

DEVELOPING ARCHIVAL CURRICULUM FOR THE EDUCATION AND TRAINING OF ARCHIVISTS IN NIGERIA: THE UNIVERSITY OF IBADAN EXPERIENCE

By

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- However, there is a strong link between education and training, as educational programme may “include training in the skills and knowledge of the discipline” (Fortino, 2012).



- For an archivist, the imperative of knowledge and skill acquisition cannot be overemphasized.

Early Archival Education and Training in Nigeria

- The establishment of the National Archives of Nigeria in 1954 created for the first time the need for archival education and training in Nigeria.



Archival

education and training need in the early years satisfied by 'workshop mentality' with its attendant shortcomings such as the short duration and the superficial treatment of topics.

Table 1: Archives Observatory Course Content

RECORDS MANAGEMENT	ARCHIVES MANAGEMENT
<ol style="list-style-type: none"> 1. Records Creation – Structural Division in an organisation <ul style="list-style-type: none"> - Purpose of records creation 1. Filing System 2. Problems involved in records management <ul style="list-style-type: none"> - Administrative point of view - Archival point of view 	<ol style="list-style-type: none"> 1. Acquisition of records 2. Introduction to archival principles 3. Public and private records – what are they? 4. History and establishment of archival institutions 5. Types of records in Nigerian archives 6. Arrangement of records <ol style="list-style-type: none"> (i) Systems in arrangement (ii) Records retention <ol style="list-style-type: none"> 1. Protection of archives <ol style="list-style-type: none"> (a) Processes involved (b) Enemies of archives <ol style="list-style-type: none"> 1. Equipment for archives <ul style="list-style-type: none"> - Archive building - Reproduction – repairs 1. Instruments for archival work 2. Enquiries and search procedures 3. Archival terms

Source: Compiled from National Archives File No. DNA 5/20 Vol.1, p.1

- The training outlets for Nigerian archivists in the 1970's included Legon, Ghana (UNESCO Regional Training Centre, University of Ghana), Paris, France (National Archives), Ottawa, Canada (Opinicon and Public Archives), London, United Kingdom (School of Library, Archive and Information Studies, University College) and New Delhi, India (National Archives).
- Duration of courses ranged from three weeks to one year.

- ◉ There was a lull in the overseas training of Nigerian archivists, particularly those employed by the National Archives in the 1980's.
- ◉ This was due partly to the economic recession of the time and, consequently, the structural adjustment programme of the government which made the cost of overseas training highly prohibitive and seemingly unaffordable.
- ◉ As such, recourse was made to only on-the-job and in-house training.

- The National Archives went into discussion with the University of Ibadan and arrangements were concluded to run a Master in Archival Studies programme in the then Department of Library Studies. Consequently, the name of the department was changed to Library, Archival and Information Studies.





The University of Ibadan was established as a college of the University of London in 1948. It became an autonomous university in 1962.

- The Department of Library, archival and Information Studies was established as the Institute of Librarianship in 1959 but actually took off in 1960.
- The Master in Archival Studies degree programme commenced in the 1995/96 session, the curriculum having been approved by the Senate of the University in the preceding year.

- The curriculum has been reviewed over the years. The following are the highlights of the present curriculum:



Table 4: Master in Archives and Records Management Course

Compulsory Courses			Required Courses		
Code	Title	Unit	Code	Title	Unit
ARM 701	Archives Administration	2	ARM 711	Management of Special Types of Archives	2
ARM 702	Records and Information Management	2	ARM 712	Administrative History of Nigeria	2
ARM 703	Preservation and Conservation of Library and Archival Materials	2	ARM 713	Automation in Archives and Records Management	2
ARM 704	Archival Description	2	LIS 711	Audio Visual and Mass Media Resources	2
ARM 705	Elements of Law in Archives and Records Management	2	LIS 712	Information Technologies	2
ARM 706	Use of Archives	2	LIS 713	Indexing and Abstracting	2
ARM 707	Oral Archives and Indigenous Knowledge Systems	2	LIS 714	Database Management Principles and Application	2
ARM 708	Industrial Practice	3	LIS 715	Quantitative Methods in Information Systems	2
ARM 709	Research Methods	2	LIS 716	Software Packages for Library and Information System	2
ARM 710	Independent Study (Project)	6	LIS 717	Information Resources Management	2
ARM 714	Seminar	2	LIS 718	Information Systems Analysis, Design and Evaluation	2

