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INYUVESI YAKWAZULU-NATALI

Preservation of, and access to oral history records at Pietermaritzburg Archives Repository

By

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(BA, PGDRAM)

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Dedication

This thesis is devoted to Ms Zenande E. Malokotha, this effort goes to you.

To my father Mr M. P. Malokotha, I am permanently in affection with you my superman.

To Ms T. Manzini (my later mother), I am deeply sorry that you did not have many days in this world but I am profoundly grateful for what you left behind.

"In the land of the blind, the one-eyed man is king" (Desiderius Erasmus)

Acknowledgements

Abstract

The study investigated the importance of oral history and how oral history is preserved and accessed at the Pietermaritzburg Archives Repository (PAR), specifically at its Oral History Unit (OHU). Oral history confirms information about historical events by enhancing and verifying the event. It also recovers certain aspects of the past event that may not have been captured. Data were collected through three different semi-structured interviews, observation and graphic data in the form of photographs. Qualitative analysis of the data was done via content, conceptual and thematic analysis.

The study found that the preservation and access to oral history records have been ineffective since the OHU was established in 2013. Issues identified included legislation which does not provide for oral history records in the contemporary digital era, the lack of policy, deficient strategies for preservation and access, the inadequacy of the adapted building and a shortage of resources, funding and qualified staff.

The overall recommendation arising from the findings was a need to improve the preservation and access of oral history records in the PAR. More specifically, the study recommends the modification of the KwaZulu-Natal Archives and Records Services Act (No. 8 of 2011 as amended) to fully accommodate the oral history records and the preservation and access of audio-visual material, the formulation of policy, the establishment of a new archival building, the recruitment of information professionals who understand the pros and cons of archival science, further training of existing staff members with regard to preservation and access of oral history records, and finally, the need for the KwaZulu-Natal Department of Arts and Culture to increase the budget allocation for the Provincial Archives.

A suggestion for further research ended the study.

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List of Acronyms and Abbreviations

ANC: African National Congress

APCSA: Alan Paton Centre and Struggle Archives

APLA: Azanian People's Liberation Army

CDs: Compact Disc

CD-Rs: Compact Disc-Recordable

CD-ROM: Compact Disc Read-Only Memory

DAC: Department of Arts Culture

DAR: Durban Archives Repository

DAT: Digital Audio Tape

DVD: Digital Versatile Disk

ESARBICA: The Eastern and Southern Regional Branch of the International Council on Archives

IKS: Indigenous Knowledge System

IOHA: International Oral History Association

KZN: KwaZulu-Natal

KZNARS: KwaZulu-Natal Archives and Records Service

KZNDAC: KwaZulu-Natal Department of Arts and Culture

MKVA: uMkhonto Wesizwe Veterans Association

NAAIRS: National Automated Archival Information Retrieval System

NARSA: National Archives and Records Services of South Africa

NFVSA: National Film, Video, and Sound Archives of South Africa

NP: National Party

OCLC: Online Computer Library Centre

OHU: Oral History Unit

OHA: Oral History Association

OHASA: Oral History Association of South Africa

PAIA: Promotion of Access to Information Act

PAR: Pietermaritzburg Archives Repository

PSC: Public Service Commission

RAU: Rand Afrikaans University

SAHA: South African History Archives

SASA: South African Society of Archivists

SNA: Swaziland National Archives

TRC: Truth and Reconciliation Commission

UAR: Ulundi Archives Repository

UCT: University of Cape Town

UKZN: University of KwaZulu-Natal

UNISA: University of South Africa

VHS: Video Home System

WORM: Write Once or Read Many

Chapter One

Introduction

1.0. Introduction

Many scholars (Ritchie 2003; Denis 2005; Perks and Thomson 2006; Denis and Ntsimane 2008; Bhebhe 2015; Denis 2016; Ngulube 2016; Garaba 2016) have conducted studies on oral history. However, very little has been written specifically about preserving and accessing oral history. Oral history is recorded information about past events. Oral history is usually regarded as library and archival material (Moss and Mazikana 1986; Swain 2003; Mnjama 2010). Oral history materials typically require technical equipment to create, manage, preserve and access because they are either in analogue (audio tapes) or digital form. Preserving and accessing oral history tends to be a problem because of technological obsolescence, the lack of resources and the scarcity of technical skills.

Oral history is a fundamental mechanism for the history of a post-colonial country such as South Africa. This is because during the colonial and apartheid periods a lot of information was manipulated and even destroyed and as Bhebhe (2015) points out, the colonial system did not see Africans as having a history commendable of being documented. As a result, lots of historical information for Africans went unrecorded. Oral history helps in closing the gap between recorded and unrecorded history by documenting the undocumented history of the nation. Oral history needs proper preservation for the benefit of posterity, for building social cohesion, for facilitating reconciliation and for research purposes.

1.1. Research problem

This section focuses on the background, the research problem and the rationale of the study.

1.1.1. Background and outline of the research problem

The KwaZulu-Natal Archives and Records Service (KZNARS) houses documents, maps and oral history relating to the Provincial Government of KwaZulu-Natal (KZN) since 1910 (Koopman 2000; Mtshali 2016). The KZNARS is governed by the KwaZulu-Natal Archives and Records Service Act (No. 8 of 2011) (Extraordinary Provincial Gazette of KZN No. 854, 2012: 01-92). Due to the large geographical area of the KZN province, the Provincial Archives

has the following (three) decentralised branches: Ulundi Archives Repository (UAR), Durban Archives Repository (DAR) and Pietermaritzburg Archives Repository (PAR) (Mtshali 2016: 1; KZN Department of Arts and Culture 2018). The UAR is located in the Zululand District with historical materials mostly focused on local government offices such as the Department of Land Affairs, Agriculture, Health, Magistrate Offices, Education and Culture, Police and Works, local tribal and regional authorities, Finance, Public Service Commission (PSC), and Cabinet Minister's Offices (Koopman 2000: 41). The DAR is located in eThekwini and has materials that mainly focus on the Registrar of the Supreme Court, Durban Town Clerk, Registrar of the Northern Eastern Divorce Courts and the Indian community (Koopman 2000: 40). The PAR is the main branch or head office in the province and is located in Pietermaritzburg. It houses materials focusing on the Provincial Council Library, non-public records from Shepstone and Colenso, Pietermaritzburg Landdros of the Voortrekkers, local authorities, magistrates and commissioners, and Provincial Administration or local government departments (Koopman 2000: 39).

The KZN Provincial Archives came into existence on 1 April 2001 as governed by the KwaZulu-Natal Archives Act (No. 5 of 2000) and supported by Schedule 5 of the South African Constitution which specified the "provincialization" of the archives (Mtshali 2016; KZN Department of Arts and Culture 2018). The KZN Archives Act was repealed and the abovementioned KZN Archives and Records Service Act (No. 8 of 2011 as amended) came into effect and is the current legislation (Extraordinary Provincial Gazette of KZN No. 854, 2012). Before 1st April 2001, only two archival institutions functioned in the KZN province. The one was the KwaZulu Archives Service which operated in Ulundi under the KwaZulu Archives Act (No. 12 of 1992) and the second was the National Archives and Records Service which provided for the Pietermaritzburg and Durban Archives and was governed by the National Archives Act (No. 43 of 1996) (KwaZulu-Natal Department of Arts and Culture 2018).

Thus, the KZN Provincial Archives has three branches comprising the Ulundi, Durban and Pietermaritzburg archival repositories. The Oral History Unit (OHU) is situated in Ulundi and Pietermaritzburg. According to the Department of Arts and Culture Oral History Framework and Strategy (ND: 11), the OHU was established in 2012 and began operation in 2013. Its collections include "workers history, family history, women history, indigenous knowledge system (IKS), heritage and culture, amakhosi (chiefs and traditional leaders), struggle veterans,

domestic workers, sports, Khoi-San and Griquas, uMkhonto Wesizwa Veterans Association (MKVA) and Azanian People's Liberation Army (APLA), religion and culture, family trees, artists (performing and non-performing) including musicians, writers, visual artists and poets" (Department of Arts and Culture Oral History Framework and Strategy ND: 11).

Anecdotal evidence from researcher's observation indicates that in the PAR there is a lack of practical, effective programmes for the preservation of, and access to oral history records. Oral history records at both the PAR and the UAR are in different formats including videos, audio MP3s and VHS tapes, written transcripts, audiotapes and audio cassettes. However, most are CD recordings (Department of Arts and Culture Oral History Framework and Strategy ND: 9). Furthermore, personal participant observation at the PAR by the researcher led him to believe that these records were not being properly preserved and this would negatively affect public access to the records. The researcher's observation also led him to believe that there is a lack of capacity in terms of the preservation and access to oral history records, this includes a poor adapted building and lack of enough space. As pointed out earlier, preserving oral history is crucial for a post-colonial nation like South Africa because oral history fills the gap between documented and undocumented history (Department of Arts and Culture Oral History Framework and Strategy ND: 9). Chigariro (2014) observed that the preservation of oral history records is important because it safeguards information that often stems from an individual's personal memory relating to their observation of, or actual participation in, past events.

1.1.2. Statement of the problem

Preservation of, and access to oral history records is crucial and vital especially, as stressed above, in the context of South Africa as a post-colonial country. The preservation of records helps enable the public to have proper access to the records (Ngulube 2009; Mtshali 2016). Oral history confirms information about historical events by verifying the event and recovers certain aspects of the past event that may not have been captured (Bhebhe 2015). Oral history enhances the understanding of the past for both present and future generations. It is very important to preserve historical information because the people who have such information are from an older generation and are eager to pass this information on to present and future generations. If not documented and preserved, this information will not be accessible to either generation (Msibi 2015). Access to oral history records is the core fundamental element for the entire mission of preservation. Proper strategies for effective access to oral history records ensure that the memory of the society is available and can be used for good purposes. As noted

above, personal observation of the PAR and informal conversations with archival staff suggest that the oral history records are not being effectively preserved and this is impacting on access. The informal conversations revealed the absence of the preservation policy, strategies and resources for oral history records. According to Ngulube (2003: 4) preservation should be at the centre of collection management to "support current and future access to recorded information". What is accounting for this lack of preservation of, and access to oral history records is not known and this is the problem that this study addressed. It must be noted that oral history records are very fragile record forms and the physical integrity of the carrier as well as the play-back equipment required must be ensured; this further emphasises the need for effective preservation and subsequent access (Mnjama 2017; Abankwah 2018).

1.1.3. Rationale for the study

The researcher has a personal interest in history and together with being an archivist by qualification, led to him questioning how the PAR preserves and provides access to oral history records. As outlined earlier, South Africa is a post-colonial country and much of the historical information was not documented; some of the information was even destroyed by the apartheid government (Dick 2018). Ensuring the preservation of, and access to oral history will help to fill the gap of inadequate literature of South Africans caused by both the colonial and apartheid systems. The older generation in South Africa has a rich historical knowledge of the roots, heritage, culture, customs and social life of the country which can, amongst other contributions, assist in building social cohesion in South Africa. Such information is not recorded for posterity. However, oral history records help to document such information with the aim of preserving that information and to promote access for the present and future generations. It cannot be denied that without oral history, much of the memory of the past will be lost and this could affect the cultural heritage and social cohesion of South Africa. Without oral history, memories and information will be lost and reconciliation in building the rainbow nation and building social cohesion will be undermined.

In the remainder of this chapter, the objectives and research questions underpinning the study will be presented. This will be followed by the definitions of terms and concepts relevant to the study, the conceptual framework, delimitations of the study, the structure of the study and finally, a summary of the chapter.

1.2. Objectives of the study

The objectives of the study were:

- To identify the importance of oral history records in the PAR.
- To determine the key challenges faced with the preservation of, and access to oral history records in the PAR.
- To recommend strategies and activities that will improve the preservation of, and access to oral history records in the PAR.

1.3. Research questions

The research questions leading on from the research problem, the rationale and the objectives above, were as follows:

- What is the importance of oral history records in the PAR?
- What are the key challenges faced with the preservation of, and access to oral history records in the PAR?
- What strategies and activities can improve the preservation of, and access to oral history records in the PAR?

1.4. Definition of terms and concepts

The terms and concepts relevant to the study are defined below.

Preservation

Preservation is defined as an umbrella term in the programme of managing the real or original record through which the enduring life of the content, structure, integrity and authenticity of the record is promoted (Nsibirwa 2007: 5; Tsabedze 2011: 10; Msibi 2015: 22; Chigariro 2014: 18). In this study, preservation refers to the mechanisms to ensure that oral history records "live" for future reference while in use by the public through archival practices.

Access

Some authors (Ngulube 2003; Ngulube 2009: 562-582; Anderson 2013) state that access is about strategies to find and use historical records legally. Mtshali (2016: 10) claims that access does not only mean "use and user" but also existing policies concerning access to records. In this study, access refers to finding and using oral history records through, for example, outreach, webpages, exhibitions, publications and classes/seminars/workshops. Access is also

concerned with the internal procedures of using the historical materials and these involve policy, resources, finding aids, inventories, guides, classification, cataloguing, list, calendars and indexes (Mtshali 2016).

Records

The term record is defined as "recorded information regardless of the form or medium" (Department of Arts and Culture Records Management Policy Manual 2007: VI; Extraordinary Provincial Gazette of KZN No. 854. 2012: 8). In this study, records refer to audio-visual material such as compact disc (CD) recordings, digital versatile disc (DVD) recordings, video (VHS) recordings and transcribed documents.

Audio-visual records

Audio-visual records are also known as audio-visual material or audio-visual inheritance and refer to "records or archives in pictorial and aural form" irrespective of their corporal make-up or how they were recorded (Abankwah 2008: 06; Okahashi 2011). In this study, audio-visual records include CDs, VHS tapes and cassettes.

Oral history

Various definitions of oral history have been put forward (Moss and Mazikana 1986; Chatarera and Mutsangondo 2015; Denis 2016: 28) Garaba (2016: 1390) defined oral history as the "complex interaction between an interviewer and the interviewee about particular events of the past", and transferring information about historical events through "word of mouth" as a personal witness. Ngulube (2016: 1674) pointed to oral history being associated with storytelling through interviews and described it as the interpretation of memories of the historical event. In this study, oral history refers to interviews recorded and kept on the abovementioned records.

Archives

Archives are defined as "records in the custody of an archives repository" (Department of Arts and Culture Records Management Policy Manual 2007; Extraordinary Provincial Gazette of KZN No. 854. 2012). In this study, archives refer to records, the building where records are kept and also to the institution responsible for the management of the records (Harris 2000).

1.5. Theoretical framework

The present study used the Records Continuum Model as the foundation for the study (Tsabedze 2011; Garaba 2010; Mtshali 2016; Msibi 2015). This is due to the nature of the topic which deals with records which require technical equipment to create, manage, access and preserve. Records continuum is regarded as the modus-operandi of records management "from the time of the creation of records (and before creation, in the design of systems), through to the preservation and use of records as archives" (Australian Standard for Records Management (1996) In Garaba 2010: 83).

The reasons which led the study to choose the Records Continuum Model is that it is able to accommodate electronic records. The current study specifically dealt with oral history records many of which are analogue. The study focused mainly on the last dimension of the Records Continuum Model which is concerned with ensuring societal memory and essential evidence. Basically, the study dealt with inactive (analogue) records. The model assisted the study in finding ways of preserving and accessing oral history records especially using modern technical methods of preserving archival materials.

The Records Continuum Model has four dimensions. In the first "acts, communications and decisions are documented [and] document creation and control processes are implemented" (Tsabedze 2011). Tsabedze (2011) states that the second dimension is the process of capturing records which means that the process of recordkeeping takes place and the system must be implemented. This is relevant to the present study because for the researcher to understand the preservation of oral history records, he or she should know how oral history records are collected (Mtshali 2016).

The third dimension is the establishment of the recordkeeping regime in the organisation and even the archivist or historian has to understand what is involved in this process (Msibi 2015). The fourth dimension, as alluded to above, is the most relevant dimension for the present study because it concerns the preservation of the record. The current study dealt with the preservation of, and access to oral history records to ensure the societal memory is preserved (Tsabedze 2011).

1.6. Delimitations of the study

The study focused on the Pietermaritzburg Archives Repository only, excluding Ulundi and Durban archives repositories because all the oral history records are stored in Pietermaritzburg.

