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Access and Inclusion through Open Education Resources in Botswana

Abstract
This Paper investigates the implementation of Open Education Resources (OER) in education as a much-talked-about problem that is not much in evidence in practice among institutions in developing countries. Inspiration for this paper was drawn from the initiative by the Virtual University for Small States of the Commonwealth (VUSSC), a Commonwealth organization that, among other objectives, gives guidance about OER. The Paper shares initiatives by the Botswana College of Distance and Open Learning (BOCODOL) by answering these questions:

i. How has the institution gone about the uptake of OER in the Botswana education context?
ii. What challenges have been faced in the educational initiative?
iii. What impact has the initiative of offering OER programmes had?

To answer the research questions, documents on enrolment over the past four years were analysed, and these yielded quantitative data, showing statistics of enrolment by gender and the demand for the programmes. The sequential explanatory design was used, starting with quantitative data on enrolment statistics, followed by qualitative data derived from interviews of key stakeholders, namely, students, lecturers, and government officials. Some of the findings were that there is a high demand for the new programmes, with more females than males enrolled, and that the College was unable to meet demand due to under-funding. This led to a number of conclusions and observations including lessons learnt. These included researched evidence on how BOCODOL leverages on OER under guidance of the VUSSC, as well as showing that despite constraints, the effort yields positive results. This is a recommendation that comparable institutions in the small states of the Commonwealth could emulate.

1.0 Introduction
Implementation of Open Education Resources (OER) in education is much-talked-about, but seemingly is not much in evidence in practice among institutions in developing countries. This is perceived as a problem worth investigating in developing countries where resources are acknowledged to be scanty. However, there has been effort in some institutions, which is presently shared. Inspiration for this paper was drawn from the initiative by the Virtual University for Small States of the Commonwealth (VUSSC), a Commonwealth organization that has maintained its forefront position in promulgating the doctrine of OER. This paper, which reflects on the past four years, seeks to share experiences of the BOCODOL, in implementing OER curriculum initiatives under guidance of the VUSSC. The VUSSC has developed no less than 12 OER programmes at certificate, diploma, and degree levels with the view that these could be repurposed, revised, remixed, redistributed or retained (the 5 Rs). Against the background of rhetoric by OER academics in developing countries, perceived as a problem in this paper, answers to the following questions are attempted:
i. How has the institution gone about the uptake of OER in the Botswana education context?

ii. What challenges have been faced in the educational initiative?

iii. What impact has the initiative of offering OER programmes had?

The institution has adopted for repurposing, three programmes, namely: Bachelor of Business and Entrepreneurship (BBE), Practitioner Research and Evaluation Skills Training (PREST), and the Certificate in Disaster Management (CDM). Compliant with the principle of remixing, the institution has developed its own programme, the Bachelor of Business Administration in Leadership and Change Management (BBA-LCM). To answer the research questions, documents on enrolment over the past four years were analysed, and these yielded quantitative data, showing statistics of enrolment by gender and the demand for the programmes. The sequential explanatory design was used, starting with quantitative data on enrolment statistics, followed by qualitative data derived from interviews of key stakeholders. The latter were students, tutors, lecturers and government officers. Some of the findings were that there is a high demand for the new programmes, with more females than males enrolled. The College was unable to meet demand due to under-funding. This led to the conclusion that the government, key sponsor, should increase college resources to increase participation and access.

2.0 Problem Statement

The problem under investigation is that since the VUSSC initiative in the area of OER, there is no documented evidence about the uptake of OER by institutions in the Small States of the Commonwealth, and, secondly, that there is no information about the extent to which such uptake has impacted on the education systems. The case for BOCODOL, thus, seeks to share experiences that could be extrapolated to other institutions.

3.0 Keywords

Access

In education, the term access typically refers to the ways in which educational institutions and policies ensure—or at least strive to ensure—that students have equal and equitable opportunities to take full advantage of their education. Increasing access generally requires educational providers to offer additional services or remove any actual or potential barriers that might prevent some students from equitable participation in certain courses or academic programmes. Factors such as race, religion, gender, sexual orientation, disability, perceived intellectual ability, past
academic performance, special-education status, English-language ability, and family income or educational-attainment levels may contribute to certain students having less “access” to educational opportunities than other students (http://edglossary.org/access/).

**Inclusion**

Inclusive education means that all students have access and are welcomed by education providers in age-appropriate, regular classes, or open and distance learning and are supported to learn, contribute and participate in all aspects of the life of the institution.

