



INTEGRATED Annual Report

Twenty 2

Inspire Tomorrow, Today





INTEGRATED Wenty



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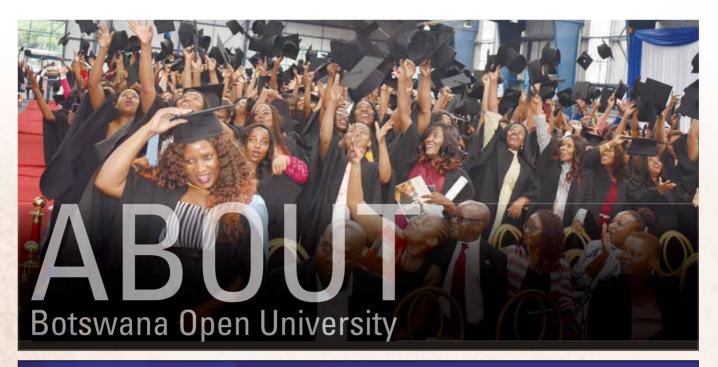


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Our Purpose

Botswana Open University derives its purpose from the Act of Parliament which promulgated its existence. The primary purpose of BOU is to provide quality education through open and distance learning.



Our Vision

To be an innovative Open University globally recognised for academic excellence, life-long learning and societal impact.



Our Mission

To provide quality academic programmes and services through teaching and learning, research and innovation, and community engagement for a prosperous knowledge-based society.



Our Values

- Excellence
- Student-centredness
- Equity
- Integrity
- Academic Freedom
- Accountability
- Collegiality
- Compassion

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Excellence: Focusing on quality, innovative and relevant programmes and services.

Student-centredness: Shifting the focus of instruction from the teacher to the student by using strategies that address students' distinct needs, interests and learning styles.

Equity: Ensuring equal opportunity and non-discrimination on the basis of personal, ethnic, religious, gender or other social characteristics.

Integrity: Showing honest and strong moral principles in all aspects of the University's work.

Academic Freedom: Guaranteeing the freedom of an academic to inquire, teach or communicate or exercise critical thought without suffering any professional disadvantage at the place of employment.

Accountability: Ensuring all staff and students take responsibility for their actions.

Collegiality: Promoting shared governance, cooperation and due respect amongst colleagues at the workplace.

Compassion: Demonstrating empathy, support, care and concern for others (botho).

Our Stakeholders

Our stakeholders include:

- Government:
- students (present, past and prospective);
- parents and sponsors of students;
- donors:
- research foundations (local and international); and
- the community (civil society), regional and international partners, non-governmental organisations, industry, other universities, schools, advisory councils, service providers and the media)

Our Business Model

BOU offers cost-effective and affordable education and training through Open and Distance Learning. It operates through five Regional Campuses (as reflected in the organogram) in order to promote access to students. The University focuses on its key stakeholders and how to satisfy their needs by means of value-adding activities, such as the effective delivery of academic programmes, research, effective engagement with stakeholders, and good corporate governance. The University offers its value-adding programmes, in some cases, through collaborating with other organisations.





BOU Regional Campuses and Community Study Centre's





Charting a successful path for BOU over the next few years is going to require the dedicated efforts of everyone involved in the institution — from Council, to Senate, to the Vice Chancellor, and to all Members of Staff.

Dr PHK Kedikilwe
Chancellor

Botswana Open University



Foreword by the Chancellor

It is yet another time in the year that the University has to account for its activities to the Principals, the Ministry of Tertiary Education Research, Science and Technology (MoTE) and the Government of Botswana. This is as per Section 31 of the Botswana Open University Act. I am delighted to state that during my tenure as the Chancellor of the University, until my retirement in December 2020, the University has never failed to comply with the above requirement. For this I wish to express profound gratitude to the University Council, the Vice Chancellor and his Executive Management as well as staff. I also wish to thank the University Community for its diligence, commitment and focus with regard to the implementation of the University 2019 — 2023 Strategic Plan and the 2036 Strategic Framework which guide the University strategic planning and performance. I am delighted to observe that the University has outperformed itself in the implementation of the strategic initiatives timed for the period under review. I proceed on retirement with a clean state of mind knowing that I leave a well-oiled machine in Botswana Open University, which will take the country a long way. I am confident that Council and Management will do their utmost to ensure the University stays on course.

The University has achieved its set goals despite the ravaging pandemic, COVID-19, which has and continues to negatively impact life and the way of doing business nationally and globally. Botswana Open University, despite that, has been able to continue with its operations which were mainly undertaken remotely or virtually. BOU has played a critical role in advocating for e-learning strategies and demonstrating that Open and Distance Learning is a viable and efficacious option for education and skills development.

In conclusion I wish to urge the University and all its stakeholders to never look back but to continue focusing on transforming the lives of Batswana as well as global communities. Needless to mention, charting a successful path for BOU over the next few years is going to require the dedicated efforts of everyone involved in the institution — from Council, to Senate, to the Vice Chancellor, and to all Members of Staff.

Dr PHK Kedikilwe Chancellor

Our Journey Towards Integrated Reporting

Our integrated reporting has been guided by the University's vision, its Strategic Framework and Strategic Plan. This is the University's only third Integrated Annual Report and the University is committed to making improvements over the years.

Scope

Our Report covers operations over the reporting period from the 1st April 2020 to the 31st March 2021. The report contains financial data regarding our operations over the 2020-21 financial year, strategic performance and our value-addition over the same period. There are also customised reports of the Chancellor (describing the context in which the University operates) and the Chairperson of the University Council (describing the Council's governance over the period). The Vice Chancellor reports on the University's strategic priorities and achievements. The report also includes School reports. All these reports highlight the value created over the reporting period in line with the strategic priorities.

This focus on value accords with the principles provided by the *International <IR> Framework* of the International Integrated Reporting Council (IIRC), which provides that "communication about value creation should be the next step in the evolution of corporate reporting". It also accords with the latest best practice principles in terms of the King IV Code.

Approving the Annual Report

The production of an Annual Report is a statutory requirement in terms of the Botswana Open University Act, No 13 of 2017. The Act requires the submission to the Minister of Tertiary Education, Research, Science and Technology of an Annual Report within 6 months of the end of the Financial year, which is the 30th September of every year. It is also best corporate governance practice as recommended by King IV Code.