Secondly, the focus was on the OHU of the PAR that, as its name suggests, deals with oral history records exclusively. All other departments and types of records within the PAR were excluded. Finally, the participants in the study were the staff working in the OHU and all other staff working in the Par were excluded.

1.7. Structure of the study

Chapter One is the introduction to the study. It comprised the background to and statement of the problem, the objectives and research questions of the study, the definition of terms and concepts used, the theoretical framework and the delimitations of the study.

Chapter Two is the review of the relevant literature relating to the preservation and use of oral history records. The review is guided by the objectives of the study and the theoretical framework used, namely, the Records Continuum Model.

Chapter Three comprises the research methodology adopted for the study. Issues described and discussed include the research approach and design, the data collection techniques and procedures, validity and reliability of the findings and the analysis of the data.

Chapter Four presents and discusses the findings of the study. Findings are presented in narrative form as well as in figures, a table and photographs.

Chapter Five, the final chapter, provides a summary of the main findings. This is followed by the conclusions, recommendations and suggestion for further research.

1.8. Summary

This chapter introduced the study. The background and statement of the problem were presented. This was followed by the research objectives and questions. The theoretical framework underpinning the study was outlined and definitions of terms and concepts provided. The chapter ended with the delimitations of the study and an outline of its structure.

Chapter Two follows and comprises the review of the relevant literature.

Chapter Two

Literature Review

2.0. Introduction

The literature review (or the review of the literature) refers to the appraisal of existing literature regarding the themes, philosophy and approach related to the study (Webster and Watson 2002; Muntuori 2005; Boote and Beile 2005; Rocco and Plakhotnik 2009: 122; Xiao and Watson 2017). According to Webster and Watson (2002) the literature review is an important feature for any study because literature provides a direction to support the firm foundation of the study and provides concepts and approaches drawn from theory about the particular field of study. The literature reviewed by the current study indicates that most of the studies about oral history were conducted in developed countries like Britain, Germany, and the United States of America (USA). These studies were conducted at Oxford University, University of North Carolina, University of Nebraska, Aberystwyth University and Simon Fraser University.

The current study reviewed the literature according to the objectives of the study posed in Chapter one. The review focuses on matters relevant to the preservation of, and access to oral history records by tracing and consulting literature of the same nature. To do so, the study relied on published books (including e-books), online journal articles, government publications and unpublished literature consisting of dissertations from various universities on matters of preservation and access of archival materials, particularly oral history records in post-colonial South Africa. As stated in the introduction section of Chapter One, not much has been written specifically about preserving and accessing oral history in the African context. The study examined the literature in order to unfold and unpack our understanding of past and current issues concerning oral history both locally and internationally.

2.1. Oral history

This section focuses on the background of oral history, its role, oral history in South Africa and the access to oral history in post-colonial South Africa.

2.1.1. Background of oral history

Oral history is as old as history itself and began when people started to talk to each other (Richie 2003: 19). The terms oral history, oral tradition and oral testimony are used interchangeably in this study (Denis and Ntsimane 2008). Denis (2005: 88) defined oral history as a method for historical documentation particularly in documenting undocumented historical events. Literature traced demonstrates that oral history originated with ancient historians in China of the Zhou Dynasty around 1122-221 BC (Moss and Mazikana 1986; Ritchie 2003: 19). The Columbia University Oral History Research Office was the first such office to be noted and mostly recognised in 1948 (Swain 2003). In 1954 the University of California at Berkeley introduced an oral history programme and in 1960 the

Harry S. Truman Library launched a similar programme (Ritchie 2003: 22). Moss and Mazikana (1986) observed that oral history came to the fore in the USA in the mid-1960s. The Imperial War Museum in London recognised the Department of Sound Records in 1972 to promote oral history (Ritchie 2003). The development of oral history in the United Kingdom (UK) led to the founding of the Oral History Society in 1973 to oversee an oral history project (Moss and Mazikana 1986). The National Association for Oral History in Canada and Australia was established in 1974 and in 1976 the Oral History Association (OHA) was founded in the USA (Moss and Mazikana 1986). A meeting which took place in 1987 in London saw the formation of the International Oral History Association (IOHA) (Ritchie 2003).

In the African context, Thompson (2000) states that oral history came into existence a long time ago pointing out that it can be traced back to Muslim writers in the European Middle Ages when Islamic centres increased in the Western Sudan. Most of the important oral recordings were created in Timbuktu around the 16th century (Moss and Mazikana 1986). A notable oral history project for Africans was carried out at the Washington University in St. Louis when the African American Studies Programme developed an African oral history scheme around 1826 (African Oral History Archive 2018). Cooper (2017) observed that formal academic oral history recordings in Africa began in the 1950s. Recordings of oral evidence for African history were driven by the establishment of colonial rule and Christian missionaries (Thompson 2000). It also appears that in the mid-1950s the Department of African History at Birmingham University began an oral tradition project in Northern Ghana. The African History Department at London University began collecting oral history traditions in Uganda, and in 1957 Jan Vansina began oral history projects in the Belgian Congo and Rwanda (Moss and Mazikana

1986). The initiative of the Washington University resulted in the development of oral history projects in African countries such as Tanzania in 1961 with interviews for the World Bank (World Bank Group Archives Oral History 2018). Bhebhe (2015) claims that the National Archives of Zimbabwe Oral History Unit was established in 1968. Not only the above African countries established oral history programmes but many other countries did so, including South Africa (see 2.1.3. below).

2.1.2. Role of oral history

Ritchie (2003: 19) states that oral history is useful for research, both in society and the academic environment. One can even point out that oral history is part of the heritage as it restores the history of society. Oral history plays a part in a variety of activities in society particularly in stabilising the culture and heritage and this is evident in South Africa (Moss and Mazikana 1986) by it verifying and recovering historical information from the older generation. The maintenance and restoration of the South African heritage (and thus archives and oral history) are underpinned by various pieces of legislation, namely, the White Paper on Arts and Culture, Third Draft 2017; the 1996 Constitution of South Africa (Sections 30 and 31); the National Heritage Council Act (No. 11 of 1999); the National Heritage Resources Act (No. 25 of 1999); and the National Policy on the Digitisation of Heritage Resources of 2010 (Harris 2000; National Department of Arts and Culture 2010). Oral history clearly has a role in archives and this was evidenced in the study by Bhebhe (2015) which pointed out that the role of oral history in terms of the archive is to fill the missing gaps in the archival collection. Ngulube (2016: 1675) claims that "oral history can contribute immensely to the collection building at public archival institutions". Oral history thus restores pride and dignity in people as it provides them with a chance to voice their historical experiences and to bring historical events and incidents to the surface.

2.1.3. Oral history in South Africa

In South Africa, oral history came to the fore during the time when people started to understand the praises of traditional kings in different clans (Mulokozi 1999). Koopman (2000: 14) states that there were no information institutions like museums, libraries and archives in South Africa before colonisation by the Europeans. These only emerged in the 19th and 20th centuries during which there was a process of writing down oral memories by missionaries, historians, anthropologists and museologists. Thus, the recording of oral history is a relatively new

development in South Africa, and the earliest oral history programme was initiated by MuseumAfrica in 1960 (Koopman 2000). In 1970 the Rand Afrikaans University (RAU) Library was established and in the same year, the University of South Africa (UNISA) and Worcester Museum established an oral history project (Koopman 2000: 14). Around the 1980s a number of university libraries instigated oral history projects. These included, amongst others, the Killie Campbell Africana Library (University of KwaZulu-Natal) and the William Cullen Library (University of the Witwatersrand). The oral history role focuses on capturing the omitted history of the indigenous people concerning African "religion, spirituality, traditional customs, traditional medicine and ethnic origins" (Chatarera and Mutsangondo 2015). Currently, oral history records exist in a number of institutions around the country including:

- Alan Paton Centre and Struggle Archives (APCSA) at the University of KwaZulu-Natal, Pietermaritzburg Campus;
- District Six Museum in the Western Cape;
- Kwamuhle Museum in Durban;
- KwaZulu-Natal Archives and Records Service KZNARS) Oral History Unit (in the Pietermaritzburg Archives Repository and Ulundi Archives Repository);
- National Film, Video and Sound Archives (NFVSA) of the National Archives and Records Service of South Africa;
- Nelson Mandela Centre for Memory in Johannesburg;
- Robben Island Museum;
- Sinomlando Centre for Oral Memory Work in Africa in Pietermaritzburg;
- South African History Archives at the University of the Witwatersrand;
- South African Democracy Education Trust in Pretoria;
- University of the Western Cape's Visual History Project; and
- Wits History Workshop.

2.1.3.1. Role of oral history in South Africa

The major role of oral history in South Africa is to record the unrecorded history of the nation, especially the history of the indigenous people (black Africans). Unfortunately, the role of archives in oral history is unknown to the majority of the people in the country despite it being an important tool to trace the history of the country. The emergence of the Truth and Reconciliation Commission (TRC) (which was legislated in 1995) resulted in many public records being destroyed "in an attempt to keep the apartheid state's darkest secrets hidden"

(Harris 2000). In this regard, oral history attempts to capture hidden secrets about the history of a nation. Ritchie (2003: 23) pointed out that oral history resuscitates the identity of a nation which was buried by the colonial master.

Many indigenous people, especially the elderly in South Africa, are not literate because they did not have the privilege of receiving an education. The right to education was suppressed during their youth. Oral history gives a voice to those voiceless people in South Africa as part of narrative history and brings history to the surface. Oral history is also considered a teaching mechanism or method for learners in schools (South African History Online 2018). It tells how places, mountains, roads and towns were named (South African History Online 2018). Oral history also helps with the identification, appreciation and respect for different cultures that were previously not documented and, by doing so, supports social cohesion.

2.2. Brief history of archives in South Africa

Written records in South Africa started in 1652 after the establishment of the Dutch settlement at what is now Cape Town (Koopman 2000). All the records were in European languages like Dutch, German and English but not in African languages (Koopman 2000: 15). In the 19th Century under the reputable British records keeping system archives were introduced in the Cape, Natal, Transvaal and Orange River Colony. These archives were subsequently combined to become the National Archives Service (Harris 2000). In 1919 the various archives were centralised according to each province and operated in Pietermaritzburg, Cape Town, Pretoria and Bloemfontein (Koopman 2000: 17; Harris 2000: 6). Between 1910 and 1948 the National Archives Service of South Africa was situated in the Department of Interior (Koopman 2000). Under the leadership of the National Party (NP) in 1948-1994, the National Archives Service was renamed the State Archives Service. Under the leadership of the African National Congress (ANC) the National Archives and Records Service of South Africa was established in 1996 (Harris 2000; Koopman 2000) in terms of the National Archives and Records Service of South Africa (Act No. 43 of 1996 as amended) (Department of Arts and Culture 2007).

Most provinces in South African have their own provincial archives. As alluded to above, various departments have taken part in monitoring the archives in South Africa, namely, the Union Education Department, the Department of Interior, the Department of Arts, Culture, Science and Technology and currently, the Department of Arts and Culture (Koopman 2000; Department of Arts and Culture 2007). However, there is a concern regarding the placement

of archives within the provincial government structures in the different areas. The departments are named differently in each province as well as having some differences in terms of responsibility. In KwaZulu-Natal archives fall under the Department of Arts and Culture while in the Eastern Cape they are under the Department of Sport, Recreation, Arts and Culture; in Limpopo and the Northern Cape they fall under the Department of Sports, Arts and Culture; in the Western Cape province they are placed within the Department of Culture Affairs and Sports; and in Mpumalanga the Department of Culture, Sport and Recreation oversees archives in the province. The researcher suggests that archives, libraries and museums should be monitored by the Department of Education because are all essentially information institutions and, therefore, be within the structure of education in South Africa.

2.2.1. KwaZulu-Natal Archives Repository

The current archives in the province of KwaZulu-Natal, namely, the KwaZulu-Natal Archives and Records Service has three decentralised branches, namely, the Durban Archives Repository in eThekwini, the Ulundi Archives Repository in Ulundi, and the Pietermaritzburg Archives Repository (PAR) in Pietermaritzburg. The PAR was previously known as Natal Archives Depot in Pietermaritzburg. The establishment of the repositories in Ulundi and Durban took place in the early 1990s (Koopman 2000). In 2011 the KwaZulu-Natal Archives Act (No. 5 of 2000) was repealed and replaced by the KwaZulu-Natal Archives and Records Service Act (No. 8 of 2011 as amended) which is the current legislation (Extraordinary Provincial Gazette of KwaZulu-Natal No. 854, 2012).

It is important to point out that the OHU of the PAR is located within the KwaZulu-Natal Museum Services Block F, Second Floor on Prince Alfred Street and not within the PAR building on Pietermaritz Street due to the lack of space in the latter. The OHU is housed in the Old Greys Hospital building (now, as mentioned above, the premises of the KZN Museum Services). The building was not purposively built and not renovated to archival building standards in order to accommodate oral history records. Furthermore, the building is very old having been built in the 1880s by Sir George Grey, the Governor of the Cape Colony (Brown 2005). While the building was renovated in the mid-1980s by the then Natal Provincial Administration (Duckworth 1985: 12), it remained unsuitable in design for archival operations.

2.3. Preservation and access

The National Archives of the Netherlands (2015: 4) defines preservation and access as the "documentation, storage, management and provision of digital documents to ensure that they are accessible, authentic and available for consultation in the long term". Similarly, Ngulube (2003: 9-10) pointed out that preservation undertakings prolong the life of documentary materials and enable continuous access to archival collections through binary fundamentals which are protective and remedial. Scholars such as Garaba (2010: 119), Nsibirwa (2012: 73) and Mills (2017: 10) concur, arguing that there is a correlation between preservation and access and both concepts have a fundamental association. In other words, the concepts go together and are complementary, and neither oppose the future right to use the records. What is more, is that the programme of preservation and access requires clear and straightforward guidelines and policy to operate effectively and "to guarantee permanent access to audio-visual materials" (Ngulube 2003: 10; Msibi 2015: 24).

To conclude, it is clear that preservation is the core mechanism which promotes access to archival collections. In terms of access, the International Council on Archives (2012: 12) defines the term as the "availability of records or archives for consultation as a result both of legal authorization and the existence of finding aids". The institution above also states that access connects the public with the archival institution.

2.3.1. Preservation of, and access to oral history records in South Africa

As emphasised above, there is a strong and inseparable relationship between preservation and access in archival practices (Ngulube 2009). Preserving oral history records is an important feature in the history of South Africa because oral history preservation prevents the loss of historical information at various levels and restores the history of the nation (Hendrigan 2016). Hendrigan (2016) claims that preserving and promoting access to oral history records in South Africa helps in building community identity based on its storylines. However, many challenges are evolving around preservation and access to oral history as an audio-visual resource, for instance, technology obsolescence where old records are no longer accessible due to changes taking place in both software and hardware (Abankwah 2008: 62).

2.4. Types of oral history records

Ncala (2017: 6) discusses the types of audio-visual records which can and have been used in the recording of oral history. She divided them into three technical groups or categories. The

first is analogue which includes vinyl discs, magnetic audiotape, video home system (VHS), Umatic videotapes and film. The second is the "physical-digital" which includes audio compact discs (CDs), MiniDiscs, digital audio tape (DAT), video, digital versatile/video disc (DVD) and digital versatile/videotape (DVT). The third, digital recordings, "refer to that which exist as files on digital storage; in this case, modern equipment [that] can record sound and moving image representations directly into the device's memory" (Ncala 2017: 6). In addition, scholars such as Mnjama (2002), Okahashi (2011: 3) and Garaba and Mahlasela (2018: 248) add that audio-visual material also includes photographic materials, mechanical carriers, transcripts, audio cassettes and motion picture cinematography.

However, Abankwah (2008) discussed types of audio-visual records using types of carriers as groupings. Her aim was to "explore the different formats in order to determine ways of handling and maintaining them" (Abankwah 2008: 55). She put forward four categories as follows: the first was mechanical carriers (groove discs or shellacs, instantaneous discs, microgroove discs or vinyl), the second magnetic tape format (video and audiotapes, videotapes in VHS, Umatic and Betamax), the third optical media (videodiscs, Read-only Memory (CD-ROMs), Write Once or Read Many times (WORM) digital optical disks and Erasable Optical Disks (CD-Rs)) and the fourth photographic materials and motion picture cinematographic film ("which are mounted, unmounted, framed and encased; negatives which include glass plates, unjacketed or jacketed, flexible negatives and transparencies") (Abankwah 2008: 55-60). However, it is the view of the researcher that the latter formats are not used to keep oral history records.

