



# 1


## Introduction to Managing School Records

 <b>ESTIMATE</b> <b>2.5 hours</b>	 <b>Learning Outcomes</b>
Keep a record of how much time you spend completing this unit.	When you have completed this unit check that you are able to: <ul style="list-style-type: none"> <li>• Define a "record";</li> <li>• Describe the importance of keeping records;</li> <li>• Demonstrate an understanding of the general uses of school records;</li> <li>• Show evidence of understanding the types of records kept in a school and how they are categorized.</li> <li>• Exhibit knowledge of how records are managed.</li> </ul>
<b>What are Records?</b>	
<b>What Role does Records Play?</b>	
<b>Types of Records</b>	
<b>Record Management Activities</b>	→ <b>This unit has the following structure:</b>
<b>Record management Cycle</b>	→ <b>What are records?</b>
	→ <b>What role do records play?</b>
	→ <b>Information used in records</b>
	→ <b>Record management activities</b>
	→ <b>The record management cycle</b>
	→ <b>Summaries</b>

### What are Records?

In reading this page you are probably saying to yourself "I know what a record is", and you probably do. In your day to day life records can play an important role. Do you keep a record of the money you spend from your personal account or a record of receipts for money paid on accounts? Do you keep a record of your personal achievements? As educators you may also already be involved in record keeping at your school. You probably keep a record of student attendance. This record is not only useful at a class level but also provides data for the principal in determining the overall attendance level of students at the school.

Let's test your ability to define the term "record".



Glossary

**Hard Drive:**  
The storage space on a computer.

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**Discernable:**  
able to be seen, recognized, or understood.

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**Evidence:**  
Acts as proof that something is true.


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**Transaction:**  
To carry through or accomplish

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**Documented:**  
To write down or record

## Activity 1a



Study the five definitions below and determine which of these clarifies your understanding of what a “record” is. Tick the boxes you think best define the term “record”.

Records are...

A body of information or statistics,

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A body of known or recorded facts about something or someone especially with reference to a particular sphere of activity that often forms a discernible pattern.

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An account in writing or other permanent form serving as evidence of a fact or event.

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Something that recalls or relates past events.

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Information stored on any type of media (paper, server, microfilm, hard drive, etc.) with the intent to preserve the official business of the organization.

These definitions have been drawn from respected sources: Encarta, Encyclopaedia Britannica, Webster’s and Wiktionary and they are ALL correct!

Look at the New Webster’s Dictionary’s definition again,

*“An account in writing or other permanent form serving as evidence of a fact or event.”*

This definition is possibly the best for our purposes because it relates to the types of records we use in schools. For the purpose of this unit, however, we will refine the definition further:

**A record is documented evidence of a fact, event or transaction.**

Records are often generated because of a need to account for facts or events or transactions that have taken place. They provide proof of a transaction having taken place at a particular date or time. Think for example of the intricate financial procedures involved in trying to spend funds from a school budget? You can’t just take the money and spend it. You have to be accountable for how it is used. Often a receipt will be sufficient proof of expenditure. You may also be expected to enter the information into a receipts record book?

Records are not just about accountability. They can play a far more important role in your school.

## What Role do Records Play?

Records are critical to planning. The paper trail of records created when we document facts, events and transactions in the course of a typical day are essential to the efficient running of our education systems. Our schools, district and provincial departments, and Ministry of Education, use these records as a valuable source of school information.


Your school has taken on the role of providing education facilities to students in your region or area. In so doing, you are now responsible for employing educators and other members of staff, buying materials, admitting students, tracking student examinations. These are just some of the many functions that your school will perform. So what role can records play in helping you to manage these processes?

Written or recorded items which show the number of educators employed in a school, the number of students enrolled in a school, the number of student dropouts or transfers, the number of classrooms, desks and resources available, are in fact records.

If collected and managed efficiently, records can provide information that will inform decision-making and education planning at a local, provincial, National and even continental level. Using information collected from records your National Education Department can identify the needs of schools and attempt to provide additional support.

