



Locally grounded competency framework for records and archives management in Kenya

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ABSTRACT

This article details the conceptualization and development of the Kenya Association of Records Managers and Archivists (KARMA) competency framework, a localized model specifically designed for records and archives management (RAM) professionals in Kenya. Grounded in the nation's unique postcolonial and ongoing digital transformation context, the framework integrates the Kenya National Qualifications Framework (KNQF), Kenya's public sector job classifications, and the Skills Framework for the Information Age (SFIA). A systematic approach involving document analysis and iterative alignment was employed to establish 4 distinct competency levels, each with sub-levels, meticulously mapped to national standards and incorporating diverse interdisciplinary responsibilities. The resulting KARMA framework effectively combines appropriate international practice with regional needs, ensuring practical utility in resource-constrained settings. It offers a scalable, context-sensitive model for professionalizing RAM in the Global South. The framework is not presented as a prescriptive blueprint; its generalizability beyond Kenya requires further national or regional adaptation. An implementation roadmap is outlined, including benchmarks and risk mitigation strategies, to guide adoption in public sector institutions and support continuing professional development.

KEYWORDS

competency framework, Global South, InterPARES Project, Kenya Association of Records Managers and Archivists, Kenya National Qualifications Framework, Skills Framework for the Information Age

Lokalne ramy kompetencji w zakresie zarządzania dokumentacją i archiwami w Kenii

STRESZCZENIE

Artykuł opisuje proces konceptualizacji i opracowania ram kompetencyjnych Kenijskiego Stowarzyszenia Specjalistów ds. Zarządzania Dokumentacją i Archiwistów (KARMA) – lokalnego modelu stworzonego specjalnie dla profesjonalistów zajmujących się zarządzaniem dokumentacją i archiwami (RAM) w Kenii. Ramy te są osadzone w specyficznym kontekście postkolonialnym oraz trwającej transformacji cyfrowej kraju. Integrują one Kenijskie Krajowe Ramy Kwalifikacji (KNQF), klasyfikację stanowisk w sektorze publicznym oraz międzynarodowe Ramy Kompetencji w Epoce Cyfrowej (SFIA). W celu opracowania ram zastosowano systematyczne podejście, obejmujące analizę dokumentów i iteracyjne dopasowywanie,

SŁOWA KLUCZOWE

ramy kompetencyjne, kraje Globalnego Południa, Projekt InterPARES, Kenijskie Stowarzyszenie Specjalistów ds. Zarządzania Dokumentacją

co pozwoliło na wyodrębnienie 4 poziomów kompetencji, z podpoziomami, precyzyjnie powiązanych ze standardami krajowymi i uwzględniających obowiązki o charakterze interdyscyplinarnym. Powstałe ramy KARMA skutecznie łączą odpowiednie praktyki międzynarodowe z regionalnymi potrzebami, zapewniając praktyczną użyteczność w warunkach ograniczonych zasobów. Stanowią skalowalny, uwzględniający uwarunkowania lokalne model profesjonalizacji RAM w krajach Globalnego Południa. Ramy nie są przedstawiane jako sztywny wzorzec – ich zastosowanie poza Kenią wymaga dalszej adaptacji na poziomie krajowym lub regionalnym. W artykule przedstawiono również plan wdrożenia, zawierający punkty odniesienia i strategie ograniczania ryzyka, które mają wspierać implementację w instytucjach sektora publicznego oraz rozwój zawodowy specjalistów.

i Archiwistów,
Kenijskie Krajowe
Ramy Kwalifikacji,
Ramy Kompetencji
w Epoce Cyfrowej

1. Background and context – the records and archives management landscape in Kenya

The records and archives management (RAM) profession in Kenya functions within a complex context shaped by its postcolonial heritage, resource constraints, and rapid developmental trajectory. This sector consistently faces demands to ensure the reliable stewardship of records and archives, particularly as it aligns with the nation's Digital Economy Blueprint¹. This blueprint delineates 5 primary pillars: digital governance, digital commerce, infrastructure, innovation-driven entrepreneurship, and digital competencies and values². Achieving these objectives mandates extensive transformation across both public and private spheres, thereby generating a significant requirement for adequately skilled human capital. Despite the proliferation of digital records, RAM professionals in Kenya frequently underscore critical deficiencies concerning infrastructure, legislation, and, notably, the requisite professional competences for managing these digital assets³. This perspective is substantiated by an InterPARES Trust phase study that examined Kenya's digital records infrastructure⁴. The study

¹ [Kenya] Ministry of Information Communications and Technology, Digital Economy Blueprint: Powering Kenya's Transformation, 2019, <https://repository.kippira.or.ke/server/api/core/bitstreams/2f95cd55-9cec-4801-906b-2ef6f00cb540/content> [access: 10.11.2025].

² Ibidem.

³ C. Ambira, *Developments in Management of Electronic Records in Kenya*, "ARHEON: Journal of the Archives of Vojvodina" 2019, vol. 2, no. 2, pp. 83–92; C.J. Mutimba, *Implementation of Electronic Document and Records Management System in the Public Sector in Kenya* [in:] *Emerging Trends in Information and Knowledge Management*, eds. T. Kwanya, J. Kiplang'at, J. Wamukoya, Kesses 2017, pp. 569–581.

⁴ E. Maseh, I. Moseti, *AF05: Implementation of Enterprise Wide Systems to Manage Digital Records in Kenya's Public Sector – Final Report*, InterPARES Trust, 2018, <http://interparestrust.org/assets/public/dissemination/AF05FinalReportMarch2018.pdf> [access: 10.11.2025].

concluded that, notwithstanding the adoption of enterprise systems like enterprise resource planning and cloud computing, RAM professionals often lacked the corresponding level of expertise necessary for their effective utilization⁵.