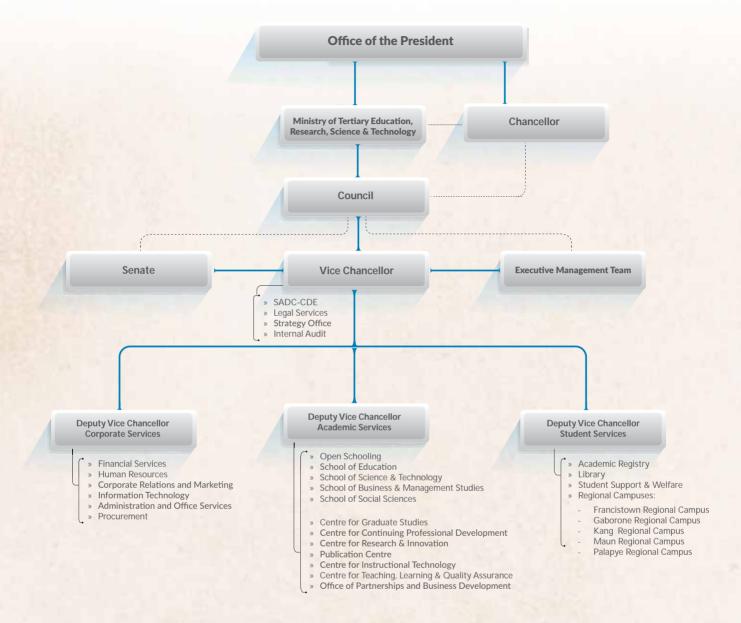
Council approves the Report for publication and submission to the Ministry of Tertiary Education, Research, Science and Technology.

Compliance with King IV Code

The University is committed to adhering to the corporate governance principles of the King IV Code on Corporate Governance.



Our Governance Structure





This notwithstanding, the University, through the unflagging determination of the Vice Chancellor and his Management Team, was able to achieve what it had set for itself.



Mr Charkes Coyne
Chairperson

Chairperson
Botswana Open University Council

Statement by the Chairperson of Council

I am excited to report on yet another year, the third since we became a University. Following an intensive two years, where the University had focused on putting in place the founding protocols and the necessary policies, 2020-21 was dedicated to implementation. Through strict adherence to the letter of these protocols, the University was able to learn from the challenges presented by implementation. Year 2020-21 was generally a difficult one for the Institution with challenges presented by the unprecedented COVID-19 pandemic. This notwithstanding, the University, through the unflagging determination of the Vice Chancellor and his Management Team, was able to achieve what it had set for itself.

The University was able to, among other things, leverage on technology and assert itself as a technology-enabled learning institution through various initiatives. A notable development for Council in this year was the transition to e-board where Council moved to paperless meetings. We also conducted many successful virtual meetings to conform to the pandemic protocols.

In order to give effect to the Strategic Plan, Council also approved the following policies during the year:

- Council Electronic Handheld Devices Policy
- Contract Development, Execution and Management Policy
- The Intellectual Property Policy
- Internationalisation Policy
- Alumni Relations Policy
- SRC Constitution
- BOU Business Development Strategy and Plan

As challenging as this year was, the University staff continued to work hard to ensure the realisation of our Strategic objectives. I thank them wholeheartedly and look forward to yet another year of opportunities ahead.

Mr Charles Coyne Chairperson of Council

The Botswana Open University Council



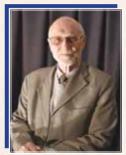
Mr C. Coyne Chairperson



Ms F.S. Bakwena Vice Chairperson



Dr D. Tau Vice Chancellor



Prof F. Youngman



Mr 0.0. Motsumi



Mr I. Magare



Mr O. Masesane



Mr K. Ramoroka



Ms T. Magang



Ms N. T. Ratsoma



Dr P. Molosiwa (Resigned 31 May 2020)



Ms J. Bahuma



Prof M. E. Makoe



Dr B. Nage-Sibande



Ms M. J. Mooketsi (Resigned 31 May 2020)



Prof S. Aiyuk



Ms O. Sechele

The University Council is the governing body of Botswana Open University. Council was established in terms of Section 10(2) of the BOU Act of 2017. The composition and functions of Council are set out in the Act.

Council is committed to the adherence to good corporate governance principles as set out in the King IV Code and has in this regard adopted a number of corporate governance protocols such as the Council Charter, a Code of Conduct and a Conflict of Interest Policy.

Constitution of Council

Membership and Attendance

Member	Attendance
Mr Charles Coyne (Chairperson)	5/5
Ms Festina S. Bakwena (Vice Chairperson)	5/5
Dr Daniel Tau (Vice Chancellor)	4/5
Prof Frank Youngman	5/5
Ms Naledi T. Ratsoma	5/5
*Mr Kgopotso Ramoroka	1/5
Mr Oankaraba O. Motsumi	4/5
Ms Tsoseletso Magang	5/5
Professor Mpine E. Makoe	4/5
Professor Sunny Aiyuk	5/5
Ms Julia P. Bahuma	3/5
Mr Ishmael Magare	4/5
Dr Bogadi Nage-Sibande	1/5
*Ms Onalenna Sechele	1/5
*Mr Oupa Masesane	1/5
*Mr Fish Modimoopelo	1/5

^{*}Mr Kgopotso Ramoroka and Mr Oupa Masesane's terms of office expired in May 2020. They were reappointed to Council in February 2021.

COMMITTEES of COUNCIL

Council has constituted nine (9) Committees. The Committees were established in terms of Section 18(1) of the Act. All Committees have their mandates clearly set out in the Statutes and comprise Council members and experts in the field appointed externally. The Committees meet on scheduled dates before every Council meeting while others are ad-hoc and sit as and when required. The established Committees of Council are as follows:

- Council Executive Committee
- Council Human Resources Committee
- Council Finance and Tender Committee
- Council Planning and Resources Committee
- Council Audit, Risk and Compliance Committee
- Senior Staff Appointments Promotions and Review Committee
- Staff Appeals Committee
- Joint Committee of Council and Senate (ad-hoc)
- Review Committee of Council and Senate (ad-hoc)

REPORT FROM THE STANDING COMMITEES OF COUNCIL

COUNCIL HUMAN RESOURCES COMMITTEE

Role of the Committee

The primary purpose of the Council Human Resources Committee is to ensure that Council meets its obligations pertaining to the Human Resources Strategy and policies, terms and conditions of service, recruitment, compensation and performance management and, in so doing, shall exercise powers and functions delegated by Council.

Composition

The Committee comprises the following:

- Three (3) non-executive members of Council nominated by Council based on appropriateness of their skills, competencies and experience, and at least one (1) of whom has recognised professional human resources qualifications and experience. One of the members shall be appointed by Council as the Chairperson of the Committee;
- One (1) non-Council member (not a current University staff member) who is a reputable practicing HR expert nominated by the Council Chairperson and approved by Council;
- Vice Chancellor:
- Deputy Vice Chancellor Corporate Services; and
- Deputy Vice Chancellor Academic Services.

^{*}Mr Fish Modimoopelo's term of office as a Co-opted SRC Member to Council expired in September 2020. He was replaced by Mr Kgakololo Mpalo who was appointed in January 2021.

^{*}Ms Onalenna Sechele was appointed to Council in February 2021.



