



‘Training and capacity-building in
the Archival and Records
Management Professions in South
Africa’.

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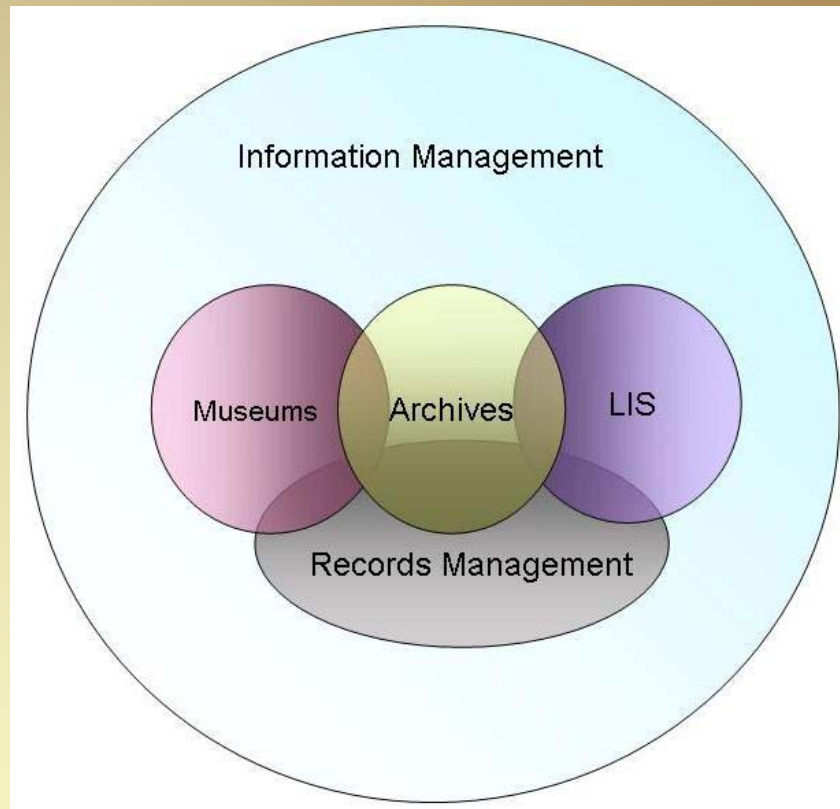
BACKGROUND: DETERMINING INFO MANAGEMENT SECTOR (IMS) NEEDS

- Persistent difficulty retaining young staff in IMS
- Community Library Conditional Grant: skills shortage apparent in new hirings;
- Anecdotal evidence of university cutbacks in provision of training
- Continued relevance of existing training programmes?
- Audit urgently needed

