Fostering Trust and Transparency in Governance
Educational, Training and Awareness Raising Deliverables
Discussion Paper

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Introduction

This discussion paper considers a number of issues related to the nature, purpose, and scope of educational, training and awareness raising materials intended to be created as part of the DFID-funded Fostering Trust and Transparency in Governance Project. For the purposes of discussion, I have presented a vision for a series of educational, training, and guidance resources for use at different levels and for different audiences. The vision and the paper are intended as background information for discussion and planning during the Botswana Educators' Forum from July 16-20, 2007. It is assumed that additional issues to be considered during the Forum will be identified as appropriate by other organisers or stakeholders.

Proposed core modules

In order to generate discussion during our Botswana meetings and to establish a framework for the development of educational and training resources, I have articulated my own vision for the 'best' resources I think could be developed. The proposed resources are outgrowths of Anne Thurston's list of proposed modules developed in February 2007.

My 'vision' – and it is proposed largely as a starting point for discussion – is to develop an integrated educational package of materials addressing key issues in electronic records management. That core package will be supplemented by information resources, guidance materials, and related tools. The three core modules in the package would be as follows:

- *Principles of Electronic Records Management*

- *Creating and Maintaining Effective Electronic Records Environments*

- *Managing and Preserving Electronic Records*

In order to accommodate the particular focus in this project on personnel records, I also propose an additional specialist module, as follows:

- *Managing Personnel Records in an Electronic Environment*

Outlines of the proposed modules are shown in Appendix 1 to this document.

The three core modules are intended in the first instance for use in a mediated educational environment. In other words, the vision is that the materials will not be created strictly for 'self-study' or as information resources but will be created to be delivered as a learning process, ideally by someone with some previous expertise in or knowledge of records management, such as

- a university professor using the materials in order to teach records and archives management in a formal educational environment

- a records professional with teaching experience using the materials in order to offer workshops, distance-based study, or other educational initiatives, which may be delivered through a professional association, an ICA branch, or a public-sector training institute

- a records professional with teaching experience using the materials in order to offer in-house workshops or training programs to staff as part of an organised training initiative within the agency (such as a national archives, government records administration, or other public-sector office environment).

The fourth module would ideally also be offered by a records professional in a mediated educational environment. I suspect its first use would be within an institutional training framework, such as an in-house training initiative for staff in personnel or human resource departments. Because I have not been actively involved in the research related to this project, I am not as familiar as other project members with the findings in relation to personnel records. Therefore, I suspect that the shape, structure, and content of this particular module will inevitably change significantly through our discussions and planning. I look forward to discussing the vision for this module in more detail in Botswana.

I understand that one of the goals of the Botswana meeting will be to determine precisely which materials can be developed with the time and resources available. This proposal, therefore, is very much an ideal that requires a 'reality check' during our time in Gaborone. I believe that the funds and time available will allow for the development of four 'courses' in the manner I perceive: rather as courses might be developed for distance delivery or mediated use in a traditional university environment. The resources available should also allow for the development of a selection of guidance and awareness raising materials but the number and nature of those will determine the time and resources required (and vice versa).

I do not believe that there are sufficient resources to produce many more 'courses' or 'modules' or 'guidance materials' of the same scope and length as I imagine. Should the decision out of our Botswana meeting be to create more materials, or to focus on a primary audience other than I've proposed, then we will inevitably need to reconsider the detail, length, and scope of each resource so that we have achievable goals as part of the project. If the intention is primarily to create training tools or guidance notes, for example, then it is likely we will be able to create more separate items since they could be less detailed and less complex.

My vision for an educational focus

The distinction I see between 'educational' versus 'training' is in some respects minor and in some respects major. I believe that the best first use of resources, especially when the time and funds are limited, as in this case, would be to create the most useful 'general' package possible, which can be adapted and used in mediated environments for a range of purposes, from pre-appointment education to in-service training. I see such a coordinated package as more holistic and integrated than a discrete series of items created for self-guidance or self-study about specific topics.

As we all know, the whole issue of electronic records management requires that effective records personnel understand the nature, scope and challenges of electronic records, including dealing with problems of authenticity and technical obsolescence, not just how to file a document in an electronic file folder, for example. So while I believe that a range of guidance materials offering more specific 'how to' information can be a useful component of

this package, my first priority would be the creation of a coordinated suite of educational materials covering the range of critical electronic records management issues, from conceptual to administrative to technological.

