

# A Report on ICA’s Training and Online Learning Resources, Capacity and Aspirations by the PCOM Online Learning Working Group

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## Introduction

ICA has no coherent training policy or strategy in spite of the fact that a good proportion of its professional programme involves training delivery and/or the development and dissemination of tools that contribute towards the continuing professional development of the international archives and records management workforce and community. It is also true to say that many members and non-members expect ICA to deliver training. Moreover, in the second decade of the 21<sup>st</sup> century, ICA is not taking advantage of the opportunities offered by digital, online technology to deliver professional development, training and learning to its members and beyond.

The Vice President Programme tasked Margaret Crockett, Deputy Secretary General, with the formation of a Working Group on Online Learning (WGOL) to look into the possibilities and implications for ICA to create an online learning offering. The Terms of Reference of the Working Group can be found in Appendix A of this report. In the course of the work of the WGOL it became apparent that any online learning package needs to be created in the larger context of an ICA policy on training and there must be a strategic approach in order to ensure that the limited resources are used effectively, that ICA does not duplicate what other providers are already offering and to make the most capital out of the many existing ICA products. This will ensure that ICA is consolidating the wide range of significant training activity that already goes on within ICA.

This report<sup>1</sup> therefore describes ICA's current approach to training, gives a range of options for going forward, analyses some useful models and case studies for e- and online-learning and provides details of the necessary development and potential costs of creating an online training offering. There is also a draft training policy and suggested next steps.

## Goals and Policy

ICA needs to formulate or consolidate its overall goals for training. These goals should be in line with the three key objectives of the 2014-2018 Strategic Implementation Plan:

1. Repositioning Archives as essential in good governance, administrative transparency and democratic accountability
2. Monitoring and influencing the development and use of new technologies, especially in relation to the challenges of providing access to information, protecting citizens' rights and preserving collective memory, which are all implicit in archives management
3. Building capacity (in particular new competencies and skills) in the records and archives profession, so that it can handle the twin challenge of managing digital records and archives on traditional media

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<sup>1</sup> The recommendations made in this report (p20) and the Training Policy (p29) were approved unanimously by the Programme Commission at its meeting in Arusha in May 2017.

Looking at ICA's current approach to training, it seems logical to deduce that the following might be adopted as overall goals for training:

- Supporting the initial and continuing professional development of archivists and recordkeepers around the world
- Capacity building in areas of the world where archival education and training needs strengthening
- The identification and protection of archives through awareness-raising and training
- Ensuring that the skills and competencies are in place for members to adhere to and exploit ICA standards, publications and tools

With respect to developing a training policy for ICA, the first issue to consider is that of scope. If the suggested goals are broadly appropriate, it is clear that ICA's policy is to support and/or deliver training opportunities. However, it is important to define training clearly. For the purposes of this report and ICA's activity in this area, 'training' is taken to mean any kind of transfer of skills, knowledge or expertise necessary to carry out aspects of work in the archives and records management field, be it through self-directed learning, face-to-face or distance (including online and computer-based) learning. Appendix B provides a short glossary of education and training terminology to clarify use of key terms. The most important distinction for ICA is that between education and training. Archives and records management education is conducted at the tertiary level, that is to say university or once students have acquired their secondary education qualifications, which are a prerequisite for ARM education. It must be acknowledged that there are many parts of the world where there is no provision for ARM education, and ICA has a role in supporting and encouraging their establishment, but it is obvious that ICA cannot itself deliver tertiary level education. It should also be noted that ICA's Section for Archival Education and Training exists to provide a forum and support network for archival educators and trainers. The Section's membership has often in the past acted as advisors to PCOM and FIDA projects with training components but its remit does not include delivery of ICA training. Similarly the Africa Programme has support and capacity building for mid-level archival educators as part of its strategy, which will involve curriculum development training or workshops, but this project is considered to be continuing professional development. Therefore ICA should restrict its training activity to awareness-raising, initial training and continuing professional development.

Initially ICA's Training Policy should be brief and basic. This is because although we know a lot about past training initiatives and even current demand for training, we have not conducted a thorough needs analysis to gather the data needed to inform a training strategy and programme. A draft training policy is provided in Appendix C.

## Current Situation

As previously stated, ICA's professional programme work currently includes many training-related activities but there is no coherent policy or strategy. As a result the offering is unfocused and risks being inefficient through duplication of effort. However, there is a great deal of very good training and continuing professional work going on which continues ICA's long record of providing solidarity and support to its members. Generally speaking, face-to-face training delivery and development resources happen in the following ways:

- **FIDA:** FIDA projects are developed and approved for funding in accordance with its role is to help archive professionals and institutions working in especially challenging conditions to help themselves, by providing support to develop archivists in specific skills which can then be disseminated to others. These projects almost always have a training element.
- **PCOM:** PCOM projects may aim to deliver training, develop training materials or standards, tools and methodologies that can be used by the rest of the network, there is almost always a training element, implication or potential. PCOM aims to ensure that projects it funds and endorses have wide application and bring benefits to individual and organisational members beyond the immediate project team and their target audience
- **Branches and Sections:** Depending on their overall goals and workplan, branches and sections organise seminars and conferences as well as workshops. They also develop learning resources such as guidance and publications, or provide website links to useful resources published by external organisations. One effective approach to Branch training activity is the PARBICA region. They developed the *Good Governance Toolkit* which has a training component and uses the Section for Archival Education and Training's *Train the Trainer pack*. Over recent years the Branch has systematically built up recordkeeping capacity within its membership, but the Toolkit, which is relevant for much of the ICA network, has been deployed beyond the Pacific region of ICA. Another example is ESARBICA which holds biennial conferences and includes a significant amount of training, through workshops, in the professional programmes. A final example is the current CARBICA project, funded by PCOM, to develop capacity in the region to manage archives at risk more effectively. The project features a combination of high level advocacy work and training.
- **ICA Expert and Working Groups:** ICA experts who work together on particular areas of archives and records management create standards, publications, bibliographies and other learning resources. These can be aimed at other experts in that particular field, New Professionals, all ICA members or even the wider public. Examples of this are the new ICA Records in Context draft standard, the Advocacy Expert Group's work to raise awareness of the Universal Declaration on Archives' potential as a promotional tool, the Human Rights Working Group's Basic

Principles on the Role of Archivists ... in Support of Human Rights and the Expert Group on Archival Buildings and Environment's forthcoming bibliography.

- **Congress and Annual Conference:** The professional programmes at Congress and Annual Conference offer a significant developmental opportunity for members at all stages in their careers. For the New Professional bursary holders it is an intense and rich experience of learning, discussion, analysis and networking. For more seasoned members it is a chance to learn about new developments, different approaches to common problems. ICA and the host archival institution usually organise workshops as part of the conference/congress programme which offers a more formal training opportunity to registered participants. The annual membership gathering also allows ICA entities to hold meetings to plan future activity, including training and resources which either directly or indirectly can be used for learning purposes.
- **ICA Online Resources Centre:** The ICA website contains a resources centre which holds a wide variety of resources, mostly text-based, to support members in managing records and archives and in developing their services. The resources centre is currently the subject of a thorough review with the aim of ensuring the currency and quality of all documentation and of classifying it in such a way as to facilitate retrieval and, ultimately to allow it to be part of dedicated learning packages.
- **Partnership projects:** Occasionally ICA is approached by one of its partner organisations to develop guidance or training resources, for example the UNESCO project to create modules on digital records management.

Face-to-face training is resourced through one or more of the following:

- Employers releasing their employees from work
- Employers paying travel expenses for their employees
- ICA staff (notably the Deputy Secretary General, paid by ICA on a consultancy basis) acting as trainer
- Volunteer trainers released from work by employer
- Volunteer trainers taking leave to deliver training
- Training venues provided gratis by host institution (including Annual Conference/Congress)
- Training venues paid for from FIDA or PCOM grants
- Trainers' fees paid for from FIDA or PCOM grants

## Needs Analysis

There is a clear need for training among ICA members; indeed, the three key strategic objectives demonstrate the need for capacity building across the board at a variety of levels. These needs are currently met on a case by case basis: either because ICA entities take the initiative and marshal support and funding locally or through institutional support; or because a sufficiently compelling funding application has been made to either PCOM or FIDA. ICA currently has very little data to allow for an analysis of training needs to support an appropriate, focused approach to training, including anticipation of trends and strategic partnerships. Therefore it is necessary to conduct a needs analysis in order to gather data, answer a number of questions and guide the development of a training strategy and programme. The needs analysis must cover learner needs and expectations, technical requirements, logistical requirements, skills needed (in training but also course design, IT and potentially audio and video clip production), design and financial implications. The first of these would be best done through a membership survey, which would ask the following questions:

- Who is ICA training aimed at, what does the learner community look like?
- Does the learner community include different types of learners, if so, what are they?
- What levels of training are needed – basic, intermediate, general, specialised?
- Who will do the training?
- Can ICA easily deploy existing material or develop new material to deliver training?
- Are there existing training providers delivering in areas of knowledge and expertise that ICA members are interested in?
- Can potential learners pay for training, if so how much?
- What kind of technology do learners have access to?
- What is the level of computer literacy of learners?
- What band-width and connectivity do learners have?
- What should the aims of ICA's training programme be?
- What should the priorities be with respect to subject-matter, level of expertise, capitalising on existing work in the network, reflecting strategic goals, geographic area, face-to-face or online?

This report contains data on technical requirements, skilled personnel needed and financial implications. It also suggests an initial strategy and next steps pending the results of a user survey.

# Training Framework for ICA

Regardless of the specifics of ICA’s training programme, it will require an infrastructure to deliver it. Many of the components for that infrastructure already exist. Table 1 gives a breakdown of the elements and how they could be put in place.

<b>Table 1: Training Elements Status</b>		
<b>Element</b>	<b>In place?</b>	<b>Actions needed</b>
Training Officer	Yes	Approval of training policy and go-ahead to conduct member survey, develop strategy and design programme
Training resources	Lots of material exists both ICA-owned and freely available	Resources need to be evaluated and crafted into coherent packages in support of particular learning goals. ICA material in the Resources Centre is currently undergoing review.
Training packages, traditional	There are a number of flagship training packages such as Train the Trainer, ICA-Req, the Good Governance Toolkit	It would be fairly straightforward to develop more training packages from recently delivered training projects and key PCOM projects
Training packages, online learning	No	This area requires significant work but prioritising subjects where we already have significant training materials could bring quick wins
Trainers	ICA has a wide pool of experts with training skills to call on for face-to-face delivery	We may need to develop skills in supporting online learners
Mentors	New professional Programme is in the process of developing a mentoring programme	This should be developed in harmony with the NPP work
Evaluation process	There is currently no systematic evaluation of ICA training	Decision as to whether this is needed, and if so develop process
IT platform for developing online learning	Current ICA platform will support some forms of online learning	Agreement to develop online learning offering, specification of functionality needed in accordance with training methodology
New training packages	No	Identify gaps in the current training packages and resources, prioritise based on the member survey conclusions
Competency framework	No	This area requires significant work, first and foremost on deciding a practical approach that would work for all of ICA’s stakeholders, with their different educational and cultural backgrounds (see section on training certification and competency frameworks)
Certification or validation scheme	No	This area requires significant work (see section on training certification and competency frameworks)
External partners	No	This area requires significant work

## Online Learning

Online learning offers the potential for ICA to deliver training and learning opportunities to the greatest possible number of members, as well as non-members if desired. Online learning in ICA might take one or more of a number of forms, such as:

- Sets of resources selected and designed to support learning in particular subject areas (“pedagotheque” or learning gateway)
- Audio and video clips of presenters at ICA conferences, or lecturers or instructors
- Slide shows, with or without presenters’ sound tracks
- Film clips of scenarios or “how to”
- Chat rooms
- Forums
- Blogs
- Webinars
- Virtual classrooms
- Quizzes
- Games

Online learning is not to be confused with e-learning. For the purposes of this report e-learning refers to training and education conducted via electronic means using programs to enable the learner to interact with materials, each other and teachers, to test themselves or be tested on their learning and gain some assessment or acknowledgement of their progression. (see the glossary in Appendix B). E-learning is therefore one potential way of delivering online learning.

