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A   Introduction

The purpose of this literature review is to provide a survey of existing literature related to the archives and records management education and training landscape in Africa. Similar attempts made in the past have been woefully inadequate. Such efforts include:

- Historical developments through the work of regional centres by the ICA (International Council on Archives)
- Surveys conducted by the ICA through the education directory project
- Other studies that are in scholarly publications

The InterPARES Trust project *Curriculum Alignments at Institutions of Higher Learning in Africa: Preparing Professionals to Manage Records Created in Network Environments* (AF01) aims to provide the first extensive study of archival and records management education and training in Africa.

The need for education, training and research in archives and records management cannot be over-emphasized, especially in this era of technological development. Education, training and research in this area can help to empower archivists and records managers in tackling the challenges of governance in electronic environment, as well as formulating research agendas to address societal challenges such as lack of accountability, high level of litigation rate, bad audit results, and lack of or poor service delivery emanating from breakdown in records systems (Katuu, 2009: 133). Records management systems in the public sector in several African countries are in a state of disarray. Until this point, research and training in archives and records management has been given little attention in many sub-Saharan African countries, a deficiency that this study hopes to mitigate.

This project will investigate the curriculum taught at higher learning institutions in Africa in an attempt to discover how successfully students are being prepared for a future in the archives and records management field. This literature review is primarily based on consultation of tracer studies and other research, including five book chapters, 50 articles, two dissertations, and six conference papers. Its focus is on archives and records management education programmes and initiatives in Africa, but also includes research from leaders in the field in Africa, North America and Europe.

This review first discusses the historical context of African archival education programmes and the regional and national contexts in which they operate. It then describes key curricula and structure concerns for education programmes, and discusses their iterations in African contexts. Concerns identified were: the location of archival and records management programmes in educational institutions; types of programmes; theoretical vs. practical training; harmonised vs. specialised programmes; and inclusion of information and communication technology (ICT) training. The review also describes several tracer studies that were consulted, which show the career trajectories of graduates of archival, records management, and other information management programmes. It asserts the importance of increased engagement with professional associations and standards. The review finally touches on the lessons learned from other regions and international partners, and shows the potential of an international curriculum for archives and records management training.

B   Historical Context

B. 1   A History of African Archival education

Several articles provide historical context for archival education in Africa. Katuu notes that, when discussing education and training in African countries, it is essential to acknowledge their complex national and regional sociopolitical contexts. Failure to do so results in oversimplification, stereotyping, and a tendency to speak of 54 countries that make up nearly a billion people as a single entity (Katuu, 2015: 97). As of 2015, there were 61 archival education programmes across 16 African countries, consisting of undergraduate, certificate, diploma, higher certificate, graduate, doctoral, post-diploma certificate, and postgraduate diploma programmes (Katuu, 2015: 140-141). Earlier, in 2002, it was acknowledged that there were many different types of archival education programs in Africa, including pre-appointment education, on-the-job introductory education and training as well as post-appointment continuing education and training, which resulted in a lack of standardization across the profession (Katuu, 2015: 101). As such, there is also a lack of professional consensus on the best design and implementation of the various education programs (Katuu 2009).

The current array of programmes is the result of a legacy of colonial recordkeeping and varied national and regional efforts after independence. During Africa's colonial period, colonial administrators were responsible for recordkeeping and made little effort to train the indigenous peoples of Africa (Katuu, 2015: 99). After the colonial period, recordkeeping education was either provided by colonial archives and records management (ARM) professionals or individuals were sent to Europe or North America for training (Katuu, 2015: 99). As a colonial legacy in Africa, librarianship (including archives and records management) has always been informed by the practice of colonialists, and curricula have been substantially based on curricula developed in colonialists' countries. (Aina, 2005: 165-166). Unfortunately, education in Europe and North America catered to an archival environment that was not especially suitable to the situation in Africa. In response, some leaders of European education programmes, such as from the School of Library, Archival, and Information Studies at University College London (UCL), organized study tours, workshops, and training opportunities to help African nations address their records backlogs and inadequate records systems. Further, the curriculum of the UCL programme was amended more than once to better accommodate international students hailing from African and other post-colonial countries (Mnjama, 2014: 23).

Education and training opportunities within African countries have been comparatively few. As a result of the slow development of archival training opportunities in African countries, "[m]ost archivists who practiced before mid-1980s either did not have any training or were trained overseas," arguably in programmes that were not tailored to the needs of African students. (Khayundi, 2011: 63). The International Records Management Trust (IRMT) was instrumental in creating solutions for developing countries. The IRMT has developed guides, teaching materials, and tools, and has established knowledge-sharing initiatives, but it has not solved the wide expertise gap between developed and developing countries due to poor funding and limitations in the programmes it can offer. (McDonald, 2014: 239). The most significant period in the establishment of archival and records management in Sub-Saharan Africa (SSA) started in the 1970s, when the International Council of Archives (ICA) and UNESCO worked to establish regional training centres to educate archivists in SSA. They established two centres, one for Francophone countries in Senegal in 1971 and another for Anglophone countries in Ghana in 1975 (Katuu, 2015: 136). Due to lack of continued funding, these centres have since degenerated into the national programmes seen today. In a 1994 study, Aina found that the majority of LIS educators were educated either in the UK or the USA, despite the encouraging

establishment of a Masters in Library Studies (MLS) and PhD programme at the University of Ibadan, Nigeria, in 1969 (Aina, 1994: 105).