Inclusive education is about how we develop and design our schools, classrooms, curricula and activities so that all students learn and participate together. It is every aspiring learner’s right to be included. Inclusive education is a right, not a privilege (http://www.inclusionbc.org/our-priority-areas/inclusive-education).

**Equitable educational opportunities**

*Educational equity*, also referred to as *equity in education*, is a measure of achievement, fairness, and opportunity in education. Educational equity is dependent on two main factors. The first is fairness, which implies that factors specific to one's personal conditions should not interfere with the potential of academic success. The second important factor is inclusion, which refers to a comprehensive standard that applies to everyone in a certain education system. These two factors are closely related and are dependent on each other for true academic success of an educational system (https://en.wikipedia.org/wiki/Educational_equity).

**4.0 The Background**

In this section, the background leading to the current initiatives of the BOCODOL, regarding OER, is shared. It connects with the VUSSC in the context of the Botswana education scenario, where distance education has been recently introduced. The background demonstrates how the institution strives to enhance opportunities of access to education under circumstances where demand far exceeds supply.

**4.1 About BOCODOL and Open and Distance Learning (ODL)**
BOCODOL was created by an Act of Parliament in December 1998. Its creation marked a milestone in the development of Education for Botswana and a significant step towards realizing Botswana’s Vision 2016, which emphasises the elimination of poverty through the provision of knowledge and skills. It has been formed to improve access to learning opportunities on a nationwide scale for the out-of-school young adults. Open learning seeks to break down the barriers to personal development by providing flexible learning environments, enabling people to study what is relevant to their needs, at a time and place convenient to them. The learners learn from specially designed study materials, which use a combination of different types of media, methods and communication technologies, rather than through direct face-to-face mode of instruction as in conventional schools. In this way distance education allows them to study at home or in their workplace, at their own pace without having to leave their families or job commitments.

4.2 Demand-driven programmes
The educational practice at BOCODOL is to establish demand-driven programmes through the conduct of needs assessment surveys before a programme is offered. As early as 2001, a countrywide survey was conducted to establish areas of knowledge that citizens wanted training in. One of the guiding phenomena was the observed increase in the setting up of small-scale businesses (along the streets, small scale industries, medium-sized industries). These were in construction, education, farming, tourism, manufacturing, to name some. The survey established that:

a. citizens at all levels required formal training in business and management skills;
b. employed citizens, and those nearing retirement, requested that they be trained in business skills so that upon retirement they could start their own small businesses;
c. heads of vocational and technical institutions observed that students who trained in areas like building, motor mechanics, or woodwork lacked skills to manage their businesses after completing formal training; and

d. leaders of institutions, those providing services, and managers in different industries, observed that the dynamics of change in global economies required qualifications at a higher level to enable them to learn skills in leadership, entrepreneurship, and change management
These findings led BOCODOL to originate its first flagship six-month programme: *Small Scale Business Management* (SSBM), first launched in 2004. The programme has remained popular, and to date has offered training to above 2000 citizens.

### 4.3 The Virtual University for Small States Initiative

Small States represent around two thirds of the membership of the Commonwealth. A small state is one with a population below four million. The small states of the Commonwealth are a blend of land-locked, coastal and island states that span all regions of the world. While there are some significant differences between the member countries, they all experience similar challenges in terms of access to quality higher education. The VUSSC is a network initiated by and built on the support of Ministers of Education of developing small states of the Commonwealth. It is committed to the collaborative development of open content resources for education, training and capacity building, and the use of information and communications technologies (ICTs) to broaden access to education.

The COL coordinates the development of VUSSC on behalf of Commonwealth Ministers of Education. Thirty-two countries (the small states) are actively engaged in making the VUSSC a reality. VUSSC countries have chosen to focus on creating skills-related post-secondary courses in areas such as tourism, entrepreneurship, professional development, disaster management and a range of technical and vocational subjects. These non-proprietary, electronically-held course materials – developed by small states, for small states – can readily be adapted to the specific context of each country. Small states thus become active contributors to global development and leaders in educational reform through the innovative use ICTs [https://www.col.org/programmes/vussc/virtual-university-small-states-commonwealth-vussc](https://www.col.org/programmes/vussc/virtual-university-small-states-commonwealth-vussc).