2.5. Deterioration of archival materials

Deterioration of archival materials refers to damage to the records. Many authors (Moss and Mazikana 1986; Ngulube 2003; Loftis and Gowler 2005; Nsibirwa 2007; Miller 2009; Mnjama 2010; Chigariro 2014) have discussed the deterioration of archival material including paper electronic and audio-visual records. They have identified various factors that play a role in deterioration (and thus damage) of records and these are:

> Human factors: include handling and care, the storage equipment, building and manmade disasters.
> Environmental factors: include air quality and light, temperature and relative humidity, moisture or dirt and natural disasters.
> Physical and chemical factors: include the relative stability of optical format, enclosures, scratches and breaks CDs and periodic testing.

These factors are discussed in more detail below.

2.5.1. Human factors

Human factors are the first to be discussed due to the fact that human beings create archives yet are also responsible for the deterioration of the records. In most cases, human factors are the result of untrained staff and poor outreach and training programmes on how to use oral history records or any archival materials. The following factors are the causes of deterioration of oral history records by human beings.

2.5.1.1. Handling and care

Archival staff and users can handle records poorly causing damage to the records. This is often due, as mentioned above, to the lack of training but it is also due to the lack of accountability on the part of the staff and the users. There are many recommended ways to handle the various formats of oral history records like CDs, DVDs, cassettes and videos as well as the playback resources. Care is critical especially when records are used, as stated by the Arizona Library Archives and Public Records (2013: 11). In addition, the institution states that oral history records must not be viewed or used in a place where they will be exposed to light which can cause damage to the records. Furthermore, archive users must wash their hands and use archival gloves before handling oral history records; records must be handled by the edge and centre hole only and not the playing surface (Loftis and Gowler 2005; Library of Congress 2018).

2.5.1.2. Storage equipment

As described above, oral history records are in different formats including videos, transcripts, audiotapes and cassettes and CD recordings (Okahashi 2011: 3). The storage area in which these oral history records are stored is the most important aspect in preserving the records because they spend their lives in the stack/storeroom. The National Archives of Australia (2014) observed that the shelving of records "provide protection from damage and slow deterioration". The storage equipment for oral history records must be either static or mobile shelving which is, ideally, made of steel (Ling 2004: 2). The Arizona State Library, Archives and Public Records (2013: 19) suggested that optical discs, CDs and DVDs must be stored in "non-abrasive envelopes" and placed vertically. Moreover, oral history records must be stored in a room where humidity can be controlled (Arizona Library Archives and Public Records 2013: 10). In addition, the stack or storeroom must be clean because if it is not clean this "could

lead to major damage to materials" (Nsibirwa 2007: 102). Finally, the storage area in the stack room also determines the physical placement and description of the records.

2.5.1.3. Building

The building is the store for the records, where records are kept by the institution and accessed by the public. According to Nsibirwa (2016: 110), the location of the building is an important consideration and must be a place suitable to accommodate the aims of the archival institution. Feni-Fete (2014: 16) argues that archival buildings do not merely offer room to place the oral history records but are noticeable symbols of their significance and represent the prominence of cultural heritage in South Africa. According to Nsibirwa (2016: 105), the building is the collection's core basis of safety "it is vital and affects preservation and access in various ways". The evidence shows that buildings are central to providing the right environment with appropriate tools to prolong the life of the records (Feni-Fete 2014: 16). Finally, the archival building must be fire protected, safe for both staff and users, have a safe loading zone and also be flexible to adapt to change (Acker and O'Connell 2017).

2.5.2. Environmental factors

Internal and external environment monitoring and regulating are fundamental preservation activities. Msibi (2015: 26) cites Ngulube (2005) who is of the opinion that the environment is core in the programme of preserving records in the archival institution because, when appropriately controlled, it may "promote the prolonged survival of materials into the future." In the 20th Century, Jenkinson (1997) observed that many archival institutions "have not had special storage with a suitable environment for audio-visual materials." However, in the 21st Century, the State Archives Minnesota Historical Society (2009) challenged the above claim by observing that many institutions including the Preservation and Storage State Library of Victoria, Australia; the Society of American Archivists; the Northeast Document Conservation Centre; and the Library of Congress have improved tremendously in the preservation of oral history materials.

2.5.2.1. Air quality and light

According to Nsibirwa (2007: 26), library and archival materials must be secure from "ultraviolet" emissions created by light because are dangerous to the records. The Arizona Library Archives and Public Records (2018) states that "it is superlative to store records in the dim". Nsibirwa (2007) notes that the quantity of harm initiated by light depends on the strength

of the light, the period of contact and the distance the records are from the light. The air quality in the storage area must support the long-term existence of the records through air control measures.

2.5.2.2. Temperature, relative humidity and moisture

Nsibirwa (2012: 85) stated that temperature is the state of "hotness or coldness" of the environment. Improper environmental circumstances can cause damage to oral history records (Finch and Webster 2008: 2). Oral history records which are preserved in a good, less humid atmosphere and are not exposed to risky environmental conditions have a better chance to last longer (Byers 2003: 16). Moisture is the source of origin of countless kinds of biological, physical and chemical corrosion and also stimulates the development of fungus and many other types of chemical and biological deterioration (Sahoo 2004: 106).

2.5.2.3. Dust and dirt

Dust and dirt are the biggest delinquents in terms of the preservation of archival materials because the two can damage the records. Dust and dirt include soil, metallic substances and tar and are highly dangerous to oral history records. Indeed, they are regarded as the birthplaces of equally physical and chemical dilapidation through the advance of "fungus and for chemical reaction" (Sahoo 2004: 107). Byers (2003: 21) adds that dust and dirt can diminish the strength of the records and will cause playback machinery (in the case of electronic records) to misread the stored files or not read the files at all. Dust and dirt can also be transferred from one record to another due to poor maintenance of playback machinery. Therefore, it is very important to properly maintain the equipment and ensure that they are in good working order (Finch and Webster 2008: 8). The best way to reduce dust and dirt is to clean the archives building and equipment frequently and regularly.

2.5.3. Physical and chemical factors

The physical factors which cause oral history records to deteriorate are the "shelving and storage" circumstance of the records and the way the records are moved and touched when used (Western Cape Provincial Archive and Records Services 2018). Byers (2003) states that chemical factors also cause deterioration of oral history records. For example, if oral history records are covered with paper or have card inserts for protection, chemical damage to the records may occur due to acid from the paper (Finch and Webster 2008).

2.5.3.1. The relative stability of oral history records

Oral history records are subject to change to suit the consumer and a good example of this is digital storage products such as optical discs (Irach 2005: 135). As a result, the relative stability of oral history records is not consistent due to different formats of oral history recordings from different industries coming to the fore.

2.5.3.2. Enclosures for oral history records

Storage enclosures which are unfavourable to safeguard the oral history records can cause damage to the records (Finch and Webster 2008). The specific boxes, envelopes, folders, labels and descriptions which are in accord with international standards must be used to avoid physical and chemical damage. Oral history record carriers usually get scratched very easily so, it is very important to check them frequently and regularly to determine whether they are still working or not (The United States National Archives 2018).

2.6. Disaster preparedness and security

Disaster preparedness has been defined as the preparation and readiness for unforeseen incidents which can cause damage to collections and also be harmful to humans (Sahoo 2004: 113; Nsibirwa 2007: 36; Nsibirwa 2012: 103). The effect of the disaster on the archival material may be irreparable damage (Sahoo 2004). Disaster preparedness helps in recovering the collection after the disaster has occurred. Disaster planning and security require anticipatory procedures to be in place that enables an organisation to react competently and calmly to a disaster and afterwards, deal with the recovery of its aftermath (Nsibirwa 2012; Msibi 2015; Mtshali 2016: 40).

2.7. Conservation, restoration and digitisation of oral history

Conservation and restoration in the 21st Century for oral history records focus on repairing the records using technology resources. The problem with technology resources, however, is that they have a shorter lifespan caused by the termination of different software and hardware and introduction of new ones – the so-called technological obsolescence (Finch and Webster 2008). In this day and age, oral history records are increasingly being produced with digital recording equipment as opposed to the previous analogue records and recording equipment of the 20th Century (Mosweu 2011: 127). Thompson and Baugnon (2017: 34) state that the major challenge in the project of digitising, restoring and conserving oral history records is that it

requires available finance, skills and staffing resources and, one might add, up-to-date equipment (which does depend on available finance).

2.8. Preservation education and training

Effective staff training and education promotes "proper preservation practices" (Msibi 2015: 25). It is a must for every archival institution to ensure that awareness and training for both information professionals and information users are established and implemented to ensure better preservation of the archival material. Ngulube (2003) and Nsibirwa (2012) observed that the graduates of information science have insufficient practical skills relating to the preservation of oral history records, particularly those in digital formats.

2.8.1. Lack of development in professional preservation skills

The specialist skills needed for the preservation of archival materials are lacking on the part of archival staff (Mnjama 2010). Ngulube (2016: 1687) states that "a lack of adequate training has a negative impact on the quality" particularly with regard to the preservation of, and access to oral history records. This implies that it is the responsibility of the archival institution to ensure that staff members have the necessary skills to ensure the preservation of oral history records and to ensure that users are able to access these records in order to meet their needs (Chigariro 2014). Preservation and access are a specialised field of knowledge that needs information experts who know the physical, biological and chemical issues of archival materials (Olatokun 2008: 5) and who have the necessary skills to facilitate access to those materials, specifically oral history records.

2.9. Preservation challenges of oral history records in South Africa

There are many challenges related to the preservation of oral history records in South Africa including the following:
- ➢ Absenteeism of structural plans for the supervision of oral history records;
- ➢ Little mindfulness of the role of records management in supporting oral history;
- ➢ Non-existence of "stewardship and coordination" in the supervision of oral history records;
- ➢ Lack of statutes, guidelines and measures to monitor the management of oral history records;
- ➢ Lack of fundamental capabilities in the management of oral history records;

➢ Lack of financial plans devoted to oral history records management;

➢ Technological obsolescence;

➢ Lack of safety and privacy controls; and

➢ Absence of retention and disposal policies for oral history records (Olatokun 2008).

Two challenges are briefly discussed below.

2.9.1. Lack of proper policy and legislation

Policy and legislation are required for the programme of preservation of, and access to oral history records and must be established and implemented. While the legislation does exist, unfortunately, "legislation governing archives and records management in most Eastern and Southern Regional Branch of the International Council on Archives (ESARBICA) countries is outdated" (Msibi 2015: 45). Many South African archival institutions do not have information policies for preservation and conservation particularly of oral history records (Olatokun 2008: 4). The preservation of, and access to oral history records must be supported by regulations and plain, well-defined policies, guidelines and procedures (Mnjama 2010: 142). Policies and procedures need to include well-resourced buildings and storage facilities for preservation and access. Equally important is the need for well-trained staff members as oral history professionals and users who are knowledgeable regarding the use of oral history records (Msibi 2015; Mnjama 2010).

2.9.2. Lack of funds and equipment

The lack of adequate funding in libraries, archives, museums and information centres is a serious concern because this has "really caused the low priority or lack of desire attention given to the preservation of and access to oral history records" (Olatokun 2008). The absence of appropriate equipment and resources contribute significantly to the current unfortunate position regarding the preservation of, and access to oral history records in many institutions (Olatokun 2008). Nsibirwa (2012: 129) observed that the growth of technology and lack of knowledge in digital preservation necessitated increased funding. In addition, Garaba (2015: 4) states that even the National Archives and Records Service of South Africa (NARSA) is disadvantaged by the shortage of resources and funding. It is clear that funding remains a critical issue in the South African context and negatively impacts on possible solutions to the challenges facing the preservation of, and access to oral history records.

2.10. Preservation facilities for oral history records in South Africa

The preservation of oral history records requires suitable climate conditions outside the building housing the records. While there is little one can do to control the outside environment the archival building, ideally, needs to be placed in a context with temperate climatic conditions. According to Nsibirwa (2016: 106) "climate change has a serious impact on buildings" and also on the collection of the archival institution. As has been emphasised above, the building itself must be conducive for preserving and promoting friendly access to the oral history records. It must, therefore, be fully equipped with preservation resources. Moreover, the preservation resources or facilities must also include enough skilled human resources, adequate funding and proper legislation and policies allowing for optimal preservation of, and access to oral history records.

2.11. Strategies and activities for preservation of, and access to oral history records

Preservation "is one of the mandated archival functions that ensure the longevity of records through their life cycle" making oral history accessible to all (Ncala 2017: 23). The preservation strategies and activities include the provision of standby duplicates, repairing and cleaning damaged tapes and physically preserving analogue materials for the long term (Okahashi 2011). It must also be emphasised that digital conversion and migration are becoming an integral part of protecting and preserving audio-visual and digital collections from deterioration and obsolescence (Okahashi 2011). Other preservation strategies and activities include:

- Keeping the storage area air-conditioned all the time;
- Rewinding the tapes often and regularly;
- Having durable shelving which can accommodate heavy records without distortion;
- Wearing gloves to protect the records from grease and dust;
- Using adhesives of archival quality for classification;
- Executing regular checking of the physical condition of materials; and
- Employing an audio playback system which allows users to listen without handling the materials (Okahashi 2011).

2.12. Legal and ethical context

The fundamental umbrella under which the preservation of, and access to oral history records fall, is the Constitution of South Africa (National Gazette No. 17678, 1996). Mtshali (2016)

and Nsibirwa (2007) observed that the South African Bill of Rights (Section 32 of the Constitution) gives everyone the right to access information. The legal context is a critical and complex subject both locally and abroad, and many discussions have taken place about legal issues surrounding oral history records. In South Africa, laws such as the Intellectual Property Laws Amendment Act, No. 28 of 2013 exist, which enforce and protect the intellectual work of a particular individual or group (Government Gazette No. 37148, 2013). The legal (and ethical) context thus promotes the safety from theft, of both "intellectual property rights and archival custody" (Mosweu 2011: 129).

2.13 Summary

Various aspects have been reviewed in this chapter guided by the objectives of the study. The chapter began with the background to oral history and its role both generally and in the South African context. This was followed by a brief history of archives in South Africa and an overview of the KwaZulu-Natal Archives Repository. The fundamental issues of preservation and access were addressed. A discussion of the practical aspects associated with oral history records was then provided including the types of records and the deterioration of records. In terms of the latter attention was given to the handling and storage of records and the environmental factors which need to be taken into account with regard to preservation. Preservation education and training were highlighted and other challenges regarding the preservation of oral history records listed and some briefly discussed. The chapter ended with strategies and activities which can be adopted for preservation and access of oral history records and a brief outline of the legal and ethical context.

The next chapter will discuss the research methodology used by the study to investigate the preservation of, and access to oral history records in the PAR.

Chapter Three

Research Methodology

3.0. Introduction

In the previous chapter, the focus was on the review of the literature relevant to the study and which was guided by the objectives of the study. This chapter explains the research methodology and methods selected by the researcher to investigate the preservation of, and access to oral history records in the PAR. According to Bhattacharyya (2006: 17), the research methodology and methods are the "scientific and systematic way to solve problems using techniques in conducting research operations". In addition, the research methodology and methods refer to the exact procedures or steps followed by the researcher in conducting the research that seek to clarify or comprehend the subject matter being investigated (Walwyn 2016: 8). Finally, according to Igwenagu (2016: 5-8), the research methodology and methods determine a set of logical procedures used in research with the types or modes of data collection and how an unambiguous outcome is to be considered.

3.1. Research paradigm

The research paradigm is a "philosophical way of thinking", a pattern of conducting the research through a philosophical point of view (Kivunja and Kuyini 2017: 26). The research paradigm supports and helps control the interrogations of the researcher of concepts, theories, models and thoughts including how the study goes about answering the questions and finding the answers (Terre Blanche, Durrheim and Painter 2006: 320).

