such, the change that the airport project will bring to the island threatens the comfort and security of their existence. Fears such as these are understandable and form part of the "ideological and material conflicts" (Porta & Diani, 2005) associated with political, social and economic change. Bourdieu (2010; 1998: 20) alludes to such concerns when he reminds us that liberation, through a "series of selected operations, separates holders of inherited capital from those who lack it". This is very relevant to the dependent state of Cascara and illuminates the degree of emancipation that air access might bring to the island. It also highlights the fears associated with facing and engaging in a change process. Bourdieu's (*ibid*) comments also present exciting possibilities for Cascara in respect of moving towards self-governance. These sentiments accord with Giroux's (2010; 1992: 99) suggestion that cultural capital is "an object of unquestioning reverence" and given the right circumstances, it can present a "set of lived experiences and social practices developed within symmetrical relations of power" (*ibid*). In the Cascarian context, Giroux comments imply that Cascarians need to embrace their strong culture and island identity as they move forward into the unknown. This unknown, as daunting as it may seem, is laden with new and exciting opportunities. For the meantime, these potentials cannot be fully realised until there is clarity by the government of the metropole on the air access decision.

Regardless of the final air access decision, the change process has begun and Cascarians need to be ready to navigate this change.

Schein (2010: 40) contends that change not only requires us to learn new things, but it also requires us to 'unlearn' other things. He further suggests that the change process involves the integration of new attitudes, perceptions and behaviours. In the Cascarian context, this has the potential of being a complex and intricate process as it also involves a move away from dependency towards political, social and economic emancipation. The literature emphasises that human agency is central to manifesting social and cultural change (Harper & Leicht, 2010); but it is the task of decision-makers and leaders to make the transition as smooth as possible by preparing stakeholders for the change (Conley, 2003). The Director of the Cascara Development Bureau noted that it is important that this change is 'incrementally instituted over time'. These concerns accord with Higdon's (2003) contention that cultural change takes place over an extended period of time and that placing unreasonable timeframes on the change process is counter-productive. This accentuates that change in the Cascarian context is going to take time.

3.2.2. Responses in relation to Curricular Change

The data showed that effective curriculum planning and implementation that leads to institutionalisation is rooted in effectively engaging stakeholders at all levels. Active consultation with these stakeholders will aid in determining financial, physical and human resource needed to deliver the planned intervention. This accorded with Print's (2003) contention that the institutionalisation of a curricular change is determined by support in respect of finance and skilled human resource. Print (*ibid*: 231) further noted that "above all planning must consider ... what readiness conditions might be essential prior to commencing" the curricular change implementation.

The overall response to the Strategy in relation to curriculum change was positive. This might be because the curriculum directly aims to serve the economic change that air access is anticipated to bring to the island. Further to this, the curriculum also aims, to some extent, to serve social change.

It is worth reconsidering Fullan's (1991: 51) contention that curricular change is "often contested, complex, time-consuming, uneven and energy-intensive". In my study, it emerged that the adoption of the AVES Strategy and the implementation of its subsequent curriculum have not been without resistance, but as explained by the Executive Education Officer:

... the transition [the centralisation of government training and the establishment of the AVES] has been relatively smooth. One of the greatest challenges, and where we have learnt our biggest lesson, has been in the area of the actual curriculum – what we offer, who delivers it, how we deliver it and whether it is accredited it or not.

Although the AVES was formalised through a consultative process, it is only in the implementation that the change becomes tangible for the users. It is during this implementation that the change is at its biggest risk of failure (Berman & McLaughlin, 1977). It is also important that the scope of the intervention is focussed and well managed as this will ensure the impact of greater success.

The construction of an airport on Cascara is not within the remit of the AVES but the Service can support skills development to aid the construction of it. If a shortage of trainable human resource exists on Cascara, then the AVES cannot achieve what it was tasked to do. Therefore, it is imperative that the right education skills policies exist so that a real difference can be made. The AID AVES Consultant, who developed the AVES Strategy, stated that:

... [the AVES Strategy] was designed on the premise that many [Cascarians] would return to the island to participate in AVES courses and in so doing take part in the economic activities that might arise out of airport construction ... when I developed the Strategy, politicians on the island led me to believe that the successful contractor [for the construction of the airport] would arrive on the island with their workforce who would also take part in AVES training activities alongside [Cascarians].

The landscape has changed somewhat. The airport 'pause' and the subsequent signing of a Memorandum of Understanding between the Cascarian Government and the government of the metropole have made it clear that up-to-date and

appropriate skills and education policies need to be put in place. This, as many of the research participants suggested, will ensure the faith of the general public in the AVES. A revision of the Service and its curriculum might help at making a real difference by giving hope and opportunity to the people of Cascara and for ensuring that the full scope of the population is prepared for the social and economic changes that may occur on the island, regardless of any immediate decision in relation to air access. The precise nature and extent of such changes will be affected by the air access developments in due course.

The construction of an airport on Cascara would surely have a significant impact on the scale and impact of the Island's skills development strategy. By attracting Cascarians back to the island and by welcoming immigrants to Cascara, a growing economy should provide the capacity to finance such a strategy. Without an airport however, the fundamentals remain unchanged: Cascara needs to develop its limited population to the maximum of its capacities. The AVES Community Learning Co-ordinator summarised this point succinctly when she stated:

Our Strategy has been designed not only to equip staff to meet today's demands on the island, but also to look ahead and anticipate what employers and learners will want from the sector over the coming years. The decision on an airport is not clear, but we need to continue to provide learning opportunities to [Cascarians] regardless of the decision. ... AVES needs to be able to respond to the many economic and social challenges that the island is going to face. The Strategy needs to build on the existing strengths of the workforce, and to enhance the development of a highly professional workforce for the future.

The Executive Education Officer cautioned that when he said that there needs to be absolute clarity between the actual and the perceived needs of the island. To meet this end, the ultimate goal is for Cascara to become self-sufficient if underpinning services, across the public and private sectors are to be nurtured and sustained in the development of the island's economy. It would seem that the only way to do this is by equipping a significant proportion of the working population with a range of high level professional skills. Castells (2001: 73) highlights the need for multi-skilled employees, arguing that value is added to the labour market by "labour which has the built-in capacity to generate value

through innovation and information”, and that has “the ability to reconstruct itself throughout the occupational career”. In their separate interviews, the Deputy Head for Curriculum at Cascara Community High School, the Executive Development Officer, the Executive Human Resources Officer, the External Verifier for City and Guilds and the Chair of the Cascara Chamber of Commerce all made reference to the need for a multi-skilled workforce to move the economy of Cascara forward. This is something that the AVES will need to consider in any revised Strategy or approach.

From this analysis, it emerged that although there have been some criticisms towards the AVES and the curriculum that it offers, the response by the public at large to the AVES curriculum has been positive. All of my research participants acknowledged the positive impact that the AVES curriculum was having given the social and economic changes that were imminent.

The data highlighted that the change that an airport might bring to Cascara will take place at many levels and the curriculum itself is intertwined with issues that are social and economic in nature. Bush (2010) and Fullan & Stiegelbauer (1991) support the need for a multi-levelled approach to change when they suggest that it is important for decision-makers to ensure that a planned change is compatible with the local culture and the availability of human, physical and financial resources.

3.3. REVIEWING THE AVES CURRICULUM

My study illuminated that the concept of *curriculum* is broad and it has come to mean different things to different people. Kelly (1999: 21) defined curriculum as “all the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school”. Kelly’s definition implies that our current appreciation of curriculum theory and practice emerged from schools and school-related ideas. This was pertinent to my study, because although the concept of *curriculum* is rooted in pedagogical practice, the needs of adult learners are very different to those of children.

In this section, I review the AVES Curriculum as follows:

- Content and Gaps in the AVES Curriculum
- The Effectiveness and Sustainability of the AVES Curriculum
- Andragogical Experiences and Expectations of AVES Learners

3.3.1. Content and Gaps in the AVES Curriculum

The AVES Curriculum embraces more than just the content of what is currently on offer. It also incorporates the stakeholders of the AVES who take part in the learning opportunities on offer; those who determine curriculum provision; and the additional resources that support the learning process. (The stakeholders were discussed in 2.4.1. and are summarised in Organogram 1 – also in 2.4.1).

Central to the provision of adult learning on Cascara Island are the AVES clients which includes AVES learners, potential or prospective learners and, where relevant, their employees. In effect, this stakeholder group includes all Cascarians – those on the island and those living abroad with intentions of returning home. Without clients to whom a service can be provided, the AVES would not exist. This is why, the AID AVES Consultant in his telephonic interview stated that, it is of the utmost importance that the AVES Curriculum remains relevant, up-to-date and complementary to the personal, social and economic developments and enhancements of the island and its people.

In this section of my analysis, I present my findings as follows:

- An overview of the analysis of the contents of the AVES Curriculum
- Current curricular content
- Gaps in current curricular provision

3.3.1.1. An overview of the analysis of the contents of the AVES Curriculum

Although the AVES publishes its Curriculum as shown in Appendix 1, the data that I collected did not find complete synergy with what is advertised and what is actually on offer. In the analysis that follows, I have grouped learning

opportunities into different categories, so as to demonstrate what curriculum focus areas are actually on offer and which the data suggested also need to be included in the AVES Curriculum. The data showed that the following categories of learning are currently on offer:

- i. Continuing and Further Education Opportunities
- ii. Training in Local Crafts and Culture
- iii. Training in Tourism and Customer Care
- iv. Training and Retraining to aid Work-Based Efficiency
- v. Sports and Leisure Learning Opportunities and Activities
- vi. Access to IT Training and Distance Learning Opportunities
- vii. Foundational Vocational Training at Cascara Community High School (CCHS)
- viii. Work-Based Assessment through NVQs

The data also suggested that the following areas need to be included in a future AVES curricular framework, as they represent gaps in current needs and provisioning:

- ix. Training related to Natural Resources: Agriculture, Farming, Fishing and Conservation
- x. Local Trades Training
- xi. Work Experience and Youth Training Scheme
- xii. Learning Focused on Personal Interests

The process of developing this list proved quite difficult as it became evident that I was often dealing with both content and the methodological approach required to teach the content and skills. Thus, it is worth noting that the list that follows is not mutually exclusive. Some learning opportunities might be classifiable into two or more of the curriculum categories that I identified, but what I have endeavoured to do is present a list that might be used as the basis for the curricular aims of a revised and revamped AVES Strategy. This list reflects what the research participants and numerous of the official documents indicated is expected politically, socially and economically of the AVES as the central training organisation on the island. In effect, what this list does is identify current

curricular provision and the gaps that exist in this provision. The list essentially represents the needs of the island and incorporates areas of learning provision noted by influential stakeholders, decision-makers and politicians. By effectively engaging these stakeholders, there is more chance that resources will continually be allocated to the AVES so as to ensure sustainable learning through the AVES the curriculum. The buy-in of decision-making stakeholders supports Print's (2003) contention that the institutionalisation of a curricular change is determined by support in respect of finance and skilled and administrative human resource.

3.3.1.2. Current Curricular Content

For the most part, the curricular areas identified as being evident in the current AVES curriculum are not restricted solely to just one of the curriculum development models outlined in the literature review in Chapter 1: essentialism; encyclopaedism; polytechnicalism; and pragmatism. This is because the curriculum requires constant review and revision to keep it relevant and progressive. Instead, the curricular areas identified incorporate a blend of principles associated with each model. They accord with Slattery's (1998) reconceptualised view of curriculum and education which contends that curriculum is an infinite process in which the outcomes need to be continually reassessed and updated.

i. Continuing and Further Education Opportunities

As described by the AVES Community Learning Co-ordinators in their focus group interview, the aim of this area of learning, is to provide Cascarians with the opportunity to gain Entry Level Qualifications, GSEs, A-levels and local certificates in areas that traditionally fall within the formal schooling sector. AVES statistics retrieved from the learner database indicated that this area of curricular provision was one of the first to be offered under the AVES; and learner results through overseas awarding bodies have been good to date. In their respective interviews, the Executive Education Officer and the AVES Community Learning Co-ordinator accredited two of the tutors in this area – both retired school head teachers for the learners' success. Dewey (1902) contented that there are many

advantages of learning through various learner-centred activities rather than traditional teacher-centred pedagogy. The AVES Community Learning Co-ordinator noted that there was a ‘brilliant link’ between what these tutors covered in class and what work the learners were doing in their places of employment. This illustrates that andragogy is further enhanced when learners see a direct link between what they learning and how this will benefit them in the workplace.

Various data sources showed that the category of Continuing and Further Education currently includes opportunities in Basic Literacy and Numeracy through the Assessment and Qualifications Alliance (AQA) at Entry Levels 1, 2 & 3;²⁷ and Levels 1 & 2. Opportunities to complete GCSEs are offered through AQA in English, Mathematics, Human Biology and Child Development. A review of the recent Training Needs Analysis (TNA) indicates that it would be useful to offer an A-level in Business Studies, which is also available through AQA. The TNA also suggests that a locally offered IT course for beginners should also be reinstated under this curricular area. The Executive Human Resources Officer identified the need for basic IT training across the public sector, stating that IT development was the only way to ‘bring [Cascara] closer to the world’. Despite the isolation of Cascara, Internet connections are good (although expensive) and provide a means of overcoming the “marine barrier” (Cross & Nutley, 1999: 317) in respect of accessing learning provision. Training in basic IT would certainly aid in reducing this “marine barrier”.

During a focus group interview, the AVES NVQ & Quality Assurance Co-ordinator also noted that with the introduction of the Qualifications Credit Framework (QCF) in the metropole, it would be prudent to include Functional Skills (as defined by the QCF) at Level 1. The Executive Development Officer (EDO) stated, during the semi-structured interview, that:

... the opportunity to participate in overseas accredited learning is relatively new to the island. In the past, many young people did not have the opportunities that are available today. When I was teaching at [Cascara] Community High School students sat a local equivalent of exams being written in the [metropole]. These

²⁷ See positioning on Cascara National Qualifications Framework (NQF) in Appendix 2.

further education classes give people the chance to gain qualifications that are recognised beyond [Cascara].

The sentiments of the EDO suggest support for the polytechnic approach (Holmes & McLean, 1992) in that learners should be encouraged to participate in courses that assist them in the workplace. As with much of the curriculum on offer under the AVES, the provision of continuing and further education opportunities implies the polytechnic approach to learning where it is imperative that the content of the curriculum should relate directly to the life of the learner.

The Executive Education Officer also foregrounded the need for equal access to learning, saying that these 'core learning opportunities' should be aimed at candidates across all ages. The AVES Community Learning Co-ordinator echoed these sentiments when she suggested that 'GCSEs and A-level courses are very beneficial for the personal and professional development of people of all ages'.

ii. Training in Local Crafts and Culture

At least three quarters of the research participants identified the need for training and development in the area of local crafts and culture. The Director of the Cascara Development Bureau, the AVES Community Learning Co-ordinator and the Deputy Head for Curriculum (who also has an out-of-work interest in culture and crafts) all expressed their concerns at the lack of provision in respect of traditional crafts and culture. Although these research participants acknowledged that opportunities do currently exist in lacework, embroidery and tailoring, concern was expressed that other traditional crafts such as wood inlay, aloe work and cabinet making were being lost. The AVES Community Learning Co-ordinator described her difficulty in not being able to source tutors and trainers in these areas. Another matter mentioned was that of securing sufficient learner numbers to make the courses viable. This might suggest that traditional and cultural crafts are not as valued by Cascarians in these changing times. It also became evident through the data that the island's culture in respect of arts and craft is being lost as engagement in them dwindles over time. The Executive Education Officer commented that:

When I was young we used to be sent out to pick aloe on the hills. When we got home we had to strip it and dry it out. After this we helped our parents dye the fibres different colours and my mother made all sorts of things ... bags, purses, hats, even table mats. ... When cruise ships visited, we used to help sell these crafts to the visiting tourists. [Cascarians] are all over the world – we have an international market – just in our own people. [Cascarians] far away from home would love to buy crafts that make them feel closer to home. ... What's more is that as craft production dies, our culture dies.

Training in local arts and crafts highlights the theme of culture very well. Deal (1987) notes that culture has an important role to play in embracing a curricular change. The excerpt above suggests that Cascarians are losing some of their cultural identity, with only a few voices championing the continued investment in crafts and culture. On a societal level, and within the framework of social change, the loss of cultural practices “affects those inside the culture as well as those outside” (*ibid*). This was an interesting and ironic dynamic on Cascara. On the one hand, Cascarians are ready for change and a detachment from the colonial control of the metropole, but on the other hand, their cultural attachments – what defines them as a people – are closely modelled on those that exist in the metropole.

The AID AVES Consultant also reflected on how political pressure was placed on him during the development of the AVES Strategy to make craft training a priority. In the interview conducted with her, the Director of the Cascara Development Bureau noted that “teaching [Cascarians] traditional Arts and Crafts not only respects and restores their culture and heritage but it creates entrepreneurial possibilities that are limitless”. The inclusion of training in Arts and Crafts in the AVES Curriculum presents an example of what curriculum becomes in *practice*.

Another income generator for Cascarians is in aloe work and macramé, but previous efforts to revive courses in these areas have not been successful. The AVES Community Learning Co-ordinator indicated that a marketing drive is currently underway to try to trigger interest in traditional courses such as these. AVES clients who responded to my questionnaire also identified the desire for training in Local Music, Cabinet Making, Wood Inlay and Cascarian Cooking.

In addition to these practical courses in arts and crafts, the data showed that the AVES should also include learning and training opportunities in soft skills such as citizenship education, nation-building and democracy. The inclusion of these in the curriculum might assist the changes and transitions imminent to the island.

The courses on offer in this category are currently targeted at candidates of all ages who would like to contribute towards sustaining the island's cultural heritage.

iii. Training in Tourism and Customer Care

There is no doubt that the hopes of improved tourism, whether access is by air or by increased shipping facilities, will boost the tourist trade on Cascara significantly. It for this reason that the Executive Human Resources Officer deemed it necessary to single out a curricular area that aims to provide individuals on Cascara with the opportunity of offering best practice in Tourism and Customer Care. This was supported by the Executive Development Officer who also stated that 'practical education in tourism and customer care is what we need right now if we are to cope with the projected increase in visiting tourists'.

During the focus group interview, the AVES Community Learning Co-ordinator recounted that a Tourism Trainer had recently visited the island from the metropole. The result of the visit was that five Cascarians are now certified trainers in four levels of Customer Service Training and are able to redeliver this metropole accredited training locally. The training can be redelivered under an 18-month license after which it needs to be renewed. The training of five local people to redeliver this training demonstrates support for Fullan's (2005) contention that building capacity is reliant on collaborative working. In this case the Education Department, the Tourism Department and the AID partnered; the product of which was as a collaboration that showed the importance of sustainable approaches to curriculum change. Venetoulis (2001: 186) presents two models of sustainability: weak sustainability, which promotes an "average stock of capital"; and strong sustainability, which promotes a higher vision for self-reliance and aims to pass on to future generations resources and practices

more superior to the present. Whilst training programmes such as the Tourism Training, may promote ‘strong sustainability’, the intervention is ultimately entirely dependent on the capabilities and competencies of the locally trained counterparts. The other factor is that of cost as the current license has a life of 18-months, after which additional financing will be required. Venetoulis does not explicitly state that the strength of the sustainability is directly linked to cost. A poorly presented training initiative might be very expensive and still result in weak sustainability. Conversely, strong sustainability might be achieved with the right approach and a relatively low budget.

As a result of the Tourism Training sustainability exercise, the curricular areas within this category comprise: Basic Customer Care Training; Advanced Customer Care Training; Management Customer Care; and International Customer Care. The Executive Human Resources Officer (EHRO) commended these courses, stating that they should continue to be offered to candidates from government departments and businesses who engage with customers and tourists. The AVES Community Learning Co-ordinator expressed sentiments that supported those of the EHRO, but noted that securing participation from the private sector was not always easy because private sector employers were often reluctant to release their employees for training.

The training of trainers also demonstrates curriculum reconceptualisation in practice as it is based on the needs of the present and it is what amounts to “political text” (Slattery, 1988: 58). The investment by the AVES and the approval by local government to conduct the training are all of a political nature. Local Government has identified Tourism as a key area to promote the sustainable development of the island. The AID AVES Education Adviser highlighted that Tourism and Construction have been earmarked by local leaders and the AID as priority training areas. The need for training in the areas of Tourism and Construction was supported by all of the stakeholders in the private sector and government departmental heads in this research sample. The Director of the Cascara Development Bureau was clear in her suggestion that:

Tourism is what will give the economy of this island the boost that it so desperately needs. ... In effect the private sector does not exist on this island and

the economy is controlled by the government of the [metropole]. The local client base is too small to sustain a competitive and healthy private sector. ... Tourism and the activities that it brings will be good for the growth of the island. ... We just need to make sure that we are ready for an increased volume in international tourists.

These comments argue the case for the ongoing provision of training in Tourism and Customer Care. The Chair of the Education Committee also supported the provision of learning in this curricular area by stating that ‘given the backdrop of improved access to the island – whether by air or sea – it is important to offer training in Tourism’.

iv. Training and Retraining to aid Work-Based Efficiency

Training and retraining, as was suggested by the Executive Human Resources Officer, during her personal interview, is a vital area in the local curriculum. The AVES Community Learning Co-ordinator suggested that the aim of this branch of the curriculum should be to provide the opportunity for the private and public sector workforce to be “developed and up-skilled through training and retraining interventions, so as to assist in meeting the aims and objectives of organisational strategic plans”.

The AVES Community Learning Co-ordinator supported responses in the AVES Client questionnaires which suggested that the business training programme is quite extensive. The AVES course records showed that in the area of business related training, training and retraining opportunities are currently extensively offered. Interventions that last between 3 hours and 3 days include *inter alia*: Book Keeping, Basic Marketing, Building Winning Teams, Managing Change, Coaching Skills, Retail Skills, Business Writing and HR Management for Small Businesses.

At least 70% of the research sample expressed concerns about the ‘lack of structure’ and ‘the questionable content’, mostly in relation to the general business courses on offer. The main criticism related to the courses having no external quality control or accreditation to endorse skills and content learnt or

acquired. Thus, concerns related to course content and how acquired knowledge and competencies were assessed. During the focus group interview, the AVES Co-ordinators suggested that the way to address this might in the first instance be to bundle the current provision into ‘four certificates’, diplomas or qualifications. After a lengthy discussion during the AVES Co-ordinator focus group interview and a follow up brain storming session the AVES Co-ordinators suggested the following four course bundles for business related training:

- Personal Effectiveness at work
- Effective Management
- Effective Business Writing
- Coaching and Performance

The co-ordinators further suggested that these four courses should be assessment-based, and that work should be done to explore how they might be accredited through an appropriate overseas external awarding body. The concern in respect of external quality assurance was also noted by the AVES Tutors, Assessors and Verifiers during their focus group interview. They expressed a commitment to quality in learning by acknowledging the ‘worthwhile’ and ‘rigorous’ quality assurance requirements of the NVQ awarding bodies.

Three respondents to the AVES Client questionnaire also noted the need for more variety in the business courses on offer:

- I would like to do be able to attend courses on typing and word processing
- There are not enough [training] choices available for people who want to improve their business skills
- The courses that [the] AVES offers are not at suitable for the work that I do.

Comments such as these, are a reminder to the AVES that the needs of the island are forever changing, as are those of AVES learners and learning provision needs to take cognisance of this. Grundy (1987: 115) argues that “planning, acting and evaluating are all reciprocally related in the [curricular]

process”. Thus, the curriculum needs to be evaluated and amended, as might be necessary, on an ongoing basis.

Responses from the AVES Client questionnaires and the focus group interview with the AVES Co-ordinators confirmed that in addition to business-related training, many other training and retraining opportunities exist in the form of short courses. These short courses included: Emergency First Response, Money Laundering, Leadership Skills, Interviewing Skills and Recruitment and Selection. AVES clients, through the questionnaire, indicated that there is also a need for the following training on the island: Fire Safety, Silver Service and Rope Training (working at altitude). The Director of the Cascara Development Bureau elaborated that ‘training needs are dependent on the skills gaps that emerge on an ongoing basis’. The Training Needs Analysis conducted in 2009/10 identified the following training needs from which both the public and private sectors could benefit: Wind Turbine Operations, Mapping Skills, Bubble Jet Fumigation, Rope Access and Veterinary Nursing. Courses on offer under this category should, as suggested by the Executive Human Resources Officer in the semi-structured interview, ‘be aimed at candidates across all levels of government and in the private sector’. She further stated that:

... the aim of government is to ultimately reduce its ‘footprint’ so as to shift control away from government towards the private sector. The [Cascara] Government has in place a solid outsourcing policy that aims to support this process. ... The only way to fully develop the private sector is to offer training that can aid this process.

The EHRO stated that the difficulty with training provision in an area as broad as ‘training and retraining’ is that training interventions should be determined by the ever-changing needs and requirements of government departments. The provision of training and retraining to support work-based skills across all levels of government and the private sector, will aid economic development on the island.

v. Sports and Leisure Learning Opportunities and Activities

The AVES Community Learning Co-ordinator suggested that this area was a vital part of the curriculum as it is the only area that provides any form of physical activity. During the semi-structured interview, the Executive Education Officer questioned the inclusion of sports and leisure in the AVES Strategy, stating that:

... our [the Education Department's] focus is on skills development and should not be on organising sports games and preparing sports fields. A function such as this would be better placed with the island's Youth Service. ... Office and training space is at a premium and we have had to sacrifice two training venues to accommodate the gym equipment which is actually owned by the Youth Service.

However, there was overwhelming support for the inclusion of sports and leisure opportunities and activities from other research participants. In the semi-structured interview, the Chair of the Education Committee, pledged support for the inclusion of a Sports and Leisure component in the AVES Curriculum stating that 'we need to, as far as possible, serve the mental, physical and spiritual needs of the people of [Cascara]'. To this end, he advocated that opportunities in Yoga and *Tai Kwon Do* be added to the AVES curriculum. He further suggested the need for formal learning opportunities in sports related disciplines that might provide learners with the opportunity to develop their skills through more academic further study options. The AVES Co-ordinators confirmed that the opportunity for AVES learners to participate in formal study programmes associated with Sports and Leisure are not currently available. The AVES Co-ordinators argued that such opportunities could include more formal learning relating to coaching, dealing with sports injuries or even participating in distance learning degrees or diplomas. They further noted that opportunities in this area should be aimed at candidates of 15 years of age and over.

The AVES Community Learning Co-ordinator identified that the following Sports and Leisure learning opportunities and activities are currently offered through the AVES: Badminton, Indoor Football, Volley Ball, Table Tennis, Cricket, Multi-gym activities and Fitness Training. Four participants also identified the need for Indoor Cricket to be offered as a Sports and Leisure Opportunity. The AVES

Community Learning Co-ordinator highlighted the importance of offering a full, holistic and balanced curriculum that offers sports and leisure opportunities for relaxation and enjoyment.

vi. Access to IT Training and Distance Learning Opportunities

The Education decision-maker cohort identified the need for improved provision in the area of IT and Distance Learning. The Executive Education Officer (EEO) stated that ‘the AVES and the [Cascara] Community High School need to work together to offer courses that develop the skills of learners in IT applications’. This sentiment was echoed by the AVES IT Co-ordinator, who acknowledged that not all distance learning was IT-based, but suggested that given the geographic location of the island, it was ‘advisable that AVES learners are encouraged to embark on distance learning programmes that can be done online’.

The AVES IT Co-ordinator confirmed that current local opportunities in basic IT courses include: Introduction to Information Technology, Word Processing, Spreadsheets, Presentations, Databases, Emailing and Internet. These are offered at beginner, intermediate and advanced levels.

The AVES IT Co-ordinator further confirmed that, in addition, to these local learning opportunities, accredited IT training is provided through the European Computer Driving License (ECDL) which is also offered as a Further Education Course. The opportunity for PearsonVue Testing is also available to AVES learners and clients who wish to study through distance learning and require an approved test centre to sit their examinations. The Executive Education Officer commended the work already underway at the AVES in this area and emphasised the need to ‘extend the variety of subjects on offer through distance learning institutions and video-conferencing under the AVES’. He further noted that the AID has recently made additional funding available to the AVES that will provide the infrastructure for increased bandwidth so as to allow for increased distance learning provision. The EEO stated that overtime this should open new possibilities to local people. The possibilities should, in turn, aid in reducing dependency on the metropole and it will bring Cascara closer to the outside

world. Cross & Nutley (1999: 318) argue the “vital importance of external communications” in reducing dependency and this is something that it is hoped the increased bandwidth will aid in achieving.

The capitalist nature of the economy on Cascara Island provides an excellent platform for IT entrepreneurs to exercise their freedom of enterprise in using IT media to establish their own businesses. Capitalist theorist, Malthus (1989) argued that growth in the economy could also cause an increase in the population and that the increased population had the potential to overtake the increases in production. The support by research participants for more curricular provision through distance and e-learning may hold the answer for providing additional impetus to the economy of Cascara. IT might just be the vehicle to achieving an increased population as well as increased productivity on Cascara. As Malthus, does not provide special consideration to markets that are predominantly public sector owned and driven, the degree to which this might be achieved on Cascara is not immediately evident.

vii. Foundational Vocational Training at Cascara Community High School (CCHS)

The AVES NVQ & Quality Assurance Co-ordinator, who oversees the quality function associated with Vocationally Related Qualifications (VRQs), explained that this curricular area provides an introductory route to work-related subjects. This is achieved through a mix of classroom and experiential learning, which leads to accredited VRQs. These opportunities are offered at Cascara Community High School (CCHS) under the AVES umbrella.

The AVES NVQ & Quality Assurance Co-ordinator and the Deputy Head for CCHS both confirmed that VRQs are currently available at CCHS in: Food Studies - Entry Levels 1 and 2; Hospitality & Catering - Entry Level 3; Hospitality and Catering - Levels 1 and 2; and Automotive Vehicle Maintenance and Repair - Levels 1 and 2. The consensus from the majority of the stakeholders is that these opportunities can make a valuable contribution to personal and economic development on the island. Both the Deputy Head for Curriculum at CCHS and the Director of the CDB suggested the need for a VRQ in Construction.

VRQS are made available to students in years 10, 11 and 12 at CCHS and the curriculum is based on prescribed materials that are systematically worked through. This indicates support for the transmission approach to curriculum in that a curriculum is set and the delivery is based on what Curzon (2003: 22) calls the “textbook approach”.

The NVQ & Quality Assurance Co-ordinator explained that VRQs also comprise a practical component. This aspect to some extent supports the curriculum development theory of polytechnicalism in that the practical elements of the learning relate to everyday needs and “worthwhile knowledge” (Holmes & McLean, 1992: 13). The comments of the Deputy Head for Curriculum at CCHS demonstrate support for the polytechnicalist view when she stated that ‘practical experience was very important’ and it was not always easy finding a balance between theory and practice.

viii. Work-Based Assessment through National Vocational Qualifications

The comments made by the Education decision-makers, Government Department Heads and Private Sector Representatives cohorts all implied that the provision of NVQ work-based assessment on Cascara is well regarded, beneficial and should remain one of the key curricular areas under the AVES. Nearly all of the respondents to the AVES Client questionnaire aspired to completing a NVQ. The NVQ and Quality Assurance Co-ordinator stated that the aim of NVQs are to provide individuals with work based assessment against national occupational standards of competence, leading to accredited work based qualifications (NVQs).

In the semi-structured interview with the AVES NVQ & Quality Assurance Co-ordinator, and in the focus group interview held with the Tutors, Assessors and Verifiers, it was ascertained that the following NVQ courses are offered at the following levels:

- 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 (V1): Level 4

NVQ provision accords with the curriculum development model of pragmatism in that it aims to facilitate learning both for and beyond the knowledge society. Learners are free to choose the learning path they see most appropriate to satisfy their personal needs and interests. The NVQ & Quality Assurance Co-ordinator stated that on Cascara NVQs are available to employees, apprentices, trainees, or volunteers wishing to achieve a qualification that demonstrates their competence in the workplace.

