

## RECORD KEEPING AND DATA MANAGEMENT WITHIN THE POLICY DESIGN OF ADULT EDUCATION PROGRAMMES IN NIGERIA

MUHAMMAD ALKALI

---

Department of Adult Education and Extension Services,  
Usmanu Danfodiyo University, Sokoto

### ABSTRACT

*One of the identified set backs in the realization of the set objectives of the adult education programme in Nigeria is the poor or near absence of adequate records keeping and data management. In the organization of the programme very little attention is paid to record keeping and data management, officials lack the required knowledge, adequate financial provision is not made for the department, thus resulting in general apathy and lack the required information and data that will have gone a long way in the effective planning of the programme for the required results. In this paper an attempt will be made to highlight the importance of record keeping and data management, the types of records and methods of keeping and management that will yield optimum results.*

### Introduction

Record keeping is as old as man in society. Man always had the need to keep record of his belongings of events in his life. Erukoha (1979), has observed that the primitive man's consciousness of numbers may well have arisen as a result of a desire to keep record of the important things in his life. The primitive man had cause to worry about such questions as; how many wives, sheep, do I have? How long is it before the spring or flood? Questions like these sensitized the early man to the necessity of keeping record.

Traditionally, the elders were the keepers of records of important events in the community. Since there were no written records, the elders were expected to keep in their memory, records of events and especially what the villagers regarded as taboo. Commenting on this oral tradition, Mbiti (1969) observed that;

..... most African people did not know how to read and write. Therefore they could not keep written records of their custody. Instead, they passed on information from one generation to another by word of mouth. In some societies there have been special keepers of oral tradition, whose duty was to memorize and recite historical and other relevant information. Many things were forgotten or confused in repeated telling, but tradition is better than nothing and some valuable information has reached us through this method ... (p. 28).

By this brief history of record keeping one would categorically be informed that man has always recognized the need to keep records. In societies that are predominantly illiterate, oral tradition searches for this purpose but with some obvious limitations as was pointed out by Mbiti. Adult education is basically concerned with eradicating illiteracy, and should therefore be interested in accurate record keeping of the progress made.

#### **The Importance of Keeping Record in Adult Education Programmes**

Records are necessary in all human endeavors because records give rise to history. Without history one generation repeats the mistakes of the previous generation. Ubom (1993) had observed that whatever makes the past, the distance, or the future predominant over the present, advances us in the dignity of thinking beings. We need the past to understand the present and to make projection into the future. We need to understand why a particular community has resented the establishment of literacy classes in the past if we are to succeed in establishment one now.

We need adult education records as a nation to be able to ascertain how we are performing. Records will help adult education administrators and planners to understand what methodologies of teaching adult have been most effective in other countries so as to copy for the same development. All we need to understand is that agencies for mass education in Nigeria should keep all records intact and up to date.

Giving historical account of the adult education activities and programmes, we need records for verifying work and for program accountability.

We require records for anticipating the future. Record is also needed for solving problems regarding literacy classes, working materials and general activities of the literacy development.





- iii. **Instructor Record Form: Form 008:** To be kept by the organizer and area coordinators. It contains information on the recruitment of instructors and facilitator to handle a particular scheme.

State -----

LGA -----

1. Name of Literacy Center
2. No. Classes
3. No. of Instructors
4. Full time Instructor
5. Part time
6. Volunteer
7. No. of Conventional staff
8. Instructional Materials
  - a. Primers -----
  - b. Exercise Books -----
  - c. Pencil -----
  - d. Other Materials -----

Adequate

Note Adequate

-----  
-----  
-----  
-----

-----  
-----  
-----  
-----

No. of EOTO

9. Do the instructor make effective use of the materials?
10. Instructor learner relationship
  - a. Cordial / No cordial
11. General comment about Instructor.

Personal appearance punctuality Attitude to work

Name of monitoring officer

Signature-----

Date-----

- iv **Instructor Preliminary Form MTR 008b.**

Area coordinator ----- Name of Organizer-----

Name of Scheme -----

S/No	Name of Instructor	Qualification	Programme	Class Location	Enrollment			
					M	F	M	F

**Instructor Preliminary Form MTR 008C.**

Date of Opening	Working Days	Contact Hour

This provide information of recruited instructors at a scheme. Date opening, working day and class location among other data is required. This is to be handled by area coordinator and scheme of organizer.