The current study used the interpretivism paradigm (Kothari 2004). According to Willis, Jost and Nilakanta (2007: 96) the interpretivism paradigm "assert[s] that all research is influenced and shaped by the pre-existing theories and world view of the researchers". In this study, the researcher used the interpretivism paradigm to help him "construct and interpret" collected data through exploration and interaction using his understanding (Tanh and Tanh 2015: 24). In doing so the researcher used a semi-structured interview and an observation guide as data collection tools. The semi-structured interview was adapted from the instrument used by Msibi (2015) in his study entitled "The preservation of public records and archives in Swaziland government ministries and the department of Swaziland National Archives (SNA)". The

observation guide was adapted from guides used in two studies: the first study is that of Nsibirwa (2007) "Preservation of, and access to legal deposit materials at the Msunduzi Municipality Library Pietermaritzburg" and the second that of Ncala (2017). Use of the two data collection tools was done because the interpretivism paradigm is grounded on natural methods of data gathering such as interview schedules and observation guides (Dudovskiy 2018).

The research approach adopted by the study is discussed below.

3.2. Research approach

The research approach refers to the strategies and techniques for research that span the phases from wide-ranging expectations to comprehensive approaches of data gathering, examination and explanation (Grover 2015). This study adopted a mainly qualitative approach (Kothari 2004), to provide the means for exploring the research questions and understanding of the existing problem regarding the preservation of, and access to oral history records in the PAR. According to Aloko (2006: 204), the qualitative approach allows the "phenomenon or issue to be investigated from the informant's point of view". Rahi (2017: 2) states that the qualitative approach helps the study to use multiple ways to collect in-depth data about the matter under investigation.

3.3. Research design

Everything in life requires design or planning. According to Walwyn (2016: 2), the research design is the plan which the researcher "outline[s] how the research is structured and undertaken. Kothari and Garg (2014: 29) view the research design as the theoretical construction within which research is conducted. In this view, the research design is the complete strategy that one selects to address the research problem and which mixes the different components of the study in a clear and consistent way ensuring that the problem is resolved in a well-organised manner (Grover 2015: 1). Moreover, the research design "articulates" what data is necessary, what methods will be used to gather and analyse the data, and in what way all of these will respond to the research question/s (Van Wyk N.d.: 4). It rationally "links the research questions to the research conclusions through the steps undertaken during data collection and data analysis" (Baskarada 2013: 3). Finally, Van Wyk (N.d.: 13) observed that the research design focuses on the logic of the research asking what evidence is needed to tackle the research question. It also focuses on the end-product asking the question "What kind of study is being planned and what kind of results are aimed at?" In

terms of this study, the researcher selected a qualitative case study as the research design to address the preservation of, and access to oral history records in the PAR.

3.3.1. Qualitative case study

Baxter and Jack (2008: 544) refer to a qualitative case study as "an approach to research that facilitates exploration of a phenomenon within its context using a variety of data sources." Van Wynsberghe and Khan (2007: 80) define a case study as "a trans paradigmatic and transdisciplinary heuristic that involves the careful delineation of the phenomenon for which evidence is being collected". This means that a qualitative case study provides mechanisms for the researcher to carefully study complex phenomena within the phenomena's own contexts (Baxter and Jack 2008: 544). This study focused on the OHU of the PAR and, as a result, the qualitative case study approach helped the research to develop an "intensive analysis of an individual unit and provide[d] an opportunity for the researcher to gain a deep holistic view" (Baskarada 2013: 1) regarding the preservation of, and access to oral history records.

Baxter and Jack (2008: 547-9) outline the various types of qualitative case studies. The case study adopted for the current study could best be categorised as "descriptive" – one in which a phenomenon "and the real-life context in which it occurs[s]" is described (Yin in Baxter and Jack 2008: 548). The phenomenon in this study comprised the preservation of, and access to electronic records while the context was the OHU within the PAR.

3.4. Population of the study

The population refers to all persons or objects that the researcher needs to study and comprehend thoroughly (Rahi 2017: 3). The population of the study consisted of 12 members of staff of the OHU, namely, the head of the Unit (a Deputy Director), four researchers (Assistant Directors), four researcher assistants, two administrative officers and one intern. However, only seven interviews were conducted and analysed due to reasons stated in section 4.1.1.1. The population of the study was thus small and was purposively selected by the researcher. The population was small because the respondents were only the staff members of the OHU. The researcher purposively selected the population in line with the focus of the study because they had knowledge and experience with regards to oral history records all other records and staff members were excluded from the study. Because the population was small all staff members of the Unit were selected to participate in one-on-one (face-to-face) interviews, sampling was not necessary. Purposively selected means the researcher makes specific choices

about people or groups to participate in the study (Msibi 2015: 57). Given that the participants all worked in the OHU, it was assumed that they would have the necessary knowledge and understanding to be able to answer the questions posed, because they are responsible for the oral history collection.

3.5. Data collection techniques and procedures

The data collection techniques and procedures refer to the core mechanisms to gather data about the research problem. The data collection methods can be qualitative, quantitative or a mix of both depending on the nature of the study (Tashakkori and Teddlie 2003). According to Nalzaro (2012), the data collection techniques are the practice by which the researcher gathers the data required to answer the research problem. Furthermore, the data collection techniques and procedures constitute a vital component of the research process, as they provide the logical basis in the quest for answers to a given research problem (Moyo 2017: 285). The study used qualitative techniques, namely, the above-mentioned semi-structured interview and the structured observation guide as the data collection tools. In addition, the study also gathered graphic data in the form of photographs to illustrate and support the data collected from the interviews and the observation guide.

3.5.1. Interview schedules

An interview has been defined as a data collection technique that comprises the verbal/oral questioning of respondents, either independently or as a group (Chaleunvong 2009). According to Nalzaro (2012) and Chigariro (2014), the qualitative interview is oral communication between the researcher and the subject and can be structured, unstructured or semi-structured. Kothari and Garg (2014: 92) add that "this method can be used through personal interviews and, if possible, through telephone interviews". Harrell and Bradley (2009: 35) state that the semi-structured interview "collects detailed information in a style that is somewhat conversation" and "often used when the researcher wants to delve deeply into a topic and to understand thoroughly the answers provided".

The interview schedules used in the study were adapted from Msibi's (2015) instrument as mentioned earlier in 3.1 above. Three interview schedules were developed. The first was directed at the Deputy Director, the second at the researchers/Assistant Directors and the third at the assistant researchers, administrative staff and intern. The types of questions asked are elaborated on below.

3.5.1.1. Types of questions

The interview schedule used for the Deputy Director (see Appendix 5) consisted of 21 mostly open-ended questions which allowed the researcher to collect data that could, in the main, only be answered by management. While questions 3, 4, and 5 could be answered by others, it was felt that management would be able to give in-depth information about these matters. These questions included matters regarding:

- Legislation,
- Policies, budget, mission and vision statement,
- The importance of oral history,
- The strategies used for archiving and preserving oral history records and
- Key challenges in preservation and access to oral history records.

As pointed out by Kothari and Garg (2014: 93) semi-structured interviews "involve the use of a set of predetermined questions and of a highly standardised technique of recording."

The second semi-structured interview (see Appendix 6) which was directed at the researchers had 14 open-ended questions on the importance of oral history, legislation, preservation programmes and effective access to oral history records. The researcher put these questions to the researchers because they were the persons actually collecting the oral history records and were thus well-placed to answer the questions.

The third (and last) semi-structured interview (see Appendix 7) comprised 17 mostly open-ended questions and directed at the assistant researchers, administrators and intern. The questions were concerned with access, cataloguing, accession of oral history records, transcription, finding aids and the storage area for transcriptions. The researcher asked these questions in these areas because he believed that these participants were facilitating and promoting access to oral history records.

3.5.2. Observation guide

Pickard (2007: 202) notes that "the more you function as a member of the everyday world of research, the more you risk losing the eye of the uninvolved outsider: yet, the more you participate, the greater your opportunity to learn". The study used an observation guide as a collection tool find out more about research problem, this helps to develop a clear understanding about the preservation of and access to oral history records.

The observation guide (see Appendix 8) was adapted from two studies, Ncala's (2017) and Nsibirwa (2007) as mentioned in 3.1 above. The observation guide is regarded as a method that involves systematic choosing, inspecting and recording the behaviour and features of human beings, and phenomena or items in a particular institution or environment (Chaleunvong 2009). According to Kawulich (2005), the observation guide enables the researcher to describe an existing situation regarding a particular research problem. This study applied field observation to give the researcher the strength of comprehensiveness of perspective about a phenomenon and "develop a deeper and fuller understanding of it" (Babbie 1992: 285). The study used a non-participant observation guide to assess and inspect the environment both inside and outside the building, the condition of the records, the security measures, and the preservation of, and access to oral history records. The latter included examining the format of the records and determining whether the carriers were damaged or not. The observation guide was divided into six sections and these were:

- Preservation
- Access
- Storage of oral history records
- Format of oral history
- Playback inspection of the records
- Environment of storage room.

3.5.3. Graphic data

The study collected graphic data in the form of photographs to illustrate more detail and to support (or contradict) data obtained from the interviews and observation. Permission to do was obtained from the Office of the Provincial Archivist. Graphic data refers to "visual representation of information, data or knowledge intended to present information quickly and clearly" (Mtshali 2016: 70).

3.5.4. Pre-testing the instruments

Hurst and others (2015: 54) state that pre-testing interviews is done to measure "instrumentation" accuracy and articulate methods to address any limitations, bias, intimidations, and management procedures before the formal stage of collecting qualitative data. Pretesting of the instruments took place in April 2019 and this is described below.

3.5.4.1. Interview schedules

To recognise and resolved possible difficulties, the interview schedules were pretested on staff members at the University of KwaZulu-Natal (UKZN) Archives (one staff member), the Centre for African Literary Studies (CALS) (one staff member) and the Alan Paton Centre and Struggle Archives (two staff members) – all situated on the UKZN, Pietermaritzburg Campus. As a result of the pre-testing, various changes were made to the interview schedules and these are listed below:

- The number of questions in the interview schedule for the Deputy Director was increased from 20 to 21. Question number 3 was added to the instrument – "For how long have you worked at the Pietermaritzburg Archives Repository (PAR)?"

- The number of questions in the interview schedule for office administrators, assistant researchers and intern was increased from 15 to 17. Question number 3 was added to the instrument – "For how long have you worked at the Pietermaritzburg Archives Repository (PAR)?"
  Question number 4 was added to the instrument – "What is your job title?"

- The number of questions in the interview schedule for office researchers was increased from 13 to 14. Question number 3 was added to the instrument – "For how long have you worked at the Pietermaritzburg Archives Repository (PAR)?"

3.5.4.2. Observation guide

The observation guide was also pre-tested with the above-mentioned institutions. However, items dealing specifically with oral history were only pre-tested with the Alan Paton Centre and Struggle Archives because it was the only institution with oral history records. No problems were identified and the guide was not adjusted at all.

3.5.5. Administering the interviews

The data collection was done in line with the most significant qualities associated with moral thought, for the most part, the research ethics policy of the University of KwaZulu-Natal. The participants were informed about the intended date of conducting the study and the appointments were made a week before the interviews were conducted. The copy of the informed consent document, gate-keeper letter and ethical clearance were distributed with the explanation of the study background and brief instructions regarding the interview processes on 6 May 2019. The researcher did not distribute the interview schedules to the participants to enable them to familiarise themselves with the questions before the actual interview because

they had the necessary experience and knowledge to answer the questions without seeing them beforehand. In this regard the study differs from that of Msibi (2015) who distributed the interview schedule before conducting the interviews to enable the participants to familiarise themselves with the questions asked. The face-to-face interviews were conducted over a period of just under a month starting on 15 May 2019 and finishing on 11 June 2019. All interview responses were recorded using a Marantz portable recording device and Mp3 files (stored on a CD) were created.

3.5.6. Observation

The actual data collection with the observation guide was done on 1 June 2019 at the OHU Unit of the PAR. As noted above, permission was granted to do so.

3.6. Trustworthiness and reliability

Trustworthiness in qualitative research is all about credibility, transferability, confirmability and dependability of the research findings of the study which help to determine the legitimacy of the findings (Anney 2014; Nowell et al 2017: 3). As described above, the data collection instruments were pretested to help ensure their validity and that of the data collected. To reduce error and bias all data collected were counter reviewed to check for mistakes. Data triangulation was used to interpret the data. According to Nsibirwa (2012:149), data triangulation helps the study to strengthen data collected using a number of data sources. Anney (2014: 277) added that data triangulation "uses different sources of data or research instruments", including interviews and observation.

Reliability tests the consistency of an instrument to determine if the instrument will produce the same results if repeated (Mtshali 2016: 71; Msibi 2015: 60). The data collection instruments of the current study were considered reliable since they had been used in previous research (Nsibirwa 2007; Msibi 2015 and Ncala 2017) of the same nature as the current research.

3.7. Data analysis

In most cases, data analysis refers to the practice of critical analysis, logic and coherence in summarising collected data which also includes interpretation of the data (University of Pretoria, Department of Library Services 2018). The current study adopted a qualitative data analysis technique in the form of content analysis. The data was categorised using manual open coding according to themes guided by the objectives and research questions of the study (Dudovskiy 2018). According to Garaba (2010: 181) content analysis, as a research method, is

useful in quantitative, qualitative and mixed types of research. Berg (2009: 338) states that content analysis is a "careful, detailed, systematic examination and interpretation of a particular body of material in an effort to identify patterns, themes, biases, and meanings". More specifically, conceptual content analysis was used to examine and analyse the content in the transcribed interviews and observation guide (Nsibirwa 2007: 160). In addition, thematic analysis was used to select key points from the data collection instrument as guided by research questions of the study. Thematic analysis has been defined as a method for classifying patterns or themes within qualitative data (Maguire and Delahunt 2017: 3352). According to Maguire and Delahunt (2017: 3353), a good thematic analysis interprets and makes sense of collected data. Thematic analysis was guided by the Records Continuum Model to select relevant and crucial themes to ensure that the findings are responding to the research problem. This was done through the last dimension of the Records Continuum Model which deals with ensuring that the societal memories are being preserved and accessed.

3.8. Ethical considerations

According to Nsibirwa (2012: 161) and Msibi (2015: 64), it is pivotal for social researchers to identify what is acceptable and not acceptable in carrying out social research. This study was conducted under the professional ethical supervision of the "information studies discipline and the author-date referencing style both in text and in the list of reference" (Msibi 2015: 64). Moreover, this study abided by the various ethical considerations as contained in the ethical policies of the University of KwaZulu-Natal. These included the fact that:

- Participants were not subjected to harm in any ways whatsoever,
- Respect for the dignity of research participants was prioritised,
- Full consent was obtained from participants prior to the study, and
- The protection of the privacy of the research participants was ensured (Dudovskiy 2018).

Confidentiality of the participants in the study was assured and hyperbole and dishonesty about the objectives of the research were avoided (Dudovskiy 2018). Finally, the communication of the content of the study was done with trustworthiness and transparency and in doing so every effort was made to avoid the presentation of ambiguous or biased information (Dudovskiy 2018).

3.9. Summary

The research methodology and methods were discussed in this chapter. This included the research paradigm, the research approach and the research design. The study was mainly qualitative in nature. The data collection techniques and procedures were discussed. The former comprised semi-structured interviews, an observation guide and photographs. Data analysis was also discussed and the chapter ended with some ethical considerations.

Chapter Four follows and presents and discusses the results of the study.

Chapter Four

Presentation and discussion of results

4.0. Introduction

This chapter presents and discusses the findings of the study. Data were collected from staff members in the Oral History Unit (OHU) of the Pietermaritzburg Archives Repository (PAR) by means of interviews, observation and photographs. The results from the three sets of semistructured interviews are presented and discussed first under the following headings:

- Demographic information of the OHU participants,
- Importance of oral history records,
- Policy for the preservation and access,
- Preservation of oral history records,
- Access to oral history records,
- Staff training,
- Financing of the OHU, and
- Strategic planning for preservation and access.

This is followed by the presentation and findings determined via observation. Headings used are:
- Environment of stack room,
- Storage of oral history records,
- Playback inspection of oral history records, and
- Finding aids.

The photographs (graphic data) of the OHU building, the conditions in the storage area and the oral history records are presented at relevant points in the discussion. This graphic data was used to support data from the observation guide through illustration. It needs to be pointed out that presentation and discussion of the results respond to the research questions posed in Chapter One.

4.1. Results and discussion

The focus of this study was the preservation of, and access to oral history records at Pietermaritzburg Archives Repository. As noted in the previous chapter, the population of the study comprised the 12 members of staff in the OHU. However, only eight people finally

participated in the study. The researcher was unable to interview four of the staff members as two were no longer working in the Unit at the time of the interviews, one withdrew from the study and the fourth was on maternity leave. Furthermore, it was subsequently found that the recording of one of the eight interviews held was not audible and the participant was unwilling to redo the interview.