### RECORDS AT SCHOOL LEVEL:

Look at the record card below. This is a record of an individual student's achievements within a specified timeframe.

 <p style="text-align: center;"> <b>Ministry of Education &amp; Culture</b>                  PROGRESS REPORT             </p>	NESIS Primary School P.O. Box 6 Tafa'ona, Harare. Tel: 981516	
	STUDENT'S DETAILS	
	Name	
	Address	
	Sex	Date of Birth
	Birth Certificate No.	
	Date of Admission	
	Admission No	
	Name of parent/Guardian	
	Contact Address	
	Phone	
	Attended from	To
Student's Name:	<i>"This Report Remains School Property Until the Student Leaves The School.                  In Case of Loss or Damage A Fee Will be Charged."</i>	



Name of Pupil				MINISTRY OF EDUCATION GRADE 7 RESULTS	
Grade		Year		SUBJECT	
Term				GRADE	
English				English	
Maths				Maths	
Shona				Shona	
General Paper				General Paper	
Content					
Mathematics				Total Units	
Total					
Class position		out of			
Co-curricular activities					
Class Teacher's comments					
Teacher's Signature					
Head/D.Head/TIC's Signature					
Parent/Guardian's Signature					
Next term begins		To			
<i>Issued without any alterations</i> <i>Not Valid without school stamp</i>				<i>School Stamp</i>	
<i>1 Local languages (differs from place to place)</i>					

Educators and school managers create records to monitor various aspects of a student's involvement in a learning programme. Personal details, marks obtained, merits and sometimes even student misconduct are recorded. Having this kind of information available assists educators and schools in planning learning activities and purchasing resources.

In Units Two, Three and Four you will have a chance to examine specific school records, understand their value and also find out how to create them.

**RECORDS AT NATIONAL LEVEL:**

Education planners at a provincial and National level depend on records created at a school level to direct the course of National education.

Hundreds of thousands of humble school records, synthesized into education statistics can inform governments for example on how many new schools to build, how many new educators to train, how many textbooks to order. School records track for example, the percentage of children enrolled at schools, performance levels at schools, drop out rates and poor performance in specific learning areas. This information is critical in informing education departments' plans and strategies for future improvements to schools and the education system as a whole.

Records play a vital role in tracking what happens at a school and at a National level in our education systems. Let's look more closely at a random example: Nigeria.

## Example | Records in Action # 1



## National Context: Education Statistics

## Summary Education Profile: Nigeria



	1985	1990	1995	2000	2004	SSA	Low income
<b>Socio-economic context</b>							
Per capita GNI (US\$)	390	280	230	280	430	601	507
Adult literacy rate (%), (age 15 +)	..	48.7	..	..	..	..	61.7
<b>Structure and coverage of the system</b>							
Duration of education (years)							
Primary level	6	6	6	6	6	6.0	6
Secondary level	5	6	6	6	6	..	..
Compulsory schooling	..	..	6	6	9	..	..
Gross enrollment ratio (%)							
Primary level	103.6	91.9	93.3	95.5	99.2	93.1	104.4
Secondary level	34	24.8	32	24.2	34.6	29.8	45.2
Tertiary level	3.5	4.2	4.3	6.6	10.2	5.6	9.1
Net enrollment ratio (%)							
Primary level	..	59.9	..	..	60.1	63.7	78.3
Secondary level	..	..	..	19.3	..	..	..
Grade 1 intake rate (%)							
Gross intake rate	..	113.5	..	..	111.5	109.8	122.3
Net intake rate	..	..	..	..	69	..	..
<b>Student flow--primary level</b>							
Primary completion rate (%)	..	..	..	..	75.6	61.1	77.8
Students reaching grade 5 (% of cohort)	..	64.8	..	..	72.6	..	..
Repetition rate (%)	..	..	..	..	2.9	10.9	6.4
School life expectancy (years)	..	..	..	7.6	8.8	..	9.7
<b>Student flow--secondary level</b>							
Progression to secondary level (%)	..	..	..	..	..	..	..
Repetition rate (%)	..	..	..	..	..	..	5.1

## How and by whom are statistics like these collected?

Study these two examples.