By 1998, programmes for archives and records management were few and were barely recognizable to today's programmes. Records management education was almost nonexistent in sub-Saharan Africa, where the discipline was only beginning to emerge. Archival programmes were more well established in the region, fostered through their affiliation to the Eastern and Southern African Branch of the ICA (ESARBICA) (Mazikana, 1998: 78). National programmes, such as the National Diploma in Archives Service (South Africa), were offered or encouraged by national archives. Kirkwood described the evolution of the Diploma with relation to the skills required of archivists in the public sector in South Africa, which was at the time the largest employer for archivists. While entry-level positions were open to applicants with a relevant three-year bachelor's degree, promotion required on-the-job (later provided by Technikon SA) formal professional training toward the postgraduate National Diploma. This method of post-appointment professional qualification was considered to be the standard for some time (Kirkwood, 1998: 120). Saleh called for a strong professional association to represent archivists in South Africa and asserted that an increasing trend toward 'multi-skilled' information workers should be reflected in training programmes, including training in: records management; electronic record-keeping/archiving; audiovisual archives; archives of oral history; preservation and conservation; and digitisation and the WWW (Saleh, 1998: 103).

Looking forward, Theron described the proposed programmes for the education of archivists at UNISA, South Africa, starting in the year 2000. The author notes that *education* is the preferred method of teaching at UNISA, which involves instilling the capacity to learn, whereas *training* refers to the 'drilling' or transfer of skills or specific techniques. This difference would become important in the differentiation of theory vs. practical skills, and the programmes' objectives reflect the aim of equipping graduates to become archivists, records managers, information managers, and knowledge workers for the changing job market (Theron, 1998: 114).

B. 2:   Challenges in the field in Africa

There are several factors working against a thriving archives and records management field in Africa, including but not limited to the education environment, lack of professional visibility, and lack of national and regional support.

Education environment: Graduate level education, the generally preferred form of archives and records management education by experts, is difficult to execute in Africa due to "low numbers of qualified staff, virtually non-existent research, poor quality of educational materials and out-moded programs, [and] educational methodologies based on the model of rote memorization that does not encourage critical thinking, problem solving and creativity." (Katuu, 2009: 138; Katuu, 2015: 107). It has been shown that many of the current programmes suffer from these shortages and shortcomings. Studies of existing programmes such as the Department of Library and Information Studies at the University of Botswana argue that there is significant need for restructuring and modernization of facilities and programmes to improve access to learning technologies, to incorporate varied and modernised teaching methods, and to ensure ongoing accessibility and availability of qualified educators. (Wamukoya, Zulu, & Kalusopa, 2013: 68-72).

Other criticisms of the education environment include that curricula are imported "wholesale" without attention to the local context or regional or national needs. This issue is combined with shortages of locally-trained professionals as educators, and inadequate knowledge and training for educators in computer technologies. (Aina, 1994: 105). Clearly, the education environment

makes it increasingly difficult to prepare graduates for the challenges they will encounter in the field.

Lack of professional visibility:

Several problems in the field in Africa stem from an unclear understanding of who should be employed in archives and records management jobs. Some organizations advertise for librarians when the job's key responsibilities are suited to an archives and records management professional (Nengomasha, 2006: 206). An underlying lack of understanding about the nature of certain documents results in some organizations trying to manage all of their files in the same manner (Nengomasha, 2006: 206). Additionally, records management is in some cases simply not even considered: the records environment in Namibia is suffering mostly due to "a glaring absence of the use of classification schemes, retention schedules, and the systematic disposal of records resulting in heavy congestion of offices and poor retrieval of information." (Nengomasha, 2006: 207). Many employees in institutions are unaware that a records registry even exists for them to use and the introduction of email and electronic records is complicating the records scene even further (Nengomasha, 2006: 207). These issues point to a need to develop professional identity through education and through professional associations.

Lack of national and regional support:

Despite the importance of records management to good governance, there are significant barriers to effective record keeping in local, regional, and national governmental contexts. Bakare and Issa show that without adequate support from local and regional governmental bodies, records management efforts in local government councils in Nigeria suffer from inadequate funding, lack of equipment and materials, poor maintenance culture, erratic power supply, lack of skilled personnel, inadequate storage facilities, and lack of management planning. These archives require support in the form of a records management policy; improved storage facilities, establishment of adequate financing, and integrated and comprehensive records management programmes (Bakare & Issa, 2016: 61-62).

Okello-Obura discusses the issues prevalent in Uganda. He states that Uganda did not have any records legislation until the National Records and Archives Act in 2001 and that there are many problems with the records environment in the country. His research explains that researchers are often unable to use archival information due to inadequate finding aids, poor arrangement and description, understaffed records and archival services and inadequate retrieval tools (Okello-Obura, 2011). He also notes that laws and legislation are a major inhibiting factor to good records and archives management and there has been little effort to engage legal and policy makers to change this. In Botswana, too, national legislation concerning the library and archives institutions limits the career opportunities for graduates of archives and records management programmes (Wamukoya, Zulu, & Kalusopa, 2013: 68-72).

Khayundi noted in 2011 that "[m]ost of the current practicing archivist and records managers cannot be assumed to have had the necessary archives education and training. A number of them have learned on the job or have attended short workshops which hardly [provide] the required education background and competencies." (Khayundi, 2011: 63). While there are certainly many obstacles to overcome in the archives and records management field in Africa, improved archival education programmes offer an avenue for improvement and continued professionalization.