Of course, there is no reason that package defined as 'educational' cannot be used for training. However, the reverse is often not true, and it is my experience that there is not always strong success with developing 'information' without providing the framework for integrating it into educational and institutional environments. Thus I am proposing we start with three integrated modules that address the three key issues in relation to electronic records management. These modules are

- principles and concepts of electronic records: what electronic records are, how they work, how they are similar to and different from 'traditional' records and why we need to understand their unique properties (*Principles of Electronic Records Management)*

- management, policy and infrastructure issues related to electronic records management: the infrastructure issues we need to consider to ensure good management of electronic records, how we go about developing, or participating in the development of electronic records management programs and how we consider issues from management to policy development to integrating electronic records care into ERKS and EDMS programmes (*Creating and Maintaining Effective Electronic Records Environments)*

- practical and technical issues related to electronic records management: 'how to' procedural, technological, and operational information about creating, using, storing, saving, preserving, and migrating electronic records, including issues of digital preservation *(Managing and Preserving Electronic Records)*

I believe that issues identified in the six modules originally articulated by Anne are all covered in each of these proposed modules in one place or another. For example, issues of establishing digital repositories are covered in Module 3: Managing and Preserving Electronic Records. Rather than devote an entire module to digital repositories, I think it is sufficient at this point to include a distinct unit on that topic within a larger module addressing wider issues related to storage and preservation. In that way, the focus is not on 'how to' set up a digital repository but rather 'how to' preserve digital records, which <u>may include</u> creating a digital repository. And in all modules, references to additional sources of information and supplementary guidance materials, as discussed below, would lead users to more detail should they want it.

My vision for the primary audiences

The vision presented is based on the idea that the first and primary audience for these materials would either be archival educators, who could then use the material to educate their students, or archival 'trainers' who could use this material to provide training to records staff or others. In fact, one of the first uses of the materials might be as 'train the trainers' resources for educating educators and trainers in electronic records management issues, so that they could take on the actual education and training tasks. This is a concept articulated

by several of the participants in the Washington video conference in May 2007, and I believe that incorporating a 'train the trainers' focus will be a great asset to the successful adoption of these products.

The intended audience of educators and trainers could streamline the information provided in the modules for the purpose of their own teaching. They could, for example, pick and choose specific sections of a module to cover in a particular course offering, but they would still have at their disposal a fairly broad range of information about key topics and issues in electronic records management. For example, the faculty at the universities in Kenya, Ghana and Botswana may wish to incorporate these materials into their programs, either as new courses or as components of existing courses. It may also be that organisations such as ESARBICA might decide to use the materials to offer 'training for trainers' courses. Similarly, within governments, key records personnel could study the courses, or parts thereof, in 'train the trainer' programs, so that they could then return to their institutions to offer in-house training. In all instances, the delivery of education and training could draw upon the larger educational resource package, including the range of supplementary tools and guidance materials proposed as part of this project.

I am inclined to this broader approach because it is my experience that creating and using more specific and less comprehensive tools, and then expecting them to be used in self-study or institutional environments, often means they end up sitting unused on a shelf or they end up not being understood clearly by those who read them without mediated guidance. The broader approach may require that some details be presented only briefly, but if wider understanding is the goal then we should not stop short by creating materials that are too narrow in focus. We can always lead people to other resources. However, it is important to acknowledge that the approach I suggest means that we will very likely have to focus on producing fewer discrete products with a more general focus, rather than more products with a more technical or specific focus. I presume that focus is a decision to be made during our meetings in Botswana.

Structure, form and presentation of the modules

Note that in this proposed vision for three 'educational modules,' I have not taken into account at all issues such as dissemination of the materials, physical layout or design, adaptation in different administrative environments, or the actual delivery of specific courses or programs. I have also not 'costed' the development of the resources, except based on my own knowledge of the costs and time associated with developing 'traditional' educational materials similar to the four modules I've suggested here. I also recognise that there are valuable educational and training materials already available in the international records community that could be incorporated into this project. All these issues should be considered during the Botswana meetings.

In order to foster discussion, I will outline here my sense of how the 'typical' module might look. I see a structure similar to a standard distance-based university- or college-length course (10-13 lessons covering 30-36 contact hours in North America, for example) with topics addressed in discrete lessons. Note that I am not imagining a 'full-blown' distance education course but think that the distance-oriented model is useful for considering how to incorporate not only content but also associated teaching tools.