The advantages of online learning for learners is that they can access courses at anytime from anywhere, learn at their own pace and easily go back and review course materials as needed. The great advantage for ICA is that it could exponentially multiply the number of learners able to access the training. The challenge in developing a successful online learning offering is that ICA’s members are so diverse in terms of recordkeeping culture and language.

ICA already has elements of online learning in place, for example the resources centre and a limited number of developmental films on the YouTube and Cloud channels. As already discussed ICA also has several high quality training packs which could be re-purposed for online delivery.



Design and development of high quality online learning material requires rigorous project management, a team of people with a range of skills and the necessary technical infrastructure. Typically, online learning development plans consist of the following elements<sup>2</sup>:

- Training needs analysis
- Articulation of training or learning goals
- Assembly of team including instructional designers, subject matter experts, graphics/web designers, software experts
- Project design and management based on a design document which includes all necessary information about the course: objectives; assessment items; information about the media; supplemental materials; screenshots for layout of the course; delivery methods
- Specification of the learning package
- Development of the “instructional strategy” (what kinds of formats to use for delivery, eg video, text, quizzes)
- Technical development
- Writing the material, including participant assessments
- Designing the material
- Testing the material and the technology
- Recruitment of trainers, facilitators and mentors for delivery
- Launching the training
- Assessment for participants
- Evaluation of training (by participants and trainers)

This list demonstrates that regardless of whether ICA embarks on producing trainer-facilitated e-learning packages, development of online learning will require considerable resources and expertise.

## Technical Requirements

ICA needs to consider what kind of IT solutions would be required to deliver online learning. The existing IT platform and set-up already has a number of elements in place to establish and support a degree of computer-based learning, for example:

- The website, in particular the online resource centre

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<sup>2</sup> Based on “Instructional Design for ELearning” by Marina Arshavskiy

- The membership database which allows access authority to be set for members to have privileged access
- A YouTube channel accessible to all, allowing the publication of videos
- A SoundCloud Channel allowing the publication of sound recordings, also accessible to all
- An online working space for authorised users with schedule, forum, and administrator notifications/reminders functionality
- The possibility of creating questionnaires
- A prototype mobile application software, MAST

The current tools are not enough to create high quality online learning content. It could work for a few modules, as a test, but it would involve a lot of custom work, and seems inefficient since the tools exist elsewhere. To deliver more technically sophisticated and integrated online learning, learning management system (LMS) software would be necessary. This would allow us to create multimedia learning packages with the options for interactivity for learners as well as self-assessment. If ICA chooses to go down the route of providing tutor-facilitated online learning it would also support assessment and certification. An LMS solution could be procured as a website add-on or as a separate system.

Appendix D gives further details of the various technical solutions with case studies and examples. Table 2 gives the pros and cons of each of the three options.

The next section will give estimated costs for the various options, and the expense of procuring, installing, integrating and managing the system will be a factor in the final decision about the technical solution for online learning in ICA. However, if ICA wishes to deliver high quality, learner-based online training, training development activity will rapidly outgrow the current system. It must be noted though that a system is only as good as the content and, if a tutor-facilitated approach is adopted, there needs to be trainers behind the scenes designing, writing and delivering the courses. The technology must be adopted in synch with development of the content to populate it.

Any technical solution adopted for online learning must also take into account the learners' technological readiness, in terms of their computer skills, the extent to which their equipment meets the required technological specification and the band-width and connectivity through which they access the internet. It is to be expected that this will vary across the very broad spectrum of ICA users and this will likely require that material is developed in and/or converted to a range of formats, including Smart apps. The survey in support of the needs analysis should cover some questions about IT readiness and skills.

**Table 2: Pros and cons of three IT options for ICA’s online learning**

	<b>Online learning with ICA’s current tools</b>	<b>Learning Management System website add-on</b>	<b>Online learning separate platform</b>
<b>Advantages</b>	<ul style="list-style-type: none"> <li>• Development costs reduced</li> <li>• Simplicity of use</li> <li>• Control over the content and access permissions</li> </ul>	<ul style="list-style-type: none"> <li>• Granular Access control (with e-payment if necessary)</li> <li>• Supports synchronous and asynchronous online learning, with or without administrator</li> <li>• Centralized functionalities reduce the IT workload</li> <li>• Widely used, with functionality that is well-known and popular in the higher education community</li> <li>• Allows ICA to adapt the tool to the shape of the content</li> </ul>	<ul style="list-style-type: none"> <li>• Hosting, and software development costs are taken care of by the platform</li> <li>• Centralized functionalities reducing the management work</li> <li>• Widely used</li> </ul>
<b>Disadvantages</b>	<ul style="list-style-type: none"> <li>• Access control: for all or members only (no option for paying users)</li> <li>• No option to give accreditation or certification</li> <li>• Synchronous course will require a large amount of manual work (set up the access permissions, correct the tests, send the notifications)</li> <li>• Learning module development would require time-consuming manual work, compared with other options where the tools better support the work</li> </ul>	<ul style="list-style-type: none"> <li>• Development needed for implementation (Drupal build or SaaS)</li> <li>• Significant amount of work needed to set up the courses and to manage each course</li> </ul>	<ul style="list-style-type: none"> <li>• Available Functionalities - unknown</li> <li>• Will require setting up additional user database from ICA membership database</li> <li>• Intended for synchronous courses which may not be best for ICA’s volunteer trainers and multiple time zones</li> <li>• May require extra security measures</li> </ul>

## Resources and Financial Model Options

The development, delivery and maintenance of online training materials will incur a cost. Whilst there is no need for face-to-face training expenses such as hiring a physical classroom and meeting travel costs for both participants and trainers, creating content and converting it into interactive computer-based learning experiences must be paid for. These costs are for the software, the technical support, subject matter expertise and a basic minimum of monitoring or support for learners using the material. If ICA adopts an approach with tutor support and intervention, this will also need to be resourced.

E-learning development is usually more expensive than instructor-led training, remembering that e-learning is just one form that online learning can take. Ordinarily delivering the training is where the savings are made, particularly if it has been designed to work without tutor support, since it can be delivered many times to a larger number of people. As ICA does not currently make money on its training, this saving will not be realised. However, as discussed above, ICA does not currently deploy its training assets consistently or efficiently, and this is where there could be improvements in ICA's training offer.

Table 3, which is based on the list in Table 1, provides a breakdown of existing and potential elements in ICA's training infrastructure. A list of the main duties of the ICA Training Officer is provided at Appendix E.

<b>Element</b>	<b>How to be resourced</b>	<b>Estimated cost</b>
Training Officer	Via ICA administrative budget	No extra cost
Training resources	ICA volunteers and/or free content	No or little financial cost
Training packages, traditional (eg 3 day training course on a specific archives/records management function or special interest are)	Training Officer and Programme Officer ICA volunteers (NB ICA often does not have rights to trainers' material) May need to commission subject matter experts (SME), estimated 2-3 days work per package	4500 € per package (based on modest consultancy rates)
Training packages, online learning (Pédagothèque-style)	Training Officer and Programme Officer ICA volunteers	No financial cost
Trainers, face-to-face	Training Officer and Programme Officer ICA volunteers Commissioned tutors through PCOM or FIDA funding or ICA training budget Participant fees, sponsorship etc	500 € per day (based on modest consultancy rates)
Trainers' travel	PCOM or FIDA funding or ICA training budget Participant fees, sponsorship etc	Depends on venue, may be combined with governance or conference expenses

**Table 3: Training Elements Costs and Resources**

<b>Element</b>	<b>How to be resourced</b>	<b>Estimated cost</b>
Training venue	PCOM or FIDA funding or ICA training budget Participant fees, sponsorship, employer	Depends on venue, may be combined with governance or conference expenses
Participants' travel	PCOM or FIDA funding or ICA training budget Participant fees, sponsorship etc	Depends on venue, may be combined with governance or conference expenses
Trainers, online	Training Officer and Programme Officer ICA volunteers Commissioned tutors PCOM or FIDA funding or ICA training budget Participant fees, sponsorship etc	Depends on level of support and amount of work involved
Mentors	ICA volunteers	No or little financial cost
Assessment process	Training Officer and Programme Officer ICA volunteers Commissioned tutors PCOM or FIDA funding or ICA training budget Participant fees, sponsorship etc	Depends on amount of work involved
IT platform for developing online learning - software	Purchase/contracted service	5220 €/year (see Appendix F)
IT installation and development support	Partner organisation or contractor	Depends on solution
Online learning platform hosting	Contractor	30000 € per annum (based on NAA information)
IT expertise for module creation	Contractor	3000 € per module (based on information from the PIAF team)
New training packages (detailed online module along the lines of the PIAF “se former”)	Training Officer and Programme Officer ICA volunteers Commissioned subject matter experts (SME), estimated 25-30 days work	15000 € (based on modest consultancy rates) or honorarium of around 1000 € per package (based on information from the PIAF team)
Competency model	Training Officer and Programme Officer ICA volunteers	No financial cost
Certification or validation scheme	Unable to predict at this stage	Unable to predict at this stage
Partners (eg INA or Edx)	Training Officer, Programme Officer, ICA staff and Officers to negotiate	No financial cost
VAE (Validation of prior learning) support	ICA funds individuals and ICA volunteers to act as mentors	To be determined

The current reflection on options and priorities for ICA’s training programme should also include consideration of an appropriate financial model. It must however be recognised

that many of ICA's individual and institutional members who are most in need of training, professional development and capacity-building opportunities are not in a position to pay the market prices. It should also be noted that ICA's legal status in France limits the amount of income it can generate. Appendix E provides more information on commercial models for and examples of online learning. The following list provides a summary of the main options ICA should consider, although there may be more. A combination of two or more might also be the basis of a financial model.

1. **Mainly ICA-funded:** ICA continues to deliver training based on the existing model
2. **Participant-funded:** participants are charged at a break-even rate for training
3. **Dealer Strategy:** offer training for free, until the learner becomes dependent upon and once that happens, start charging.
4. **Freemium Strategy:** to offer the whole training for free - quality training "for everybody" and in parallel, offer premium modules at a cost
5. **Advertising, sponsorship and cookies:** neither ICA nor participants fund the training
6. **Partnership training:** ICA develops training in partnership with institutions that can help fund development and delivery (for example, Edx, see Appendix D, or INA, the French National Audio-visual Institution, see Appendix G)
7. **Trusted supplier approach:** ICA makes undertaking with certain training suppliers who in return for ICA advertising or endorsing the training, taking a percentage of the profit and securing a reduction for members, undertake to design and deliver quality ARM courses without ICA involvement
8. **Crowd funding:** some aspects of ARM training may lend themselves to crowd funding

At this stage it is difficult to give a clear estimate of what implementing and delivering ICA's blended training programme might cost. Table 4 gives a very rough indication as to what might be achieved in the first 12 months and how much it might cost. This does not preclude continuing with the existing training elements such as conference workshops, PCOM projects, the Africa Programme and the New Professionals Programme.