### 4.4 VUSSC Courses to date

In August 2006 (Lesperance, 2012) COL hosted its first ‘boot camp’, or training and materials development workshop in Mauritius. This was specifically designed for educators from 13 Commonwealth small states. Over a three-week period, participants developed online skills to enable them to collaboratively develop learning content for courses in entrepreneurship and tourism.

The success of the VUSSC workshop in Mauritius led to subsequent workshops in The Bahamas, Lesotho, Maldives, Samoa, Seychelles, Singapore, and Trinidad and Tobago. Each workshop had
a focus for content development, including life skills, professional development of educators, disaster management, and entrepreneurship. The aim was to provide learners with a wide variety of educational opportunities, together with the flexibility to choose when, where and how they learn – one of the greatest strengths of open and distance learning. Recently, in March 2012, educators from The Bahamas, Botswana, Jamaica, Mauritius, Namibia, Samoa and Seychelles took part in a ten-day VUSSC workshop at the University of Seychelles (UniSey) to develop a tertiary-level programme in Environmental Science. The Bachelor in Environmental Science is an applied BSc degree with three exit points: Certificate, Diploma and Bachelor’s degree.

February 2011 marked the genesis of the VUSSC programme, titled Bachelor of Business and Entrepreneurship (BBE), when a team of six experts developed its curriculum in Singapore. This was followed by a three-week materials development workshop in Maseru, Lesotho, where the Small States of the Commonwealth were represented. The programme is an open and distance learning product that follows the blended learning mode of delivery. One year later (July 2012), the Botswana College of Distance and Open Learning, took up the challenge to launch the BBE, a three-tiered programme (certificate, diploma, and degree levels), by enrolling the first cohort of 250 learners in its five regional centres. Delivery to the first cohort comes full cycle in 2016, eventuating in the graduation for the first cohort. Thus, BOCODOL took advantage of the benefits of OER, and managed to populate its menu of programmes with five programmes, namely: the short course and workshop level certificate in entrepreneurship, the degree in entrepreneurship, the certificate in disaster management, the certificate in practitioner research and evaluation, and the re-mixed degree in leadership and change management. The OER have enhanced open and distance learning in Botswana.

5.0 Key features of OER
Virtual education is closely linked with open education resources (OER). Kanwar (2011) has explained that the Open Education Resource movement is based on the idea that knowledge is our common wealth and that technology can help us share, use and reuse it.

The William and Flora Hewlett Foundation has proposed the following definition of OER:

OER are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use or re-purposing by others. Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or
techniques used to support access to knowledge.

(The William and Flora Hewlett Foundation. p. 4.)

Guntram (2007) in his OLCOS Roadmap 2012, notes that there is no established definition of OER and prefers to identify four core attributes, namely, that:

▪ access to open content (including metadata) is provided free of charge for educational institutions, content services, and the end-users such as teachers, students and lifelong learners;
▪ the content is liberally licensed for re-use in educational activities, favourably free from restrictions to modify, combine and repurpose the content;
▪ consequently, the content should ideally be designed for easy re-use in that open content standards and formats are being employed; and
▪ for educational systems/tools, software is used for which the source code is available (i.e. Open Source software) and that there are open Application Programming Interfaces (open APIs) and authorisation to re-use Web-based services as well as resources.

Based on the above-mentioned attributes, Kanwar (2011) has observed the following potential advantages associated with the use of open education resources.

▪ OERs foster the exchange of global knowledge.
▪ Online collaborative OER development supports capacity building.
▪ Collaborative OER development encourages the preservation and dissemination of indigenous knowledge.
▪ The availability of high quality OER can raise the quality of education at all levels.

According to Stallman (cited in Kanwar, 2011) these advantages are accompanied by four freedoms, namely:

▪ freedom to use;
▪ freedom to study;
▪ freedom to redistribute; and
▪ freedom to modify.

Thus, the foregoing discussion of OER has become the bedrock of practice at BOCODOL in terms of ODL and virtual education praxis and curriculatlon.
**6.0 Concretising the Virtual University For Small States of the Commonwealth Initiatives**

Different member countries of the small states repurpose the OER courses/programmes differently. For example, the University of Seychelles offers The Bachelor in Environmental Science online. The BOCODOL story, regarding its uptake of OER, continues to unfold, and is premised on answering several questions. These have been motivated by the established demand for accessible courses and programmes by the citizenry.

i. How has the BOCODOL gone about embracing OER towards inclusivity and equitability?

ii. What impact has the initiative of offering OER programmes had in the country?

iii. How do key stakeholders in Botswana perceive OER programmes?

iv. What lessons can other small states of the Commonwealth learn from the BOCODOL experience?