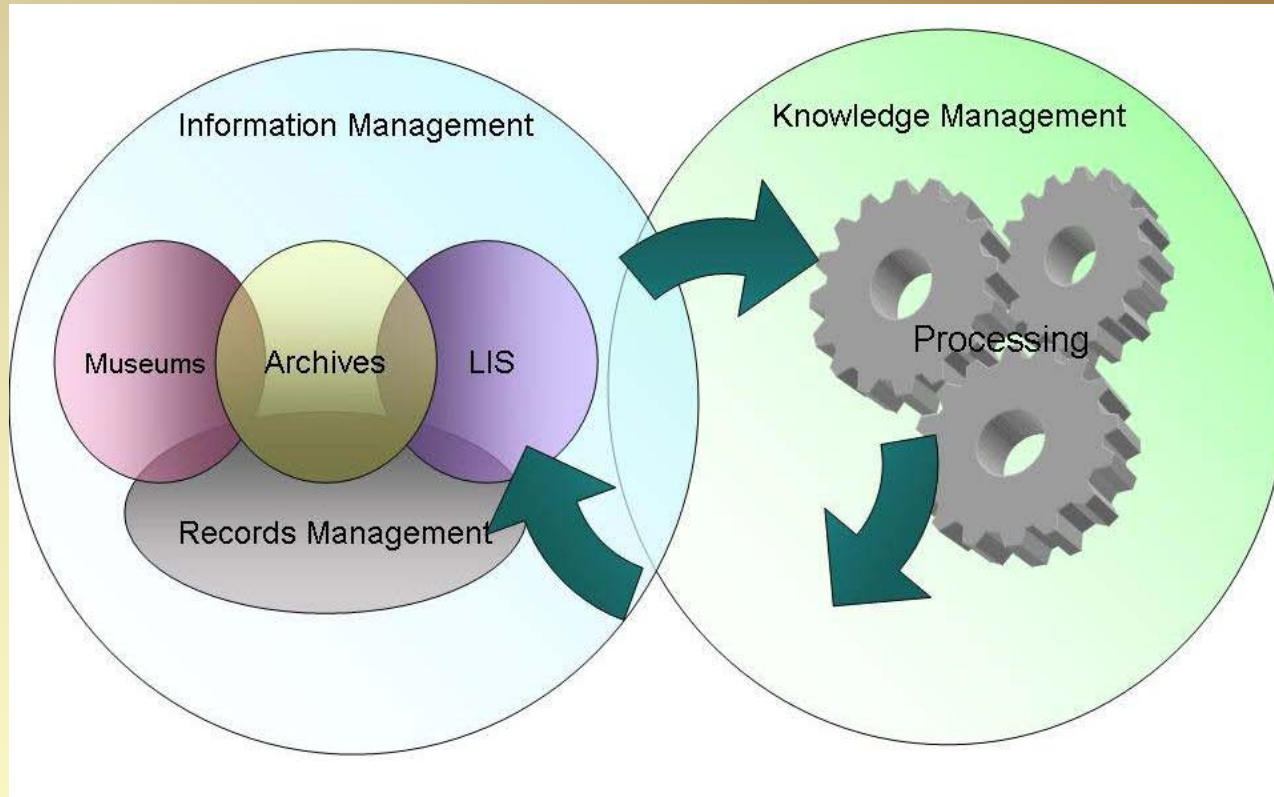
Inclusion of Archives and Records Management

- Archival Training offered within Schools of Library & Information Science
- Also anecdotal evidence of curtailment of courses (e.g. Demise of UCT-UWC-RIM Heritage & Archives course)
- Need for first investigation into Records Management profession

INFORMATION MANAGEMENT RELATIONSHIPS



INFO & KNOWLEDGE MANAGEMENT RELATIONSHIPS



STATS RE WORKSHOPS

Prov.	Libraries	Archives	Rds Mgmt
EC	14	13	14
FS	9	11	7
Gtng [1]	33	38	33
KZN	15	14	7
LP	15	15	11
WC	16	10	6
Ttl	102	101	78