C: Archival education programmes – structure and curricula

The form and character of African archival education programmes is discussed here. Information is collected from relevant literature discussing the content and structure of certain archival education programmes. Tracer studies, research tracking the career paths of graduates of information programs, are also consulted to provide additional insight on the successes and failings of certain programmes.

C. 1: Where to house archival and records management programmes

There has been considerable debate on where archives and records management education programs should exist within larger institutions. This is an issue that has been discussed all over the world by leading professionals in the field. According to Karen Anderson, university based archival education programs are often associated with history or library programs (Anderson, 2015: 43). She also notes that some are placed within schools of information technology or computer science and that many have become part of iSchools. Jimerson further explains that "because the archives profession grew out of the discipline of history, much of the early focus was on historical training and knowledge of history." (Jimerson, 2010: 2) There have been many debates on whether history or library science was the preferred path of entry into a career in archives, but by the early 21st century, there were far more archival education programs based in library and information science than history or any other discipline (Jimerson, 2010: 3).

Close association with library programmes is the norm for archives and records management programmes in African countries. Theron considered the placement of archival education within a library school to be entirely appropriate due to available resources, shared goals and functions, and opportunity for fruitful co-operation (Theron, 1998: 115). It is thus not surprising that so many information, archives and records management programmes are nested in departments or schools of library and information science. These departments and schools, however, are part of a range of academic units including UNISA's School of Arts – College of Humanities (South Africa); Kabale University's Faculty of Arts – Social Sciences (Uganda); Makerere University's College of Computing and Information Sciences (Uganda); Uganda Christian University's Faculty of Education; and the University of Pretoria's School of Information Technology, Facult of Engineering. (Okello-Obura, 2012: 85-86).

Changing global contexts provide opportunity for new academic alliances such as these. In Uganda, Makerere University's East African School of Library and Information Science merged with the Faculty of Computing and Informatics Technology to respond strategically to the changing global knowledge environment and to its institutional context. Okello-Obura found that this offered great benefits, such as greatly improved ICT infrastructure available to archives and records management students, as well as increases to staff capacity, graduate programmes, and student population. (Okello-Obura, 2012: 94).

C. 2: Types of programmes

There are also debates on the format of archives and records management education in Africa. The lack of standardization amongst various archival and records management programs in Africa has resulted in many different program structures across the continent. The Botswana Library School began by offering a certificate and a diploma in librarianship, but now has eight

different programs in the department including certificate, diploma, bachelor and master in library and information studies (Aina and Moahi, 1999: 215). Through a tracer study, it was discovered that students were concerned over the length and the duplication between the diploma and the certificate and suggested that the two programs be harmonised (Aina and Moahi, 1999: 229).

Other school also offer many degrees of varying duration and qualification. For example, the East African School of Library and Information Science (EASLIS – Makerere University, Uganda) offers a Certificate in Library and Information Studies (CLIS), a para-professional course; a Diploma in Library and Information Studies (DLIS) to train middle-level information workers; a Diploma in Records and Archive Management (DRAM) to educate and train students in the Archives & Records Management fields; a Bachelor of Library and Information Science (BLIS) to provide students with knowledge and skills in managing different types of information institutions; and a Master of Science in Information Science (M. Sc (Inf. Sc)) to cater for information specialists and managers (Lutwama and Kigongo-Bukenya, 2004).

The University of Zululand (South Africa) offers several different programs as well, with most respondents from Shongwe and Ocholla's tracer study having studied Information Science (36 of 50) to the Bachelor's level (Shongwe and Ocholla, 2011: 230). This was followed by respondents who had studied Library and Information Sciences (14 of 50) at undergraduate level and respondents who had taken the Postgraduate Diploma in Library and Information Sciences (three of 50). A small number had studied up to Honours (five of 50) and Master's (two of 50) levels (Shongwe and Ocholla, 2011: 230).

The Department of Information and Communication Studies at the University of Namibia currently offers a Diploma of Information Studies; BA in Library and Records Management; or BA in Media Studies (Nengomasha and Chiware, 2009). Nengomasha explains that for Namibia's situation, "harmonisation of the curricula for the three professions, namely librarianship, archives and records management with an opportunity for specialization in the different disciplines seems the most logical way to go." (Nengomasha, 2006: 208) The program operates this way so that students can have training in all three areas as they often end up managing their organization's current records and archives, as well as running the libraries (Nengomasha, 2006: 208). Nengomasha also discusses offering short courses and workshops to current information professionals in Namibia, many of whom do not meet the entry requirements to register for the University's programs (Nengomasha, 2006: 213).

This variety of programs available for training and education in the archives and records management field in Africa has resulted in a lack of standardization in the field. This can result in fragmentation and an inability for students, educators, and employers to establish expected knowledge, skills, and understandings. (Ngulube, 2001: 156). Respondents from various tracer studies all seem to express some dissatisfaction with the structure of their program, whether it be redundancy between different certifications or lack of clarity in what they were actually being trained for. This great variance in training also makes it challenging for employers in the field to know what to expect from graduates. One employer noted that the majority of graduates hired at his place of work assume new responsibilities with very little support, making their education especially important (Nengomasha and Chiware, 2009: 9).

Notably, national governments have the potential to impose standardization on archival qualifications. Ngulube viewed the introduction of the National Qualifications Framework (NQF) in South Africa as an opportunity to establish the knowledge, skills, and understandings that students should have and be able to demonstrate in specific context; and to promote teaching

practices and strategies to achieve these content and performance standards in students. (Ngulube 2001, 163-164). The newer Higher Education Qualifications Framework (HEQF, 2007) in South Africa is one such program that insists upon uniformity of qualifications. This is useful for determining qualification equivalence between countries and for students in between phases of their learning, but threatens to disrupt the established understanding between educators, students, and employers by removing old and unfamiliar qualifications. Minishi-Majanja writes that this is a process that must be undertaken with the support of a strong professional association to bridge the gap between LIS education and practice (Minishi-Majanja, 2009: 157).