- v. **Organizers Monthly Report Book: Form MTR 001:** Organizers monthly report book. Is the organizer that collects and process the information for further action from area coordinator to headquarters. It assess the situation on ground.

Data on Literacy Center

State ----- LGA -----Date of Visit -----

S/No	Scheme Name	Scheme Location	No of Centre Classes	Number Registered				Number Present				Sponsor	Strategy
				M	F	M	F	M	F	M	F		

Name of monitoring Officer -----

Signature ----- Date -----

- vi. **Scheme Record Form: Form MTR 002:** This form requires information about the no of schemes per LGA. It is the work of the area co-ordinator to record and process same for the use of the agency at the headquarters and is to be kept by the organizer and area coordinators. This form also contains data regarding all enrolment of participants to a number of villages of area of at least 10 – 12 centers.

State ----- Scheme -----

LGA ----- Date Established -----

S/No	Scheme Name	Scheme Location	No of Centre Classes	Enrolment				Instructor	Remarks
				M	F	M	F		

- vii **Examination Record (Preliminary From 3) :** These forms require information for the existing class centers for preparing and conducting of

examination. Area coordinators are to ensure the forms reached their office before the commencement of examinations.

These Records include storing examination questions and scores obtained. This will help in monitoring the learning gain of each participant. Also dropout and certificate include in the record.

State -----  
 LGA -----  
 Class / center -----  
 Date class open -----  
 Date Class close -----  
 Name of instructor -----  
 Qualification -----  
 Certificate No. -----  
 Name of Organization -----  
 No. of candidates attending examination -----  
 Name of invigilator -----  
 Invigilator Signature -----  
 Area Coordinator  
 Name -----  
 Signature -----  
 Date -----

viii. **Examination Proforma:** Is the record of all learners that sat for examination at each center or class in all Adult Education Programmes. It is to be processed by instructors to the organizer and then Area and Head quarters.

Local Gov't:----- Scheme: -----  
 Class Location: -----No. of Candidate attending exam: -----  
 Name of Organiser in charged-----

S/No	Learners Name	Date of Exam	No in Attendance	Total Marks	Remarks

Name of Instructor ----- Organizer Name -----  
 Sign ----- Date -----  
 Area Coordinator Sign ----- Date -----



- ix. **Examination Final record (MTR Form 003):** This form contain summary of all kind of examination conducted giving the record of all the instructors in each scheme and those coordinated by Head quarters

Name of Organiser -----No. of enrolled -----  
 No. of Classes ----- No. of Instructors -----  
 LGA ----- Scheme -----

s/No.	Name of Instructor	Number of classes		Number of Classes Examined		Number of classes not examined		Enrolment		Examined		Dropout		Pass		Fail	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F

- x **Record of Adult Educational Programmes (MTR 202):** This record compiles all the programmes the agency is conducting in a particular year. The planning research and statistics department is to process and manage the data.

For MTR 404

State ----- Agency -----

1. Programmes

S/No	Types	No of Classes
A	Basic literacy	
B	Post Literacy	
C	Women Education	
D	Continuing Education	
E	Prison Education	
F	Workers Education	
H	Others	

2. Structure for implemented to through mass Literacy

- a. Depts within the Agency -----
- b. State advisory committee yes ----- No -----
- c. Presence of Networking Yes ----- No -----
- d. No of Classes run -----
- e. No of NGOs in the State -----
- f. No of supervisors -----
- g. No of instructors -----

**xi. Programmes at LGA level:** This provides the same information as in 'x' the difference is the information at local government level. These programmes and structures the implementation of mass literacy at LGA level.

1. **Record of Literacy Network:** This requires details of networking activities from the center level up to state level. Form MTR 0013 State.