[\[1\]](#) inc. reps from MP & NWP

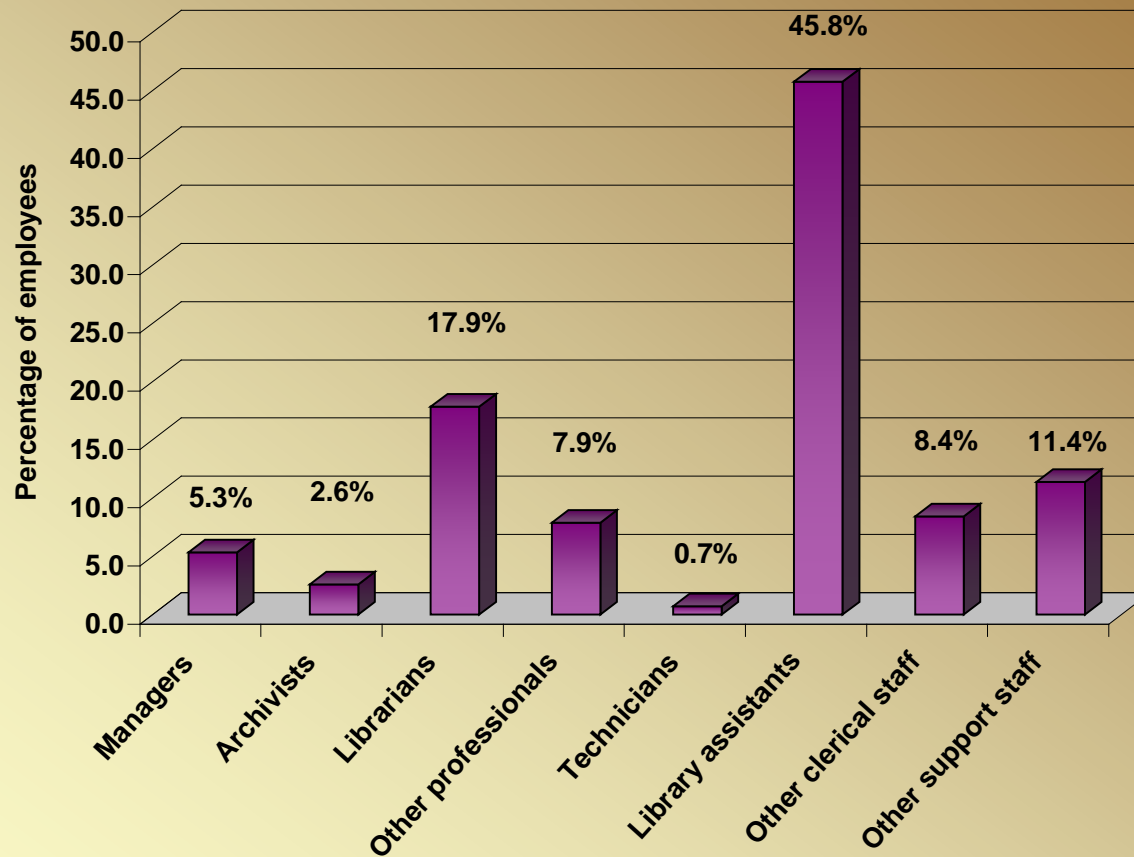
TOTAL EMPLOYMENT: LIS & ARCHIVES (IMS)

2004, 2009 and 2014 (expected)

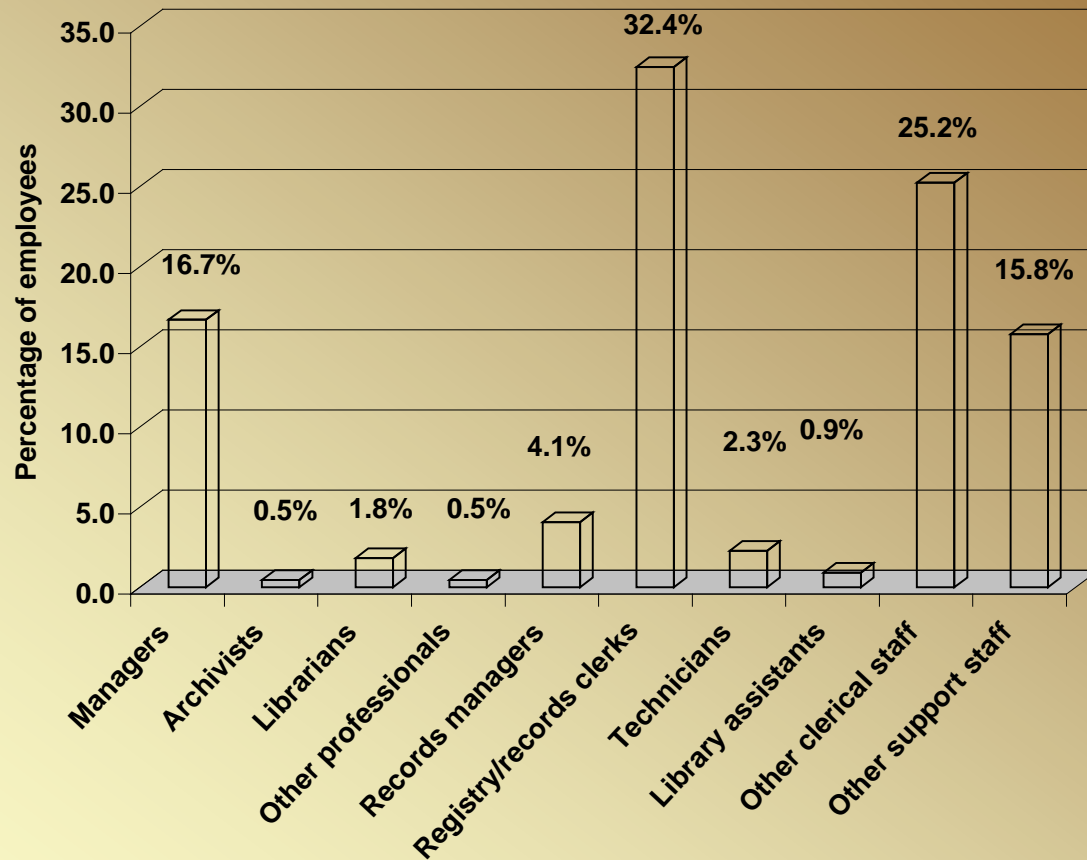
ENTITY:	'04	'09	'14
Archives:	839	1020	1 149
Libraries:	9 914	11 569	12 608
Total:	10 753	12 589	13 757