Membership and Attendance:

Member	Attendance
Ms Festina S. Bakwena (Chairperson)	4/5
Mr Oscar O. Motsumi	2/5
Ms Naledi Ratsoma	5/5
Dr Daniel Tau	5/5
Prof Frank Youngman	5/5
Ms Lesedi Lesetedi	5/5
*Ms Matlhogonolo Mponang	2/5

*The outgoing HR expert, Ms Matlhogonolo Mponang has been replaced by Ms Masego Mookodi. Ms Mookodi was appointed on the 25th of March 2021.

The Committee had three (3) Ordinary meetings and two (2) Special meetings.

Key Areas of Focus

The Committee was seized with oversight of the Due Diligence Study and Organisational Redesign Consultancy. Following transformation into Botswana Open University, there were changes in institutional status and scale, and the emergent developments in Open and Distance Learning. Council sanctioned a Due Diligence Study and Organisational Redesign Consultancy and this was included as a strategic initiative in the BOU Strategic Plan 2019-2023. Council envisaged that the Consultancy would lead to institutional transformation and fit-for-purpose organisational arrangements that would serve the University in its growth path over the next decade as it seeks to achieve its longterm strategic aspirations for 2036. The Due Diligence Study and Organisational Redesign Consultancy was concluded in December 2020. The Consultancy recommended a new organisational structure and implementation plan.

The Committee also recommended the amendment of the Conditions of Service to allow full-time employees to undertake part-time work in the University, beyond their own job descriptions. Another amendment was to provide for 'priority on appointment' for Manager positions and lower to enable the University to advertise internally before advertising externally.

The Committee developed its work plan for 2021-2022. The Committee also endorsed a 4% inflationary adjustment for staff.

Future Areas of Focus

The Committee will focus on implementing the transformation programme arising from the Due Diligence Study and Organisational Redesign Consultancy. Other activities to

undertake are the development of a Talent Management Strategy; review of HR policies such as the Recruitment and Selection Policy, the Safety, Health and Environment Policy and the Staff Development Policy as well as the review of the Performance Management System.

The Committee is confident that it has been able to execute its mandate for the year under reporting.

COUNCIL FINANCE AND TENDER COMMITTEE

Role of the Committee

The primary purpose of the Council Finance and Tender Committee is to ensure that the University's financial business is conducted efficiently and effectively, in a manner consistent with International Financial Practices and Standards.

Composition

The Statutes prescribe the following composition:

- Three (3) Non-Executive Council Members nominated by Council, at least one (1) of whom has recognised professional financial and/or commercial qualifications and experience, and one (1) of whom shall be appointed by Council as the Chairperson of the Committee;
- One (1) non-Council member (not current University staff member or student) who is a reputable practicing financial and/or commercial expert nominated by the Council Chairperson and approved by Council;
- · Vice Chancellor; and
- Deputy Vice Chancellor Corporate Services.

Membership and Attendance

Member	Attendance
Mr Oscar O. Motsumi (Chairperson)	5/5
Dr Daniel Tau	5/5
Ms Lesedi Lesetedi	5/5
Ms Tsoseletso Magang	5/5
*Mr Oupa Masesane	2/5
Mr Godfrey Molefe	5/5

*Mr Oupa Masesane's term of office expired on the 31st May 2020. He was reappointed to Council on the 1st February 2021 and sits as a member of the Committee.

The Committee had five (5) meetings during the year. This comprised three (3) Ordinary meetings and two (2) Special meetings.

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Key Areas of Focus

The Committee monitored the management of finances in the University through the regular review of Management Accounts. The Committee reviewed the fees and approved a 10% increase. In order to realise the University's Strategic Objectives, for diversification of funding sources and optimisation of financial resources, the Committee endorsed the Business Development Strategy and Business Development Plan. The Committee also provided oversight over the development of the University's budget and recommended its approval to Council. The 2021-2022 Committee Work Plan was also developed.

Future Areas of Focus

For the coming financial year, the Committee has prioritised the development of an Asset Utilisation Plan and a Cost Containment Plan in light of the tight financial budget the University is currently operating with. The Committee will also focus on income generation through the implementation of the Business Development Strategy and Business Development Plan. Furthermore, the Committee will conduct a mid-year review of the Budget.

The Committee notes that even though the University was operating during the unprecedented COVID-19 era, which affected the budget, it is confident that it has been able to execute its mandate for the year under reporting by providing sound financial direction to the University.

Financial Sustainability of BOU

The Committee perceives the success of the University just as important as its survival against the background of emerging challenges to its funding. While the University has committed to affordable tuition fees to facilitate inclusion as the key objective of an open university, cutbacks in revenue grants have made it necessary to cause gradual but affordable increases in tuition fees in order to sustain the University. Botswana Open University reiterates its commitment to being a sustainable operation, induced in part by COVID-19 to turn its physical campuses to virtual campuses in order to enable students to learn from anywhere. In this regard, there is less fuel burnt commuting/ driving to and from campus and less energy required to keep physical classrooms. All these reduced requirements enable the University to reduce its operating budget and charge affordable tuition fees thus enabling access to many learners. The University sustainability statement concludes by challenging telecommunications operators to increase national internet penetration rate beyond the 47% mark.

COUNCIL AUDIT, RISK AND COMPLIANCE COMMITTEE

Role of the Committee

The primary purpose of the Council Audit, Risk and Compliance Committee is to provide oversight over the University's audit and risk management activities and monitor compliance with laws and regulations.

Composition

The Statutes prescribe the following composition:

- Three (3) Non-Executive Council Members nominated by Council, at least one (1) of whom has recognised professional audit and/or risk management qualifications and experience, and one (1) of whom shall be appointed by Council as Chairperson of the Committee;
- One (1) non-Council member (not current University staff member) who is a reputable practising professional financial and/or risk management expert nominated by the Council Chairperson and approved by Council;
- Vice Chancellor; and
- Deputy Vice Chancellor who is a member of Council.

Membership and Attendance

Member	Attendance
Ms Naledi Ratsoma (Chairperson)	3/3
Dr Daniel Tau	3/3
Prof Frank Youngman	3/3
*Mr Kgopotso Ramoroka	1/3
*Ms Nature Mogotsi	2/3

*Mr Kgopotso Ramoroka's term of office expired on the 31st of May 2020. He was reappointed to Council on 1st February 2021 and sits as a member of the Committee. Ms Nature Mogotsi was appointed as a Risk Management Expert to the Committee on the 30th of July 2020.

The Committee had three (3) meetings in the year of reporting. This comprised two (2) Ordinary meetings and one (1) Special meeting.

Key Areas of Focus

The Committee provided oversight over the University's Audit Function. The Committee approved the risk-based Internal Audit Plan and ensured its implementation. The Committee, in accordance with its delegated authority to approve Audited Annual Financial Statements, approved same. The Committee also regularly monitored compliance with regulatory requirements of the Botswana Qualifications Authority.



Regarding the governance of risk, the Committee endorsed the University's Corporate Risk Register detailing the top risks and monitored them through regular risk management reports and the bi-annual review of the Corporate Risk Register.