**Table 4: ICA Blended Training Programme Rough Costings for the first 12 months**

Item	Timing	Estimated cost
EITHER: LMS software and IT installation and development support (for LMS software on ICA's in-house platform)	12 months subscription Circa 3 months to install, depending on chosen platform and functionalities	5220 € Installation costs unknown Website Officer's time
OR: Online learning platform hosting and synchronising with ICA Drupal or CRM database	12 months subscription 1-2 months (including the specifications and the synchronization tests)	30000 € Synchronisation costs unknown Website Officer's time
Content for 2 online modules (PIAF-style), 50-100 pages of text each	60 days work, plus 2 days review	15000 € 30 days of Training Officer's time Review by Programme Officer and PCOM members
IT expertise for creating 2 modules	4 weeks	6000 €
2 x 3 day long training courses, content development	18 days work, plus 2 days review	4500 € 9 days of Training Officer's time 2 days review by Programme Officer and PCOM members
Delivery of training courses, trainer fees	10 days (allowing for travel days)	2500 € 5 days of Training Officer's, Programme Officer's or ICA Expert's time
Delivery of training courses, trainer expenses	N/A	2500 € (depends upon training venue and where the trainer is located)
2 online gateway training packages (Pédagothèque-style)	20 days work, plus 2 days review	12 days of Training Officer's time 12 days of Programme Officer's time
Train the trainer updated	10 days work, plus 2 days review	10 days of Training Officer's time 2 days review by Programme Officer and PCOM members
Establishment of register of trainers	10 days work	10 days of Training Officer's or Programme Officer's time
Establishment of mentoring system	10 days work	10 days of Training Officer's or Programme Officer's time
<b>Totals:</b>	<ul style="list-style-type: none"> <li>▪ 152 days for training content and delivery, excluding programme/tutor support and maintenance for users/participants</li> <li>▪ X days of Website Officer's time</li> <li>▪ 28 days of Training Officer's time</li> <li>▪ 80 days of Programme Officer's time</li> <li>▪ up to 30000 € for software, installation and/or hosting</li> <li>▪ 6000 € for technical services, online module creation</li> <li>▪ 24500 € for professional content creation and training delivery</li> </ul>	

## Using and Editorialising Existing Content

One of the main tasks of the Online Learning Working Group was to conduct a brief informal scan of learning material currently freely, or at least inexpensively, available on the internet. Appendix H lists all the sites that were found. It shows that there is plenty of material in English, as well as in Italian, but there is more work to be done on researching and evaluating content in other languages. The Portail International Archivistique Francophone<sup>3</sup> (PIAF) French language website is an extremely comprehensive and well-used resource, and it may not be necessary to develop much material in French at all, particularly if ICA is able to develop a close partnership with the Steering Committee.

The ICA Programme Officer and the Deputy Secretary General are currently conducting a review of ICA's online learning centre with a view to:

1. Correctly describing and classifying all resource material
2. Evaluating the ongoing currency and usefulness of each resource
3. Deleting or suppressing material that is no longer useful
4. Flagging material that needs updating
5. Identifying gaps that could usefully be filled

The project has already shown that the resource centre suffers from the lack of sophisticated indexing or tagging technology. We also plan to develop a policy on when to make material accessible to non-members.

One way to provide ICA members and others with good quality and useful learning material is to develop learning gateways or *pédagogotèques* consisting of editorialised lists of links to material that other individuals and organisations have developed (together with ICA's own resources) and published on a given aspect of archives and records management. This would be a good short-term approach to get members used to visiting the website for information and resources pending more interactive and comprehensive online learning modules. These learning gateways would need to be carefully monitored for broken links, which adds slightly to the administrative overhead.

## Cooperation within ICA and External Partnerships

The survey of existing material and other research conducted by the OLWG reveals, not unexpectedly, that there are many stakeholders in online resource creation for the archives and records management field. ICA should take advantage of its pole-position as the international body with the widest range of members around the globe and its good relationship with many of these players to build partnerships. The purpose of the

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<sup>3</sup> See Appendix I for information on this important initiative run by the Association Internationale des Archives Francophones (AIAF)



partnerships should be to work together to produce excellent materials that can be used by all stakeholders and their constituencies and to avoid duplicating work unnecessarily.

The PIAF website has already been mentioned in this report: this project is a natural priority for ICA as a strategic partner. ICA is represented on the Steering Committee by Didier Grange who is the Chair and in the past has contributed funding to the project. Not only has the OLWG learned a lot already from the Webmestre and her technical support colleague but there is potential to work together on additional modules or re-purposing or translating existing materials. Appendix I documents the history of the development of the PIAF website together with key facts and statistics.

Other potential partners to consider are:

- Edx, for hosting and supporting development of our learning platform
- INA, the French National Audio-visual Institution, for collaboration on course development and/or preferential rates for ICA members
- The Library of Congress to explore ways of adapting the Office of Strategic Initiatives Digital Preservation Outreach and Education Program's Managing Digital Content over Time Workshop material
- Professional associations: a small network of some of the associations which are more active in the field could survey online training activity ANAI, one of the Italian associations might be willing to coordinate this effort. The ICA Section for Professional Associations should also be involved.

ICA's own Sections and Expert Groups are also key relationships for the blended training strategy. The experts not only have the expertise which needs to be taught to others but they also know the key literature, projects, standards and tools. They can deliver training, provide expert advice and act as subject matter experts. A number of them have already expressed an interest in ICA's training programme and would be willing to provide material on a volunteer basis.

The following potential collaborations and initiatives should be followed up in the near future:

1. Collaboration with SAE and/or Dr Karen Anderson on the 2013 MOOC proposal that PCOM approved in principle. The project aimed: "to base a course on the *Universal Declaration on Archives* (UDA) [and intended] to take the important concepts in the UDA and explain them and explain the context they work in to create and maintain archives. This project will produce a series of short courses as a very basic "Archives 101". The process will have to determine the length and scope of the course but we want it to be something that many people will want to complete." The project proposal could be reviewed and updated.

2. Encourage the Advocacy Expert Group to adapt their materials to an online learning module linked to a “how to guide”?
3. Work with the Italian professional association (ANAI) to develop courses based on ICA standards (such as RiC).
4. A project with the former Chair of the Digital Records Expert Group to develop online learning resources
5. Work with the PAAG Steering Committee which has been discussing how to develop e-learning materials.

## Training Certification and Competency Frameworks

One of the strong messages coming through from our colleagues on the PIAF Steering Committee is that participants would greatly value some kind of certification from ICA on completion of training. Consideration needs to be given as to how this can be accomplished. There may be several options:

- The modules and software used could support generation of a mark or grade on completion of a test
- The modules and software used could support confirmation that the learner has worked through all of the material
- Generation of electronic awards similar to Mozilla Open Badges could be explored

Since ICA is an international organisation, it is hard to conceive of developing a formal relationship with any one university for the purpose of getting university accreditation, particularly as ICA’s training programme will not be pitched at tertiary level education. However, in order to certify individuals and to allow potential learners to ascertain whether the level of the course is correct for them, there needs to be some kind of rationale by which to evaluate ICA’s training. Conversely such a schema will also inform the development of training. Ideally the schema would also cover the spectrum of content, or the knowledge and skills (or competencies) needed to do the work. This would involve developing a competency framework of some kind, or looking at how we could use existing ones, for example ARMA International or the UK Archives and Records Association.

These are issues that do not need to be tackled until we have a coherent training offering which can inform and be informed by them.

## Evaluation

Traditionally ICA has not gathered and retained data on evaluation of training by the participants, project groups, host institutions or trainers. If PCOM is going to invest significantly in blended training it is vital that a good system is in place for specifying criteria and collecting evaluation data.

## Training Facilitation

Recent experience has shown that identifying appropriate trainers to deliver face-to-face training can be challenging. ICA needs to develop a pool of people who can contribute to the training programme in a variety of ways. Moreover we don't just need people who are confident and competent now, but we need to make sure that we are bringing on the next generation. The New Professionals Programme as well as the Africa Programme offer the opportunity to engage with individuals who are committed and passionate about their own professional development and who may be interested in supporting that of others. We are going to need people to meet the following needs:

- Subject Matter Experts: to write and review training material, particularly online versions
- Trainers: to deliver training and workshops
- Mentors: to advise and guide ICA learners on their developmental journey
- Online advisors: to provide ad hoc support in learning forums
- Tutors: if the decision is taken to include formal tuition in the online learning offering

The first 12 months of establishing the blended training programme needs to strike a balance between developing learning materials, implementing the technical solutions, forging partnerships with key allies and establishing the infrastructure required to deliver training and support to online learners into the future. The following actions should also be part of the first year's action plan:

- Set up a register of trainers and subject matter experts
- Establish a mentoring scheme for more seasoned professionals (it should be noted that New Professional Programme is also trying to establish a mentoring scheme)
- Update the Train the Trainer pack and look into more systematic training for new trainers

## Copyright

Many of our trainers are doing this work for ICA on a voluntary basis using materials that they have prepared in their own time or that of their employers, so ICA does not have clear rights to re-use the material. In future the situation with respect to use of training materials needs to be made clear. One of the ways to ensure that ICA has rights to the material is to pay the authors, or at least have a contract that specifies each party's intellectual property rights.

## Recommendations

It is recommended that ICA, through its Programme Commission:

1. Adopt the draft training policy and develop the strategy and workplan as it specifies
2. Develop a blended approach to training, integrating new online learning packages with existing resources and training tools to create a large pool of material that can be deployed in flexible ways, either face-face or online
3. Restrict training activity to awareness-raising, initial training and continuing professional development
4. Establish training guidelines and methodology that ensure ICA training meets a high standard at the same time as allowing trainers, both online and face-to-face, freedom to deploy their expertise and training skills as suits them best
5. Set up a register of trainers, subject matter specialists and mentors to support the learning programme
6. Specify and procure the necessary hardware, software, IT support and other items necessary to support the development and management of high quality online learning courses
7. Adopt a financial model that will allow online training to be deployed free of charge to all members

## Short to Medium Term Planning

Once PCOM has discussed this report and agreed to the policy and the recommendations, we will be ready to implement ICA's first comprehensive dedicated training programme. A robust strategy would be to continue the existing training offering, bringing the diverse elements closer together to provide more support, capture learning materials and trainer and participant evaluation data at the same time as creating an online learning offer on an incremental basis and developing a broader infrastructure of facilitators training guidelines and registers.

A detailed workplan needs to be drawn up but in the first 2 to 3 years, a reasonable set of deliverables would be:

### **1. Member survey on training needs**

The member survey will fulfil a number of roles. It will provide a starting benchmark of perceived training needs, in terms of level and functional area which will guide priorities for training material development. Data on computer literacy, technological readiness and connectivity will inform selection of online learning formats. The survey will also allow for some broad-brush profiling of potential participants. In addition to this survey, specially tailored to and focused on the

training programme, we will draw on information gathered from the recent CARBICA survey, the Africa Strategy and the EGABE survey.

## **2. ICA Training Guidelines**

Training guidelines will support the establishment of a methodology for planning, delivering and evaluating training which will be common across ICA's training offer. It will include profiling learners, developing learning outcomes, trainer support, production and use of handouts and learning material and evaluation. The guidelines will also ensure that all ICA's training is to the highest standard possible.

## **3. Updated Train the Trainer Pack**

The SAE Train the Trainer pack dates back to 2005 and needs review and updating, particularly with respect to online learning. It will support two of the Training Programmes strategic goals: maximising the effect and impact of training delivered by ICA by providing participants with the tools to cascade their learning to their colleagues or fellow professionals once they have completed their training; teach or provide learning materials to develop future trainers to join ICA's group of volunteer trainers.

## **4. Register of Trainers**

ICA's training programme depends upon a strong reliable trainer cohort – either for online or face-to-face training, with subject matter expertise, training skills and a training method which meets recognised standards. A register of trainers would enable the Training Officer to identify suitable individuals to deliver training at the same time as offering support and guidance to the group as a whole.

## **5. IT platform**

To deliver any kind of online learning, ICA will need to invest in technology, specifically software but also design and programming expertise. The exact solution will need to be identified in line with decisions about the kind of online learning ICA wants to develop. There will be detailed functional specification and implementation plan.