NB: IMS is 0,16% of total SA employment and of this archives sector is 7,5% of IMS (e.g. IT professionals = 7,9% of total employment)

Occupational distribution of employees in the LIS and archival services sectors



Occupational distribution of employees in records management



Higher Education Institutions (HEIs) offering LIS, Archival & RM programmes

Province	University	Faculty/School	Department/School
Eastern Cape	University of Fort Hare	School of Social Sciences	Library and Information Science
Eastern Cape	Walter Sisulu University	Education	School of Social Sciences and Development Studies (Library and Information Science)
Gauteng	University of Pretoria	Engineering, Built Environment and Information Technology	School of Information Technology (Department of Information Science)
Gauteng	University of South Africa (UNISA)	College of Human Sciences	School of Arts, Education, Languages and Communication
KwaZulu-Natal	Durban University of Technology	Accounting and Informatics	Information and Corporate Management (Library and Information Studies)
KwaZulu-Natal	University of KwaZulu-Natal	Humanities, Development and Social Science	School of Sociology and Social Studies
KwaZulu-Natal	University of Zululand	Arts	Department of Information Studies
Limpopo	University of Limpopo	Humanities	School for Language and Communication Programmes
Western Cape	University of Cape Town	Humanities	Department of Information and Library Studies, Centre for Information Literacy
Western Cape	University of Western Cape	Arts	Library and Information Science

Staff profile at HEIs

Position:

Professor	8
Associate prof	8
Senior lecturer	12
Lecturer	26
Junior lecturer	8

Gender: Women 40 (64.5%) Men 22 (35.5%)