NVQs also provide an excellent means for collaboration between public and private sector partnerships. Welch & Welch (2010) outline the importance of such relationships, citing the advantages as being “an individual who is adaptable, productive and a contributor to the tax base”. To this end, they argue that both society and the individual mutually benefit. NVQs and related apprenticeships provide a vehicle for young people to gain employment, learn skills and then have these skills formally recognised.

The EHRO explained that on Cascara, employers generally reward employees monetarily for completing qualifications such as NVQs. The size of the Cascarian economy and the limited client base also make it necessary for employees to be able to multi-task – this is something that public and private sector employers will often look for when appointing new staff. My data, therefore, does not find complete synergy with Sultana’s (1997) description of what employers want of lower skilled workers. Sultana argues that in Malta – a “post colonial state” (*ibid*: 40) employers do not require technically advanced abilities from their workers. On Cascara, there is a shortage of technical skills and given the limited

population, there is a need for Cascarians to be able to perform a range of technical skills.

3.3.1.3. Gaps in Current Curricular Provision

In addition to the curricular areas currently on offer under the AVES, my data showed the need for additional training in other areas. The additional curricular categories identified by the data are presented so as to reflect the social, political and economic needs of Cascara Island and its people.

These curricular categories take cognisance of the uncertainty around the airport construction and are important irrespective of the final air access decision.

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

Cascara, in its isolation, is largely self-dependent and for this reason it needs to preserve its natural resources. The Director of the Cascara Development Bureau pointed out that fishing (mostly tuna) and coffee are the two main exports of Cascara but no training has previously been provided under the AVES in these areas. This sentiment was shared by the Chair of the Cascara Chamber of Commerce while the AVES Community Learning Co-ordinator also identified the need for training in basic agriculture. The Executive Education Officer also drew attention to the need for more training in this area when he stated:

We shouldn't have to buy many of our products and produces offshore ... we have the capability, the capacity and the resources to be providing on a much bigger scale for ourselves. In before days [a Cascarian expression] this island provided fresh produce – fruit, vegetables, meat and milk to 1000 ships that visited the island each year. ... There is no reason why we can't, at the very least, provide for the 4000 people who are on the island.

The arguments of all of these stakeholders point to the need for Cascarians to be more entrepreneurial. It is evident that there is a niche market waiting to be harnessed and what is needed are distinctive personalities who are motivated to reach their own goals, (Zahra et.al, 2009). Training in natural resources,

combined with business skills training might aid in developing new entrepreneurs who will play critical roles in the establishment of new businesses on the island (Backman, 1983). The only potential stumbling block in the creation of new entrepreneurs on Cascara, might be the resources needed to support the new ventures. Hisrich & Peters (1998) foreground the relationship between physical and financial resources in the context of entrepreneurship. Physical resources on Cascara are not within the means of most people who tend to have worked mostly in the public sector.

The NVQ and Quality Assurance Co-ordinator noted the she had received interest from various people who wanted to undertake studies in Conservation. This would seem like a natural progression for the work already underway in respect of the NVQ in Land-Based Operations. This learning category might aim to provide the people of Cascara with the opportunity to gain knowledge and develop skills in the Agriculture, Farming, Fishing and Conservation fields. Areas identified by the Director of the Cascara Development Bureau and the Chair of the Cascara Chamber of Commerce, include local training in fishing, arable farming (in areas such a fruit tree propagation and covered cultivation methods), pastoral farming (and the rearing of livestock) as well as farming in banana and coffee plantations. The Executive Education Officer suggested that these opportunities should, in the first instance, be offered to young school leavers and possibly incorporated into the formal schooling curriculum at Cascara Community High School. The Executive Human Resources Officer further noted that training in this area might be a viable means to productively engage the long-term unemployed. Further to this, all of these areas identified have the potential to grow entrepreneurship, and further down the line the newly established businesses might also encourage competitive industry clusters. Given the small geographic area of the island, businesses are situated near to one another. The close proximity of these new businesses would strengthen them and also encourage healthy competition which would benefit business owners as well as consumers (Harrison, 1994).

x. Local Trades Training

With the prospect of large scale construction opportunities becoming available on Cascara, the data highlighted trades training as an area to be included more fully in the curriculum. The aim of this curricular area is to provide Cascarians with the opportunity to gain knowledge and develop their skills through local apprenticeships and trades training. While the implementation of local apprenticeships has proven difficult, the offering of shorter trades-related courses has been successful. A successful example of this training was highlighted by the AVES Community Learning Co-ordinator in respect of scaffolding training that was recently conducted on island by two visiting trainers. She explained that this training was very practical in nature and that it was implemented at three levels: beginners to scaffolding; those who currently work with scaffolding; and site managers. On completion of the training, some of the younger beginners were offered the opportunity to work with some of the local contractors. Whilst this was positive in many ways, the Director of the Cascara Development Bureau and the Chair of the Cascara Chamber of Commerce both noted that the lack of a formal and structured training programme in the months that followed did not work to the benefit of the learners. These two participants argued that learners would have gained more from the training if a structured programme of follow-up support was provided both at a theoretical level as well as at a practical, work-based level. This view was shared by the AVES Co-ordinators who expressed the need for additional quality in the learning that is offered on island. The AID AVES Consultant, in his telephonic interview, also noted the need for more structure in initiatives such as this but argued that:

... at least the process has begun ... what we need to do now is offer more training that is industry specific – those that will grow and invigorate the local construction industry: carpentry, masonry, plumbing, electrical installations and decorating.

Since the closing of the Trade School on Cascara in the 1980s, there have not been many learning opportunities offered on the island in respect of trades-related skills. The Deputy Head of Cascara Community High School (CCHS) recalled an attempt in 2007 to run evening classes in automotive maintenance

and construction at CCHS for adults. These courses were initially well attended but attendance waned as the courses progressed. This decline in attendance was attributed to learners finding it too demanding to attend work all day and then attend classes in the evening.

The AVES Training Needs Analysis conducted in 2009 identified the following as priority areas for trades-related training: plumbing, welding, carpentry, construction and masonry, automotive, and electronics/training for electricians. While some of these areas are covered in the underpinning knowledge sessions associated with NVQ provision, the Executive Education Officer highlighted the need for focussing on improving trade-related skills on the island through short courses and practical training opportunities. These, he suggested, could be developed to take the form of 'local apprenticeships whereby key and functional skills also become part of the learning package'. During the focus group interview, the AVES Co-ordinators stated that learners who attend these trades courses should not necessarily have to be employed in a related field. This finds synergy with the pragmatist development model of curriculum in that these vocational courses would serve a very practical function given the changing economic landscape of the island. The proposed apprenticeships would certainly provide learners with the skills necessary to tackle present and future problems related to the workplace (Dewey, 1902; 1916; 1938). Such an approach supports the capitalist model, in that it presents a mechanism for providing learners with skills that are income generating. The AVES NVQ and Quality Assurance Co-ordinator explained that local apprenticeships would encompass academic and vocational skills. This approach supports aspects of the pragmatist model which does not make clear distinctions between general and vocational training. The data gathered in respect of training in the local trades accords well with the assertions of Welch & Welch (2010) when they argue for an increase in vocationally related learning opportunities to drive economic improvements. They maintain that economic success is ultimately determined by education and training.

The AVES Co-ordinators felt that learning opportunities in this category could be aimed at school leavers or young people between the ages of 16 to 25. The short local trades courses could be aimed at candidates of all ages.

xi. Work Experience and Youth Training Scheme

Work experience and youth training schemes were also identified as gaps in the provision of adult and vocational education. The Executive Education Officer (EEO) and the Chair of the Education Committee both explained the necessity of providing the youth of Cascara with the opportunity to engage in meaningful work experience opportunities or youth training schemes that would enable them to develop their knowledge and skills within their chosen field of work.

The EEO further noted the difficulties associated with the current co-ordination of the Work Experience and Youth Training Scheme. He explained how the co-ordination of these schemes had traditionally been overseen by the Department for Employment and Social Security as well as by the Human Resources Department. Over time the AVES has become involved in these programmes from a training perspective and in some instances it has been assumed that the AVES will confirm work-placements. It emerged during the data collection process that the co-ordination of these schemes has become murky and the Chair of the Education Committee, the EEO and the AID AVES Consultant all proposed that these schemes should be transferred to the AVES who should assume overall responsibility. The Executive Human Resources Officer (EHRO) expressed that she would 'have to think carefully, before relinquishing this shared responsibility from her department'. Both the EEO and EHRO cautioned that the transfer of this function would need to be approached sensitively as it would effectively mean the transfer of an employee from the Department for Employment and Social Security to the Education Department.

The EHRO also noted that opportunities for work and youth scheme placements should be offered across all areas in the public and private sectors. In addition to this, the AVES NVQ and Quality Assurance Co-ordinator stated that candidates on these schemes should be provided with the opportunity to enrol in classroom-based courses. This view was reinforced by the Deputy Head for Curriculum at Cascara Community School who stated 'we need to move towards accredited learning ... this will require theoretical and practical inputs in line with awarding body requirements'.

The AVES Co-ordinators recommended that the work and youth schemes should include life skill related areas such as Economic Sciences, Life Orientation, other Functional Skills courses as well as learning opportunities appropriate to work placement. The NVQ Co-ordinator noted that wherever possible, these work-related courses should be offered through an accredited distance learning organisation. The EHRO advised that regardless of which department the schemes were placed under, this learning route should continue to be aimed at school leavers between the ages of 16 and 18 years.

Programmes such as these centre on praxis, which involves informed committed action which is subject to continual evaluation and reflection. This constant evaluation and reflection will ensure that the opportunities on offer under this curricular area remain relevant and continue to meet the needs of the island.

xii. Learning Focussed on Personal Interests

The Chair of the Education Committee stated the need for a curricular area in which Cascarians could participate in opportunities to learn more about subjects of general and personal interest, i.e. any learning opportunity not covered in other areas of the AVES curriculum. This he called: 'learning for the sake of learning'. Such opportunities, he advocated might include Astronomy, Environmental Issues, Personal Finance, etc. Such an approach supports the praxis approach to curriculum in that it supports both the learning process and the "collective human well-being [that moves towards] the emancipation of the human spirit" (Smith, 2002: 2).

When I presented this proposition to the Executive Education Officer, he offered his support for the inclusion of opportunities outside of those geared towards the economy but cautioned against budgetary constraints. The AVES Co-ordinators also suggested that the curricular content should be guided by requests from the local community and that the budget implications of each request would need to be carefully considered.

The identification of curricular gaps by the research participants indicates that Cascarians are aware of many of the goals and economic opportunities that they

wish to achieve. The insightful contributions of many of the research cohort also signifies the readiness that many Cascarians have for change; as well as how they acknowledge that a skilled and qualified workforce can support sustainable development on the island.

Summary

Kenway (2008) contends that the main factor of production in today's economy is knowledge. For economic, social, cultural and personal development to take place there needs to be an investment in skills training and education. The curriculum on offer under the AVES clearly supports the mission of the Service, in that skills training opportunities aim to support the economic development of the island. Although not specifically mentioned in the Strategy, the AVES and its associated curriculum also make provision for personal, social and cultural development and preservation. It is therefore evident that the AVES Curriculum supports Slattery's (1998) view of a reconceptualised curriculum. Slattery (*ibid*) suggests that the reconceptualised curriculum is never completely clear in its aims regarding specific purposes relating to knowledge as its purposes and outcomes are ever-changing. The views shared by research participants on the positioning of the AVES Curriculum, show the curriculum's constant fluidity and the need for it to continue to evolve so as to meet the ever changing needs of the island.

3.3.2. The Effectiveness and Sustainability of the AVES Curriculum

The vision for the Adult and Vocational Education Service on Cascara is comprehensive in that it makes provision for training, skills development and education for all young people and adults. It is now important to ascertain the effectiveness and sustainability of some key areas of the curriculum on offer under so that long-term sustainable learning becomes a viable possibility for the AVES.

Grundy (2002) noted that systemic curricular change is always subject to the practical outside world, where stakeholders have the need to see measurable progress. In relation to the AVES in the Cascarian context, this is relevant

because the fledgling service may need more time to show measurable progress.

I have elected to present the effectiveness and sustainability of the AVES Curriculum under the following categories as they emerged through the data.

- Accredited Learning Provision
- Local Unaccredited Learning Opportunities
- The AVES AID Development AID Project
- Establishing e-learning and International links

3.3.2.1. Accredited Learning Provision

My data showed that the AVES offers accredited learning in numerous areas. Some of these opportunities are easily sustainable, while others present more complex problems. Much of this analysis in this section is dedicated to the provision of Vocationally Related Qualifications (VRQs), National Vocational Qualifications (NVQs) and other accredited courses as these are the most significant accredited learning opportunities under the AVES. The data foregrounded the aspirations of Cascarians to participate in accredited learning opportunities which would make them more marketable in the global workplace. These aspirations support Mezirow's (2000) contention that adults are the key drivers in transforming their lives. The data also highlighted that adults engaged in self-directed learning also want to receive credible recognition for their efforts. From a neo/post-colonial perspective, this asserts the will of Cascarians to independently define themselves and their achievements. This reinforces Mezirow's (*ibid*) and Mezirow's & Taylor's (2009) suggestion that the goal of transformative learning is to become socially responsible and empowered to make informed choices through dialogue and reflection.

VRQ Provision

This analysis explores AVES related learning that is made available to students in the 14 – 18 year old category whilst in attendance at the Cascara Community High School (CCHS). Students of formal school going age (14 – 16 year olds)

are mostly engaged in VRQs, while those between 16 and 18 years are engaged in NVQs. During the semi-structured interview, the Deputy Head for Curriculum highlighted the advantages of VRQs in motivating 14 – 16 year olds who were not well suited to a curriculum fully based on GCSEs. The AID AVES Consultant also noted the value in VRQS as ‘the underpinning for a system of apprenticeships for young people’ on Cascara.

VRQS were only introduced to CCHS in 2007. During the semi-structured interview with the Deputy Head for Curriculum at CCHS, I obtained a detailed account of the trajectory of VRQs at CCHS on Cascara since 2007. Table 12 shows these statistics and demonstrates the progress in VRQs, by sector, between 2007 and 2009.

Qualification and sector	Level	2007	2008	2009	Certificates gained to date	
					No.	% Success rate ²⁸
Food Studies VRQ	Entry L1	12	5	4	10	77%
	Entry L2		13	10	-	- ²⁹
Hospitality VRQ	Entry L3		9	11	8	89%
Automotive VRQ	L1	17	25	31	5	83%
Construction VRQ/IVQ ³⁰			43	25	3	43%
Total VRQs		29	95	81	26	

Table 12: Progress in VRQs – by sector for the period 2004 - 2009

Participation in VRQs increased substantially between 2007 and 2008 with the introduction of Food Studies Entry Levels 2 and 3 and Construction in 2008. The Deputy Head for Curriculum at CCHS indicated that what is of major importance now is that candidates complete their courses. VRQs place candidates in a strong position for taking up further vocational courses.

²⁸ Excludes from denominator those still actively registered.

²⁹ Learners who commenced in 2008 had not yet completed the course at the time that my fieldwork was undertaken.

³⁰ International Vocational Qualification.

Year	Construction	Automotive Vehicle Maintenance	Electrical	Catering	Total Registrations	Overall % completion rate
2000	7 (5)	0	0	7 (2)	14	50%
2001	7 (3)	0	6 (4)	8 (2)	21	43%
2002	9 (4)	7 (3)	0	4 (2)	20	45%
2003	7 (5)	4 (1)	0	4 (1)	15	47%
2004	4 (4)	7 (5)	0	6 (0)	17	53%
2005	10 (7)	6 (6)	0	8 (2)	24	63%
2006	1 (0)	7 (5)	0	6 (2)	14	50%
2007	4 (3)	4 (2)	-	6 (4)	14	64%
2008	7 (6*)	5 (4*)	-	2 (0*)	14	71%**

Table 13: Uptake of CCHS Year 12 Students on Vocational Courses 2000 - 2008

The Executive Education Officer provided me with the information presented in Table 13. This table summarises the uptake of vocational courses by Year 12 students at CCHS since 2000. Those listed before 2007 were offered as locally accredited courses, while those offered from 2007 onwards have been accredited VRQs and NVQs through City & Guilds.

Whilst the statistics contained in Table 13 differ slightly to those presented in Table 12, completion rates on vocational courses have increased since 2001 and they have continued to do so after the establishment of the AVES. The numbers in brackets show the actual number of students who completed the courses. The numbers for 2008 denote students who were still on the course during 2009.

The levels of the VRQs are generally low and fall mostly within the Entry Level of the Cascara Qualifications Framework (See Appendix 2). During the unstructured interview, the AID AVES Consultant suggested that the levels of most of the VRQ courses are well below the level expected of students in this age category in the metropole. He advised that it may be sensible for the AVES, in conjunction with the Deputy Head for Curriculum at CCHS, to reconsider the level at which these courses are pitched. This echoed the concerns of the Director of the Cascara Development Bureau about the competencies demonstrated by school leavers in the area of Construction. The Deputy Head for Curriculum felt that the level offered at present was appropriate and that students were coping well. The results show high rates of success, except in

Construction, which might imply that on the whole; students find the courses motivating and appropriate for them. It might also suggest that learners are not being sufficiently challenged, except in Construction where, the AVES NVQ and Quality Assurance Co-ordinator, proposed ‘the course work might be a little too difficult’. The Deputy Head further expressed her concerns about the ‘theoretical approach’ of the VRQs.

Cornbleth (2000) cautions against such transmission approaches to curriculum where there is too much theoretical input and insufficient practical application. Cornbleth (*ibid*: 114) argues that “theoretical transmission” results in a product which is disseminated for implantation by those who “work on the ground”. Whilst there is value in this argument, the counter-argument is that these secondary school learners need to gain theoretical underpinnings before they can apply new knowledge practically. For example the VRQ course in automotive vehicle maintenance requires learners to understand the underlying theoretical principles first, so that they are in a better position to put the knowledge into practice. This is what Grundy (1987) describes as the actions becoming the ends and the processes becoming the product.

During 2009, the 16-year old cohort on Cascara constituted 60 people. This number is set to decline over the coming years, with the Executive Education Officer suggesting that the cohort will be reduced by half – to 30 in the next five years due to out-migration. The AVES AID Adviser pointed out that this has serious implications for the provision of learning to young people on the island. The knock-on effect of this is the deficit that this will create in the labour force and the subsequent impact that this will have on the economy. Without an adequate skilled workforce, there is not much hope for economic development on Cascara. Moffett (2003) highlights numerous factors that can hinder capacity building towards economic growth, namely building projects, staff turnovers, changes to administration and budget cuts. The literature does not acknowledge that in contexts such as Cascara, the most significant factor is that of a declining population and therefore the lack of human resource to aid economic growth.

The AVES NVQ & Quality Assurance Co-ordinator explained that since 2007, CCHS students enrolled on vocational courses have been able to register to

complete an NVQ at Level 1 in their respective fields of study – this being dependent on a work-placement being secured. Although, under normal circumstances, NVQs are aimed at candidates in employment who receive support from their employer and a work-based mentor assessor, the Deputy Head for Curriculum at CCHS explained that City & Guilds have been flexible enough to allow the arrangement whereby students attend work placements between 2 and 4 times a week. NVQs are therefore being used on Cascara to offer vocational learning opportunities to fulltime students at the CCHS. The registration of 14 such students in 2008 accords with the statistics that 14 of the 61 students registered for NVQS in 2008/09 are classified as under 25 years of age³¹. The creative solution agreed upon between Cascara Community High School, the AVES and the awarding body based in the metropole illustrates the need for organisations to develop their employees (and in this case future employees) as this, in turn, will impact positively on their development. This is a view supported by Bassi *et al.* (1997) who suggest that in order to remain competitive businesses must see professional development in the form of education training and upskilling as an investment.

The NVQ and Quality Assurance Co-ordinator explained that VRQs are more sustainable in the context of Cascara, as they are not subject to the rigorous external verification requirements, nor do they require frequent verification visits. VRQs lay down quality management requirements and these stipulate that certain policies and procedures are in place and that quality assessment can also be done remotely. Candidates complete portfolios and online assessments. The usual progression is that candidates will complete a VRQ and then enrol to complete a NVQ once they enter the world of work. The Deputy Head of Curriculum at CCHS also explained that although VRQs were working well within the school, there was no infrastructure in place or sufficient resources available to offer VRQ graduates an NVQ placement within any given workplace.

The AVES VRQ statistics indicate that the AVES has impacted positively on the provision of vocational learning to young people within the formal schooling sector. It statistics show that the AVES has had some influence on post-16

³¹ Cascara Social Policy Plan 2009/10 to 2014/15: Situational Analysis Table 2:14.

participation, as well as on completion rates of learners. The AVES Co-ordinators, the EEO, the NVQ Assessors (who work as teachers at CCHS) and the Deputy Head for Curriculum at CCHS all indicated that they are hopeful that more vocational provision (particularly VRQS in other disciplines) will become available to the 14 to 16 year old students at the school. The Deputy Head for Curriculum further noted that the most concerning feature of all is that from the age of 16, and sometimes before, a significant proportion of the young people aim to leave the island to work and study abroad. The Director of the Cascara Development Bureau suggested that this is largely due to the lack of learning and work opportunities available on the island. To circumvent this, the AID AVES Consultant stated that:

The AVES needs to continue to work closely with [Cascara] Community High School to make sure that appropriate learning opportunities are available to young [Cascarians] within the 14 to 18 year age category. VRQs in particular are the area of the curriculum in which provision needs to be broadened. ... These Vocationally Related Qualifications provide a good balance of practical [experience] and desk-based chalk and talk. ... They provide a good foundation to students wanting to do a NVQ and they have international currency.

The Executive Education Officer echoed these sentiments, stating that 'the [Education] Department needs to make meaningful learning available from the cradle to the grave'. This confirms the Education Department's senior management commitment to the notion of lifelong learning and to the overall investment of the development of the island and its people. Maoz & Maov (1999) argue that human capital investment in the context of education and learning, requires a shift away from the notion of training, education and health benefits towards the ideal of improved jobs. This is precisely what the AVES is aiming to achieve in providing young people with skills that will provide work-based opportunities. The contention of Maoz & Maov (*ibid*) was somewhat supported by my data, but what the analysis showed was that Cascarians see the skills and training programmes available through the AVES as a vehicle through which they can gain improved jobs.

NVQ Provision

The Executive Human Resources Officer and the Director of the Cascara Development Bureau (CDB), as the key representatives of the public and private sectors, respectively, both identified NVQs as an appropriate means to skills development on Cascara Island. The Director of the CDB also stated that work-related skills development is incredibly important to the island. This view supports the need for apprenticeship type, work-based learning programmes. The NVQ and Quality Assurance Co-ordinator indicated that taught courses are only feasible in certain fields, and should be reserved for areas such as: introductory workshops; generic training; principles of IT, basic skills and management. The NVQ and Quality Assurance Co-ordinator further explained that more specialist vocational knowledge should be transmitted on an individual basis where necessary.

The Chair of the Cascara Chamber of Commerce indicated that it was advantageous to draw on the experience and expertise of local 'experts', given the uniqueness of the Cascarian context, but he also reiterated the need for internationally accredited recognition of skills learnt. The AVES Co-ordinators affirmed that NVQs afford a good framework for such an approach provided that there are assessors at the core of the process to drive it forward. It emerged in the focus group interview with the Tutors, Assessors and Verifiers cohort of my sample, that assessors stressed the need to see themselves as mentors and trainers for the process to be worthwhile and sustainable. The general view was that well trained and assessed candidates could themselves become assessors, and then verifiers could provide the structure with more rigidity over time. The External Verifier for National Tests Proficiency Council explained that he saw the role of the assessor as not simply to assess and score competencies, but rather to 'complement an island-wide approach of improving and sharing technical, work-based skills'. This view emphasises the importance of investment in human capital and shows the need to recognise people as a predominant resource for economic potential and capacity building (Maoz & Maov, 1999). Learners taking part in NVQ opportunities also draw attention to the need for people to invest in themselves as they aim to become better at what they do – this is itself an

investment in human capital (Mansfield *et al.*, 2004). One of the AVES NVQ Assessors suggested that the curricular approach of NVQs is:

... a healthy mixture of process and product in which learners have to demonstrate that they can complete occupational processes and procedures. In doing this, they need to show that they can practically perform the assessment standards that form part of the qualification while they are in their place of work.

The NVQ and Quality Assurance Co-ordinator cited the main advantage of NVQs as 'promoting a training culture in the workplace'. This, she further noted, should ultimately extend to all managers, who should see themselves as having a responsibility towards coaching an employee who falls under their direct or indirect line supervision. The External Verifier from Construction Skills (CSkills) explained that in mainland contexts, it is relatively straight forward to set up NVQ quality management systems within any given workplace. The unique geographical positioning of Cascara makes this process a little more complex and the provision of NVQs on Cascara remains fragile. The fragility of the provision of NVQs, as detailed by the Executive Education Officer, arises out of difficulties associated with staffing and the costs associated with the delivery of these awards. Until the time of my data collection, the AVES still did not have a locally appointed NVQ and Quality Assurance Co-ordinator. This post is held by an expatriate employee who is contracted through the AID at a salary four times more than that which a local counterpart might expect. The expatriate appointee explained that a local counterpart will be appointed 'fairly soon' and that a programme of in-service training will be provided to this counterpart.

The Executive Education Officer pointed out that the NVQ and Quality Assurance Co-ordinator, along with the core staff employed at the AVES can continue to lead and develop the NVQ system but the effectiveness and stability of the system depends on a network of front-line staff who actually implement and facilitate the NVQ assessment process. These include the assessors and internal verifiers in each workplace, under each of the different sectors in which NVQs are currently offered under the AVES. Due to outward migration and the declining local population, there is no sector on the island that has an excess of

qualified staff and the Cascarian Government's vacant posts fluctuate between 6% and 11% on an ongoing basis³².

The Executive Human Resources Officer indicated that due to vacant positions across government departments, government employees tend to be in positions where their responsibilities extended beyond the duties detailed in their job profiles. Three of the research participants in the Assessor, Verifier and Tutor cohort indicated that they had little time to dedicate to NVQ-related activities. The NVQ and Quality Assurance Co-ordinator explained that the sectors in which NVQ provision tends to be more successful are those that are larger in size and in which there is more human resource to drive the process forward. Bowman *et al.* (2001: 262) propose that stakeholders are among the most important factors when determining the sustainable success of any intervention. It is also important that the methodological approach to instruction is relevant to the learner target group. If there is a mismatch in this regard, the intervention is certain to fail (*ibid*). Whilst Brockett & Hiemstra (1998) and Merriam & Brockett (2007) describe transformational learning as a process that involves the responsibility of the learner to plan, implement, and evaluate their own learning; it is also important that a good learning strategy scaffolds the design, use, and evaluation of learning contracts to manage and organise instruction (Kasworm, 1983). The NVQ and Quality Assurance Co-ordinator also drew attention to the difficulties associated with the lack of progress in the Construction NVQ; but also noted that larger departments where NVQs have been successful include the Education Department, the Public Health and Social Services Department and the Agriculture and Natural Resources Department. Table 14 summarises the information received from the AVES database and shows the progress made in NVQs, by sector, between 2004 and 2009.

³² 2009/10 Statistics received from the Financial Planning Manager by email on 04.03.2010.

Qualification and Sector	Level	2004	2005	2006	2007	2008	2009	Certificates gained to date	
								No .	% Success rate ³³
Health & Social Care	2	7	11	21	13	9	7	43	78%
	3	2	1		6	3	7	1	11%
Agriculture	1					3		-	- ³⁴
	2			4		2	6	4	100%
Business Admin. and Customer Care	2				14	14	5	20	87%
	3				3	7	9	8	89%
Hospitality*	1					7	8	-	-
Automotive Maintenance*	2					8	4	-	-
Construction*	1					4	4	-	-
	2					7		-	-
Total NVQs		9	12	25	36	61	50	76	

Table 14: Progress in NVQs by sector for the period 2004 – 2009

Table 14 demonstrates that NVQ provision has increased substantially since 2004, particularly since the establishment of the AVES. The Executive Education Officer and the Executive Development Officer both commended the introduction of the AVES AID Development Aid Project as contributing significantly to the increased NVQ provision on the island. The NVQ & Quality Assurance Co-ordinator stated that although NVQs are expensive to implement, particularly given the isolation of Cascara, the additional resources contributed by the AID have made increased provision possible. The biggest expense in respect of NVQs relates to the cost of human resource and the problem on Cascara is that of the very limited pool from which to recruit this resource. This is due to the small population of the island. Many Cascarians moonlight and work across industries, therefore needing to demonstrate the ability to multi-task in different disciplines. This is something that Sultana (1997) also concluded in his study of Malta. Both Malta and Cascara are neo-colonial island states – the main differences being that Malta has a larger population and it has completely severed ties with its coloniser.

The Chair of the Education Committee noted that many of the targeted NVQs were intended to aid activities associated with airport access and the construction of an airport. The AID AVES Consultant explained that as a result of

³³ Excludes from denominator those still actively registered.

³⁴ Dashes: Candidates in these areas only enrolled late in 2008 and at the time of my research they had not yet been certificated.

this, the AVES had experienced drop outs in NVQ areas associated with areas like Construction and Hospitality and Catering. It is worthwhile noting that NVQs support Wiles & Boni's (1993) view of Vocational Education and Training in that they aim to produce self-employable and employable individuals who can make a contribution to the economy. The research participants who represented the private sector – namely, the Director of the Cascara Development Bureau and the Chair of the Cascara Chamber of Commerce – both implied that there was a need to motivate the private sector to want to improve work-based skills whether or not the island receives an airport in the foreseeable future. The concern with poor uptake in these areas is that a sustainable model cannot be achieved if there are insufficient candidates to train as assessors and verifiers.

The External Verifier from City and Guilds highlighted that the small scale activity in any given NVQ within any given sector on Cascara means that the infrastructure is fragile and this raises concerns with the awarding body. City and Guilds, the awarding body through which most of the island's NVQs are offered, has been accommodating and flexible, in so much that some rules which would apply in the metropole have been relaxed. This flexibility, the External Verifier explained, has limits as the awards need to adhere to the stringent quality control measures set out by the awarding bodies. She explained:

I have had to place sanctions on the [the AVES NVQ] centre. These sanctions apply to certain functions, the most significant being that the centre cannot certificate any candidate without my approval and endorsement of the candidate portfolios. ... Another function that the centre will not be able to do is register anymore candidates in the area of food and hospitality until the current assessor has gained her V1 [verifier qualification].

The External Verifier further explained that the current sanctions require that she visit the island twice a year to ensure that sufficient quality assurance processes and procedures are in place; and that most importantly a strong and viable succession plan is put in place for the future sustainable provision. The sentiments of the External Verifier support the argument of Massell (2000: 1) who describes capacity building as the “need to translate high standards and incentives into effective construction”. Without strong local capacity to maintain and continually improve provision, sustainable delivery will not be achievable.

Foley (2001) also warns that when there is a lack of capacity for a planned change the intervention has less chance of succeeding.

The overarching theme in relation to the sustainability of accredited awards such as NVQs was that of access to the island. The AID Education Adviser explained that it is both expensive and time consuming for representatives of the awarding bodies to visit the island and the budgetary implications of this mean that growth in the provision of NVQs will continue to be restricted. This has economic implications and impacts on curriculum sustainability because the AVES has a limited budget. Such challenges are caused by what Cross & Nutley (1999: 317) term the “marine barrier” and imply that the physical separation of islands such as Cascara from the mainland have budgetary implications. In addition to this, the sustainability of NVQs is highly dependent on qualified verifiers and assessors who undertake this role alongside full time employment. The AVES NVQ and Quality Assurance Co-ordinator affirmed that in mainland contexts, assessors and verifiers would be appointed to carry out these particular roles in a full time capacity. All three of the external verifiers from the awarding bodies that formed part of the research sample identified the need for peripatetic assessor and verifier support to maintain the long term sustainability of the NVQ awards. Experienced local assessors and verifiers will support the sustainability of NVQs in that they will reduce the frequency of external verification visits.