## **6. Online learning packages**

The initial workplan will aim to deliver two online learning packages, initially intended to be used by members for self-learning. Digital records management has been identified as a PCOM priority area where there are existing materials that can be tailored and re-purposed. There are also two potential volunteer subject matter experts to help author new material. It should be noted that this part of the workplan represents a steep learning curve for ICA and will require careful planning.

## **7. Face-to-face training courses**

The workplan aims to create training materials for two different face-to-face training courses of approximately three days each. The courses should be delivered in at least two different regions. Emergency Management and Disaster Prevention has been identified as a PCOM priority area where there are existing materials that will provide the basis for one of the courses. It would also be good to explore the possibility of developing some training materials for the new ICA RiC standard.

## **8. Theme-based online learning gateways**

The workplan also calls for the development of two online learning gateways, a webpage that identifies relevant learning resources, links to digital resources and provides context and guidelines as to how to get the most use out of them. Foundation level Archives and Records Management has been identified as a good subject to prioritise for one of the first gateways.

## **9. Partnership Development**

Establishing cooperative agreements with training partners will increase the range of training available to our members and will be particularly helpful as ICA learns how to produce good online learning materials. The workplan aims to reach agreements with one or two training partners, for example INA or Edx. We also need to look into the prospects for sponsorship to help fund the ICA Training Programme..

## **10. Training register**

A training register, recording details of training requests and training delivery will be established to help plan and evaluate ICA's Training Programme, as well as collect data and statistics on its performance.

## **11. Workshops for annual conferences**

The Training Programme will also work with the AC host and ICA colleagues to ensure that any workshops or other training events form part of ICA's overall training offer. By the same token, as the training programme beds down and grows there will be a menu of training packages that can be deployed at conference. AC training will also comply with ICA's training guidelines and be subject to the same evaluation procedures.

## **12. Recordings of key speeches and presentations**

One of ICA's truly unique products is the professional content of the Annual Conference and Congresses. Not all presentations and speeches can or should be recorded, but the workplan aims to record the most interesting and to edit the material to make it accessible either as a resource or part of learning package using ICA's YouTube or SoundCloud channels.

### **13. Existing training initiatives**

ICA's training strategy will initially depend heavily upon existing training initiatives, such as PCOM and FIDA-funded projects and the work of sections and expert groups. The workplan includes ongoing support for them and for their integration with the new elements. The Advocacy Expert Group has been identified as potential partners in the development of learning materials based on their Universal Declaration on Archives project and products.

### **14. New Professional and Africa Programmes**

The New Professional and Africa Programmes have training and professional development goals. The workplan calls for close liaison with the two programme.

### **15. Online resource centre review**

The current project to review existing ICA resources should be completed, a plan will be developed for filling any gaps and updating material as necessary and a policy on access by non-members should be drafted and agreed.

### **16. ICA mentor scheme**

A mentoring scheme should be established, based on the SPA guidelines and in harmony with that of the New Professionals Mentoring Scheme.

### **17. Competency model**

A competency model could play an important role in ICA's training framework. It will serve to help learners gauge whether training is relevant for them from a content and level perspective. It will also assist training material authors and developers as well as trainers in scoping and delivering training. The workplan calls for research into the practicability of a broad-brush competency framework.

### **18. Training certification or validation scheme**

Certification or validation of learning is likely to be highly desirable to many of ICA's members. This is not an immediate priority because there is not yet a comprehensive, consistent training offering but we need to research the options and viability for providing learning credentials.

This would result in the following deliverables:

1. Member survey to benchmark training needs and profile potential participants
2. ICA Training Guidelines to establish a methodology for planning, delivering and evaluating training
3. Train the Trainer updated
4. Cohort of trainers with subject matter expertise, training skills and a training method which meets recognised standards

5. IT platform to support online learning
6. 2 online learning packages
7. 2 x 3 day long face-to-face training courses (different subject-matter), content development and delivery
8. 2 theme-based online learning gateways (Pédagothèque-style)
9. Establishment of one or two partners to increase the range of training available to our members
10. Establishment of a training register
11. Approving and commissioning workshops for annual conferences
12. Editing film or audio recordings of key speeches and presentations for ICA's YouTube or SoundCloud channels
13. Supporting PCOM and FIDA-funded training projects and other successful existing training initiatives within the ICA network
14. Working with the New Professional and Africa Programmes to support training development and delivery
15. Completion of online resource centre review
16. ICA mentor scheme policy and guidelines
17. Research into practicability of a competency model
18. Research into viability of a training certification or validation scheme

Margaret Crockett, Deputy Secretary General  
May 2017



# Working Group on Online Learning Terms of Reference

### **Establishment**

The Working Group on Online Learning has been established by the VP Programme to investigate existing resources and methodologies for offering and delivering training and learning opportunities in archives and records management online.

This work will be crucial in supporting PCOM's goal to develop ICA's training policy and with a coherent, sustainable training offering. This might range from resources for trainers and educators, through online self-learning and even limited e-learning to concrete options for both face-to-face and distance learning training packages to support and become part of PCOM's on-going project profile and the overall professional programme. ICA is committed to supporting a part-time resource for training which is due to start in the spring of 2017.

### **Working Group Members**

Margaret Crockett, DSG ICA, Working Group Convener (UK)

Mariella Guercio, appointed member of PCOM, Professor of Archival Science, President of Italian Archivists' Association (Italy)

Didier Grange, appointed member of PCOM, ICA liaison with PIAF, Archivist of City of Geneva (Switzerland)

Vitor Marques da Fonseca, corresponding member of PCOM, Professor of Archival Science (Brazil)

Ryan Courchene, New Professional, Libraries and Archives Canada (Canada)

Marianne Deraze, ICA Website Officer (France)

Christine Trembleau, ICA Marketing and Communications Manager (France)

Jessica Squires, ICA Programme Officer (France/Canada)

The Section for Archival Education and Training was approached to invite someone to work with the Group but it was not possible in the timeframe.

### **Scope**

ICA's Programme Commission, together with FIDA, supports and funds a lot of projects where training is the main focus or an important deliverable. Whilst face-to-face training is sometimes the best option, modern technology offers a great opportunity to increase capacity in the global archives and recordkeeping workforce which ICA cannot ignore. The scope of the work of the Online Learning Working Group includes investigating all and any options for online and e-learning. The scope of work does not include options which require assessment or certification of learners in training delivered online.

### **Terms of Reference**

The Group will look at a range of materials and delivery platforms, with a view to identifying the kind of platform ICA might need and any existing materials that we might be able to use cheaply or

free of charge. There are four aspects which the Group is going to consider by gathering information, analysing and comparing options, itemising monetary and other resource requirements and making recommendations. Potential solutions in each of the areas will need to be compatible with solutions identified in the other areas.

**1. Technology**

Online learning will require software to provide the platform and environment for hosting and publishing learning materials. The Group will identify and evaluate the various options according to a set of criteria which will include compatibility with ICA's existing technical capacity.

**2. Online learning styles**

There are many different kinds of online learning models and styles. As ICA moves forward with plans to provide online learning for members, we will need to consider what the options are, what is required to populate the different options with content, what content we already have and how compatible it is with any or all of the different styles.

**3. Existing materials review**

There are already many examples of online learning materials both in general and for training and education in archives and records management. The Group will look at a select representational number of these in order to analyse their usability and applicability from the perspective of providing a model to deliver effective training in the ICA context.

**4. Identification of ready-to-use material that ICA might purchase or adopt for free**

Whilst some of these will have been identified and considered as part of 3. above, this task involves identifying and evaluating as many archives and records management specific examples of online learning delivery. Where applications are judged to be useful as part of the ICA training offering, the Group will provide details of any conditions associated with ICA's publication of such material.

**5. Identification of ICA material to adapt into e-learning resources**

ICA has many products which should be more broadly disseminated and where offering an e-learning option would be appropriate.

**6. Report**

The Group will write a final report with recommendations and further steps for delivery of online learning.

### Glossary

**Assessment:** the process of testing the learning of training participants. May be done via self-assessment or by teachers.

**Asynchronous learning:** self-paced study using forums, blogs, webcasts

**Blended learning:** training using a combination of both e-learning and face-to-face delivery

**Cascaded learning:** when training participants use what they have learned to train others in turn

**CBT/computer-based training:** training using the computer, CD or DVDs (asynchronous learning)

**Competency framework:** a specification document which sets out the range of skills, competencies and functions required to manage archives and records effectively together with degrees or levels. It can be used to assess workforce ability and performance as well as to design training to required content and level.

**Continuing Professional Development:** A regime of training, research and contribution in the individual's own professional arena which aims to update, expand and enhance skills, knowledge and expertise.

**COOC:** Corporate Open Online Course, similar to a MOOC but deployed within an organisation

**Distance learning:** Learning where the trainer and the students are separated by distance and interact primarily by post, computer (e-mail, bulletin boards, Websites, social media etc.), phone or a combination of these and other communication methods.

**E-learning:** Training and education conducted via the internet, an intranet, a network or a CD ROM. Includes the use of data which learners passively ingest and/or interactive material, using programmes to enable the learner to interact with materials to select learning options, participate actively in exercises, test themselves or be tested on their learning, assessment of and/or acknowledgement of their progression. There should be the possibility of interaction between the teacher and the students.

**Editorialise:** To design, select and structure learning content to improve and facilitate the understanding of the target audience and give related material the same tone and characteristics.

**Education:** A systematic kind of instruction or intellectual and moral training designed to give participants a broad and/or deep understanding of the topics covered.

**Evaluation:** the process of judging the training to measure its quality and success. May be done by participants and/or trainers and administrators.

**Facilitated learning:** Training characterized by students having a high degree of involvement in all aspects of their learning. The teacher's role is facilitator and organiser providing resources and support. Participants learn with and from each other and set their own objectives.

**Individual learning:** Where learners plan and organise their own learning path, may be a mixture of attending classes and studying alone.

**Learning Management System (LMS):** software for training and learning processes allowing creation, delivery, monitoring and performance assessment (eg Moodle). Usually includes content management functionality

**Mentor:** an experienced professional who provides advice and guidance on career, work and continuing professional development matters to new or less experienced professionals

**MOOC:** Massive Open Online Course, e-learning which is open to many people at the same time interacting and collaborating. Course contents are distributed using a Web platform under a per-course or subscription model. Technologies used include Big Data, analytics, gamification and Cloud.

**Online learning:** Any kind of training material available online via the internet, intranets or extranets, including E-learning but not necessarily facilitated or trainer-led.

**Pédagothèque:** web-based list of learning resources designed to provide theme-based guide to given subject-matter.

**SCORM:** Shareable Content Object Reference Model, a set of technical standards to ensure online learning courses work well with other e-learning software.

**SPOC:** Small Private Open or Online Course, tailored e-learning offered to a small group of people. Employs blended learning methods and technology.

**Synchronous learning:** study in real time with a trainer via videoconferencing, instant messaging, sharing documents

**Teach:** To transfer knowledge in a theoretical way, usually in a formal environment such as school or university.

**Training:** The transfer of knowledge and skills to enable learners to carry out their work; tends to focus on job skills and awareness-raising. May be delivered via face-to-face or distance learning mechanisms.

**WBT/web-based training:** training using the internet (allows for both synchronous and asynchronous learning)

# International Council on Archives Draft Training Policy

## Introduction

The International Council on Archives recognises the value and importance of initial training and continuing professional development to its membership. This is primarily because of the ongoing requirement in any profession or sector to continue to research and develop new and better ways of doing what we do. Secondly it is an imperative driven by modern trends such as globalisation, technological change and the rapid development of the information society.

This policy describes the International Council on Archives' policy on training and continuing professional development in the context of its professional programme activities.