**7.0 The Botswana Experience**

In the Republic of Botswana, BOCODOL is the only single mode tertiary education provider dedicated to open and distance learning. Talking of distance, the country indeed has vast distances between population centres, and the compulsion to perfect ODL cannot be overemphasized. Geographically, as the map below shows, the country has an area of 581,730 km² (224,607 square miles). Botswana is the world's 48th-largest country. It is topographically flat, with up to 70 percent of its territory being the Kalahari Desert. Reaching out to its students is BOCODOL’s major challenge. To do so, the institution is decentralized, with the headquarters in Gaborone and five regions, one in Gaborone and others remotely located in Maun, Kang, Palapye and Francistown. Some of the distances to be traversed by road between the headquarters, and some of the furthest points can be illustrated thus:

- Gaborone to Bokspits (Kang Region) = 874 km
- Gaborone to Maun (Maun Region) = 1,048 km
- Gaborone to Orapa (Palapye Region) = 624 km
- Gaborone to Kasane (Francistown Region) = 873 km

Thus, the cost implications for providing distance education in the country are considerable and self-explanatory.
Curriculum at the VUSSC

Curriculum design at the VUSSC is undertaken at a more generic level so that individual institutions will repurpose the study materials according to their objective situations. The new curriculum is aligned to the three pillars of the curriculum, elucidated by Freeman (2005) as:

- The nature and structure of knowledge for a given situation
- The needs of the society as perceived by an organization
- The needs of the learner

At its level, the VUSSC will be responding to the needs of the small states and individual organisations regarding how learners will benefit from the proposed curriculum. In turn, at its level, the individual institution will use the open education resource to respond to its own needs.

Even more importantly, the effort of the participants who develop the courses, is governed by learning theories. Three specific ones, as described by Freeman (2005, p.5), are influential in the construction of study materials, and these are:
- **Behaviourism**, where learning objectives are specified, and learners are assessed against the stated learning objectives. The way study materials are presented seeks to change the behaviours of the learner (Skinner, 1976)

- **Cognitivism**, where in addition to learning objectives, materials are designed to ensure promotion of insightful learning through assimilation and accommodation of knowledge (Piaget, 1970).

- **Constructivism**, where knowledge is **socially and collaboratively constructed** between the learner and the more knowledgeable individual through dialogue (Vygotsky, 1978; Bruner, 1986).

The guiding principle for materials developers is that the three theories should be combined when designing curriculum. By using this eclectic approach, the theories ought to be reflected in the personalized voice for interaction, in-text questions, interactive activities, and feedback by the tutor-in-print. Before the OER course is released, quality assurance in terms of content, language, and format is undertaken.

### 8.0 Curriculation at BOCODOL

Normally, there are three alternatives of curriculum design followed by the institution, and these are:

1. Originating the curriculum starting from scratch;
2. Adopting the curriculum as it is, without any alterations; and
3. Adapting the curriculum to the situation by customising and making contextual changes.

In the case of VUSSC programmes, the third alternative has been preferred, based on the assumptions that members of the small states will have participated in the process of designing the programme structure, writing the study materials, and quality assuring them.

Adaptation of OER is a systematic process guided by deliberations of the Faculty’s curriculum task team.

- Initially, the team debates the curriculum, reviews the study materials, and determines strengths and weaknesses against the background of demand.
- Recommendations are then made to the Academic Board. These will include what should be done to introduce the programme.
After input from the Academic Board, the offering Department makes the necessary modifications, in preparation for delivery. Currently, such modifications have been mainly making changes to the study materials through tutorial letters. Each tutorial letter would direct students’ attention to relevant sections of course modules, as well as adding examples and case studies from Botswana. Thus, this customization intervention is responsive to the contextual needs of Botswana.

Assignments and examinations are then set, also reflecting context.

Adaptation takes into account the target group, profile of the group, facilities available, and study circumstances.

9.0 Remixing
One of the popular programmes at BOCODOL is the degree on Leadership and Change Management. Responding to the demand for a sustained programme in which national stakeholders required qualifications at a higher level to enable them to learn skills in leadership, entrepreneurship, and change management, out of the 24 courses in the curriculum, 12 were adapted, as they were, from the BBE. The remainder were then developed from scratch by local writers.