Other Accredited Courses

The AVES also offers many other accredited courses. Accredited courses are courses that are validated or issued by an awarding body in another country. The Chair of the Education Committee suggested that the provision of other accredited courses remains fragile because they are dependent on the skills and expertise of, in some instances, just one local person. These courses also incur recurrent costs in the form of annual licenses, registrations, examinations and certifications. Such courses are also often dependent on trainers visiting the island at substantial expense. The Executive Human Resources Officer indicated that the AVES should only offer specific learning opportunities periodically. Some of the learning opportunities that she used to illustrate this point included areas in which overseas trainers have been brought to the island for short inputs. Such

areas include: training in scaffolding erection, training in shot-firing, training in web design and a generic train-the-trainer course.

The Executive Education Officer explained that expatriate staff had been appointed to aid with building local capacity and to expand the offerings of the AVES Curriculum. This commitment to building additional capacity in areas that might provide Cascarians the means to develop themselves economically, demonstrates a shift of the government away from “Eurocentric marginalisation” (Spivak, 2008: 58). This is encouraging as it shows a shift away from colonial attitudes towards economic emancipation. What needs to be cautioned against is the trend in ‘neo-colonisation’ wherein the power shifts from the centre to the margin, with the margin merely reproducing the colonial model and its related systems (*ibid*). Cascarian business is currently predominantly run by four families – and there is the potential for these major players to become the new ‘colonisers’, thus hampering the decolonisation process.

Accredited Course	Number of participants
GCSE English Literature	11
GCSE English Language	11
GCSE Maths	7
Emergency First Response	106
Basic Skills - Literacy	27
Basic Skills – Numeracy	18
European Computer Driving Licence (ECDL)	12
Scaffolding	33
Safe Removal of Asbestos	30
Shot Firing	33
Total Accredited Courses	288

Table 15: Attendance of AVES Learners in Accredited Courses for the period 2008/09

Table 15 summarises the accredited courses offered through the AVES during the 2008/09 financial year. The statistics, obtained from the AVES Community Learning Co-ordinator, also indicate participant numbers for each of the courses on offer.

When the 61 NVQ registrations for 2008 are considered alongside the total accredited courses for 2008, the AVES can claim to have attracted at least 350

post-16 year olds to take courses of a vocational nature. This represents an equivalent of 15% of the working population which the Statistic Department reported was 2224 in 2008. Overall, the statistics show that the AVES has made good progress in respect of the delivery of accredited learning courses.

3.3.2.2. Local Unaccredited Learning Opportunities

Local unaccredited courses are courses arranged on island by the AVES and presented by AVES tutors or local training providers. These courses are more sustainable given that they are less expensive to run, but they are not awarded with accreditation or validity away from the shores of the island. It is also not always easy to source suitably qualified and experienced trainers.

Given the small population of the island, the total number of learners undertaking unaccredited courses is impressive. Table 16 shows the unaccredited courses that the AVES offered during 2008/09.

Unaccredited Course	Number of participants
Miscellaneous Management	282
Miscellaneous Personal Skills, Job Seeking, etc.	125
Peer Educators and Lay Counselling	72
Miscellaneous Information Technology	102
Human Rights Counselling	19
Lace and Embroidery	19
Total Unaccredited Courses	619

Table 16: Attendance of AVES Learners in Unaccredited Courses 2008/09

The number of learners who attended unaccredited courses would appear high at 619. However, closer analysis of the statistics showed that in some instances one participant may have attended up to 3 or 4 learning opportunities and has been counted for each attendance. This is particularly the case in the Miscellaneous Management courses that the AVES offered. The 619 participants who attended unaccredited courses represent over a quarter of the working population. Even in a larger society these would, none-the-less, be regarded as high levels of penetration.

One area of major concern emerging from the data related to the quality of the unaccredited courses. Certification for these courses is usually based on attendance rather than on assessment criteria or demonstrated competencies. This practice of certificating against attendance is not favourably seen by employers across the public and private sectors on the island. The AVES Community Learning Co-ordinator described how the AVES has seen a decline in registrations on certain local courses over time. More than 50% of the responses received from the AVES Clients stated that accredited learning opportunities were favoured over locally offered and certificated courses. The suggestion of the AID Education Consultant that the AVES ‘hands out certificates for breathing’ does not bode well for the credibility of the Service or for the sustainability of the curriculum on offer by the AVES. As was indicated by the Chair of the Education Committee, there is a delicate balance that needs to be reached in the provision of accredited and unaccredited learning. On the one hand, the island has a responsibility to provide learning opportunities that are portable and transferable as these will provide Cascarians with employment and development opportunities beyond the boundaries of the isolated island. On the other hand, the island needs to aim to keep skilled workers on the island. It would seem that, as stated by the Chair of the Cascara Chamber of Commerce, the only solution to this problem is that of paying Cascarians a higher wage so that they do not need to seek better remunerated employment beyond the shores of Cascara.

The majority of courses on offer under the AVES are local and unaccredited. A significant proportion of these courses are in management related fields that include: People Management, Retail Management, Change Management, Writing Business Plans, Marketing and Conflict Management. The courses on offer have attracted a significant number of employees from the public sector. In the AVES Co-ordinator Focus group interview, it was put forward that the higher proportion of attendance by the public sector in unaccredited AVES training is largely due to the fact that line managers and departmental heads encourage attendance at the courses which are free to government departments.

At least 60% of the client questionnaire respondents indicated that they felt that the courses on offer were meeting their needs but stakeholders have mixed

views about the value of some of the courses. The general criticism is that the courses on offer are not deep enough in scope and therefore it is often difficult to observe, quantify or assess skills learnt once candidates are back in the workplace. In the focus group interview held with the AVES Co-ordinators, it was suggested that the Service needs to start exploring options for developing the units in unaccredited courses. Such units would clearly state aims and assessment standards at the outset; they would also contribute to a larger a qualification, thus giving the learning programme more local credibility.

The AID AVES Consultant argued that locally accredited courses can have benefit as long as they are subject to quality control, and he advised that this is an area that the AVES needed to 'act on'. It emerged, through the data, that no quality control mechanisms are currently in place but during my interview with the Executive Education Officer and during the AVES Co-ordinator's focus group meeting, it transpired that exploratory work has begun in the area of quality assurance associated with locally offered courses. Initial indications are that courses will be assessed and graded against predetermined criteria and then positioned on the Cascarian National Qualifications Framework (NQF). When I proposed this idea to the awarding body cohort of my research sample, two of the three participants expressed that local trainers also need to be subject to quality assurance measures in relation to the areas and topics in which they provided training under the AVES.

What is of overall importance, and noted by both the Director of Cascara Development Bureau and the Executive Human Resources Officer, is that the AVES – as a centre for post-secondary and further education on Cascara – is contributing to local economic growth. In the context of economic theory, the AVES as an organisation providing opportunities in further and higher education, has contributed to the economy of the island in that it has prepared students entering the workforce; improved literacy rates; and offered courses in specific business (Falcone, 1994). These contributions are particularly important, given the history of the island where very limited learning opportunities were made available to school leavers and citizens working across the public and private sectors. However, the AVES falls short of full support for economic growth in that it does not, as was raised as a major concern by the EHRO and Deputy Head for

Curriculum at CCHS, presently offer advice, information and guidance on any level, nor does it provide pre-screening services for employment. The EEO indicated that this service would be best placed with the department dealing with work placements and youth trainee schemes.

3.3.2.3. The AVES AID Development Aid Project

The difficulties associated with both accredited and non-accredited or locally accredited learning courses also impact on the implementation of the AVES AID Development Aid Project. The Executive Development Officer (EDO), the Executive Education Officer (EEO) and the three AVES Co-ordinators all indicated that the specific outputs associated with the aid project have not been achievable and therefore impact directly on sustainable learning. The EEO, who was not in post at the time that the project was finalised, stated that the ‘project should never have been approved’, citing ‘lack of thought for sustainability’ as the main problem. The EDO, who is the head of the department that would have approved the project, expressed that the when it was conceived, the project components were thought to be sustainable but that ‘unexpected local developments’ had impacted on the sustainable delivery of the project components. When I probed the NVQ and Quality Assurance Co-ordinator on the components of the AVES AID Development Aid Project, she said that:

... the apprenticeships [component 1], the construction card scheme [component 2] and the NVQ in business and admin [component 4] have not been clearly thought through. ... We are struggling to stabilise the current NVQs on offer, let alone broaden these into full apprenticeships. ... There is just no chance that we can implement full apprenticeships at this stage.

I now present my findings in respect of the components of the AVES AID Development Aid project, with a particular focus on the sustainability of each of them. The four project components are: Apprenticeships; Construction Skills; Instructional Techniques; and a NVQ in Business and Administration at Level 4.

Component 1: The introduction of accredited training programmes equivalent to Apprenticeship Awards through City & Guilds (C & G)

It is clear that the training programmes under this component aim to support infrastructure development during and post the airport construction. The apprenticeships offered are in the following areas: Motor Vehicle Maintenance, Construction & Masonry, Catering & Hospitality and Travel & Tourism.

The AID AVES Consultant described how in the metropole, there are four elements to a full apprenticeship. These comprise a technical certificate/ Vocationally Related Qualification; a National Vocational Qualification; work experience or employment in the related sector; and generic key or functional skills. While the AID AVES Consultant argued that the implementation of these apprenticeships was achievable on Cascara, the Executive Education Officer (EEO) and the three AVES Co-ordinators all affirmed that the scope to offer these four elements concurrently has not yet been developed for any sector on Cascara as yet. The AVES NVQ and Quality Assurance co-ordinator also mentioned that 'no single formal apprentice has as yet been engaged on the island as yet'. The EEO explained that there are various sustainability issues associated with these proposed apprenticeships: Firstly, Cascara Community High School (CCHS) can, in principle, deliver the taught parts of the apprenticeship for the planned sectors, but it lacks available staffing expertise in Travel and Tourism and, as noted by the Deputy Head of CCHS, the school has not yet introduced the required key skills courses. The AVES NVQ and Quality Assurance Co-ordinator explained that NVQs, which are central to any apprenticeship, are still under development and the biggest challenge is finding work placements for candidates. The Deputy Head for Curriculum at CCHS also noted that the Cascara Government does have a system in place for the admission of youth trainees into the service but that her experience was that departments are often reluctant to take on these trainees. Conflicting views emerged from my data in this regard when the Executive Human Resources Officer and the Chair of the Education Committee stated that the youth trainee placements were readily available within the government departments and that interest in taking up these placements was low. The Deputy Head for Curriculum at CCHS stated that she has on numerous occasions requested for youth work-

placements through the Human Resources Department and that she is repeatedly told that there are no current vacancies. The AVES Co-ordinators echoed the sentiments of the Deputy Head during my focus group interview with them. In economic terms, this demonstrates the necessity of the AVES to develop learning partnerships with the local business through initiatives such as contract training and small business development. These initiatives will contribute to the development and success of the local economy (Welch & Welch, 2010; Daugherty & Bakia, 1999).

The AVES NVQ and Quality Assurance Co-ordinator noted that the private sector on Cascara is relatively small and are often not willing to take on trainees and the responsibility that comes with them. The Chairperson of the Chamber of Commerce and the Director of the Cascara Development Bureau both suggested that the private sector could be subsidised to fill this gap in the key target sectors of motor vehicle maintenance and construction. The Executive Education Officer (EEO) suggested that the AVES budget was 'already stretched' and would therefore not be able to take on any new activities, unless the youth trainee management was 'handed over to Education'. My analysis of the AVES budget, however suggests that it could justifiably be manipulated to accommodate the subsidy of a limited programme of youth employment on Cascara, but as noted by the NVQ and Quality Assurance Co-ordinator, the lack of mentors and NVQ assessors and verifiers in the relevant private sector workplaces would still remain a barrier. Whilst theorists such as Seaman (1989) and Ross-Gordon (2002) argue that the primary role of a good tutor is to actively encourage learners to participate in the learning process, learning areas such as automotive vehicle maintenance and construction require tutors who are skilled artisans themselves.

Component 2: The establishment of the Construction Skills Certification Scheme (CSCS) or an international equivalent and the introduction of a NVQ in Construction

This component concerns itself with two foci:

- establishing the Construction Skills Certification Scheme (CSCS) on the island; and
- the introduction of a National Vocational Qualification (NVQ) in Construction.

All of the management stakeholders in my research sample noted that a substantial amount of time and money have been invested into the area of construction and its related NVQ developments. In respect of the NVQ in construction, the NVQ and Quality Assurance Co-ordinator explained that five prospective construction assessors were sent to the metropole to undergo five weeks of intensive assessor training late in 2008, but that these candidates have made limited progress since their return even though they have received 'more than adequate support'. She further explained that they had not yet started assessing candidates or developing the required portfolios of evidence. The Executive Education Officer also made reference to his frustration in his efforts to encourage these candidates to make progress. Unfortunately, none of these candidates were part of my research sample, so I was unable to probe issues from their personal perspectives. However, the insights received from other candidates clarify that while people invest in themselves and aim to become better at what they do (Mansfield *et al.*, 2004); this is not always possible if there are limited resources and an inadequate support system.

This component of the project also aimed to make construction safety cards available to workers in the sector. These cards, issued at various levels, are recognised in the metropole and are a legal requirement for people working on construction sites. The NVQ and Quality Assurance Co-ordinator explained that to date, the awarding body has only been willing to offer an Overseas Territory card for an on-line Health and Safety Test. Such a card would have no formal validity outside of Cascara. The NVQ Assessors and Verifiers explained that both they and their NVQ candidates in the construction sector see the offer of an 'overseas territories card' as inferior because the cards would not hold any validity beyond the shores of the island. This view was not completely supported by three of the research participants from the Private Sector Representatives and Governmental Departmental Heads cohort who suggested that although the proposed card scheme may not be internationally accredited, the system would

still aid improved and standardised Health and Safety practice on the island. At the time that my research was conducted assessors who attended the training in the metropole had all stated in writing that they did not wish to continue with the implementation of the construction award and its associated card scheme as they questioned the validity of the certification. This highlights the aspiration of Cascarians to gain accredited learning skills that hold validity and currency abroad. The NVQ and Quality Assurance Co-ordinator suggested that the 'CSCS card debacle is directly responsible for the collapse of the NVQ in Construction'. This does not bode well for the sustainability of this component of the AVES AID Development Aid Project.

Component 3: The development of a bank of part-time, trained work skills and craft skills instructors through the delivery of a series of instructional technique programmes

This component concerned itself with developing a number of suitably trained instructors or tutors in a variety of disciplines. Essentially, the focus in this area has been on training NVQ Assessors and Verifiers as well as tutors who can deliver other areas of the AVES Curriculum. The AVES has applied a range of approaches to meeting this core requirement. AVES Statistics show that eight candidates have achieved the Internal Verifier, Level 4 award since 2006. Twenty-four of the forty-three candidates registered for the Level 3 assessor award have gained their certificates. Seven of these candidates are still actively registered and working towards the completion of their awards.

The AVES Community Learning Co-ordinator also highlighted that learning opportunities have been offered in short-term face-to-face train-the-trainer interventions. To date, opportunities have been delivered in: web design, food hygiene, scaffolding, shot-firing, tourism/customer care and generic train-the-trainer.

The AVES Co-ordinators and the Chair of the Cascara Chamber of Commerce commented that these 'imported' training opportunities are usually planned collaboratively between the AVES and the Cascara Development Bureau and it

is actively sought to find a balance between meeting the training requirements of both the public and private sectors.

Client questionnaires for the most part, were positive in relation to additional learning on offer under the AVES, with one learner indicating: 'when overseas trainers visit the island we learn a lot in a short space of time'. One other AVES Client indicated that she would be happier if the short-term interventions resulted in accreditation. The AVES Community Learning Co-ordinator explained that to date, all but one of the courses offered in this area have been accredited. Probing this matter with the Executive Education Officer, it seems that the Cascara Government is aiming for a 'gentle balance' whereby the workforce are being 'skilled and reskilled' to aid the island's economy but not always being provided with the opportunity to formally (by way of an accredited certificate) take their skills abroad. He was clear in asserting that this was not a view that he supported.

As long as funding mechanisms remain in place, this component of the project is sustainable. These training opportunities are very useful to the marketplace on Cascara and one local tutor described them as 'a convenient quick fix to some of the island's immediate skills gaps and shortages'. While 'quick fixes' might provide temporary solutions, the majority of my research participants noted the need for sustainable, quality provision in the courses offered. The same local tutor noted that quality learning was dependent on a tutor who had a good understanding of the learning content, the Cascarian context and who was able to facilitate the learning processes in a 'confident and meaningful way'. In striving to secure strong, sustainable capacity, Venetoulis (2001) warns that the quality of the input will determine the output ability of those trained or capacitated. My data supported these contentions, further noting that high quality training inputs were dependent on trainers who knew their subject content and who were able to communicate this in a manner relevant to the target audience.

Component 4: The introduction of a NVQ in Business and Administration at Level 4

The AID AVES Consultant and the AVES Co-ordinators described how this component of the project, which is concerned with a National Vocational Qualification (NVQ) in Business and Administration, had been put on hold until 2011/12. This had been done as there were concerns pertaining to the assessment and verification of NVQs at this level. The Trainers and Educators cohort of my sample indicated that there are very few people on the island who combine the necessary level of professional expertise and familiarity with NVQ processes and requirements to assess and verify at the advanced stage of Level 4. Until the NVQ system under the AVES is less fragile and the Service has more qualified assessors and verifiers in place, there is little chance of this component of the project being introduced – let alone sustained.

3.3.2.4. Establishing e-learning and International Learning Links

Given the geographic isolation and insularity of the island, e-learning and distance learning would appear to be logical solutions for Cascara. In aiming to achieve an integrated approach to lifelong learning, the AVES will need to work towards the establishment of what one of the Awarding Body research participants in my research sample called a ‘virtual college or community’. This virtual college will be the platform by which knowledge and skills will be passed from those who have them to those who do not. The External Verifier further explained:

The college will need to be ready to take the lead and to train and mentor the entire community. There needs to be a collective effort where everybody shares all of their skills. All who have skills to offer, or who know where to access the skills will need to see themselves as part of this college. This is not something that we will achieve overnight, it is something that will need to be co-ordinated, promoted and managed.

The AVES AID Consultant highlighted the need for the expansion of e-learning as being central to this ‘college’. The need to access skilled trainers in an

environment where human resources are in short supply heightens the need for further support from international training organisations.

The AVES Co-ordinators and the Executive Education Officer noted that in its efforts to meet the majority of the island's training needs, the AVES has and will need to continue to strengthen its links with overseas learning institutions. While conducting my research, the AVES IT Co-ordinator informed me that to date, two vocational students have been sent abroad to undertake three year qualifications; and two other students attended a three month course in cabinet making in the metropole. Formal links have been established between the AVES and the college at which the students undertook their studies. In addition to this, the AVES has contracted short-term training consultants to visit the island for short, sometimes technical, training interventions. The AVES Co-ordinators, although generally impressed with the level of training provided by visiting trainers, expressed that they had some concerns in relation to these training interventions. The first of these was that the trainers were not always fully conversant with the Cascarian context and as such, training content and method were not always entirely relevant. Concurring with these concerns, the Executive Education Officer (EEO) suggested that this concern raises the need for a 'deep-rooted and robust link' to be established with only one institution in the metropole. This might be a Further Education College in the metropole that offers the full scope of learning areas that are required and relevant to the Cascarian context, but what is important is that a central co-ordinator at the college oversees all of the training that is destined for Cascara. The EEO, further expressed that this co-ordinator would need to have a solid understanding of the Cascarian context, and if a working partnership between the college and Cascara were to be formalised, it might be prudent to engage the co-ordinator in a familiarisation trip to the island.

Such a partnership, as that described, also lends itself to the possibility of increased e-learning opportunities for Cascarians wishing to access internationally accredited learning opportunities locally. A formal agreement does not need to be in place with an overseas learning institution for the AVES to offer additional e-learning opportunities, but strengthened ties with a college might

save time in expediting processes that are associated with registrations and approvals.

With the shortage of resources on island (particularly human and physical), e-learning would seem a practical solution to the accessing of skills training on the island. The provision of increased e-learning has financial resource implications and the AVES currently spends 9% of its annual recurrent budget on email and Internet access. The speed of the Internet connection is fairly good and the AVES, along with CCHS, have got the best Internet speeds currently available on the island. The reality, as noted in an interview with the AVES IT Co-ordinator, is that the facilities are under-utilised and more research needs to go into the possible mechanisms by which distance learning or video-conference learning could be offered at the AVES. The Deputy Head for Curriculum at CCHS explained that the first video conferencing classes had been launched at the school in Sociology early in 2009 and although the current bandwidth might not fully complement the learning, good progress was being made. The Community Learning Co-ordinator explained that the AVES, in collaboration with some of the other government departments, has established links with a distance learning provider in the metropole.

The Director of the Cascara Development Bureau, suggested now might be the time to explore alternative learning opportunities with distance institutions that have proven credibility. The AID AVES Consultant pointed out that the Massachusetts Institute of Technology (MIT), in the United States and the Open University (OU) in the United Kingdom are professional universities that make their 'world-class' material available online as a free open source. Costs only become payable when candidates wish to enrol and take their qualifications. The consultant further suggested that the AVES explore establishing links with the University for Industry in the United Kingdom, which like the Open University offers distance learning – but under the University for Industry, 'learning opportunities are offered as industry equivalents'. Courses available through the University of Industry include: NVQs in areas such as Team Leading, Management, Health and Social Care, Customer Service, Retail Skills, Business and Administration and Business Improvement Techniques. The University also offers a range of courses in Management and Information

Technology. The AID AVES Consultant further suggested that NVQs on offer through the University for Industry might be of particular interest to Cascara, as this system of online assessment and verification, could provide the opportunity to take pressure of assessors and verifiers who are already stretched.

In addition to the extension of distance e-learning, the AVES IT Co-ordinator and the AID Education Adviser both expressed the need for the AVES to explore how it can offer tutorials through video-conferencing. The IT Co-ordinator suggested that video-conferencing tuition could provide learners with a tutor and an interactive learning environment in which they could actively engage. The AVES IT Co-ordinator further explained that an application for additional funding has been submitted to the AID for increased bandwidth so that that e-learning and video-conferencing can be expanded on the island. To further substantiate this, the Executive Education Officer (EEO) stated that he, the Education Senior Management Team and the Education Committee were all fully supportive of the bid to improve bandwidth to the AVES and the CCHS as they saw this as the only long-term sustainable means of overcoming human resource shortages in respect of professional expertise for training. The EEO further suggested that it is 'almost certain' that this funding would be approved. The AVES IT Co-ordinator also stated that it was anticipated, if approval was granted, that the increased bandwidth would be shared between the AVES and the CCHS and that this would be used primarily for video-conferencing. The Deputy Head for Curriculum at CCHS said that the school had established links with a distance learning provider in the United Kingdom called Nelson Thornes Distance Learning (NTDL). According to the NTDL website, they offer distance learning and video conferencing opportunities in the following areas that would support the current AVES Strategy: Accounting, Economics, Electronics, Psychology, and Sociology.

Whichever route the AVES decides to opt for, it is evident that work has already begun in this regard and it is encouraging that stakeholders have already begun to realise the boundless opportunities that exist in the context of distance-based, video conferencing and e-learning.

3.3.3. Andragogical Experiences and Expectations of AVES learners

For adult learning programmes to be successful, it is paramount that varying theories of adult learning inform the learning programme from its conceptualisation through to its design and delivery. These theories support a particular approach to teaching and learning that endeavour to understand and accommodate the social, economic, political and personal positioning of the adult learner. For the most part, the data that I gathered indicated that andragogical practice was supported and operational under the Service. This may account for AVES learner participation being so high, as well as for learners seeing the learning experience as worthwhile and relevant.

It was encouraging to note that the data also revealed that many island tutors practice Dewey's (1902) contention that there are many advantages of learning through various learner-centred activities rather than traditional teacher-centred pedagogy. Within the framework of transformative and self-directed learning, the data revealed the need for adults to be in control of their own learning pathways (Knowles *et al.*, 2011) because their reasons for learning are different to those of children. The data showed that adults have a variety of personal commitments that need to be considered when planning and committing to participation in training and development. The data also illuminated that adults tend to participate in learning opportunities with the ultimate goal of improving their positions in the workplace. The data further supported the theorising of Knowles (1984) and Knowles *et al.* (2011) in that it demonstrated that individuals will only take initiative for their personal learning if they can see the practical use of it in their everyday lives.

In this section, I present my analysis in respect of the andragogical experiences of:

- AVES Learners
- AVES stakeholders

3.3.3.1. AVES Learners

The information received through the AVES Client questionnaires suggest that, for the most part, learners are happy with the way in which they are taught. The client questionnaires indicates that the AVES is satisfying its clients with regards to the times at which courses are offered. The AVES Co-ordinators proposed that most of the AVES learning opportunities take place during the working day with, few taking place after government working hours (08h30 – 16h00). The learning opportunities on offer after hours tend to be courses in further and continuing education. These courses are scheduled for a particular day of the week and take place during the evenings. Transport to and from these learning opportunities is provided by the AVES. The AVES IT Co-ordinator explained that she has recently introduced the European Computer Driver Licence (ECDL) as a learning opportunity under the AVES curriculum and because this is a self-taught course attendance is offered on a flexi-time basis. The IT suite is open for two hours of the working day and then access is extended to two hours beyond the working day. Two AVES client questionnaire responses commented on their appreciation for this; with one stating that it is ‘nice to be able to attend a course that might open doors to me without having to get approval from my line manager’. This comment draws attention to the need of adults to be in control of their learning pathways. The Executive Human Resource Officer explained that the practice on Cascara is for line managers to approve the attendance of their staff at training. As emphasised by this respondent, some adults would like the opportunity to engage in professionally related training outside of work. The AVES Community Learning Co-ordinator shared that some public sector learners had confided in her that their line managers had often refused their request to attend training.

Pfeffer (2003) reminds us that individuals and groups have different values, goals and interests. These, as reported by the AVES Community Learning Co-ordinator, can impact on the professional development of employees who have line functions from which they need to gain approval. Pfeffer (*ibid*) further contends that the degree to which stakeholders enact or realise their values, goals and interests is essentially about converting their power into action. This is an important political act because not only does it give learners the opportunity to

gain skills, therefore empowering them – but in the Cascarian context, it also moves away from colonial control towards economic and personal emancipation.

Other learner respondents, employed in both the public and private sectors, indicated that they were happy to attend work-related training during working hours and personal training sessions outside of working hours. This view supports the andragogical contention that adult learners are motivated to learn to the extent to which they perceive the learning will be of benefit to them.

One area in which it emerged that andragogical practice was not fully supported was raised by at least three of the client questionnaire respondents who noted that line managers often forced them to attend training interventions in which they had no interest. One respondent wrote:

[The] AVES trainer is very encouraging but I only went to the training [session] because my manager told me in my staff appraisal that I had to. The job that I do does not involve presentation skills so I can't see the connection.

The views of this respondent highlight the need for adult learning to be relevant and they also show that it is imperative that the learner sees the benefit of the learning to his/her personal and/or professional lives. In contrast to this, one respondent commented on the support she received from her line manager and noted that this motivated her to want to advance her work-related skills.

The final area in respect of the andragogical perceptions and expectations of AVES learners relates to the relationship that learners have with their tutors as well as to the quality of tutoring. Two of the AVES clients who had previously attended business training courses offered by the AVES raised concerns about the 'approach of the tutor' describing her as 'authoritarian' and 'inflexible'. This emphasises that adult learners are equally concerned with the relevance of what they learn as they are to the way that they are treated in the classroom (Zemke, 2001). Two learners also commented on the 'level of the work', with one stating that the concepts were too difficult, and the other suggesting that she had not learnt much on the training. Such feedback stresses the need for facilitators of adult learning to be cognisant that it is their task to "guide the learners to their

own knowledge rather than supplying them with facts” (*ibid*). This feedback also shows that it is important to get adult approval. By doing this, learners will be more readily be guided to meet their goals.

With the exception of the two negative comments noted above, the remaining client questionnaire respondents made positive comments about their tutors, their relationship with them and the quality of the tuition they provided. Some of the comments, were:

- most instructors is [*sic*] friendly;
- I wasn't forced into doing anything I wasn't comfortable with;
- I feel the tutors/instructors are easy to approach and friendly;
- they [the tutors] are willing to offer additional coaching;
- my tutor is professional, though friendly; and
- all the AVES tutors are dedicated.

These comments from AVES learners suggest that good relationships exist with them and their tutors. Relationships such as these would be grounded in mutual respect and therefore support theories of adult learning. This andragogical practice is further supported by what appears to be tuition of a good quality. Of the 47 returned client questionnaires, most replies that I received were complimentary of the tuition on offer. Many tutors are not trained as teachers but, for the most part, provide a good quality service. The AVES IT Co-ordinator noted that the ‘professional attitude of the AVES tutors contribute to the general development of skills on the island’. With dedicated tutors and willing adult learners, the possibilities for grow and development are immense.

3.3.3.2. Other AVES Stakeholders

While the AVES client cohort of the sample were, for the most part, complimentary of the AVES facilitators, this was not the case with all of the other stakeholders. The AVES Community Learning Co-ordinator provided an example of a numeracy tutor who spoke to a group of learners from the agricultural sector ‘as if they were primary aged children’. This tutor used overly expressive language, a loud voice and infantile language. When probed as to whether

training had been provided to tutors in andragogical practice, the co-ordinators indicated that they had never considered doing this. Given the human resource shortage on the island, many of the tutors are teachers or ex-teachers from the formal schooling sector, while many tutors have not had any previous teaching experience at all. On a positive note, the Executive Human Resources Officer (EHRO) recognised that:

[The] AVES is very fortunate to have access to many well qualified and experienced trainers and instructors, often they are well respected people in the community with a good track record. ... The [Cascara] Government provides a flexible working scheme and allows employees to take on extra work in their own time or using their annual leave. ... This is something that we have to do because we are such a small community and specialist skills are hard to come by.

The EHRO's comment accords with the argument of Jones and Lowe (1990: 9) which draws attention to the importance of "good tutors modelling desired behaviours". By sharing specialist skills with learners in an accommodating, insightful and patient manner, the tutor is able to be the intermediary between the learner and the body of knowledge (Gould, 2009). The AVES Community Learning Co-ordinator demonstrated a disagreement with the EHRO when she explained that competent and experienced tutors were difficult to source.

The final theme that emerged regarding andragogical practice relates to learner-tutor relationships. It was interesting to note that non-learner stakeholders were divided on how they perceived these relationships should be. One of the AVES Co-ordinators stated in the focus group interview that she felt that as the AVES pays good rates to trainers and service providers, the service, and therefore the relationship between tutor and learner, should be 'professional and business-like'. When probed, it was evident that not all co-ordinators were in agreement. For example, another co-ordinator suggested that although it was important that the learning environment was professional, it was 'equally – or more important' for there to be a happy learning environment where the skills and capabilities of the learner could be used to compliment the learning environment. When I explored this with the Trainer and Educator cohort of the sample, it seemed that they too were divided. The two local training providers saw a professional

learning environment as more important, as did one assessor and one verifier. The other assessor and verifier, along with the two AVES tutors indicated support for participatory or partnership learning. These differing views foreground two of the three learning styles forwarded by Lenz (1982). The participatory or “partnership style” supports andragogical teaching-learning relationships and respects the roles of both the tutor and the learner. Lenz’s “client-consultant style” (*ibid*) where the tutor attempts to fulfil the expectations of the learner reflects the views of some of the participants in my sample who support the idea that a professional relationship should exist between learner and tutor. Whichever style is adopted, it is important that the andragogical experiences of the learner are maximised so as to ensure the best outcomes.