Historically, a robust mechanism for addressing professional challenges within this field has been absent. Discussions have predominantly centered on the relatively recent establishment of formal RAM education and training in Kenya, which began in the late 1970s. Since then, the number of tertiary institutions offering such programs has expanded from 2 in the 1980s to approximately 12 by the early 2020s⁶. A comparative study, published in 2024 and based on surveys from 2017 and 2020 across 19 African nations, revealed that most respondents perceived inadequacies in the curriculum's coverage of legal and technological dimensions. Specifically, only 17% reported high coverage of legal aspects, 28% moderate, 26% low, and 29% indicated no coverage. For technological aspects, merely 9.9% reported high coverage, 24.75% moderate, 39.60% low, and 25.74% reported no coverage⁷. Furthermore, a recent 2024 tracer study of graduates confirms a substantial evolution in the roles and responsibilities of RAM professionals in Kenya that has not been mirrored by corresponding adjustments in educational curricula⁸. This situation is particularly critical given the pronounced digital impetus observed across many African countries. A 2023 study encompassing Botswana, Kenya, South Africa, and Zimbabwe not only demonstrated an increase in digitization initiatives but also a growing reliance

⁵ F. Chaterera-Zambuko, M. Masuku, S. Bhebhe, *Digital Records Infrastructure in Botswana, Kenya, South Africa, and Zimbabwe* [in:] *Managing Digital Records in Africa*, ed. M. Ngoepe, Abingdon-on-Thame 2023, pp. 49–70, <https://doi.org/10.4324/9781003203155-3>; E. Maseh, I. Moseti, *AF05: Implementation of Enterprise Wide Systems...*

⁶ J.A. Erima, E. Maseh, *Attaining Compliance for Digital Archiving through Effectual Implementation of Legislative and Regulatory Frameworks in Selected Kenyan Universities: Are We 'There' Yet?*, "KLISC Journal of Information Science and Knowledge Management" 2024, vol. 2, no. 2, pp. 49–57, <https://doi.org/10.61735/2jr98p51>; N.W. Mwai, T.M. Ndiku, P.K. Chebon, *Tracing the Graduates of Diploma of Technology in Library and Information Science and Archives and Records Management Studies of The Technical University of Kenya* [in:] *Emerging Trends in Information and Knowledge Management...*, pp. 359–373.

⁷ S. Katuu, *Advancing Archives and Records Management Professionals in Africa*, "Global Knowledge, Memory and Communication" 2024, vol. 73, no. 3, pp. 331–353, <https://doi.org/10.1108/gkmc-05-2022-0100>.

⁸ S. Magawi, S. Mathangani, A. Owano, *The Evolving Changes in the Responsibilities of Records Management Professionals in Kenya*, "Journal of Humanities and Cultural Studies" 2024, vol. 3, no. 1, pp. 1–13.

on sophisticated enterprise systems, such as enterprise resource planning and enterprise content management systems⁹. Regrettably, these implementations frequently proceed with minimal or no input from RAM professionals within the involved institutions¹⁰.

The World Bank Group projects that by 2030, digital skills will be essential for 50–55% of all employment opportunities in Kenya¹¹. Consequently, a discernible gap exists between the competencies required by the professional landscape and those fostered through formal educational and training programs. Considering the absence of a structured competency framework for RAM professionals in Kenya, this paper aims to develop an interdisciplinary competency framework. This initiative is conceived not as an imitation of Global North models but as a strategic response specifically tailored to Kenya’s unique socio-technical realities.

2. Research study design and objectives

The widespread proliferation of advanced technologies, particularly artificial intelligence, coupled with concurrent digital transformations across professional domains, introduces both unprecedented opportunities and significant challenges for RAM professionals¹². These developments profoundly impact their ability to ensure the trustworthiness and accessibility of institutional records¹³. Competency frameworks have served as critical instruments that enable RAM professionals, providing the requisite skills for navigating technological shifts,

⁹ F. Chaterera-Zambuko, M. Masuku, S. Bhebhe, *Digital Records Infrastructure in Botswana...*

¹⁰ C. Ambira, *Optimising EDRMS Technologies for E-Government Efficiency in Kenya*, “IQ: The RIM Quarterly” 2016, vol. 32, no. 4, pp. 22–27.

¹¹ International Finance Corporation, World Bank Group, *Demand for Digital Skills in Sub-Saharan Africa*, 2021, <https://www.datocms-assets.com/37703/1623797656-demand-for-digital-skills-in-sub-saharan-africa.pdf> [access: 10.11.2025].

¹² R. Marciano et al., *Establishing an International Computational Network for Librarians and Archivists* [in:] *iConference 2019 Proceedings*, 15 March 2019, <https://doi.org/10.21900/iconf.2019.103139>.

¹³ F. Chaterera-Zambuko, *Environmental Sustainability in the United Arab Emirates’ Digital Records Management Landscape: An Analysis of Strategies and Policies*, “Sustainability” 2025, vol. 17, no. 14, pp. 1–18, <https://doi.org/10.3390/su17146266>; M. Ngoepe, L. Jacobs, M. Mojapelo, *Inclusion of Digital Records in the Archives and Records Management Curricula in a Comprehensive Open Distance E-Learning Environment*, “Information Development” 2024, vol. 40, no. 2, pp. 190–201, <https://doi.org/10.1177/02666669221081812>.

preserving collective memory, and fostering public confidence¹⁴. Globally, RAM professional associations have often sought to mitigate skill deficiencies via specialized short courses¹⁵. While these offerings encompass varied pedagogical approaches – including competency-based, workplace-integrated, reflective, and self-directed modalities – a structured Continuing Professional Development (CPD) framework is essential¹⁶. CPD is conceptualized as a structured and ongoing learning process aimed at cultivating professional expertise and adaptability within evolving professional contexts, thereby integrating theoretical knowledge with practical competencies¹⁷. Although CPD is typically administered by professional RAM associations worldwide, prominent African associations, such as the Kenya Association of Records Managers and Archivists (KARMA) and the South Africa Society of Archivists, reportedly exhibit underdeveloped CPD mechanisms¹⁸. This shortfall may be attributable to the absence of a cohesive integration with a structured competency framework, which is fundamental

¹⁴ R. Arias Hernández, M. Rockembach, *Building Trustworthy AI Solutions: Integrating Artificial Intelligence Literacy into Records Management and Archival Systems*, “AI & Society” 2025, vol. 40, pp. 4265–4282, <https://doi.org/10.1007/s00146-025-02194-0>; S. Katuu, *The Utility of Standards and Good Practice Guidelines for Records Professionals: Comparing Apples, Oranges, and Other Fruits* [in:] *IEEE International Conference on Big Data (Big Data)*, 2023, pp. 2047–2060, <https://doi.org/10.1109/BigData59044.2023.10386907>; S. Packalén, L. Partanen, *Competencies, Skills, and Personal Attributes in Job Advertisements for Archivists and Records Managers in Finland*, “Records Management Journal” 2025, vol. 32, no. 2, pp. 118–133, <https://doi.org/10.1108/RMJ-01-2024-0002>.

