

**Convergence of librarianship,  
archival, museum studies to  
improve the education of  
managing digital collections.:  
Africa Experience**

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**iConference**

# Historical Perspective - LIS

- 1930 – Witnessed the need for LIS education
- 1944 – Library education or training introduced in Ghana
- 1961-63 – Local educational facilities made available in West and East Africa (Gupta & Gupta, 1997)

# Historical Perspective – Archival studies

- 1971-75 – Archives and records management education established regional training centers in Sub-Saharan Africa by the International Council of Archives and UNESCO (Mwiyeriwa, 1988: 171 )
  - 1971 – Senegal for Francophone countries
  - 1975 – Ghana for Anglophone countries
- After 1976 – increasing need for skilled labour led individual nations to start their own programs with a parallel curriculum (Katuu, 2009: 136)



# Limitation

- Only English-Speaking countries
- Schools collaborating with INASP (International Network for Availability of Scientific Publications) and eIFL (Electronic Information for Libraries)
- Excludes all library training programmes conducted by libraries, and library associations
- ESARBICA (Eastern and Southern Africa Regional Branch of the International Council on Archives)

# Current Status of Education for Library, Archives, Museum Professionals in Africa

- There is a strong relationship between Archives and Records Management education, and political power, e.g. in countries where the national archives are placed in a ministry with wide ministerial powers their operations are bound not to suffer = true for Public Universities.
- Nigeria, Ghana, Zimbabwe, Kenya, Botswana, Ethiopia, Tanzania, Zanzibar, Lesotho, Uganda, Zambia, Malawi, Swaziland (Mnjama, 2005; ESARBICA, 1999) [ordered by advancement and number of schools]



# Current Status of Education for Library, Archives, Museum Professionals in Africa

- Institutions with 'Records and Archives' as part of the faculty, school or department name, show strong divergence between librarianship, archival, museum studies e.g. Nigeria, Ghana, Kenya, & Zimbabwe
- Institutions with 'Librarianship' as part of the faculty, school or department name, show strong convergence between librarianship, archival, museum studies e.g. East African School of Library and Information Science, Makerere University, Uganda

# Current Status of Education for Library, Archives, Museum Professionals in Africa

- Countries with historical foundation on records and archives training have more archival schools than their counterparts; and show strong divergence exists between librarianship and archival studies e.g. Department of Library and Archival Studies, University of Ibadan, Nigeria; [Kenya Vs Uganda] (Onyancha & Mokwatlo, 2011)



# Program Structures for Archival and Records Management Education

- Undergraduate Certificate – one year full time theory and practical training (CRAM)
- Undergraduate diploma – two years full time theory and practical training (DRAM)
- Bachelor – 3-4 years full time theory and practical training includes industrial or internship attachment, (BRAM)
- Postgraduate Diploma – are being phased out in most institutions (PGDL)
- Masters – requires 2 years fulltime including research



# Models of Archival and Records Management Education in Africa

- a) Pre-appointment education – induction
- b) On-the-job introductory education and training
- c) Post-appointment continuing education
- d) Short course training for skills development
- e) Graduate level education
- f) Awareness raising for non-archives and records management personnel

# Examination of Specific Curricula

There is a big disparity in Archives and Records Management - as well as LIS - curriculum not only around the continent but also within the countries.

- Courses taught on archives and records management in LIS curriculum
  - Without archival specialisations - Information and Documentation Services, Records Management, and Archives administration and museology;
  - With archival specialisations - On top of the above, these inclusive: Analysis of Records Management Systems, and Preservation and Conservation) (EASLIS, 2013: <http://easlis.mak.ac.ug/index.php/sprogrammes> )



# Observations

- A number of LIS schools in Africa teach courses on archives and records management - Ghana, Nigeria, Uganda, Kenya, Tanzania, etc (Over 30 programmes, Katuu, 2009: 136)
- Archives and records management core curriculum is based on information science and some schools offer specialization in library science, archival science, and information resource management, E.g. Moi University, Kenya
- During the Final/Third Year of the bachelor degree, students choose specializations from: Library Science, Publishing and Book Trade, and Archives and Records Management. E.g. Mak. Univ. , EASLIS, Uganda

# Current status of Convergence in Africa

- There is no evidence of museum studies as a core or specialisation in the LIS curriculum. Archives and records management curriculum list only one course - Management of Museums; similarly Library and information science lists Archives administration and museology;
- Based on the review of programs in Africa, there is a growing tendency of the divergence of library education and Archive and Records Management Studies, and no evidence of museum studies at all.
- There are no joint degrees or joint programs with other non-LIS departments within or outside the university.