Each module could contain the following information:

- Subject content

- Activities, examples, and assessment exercises

- References to readings or supporting resources (many of the supporting materials would be the training and awareness tools described below; actual resources created by other agencies could be included if permissions are obtained)

- Educators' guidance notes to assist with teaching/using the module

Detailed curriculum mapping would help clarify the actual topics to be covered and the amount of time and detail required in the lessons. I hope that part of our work in Botswana will be to do some of this mapping, if we can confirm the nature, scope and purpose of the educational and training materials.

Proposed training and awareness raising tools

In addition to the core educational resources identified above, I propose developing or obtaining and, as necessary, adapting a series of training, guidance and awareness raising materials on various topics. I see these guidance materials as discrete resources that could be adapted for use at different levels; they could also be integrated into a larger educational/training 'package' for use alongside the educational modules, as background readings, in support of case studies and so on. These guidance materials could include the following. (Note that the page numbers are only estimates to give a sense of the variety of materials possible.)

- short (1-2 page) guidance notes on specific topics for line managers or senior managers

- medium-length (3-5 page) awareness raising tools for donors, funders, and developers of initiatives that involve records creation and care

- longer (5-10 page) briefing papers, for use by middle or senior managers in management environments but also as background reading for learners studying the three core modules suggested

- 'How-to' tools, such as checklists of action, for use by records staff to ensure they implement or develop procedures or undertake activities in a planned fashion; also useful as resource information for use by learners studying the three core modules suggested earlier.

A wide range of topics could be considered, each of which could be addressed in any one of the different types of guidance materials proposed, from short guidance notes to longer briefing papers to detailed how-to-tools. A short list of the wide range of topics is included as Appendix 2 for discussion purposes.

The list, which is simply a 'brainstorm' of possible topics that might be considered, is divided into resources for middle and senior managers; resources for records personnel; resources for office staff; and resources for donors and funding agencies. It is recognized, however, that the tools could be used in multiple environments. The association of a particular resource with a particular audience should not be considered a final and exclusive decision. In particular, each of these resources could be a tool used by educators as reading material or background

information used during the delivery of formal educational offerings in records and archives management.

This list is <u>just a start</u> and I expect and hope that we will consider these issues in much more detail in Botswana.

I have not incorporated many specific resources related to personnel records management as this topic is not an area of expertise for me and I did not, in fact, find a great deal of information about personnel records during my survey. (It is very likely I did not know where to look.) I believe it best to assess those resource needs during the Botswana forum.

Questions for discussion

During the research for and preparation of this discussion paper, I have encountered a number of questions or issues that should be discussed during our meetings in Botswana. In addition to the obvious questions raised above (what to produce with the time and funds available, what is the focus and intent of the project), a range of other issues need to be considered. These issues are listed below in no particular order.

- **Vision**

  The first question, of course, is whether the proposed vision suits the understanding of the various participants in this project. I am proposing a starting point for discussion, but I also recognize that (1) we have limited time and limited money to achieve project deliverables and (2) there are many different ways in which this project could be and has been conceived, and it is not to me to change a given direction. I offer a vision based on my experience and knowledge as a records professional and educator. However, having come into this project later than others, I don't feel I have a clear enough sense of the direction of the project to feel I can decide myself the best materials to create. I look forward very much to discussion, revision and fresh thinking during and after our Botswana meetings in order to help us more forward in an expedient fashion.

- **Audience(s)**

  The precise audience(s) for the project deliverables needs to be defined clearly. My vision is based on my own sense of the first 'best' audience to address, but I see many other key stakeholders affected by and involved with this project. For example, in various project meetings I've attended and conversations I've participated in, mention has been made of a wide range of stakeholders, such as

  - records staff
  - senior managers
  - middle managers
  - line managers
  - records professionals
  - archivists
  - educators and trainers
  - donors and funders
  - office staff

I suggest that during our Botswana meetings we should clarify and define the following possible audiences and determine which groups form our primary audience for different deliverables:

- **Relationship of the educational deliverables to existing educational resources**

  The particular emphasis in this project is on managing electronic records. The modules I have proposed reflect that orientation. However, everyone will no doubt acknowledge the accepted principle in records and archives management that 'a record is a record is a record.' I have structured the proposed modules to address issues unique to electronic records management or issues that must be considered afresh when working in an ICT environment. But underlying the structure of the core modules I've proposed is my assumption that these modules would build on previous and more fundamental knowledge of records and archives issues, such as concepts of appraisal, classification, scheduling, and so on.

