

**Adult Basic Education Teachers' Experiences about the Cascade
Model of Training: An Appreciative Inquiry**

Mpho M. Dichaba

*College of Education, University of South Africa (Unisa), P. O. Box 392,
Pretoria, 0003, South Africa
E-mail: dichamm@unisa.ac.za*

KEYWORDS Cascade Model. Department of Education. Appreciative Inquiry. Transmissive Mode of Training. Misinterpretation of Information

ABSTRACT This article discusses the effectiveness of Appreciative Inquiry as a model to improve employee performance. The article describes Appreciative Inquiry and then looks at its use in the in-service training of Adult Basic Education teachers using the cascade model. Rather than focusing on the shortcomings of the cascade model, Appreciative Inquiry was used as a tool to focus on the positives that exist in it. A qualitative research design was used to ascertain the experiences of teachers regarding the effectiveness of the cascade model. Interviews were conducted with purposively selected four Adult Basic Education teachers. Therefore, this study adopted two phases of Appreciative Inquiry to research the hopes and dreams of Adult Basic Education teachers about their in-service training using the cascade model of training. From the success stories of Adult Basic Education teachers, the article recommends strategies to accelerate the effectiveness of the cascade model.