**Thank You For  
Listening to Me  
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# Group Discussion

What social, cultural and political contexts are encountered in the U.S. and Canada that might be relevant to the discussion of Archival and Records Management Education in Africa?



# Convergence of libraries, archives, museums in research and curriculum offerings :

## Europe Experience

Anna Maria Tammaro  
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i-Conference Fort Worth  
12-15 February 2013

# Outline

## European Commission and Europeanisation of HE education

- ▶ Cultural Heritage: Communication of memory
- ▶ EU LIS schools
- ▶ LIS schools and convergence in LAM
  - ▶ Traditional courses taught
  - ▶ Training courses
- ▶ Conclusions and reflections



# Cultural Heritage: communication of memory

- ▶ “The communicational aspect refers to the ways memory is shared between human beings in time and space by employing 1) codes to express it (e.g. language), 2) media to transfer meanings (e.g. books, compact disks etc.) and 3) channels which are used to spread meanings (e.g. telephone, computer networks etc.). Communicational and social aspects of memory are interrelated: on one hand, the social role of memory to serve the interests of the present resulted in political, economical, cultural impacts on its communication and on the other hand codes, media and channels used to transfer meanings of memory shape its perception”.
- ▶ Manžuch, Vatanen, and Aparac-Jelusic (Manžuch, Vatanen, and Aparac-Jelusic 2005)

# EU LIS schools

- ▶ About 200 LIS schools (EUCLID 2005); 17 specialised in Archives only and 11 Archives schools (ICA SAE Registry); about 15 Museum schools (Smithsonian registry)
- ▶ Convergence: Heritage studies, Information retrieval, Collection, Information and Knowledge management, History, Management, Information policy and legislation
- ▶ Divergence: Paleography, Appraisal, Record management, Business archives, Audiovisual, Conservation and Restoration, Museology



# Europeanisation of HE

- ▶ Three level of qualifications and academic cycles
- ▶ Accreditation is leaded by Government (except UK)

Mobility and recruitment of LIS professionals still difficult for an occupation not recognised as a profession everywhere

Memory institutions need to re-organise their roles with digitisation

Information seeking and Information retrieval	100%
Library management and promotion	96%
Knowledge management	86%
Knowledge organisation	82%
Information literacy and learning	76%
Library and society in a historical perspective	66%
The information society: Barriers to the free access to information	64%
Cultural heritage and digitisation of the cultural heritage	62%
The library in the multi-cultural information society: International and intercultural communication	42%
Mediation of culture in a special European context	26%

**LIS schools: traditional  
subjects taught  
(EUCLID 2005)**



# Digital curation Delphi Study

“A Study of Digital Curator Competences: A survey of experts”, Madrid (2011) defined and validated competence statements for Libraries, Archives and Museums (LAM) digital curators through a Delphi research technique.

Operational competences: related to technical tasks and procedures (i.e. system librarian)

Managerial competences: professional competences characterizing the different profiles are those which are usually considered the core of the profession (i.e. library manager)