The Committee endorsed the Contract Development, Execution and Management Policy and the Council Electronic Handheld Devices Policy. The Committee also endorsed the proposed revisions to the BOU Statutes. Furthermore, the Committee developed its 2021-2022 Work plan.

Future Areas of Focus

The Committee will continue providing oversight over risk management and monitor the performance of the key risks. The Committee will also consider the Fraud and Corruption Policy and recommend it for Council's approval. In order to align with good corporate governance, the Committee will also consider and recommend to Council the Senior Staff, Appointments, Promotions and Review Committee Charter.

The Committee is confident that it has been able to execute its mandate for the year under reporting.

THE COUNCIL PLANNING AND RESOURCES COMMITTEE

Role of the Committee

The core purpose of the Council Planning and Resources Committee is to advise Council on major strategic issues pertaining to higher-level physical infrastructure planning, including construction, maintenance, and security of physical infrastructure, disaster management and acquisition of major assets. The Committee is also responsible for the University's Strategic Plan and its implementation.

Composition

The Committee is composed of the following:

- Three (3) external members of Council appointed by Council based on appropriateness of their skills, competencies and experience and one (1) of whom shall be the Chairperson of the Committee;
- · Vice Chancellor;
- Deputy Vice Chancellors; and
- At least one non-Council member (not a current University staff member) who is a reputable practising professional with expertise in master planning and/or capital asset management or property development nominated by the Council Chairperson and approved by Council.

Membership and Attendance

Member	Attendance
Ms Tsoseletso Magang (Ag. Chairperson)	2/2
Dr Daniel Tau	2/2
Prof Frank Youngman	1/2
Ms Lesedi Lesetedi	1/2
Prof Kgomotso Moahi	1/2
*Mr Kgopotso Ramoroka	1/2
Mr Peter Moalafi	1/2

*Mr Kgopotso Ramoroka's term of office expired on the 31st May 2020 and he was reappointed to Council on the 1st February 2021.

The Committee had 2 meetings during the year.

Key Areas of Focus

The Committee provided oversight over the implementation of the Strategic Plan. It closely monitored the performance of the initiatives. It reviewed the University's performance twice a year to track progress of the strategic initiatives. In September 2020, the review indicated an overall positive progress towards completion of projects and critical tasks. At the end of the financial year, about 84% of initiatives had been successfully executed. The remaining 16% was delayed partly due to COVID-19 as well as budgetary constraints.

The Committee endorsed the University's Inventory of Physical Assets. Through this exercise, a decision was taken to pursue Government for transfer of ownership of property that had been given to BOU for use. In addition, the Committee endorsed the Terms of Reference for the University's Infrastructure and Facilities Master Plan, which will assist the University to optimise the use of its existing land.

Regarding infrastructure developments, the University developed an additional car park for staff at the Headquarters and also improved the landscaping.

Future Areas of Focus

The Committee will continue providing oversight over the implementation of the Strategy. The Committee will also oversee the mid-term review of the Strategic Plan 2019-2023 in light of the new developments brought by the COVID-19 pandemic and budget constraints. The Committee will also focus on the development of the Disaster Management Policy and the development and implementation of the Monitoring and Evaluation Framework.



The Committee is confident that it has been able to execute its mandate for the year under reporting notwithstanding the challenges presented by the COVID-19 pandemic.

RISK MANAGEMENT

The governance of risk is the responsibility of Council. Council has delegated this responsibility to the Council, Audit, Risk and Compliance Committee. The Committee reports to Council..

The University has appointed an Institutional Risk Management Committee that is focused on ensuring that BOU maintains an effective system of internal controls and risk management. The Committee reports to the Executive Management Team and the Council Audit, Risk and Compliance Committee of Council. The Committee

structures, roles and responsibilities are detailed in the University Risk Management Framework as well as in the Committee Charter. The Risk Committee works through Risk Champions to ensure the effective management and reporting of risks.

In the prior year, the University focused on setting the structures, protocols and processes for risk management in place and in the year under reporting, the University focused on the tracking and monitoring of the risks.

Corporate Risks for 2020/21

The University has established a process of the annual identification, assessment, management, and reporting of the University's key Risks. The University identified and prioritised the following ten (10) key risks:

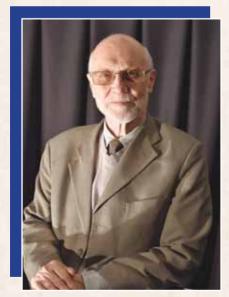
No.	Risk	Mitigation
1	Fraud and corruption in the procurement process	Comply with the Procurement Manual and related policies; staff training
2	Cyber security risk	Adhere to cyber security protocols
3	Lapses in Corporate Governance	Continuous training; induction for incoming members; continue with annual Council evaluation and governance assessment
4	Failure to implement the Strategy	Continuous cascading and engagement with staff; bi-annual reviews; continuous reporting to the EMT, Council Planning and Resources Committee and Council
5	Low integrity in examinations and assessments	Establishment of a technology enabled examination and assessment management system; training of Assessment Staff; standardisation of marking; enhanced quality assurance of assessment items
6	Deficiencies in the management of part- time tutors	Part-time tutor management project to be undertaken; decentralise Tutor payment; complete Tutor payment automation; conduct Tutor performance appraisals
7	Subvention dependency	Implement Business Development Strategy and Plan
8	Financial blacklisting	Development and adherence to payment turn-around times
9	Negative brand perception	Intensify advertising and marketing; optimise social media; increased resourcing to finance marketing activities
10	COVID-19	Digital systems; virtual meetings; fully utilised online academic systems; connectivity for staff working from home; well managed remote working

Through the implementation of the internal controls, there was improvement in the management of some risks in terms of the residual risk rating. A notable risk to report because of its magnitude and impact is the COVID-19 and the University response in managing it. On March 11, 2020 the World Health Organisation declared a global pandemic which has altered the way in which we live and work. The challenges brought by COVID-19 are still on-going and the University continues to develop and adapt while ensuring the risk is managed effectively.

The Executive Management Team



Dr D. Tau Vice Chancellor



Prof F. Youngman
Deputy Vice Chancellor
Academic Services



Ms L. Lesetedi Deputy Vice Chancellor Corporate Services



Prof K.H. Moahi
Deputy Vice Chancellor
Student Services

This Integrated Annual Report demonstrates an accelerated performance of the University against its critical targets, some of which have already exceeded projections of the entire Strategic Plan period.