## Goals

The goals of the policy, in line with ICA's key strategic objectives, are to:

- Support the initial and continuing professional development of archivists and recordkeepers around the world
- Build capacity in areas of the world where archival education and training is weak
- Identify and protect archives through awareness-raising and training
- Work to ensure that the skills and competencies are in place for members to adhere to and exploit ICA standards, publications and tools
- Work to ensure that any training supported or delivered by ICA's constituent entities is:
  - Of a high quality, meeting accepted training standards
  - Accessible to all

## The Policy

The International Council on Archives:

- Supports and provides high quality training via online means in order to reach all parts of its international network, to be cost-effective and make training accessible to all
- Supports and provides high quality face-to-face training where appropriate

- Encourages dissemination and use of its standards, publications and products for learning and professional development purposes
- Supports initiatives to develop training skills and expertise among its members and constituent groups (expert groups, working groups, sections and branches)
- Favours an open and cascaded approach to capacity building across its international archives and recordkeeping network, sharing training materials and techniques and encouraging training participants to train colleagues in what they have learned when they return to the workplace
- Aims to promote excellence and an efficient use of the ICA resources

To achieve these policy objectives, the ICA:

- Will develop a strategy to make the most effective use of technology, financial resources, volunteer and staff effort
- Will develop a work plan to establish and implement new initiatives whilst integrating all aspects of ICA's current training offering
- Will operate its training activity within a sustainable model
- May develop and deliver its own training programme through the officers, staff and members of ICA
- May enter into agreements to work with partners/organisations to ensure that appropriate and high-quality training is available to members where the need has been identified
- Aims to enable all ICA members to access some or all of the subject matter offered through training activities, through placing materials on line, train-the-trainers offerings, and other means

## Roles and Responsibilities

Responsibilities for implementation of the policy are as follows:

### **ICA Vice-President Programme and the Programme Commission**

The Vice-President Programme has overall responsibility for training policy and strategy. Under his leadership Programme Commission members advise, formulate and agree the policy and strategy as well as advising on training initiatives and the overall training programme.

### **ICA Training Officer**

The Training Officer is responsible for implementing the training strategy and developing the training programme.

### **ICA Expert Groups**

ICA Expert Groups provide advice and expertise for the development of training tools and delivery of training in their area of competence.

### **ICA Sections**

ICA Sections influence ICA's training policy and programme through their representative on PCOM and individual voices on the Executive Board. They may provide advice and expertise for the development of training tools and delivery of training within their sector or focus area. They also liaise with the Training Officer and PCOM to ensure that their training activity is in line with ICA policy and strategy.

### **ICA Branches**

ICA Branches influence ICA's training policy and programme through their representative on PCOM and individual voices on the Executive Board. They also work with the Training Officer to specify, develop and deliver appropriate training at the branch level, providing advice and expertise if required for specific geographic areas. Branches also liaise with the Training Officer and PCOM to ensure that their training activity is in line with ICA policy and strategy.

### **President of ICA/Executive Board**

The President and the Executive Board are responsible for the initial authorisation of the training and development policy.

### **Secretary General/Secretariat**

The Secretary General and the Secretariat team provide advice and support to the Training Officer in the development of ICA's training policy and strategy, particularly with respect to technological and financial considerations. They provide ongoing advice and support for delivery of the programme.

## **Financial and Human Resources**

Funding for ICA's training programme comes from the Professional Programme budget administered by the Programme Commission and the Fund for the International Development of Archives (FIDA). In addition, the dedicated training resource and related travel expenses come from the ICA staffing budget.

A great deal of training activity will be conducted by ICA members on a volunteer basis, or graciously granted leave from workplace duties by their employing organisation.

## **Review**

This policy is the first policy of its kind and will need to be reviewed in light of the anticipated strategy and programme. The first review should be carried out in May 2019.

# Technical Solutions for Online Learning<sup>4</sup>

## Introduction

The examples given here were evaluated based on a large definition of the meaning of online learning as:

A subject presented as a set of contents editorialised for a target audience, serialized, allowing a progression in knowledge. A way to acknowledge this progression needs to be given, and there must be the possibility of interaction between the teacher and the students.

The most widely used options to achieve these goals are:

- Partitioned contents – available one by one or at once
- Audio and/or video modules
- Forum for trainees and trainer
- Private Workspace for trainees and trainer with a way to interact with each other
- Repeated Tests on knowledge (self-assessment or by the trainer)

The administration of the platform must address the following questions, depending on the answers, some technical solutions may be more relevant than others:

- Who will have access to the online courses? (everyone, members only, paying users)
- Will certification be given at the end of the course?
- Will the course be open for a set amount of time?

## Content

There are various technical solutions to implement an online learning tool for the ICA, but they all relate to 3 possible scenarii. The most appropriate scenario will depend on the overall online learning strategy and the shape of the content.

1. Online learning with ICA current tools
2. Learning Management System as a Website Add-on
3. Online Learning separate platform
  - MOOC – Massive Open Online Course
  - COOC- Company Open Online Course

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<sup>4</sup> This Appendix was written by Marianne Deraze, ICA Website Officer



## **I. Online learning with ICA current tools**

Online learning material can be published and editorialised with basic tools. The following examples show what kind of online learning content could be implemented on our website with no further development.

The website tools required for the implementation of this solution are listed, along with their benefits and disadvantages.

### **Examples**

#### **Written editorialised material and powerful database:**

Library Preservation and Conservation, by the Cornell University Library

Presented as a tutorial, with 4 different paths, this website shows an editorialised content supported by a database. To guide the user, originally a questionnaire was provided for users to assess for themselves which path would be the most useful, although the programme has ceased working.

<https://www.library.cornell.edu/preservation/librarypreservation/meolda/index.html>

#### **Online course and self-assessment:**

MOOC « Bien Archiver », Club des responsables de politiques et projets d'archivage

Presented as a MOOC (Massive Open Online Course), this material has been created by the CR2PA (Club des responsables de politiques et projets d'archivage). The first and third iterations are online on YouTube.

[https://www.youtube.com/playlist?list=PLee7KNBvZNXvKv\\_OoRogNV1C6Ic0F237r](https://www.youtube.com/playlist?list=PLee7KNBvZNXvKv_OoRogNV1C6Ic0F237r)

The 2<sup>nd</sup> iteration appeared on the MOOC platform FUN

(<https://www.fun-mooc.fr/courses/Paris10/10003S02/session02/about> )

The 1st and 3rd iterations have been published on a week by week basis but are still available for all.

New material is published online every week, and a self-assessment test is offered to everyone with no private access and no certification at the end of the course.

<http://blog.cr2pa.fr/mooc/>

<http://archivagemanagerial.fr/>

<http://blog.cr2pa.fr/2016/10/mooc-bien-archiver-saison-3-programme-de-la-semaine-1/>

## Webinars and You Tube Channel:

US National Archives YouTube Channel : National Records Management Training Program

This YouTube channel is composed of the recording of multiple webinars by the US National Archives Training Program. The recording has been published with a minimum of audio edition. No more information or documentation has been added

[https://www.youtube.com/playlist?list=PLugwVCjzrJsWbTAKNkRdOj\\_LsgsVpMHeZ](https://www.youtube.com/playlist?list=PLugwVCjzrJsWbTAKNkRdOj_LsgsVpMHeZ)

## Current ICA Website features

The ICA website currently offers an online resource centre with written documentation, accessible by anonymous users and members or by members only. This online resource centre can be editorialised. The online resources section will need developments to improve the search and the tagging system. The website offers functionality to set up online questionnaires.

The ICA also has a YouTube channel accessible to all, allowing the publication of videos, and a SoundCloud Channel allowing the publication of sound recordings. The raw material recorded at ICA events could be used to create an audio and/or video library which would enrich the current resources. This would require significant sound and video editing.

Finally, the ICA provides an online working space to authorised users (usually ICA members), with a shared schedule, a forum, and the possibility for an administrator to send notifications and reminders. These are basic features for a private dashboard and interactive experience.

## BENEFITS/ DISADVANTAGES

Benefits	Disadvantages
<b>Development costs reduced</b>	Access control: for all or members only (no option for paying users)
<b>Simplicity of use</b>	No option to give accreditation or certification
	Synchronous course will require a large amount of manual work (set up the access permissions, correct the tests, send the notifications)
<b>Control over the content and access permissions</b>	

## 2. Learning Management System as a Website Add-on

The ICA website can also host online learning content by adding a Learning Management System (LMS) to its current build. A dedicated space would be created on the website, with special features which will, amongst other things, allow separate access to and management of the online learning content.

Such an LMS can be set for synchronous and asynchronous online learning. It would require the content to be maintained, updated and moderated by a trainer as well as technical administration.

### Example

#### Private access given by universities to their students and teachers:

Science Po Moodle

Features: create and edit new courses (texts, images, videos, files), tests, private collaborative workspace with calendar, personalized dashboard, forum, option to give recognition of learning (for example Mozilla Open Badges (<https://openbadges.org/>))

<https://moodle.sciences-po.fr/>

**Moodle** is one of the best known LMS.

More information can be found here: [https://docs.moodle.org/32/en/Main\\_page](https://docs.moodle.org/32/en/Main_page)

Other LMS are worth checking:

**Opigno** (created and maintained by the Drupal Community) : <https://www.opigno.org/en>

### LMS Features

There are two ways to implement a Learning Management System: either implement it directly as part of the ICA website build, or rent the application and hosting (SaaS – Software as a Service, centrally hosted software). The ICA workspace is a rent. The benefit of SaaS applications is that it is easier to start using them. The disadvantage is that tailored developments are not possible. If ICA selects a provider which cannot guarantee data security, extra measures will need to be taken to by ICA ensure our data is secure.

LMS will provide:

- access control on the platform and all the courses – with the option of paying for access
- course creation and editing: serialization, use of documentation (video, documents) self-assessment tools, categorisation of different courses on the same theme
- assessment: Activity grading, compliance management (due dates, notifications, certifications), certificate management (certification templates)
- interactivity: forum, videoconferencing and webinars

- gamification: possibility to give badges, rewards, etc.
- Offline access to content

## Benefits/Disadvantages

Benefits	Disadvantages
<b>Granular Access control (with e-payment if necessary)</b>	Development needed for implementation (Drupal build or SaaS)
<b>Supports synchronous and asynchronous online learning, with or without administrator</b>	Significant amount of work needed to set up the courses and to manage each course
<b>Centralized functionalities reducing the IT management work</b>	
<b>Widely used, with functionality that is well-known and popular in the higher education community</b>	

Prices for subscription to an LMS as SaaS can be calculated here:

<http://www.cogicube.fr/plateformes-elearning-saas>

Companies can also develop e-learning modules: <http://www.cogicube.fr/devis-developpement-de-module-e-learning>

### 3. Online Learning separate platform

#### MOOC – Massive Open Online Course

Some platforms aggregate offers of Massive Open Online Courses (free or chargeable) from various partners, including universities, but also museums, non-profit organizations, etc. They offer the hosting, the software, assistance, and visibility.

#### Examples

##### Open Source founded by Colleges and Universities: Open edx

The platform offers a wide range of courses, indexed by theme, author and keyword. The courses are synchronous. They have a starting date and an end date. After the end date, only people who have followed the course will have access to it. Each course is partitioned. Each week, a set of chapters is released, with videos, images, texts, complementary documentation, and a test at the end of the chapter. The results are saved and presented in the private dashboard of the student for them to follow their progress. There is also a wiki, a forum moderated by the teacher. An attestation is given at the end of the course and certification can be bought.

<https://www.edx.org/schools-partners>

## **French based and endorsed by the Ministry of Higher Education and Research: FUN MOOC**

<https://www.fun-mooc.fr/about>

## **COOC- Company Open Online Course with Orange: SOLERNI**

The Company Orange (ICA Secretariat Internet provider) came to the ICA Secretariat to present its MOOC platform and offered to host the ICA's online courses in March last year. The software, features and advantages are the same as with a MOOC but the potential audience may be different. On the Orange platform named Solerni, many courses have been designed to give training to Orange employees and make them more efficient in their professional tasks, for example, the COOC course "Acculturation to the Digital in the Orange Company". But these platforms also try to widen their offers by giving more general, less work-oriented courses, for example "A brief History of Art". Practical courses on how to manage their documents may be of interest for these companies too.