The presentation and discussion are thus based on the responses received from seven members of staff of the OHU. Though the population of the study was small, the results of the semi structured interviews provided enough information for the study to answer the research problem. Visileiou and others (2018) confirm that the more useable data collected from each interview, the smaller participants are needed. The results of the study provide a rich understanding about oral history records. To protect the privacy (confidentiality) of the participants they are referred to as OHU 1- OHU 7 as stipulated in Section 3.8 of Chapter Three.

Before presenting and discussing the findings in terms of the headings outlined above, Table 1 below reflects the main themes and sub-themes developed as the basis for the data analysis in response to the research questions and objectives formulated in light of the research problem. The development of the themes and sub-theme was guided by the conceptual framework (the Records Continuum Model to ensure that the study focuses on the societal memories.

Table 1: Development of themes as the basis for data analysis

Research questions	Objectives	Themes	Sub-themes
What is the importance of oral history records in the PAR?	To identify the importance of oral history records in the PAR.	Importance of oral history records.	• Value • Mission • Oral history and past events.

What are the key challenges faced with the preservation of, and access to oral history records in the PAR?	To determine the key challenges faced with preservation of, and access to oral history records in the PAR.	Preservation.	• Legislation • Policy • Building • Environment • Storage area • Preservation equipment and resources • Preservation strategy.
What are the key challenges faced with the preservation of, and access to oral history records in the PAR?	To determine the key challenges faced with preservation of, and access to oral history records in the PAR.	Access.	• Policy • Classification • Finding aids • Online access • Financing OHU.
What strategies and activities can improve preservation and access to oral history records?	To establish strategies and activities that will improve the preservation of, and access to oral history records in the PAR.	Preservation and access.	Recommend storage conditions and care.

4.1.1. Presentation and discussion of findings from the semi-structured interviews

As pointed out above the findings are presented and discussed under various headings beginning with the demographics of the seven participants all of whom were members of the OHU of the PAR.

4.1.1.1. Demographic information

This section presents the gender, level of education and work experience of the participants. Four (OHU 1, OHU 4, OHU 6 and OHU 7) of the participants were female and three (OHU 2, OHU 3 and OHU 5) were male.

The highest qualification of the female participants was Honours in Sociology and Postgraduate Diploma in Records and Archival Management (OHU 1), followed by one (OHU 4) with a Bachelor's Degree in Social Sciences, one (OHU 6) with a B. Tech Degree in Public Management, and one (OHU 7) with a National Diploma in Public Management. With the exception of the intern, all three had worked at the OHU for three or more years. Two of the male participants (OHU 3 and OHU 5) had Master's Degrees, one in Political Science and the other one in History and the third (OHU 2) had a National Diploma in Office Management and Technology. In terms of work experience in the Unit OHU 5 had seven years, OHU 3 had six years and OHU 2 had five years.

The above results indicate that the OHU is well-resourced with experienced and well-educated staff. However, out of the seven, only two participants had qualifications related to archival science. The one participant (OHU 1) had a Postgraduate Diploma in Records and Archival Management and the other (OHU 5) had a Master's Degree in history. Thus, the qualifications of the majority of participants were not related to archives, history or heritage and cultural studies as recommended qualifications.

4.1.1.2. Importance of oral history records

The study investigated the importance of oral history in South Africa, particularly at the PAR. In 2004 the then Minister of Arts, Culture, Science and Technology called for the endorsement, recording, preservation, and access of oral history in South Africa during the first Oral History Association of South Africa Annual National Conference held in Pretoria (Oral History Association of South Africa 2019). The South African National Archives and Records Service and all provincial archives are required, in accord with the country's statute on public archives, to document the history of societies and stories that were "neglected under the previous dispensation" (Schellnack-Kelly and Jiyane 2017: 114).

South Africa is a post-colonial country that has tried to ensure that all cultures, traditions and history that were left out or pushed to the periphery during the colonial and apartheid periods are filled in by oral history. The participants were asked about the importance of oral history records in South Africa. Findings revealed that the importance of oral history lay in its aim of documenting the "*neglected and undocumented history and bridging the gaps*" between the existing information in the archives and the information that is within the community about historical events (OHU 1, OHU 3 and OHU 5). The findings are relevant and reliable because

the respondents had enough working experience with OHU. It was pointed out that the majority of all types of records in the PAR were colonial records because the majority of black people were illiterate and did not create their own records (OHU 5). Respondents (OHU 1 and OHU 5) stated that the OHU collected oral history because lots of records in the archives were written and created by Western scholars and, as a result, some of the information was left out.

The researcher asked respondents how oral history enhanced the understanding of the past. Responses indicated that the participants were aware of the importance of oral history in enhancing the understanding of past events. Two participants mentioned the same objective of oral history and explained similar views with regard to the gaps closed by oral history records in the archives:

> **[OHU 1]** *I think like Prof Ngulube said last week at the lecture, we are the mind and memory of the society. Oral history records are really important, I mean the mandate that we have as we fill in the missing gaps in the archives. So, we try to reach the ordinary citizens, try to get their stories and put their stories in the archives…Lots of the records are colonial in the Pietermaritzburg Archives.*
>
> **[OHU 5]** *Remember these archives that we have here in Pietermaritzburg, these are colonial archives…So now the objective of the Oral History Unit is to fill up those gaps that exist in the archives…Other gaps that are there in these written records is that they were done by colonizers so there are things that are left out, for instance; you know that people who started to do or to document history, politics, sociology, anthropology, culture, tradition and everything about black people were white western anthropologists.*

In addition to the above findings regarding the importance of oral history records, one participant stated:

> **[OHU 3]** *It gives people who cannot write well, even those who can write but who do not write, the opportunity to tell their stories.*

Thus, the major and general understanding of oral history records is that they fill in and close missing gaps in the existing information about different historical events. This was also reiterated by Klopfer (2001: 106) and Schellnack-Kelly and Jiyane (2017: 114) who noted that oral history records are useful to generate and preserve information that was neglected in the past. However, it is not clear how the PAR closes the historical gaps using oral history because

the study never investigated how it develops and selects themes to collect information on. Respondents were also asked about the mission of oral history at the PAR. Below are the verbatim responses from three of the respondents:

> **[OHU 1]** *We fit into a broader departmental vision, mission, and values that you can find on the website there are different things that govern us because we are the part of the broader department.*
>
> **[OHU 3]** *Well the mission is simple; the mission is to document the undocumented history that is also stipulated within the archives Act and the National Archives Act and also within the KwaZulu-Natal Provincial Act of 2011.*
>
> **[OHU 5]** *Now the objectives of the oral history, is to interview people that will know about history.*

4.1.1.3. Policy for preservation and access

Policy is vital to help govern and guide the OHU at the PAR. The study found that the policy with regard to the preservation and access of oral history in the PAR was deficient. Below are the responses from the participants in relation to policy for the preservation of the oral history records.

> **[OHU 1]** *In oral history, we have a framework but what is supposed to guide us is the policy and the oral history policy is something we recently worked on, that guides us how we collect our oral history.*

The researcher probed further and asked: Is it a framework?

> **[OHU 1]** *It is a policy that hasn't been signed, a policy which is sitting with our directors.*

A second respondent also confirmed that the policy was not yet finalised and that they were working on it:

> **[OHU 3]** *The preservation policy, I must tell you that at the moment we only have a draft policy that is not yet been approved. It has been recently drafted and it does not only focus on preservation but I think it's divided into three parts. It covers acquisition, preservation and how to make records accessible that is what we have acquired as a unit.*

One respondent [OHU 5] claimed that the policy issue is a critical matter because there is a lack of team-work. Below is his response:

> **[OHU 5]** *That one is difficult…That one is not going to happen overnight because we don't have a dedicated team that is just looking at the policy; we have to be on the ground so when we are free then we will look at the policy.*

The draft policy document was thus known to only three out of the seven participants who were interviewed. The results are similar to those of Ncala (2017: 122) who found that the National Film, Video, and Sound Archives of South Africa (NFVSA) does not have a preservation policy. Lyons (2016: 3) asserted that a designated clear policy is important for determining what constitutes oral history records and to provide the framework for "collections management and institutional planning for description, storage, preservation, and access". In addition, Mnjama (2017: 85) posited that "it is important that archival institutions make it mandatory to establish policy priorities with regard to the audio-visual records." According to the Western Cape Government, Cultural Affairs and Sport (2015), there are four important policies that are regulating oral history in South Africa, namely:

- White paper on Arts, Culture and Heritage, 1996,
- National Policy of South Africa Living Heritage, 2009,
- Library and Information Service Transformation Charter, 2009 [and 2014] and
- The National Policy on the Digitization of Heritage Resources, 2010.

4.1.1.4. Preservation of oral history records at PAR

> According to Somes (2012: 4) the challenge of audio-visual preservation is preserving the archive before the content is lost, either through chemical degradation or obsolescence for the reason that audio-visual records are reliant on obsolete technology.

The study examined the preservation of oral history in the PAR. In doing so, it scrutinised the legislation, policy, weaknesses of the building, environmental conditions, storage area, and preservation equipment and resources. The study learnt that the programme of oral history records preservation in the PAR is ineffective due to various reasons including:

- Outdated provincial archival legislation,
- Absence of preservation policy for oral history records,
- Poor adapted building, and

- Scarcity of equipment and resources.

When participants were asked about the legislation and the preservation of oral history records, it was evident that they had clear knowledge about the legislation that governs the PAR. Below are selected responses from three of the respondents:

> [OHU 1] *We fit under archives legislation, so National and Provincial. We have our Provincial Archives legislation and that is what we fit under.*

A second participant stated that:

> [OHU 3] *We operate within the National Archives Act and also within the KwaZulu-Natal Provincial Act of 2011.*

However, one participant recommended that the KwaZulu-Natal Archives and Records Service Act (No. 8 of 2011 as amended) should be revised:

> [OHU 5] *Yes, like archives we have got our own Act but it has to be revised or maybe I must say the better [term] is it has to be amended.*

According to the researcher's view the KwaZulu-Natal Archives and Records Service Act (No. 8 of 2011 as amended), does not provide enough detail for archival institutions to support the acquisition, preservation, and access of oral history records or audio-visual records generally. According to the Act, one of the objects and functions of the Provincial Archives is to "initiate and coordinate the collection of oral and audio-visual archival material" (Extraordinary Provincial Gazette of KZN No.854. 2012: 01-92). However, the Act does not state how the material will be acquired, preserved and accessed by the public. Since the OHU is a relatively new component within the PAR, the Act needs to stipulate how oral history will be initiated and coordinated. According to Ngoepe (2017: 1), the archives in "each province is required to promulgate its own Act on archives and records services, as well as establish and maintain its own archival infrastructure". Should the existing Act be amended once more, the PAR needs to examine other pieces of legislation (see below) during the process to ensure that the amendment fully supports the initiation and coordination of the oral history records and that there is no conflict during the process.

There are a number of pieces of legislation that govern and have an impact on oral history in South Africa and according to the Western Cape Government, Cultural Affairs and Sport (2015: 4) these are:

- Copyright Act (No. 98 of 1978),
- Cultural Promotion Act (No. 35 of 1983),
- Cultural Promotion Amendment Act (No. 59 of 1998),
- Legal Deposit Act (No. 54 of 1997),
- National Archives and Records Service of South Africa Act (No. 43 of 1996),
- National Heritage Council Act (No. 11 of 1999),
- National Heritage Resources Act (No. 25 of 1999),
- National Library of South Africa Act (No. 92 of 1998),
- Promotion of Access to Information Act (No. 2 of 2000), and
- Protection of Personal Information Act (No. 4 of 2014).

The study also investigated the key challenges faced in preserving oral history records in the PAR. All participants mentioned the challenge of their current location. As has been pointed out in Section 2.2.1, the OHU is located on the second floor of the KwaZulu-Natal Museum Services Block F (the Old Greys Hospital building) in Prince Alfred Street. It is not located within the PAR on Pietermaritz Street due to the lack of space. The building was thus not purposively built and nor was it rehabilitated to meet archival building standards in order to appropriately accommodate oral history records. Secondly, the building is very old, having being built in the 1880s by Sir George Grey, the Governor of the Cape Colony at the time (Brown 2005) and renovated around 1985 by the then Natal Provincial Administration (Duckworth 1985: 12) with an unsuitable design for the archival operations. The building can be described as a:

> double storey gabled marseille tiled roof with closed timber eaves and exposed rafters: red face-brick walls: timber-framed sliding sash and top hung windows including fixed steel with plastered and painted, unpainted and soldier course window heads and bullnosed face-brick cills: plastered cornice bands with columns between windows (Department of Arts and Culture 2013).

The above description contrasts significantly with that of the building housing the National Archives of Canada:

… an exterior glassed cocoon, with the roof supported on giant columnar steel pylons, maintains temperature and humidity controlled air between the external climate and the vaults; it envelopes an interior concrete building for the vaults, similarly controlled, but with four separate, distinct environments based on the physical requirements of the records (Lilly 2002: 241).

In addition, Acker and O'Connell (2010) state that an archival building must be "safe, secure, healthy, comfortable, durable, aesthetically pleasing, and be accessible." These attributes are more likely to be successful if the building has adequate administrative office space, archival and preservation space, permanent storage space for records and a studio room to access audiovisual records. In response to the obvious shortcomings of the current building housing the OHU, the researcher was informed that the KwaZulu-Natal Archives and Records Services is currently planning to build a new archive to centralise all repositories and presumably ensure a more conducing working and storage environment.

Two further responses concerning key challenges faced with the preservation of, and the access to oral history records were provided:

> **[OHU 5]** *That one [challenge] will always be there until the day we have an archives repository that has custody to the records as papers, and to digital records and to the records as recordings. These archives when they were established, the archives repository they did not cater for the audio-visual material.*
>
> **[OHU 1]** *The building we [are] in, is very old and when there was heavy rains like a month ago it leaked that side, we don't really have ventilations so there are things that compromise the space.*

The second response above indicates that the building is not modernised and the storage area does not have unified heating, ventilation and air-conditioning (HVAC) to maintain a consistent temperature in the storage area. According to the two respondents (and as mentioned above), there is a final agreement to build a new archives repository even though it is not clear when the building work will start. Below are responses from the two respondents with regard to the proposed new building:

> **[OHU 1]** *We have money for the building, we have [had] it for the past two years. I think we have 300 million to build in [on] a new site in Pietermaritzburg and they are working on it.*

> **[OHU 5]** *Treasurer gave us money this was through the previous MEC Sibhidla Saphetha…So [the] treasurer gave us money 300 Million to establish a new archives building…Because there is a lack of free space we are here now at the museum which makes it as if we are the separate thing from the archives.*

The proposal for building the new archives appears to be the solution to the current challenges relating to the preservation of, and access to oral history records in the PAR. The design of the current archives building does not accommodate preservation and access of the records for various reasons including the lack of space. The response from OHU 6 also touched on the challenge with the building:

> **[OHU 6]** *I also believe that the building is not conducive wise…*

It is evident given the above that there is a special and urgent need for the improvement of the adapted building currently housing the OHU to enable proper preservation of, and access to the oral history records. Arguably, this needs to be done as a matter of some urgency and cannot wait for the new building which may not even materialise.

The researcher also thoroughly investigated the environmental conditions (including security) relating to the building and particularly the stack rooms. Findings revealed that the building is secure with security measures both outside and inside the building (see Figure 7). Below is the response from a respondent:

> **[OHU 2]** *I will say first of all we have the locked gate, locked door and some magnate locked burglar guards, locked office, before you can get into the steel cabinet and I can mention that there is a security guard that is securing our building.*

However, there are many challenges concerning the condition of the environment in the adapted building where the OHU is located and where records are stored. In fact, the study revealed that the environment is a major challenge in the preservation of the oral history records. Below are responses from two of the participants that underscore the concerns with the condition of the environment (see Figure 1 in Section 4.1.3.1):

> **[OHU 2]** *I would say that is one of our most [biggest] challenges is to preserve these records in an environment that is [not] designed to preserve such information.*

[OHU 1] *The floors are carpeted there is dust. I don't think the storage thing is off the ground or on the ground we don't know like dust that compromise the disk, like the dust we have every day…*

In one of the interviews the participant pointed out that they control the environment through fumigation:

[OHU 7 *We have people coming in maybe once after two months for fumigation.*

Over the years different approaches have been tried to get rid of biological agents. While fumigation was recommended in the past it is only used on a small-scale today because it:

- Affects people,
- Leaves residue on materials causing chemical instability,
- Does not get rid of pests for good,
- Creates super pests who become resistant to pesticides,
- Is expensive,
- Affects the indoor air quality, and
- Can be very toxic and deplete the ozone layer. There is no one fumigant which is known to be safe for all collections (Nsibirwa 2019)

In addition, The United States National Archives (2019) states that the fumigation may permanently damage records through chemicals reactions.