¹⁵ M. Hoy, *Professional Development and Competency Standards: Unravelling the Contradictions and Maximising Opportunities*, paper presented at Archives, Memory and Knowledge: The 15th International Congress on Archives, Vienna, Austria, International Council on Archives, 2004, <http://www.ica-sae.org/Marian%20Hoy%20ICA%20Congress%202004%20paper.pdf> [access: 10.11.2025].

¹⁶ K. Anderson, *Education and Training for Records Professionals*, “Records Management Journal” 2007, vol. 17, no. 2, pp. 94–106, <https://doi.org/10.1108/09565690710757896>.

¹⁷ S. Majid, *Continuing Professional Development (CPD) Activities Organized by Library and Information Study Programs in Southeast Asia*, “Journal of Education for Library and Information Science” 2004, vol. 45, no. 1, pp. 58–70, <https://doi.org/10.2307/40323921>.

¹⁸ C. Ambira, *Creating Professional Unity for Records Managers and Archivists: The Experience of Kenya Association of Records Managers and Archivists*, “Comma. International Journal on Archives” 2012, no. 1, pp. 115–120, <https://doi.org/10.3828/comma.2012.1.11>; S. Doncabe, F. Garaba, *Enhancing the South African Society of Archivists Membership: Partnerships to Preserve South Africa’s Archives*, “Innovation: Journal of Appropriate Librarianship and Information Work in Southern Africa” 2025, vol. 70, no. 2, pp. 3–19; M. Mojapelo, M. Ngoepe, *Advocacy as a Strategy to Raise the Archival Profile through the Civil Society in South Africa*, “Archives and Records” 2022, vol. 43, no. 1, pp. 18–35, <https://doi.org/10.1080/23257962.2020.1813095>.

for streamlining learning interventions, identifying and addressing extant knowledge gaps, and establishing a clear pathway for professional progression.

This conceptual paper is grounded in an empirical foundation, utilizing document analysis, comparative review, and framework synthesis methodologies. Empirical insights are drawn from Kenya's public sector reform initiatives, international case studies, and global competency framework development efforts.

The investigation drew upon diverse data sources, including policy documents, academic literature, and international frameworks. Kenyan national policy documents, particularly those pertaining to the public sector, were critically examined to understand its organizational structure, its formalized nature, and its potential impact on the private sector, alongside national qualification framework guidelines. For academic literature, the study prioritized Africa-centric, peer-reviewed publications primarily after 2015 for contemporary relevance, while also integrating foundational works providing historical context. Concerning global frameworks, the study scrutinized established interdisciplinary and widely adopted global frameworks, specifically Skills Framework for the Information Age (SFIA), and those developed by ARMA International.

The analytical methodology entailed identifying and analyzing disparities through a comparative assessment of frameworks originating from the Global North, such as those from ARMA International and initiatives by the Australian Society of Archivists (ASA) and the Records Management Association of Australasia (RMAA and now known as RIMPA), against the prevailing context in Kenya. Subsequently, an alignment mapping established correlations between the Kenya National Qualification levels, Kenyan public sector bands, and SFIA responsibilities. An iterative refinement process ultimately culminated in the proposed framework, ensuring its evidence-based nature, local relevance, and scalability.

The research endeavors to develop and propose a RAM competency framework that is aligned with Kenyan national standards, is interdisciplinary, and offers practical applicability for public sector implementation, with the ambition that it can be adapted to other contexts, particularly within the Global South, while acknowledging significant jurisdictional variations. The specific objectives were:

1. To critically review existing global and RAM competency frameworks.
2. To analyze current deficiencies in Kenyan RAM education and training provisions.

3. To integrate the Kenya National Qualifications Framework (KNQF), public sector banding structures, and SFIA into a unified conceptual model.

In pursuing these objectives, the study provides preliminary observations that suggest an implementation roadmap, including benchmarks and mitigation strategies. A comprehensive implementation roadmap may necessitate initial and subsequent empirical investigations, which could form the focus of future research.

3. Global perspectives on competency frameworks

Globally, RAM initiatives have consistently leveraged competency frameworks to advance professional development, enhance educational curricula, support research, and align with national qualification frameworks¹⁹. A notable illustration of this research-driven application is the InterPARES project, a multi-phase study dedicated to ensuring trustworthiness of records. Each phase of InterPARES has yielded distinct frameworks. Specifically, the 2012–2019 phase focused on trust and trustworthiness in digital records and data²⁰. One case study within this phase explored competency frameworks by visually depicting the hierarchical structure, sub-functions, and activities pertinent to records management and archives²¹. This study developed a framework designed to pinpoint inconsistencies, ambiguities, errors, and redundancies in international standards and guidelines, employing a mind map to visually articulate the core functions of information governance within organizations. Furthermore, the 2021–2026 InterPARES research phase included case studies focused on the design, development, and application

¹⁹ A. Daniel, A. Oliver, A. Jamieson, *Toward a Competency Framework for Canadian Archivists*, “Journal of Contemporary Archival Studies” 2020, vol. 7, no. 1, pp. 1–13; S. Katuu, *Broadening the Scope of Archival Education: Examining Traditional Approaches from a Broader Societal Perspective* [in:] *Archival Science in Interdisciplinary Theory and Practice*, eds. A. Wieland, C. Rogers, Lanham 2024, pp. 77–104; M. Ngoepe, N. Saurombe, *Africanisation of the South African Archival Curriculum: A Preliminary Study of Undergraduate Courses in an Open Distance e-Learning Environment*, “Education for Information” 2021, vol. 37, no. 1, pp. 53–68, <https://doi.org/10.3233/EFI-190358>.

²⁰ InterPARES Trust, 2019, <http://interparestrust.org/> [access: 10.11.2025].

²¹ G. Michetti, S. Haufek, *Mind Mapping Functions for Managing Information, Records, and Archives* [in:] *Recordkeeping in International Organizations*, eds. J. Boel, E. Sengsavang, Abingdon-on-Thames 2020, pp. 139–153, <https://doi.org/10.4324/9780429347092-6>.

of Artificial Intelligence to ensure sustained availability and accessibility of reliable public records²². Case study MA02 investigated essential competencies for AI evaluation, assessed the impact of digital transformation on employment trends, identified challenges in human-AI interaction, and proposed methodologies for integrating AI-powered solutions into records management and archival practices²³. Concurrently, case study MA10 addressed the evolving competency requirements for archivists and records managers necessitated by emerging AI technologies²⁴. Additionally, case study AD01 focused on creating educational resources for effective utilization of AI in maintaining trustworthy public records, particularly in archival description and arrangement processes²⁵.