<https://culture.solerni.com/mooc/view.php?courseid=21>

<https://solerni.com/>

## **Features**

The MOOC platforms are interested in partnerships and the list of their partners proves that the ICA could be a potential partners for them (ex : Platform FUN and the CR2PA).

The courses templates are already set up with a sufficient number of functionalities (less than with a LMS)

- Serialized content published and opened for access for a limited amount of time
- access control on the platform and all the courses – with possibility to pay for access
- functionalities: video, attached documents, assessment tools, assessment management tools, forum and calendar for trainer and trainees
- possibility to give certification
- possibility to pay for advanced certification

## Benefits/Disadvantages

Benefits	Disadvantages
<b>Granular Access control (with e-payment if necessary)</b>	Content on a third party platform
<b>Hosting, and software development costs are taken care of by the platform</b>	Available Functionalities - unknown
<b>Centralized functionalities reducing the management work</b>	Will require setting up additional user database from ICA membership database
<b>Widely used</b>	

### ICA Training Officer: Main Duties

- Developing and maintaining ICA's training and e-learning policy and strategy to ensure that all ICA's professional programme capacity building activities are in line with ICA's and PCOM's overall goals and strategic direction
- Reviewing existing resources which either support or directly deliver training and e-learning in the archives and records management field with a view to re-using, adapting or improving as part of ICA's training and online learning delivery
- Identifying training and online learning resources that need to be commissioned from ICA entities or external providers which fill gaps in existing provision or to cover new areas of archives and records management activity
- Implementing and managing a training resource portal for ICA members
- Advising the VP Programme, the DSG, the Programme Commission, the Secretary General and the FIDA President on training initiatives and proposals for endorsement and funding
- Acting as ICA's and PCOM's primary liaison for any project or initiative with a training focus or element in order to ensure that there is no unnecessary duplication or overlap and that resources are deployed as effectively as possible
- Delivery of a limited amount of training in person and via online learning and other distance learning mechanisms
- Preparing text about training and online learning activities for publication on the ICA website and in Flash
- Working closely with the VP Programme, the DSG, the Programme Officer and the SG to deliver the overall professional programme of ICA and ensure that the training element is fully integrated
- Liaising with the regional branches, sections and expert groups with respect to their training and online learning goals

Prices for the rent of a LMS as SaaS<sup>5</sup>

Baseline package includes:

- 25 Gb space
- Connection of 1 Gbps/sec on partners' (Online and OVH) servers
- 10 pre-installed graphic themes
- Backup every two hours with FTP recovery.

Product	Options	Price
LMS OPIGNO based on DRUPAL (build and design training as you like; adapt the platform to your brand; deploy the training to any screen)	Number of connected users (includes learners, trainers, administrators): 51-100	60 € / month
Videoconferencing with BigBlueButton or Open Meetings (open source software: fix meeting times for online class; organise meetings, conduct online tutorial; share and amend documents online, share your desktop)	Number of simultaneous users in the videoconferencing room	38 € / month
Commerce (suite of Drupal modules developed for e-Commerce)	With configuration	25 € / month
Additional storage space (to allow for videos, MOOCs, store and backup course material – don't need to use cloud solutions like YouTube)	1 Terabyte	200 € / month
Certification with Certificate OPIGNO and Mozilla Open Badges (certify learners; distribute certification; validate users') learning	yes	12 € / month
Support by mail, telephone and Skype	Unlimited	100 € / month
<b>Totals:</b>		<b>435 €/month or 5220 €/year</b>

<sup>5</sup> Based on data given on the Cogicube website: <http://www.cogicube.fr/plateformes-elearning-saas>



## Business Models for ICA's Training Strategy<sup>6</sup>

### Context for archives and recordkeeping training

The stakeholders for the Continuing Professional Development and Training are:

- job-seekers
- employees
- public officials
- freelancers
- ± 25 years - 65 years

### Number of individuals in France benefitting from a training session in 2013 (in millions)

<i>Private sector employees</i>	6,35
- <i>Companies with fewer than 10 employees</i>	0,62
- <i>Companies with 10 employees +</i>	5,73
<i>Public Sector employees</i>	2,5
<i>Jobseekers</i>	0,683
- <i>Training financed by le Conseil Régional</i>	0,449
- <i>Training financed by Pôle emploi</i>	0,113
<i>Apprenticed and alternating contracts-holders</i>	0,446

(Source: Finance Bill 2015)

Organisations that can help participants with funding for their training:

- European Social Fund (ESF) may grant financial aid in co-financing (this enables the European Union to act in accordance with the Member States' training and job politics)
- The *Fonds Paritaire pour la Sécurisation des Parcours Professionnels* (Joint Funds to Secure Careers) (the surplus of the OPCA and the businesses' mandatory contribution 1%)
- The Regional Councils that manage the group of training branches thanks to the *Contrat de Plan Régional de Développement des Formations et de l'Orientation Professionnelles* (Contract of the Regional Plan for Development of Vocational Training)

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<sup>6</sup> This Appendix was written by Christine Trembleau, Marketing & Communications Manager

- The *Organismes Paritaires Collecteurs Agréés* (accredited collecting fund for training)
- The *Financement de l'employeur* (employer's finance)
- The *Financement personnel* (personal funding)

The training on archives is offered by:

- the state (in the French Ministry of Culture and Communication)  
<http://www.culturecommunication.gouv.fr/Thematiques/Conservation-restauration/Formations/Formation-continue-des-professionnels-du-patrimoine>

and, specifically, the Directorate-General for Heritage

<http://www.culturecommunication.gouv.fr/Nous-connaître/Emploi-et-formation/Formations-professionnelles/Formation-continue-et-internationale-en-patrimoine/Offre-de-formation-de-la-Direction-generale-des-patrimoines>

cost for non-agent of the Ministry €105 - 210/day

- the national professional associations:

AAF (French Archivists' Association) is a good example of the importance of training in France: 1 800 subscribers and 600 trainees trained each year; a training centre in Paris (the trainees travel to Paris); catalogue of about 50 training courses + 20 personal training (the coaches travel to participants' locations); training courses catalogue with no coaches' names. See

<http://www.archivistes.org/-Formations->

### Training price list

Training length	Per day (6 hours)	For 2 days (12 hours)	For 3 jours (18 hours)
price	300€	600€	900€
5% reduction* for trainee enrolled on 2 different courses or for 2 trainees from the same organisation enrolled on the same course	285€	570€	855€
10% reduction* for trainee enrolled on 3 (or more) different courses (ou plus) or for 3 (or more) trainees from the same organisation enrolled on the same course	270€	540€	810€

Training length	Per day (6 hours)	For 2 days (12 hours)	For 3 jours (18 hours)
15% reduction** on the base price for members of member organisations	255€	510€	765€
Possible reduction when training is paid for by members (individual, student or unemployed)	contact us	contact us	contact us

\* reduced price for enrolments received together

\*\* The permitted number of reduced price enrolments depends on the member's chosen membership category

**SAA (Society for American Archaeology)** in the United States

<http://www2.archivists.org/prof-education/continuing-education>

Certifying programmes, online programmes, SAA member with preferential rate

Non-profit organisations (French law of 1901, applying to more than 26% of the whole group of training organisations) are entitled to receive an income derived from their lucrative activities with a ceiling of **€61,145** (permitting VAT exemption).

From the moment that the organisation carries on an economic activity which generates a regular income higher than this exemption basis, the organisation is liable to be subject to business taxes (corporate income tax, VTA, and Territorial Economic Contribution [CET]) on their revenues and their general surplus, irrespective of the source of this income: membership fees, public subsidies, revenues, sponsorship revenues. The adult training is exempt from VAT, but not corporate income tax. Therefore, the activity should no longer be carried out within the framework *Association loi 1901*, but within the one of a EURL (Entreprise Unipersonnelle à Responsabilité Limité = SARL avec un associé unique [private limited liability corporate entity with a sole shareholder]) or a SASU (Société par Action Simplifiée Unipersonnelle [simplified joint-stock company with a sole shareholder]).

Furthermore, ICA would have to make a training declaration of economic activity, to obtain a declaration of economic activity number which allows us to operate as a training organisation: <https://www.service-public.fr/professionnels-entreprises/vosdroits/F19087>  
 “Anyone offering Continuing Professional Training must present an initial declaration of economic activity to a prefecture and file an educational and a financial status report, once a year. This declaration is mandatory in order to be exempt from VAT payment”

## Business models for online training

Since the appearance of the Massive Open Online Courses (MOOC), the option of free, open-source software has been available.

The MOOC would raise an underlying question, principally for colleges and universities: why pay for a course when there is equivalent, and sometimes even better, free training?

The business model for tertiary education was therefore restructured because of the imperative for a real strategy encompassing free service. E-learning even allowed them to increase the number of students (alternating between classroom training and e-learning) by 1.5 or 2 through profits from e-learning thanks to tuition fees.

Today, training organisations follow the same route. In YouTube, we can find almost every classic training for free, based on the Khan Academy model:

<https://fr.khanacademy.org/> ... So why pay?

The diploma and certificates still endorse the knowledge acquired and the EU education Reform (the Bologna Accord) increases the number of certificates, however, labels and digital certificates are gaining more recognition. So, is it a matter of endorsement or a matter of benefiting from free opportunities? Which could be the best strategy for the ICA to deliver a training offer?

Currently, 3 different strategies with their respective business models are emerging:

- **Dealer Strategy:** to offer training for free, until the learner becomes addicted and once there is a dependency, one should start charging. However, in view of the competition, this business model is not sustainable (the free ones hunt down the ones with a cost)
- **Freemium Strategy:** to offer the whole training for free - quality training “for everybody” – to the biggest quantity of users and, in parallel, offer modules with cost, non-mandatory applications that nevertheless enhance the whole training. The appeal lies in the free factor along with a good campaign of visibility and recognition, and the paid-for modules enable the volunteering based model to be financed: the margin finance the centre.

Let's take the first MOOC in France as an example (36 000 learners), the *France Université Numérique* FUN-MOOC <https://www.fun-mooc.fr/cours/>: with 1% of users choosing the modules with a cost, we would reach the 360 paying trainees. The targeting is done based on the free option, because every user has already showed interest in this option... The Freemium option will consist of offering little or more consequential products. With a cost of €10 the little product, the income will be of €3 600. This process can be profitable for as many times that free MOOC are being used (long trail strategy)

But this business model is rather suited for general training for the general public and not for specific training for an informed public.

- **Free Strategy:** can one offer an entirely free training... if the product is free because the learners create it. And also since one can offer free training in exchange for allowing cookies (with its respective resale of databases to a third party), displays (ad space for a price), and even official sponsoring for a training module (just as in an event) ... GAFA (Google Apple Facebook Amazon) do it and everybody seems to accept it.

## Training Possibilities

### 1. Classroom training

- Can be an income source cf. business model of the French Archivists Association
- There are 3 possibilities with increasing costs accordingly:
  - The coach moves to where training is needed
  - The trainees move
  - The coach and trainees move

Expense allowance for the French public service:

Night € 50 - 60

Meal €15.75

Under French tax legislation, it is possible for an employed person to be a coach 30 days per year

Ideally, a certified training (certification filed and saved in the *Répertoire National des Certifications Professionnelles* [National Register of Professional Certifications]

[www.cncp.gouv.fr](http://www.cncp.gouv.fr) )

[INFO](#)

### 2. Webinar training

- Filming a speech during the event (e.g.: TEDx)
- The ICA has already the experience from Congress and Conferences
- Limited implementation costs (professional material, production and postproduction) with also must have an active communication from the speakers

### 3. E-learning style training

- Represents a financial investment and not an income source
- This allows to reach a geographically larger public

### 4. VAE

- Validation of prior experience

The ICA could offer financial aid and a mentor (committing to around 15 hours of mentoring) to prepare applications for recognition of prior professional experience, including an oral interview.