In Nigeria the Department of Statistics and Planning processes the numerous school records so that the National ministry can make informed decisions about educational issues. In this instance the table has been re-organized and presented by edstats, the education statistical wing of the World Bank. The World Bank uses this information to track school performance on a number of its own education projects.



The majority of African countries have devised a strategy for collecting this type of data. In **Mozambique**, for example, district officials collect records in the form of summary sheets from the individual schools. This information is sent back to the Provincial Education Department's head office in each of the provincial capitals. Here some of the key data is loaded into a database using special computer software which helps with data analysis. The advantage of having this database system is that the Ministério da Educação e Cultura in Maputo can access the data from each of the 11 provinces and draw up National Statistics efficiently and accurately.



**Help**

Check your answers in the Feedback Section at the end of the Unit.



**Glossary**

**Gross Enrolment Rate:**  
The number of students of the appropriate school going age in a particular year of study expressed as a percentage.

**Repetition Rate:**  
The percentage of students repeating a particular year of study.

**Activity 1b**



Examine the Nigerian statistics to see what information can be derived from the table.

1. The '...' symbols in the cells above indicate that no data is available. Suggest at least two possible reasons for this.

a)

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b)

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2. In 1985 the gross enrolment rate (also known as the participation rate) of students at the primary level was 103.6 %. How is this possible?

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Records have an important role to play in the development of the African continent. Education for All (EFA), for example, is a global commitment to provide quality basic education for all children, youth and adults. It has identified six key education goals which aim to meet the learning needs of all children, youth and adults by 2015. The six goals are:

**GOAL 1**

Expanding and improving comprehensive early childhood care and education.

**GOAL 2**

Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality.

**GOAL 3**

Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.

**GOAL 4**

Achieving a 50 percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

**GOAL 5**

Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls full and equal access to and achievement in basic good quality education.

**GOAL 6**

Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

As the lead agency, UNESCO is mobilizing governments, development agencies, civil society, non-government organisations and the media to strive for these goals. UNESCO's strategy for achieving this is to monitor the progress of individual countries against certain educational **indicators**. Every year, the *EFA Global Monitoring Report* assesses where the world stands with regards to its commitment. In order to rank countries according to their progress, however, UNESCO requires sophisticated statistics. Where do they come from? That's right, they come from the humble records generated at a school level.



**Glossary**

**Indicator:**

A statistical value that provides an indication of the condition or direction over time of performance of a defined process or achievement of a defined outcome.

**Activity 1c**



Can you think of any other projects at a National or local level where school records are required? Write down the names of at least three or more African education initiatives or projects which rely on the use of education statistics.

- 1] .....
- 2] .....
- 3] .....
- 4] .....
- 5] .....

**Information used in records**

There are many different types of school records. These can be classified into various information categories. We classify records because they help us determine what we should do with them. For example, a record with historical value should be stored or archived. Records which contain 'future' information need to be processed so that they are readily available when it is time to plan.

All records fall into one or more of the following 10 information categories:

1. Action information
2. Non-action information
3. Recurring information
4. Non-recurring information
5. Internal information
6. External information
7. Historical information
8. Future information
9. Documentary information
10. Non-documentary information

The following activity will help you understand what information falls into each of these categories.





**Help**

Here is a list of the **information categories** to help you make your selection.

1. Action information
2. Non-action info
3. Recurring information
4. Non-recurring info
5. Internal information
6. External information
7. Historical information
8. Future information
9. Documentary info
10. Non-documentary

Note that Information does not have to belong to one category. Historical information can for example also be classified as non-action information.

You can check your answers in the Feedback Section at the end of this unit.



**Glossary**

**Classification:**

The arrangement of knowledge into specific groups or systems.

**Category:**

A division in a scheme of classification.

**Activity 1d**



The names of the 10 information categories may seem self explanatory. Try matching the definitions below to the correct category? Read the definitions and then select the appropriate information category from the list inside the Help box. Match the category number to the definition by writing the number in the box next to each definition below.

- This information does not necessarily require an action or a response.

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- This information is based on activities or events that recur at intervals.