Compulsory Courses			Required Courses		
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Code	Title	Unit	Code	Title	<u>Unit</u>
LIS 702	Reference Sources and Services	2			
LIS 704	Theory and Organisation of Knowledge	2			
LIS 706	Principles and Practice of Management in Library, Archives and Information Centres	2			

Elective Courses					
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Code	Title	Unit	Code	Title	<u>Unit</u>
ARM 715	Document and Data Management	2			
ARM 721	Photography and Cinema Archives	2			
ARM 723	Museum Administration	2			
ARM 747	Knowledge Management	2			

- Not much change was made in the curriculum, as the review was undertaken mainly to address the dwindling student enrolment for the programme and consequently, its sustainability, a concern that has recently been expressed in other part of Africa (Ngoepe, 2017).
- One of the fundamental changes made was the change in the name of the programme from Master in Archives and Records Management to Master in Archives, Records and Information Management degree programme.
- The thinking was that reflecting the information component in the title of the degree would make the programme more attractive and improve subscription to it.
- However, while admission was open to holders of the Higher National Diploma with an upper credit in records management and allied disciplines in the preceding curriculum, the window was shut in this curriculum.

- Other changes made in the curriculum included fixing the minimum and maximum number of units that students must register for at 43 and 45 units respectively.
- These must include the independent study and industrial practice. For the first time, the Cumulated Grade Point Average system was introduced for the computation of results.
- This replaced the Weighted Average Mark system used under the previous curricula.
- The minimum number of units for the award of academic Master degree was fixed at 30 units and 45 units for professional Master degree.
- If the main reason informing the curriculum was the need to improve student enrolment, then the curriculum must have failed woefully going by the student enrolment over the years since 2011 as presented in Table 5.

Table 5: Student Enrolment since 2011/2012 Session

Academic Session	Number of Students
2011/2012	16
2012/2013	4
2013/2014	6
2014/2015	4
2015/2016	6
2016/2017	5

Meanwhile, a new curriculum review exercise is presently being undertaken. It is hoped that when completed, it will incorporate major changes that will make it relevant to the peculiar needs of Nigerian archivists in archives and records management as well as measure up to international standards.

FIDA Supported Archival Curriculum

Benchmarking

- Approval granted by the Trustees of the Fund for International Development of Archives (FIDA) set up by the International Council on Archives (ICA) under its archival development intervention fund, the speaker (Abiola Abioye) and James Lowry of the Liverpool University Centre for Archive Studies, University of Liverpool embarked on the University of Ibadan Archival Curriculum project in March 2017.
- The first phase of the project took place in Liverpool with the benchmarking of the digital curation curricula of Universities of Ibadan and Liverpool based on the DigCurV Curriculum Framework.
- The Framework which is a product of the Digital Curator Vocational (DigCurV) education Europe Project funded by the European Commission came into being in 2013.
- It was meant to be a yardstick for evaluating training programmes, benchmarking the existing courses and mapping out strategies for professional development.

- The Framework stipulates the different levels of skill or knowledge expected to be acquired for digital curation practice.
- These are basic, intermediate and advance denoted by awareness, understanding and ability respectively.
- While a Practitioner may be expected to have an advance level of competency, a Manager and an Executive may be expected to have intermediate and basic levels of competency respectively.
- Apart from the skills level, the Framework also identifies four skill domains, namely Knowledge and Intellectual Abilities (KIA), Personal Qualities (PQ), Professional Conduct (PC) and Management and Quality Assurance (MQA).
- The curricula of the Universities of Ibadan and Liverpool were benchmarked against the skill identifiers, taking into cognisance the mandatory and elective components of the Masters programmes since the skills are taught across modules/courses.

Project Procedure

- A simple matrix using a spreadsheet was developed. The spreadsheet contained four worksheets each of which was for each skill domain (KIA, PQ, PC and MQA).
- The skills for the domain were listed according to the unique identifier with two columns, one for University of Ibadan and the other for the University of Liverpool.
- Three other columns were provided within the columns for the skill levels (is aware of, understands, is able to).
- In order to determine the quality of digital curation teaching in the programmes, three rows were inserted under each skill to document whether it was taught, practiced and tested.
- Table 6 presents the main skill requirements in each of the skill domains.