Another category of effort involves national or regional initiatives to establish competency frameworks that align with national qualification frameworks. For example, in Australia, during the mid-2000s, concurrent with the Australian Qualifications Framework, efforts were made to develop record-keeping competency standards²⁶. The analysis of Australian record-keeping competencies examined their characteristics, implementation, relationship to other frameworks, and the challenges faced by professionals, raising significant questions for organizations considering similar frameworks²⁷. Similarly, in Italy, during the mid-2010s, coinciding with the European Qualifications Framework,

²² InterPARES Trust AI, 2025, <https://interparestrustai.org/> [access: 10.11.2025].

²³ R. Arias Hernández, M. Rockembach, *Building Trustworthy AI Solutions: Integrating Artificial Intelligence Literacy...*

²⁴ A. Casadesús-De-Mingo, List of Archival and Records Management Programs. Data Collected for InterPARES TrustAI "Project Competencies: Education Programs and Market Needs Pipeline in the Age of AI (MA10)", unpublished data, 2024; InterPARES Trust AI, Research Studies, 2025, https://interparestrustai.org/trust/about_research/studies [access: 10.11.2025].

²⁵ K. Fewster, R. Arias-Hernández, Teachable AI for the Archival Professions – Module 1: Introduction to Artificial Intelligence for the Archival Professions, InterPARES Trust AI, 2024, https://interparestrustai.org/assets/public/dissemination/AD_01_Module1_v_1_2_2024_10291.pdf [access: 10.11.2025]; eidem, Teachable AI for the Archival Professions – Module 2: Critical AI/ML, Indigenous AI/ML, and AI/ML Ethics for Archival Professionals, InterPARES Trust AI, 2024, https://interparestrustai.org/assets/public/dissemination/AD_01_Module2_v_1_0_20241211.pdf [access: 10.11.2025]; eidem, Teachable AI for the Archival Professions – Module 3: AI/ML for Processing Textual Records in Archives, InterPARES Trust AI, 2025, https://interparestrustai.org/assets/public/dissemination/AD_01_Module3_v_1_0_202504141.pdf [access: 10.11.2025].

²⁶ A. Picot, *The Story of the Australian Recordkeeping Competency Standards*, "Records Management Journal" 2001, vol. 11, no. 3, pp. 143–153, <https://doi.org/10.1108/EUM0000000007272>.

²⁷ M. Hoy, *Record-Keeping Competency Standards: The Australian Scene*, "Journal of the Society of Archivists" 2007, vol. 28, no. 1, pp. 47–65, <https://doi.org/10.1080/00379810701365244>.

a national standard was established to define the skills and competencies expected of archivists, rooted in lifelong learning principles²⁸.

A third group of examples highlights professional associations' efforts in developing competency frameworks to support professional development. For instance, in the early 2000s, the Records Management Association of Australasia (previously known as RMAA now known as RIMPA) and the Australian Society of Archivists (ASA) collaborated to form a joint education steering committee²⁹. This committee subsequently developed a Statement of Knowledge for Recordkeeping Professionals, emphasizing competencies that adhere to industry standards and best practices. Simultaneously, ARMA International, a professional association primarily based in North America, published the inaugural edition of Records and Information Core Competencies in 2007, followed by an update approximately a decade later³⁰. This document outlined proficiency across several key domains, including business functions, communications and marketing, records and information management/information governance, and risk management. While these examples from the Global North predominantly date from the 2000s, they nonetheless represent diverse approaches over time. A more detailed exploration of the evolution of competency frameworks prior to the 2000s would be valuable but necessitates more extensive discussion³¹.

For the purpose of this discussion, these examples provide an illustrative overview of selected instances within specific categories, rather than an exhaustive list. They are presented to highlight the potential for leveraging competency frameworks to improve RAM, while also revealing challenges such as the need for continuous training and alignment with global development realities. For countries like Kenya and others in the Global South, where such

²⁸ G. Michetti, *Knowledge, Skills, and Competences: An Italian Standard to Define the Archivist's Profile within the European Qualifications Framework*, "International Council on Archives—Section on Archival Education Conference Papers" 2014, no. 1, pp. 19–37.

²⁹ Australian Society of Archivists, *Statement of Knowledge for Recordkeeping Professionals*, 2006, <https://www.archivists.org.au/documents/item/202> [access: 10.11.2025].

³⁰ ARMA International, *Records and Information Management Core Competencies*, 2016, <https://www.pathlms.com/arma-international/courses/57489> [access: 10.11.2025].

³¹ M. Cook, *Professional Training: International Perspectives*, "Archivaria" 1978, vol. 7, pp. 28–40; R.J. Cox, E. Yakel, D. Wallace, J. Bastian, J. Marshall, *Educating Archivists in Library and Information Science Schools*, "Journal of Education for Library and Information Science" 2001, vol. 42, no. 3, pp. 228–240, <https://doi.org/10.2307/40324014>; T. Eastwood, *Nurturing Archival Education in the University*, "American Archivist" 1988, vol. 51, no. 3, pp. 228–252, <https://doi.org/10.17723/aarc.51.3.qgk71605x660gm85>.

national or professional efforts are less common, these examples underscore the importance of developing a robust, locally implementable, and relevant framework. South Africa established its qualifications authority in 1995, and tasked it with overseeing its national qualification framework³². In the early 2000s, efforts were made to develop national standards for RAM professions compliant with this national qualification framework³³. There was also an attempt to use this framework as a foundation for a training and education model that would be applicable across the Anglophone African continent³⁴. Despite multiple attempts, these efforts did not gain widespread national traction, though success has been observed at the institutional level through curriculum reviews³⁵. Other framework initiatives on the continent involve integrating SFIA. In Uganda, a 2021 article indicates that SFIA has been employed to align curricula with industry expectations, thereby addressing the gap between graduate ICT skills and industry demands³⁶. Similarly, in South Africa, a 2019 article suggested SFIA as a potential benchmark for assessing knowledge management skills and capabilities³⁷. Lessons drawn from these endeavors, particularly regarding the value of local adaptation and incorporation of an interdisciplinary framework, informed KARMA's design.

³² L. Sutherland, G. Peckham, *A Re-Appraisal of Assessment Practices in the Light of the South African Qualifications Authority (SAQA) Act*, "South African Journal of Higher Education" 1998, vol. 12, no. 2, pp. 98–103.