3.4. RISKS TO THE SUSTAINABILITY OF THE AVES AND ITS SUPPORTING CURRICULUM

Curriculum change and sustainability were central to my analysis and emerged significantly in my findings. Virtually all of my research participants raised sustainability as a central concern in respect of the fledgling Adult and Vocational Education Service, with little credence given to the notion of change. Only 20% of the respondents referred to the concept of ‘change’ when it was not the basis of any given question. This could imply a few things:

- Firstly it may suggest that they did not, for the most part, see the introduction of the AVES as representing substantial change;
- Secondly, it might indicate that given the ongoing initiatives of the AID on Cascara, Cascarians do not identify projects such as the AVES as representing change but rather as a continuum of what they perceive to be the standard or the norm;
- Thirdly, it may suggest that Cascarians recognise the sustainability of any new or change interventions as being more important than the actual change process;
- Finally, the responses of the research participants may represent a combination of some or all of the above.

The Deputy Head for Curriculum at Cascara Community High School noted that the isolation of the island, coupled with the colonial legacy make the issue of sustainability key to any initiative on the island:

... so, as long as they [the AID] hold the purse strings, [Cascarians] are obliged to do whatever they dictate. Sometimes the ideas are well intentioned but most don't work because they are not clearly thought through ... not only do we have a shortage of skilled people on the island, but we also need money to keep projects going. It is pointless to receive money to start something and then have it collapse because you can't keep it going. ... [The AID] sometimes don't consider this [sustainability] when they make the annual budgets The time has really come for [the AID] to give back some of the decision making power to us [Cascarians].

These sentiments emphasise to the notion of sustainability, but also the issue of marginality. This accords with the views of hooks (2008; 2003; 1995: 341) when she argues that “marginality is a place of deprivation, possibility, resistance, new perspectives and the possibility of new worlds”. hooks’ argument is relevant to the Cascarian context because if the change is not sustainable, the island has little hope of moving out of the ‘margin’ to realise emancipation. If the sentiments of this stakeholder are representative of many other islanders then freedom from the colonial ruler might provide an opportunity for Cascarians to plan their own sustainable way forward. Another stakeholder concurred with these views when he stated: ‘sometimes I feel like we [the councillors] are under pressure to sign things off without having been involved in the build-up collaboratively’. These sentiments highlight the need for a shift in power because, as stated by Pfeffer (2003) the effective use of power, involves dialogue, collaboration and the inclusion of all stakeholders. A shift of decision-making power towards Cascarians will aid in relieving the dynamics that have resulted from the legacy of colonial rule.

My analysis in respect of risks to the sustainability of the AVES and its supporting curriculum will be discussed under the following sub-headings:

- Issues relating to Operational Sustainability
- Historical and Local Sustainability Issues
- Integrating Lifelong Learning

3.4.1. Issues relating to Operational Sustainability

If sustainability is going to be achieved on Cascara, stakeholders need to work together to ensure the sustainability of the AVES. The AID, the Cascara Government, the Cascara Education Department and the stakeholders of the AVES have already begun working towards making the AVES more sustainably viable. In the fragile context of Cascara, sustainability is not easily achieved. Therefore, to support the sustainability of the AVES and the learning that it offers – the limited financial, physical and human resources available to the Service need to be carefully utilised. This will require attending to the following key issues:

- Staffing of the AVES
- Funding available to the AVES
- The AVES Charging Policy

3.4.1.1. Staffing of the AVES

In order for the AVES to continue to function effectively and to provide relevant and appropriate learning opportunities it needs a strong management team to lead its Strategy. In addition to this, the AVES needs to have ‘at its disposal a bank of trained and readily available assessors, verifiers, tutors and instructors who are able to deliver the curriculum’.

The key need under the AVES has been its capacity to create the physical and staffing structure for the Service and the broad network of relationships with partners, trainers, service providers and awarding bodies. The Executive Human Resources Officer (EHRO) noted that:

... positive relationships that develop between the AVES staff and other valuable stakeholders will contribute to the success of the Service. ... Another key issue

for [the] AVES is the securing of qualified and experienced [full time] staff who can implement the Strategy and take it forward. ... They also need to source [part time] people [tutors, instructors, assessors, verifiers, training providers, etc.] to deliver the curriculum.

Numerous participants indicated that the AVES had developed good relationships with key stakeholders in recent months. There is also a need for strong and competent staff to drive the strategy forward.

One theme that emerged repeatedly from the data was that of the low wages paid to Cascarian civil servants. The average salary range is far below that which is on offer in the metropole and many Cascarians leave the island to earn salaries, often four or five times, more than they would on the island. The outward migration is ongoing and the uncertainty around the construction of the airport had accelerated the process of this migration. Many island activities such as the roll out of an appropriate and relevant adult and vocational curriculum are not going to be sustainable without human resource to drive the process forward, or without people to train. The data in this respect, supports the contention of Foley (2001) in so much as seeing human resource as central to the actual sustainable implementation of any intervention.

The need for well trained and professional staff does not end with AVES Management. There is also a need to ensure that the available pool of assessors, verifiers, tutors and instructors is also sustainable. This is particularly relevant in respect of those areas (such as NVQ provision) which are dependent on accreditation processes through awarding bodies in the metropole. Given the fragility of the NVQ system under the AVES there is an ongoing need for a local dedicated NVQ and Quality Assurance Co-ordinator. Participants indicated that plans are currently underway to train a local counterpart who has already been identified. There is a need to increase the local pool of NVQ assessors and verifiers. Most of the assessors and verifiers hold fulltime jobs and the added responsibility of assessing and verifying places pressure on employees who are already stretched in their usual places of work.

All of the participants who formed part of the Awarding Body cohort of my purposive sample indicated that action plans had been developed with the AVES to ensure that the pool of assessors and verifiers was increased over time. The NVQ system should become less fragile once fulltime assessors and verifiers are appointed within the Education Department.

It was suggested that the market place for the recruitment of such tutors may be: retired teachers; reallocated Department of Education Staff; Public Sector employees desiring additional income; and Private Sector employees looking for additional work. It was further suggested that the AVES should use these tutors on a contractual basis, as appropriate, whenever the need arose. The AVES AID Development Aid Project, has, in its implementation, supported this notion by aiming to develop the bank of part time instructors available to the AVES. There is a need for the increased participation of local tutors but the credible sustainability of the Service is dependent on individual tutors and instructors who, as the AID Education Adviser suggested, 'have the competence, not only in relation to the discipline that they will teach, but also in relation to teaching techniques and more specifically in understanding how and why adults learn'.

The Executive Education Officer (EEO) noted that AVES staff were 'stretched' and that the current management structure of the AVES needed to be extended to reduce the ratio between staff compliment, duties and responsibilities. In doing my fieldwork and my job, I noticed that the responsibilities of the AVES management team were largely operational, with strategic decision-making lying with the EEO and the Education Committee. At least three research participants all suggested the establishment of a new co-ordinator position under the AVES that would focus primarily on work placements and technical and trades training. When I probed this matter further during the focus group interview with AVES Co-ordinators, they all told of the increasing demands placed upon them and explained how their scope of work had grown beyond that of their job descriptions. The data also showed the need for additional administrative support within the AVES. The Executive Human Resources Officer explained how the human resource shortage on the island required employees to multi-task and to take on additional responsibilities created by the shortage. The Cascara Government was working on a revised Pay and Grading system for all

government employees at the time I conducted my research and that this would be linked to the appraisal process which was also under review.

In respect of the difficulties associated with staffing, the Education Decision-Makers research cohort all advocated for the expansion of e-learning (distance and video conferencing) opportunities on the island as these would aid in alleviating some of the problems associated with staffing. The shortage of tutors and instructors in all areas of the AVES curriculum demonstrated the need for ensuring a pool of qualified instructors

Finally, the Head of Departments participant cohort both alluded to the need for the AVES management to initiate a procedure for continual staff development as this should result in improved learning delivery. Staff with improved administrative and time management skills and staff who are motivated to effectively meet the demands of their profession will be an asset to the sustainable delivery of learning under the AVES. To support this view, the Chair of the Education Committee also stated that:

As far as possible, the continuing dependence on overseas expertise for appointments to key posts in government needs to be averted as without developing and promoting local capacity, the situation within the Service will remain fragile and we will continue to be dependent on overseas staff.

Staff training and development has budgetary implications that cannot always be borne by the Education Department.

3.4.1.2. Funding available to the AVES

The AVES Strategy is critical to the economic and social development of Cascara Island. My analysis elicited interesting responses in respect of both the annual recurrent and development aid funding streams received by the AVES from the AID.

With or without an airport, the government has a responsibility to attend to the training and developmental needs of the island and its people. The AID

Education Adviser noted that the funding made available to the AVES; both through the annual recurrent budget and the AVES AID Development Aid Project are the 'driving resources behind the delivery of adult and vocational learning on [Cascara] Island'. Concerns were raised by participants about future funding and the sustainability of project initiatives. What is important is that dependency on the metropole is ultimately reduced by the AID supplying sufficient substitutable resources. Fullan (2005) and Mintzberg (1982) both highlight the need for substitutable resources to be readily available so as to ensure the sustainability of an initiative. It emerged that it was difficult for the AVES Management to plan longer-term initiatives when funding was uncertain – this uncertainty impacts negatively on the sustainable development of the AVES.

Four of the AVES Client respondents noted that the current funding arrangements suited them, because as one learner stated: 'some of the [Development Aid] project courses are free'. The AVES Co-ordinators confirmed that training initiatives delivered under the AVES AID Development Aid Project are offered at no charge to AVES learners as the funding originates from outside of the annual recurrent budget. During my tenure as AVES Manager I proposed, and subsequently gained approval from the Education Committee, for this also to apply to private sector stakeholders.

The Education Decision-Maker research cohort all reinforced that the funding made available to the AVES has aided the Service in making, what one participant termed, a 'promising start'. A high proportion of investment has been assigned to infrastructure development within the Service and this is largely seen as wise by stakeholders who see the benefits of distance learning through the use of information technology, well equipped training venues and well resourced learning environments.

Although due acknowledgement should be given to the positive developments within the Service; the reality is that future provision of adult and vocational learning on Cascara Island is dependent on funding. Both the annual recurrent training activities and those implemented under the AID Development Aid Project rely on the funding that ultimately originates with the AID. The activities introduced under the AVES AID Development Aid Project appear to be

sustainably vulnerable as the project has a life of four and half years and there is currently no commitment from the AID to bolster the recurrent budget so as to ensure the continued delivery of these learning opportunities.

The data also elicited some interesting suggestions in relation to how the funding could be best utilised: Firstly, the system of NVQs on offer could be stabilised and consolidated by concentrating efforts on sectors where there is immediate potential and where few alternative vocational paths exist. The biggest challenge in this regard is that of increasing the pool of local assessors. The data also highlighted the need for more integration of island-wide resources to concretise the AVES as a centralised training Service. Integrating learning provision has the potential of maximising human and financial resources. One participant suggested that in order to get the most out of the allocated funding, all departments and private sector companies needed to 'buy into' the notion of a training Service through which all of the island's training needs were centrally co-ordinated.

Alongside the efficient use of financial resources, there is also the issue of the target learning community which is decreasing year by year. The data showed that it is forecasted that that the cohort of 16-year olds will reduce from 60 to 30 over the next five years. This decline is projected to impinge on all age groups, with the overall result being a reduced clientele for the AVES. Therefore with sustained funding the AVES will need to aim at engaging all Cascardians who are still on the island. This may even provide the scope for the promotion of learning that is not entirely work-focused, essentially learning for personal enjoyment.

Therefore, in respect of the sustainability of learning provision in relation to funding, as was succinctly noted by the AID Education Adviser, 'thought needs to be given to the balance of responsibility in meeting any training costs between the public purse, the individual and the employer'. This will need to be considered in relation to the extent of any offsetting savings that might be achieved through a more aligned training Service.

3.4.1.3. The AVES Charging Policy

The data drew attention to the fact that the private sector is particularly aggrieved by the AVES (fee) Charging Policy and feel that the curriculum on offer should be equally accessible to the public and private sectors. The current policy provides for training at no cost to public sector employees as the AVES is a section of the government's Education Department. Public sector employers and employees are charged a percentage of the full cost of the course for participation in AVES learning opportunities. The Chair of the Cascara Chamber of Commerce, in speaking for the private sector, was clear in stating:

We have received feedback from our members that the fees to be charged to the private sector, even after the recently announced discounts are applied, are much too high. The level of fees proposed are, quite frankly, just not affordable for private business and will mean that there will be little or no take up, with the exception of possibly government departments. This is a serious situation, given that the stated policies of both the [Cascara] Government and [the AID] are to support private sector development on the Island, and rebalance the economy away from the public sector.

The AVES Charging Policy has created a perception within the private sector that the Cascarian Government is unwilling to support their development. This is a perception which is not helpful to the fledgling Service. One of the local trainers (who also owns a retail outlet) suggested that the charging policy is a barrier to private sector employees accessing the learning opportunities that the AVES curriculum offers.

By increasing the participation of learners in AVES courses and by making participation more accessible, the economy of the island stands to benefit. Keynes (1930) noted that some degree of government intervention is always needed to control the success of economic activity. In this instance, the data suggests that the Cascarian Government needs to revisit the charging policy of the AVES so that ultimately, the economy of the island will benefit.

It emerged that the resentment amongst the private sector about AVES fees often impacts on their participation in courses on offer. On the issue of fees, the

Executive Education Officer suggested that the AVES Charging Policy should be reviewed because the ‘monies collected were not substantial at all’. He further commented that the AVES might be classified as a ‘training charity’.

3.4.2. Historical and Local Sustainability Issues

The context of Cascara is an interesting and complex one. Sustainable interventions can be challenging enough in mainland contexts. Isolated and insular contexts such as Cascara are faced with many other issues that impact on sustainability. While the notion of ‘sustainability’ in respect of the AVES Curriculum on Cascara might be seen by stakeholders as “maintaining and improving standards” (Herremans & Reid, 2002: 17), it also needs to consider (as became evident in my study) “other basic needs and high level social and cultural necessities” (Brown *et al.*, 1987: 716). The potential change facing Cascara is immense and this change has the possibility of permeating, amongst other things, the values and culture of the island.

My analysis in respect of historical and local sustainability issues is presented in four sections:

- The effect of local leadership
- The legacy of colonialism
- The impact of financial dependency
- The influence of geographic isolation and insularity

3.4.2.1. The Effect of Local Leadership

The colonial trajectory that is the island’s history still appears to influence power and leadership relations: who makes the decisions; how the decisions are made; and why the decisions are made. While the effect of power and leadership is not only restricted to the public sector, this analysis points primarily to these issues in this sector.

The first theme that emerged in respect of power and leadership related to the AID and the control that they have over the island. It transpired that some viewed

the island as a possession of the metropole; with one participant suggesting that it was disappointing for Cascara that counties within the mainland borders of the metropole had more autonomy in decision-making than overseas territories like Cascara. This sentiment was also communicated through one of my AVES Client questionnaire returns when the respondent wrote ‘[the AID] has far too much control and this is a barrier’. One of the AVES Tutors told me that:

... they [the AID] send consultants here who have never even heard of [Cascara]. They think they are coming here to tame the natives [*sic*] and when they get here they get a fright to not see us swinging in the trees down at the Mule Yard³⁵.

These colonial tensions that exist between the ‘coloniser’ and the ‘colonised’ demonstrate the need for control to be steadily handed over to the people of Cascara.

The leadership and power of the AID is further amplified by the appointment of local government leadership: a Governor, a Chief Administrator and numerous other expatriate staff are all appointed on contracts from the metropole. The focus group interview with the AVES Tutors, Assessors and Verifiers revealed the unhappiness that exists with many islanders in respect of the appointment of a Governor and Chief Administrator who had limited experience of the island. One participant stated the following:

I have never been able to work out if the role of the Governor is to represent the government of the [metropole] to the people of [Cascara], or whether it is to represent the people of [Cascara] to the [metropole]. I think I know what it should be, but I don’t think it is that.

These sentiments find synergy with the argument of Cope & Kalantzis (1997) in respect of the need to preserve and respect the cultural and economic capital of a people.

Ten of the thirteen Head of Department positions are occupied by Cascarians. This might indicate that the AID have started to relinquish some of their power by

³⁵ The Mule Yard is alongside the moat at the seafront in the capital of Cascara. It was historically a place where mules were left while islanders conducted their business in town. It is now a recreational area with lawn, play equipment and takeout food stands.

appointing local people to these high level positions. It may, however, also suggest that the AID are seeking cost saving options by paying local people less than they would an expatriate employee. Of concern was that six of the AVES Client respondents made reference to the manipulation of power by their Heads of Department and other line managers. Some of the unedited comments received included the following:

- Sometimes they [Heads of Department] fear us young ones taking their jobs;
- Some people do not want to teach or train others in the job;
- Government Officers don't always release staff for courses;
- By not taking AVES seriously managers do not monitor staff who participated in courses; and
- Senior staff does not like senior members of staff to be more educated than them.

Some of these comments imply concern in respect of the power dynamics that exist within certain departments. It seems that many senior officials replicate the same behaviour that they themselves detest. What is of concern is that culture is a learned process of norms and expectations and it is an important factor to deliberate in the changing and improving of educational provision. Sergiovanni (2006) suggested that the core values of an organisation's culture determine what is and what is not deemed as acceptable behaviour. In the Cascarian context, views in respect of acceptable behaviour are seen differently by managers and the managed. This finds synergy with the dynamics that exist between the coloniser and the colonised. One AVES Co-ordinator noted that the 'power dynamics seem to exist in the work place but minions are not brave enough to speak up'.

My analysis revealed that power relationships and dynamics also exist across sectors with stakeholder at equal levels in government. It became evident that power dynamics exist between the Executive Education Officer (EEO) and the Education Committee. The EEO described how the newly elected Education Committee seemed to want to exercise their political decision-making authority beyond the parameters of what has previously existed in the Education Department. The following comment made by the EEO demonstrates this claim:

The Education Committee has traditionally been responsible for ensuring that the provision of education stays within the laws of the island ... while the previous committee were not as dynamic as the new committee, they understood that [decisions relating to] curricular content was not part of their remit. The new committee seem eager to please the rest of council without fully understanding how we function and what our budget restrictions are. ... Getting the balance right is something that we will need to work at.

Power struggles such as these are not unique to Cascara but they are amplified given the morphological, economic, biological and cultural insularities (Biagini & Hoyle, 1996) of this isolated island. However, what is important to note, is that individual autonomy can only be achieved through interface with others. Through this interaction, Smith (1999: 134) argues that people “help each other understand the ways in which power is taken away from us and exercised over us”. In the small island context of Cascara, people have worked out how to continue to work together even though the power struggles continue.

3.4.2.2. The Legacy of Colonialism

The majority of the Cascarian workforce is employed by the government and the island has historically been controlled by the government of the metropole through the AID and its associated funding.

There seems to be trend towards moving away from dependency on the metropole but one of the local trainers stated that: ‘dependency on *big daddy* has been ingrained in the older workers and there is a danger of it permeating through to the lower ranks’. Concerns like these are not isolated, with another participant describing her fellow islanders as not being driven to aspire to greater things, this she stated was an ‘instilled trait’ which has been ‘inherited through the years of colonial rule’. This notion supports Foucault’s (1979; 2006) argument that the combination of colonialism and dependency perpetuates white supremacy and “prepares docile bodies”. It is obvious through the achievements of many Cascarians that they are an able people, but the challenge seems to be in mobilising more Cascarians to develop and exploit their talents and abilities. Giroux (2010; 1992: 98 - 99) alludes to this and states that the coloniser and the

colonised need to aspire to a “critical pedagogy” and in so doing, they need to think seriously about knowledge and should pay particular attention to the relationships that exist “between self, others, and the larger world”.

The Director of the Cascara Development Bureau cited ‘colonial mentality’ as one of the major barriers to the development of the private sector on the island. She advocated that in general terms, Cascarians are ‘not forceful or ambitious enough to become successful entrepreneurs’. These are harsh words but they support Freire’s (2001: 150) view that the product of “colonial education is in effect a cultural invasion that silences the colonised”. Contrary to this view, the Chair of the Cascara Chamber of Commerce (CCC) stated that his experience of the private sector was that of a ‘dynamic group of entrepreneurs’ who had devised and implemented business development action plans that included the training and development of their staff. However, when probed, the Chair of the CCC was unable to provide me with specific examples of independent training being undertaken by any of the small private sector companies.

The AVES has an important role to play in providing ‘developmental’ or emancipatory learning opportunities. These opportunities might include the prospect of developing entrepreneurial skills and spirits; extending understanding of human rights and employment related issues; and providing training in soft skill areas such as assertiveness and conflict management. This would demonstrate a move towards curriculum as praxis.

In reflecting on training and development that might address colonial influences, some participants spoke of a ‘dependency syndrome’ that is also evident in the fact that most people expect training needs to be delivered to them and do not really have, as the AVES IT Co-ordinator put it: ‘self-inspired career aspirations’. This attitude may be attributed to the fact that for most people, the public sector is the employer of choice – although civil servants are not paid too generously, they will receive a pension on retirement and they will qualify for all state benefits.

It was interesting to note that only one of the AVES Client respondents identified colonialism as having any impact on the AVES Curriculum or on their current

state of learning. The lack of acknowledgment of AVES clients to the impact of colonialism on the AVES Curriculum might indicate that Cascarians are less concerned with the colonial trajectory of the island and more focussed on the opportunities that the present and future might bring; it might also show that Cascarians see the new AVES Curriculum as a shift away from colonial dictates and attitudes; and finally it may suggest that many working class Cascarians have come to accept their colonial relationship with the metropole.

3.4.2.3. The Impact of Financial Dependency

The AID AVES Consultant's report of May 2009, showed that the economy on Cascara is heavily dependent on aid from the metropole, which represents some 75% of total Gross National Product (GNP). This total includes remittances from overseas, and an even higher percentage still of the Gross Domestic Product (GDP). The public sector accounts for two thirds of income and employs in excess of 70% of the working age population. The exact percentage of this depends on whether the established public sector is considered to include Wisedoms, the largest 'private sector' employer with a range of interests, but with nearly two thirds government ownership. As already noted in this thesis, the colonial trajectory of the island, coupled with the island's financial dependency presents many unique challenges. The issues associated with financial dependency are one of these unique challenges.

The Director of the Cascara Development Bureau noted that financial dependency brings into question the Cascara Government's policy of outsourcing its non-core functions. This she mentioned is a 'vital function' that will stimulate the private sector and 'focus the government on its core financial and legal functions'. She further indicated that to reduce dependency on government, the 'right price' would need to be paid to the successful contractor for the outsourcing of these non-core functions. The Chair of the Cascara Chamber of Commerce proposed that that the private sector has not really existed by 'any great measure' since the collapse of the flax industry in the 1960s. Since that time, the island has had no noteworthy export industry and has increased the need for financial aid from the metropole over time. Information obtained from the statistics' office show that the total earnings of the island in

2009 amounted to only ±US\$165,000. Remittances from Cascarians living and working abroad amounted to between US\$1.6m and US\$3.3m per year since 2001. Table 17³⁶ summarises these figures.

Year	Total GNP (US\$m)	Total GDP (US\$m)	Resident Population	The AID (US\$m)	Remittance Income (US\$m)
2007-08	13.55	11.52	4134	10.49	1.69
2006-07	12.89	9.27	4030	7.43	3.35
2005-06	10.40	8.41	4072	8.30	1.73
2004-05	11.36	9.05	4185	8.11	1.95
2003-04	11.46	8.33	4140	7.35	2.33
2002-03	12.32	7.73	4357	6.32	2.89
2001-02	7.95	6.76	4490	6.89	2.15
2000-01	7.07	7.83	4427	6.68	1.68
% Change 2000 - 2008	92%	68%	-6.60%	57%	1%

Table 17: GNP, GDP and Main Sources of income – 2001 to 2008

The Executive Development Officer explained that only in recent years has the private sector started to expand and provide an alternative to public sector employment. This may also be attributed to the government's adoption of an Outsourcing Policy which aims to decentralise some services traditionally provided by government with the aim of developing the private sector. Whilst the intentions to implement this policy might be good, one AVES Client respondent told of how the 'outsourcing scheme was doomed before it began because we [the private sector] cannot provide the service for what government thinks it will cost'. On this topic, the Chair of the Chamber of Commerce maintained that:

... if the private sector is going to be grown and the control shifted away from central government, than the full costs of services will need to be calculated to make the outsourcing viable to private sector businesses. ... What government seems to forget is that we [the private sector] do not qualify for benefits like pension and the new tax laws are making it impossible for small businesses to break even.

³⁶ Sourced from the Cascara DEPD Statistical Year Book 2007 - various tables; and the Cascara Social Policy Plan 2009/10-2014/15: Situational Report May 2009.

The Director of the Cascara Development Bureau stated that concerns such as these call for a review of the government's outsourcing procedures because this will be the first step towards 'autonomy' or emancipation.

As it strives to move the people of Cascara away from dependency and its financial control, the AID needs to keep its vision in mind:

A prosperous, peaceful and democratic society for all achieved through sustainable economic, environmental, and social development leading to a healthy and eventually financially independent [Cascara] (Cascara Sustainable Development Plan, 2007: 6).

3.4.2.4. The Influence of Geographic Isolation and Insularity

For reasons particularly of demography and geography, the positioning of Cascara is challenging. Cascara Island is at least a five day journey from the nearest landmass, from where it derives most of its supplies.

Reviewing government statistical records, I discovered that the resident population of Cascara stood at 9000 at its peak during the last century, but has dropped to below 4000 in the last ten years.

The population is becoming elderly and live births in 2008 were down to 30, from 60 in 1998. There are eight hundred youth under the age of 14, with there being 289 young people between the ages of fifteen and nineteen. Young adult cohorts on the island are even smaller with 155 people aged between 20 and 24; 162 people aged between 25 and 29; and 185 people aged between 30 and 34. This tallies to only 502 people between the ages of 20 and 34. The working age population has dropped from 2858 to 2224 since 1998, and is now at less than 57% of the population. The proportion of the population over 60 years of age has increased from 15.5% to 26%. Table 18 summarises these figures:

Age Group	1998			2008		
	Male	Female	Total	Male	Female	Total
0 - 4	172	140	312 (6.4%)	84	82	166 (4.2%)
Compulsory School Age (5 -16)	511	462	973 (19.8%)	301	255	556 (14.0%)
Working Age (17 - 59) ³⁷	1510	1466	2858 (58.3%)	1150	1138	2224 (56.8%)
Retirement Age (60+)	344	416	760 (15.5%)	523	511	1034 (26.0%)
Not Stated	4	6	10	1	0	1
Total	2481	2432	4913 (100%)	2022	1959	3981 (100%)

Table 18: Age of Cascarian Citizens – 1998 and 2008

This picture of depopulation and falling birth rate and their combined impact came up repeatedly in my interviews. Statistics show that many Cascarians have left the island, mainly for the metropole. These Cascarians do not visit often because they cannot afford to travel back and forth to the island and the travelling time takes far too long. The Executive Development Officer (EDO) indicated that many did, however, want to return to Cascara to retire, and in the meantime they 'keep a toehold on the Island' by maintaining property. The EDO further suggested that there are 500 empty properties on the island out of a stock of about 2000. These statistics support the views of Cross & Nutley (1999: 317) who purport that insularity often "implies dependence on the mainland" and the need for people to travel to the mainland to support themselves and their families. This dependence is usually of an economic nature. To support this view, the Executive Human Resources Officer further affirmed that the insularity of the island meant a 'weak economy, poorly paid jobs and the necessity for many [Cascarians] to go abroad'.

These factors pertaining to isolation and insularity have a direct impact on the sustainability of Cascara as a working and functioning island because without human resource, civic activities cannot take place. The AVES, the services that the AVES provides and engagement with the AVES are examples of civic duties that depend on the participation of citizens. The AVES Co-ordinators also remarked that the insularity of the island also makes it difficult to bring in trainers,

³⁷ School leaving age was raised from 15 to 16 in September 2008, after the 2008 census.

consultants and advisers, and the time for skilled people to travel to and from the island can make the process very costly.

An additional concern that arose through my data with regards to isolation and insularity is that of the distance and the time that it takes for resources to reach the island. The AVES Co-ordinators and Tutors, Assessors and Verifiers cohort expressed that forward planning in terms of purchasing resources like stationery and equipment was imperative. Although these stakeholders demonstrated that they understood the dynamics associated with the need for purchasing learning support materials in advance, they stated that problems arose when timescales were dependent on outside stakeholders. People based in the metropole, who did not always appreciate the difficulties associated with the isolation and insularity of the island were usually suppliers of materials and equipment. One example mentioned was that of the late arrival of examination scripts. This is a regular occurrence on Cascara because the postal system is dependent on the arrival of the ship. To overcome this difficulty, Cascara could move towards making arrangements with awarding and examination bodies overseas to allow for these to be emailed in a secure manner.

Insularity and isolation are important in respect of the sustainable delivery of an appropriate adult and vocational education curriculum on Cascara Island. Sustainable provision is further influenced by matters relating to colonialism and control.

3.4.3. Integrating Lifelong Learning on Cascara Island

Sustainability can be secured by the integration of a successful Lifelong Learning Strategy. This is, however, dependent on the effective use, centralisation and sharing of resources – human, financial and physical – in an integrated and meaningful way. The current demographics means that there is a shortage of human resource to fill positions. Both the Deputy Head for Curriculum at Cascara Community High School (CCHS) and the Chair of the Education Committee spoke of the movement of staff out of the formal teaching sector into the AVES. The Executive Education Officer confirmed that since the establishment of the AVES, four teachers had left the schooling sector to work for the AVES. One of

these has subsequently resigned from the AVES to take up employment in the metropole. The loss of teachers to the AVES from the formal schooling sector is not helpful to the Education Department on the whole, and the effects on students who might not have received the best possible tuition may have bearing on the AVES at a later stage. During their focus group interview, the Tutors, Assessors and Verifiers cohort proposed that it would be more beneficial if AVES Co-ordinators were based at the CCHS where they could carry out their co-ordination and management roles but also contribute towards the school teaching timetable.

The idea for the need of the sharing of resources is not limited to staffing, but also extends to physical and financial resources. The CCHS has a well equipped Technical Centre, much of which has been financed by the AVES AID Development Aid Project. The CCHS have two computer suites which are not used in the evenings or over weekends. Likewise, the AVES has a computer suite which is under-utilised and the Deputy Head for Curriculum expressed frustration over the shortage of computer access during the teaching day. The Executive Education Officer also identified the need to share resources and explained that the CCHS was built for 600 students but due to the declining population currently had a roll of about only 250. This would therefore suggest that empty venues must exist and it would be worth exploring the possibilities and benefits associated with the merging of the two centres: the AVES and the CCHS. The need for partnership working was also noted by Lincoln (2007: 7) as being “paramount to overcoming organisational constraints as well as promoting and delivering fledgling services not yet fully resourced either financially, materially or in staffing” (*ibid*). Combining resources has the potential to ensure that more learners benefit from the AVES curriculum. Partnership arrangements will benefit the public sector, the private sector, individual learners and the island in general. The need for partnership working, resulting in a co-ordinated approach to training delivery was also identified by Willerup (2006) who suggests that skills development is maximised when resources are used effectively.

The AVES, despite initial resistance from some government sectors, has begun the process of working towards the concept of an integrated Lifelong Learning Strategy. My data indicated that not all intended activities have operated or

remained under the remit of the AVES. In some instances other government departments have not been willing to buy into the idea of the newly formed training Service, while in other instances this has been intentional – albeit not entirely in the best interests of the fledgling Service. For example, the AVES Community Learning Co-ordinator explained that A-level courses taught at Cascara Community High School (CCHS) fall outside of the responsibility of the AVES, and access for AVES learners to these courses is subject to the approval of the head teacher of the school. Another instance of this is demonstrated in the example provided by the Executive Human Resources Officer. She explained that each year her department selected a few candidates to attend work-related training or higher education in the metropole. The AVES IT Co-ordinator also told of distance courses in Accounting that are still managed by the Fiscal Department. These examples highlight the problems that relate to a central training umbrella that is not, in practice – exactly that: a central point on the island for the co-ordination and delivery of all adult and vocational learning and training.