  I suggest that during our Botswana meetings we take some time to discuss how these materials will, or will not, build on existing resources and what assumptions we can or should make about the previous knowledge and experience of the audience(s) for these materials (as mentioned earlier). The goal in my mind would be to create the most precise resources needed to address specific electronic records management issues, not to repeat more generic information available elsewhere. If more general information is a desired objective for this project, though, then we would need to change directions significantly. In that case, one option might be to consider revising components of the Management of Public Sector Records modules to address 21st-century electronic records issues. I presume that a focus on general records issues is not what is intended in this project, but I welcome the chance to discuss this issue during our Botswana meetings.

- **Education versus training versus awareness raising**

  I have proposed that the core modules should be educational materials, not training resources. In other words, I believe they should be developed in order to provide the broadest possible understanding of electronic records management issues, not just specific guidance for individual topics. The goal would be to create a resource that would raise the level of capacity of records management personnel so that they could be considered records 'professionals' and could use their knowledge and education to adapt specific tasks or tools to a range of environments and conditions.

  Others may believe that the primary need is for training, which would result in hands-on and practical tools that addressed specific scenarios. Another need may be for awareness raising materials, which I have identified under the category of 'guidance' materials. My suggestion is that the guidance materials can offer that detail and practical information but that without the broader educational framework it will be more difficult to ensure the project materials become sustainable capacity-building resources.

  I suggest that during our Botswana meetings we should discuss the vision for the project deliverables in relation to the intended audiences and outcomes. We need to

determine if we are developing educational materials, training resources, awareness raising tools or a combination of these, so that the actual resources developed address the intended purpose.

- **Format, presentation, and delivery methods**

  I have not conceived of the format, structure, presentation or delivery methods for these 'modules' – the descriptions represent, in essence, educational 'topics' more than formal educational offerings. I believe there is a vision that the modules will in some way reflect the style and presentation of the Management of Public Sector Records modules, but that vision is no doubt a matter for more discussion. As we consider the topics to be covered, the appropriate audience(s) for materials and their scope and purpose, I suggest we need to spend some time considering exactly what the final outputs will look like and how they will be used, so that we can proceed with development in the most expedient fashion possible.

- **Relationship of the educational deliverables to the route map**

  I understand that during our Botswana meetings the participants will spend some time preparing a 'route map' and indicators. (The precise mandate for the participants in the Botswana meetings is 'to prepare a route map strategy for moving from paper-based to electronic information environment and define good practice and capacity.') I am not sure of my role in this process, but I will of course do whatever is appropriate. However, I have only a vague understanding of what is meant by a 'route map' and 'indicators' so I will need help understanding these concepts and, more particularly, now they can or should relate to the education, training and guidance materials.

  I suggest that during our Botswana meetings we should discuss the purpose, nature, and scope of the route map, and its relationship to the training materials. Ideally this conversation should happen before we actually embark on the work of developing the route map itself, so that we are clear on the relationship between the different products.

Conclusion

I look forward to working with everyone in Botswana and considering next steps for the development of education, training and awareness raising resources.

Appendices

Appendix 1: Description of Proposed Educational Modules

Appendix 2: Ideas for Training and Awareness Raising Materials

Appendix 3: Types of Resource Materials Available

Appendix 1

Description of Proposed Educational Modules

Following is a description of the four proposed educational modules, indicating my vision for their general scope, contents, purpose and length. The modules considered are

- *Module 1: Principles of Electronic Records Management*

- *Module 2: Creating and Maintaining Effective Electronic Records Environments*

- *Module 3: Managing and Preserving Electronic Records*

- *Module 4: Managing Personnel Records in an Electronic Environment*

Module 1   *Principles of Electronic Records Management*

Primary audience(s)

- Records educators (as a train the trainer tool)
- University students in records and information management (as a mediated resource offered in a formal educational environment)
- Records professionals with previous records management education and experience (as an in-house training resource)

Module description   An overview of key issues related to the management of electronic records, particularly focusing on definitions and concepts; technical, practical, and organizational challenges related to electronic records management, infrastructure requirements for effective electronic records management, and options for action.