³³ M.K. Minishi-Majanja, *The Higher Education Qualifications Framework and the Changing Environment of LIS Education and Training in South Africa: Some Observations*, "South African Journal of Libraries and Information Science" 2009, vol. 75, no. 2, pp. 148–158, <https://doi.org/10.7553/75-2-95>; M. Ngoepe, L. Jacobs, M. Mojapelo, *Inclusion of Digital Records in the Archives and Records Management...*

³⁴ P. Ngulube, *Guidelines and Standards for Records Management Education and Training: A Model for Anglophone Africa*, "Records Management Journal" 2001, vol. 11, no. 3, pp. 155–173, <https://doi.org/10.1108/EUM0000000007273>.

³⁵ M.K. Minishi-Majanja, *The Higher Education Qualifications Framework and the Changing Environment...*

³⁶ G.G. Rutwara, J.W.F. Muwanga-Zake, O.J.M. Tukei, C. Delmus, *An Evaluation of Framework and Implementation Tool for HEIs in Uganda*, "International Journal of Innovative Research and Knowledge" 2021, vol. 6, no. 12, pp. 51–65.

³⁷ K. Mabe, K. Moabelo, B. Modise, C. Khoza, *Defining Knowledge Management Skills and Capabilities Required by Organisations in South Africa* [in:] *Proceedings of the 20th European Conference on Knowledge Management*, eds. E. Tome, F. Cesario, R. Reis Soares, 2019, <https://hdl.handle.net/10210/395890> [access: 10.11.2025].

4. Components of the KARMA Competency Framework

A World Bank Group report on Digital Capabilities asserts that while skills frameworks are frequently developed for specific objectives, their relevance to stakeholders – whether policymakers, framework users, or developers – necessitates translation into operational dimensions³⁸. For instance, within capacity development institutions, such frameworks must be converted into learning designs that can be effectively implemented by educators and learners. This study focuses on the development of a framework designed to address the specific needs of RAM professionals in Kenya. This section details the creation of the KARMA Competency Framework, engineered to tackle Kenya’s distinct challenges. The framework is composed of 3 interconnected elements:

- the Kenya National Qualifications Framework (KNQF), which establishes educational and training benchmarks;
- Kenya public sector job classifications, which standardize job categories;
- the Skills Framework for the Information Age (SFIA), an industry skills framework promoting cross-disciplinary compatibility within a unified architecture.

4.1. Kenya National Qualifications Framework (KNQF)

Established in 2015, the Kenya National Qualifications Framework aims to standardize and harmonize educational, training, assessment, and quality assurance processes across all national qualification levels³⁹. It comprises 10 levels that delineate educational stages based on anticipated learning outcomes across the entire spectrum of education and training sectors, encompassing formal, non-formal, and informal learning environments as illustrated in Figure 1⁴⁰.

³⁸ S. Melhem, A. Herdis Jacobsen, *A Global Study on Digital Capabilities*, 2021, <https://documents1.worldbank.org/curated/en/959181623060169420/pdf/A-Global-Study-on-Digital-Capabilities.pdf> [access: 10.11.2025].

³⁹ E.J. Mukhwana, *Untangling the Complex Training and Qualifications System in Kenya*, “RUFORUM Working Document Series” 2018, no. 16, pp. 19–32, <http://repository.ruforum.org/system/tdf/2.%20Mukhwana%20%20J%20E.pdf?file=1&type=node&id=38309&force=> [access: 10.11.2025].

⁴⁰ Kenya National Qualifications Authority, *Qualifications Framework*, 2025, <https://knqa.go.ke/qualifications-framework/> [access: 10.11.2025].

Figure 1. Structure of the Kenya National Qualifications Framework (KNQF)

NQF LEVELS	EDUCATION AND TRAINING SUB-FRAMEWORK		
10	Doctorate Degree		
9	Masters Degree		
8	Professional Bachelors Degree		Post Professional
7	Bachelors	Higher National Diploma	Professional
6	Diploma		
5	Craft Person		
4	Artisan		
3	Senior School	NVC II	Professional
2	Junior School	NVC I	
1	Primary Education Pre-primary education		Basic Skills



Source: Kenya National Qualifications Authority, Qualifications Framework, 2025, <https://knqa.go.ke/qualifications-framework/> [access: 10.11.2025].

The KNQF serves as a foundational component within the KARMA Competency Framework, facilitating the alignment of RAM competencies with national benchmarks to enhance practitioner accessibility, support career progression, and foster competence development.

4.2. Kenya public sector job categories

The Kenyan public sector, akin to many nations grappling with their colonial legacies, historically encountered significant structural challenges. These included the complex task of reorienting postcolonial governmental structures towards national objectives, encompassing governance at both national and regional tiers, as well as within the distinct executive, legislative, and judicial branches⁴¹. Historically, each of these subsystems operated with its own disparate job categorization schemes, often administered by ad hoc committees and individual institutions, leading to considerable inconsistencies. Prior national endeavors to restructure and harmonize these systems throughout the first 4 decades of postcolonial governance largely proved unsuccessful, generating substantial friction within the public sector⁴². In response to these challenges, Kenya's 2010 constitutional reforms led to the establishment of the Salaries and Remuneration Commission under Article 230. The SRC's mandate includes the setting and reviewing of remuneration and benefits for all state officers and advising both national and county governments on the compensation of other public officers⁴³. Since its inception, the commission has undertaken various initiatives such as providing guidance on public office salaries, promoting harmonization, equity, and fairness in compensation across governmental levels, assessing pension liabilities, and conducting comparative labor market analyses. A pivotal aspect of these efforts has been the development and harmonization of job groups, typically consisting of 20 to 23 levels, which vary by sector, discipline, or

⁴¹ P. Bennell, *The Colonial Legacy of Salary Structures in Anglophone Africa*, "The Journal of Modern African Studies" 1982, vol. 20, no. 1, pp. 127–514, <https://doi.org/10.1017/S0022278X00000094>; T. Otieno Juma, E. Onah, *Remuneration Policy and Inequalities in Kenya, a Source of Labour Wars: Borrowing from Global Lessons*, "International Journal of Social Relevance and Concern" 2015, vol. 4, no. 5, pp. 1–13, <https://ssrn.com/abstract=2780281> [access: 10.11.2025]; V. Lukkari, *Economic Disparities in Colonial Kenya Income Inequality and Wage Differentiation*, doctoral thesis, Lund University, 2024, <https://portal.research.lu.se/en/publications/ef3b3c0c-aada-46c2-a29a-b6c1e635d790> [access: 10.11.2025].

⁴² R. Simson, *The Rise and Fall of the Bureaucratic Bourgeoisie: Public Sector Employees and Economic Privilege in Postcolonial Kenya and Tanzania*, "Journal of International Development" 2020, vol. 32, no. 5, pp. 607–635, <https://doi.org/10.1002/jid.3470>.