Population group

African	22
Coloured	5
Indian	4
White	31

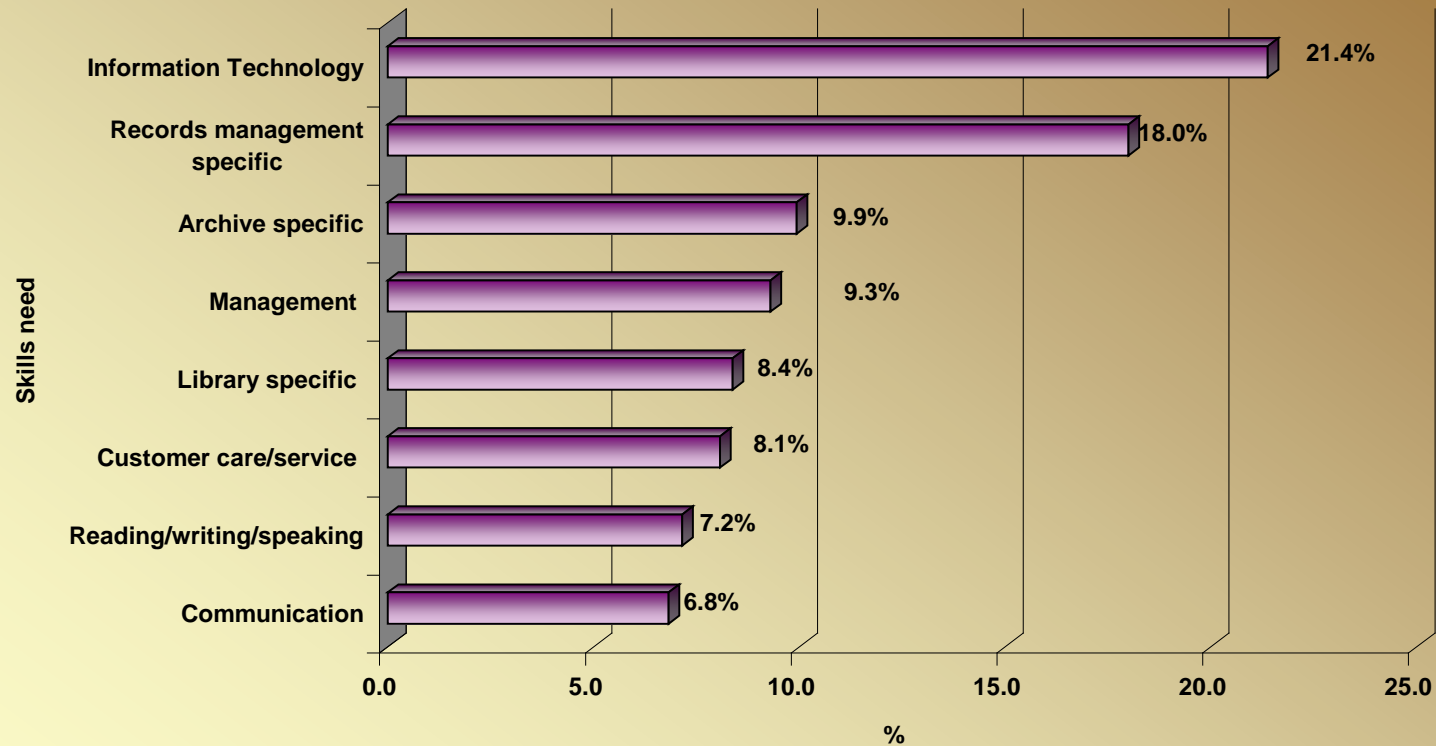
Age group: 30% over 50 years of age; 10% under 30 years

Highest educational qualification: 85% Masters or doctorate

Enrolments in LIS & archival sciences by university (2009)

	Certificates	First degree/national diploma	Honours degree/postgraduate diploma	Masters/doctoral degrees	Total
UNISA	318	818	118	30	1 284
UKZN	362		33	27	422
UP		195	39	23	257
UL		172	18	4	194
DUT		133		4	137
UWC	120	42		33	195
UZ		59	5	18	82
WSU		2	7	6	15
UCT			7	8	15
Total	737	1 421	227	153	2 601

Employer perceptions of employees' most pressing training needs



RECORDS MANAGEMENT IN CONTEXT

- Not well organised and diverse
- Confusion of roles with 'Knowledge Management'
- Younger employment profile than archivists or librarians
- Not 'deprofessionalising' but growing into a profession from diverse roots

MAIN CONCLUSIONS - LIS

- Professional field in danger
 - Employment
 - Small sector but divided in itself
 - No standardisation in employment, co-ordination and communication
 - De-professionalisation – appointment of unqualified people
 - Polarisation of the field
 - First world component – strongly driven by technology
 - Third world component – strongly driven by community needs
 - Lifted by conditional grant – but temporary
 - Profession
 - Low self-esteem
 - Lack of leadership
 - Lack of coherence and professional identity

