The role of the educational institutions in Africa in an increasingly changing records management environment in the Africa

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International Atomic Energy Agency
Vienna, Austria
Brief biography

Academic background
• Bachelor of Information Science – School of Information Science, Moi University (Kenya)
• Masters in Archival Studies and Masters in Library and Information Science – SLAIS, University of British Columbia
• Certificate in Information Technology Law – University of Witwatersrand (South Africa)
• Completed Doctoral programme – Department of Information Science, University of South Africa

Selected full time jobs
• 2001-2003 Lecturer, Department of Library and Information Studies, University of Botswana
• 2003-2005 Information Analyst, South African History Archive (South Africa)
• 2005-2009 Manager of Information Systems, Nelson Mandela Foundation (South Africa)
• 2010-2012 Archives/Records Officer, International Monetary Fund (United States)
• 2013-present Head of Records Unit, International Atomic Energy Agency (Austria)

Other positions
• 2000-2001 Court interpreter, British Columbia Provincial Court Service (part time)
• 2003, 2005, 2007, 2009 Guest lecturer, University of West Indies, Barbados (1 week course)
• 2009-2010 Consulting work for different institutions including: South African Broadcasting Corporation, Southern Africa Development Cooperation, Southern Africa Customs Union, Swaziland Ministry of ICT and the National Archives, University of Namibia Library
Outline

• Historical outline of development in ARM
  – Centers by UNESCO and ICA
  – National efforts

• Key challenges faced currently by professionals
  – Diversity of qualifications
  – Growth of institutions
  – Strengthening graduate education

Curriculum alignment at African universities
Historical development of education and training in Africa – regional centres and national efforts

Outline of regional centres

<table>
<thead>
<tr>
<th></th>
<th>Accra (Ghana)</th>
<th>Dakar (Senegal)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Launch date</strong></td>
<td>October 1975</td>
<td>October 1971</td>
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<tr>
<td><strong>Duration of course</strong></td>
<td>Two years</td>
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<tr>
<td><strong>Number of initial students</strong></td>
<td>13 students from eight countries</td>
<td>20 students from seven countries</td>
</tr>
<tr>
<td><strong>Funding</strong></td>
<td>United Nations Development Fund (UNDP)</td>
<td>United Nations Development Fund (UNDP)</td>
</tr>
</tbody>
</table>

National efforts

- Unfortunately by 1980 international funds dried up and national governments could not support the regional centres.
- UNESCO encouraged countries to have individual training centres.
- Different countries took up the challenge including Botswana, Kenya, Nigeria, Tanzania and Zimbabwe.
- The need for education and training was very clear. E.g. in 1982, only 40% of the staff at the Kenya National Archives had any formal education or training.
- The table below shows 17 countries which constitute one third of the African countries.

Curriculum alignment at African universities
<table>
<thead>
<tr>
<th>Country</th>
<th>2001</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Botswana</td>
<td>University of Botswana (C, D)</td>
<td>Institute of Development Management (C); University of Botswana (C, D)</td>
</tr>
<tr>
<td>Ghana</td>
<td>University of Ghana (D, B, M)</td>
<td>African Regional Training Centre for Archivists (C, PGD); University of Ghana (D, B, M)</td>
</tr>
<tr>
<td>Kenya</td>
<td>Kenya Polytechnic (C); Kenyatta University (M); Moi University (B)</td>
<td>Eldoret Polytechnic (C); Kenya Polytechnic (C, D, HD); Kenya School of Professional Studies (C, D); Kenyatta University (B, M, Ph); Moi University (B, M)</td>
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<td>Lesotho</td>
<td>Institute of Public and Administration Management (C)</td>
<td>Institute of Development Management (C)</td>
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<td>Malawi</td>
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<td>Mzuzu University (D, B)</td>
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<tr>
<td>Mozambique</td>
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<td>Arquivo Historica de Mocambique (C); Centre for Professional Training (C)</td>
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<tr>
<td>Namibia</td>
<td>University of Namibia (D, B)</td>
<td>University of Namibia (B)</td>
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<tr>
<td>Nigeria</td>
<td>University of Ibadan (M)</td>
<td>University of Ibadan (M)</td>
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<td>Senegal</td>
<td></td>
<td>Universite Cheikh Anta Diop de Dakar (B, PGD)</td>
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<tr>
<td>Sierra Leone</td>
<td>University of Sierra Leone (D)</td>
<td></td>
</tr>
<tr>
<td>South Africa</td>
<td>Rand Afrikaans University (B); Technikon South Africa (NC, NHC, PD, Btech); University of Natal (B, PGD); University of South Africa (B); University of Witwatersrand (M)</td>
<td>University of Johannesburg (B, PGD, M, Ph); University of KwaZulu Natal (B, PGD, M, Ph); University of South Africa (PDC, C, HC, D,B, M, Ph); University of Witwatersrand (PGD, Ph)</td>
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<td>Uganda</td>
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<td>Zambia</td>
<td>Chalimba Evelyne Hone (C, D); University of Zambia (B, M)</td>
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<td>Zimbabwe</td>
<td>Harare Polytechnic (NC, ND); University of Science and Technology (B)</td>
<td>Harare Polytechnic (C, D); National University of Science and Technology (C, D)</td>
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</tbody>
</table>
The complex reality of ARM education and training