⁴³ R. Omunyole Andati, W. Otuya, *A Critical Review of Literature on Labour Relations and Employee Performance in Kenya after the Promulgation of the 2010 Constitution*, "American Based Research Journal" 2019, vol. 8, no. 12, pp. 20–28, <https://ssrn.com/abstract=3585733> [access: 10.11.2025]; [Kenya] Salaries and Remuneration Commission, *Mandate and Function*, 2025, <https://src.go.ke/what-we-do/mandate-function/> [access: 10.11.2025].

government sphere. These job groups are further organized into 5 distinct bands, as illustrated in Table 1⁴⁴.

Table 1. Kenya public sector job classification bands

Band	Level of job or function	Decisions made
E	Top executives, senior specialists, heads of institutions management	Strategic decisions
D	Senior and middle management, heads of departments and section heads	Tactical decisions
C	Supervisors and high level skills officers	Specialized
B	Skilled and low level supervisory staff	Discretionary
A	Semi-skilled workers	Basic

Source: [Kenya] Salaries and Remuneration Commission, “Job Evaluation for Public Service 2016”, 2016, <https://src.go.ke/wp-content/uploads/2016/11/Supplement-on-Job-Evaluation-for-Public-Service-2016.pdf> [access: 10.11.2025]; [Kenya] Salaries and Remuneration Commission, “Job Evaluation Results for the Public Sector”, 2016, <https://src.go.ke/wp-content/uploads/2016/11/Brief-on-Job-Evaluation-Results-for-the-Public-Service-Nov.-2016-1.pdf> [access: 10.11.2025].

The table delineates the SRC’s 5 bands, which KARMA adopted to categorize RAM roles, thereby facilitating career and skill progression. The KARMA Competency Framework integrated this foundational structure, aligning it with these 5 bands to ensure its applicability across all 3 branches of government, as well as at national and county levels.

4.3. Skills Framework for the Information Age (SFIA)

The Skills Framework for the Information Age (SFIA), formally established in 2000, traces its origins to collaborative efforts initiated in the 1980s⁴⁵. Governed by the SFIA Foundation, an international non-profit entity, the framework is sustained by a global community committed to its ongoing evolution and broad implementation. SFIA systematically classifies essential skills pertinent to digital professionals across a wide array of domains, such as applied computing,

⁴⁴ Ibidem.

⁴⁵ R. Ward et al., *Towards a 21st Century Personalised Learning Skills Taxonomy* [in:] *2021 IEEE Global Engineering Education Conference (EDUCON)*, Vienna, Austria, 2021, <https://doi.org/10.1109/EDUCON46332.2021.9453883>.

business transformation, computational science, data science and analytics, digital product creation, digital transformation initiatives, human resource and workforce management, information and cyber security, learning and education, sales and marketing, software engineering, and user-centered design⁴⁶. Its continuous evolutionary trajectory is evidenced by numerous revisions, with SFIA 9 standing as its most current iteration. An analysis of the framework reveals the categorization of Records and Archives Management competencies across its various versions, specifically from version 6 through to the present version 9, as delineated in Table 2.

Table 2. Evolution of SFIA designations for records and archives management (2015–2024)

Versions	Year published	Designation for RAM competences
6	2015	Information management (IRMG)
7	2018	Information governance (IRMG)
8	2021	Information management (IRMG)
9	2024	Information management (IRMG)

Source: SFIA Foundation, SFIA 6 Skills – Information Management, 2025, <https://sfia-online.org/en/sfia-6/skills/information-management> [access: 10.11.2025]; SFIA Foundation, SFIA 7 Skills – Information Governance, 2025, <https://sfia-online.org/en/sfia-7/skills/information-governance> [access: 10.11.2025]; SFIA Foundation, SFIA 8 Skills – Information Management, 2025, <https://sfia-online.org/en/sfia-8/skills/information-management> [access: 10.11.2025]; SFIA Foundation, SFIA 9 Skills – Information Management, 2025, <https://sfia-online.org/en/sfia-9/skills/information-management> [access: 10.11.2025].

The SFIA framework specifies 7 distinct levels of responsibility, meticulously designed to define professional skills in relation to their corresponding hierarchical levels, as presented in Table 3.

Table 3. SFIA levels of responsibility (1–7)

Levels	Guiding phrase	Description of individuals and their responsibilities at each level
1	Follow	Demonstrates fundamental task execution skills under close supervision, showing limited independent initiative and necessitating organizational abilities.
2	Assist	Applies some judgment and engages in a wider array of interactions, especially within their area of expertise, while also working on diverse tasks and actively pursuing personal growth.

⁴⁶ SFIA Foundation, About SFIA, 2025, <https://sfia-online.org/en/about-sfia> [access: 10.11.2025].

Levels	Guiding phrase	Description of individuals and their responsibilities at each level
3	Apply	Completes work packages with scheduled milestone reviews, escalating issues when necessary, and collaborating with suppliers and customers, potentially including some supervisory responsibilities. Performs a broad spectrum of tasks, takes initiative, and manages workloads for both them and others.
4	Enable	Operates under general guidance within a structured environment, exerting influence at the account level and tackling a diverse array of complex activities, demonstrating a firm grasp of operational business skills.
5	Ensure and advise	Provides comprehensive guidance and supervisory oversight, responsible for defining objectives, influencing the organization, and managing challenging and unpredictable work, while also exhibiting self-reliance in business skills.
6	Initiate and influence	Holds authority over a defined area of work, setting organizational objectives, influencing policy, and interacting with significant parts of the organization, as well as high-level customers and suppliers, managing extraordinarily complex and strategic work and spearheading technical and business change.
7	Set strategy, inspire, and mobilize	Possesses the authority to establish policy and make critical decisions for the organization, influencing key suppliers and customers at the highest echelons and leading on strategy, demonstrating a full suite of management and leadership capabilities.

Source: SFIA Foundation, How SFIA Works – Levels of Responsibility and Skills, 2025, <https://sfia-online.org/en/about-sfia/how-sfia-works> [access: 10.11.2025].

This table outlines SFIA’s 7 levels of responsibility, which KARMA has adapted to classify the levels of RAM responsibility. The KARMA Competency Framework incorporated this structure primarily due to SFIA’s cross-disciplinary applicability, which facilitates alignment with other subject matter experts within broader organizational contexts.