Many research participants identified that the AVES could become a stronger Service if there was agreement to integrate additional aspects of the scope of activities covered by the AVES and other sectors – particularly in the Education Department.

One of the many suggestions made by my research participants included the centralising of the Youth Training and Work-Placement Schemes under the AVES. Currently, these schemes, or different aspects of them are co-ordinated by the Human Resources Department, the Employment and Social Security Department and the AVES. This often makes co-ordinating and managing them very difficult as there are no clear policies that define where the responsibilities of the different stakeholders start and end. Both the NVQ and Quality Assurance Co-ordinator and Deputy Head for Curriculum at CCHS described the introduction of local traineeships or apprenticeships as an interim alternative that would give the AVES time to train local assessors and verifiers, while at the same time not disadvantaging young people who wish to move from the formal schooling sector to learning a work-based trade. While this compromise, contradicts the Deputy Head’s advocacy for internationally accredited

qualifications – it provides an interim alternative and the opportunity to develop local capacity.

Another suggestion emerged during my interview with the Executive Human Resources Officer about integrating the provision of bursaries. With the current arrangements, the awarding of scholarships does not fall under the remit of the AVES, but rather with a central Scholarships Committee that is controlled by the Human Resources Department. The AVES Co-ordinators, the Deputy Head for Curriculum at CCHS and the Chair of the Education Committee all questioned why most scholarships were issued to academic students who wished to study in the metropole. The EEO confirmed that to date, only two vocational students had received financial support for overseas studies: one in Hospitality and Catering and the other in Automotive Vehicle Maintenance. In addition to this, four AVES Clients made reference to their aspirations for overseas vocational studies. This further supports the argument for the need to centralise scholarship management on the island so as to ensure that equality of access is provided to learners with different training needs and requirements.

In addition to the need for a more synergised relationship between the AVES and the CCHS in the provision of a vocational curriculum, there is also a need for human resource development plans to run across all government departments and private sector businesses. The AID AVES Consultant suggested that the information collected by the Training Needs Analysis should be used to inform the training plans of the AVES and that these should be disseminated to government departments and businesses so that they might be used to assist with training plans within the different sectors. The Chair of the Cascara Chamber of Commerce (CCC) and one of the AVES Client respondents, both expressed the need for greater communication between sectors. The Chair of the CCC complained that the AVES did not consult with the private sector on an ongoing basis, while the AVES Client felt that he was not given the necessary support, advice and guidance from either the AVES or the CDB. These perceptions highlight the need for increased communication between all stakeholders if an integrated approach is going to successfully serve the needs of the people and economy of Cascara Island.

In addition, to the need for integration and cross-sectoral working, there is also the need to source expertise beyond the shores of Cascara. The human resource deficit on the island has made it necessary for the AVES to ‘buy-in’ skilled trainers from time-to-time.

3.5. CONCLUSION

My qualitative case study methodology provided a detailed account of the AVES, its stakeholders and the challenges associated with implementing and sustaining a relevant Adult and Vocational Curriculum in the isolated Cascarian context. In my analysis, I was able to continually probe participants and data sources, so as to direct and redirect the study in my efforts to gain information that would provide me with a rich understanding of how the stakeholders perceive the AVES, its curriculum and how it is aiming to sustain the island given the imminent change. In documenting my findings, I noted the views, perceptions and expectations of stakeholders in respect of the research questions I set out to explore. Grundy (2002: 61) argues that the greatest measurable in assessing the change process is in how it ultimately meets its “overarching framework”. The data uncovered current practices and illuminated some of the main issues and barriers, but it also provided suggestions for improvement and a clearer way forward. What became evident was that there is little literature that exists on curriculum change and its implementation on isolated and dependent islands and territories.

The data also showed that there was a distinct relationship between learning opportunities on offer and the perceived needs of the market. While literature exists on the link between education and training and the needs of the labour market; there was limited literature on this link in economies that were aid dependent and mostly public sector driven. In the unique Cascarian change context, it is evident that the AVES tries as far as is viably possible, to meet the skills gaps that existed in both the public and private sectors.

In preparing for educational change, Bush (2010: 111) reminds us that “above all, planning must consider the pre-implementation issues of whether and how to start, and what readiness conditions might be essential prior to the

commencement”. Acknowledging the good in current practice and including these in future innovations can only work to aid success .

Through this analysis, I learnt that change and sustainability on the isolated island of Cascara are very complex. Colonial attitudes and relationships interwoven with the dynamics of dependency and financial aid make for a very intricate and interesting landscape. The AVES on Cascara, in the context of a neo/post-colonial territory of the metropole faces numerous challenges: primarily these are around access to the island and the declining population which impact directly on the Service. The main concerns that arise out of these two challenges are the limited AVES client base; the cost of learning provision; and the unavailability of suitably experienced and qualified local tutors. What was encouraging is the fact that the AVES staff and other associated stakeholders have come up with creative solutions to develop the provision of learning under the Service.

My analysis of the relationships that exist between the AVES Curriculum, the Workforce, the Economy, Sustainability and Change on Cascara Island provided me with insight (in some cases unexpected) into the challenges of delivering a sustainable Adult and Vocational Education Curriculum on an isolated island.

What was encouraging for me was that stakeholders, who although for the most part despondent given the announcement of the airport ‘pause’ by the AID, still appeared invested in the AVES, its curriculum and the possibilities that they might present in respect of personal and economic growth. Their support and optimism backs up what Purkey & Smith (2003: 436) contend, in so much that stakeholder involvement in the implementation and support of change will ultimately determine the success of it. The passionate views of the various AVES stakeholders not only illuminated deeper sustainability concerns, but also their commitment to the AVES. My analysis is therefore further supported by the contention of Sarason (2004: 61) who notes that: “when a process makes people feel that they have a voice in matters that affect them, they will have a greater commitment to the overall enterprise and will take greater responsibility for what happens to the enterprise”.

My analysis suggests that the potential for the AVES to serve the people and economy of Cascara is vast. The establishment of the AVES and the implementation of its Strategy and Curriculum have begun the process that will support economic, social and cultural change. What is important now is that the AVES continue to evolve and respond to the ever changing needs of the island. Jansen (1990: 196) maintains that a curriculum is only as good as its context. This is therefore pivotal in determining the success of any curriculum change or reconstruction. Consequently, it is important that the context – geographical, demographical, social, cultural and economic – are carefully considered as this will determine how successful the curriculum is in meeting its intentions.

What is most significance is that we keep in mind the contentions of Pinar *et. al* (1998: 57), when he states – if we bracket “what is, what was, and what can be”, we become free of it and liberate ourselves to choose the present. Whilst a move away from colonial control and dependency is an exciting prospect, the data also flagged that the effective use of power – and an approach that will move Cascara away from current control regimes involves dialogue, collaboration and the inclusion of all stakeholders. Deal & Peterson (2009: 72) warn that this is not always a straightforward process, describing the process as a “dynamic social system of complex interrelationships and symbolic webs”. These concerns emanated through my data and while the frustrations of stakeholders were identified, it must be remembered that these ‘interrelationships and symbolic webs’ are all part of a larger change process that will present Cascarians with numerous learning, development and economic possibilities.

In contemplating these change dynamics, it is important to remember that sustainable change can only be achieved if there is synergy between the economic, social and environmental values in any given context (Herremas & Reid, 2002: 17). It is important to note that the data suggests that the AVES has begun to make good progress and that the training on offer has already begun to serve the needs of the local economy. It is important now for the AVES to continue to respond to the needs of individuals, business, government and the economy; at the same time working collaboratively with island stakeholders to ensure the long-term sustainability of the service.

This study investigated the challenges of implementing and sustaining an adult and vocational education curriculum on an isolated island. In endeavouring to uncover these challenges, this chapter has presented answers to the critical questions that I posed for the three aims I set out for my study:

- to examine the current state of curriculum implementation and its associated challenges within the Adult and Vocational Education Service;
- to investigate how the current curriculum is satisfying the needs of the island by aiding workforce development to support economic growth on the island; and
- to explore the challenges relating to the sustainability of the Adult and Vocational Education Service in providing a relevant vocational curriculum.

In the area of curriculum implementation the data provided answers to the questions in respect of: stakeholders and beneficiaries of the curriculum; the design and content features of the curriculum; the rationale for curriculum content and the operationalisation of the curriculum.

The critical questions posed in relation to the curriculum and the economy, probed the needs of island – particularly as the island prepares for air access and its related economic activity. My findings encompassed issues pertaining to stakeholders; skills important to the workforce at this time in the island’s history; the changing needs of the island; and how curriculum implementation could support economic growth

Curriculum learning sustainability under the AVES was one of the greatest concerns raised by my research participants. My data showed which stakeholders were responsible for the sustainability of the Service; what the difficulties of sustaining the AVES and its Curriculum are; why it is important that the AVES provides a relevant and sustainable curriculum; and how a relevant curriculum can be realistically sustained.

In the chapter that follows, I offer my recommendations to the AVES in respect of my research findings.

CHAPTER 4

RISING TO THE CHALLENGE: FINDINGS AND RECOMMENDATIONS TO THE AVES

... research, in essence, is not complete unless it is shared with others who can benefit from it (de Poy & Gitlin, 1998: 288).

... first, educational change is not just a technical process of managerial efficiency, or a cultural one of understanding and involvement. It is a political and paradoxical process Second, significant, educational change can no longer be achieved ... in a step-by-step, linear process ... it is much more messy than that (Hargreaves, 1998: 282).

With Poy's and Gitlin's notion of sharing in mind, I hope that the recommendations made in this chapter will not only contribute to the future development of the AVES, but also make a knowledge contribution to the field of adult learning; curriculum implementation; economy and the workforce; and curricular sustainability in isolated contexts.

Hargreaves' argument in respect of educational change reminds us that planning, implementing and institutionalising curriculum change can be very complex. It is a reiterative process that requires solutions to risks, threats and issues that arise in its implementation. The research identified the strengths of the AVES and demonstrated that the Service has made a very good start in co-ordinating and delivering Adult and Vocational Education on Cascara Island. The data also recognised weaknesses in management and learning provision; areas in need of attention; and strategies for taking the AVES forward – particularly in light of the possibilities that air access might bring to the island.

4.1. RECOMMENDATIONS TO THE AVES

Given the ethical considerations that I needed to employ in conducting and writing up my research findings, I wanted to devise a strategy whereby my research findings could be practically shared with relevant stakeholders on the island, while at the same time protecting the identity of my research participants.

I decided that this section of the thesis would be written so that it could serve as a stand-alone document which summarised the main recommendations that emerged through the data.

In adopting this approach, I was mindful that my research participants operate in the small Cascarian context where sensitivities can be amplified – particularly in respect of issues relating to power and politics. As such, I take full responsibility for the recommendations made in this chapter, and no data sources have been revealed.

The recommendations made could be circulated to all interested stakeholders and might serve as a convenient framework for future planning within the AVES and the Education Department on Cascara Island. This research might be seen as a review process that has explored the challenges and achievements of the AVES in respect of the sustainable delivery of an adult and vocational curriculum on an isolated island. I hope that the findings will be of use to the AVES as it reinvents itself and plans its strategy to move forward. These recommendations might also be used as the basis for informing a revised and revamped AVES Strategy that will endorse a new curriculum and actively aim to both support adult and vocational learning and economic development in the interesting and fluid context of Cascara.

The recommendations in this section of the chapter are presented as follows:

- Pressing priorities for the AVES
- Integrating lifelong learning on Cascara Island
- Reconsidering contents and delivery of AVES learning opportunities
- The AVES staffing structure
- Quality and learning in respect of AVES courses
- Leading the AVES
- AVES Charging Policy and funding
- Advice, Information and Guidance
- Next steps for the AVES

Through these recommendations, I have aimed to offer practical inputs that are intended not only to guide the development of the Service and its supporting curriculum, but also pave the way for improved learning and the subsequent positive impact that this might have on the economy of Cascara³⁸.

4.1.1. Pressing Priorities for the AVES

In light of the current uncertainty in respect of the air access project, the overarching goal of the AVES should be to equip a significant minority of the working population with high level professional skills, a similar proportion with key technical specialist skills, and the majority of the population with intermediate level multi-skills. In doing this, Cascarians with newly acquired skills will be in a better position to multi-skill and engage in a wide variety of tasks. In mainland contexts such tasks would usually be performed by more specialist technical staff, and often such tasks might be shared among a number of different personnel. The human resource deficit on Cascara does not allow for this luxury. To achieve this the AVES will, with the support of all stakeholders, need to:

- make the best use of all available resources;
- adopt a flexible approach to curriculum delivery that is personalised and innovative;
- engage leadership and support from influential decision-makers across the spectrum of Cascara's community; and
- invest positively in the future by continuously and timeously responding to the island's ever changing needs.

In striving to reach these goals, the AVES should address the following five key priorities over the next few years:

- stabilise the delivery of NVQs;
- develop alternative vocational paths;
- expand the scope of key skills on offer under the AVES;

³⁸ It is at this point that the report may be separated from the body of the thesis for presentation to AVES stakeholders. When this is done, all pseudonyms used in the recommendations will be changed back to the original names and titles.

- centralise the development role of the AVES; and
- secure high level stakeholder support.

4.1.1.1. Stabilise the Delivery of NVQs

The AVES needs to pay particular attention to the regime of NVQ delivery on island as these awards are highly sought after, they have credibility locally and they have currency abroad. For these reasons, it is imperative that the system of NVQ delivery is stabilised and that efforts are concentrated where there is the most immediate potential and fewest alternative vocational paths currently available on the island. This stabilisation process should also involve the training of a local counterpart who will manage the delivery of NVQs locally; as well as the establishment of an NVQ Support Officer position that will contribute to the longer-term sustainability of NVQ provision on the island. This will not only reduce costs but contribute to the overall sustainability of NVQ provision on Cascara Island.

4.1.1.2. Develop Alternative Vocational Paths

The AVES needs to make the development of alternative vocational paths using e-learning and video conferencing a priority as this seems the only viable solution given the shortage in human resource and the island's insularity and isolation. One of the biggest challenges of offering quality and accredited learning on the island is associated with the cost of human resource – largely due to the time that it takes for skilled trainers to travel to and from the island. The AID have made additional funding available to facilitate the development of e-learning opportunities and further recommendations in this regard will be discussed in 4.1.3. Coupled with, but not restricted to the development of e-learning is the need to increase the curriculum options that relate to non-academic areas, particularly in the technical and trade focussed disciplines.

4.1.1.3. Expand the Scope of Key Skills on Offer under the AVES

The AVES should endeavour to expand the scope and delivery of key skills and other 'second chance courses' on offer to adults who contribute to the Cascarian

economy. Such an approach could assist in aiding and equipping a high proportion of the adult population to develop skills that are more basic in nature. This in turn, would contribute to these learners continuing to achieve intermediate level vocational qualifications and consequently they would be in a better position to contribute more effectively to the economy of the island. This will also be discussed more fully in 4.1.3.

4.1.1.4. Centralise the development role of the AVES

The AVES needs to develop its role as the Island's central learning resource and learning hub. In developing this approach, the AVES should make an effort to promote learning for its own sake. In the first instance, wide consultation should take place with stakeholders in both the public and private sectors, as well as with AVES clients, politicians and representatives of the AID. Such a process will highlight the need for a more centralised island-wide training Service and it might gain the necessary approvals and support to make this happen. A platform such as this will offer Cascarians the opportunity to engage in learning and development opportunities in areas of personal interest. Such an approach will not only enrich the lives of individuals who participate in such opportunities but it will benefit the economy and the whole of the Cascarian community.

4.1.1.5. Secure High Level Stakeholder Support

Linked to the need for stakeholder consultation, the AVES needs the support of the Cascarian Government and an advisory team that might be called the AVES Task Team. (This will be discussed in more detail as a separate recommendation in 4.1.6). High level support will assist with the strengthening of developing support systems, stabilising the AVES curriculum and will also promote a positive climate for an integrated Lifelong Learning Strategy on Cascara Island. The support that the AVES gets in the form of the Education Department and the Education Committee is insufficient to maintain the Service in its endeavours to provide training opportunities to the entire island. The implementation and delivery of an appropriate and relevant curriculum needs high level political support. The AVES Management Team and the Executive Education Officer need to collectively ensure that strong links exist with local and

overseas government (in the form of the AID) and that representatives from both the public and private sectors are actively communicated with and engaged in the direction that lifelong learning will take under the AVES.

Addressing these five broad key priority areas will aid the future sustainability of the AVES. Actioning them will ensure that future provision of the curriculum and its delivery under the Service will support economic and personal development.

4.1.2. Integrating Lifelong Learning on Cascara Island

To aid the AVES in meeting its goals and priorities, the assistance of local government and the AVES Task Team will be required. With the help of these decision-makers and the collaborated efforts of all of the stakeholders of the AVES, island resources should be brought together in an integrated Lifelong Learning Strategy that supports curriculum delivery, taking cognisance of the following issues:

4.1.2.1. Revisit the Original AVES Strategy

The existing AVES Strategy needs to be revisited in light of the ongoing air access developments on Cascara. What needs to be ascertained is what the implications of these will be in respect of the AVES and the curriculum that it offers. Additionally, the recommendations made as a result of this study might also be taken on board to complement and redirect the current Strategy and its supporting Operations Manual. It would be useful for local users, implementers and recipients of the Strategy to engage with the document, reflecting on what is working; what is not working; what is still relevant; what is no longer relevant; and what should be amended so as to improve the provision of learning on offer from the AVES.

4.1.2.2. Centralise Government Training Responsibilities on Cascara

In certain areas of adult and vocational development and training on Cascara, there are inconsistencies in respect of who, or which government department or private sector agency is responsible for training and development. An example of

this exists in the co-ordination of the Work Experience Programme and the Youth Training Schemes which are available to young people and school leavers. This programme is currently controlled by the benefits section of the Employment and Social Security Department, with the Executive Human Resources Officer approving appointments. The responsibility for this function should be placed entirely with the AVES and associated budgets and staffing should be redeployed to the Service. The associated staffing implications of this will be discussed in 4.1.4.

4.1.2.3. Tertiary Training Funding to be placed under the AVES

An additional area for consideration in respect of integrating the approach to adult learning on Cascara would be to place the responsibility of controlling the tertiary study bursary budget under the AVES. As the AVES conducts regular Training Needs Analyses and liaises with public sector departments and private sector businesses on an ongoing basis, it is in a strong position to inform what the current training needs and requirements on the island are. The responsibility for bursaries for local students to take degrees and other qualifications off island is currently held with the Scholarships Committee and falls within the remit of the Human Resources Department. This committee comprises membership of the Executive Education Officer, the Head of Cascara Community High School, the Executive Human Resources Officer and a representative from the Cascarian Development Bureau. The AVES Manager should be given representation on the committee and the financial aspects of bursary provision should be controlled by the AVES. This arrangement will aid the AVES in ensuring that training offered to Cascarians accords with the Strategic Planning Framework of the AVES in respect of both the needs of the island and the targeted training provision of the AVES. One final observation is that such an arrangement may also aid in shifting the balance of bursary provision more towards vocational learning as this area is under-represented when compared with the awarding of academic bursaries to young Cascarians who go to the metropole to engage in further education.

4.1.2.4. Extend the Provision of Formal Qualifications

In addition to the many locally offered unaccredited courses, the AVES should explore possibilities for the provision of formal qualifications that will develop the public and private sectors professionally. By adopting an approach that incorporates the similar collective learning and training needs of government departments, businesses and individuals, resource allocation will be utilised to maximum benefit. Such an approach will also allow for Cascarians to be collectively upskilled and will support the notion of mobility and portability across government departments and between the public and private sectors.

4.1.2.5. Consolidate working relationships with Cascara Community High School

Another recommendation in respect of integrating lifelong learning on Cascara Island relates to the planning and provision of the full post-16 curriculum at Cascara Community High School (CCHS). As the post-16 curriculum at CCHS falls under the AVES umbrella, the working relationship and partnership between the AVES and CCHS needs to become closer and more robust. The starting point for achieving this would be to give the AVES NVQ and Quality Assurance Co-ordinator some sort of representation within the school in respect of the curriculum and its provision at this level. In addition to this, the appointment of two additional AVES Co-ordinators to oversee learning in the realm of technical and trades and in work placement and youth trainee development should be considered. This will be discussed in 4.1.4. These appointments will aid in supporting the provision of the curriculum at CCHS, particularly in respect of assessment and guidance; and in the workplace for assessment, quality assurance and support.

4.1.3. Reconsider Content and Delivery of AVES Learning Opportunities

To date, the AVES has placed great emphasis on the credibility associated with internationally recognised and validated qualifications. Alongside this, it has also complemented these with locally delivered short courses that motivate, interest or upskill the various categories of adult learners who engage in learning opportunities on offer under the AVES. This approach seems appropriate given

the Cascarian context but the future pattern of learning provision should be planned and based on a model that is fit and appropriate for the Cascarian context. In striving to achieve this for courses and qualifications included in its curriculum, the AVES should consider the following issues that relate to content and delivery:

4.1.3.1. Aid the Development of Technical Skills that reflect Economic and Social needs

Following the closure of the island's Trade School in the 1980s and the general gap in the provision of adult learning and development until the establishment of the AVES, the AVES should focus on developing technical skills which reflect Cascara's forecasted economic and social needs across both the public and private sectors. A start would be to offer this learning at intermediate and supervisory levels in sectors such as: agriculture; business; finance; customer services; construction (and its various sub-sectors including electrical installation and plumbing); health and social care; motor vehicles and automotive engineering; and hospitality. These are essentially already to some extent the focus under the AVES Curriculum but there is scope to grow this provision. Increased partnership working with Cascara Community High School will also drive this process forward.

4.1.3.2. Develop Apprenticeship models that are fit for Cascara

The experience of attempting to implement full metropole accredited apprenticeships under the AVES AID Development Aid project on Cascara has proven that the island does not yet have the infrastructure to fully manage and support these awards. It would therefore seem appropriate that a local model of apprenticeship provision be developed which will not only solve the immediate issue of giving young Cascarians the opportunity to engage in appropriate learning programmes but it will also provide a platform for the AVES to slowly develop the human resource infrastructure needed to support the accredited versions of such learning programmes. The local apprenticeship models would be implemented exactly as those in the metropole with the structure, content and assessment done using the documentation and materials prescribed by the

awarding body in the metropole. The only difference, for the meantime, would be that completion would not culminate in an overseas accredited qualification. This is not ideal but it does provide a platform for a rigorous and structured learning programme as well as the opportunity for the NVQ Centre under the AVES to use the local model as a means by which to train staff and to establish appropriate links and infrastructures that will lead to accredited provision in the future.

4.1.3.3. Improve the Cost-Effectiveness of NVQ Provision

The AVES needs to broaden and strengthen the assessor and internal verifier infrastructure under the AVES NVQ Centre. The fragility of the centre in respect of these vital components is of great concern to the overseas awarding bodies. One way of doing this might be to waive charges for the training of assessors and verifiers – particularly for those from the private sector, who currently have to pay for participation while those from public sector do not. (The issue of fees and charging will be discussed more fully in 4.1.7). In addition to this additional assessors and verifiers might be more encouraged to participate in the NVQ process if part-time salaries were more commensurate with their responsibilities. The consensus amongst stakeholders is that AVES rates for assessment and verification need to be increased.

This practice would require that the AVES maintain relationships with the overseas awarding bodies with which it currently works. An increased pool of assessors and verifiers will aid in the ability of the AVES to offer overseas accredited apprenticeships locally. This will take time but will not hinder the Service from continuing to develop strong work-based NVQs in the relevant sectors.

Funding incentives need to be provided to local employers to take on apprentices and in so doing they will support training and development in their respective fields. This will apply particularly to the private sector and if registration and participation fees are waived, it would follow that NVQ enrolments might improve. The effect of these should be two-fold: to reduce the frequency of external verification visits by the awarding bodies and to spread the costs of the NVQ

infrastructure over a wider body of students, assessors and verifiers thus reducing the unit cost of NVQ delivery.

4.1.3.4. Establish Options for Distance and e-learning

As the AID have funded the infrastructure for increased bandwidth that will support distance and e-learning, the AVES should explore and put in place, as soon as possible, credible learning opportunities that support skills development on the island. Cascara Community High School has already established links with awarding bodies and providers of learning by e-conferencing in the metropole. It would be logical for the AVES to extend and develop these relationships to include appropriate academic and vocational learning opportunities. In respect of electronic and distance e-learning, I would suggest that the AVES:

- identify a core curriculum that can be offered consistently;
- use a blended approach with video-conferencing, online materials, tutor support via email and facilitator support during all timetabled lessons;
- identify the key providers of further and continuing education which Cascara can use for the forthcoming 5 years;
- identify ways of working to maximise support to facilitators and learners via working practices under the AVES that extend to CCHS; and
- improve access to IT facilities for facilitators and all AVES learners.

There are many traditional learning opportunities available through distance learning organisations based in the metropole that might be considered by the AVES. Many distance learning organisations offer courses in: the General Certificate of Secondary Education (GCSE); International General Certificate of Secondary Education (IGCSE); and AS/A2. These organisations offer a range of learning modes that include, but are not restricted to, the following:

- Textbook only, no tutor support
- Textbook and tutor support
- Video Conferencing
- Online materials, no tutor support

4.1.3.5. Reconsider the Priority of Tourism Training

Although tourism is still a necessary economic activity on the island, the reality is that it is not going to grow rapidly until there is any form of access development on Cascara – whether this be by air or improved sea access. It is important that this area of provision remain in the AVES Curriculum but that it be treated, along with other sectoral training previously identified as priorities in the context of the then anticipated airport, as having a lower priority for the time being. This should be reviewed once a final access announcement has been made by the AID. In the interim, most of the tourism training should be covered under the Customer Service umbrella on offer by the AVES.

4.1.3.6. Develop the range of Accredited and Unaccredited Learning Opportunities on offer

The AVES should also consider developing the range of both the accredited and unaccredited courses that it offers. Such a move has both financial and practical implications but the developments should be planned with the following in mind: the learning needs of the island's adults; the availability of resources; and the demand that might exist for new learning opportunities.

Where possible, courses should be offered in coherent modules that are worthwhile individually but that can be grouped together to enable candidates to gain qualifications over a convenient period of time. This will aid in improving the status and credibility of learning and subsequent certification of opportunities under the AVES.

As South Africa (SA) is closer in proximity to Cascara than the metropole, the AVES should consider options for institution-based courses, on-line courses and most especially visiting teams of specialist trainers from this country. With the favourable exchange rate of SA to that of Cascara, it might prove worthwhile and more cost effective to source training providers from SA.

4.1.3.7. A Revised and Updated AVES Curriculum

The aforementioned recommendations suggest a need for a revised curricular framework. This framework is cognisant of the current socio-economic climate in respect of air access to Cascara. The following curriculum categories are recommended:

- i. Continuing and Further Education Opportunities
- ii. Training in Local Crafts and Culture
- iii. Training in Tourism and Customer Care
- iv. Training and Retraining to aid Work-Based Efficiency
- v. Sports and Leisure Learning Opportunities and Activities
- vi. IT Training and Distance Learning Opportunities
- vii. Foundational Vocational Training at Cascara Community High School (CCHS)
- viii. Work-Based Assessment through National Vocational Qualifications (NVQs)
- ix. Training related to Natural Resources
- x. Local Trades Training
- xi. Work Experience and Youth Training Scheme
- xii. Learning Focussed on Personal Interests

These categories, detailed in Appendix 25, are not mutually exclusive and some learning opportunities might be classifiable into two or more of the curricular areas. For each curricular category the following has been stated: aim of the category of learning; the curricular areas identified to be on offer under this category; and who should be the target learning audience for this category. These curricular categories incorporate all aspects of learning, and encompass content (and in some instances approaches) that are deemed relevant and important to the island's current socio-economic positioning. This list of curricular categories also highlights areas of current priority and political importance.

What is of utmost importance is that the curriculum on offer should aim to serve both the public and private sectors and it should provide equality of access to learning and development. Wherever possible, the AVES should seek to develop

collaborative participation between departments, private sector companies and individual members of the public. A Training Needs Analysis (TNA) should continue to be conducted every two years as this will keep the learning opportunities on offer relevant and appropriate. Given the poor participation of the private sector in the previous TNA it is imperative that they are actively encouraged to participate in future analyses as this will better inform changes to the AVES Curriculum and subsequently benefit the economy of the island. As much of the AVES clientele are students at Cascara Community High School, it is important that these students are also included in the TNA exercise.

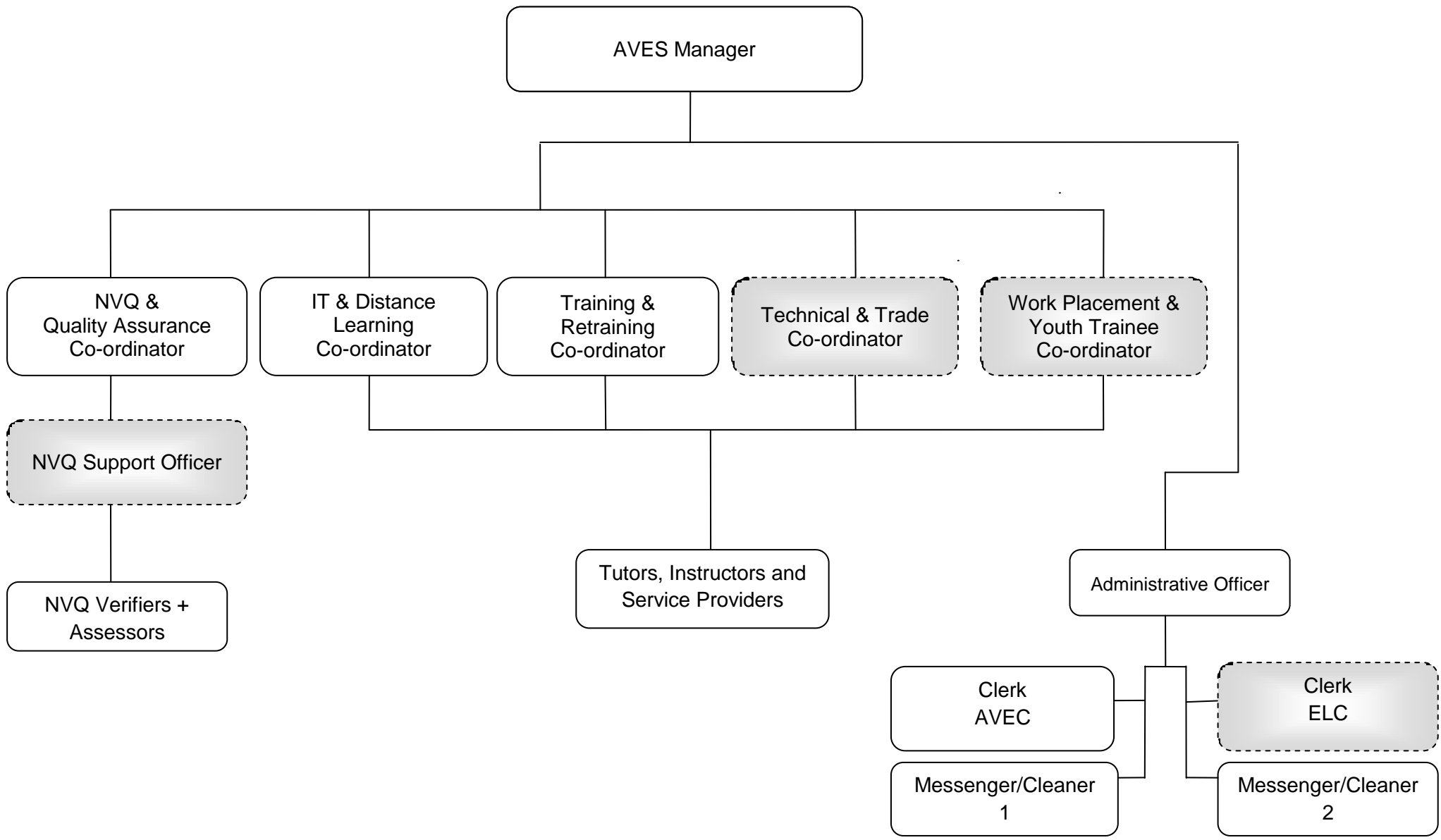
It must be remembered that this framework, as with the ever-changing Cascarian landscape, should constantly evolve to meet needs as they change and arise.

