Performance Audit of Adult Basic Education and Training at the Department of Higher Education and Training

Objectives, Criteria and Researchable questions

Audit Objectives

To determine:

- Whether the department has a comprehensive and approved policy and guideline to explain the objectives of Adult Basic Education and Training (ABET).

- If the policies and guidelines are implemented in line with the objectives as per the roles and responsibilities delegated to various role players.

- If the policies and guidelines have been communicated timely to the role-players in a manner that is understandable and will ensure a consistent approach in achievement of the ABET goals.

- Whether the policies and guideline provide for the distribution of funding in line with the objectives of the ABET program and are there sufficient and reliable information available to support this basis.

- Whether the department created awareness in all urban and rural areas of the ABET program and the importance of literacy and are there proper communication channels between ABET institutions and Kha Ri Gude programs to facilitate further education and poverty alleviation.

- If there are sufficient number of facilities and are course material sufficient to deliver the expected outcome of the ABET program to the expanding target groups as planned?

- Whether the department has arranged for qualified educator recruitment, training, reward and retention to ensure course programs can be delivered to acceptable standards.

- If the budget support the strategic objectives of the ABET program with regard to the quality of educators and other learner resources.

- If the ABET personnel, centre managers and the educators have access to the information systems and are they trained on how to gather and import educator, learner and centre performance information into the system.
If the progress of the ABET learners and the implementation of the policy and guidelines in ABET centres are monitored through the information systems and evaluated continuously to identify absenteeism, non performance and areas of concern and are corrective actions implemented to address identified problem areas.

Audit Criteria

- The department should have a policy and guideline in place supported by a framework of operational objectives and targets.
- The various ABET role-players should implement the policies and guidelines in line with the objectives, guides and policies in a consistent manner.
- The department should timely communicate policies, guideline and any relevant updates and information to the role-players in a manner that is understandable and consistent to achieve the ABET goals.
- The department's policies and guideline should provide for the distribution of funding in line with the objectives of the ABET program and there should be sufficient and reliable information available to support this basis.
- The department should create awareness in all urban and rural areas of the ABET program and the importance of literacy and there should be have proper channels between ABET institutions and Kha Ri Gude programs to facilitate further education and poverty alleviation.
- The department should have sufficient number of facilities and sufficient course material to deliver the expected outcome of the ABET program to the expanding target groups as planned.
- The department should make arrangements for qualified educator recruitment, training, reward and retention to ensure course programs are delivered at an acceptable standard.
- The department's budget should support the strategic objectives of the ABET program with regard to the quality of educators and other learner resources.
- ABET personnel, centre managers and the educators should have access to the information system and should be trained on how to gather and import educator, learner and centre performance information into the system.
- The progress of ABET learners and the implementation of the policy and guidelines in ABET centers should be monitored through the information systems and should be evaluated continuously to identify absenteeism, non performance and areas of concern and corrective actions should be implemented to address identified problem areas.
Researchable questions

1. Are there policies and guidelines in place that clearly explain the objectives of ABET, how to achieve the objectives and what are the roles and responsibilities of the various role-players?

2. Were the policies and guidelines communicated timely to the role-players in a manner that is understandable and that will ensure a consistent approach in the achievement of the ABET goals?

3. Do the policies and guidelines provide for the distribution of funding in line with the objectives of the ABET program and are there sufficient and reliable information available to support this basis?

4. Is awareness created in all urban and rural areas of the ABET program and the importance of literacy and are there proper communication channels between ABET institutions and Kha Ri Gude programmes to facilitate further education and support poverty alleviation?

5. Are there sufficient number of facilities and are course material sufficient to deliver the expected outcome of the ABET program to the expanding target groups as planned?

6. Are the arrangements for qualified educator recruitment, training, reward and retention adequate to ensure course programmes can be delivered to acceptable standards?

7. Do the budgets support the strategic objectives of the ABET program with regard to the quality of educators and other learner resources?

8. Do the ABET personnel, centre managers and the educators have access to the information systems and are they trained on how to gather and import educator, learner and centre performance information into the systems?

9. Is the progress of the ABET learners and the implementation of the policy and guidelines in ABET centers monitored through the information systems and evaluated continuously to identify absenteeism, non performance and areas of concern and are corrective actions implemented to address identified problem areas?