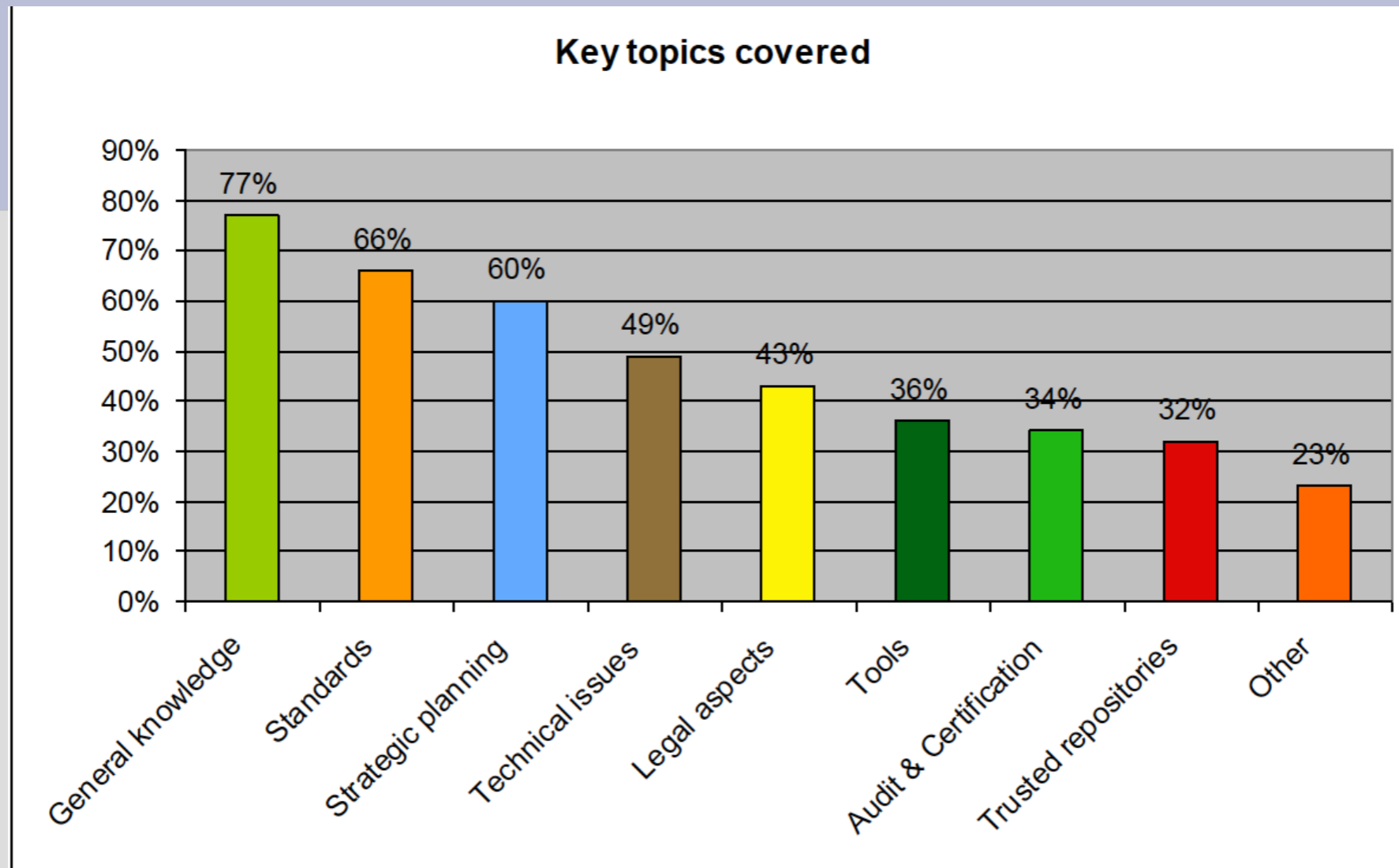
# Digital libraries, archives and museums in Europe

- ▶ 1997 CENL and TEL The European Library
- ▶ 2005-2010 i2010 Strategy, Digital libraries initiative
- 2008 Europeana
- ▶ 2010-: Digital Agenda Initiative
  - ▶ Agenda for new skills and jobs in Cultural Heritage sector
  - ▶ Scientific information
- ▶ FP7 Project in cultural heritage, digital libraries and preservation (2006-2010). Objectives focused on Access and Digital preservation
- ▶ [http://cordis.europa.eu/fp7/ict/telearn-digicult/digicult-projects-fp7\\_en.html](http://cordis.europa.eu/fp7/ict/telearn-digicult/digicult-projects-fp7_en.html)