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- Non-recurring information relates to matters which may not recur on.

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- This information relates to past activities and events.

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- This information concerns events to come or actions to be taken.

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- This information is that which is entered onto permanent records.

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- This information requires the recipient to respond or take action.

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- This information is generated by the organization during its operations and is destined for internal use.

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- This information comes from other institutions such as the Ministry of Education headquarters or different schools.

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- This information is oral

Many school records created or collected fit the classification system described above. Look at the descriptions below and write the name of the information category that best fits the description in the space provided.

## Activity 1e



DEFINITION	INFORMATION CATEGORY
1. An <i>order number</i> produced by the accounts department authorizing the purchase of 20 litres of roof paint needed to complete the refurbishment of a particular classroom block.	
2. <i>Information pamphlet</i> from the Provincial Education Department informing the school of new appointments made within the department.	
3. The <i>timetable</i> outlines on a weekly basis the order of classes and other activities that take place in the school. The order recurs throughout the term and sometimes the entire year.	
4. An <i>emergency meeting circular</i> sent out to parents informing them of an information evening organized to discuss the impact of a bus drivers strike on transporting their children to and from school.	
5. The staff <i>invigilation roster</i> that is devised to assure that there are always members of staff on duty during the writing of examinations.	
6. Information sent to the school from the nearby airport company alerting them to the types of skills they require from school leavers looking for work in their company.	
7. Admission records of all students who have attended the school over the last 25 years.	
8. Memo from the National Department of Education informing the school that they will host visiting dignitaries from China who are looking for opportunities to invest in the country's education system.	
9. The athletics records from every sports day held since the school's inception. These records are updated after each annual event in a special book.	
10. Oral communication with the guard at the school gate as to what procedures he should follow in a crisis situation.	

By now you should have a sense of the different kinds of records that can be collected and why it is important to keep these records. But what is involved in managing an effective and efficient record keeping system?


### Record Management Activities

How do you manage records in your school? The records that are useful to us typically follow a specific record management procedure or system. This system could include the following activities:

- **Creation** – this involves the actual production of a record
- **Distribution** – this involves forwarding the record to the site where it will be used and processed.
- **Use** – this is when the record is used for its principal purpose.
- **Retention and storage** – this involves keeping a record that may be useful at a later stage.
- **Retrieval** – this involves accessing a record from storage and re-using it.
- **Preservation and protection** – this involves maintaining and keeping records safe from loss or damage.
- **Disposal** – this involves the destruction of a record when it has no further use or value.

Let’s consider these record management activities in the context of a parent contact register scenario. Match the correct activity from the list above to each of the scenarios below.

## Activity 1f



Which of the following activities match the scenarios below:

Creation; Distribution; Use; Retention and storage; Retrieval; Preservation and Protection; Disposal.

SCENARIO	ACTIVITY
1. After 6 years all the students in the original register have left the school. The usefulness of this register is assessed and considering the contact information is of no obvious historical value it is destroyed to make space in the storeroom.	
2. The register is sent to a central location, such as a reception, where it can be accessed easily by the educators and principal but is also kept confidential.	
3. In the case of an emergency where a child is injured or sick the register can be consulted so that the parents or guardian can be informed of any problems.	
4. An occasion arises where a students’ guardian has reverted back to an uncle in the absence of their parents. This information is in the old register. It is necessary to contact him. The old register is taken out of storage and the contact information extracted. to and from school.	
5. At the beginning of the next year the old register is stored in the storeroom under the stairs at the back of the school.	
6. Early in the year the names, addresses and contact information of each student’s parents or guardians is collected. This information is entered into a register.	
7. After two years the old register is not as current and it has been replaced by yet another new register. It is decided, however, that it may still be of some use so it is stored and protected in a plastic protective sheath.	

A record generally moves through three stages during its lifespan. These stages are:

- **Active:** This is a record that is in use and is relevant. Activities at this stage of a records lifespan include creation, distribution and use.
- **Semi-active:** This is a record that has no immediate value but could be useful in future. It might be used as a reference. Activities at this stage of a records lifespan include retention, retrieval and preservation and protection.
- **Dormant or inactive:** This is a record that is no longer used. If it has historical significance it may be retained otherwise it will be earmarked for disposal.