Dr Daniel Tau

Vice Chancellor Botswana Open University

The Report of the Vice Chancellor

The year 2020/21 marks the 3rd anniversary since the birth of Botswana Open University (BOU) in July 2017. This followed a successful transition of Botswana College of Distance and Open Learning (BOCODOL) into university status. The transition was part of a grand growth vision orchestrated by the founding governors of the institution at its inception in the year 2000. With a clear mandate of providing quality education through Open and Distance Learning methodologies, BOU operationalised this mandate by developing a long-term strategy to project its long-term planning, which defines its growth pathway to 2036. The long-term Strategic Framework depicts the institution as a globally recognised Open University by 2036; that is, a University that generates and transfers knowledge through cutting-edge technology, reaching everybody everywhere. The Framework has hatched a series of 4 shorter-term Strategic Plans which serve to operationalise the roadmap to 2036. The period under review shows the performance of the institution in 2020/21, which represents the second year of implementing the 2019-2023 Strategic Plan within the scope of the BOU 2036 Strategic Framework. The cumulative enrolment projections made for the 17-year period presume a total enrolment of **25 000** by the year 2036 from a baseline

of 4 000 in 2019. In the advent of the COVID-19 pandemic and the consequential shift to doing work virtually, it is not a self-fulfilling bias to postulate that the target of 25 000 is nominal.

This Integrated Annual Report demonstrates an accelerated performance of the University against its critical targets, some of which have already exceeded projections of the entire Strategic Plan period. You will be taken through the aspirations and commitments which informed our annual performance for the year under review later in this report.

BOU's Response to COVID-19

As the COVID-19 global pandemic has just passed its first year, Botswana and other countries around the globe are experiencing fierce community transmissions of the COVID-19 and its mutation-driven variants that are more transmissible and virulent, the worst to date being the Delta variant that is taking over the globe. This has led to a rapid rise in cases and fatalities as recorded recently (Gov't of Botswana, 2021; WHO, 2021). With more than 180 million cumulative cases and 4 million fatalities globally as of 25th June 2021, COVID-19 rages on and has adversely affected

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global economies and Public health. Botswana has recorded just above 68,317 cases and 1,069 deaths, mainly through community transmission.

The disruption of business processes has posed mammoth challenges and the education sector has not been spared. Therefore, the urgent re-engineering of the educational landscape has been a great challenge, especially with Universities and other tertiary level institutions having to enable tuition and other educational processes to continue whilist the pandemic takes hold. The Botswana Open University (BOU) has, however, made admirable steps as examplified below:

(a) Creation of the institutional COVID-19 Task Team and Actions Taken

Given the ravaging nature of the COVID-19 pandemic, the Executive Management of the University established a sixperson professionally based Task Team. The Task Team was created on 10th March, 2020, to advise on the management of the University's response to the pandemic, empower staff by informing and educating them on COVID-19 and disseminating salient information as and when necessary. All these were meant to ensure that the BOU spaces remained free of COVID-19 and for work to continue unperturbed. Therefore, following the Strategy developed by the Task Team, high risk (high priority) areas in all the BOU Regional Campuses and Headquarters were identified, together with the requisite actions to be taken, to ensure prevention and containment of the spread of COVID-19. The Task Team has enjoyed strong support from Management and a dedicated budget line was created for financing the team's activities.

The Task Team came up with the following interventions:

- National Protocols operationalised to the letter: Mask wearing, Hand washing/sanitising, social distancing, adequate ventilation, avoiding crowds, and limiting travels (both short and long distance);
- Screening at the gate with an isolation place for suspected cases and communication with Gov't;
- Intermittent spatial disinfection, when cases were confirmed or suspected;
- Continuous supply of high quality branded masks to all staff and sanitiser in all offices and shared spaces. With the approach of winter 2021, buffs were also acquired

and distributed;

- Floor stickers and glass shields were provided;
- Engaged early in 2020 with staff Union for update on COVID-19;
- Meetings held with cleaning service providers to ensure continuous cleaning and disinfection of office door handles, tables and other surfaces;
- Periodical visits to all Regional Campuses for site inspection and addressing challenges;
- Continuous monitoring and evaluation;
- Continuous communication: Fortnightly report written
 and presented to Executive Management as well as
 intermittent communication of salient issues with all
 staff members using information from credible sources,
 posters, videos, etc. and communication from all
 Regional Directors, through their respective task teams,
 on the state of affairs at their Campuses;
- COVID-19 Management Guidelines developed for all staff members, addressing all issues surrounding being safe and protecting others from COVID-19; and
- COVID-19 Supervisors' Guide developed (empathetic supervision during COVID-19 times).

Through the efforts made by the Task Team, BOU has only recorded 35 positive cases of COVID-19 to date, a relatively low number given the total establishment of the University. There had been no fatalities by the end of 2020/21 financial year.

(b) BOU's digital moves to 'arrest' the pandemic for Business Continuity

The Task Team has also supported BOU management to take other steps to reposition BOU in response to the pandemic, while continuing business processes. BOU has leveraged on its Open and Distance Learning strength and the Strategic Framework. It has put together a set of e-Education advances and made substantial e-Education policy interventions with the use of technology.

The digital responses from the University include the following:

 Adoption of ODL Technology within the context of the Strategy for Technology Enhanced Teaching, Learning, Assessment and Student Support (STELTASS) in November 2019;

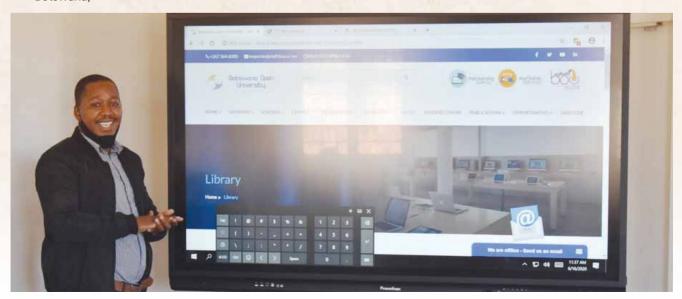
- Working from Home Policy introduced in March 2020.
 The Task Team advised Management and the Working from Home Policy is being implemented to address office sharing and overcrowding, together with the admirable online meetings and other online processes that have been institutionalised:
- E-Tutor Model institutionalisation;
- Adoption of e-Technology mediated programmes and Learner Management System;
- Online submission of assignments;
- Online assessment:
- Data given to tutors to support remote facilitation in 2020:
- Production of Audio Visual materials;
- Holding of virtual meetings at all levels;
- ICT Integration course provision;
- BOU Online Ethics Management System (BOEMS) adopted;
- The BOU COVID-19 Registration System;
- Technology aided teaching and learning and other BOU processes;
- MASCOM project with zero rated services for students in 2020;
- e-Assessment Training by South African Institute of Distance Education (SAIDE);
- Exquisite online graduation in November 2020 and March 2021;
- Mobile App to facilitate access of BOU resources online and offline;
- Spearheading of the e-Education Policy Framework for Botswana:

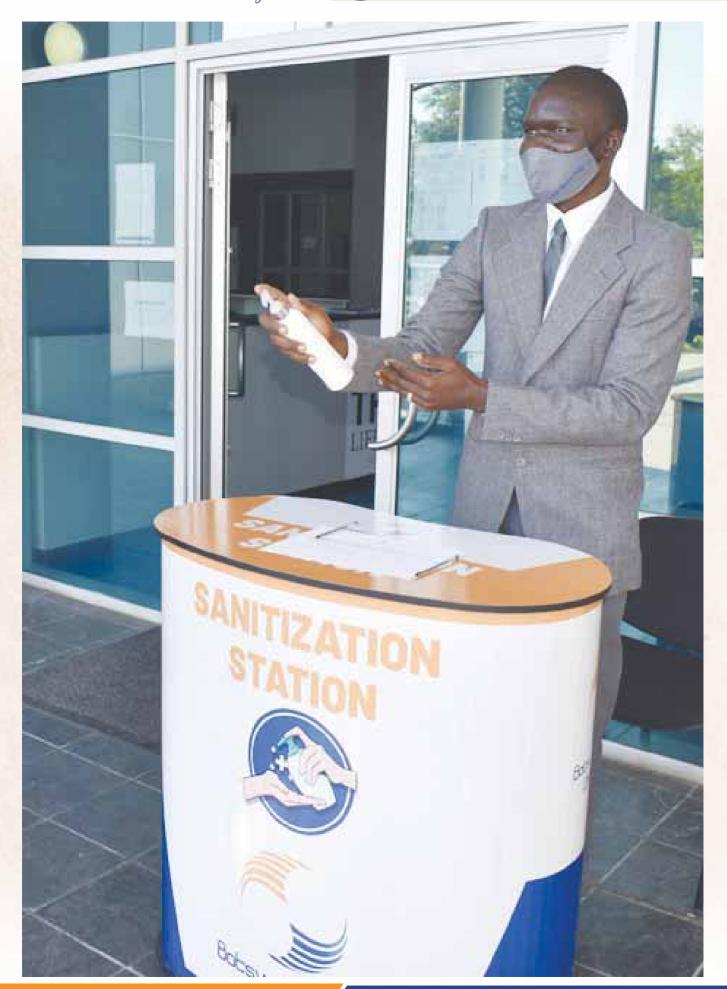
- Community engagement initiatives where BOU provided Open Schooling online programmes and some e-Resources from the Commonwealth of Learning (COL) to the general public through both the website and e-learning Platform;
- Establishment of the Department of Educational Technology;
- Declaration of BOU as an e-Education hub of Botswana;
- Remote counselling services to staff members, students and the public;
- Encouraging staff to register and get vaccinated; and
- Academic Papers (Publications) on COVID-19 experiences and interventions.

Information and Communication Technologies (ICTs) and Technology Enhanced Teaching and Learning (TETL) strategies are undoubtedly crucial and play a vital role in enabling BOU to reposition itself and respond adequately to the COVID-19 pandemic, as well as to keep its operations up and running.

All in all, the efforts to control and contain COVID-19 at BOU are evident, as the cases were quite few. Looking forward, we note that COVID-19 might become endemic and BOU is sufficiently prepared for that, especially with its e-Education policy framework interventions. ODL for the future is the present and BOU had visualised the future with a competitive edge in the calls for effective education today.

Dr Daniel Tau Vice Chancellor





BOU's Strategic Foundations

BOU 2036 Strategic Framework - Towards Global Recognition

Our Broad Thematic Areas

To achieve the BOU Mission and Vision, the University focuses on five core themes that will guide our path to 2036:

1. Learning and Teaching – the BOU Experience

BOU commits to providing a distinct learning and teaching experience to all its students, staff and alumni. This Framework will enable the University to create an intellectually stimulating and rewarding learning and teaching environment.

2. Student and Stakeholder Engagement

In its pursuit of life-long learning, BOU will provide innovative programmes and services attractive to its prospective students, alumni and the public. BOU will collaborate with communities for addressing the country's socio-economic needs. Such collaborations are an integral part of BOU's mission and provide opportunities for research and innovation, student attachments, study visits and internships.

3. Research, Innovation and Sustainable Development

Research and innovation will focus on defined thematic areas including indigenous knowledge systems, sustainable development and technology-enabled learning. A culture of research for both students and staff will be promoted. Inter-disciplinary research and close connection with communities and partners for collaborative research will be encouraged.

4. Open Education, Entrepreneurship and Employability

BOU subscribes to open education through the global Open Educational Resources (OERs) agenda as articulated in the 2012 OER Paris Declaration. It also values students' utilisation of multi-platforms. BOU endeavors to provide an enabling learning and teaching environment supported by a robust ICT infrastructure.

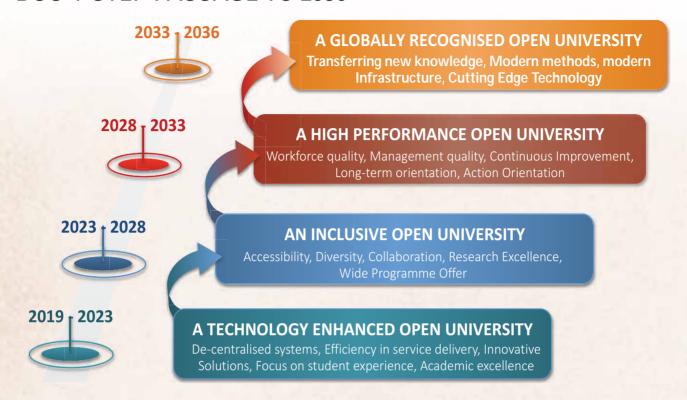
5. Governance and Leadership

A culture of good governance and leadership will permeate the entire institution, contributing to sound policy formulation, robust strategic planning, change management, quality assurance, partnerships and reviews. It entails upholding the rule of law, ensuring effective oversight on issues of strategic importance, policy implementation, collegiality, accountability, transparency and effective communication across the university. It also entails prudence in the mobilisation and allocation of resources, including the attraction, development and retention of high calibre human resources.





BOU 4-STEP PASSAGE TO 2036



BOU 2019-2023 STRATEGIC PLAN

Purpose and Direction

BOU 2019-2023 Strategic Plan defines the University's 4-year **vision**, **mission** and **strategic intent** to guide the foundational tenets of the **journey to 2036**. These foundational tenets span **four (4) change dimensions** that the university has identified as key priority areas for the 4-year period.

2019-2023 Vision Statement

To inspire excellence and present life-long learning opportunities globally.

2019-2023 Mission Statement

To provide quality education, research and community engagement through open and distance learning solutions.

2019-2023 Strategic Intent

By 2023 BOU will be an innovative open university recognised for its technology-enhanced programmes, relevant research and societal impact.

Strategic Sub-themes for 2019-2023

Academic Excellence

BOU intends to ensure academic excellence by: 1) delivering high quality and innovative programmes that meet market demands; 2) attracting, developing and retaining highly qualified academic staff with strong leadership capabilities; 3) growing research capabilities through consolidation and establishment of cross-disciplinary research competences.

Superior Student Experience

BOU seeks to create a customised and flexible learning environment which will serve evolving learner preferences. Strategically positioning technology at the core of BOU's operations and delivery model in line with the transformational higher education learning ecosystem will ensure heightened student experience and success.