Based on the literature, it seems that some degree of standardization amongst the various training programs in Africa would be beneficial to both students and employers. A standardized international curriculum as a potential solution to this problem will be discussed later in the literature review.

C. 3:   Theory vs practical training

Theoretical education versus practical training emerged as a major theme in the literature surveyed. While all research indicated graduate level education that teaches students to think 'archivally' rather than just teaching them to practice a craft was preferable, graduates surveyed in tracer studies overwhelmingly responded with a desire for less theoretical content and more practical training in their curriculum. According to Jimerson, North American archival education emphasized practical skill development rather than an integrated theoretical foundation until the mid 1980s (Jimerson, 2010: 3). Eventually, growing numbers of archival educators resulted in an emphasis of archival theory rather than practical experience (Jimerson, 2010: 3).

Katuu notes that training rather than education is generally addressed in many African programs and that "several regional commentators have, through their publications, demonstrated the tendency towards skill building rather than the development of a professional mindset." (Katuu, 2009: 136). Katuu explains that the danger in an academic environment such as this is "to view students as embryonic professionals rather than as academic creatures who primarily assimilate and analyze concepts and by extension are competent to determine the connections between theory and practice." (Katuu, 2009: 138).

An archival education that focuses on practical training with no relation to theory can be problematic. As Ketelaar explained, this type of structure "[wins] the battle to provide day-to- day archival services, but without a research base [there is] danger of losing the war to save the profession." (qtd. in Shepherd, 2011: 175) Ngoepe, Maluleka, and Oyancha establish the need for increased emphasis on research in archives and records management education, and recommend creating opportunities for collaborative projects between novice and established researchers with a view of mentoring and transferring research skills, thereby increasing the research contributions of African scholars and professionals (Ngoepe, Maluleka & Oyancha, 2014: 132-133). These authors also establish that research in archives and records management has the potential to ensure that the profession can keep up with and respond to changing societal needs (Ngoepe, Maluleka & Oyancha, 2015: 147-148). In his 2008 article, Kemoni establishes the value of theoretical framing for graduate records management research and demonstrates that an understanding of theoretical models should inform the research experiences of graduate students (Kemoni, 2008: 106).

While graduate level education with heavy theoretical emphasis seems to be the consensus among archival experts, the tracer studies consulted and discussed later in this review present a contrary opinion. Students overwhelmingly advocated for less of a theoretical education and

desired more practical skills and training oriented education. For instance, respondents from the East African School of Library and Information Studies complained that a theoretical curriculum was problematic because graduates lacked important practical skills and had to undergo lengthy in-service training before starting their new jobs (Lutwama and Kigongo-Bukenya, 2004: 106). This was a serious issue because many of the new graduates gained employment in one-person libraries and had to resort to learning new skills by trial and error (Lutwama and Kigongo-Bukenya, 2004: 106). A curriculum with a balance between theory and practice, rather than exclusively one or the other, would be beneficial so that graduates have both the conceptual and practical skill set needed to thrive in the field (Noko and Ngulube, 2015: 281).

In accordance with the desire for a more balanced education, tracer study respondents overwhelmingly requested more opportunities for practical training in their various programs. Some respondents suggested that practical work should be a compulsory component to programs. Only one tracer study yielded the response that practical training was not relevant to the program, but this was acknowledged to be an issue with the duration of the placement and has been since changed from one day per week for one session to three weeks full-time (Aina and Moahi, 1999: 224).

This data suggests that the balance between theory and practice must be carefully navigated with regard to international, national, and regional needs. Katuu points out that graduate education in Africa is plagued by inadequate and ineffective educational environments, resulting in less research and fewer opportunities for the development of practical skills. (Katuu, 2009: 138; Katuu, 2015: 107) Additionally, the development of curricula in African programmes must take into account the national and regional needs and expectations. In light of this, the curricula of programmes in Africa should not simply mirror the curricula of programmes in North America or Europe. Rather, the curricula should meet the needs of the specific place to ensure that graduates have the professional competencies required by employers (Lutwama and Kigongo-Bukenya, 2004: 101).

C. 4:   Specialised vs. harmonised programmes

This idea of harmonisation of the curricula may be a positive direction for archives and records management training and education in Africa. A similar structure exists in New Zealand. According to Oliver and Chawner, the courses that comprised archives and records management qualifications at the Victoria University of Wellington were also available to MLIS students as electives. In 2008, a proposal was made for a revised qualification, a Master of Information Studies (MIS), with two specializations: library science and archives and records management (Chawner and Oliver, 2015: 62). As of 2012 this was considered well-placed to cater to the needs of both groups.

In African contexts, harmonization has been seen as a positive change for curricula that may suffer from duplication of content across courses, poor structuring of courses, and resource constraints (Mutula, Wamukoya & Zulu, 2005: 77). In the University of Botswana's LIS programme, an offering of overly specialized core courses did not cover essential aspects of information literacy and archives and records management foundational principles. Recommendations urged that the university should harmonize the courses to remove duplication and ensure that essential knowledge and skills are included in the core courses for both LIS and archives and records management programmes. (Mutula, Wamukoya & Zulu, 2005: 89-90).