## Record Management Cycle

A record management cycle refers to the creation, use, movement, storage and destruction of records. It is important that a records management cycle be 'in line' with the general activities and management cycle of a school.

School record keeping activities must be closely aligned to the school calendar. When a school opens for the first term or semester for example, certain records are created. At the start of the first term, the students arrive at school and register. The school must be adequately prepared for the students. Ideally, the preparations should take place at the end of the previous school year. When creating a student register, record cards or even an inventory list, it is important to understand how the school is going to manage these records.

Below is an example of a record management system for planning how records will be managed in a school.

	CREATION (1)	USE (2)	STORAGE (3)	APPRAISAL (4)	RETENTION (5)
WHAT RECORD?	Parent Contact Register				
WHO? RESPONSIBILITY	Secretary	Sec., educators and principal	Secretary	Secretary	Secretary
WHEN?	1st week of year	Year1	Year 2	Years 1-6	Years 3-6
WHERE?		Reception	Storeroom under the stairs		Large archive
HOW OFTEN?		As needed			
QUANTITY?	1, with ongoing revision until 1st year complete				
TIME FRAME?			6 years	Annually	6 years
HISTORICAL VALUE?				Needs to be determined	Needs to be determined
CLASSIFICATION SYSTEM				Not required	Not required

Now let's look at a student admissions register as an example. This is a record of each student who has been accepted into a school.

? **Help**

You can approach the person responsible for coordinating the student/student register in your school to find the information you need.

## Activity 1g

Think about your schools' student admissions register. How is it managed? In this activity you will fill in the table below with the relevant information. You will need to think about who takes responsibility for creating the register, when it is created and how often. You will also need to think about the quantity required, timeframe and historical value of these records.

	CREATION (1)	USE (2)	STORAGE (3)	APPRAISAL (4)	RETENTION (5)
WHAT RECORD?					
WHO? RESPONSIBILITY					
WHEN?					
WHERE?					
HOW OFTEN?					
QUANTITY?					
TIME FRAME?					
HISTORICAL VALUE?					
CLASSIFICATION SYSTEM					



**Help**

Here are some categories of records you can look out for.

1. *Student Records*
2. *Staff Records*
3. *Financial Records*
4. *Resource Records*

Consider the list of records kept by the school. Interrogate whether or not they are adequately designed and managed to collect the information the school needs.

**Activity 1h**



This is a simple research activity which requires you to collect information from a school with which you are familiar and answer the questions below. Write your findings in the space provided. Then compare your answers with those of your colleagues. What did you discover?

1. What records are currently being kept?

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2. What problems are being experienced in keeping records?

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3. What happens to the records?

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4. What additional records might be useful to the school? Why?

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Good planning lays the foundation for developing systems that allows a school to keep relevant records. The record management process should always begin by establishing what information is needed by the school as well as by the district, provincial and National Department of Education.

**Conclusion**

This unit has provided you with a short introduction and overview of the record management cycle. Units two, three and four will track the record management cycle over the period of a typical school year, giving you the chance to investigate the various records that you may use at specific stages in the year.

Some records are only used in the first few weeks of the first term, while others are generated later in the year to aid future planning. Some records have a much longer 'active' life and will be used throughout the year while others may have a shorter lifespan and be shelved or discarded.

Unit 5 will focus again on the record management cycle where you will be given the opportunity to learn about caring for and storing your records. You will look at some

real-life problems which educational institutions face in trying to implement a culture of record keeping and you will think about possible ways to overcome barriers.

**CD-Rom Exercise**



Insert the CD-ROM entitled, *Managing School Records* Enrichment Exercises, into a computer for additional enrichment activities.

Before we continue it is time to test yourself!

**Self Test**



Select True or False for each statement

- 1. A usable definition of a record is, 'documented proof of a fact, event and transaction.'
 

TRUE
FALSE

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- 2. It is possible to have a gross enrolment rate of over 100%.
 

