



The Development of Archives and Records Management Education and Training in Africa

South African Society of Archivists conference
Polokwane, 9 July

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Preamble

- The development of education and training opportunities for professionals in the archives and records management (ARM) profession in Africa has been the subject of a number of professional discussions in the past.
- However, a significant number of recent developments and trends have not been captured in these discussions.
- This presentation provides a historical outline and the major developments of ARM education and training in Africa.
- The presentation demonstrates the diversity that exists in the African continent both in the variety of institutions as well as the types of qualifications offered in ARM.
- The presentation suggests the strengthening of graduate level education as well as participation in global research to provide a benchmark for curriculum development.



Preamble/contd

- Historical outline of development in ARM
 - Centers by UNESCO and International Council on Archives (ICA)
 - National efforts
- Key challenges faced currently by professionals
 - Diversity of qualifications
 - Strengthening graduate education through research



Historical development of education and training in Africa – regional centres and national efforts

Outline of regional centres

	Accra (Ghana)	Dakar (Senegal)
Launch date	October 1975	October 1971
Duration of course		Two years
Number of initial students	13 students from eight countries	20 students from seven countries
Funding	United Nations Development Fund (UNDP)	United Nations Development Fund (UNDP)

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

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Global directory of educational institutions

- The most current ICA directory was published in 2004. For Africa it has one entry from one country, South Africa.

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Africa

South Africa

Technikon South Africa

I. EDUCATIONAL PROVIDER INFORMATION

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10 Further information	Technikon South Africa's Involvement in Education and Training of Archivists, by Dr Albert Kloppers. In: S.A Archives Journal, vol. 40 1998. P 105 Technikon Training and Archival Studies, by Tony Rodrigues. In: S.AArchives Journal, vol. 40 1998. P 108	



Educational institutions in Africa – based on scholarly publications

Country	2001	2009
Botswana	University of Botswana (C, D)	Institute of Development Management (C); University of Botswana (C, D)
Ghana	University of Ghana (D, B, M)	African Regional Training Centre for Archivists (C, PGD); University of Ghana (D, B, M)
Kenya	Kenya Polytechnic (C); Kenyatta University (M); Moi University (B)	Eldoret Polytechnic (C); Kenya Polytechnic (C, D, HD); Kenya School of Professional Studies (C, D); Kenyatta University (B, M, Ph); Moi University (B, M)
Lesotho	Institute of Public and Administration Management (C)	Institute of Development Management (C)
Malawi		Mzuzu University (D, B)
Mozambique		Arquivo Historica de Mocambique (C); Centre for Professional Training (C)
Namibia	University of Namibia (D, B)	University of Namibia (B)
Nigeria	University of Ibadan (M)	University of Ibadan (M)
Senegal		Universite Cheikh Anta Diop de Dakar (B, PGD)
Sierra Leone	University of Sierra Leone (D)	
South Africa	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)	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)
Sudan	University of Omdurman (D, B)	University of Omdurman (B)
Swaziland	Institute of Development Management (C)	Institute of Development Management (C)
Tanzania	Bagamoyo School (D) ; University of Dar es Salaam (M)	Bagamoyo School (D) ; University of Dar es Salaam (M)
Uganda	Makerere University (D, B, M)	
Zambia	Chalimba Evelyne Hone (C, D); University of Zambia (B, M)	University of Zambia (D,B)
Zimbabwe	Harare Polytechnic (NC, ND); University of Science and Technology (B)	Harare Polytechnic (C, D); National University of Science and Technology (C, D)



Analysis of trends based on scholarly publications

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
- Information gleaned from 17 countries that is less than 33% of countries in Africa and mainly from the Anglophone parts
- 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
- Studies reveal a wide variety of qualifications

Types of qualifications

Pre-university qualifications	Undergraduate qualifications	Post-undergraduate qualifications
Certificate, National Certificate	Bachelor of Information Science	Post-graduate Certificate
National Higher Certificate	Bachelor of Library Science	Post-graduate Diploma
Diploma, National Diploma	Bachelor of Science	Masters
Post-diploma Certificate	Bachelor of Technology	Master of Philosophy
Post-diploma Diploma		Doctor of Philosophy
National Higher		

The need for a comprehensive study – (InterPARES Africa team)

- It should provide an overview of the current programmes in ARM education and training in Africa.
- Among the key questions include:
 - 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 both paper and digital (including those 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.



InterPARES Trust (2013-2018)

- The goal of InterPARES Trust (www.interparestrust.org) is to generate the theoretical and methodological **frameworks** that will support the development of integrated and consistent local, national and international **networks of policies, procedures, regulations, standards and legislation concerning digital records entrusted to the Internet.**
- The International Alliance comprises 7 Teams:
 - North America
 - South America
 - Europe
 - Asia
 - Australasia
 - Africa
 - Transnational Organizations
- Supporting Partners
- Pro-bono Consultants
- Currently with a total of 300+ researchers and growing

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Conclusion

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