4.1.4. The AVES Staffing Structure

If the AVES is to extend the scope of the curriculum that it offers as well as take on additional responsibilities that are currently managed and co-ordinated by other government departments, this will have an impact on the AVES staffing structure. Organogram 2 summarises the current and suggested staffing structure with the associated reporting lines. The newly suggested AVES posts that need to be created or transferred from other departments to the AVES are shown in grey scale. A discussion on these recommendations follows:

Firstly, it would be wise that the titles of the current AVES Co-ordinators are changed to more fully represent the actual functions that these co-ordinators carry out in respect of their AVES duties. To this end, the following two posts should be renamed as follows: the post of *Community Learning Co-ordinator* should be renamed as *Training and Retraining Co-ordinator*; and the post of *IT Co-ordinator* should be renamed as *IT and Distance Learning Co-ordinator*. The posts of NVQ and Quality Assurance Co-ordinator is appropriately named.

To support the longer-term sustainability of NVQ provision on Cascara, a new post to support the NVQ and Quality Assurance Officer should be established within the Service. This could be named that of NVQ Support Officer.



Organogram 2: Current and suggested AVES Staffing Structure

[Key: AVEC – Adult & Vocational Education Centre; ELC – Education Learning Centre]

To support the development of local trades training and to co-ordinate the implementation and institutionalisation of locally offered apprenticeships a new post should be established to primarily support the following areas of the proposed curriculum:

- the provision of training in Local Crafts and Culture;
- the provision of training related to Natural Resources: Agriculture, Farming, Fishing and Conservation; and
- the provision of Local Trades training.

Such a position might be named *Technical and Trades Co-ordinator*. This co-ordinator will need to work closely with the NVQ and Quality Assurance Co-ordinator in establishing a local framework for apprenticeship delivery that will lay the foundations for future accredited provision in these areas.

In respect of centralising the co-ordination of Work Experience Placements and Youth Training Schemes under the AVES; an officer currently employed within the Employment and Social Security Department could be redeployed to the AVES to take up the new post of *Work Placement and Youth Trainee Co-ordinator*. Centralising this function under the AVES will streamline the logistical and budgetary processes associated with the work experience and youth trainee functions.

The Work Placement and Youth Trainee Co-ordinator should work very closely with the Technical and Trades Co-ordinator in offering and developing work-placement and youth trainee opportunities that provide a blend of work-based experiential learning as well as the opportunity to participate in formal learning programmes. Some of the youth and work placements might be of a technical and trade nature – in which case there will be a need to work with the Technical and Trades Co-ordinator, while others might fall outside of this area and encompass learning opportunities in other areas of the curriculum. What is important is that the Work Placement and Youth Trainee Co-ordinator play a mentoring and supportive role in respect of learners who engage in these schemes, so that they are supported as they make the transition from the formal schooling sector into the world of work.

The AVES is formally established at the Adult and Vocational Education Centre (AVEC), but it also operates at the Education Learning Centre (ELC), on adjacent premises. The expansion into the ELC has been relatively *ad hoc* and has evolved as needs for the expansion have arisen. The AVEC is supported by an Administration Officer, an office Clerk and a Messenger Cleaner but such support does not exist at the ELC where only a Messenger Cleaner is in post. An office Clerk should also be appointed at the ELC to support the logistical and administrative functions of the AVES training that takes place there. Furthermore, the Education Officer for Primary and the Education Officer for Teacher Training (who are both based at the ELC) might also benefit from administrative support that such a clerk may be able to offer.

4.1.5. Quality and Learning in respect of AVES Courses

One of the biggest areas of criticism of the AVES is that of the quality of some of the learning provision, and more specifically the content of certain of the local courses on offer. To address this and to raise the status and credibility of the opportunities on offer under the Service, the AVES needs to put quality processes and procedures into place. Accredited courses such as the NVQs and VRQs implemented under the guidelines set out by overseas awarding bodies have stringent and rigorous quality assurance processes attached to them. What is important now is that the AVES moves towards putting internal quality assurance processes in place.

The section on Quality Assurance in the AVES Operations Manual highlights the need for internal quality assurance, but given the growth of the Service more rigour needs to be placed on assessing the quality aspects of learning under the Service.

The AVES needs to start considering measurable ways of knowing and understanding what is being covered – both in content and methodology – in all of the learning opportunities offered under its umbrella. Traditional course evaluations are currently being used and these are beneficial use to the Service but what is required now, is a system of internal quality control that makes what is on offer fair and meaningful, making all involved in the process accountable.

Curriculum Area	Candidates		Curriculum		Tutors/Assessors/ Internal Verifiers
	Internal Assessment and moderation	External Assessment and moderation	Pre delivery	Post delivery	
1. Continuing and Further Education Opportunities	Accredited Programmes – Formal assessment and testing via examination	Externally marked and moderated by awarding/accrediting bodies	Standardisation by AVES management	Learner evaluation Tutor evaluation	Learner evaluation Observation/assessment of tutors
2. Training in Local Crafts	Non accredited/assessed programmes – Portfolio of work (optional) Record of achievement sheet (optional) Sampling by nominated AVES Co-ordinators	N/A	Standardisation by AVES management	Learner evaluation Tutor evaluation	Learner evaluation Observation/assessment of tutors
3. The Provision of Training in Tourism and Customer Care	Non accredited – Record of attendance and/or Portfolio of work assessed by tutor Record of achievement sheet Accredited – Formal assessments and testing via examination Sampling by nominated AVES Co-ordinators	N/A Moderation by awarding body	Standardisation by AVES management	Learner evaluation Tutor evaluation	Learner evaluation Observation/assessment of tutors

Table 19: Proposed Quality Assurance Framework (Part 1 of 4)

Curriculum Area	Candidates		Curriculum		Tutors/Assessors/ Internal Verifiers
	Internal Assessment and moderation	External Assessment and moderation	Pre delivery	Post delivery	
4. The Opportunity for Training and Retraining to aid Work-Based Efficiency	<p>Non accredited – Record of attendance and/or Portfolio of work assessed by tutor Record of achievement sheet</p> <p>Accredited – Formal assessments and testing via examination</p> <p>Sampling by nominated AVES Co-ordinators</p>	<p>N/A</p> <p>Moderation by awarding body</p>	Standardisation by AVES management	<p>Learner evaluation</p> <p>Tutor evaluation</p>	Learner evaluation Observation/assessment of tutors
5. Sports and Leisure Learning Opportunities and Activities	Non-assessed, unless a formal course through a distance learning organisation – see 6.	N/A	N/A	N/A	Learner evaluation
6. IT Training and Distance Learning Opportunities	<p>Locally accredited/assessed programmes – Record of attendance and/or Portfolio of work assessed by tutor Record of achievement sheet</p> <p>Accredited programmes – Marked online</p> <p>Sampling by nominated AVES Co-ordinators</p>	<p>N/A</p> <p>Moderated by awarding or examining body/provider.</p>	Standardisation by AVES management	<p>Learner evaluation</p> <p>Tutor evaluation</p>	Learner evaluation Observation/assessment of tutors

Table 19: Proposed Quality Assurance Framework (Part 2 of 4)

Curriculum Area	Candidates		Curriculum		Tutors/Assessors/ Internal Verifiers
	Internal Assessment and moderation	External Assessment and moderation	Pre delivery	Post delivery	
7. The Provision of Foundational Vocational Training at Cascara Community High School	Formative and summative assessment via portfolio based around projects, practical assignments, written questions, online testing. Portfolios sampled by internal verifiers according to Centre strategy and plans.	External Verifier monitors QAC and IV practices every 6 – 12 months (via visit or remotely) and samples assessment practice and decisions via candidate portfolios.	QAC meets with Deputy Head Curriculum, IV and Director of Learning at CCHS to ensure relevancy to curriculum needs at KS4/5		Director of Learning, IV and QAC monitor practice via Observation/assessment of tutors/instructors/ assessors Sampling portfolios Standardisation activities CPD records Candidate feedback Learner evaluation
8. The Provision of Work-Based Assessment through NVQs	Accredited Programmes - Formative and summative assessment by A1 assessors via portfolio of evidence using a range of assessment methods. Portfolios sampled by internal verifiers according to Centre strategy and plans.	External Verifier monitors QAC and IV practices every 6 – 12 months (via visit or remotely) and samples assessment practice and decisions via candidate portfolios.	QAC receives updates from awarding bodies, and liaises with IVs. Heads of Departments to ensure relevancy of provision Learner evaluation		QAC and IVs monitor practice via Observation of assessors/IVs Sampling portfolios Standardisation activities Candidate interviews
9. The Provision of Training in Natural Resources: Agriculture, Farming and Fishing	Short courses Portfolio of work Record of achievement sheet Sampling by nominated AVES Co-ordinators	If accredited moderation by awarding body	Standardisation by AVES management	Learner evaluation Tutor evaluation	Learner evaluation Observation/assessment of tutors

Table 19: Proposed Quality Assurance Framework (Part 3 of 4)

Curriculum Area	Candidates		Curriculum		Tutors/Assessors/ Internal Verifiers
	Internal Assessment and moderation	External Assessment and moderation	Pre delivery	Post delivery	
10. Local Trades Training - Apprenticeships Short courses	Apprenticeships 12 – 18 months Accredited and non accredited - portfolio of evidence Short courses Portfolio of evidence Record of achievement sheet Sampling by nominated AVES Co-ordinators	If NVQ/VRQ accredited – see 4.6 If accredited moderation by awarding body	Standardisation by AVES management	Learner evaluation Tutor evaluation	Learner evaluation Observation/assessment of tutors
11. The Facilitation of a Work Experience and Youth Training Scheme (based on formal experiential learning)	Depends on learning route – NVQ, short courses, local delivery – see above Sampling depending on learning route	Depends on learning route e.g. if NVQ externally verified.	Standardisation by AVES management	Learner evaluation Feedback from Managers	Depends on learning route
12. The Opportunity to engage in Learning Focussed on Personal Interests	Depends on learning route – accredited/assessed or non accredited/assessed Sampling depending on learning route	Depends on learning route	Standardisation by AVES mgt	Learner evaluation Tutor evaluation	Learner evaluation Observation/assessment of tutors, depending on learning route
Notes: <ul style="list-style-type: none"> Regular Training Needs Analysis (TNA) will inform curriculum content Successfully completed portfolios of work will result in Certificate of Achievement AVES Task Group to monitor curriculum on an annual basis in conjunction with SHG Strategic Objectives and TNA 					

Table 19: Proposed Quality Assurance Framework (Part 4 of 4)

A Quality Assurance framework, aligned to the suggested curricular framework is shown in Table 19. This framework offers suggestions in respect of assessment and monitoring across all of the twelve curricular areas that emerged from the data. This framework makes recommendations on how learning opportunities on offer in each curricular category should – or could – be assessed or whether, as in some cases, they should be assessed at all. The framework distinguishes between the processes and need for both internal and external assessment. It also incorporates the need for learners to have a voice in the assessment and monitoring process. The framework also aims to lay down clear criteria so as to inform how relevant and useful the curriculum on offer is in serving the needs of the island. Further to The framework also ensures that tutors and the quality of tutoring are monitored by learners and peers.

It is important to keep in mind that this framework is a starting point – the contents should be adapted and updated as required. In the first instance a lot of responsibility for quality in learning will rest with the AVES Manager and the AVES Co-ordinators as the AVES management team. As the process of quality assurance becomes embedded over time, the AVES needs to work towards establishing a quality assurance body on the island that will monitor the quality issues that relate to learning under the Service. This will need to involve working across the public and private sectors and will also require the engagement of highly skilled and suitably experienced personnel. This might be a function of the AVES Task which will be discussed in 4.1.6.

4.1.6. Leading the AVES Strategy

The success of the AVES will depend on the full spectrum of stakeholders – both those formally and those informally involved with the AVES. The AVES Council that was proposed as part of the original Strategy has never come into being and this would seem to be as a result of there not being a clear distinction between the roles and responsibilities of the council and those of the Education Committee. A formal body that brings together leaders from both the government and the private sector needs to be established. Such a body might be named the AVES Task Team with the function of steering the development of lifelong

learning on Cascara Island. The Team should comprise members of both the public and private sectors.

The AVES Task Team should have as its remit the function of briefing and advising AVES stakeholders regarding the continued development of the AVES Curriculum – with policy issues remaining the responsibility of the Education Committee. The AVES Task Team should also work closely with the Cascarian Government, the Education Committee, the AID and other key stakeholders to ensure that recommendations are acceptable to all parties. See Appendix 26 for draft Terms of Reference that suggest what the Purpose; Scope of Work; Main Tasks; and Composition of the proposed AVES Task Team might comprise.

The membership of the AVES Task Team should be reviewed at the end of its first year of operation to see if there is a continuing need for it. If there is, stakeholders should assess how it might best be developed to suit the economic and personal needs of the island and its people so as to ensure sustainable growth.

The support of the proposed AVES Task Team, along with other support structures such as the AID, local government, the Education Committee, the Education Senior Management Team and the AVES Management Team will ensure improved learning provision under the Service. Such support also has the potential to aid the Service in reaching many of the recommendations that have emerged from my study.

4.1.7. AVES Charging Policy and Funding

The AVES is critical to the economic and social development of Cascara Island and has the potential to positively contribute to the economic and social fabric of the island. With or without an airport the AVES has the potential to make a significant difference.

The recurrent and project funding made available through the AID since the establishment of the AVES in 2006 has enabled the AVES to make a promising start. The foundations have been laid for an expanded and improved Service that

will benefit the people of Cascara. To continue this good work the Cascarian Government and the AID should be ready to continually support the expansion of learning provision under the AVES by considering the following:

4.1.7.1. Centralising Training and Budgets

To meet the immediate and dire shortage of people with trades and technical skills, funding streams needs to be available to support the establishment of a local 'fit for Cascara' apprenticeship scheme. The young people who could participate in these programmes would otherwise have been entitled to take part in youth training schemes, so funding for such programmes should already exist. Such activity would support the suggestions to redeploy an officer and the associated budgets from the Employment and Social Security Department to facilitate the new AVES post of Work Placement and Youth Trainee Co-ordinator. This should, in principle, be sufficient to cover much of the training that needs to be done. To further support this, there should be offsetting savings from the accredited apprenticeship scheme that has not been successfully introduced under the AVES AID Development Aid Project.

By setting an example as the island's leading entry-to-employment employer, funding can be more effectively used under the AVES. This might, for example, involve each government department and each of the larger private sector companies offering at least one place for a Cascarian apprentice. The economic benefits of such an arrangement would be immeasurable and would aid in shifting some of the responsibility of training and development from the AVES to island employers. Improvements in efficiency could also be achieved if there were reductions in bureaucracy and paper work processes. A single control regime and a set of targets and key performance indicators for the AVES should be agreed upon. These should include the AVES's core funding in respect of the recurrent monies it receives from the Cascara Government as well as the funding currently set aside under the AVES AID Development Aid Project.

4.1.7.2. Charging for Participation in Learning

One of the biggest frustrations of the private sector relates to the fact that they have to pay for participation in AVES learning activities, while the public sector does not. The revenue collected by the AVES in the last financial year amounted to less than 1% of the Service's total recurrent budget and the administrative functions associated with fee collection are not an effective use of resource – both human and physical. To this end, there was overwhelming support that the AVES should abolish charging for all advertised courses. Obviously budget constraints would not allow for free training in any area so requested by AVES learners.

The AVES Charging Policy should state that learning provision in advertised courses will be offered at no charge but that penalty charges would apply if learners reserve spaces and fail to take them up; or if learners register for a course and drop out during the course of the programme. The latter of these two penalty charges can be reviewed on a case-by-case basis in exceptional circumstances. A no charge approach will regain the confidence of the private sector and it will also address the issue of equality of access to learning opportunities for both individuals and organisations. A move away from a fees-based charging approach to a penalty-based policy, should:

- improve relations between the AVES and the private sector;
- increase take-up of programmes;
- promote retention and completion;
- reduce early withdrawal; and
- encourage learner motivation.

The cost of administering an auditable system far outweighs the anticipated income generation – which has not been substantial (or supportive of sustainability) by any accounts since the introduction of the original AVES Charging Policy in 2007. See Appendix 27 for draft recommendations in respect of the structure and contents of a revised Charging Policy for the AVES. This should be seen as a draft document for further development.

4.1.8. Information, Advice and Guidance

Developing and delivering programmes to match learner needs and aspirations is at the core of an effective and appropriate learning system. Furthermore, it is important to ensure that learners do not become disaffected while undertaking learning because of the inappropriateness of the learning opportunities on offer as this can hinder learning progress and it can also have negative implications on the economy that the upskilled learners are intended to serve. Consequently, it is imperative that learners have the opportunity to enter programmes that match their hopes, desires and ambitions. These programmes need to be relevant in terms of content and should be pitched at the correct level of learning. It is important to remember that many potential learners will not be totally aware of their needs and they will have limited understanding of the proffered curriculum. This might result in them selecting programmes of learning that are unsuitable to them.

In order to overcome these difficulties in respect of learning choices; and to ensure that learners do not become disaffected with learning, the AVES should set up a system that offers Information, Advice and Guidance (IAG) to prospective AVES learners. A service such as this could also be extended to offer careers advice or incorporate a means by which present learning opportunities and activities are made known to potential learners. The current 'Job Shop' that falls under the Employment and Social Security Department (ESSD) has the potential to grow into an IAG Centre. This supports the recommendation for a *Work Placement and Youth Trainee Co-ordinator* to be redeployed from the ESSD to the AVES. This co-ordinator could also have, as part of his/her remit, the responsibility of providing IAG to aspirant AVES learners. This service should be face-to-face, user friendly and consistent in terms of approach and availability, i.e. prospective learners should be able to make appointments which are timetabled over a period of time. Although this proposed IAG service would be permanently located at the Adult and Vocational Education Centre, occasional outreach delivery at Cascara Community High School and within the community should be included wherever practicable and possible.

4.1.9. Next Steps for the AVES

I now present what should be the next steps for the AVES on Cascara. As with any change, development and growth opportunity there needs to be a staggered and incremental approach to the implementation of these recommendations. This is particularly pertinent within the context of the AVES on Cascara where there has already been so much change and activity to date. Therefore, as a starting point the AVES – with the support and agreement of the Cascarian Government and the AID – should in the short-term aim to achieve the following:

- redesign the AVES AID Development AID Project;
- develop a marketing plan; and
- relaunch the AVES Strategy to bring fresh confidence and rigour to the AVES Curriculum.

4.1.9.1. Redesign the AVES AID Development Aid Project

The AVES decision-makers and the AVES Management, in consultation with clients of the AVES, need to work towards redesigning the contents and outputs of the current AVES AID Development Aid Project:

Component 1: The introduction of accredited training programmes equivalent to Apprenticeship Awards through City & Guilds (C & G)

As they currently stand, some of the outputs of the project are not achievable given current available resource on the island. In respect of apprenticeships, there is insufficient infrastructure in the form of assessors and verifiers to meet the requirements of the awarding bodies and full metropole awarded apprenticeships will not be implementable on the island in the foreseeable future. The resources allocated to this model, could be used to implement locally accredited apprenticeships. This would, in turn, aid in building local capacity so that, in time, accredited apprenticeships become viable for the AVES and Cascara. At present, valuable funding is being spent on visiting external verifiers who sanction the centre because it cannot meet quality requirements of the awarding body. In essence, the AVES is paying service providers to be told that

they are falling short of the necessary awarding body requirements. The difficulty lies in the fact that the AVES is not able to address these issues due to human resource limitations.

Component 2: The establishment of the Construction Skills Certification Scheme (CSCS) or an international equivalent and the introduction of a NVQ in Construction

The area of Construction and Health and Safety is the component of the AVES AID Development Aid Project where the least progress has been made to date. There are two alternatives available to the AVES: firstly, working with the Municipal Services Department – a local equivalent of the Health and Safety Card Scheme could be implemented. This is something that has effectively been achieved on the Falkland Islands. The second option would be to channel the allocated funding into a different curricular area such as fishing, conservation, agriculture or any of the other new curricular areas proposed in the curricular framework. What is important is that funding is used to make a meaningful and tangible difference to the people and economy of Cascara Island.

Component 3: The development of a bank of part-time, trained work skills and craft skills instructors through the delivery of a series of instructional technique programmes

The approach used in respect of this component of the AVES AID Development AID Project is complimentary to the mission of the AVES in that it offers the AVES flexibility in meeting training and skills needs of varying sectors on the island. Ensuring that all training interventions conducted under this component comprise a rigorous train-the-trainer component will aid the sustainability of the interventions. This approach also provides a good vehicle for cascading skills, even after visiting trainers have left the island. This component of the project should remain as it is.

Component 4: The introduction of an NVQ in Business and Administration at Level 4

Funding allocated to the NVQ in Business Administration at Level 4 would be best channelled into a different curricular area of the proposed curricular framework. There is insufficient capacity on island to assess or verify this award internally. This component, as it currently stands, needs to be written out of the AVES AID Development Aid Project. This funding could be better utilised in aiming to improve the lives of Cascarians and the economy of Cascara Island.

Once AVES decision-makers and AVES Management have agreed new project contents for the AVES AID Development Aid Project, these need to be written into the Logical Model format provided by the AID and submitted to the AID through the Executive Development Officer for approval.

4.1.9.2. Develop a Promotional and Marketing Plan

Another key area for immediate action by the AVES is the development of a promotional and marketing plan that communicates the AVES Curriculum and the Strategy to the people of Cascara. Such a plan will aid the AVES in achieving the following marketing aims:

- raising the profile of the AVES and adult and vocational education throughout Cascara Island;
- highlighting the successes of the AVES to date;
- achieving the targets for the recruitment of learners; and
- attracting stakeholders who will aid in determining the future direction of the AVES

It should also be remembered that the promotion of AVES is not solely the responsibility of senior management, but of every staff member – management, administrative staff, tutors and trainers. The efforts of everybody are equally important in how the Service is perceived by the people of Cascara.

Stakeholders of the AVES must note that good communication will determine the success of the promotion. Whether it is communication between staff and

students; between colleagues; or with a visitor to the Adult and Vocational Education Centre – the impression given is as important a promotional message as any professionally produced marketing literature.

By keeping all stakeholders informed, duplication of effort can be removed; help can be given when required and the promotion of the Service enhanced through the combined effort of all involved in the process. This is particularly important in the Cascarian context where resources are limited. The AVES should embark on a promotions strategy that will:

- generate product and image awareness in the general market places on the island;
- raise awareness to the local business and government sectors of the training opportunities offered by the AVES; and
- develop a multimedia approach to promotion by developing appropriate messages and selecting relevant media for identified target markets.

In striving to achieve this, the AVES should continue to produce corporate promotional materials such as course leaflets; posters and continually update the website of the Service. The AVES prospectus listing and detailing all learning programmes has not been updated since 2007 and this should be updated as soon as possible. The same applies to the student handbook, which was also last updated in September 2007.

While the AVES does on a weekly basis advertise learning opportunities and courses in the two local media, these media could be further utilised to the benefit of the AVES. By using radio for advertising and local television to air short television programmes that advertise available AVES learning opportunities, the Service could share more of its successes with the general public. The impact of radio advertising could be far reaching as Cascarians living abroad are now able to audio stream local radio stations via the Internet. Finally, there is a great need for effective monitoring to be in place for virtually any management process that the AVES develops and implements. The outcomes of every promotion activity carried out by AVES should be monitored and analysed so as to inform future campaigns.

4.1.9.3. Relaunch the AVES Strategy

The public perceptions of the AVES are varied – some stakeholders are very complimentary of the AVES, while others are critical. Keeping all stakeholders happy is not easily achieved. It is therefore of vital importance that the successes and progress of the AVES are documented and made public.

As part of an initial promotional and marketing plan, the AVES should co-ordinate arrangements to relaunch its Strategy and introduce a new and updated curriculum. This should not constitute a rebranding of the AVES as the name, the logo and the supporting strap lines are well entrenched on Cascara.

As part of the relaunch, the AVES mission which focuses mostly on the training and upskilling of Cascarians to support the economy of the island should be revisited. The AVES should adopt the mission and vision statements of the Education Department under which it falls as these are broader in scope; consider the needs of individuals; and support the notion of lifelong learning. The mission of the Education Department is to: “To inspire generations to undertake a life long voyage of learning and discovery by providing an effective and efficient education programme”; while the vision states: “We will inspire, motivate and develop individuals as we deliver quality, lifelong learning experiences that will enable learners to achieve their full potential and hence make a valuable contribution to our island”. A relaunch of the AVES Strategy might also highlight the following values that underpin the notion of lifelong learning:

- learning is a life-long process;
- it is important to recognise the value of teaching and learning at all levels and from all sources: elders, families, youth, schools, workplaces, community learning centres; and apprenticeship, college and university programmes;
- equal opportunity and equal access across the island is fundamental to the success of the Strategy;
- every individual has a right to learn; and

- learning opportunities should be of an appropriate and acceptable quality.

Should a relaunch be planned for the Service, this would be best timed to coincide with the new academic year in September³⁹.

I now offer my suggestions for future research.

4.2. SUGGESTED AREAS FOR FUTURE RESEARCH

In this study I have endeavoured to understand the challenges associated with implementing and sustaining an adult and vocational education curriculum on an isolated island. There are various other areas that I deem pertinent to broadening our understanding of the sustainable delivery of an adult and vocational curriculum in places that are isolated or that share similar colonial histories to that of Cascara. I recommend the topics that follow as possible areas for further research.

In the area of curriculum provision, the process that I undertook, highlighted that there was a literature gap in the area of quality assurance and how this can effectively be implemented and monitored to ensure credible learning in the framework of adult and vocational learning in an isolated context. My data also guided me to ponder on how the workplace can be effectively used as a learning environment to promote curriculum sustainability.

In considering the relationship of curriculum in respect of the workforce and the economy, the literature would benefit from a study that explored the best method of shifting the balance in economic power from the public sector towards the private sector in small aid dependent territories such as Cascara. As I became immersed in my study, I thought more about how strategies and models might be developed to aid the improvement of the 'economic motivation' of learners who enrol for adult learning classes. Further research in this area could benefit adult learning initiatives the world over.

³⁹ It is at this point that the stand-alone report for circulation to AVES stakeholders will end.

In deliberating over the relationships that exist between curriculum sustainability and change, I realised that change factors are very diverse in different change contexts. The Cascarian context proved to be very unique and I can only surmise that this would be the case in other contexts. I would therefore suggest that the literature could be enhanced by an exploration into what factors impact on curriculum sustainability in any given change context. My research findings in relation to human capacity development on Cascara also perplexed me. I was particularly interested in how human capacity could be developed given the scarcity of human resource and also in how training of a good quality could be provided in niche areas. I would therefore suggest that further research into how capacity is best developed to support sustainability in small island contexts would be very useful.

With regards to the notion of islands, insularity and isolation – I found the literature quite limited in this area. To further explore my main research question, I would recommend that studies of how relevant and meaningful learning opportunities can be implemented and sustained in remote island communities would robustly add to the body of literature. My study has provided some insights in this area, but the successes and challenges faced by other island contexts would benefit curriculum implementation in similar change contexts. In respect of curriculum delivery in an isolated context, an investigation into what modes of curriculum delivery are most suitable in insular and isolated contexts would be very useful at a practical and implementation level. Such an investigation might also specifically explore if computer-based distance learning is an effective means of providing learning opportunity in remote contexts.

Whilst much literature exists on the effects of colonialism, I was not able to source too much literature on the legacy of colonialism and dependency in isolated island contexts. Therefore, with regards to the colonial effects of learning and education, I would suggest that there is a need for further investigation into what the implications of a colonial legacy are on the uptake of adult and vocational learning opportunities in aid dependent territories. Another area that perplexed me was that of the extent to which the culture of the metropole was a hindrance to the learning experience in isolated and dependent territories. I was

unable to locate much literature in this area and feel that this would be a very worthwhile contribution.

Finally, in reflecting on the AVES and Cascara, there are still many questions that remain unanswered. Research in the following areas might prove to be useful to the Cascarian context:

- How will air access impact on the economy and the people of Cascara Island?
- How do Cascarians perceive the metropole, the AID and visiting expatriate workers?
- How has the historical provision of adult and vocational education on Cascara impacted on current learning provision in this area?

4.3. CONCLUSION

As shown in these recommendations, the AVES has made an excellent start in the provision of adult and vocational learning on Cascara. What is important now, and what will aid the sustainability of the Service, is that the island starts to see the AVES as a central body for training and development. By centralising resources and budgets the impact and benefit of the AVES could be far reaching.

By putting in place strong leadership and a body such as the AVES Task Team, the AVES will be in a stronger position to respond to the ever-changing social and economic needs of the island. The constant revision and updating of the curriculum on offer will ensure the continued credibility of the Service as will the introduction of stringent quality control processes.

In order for this to effectively happen, the AVES needs to be suitably staffed by a core team of professionals with the right credentials in respect of experience and qualifications – coupled with the an understanding of the dynamics at play on Cascara island. Such a group of people would aid the AVES in developing the scope of activities under the Service as well as ensuring quality in the provision of learning.

Given the isolated geographic positioning of Cascara and the history of the island, it is important that local stakeholders are given autonomy – within the available budgeting constraints – to drive the AVES Strategy. This might involve growing NVQ provision; the introduction of local apprenticeships; the improvement of e-learning and distance learning opportunities; the introduction of more formal qualifications; the enhancement of the key skills area of the curriculum; and the redesigning of the AVES AID Development Aid project. Whatever is decided upon, it is important that indigenous knowledge is used as a key driver in this process and that Cascarians are given voice in the decision-making process.

As part of a new approach, it is important that information, advice and guidance are given to prospective and current AVES learners and that accessibility to learning in relation to fees and charging does not impact on the rights of individuals in respect of equal opportunities and access to learning.

By constantly addressing and reflecting on strategic and operational issues the curriculum and supporting services that are offered by the AVES will grow from strength to strength.

I now conclude this thesis with a final reflection on Cascara, the AVES, the Curriculum and my study.

CHAPTER 5

EPILOGUE:

CASCARA, THE AVES, MY STUDY – A FINAL REFLECTION

A ‘common-sense’ approach to reflection suggests that it lies somewhere around the notion of learning. We reflect on something in order to consider it in more detail. ... Usually we reflect because we have a purpose for reflecting – a goal to reach. ... Reflection is a form of mental processing that we use to fulfill a purpose or to achieve some anticipated outcome. ... Reflection is not just an ‘add-on-extra’ to academic learning, but it is an essential component of good quality learning and the representation of that learning (Moon, 2005: 2 – 3).

In reflecting on the process that I undertook, I realise how privileged I was to have had the opportunity to work, live and complete my fieldwork on the island of Cascara. I have learnt many lessons and gained many professional and personal insights and memories from my time on Cascara. I am a richer person for the experience. In this epilogue, I reflect on my study, Cascara, the AVES and the AVES Curriculum. I also reflect on the theoretical framework; the methodological approach; the main research aims; and policy and practical significance of my study. Thereafter, I reflect on the people of Cascara and I conclude with some personal reflections.

Reflections on the Literature

This study has presented an exploration into the challenges associated with the sustainable delivery of an adult and vocational education curriculum in the Cascarian context. In attempting to understand this, I embarked on a review of the literature and reflected on the concept of curriculum, the notion of adult and vocational learning, including several theories of adult learning – and I explored approaches to the teaching of adults. While investigating these issues, I delved into the historic and current provision of adult and vocational learning on the island. The data highlighted that adult learners have a need for their learning to be relevant and practical. This accords with Zemke’s (2001) contention that adults need learning programmes to acknowledge their life experiences. Zemke (*ibid*) further contends that adults need to see the benefit of the learning in their

everyday lives. The data also highlighted the need adult learners have to recognise the link between the learning programme and how this would advance them in the world of work.