However, the importance of specialisation picks up on an important theme: the need to offer practical skill sets. Graduates responding to one tracer survey almost universally expressed a need for more specialization within their various programs. 60% of respondents from the EASLIS advocated for specialization in the curriculum, primarily because graduates struggle once they have gained employment working in specialised libraries (Lutwama and Kigongo-Bukenya, 2004: 105). The authors suggest that programs should be "market driven," so that students gain specialised experience in areas that will potentially hire them, such as records and archives centres, banking institutions and registries (Lutwama and Kigongo-Bukenya, 2004: 106). They also suggest that the EASLIS should offer specialised courses to help graduates work nationally and internationally as subject specialists and consultants (Lutwama and Kigongo-Bukenya, 2004: 106). Nengomasha agrees that incorporating more specialization into programs is beneficial for students and employers and suggests that specialization could address the records and archives training issue present in Namibia. She says specialization could be introduced within the broadened curriculum and work to include a strong focus on electronic records management (Nengomasha, 2006: 214). Specialization is important because it gives students purpose and goals. Many students at the University of Zululand felt that their program lacked focus and that it was unclear what they were being trained for (Shongwe and Ocholla, 2011: 234). Specialised modules would help students by providing them in depth training and direction in their studies and help employers by producing qualified and experienced professionals.

C. 5:   Information and Communication Technology (ICT) Training and other curriculum changes

The most desired addition to current curricula by graduates aside from more practical experience was increased training in Information Communication Training (ICT) and technology. In "Dodos in the archives: rebranding the archival profession to meet the challenges of the twenty-first century within ESARBICA," Francis Garaba shows that the Eastern and Southern African Regional Branch of the International Council on Archives (ESARBICA) has historically followed models of in-service or "on the job" training programmes, and suffers from a lack of IT-related skills and competencies such as digital curation, digital preservation, audio-visual and digital archiving, and digitization, to name but a few. A heavy bias toward traditional theory has kept archival programmes behind, leaving archival graduates with "only cosmetic practical exposure, spiced with little dosages of digital technologies." (Garaba, 2015: 217). Unfortunately, Garaba shows that desirable changes are not implemented due to lack of financial and personnel resources to support a digital curriculum: educators trained in the traditional school are ill-equipped to provide digital competencies (Garaba, 2015: 217).

The need for increased technical resources is echoed throughout the literature and proves to be a persistent problem. In 2003, Minishi-Majanja identified an established need for greater representation of ICTs in LIS course content and diffusion of ICT competencies to students. She found that schools suffer from poor ICT infrastructure and inadequate ICT capacity in learners and educators (Minishi-Majanja, 2003: 159). In 2004, she further found that although ICTs have become central to LIS education, their application in teaching and learning in South Africa suffered from lack of resources. Although used for administration, ICTs were not widely available to students and researchers, and access to computers and to the internet was found to be quite limited (Minishi-Majanja, 2004: 151). These conclusions were echoed in Minishi-Majanja and Ocholla's findings in a study of Kenya's LIS education, where inadequate facilities, software, and network access were identified as barriers. (Minishi-Majanja & Ocholla, 2003: 260). Building on this understanding, Minishi-Majanja and Kiplang'at later found that ICT posed a high relative advantage to LIS education; was acceptably compatible with the value systems

of LIS; and would result in visible changes to LIS education. (Minishi-Majanja & Kiplang'at, 2005: 221-222).

Tracer studies, discussed in further detail below, also show that graduates are keen to acquire digital competencies. 87% of respondents from the East African School of Library and Information Studies (EASLIS) were not satisfied with what was available (Lutwama and Kigongo-Bukenya, 2004: 104). Respondents noted that training in this area was mostly theoretical and delivered by inexperienced lecturers, forcing many graduates to seek extra training in ICT skills outside of the EASLIS (Lutwama and Kigongo-Bukenya, 2004: 104). Noko and Ngulube agree that programs should expose their students to more practical technology work and infuse more ICT modules into the curriculum (Noko and Ngulube, 2015: 281). Computer skills were among the most desired qualities listed by employers in Uganda and the ability to use a computer was considered a basic skill (Lutwama and Kigongo-Bukenya, 2004: 100). Additionally, the introduction of e-government into the African public service sector requires professionals who are able to "understands trends and developments in technology, keep up with changes in the field, an need enough expertise to communicate with technology experts." (qtd in Nengomasha, 2006: 214). One suggestion to improve the current state of ICT and technology education is to introduce a laboratory where students can be introduced to new technology (Lutwama and Kigongo-Bukenya, 2004: 102). Whether it be in the form of a laboratory for hands-on experience or some other initiative, information management programs in Africa require major revisions to the curriculum to meet the information technology needs of the profession.

Other curriculum changes for African contexts

Other desired curriculum changes reflect the need for programmes to respond to the local, regional, and national contexts of schools and graduates. For example, Aina asserts that the curricula of African library schools do not meet African library and information needs, and describes a more curriculum based on four pillars of LIS, ICT, archives and records management, and information for rural community. The focus on information for rural community reflects the need for LIS schools to increase literacy and information literacy among disadvantaged groups (Aina, 2005: 184-185). In a 2003 study, of 11 South African LIS programmes, Murray found that preservation education was quite limited. Although a necessity to stem the degradation of valuable cultural materials, preservation is not adequately addressed in the schools studied. As a result, graduates may still be untrained in skills such as basic book repair, environmental control and monitoring, disaster preparedness and recovery, binding options, staff and user education, traditional reformatting (including microforms and photocopying), and digitization (Murray, 2003: 101-102).