Weaknesses in existing publications

- Information on a particular country/programme is incomplete e.g. University of Botswana had a Masters since 2009 and Tanzania Public Service College had qualifications since the early 2000s [not comprehensive enough]
- Information gleaned from 17 countries that is less than 33% of countries in Africa and mainly from the Anglophone parts. [not inclusive enough]
- While the information is drawn from two articles published almost a decade apart there have only slightly changes to the number of institutions which suggests a need for research [not current enough]
- Yet the studies reveal a wide variety of qualifications [scratching the surface on the complexities]

<table>
<thead>
<tr>
<th>Types of qualifications</th>
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<tr>
<td>Pre-university qualifications</td>
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<tr>
<td>Certificate, National Certificate</td>
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<td>National Higher Certificate</td>
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<td>Diploma, National Diploma</td>
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<td>Post-diploma Certificate</td>
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<td>Post-diploma Diploma</td>
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Curriculum alignment at African universities
Addressing the complexities

• Our lives and complex and we need to acknowledge in a sophisticated rather than simplistic manner.
• For a continent like Africa, there are complexities upon complexities including the fact that there are 54 countries each it’s unique set of socio-cultural and political history and development.
• The human temptation is to try and identify trends and patterns in order to understand complexities.
• However there is a high risk that such trends and patterns are from inadequate source information and pedestrian analysis.
• The trends and patterns could end up being so general that they result in “a single story”.

Curriculum alignment at African universities
The single story

- Novelist Chimamnda Adichie states the we risk critical misunderstanding when we forget that everyone’s lives and identities are composed of many overlapping stories.
- “The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete.”
- When we hear the same story over and over again, it becomes the only story we ever believe. And this stands especially true for the story of Africa.
- The default position can quickly become “patronizing yet well meaning pity” that may result in “robbing people of dignity, makes our recognition of our equal humanity difficult, it emphasises how we are different rather than how we are similar” https://www.youtube.com/watch?v=D9Ihs241zeg
The most current ICA directory was published in 2004. For Africa it has one entry from one country, South Africa.
Growth of universities – case study of Kenya

Brief outline

- Between 1963 and 1980, Kenya had only one accredited public university.
- In 1990 the number had risen to four and by 2000 there were 5 public and 5 private universities.
- In the last 13 years the number has risen to 67 universities.

Curriculum alignment at African universities

- South Africa: 47%
- United Kingdom: 30%
- United States of America: 7%
- Ghana: 7%
- Nigeria: 3%
- Namibia: 3%
- New Zealand: 3%

Curriculum alignment at African universities
Doctoral dissertations of African scholars by geographic distribution of the granting university between 1983 and 2015

- Ghana
- Namibia
- Nigeria
- New Zealand
- South Africa
- United Kingdom
- United States of America

Number of dissertations

<table>
<thead>
<tr>
<th>Year</th>
<th>Ghana</th>
<th>Namibia</th>
<th>Nigeria</th>
<th>New Zealand</th>
<th>South Africa</th>
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• A team coordinated at the Department of Information Science, University of South Africa has proposed a study that will look at the current programmes on the continent.
  – Where are the programmes located? E.g. Institutes, Universities etc.
  – What kinds of qualifications are offered? E.g. Certificate, Diploma, Degree etc.
  – The ratio of students vs lecturers
  – What is the nature of the courses offered to address “the management of records in networked environments”
• This study is important for various reasons including:
  – Providing a benchmark resource for the profession in Africa and the rest of the world
  – Being the basis on which educational institutions assess the content of their courses and provide an impetus for curriculum review.
Team Africa

Director

Mpho Ngoepe
Director Team Africa
Associate Professor, Department of Information Science, University of South Africa

University of South Africa - Department of Information Science (Pretoria, South Africa)

Mpho Ngoepe, Associate Professor (Director, Co-Investigator)
Gwakisa Kamatula, Director, Tanzania Public Service College (Co-Investigator)
Kofi Koranteng Adu, Research Assistant (Co-Investigator)

UNISA: University of Kwazulu-Natal
    Francis Garaba (Co-Investigator)

Mostert Opperman Inc.
    Dewald Opperman (Collaborator)

National Archives of Zimbabwe
    Sindiso Bhebhe (Collaborator)
Summary

• The education and training of archives and records professionals in Africa can be traced back several decades.
• Archives and records practitioners in Africa’s different countries have, over the years, taken varying paths to attain their professional qualifications.
• A number of publications have offered an analysis of the historical developments.
• This presentation outlined progress on an ongoing study that examines the curricula in different African educational institutions and investigates the extent to which they address the increasingly complex environment.
Selected references