5. Partnership training with the INA (National Audio-visual Institution) which will offer the following benefits:
- Partnerships at an international level
  - Teaming up with experts in the archives field
  - E-learning development

That means for the ICA

- Benefiting from INA's know how during trainings
- Benefiting from INA's worldwide recognition
- A better visibility
- Having a legitimacy in the training field
- Implementing the ICA certification
- Identifying and recognizing ICA members as coaches
- Granting ICA members an advantage = access to INA training by giving them discounts (otherwise this training would be too expensive)
- A security of 0 financial risk = 0 costs
- Enabling the ICA to file their tax declaration as a coach
- Otherwise risk losing our partnership with INA

A combination of these different options should also be considered after implementing a training strategy analysis based on the 5 Ps.

**Product:** Subject training? Training duration?

**Public:** Who is the training aimed at? Country? Language? Members or non-ICA members?

**Price:** What is the price of the training? Cost based on breaking even? Preferential rate just for ICA members (even free for the ICA members and with a cost for non-members)

**Place and Promotion:** type of training chosen, publicising training so that sponsors get involved and the potential trainees can be informed as well.

**People:** choice of the coaches

In order to develop a training strategy and a label "ICA certified training", in place of an official RNCP certificate, the ICA can rely on its international reputation for expertise in the archives and recordkeeping field.

Many subjects may be addressed:

- Personal development (e.g.: Public speaking, organisation of exhibitions, etc.)
- Technical and expertise development (e.g.: in a software, a method, a classification)

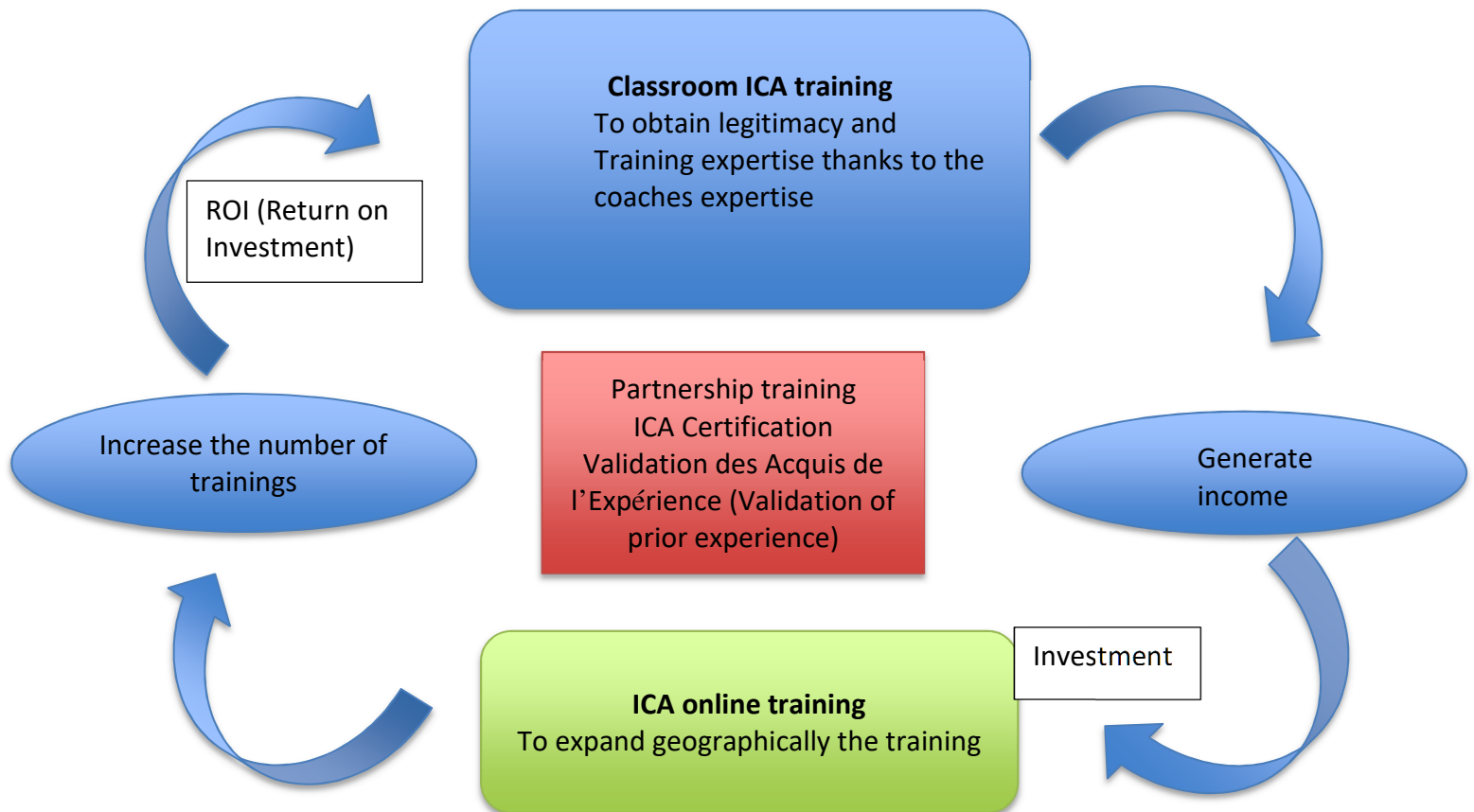
**Suggestion:** The ICA-Records in Context Training that is exclusive to ICA can give would be a good opportunity to try out the “ICA certified training” brand.

The implementation of training could be done in stages so that a balance in the investments and the financial income can be met.

Stage 1: identify the training needs through a scoping study

Stage 2: develop relevant expertise in classroom training

Stage 3: expand to the e-learning public (a larger geographic coverage)



# Free and Low-cost Online Learning and Training Resources List<sup>7</sup>

## ICA Products

1. Digital Preservation Training Modules: two modules– relating to current initiatives and to metadata – with specific reference to the needs of colleagues working in Africa and the Caribbean.  
<http://www.ica.org/en/modules-de-formation-%C3%A0-la-conservation-num%C3%A9rique-0>
2. Digital Records Pathways: Topics in Digital Preservation: produced by the InterPARES project with support from ICA's Programme Commission  
[http://www.interpares.org/ip3/ip3\\_products.cfm?cat=3](http://www.interpares.org/ip3/ip3_products.cfm?cat=3)
3. The ICA train-the-trainer resource pack. A great online training resource created by Margaret Crockett and Janet Foster.  
<http://www.archive-skills.com/trainer-pack/index.htm>
4. ICA's Multilingual Archival Terminology  
<http://www.ica.org/en/online-resource-centre/multilingual-archival-terminology>

## English Language Materials

1. The Archives Association of British Columbia Archivist's Toolkit. This is not so much online training as it is a wealth of information for online self-learning. It is a wonderful webpage for those new to the Archival and Recordkeeping community.  
<http://aabc.ca/resources/archivists-toolkit/>
2. The Archival Training Collaborative. A collection of online learning that is organized by the states of Louisiana, Mississippi, and Alabama in the USA. Unfortunately, several of the links are dead or need updating.  
<http://louisianaarchivists.org/atc/archival-training-resources-online.html>
3. California Preservation Program. A good site for preservation training.  
[https://calpreservation.org/information\\_resources/preservation-education/training-tools/](https://calpreservation.org/information_resources/preservation-education/training-tools/)
4. Managing Public Sector Records  
<http://www.irmt.org/education-and-training/education-and-training-2>

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<sup>7</sup> This list is based on the comprehensive review of English language material conducted by Ryan Courchene, supplemented by the Italian material contributed by Mariella Guercio and the Spanish site identified by Didier Grange



5. Lyris website. LYRISIS partners with member libraries, archives and museums and other cultural heritage organizations to create, access and manage information. This website offers both free and paid online learning.  
<http://www.lyris.org/Pages/Main.aspx>
6. Society of American Archivists. This website offers both free (for SAA members) and paid online learning. A good example of low cost online learning on this site is the course "Records Management for Archivists" which is \$145 American dollars for SAA members and \$175 for non-members  
<http://saa.peachnewmedia.com/store/provider/provider09.php>
7. NorthEast Document Conservation Center. A free online training course on preservation.  
<https://www.nedcc.org/curriculum/lesson.introduction.php>
8. Library Preservation and Conservation created by Cornell University for Southeast Asia.  
<https://www.library.cornell.edu/preservation/librarypreservation/meolda/index.html>
9. CoOL (Conservation Online) website. Another wonderful website with a collection of information on Conservation and Preservation. It is focused on information for the general public so it would be great for those new to the profession.  
<http://cool.conservation-us.org/bytopic/genpub/>
10. Conservation Center for Art and historical Artifacts. A website dedicated to preservation with great information. This center is based in Philadelphia.  
<http://www.ccaha.org/publications/general-preservation>
11. Cornell University online learning for digital imaging. Moving Theory into Practice. Digital Imaging Tutorial.  
<http://preservationtutorial.library.cornell.edu/contents.html>
12. NARA Learning Center, YouTube Channel. This is a list of free online video learning provided by NARA on records management.  
[https://www.youtube.com/playlist?list=PLugwVCjzrJsWbTAKNkRdOj\\_LsgsVpMHeZ](https://www.youtube.com/playlist?list=PLugwVCjzrJsWbTAKNkRdOj_LsgsVpMHeZ)
13. Yale University Manuscript Processing Manual. The Manuscript Unit's Processing Manual is a training guide for new processing staff, as well as a general reference manual for all staff in matters pertaining to manuscript processing at Beinecke Library. It details the library's current practices and standards for arranging and describing large archival collections in accordance with generally accepted archival principles and specific local practice. Although small collections usually do not require extensive physical preparation or finding aids, to the extent that physical preparation is required, guidance for their treatment will be found here as well.  
<http://beinecke.library.yale.edu/processing-manual>
14. Archivist's Tools and Tips. Archival Theory and Practice. It looks like a good online learning website for archives, but unfortunately, the training involves purchasing or having access to a library that holds supplementary course texts.  
<http://archivetools.weebly.com/course.html>

15. National Archives of the UK. Online learning course on “Responsible for Information”. This course deals with understanding information security and associated risks and how to identify security threats. This may be too specialized and may be omitted from our list.  
<http://www.nationalarchives.gov.uk/sme/>  
Palaeography: reading old handwriting 1500 – 1800 A practical online tutorial  
<http://www.nationalarchives.gov.uk/palaeography/>  
Latin 1086 – 1733: a practical online tutorial for beginners  
<http://www.nationalarchives.gov.uk/latin/beginners/>
16. Connecting to Collections online community. This website contains a vast number of webinars pertaining to preservation and care of valuable collections that can all be accessed for free simply by registering with the website. There are new webinars being created on a frequent basis.  
<http://www.connectingtocollections.org/>
17. Texas State Library and Archives. Several Webinars on training for records Managers.  
<https://www.tsl.texas.gov/slrn/training>
18. History Society of Pennsylvania. Resources for small archives. This is a great site for archival online learning with several sections such as archival basics, preservation, description, and digitization with each section having its own presentation.  
<http://hsp.org/historical-heritage-organizations-0/hidden-collections-initiative-for-pennsylvania-small-archival-repositories/resources-for-small-archives>
19. AASLH (American Association of State and Local History). Basics of Archives, Online course. This course has a fee of \$85 for member and \$160 for non-members. It consists of five lessons.  
<http://resource.aaslh.org/view/basics-of-archives/>
20. Archival cataloging using ISAD-G  
A PowerPoint show  
<https://www.slideshare.net/verzosaf/archival-cataloging-using-isadg>
21. Archival Standards – ISAD(G) & ISAAR(CPF)  
A PowerPoint show  
<https://www.slideshare.net/archivaris/archival-standards-isadg-amp-isaarcpf>
22. ARMA International  
RIM Fundamentals, webpage  
<http://content.arma.org/IMM/July-August2012/rimfundamentalsstandardsforestablishing.aspx>
23. University of Nottingham Manuscripts and Special Collections: Research Guidance resources. These webpages contain skills resources aimed primarily at researchers but which are equally useful for archives personnel wishing to learn or brush up on using and understanding old records or view explanations and examples of particular kinds of records.  
<http://www.nottingham.ac.uk/ManuscriptsandSpecialCollections/ResearchGuidance/Introduction.aspx>
24. UK project to develop archives and records management capacity in museums  
<http://www.museuminfo-records.org.uk/>