Other relevant courses to records and archives management respond to changing national and global contexts. For instance, Dewah and Mutula assess the reception of the National University of Science and Technology's (NUST) infopreneurship education course for the B.Sc. – Records and Archives Management programme. The course was viewed by students as relevant and enriching to their education, and it also served to expand their employment opportunities after graduation (Dewah & Mutula, 2016: 1). Ondari-Okemwa and Minishi-Majanja also found that the discipline of knowledge management was increasingly essential to LIS education in South Africa (Ondari-Okemwa & Minishi-Majanja, 2007: 136).

D: Tracking success

D. 1 Tracer studies

A collection of 'tracer studies' describes the success or failure of education programs to meet the needs of students, institutions, and employers. A tracer study is an empirical study for the evaluation of an institutions education and training program. The feedback provided by such analysis allows educational institutions to validate their educational programs against the labour market; expose pitfalls in the program; create a network for alumni; raise awareness on needed skills, knowledge and attitudes; determine the perception of the program by graduates; assess career outcomes; plan future activities; review and revise curricula.

These surveys aim to assess the career paths of graduates of the indicated programmes, and they generally include such concerns as the relevance of the curricula to current positions, difficulties in finding employment, nature of employment, and an assessment of where, when, and how graduates found employment.

As previously mentioned, there are comparatively few tracer studies that address the graduates of archives and records management programmes. Because LIS programmes often include archives and records management content in the absence of dedicated ARM programmes, the present study has expanded its scope to take these into account. The following table describes the cited tracer studies, and their countries and universities of origin.

Author(s)	Country	University	Year tracer study was published	Subject areas covered
Aina, L.O. & Moahi, K.	Botswana	University of Botswana	1999	Department of Library and Information Studies
Kigongo-Bukenya, I.M.N. & Lutwama, E.	Uganda	Makerere University: East African School of Library and Information Science	2004	School of Library and Information Science
Nengomasha, C. & Chiware, E.R.	Namibia	University of Namibia	2009	Department of Information and Communication Studies
Shongwe, M. & Ocholla, D.N.	South Africa	University of Zululand	2011	Department of Library and Information Studies
Hikwa, L. & Mugwisi, T.	Zimbabwe	National University of Science and Technology	2015	MSc in Library and Information Science
Noko, P. & Ngulube, P.	Zimbabwe	National University of Science and Technology	2015	Department of Records and Archives Management

D. 2: Employment areas for graduates

One of the primary goals of the tracer studies consulted in this literature review was to deduce where students were able to secure employment after graduation.

Overwhelmingly, the public sector (including academic institutions) has been a major recipient of graduates from library and information studies (LIS), ARM, and other information programmes. In Botswana, a tracer study of the University of Botswana's Department of Library and Information Studies programme showed that only 7.8% of respondents had worked in non-public sector institutions. Graduates from the Botswana Library School generally worked in national libraries or university libraries (Aina and Moahi, 1999). Similarly, the majority of East African School of Library and Information Studies students were employed in academic institutions and in government organizations (Lutwama and Kigongo-Bukenya, 2004: 103). Graduates from the National University of Science and Technology's MSc-LIS programme in Zimbabwe were predominantly employed in academic institutions after graduation (Hikwa & Mugwisi, 2015: 177). Graduates from the University of Zululand were primarily employed in the public sector, mainly in national, provincial, and municipal libraries (Shongwe and Ocholla, 2011). Generally, most graduates had secured full-time employment in their field. Most were doing library work and were involved in tasks like collection development, shelving, management and supervision, cataloguing and classification, reference work, circulation, inter-library loans and training of users.

It should be acknowledged that the tracer study conducted by Noko and Ngulube is the only study that traces archives and records management programme graduates specifically. All other tracer studies survey library program graduates, which may or may not offer some form of archives and records management training. Graduates from this programme were mostly employed in parastatals (public sector) and the private sector, with the NGO sector employing the fewest number of graduates (Noko and Ngulube, 2015: 277). For ARM graduates, options such as records consultancy services for the private sector have emerged, but have not yet reached their potential. (Dewah, 2016: 8).

D. 3 Skills and competencies

The tracer studies consulted show that a few themes can be discerned across many programs: in particular, the need for increased training in information technologies and specializations, and better balance between practical and theoretical training. In a study of graduates from the University of Botswana's DLIS programme, the authors found that a majority of respondents would have preferred to gain skills and competencies beyond the traditional offerings, such as: business management; research; publishing; financial management; specialized IT applications; general management; knowledge management; legal information; media; and procurement management. (Wamukoya, Zulu & Kalusopa, 2013: 63). The authors recommended that DLIS should incorporate these skills and competencies through practical application tools and software in the related courses, such as preservation, records management, and so on.

The emphasis on management skills, media, and IT applications is echoed through other tracer studies. Respondents to the tracer study of MSc-LIS graduates from Zimbabwe's National University of Science and Technology cited poor support for IT skills development during their education, and highlighted the need for the programme to be responsive to technological and industry change (Hikwa & Mugwisi, 2015: 181). A tracer study of University of Namibia

graduates showed that limited technology education was a main point of contention (Nengomasha & Chiware, 2009: 9). Graduates of Zimbabwe's National University of Science and Technology echoed the same desire for more training in information technology, and noted further deficiencies in 'industrial attachment' and exposure to practical training (Noko & Ngulube, 2015: 270). In a study of EASLIS graduates, respondents suggested that the program incorporate more management skills, practical training and opportunities for specialization (Kigongo-Bukenya & Lutwama, 2004: 106).