Table 6: Main Skill Requirements

Knowledge and Intellectual Abilities (KIA)		Personal Qualities (PQ)		Professional Conduct (PC)		Management and Quality Assurance (MQA)	
Identifier	Skill Requirement	Identifier	Skill Requirement	Identifier	Skill Requirement	Identifier	Skill Requirement
KIA 1	Subject Knowledge	PQ 1	Integrity	PC 1	Regulatory Requirements	MQA 1	Risk Management
KIA 2	Selection/Appraisal	PQ 2	Communication and Advocacy Skills	PC 2	Regulatory Compliance	MQA 2	Audit and Certification
KIA 3	Evaluation Studies	PQ 3	Responsiveness to Change	PC 3	Ethics, Principles and Sustainability	MQA 3	Resource Management
KIA 4	Information Skills						
KIA 5	Data Skills						

Table of Analysis

Identifier	Skill Requirement	Liverpool	Ibadan
KIA 1.1	Subject specific knowledge and definitions – baseline of digital curation	Taught, practiced and tested to ‘is able’ level	Taught, practiced and tested to ‘is aware of’ level
KIA 1.2	Relevance of, and need for, digital curation activity within subject context	Taught, practiced and tested to ‘is able’ level	Taught, practiced and tested to ‘understands’ level
KIA 1.3	Current and emerging subject landscape	Taught, practiced and tested to ‘is able’ level	Taught, practiced and tested to ‘understands’ level.
KIA 1.4	Respective responsibilities for digital curation across institutions	Taught, practiced and tested to ‘is able’ level.	Taught, practiced and tested to ‘understands’ level.

KIA 1.5	Scope the boundaries for digital curation	Taught, practiced and tested to 'is able' level	Taught, practiced and tested to 'understands' level.
KAI 1.6	Fundamental digital curation principles including lifecycles	Taught, practiced and tested to 'understands' level.	Not taught, practiced and tested
KIA 1.7	Understanding of the 'designated community'	Taught to 'understands' level but not practiced and tested.	Not taught, practiced and tested
KIA 1.10	Develop a professional network for support	Taught and practiced to 'is able' level	Taught and practiced to 'is able' level
KIA 1.12	Digital preservation standards	Taught, practiced and tested to 'understands' level.	Not taught

Identifier	Skill Requirement	Liverpool	Ibadan
KIA 2.1	Maximise benefits and long term value of collections	Taught, practiced and tested to 'is aware of' level.	Taught, practiced and tested to 'is aware of' level.
KIA 2.2	Articulate information and records management principles	Taught, practiced and tested to 'is able' level	Taught, practiced and tested to 'is able' level
KIA 2.3	Articulate the benefits and long term value of collections	Taught, practiced and tested to 'is able' level	Taught, practiced and tested to 'is able' level
KIA 2.4	Contribute to institutional policies, including criteria for selection/appraisal	Taught, practiced and tested to 'is able' level	Taught, practiced and tested to 'understands' level
KIA 2.5	Information and records management principles	Taught, practiced and tested to 'is able' level	Taught, practiced and tested to 'is able' level
KIA 2.6	Institutional policies including criteria for selection/appraisal	Taught, practiced and tested to 'is able' level	Taught, practiced and tested to 'is able' level

Personal Qualities

Identifier	Skill Requirement	Liverpool	Ibadan
PQ 1.1	Responsibility, accountability and good practice in digital curation	Taught to ‘understands’ level but not practiced and tested.	Not taught
PQ 1.2	Value of policy formulation to deal with malpractice	Taught, practiced and tested to ‘is able’ level	Not taught
PQ 1.3	Make transparent decision	Taught to ‘understands’ level but not practiced and tested.	Not taught
PQ 1.4	Demonstrate leadership in high quality standards of work	Not taught	Not taught
PQ 1.5	Identify malpractice	Taught and practiced to ‘is able’ level	Not taught
PQ 2.1	Communicate across domains, staff groups and with other relevant communities	Taught, practiced and tested to ‘is able’ level	Not taught
PQ 2.2	Articulate importance of digital curation to peers, other staff and public	Taught, practiced and tested to ‘is able’ level	Not taught
PQ 2.3	Articulate value of collections to peers, other staff and public	Taught, practiced and tested to ‘is able’ level	Taught, practiced and tested to ‘is able’ level