25. the United Nations Archives and Records Management Section's website  
<https://archives.un.org/>
26. National Archives of Australia  
The main page for training and development opportunities in recordkeeping in Australia, including the "A to Z Guide to Information Management"  
<http://www.naa.gov.au/information-management/support/index.aspx>  
and a set of learning modules in video clip format  
<http://www.naa.gov.au/information-management/support/elearning/index.aspx>

## French Language Materials

1. See MOOC courses on electronic records such as those developed or held by Marie-Anne Chabin:  
<https://www.fun-mooc.fr/courses/Paris10/10003S02/session02/about>  
or Michel Cottin:  
<https://www.fun-mooc.fr/courses/CNAM/01014S02/session02/about>
2. Portail International Archivistique Francophone  
<http://www.piaf-archives.org/>

## Italian Language Materials

1. Free course on record management ("Archivistica contemporanea") held by Maria Guercio (8 modules based on slides made available on Moodle platform); at the moment not updated after 2014  
<https://elearning2.uniroma1.it/course/view.php?id=1952>
2. Free course on archival science ("Archivistica generale") held by Maria Guercio (10 modules made on slides made available on Moodle platform); at the moment not updated after 2014  
<https://elearning2.uniroma1.it/course/view.php?id=1401>
3. Educational materials (but not part of a training course) made available by the working group PROCEDAMUS, mainly dedicated to the application of the Italian legislation on ERMS  
<http://www.procedamus.it/materiali.html>
4. Educational and information material on digital preservation developed by Centro interuniversitario nazionale per l'informatica – CINI (APARSEN project): not updated after 2014; it includes a large amount of educational materials, reports, other information  
<http://www.conservazionedigitale.org/wp/chi-siamo/digilab/>

## Materials from international projects

1. Free courses from APARSEN: the online courses of APA CoE provide an introduction to Digital Preservation. The offer is designed to cover in full the Integrated View of Digital Preservation. The courses produced by the Centre of Excellence and partners, are organised along the implementation of a sustainable business process centred in the preservation of digital objects and address at you as the responsible for securing the future usage of such asset  
<http://learning.alliancepermanentaccess.org/index.php?id=15>

Other international and, specifically, European projects could be included but, normally, their materials are not updated

## Spanish Language Materials

1. Gestión de proyectos de digitalización de documentos en la empresa, del 26 de abril al 24 de mayo en el aula virtual del COBDC. (180-280 Euros)  
<http://www.cobdc.net/labotiga/producte/gestio-de-projectes-de-digitalitzacio-de-documents-en-empresa/>
2. Casos prácticos en los Archivos Municipales [5ª Edición] (150 Euros)  
[https://cita.uemconline.com/campus/es/cursos/ciencias-de-la-documentacion/500-casos-practicos-en-los-archivos-municipales-5-edicion?utm\\_source=arxiforum&utm\\_medium=email&utm\\_content=20170405&utm\\_campaign=bibli0120#.WQB0TcaIuMo](https://cita.uemconline.com/campus/es/cursos/ciencias-de-la-documentacion/500-casos-practicos-en-los-archivos-municipales-5-edicion?utm_source=arxiforum&utm_medium=email&utm_content=20170405&utm_campaign=bibli0120#.WQB0TcaIuMo)
3. “herramientas tecnológicas de gestión documental”  
<http://estudios.uoc.edu/es/masters-posgrados-especializaciones/especializacion/comunicacion-informacion/gestion-documental-herramientas-tecnologicas/presentacion>

# The Portail International Archivistique Francophone<sup>8</sup>

## Overview

The Portail International Archivistique Francophone (PIAF) is an initiative run by the Association Internationale des Archives Francophones (AIAF) which began the project in the late 1990s. The first module was put on line in 2005. All content is in French. The URL is <http://www.piaf-archives.org/>.

PIAF is managed by a Steering Committee made up of 15 people who are volunteers from various different organisations and countries. They manage development of the site's content, carry out much of the work and review the training material. The Committee meets once a year, travel expenses are paid by their organisations. The rest of the time they work via email and Skype.

A team (2 persons) from the Université de Toulouse-Le Mirail is responsible for ensuring the site runs well from a technical perspective and supports the Steering Committee to develop the tools. In effect this team does the major development work. There is a Coordinator, or "webmestre" who is responsible for the day-to-day maintenance and monitoring of the site. She interacts with PIAF users to encourage activity in the e-Pro platform (the forum or chat room functionality) and contributions to the Portal. She works three days a week for PIAF.

## Content

The PIAF contains three distinct components: "se former" (training or 'get trained'); "Se documenter" (inform yourself); and "Espace professionnel".

"**Se former**" provides access to online training for beginners or for continuing professional development. There is free access and it costs nothing to use. It is primarily intended for employees, technical support staff and archives professional who are often isolated in their work and don't have access to courses or to professional literature. PIAF can also be useful for people who want to set up archives programmes, including digital records management. The training does not award certificates but this is something the Steering Committee is looking into.

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<sup>8</sup> The details given in this Appendix are based on information provided by Didier Grange, Conseiller spécial to ICA, Représentant de l'ICA au PIAF et Président du Comité de pilotage du Portail, Caroline Becker, Webmestre de PIAF and Eric Castex of the University of Toulouse who provides IT support to the PIAF online learning module development. The OLWG acknowledges their contribution with gratitude.

There are fourteen modules available in both HTML and PDF (downloadable) format, as follows:

- Module 1: Les Archives: pour quoi? pour qui? par qui? (Archives: why? for whom? by whom?)
- Module 2: Notions générales d'archivistique (General concepts of archives and records management)
- Module 3: Législation et réglementation dans la pratique des archives (legislation and regulation in archival and records management practice)
- Module 4: Déontologie professionnelle (archival ethics)
- Module 5: Gestion et traitement des archives courantes et intermédiaires (management of current and non-current records)
- Module 6: Traitement des archives définitives (procedures for archival records)
- Module 7: Gestion et archivage des documents numériques (management of digital records, preservation of digital archives)
- Module 8: Préservation et restauration (preservation and conservation)
- Module 9: Reproduction par numérisation et microfilmage (digitisation and microfilming to provide surrogates of archive material)
- Module 10: Bâtiments et locaux d'archives (archive buildings and spaces/premises)
- Module 11: Introduction générale sur les publics des archives et communication des archives (general introduction to audiences and publicity for archives)
- Module 12: Valorisation des archives (exploiting the educational, cultural and outreach potential of archives)
- Module 13: Création et gestion d'un service d'archives (establishing and managing an archives service)
- Module 14: Partenariats et coopération (partnerships and cooperation)

The modules consist of text and images. The text is formatted so that when the cursor rests on words that are key terms from the glossary, the definition pops up. There are also links to external sites where relevant literature and resources have been published.

The exercises at the end of modules have simple interactive coding, requiring the user to check boxes or complete sentences. They provide a score as a percentage of questions to which the correct answer has been given. There is also a set of explanations which users can consult to get feedback on their test. The exercises act as a self-assessment tool for learners.

"**Se documenter**" is a collection of texts and literature relevant to the study and management of archives and records. It offers some useful tools such as:

- News
- Directory of professional associations and archival institutions
- Francophone bibliography on archives and records management
- Terminology
- Gallery of images
- Database of archival legislation (under development)

The "**Espace professionnel**" (E-pro) offers a space for collaborative work and exchange. E-pro is a secure platform and access is limited to the 1020 members (as of 2016) who request to use it. To sign up, members fill out an online form which is validated by the Webmestre before they can activate their account.

The Steering Committee is currently scoping a fourth component dedicated to archival research in the French-speaking world.

## Development

The training component of PIAF took about 5 years to create but it is difficult to say how long it takes to develop a module. It is complex work which requires attention to detail. Also, the modules are of varying length depending on the specific subject matter and the level of knowledge at which it is aimed.

Since the authors of the modules are essentially volunteers, the writing time depends on the writer. It takes at least between six months and a year (rereading included). It depends on the motivation of the author and how exhaustive they want the material to be. Whilst never less than six to twelve months it can take a lot longer. Converting and loading an average size module takes one to two full weeks of work, not including shooting video material.

The work involves:

- Discussion and agreement on the structure of the module
- Writing of text and re-reading
- Editing (for professional content and language)
- Identifying the learning points from the draft and confirming them with the author
- Choosing the form for the learning material (hypertext, webinar, video clip etc, as well as combinations of more than one element)

- Augmenting the training material with complementary multimedia, photos, videos, internet links, bibliographic and documentary references
- Creation of exercises

To give a concrete example of the time and resources needed to create the material, the most recent module, module 5, is a useful example. The PDF version is 1.6 megabytes in size or 48 pages long. It has very few illustrations. There was a period of six months during which the structure of the module was agreed. The text was delivered twelve months later and was accepted three months later.

The editing work is constant as new modules are added and older ones updated. The team of people (the PIAF Steering Committee) who do this need to be experts in the field as well as, if possible, having experience of teaching and training. The composition of the team is also important because it has to represent different countries in order to best respond to needs and expectations. The authoring work is done by academics in return for which they receive a very small fee (around 600 euros) which AIAF pays. Authors are identified by the Steering Committee member who leads on most of the content development work. He keeps in touch with authors, explains what needs to be written and reviews text.

The technical work is done by an IT engineer at a rate of 220 Euros a day. An average reckoning is 3000 Euros for a module with everything included.

## Blended Learning Partnership

The Stage technique international des archives (STIA) has used the PIAF site as a basis for its annual five-week long training course in Paris since 2013. Each STIA cohort gets access to the e-Pro platform and the course material, together with a workspace and forum dedicated to that class. They are given access six weeks before the course begins and do exercises, meet teachers and each other online. Their strengths and weaknesses can be assessed before they arrive and they get feedback.

## Statistics and Trends

The statistics for 2014 show:

- 23 authors
- 7 editions
- 1 Coordinator (Webmistress)
- 2893 screens, the equivalent of 2000 printed pages
- 210 screen levels
- 979 course illustrations
- 59 galleries with 351 indexed images
- 175 glossary terms
- 234 screens of exercises



The PIAF site was used by more than 150,000 different people in 2016. They came mostly but not exclusively from Francophone countries. However, more and more English speakers are accessing the website.

PDF versions are used more than the online versions, perhaps because it is easier to read them. It may also be significant that the modules are not written by people who are used to writing for the internet.

## Future Plans

Three modules, currently being rewritten or revised, will be added by the end of 2018:

- Maps and plans
- Photographs
- Audio-visual

There will also be a new module on archive buildings in the tropics.

The Steering Committee are also working to increase the number of exercises and to make them more varied. They are investigating the possibility of adding images and sound to the modules. Finally, they are exploring the idea of creating a MOOC.

The PIAF Steering Committee is always investigating options for certifying the training because there is a lot of user demand. It is problematic because it needs a system that is recognised in different countries.