The study also investigated the storage area for the oral history records (see Figure 1 in Section 4.1.2.1). The researcher examined the storage area and the condition of the storage area and discovered that the storage area did not qualify for archival operations. According to the United States National Archives (2019) "poor storage conditions for audio-visual records impede their preservation". Below are the responses from two of the interviewees with regard to storage:

[OHU 3] *We have a storage facility within our office…It is a facility that would make sure that if the building collapses the material inside would not be affected because it made out of steel, it [is] a steel facility.*

The participant meant that the manual high-density mobile shelving system is made out of steel, and given this, the oral history records would be protected even if the building did collapse.

[OHU 1] *It [is] just a standard room we don't have central air conditioning.*

In addition, the two respondents agreed that the space in the storage area is limited which affects the preservation programme. In the words of one of the respondents:

> **[OHU 2]** *The space. Records do not have space in this office [storage area] that is why there are sitting with us in our offices where we work. They can also be at risk of being stolen because there is where people are up and down.*

According to Acker and O'Connell (2010), the archival building must have permanent storage and preservation space. The space should only be accessible to staff as the users of the records are confined to the reading rooms where records are brought to them under strict supervision.

The study carefully considered the preservation equipment, and the researcher asked the participants about preservation equipment and resources. What emerged was the privation of equipment and resources and those resources that are available and being used, are inadequate for the preservation of oral history records. According to two of the respondents:

> **[OHU 1]** *Preservation, I think we are working to preserving our things…We need that preservation space that meets our archival standards, we don't really have that space at the moment…It a standard sliding safe… [Manual high-density mobile shelving system]* (See Section 4.1.3.1. Figure 2.)
>
> **[OHU 6]** *I believe that we lack … [in] that department. We store them in boxes and if you want to access it you have to go through those boxes.*

4.1.1.5. Access to oral history records in the PAR

The study investigated the access to oral history records at the OHU of the PAR. The study found the Unit to be "invisible" to users because there is a lack of signage (including road signs) for direction to the location of the Unit. The researcher asked participants what the PAR did to ensure fair and easy access to the oral history records. It was revealed that the records are not effectively accessible by the public due, not only to a lack of signage but also to the lack of policy, classification, finding aids, online access, funding and resources. Moreover, the study found that only a few individuals knew of the existence of the OHU and, as such, were the only ones who had access to the oral history records.

The researcher asked about the key challenges faced in terms of access to the oral history records. Firstly, what the study learned and noted is that the records do not have any restrictions

when it comes to access. It also noted that access to the records in the PAR is not effective because the OHU is not well known (as pointed to above) and opened just six years ago. The major challenges faced with access were the aforementioned inappropriate building and the shortage of equipment and resources to access audio-visual material such as purpose-built building equipped with a studio room.

The second set of challenges that emanated from the study was the lack of policy and the lack of a strategy to access the oral history records such as a classification scheme, finding aids and online access. The OHU does not have a policy in place guiding access to the oral history records. While there is a draft policy it has not yet been approved and thus not utilised by the Unit. The lack of policy compromises the right of the public to have access to information.

The researcher asked participants how the PAR classified oral history records. Worryingly, one respondent was unsure about the existence of a classification scheme and a second was not aware of any classification scheme. It emerged that the PAR does not have a classification scheme for oral history records. Below are the responses from the two respondents above:

> **[OHU 6]** *According to the subject…So I guess we classify them according to those… [subjects]*
>
> **[OHU 4]** *I don't have any idea about classification…*

One respondent went so far as to state:

> **[OHU 7]** *No, there is no order. I think the way we are storing discs is not easy for someone to find. No, we don't, the classification is more when it comes to admin. Reporting file, where it more classified. You will find disc mixed up, you will find 2012 mixed up with 2019. We just have a lot of problems when it comes to storing discs.*

The study sought information about finding aids for oral history records in the PAR. It discovered that there was an absence of formally drafted finding aids for the records. When the researcher asked about the finding aids, two participants responded as follows:

> **[OHU 2]** *We can't have a finding aid of something that the public don't [doesn't] know that it exists.*
>
> **[OHU 7]** *I know like the honoraria it is like a finding aid because it guides us on who is being interviewed. A consent form and the registers, so they are sort of a finding aid for us.*

The researcher also asked about the key challenges respondents faced with access to the oral history records. Two respondents gave the following responses:

> **[OHU 2]** *The public do [does] not have access to all our records which we have been collecting for the past six years since the unit was opened in 2013 or if I may say it started working in 2013.*

> **[OHU 7]** *We don't take it [oral history records] to the repository, since I came here in 2014 that has been happening, I think that is the biggest problem. If you could ask me why it is like that, why are we not depositing discs [records]? I will never give you a proper answer.*

The study also investigated access to the oral history records through online platforms. It found that there is a lack of oral history records on the online platform, namely, the National Automated Archival Information Retrieval System (NAAIRS). Various responses were received relating to online access to oral history records. One respondent stated that:

> **[OHU 2]** *No, we don't have a website, we don't have telephones, and we recently two months ago received internet and computers. The only thing that appears on the departmental website is that there is a unit called Oral History Unit and what it does…But there is no other information that is there.*

The study found that there were plans for providing online access to oral history records in the PAR. According to two of the participants:

> **[OHU 3]** *Records are not online but there is a plan nationally that is being rolled out it's called Atom which is access to memory…But there are other initiatives that we locally engage in such as there is an initiative to partner with South African History Online and also have been talking to Microsoft to able to assist us locally so that we don't just wait for that strategy that is being rolled out by the National Archives but we also take pro-active steps to ensuring that we make information accessible.*

> **[OHU 5]** *So I have a strong belief that before the end of the year we might have these things [records] online…We have spoken with the University of South Africa (UNISA) to do this, to put these things [records] online.*

However, there are issues associated with Microsoft and online access to oral history records because oral history is generated through interviews and interviews are subject to copyright at

the moment they are recorded (Beck and Cleve 2011). According to the Oral History Association of South Africa (2019), consent is required to obtain oral history records because they are considered to be intellectual property. In order to make oral history records accessible to the public, a clear release from the co-owner of the interview is needed to give the archives the authority to make use of, and provide access to the records (Oral History Association of South Africa 2019).

The respondents were also asked how users access the oral history records they have identified. Four respondents pointed out that the only access to the records is through requesting them from the Unit. More specifically, the responses were as follows:

> **[OHU 3]** *At the moment we make them accessible usually to people who know that we exist and then will then ask for any piece of information they will email us and then we then make accessible to whatever information that we have…So the current challenge that we have is that we are not online.*
>
> **[OHU 6]** *Most users go through our head of the component and they request us…*
>
> **[OHU 1]** *We usually operate by request that is the main thing I can think of maybe a couple of months ago I got an email from the Professor who is the head of research at UCT and he heard about our recording through one of the individuals we had interviewed…So he had emailed the PAR and the head of PAR emailed us.*
>
> **[OHU 4]** *Since I came, I never saw [seen] any user coming in.*

Schellnack-Kelly and Jiyane (2017: 120) assert that an online archival platform is vital because it ensures wider access as users are not constrained by geographic location. It would thus be important for the PAR not only to establish but also to promote online access to its oral history records.

4.1.1.6. Staff training

The study investigated whether there were any programmes for staff training. It was found that while staff training programmes are available in the PAR, these programmes did not cover the preservation of, and access to oral history records. Three participants responded as follows:

[OHU 1] *No, not really. We had a conservator employed…it was one individual. She was retired and they brought her out of the retirement and she was supposed to assist the different repositories and she didn't get around to come to us because she got sick and she had to retire*

again. So we got the preservation and conservation group [The South African Preservation and Conservation Group] we don't have any training in that.

> **[OHU 2]** *We lack training because what happened was when we started working with these records, started recording stuff, sometimes we had to figure some things by ourselves because there was no training on the using [use] of the machine, how to handle the disk...I really don't know how to like what I do how it is related to the archives…*

> **[OHU 6]** *In terms of education and knowledge, we don't have much knowledge of archives. We have the Registry Training Course and the Records Management Training Course and I believe that there is an Electronic Records Management Training Course which is available but we haven't...I don't believe anybody has gone there in the unit but I believe that it is new and it's available to us. Like I have said before that most of the things because we haven't received the training yet, most of the things we do based on our knowledge.*

However, when the question concerning staff training was posed to one of the respondents, he said that members do indeed receive training but that most of the training was about the methods of collecting oral history. According to the respondent:

> **[OHU 3]** *Yes, we have trainings, most of our staff received training through workshops. There are many workshops that we have sourced from university experts since the formation of the unit. We had UCT [University of Cape Town] coming to train us, we had the University of KwaZulu-Natal coming to train us, and we had University of South Africa coming to train us in those areas in terms of how to acquire oral history using the methodology, the shortcomings of the methodology and how to overcome those, we also had training on preservation in fact we had a SASA [South African Society of Archivists] roadshow within the province few years ago where we partner also with the Durban University of Technology.*

The above claim was due to the fact that the respondent has been with OHU during a period when training interventions occurred. However, it is not clear why one of the respondents did not recall this training as they had also been at the Unit during this period.

4.1.1.7. Financing the OHU

The study investigated the financing strategies in the PAR particularly with regard to the OHU. The researcher asked about the funding for the PAR because it is a major factor in the operation of the archival institution and specifically for the preservation of, and access to oral history records. It was found that funding came from KwaZulu-Natal Department of Arts and Culture. It was also revealed, perhaps unsurprisingly, that the allocated budget for the Unit was considered by the respondents to be insufficient. While funding from external sources is not allowed, the researcher was informed that work was being done on amending structures in order to allow for external funding.

Two participants responded as follows to the issue of funding:

> **[OHU 5]** W*e are a government we are being funded by the government…So Arts and Culture is the least funded…When it comes to funding the archives funding is not a good one. So we only have a budget of about 7-8 million out of that one we have to take off 1.4 million for security…So here at Oral History, we have to deduct R3 040 000.00, it is not our choice…Since we have [the following offices] Pietermaritzburg, we have got Durban, Ulundi and Oral History we divide it amongst ourselves. Since we are the new baby in the archives we are the least funded.*

> **[OHU 3]** *The funding that we have, has also declined over the years because it is viewed as non-priority in terms of government…So archives are at the bottom only receive like a small fraction of the budget that is allocated within the Arts and Culture sector. Within the Arts and Culture sector library is the one that received more money.*

When the researcher asked about alternative funding opportunities, it was discovered that, as mentioned above, there are no other funding options. Two participants provided responses as follows:

> **[OHU 3]** *There is no grant money that we received it is just an operational budget… The majority of that budget also go [goes] out to paying staff [salaries].*

> **[OHU 5]** *You know the government is a strange animal, people who came before us will tell us that we are not allowed to ask for funding but since we have an academic Dr Khumalo it is one of the things that we are looking for.*

4.1.1.8. Strategic planning for preservation and access

Finally, the study investigated the strategic plans used by the PAR to preserve and access oral history records. The study found that the OHU does not have any strategies in place for the preservation of, and access to oral history records. When the researcher asked about strategic planning for preservation and access, one interviewee responded as follows:

> **[OHU 2]** *No we don't have a strategy or I can say maybe there is a strategy that can maybe be discussed by the management since I don't sit in the management meetings but according to my knowledge or the information I have, the is no strategy that I know of or that has been ever being discussed into the matter.*

In light of this response, the researcher (again) asked how the PAR preserves and provides access to oral history records. the respondent noted that there are procedures in place for the preservation of oral history records. However, these procedures are unprofessional because they are not guided by any preservation training, framework or policy. The respondent went on to mention that:

> **[OHU 2]** *We preserve our recorded data [records] in our steel cabinet, they are based in our offices…we first label them we put in the date of the interview, the name of the interviewee and then we store it in boxes which are stored in the steel cabinet. That is how we preserve our oral history recordings…But when it comes to your question of preservation and access, I can rate ourselves zero.*

The lack of strategy and lack of informed procedures adopted for the preservation of the oral history records are of concern. According to The Library of Congress (2019), good storage for preservation of audio-visual materials is critical and general strategies may include:

- Store and handle materials in a clean environment,
- Store all format vertical, disc and reels on edge, cassettes on long edge, cylinders standing on end,
- Make sure that shelving is strong enough to support the heft and weight concentration of these materials,
- Store grooved discs on shelves with sturdy, immovable dividers every 4-5 inches that support the whole face of the disc in its sleeve,
- Do not store grooved discs of diverse diameters together, and
- Store played tapes without rewinding; rewind just before playing.

Two respondents also pointed to a lack of a preservation strategy and identified further issues concerning processes:

[OHU 1] *The ink that we use to write on records we don't know, we haven't really analysed that archival aspect on how we preserve, the disk and what we do. We also have an issue in the marking of the disk we don't have standards on how we mark them.* [OHU 7] *You will find a disc inside has no information, it [was] written outside [labelled on the cover] that Mbongeni Tembe but when you get inside [play it] it has… Malokotha Mbazini.*

It does appear that the labelling of discs is a problem which would negatively impact on access and the matter can only be corrected through staff training. It is also evident that the PAR needs to have a policy and regulations in place to guide procedures.

The PAR not having a strategy/ies for the preservation of oral history records in place is in contrast with what is stipulated by the Online Computer Library Center (OCLC). According to the OCLC (2006: 5), there are four vital preservation strategies for audio-visual records:

- Assessing the digital content of objects to regulate what type and degree of format conversion should be applied,
- Assessing the jeopardy for losing content posed by technology,
- Shaping the appropriate metadata required for each records type, and
- Providing access to the records.

The overall findings from the semi-structured interviews suggest that the risk of the PAR (and the OHU specifically) losing its oral history records is high. The records are not being preserved as best practice would dictate and their life span is thus being compromised as is access to the information contents of those records. Not having an effective policy, strategies and procedures in place are negatively affecting the proper acquisition, preservation of and access to the oral history records. Furthermore, the adapted building is also a serious concern that requires immediate attention as do the issues of inadequate equipment, resources and funding.

4.1.2. Observation guide and graphic data (photographs)

The data collected from observation and graphic data in the form of photographs are presented and discussed in this section. The photographs support the observation and when combined,

provide a distinctive perspective of the conditions relating to the preservation of, and access to oral history records in the PAR's OHU.

4.1.2.1. Environment of the stack/storage room

This sub-section reports on the environment of the stack (also referred to as storage) room. The findings show that the environment is totally not conducive to the preservation of oral history records and their access. The environment is disorganised with lots of separate boxes on the floor (see Figure 1). This definitely affects the life span of the oral history records. Figure 1 below reflects the conditions in the storage room. Figure 2 depicts the mobile storage cabinets.

Figure 1: Conditions in the storage room   **Figure 2: Mobile storage cabinets**

While the researcher found that the floor in the storage area was carpeted, the roof had old ceiling boards, there were windows, and there were cracks in the walls. The environment was thus found to be inappropriate and not designed for audio-visual records. The findings are similar to those of a study conducted by Bhebhe, Masuku, and Ngulube (2013: 54) which found that buildings for most records centres in Zimbabwe have "leaking roofs, cracked floors and walls leading to the deterioration of their records." According to the authors, the "infrastructure plays an invaluable role in the preservation of records and archival material" (Bhebhe, Masuku and Ngulube, 2013).