MAIN CONCLUSIONS - LIS

(Continued)

□ Education and training

- Ten schools - many for size of sector
- Unequal geographical distribution of library schools – reflected in the labour market
- Variety in educational models - difficult to re-build professional identity
- Diversity in structure and content of curricula – very difficult to evaluate or exert quality control
- HE institutions constantly battling for survival
- Very little co-operation and communication between institutions
- Rural institutions – worse off than others

MAIN CONCLUSIONS - LIS

(Continued)

- ❑ **The field is far down the road of de-professionalisation.**
 - **Should this continue?**
 - or**
 - **Should the process be reversed?**
- ❑ **The challenges of the professional field are of such a nature that:**
 - **The solutions are not simple or obvious**
 - **an integrated strategy that simultaneously addresses a variety of issues is needed**

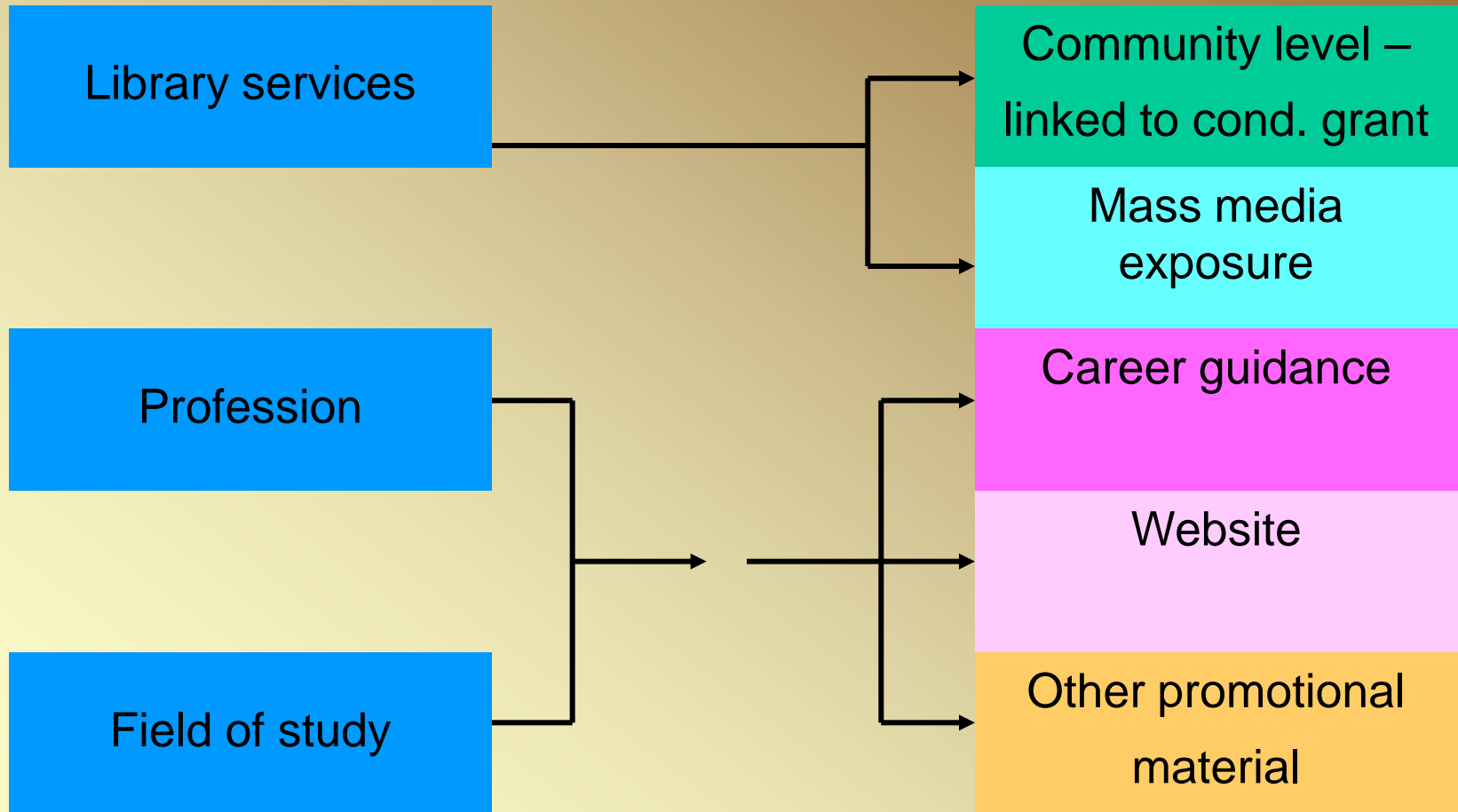