10.0 Research and Publishing
The VUSSC office of the Education Specialist has been on an empowerment and capacity building crusade, giving guidance to research, monitoring and evaluation, and online teaching methodologies. BOCODOL has taken the interventions seriously by infusing monitoring and evaluation principles into its operational systems; and by training more staff on procedures with regard to online teaching. More significantly has been BOCODOL’s uptake of research and publishing guidance. This has resulted in the sponsorship of publication of books by the BOCODOL under open license. This means anyone can access such publications with freedom to: use, study, redistribute, and modify. These are the main publications to date:

1. Introducing Distance Education (2009)
3. Communication and Study Skills for Distance Education Students (2010)
11.0 Findings on the impact of the VUSSC initiative

In the effort to concretise the VUSSC initiative by adapting the five programmes already listed above, findings are given in answer to the questions posed earlier:

i. What impact has the initiative of offering OER programmes had in the country?

ii. How do key stakeholders in Botswana perceive OER programmes?

The sequential explanatory design was applied in gathering data, beginning with statistics on enrolment during the past four years. The data were gathered through document analysis, and the results are reflected in Table 1 below.

Table 1 Throughput Statistics

<table>
<thead>
<tr>
<th>Programme</th>
<th>Total applicants over five years</th>
<th>Total throughput</th>
<th>Females</th>
<th>Males</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBE</td>
<td>2 951</td>
<td>501</td>
<td>261 (52%)</td>
<td>240 (48%)</td>
</tr>
<tr>
<td>BBA LCM</td>
<td>2 805</td>
<td>465</td>
<td>244 (52%)</td>
<td>221 (48%)</td>
</tr>
<tr>
<td>CDM</td>
<td>1 097</td>
<td>301</td>
<td>155 (51%)</td>
<td>146 (49%)</td>
</tr>
<tr>
<td>PREST</td>
<td>420</td>
<td>68</td>
<td>41 (60%)</td>
<td>27 (40%)</td>
</tr>
<tr>
<td>Totals</td>
<td>7 273</td>
<td>1 335 (18% of 7 273)</td>
<td>701 (53% of 1 335)</td>
<td>634 (47% of 1 335)</td>
</tr>
</tbody>
</table>

The statistics show that the demand over the past five years has been as high as 7 273, and out of this figure, only 18% accessed the programmes. Overall, female students had a higher percentage of 53% compared to their male counterparts (47%). The demand is considered high, cognizant of the fact that Botswana has a small population of only two million.

The August 2016 in-house research statistics by the institution show that 65% of the enrolled students are from rural areas, including some remote parts of the country. The statistics established that the age range was 25 – 54 years. Of these, 93% are self-sponsored.

The quantitative data were followed by qualitative responses to oral interviews, and in that sequence these findings came out:

- Many students who qualified to enroll expressed their sense of discouragement as they have been waiting without being given the chance to enroll.
• The BOCODOL full-time lecturers pointed out that they were overwhelmed with enquiries, and advised that in order to increase enrolment, more staff should be recruited.
• Part-time tutors in the regions observed that unless the College addresses the enrolment issue, there was the risk of losing potential students to private providers. New private institutions are emerging across the country, and their fees are comparatively higher.
• Government officers from the Botswana Ministry of Education and Skills Development echoed what the Government has often said, namely, that there were financial contraints arising from global recession that has led to lack of funding.
• Respondents were happy that through the use of technology, and the presence of BOCODOL in remote areas, more rural dwellers could now access education.

12.0 Interpretation of findings
The findings were interpreted according to the research questions as indicated below.

i. How has the institution gone about the uptake of OER in the Botswana education context?
The institution has been systematic in its uptake of the OER, and ensured equitability by gender, as evidenced by the statistics. Selection of enrollees is consciously done in order to include more women participants. As statistics show, the percentages are in favour of females as shown by the ratio 53% women to 47% men.

ii. What challenges have been faced in the educational initiative?
First, one of the challenges has been the comparatively high drop-out rate of female participants due to more responsibilities they shoulder, compared to their male counterparts. Some of the responsibilities include workload and the multiple roles of a mother. Reconciling them with studies was said to be a major challenge.