The study discovered that the temperature for the storage area was not controlled because staff also work in the storage area – it is their office. The storage area does not have a dehumidifier and this may lead to the growth of micro-organisms. According to Okahashi (2011: 2), the temperature and the relative humidity of the storage environment for audio-visual collections are recommended to be 18°C and 55% respectively. The study learnt that the type of air conditioner used is the LG Split Room Air Conditioner model S126NH (see Figure 3). While the air conditioner is working, the temperature is not constantly at the 18°C needed for the

preservation of oral history records and audio-visual resources but rather at the more comfortable (to humans) 22°C because the storage area, as mentioned, also serves as an office. These results are similar to those of Mensah, Adjei and Adams (2017: 8) who, in their study, found that the air-conditioner in the preservation room for audio-visual materials at the Audiovisual Archives of the University of Ghana Library System, was faulty leading to inconsistent temperatures.

The type of light that is used in the storage area of the OHU is the Osram L58w/640 twin tube fluorescent lamp. As a result, the records are getting damaged because of the brightness of the lights which are constantly turned on during the working day (see Figure 4). This differs from the findings of the study by Ncala (2017: 73) at The National Film, Video and Sound Archives of South Africa, where it was found that lights in the storage area were turned on when going into the area and switched off on departure. This was due to the fact that the storage area does not have a dual-use like that of the OHU at the PAR. According to Ngulube (2003: 91) light levels must be kept as low as possible, and exposure ought to be for the shortest time.

Still on the issue of light, the study found that windows allowed light from the sun into the storage area of the Unit. This contrasts with the Northeast Document Conservation Center (2019) where light from the windows is controlled by using dark shade on the exterior windowpanes because windows should be protected by "drapes, shades, blinds or shutters that completely block the sun". Ncala (2017) also discovered that similar measures were in place to control sunlight from the windows at the above-mentioned National Film, Video and Sound Archives of South Africa.

The two selected photographs – Figures 3 and 4 below – are of the air conditioning unit and the type of lights used in the storage area where the oral history records are kept.

Figure 3: LG Air conditioning   **Figure 4: Light in the storage area**

Through observation, the researcher found that the building does not have a fire detection system in place – only fire extinguishers are available. There is a total of three fire extinguishers in the building. Two are of the dry powder stored pressure-type and were last serviced in February 2019 with the next service being due in February 2020. The third is the water pressure-type and was last serviced in April 2014 meaning that it had not been serviced for five years.

4.1.2.2. Storage of oral history records

The researcher also observed the manner in which the oral history records were being stored. As the earlier presentation and discussion of findings would suggest, how this is being done does not meet archival standards. The PAR's OHU does not have a designated strategy and methods or procedures for storing and arranging the oral history records. The records are mixed up and no order, for example by theme, date or subject, is applied. Details on the boxes and the CD covers are hand-written using markers and the information provided does not have any correlation with the manner in which the boxes and CDs are arranged and stored. Information provided on the box or cover usually consists of the name of the interviewee and the date and place of the interview.

Figure 5 below illustrates the way in which the oral history records are being stored at the OHU. As can be seen, they are put in boxes which serve as protective enclosures that provide microclimates.

Figure 5: Storage of oral history records

Finally, it was observed that there was a lack of space to store (and should it be done, organise) the oral history records. Some of the recorded interviews and transcripts were being stored on

computers for the sake of having a copy for back-up and transcribing. There are nine computers within the OHU but there is no central computer/s to store recorded interviews and their transcripts. Neither are the computers connected to a server so backing up to a server is not possible. It was evident that the digital records were mixed up and stored on various computers thus further reinforcing the lack of order mentioned above. Worryingly, some records were being kept on staff laptops. The danger with doing so is that laptops can crash and are easily lost or stolen and, in the absence of systematic backing up being done, the records can be irretrievably lost.

4.1.2.3. Playback inspection

Ncala (2017: 98) states that "components of carriers and their stability are a major concern for audio-visual records". The study observed the format/s in which the oral history records were being kept and whether they were working or not. It was found that the oral history records at the OHU are in different formats including audio cassettes, VHS videos and MP3 CDs. Figure 6 below displays the formats of the oral history records.

Figure 6: Format in which oral history records kept

Figure 7: Security measures are

Inspection revealed that the majority of the records were in good working order and condition with no mechanical and/or chemical problems. However, there were some records which were scratched and some which had a poor audio quality (the sound was not clear).

4.1.2.4. Finding aids

The study discovered that PAR does not have proper finding aids for the oral history records. The OHU used the accessions register and honoraria as aids in finding records. However, these

provide little, if any assistance in actually finding a record or records due to the records in the storage area not being organised and arranged in any systematic fashion (including according to the accessions register or the honoraria).

4.1.2.5. Key challenges faced with the preservation of, and access to oral history records

- The first key challenge noted from the study findings is the outdated provincial archives legislation which needs to be amended to support the modern archive's operations.

- The study found that there is an absence of policy and strategies in place at the PAR for the preservation of, and access to oral history records.

- The adapted building which houses the OHU is unsuitable and in a poor state for the purposes of preservation of, and access to oral history records.

- While the seven staff who participated in the study were well educated only two had formal qualifications relevant to the archival field. Having a majority of staff without formal qualifications in the archival and history fields is a major challenge because it compromises the professional operation of the archival institution.

- The lack of training for staff members goes hand in hand with the lack of archivists and historians in the Unit and further compromises the services provided.

- The scarcity of equipment and resources to preserve and access oral history is a serious challenge for the PAR and also undermines the services provided.

- Accounting for the lack of equipment and resources is the inadequate funding provided to the PAR and its OHU and until this is resolved many of the challenges relating to the preservation of, and access to oral history records are likely to remain.

4.2. Summary

This chapter focused on the presentation and discussion of findings. The chapter presented and discussed the data that was collected through the semi-structured interview schedules, the observation guide and graphics, in the form of pictures taken with a camera. The presentation and discussion were guided by the themes and sub-themes in relation to the research questions and developed as a basis for the data analysis. The chapter presented the demographic information of the OHU respondents in terms of their gender, level of education and work experience. This was followed by the findings and discussion of various aspects relating to oral history records including their importance, their preservation and access, staff training, policy and strategies in place, and financing. The chapter ended with the presentation and discussion

of the data obtained from the observation guide and that was supported by graphics data in the form of photographs. The observation was segmented into the environment of the stack room, storage of oral history records, playback inspection and finding aids. The key challenges were then listed.

The next chapter, the final one, comprises the conclusions and recommendations of the study.

Chapter Five

Conclusions and Recommendations

5.0. Introduction

The purpose of the study was to identify the importance of oral history and how oral history records are preserved and accessed at the Pietermaritzburg Archives Repository (PAR). The study underscored the importance of oral history records and the preservation and access to those records. A special focus was on the key challenges faced in terms of preservation and access. The study looked at the legislation, policy, equipment and resources, staff training and funding at the PAR (specifically in the OHU) as they pertained to oral history records. Finally, one of the objectives of the study was to establish the strategies and activities that could enable effective preservation of, and access to oral history records.

In this chapter, conclusions are drawn and recommendations made in the light of the research questions and objectives underpinning the study and the findings of the study. The chapter begins with a summary of the study and ends with a suggestion for future research.

5.1. Summary of the study

Chapter One was the introduction to the study. It comprised the background to and outline of the research problem, the statement of the problem, the objectives and research questions, the rationale for the study, the definitions of terms and concepts, the theoretical framework, delimitations and the structure of the thesis. It, as will all the chapters, end with a summary.

Chapter Two was the review of the literature done in line with the objectives of the study and guided by the theoretical framework, namely, the Records Continuum Model. The literature

reviewed comprised both published and unpublished materials concerning preservation and access to oral history records and audio-visual material. The materials included, but were not limited to, printed and e-books, dissertations/theses, journal articles, conference papers and government publications.

Chapter Three comprised the research methodology and methods utilised for the study. It outlined and discussed the research paradigm, approach and design adopted by the study. Also described and discussed was the population which was purposively selected by the researcher, data collection techniques and procedures, validity and reliability, data analysis and ethical considerations.

Chapter Four presented and discussed the findings of the study. The findings stemming from the semi-structured interviews were presented and discussed first. This was followed by those findings which were a result of the observation done by the researcher and were supplemented by photographic evidence.

5.2. Conclusions as per the research questions

The literature reviewed by the study indicates that most of the studies about the preservation of, and access to oral history records were conducted in the developed countries. It was anticipated that the results of the study will be beneficial to information professionals working in the field of oral history. The following section presents the conclusions of the study as per each of the research questions.

5.2.1. What is the importance of oral history records in the PAR?

 "A country without a history is not a country." These words emphasise that preserving information for posterity on the heritage of South Africa is actually a significant undertaking (National Film, Video and Sound Archives of South Africa 2019). The study and its findings have shown that an important role of oral history lies in its ability to fill in the gaps in the archives about historical events. This is an important role given the fact that most of the records in archives in South Africa were produced in the colonial and apartheid periods. Another important role of oral history is that it gives a chance to people who are voiceless to put their voices onto the surface through storytelling.

As noted, the study revealed that the majority of all types of records in the PAR are colonial records because the majority of black people during that period were illiterate and did not create their own written records. The OHU collected oral history because many of the records held in the archives were written and created by Western scholars thereby creating a bias in terms of the content of the archives. According to Bhebhe (2015), the apartheid government did not regard Africans as having had a history praiseworthy of being documented and preserved. Lots of historical information for Africans was deliberately omitted and unrecorded by the apartheid government (Bhebhe 2015). It is the intention of the OHU to address this bias or gap.

5.2.2. What are the key challenges faced with the preservation of, and access to oral history records in the PAR?

Firstly, the study revealed that the current provincial archives legislation, the KwaZulu-Natal Archives and Records Services Act (No. 8 of 2011 as amended), was insufficiently detailed in terms of oral history records and needed to be brought up-to-date to support the modern archive's operations.

Secondly, the study determined that there was a lack of policy with regard to the preservation of, and access to oral history records in the PAR. While a draft policy document does exist, it was known to only three of the seven participants who were interviewed. The absence of a preservation policy at the PAR was also pointed to by Mtshali (2016: 114) although the focus of his study was not on oral history specifically. It is evident that both the results from the current study and those from Mtshali (2016) indicate that the lack of a working preservation policy at the PAR is a challenge for all types of records, including oral.

Thirdly, the building and staff are challenges. The adapted building housing the OHU is not conducive to the preservation of, and access to oral history records while the staff, in general, appear to lack the necessary skills. The lack of staff who have formal training and qualifications in archival management is a major challenge because it compromises the professional services offered by the archival institution. Moreover, the lack of training for staff members to improve their knowledge and skills goes hand-in-hand with the lack of archivists and historians in the Unit. The lack of training at the PAR was also noted by Mtshali (2016: 115).

Fourthly, the scarcity of equipment such as that found at The Recorded Sound Reference Center (Library of Congress 2018) (for example, playback equipment, dehumidifiers, proper shelving and resources to preserve and access oral history) is a serious challenge faced at the PAR.

A fifth challenge which emerged from the study was the finding that the OHU was largely "invisible" to users. Its user-base was consequently very small as potential users did not, due to lack of signage and the like, know of its existence.

The above are, arguably a reflection of the final (and sixth) challenge and that is the inadequate funding for the OHU. Many, if not all, the challenges listed above could be resolved, should adequate funding be made available. However, in the current financial climate, this is unlikely and this leads to the third research question below.

5.2.3. What strategies and activities can improve preservation of, and access to oral history records in the PAR?

The possible strategies and activities which emerged from the study and that can be adopted by the PAR and its OHU tie in closely with the challenges outlined above and the recommendations listed below. Thus, to avoid duplication, the content in this section will be briefly presented with more detail being given in the recommendations which follow. Three issues are highlighted below and the needed strategies encapsulated in the section on recommendations (Section 5.4 below).

It is evident that the KwaZulu-Natal Archives and Records Service Act (No. 8 of 2011 as amended) needs to be revisited to ensure that it fully supports audio-visual materials. This needs to be done with careful consideration of the use of information and communication technologies (ICTs) including the advantages and disadvantages posed by ICTs with regard to the preservation and access of oral history records.

The PAR needs to finalise the existing draft policy not only for preservation generally but also for the preservation of, and access to oral history records more specifically.

In South Africa, everyone is entitled to access to information and this right is governed by the Promotion of Access to Information Act (No. 2 of 2000) (Ngulube 2003). According to Ncala (2017: 34), the developments needed for accessing and making available audio-visual material

in its collection is the overall responsibility of the archival institution itself and all procedures to realise this need to be in place. This includes the legalities (such as consent) are abided by.

Finally, the PAR needs to ensure that the equipment and resources to preserve and access oral history records and audio-visual material, in general, are in place. According to the Library of Congress (2018) and Ncala (2017) equipment needed by the archival institution for accessing audio-visual records includes but is not limited to: an adequate recorded sound reference room, usable playback machines, screens, playing tables, computers, headsets, and a printing, scanning and copying machine.

5.3. Recommendations

As noted above, the recommendations below do overlap with points made in the previous section. This is unavoidable and does, arguably, underscore their importance.

• Legal framework/legislation

The KwaZulu-Natal Archives and Records Service Act (No. 8 of 2011 as amended) does not provide enough detail concerning the acquisition, management, preservation, and access to oral history records. It is recommended that the Act should be revised to accommodate audio-visual materials. The Act should provide regulations and address the processes required in the preservation of, and access to archival records through their life cycle in relation to technological obsolescence (Msibi 2015: 137). It is recommended that the Act should also provide enough detail on how to initiate and coordinate the audio-visual material with, as mentioned above, a special focus regarding the use of ICTs. The Act should be revised specifically in Chapter 7 (Custody and preservation of, and access to, archivalia), Chapter 9 (Provincial records management policy) and in Chapter 10 (General provisions) by providing enough details about oral history coordination and initiation (Extraordinary Provincial Gazette of KZN No.854. 2012: 01-92).

• Policy

The lack of a designated policy for the preservation and access of oral history records has been emphasised on numerous occasions in the study. "It is recommended that the KZN Archives should develop a preservation policy so that it will guide them when implementing preservation practices to ensure good preservation methods" (Mtshali 2016: 119). It has been three years since Mtshali (2016) recommended that the PAR needs to develop a preservation policy but

nothing has happened. It is thus recommended once more that the PAR develops a preservation and access policy with some urgency because a policy will not only help with processes and procedures it will also be of assistance in soliciting funding, equipment and resources and negotiating for an environment more conducive to archival practices. As noted, a draft policy currently exists. It does, however, need immediate attention taking into consideration the issues highlighted above.

While the preservation of, and access to oral history records could be part of a more general all-encompassing policy of the PAR, consideration could also be given to developing a policy applicable to the OHU specifically. Prior to developing the policy an analysis of the functional requirements of the Unit needs to be done. The functional requirements will help determine the approaches, strategies, responsibilities, equipment and systems required, to ensure the effective and efficient preservation of, and access to oral history records. The results of this analysis, essentially what works for the Unit would, importantly, need to be taken into consideration by the envisaged policy. According to Abankwah (2018), the policy should govern the acquisition, appraisal, access, preservation, retention, digitisation, and disposal of audio-visual materials. The policy should also stipulate how to preserve oral history records while they are in use especially in this digital era and because the Unit is planning online access to oral history records.

- **Building**

The study revealed that the adapted building where the OHU is located is not suitable for archival operations. It is recommended that the plan for building the new purpose-built archival building should be completed, like the policy above, as a matter of urgency, and thus requires immediate and special attention from the KwaZulu-Natal Department of Arts and Culture. It is recommended that the new building be built along modern archival design principles ensuring that there is a conducive space for the OHU including preservation space for audio-visual resources and a recorded sound reference room in which users can access oral history records.

- **Staff training**

The study revealed that there is a lack of staff training at the PAR specifically at the OHU. It is recommended that the staff receive practical training regularly and frequently regarding the preservation of, and access to audio-visual material in general and oral history records in particular. Partnerships with archival experts from the local universities and institutions could

be considered. These experts could provide in-house training, inspections and make recommendations. According to Abankwah (2018), specific consideration should be given to training audio-visual archivists by means of an integrated curriculum. Ekwelem, Okafor, and Ukwoma (2011: 3) noted that a good training programme should contain "skill and experience acquisition" and should advance the confidence and efficient performance of staff. However, it needs to be borne in mind that the "teaching of archivists in the specialist field of audiovisual archiving is costly" (Mnjama 2017: 95).

• **Formal qualifications**

Also revealed by the study was the lack of appropriate formal qualifications on the part of the staff members of the OHU. The study recommends that the Unit staff members need to register with their nearest universities (including UKZN and UNISA) to get the knowledge and skills and, importantly, the formal qualification relating to archival science. The pursuit of further studies in history is also recommended.