5. Structure and development of the KARMA Competency Framework

The KARMA Competency Framework underwent an iterative development process, characterized by multiple parallel cycles of refinement. While presented sequentially for clarity, these iterations were largely conducted concurrently,

with continuous adjustments in one phase informing and enhancing others to achieve comprehensive clarity.

The initial phase focused on delineating the foundational structure of the framework, comprising 4 distinct levels. Each level incorporates corresponding sub-levels that generally align with, but do not precisely replicate, the responsibility levels stipulated by the SFIA, as demonstrated in Table 4.

Table 4. KARMA Competency Framework: levels and sub-levels

Level 1	1A – Follow	1B – Assist	1C – Apply
Level 2	2A – Enable	2B – Ensure	
Level 3	3A – Initiate	3B – Influence, Advise	
Level 4	4A – Set strategy, Inspire, Mobilize	4B – Set strategy, Inspire, Mobilize	

Source: Author’s own elaboration.

The second developmental phase of the framework delineated the correspondence between its 4 hierarchical levels and associated sub-levels and both the Kenya National Qualifications Framework and the public sector employment levels within Kenya. This alignment is visually detailed in Table 5.

Table 5: Alignment of KARMA levels with KNQF and public sector job bands

Level	Description	KNQA level	Public service level
1	Entry-level, developing digital skills	1A: KNQA 5 (Certificate) 1B: KNQA 6 (Diploma) 1C: KNQA 6 (Diploma, KNQA 7 desired)	Group G (Grade 13) – 1A Group H (Grade 12) – 1B Group J (Grade 11) – 1C
2	Practical RAM skills, including AI tools	2A: KNQA 7, certification desired 2B: KNQA 7, KNQA 8 desired	Group L (Grade 9) – 2A Group M/N (Grade 8) – 2B
3	Enterprise-level expertise, innovative technologies	3A: KNQA 9 or KNQA 7 with certification 3B: KNQA 9, KNQA 8 desired	Group P (Grade 7) – 3A Group Q/R (Grade 6) – 3B
4	Strategic leadership, digital transformation	4A/4B: KNQA 9, KNQA 8 required	Group S (Grade 5) – 4A Group U (Grade 3) – 4B

Source: Author’s own elaboration.

The third phase comprehensively details the attributes of the KARMA Competency Framework, as delineated in Table 6.

Table 6: Detailed KARMA Competency Framework: mapping to KNQA and public sector levels

	KARMA Competency Framework description	KNQA level	Public service levels
Level 1	This position is typically an entry-level role, and prior experience in Information/Records/Archives Management is not a prerequisite. Individuals in this role are expected to develop fundamental knowledge and skills relevant to the field, with a career progression path from 1A to 1B to 1C.	1A – Certificate (KNQA 5 required) 1B – Diploma (KNQA 6 required) 1C – Diploma (KNQA 6 required) KNQA 7 desired)	Group G or Grade 13 – 1A Group H or Grade 12 – 1B Group J or Grade 11 – 1C
Level 2	An individual operating at this level typically brings prior practical skills and knowledge of Information/Records/Archives Management to their role, demonstrating a robust comprehension of core principles, methodologies, and technologies relevant to the field, and actively expands their expertise through the acquisition of additional specialized competencies.	2A – (KNQA 7 required, additionally certification KNQA Level 6 desired) 2B – (KNQA 7 required, additionally certification KNQA Level 8 desired) 2C – (KNQA 7 required, additionally certification KNQA Level 8 required)	Group K or Grade 10 – 1C Group L or Grade 9 – 2A Group M/N or Grade 8 – 2B
Level 3	An experienced Information/Records/Archives Management professional, typically operating at the enterprise level, should possess in-depth knowledge regarding the design, development, implementation, and administration of Information/Records/Archives Management programs. They should also consult with subject matter experts to incorporate leading practices, innovative techniques, and technological advancements to foster ongoing learning and growth within the domain.	3A1/ 3A2 – (KNQA 9 required or KNQA 7 with additional certification KNQA Level 8 required) 3B – (KNQA 9 required, additionally certification KNQA Level 8 desired)	Group P or Grade 7 – 3A1/ 3A2 Group Q/R or Grade 6 – 3B

	KARMA Competency Framework description	KNQA level	Public service levels
Level 4	Typically, this role is held by an experienced Information/Records/Archives Management professional at the executive level, and their responsibilities include making strategic decisions in collaboration with organizational executive management.	4A – (KNQA 9 required, additionally certification KNQA Level 8 required) 4B – (KNQA 9 required, additionally certification KNQA Level 8 required)	Group S or Grade 5 – 4A Group U or Grade 3 – 4B

Source: Author's own elaboration.

The fourth developmental phase established the correspondence between the KARMA Competency Framework and defined professional responsibilities, alongside illustrative job titles, as presented in Table 7.

Table 7: KARMA Competency Framework: mapping to SFIA responsibilities and example job titles

Level	Sub-level	SFIA responsibility	Example job titles
1	1A – Follow	Basic task completion	Records Clerk, Archives Clerk
	1B – Assist	Discretionary tasks	Data Entry Clerk, Archives Technician
	1C – Apply	Independent work	Senior Records Clerk
2	2A – Enable	General direction	Records Management Officer
	2B – Ensure	Supervisory oversight	Senior Records Management Officer
3	3A – Initiate	Strategic influence	Records Management Administrator
	3B – Influence, Advise	Policy influence	Records Management Manager
4	4A – Set Strategy	Executive decisions	Records Management Director
	4B – Inspire, Mobilize	Organizational leadership	Chief Information Governance Director

Source: Author's own elaboration.

The iterative methodology and comprehensive tables presented herein elucidate the development and harmonization of the KARMA Competency Framework with established standards, including SFIA, KNQA, and pertinent public sector roles. This rigorous alignment process ensures that the framework's competencies are both practical and scalable, thereby fostering career progression and providing explicit guidance for professional development.

6. Significance and implementation of the KARMA Competency Framework

While this discussion has elucidated the fundamental structures and components involved in the development of the KARMA Competency Framework, it is important to note that a more comprehensive version exists within the association⁴⁷. This complete framework meticulously stratifies functional, technical, and leadership competencies across various professional levels. For the purposes of this article, the discourse has deliberately concentrated on the framework's core elements, prioritizing a practical illustration of its construction process over an exhaustive presentation of the final product. This approach was deemed more relevant given the objective to highlight the developmental methodology and constituent ingredients of a competency framework.