In their study of archivists and directors of the East and Southern Africa Regional Branch of the ICA, Saurombe and Ngulube also found that education in public programming should be expanded. They found that archives need to extend access to under-served groups by increasing their visibility and accessibility in the societies they serve, but a lack of skills and training may negatively affect public programming outcomes. (Saurombe & Ngulube, 2016: 37). The ESARBICA member archivists, directors, and ESARBICA Executive Board members who responded to the study had a variety of training and experience in public programming, but it was significantly limited in archival curricula and in institutional budgeting (Saurombe & Ngulube, 2016: 38).

D. 4 Professional engagement

A common theme throughout archival literature, both specific to Africa and internationally, is that the profession struggles with a sense of identity. Generally, it seems that professional associations are a substantial part of the solution to this problem. In 2005, the only professional association available to information professionals in Namibia, the Namibian Information Workers Association (NIWA), was dominated by librarians (Nengomasha, 2006: 205). In North America, archivists and records managers have their own separate professional associations, such as the Association of Canadian Archivists (ACA) and the Association of Records Managers and Administrators (ARMA). At this time, this is not possible in Namibia because archives and records management do not exist as two distinct professions, as professionals often provide both archival and records management services to their employer (Nengomasha, 2006: 205). While separate professional associations for archivists and records managers may not be possible at this time, a records specific professional association would be a major support resource by providing guidance on archives and records management issues in addition to establishing a professional identity.

Another step to establishing a professional identity is by defining educational and professional standards. Professional associations are often responsible for regulating or monitoring education programs (Anderson, 2015: 43). Clear education and training standards would help to establish a professional identity and also help "both students and employers to know exactly what they were getting from a program." (Bower, 1977: 8). The Higher Education Qualifications Framework (HEQF, discussed above in Section C) provides an opportunity for standardized qualifications to establish understandings between educators, students, and professionals in national contexts and across borders (Minishi-Majanja, 2009: 157).

In a study of the Kenya Association of Records Managers and Archivists (KARMA), Ambira shows that professional engagement is essential to ensure the ongoing development of archives and records management. The article describes KARMA, formed in 2010 in response to concerns about the profession's perceived underdevelopment and lack of engagement in information management and good governance in Kenya. The association intends to work with stakeholders toward records management and archives education, curriculum development, and training. They also hope to implement quality assurance for records management

consultants, in order to stem the flow of ill-advised and ill-managed undertaken by those without any professional training. (Ambira, 2012: 118-119). The literature suggests that countries without a functional professional association should form one and that current professional associations should become more involved in education through the establishment or standards accreditation systems.

E: Global comparisons

E. 1:   Knowledge sharing and lessons from other regions

Knowledge sharing between countries with similar and differing records needs may also be part of the solution to archives and records management deficiencies in African countries. McDonald urges that the International Council on Archives (ICA) and the International Records Management Trust (IRMT) may assist in 'building the bridges' between developed and developing nations, allowing for the sharing of experience, transfer of expertise, and capacity building (McDonald, 2014: 241-242).

For example, African countries may perhaps look to New Zealand for advice on how to establish graduate programs in the area of archives and records management. Chawner and Oliver note that developing academic programs in an isolated country like New Zealand can be difficult and in this case, professional associations took the lead in establishing the need for formal programs (Chawner and Oliver, 2015: 64). Lack of consensus between records managers and archivists resulted in significant delays for programs to be established and limited demand for qualifications in this area meant that early initiatives failed to attract enough students. Based on this study, a graduate qualification is indeed possible over time, but will take extensive commitment from the parties involved.

In a study on the development of education in library, archives, and information services in Iraq up to 2002, Johnson attempted to draw some conclusions that may inform the process for developing and established countries. He identified several factors that positively affected the establishment of LIS education, such as: state funding commitments to the development of public services; expansion of the higher education system; financial support allowing national students to gain skills and experience abroad; contributions of foreign resident consultants in the development of programmes; early and increasing participation of national educators; and the contributions of individuals in advocating for developments in LIS and LIS education (Johnson, 2016: 9).

Further, a tracer study of archival graduates in the United States shows that American schools have suffered from many of the same problems that face African programmes and graduates. For example, respondents noted issues with a lack of qualified instructors and balance between theory and practical training. (Bower, 1977: 24). Although regional and national contexts are quite different, McDonald argues that sharing this knowledge through international professional associations would contribute positively to the development of the profession in developing countries.

Higgins and Bunn show that international collaboration is increasing and appears to have had positive effects on archives and records management field. They describe collaboration in the field by focusing on digital curation training at two of the universities at which ARA accredited courses currently run: University College London (UCL) and Aberystwyth University. In attempts to become more "digitally aware," UCL implemented the pilot project entitled DiSARM: Digital

Scenarios in Archives and Records Management, in which students develop documentation for accessioning born digital material. UCL noted that by placing digital curation within its own module, it will have a space of its own to develop in while still being a part of broader archival practice (Higgins and Bunn, 2013). UCL also began seeing digital curation as an international practice and has collaborated with Simmons College, Boston and Mid-Sweden University to create a Digital Curriculum Laboratory for partners to share. Aberystwyth University developed the distance-learning International Archives, Records and Information Management degree in 2011 as a response to demand from overseas students. The flexibility of this degree allows students to specialize in digital curation. There are also plans to develop an MsC in Digital Curation. The paper shows that there are serious steps being taken by the archives and records management profession in the UK to address the need for digital curation training for the profession. International collaboration allows professionals to learn from each other and make the profession more advanced and well-rounded.

