


Chapter 4

Analysis of the Role of Higher Education Libraries on the Collection of Marginalized Communities' Records

Nkholedzeni Sidney Netshakhuma

 <https://orcid.org/0000-0003-0673-7137>

University of Mpumalanga, South Africa

ABSTRACT

This chapter assessed the role of universities' libraries on their collection of marginalized community records. The function of collecting marginalized archives was supposed to be performed by the National and Provincial Archives of South Africa, as the National Archives of South Africa's mandate is to collect records of marginalized communities. However, it seems that the National Archives of South Africa is behind on achieving the collections of marginalized communities. Hence universities are progressive to enact mandates to collect records of marginalize communities. South African universities close the gap of undocumented South African history by collecting marginalized records.

INTRODUCTION

The chapter analyzed the role of South Africa's higher education libraries in a collection of marginalized communities' records through information communication technology. Most South African archivists are not trained in digital management. This shows that there is a lack of skills in digital archiving. This incompetence leads to archivists not preserving digital records. There is a lack of infrastructure to ingest digital records. Organizations lack strategy on e-governance for sustainable preservation as alluded to by (Matlala, Ncube, and Parbanath, 2022). The marginalized records are associated with records from a group of people discriminated against by apartheid South Africa. This is because marginalized records were not collected and preserved by the apartheid government.

DOI: 10.4018/978-1-6684-4755-0.ch004

Eastwood (2017) states that archives preserved by the National archives do not reflect the diversity of the populations in general. In South Africa, most archives preserved reflect white minority groups. Therefore, democratic South African archives redefined archives to collect marginalized records through the enactment of the National Archives and Records Service Act 43 of 1996. Similarly, In the United Kingdom, records that include evidence of ethnically diverse populations and racialized oppression were excluded from the United Kingdom National Archives repositories. The lack of recognition of marginalized records led to community engagement projects on a collection of community archives less funded by the university research departments.

Despite the National Archives of South Africa's enactment of the National Archives Records and Service Act 43 of 1996, archivists are inactive to collect marginalized community archives. Therefore, South African university libraries are committed to collecting and documenting marginalized communities' records. South African higher education institutions preserved records with historical, cultural, and archival values.

South African university libraries are also responsible for collecting community archives. Another aspect of university teaching is engaging with the scholarship of teaching and learning. As part of realizing its vision to collect marginalized records, most South African university libraries embark on a project to collect marginalized communities' records undermined by the apartheid government. The motivation for most South African university libraries to collect community to rebuild relations with communities and records are significant to research and educational purposes. The outcomes presented in this book are based on a literature review and quantitative content analysis. The literature review explored communities' archives. Education plays and contributes to building partnerships with the communities to collect marginalized communities' archives. Therefore, the findings cannot be generalized to other countries' university libraries.

Marginalized groups include non-dominant cultural, gender, religious, linguistic, ethnic, political, and social identity groups as defined by Welland and Cossham (2019). In this study, marginalized communities refer to historically marginalized people as the consequence of the apartheid policy. The marginalized groups lacked a voice or recognition of their culture embedded in records by the apartheid system in South Africa. Marginalized records are significant as a starting point for the role of education to support the development of community archives and generate understanding among the public.

HISTORICAL BACKGROUND OF EDUCATION IN SOUTH AFRICA

The apartheid education system shapes the South African Higher Education landscape to collect marginalized records. The apartheid legislation such as the Bantu Education Act, 1953 (Act No 47 of 1953) enforced racially separated education facilities. The act aimed to train black students for the annual labor. The Extension of University Education Act, Act 45 of 1959. According to this legislation, it was a criminal offense for a non-white student to register at formerly advantageous universities. During the apartheid period, students were separated according to color and race. For example, Coloured Persons Education Act, 1963, and Indian Education Act, 1965 made provisions for the specific race to attend specific higher education. The race mix in universities was not allowed during the apartheid period.

South African higher education during the period of the apartheid was divided into two parts, the other part was previously historically disadvantaged universities, and another was previously historically advantaged universities. In 1996, most universities merged during the transformation of higher educa-

14 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:
www.igi-global.com/chapter/analysis-of-the-role-of-higher-education-libraries-on-the-collection-of-marginalized-communities-records/316575

Related Content

Strategies for Digital Transformation in Business: Digital Accounting Strategy

Fatmanur Deniz (2021). *Disruptive Technology and Digital Transformation for Business and Government* (pp. 153-171).

www.irma-international.org/chapter/strategies-for-digital-transformation-in-business/275176

The Role of Digital Transformation in the Oil Industry: The Case of Brazilian Subsea Production Systems

Manuel Victor Martins de Matos (2022). *Handbook of Research on Smart Management for Digital Transformation* (pp. 439-461).

www.irma-international.org/chapter/the-role-of-digital-transformation-in-the-oil-industry/298442

The Degree of SMEs Digitalization in the Context of the European Digital United Market

Iulia Cristina Iuga (2021). *Handbook of Research on IoT, Digital Transformation, and the Future of Global Marketing* (pp. 44-76).

www.irma-international.org/chapter/the-degree-of-smes-digitalization-in-the-context-of-the-european-digital-united-market/286269

Digital Documents as Data Carriers and a Method of Data Management Guaranteeing the Unambiguity of the Recorded Information: Ontology-Oriented Data Management and Document Databases

Jaroslav Zelinski (2021). *Emerging Challenges, Solutions, and Best Practices for Digital Enterprise Transformation* (pp. 45-68).

www.irma-international.org/chapter/digital-documents-as-data-carriers-and-a-method-of-data-management-guaranteeing-the-unambiguity-of-the-recorded-information/275700

The Impact of IoT on Intelligent Businesses

Hesamoddin Motevalli (2024). *Building Smart and Sustainable Businesses With Transformative Technologies* (pp. 73-88).

www.irma-international.org/chapter/the-impact-of-iot-on-intelligent-businesses/334685