• **Equipment and resources**

The study recommends that attention be given to ensuring that the necessary equipment and resources for the preservation of, and access to oral history records in the PAR are in place. The types of equipment have been detailed earlier and will not be repeated here suffice to say that equipment and resources should be of quality and staff must have training not only to use but also help maintain the equipment and resources. Mnjama's (2017: 95) point is an important one in that it must be borne in mind that audio-visual equipment is also "costly and requires regular upgrading."

• **Funding**

As emphasised earlier, adequate funding will provide the basis for many of the recommendations being put into effect and without such funding progress in meeting the challenges identified will be slow or possibly not happen at all. The study found that funding for the PAR and its OHU is insufficient and this negatively affects the preservation of, and access to oral history records. The study thus recommends that the KwaZulu-Natal Department of Arts and Culture increases the budget allocation for the Provincial Archives.

Externally sourced funding may provide partial solutions to the challenges faced and the study therefore also recommends that the PAR consider this possibility and approach stakeholders

who would identify with, and financially support the preservation of, and access to oral history records. As mentioned, for this to occur would require changes to the existing rules relating to soliciting external funding.

• **Strategic planning for preservation and access to oral history records**

The recommendations outlined above all point to the need for the PAR to develop strategic plans with regard to how it intends to put the recommendations into effect. The revision of the KwaZulu-Natal Archives and Records Service Act (No. 8 of 2011 as amended) is the first strategy to be implemented. Secondly, the development and implementation of policy are required to guide operations within the PAR and specifically the OHU. Organising regular staff training and making use of archival professionals in doing so is a good strategy to ensure that the approach to the preservation of, and access to oral history records is a professional one. Also, the resources and equipment needed must be identified and prioritised and crucially, a strategy devised to ensure the necessary finances are in place to enable the recommendations to be realised. This will not only result in an oral history preservation and access programme that is efficient and effective but also one that is sustainable as well.

5.4. Future research

This sub-section marks a suggestion for future research on the preservation of, and access to oral history records and audio-visual material in general. The researcher believes that, in the light of the research findings and the development of what is referred to as the Fourth Industrial Revolution there is, and will continue to be, a need to conduct research on the use of digital technology for the preservation of, and access to audio-visual materials. This research need not only be confined to the KwaZulu-Natal Archives and Records Service but to archival services in other provinces as well. This type of research has already been conducted in developed countries such as that by Lyons (2018) on "audio-visual archives and digital preservation" at the Alan Lomax Archive in the USA.

5.5. Summary

Chapter Five, the final chapter, provided a summary of the study and put forward conclusions based on the findings of the study, the literature reviewed and in terms of the research questions. Recommendations were then made in the light of the conclusions and the chapter ended with a suggestion for further research.

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Appendices

Appendix 1: Ethical Clearance

UNIVERSITY OF ™
KWAZULU-NATAL

INYUVESI
YAKWAZULU-NATALI

22 October 2018

Mr Mbongeni Andries Tembe (216059475)
School of Social Science
Pietermaritzburg Campus

Dear Mr Tembe,

Protocol reference number: HSS/1536/018M
Project title: Preservation of, and access to oral history records at Pietermaritzburg Archives Repository

Approval Notification – Expedited Application

In response to your application received 05 September 2018, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted FULL APPROVAL.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Dr Shamila Naidoo (Deputy Chair)

/ms

Cc Supervisor: Dr Z Nsibirwa
Cc Academic Leader Research: Professor Maheshvari Naidu
Cc School Administrator: Ms Nancy Mudau

Humanities & Social Sciences Research Ethics Committee
Professor Shenuka Singh (Chair)
Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X54001, Durban 4000
Telephone: +27 (0) 31 260 3587/8350/4557 Facsimile: +27 (0) 31 260 4609 Email: ximbas@ukzn.ac.za / snymaan@ukzn.ac.za / mohunq@ukzn.ac.za
Website: www.ukzn.ac.za

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Appendix 2: Request for permission to conduct research at Pietermaritzburg Archives Repository

Dr Vukile Khumalo
Department of Arts and Culture
231 Pietermaritz Street
Pietermaritzburg 3200

UNIVERSITY OF
KWAZULU-NATAL

INYUVESI
YAKWAZULU-NATALI

24 October 2017

Dear Dr Khumalo

RE: Introducing Mr Mbongeni Tembe – Masters Student at University of KwaZulu-Natal

This letter serves to introduce and confirm that Mr Mbongeni Tembe is a duly registered Masters (Information Studies) candidate at the University of KwaZulu-Natal. The title of his research is 'Preservation of, and access to oral history records at Pietermaritzburg Archives Repository.

The study hopes to highlight the importance of preserving oral history records. In addition, aims to assist with strategies to be used by the institution and it professionals in terms of preserving and accessing oral history records. The UKZN ethical compliance regulations require him to provide proof that the relevant authority where the research is to be undertaken has given approval.

We appreciate your support and understanding to grant Mr Tembe permission to carry out research in your organisation(s). Should you need any further clarification, do not hesitate to contact me.

Thank you in advance for your understanding

Dr Zawedde Nsibirwa
Supervisor and Lecturer
Information Studies Programme
University of KwaZulu-Natal
Private Bag X01 Scottsville 3209
Pietermaritzburg
Email: Nsibirwaz@ukzn.ac.za
Tel: +27 33 260 5685

Appendix 3: Permission to conduct research at Pietermaritzburg Archives Repository

arts & culture
Department:
Arts & Culture
PROVINCE OF KWAZULU-NATAL

Archives & Records Service
231 Pietermaritz Street, Pietermaritzburg 3201
tel: +27 33 342 7501 I fax: +27 33 394 4353 I www.kzndac.gov.za
twitter: @artskzn I instagram: @artskzn I facebook: Department of Arts and Culture KwaZulu-Natal

Information Studies Programme
University of KwaZulu-Natal
Private Bag X01
Scottsville
PIETERMARITZBURG
3209

09 November 2017

Dear Dr Zawedde Nsibirwa

The Office of the Provincial Archivist grants Mr Mbongeni Tembe, an Intern in the Oral History Unit, permission to collect data and have access to recorded Interviews, for his Master of Information Studies Degree.

On completion of his Degree, the Provincial Archivist expects Mr Mbongeni Tembe to deposit the copy of his short Dissertation with the Provincial Archives.

Sincerely,

PP Dr. Vukile Khumalo
Provincial Archivist, KwaZulu-Natal (Director: Archives and Records Service) Private Bag X9012
231 Pietermaritz Street
2300
Tel: 033-342 7501
Fax: 033-394 4353
Email Address: khumalov@kzndac.gov.za

Prosperity and Social Cohesion Through Arts and Culture

Appendix 4: Informed Consent Document for the Oral History Unit staff members

Dear Participant

My name is Mbongeni Andries Tembe. I am a Master (Information Studies) candidate studying at the University of KwaZulu-Natal, Pietermaritzburg Campus. The title of the research is: Preservation of, and access to, oral history records at Pietermaritzburg Archives Repository. The aim of the research is to identify the importance of oral history at Pietermaritzburg Archives Repository; to discover the key challenges faced with preservation and access to oral history records and established strategic planning and activities that can enable the preservation and access to oral history records.

I am interested in interviewing you so as to share your experiences and observations on the subject matter.

Please note that:

➢ The information that you provide will be used for scholarly research only.

➢ Your participation is entirely voluntary. You have a choice to participate, not to participate or stop participating in the research. You will not be penalised for taking such an action.

➢ Your views in this interview will be presented anonymously. Neither your name nor identity will be disclosed in any form in the research.

➢ The interview will take about one hour.

➢ The record as well as other items associated with the interview will be held in a password-protected file accessible only to myself and my supervisor. After a period of five years, in line with the rules of the university, it will be disposed by shredding and burning.

➢ If you agree to participate please sign the declaration attached to this statement (a separate sheet will be provided for signatures)

I can be contacted at: Information Studies Programme, School of Social Sciences, College of Humanities, University of KwaZulu-Natal, Pietermaritzburg Campus, Scottville, Pietermaritzburg, South Africa. Email: Mbongeni.malokotha@gmail.com/ 212059475@stu.ukzn.ac.za; Cell: +27 (0) 736 154 125

My supervisor is Dr Z. B. Nsibirwa who is located at the Information Studies Programme,

School of Social Sciences, College of Humanities, University of KwaZulu-Natal, Pietermaritzburg Campus, South Africa. Contact details: Email: Nsibirwaz@ukzn.ac.za. Telephone: +27 (0) 33 260 5685.

The College of Humanities Research Ethics Committee, Professor Shenuka Signh (Chair) located at the University of KwaZulu-Natal, Westville Campus, Govan Mbeki Building. Contact details: Email: ximbap@ukzn.ac.za/ snymanm@ukzn.ac.za/ mohunp@ukzn.ac.za. Telephone: +27 (0) 31 260 3587/ 8350/ 4557.

Thank you for your contribution to this research.

-

Appendix 5: Semi-structured interview schedule for the Oral History Unit management

For Deputy Director Semi-structured interview Interviewer: Mbongeni Andries Tembe

Date of Interview…………………………… Setting the scene

I am a Masters candidate in Information Studies at the University of KwaZulu-Natal Pietermaritzburg Campus. The aim of the study is to identify the importance of oral history and how oral history records are preserved and accessed in the Pietermaritzburg Archives Repository. This interview is designed to collect primary data regarding the organisation mission statement, oral history policies, oral history annual budget, oral history programmes and future plans. All responses will be treated in the strictest confidence and will not be attributed to particular respondents or institutions. It is anticipated that the results of the study will be beneficial to information professionals' regarding the preservation of, and access to, oral history records. I would like to request your permission to interview you and to record your responses.

Demographic information

1. Gender:

2. What is your highest level of education and what qualification/s do you hold?

3. For how long have you worked at the Pietermaritzburg Archives Repository (PAR)?

The Oral History Unit

4. When was the Oral History Unit formed?

5. Could you tell me about the PAR's vision and mission statement?

6. What does the Oral History Unit aim to achieve?

Preservation and access to oral history records

7. In your view, what is the importance of oral history records in the PAR?

8. In terms of the preservation policy of the PAR, what does it say about preservation and access to oral history records? (Could you please provide me with a copy or link to the policy?)

9. In terms of your experience, how does the PAR preserve oral history records?

10. In your view, how does the PAR ensure that oral history records are fairly accessed by the public of South Africa?

11. In relation to your knowledge and experience, could you tell me about the legislation/laws that govern the Oral History Unit?

-

12. Please tell me about the challenges faced in terms of the preservation of, and access to, oral history records in the PAR.
13. Does the PAR have the necessary technical equipment to preserve and access oral history records? Could you please elaborate on your answer?

14. What is the preservation strategy for oral history records in the PAR?

15. What are the future plans for the Oral History Unit?

Funding for Oral History Unit

16. Who is funding the PAR?

17. What is the current annual budget for the PAR?

18. What is the current percentage of the budget that is allocated to the Oral History Unit?

19. In your view, is the budget allocation sufficient? Could you please elaborate on your answer?

20. Does the Oral History Unit have any alternative funding or sponsorship? Could you please elaborate on your answer?

21. Do you have any additional comments, or concerns regarding the preservation of, and access to, oral history records in the PAR?

Thank you for your time and input.

Appendix 6: Semi-structured interview schedule for Oral History Unit researchers

For office researchers Semi-structured interview Interviewer: Mbongeni Andries Tembe

Date of Interview………………………………… Setting the scene

I am a Masters candidate in Information Studies at the University of KwaZulu-Natal Pietermaritzburg Campus. The aim of the study is to identify the importance of oral history and how oral history records are preserved and accessed in the Pietermaritzburg Archives Repository. This interview is designed to collect primary data regarding the ogarnisation mission statement, oral history policies and the importance of oral history. All responses will be treated in the strictest confidence and will not be attributed to particular respondents or institutions. It is anticipated that the results of the study will be beneficial to information professionals' regarding the preservation of, and access to, oral history records. I would like to request your permission to interview you and to record your responses.

Demographic information

1. Gender:

2. What is your highest level of education and what qualification/s do you hold?

3. For how long have you worked at the Pietermaritzburg Archives Repository (PAR)

The importance of oral history

4. In your view, what is the importance of oral history records in the PAR?

5. Using your knowledge, why are oral history records important in South Africa?

6. Do oral history records enhance the understanding of the past? Why do you say this?

Preservation and access to oral history records

7. Can you tell me about the mission statement of the PAR?

8. Can you tell me which pieces of legislation govern the Oral History Unit with the PAR?

9. Can you tell me anything about the preservation policy for oral history records in the PAR?

-

10. What is your view of the policy in terms of promoting access to oral history records in the PAR?

11. What does the PAR do to ensure fair and easy access to oral history records?

12. What are the key challenges faced with the preservation of, and access to, oral history records in the PAR?

13. What do you think is required to promote more effective preservation and access to the oral history records in the PAR?

14. Do you have any additional comments or concerns regarding the preservation of, and access to, oral history records in the PAR?

Thank you for your time and input.

-

Appendix 7: Semi - structured interview schedule for Oral History Unit administrators, assistant researchers and intern

For office administrators, assistant researchers and intern Semi-structured interview Interviewer: Mbongeni Andries Tembe

Date of Interview…………………………… Setting the scene

I am a Masters student in Information Studies at the University of KwaZulu-Natal, Pietermaritzburg Campus. The aim of the study is to identify the importance of oral history and how oral history records are preserved and accessed in Pietermaritzburg Archives Repository. This interview is designed to collect primary data regarding the preservation, accession, transcription and finding aids related to oral history records. All responses will be treated in the strictest confidence and will not be attributed to particular respondents or institutions. It is anticipated that the results of the study will be beneficial to information professionals regarding the preservation of, and access to, oral history records. I would like to request your permission to interview you and to record your responses.

Demographic information

1. Gender:

2. What is your highest level of education and what qualification/s do you hold?

3. For how long have you worked at the Pietermaritzburg Archives Repository (PAR)?

4. What is your job title?

Preservation of oral history records

5. How does the PAR preserve oral history records?

6. What is your major role or task in the preservation of oral history records?

7. What resources is the building equipped with in order to preserve oral history records?

8. In your view, what are the key challenges faced in the preservation of oral history records?

9. Based on your knowledge, can you see a need to improve preservation and access to oral history records? Can you tell me why or why not?

-

Access to oral history records

10. According to your experience, how do users access oral history records in the PAR?

11. What finding aids are available to access oral history records in the PAR?

12. Can you tell me about any strategies that are in place for the classification of the oral history records?

13. Does the PAR have a website for users to find the oral history records?

14. In your view, how accessible are the oral history records to users?

15. Who is responsible to make users aware of their obligations to comply with handling rules when consulting the oral history records?

16. Based on your experience how does PAR keep-store oral history transcriptions and summaries?

17. Do you have any additional comments or concerns regarding the preservation of, and access to, oral history records in the PAR?

Thank you for your time and input.

Appendix 8: Observation guide

Observation guide

Observation guide for collecting information on preservation of, and access to oral history records at the Pietermaritzburg Archives Repository.

Observer: Mbongeni Andries Tembe

Date:……………   **Time:……………**

Location of stack room…………………………………

<center>Preservation</center>

Environment of stack room

- ➤ Is there a security majors or system in the stack room?
- ➤ Is there a heating, ventilation and air conditioning (HVAC) system?
- ➤ Is the stack room temperature hot or cold?
- ➤ What type of light is used in the stack room?
- ➤ Does the stack room have fire detection?
- ➤ Is the stack room clean?

Storage of oral history records

- ➤ How are the oral history records arranged?
- ➤ Are they numbered or labeled?
- ➤ What type of shelving is used for the records?
- ➤ Is there adequate space in the stack room for oral history records?
- ➤ Are the records stored in a computer/s?

<center>Access</center>

Playback inspection of oral history records

- ➤ What is/are the format/s in which the oral history records are kept?
- ➤ Records are working or not?

<center>94</center>

➢ Are there any mechanical problems and chemical damage to the records?

➢ What is the general condition of the records?

Finding aids

➢ What finding aids are available?

➢ What method/s is/are used to facilitate access without damaging the records?

➢ Does the user have access to these, or are they for staff only?