TRUE
FALSE

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- 3. 'Historical' and 'Non-historical' are two of the category types of records.
 

TRUE
FALSE

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- 4. An emergency meeting circular is a example of a non-recurring record.
 

TRUE
FALSE

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- 5. A record could be active, semi-active or dead.
 

TRUE
FALSE

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- 6. Creation, distribution, use, retention and storage, retrieval, preservation and protection and disposal are all stages in the life of a record.
 

TRUE
FALSE

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- 7. The Record Management Cycle is independent of any institutional operations.
 

TRUE
FALSE

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- 8. Schools that promote a culture of record keeping can benefit enormously.
 

TRUE
FALSE

Check your answers in the feedback section at the end of the unit.

## SUMMARY

The purpose of this unit was to introduce you to the various concepts related to record keeping and to help you discover the important role these records play. It's not just about keeping records, it is about the flow of information that informs decision-makers at all levels of the education system.

The main terms and concepts explored in this unit include:

- 1] A Record is, 'documented proof of a transaction'.
- 2] Records have importance at a local or school level, where, once collected and synthesized help education planners at a provincial, National and even continental level.
- 3] There are 10 record information categories:
  - Action information
  - Non-action information
  - Recurring information
  - Non-recurring information
  - Internal information
  - External information
  - Historical information
  - Future information
  - Documentary information
  - Non-documentary information
- 4] The status of records can be:
  - Active
  - Semi-active
  - Non active or dormant
- 5] The life cycle of a record has 7 stages. These are:
  - Creation
  - Distribution
  - Use
  - Retention and storage
  - Retrieval
  - Preservation and protection
  - Disposal
- 6] The record management cycle should be structured to fit with the educational activities of the school. The cycle from creation to disposal should be aligned to a school's academic year.



**FEEDBACK SECTION**    **Unit One**

This Feedback Section provides you with the answers to the activities.

**Activity 1A**

All the answers are correct! The various sources are recorded below.

**Encarta Dictionary:**

Record: *a body of information or statistics, gathered over a period of time, about a particular subject.*

( [http://encarta.msn.com/dictionary\\_/Record.html](http://encarta.msn.com/dictionary_/Record.html) )

Record: *a body of known or recorded facts about something or someone especially with reference to a particular sphere of activity that often forms a discernible pattern.*

**The New InterNational Webster’s Pocket Dictionary:**

Record: *an account in writing or other permanent form serving as evidence of a fact or event.*

Record: *something that recalls or relates past events.*

**Wikionary:**

Record: *Information stored on any type of media (paper, server, microfilm, hard drive, etc.) with the intent to preserve the official business of the organization.*

( <http://en.wiktionary.org/wiki/record> )

**Activity 1B**

- 1a. It is possible that data was not collected in a particular year by the authorities. It is also possible that records were not created and distributed by local principals.
- 1b. It is possible to have gross enrolment ratios of over 100%. This figure has become distorted because of the high number of repeaters who are included in the student count in a particular year.
2. Admittedly the answer depends on your point of view. Study this table and compare Nigeria’s 2.9% repetition rate for primary school versus other regions in the world.

**3. Average repetition rates per region, primary and secondary school, 2001/02**

REGION	REPETITION RATE (%)	
	PRIMARY SCHOOL	SECONDARY SCHOOL
East Asia, Pacific	1.9	2.2
Eastern and Southern Africa	12.4	12.3
Eastern Europe, CIS	1.2	1.2
Industrialized countries	2.1	3.9
Latin America, Caribbean	10.0	7.4
Middle East, North Africa	8.0	12.9
South Asia	4.5	5.0
West and Central Africa	12.9	18.8
World	6.0	7.8

Data source: UNESCO Institute for Statistics (UIS). 2004. *Global Education Digest 2004*. Montreal: UIS.  
 Note: Regional values are weighted by each country’s population of primary school age.