1. Personnel

- a. Name of Chairman i State Level
- b. Name of Chairman ii LGA Level
- c. Name of Chairman iii Word Level
- d. Name of Chairman iv Village Level
- e. Name of Chairman v Center / Class Level

2. a. Mobilization Facilities at state

- i. TV
- ii. Radio
- iii. Drama
  - a. Local Government facilities
  - b. Ward facilities

3. Public Enlightenment

4. Meetings of communities

**xii. Record of Instruction of Materials:** it is the bank where information regarding the working materials utilized and also contribute to various centers and classes state wide are kept.

Form MTR 014

State ----- LGA ----- Date of Visit -----

S/No	Name of Class/Center	Chalkboard Adequate/ Inadequate	Ex Books Adequate/ Inadequate	Primer Adequate/ Inadequate	Pencils Adequate/ Inadequate	Sign of Instructor	Sign Monitoring Officer

**xiii. Record of Supporting Facilities:** It contains record of all supporting centers in the state.



**Form MTR 015**

State ----- LGA ----- Date of Visit -----

S/No	Name of Centres	TV Viewing				Library				Resource Centre	Monitoring Officer
		Avail		Effective		Avail		Effective			
		Yes	No	Yes	No	Yes	No	Yes	No		

- xiv. **Record of Learner Performance:** Is the record that checks the out put of what had been thought to adults. It will provide information about the objective of the programme.

**Form MTR 0/6**

State ----- LGA ----- Center -----  
Date of Visit -----

- a. Are learner performance as envisaged in the performance objective in each units of the basic literacy curriculum.
  - b. Do they participate actually?
  - c. Do they show interest?
  - d. Can they write letters? etc
- xv. **Adult Education Head book:** The document of trades and occupations available in the particular community or area should be made. This allows for various programmes or curricular provisions to made for varying interest groups and thus satisfy the learners felt need. Hand book for adult education is kept for references and to update the area coordinators on the ethics of adult education activities.
- xvi. **Record of Seminar and workshop:** The proceedings of the seminar or workshops organized for the adult learners should be compiled in the form of a hand book and each participant given a copy for future reference. Also list of participants in any refresher course should be documented for certification.
- xvii **Records of Applied/Survey Research:** On a regular basis it is necessary to interview the learners to find out if the lessons are still appealing to them. This record can also be used as a source of the impact of the knowledge acquired.

## **Data Management**

Data management may be seen as the concern of a system, government or programme to effectively provide accurate, store, process, analysis, present and disseminate data to achieve the desired result (ie provide information for reasons already mentioned) for careful planning, organizing, directing and controlling.

## **Method of Keeping Records**

Records can be kept or stored in the following devices or areas:

- Files
- Store
- Cup Boards
- File Cabinets
- Display on wall and Notice Board
- Tables
- Drawers
- Computers
- Internet

## **Problems Associated with record keeping in Adult Education**

There is no or very limited seriousness in keeping records in Adult Education programmes in Nigeria and without records the conduct of proper planning and teaching/ learning and administration will be faulty. Some of the problems related to keeping records are:

- a. Lack of Good Organization
- b. Lack of Funds
- c. Over Population per Staff
- d. Irresponsibility of the part of the Administrators

## **Conclusion**

The keeping of records is very important in any organization. It acts as an important bank for the preservation and supply of valid account for the proper functioning of the programme at any given time. In adult education the importance of records can not be over emphasized as a critical look at the place of records today shows that they have become the basis for the retrieval of statistical information that is supporting in policy making, planning and evaluation.

## REFERENCES

- Achunice, R. N. (1998): *Management and Administration of Secondary Education*, Owerri. Tolan Publishers Nig Ltd.
- Deighton, Leec (2002): *The Encyclopedia on Education, 7*: London: McMillan Ltd. Inc. UK.
- Enukoha, O. (1979): *Personal Management: 6<sup>th</sup>* (ed) Ibadan: Ibadan University Press.
- National Commission for Mass Literacy Adult and Non-formal Education (1997): *Monitoring Handbook*. Lagos: SOGA Akin Printing Press Ltd.
- Siegle, P. (1968): *Adults as Learners: How to teach Adults*. Washington, D.C.: Adult Education Association of the USA.
- Wikipedia Encyclopedia on Education <http://www.wpd.sn/Brl>. London.