

ABSTRACT

Stakeholders' Perceptions of the Readiness of Their School for the Implementation of the Caribbean Vocational Qualifications (CVQ): A Case Study at a Secondary Comprehensive School in East Trinidad

Selwyn Cumberbatch

This research used a case study design, which employed qualitative and quantitative methods. Participants comprised 1 Head of Department, 8 CVQ teachers, 24 non-CVQ students, and 7 Form 5 CVQ students at the school. Data were collected from the participants through interview guides, questionnaires, and checklists. Findings indicated that stakeholders believed that the school is ready for implementation of the CVQ Level 1 programme in terms of: a) administrator and teacher preparedness, b) adequacy of resources, c) students' interest in the CVQ, and d) students' awareness of the CVQ assessment process. However, stakeholders believed that there was a lack of readiness in terms of non-CVQ students being adequately aware of the details of the CVQ.

Keywords: Curriculum implementation; Caribbean Vocational Qualifications; Perceptions; Stakeholders; Secondary schools; Administrator attitudes; Teacher attitudes; Student attitudes; Case studies; Trinidad and Tobago