This review of the literature then led me to consider the economy and the symbiotic relationship it has with the provision of learning. In doing this, I explored numerous curriculum development theories: essentialism, encyclopaedism, polytechnicalism, pragmatism and Slattery's (1998) reconceptualisation of curriculum. The data demonstrated that the AVES Curriculum incorporates different aspects of each of these. The data also showed an eclectic use of the various approaches to curriculum: transmission, product, process and praxis. It was evident that a reflective curricular process of "planning, acting and evaluating" (Grundy, 1987: 115) was in place at the AVES. The data therefore demonstrates that the AVES Curriculum is grounded in Slattery's (1998) reconceptualised model of curriculum. The ultimate aim of the AVES training programmes is rooted in economic empowerment and emancipation.

Following on from this, I extended my debate to consider economic development and the form that this has taken on Cascara Island thus far. The data showed that the biggest constraint to economic development on Cascara is the lack of human resource, given the declining population of the island. This further highlights the need for partnership arrangements and collaborative working in the planning and delivery of adult learning initiatives. Willerup (2006) notes that effective partnerships will aid in establishing a co-ordinated approach to training and delivery. Further to this, it would be prudent for the island to look for cost saving avenues as it moves away from financial dependency towards self-sufficiency.

Extending my research debate, I considered human capital theory and capacity building and investigated how these could be incorporated into the learning programmes on offer to sustainably serve the Cascarian economy. The data showed that one of the main challenges in the isolated Cascarian context is insufficient human resource and therefore a lack of local people skilled in all areas necessary for the functioning of the island. While Maoz & Maov (1999)

argue that human capital investment in the context of education and learning requires a shift away from the notion of education and training, towards the ideal of improved jobs – the data demonstrated that this is problematic given the human resource shortages on Cascara. The lack of locally available human resource impacts on funding as expatriate officers often need to be employed at higher wages than their Cascarian counterparts. The human resource debate also included a consideration of the roles and responsibilities of island employers in assisting this process. The data showed that while the AVES aims to prepare Cascarians for air access related economic activities, there is local acknowledgement that the timescale for upskilling Cascarians with high level technical skills is very limited. To this end, the data suggests that in the short-term, the AVES can play a vital role in providing many Cascarians with lower level technical skills so that they can participate in air access opportunities. The broad agenda behind the introduction of the AVES is neither emancipatory or praxis; instead it is serving a very real and practical need and therefore all components of the curriculum do not support educating for education and knowledge alone. This supports Sultana's (1997) contention that post-colonial states require less skilled workers who can support developments at a lower level.

Against this backdrop, I investigated the notion of change and how this impacted on sustainability. To support this, I reviewed literature on social movements and curriculum change and also read widely on educational change, while continuously applying these to the Cascarian context. The concept of sustainability emerged through my data as critical to the success of the AVES with need for strong sustainable measures (Venetoulis, 2001). This, the data suggested, required secure budgeting provision that would support long-term planning; access to appropriately skilled and experienced staff; and the availability of the physical resources needed to support the learning process.

As my fieldwork began, I realised that I also needed to explore other sustainability issues that impacted on the provision of learning under the AVES. To this effect, I explored the following issues and how they related to the Cascarian context: colonialism, control, dependency, financial aid, power and leadership. Following on from this, I investigated five island case studies with

features comparable to those of Cascara. What emerged through the data was that Cascara is at a very exciting stage in its history and the AVES is a powerful vehicle that can shift Cascarians to a place of new and exciting opportunities as they redefine who and what they are. Bourdieu (2010; 1998: 20) recognises cultural capital as “an object of unquestioning reverence” and calls for a new concept of culture that presents as a “set of lived experiences and social practices developed within asymmetrical relations of power” (*ibid*). This notion of cultural capital, coupled with the data that emerged from my study, calls for a challenge to traditional views within colonised contexts such as Cascara. Giroux (2010; 1992: 104) further describes these processes of critical pedagogy as beginning with the colonised being able to reclaim “their own histories, voices and visions”. To this end, Spivak (2008: 58) cautions against moving towards ‘neo-colonisation’ where the locus of power shifts from the centre to the margin, with the margin merely reproducing the colonial model. This highlights the need for the AVES to continue to respond to the needs of the island in a sensitive and supportive manner. As a fledgling training service to the island of Cascara, the data suggests that the AVES had made a good start.

Reflections on the Methodological Process

In respect of research methodology, the unique context of Cascara Island, gave my research new and exciting possibilities. My qualitative case study approach helped elicit the data needed to answer my research questions. I documented the issues around my positioning as both researcher and AVES Manager; I provided details of the data elicitation techniques and research instruments that I employed; I explained how I handled the issues associated with confidentiality and anonymity in the amplified and isolated Cascarian context; and I reflected on the process I undertook to analyse and validate my data.

My hope is that the challenges and success that I faced in conducting my study, might be of use to other researchers working in similar contexts or adapting similar methodological approaches to their enquiries. I now reflect on my research findings.

Reflections on the Research Findings

The Adult and Vocational Education Service, its supporting Strategy and the AVES Curriculum were launched in June 2006. The Service was established to centralise the provision of adult and vocational training on the island with a bias towards learning areas that would support the economic activities associated with the air access project. The AVES started more or less from scratch and much of its efforts since then have moved into establishing an infrastructure for the new Service.

The comprehensive vision for the AVES Strategy as supporting the economic and social development of Cascara was and remains relevant. However, given the uncertainty around the air access decision, it would be prudent for the AVES to reconsider its curricular focus areas on a regular basis.

When mapped against the three agreed Objectively Verifiable Indicators⁴⁰ agreed with the AID, the AVES has had some reasonable initial impact but statistics show that the numbers of 16 – 18 year olds on vocational courses have not yet returned to the peak reached in 2005; and the majority of 16 – 18 year olds on the island are on A Level or Youth Training Programmes that pre-existed AVES. The second indicator – full employment – might be considered as partially achieved but it is not evident that AVES can take credit for this as statistics are also skewed by outmigration. In respect of the third Objectively Verifiable Indicator – during 2008/09 financial year the AVES attracted some 350 post-16 year olds to take accredited courses mainly of a directly or indirectly vocational nature. This represents the equivalent of over 15% of the working age population and a further 25% (or over 600 adults) were enrolled on unaccredited courses in 2008/09. These are high levels of participation by international standards but it is not clear however that they will translate into numbers who gain accredited qualifications. It is this consideration of accredited learning which appears to be the established indicator of success on Cascara Island.

⁴⁰ 1. a 50% increase in the proportion of the qualified workforce;
2. a reduction in unemployment; and
3. an increasing trend in post-16 education (*ibid*)

The mix of qualifications developed and currently on offer under the AVES Curriculum have been driven and determined by the funding arrangements for the Strategy. These funding streams are determined by the AID, the Cascarian Government and Education Department Senior Managers. The data showed a need for the decision-making in this regard to shift away from the AID, as the island made its first moves towards political and subsequent economic emancipation. Shujaa's (1996) warned that dependency retards the development of a free and autonomous national identity and my research identified that self-governance and its associated freedoms (social, political and economic) will present Cascarians with new and exciting opportunities – particularly as the island prepares for the change that will be brought about by air access.

To date, much energy has been focussed on developing NVQs which are awarded through an awarding body in the metropole. The impetus for this in the circumstances of Cascara is well justified; but the practical difficulty in establishing this NVQ structure has impacted on each of the specific outputs funded by the AID through its Aid Project. It has also diverted resources from other goals to sustain the delivery of NVQs on offer. This would seem a warranted move as Cascarians aspire to gaining overseas recognised and accredited qualifications and the impact of these in the economy appear to be evident. The data showed that AVES learners have a will to gain overseas accredited learning qualifications – not only for the benefit of the island and its economy, but also for their own advantage as these qualifications are recognised abroad.

It is also important to acknowledge the positive impact of locally offered unaccredited courses on offer under the AVES. These fill a very important function in respect of the training and retraining of members of both the public and private sectors and therefore contribute to the economic base of the island. What is important now is that the quality systems are put in place so that the credibility of these courses is raised and monitored. Kenway (2008) suggests that the main factor of production in today's economy is knowledge. Given the exciting possibilities facing the people of Cascara, Kenway's contention highlights the central and important role of the AVES. It also highlights the

importance of locally offered courses in contributing to the knowledge base that results in skills acquisition to support personal and economic growth

It would seem that there is no prospect of regularly offering, on even a minimally cost-effective basis, any specialist vocational courses through a group taught mode on Cascara Island. Group sizes are, for the most part, too small and teaching resources scarce. The data suggests that the approach adopted under AVES would appear to be appropriate in so much that an accessible Training Centre in the main town on the island has been set up for generic training provision. Cascara Community High School (CCHS) is also used as the core place at which VRQs and the underpinning taught element of the NVQs are delivered. In addition to this links are also established for learners involved with training opportunities in the work-place – but this is a fledgling area that needs to be developed. There is also scope for the development of capacity in distance and e-learning. Thus, the data identified the need for the collaboration of all stakeholders as well as the necessity for the integration of available resources emerged over and over again. Collaboration across sectors (both public and private) is a practical means whereby sharing resources reduces costs and aids in improving and increasing the quality of learning provision. Fullan (2005) noted that building capacity is reliant on collaborative working, but my data highlighted that consultative collaboration is not adequate only at the commencement of an initiative – it needs to be constant, recurrent and reflective.

The absence of a Council, guiding or an equivalent body has undoubtedly had an impact on the Service, in that the development of the AVES and its supporting Curriculum and Strategy have lacked a powerful voice to promote them at the highest possible levels within the government and private sector. This has been further compounded by the periods in 2008 when there was no Executive Education Officer of AVES Manager in post. The key need of the AVES has been a capacity to create the physical and staffing structure for the Service, as well as the network of relationships that support this. Given the small number of key staff concerned, and the continuing dependence on overseas expertise for appointments to key posts in government, the situation on Cascara remains fragile. It is important for the AVES to continue to foster positive working relationships with internal and external stakeholders. These for example include:

relationships with the private sector on Cascara; relationships with overseas awarding bodies on which the AVES depends; and relationships with AVES clients and stakeholders. It would seem that there is a consensus among key stakeholders that the situation in this regard is much better now and that although there is still some question over the credibility of learning on offer under the AVES, participation in AVES learning opportunities is still relatively high. The data highlighted the need for a team that would guide and direct the focus of the provision of learning offered by the AVES. This supports the contention of Berman & McLaughlin (1977) who highlight that during its implementation, a change project is at its biggest risk of failure. The data in this regard suggested that a task team comprising all sectors of the economy as well as relevant decision-makers, had the impetus to sustain and direct the change initiative during its implementation.

The AVES has made an excellent start in addressing the gap that exist on Cascara in respect of the provision of adult and vocational learning. To continue to do this, the AVES needs to ensure that it makes the best use of its valuable, available resources so that funding is used effectively and that capacity is built overtime. It is imperative that the AVES continues to develop and invest in the island's scarce human resource.

In attempting to do this, the AVES needs to continually adopt an approach that is flexible, personalised and innovative. My study indicated that Cascarians are committed to personal development and progress. It must be the task of the AVES to make sure that it is as easy as possible for Cascarians to access learning given their working and personal commitments. It is also imperative that the AVES continuously and timeously responds to the island's ever changing training and development needs.

In developing the Curriculum and taking the Strategy forward, the AVES needs to engage leadership and support from influential decision-makers across the spectrum of Cascara's community as this will aid in driving the Service forward. The engagement of such leadership will also assist in securing vital future funding.

Despite its various challenges, the AVES is making a positive contribution to the lives of Cascarians and to the Cascarian economy. Whether or not the island receives an airport now or in a few years time the possibilities for Cascarians are endless. For me, and although not a central theme in my study, the biggest challenge to overcome is the marginalised view that the Cascarians seem to have of themselves given their treatment by the metropole throughout history. As a vehicle steering Cascarians towards self-emancipation, the AVES has great potential. This leads me to reflect on the place at which Cascarians currently find themselves in relation to hooks' (1995: 341) view of marginality as being:

... much more than a site of deprivation ... it is also a site of radical possibility, a space of resistance It offers the possibility of radical perspectives from which to see and create, to imagine alternatives, new worlds.

This view of marginalisation highlights the hope and prosperity that the AVES and its supporting curriculum can bring to the people of the Cascara – as long as the learning on offer is relevant, sustainable, skills-based and supports economic growth – these all considered outside of the air access debate. The concept of emancipation is however a complex one as emancipation to Cascarians may well be viewed differently to that of the AID and the metropole.

Reflections on the Main Aims of the Study

My study comprised three main areas: curriculum, economy and sustainability. The relationship between each of these perplexed me and in this section, I offer a short personal account of what stands out as most revealing to me in each of these areas:

Curriculum

In executing my study and carrying out my duties as the AVES Manager, I learnt that the curriculum needs to constantly be revisited to service the ever-changing needs of the workplace and society in general. What I had not been prepared for was the 'politics' that exist in respect of curricular content. I was quite surprised at the extent of consultation in developing the original curriculum and how it seemed that the voices of some

stakeholders seemed to hold more weight than others. It was interesting for me too, working at a high position within government, to see how agencies such as the AVES are utilised to achieve the goals of government. What I found encouraging was that, the central focus of the AVES Curriculum under the AVES Strategy seemed well intentioned and seemed to provide a vehicle that facilitated a move towards the liberation of the people of the island. Something I unintentionally discovered was how the curriculum can be used to preserve and develop the community, civic society and the embodiment of these in local culture and the arts and crafts.

Economy

The area of economy was the most revealing to me in undertaking this study. Embarking on this study was my first exposure to the literature on economics and economic theory. I was intrigued by the literature and I was interested in learning more about the link between education and the workplace. The extent to which skills training can support economic growth was of interest to me. The small and contained Cascarian context highlighted the significant relationship that exists between the needs of the market place and how education and training can service these in a meaningful and viable manner.

As posed in my research questions, I was pleased to discover the degree to which the AVES Curriculum was supporting economic growth on Cascara. It was interesting for me to see how the economy was benefitting from skills training available under the AVES umbrella. On reflection, it was interesting to note the absence of much training and development opportunity in soft skills – particularly when tourism and customer service will be key skills needed if the air access project becomes a reality.

I was also intrigued to explore the idea that ‘capital’ exists in many different forms – the physical as in people, funding and materials; but also in the abstract as in social capital and community capital. What was most

revealing to me was the degree to which these abstract forms of capital can determine the sustainability of an intervention or project.

Sustainability

When I commenced this study, I had given little attention to the interdependence of the curriculum and the economy. In carrying out this study, I discovered that the sustainability of the AVES Curriculum and the economy were interwoven and impacted on each other. Without the option and availability of employees learning new skills the economy (mostly public in nature in the Cascarian context) would be adversely affected. Similarly, an economy lacking in skills would place more financial pressure on the local government as labour would need to be sourced abroad at additional cost. It follows that reduced local budget could impact the structure and functions of the AVES as state-funded organisation. Thus, I realised that a relevant curriculum had more prospect of becoming a sustainable curriculum.

Not having previously worked at such a high level in government, I discovered the difficulties associated with sourcing and securing funding. It was enlightening to discover the processes associated with securing such funding and I benefitted from the experience that I gained in taking part in the bidding process for funding. I had never given much thought to the difficulties associated with short and longer-term planning when funding was not secure. I came to understand the difficulties of planning when funding was not secure.

Reflections on the Significance of the Study

In reflecting on the significance of my study, it contributes theoretically to the literature in respect of education policy and practice in isolated and remote contexts. The research contributes to the body of literature in so much that it documents curricular change within the context of greater socio-economic and political change in an insulated and dependent colonial island context. The study also extends the theoretical debate into issues associated with neo-colonialism

as Cascara, an aid dependent island, has a unique relationship with its metropole. From a theoretical perspective, the data also contributes to the notion of andragogy and adult and vocational learning in a unique public sector dominated economy.

From a methodological perspective, the study is significant in so much that the fieldwork was conducted within the clearly defined limits of the island. Given my position of manager within the AVES as well as that of researcher, I had to carefully consider my potentially conflicting roles. As an expatriate employee and also as the possible driver of the change intervention under study, I had access and perspectives that would not in all likelihood, have been made available to anyone else undertaking the study. This further enhanced the originality of my study. My use of a qualitative case study is not a unique research method, but the small population and insular positioning of Cascara render the case more uniquely challenging and interesting. For reasons such as this, I had to employ creative measures relating to consent, anonymity and confidentiality with my research participants. The sensitive and innovative approaches in this regard, add to the originality of the study. To protect my research participants and also to ensure that the research findings were beneficial to the AVES and other island stakeholders, I wrote the recommendations chapter as a standalone recommendations report. This outlines the significance of the study in respect of policy and practical application.

The most significant contribution of the study is in how the findings might inform future policy so as to ensure that policies and applications translate into a practicable, relevant and sustainable curriculum. To this end, the research highlights the pressing priorities of the AVES: to stabilise NVQ provision; to develop alternative vocational paths; to expand the scope of key skills on offer; to centralise the development of the AVES; and emphasises the need for high level stakeholder support. The findings also highlight the need for lifelong learning on Cascara to be integrated, these require: a revision of the original AVES Strategy; the centralisation of government training on Cascara under the AVES; the need for tertiary funding streams to be placed with the AVES; an expansion in the provision of formal learning qualifications on offer; and the need to consolidate working relationships with Cascara Community High School. The

research also makes suggestions for a revised AVES Curriculum, with a particular focus on learning provision that will serve the island in the respect of air access-related developments. Of further significance is the practical recommendations made to the AVES in respect of: staffing; the quality of learning provision; the need for a leadership body such as an AVES Task Team; the centralisation of training budgets; the AVES Charging Policy; as well as the need for Information, Advice and Guidance to be offered by the AVES.

As stated in the preamble of this thesis, the research findings will not only benefit the government, businesses and the people of Cascara, but could also be used to inform other islands, small states and rural communities with typically limited human and financial resources in their provision of adult and vocational education. Sharing the Cascarian experience and the valuable lessons learnt in the process of curriculum implementation, could extend the scope of adult and vocational training on Cascara as well as in similar initiatives offered in other small and remote locations.

Reflections on the people of Cascara

My time on Cascara taught me that the people of the island are warm, welcoming and hospitable. They are also a resilient people because given their volatile history with the metropole (particularly over the issue of citizenship), most are still loyal to the ideals and values of the metropole.

My view is that Cascarians find themselves in an interesting predicament. On the one hand, they aspire to be more autonomous, while on the other hand they are unable to fully achieve this because of the uncertainty around the extent of economic opportunity that might be available to them. Such opportunity will be dependent on the final air access decision. I think that many Cascarians are understandably frustrated about the delay in the air access decision and while some have expressed their anger on this topic – such anger is usually done in private forums or anonymously through the local press. For me, it seemed that Cascarians are caught somewhere between ‘voice’ and ‘voicelessness’ – they have the prospect of social and economic emancipation but it is not completely clear whether this will be realised as yet. To this end, many Cascarians might be

uncomfortable about voicing their opinions fully until true democracy is achieved. This suggestion might explain why I did not receive any phone calls on the radio show during my data collection process.

While on Cascara, I also learnt that Cascarians, for the most part, have strong family ties and a great sense of community. Due to the size and population of the island, most people know (or at least know of) all of most other families on the island. This familiarity establishes strong accountability and develops, supports and entrenches community values. For the most part, I found Cascarians committed to the social, economic and political aspects of the community.

Personal Reflections

Having previously worked on the island of Cascara, it was a momentous family decision to return to the island. Returning for second time we had a clear idea of what we were going to and had firsthand experience of the challenges and privileges of living in such a remote place as the island of Cascara. Whilst on the island, we made many friends – Cascarians and other expatriates alike. All of these people contributed to our experiences and taught us something about the island and their respective home countries.

As an extravert, living on Cascara I found myself making adjustments to my personality. Despite the warm and open acceptance by Cascarians of me and my family, I felt like I was living in the public eye. As an expatriate to the island, you have a big responsibility in respect of meeting the objectives of your employment and whether real or not – you feel like you are under constant observation. So, without even consciously thinking about it – I felt myself becoming slightly restrained and more inhibited when in public. Towards the end of my contract, I found myself becoming more relaxed but am not sure whether this was because at a sub-conscious level I knew I was leaving or whether I was more confident in myself because I had made a positive difference in my appointment as the AVES Manager.

As a family, we felt welcomed into the community and we took part in most of the social gatherings and events such as carnivals, fairs, sports events, social

functions and recreational activities. My children were happy, accepted at school and made many friends. My wife (who is a primary school teacher) worked voluntarily at my children's school and this was, in many respects, the avenue through which she made friends and accessed local social circles.

The time on the island not only strengthened our bonds as family unit, but it also widened our circle of friends. Leaving the island was an emotional experience and whilst we have taken many happy memories away with us – we have left a little of ourselves there.

A Final Word

The completion of this study has been an incredibly rewarding experience and it has been a privilege to live and work on the island of Cascara over an extended period of time. My family and I leave the island with many happy memories and with many new friends – and I know that I too leave with my understanding enriched from the experience that I have gained in undertaking this study. I hope that I will be able to share my experiences, findings and new knowledge with other independent and post/neo-colonial island and remote contexts where similar issues and challenges exist.

I wish the people of Cascara well as they move into new and uncharted water and/or air space!

REFERENCES

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.

Aitchison, J.J.W. & Harley, A. 2006. *South African illiteracy statistics and the case of the magically growing number of literacy and ABET learners*. Pietermaritzburg: Centre for Adult Education, University of Natal.

Althusser, L. 1979. Lenin and philosophy and other essays. In *Teacher decision-making in the classroom: a collection of papers*. J. Eggleston, Ed. London: Routledge & Kegan Paul.

Althusser, L. 2008. *On ideology*. 2nd ed. London: Verso.

Anderson, G. 1998. *Fundamentals of educational research*. 2nd ed. London: Falmer Press.

Aristotle. 1976. *The Nicomachean ethics*. Harmondsworth: Penguin.

Arnold, J. 2005. *History and heritage: consuming the past in contemporary culture and planning for Sustainable Development*. Conference Paper. Edinburgh: Edinburgh World Heritage.

Ary, D., Jacobs, L. & Razavieh, A. 2002. *Introduction to research in education*. New York: Wadsworth Group.

Ashcroft, B., Griffiths, G. & Tiffin, H. 2002. *The empire writes back: theory and practice in post-colonial literatures*. 2nd ed. New York: Routledge.

Australian Department of Transport and Regional Services. 2002. *Service Delivery Arrangements (SDA) Performance Reports 2001/2*. Perth: Regional Office.

Backman, J. 1983. *Entrepreneurship and the outlook for America*. New York: Free Press.

Baldacchino, G. 2006. Islands, island studies, 'Island Studies Journal': Editorial. *Island studies journal*. 1(1): 3-18.

Bassi, L.J. Cheney, S. & Van Buren, M. 1997. *Training industry trends: training and development*. November: 46-59.

Baumgartner, L.M. 2001. An update on transformational learning. In *The new update on adult learning theory*. S. Merriam, Ed. San Francisco: Jossey-Bass.

Beach, R. 2003. Emerging perspectives on planning and change processes. *Journal of school leadership*. 3: 646-664.

Becker, G.S. 1993. *Human capital: a theoretical and empirical analysis with special reference to education*. 3rd ed. Chicago: University of Chicago Press.

- Becker, H.S. 1986. *Do photographs tell the truth?: Doing things together: selected papers*. Evanston: Northwestern University Press.
- Beem, C. 1999. *The Necessity of Politics. Reclaiming American public life*. Chicago: University of Chicago Press.
- Benne, K.D. 1952. Toward a grammar of educational motives. *Educational forum*, 11(2): 233-239.
- Berman, P. & McLaughlin, M.W. 1977. *Federal programs supporting educational change. Vol. VII: factors affecting implementation and continuation*. Santa Monica: Rand Corporation.
- Bernstein, R.J. 1983. *Beyond Objectivism and Relativism: Science, hermeneutics and praxis*. Oxford: Basil Blackwell.
- Bhabha, H.K. 1994. *Nation and narration*. London: Routledge.
- Biagini, E. & Hoyle, B. 1999. Insularity and development on an oceanic planet. In *Insularity and development: international perspectives on islands*. E. Biagini & B. Hoyle, Eds. London: Pinter.
- Black, T. 1999. *Doing quantitative research in the social sciences: an integrated approach to research design, measurement and statistics*. London: Sage.
- Blau, F.D., Ferber, M.A. & Winkler, A.E. 2009. *The economics of women, men and work*. 6th ed. New York: Pearson Education.
- Blignaut, S. 2001. The implementation of Curriculum 2005 with a reference to micro implementation. Paper delivered at Conference of Education Association of South Africa (EASA). University of Port Elizabeth: 16 - 18 January.
- Bobbitt, F. 1918. *The curriculum*. Boston: Houghton Mifflin.
- Bodkin, R. & Biklen, S. 1992. *Qualitative research for education: an introduction to theory and methods*. London: Simon & Schuster.
- Bonner, A. & Tolhurst, G. 2002. Insider-outsider perspectives of participant observation. *Nurse researcher*. 9(4): 7-19.
- Bourdieu, P. 2010. *Distinction: a social distinction of the judgement of taste*. London: Routledge.
- Bourdieu, P. 1998. *Practical reason*. Stanford, CA: Stanford University Press.
- Bourdieu, P. 1983. Forms of capital. In J.C. Richards. Ed. *Handbook of Theory and Research for the Sociology of Education*, New York: Greenwood Press.
- Bowman, B.T., Donovan, M.S. & Burns, M.S. Eds. 2001. *Eager to learn: educating our preschoolers*. Washington, DC: National Academy Press.

- Brockett, R.G. & Hiemstra, R. 1998. *Self-direction in adult learning: perspectives in theory, research, and practice*. New York: Routledge.
- Brooks, J., & Brooks, M. 2001. *In search of understanding: the case for constructivist classrooms*. Upper Saddle River, NJ: Pearson/Prentice Hall.
- Brown, L., Hanson, M.E., Liverman, D.M. & Meredith, R.W. 1987. Global sustainability: toward definition. *Environmental management*. 11(6): 713-719.
- Brown, A. & Keep, E. 1999. *Review of vocational education and training research in the United Kingdom*. Brussels: European Commission.
- Bush, T. 2010. *Theories of educational leadership and management*. Thousand Oaks, CA: Sage.
- Candy, P.C. 1991. *Self-direction for lifelong learning*. San Francisco: Jossey-Bass.
- Cantrell, D. 1993. Alternative paradigms in environmental education research interpretative perspective. In *Alternative paradigms in environmental education research*. R. Mrazek, Ed. Lethbridge: NAAAE. 81-104.
- Carr, W. & Kemmis, S. 1986. *Becoming Critical. Education, knowledge and action research*. Lewes: Falmer.
- Casson, M. 2010. Ed. *Entrepreneurship: theory, networks, history*. Brookfield: Edward Elgar.
- Castells, M. 2001. *The new global economy*. New York: Blackwell.
- Chang, H. 2008. *Autoethnography as method*. Walnut Creek: Left Coast Press.
- Charmaz, C. 2006. *Grounded theory: objectivist and constructivist methods*. Thousand Oaks, CA: Sage.
- Clark, L. & Winch, C. Eds. 2007. *Vocational education: International approaches, developments and systems*. London: Routledge.
- Cohen, L., Manion, L. & Morrison, K. Eds. 2007. *Research methods in education*. 6th ed. London: Routledge Falmer.
- Cohen, L. & Manion, L. 1994. *Research methods in education*. 4th ed. London: Routledge.
- Coleman, J.C. 1994. *Foundations of Social Theory*. Cambridge: Harvard University Press.
- Commonwealth Grants Commission. 2005. Available: www.aph.gov.au/house/committee/edt/ves/subs/sub109.pdf. [2010, January 18].
- Conley, D. 2003. Managing change in restructuring schools: culture, leadership and readiness. *Oregon School Study Council bulletin*. 36(7): 1-39.

- Conner, M. 2004. Andragogy and pedagogy. *Ageless learner*. 3.
- Cope, B. & Kalantzis, M. 1997. White noise: the attack on political correctness and the struggle for the Western Canon. *Interchange*. 28(4): 283-329.
- Cornbleth, C. 1990. Curriculum in context. Basingstoke: Falmer Press.
- Cornbleth, C. 2000. *Curriculum politics, policy, practice: cases in a comparative context*. Albany: State University of New York Press.
- Creswell, J. 2000. *Five traditions of qualitative inquiry*. Thousand Oaks, CA: Sage.
- Creswell, J. 2008. *Research design: qualitative, quantitative and mixed method approaches*. 3rd ed. Thousand Oaks CA: Sage.
- Cross, J. 2006. *Informal Learning: Rediscovering the Natural Pathways that Inspire Innovation and Performance*. San Francisco: Pfeiffer.
- Cross, K. 1992. *Adults as learners: increasing participation and facilitating learning*. San Francisco: Jossey-Bass.
- Cross, M. & Nutley, S. 1999. Insularity and accessibility: the small island communities of Western Ireland. *Journal of rural studies*. 15(3): 317-330.
- Cunningham, W.G. & Gresso, D.W. 1993. *Cultural leadership: the culture of excellence in education*. Boston: Allyn & Bacon.
- Curzon, L.B. 2003. *Teaching in further education: an outline of principles and practice*. 6th ed. London: Continuum.
- Darkenweld, G.G. & Merriam, S.B. 1992. *Adult education: foundations for practice*. New York: Harper & Row.
- Daugherty, K.J. & Bakia, M.F. 1999. *The new economic development role of the community college*. New York: Columbia University.
- De Vos, A.S. 2001. Ed. *Research at grass roots: a primer for the caring professions*. Pretoria: Van Schaik.
- Deal, T.E. 1987. The culture of schools. In *Leadership: examining the elusive*. L. Sheive & M. Schoenheit, Eds. Alexandria, Va: Association for Supervision and Curriculum Development.
- Deal, T.E. & Kennedy, A.A. 1982. *Corporate cultures*. Reading: Addison-Wesley.
- Deal, T.E. & Peterson, K.D. 2009. *The shaping school culture handbook*. San Francisco: Jossey-Bass.
- Dean, J.C. 2005. *Coping with curriculum change in South Africa*. Leeds: Leeds Metropolitan University.

Denzin, N.K. & Lincoln. Y.S. Eds. 2011. *Handbook of qualitative research*. 4th ed. Thousand Oaks, CA: Sage.

Department of Education. 2003. *A call to action: mobilising citizens to build a South African education and training system for the 21st century*. Pretoria: Department of Education.

De Poy, E. & Gitlin, L.N. 1998. *Introduction to research: understanding and applying multiple strategies*. 2nd ed. St Louis: Mosby.

Dewey, J. 1902. *The child and the curriculum*. Chicago: University of Chicago Press.

Dewey, J. 1916. *Democracy in education*. New York: Macmillan.

Dewey, J. 1938. *Experience and education*. New York: Macmillan.

Donovan, S., Bransford, J. & Pellegrino, J.W. 1999. *How people learn*. Washington, DC: Department of Education, National Academy Press.

Ellingson, L.L. 2008. *Engaging crystallization in qualitative research: an introduction*. Thousand Oaks, CA: Sage.

Ellis, C. 2004. *The ethnographic I: a methodological novel about autoethnography*. Walnut Creek: Rowman and Littlefield.

Emmel, N.D. 2010. *Sampling and choosing cases in qualitative research*. London: Sage.

Fairclough, N. 2010. *Critical discourse analysis*. 2nd ed. London: Longman.

Falcone, L. 1994. Ed. *The critical link: community colleges and the workforce*. Washington, DC: American Association of Community Colleges.

Falkland Island. Government Website. Available:
<http://www.falklands.gov.fk//Economy.html>. [2009, October 14].

Fanon, F. 1961. *The wretched of the earth*. New York: Grove Press.

Ferguson, R. 1990. Introduction: invisible centre. In *Out there: marginalization and contemporary cultures*. R. Ferguson, M. Gever, T.T. Minh-ha & C. West, Eds. New York: The New Museum of Contemporary Art and the MIT Press.