MAIN CONCLUSIONS – ARCHIVAL SERVICES AND RECORDS MANAGEMENT

- Fields share image problems of LIS**
 - **Archives very small**
 - **Records management not well defined**
- Largely dependent on NARS for leadership**
- Formal training – very limited and geographically not well situated**
- Only theoretical training – very little/no practical**
- Records management short courses unaccredited and of varying quality**

KEY ELEMENTS OF A STRATEGY

LIS	ARCHIVAL SERVICES	RECORDS MANAGEMENT
Promotion	Promotion	Promotion
Standardisation		
Financial assistance	Financial assistance	Financial assistance
Practical training	Practical training	Practical training
Career progression Libr. Assistants	Standardisation	Standardisation

PROMOTION - LIS



CAREER GUIDANCE

Career guide

- Integrated guide for all IMS occupations
Use the diversity as a marketing tool
- “Funky” appearance
- Wide distribution

Website

- Interactive

Other material

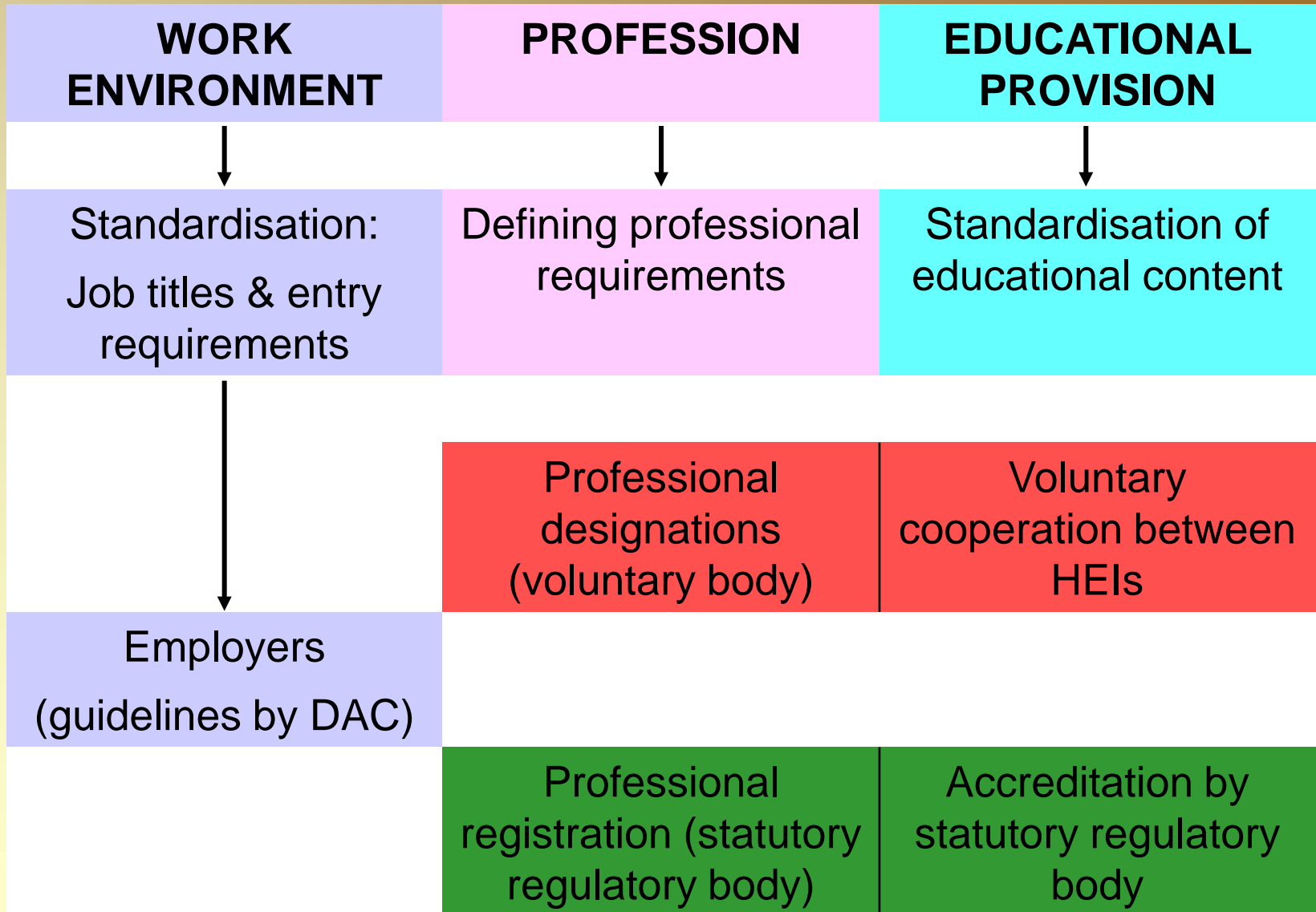
- Pocket guide, posters etc.