# Digital curation training

- ▶ European Projects:
- ▶ APARSEN
- ▶ DigCurV
- ▶ NESTOR
- ▶ Digital Preservation Coalition





## Digital curation: Subjects taught (DigCurrV 2012)

# Education for digital curation

## Interdisciplinarity with Information Technology

- ▶ It shows how central tasks of digital preservation like process description and preservation planning require expert knowledge of traditional librarian and information technology skills as well as new knowledge which is described as digital preservation skills. (Bahr et al 2011)
- ▶ The comments on what could have been done better highlighted the difficulties of satisfying audiences with a variety of job roles, institutional contexts and digital preservation knowledge....some areas of the events should distinguish between information needed for librarians, archivists and managers, and that required by IT professionals or developers (Casarosa 2011)

**IFLA SET 2011 <http://conference.ifla.org/past/ifla77/education-for-digital-curation.htm>)**

## Multidisciplinarity: putting the past in the future?

Digital curators manage, maintain, preserve, and add value to digital data, reduce threats to long-term value, mitigate the risk of digital obsolescence, and enhance the usefulness of digital data for research and scholarship (Franks, Oliver 2011)

Educating students to work in digital curation requires students to acquire a broad vision of LIS/IS institutions that looks beyond the silos of traditional information practice towards the convergence of a wide variety of data in both virtual and physical forms ( Harvey 2011)

# Convergence curriculum: Common Core

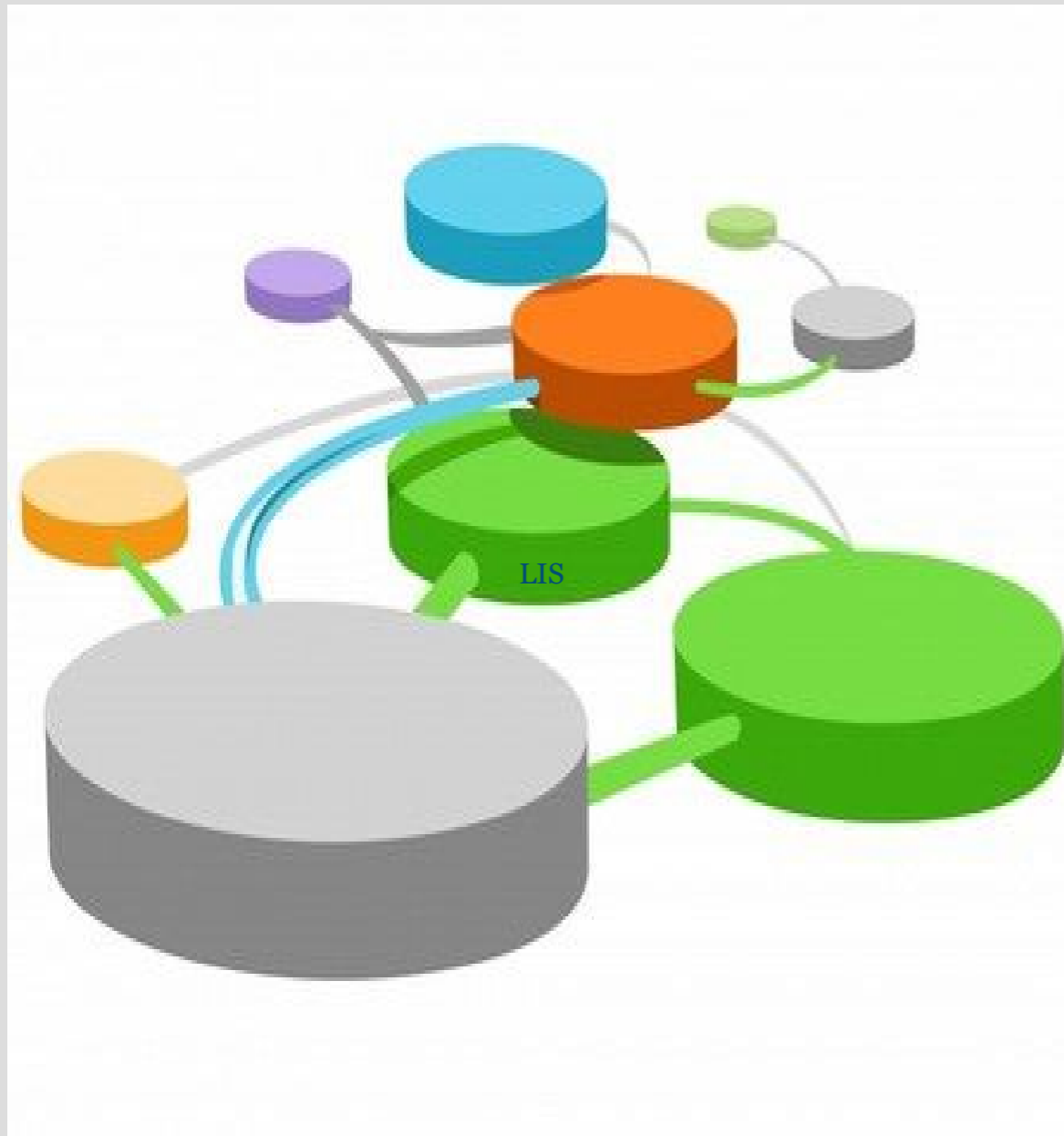
The theoretical framework should accommodate the needs of the various groups of professionals.