Professional Conduct

Identifier	Skill Requirement	Liverpool	Ibadan
PC 1.1	Legal framework in which digital curation is taking place	Taught, practiced and tested to 'is able' level	Not taught
PC 1.2	Domain policies and standards for management and preservation of digital objects	Taught, practiced and tested to 'is able' level	Not taught
PC 1.3	Contribute to national/international regulatory frameworks in which digital repositories operate	Taught to 'understands' level but not practiced and tested.	Not taught
PC 2.1	Institution's legal culpabilities in digital curation activity	Taught and practiced to 'understands' level	Not taught
PC 2.2	Incorporate legal requirements into institutional policies	Taught, practiced and tested to 'is able' level	Taught, practiced and tested to 'is able' level
PC 2.3	Contribute to institutional regulatory framework in which digital repositories operate	Taught and practiced to 'is able' level	Not taught
PC 2.4	Apply appropriate actions to curation workflow to ensure compliance with legal and policy frameworks and relevant standards	Taught and practiced to 'is able' level but not tested	Not taught
PC 2.5	Select and apply validation techniques to detect policy infringement	Taught to 'understands' level but not practiced and tested.	Not taught

Management and Quality Assurance

Identifier	Skill Requirement	Liverpool	Ibadan
MQA 1.1	Undertake succession planning	Taught and practiced to 'understands' level	Not taught
MQA 1.2	Risk management theory and standards	Taught, practiced and tested to 'is able' level	Not taught
MQA 1.3	Apply risk management practice, techniques and standards to digital curation activities within institutional risk management context	Taught and practiced to 'understands' level	Not taught
MQA 1.4	Assess, analyse, monitor and communicate risks	Taught, practiced and tested to 'understands' level.	Not taught
MQA 2.1	Audit and certification standards	Taught to 'understands' level but not practiced and tested.	Not taught
MQA 2.2	Benefits of audit process, and relevance of audit results	Not taught	Not taught
MQA 2.3	Institutional liabilities in audit process	Not taught	Not taught

- The benchmarking exercise assisted to identify the weakness in the curricula as far as requisite skills and knowledge expected to be inculcated are concerned.
- The Ibadan curriculum did not compare favourably with that of Liverpool in terms of skills requirement, particularly in digital curation.
- It also fell short of the requirements in some other significant respects provided for in the Framework, details of which are contained in the final report of the project.
- It is proposed that Ibadan curriculum be developed to incorporate digital preservation and other skill areas identified, on the strengthen of the Framework, as lacking.

- It is also envisaged that Ibadan will leverage on the existing relationship to share and adapt materials from Liverpool in the areas of skills requirement in which the institution (Liverpool) is on a firm footing and in which Ibadan is deficient.
- The two institutions are also to work together to develop teaching materials in specific areas of need in which their curricula have not measured up to the requirements of the Framework.
- Finally, the outcome of the project is expected to be of immense benefit to other institutions in Africa with archival education programmes.

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Conclusion

- Archival education in Nigeria has evolved through the ages from informal to formal and from foreign to local programme all in an attempt to meet the needs of Nigerian archivists for archives administration in the country.
- The University of Ibadan which readily came on board to satisfy the quest for formal local institution for the education and training of archivists has over the years embarked on periodic review of her archival curriculum to meet the ever changing needs of the profession and to bring it in line with international standards.
- More importantly, the curriculum review exercises were aimed at meeting the needs of archival community in Nigeria and measuring up to the international best practice.

- The curriculum is still evolving and, hopefully, will reach a higher level of perfection in the near future.
- Regrettably, the archives and records management programme of the University is undersubscribed, thereby putting to question its sustainability.
- It is hoped that urgent and drastic steps will be taken to address the problem so as not to sound the death knell for the programme.

**Thank you
for
your attention**

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