All information must be kept up-to-date

BURSARY SCHEME

- National scheme
- Long-term funding commitment is essential
- Must fit in with the educational models – provision for post- graduate phases
- Administration can be done by universities – example of Thuthuka project
- Can use bursary scheme to adjust to the uneven geographical distribution
- Bursary scheme should be extended to qualifications in archives and records management

LIS - STANDARDISATION



STATUTORY REGULATION

□ Advantages of statutory regulation

- Provides for formal accreditation of educational programmes
- Sets registration requirements
- Enforces CPD

□ Disadvantages of statutory regulation

- Stifles supply to the labour market
- Cost involved
- Is only effective if employers require registration

A STATUTORY REGULATORY BODY

▪ **Functions**

- **Accreditation of educational programmes**
- **Registration**
 - **Setting of registration requirements**
Handling of registrations and renewals
 - **Setting and monitoring of CPD requirements**
- **Enforcing a code of conduct**
- **Advising government on matters related to the professional field**

STATUTORY REGULATORY BODY (2)

Possible bodies

LIASA

Currently looking into the matter

NCLIS

Already established with some of the functions

SASA

Needs to play an active role for archivists

PRACTICAL TRAINING

- **During educational programme**
 - **Standardisation should form part of standardisation of educational content**
- **After completion of entry level qualifications – before full professional status is awarded**
 - ❖ **Learnership option**
 - **Learnership needs to lead to a qualification**
 - **New qualification can be developed under the new occupational qualification dispensation**
 - **Internship option**
 - **Less structured**
 - **Easier and quicker to implement**

CAREER PROGRESSION OF LIBRARY ASSISTANTS

- ❑ Training opportunities within their own ranks
 - National diploma (DUT)
 - National Certificate (NQF 4) and Diploma (NQF 5)(LIASA)
- ❑ Articulation between qualifications
 - Could be addressed in the process of professional regulation

ARCHIVAL SERVICES

Promotion

- Services
- Field of study (career guidance material)

Financial assistance

- National bursary scheme

Standardisation

- Educational requirements

FINALLY

- ❑ **No strategy or intervention will succeed without -**
 - **strong leadership**
 - **long term vision**
 - **commitment of individuals**
 - **perseverance**

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