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Globalisation & Education for the Information Management Professions: Challenges for Small Countries

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1

Structure of the Presentation

- Definitions of key terms
- New Zealand – the country and its culture
- Education for information management in New Zealand
- Conclusions

2

Globalisation

Affects almost every aspect of what we do, and is economic, political, technological and cultural in nature (Giddens, 2002).

Of concern to educators – mobility of the information management workforce

3

Information Management

- Three purposes of information: accountability, knowledge, entertainment
- Two distinct occupational groups: records managers/archivists, librarians
- Scope of IM considered here covers both these occupational groups

4

Culture

- Increasing awareness of cultural differences (Fukuyama, 1995)
- IS/IT research – significance of local context
- IM research – values and attitudes to information affects its management

5

New Zealand

- Population approx 4 million
- Well developed information infrastructure (Digital Strategy, Public Records Act)
- Bicultural – indigenous and colonial cultures

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Bicultural New Zealand

- Two distinct cultures and heritages, often looking in two different directions
- Distinctly Maori information tradition
- Differences apparent in attitudes towards ownership, transmission and communication of knowledge

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IM Education in NZ (1)

- Librarians – 2 programmes offered in parallel, undergraduate & postgraduate
- Originally envisaged as single qualification, in two distinct parts
- Undergraduate not linked to specific job title or responsibilities

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IM Education in NZ (2)

- Neither provider can offer full range of electives
- Archives/records undergraduate and postgraduate qualifications, cover same ground

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Discussion (1)

- Economic constraints on development of range of qualifications at levels recognised internationally
- Pressure on educational institutions to produce financially viable programmes

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Discussion (2)

- Massification of education – greater number of students
- Ability of organisations in small countries to pay salaries appropriate to postgraduate qualified professionals

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Conclusions (1)

- Difficult to provide culturally appropriate & economically viable qualifications, that are recognised internationally
- Highlighted by increasing possibilities for international mobility

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Conclusions (2)

- Educators – ensure that programmes are internationally relevant, but take into account values and attitudes of own environment
- Professional associations – need for standards appropriate for their country, advocacy internationally

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