E. 2:   International curricula

Another possible solution to some of the issues in archives and records management education, not only in Africa, but all over the world, has emerged in the form of an international curriculum. Anderson, Bastian and Flinn operate under an idea presented by Maria Guercio, that the "new competencies required for managing records and data were not confined to any one nation…but spanned the world." (qtd in Anderson, Bastian and Flinn, 2014: 2) The researchers argue that there is a need for both universality and specificity in archival education and that archivists must learn to work between two paths, "one documenting the culturally and nationally specific, the other operating within a universal technological environment where records and data are created across cultures and nations, time and space." (Anderson, Bastian and Flinn, 2014: 2) The researchers also acknowledge that literature from developing countries indicates that they perhaps need to establish archival education directly specific to their own local needs and that some have expressed concern over losing cultural specificity if an international curriculum were to be introduced to the archival field.

The researchers approached this idea in three stages. First, they identified common archival core content in their own three universities and documented the development of each program over time to describe the history and influences that contributed to the current content of the three programs. The second approach involved a survey given out at the 2013 ICA/SAE conference to collect the views of archival educators on the possibilities and the barriers to developing and sharing courses internationally. Through the questionnaire, the authors were able to discern that an international curriculum would need to include traditional activities such as appraisal, arrangement and description, records management, preservation, reference, outreach and electronic record-keeping. The idea of a common marketplace and educational space potentially delivered online was well received by respondents. The third approach to this study involves a description of the collaboratively designed and delivered course "The Recordkeeping World; International Perspectives on Archives and Records." This online course demonstrates that international collaborative courses in archival education are not only a possibility, but a reality, and aims to prepare students for working in an increasingly digital and global environment. The authors acknowledge that while there are many benefits to an international archival education program, some areas will always require national or cultural focus and that programs may differ in some areas.

Other international curricula, such as the Swedish International Development Cooperation Agency (SIDA)'s Records Management in Service of Democracy (RMSD) programme, attempt to increase the records management capacity of participants in developing countries. Justrell

describes the RMSD programme and its 2006 focus on southern and eastern Africa, including course work and project work in the participants' home countries and organizations. The author considers this programme successful, describing the increased competencies, professional affiliation and knowledge sharing between professionals; initiation and completion of RM projects in home organizations; and initiation of new regulations aimed at transparency and accountability for public records on local and national levels (Justrell, 2007: 35).

F: Conclusion

This literature review reaffirms how important it is to consider Africa's complex sociopolitical history when discussing the continent. The authors note that there is great depth and variance between each country and it would be a gross oversimplification to generalize conclusions for a continent of 54 countries and over a billion people.

This literature review aims to rectify the severe gap in research in the area of archives and records management education in Africa. Though literature in this area is indeed limited, consulting the resources above has offered an insightful look at the current archives and records management education situation in Africa. Current research in the area is far from adequate and this document is by no means a full solution to this problem. Lamentably, the majority of tracer studies included in this literature review survey Library and Information Science programs, reflecting the notable absence of data from archival and records management programs. However, this review has surveyed the information available and hopes to draw attention to the severe need for more research into archives and records management education in Africa.

The existing literature, though limited, provided useful data on a variety of issues. We have learned that there are several different information studies programs in Africa that vary significantly between countries. Programs range from certificates and diplomas to degrees at both the bachelors and masters levels. Some programs stand on their own while others exist in history departments or library schools. As a result, there is very little standardization between programs, which seemed to cause difficulties for both students and employers.

A major theme that appeared in nearly every source consulted was the ratio of theory to practical training in program curricula. While archival experts were repeatedly cited stressing the importance of a theoretical based archives and records management education, preferably at the graduate level, students were against this model. Tracer study respondents overwhelmingly favoured a more practical approach to education and frequently commented that there was too much theory and not enough practical work in their programs. After consulting extensive literature in this area, it seems that the preferred method of records education, models used in the North America and Europe, may not be appropriate for the field in Africa. The archives and records management field in Africa certainly requires change, but forcing the values of other cultures onto the African records scene is not a worthwhile endeavor.

Other issues that regularly appeared in the literature were a need for more technology and specialization in African curricula. Computer skills are incredibly important to employers and with the increasing presence of electronic records and e-government, graduates of information programs need to be able to confidently and competently navigate the digital realm.

The literature presented potential solutions to some of the major issues dominating the records environment in Africa. Professional associations should be formed and encouraged to take a more active role in records education in Africa. Additionally, some researchers have proposed the idea of an international archives and records management curriculum. Such a program

would have to have just the right amount of cultural specificity, but could potentially regulate the records field across the world.

Many of the issues brought forth by the literature review are not exclusive to the situation in Africa. Limited sense of professional identity, debates on theory versus practical training and lack of standardization across certifications are issues that the archives and records management field faces across the world. In response to this, international collaboration has emerged as a proactive approach that allows records professionals to share knowledge and learn from each other. While the records environment in Africa could certainly benefit from assistance from more established records programs in other counties, Africa also has a lot of offer and would be a good addition to international partnerships into the future.

While the literature review has provided valuable information on the archives and records management education environment in Africa, there are still far more questions than answers. Much of the research available is severely out of date and requires follow up and further research. One thing we can definitively say based on this literature review is that there is a major deficit in research of archives and records management education in Africa and more research is warranted in this area.

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