Second, the College is failing to meet demand. Statistics show that only 18% of the applicants have so far managed to access the different programmes. Qualitative data confirmed this when interviewees from the Ministry of Education and Skills Development bemoaned the limited funding. This is true for distance education, which competes for the same budget with conventional colleges that are more established.
Third, the latest statistics of the institution showed that the age range of enrolled students is between 25 and 54 years. This confirms inclusivity. Ordinarily, no conventional school accepts learners in this age range.

Fourth, Botswana, as indicated earlier, is sparsely populated, and the majority of its citizens reside in rural areas. This has always been a challenge. Previously, this segment of the population could not easily access education, but from statistics, the OER courses have managed to increase access since 65% of BOCODOL’s students are from rural areas. This is also corroborated by the qualitative data where interviewees confirmed that there was evidence that rural citizens were benefiting from ODL initiatives. In terms of inclusivity, it has been possible to extend educational opportunities to inmates in the different parts of the country, an important benefit of the distance education system.

Fifth, the challenge of capacity seems central in interfering with accessibility. Simply because of underfunding, it is difficult to have adequate human and physical resources such as lecturers, tutors, physical infrastructure in the regions, vehicles to travel back and forth to the regions, computers, and staff trained to operate in an ODL environment. Distance education is decentralised. Respondents to interviews pointed this variously, saying there were numerous complaints by applicants who have been applying in vain over the past five years, though they qualify. The statistics show that 1335 graduates out of 7 273 have had access to date does not tell a good story. The College is unable to expand both the numbers enrolled and the menu of its course offerings until the budgetary issue is addressed.

iii. What impact has the initiative of offering OER programmes had in the country?

Botswana has a small population of two million, and has the only one institution dedicated to ODL. Guided by the statistics, the initiative to work with OER programmes has made some contribution, though that requires greater planning improvement by the Government. Typically, the fees for learners in conventional institutions doing a similar programme are higher than those pursuing studies through ODL. For example, for one programme on Entrepreneurship, students at one of the colleges pay P128 000, as opposed to distance learners in an ODL institution who pay P96 000. A discrepancy of P32 000 is quite phenomenal.
13.0 Lessons Learnt

The uptake of OER has not been at all easy. Given its novelty, there has been resistance from many quarters, including from lecturers within the College mainly because the novelty of the OER concept can be either hard to sell to, or hard to buy by professionals used to conventional thinking about what the nature of study materials ought to be. Below are some of the lessons learnt over the past five years.

BOCODOL has taken practical steps to embrace the doctrine of open education resources as a distance education provider in Botswana. This has yielded demonstrable results.

There is only one public institution in the country that is dedicated to open and distance learning against some odds: the stigma of ODL; limited funding that favours conventional systems; Vast distances to be traversed in the absence of adequate ICT structure; and shortage of human and hardware resources. Despite all this, the College continues to make its contribution.

The College is responsive to demand for relevant qualifications by the citizens through needs analysis. This leads to well informed instructional design initiatives, resulting in diversified programmes.

The VUSSC has made a tremendous contribution to BOCODOL in terms of curriculum development, research, monitoring and evaluation and technology uptake. This has been well received by the institution.

In terms of capacity building, the VUSSC has and continues to train ODL professionals who, in turn, cascade the skills and competencies to upcoming ODL practitioners. Cascading strategies have promoted receptivity.

Based on the slowly but steadily growing appreciation of the potential benefits of ODL by stakeholders in the developing country, there is greater optimism about the potential of ODL to be inclusive as it broadens access to the citizens.
The Botswana Government has shown its support for BOCODOL, and this has encouraged the College to experiment with new ideas, including uptake of OER for the benefit of disadvantaged sections of the country’s communities.

Instead of originating new programmes (re-inventing the wheel) when there are comparable ones in the form of OER, the College has cut down on time and costs, as well as managed to diversify its offerings in a comparatively shorter space of time. This way, the institution has managed to reach more clients when compared to its counterparts, those offering conventional education.

14.0 Conclusion
These lived experiences and indicators loudly speak of what can be done through open education resources to enhance the education provision of a country. By leveraging on teaching, learning, and research resources that reside in the public domain, BOCODOL, and presumably other members of the small states of the Commonwealth, have been able to make strides within a short space of time. The buzzwords have been collaborative OER development in which the institution has actively participated in the creation of the same. Willing participation underscores capacitisation and empowerment that prepares any fledgling academic institution for eventual autonomy, inclusivity, and access.

References


http://edglossary.org/access/ (Retrieved 26 July 2016)