Strong Collaboration and Partnerships

BOU aims to develop strong and relevant partnerships and collaborations which seek to drive innovation and knowledge transfer with the aim of promoting continuous and experiential learning. The University will, therefore,



encourage social interaction, collaboration and engagement with local, regional and international communities promoting valuable research and superior learning.

Strong Institutional Capability and Operational Excellence

BOU intends to develop and retain strong management and leadership capabilities across the University as characteristic of high performing institutions. In the pursuit of achieving operational excellence, BOU will optimise policies, processes and systems which seek to deliver value to its key stakeholders.

Unpacking the 2020/21 Dashboard Performance

The Botswana Open University (BOU) uses the Balanced Scorecard model to plan, implement and track performance on annual objectives, targets and initiatives. The model articulates performance on four (4) perspectives:

- a) People and Learning;
- b) Stakeholders Perspective;
- c) Internal Perspective; and
- d) Finance Perspective.

A summary of the performance for the year under review is given below and the related scorecard is at page 54.

Student/Stakeholder

The year 2020/21 denotes the 2nd landmark for assessing progress with respect to students' and stakeholders' predilection to BOU programmes and services. It should be noted that at the turn of the financial year in March/April 2020, the world was hit by the scourge of COVID-19 – which necessitated lock-downs and other movement restrictions. This was the time that BOU opened its systems for applications to freshmen. Applications for BOU tertiary programmes saw a slight decline compared to the year that preceded. Of the **5 829** applications received, **4 189** were admitted, out of which **2 947** new students registered. Follow-through surveys indicate that, largely, the economic effects of COVID-19 on potential students accounted for the low

registration of freshmen. Conversely, a total enrolment of **8 643** was realised for the academic year. The institution, through technology-enabled programmes and services, was able to retain high numbers of continuing students **(3 935)** — with a significant number of repeaters **(1 761).** Two **(2)** virtual graduation ceremonies were staged in November 2020 and March 2021 and accounted for **2 349** graduands. This represents about **43%** increase from the previous graduation rate. While the numbers at Open Schooling went down slightly, they were still way above the targets; **12 525** registered and **12 857** sat for the examination.

It has been observed that leveraging technology during the COVID-19 period has accelerated both enrolment and completion rates. However, the pass rate at Open Schooling, especially at Junior Certificate, has been negatively affected. For a long time, students at Open Schooling have relied on face-to-face support, which was revoked abruptly by the inception of COVID-19 protocols. The institution is in the process of uploading all Open Schooling materials online and strengthening the concept of Centres of Excellence in all Regional Campuses. Despite the economic effects of COVID-19 on budget, the University embraces the opportunity it (COVID-19) precipitates to accelerate its strategic intent of providing technology-enhanced programmes, relevant research and societal impact.

Internal Processes

The institution leveraged technology to engage staff, students and stakeholders on planning and executing key processes to counterweigh the effects of COVID-19 on the then manual processes. A case in point is the decision to have all tertiary sessional examinations for Semester 2 done online, assignments submitted online and meetings held virtually. Departmental, Divisional, corporate level scorecards were drawn on time with subsequent reviews indicating good progress and comfort in the 'new normal'. It is worth noting, however, that delays were experienced regarding the institution's drive towards increased programme menu. The regulatory body was inundated and could not progress proposals for new programmes on time. Moreover, the scarcity of conferences during the year has negatively affected the institution's research output.

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For the good part of the year, the institution was preoccupied with the completion of the Due Diligence Study and Organisational Design Consultancy. Recommendations from the Consultancy were approved by Council in November 2020. It was at the verge of implementation that budget cuts were imposed on the institution by Government. A rationalisation of the implementation plan was therefore done to concentrate on those activities that would fit within the available budget. This has affected the plan to review the University's systems and processes. It also thwarted the efforts to progress automation of the remaining processes.

People and Learning

The attrition rate for Academics in the University in the year under review is 0%. The University was able to hire three Professors for three Schools and promoted one Senior Lecturer to Professorship. Three (3) staff members completed their PhDs in the year — this is part of the success story of the grand Staff Development Plan that BOU is implementing.

Finance

Last year, the University identified 7 sources of revenue targeting the period 2020-2023. In 2020/21, a Business Development Strategy was drawn to operationalise the sources of revenue identified. The 3rd stream revenue collected for the year under review was about **P6.24m**, which represents 3% of the total budget. It is worthy of noting that the University registered a 0% variance on budget expenditure for the year. This is attributable to the

strict adherence to both the Cost Containment and Utilisation Plans that are drawn at the beginning of each year, coupled with the close monitoring of the Management Accounts.

SADC – CENTRE FOR DISTANCE EDUCATION (SADC-CDE) REPORT

Introduction

The Southern African Development Community Centre for Distance Education (SADC-CDE) is a regional Centre established in 2005 with a mandate to provide capacity building for effective and efficient provision and management of Open and Distance Learning (ODL) within the SADC region. The Centre's mandate is achieved through support from the Commonwealth of Learning (COL) based in Vancouver, Canada and the Botswana Government through the Botswana Open University. Initiatives covered in the report include; Capacity building, Supporting networking, Collaboration and advocacy for Open and Distance Learning (ODL) in the SADC Region, Promoting efficient and effective use of resources from the Commonwealth of Learning (COL), the Distance Education Association of Southern Africa (DEASA), the Southern African Development Community (SADC) and other partner organisations. The report also covers Botswana's participation in the Commonwealth of Learning (COL) activities as a member of the Commonwealth. These included the COL- Coursera Workforce Recovery Initiative: A Response to COVID-19 Pandemic and the Regional Focal Points meeting for Africa/Europe.

Capacity Building Initiatives/Projects

For this reporting period, the report highlights capacity building initiatives, some of which came about as a response to the COVID-19 Pandemic and receiving training in Monitoring and Evaluation.





• Teacher Education Initiative in BOU

The SADC-CDE facilitated the Botswana Open University's participation in a rapid upskilling pilot project dubbed "Upskilling Teachers to Teach Online: A Response to COVID-19 Pandemic." The pilot project was undertaken with the University of South Africa (UNISA). The course equipped participants with the basic skills of teaching online using the COL open educational resources. BOU's motivation for participation was to acquire more skills and experience in order to improve on their online initiatives.