Topics covered   Topics may include

- Definitions and concepts related to electronic records management (electronic record, metadata, structured, unstructured, etc.)
- The importance of managing electronic records effectively (program delivery, decision making, management of state resources, protection of citizens' rights, accountability and transparency, the preservation of evidence)
- Problems and challenges of managing and preserving electronic records: an overview (technological, practical, political, legislative, societal, etc.)
- Infrastructure requirements for effective electronic records management (laws, policies, systems and technologies, standards, staffing, governance, etc.)
- Management requirements for effective electronic records management (program development, creating a vision, acquiring and managing resources, short- and long-term actions, etc.)
- Procedural requirements for effective electronic records management (capturing, using, preserving authentic electronic records)
- Determining strategies for managing electronic records throughout the life cycle (discussion of models for action, including introduction of the concept and challenges of ongoing digital preservation)

Related to   *Core Principles and Roles of Electronic Records Creators and Records Users*

Linking Records Management to Objectives for Development and Electronic Government

Module 2	*Creating and Maintaining Effective Electronic Records Environments*

Primary audience(s)

- University students in records and information management (as a mediated resource offered in a formal educational environment)
- Records educators (as a train the trainer tool)
- Records professionals with previous records management education and experience (as an in-house training resource)

Module description   This module would expand upon the issues discussed in *Principles of Electronic Records Management* and offer more specific information about strategies and applications for developing, implementing, and maintaining electronic records operations, including making the transition from paper to electronic, managing hybrid systems, and incorporating effective records care in the implementation of new ICT initiatives.

Topics covered   Topics may include

- Building the business case for effective electronic records management ('selling' records to ICT specialists, senior managers, and other stakeholders)
- Developing an electronic records management program (creating a vision, establishing a management framework, establishing laws and policies)
- Incorporating electronic records management in ICT applications (analyzing information and records needs, relating ICT priorities and records priorities, establishing requirements for accountable records creation and management in ICT environments)
- Electronic records management procedures and practices (introduction to 'hands-on' issues such as creating and filing electronic records, titling, indexing, and capturing metadata, preserving electronic records, migration requirements, etc.)

Comments   Many of the topics seem to be the same as those addressed in *Principles of Electronic Records Management;* the idea is to build on overview information contained in the first module to create more extensive information base and to examine specific topics in more detail.

Related to   *Planning Records Functionality as a Component of ICT Applications*

Managing Electronic Records at the Point of Creation and Active Use

Establishing and Managing Digital Repositories

Module 3   *Managing and Preserving Electronic Records*

Primary audience(s)

- University students in records and information management (as a mediated resource offered in a formal educational environment)
- Records educators (as a train the trainer tool)
- Records professionals with previous records management education and experience (as an in-house training resource)

Module description   This module would address very specific technical, procedural, and management issues introduced in the first two modules –*Principles of Electronic Records Management* and *Creating and Maintaining Effective Electronic Records Environments.* This module would focus on issues related to ensuring electronic records are managed and preserved as authentic and reliable records, not only at the point of creation and use but also as archives, whether centralized in digital repositories or decentralized in office desktops or servers.

Topics covered   Topics may include

- Understanding key ICT principles and concepts relevant to information and records management (a general overview of technologies to orient the learner to the ICT environment)
- Technical requirements for electronic records care (such as deterioration rates of different media, storage requirements and concerns about environmental hazards)
- Creating effective electronic records (discussion of business process and workflow analysis, naming and storage conventions, managing records on desktops, shared drives, central servers, etc.)
- Selecting and implementing an ERKS or EDMS (concepts and purposes of the systems, issues to consider, establishing standards and protocols, etc.)
- Options for preserving electronic records (online, near line, off line)
- Establishing and managing a digital repository (including technical issues related to migration, emulation, storage, etc.)

Comments   Many of the topics build on information presented in the first two modules; this module would offer an overview of technological issues from a records perspective, without being a 'tecchie' module. The module is intended to help records professionals work with partners, such as ICT professionals, ensure effective electronic records care.

Related to   *Managing Electronic Records at the Point of Creation and Active Use*

Establishing and Managing Digital Repositories

Module 4   *Managing Personnel Records in an Electronic Environment*

Primary audience(s)

- University students in records and information management (as a mediated resource offered in a formal educational environment)
- Records educators (as a train the trainer tool)
- Records professionals with previous records management education and experience (as an in-house training resource)

Module description   This module would address personnel records management specifically, with a focus on managing personnel records in an electronic environment.

Topics covered   The topics addressed should relate directly to the findings of the case study research carried out as part of this project. I will not hazard a guess now about the best topics to cover but suggest we discuss this issue during the Botswana meetings.

Module length   I think this module could be shorter than the other proposed modules; however, the length would depend on the precise audience. If this module is seen as a training resource and not an educational tool then the length and scope will necessarily change.

Comments   I see this module as straddling two audiences – government officials involved with personnel records management on a daily basis and records staff and students interested in learning more about personnel records management but perhaps not working in that environment at the moment. Discussion during the Botswana meetings will help clarify the focus.