Fetterman, D.M. 2000. *Foundations of empowerment evaluation*. Thousand Oaks, CA: Sage.

Fien, J. & Trainer, T. 2000. A vision of sustainability. In *Environmental education: a pathway to sustainability*. J. Fien, Ed. Geelong, Australia: Deakin University Press. 24-32.

- Firestone, W.A. & Corbett, H.D. 1988. Planned organizational change. In *Handbook of research on educational administration*. N. Boyan, Ed. New York: Longman.
- Flora, C.B., & Flora, J.L. Spears. 1993. *Rural Communities: Legacy and Change*. Boulder, Colorado: Westview Press.
- Foley, E. 2001. *Contradictions and controls in systemic reform: the ascendancy of the central office in Philadelphia schools*. Philadelphia: Consortium for Policy Research in Education.
- Foo, G. 2003. *Austasia Business Council report*. Perth: Austasia Press.
- Foucault, M. 1979. *Discipline and punish: the birth of the prison*. New York: Schocken.
- Foucault, M. 2006. *Madness and civilisation*. London: Vintage Books.
- Fraenkel, J.R., Wallen, N.E. & Hyun, H. 2010. *How to design and evaluate research in education*. 8th ed. New York: McGraw-Hill.
- Freire, P. 2001. *Pedagogy of the oppressed*. 30th ed. New York: Continuum.
- Fullan, M.G. 1991. *The full meaning of educational change*. New York: Teachers' College Press.
- Fullan, M.G. 2003. *Change forces*. Bristol: Falmer Press.
- Fullan, M.G. 2005. *Leadership and sustainability: systems thinkers in action*. Thousand Oaks, CA: Corwin Press.
- Fullan, M.G. & Miles, M.B. 1992. Getting reform right: what works and what doesn't. *Phi delta kappan*. 73(10): 745 – 752.
- Fullan, M.G. & Stiegelbauer, S. 1991. *The new meaning of educational change*. New York: Teachers College.
- Gamerding, G.W. 2009. *Workforce development: broadening roles for national training agencies in small island states*. Washington DC: GWG.
- Gay, L.R. 1996. *Educational research*. Singapore: Simon & Schuster.
- Giroux, H.A. 1992. *Border crossings: cultural workers and the politics of education*. New York: Routledge.
- Giroux, H.A. 2010. *Youth in a suspect society: democracy or disposability*. New York: Palgrave MacMillan.
- Glancey, K.S. & McQuaid, R.W. 2000. *Entrepreneurial economics*. New York: St Martin's Press.

- Gleeson, D. 1979. Curriculum development and social change: towards a reappraisal of teacher action. In *Teacher decision-making in the classroom: a collection of papers*. J. Eggleston, Ed. London: Routledge & Kegan Paul.
- Goodson, I. 2004. *Professional knowledge, professional lives: studies in education and teaching*. Maidenhead: Open University Press.
- Gough, N.1999. *Understanding democratic curriculum leadership*. New York: Teachers College.
- Gould, J. 2009. *Learning theory and classroom practice in the lifelong learning sector*. Exeter: Learning Matters.
- Greenhalgh, T. & Taylor, R. 1997. How to read a paper: papers that go beyond number (qualitative research). *BMJ*. 315: 740-743.
- Gress, P. & Purpel, J. 1992. Curriculum: an introduction to the field. Berkeley, CA: McCutchan. In *Handbook of research on curriculum*. P. Jackson, Ed. New York: MacMillan.
- Grundy, S. 2002. Big change questions: is large-scale educational reform possible? *Journal of education change*. 3(1): 55-62.
- Grundy, S. 1987. *Curriculum: product or praxis?* London: Falmer Press.
- Guba, E.D. 1981. *New techniques for evaluation*. Beverly Hills: Sage Publications.
- Guglielmino, L.M. 1977. Development of the Self-directed Learning Readiness Scale. Ph.D. Thesis. University of Georgia.
- Halpern, D. 2009. *The Hidden Wealth of Nations*. Cambridge: Polity.
- Halsey, A.H. 2004. *A history of sociology in Britain: science, literature and society*. Oxford: Oxford University Press.
- Hammersley, M. & Atkinson, P. 2007. *Ethnography: principles in practice*. 3rd ed. London: Routledge.
- Hao, L. 2000. Economic, cultural and social origins of emotional well-being. *Research on aging*. 22(69): 599-640.
- Hargreaves, A. 2003. *Teaching in the knowledge society education in the age of insecurity*. New York: Teachers College Press.
- Hargreaves, A. 1998. *Pushing the boundaries of educational change*. Dordrecht: Kluwer.
- Hargreaves, A. 1982. The rhetoric of school-centred innovation. *Journal of curriculum studies*. 14(3): 251-232.

- Harper, C.L. & Leicht, K.T. 2010. *Exploring social change: America and the world*. 6th ed. New York: Pearson Education.
- Harrison, B. 1994. *Lean and mean: the changing landscape of corporate power in the age of flexibility*. New York: Basic Books.
- Helminski, L. 2002. Time for change. *HM network*. 9(1):2.
- Hempel, L.C. 1999. *Conceptual and analytical challenges in building sustainable communities*. Cambridge, MA: MIT Press.
- Herremans, I.M. & Reid, E.R. 2002. Developing awareness of the sustainability concept. *The journal of environmental education*. 34(1):16-20.
- Higdon, L. 2003. Change from within: the challenge of shaping the institutional culture. *Liberal education*. 89(1):64-68.
- Hill, E.W. & Brennan, J.F. 2000. A methodology for identifying the drivers of industrial clusters: the foundation of regional competitive advantage. *Economic development quarterly*. 14(1):65-96.
- Hisrich, R.D. & Peters, M.P. 1998. *Entrepreneurship*. 4th ed. New York: Irwin/McGraw-Hill.
- Hlavna, D.P. 1992. Economic development, human capital theory and the community college. *Community college review*. 19(4):47-51.
- Holmes, B. & McLean, M. 1992. *The curriculum: a comparative perspective*. London: Routledge.
- Holsti, O. 1969. *Content analysis for the social sciences and humanities*. Reading, MA: Addison-Wesley.
- hooks, b. 1995. Marginality as a site of resistance. In *Out there: marginalization and contemporary cultures*. R. Ferguson, M. Gever, T.T Minh-ha & C. West, Eds. New York: The New Museum of Contemporary Art and the MIT Press.
- hooks, b. 2003. *Outlaw culture*. New York: Routledge.
- hooks, b. 2008. *Belonging*. New York: Routledge.
- Horkheimer, M. & Adorno, T.W. 1972. *Dialectic of Enlightenment*. New York: Seabury.
- Huberman, A.M. & Miles, M.B. 2002. *The qualitative researcher's companion: classic and contemporary readings*. Beverly Hills: Sage Publications.
- Hutton, W. & Schneider, P. 2008. *The failure of market failure: towards a 21st century Keynesianism*. London: NESTA.
- Jackson, P. 1992. Conceptions of curriculum and curriculum specialists. In *Handbook of research on curriculum*. P. Jackson, Ed. New York: MacMillan.

- Jansen, J. 1990. Curriculum as a political phenomenon: historical reflections on black South African education. *The journal of Negro education*. 59(2): 195-206.
- Jones, E.V. & Lowe, J.H. 1990. Changing teacher behavior: effective staff development. *Adult learning*. 1(7): 8-10.
- Kasworm, C.E. 1983. An examination of self-directed contract learning as an instructional strategy. *Innovative higher education*. (8)1:45-53.
- Keating, J. 2002. *Comparative study of vocational education and training systems: National vocational education and training systems across three regions under pressure to change*. Leabrook: Australia: National Centre for Vocational Education Research.
- Keats, G. 1982. *Document analysis techniques in educational evaluation*. Portland: Northwest Regional Educational Laboratory.
- Kelly, A.V. 1999. *The curriculum: theory and practice*. 4th ed. London: Paul Chapman.
- Kelly, A.V. 2004. *The curriculum: theory and practice*. 5th ed. London: Sage.
- Kemmis, S. & Rizvi, F. 1987. *Dilemmas of reform*. Geelong: Deakin University Press.
- Kenway, J. 2008. The ghosts of the school curriculum: past, present and future. *The Australian educational researcher*. 35(2).
- Keynes, J.M. 1930. *Economic opportunities for our grandchildren*. New York: W.W. Norton.
- King, K.P. 2005. *Bringing transformative learning to life*. Malabar: Krieger Publishing.
- Kipling, R. 1901. The white man's burden. *McClure's magazine*. 1901.
- Kisner, M.J., Elliott, F.E., Foster, P.M., Covington, M.A., King, M.G., & Liou, K.T. 1998. *Professional development needs assessment survey of inservice clients of the Center for Vocational Professional Personnel Development*. University Park, PA: Pennsylvania State University.
- Knowles, M.S. 1975. *Self-directed learning: a guide for learners and teachers*. New York: Association Press.
- Knowles, M.S. 1984. *Andragogy in action: applying modern principles of adult education*. San Francisco: Jossey Bass. Available: <http://www.learningandteaching.info/learning/knowlesa.htm>. [2009, January 9].
- Knowles, M.S., Swanson, R.A. & Holton, E.F. 2011. *The adult learner: the definitive classic in adult education and human resource development*. 7th ed. Houston: Butterworth-Heinemann.

- Knight, J.B. & Song, L. 2006. *Towards a labour market in China*. Oxford: Oxford University Press.
- Krippendorff, K. 2004. *Content analysis: an introduction to its methodology*. 2nd ed. Newbury Park, CA: Sage.
- Kumar, R. 2005. *Research methodology: a step-by-step guide for beginners*. 2nd ed. London: Sage.
- Kydd, L., Crawford, M. & Riches, C. 2002. *Professional development for educational management*. Philadelphia, PA: Open Universities Press.
- Lavenda, R. & Schultz, E. 2003. *Core concepts in cultural anthropology*. New York: McGraw Hill.
- Ledwith, M. 2007. On being critical: uniting theory and practice through emancipatory action research. *Educational action research*. 15(4): 597-611.
- Leedy, P.D. & Ormrod, J. 2009. *Practical research: planning and design*. 9th ed. New York: Pearson Education.
- Lenz, E. 1982. *The art of teaching adults*. New York: Holt, Rhinehart and Winston.
- Lieberberg, A. & Grolnick, M. 1998. *Educational reform networks: changes in the form of reform*. Dordrecht: Kluwer.
- Lindeman, E. 1926. *The meaning of adult education*. 2nd ed. New York: New Republic.
- Louis, K.S. & Miles, M.B. 1990. *Improving the urban high school: what works and why?* New York: Teacher's College Press.
- Longman encyclopaedia*. 2007. Harlow: Longman Group.
- Lynch, R.L. 2000. *New directions for career and technical education in the 21st century*. Columbus: Ohio State University: Center on Education and Training for Employment.
- Magri, P.C. & Pedel, H. 2003. *Inquiry into vocational education in schools on Norfolk Island*. Kingston, Norfolk Island: [s.n].
- Maguire, P. 1993. Challenges, contradictions, celebrations: Attempting participatory research as a doctoral student. In *Voices of Change*. P. Park, M. Brydon-Miller, B. Hall, T. Jackson, Eds. Westport, CT: Bergin & Garvey.
- Malthus, T.R. 1989. *Principles of political economy*. 2nd ed. Cambridge: Cambridge University Press.
- Mansfield, E. & Behraves, N. Paige, D. 2004. *Economics U\$A*. 7th ed. New York: W.W. Norton.

- Maoz, Y.D. & Maov, O. 1999. Intergenerational mobility and the process of development. *Economics journal*. 109(548): 677-697.
- Marshall, C. & Rossmann, G. 2010. *Designing qualitative research*. 5th ed. Thousand Oaks, CA. Sage.
- Marx, K. 1963. *Selected writings in sociology and social philosophy*. Harmondsworth: Penguin.
- Mason, J. 2002. *Qualitative researching*. 2nd ed. London: Sage.
- Massell, D. 2000. *State strategies for building local capacity: addressing the needs of standards-based reform*. Philadelphia: Consortium for Policy Research in Education.
- Maxwell, J. 2010. Understanding and validity in quantitative research. In *Handbook of mixed methods in social & behavioural research*. A. Tashakkori & C.B.Teddlie, Eds.Thousand Oaks CA: Sage.
- Maykut, P. & Morehouse, R. 2007. *Beginning qualitative research: a philosophical and practical guide*. Washington DC: Falmer Press.
- McClelland, D.C. 1961. *The achieving society*. New York: Van Nostrand Reinhold.
- McClelland, D.C. & Boyatzis, R.E. 1982. Leadership motive pattern and long-term success in management. *Journal of applied psychology*. 67(6):737-743.
- McMillan, J. & Schumacher, S. 2001. *Research in education: a conceptual introduction*. 5th ed. New York: Harper Collins College.
- McNeil, J.D. 1990. *Curriculum: a comprehensive introduction*. 4th ed. Glenview, Ill: Scott, Foresman.
- Mergenthaler, E. & Stinson, C.H. 1992. Psychotherapy transcription standards. *Psychotherapy research*. 2(2): 125-142.
- Merriam, S.B. 2009. *Qualitative research: a guide to design and implementation*. San Francisco: Jossey-Bass Publishers.
- Merriam, S.B. 2005. How adult life transitions foster learning and development. *New directions for adult and continuing education*.108: 3-13.
- Merriam, S.B. & Brockett, R.G. 2007. *The profession and practice of adult education: an introduction*. San Francisco: John Wiley.
- Merriam, S.B. Caffarella, R.S. & Baumgartner, L.M. 2006. *Learning in adulthood: a comprehensive guide*. San Francisco: Jossey-Bass.

- Mezirow, J. 2000. Learning to think like an adult: core concepts of transformation theory. In *Learning as transformation: critical perspectives on a theory in progress*. J. Mezirow, Ed. San Francisco: Jossey-Bass.
- Mezirow, J. & Taylor, E.W. 2009. *Transformative learning in practice: insights from community, workplace and higher education*. San Francisco: John Wiley.
- Miller, K. 2005. *Communication theories: perspectives, processes, and contexts*. New York: McGraw-Hill.
- Milne, J. 1999. *Evaluation cookbook: questionnaires: advantages and disadvantages*. Available: http://www.icbl.hw.ac.uk/ltidi/cookbook/info_questionnaires/index.html. [2009, May 27].
- Mintzberg, H. 1982. *Power in and around organizations*. Engelwood: Prentice-Hall.
- Mjelde, L. 1995. Active pedagogy: how does it really work? In *Vocational education and culture: European prospects from theory to practice*. A. Heikkinen, Ed. Tampere: University of Tampere Press.
- Moffett, C.A. 2003. Sustaining change: the answers are blowing in the wind. *Educational leadership*. 57(7): 35-38.
- Moon, J. 2005. The Higher Education Academy: guide for busy academic, number 4. Available: www.heacademy.ac.uk/.../id69_guide_for_busy_academics_no4.doc. [2010, June 18].
- Mouton, J. 1996. *Understanding social research*. Pretoria: Van Schaik.
- Mouton, J. 2001. *How to succeed in your master's and doctoral studies: a South African guide and resource book*. Pretoria: Van Schaik.
- Morgan, D. 2004. *Focus groups as qualitative research*. Newbury Park: Sage.
- Newman, E. & Ingram, G. 1989. *The youth work curriculum*. London: Further Education Unit.
- Ozuah, P.O. 2005. First, there was pedagogy and then came andragogy. *The Einstein journal of biology and medicine*. 21(2): 83-87.
- Paloff, R. 1996. *Confronting ghosts: Lessons in empowerment and action*. Unpublished dissertation. Santa Barbara, CA: Fielding Graduate Institute.
- Park, P. 1993. What is participatory research? *A theoretical and methodological perspective*. In *Voices of change*. P. Park, M. Brydon-Miller, B. Hall, T. Jackson, Eds. Westport, CT: Bergin & Garvey.
- Patrick, J. 1973. *A Glasgow gang observed*. London: Methuen.

- Patton, M.Q. 2002. *Qualitative evaluation and research methods*. 3rd ed. Thousand Oaks, CA: Sage.
- Pavlova, M. 2009. *Technology and vocational education for sustainable development: empowering individuals for the future*. Washington, DC: Springer.
- Penn, C. & Reagan, T. 1995. On the other hand: implications on the study of sign language. *South African journal of education*. (15)2: 92-96.
- Pfeffer, J. 2003. *Managing with power: politics and influence in organisation*. Boston: Harvard Business School Press.
- Piaget, J. 1950. *The psychology of intelligence*. New York: Routledge.
- Pinar, W.F., Reynolds, W.M., Slattery, P. & Taubman, P.M. 1995. *Understanding curriculum*. New York: Peter Lang.
- Pitman, G.E. 2002. Outsider/insider: the politics of shifting identities in the research process. *Feminism and psychology*. 12 (2):282-288.
- Poirine, P. & Moyrand, A. 2001. *Insularity and governance: the case of French Polynesia*. Amsterdam: Springer Netherlands.
- Porta, D.D. & Diani, M. 2005. *Social movements: an introduction*. 2nd ed. New York: Wiley-Blackwell.
- Posner, G.J. 2005. *Analysing the curriculum*. 2nd ed. New York: McGraw-Hill.
- Pratt, D.D. 1997. *Five perspectives on teaching adults and higher education*. Malabar: Krieger Publishing Company.
- Preissle, J. 2002. *Qualitative research methods*. Available: <http://www.don.ratcliffe.net/qual/expq1.html>. [2009, May 15].
- Print, M. 2003. *Curriculum development and design*. 2nd ed. Sydney: Allen & Unwin.
- Purkey, S.C. & Smith, M.S. 2003. Effective schools: a review. *The elementary school journal*. 83(4): 427-451.
- Putnam, R.D. 2000. *Bowling Alone. The collapse and revival of American community*. New York: Simon and Schuster.
- Rachal, J. 2002. Andragogy's detectives: a critique of the present and a proposal for the future. *Adult education quarterly*. 52(3): 210-227.
- Richardson, L. 2000. Writing: a method of inquiry. In *Handbook of qualitative research*. N. Denzin & Y. Lincoln, Eds. Thousand Oaks, CA: Sage.
- Richardson, L. & St. Pierre, E.A. 2005. *Writing: a method of inquiry*. In *Handbook of qualitative research*. N. Denzin, & Y. Lincoln, Eds. Thousand Oaks, CA: Sage.

- Rizvi, F. & Lingard, B. 2009. *Globalising education policy*. London: Routledge.
- Robbins, S.P., Judge, T.A., Millet, B. & Waters-Marsh, T. 2008. *Organisational behaviour*. 5th ed. Melbourne: Pearson Education.
- Robson, C. 1993. *Real world research*. Oxford: Blackwell.
- Ross-Gordon, J.M. 2002. *Contemporary views of teaching adults effectively*. San Francisco: Jossey-Bass.
- Rughooputh, S.D. 2008. *Small island challenges in educational reforms: the case of Mauritius*. Mauritius: University of Mauritius.
- Sandelowski, M. 1994. Notes on transcription. *Research in nursing and health*. 17(4): 311-314.
- Sarason, S.B. 2004. *And what do you mean by learning?* San Francisco: Heinemann.
- Sargent, A.G., & Schlossberg, N.K. 1988. Managing adult transitions. *Training & development journal*. 42(12): 58-60.
- Saunders, M., Lewis, P. & Thornhill, A. 2000. *Research methods for business students*. 2nd ed. London: Pitman.
- Sayad, Y, 2001. *Implementing education policies: the South African experience*. Cape Town: UCT Press.
- Schein, E.H. 2010. *Organizational culture and leadership*. 4th ed. San Francisco: Jossey-Bass.
- Schulze, S. 2002. *Research methodology*. Pretoria: Department of Further Teacher Education, UNISA.
- Schwandt, T.A. 2007. *Dictionary of qualitative inquiry*. 3rd ed. Thousand Oaks, CA: Sage.
- Scott, J & Sarkees-Wircenski, M. 2004. *Overview of career and technical education*. 3rd Ed. Homewood, Ill: American Technical Publisher.
- Seaman, D.F. 1989. *Effective strategies for teaching adults*. Columbus: Merrill.
- Seidman, I.E. 2006. *Interviewing as qualitative research: a guide for researchers in education and in the social sciences*. New York: Teachers College Press.
- Sergiovanni, T. 2006. *Leadership for the schoolhouse*. San Francisco: Jossey-Bass.
- Shaw, K.E. 1978. Understanding the curriculum: the approach through case studies. *Journal of curriculum studies*. 10(1):1-17.

- Shujaa, M. 1996. *Too much schooling, too little education: a paradox of black life in white societies*. New York: Africa World Press.
- Silverberg, M., Warner, E., Goodwin, D. & Fong, M. 2002. *National assessment of vocational education: interim report to Congress*. Washington, DC: U.S. Department of Education, Office of the Under Secretary.
- Slattery, P. 1998. *Curriculum development in the post-modern era*. New York: Garland.
- Slembrouck, S. 2003. *What is meant by "discourse analysis"?* Available: <http://bank.rug.ac.be/da/da.htm> [2009, July 23].
- Smit, B. 2001. Primary schools teachers' experiences of education policy change in South Africa. Ph.D. Thesis. Education Management and Policy Studies, University of Pretoria.
- Smit, M. 1999. *Education for peace meditation: conflict resolution model for schools: developing educators for excellence*. Vol.1. Pretoria: Faculty of Education
- Smith, A. 1977. *An enquiry into the nature and causes of the wealth of nations*. New York: Macmillan .
- Smith, M.K. 2002. Curriculum theory and practice. Available: <http://www.infed.org/biblio/b-curruc.htm>. [2008, December, 12].
- Spivak, G.C. 2008. *Outside in the teaching machine*. 2nd ed. New York: Routledge.
- Stenhouse, L. 1975a. *An introduction to curriculum research and development*. London: Heinemann.
- Stenhouse, L. 1975b. *Movements and institutions in curriculum development*. London: Heinemann.
- Stemler, S. 2002. *Practical assessment and research evaluation: an overview of content analysis*. New Haven: Yale University Press.
- Statistics South Africa. 2003. *Census in brief, Census 2001. Report no. 03-02-03*. 2001. Pretoria: Statistics South Africa.
- Stubbs, M. 1983. *Discourse analysis: the sociolinguistic analysis of natural language*. Oxford: Basil Blackwell.
- Sultana, R.G. 1997. Employers and education in a Mediterranean micro-state: the case of Malta. *Journal of education and work*. (10)1: 37-58.
- Swanson, R.A. 2003. HRD performance interventions. *Human resource development quarterly*. 1(3): 207-208.

- ten Have, P. 2007. *Doing conversational analysis*. 2nd ed. London: Sage Publications.
- Terre Blanche, M. & Kelly, K. 1999. Eds. Interpretative methods. In. *Research in practice: applied methods for the social sciences*. M. Terre Blanche & K. Durrheim, Eds. Cape Town: University of Cape Town Press.
- Thomas, I. 2002. Evaluating environmental education programs using case studies. *Journal of environmental education*. 4(7) 3-8.
- Thomson, G. 2003. *Union of Christmas Island workers report*. Flying Fish Cove: The Union.
- Tiebout, C.M. 1962. *The community economic base study*. New York: Committee for Economic Development.
- Tyler, R.W. 1949. *Basic principles of curriculum and instruction*. Chicago: University of Chicago Press.
- UNESCO. 2004. Educational conundrums: continuing needs, evolving challenges. Available: <http://www.unesco.org/csi/B10/mime7.htm>. [2009, May 1].
- UNESCO. 2009. The EFA assessment. Available: http://www.unesco.org/education/wef/country_reports/montserrat/rapport_1.html. [2009, April 22].
- United Kingdom. Department for International Development. 2000. *Technical vocational education and training on Montserrat: recommendations education sector survey*. London: The Department.
- United Kingdom. Department for International Development. 2009. DfID's objectives. Available: www.dfid.gov.uk/objectives [2009, April, 4].
- Van den Berghe, P.L. 1973. *Power and privilege at an African university*. London: Routledge & Kegan Paul.
- Venetoulis, J. 2001. Assessing the ecological impact of a university: the ecological footprint for the University of Redlands. *International journal of sustainability in higher education*. 2(2): 180-196.
- Vredenburg, D.J. & Maurer, J.G. 1984. A process framework of organisational politics. *Human relations journal*. January.
- Washington, C.L. 2003. The relationships among learning transfer climate, transfer self-efficacy, goal commitment, and sales performance in an organization undergoing planned change. Ph.D. Thesis: Ohio State University.
- Watts, R. 2000. Islands in comparative constitutional perspective. In *Lessons from the political economy of small islands: the resourcefulness of jurisdiction*. G. Baldacchino & D.Milne, Eds. Basingstoke: Macmillan.

- Weber, R. 1990. *Basic content analysis*. 2nd ed. Newbury Park, CA: Sage Publications.
- Weiss, C.H. 1998. *Evaluation*. Upper Saddle River, NJ: Prentice Hall.
- Welch, P.J. & Welch, G.F. 2010. *Economics: theory and practice*. 9th ed. San Francisco: John Wiley.
- Wiles, J. & Boni, J. 1993. *Curriculum development: a guide to practice*. 4th ed. New York: Macmillan.
- Wilkinson, J. 1984. Varieties of teaching. In *The art and craft of teaching*. M.M. Gullette, Ed. Cambridge, MA: Harvard University Press.
- Willerup, S. 2006. *United Nations implementation of the international covenant of economic, social and cultural rights*. London: United Nations.
- Wolcott, H.F. 1995. *The art of fieldwork*. Walnut Creek, CA: Alta Mira Press.
- Wolcott, H.F. 2009. *Writing up qualitative research*. 3rd ed. London: Sage.
- Wolf, A. 2002. *Does education matter: myths about education and economic growth*. London: Penguin Books.
- Wolfe, B. & Haveman, R. 2002. Social and nonmarket benefits from education in an advanced economy. In *Education in the 21st century: meeting the challenges of a changing world*. Y. Kodrzycki, Ed. Boston: Federal Reserve Bank of Boston.
- Woo, S. 2005. *Tiebout migration and retirement of older workers: job market paper*. Madison: University of Wisconsin.
- Yin, R. 2008. *Case study research: design methods*. 4th ed. Beverly Hills: Sage.
- Young, M. & Gamble, J. 2007. *Knowledge, curriculum and qualifications for South African further education*. Cape Town: Human Sciences Research Council Press.
- Zahra, A.S., Gedajlovic, E., Neubaum, D.O. & Shulman, J. 2009. A typology of social entrepreneurs: motives, search processes and ethical challenges. *Journal of business venturing*. 24(5): 519-532
- Zemke, R. 2001. Learning as conversation. *Training*. 14(June).
- Zikmund, W.G. 2002. *Business research methods*. 7th ed. Fort Worth: Dryden Press.

APPENDICES

LIST OF APPENDICES

Appendix no.	Title	Page no.
1	AVES Curriculum: 2009	376
2	Cascara Qualifications Framework (CQF)	378
3	Data Collection Diary	379
4	Letter to Executive Education Officer	381
5	Letter to AID AVES Consultant	384
6	Letter from Executive Education Officer	387
7	Letter from AID AVES Consultant	388
8	Research Sensitisation Session	389
9	Letter of Consent	391
10	Ethical Clearance Certificate	392
11	Guarantee of Confidentiality	393
12	Documents Analysed	394
13	AVES Client Questionnaire	395
14	Semi-Structured Interview: Education Decision Makers	398
15	Semi-Structured Interview: Government HODs	401
16	Semi-Structured Interview: Private Sector Representatives	403
17	Semi-Structured Interview: School: Deputy Head, Curriculum	405
18	Semi-Structured Interview: Training Providers	407
19	Semi-Structured Interview: Awarding Bodies	409
20	Focus Group Interview: AVES Co-ordinators	410
21	Focus Group Interview: AVES Tutors, Assessors and Verifiers	412
22	Workshop Slides (Emerging Findings and Recommendations)	414
23	Workshop Programme	419
24	Advert placed in Local Press	420
25	Revised AVES Curriculum	421
26	Proposed AVES Task Team: Purpose, Scope of Work, Main Tasks and Task Team Composition	427
27	Proposed AVES Charging Policy	428



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		
3	3	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	
		A levels Specialised vocational training Short Courses Community learning courses NVQs VRQs		School/ College' Trade Certificates Grade 11	A levels Vocational training	
		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)	General Education Qualifications	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		Provision for children from 2 – 6 years Provision for children from birth to 3 years		
Entry 2		Adult Literacy & Numeracy Life Skills VRQs Provision for early years learning		Also includes Adult Education to equivalent level		
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 <i>Sensitisation Session</i> 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 <i>Unstructured Interview:</i> AVES NVQ & Quality Assurance Co-ordinator	21 13h00 <i>Unstructured Interview:</i> AVES Community Learning Co-ordinator	22 13h00 <i>Unstructured Interview:</i> AVES IT Co-ordinator	23
24 11h00 Telephonic interview with the AID Education Adviser 14h00 Telephonic interview with the AID AVES Consultant	25 09h00/13h00 Telephonic interview with awarding bodies: - CAA - NPTC	26 09h00 Telephonic interview with awarding body: - C&G	27	28	29	

June 2009

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 09h00 <i>Semi-structured Interview:</i> Executive Human Resources Officer 13h00 <i>Semi-structured Interview:</i> Executive Education Officer	2 09h00 <i>Semi-structured Interview:</i> Chairperson of Education Committee Send out anonymous client questionnaires	3 09h00 <i>Focus Group Interview:</i> - AVES IT Co-ordinator - AVES Community Learning Co-ordinator - AVES NVQ & Quality Assurance Co-ordinator	4 09h00 <i>Semi-structured Interview:</i> Executive Development Officer	5 09h00 <i>Semi-structured Interview:</i> - Training Solutions	6
7 10h00 <i>Focus Group Interview:</i> - tutors - assessors - verifiers	8 13h00 <i>Semi-structured Interview:</i> Chair of Chamber of Commerce	9 09h00 <i>Semi-structured Interview:</i> Director – Cascara Development Bureau	10 09h00 <i>Semi-structured Interview:</i> CCHS - Head of Curriculum	11 13h00 <i>Semi-structured Interview:</i> - 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. Lincoln⁴¹
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 Strategy⁴², 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 curriculum⁴³

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 methods⁴⁵:

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: _____

Mr. [David Bermant] - Researcher

Date: 27 October 2008

Signed: _____

Prof. Juliet Perumal - Supervisor

Date: 27 October 2008

Appendix 5

Letter to AID AVES Consultant requesting permission to conduct research

[University of Pretoria Letterhead]

3 November 2008

Mr. J. Brookes⁴⁶

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 commitment⁴⁷:

	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: _____
Mr. [David Bermant] - Researcher

Date: 3 November 2008

Signed: _____
Prof. Juliet Perumal - Supervisor

Date: 3 November 2008

Appendix 6

Letter from Executive Education Officer granting permission to conduct research

[Letterhead removed]

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

[Footnote removed]

Appendix 7

Letter from AID AVES Consultant granting permission to conduct research

[Letterhead removed]

4 November 2008

To: [David Bermant]

[Address Removed]

[Address Removed]

[Address Removed]

[Address Removed]

From: Mr. J. Brookes

Acting Executive Education Officer

[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 be 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 clearance 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.cc⁴⁸ (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)

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:



AVES Client Questionnaire

Personal Details	
What is your age?	
Are you employed?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If yes, do you work for government or in the private sector?	government <input type="checkbox"/> private sector <input type="checkbox"/>
If you work in the private sector, are you self-employed?	Yes <input type="checkbox"/> No <input type="checkbox"/>
What is your gender?	Female <input type="checkbox"/> Male <input type="checkbox"/>
Are you disabled?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Do you have Cascarian status?	Yes <input type="checkbox"/> No <input type="checkbox"/>

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 in 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

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

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

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

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
- One-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

Appendix 23

Workshop Programme

Research Participant Workshop

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, GSEs, 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 suitable 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 levels 1 & 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.