What is the common core?

The structure of educational programmes should have sufficient flexibility



# Metacommunity for Digital Convergence



A metacommunity is a group of diverse subdisciplines who share a common knowledge base (or a metadiscipline)

# Conclusions

There are current assumptions or hypotheses that convergence is driven first by technology and should be stimulated by public financing

Where do we see the impact of convergence on our future roles? and what benefits can accrue from such convergence (financing, visibility, scalability, efficiency, etc.)?

# Questions for reflection

What kind of research and development (RTD projects) would best stimulate these common approaches?

- ▶ Linked to this question: how should the legacy of the past be handled whilst preparing for the future?



# Convergence of Education for Information Professionals in libraries, archives, museums, and other institutions in LIS schools in research and curriculum offerings - the U.S. and Canadian Experience

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# Assumptions

- Interest in Convergence of Professional Education of Librarians, Archivists, and Museum Curators is based on the foundation of American Library Association (ALA) Accredited Master's degree programs in the U.S. and Canada.
- The desired result is the provision of professional education of Information Professionals intending to work in a variety of information contexts

# Current Status of Education for Library, Archives, Museum Professionals in the U.S. and Canada

58 ALA Accredited Master's Degree Programs in the  
U.S. and Canada

<http://www.ala.org/accreditedprograms/directory/alphalist>

23 Archival Education and Training Institutions are  
listed in the U.S. and 4 in Canada in the  
International Council of Archives/ Section on  
Archival Education (ICA/SAE) online Directory  
(<http://www.ica-sae.org/>)

# Current Status of Education for Library, Archives, Museum Professionals in the U.S. and Canada

The Society of American Archivists (SAA) *Directory of Archival Education* <http://www2.archivists.org/dae> lists 32 Master's degree programs for Archival study.

153 graduate Museum Studies programs listed in GradSchools.com were in the U.S. and Canada.  
<http://www.gradschools.com/search-programs/museum-studies?PageNo=1>



# Current Status of Education for Library, Archives, Museum Professionals in the U.S. and Canada

Of the 58 ALA Accredited Master's Degree Programs in the U.S. and Canada, 54 offer courses related to Archival or Museum studies.

Three iSchools and one non-iSchool with ALA Accredited Degrees also have degree programs in Archives and/or Museum Studies

UCLA [Masters in Moving Image Archive Studies]

UBC [Master of Archival Studies]

U of Toronto [Master of Museum Studies]

San Jose State [Masters of Archives & Records Admin.]