Related to   *Managing Personnel Records in Relation to HRIS Applications*

Appendix 2

Ideas for Training and Awareness Raising Tools

Resources for Middle and Senior Managers	Resources for Records Personnel	Resources for Office Staff	Resources for Donors
• The importance of records management for good governance	• Glossary of terms for electronic records management	• How to manage email	• The importance of records for accountability and transparency
• Using information technology to improve public service	• Incorporating records management into automated human resource/personnel systems	• Managing attachments to electronic mail	• Achieving successful projects through effective information management
• The importance of business systems re-engineering for effectiveness in public-sector service	• Issues to consider when planning and implementing an ERKS/EDMS	• How to manage electronic records in shared directories	• Effective governance in an electronic environment
• Legislative and policy structures for electronic records management	• Metadata elements: a checklist	• How to manage electronic records on the desktop	• The importance of records for effective human resources management projects
• Issues to consider when selecting ERKS/EDMS systems	• Auditing electronic records management operations	• Managing web-based records	
• The importance of identifying and protecting vital electronic records	• Developing a business case for effective electronic records management	• Naming conventions for electronic records	
• Evaluating the effectiveness of your records management program	• Conducting a needs or risk assessment for electronic records management	• Checklist of key steps in electronic records management	

Appendix 3

Types of Resource Materials Available

Through the course of my research, I have identified a wide range of resource materials available for review. I have not investigated whether any specific resources can be adapted for use within the project; I presume we can consider that after we have clarified the precise nature and scope of the educational and training resources.

There is no question, however, that there is a wealth of information on electronic records management readily available to anyone with reliable Internet access. The question for this project will be whether we 'repackage' material for a different audience, identify useful resources and make them available to jurisdictions without easy Internet access, or otherwise draw on these extant tools so that we do not have to reinvent the wheel.

If any specific materials are identified as useful for this project, issues of copyright, access, and adaptation will need to be considered. These issues are not addressed at this time.

The list below is <u>just a sampling</u> of the kinds of materials available from different sources: university, government, and so on. I have NOT included a detailed list of specific items. This exercise is intended to scope out what kinds of materials are available, not to create an extensive bibliography of educational and training resources in records and archives topics.

This list should serve as a basis for discussion and brainstorming about other possible sources of educational and training materials that could be adapted for use or could be identified as useful resources. I will bring copies of a very few selected items for review at our meetings.

As can be seen by this brief outline, there is a wide range of resource material available for background use, if not actual inclusion in any deliverables created as part of this project. There are almost too many resources available, each addressing similar topics in different ways. The real issue is <u>not</u> that we are without resources. The scoping exercise has shown us, in fact, that there is really no question of finding information on which to base the development of educational and training initiatives. The real issue is (1) that few of the resources available specifically address the needs of developing countries; (2) it may not always be possible to 'use' materials or adapt them without considerable negotiations, copyright clearance, or permissions from the creators; and (3) it is not clear what materials we may need to use until we know what products we wish to generate.

As a bottom line, however, I would venture to suggest that there is no one 'product' available that will serve the needs as I see them: to provide a comprehensive educational resource on electronic records management that is aimed at users who live and work in environments with limited resources, restrictions on technological capacity and perhaps limits on access to qualified records personnel who can help with training and education.

We need to agree about the core materials we can and should create as part of this project so that we can then consider which resources might be used in the course of development. I look forward to our discussions on these topics.

Universities

The primary resources available through universities are course syllabi, bibliographies of course readings, and links to course-related websites. Very little in the way of specific curriculum is available on university websites. To access any one professor's actual curriculum, it would be necessary to contact them directly and (1) ask to see materials and (2) ask for permission to use or adapt materials. The likelihood of gaining broad access to such educational materials is fairly slim. It is suggested, instead, that attention be given to course syllabi, particularly on the subject of electronic records management, to see what issues are normally addressed and how and what additional literature or related resources are identified.

University websites are also useful for university-based records management resources, particularly for those universities that offer courses in records management and so want to 'model' best practice for their institution.

Below is information about a selection of universities with useful information available freely on websites.

- **University of British Columbia SLAIS** at http://www.slais.ubc.ca/COURSES/courses.htm. The level of detail varies depending on instructor's preferences but some course descriptions include detailed bibliographies. UBC also holds the information about InterPARES, which will be a valuable resource, particularly for technical information.

- **University of Toronto FIS** at http://www.fis.utoronto.ca/content/view/331/128/. Very little detail is provided about specific courses but it may be possible to find more detailed information through references to faculty research or specific course topics.