A key rationale for this focus stems from the observation that while numerous frameworks have been developed in the Global North, such initiatives are less prevalent in the Global South. This emphasis is critical because RAM professionals in the Global South frequently encounter unique challenges in learning from and adapting best practices originating from the Global North. These challenges often arise from divergent developmental trajectories, dissimilar regulatory structures, and less defined professional skill sets and optimal practices⁴⁸. Consequently,

⁴⁷ Kenya Association of Records Managers and Archivists, Records and Information Management Competence Framework, 2022, <https://karma.co.ke/wp-content/uploads/2024/10/KARMA-Competence-Framework-v3-2.pdf> [access: 10.11.2025].

⁴⁸ E. Goh, *Archival Legislation* [in:] *Encyclopedia of Archival Science*, eds. L. Duranti, P.C. Franks, Lanham 2015, pp. 60–63; D. Hofman, S. Katuu, *Law and Recordkeeping* [in:] *Managing Digital Records...*, pp. 7–48, <https://doi.org/10.4324/9781003203155-2>; S. Katuu, *Soup Du Jour – Existing and Emerging Trends in Archives and Records Management Standardization*, “Records Management Journal” 2014, vol. 34, no. 1, pp. 15–28, <https://doi.org/10.1108/RMJ-08-2023-0042>; D. Ha Minh Minh, P. Seelakate, *Records and Archives Legislation in Vietnam*,

there is a strong imperative to disseminate a framework that is both locally contextualized and inherently scalable.

The deliberate integration of SFIA further underscores the importance of architectural simplicity combined with the sophistication necessary to enhance clarity and facilitate engagement with related disciplines. Strategic incorporation of pertinent methodologies and frameworks from diverse fields can significantly accelerate professional growth. As evidenced by the KARMA Competency Framework's construction, frameworks like SFIA can streamline the design of competency frameworks, thereby improving clarity and fostering interdisciplinary engagement. Furthermore, alignment with domestic frameworks, such as national qualifications frameworks and public sector reform initiatives, ensures ongoing relevance and practical applicability within local contexts. Additionally, it is imperative that any developed framework, even if conceived for a specific purpose, maintains its relevance through continuous adaptation to local contexts and regular updates. This necessity is particularly pronounced given the rapidly evolving institutional, socio-economic, and technological landscapes⁴⁹.

Although this paper could have extended into a detailed discussion of implementation or rollout, such an endeavor would necessitate separate empirical research tracking the adoption by various entities represented within the KARMA membership post-launch⁵⁰. This area, however, presents a valuable avenue for future studies. Potential methodological approaches for rollout and implementation could include the Plan-Do-Check-Act cycle, Six Sigma, or Kaizen. The PDCA cycle is widely recognized and frequently incorporated into ISO standards, particularly Management Systems Standards, which provide a systematic, measurable, and auditable approach to management and continuous improvement. Given that RAM has its specific Management System Standards in the ISO 30300 series, aligning the KARMA framework with the implementation of ISO 30300 through the PDCA cycle could ensure sustainable operationalization⁵¹.

“Record and Library Journal” 2024, vol. 10, no. 2, pp. 358–373, <https://doi.org/10.20473/rlj.V10-I2.2024.358-373>.

⁴⁹ S. Melhem, A. Herdis Jacobsen, *A Global Study on Digital Capabilities...*

⁵⁰ H. Kivisu, *Records Managers, Archivists Warned against Corruption*, “People Daily” (Mombasa) 2023, <https://peopledaily.digital/business/records-managers-archivists-warned-against-corruption> [access: 10.11.2025].

⁵¹ E. Benito Cediél, A. Arias Coello, A. Salvador Benítez, *La Serie ISO 30300 y Los Sistemas de Gestión Documental. Metodología, Requisitos y Guía de Implementación* [in:] *Actas de Las I Jornadas*

Finally, any discussion regarding rollout must also encompass potential challenges and corresponding mitigation measures. In Kenya, two issues frequently cited in the implementation of any initiative are resistance to change and resource constraints. As observed in studies concerning electronic records or other records management initiatives, interventions could include comprehensive stakeholder engagement and the judicious adaptation of best practices⁵². For the KARMA Competency Framework, implementing a structured approach like the PDCA cycle could serve as a valuable mitigation strategy.

7. Conclusion

This article delineates the genesis and evolution of the KARMA Competency Framework, positing it as a transferable paradigm for analogous initiatives within nations of the Global South. A fundamental principle underpinning this endeavor was the imperative for a robust RAM competency framework capable of judiciously reconciling global standards with localized requirements. This approach aims to cultivate cross-organizational coherence and effectively navigate the intricacies of the digital era through comprehensive multidisciplinary engagement. Although not intended as a prescriptive blueprint, the development of this framework provides valuable insights by synthesizing international best practices with regional imperatives and incorporating diverse interdisciplinary perspectives to ensure pragmatic utility, particularly within resource-constrained environments. Consequently, the KARMA Competency Framework was firmly grounded in Kenya's public sector context, thereby providing a tangible illustration of how such frameworks can be methodologically constructed. This article also delineated a preliminary implementation roadmap, which included proposed benchmarks

de Estudiantes de Ciencias de La Documentación Compartiendo Conocimiento, eds. A. Arias Coello, D. García Sánchez, Madrid 2017, pp. 41–49; A. de Souza Costa, *A Série de Normas ISO 30300 Como Instrumento de Governança Informacional Em Organizações Privadas: Um Estudo Exploratório*, “ÁGORA: Arquivologia Em Debate” 2021, vol. 31, no. 63, pp. 1–16; S. Katuu, *Systems Thinking, Management Standards, and the Quest for Records and Archives Management Relevance* [in:] *IEEE International Conference on Big Data*, Macau, China, 2025, ahead-of-print.

⁵² C.M. Ambira, H. Nyabuto Kemoni, P. Ngulube, *A Framework for Electronic Records Management in Support of E-Government in Kenya*, “Records Management Journal” 2019, vol. 29, no. 3, pp. 305–319, <https://doi.org/10.1108/RMJ-03-2018-0006>; G.K. Maina, E. Maseh, *Kenya County Governments and Records Management Pertinent Issues: A Literature Review*, “Journal of Frontiers in Humanities and Social Sciences” 2023, vol. 1, no. 1, pp. 40–49.

and strategies for mitigating risks. Nevertheless, development of a truly comprehensive roadmap requires extensive empirical research and subsequent longitudinal studies to establish robust foundational metrics, thereby indicating promising directions for future scholarly investigation. Fundamentally, the enduring utility of any competency framework is contingent upon its ongoing refinement and its capacity to adapt to evolving contextual demands.

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