# Current Status of Education for Library, Archives, Museum Professionals in the U.S. and Canada

Only 42 of the LIS Schools with ALA Accredited Master's Degree Programs offer specializations in Archival or Museum studies. Some of these specializations are not part of Master's degree program (eg. Illinois)

Only 13 of the Schools offering these specializations are iSchools.

# Current Status of Education for Library, Archives, Museum Professionals in the U.S. and Canada

Of the **Archival Education** and Training Institutions listed in the U.S. <http://www.ica-sae.org/index.html> about half were at institutions with programs accredited by ALA.

In the SAA Directory, over 70% of the listed graduate programs were affiliated with ALA Accredited programs. A Certificate of Advanced Studies in Digital Libraries was often listed as an option for Archivists in this directory.

Of the U.S. and Canadian graduate **Museum Studies** programs listed, only one was specifically listed as affiliated with an accredited library education program <http://www.gradschools.com/search-programs/museum-studies?PageNo=1>

# Current Status of Education for Library, Archives, Museum Professionals in the U.S. and Canada

This information suggests that there are much closer ties and potential for convergence between Library Studies and Archival Studies than between Museum Studies and either Archival or Library education programs.



# Institute of Museum and Library Services: a Force for Change

- In the U.S. the IMLS has played a role in the convergence of missions of Archives, Museums, & Libraries
- Formed in 1998 from a merger of the Office of Library Programs and the Institute of Museum Services
- “Primary source of Federal government funding to libraries and museums” (Institute of Museums and Library Services, Perspectives on Outcome Based Evaluation for Libraries and Museums, n.d. p.2).
- Statutes establishing the Institute mandate “its funds be used to foster collaboration between and among museums and libraries” (Martin, 2007, p. 82-83).
- "Until the creation of the Institute of Museum and Library Services, collaboration among and between cultural heritage institution categories was relatively rare" (Allen & Bishoff, 2001, p.61).

# The Role of IMLS in promoting Convergence

- Many grants given to joint projects brought libraries and museums together to work on solutions to shared problems. Some examples:

*2000 Perspectives on Outcome Based Evaluation for Libraries and Museums:* need for methods of assessment that resemble those of non-profit agencies

- *2002 Status of Technology and Digitization in the Nation's Museums and Libraries Findings:* Libraries lead museums in use of technology
- *2003 Assessment of End-User Needs in IMLS-Funded Digitization Projects:* more need for user-driven projects
- *2006 Status of Technology and Digitization in the Nation's Museums and Libraries:* increased use of technology, digitization projects.
- *2008 Framework of Guidance for Building Good Digital Collections* “identifies principles of good practice and current” standards in four areas: collections, digital objects, metadata, and digital projects

# What evidence of impact on education of Librarianship, Archival Studies and Museum Studies?

- A great deal of funding for specializations in LIS (such as Digital Curation) to train professionals in areas that might be applied to all three professions
- In the case of archive studies, a number of grants to train professionals in Archival Studies, and of possible special significance, grants to fund PhD study to strengthen the growing network of archival educators in library and information science programs. (See the project "Building the Future of Archival Education and Research" with the University of California, Los Angeles (lead institution) <http://aeri.gseis.ucla.edu/>)
- Less evidence of convergence for Museum Studies

# Relevance of IMLS Grant Programs

- Looking at the grant programs from IMLS, there is evidence of convergence with Archival Studies with Library education curricula, as evidenced by the IMLS grant to fund PhDs to teach in LIS Schools.

<http://aeri.gseis.ucla.edu/>



# Review of Specific Courses

- As noted above, a significant number of LIS programs in the U.S. do offer courses on Archives and on Museum Studies.
- But There seems to be less integration of Museum Studies in LIS programs than Archive Studies, although many LIS programs do list museum work as an alternative career for LIS graduates.

# Sample of Courses that are available in selected LIS Curricula

- Planning, Production & Practice of Library and Museum Exhibitions
- Audiovisual Materials in Libraries and Archives
- Administration and Use of Archival Materials
- Archival Outreach: Programs and Services
- Museum Informatics
- Planning, Production & Practice of Library and Museum Exhibitions.