- **Monash University Faculty of Information Technology** at http://www.infotech.monash.edu.au/. The faculty is huge and includes courses on all aspects of IM, IS, and ICT; finding records-specific information is a bit more difficult, but once course descriptions are found, valuable information is available. (See for example http://www.infotech.monash.edu.au/units/ims5033/.) Also, faculty research information is easily accessible through links on the faculty website.

- **Edith Cowan University** at http://www.ecugreatcareers.com/genre/pgEngineering.htm. The website is intermittently 'up' and 'down' and is a bit frustrating to wade through, but there is some useful information here and there and further analysis will help identify specific resources.

- **University College London** at http://www.slais.ucl.ac.uk/. UCL is undertaking a range of research projects at the moment and has included some valuable information on its website, including bibliographic information about faculty publications (see http://www.ucl.ac.uk/slais/research/publications/). Geoffrey Yeo can no doubt point us in the right direction about additional information and activities underway at UCL.

- **University of California at Los Angeles** at http://www.gseis.ucla.edu/cie/projects.htm. UCLA is undertaking a number of research projects; many related to electronic records issues a bit to the side of the public sector issues relevant to this project (such as video and performing art archives) but there are many useful links on the website worth exploring.

- **University of Pittsburgh** at http://www.sis.pitt.edu/~lsdept/archives/cs.html. Pitt includes course descriptions and syllabi on its website, including details about relevant readings and resources.

- **University of Michigan at** http://www.si.umich.edu/about-SI/default.htm. University of Michigan has a sophisticated website with an extensive (and rather complex) series of links

and tools. It takes a bit of hunting to find specific 'hard' resource information but there is useful and relevant information within the site.

- **University of Edinburgh at http://www.recordsmanagement.ed.ac.uk/.** The University of Edinburgh has extensive and very useful information about records issues on its records management website. Many practical guidance tools are included, which could be useful background material for the development of guidance materials as part of this project.

- **University of Calgary at http://www.ucalgary.ca/archives/IMP.html.** The University of Calgary offers valuable guidance, and information about training courses, on its website, and includes practical information about records issues.

Governments

The 'major players' in electronic records management in the government sector include the large English-language countries, such as Canada, the United States, the United Kingdom, and Australia. Many state-level governments, particularly in Canada and Australia, also have a great deal of guidance material about electronic records management on publicly accessible websites. Of particular note is the training material produced by NARA in the United States, copies of which were provided to Michael Hoyle and me during our visit.

How accessible these materials are for 'reuse' would have to be determined, but they do provide valuable background information and could serve as readings or resources associated with course materials developed as part of this project. It is also acknowledged that these resources were prepared for the jurisdictions in question, most of which have more resources and technology at hand than the jurisdictions encompassed within this project.

While there are some extremely valuable resources available on many other national archives' websites, I think we need to focus on English-language material and not enter into the complications and costs of translating information.

- **Canada.** The Information Management Office is the most relevant department within the federal government; the Library and Archives Canada contains valuable information specifically on archival issues but includes links to other parts of the government. The best starting point is http://www.tbs-sct.gc.ca/cio-dpi/index_e.asp. Selected provincial institutions are listed below:

  Provincial Archives of Alberta, with links to Alberta Government records management information: http://www.gov.ab.ca/mcd/mhs/paa/paa.htm

  Archives of Ontario: http://www.archives.gov.on.ca

  British Columbia Archives, with links to BC Records Management services: http://www.bcarchives.gov.bc.ca/index.htm

  Nova Scotia Archives and Records Management: http://www.gov.ns.ca/nsarm/

- **United States.** The NARA website is an absolute goldmine of information about records and archives issues. The best starting point for this project is the records management portal at http://www.archives.gov/records-mgmt/. While outside of the scope of this project, a closer relationship with NARA in the dissemination and use of its records management training courses would be a great asset internationally; it may be that a connection between the ICA and NARA can be forged over time to expand the access to these resources (or modified versions of same) outside of the United States government.

US Department of Defense. Particularly the Chief Information Officer's site: http://www.defenselink.mil/cio-nii/.

Also in the United States, the National Personnel Records Center has a valuable website with useful information particularly related to personnel and human resource records issues. See http://www.archives.gov/st-louis/military-personnel/public/archival-programs.html. This resource is apparently managed in conjunction with the U.S. Department of Defense.

The state archives and records operations in the United States vary in their scope and sophistication. Rather than list each separately, I suggest as a starting point the Council of State Archives website, which is an excellent entrée into different state-level records and archives operations. Go to http://www.statearchivists.org/arc/index.htm.