3. Relative to Eastern Europe and East Asia it does seem poor. However, when compared to other countries in West and Central Africa, Nigeria is especially good. More importantly these comparisons can only be made and can assist education planners if the data is available. The creation and reporting of records is essential to the process if statistic like these can be calculated in the first place.
4. The statistics available on the number of students who complete primary and proceed to secondary level education are problematic. These do not exist and hence education planners have to guess at the number of schools, educators and other resources required to support secondary education. Also a is an indicator.

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### Activity 1C

There are many examples at continental, regional and national levels throughout Africa. Most educational projects try to address an imbalance or a need based on a review of education statistics. This list is far from comprehensive and you will know of others that operate in your region:

- NEPAD e-School Commission
- SADC’s Centre for Distance Education
- UNESCO’s Education For All
- etc.

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### Activity 1D

1. **Non Action Information** - This information does not necessarily require an action or a response.
2. **Recurring Information** - This information is based on activities or events that recur at intervals.
3. **Non-recurring information** - Information relating to matters which may not happen again.
4. **Historical Information** - This information relates to past activities and events.
5. **Future Information** - This information concerns events to come or actions to be taken.
6. **Documentary Information** - This information is that which is entered onto permanent records.
7. **Action Information** - This information requires the recipient to respond do something.
8. **Internal Information** - This information is generated by the organization during its operations and is not destined for public use.
9. **External Information** - This information comes from other institutions such as the Ministry of Education headquarters or different schools.
10. **Non-Documentary information** - This information is oral.

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### Activity 1E

1. Action information
2. Non-action information
3. Recurring information
4. Non-recurring information
5. Internal information
6. External information
7. Historical information
8. Future information

9. Documentary information:
10. Non-documentary information

**Activity 1F**

1. Disposal
2. Distribution
3. Use
4. Retrieval
5. Retention and storage
6. Creation
7. Preservation and Protection

**Activity 1G**

Answers will vary from school to school but a possible solution could be...

	CREATION (1)	USE (2)	STORAGE (3)	APPRAISAL (4)	RETENTION (5)
WHAT RECORD?	Student Admissions Record				
WHO? RESPONSIBILITY	Vice Principal	Sec., educators and principal	Secretary	Secretary	Secretary
WHEN?	1st week of year	Year1	Year 2	Years 1-6	Years 3-6
WHERE?		Principal's Office	Storeroom under the stairs		Large archive
HOW OFTEN?		As needed			
QUANTITY?	1, with ongoing revision until 1st year complete				
TIME FRAME?			20 years	Every 6 years	20 years
HISTORICAL VALUE?				High but needs to be appraised every 5 years	High but needs to be appraised every 5 years
CLASSIFICATION SYSTEM				By year	By year

**Activity 1H**

Answers will vary from school to school ...

1. What records are currently being kept? – If you have a long and extensive list then the institution you researched probably has a long tradition of record keeping. If on the other hand you struggled to find much evidence then that school is ripe for change. It is more likely, however, that most schools would be positioned somewhere in between. In that instance the following questions are especially pertinent.
2. What problems are being experienced in keeping records? - Check your answer and see if it considers your school's performance at each of the record's life stages: Creation, Distribution, Use, Retention and storage, Retrieval, Protection and Disposal.

3. What happens to the records? - Check your answer and again consider the life cycle of a record and see if all stages are satisfied.
4. What additional records might be useful to the school? Why? - For those schools that are average or poor in terms of generating records this question is important. Later after Units 2,3 and 4 when you will have been exposed to some specific examples you might want to refer back to your answer here and revise your recommendations.

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### Self Test

1. **True**
2. **True**
3. **False** – Non-historical is not a record type. We do use the classification of 'Future Information', however.
4. **True**
5. 'Dead' is not a state or status of a record. Dormant or inactive means that the record still exists but has not been used for some time.
6. **True**
7. **False** – The record management cycle is NOT independent of the operations of an institution. It should be integrated into the operational cycle.
8. **True** - A culture of good record keeping can be very beneficial to schools:
  - a. On a local level the school can use its records to better plan and carry out its responsibilities. Good record keeping eases the day to day running of the school.
  - b. On a National level statistics drawn from individual school records help education planners calculate what resources individual schools need.