## Unresolved Challenges to Convergence: Who is allowed access to information? Who does the interpreting? – Archives, Museums or Libraries

- Archives and Museums do not always share the library mission of free and open access to a broad spectrum of information.
- Archives and Museums emphasize the protection of the proprietary rights of owners of objects. Libraries have a tradition of open access to their collections.
- Identification of an object versus interpretation of an object is a common source of disagreement between libraries and museums in collaborative projects
- Another area of dissimilarity between libraries and museums is metadata. Since libraries and museums do not share the same metadata standards, incompatibility between library and museum data is a common problem.

# Unresolved Challenges to Convergence: Archives

- Differences in cultures of access may be even more evident in Archives when compared to libraries. Privacy of content of holdings is likely of greater significance in Archives because of the nature of the holdings.
- However, the convergence of the education for Archival Studies in LIS Schools in the digital age change perceptions and result in more convergence in the future.



# The current status of Convergence in the U.S.

- Based on the review of the descriptions of needed qualifications for Archival Science or Museum Studies in the U.S. it appears a gap still exists between the mission, duties, and qualifications of Archival and Museum Professionals and Library Professionals
- In the U.S. some sources indicate that a Bachelor's degree in History or a subject related to an area of specialization is needed for Archives or Museum work – in contrast to the Master's degree preferred or required for a professional librarian.

# Redefining Libraries, Archives and Museums

In 2007, the Director of IMLS observed that:

***“....the distinctions we have drawn between libraries, museums, and archives, based on the kinds of things they collect, are really a matter of convention—conventions that have evolved over time.”*** Robert S. Martin, “Intersecting Missions, Converging Practice,” *RBM* 8, no. 1 (Spring 2007): 81.

*Do you agree?*

*How relevant is this observation to the convergence of the institutions?*

# Conclusions and Discussion

- After decades of going separate paths toward the education and recognition of the shared attributes of librarians, archivists, and Museum professionals, progress is now being made in the U.S. toward converging on a shared educational foundation.
- Are there aspects of this convergence that are worth considering in other regions and expanding to professionals in other cultural institutions?

# Conclusions and Discussion

- If the convergence of Library-Archival-Museum education is desirable, What will be required to succeed in converging?
- Most LIS programs are now one year or 18 month programs. Do the number of credit hours need to be expanded to full two year programs?
- What role should other professional organizations play in the planning and delivery of converged programs of study?

# Thank you for your Attention

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**Slide 21**

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**TW1**

Terry Weech - University of Illinois, 2/2/2013



# Convergence the Italian way

Vittore Casarosa

- ISTI-CNR, Pisa
- University of Bolzano
- University of Parma
- University of Pisa



ISTITUTO DI SCIENZA E TECNOLOGIE  
DELL'INFORMAZIONE "A. FAEDO"

# Course on “Digital Libraries”

- A conceptual model for Digital Libraries
- Bibliographic records and metadata
- Representation of knowledge
- Exchange of information
- Information Retrieval and Web search engines
- Digital libraries and the Web
- Hands-on laboratory (Greenstone)

# Teaching assignments

- University of Bolzano
  - Bachelor in Computer Science (elective)
  - Master in Computer Science (elective)
  - International Master in Computational Linguistic
- University of Parma
  - International Master DILL (Digital Libraries Learning, compulsory)
- University of Pisa
  - Bachelor in Digital Humanities (elective)
  - Master in Digital Humanities (elective)

# Convergence

- In Bolzano more focus on library concepts
  - Classification and cataloguing, MARC, FRBR
- In Parma more focus on Computer Science concepts
  - Architecture of a computer, Representation of information, Metadata, Dublin Core, OAI-PMH, RDF, Information Retrieval
- In Pisa a balanced blend



# Some statistics

- Average number of students
  - Bolzano 19 (7 years, min 6, max 31)
  - Parma 20 (5 years)
  - Pisa 30 (5 years)
- Further statistics from Pisa
  - 55% of graduates have a job dealing with their university studies (more or less)
  - 80% found a job within 6 months from graduation
    - ePublishing 31%
    - Web related 34%
    - Knowledge management 27%