- **United Kingdom.** The National Archives electronic records management website – available at http://www.nationalarchives.gov.uk/electronicrecords/?source=ddmenu_services2 – offers extensive practical and policy information about electronic records management. A wealth of resources are available, including information about training courses and policy documents. Perhaps Kelvin Smith can advise on the accessibility of these resources and potentials for incorporation of information from or about these tools as part of this project.

- **Australia.** The National Archives of Australia has extensive management guidance information on its website at http://www.naa.gov.au/recordkeeping/er/summary.html. The Archives Advice section (at http://www.naa.gov.au/recordkeeping/er/advices.html) offers guidance notes that could serve as models for the guidance materials considered here. Selected state institutions are listed below:

  Public Record Office Victoria: http://www.prov.vic.gov.au/

  State Records Authority of New South Wales: http://www.records.nsw.gov.au/.

- **New Zealand.** Continuum is an elegant and well-constructed records management guidance tool. See http://www.archives.govt.nz/continuum/index.php. There are close relationships with the approach taken in Australia, and the website also includes useful guidance materials at http://www.archives.govt.nz/continuum/digitalrecordkeeping.php.

Professional associations

The 'big' professional associations include a range of useful information on their websites, including information about publications, training programs, and other resources. The major associations are listed below.

- **International Council of Archives** at http://www.ica.org/en/publications. It is worth looking through the ICA publications; many are directly relevant. It is presumed that the national archives in most countries will have some access to these resources but it may be that some of the tools can be incorporated into educational and training materials. The guidance information on electronic records is particularly useful. (See http://www.ica.org/en/node/83/?filter1%5B%5D=115&filter4=.)

  Some of the regional branches are also active in electronic records management work. However, the level of activity and sophistication varies. Go to http://www.ica.org/en/branches.

- **ARMA International** at http://www.arma.org/. ARMA has excellent information but operates as a commercial entity and not much information is freely available. It is worth scouting around to see if relevant resources can be used or can at least serve as background information.

- **Society of American Archivists** at http://www.archivists.org/index.asp. The SAA has a wide range of resources and publications; there are costs associated with acquiring many resources and the American focus is largely on the custodial archival environment, so it may be that there are few useful materials specifically related to this project.

- **Records Management Society** at http://www.rms-gb.org.uk/resources/92. The Uk-based Records Management Society includes bulletins, information guides, guidelines and other resource materials particularly aimed at a British audience.

- **Archives Association of British Columbia** at http://aabc.bc.ca/aabc/toolkit.html. The AABC toolkit is a hidden gem of information on archives management issues. Focusing on the small archives, much of the information is not relevant for this project, but there are links to useful resources related to digital preservation which are particularly useful.

- **Association of Canadian Archivists** at http://archivists.ca/home/default.aspx. Now that E-Archivaria is available online there is increased access to articles in Archivaria. However, from a practical perspective not a lot of ACA publications are relevant to the electronic records management issues to be addressed as part of this project. However, it is worth knowing about the new resources on the website.

Other sources

Among the other types of resources available are the following. I have not included detailed descriptions of these materials but have added the web links.

- **InterPARES project:** http://www.interpares.org/welcome.cfm. It is not possible to outline the wide range of information available on the InterPARES website; it is understood that additional research will be possible into sections of the site not generally available to the public. Therefore it is not useful to outline here the specific types of materials available, but it is worth noting that the InterPARES project has just published a brochure with some practical and 'hands on' information about electronic records issues. This brochure is publicly available on the InterPARES website. See http://www.interpares.org/public_documents/ip2(pub)resources_brochure.pdf.

- **UNESCO Archives Portal:** http://www.unesco.org/cgi-bin/webworld/portal_archives/cgi/page.cgi?d=1. A tremendous umbrella resource for information about archives operations, educational programmes, associations and other topics around the world.

- **UNESCO Information Portal:** http://portal.unesco.org/ci/en/ev.php-URL_ID=7277&URL_DO=DO_TOPIC&URL_SECTION=201.html. Addressing a wider scope than the archives portal, the information portal offers a range of information on issues such as information systems, information technology, communications and so on.

John McDonald has provided an extensive list of websites and other resources, some of which are already mentioned here. I have reviewed this document and find considerable information of value. As well, Anne Thurston and Andrew Griffin have passed on valuable information. And I have an extensive library of documents and resources in my own office that represent the wide sphere of records and information management literature available and that I can draw on as work progresses.