Open Schooling Initiative in the SADC Region

The SADC-CDE in partnership with COL conducted a virtual training workshop for three open schooling providers and one overseer in four countries of the SADC region. The purpose was to support the institutions' efforts in digitising their open schooling curricula. Up to 40 targeted staff participants attended the six week training that focused on learning design to develop and successfully undertake online course provision. Participation was as follows:

Participation by Country and Gender- Open Schooling

Country	Institutions	#Pra	#Practitioners Trained		
Country	institutions	M	F	Total	
Botswana	Botswana Open University- Centre for Open Schooling	3	5	8	
Lesotho	Lesotho Distance Teaching Centre - LDTC	5	4	9	
Namibia	Namibia College of Open Learning - NAMCOL	4	6	10	
Tanzania	The Institute for Adult Education -IAE	6	4	10	
Total		18	19	37	

The training took place at the height of the global COVID-19 pandemic in 2020 with participants residing in their respective countries and a consultant sourced from yet a fifth country, also affected. Thus, all the training was carried out online as webinars running on Zoom while activities, chats and related resources were hosted on Moodle. A pre training survey was done to inform the teaching content.

In addition, participants developed and submitted group institutional action plans that COL and SADC-CDE considered for further support. The participants worked hard and persevered, adapting to the 'new normal.' Those who completed the training were recognised and given certificates for either completion or participation.

Certificate for Distance Education Practitioners (CDEP)

Of the 33 sponsored CDEP learners, 26 successfully completed Semester 1 and progressed to Semester 2. The learners are expected to graduate in November 2021.

Supporting Networking, Collaboration and Advocacy for ODL in the SADC Region

The SADC-CDE continues to facilitate and encourage networks and collaborations. Some activities in this regard are as follows:

Distance Education Association of Southern Africa (DEASA)

A new Chairperson and Vice chairperson were elected and took over in August 2020 following nominations of country representatives by the 11 active DEASA countries. Professor Sindile Ngubane-Mokiwa of the University of South Africa (UNISA) was elected Chairperson while Dr Nilsa Cherinda of the Eduardo Mondlane University in Mozambique was elected Vice Chairperson.

The COVID-19 global pandemic propelled DEASA to convene all activities virtually including its annual conference. Mozambique hosted DEASA's maiden virtual conference from $2^{nd}-4^{th}$ December 2020. The conference Theme "**Towards Sustainable Development: Open and Distance Learning - Pre and Post COVID-19"** was opened by the Minister of Education and Human Development Honourable Dr Eduardo Samo Gudo. The Deputy Director of the National Institute of Health offered a keynote address on the theme.

The Theme was addressed through **four** sub-themes namely:

- Building resilient communities through ODL during, pre and post COVID-19 Pandemic
- 21st Century skills for Sustainable Development
- Quality assurance in ODL for Sustainable Development
- Research innovation in ODL towards sustainable development

The next conference will be hosted by Namibia.

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• Developing an Online Radio Station

The Lesotho Distance Teaching Centre (LDTC) wished to develop an online radio station. Information on ODL operating stations was shared and they planned to approach one of the operators to help them explore the idea further.

Promoting efficient and effective use of resources from COL, DEASA, SADC and other partner organisations.

A number of COL's initiated online courses including the announcement of the Tenth Pan-Commonwealth Forum on Open Learning (PCF 10) were shared. ODL and non-ODL practitioners were encouraged to take advantage of the courses and to participate in the Forum in September 2022.

Commonwealth of Learning (COL) activities

Botswana as part of the Commonwealth States participated in the Commonwealth activities notably the COL-Coursera Workforce Recovery Initiative: A Response to COVID-19 Pandemic and the Regional Focal Points meeting for Africa/Europe

COL-Coursera Workforce Recovery Initiative: A Response to COVID-19 Pandemic

Botswana was one of the 50 Commonwealth countries to participate in the

COL-Coursera Workforce Recovery Initiative: A Response to COVID-19 Pandemic. Participation was through the Botswana Open University (BOU), a long standing partner of COL. The initiative was introduced from May 2020 to March 2021. It responded to the COVID-19 pandemic with the aim to mitigate the impact of the pandemic on the global workforce. The initiative provided opportunities for skilling and retooling the workforce of the Commonwealth member countries.

Coursera is one of the world's leading eLearning providers and in partnership with COL, released 3,800 courses in 400 specialisations from their menu free of charge. The courses were put together by University and Industry partners and taught online by educators in 200 of the world's leading universities and industry.

Globally, around 150 000 participants took part translating into 1 008 000 enrolments. Nearly 190 000 certificates were issued by close of the programme whereas, in Botswana, from an initial target of 50 invited participants, BOU facilitated a total of 1 383 applications who were all invited to enrol by COL. Out of this total 1 119 Batswana enrolled translating into 6 816 course enrolments. A total of 1 659 certificates were issued for completed courses. Applicants could do any number of courses they wanted to do. The table below depicts the participants' performance as at 31st March 2021.

Table 1: Botswana Status of Coursera Course Completion by 31st March 2021

No. of Courses Certificated	No. of Participants
1-5	359
6 - 10	34
11 - 20	13
21 -30	5
<30	5

Note: A total of 701 citizens enrolled but were inactive.

Twenty-nine (29) participants completed all the courses they had enrolled for, ranging from 1-7. Two participants completed courses in excess of 100

COL held three virtual convocations for the participants who completed their courses. The first was for Africa, followed by the Caribbean and Asia. At the time of the Africa Convocation in August 2020, Botswana had sixty-six graduates. The Honourable Minister of Tertiary Education, Research, Science and Technology, Dr Douglas Letsholathebe, together with the Honorable Ministers in similar portfolios from Namibia and Ghana addressed the Africa convocation.



During the course of the study, a good number of learners decried lack of access to internet and computers whereas some reported inexperience with learning online. The issue of accreditation and recognition of the courses and certificates had also come up. A virtual question and answer session dubbed 'Open House' was held to enable participants to interact with the programme administrators. Countries held these sessions at different times and one was held for Botswana in October 2020.

Seeing the good that came out of this programme, COL in partnership with an additional two course providers (Udemy and Google) planned to introduce another initiative focusing on skills for work from April 2021. Countries would be invited to submit proposals if they wished to take part.

For more information on the three providers the following links are helpful:

- Coursera certificates: https://www.coursera.org/browse
- Udemy certificates: https://www.udemy.com/courses
- Google certificates: https://grow.google/certificates/#?modal active=none

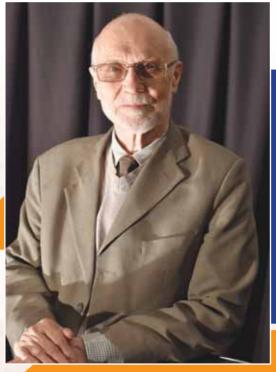
• Regional Focal Points meeting Africa/Europe

COL has released its Strategic Plan 2021-2027: Learning for Sustainable Development. The plan is a culmination of consultation and participation of COL's Focal Points from the 19 countries from Africa and two from Europe who attended the 2-day meeting in April 2020. The Focal points raised a number of key issues and these formed three focus areas which COL planned to address during the plan period. These were: emerging technologies, policy support and building the capacity of teachers in online learning. For more information on the above and other related information, the following links maybe accessed:

- Link to COL Strategic Plan. .
- Link to Country Reports (2015 2021)
- Link to Quality and Equity in Digital Learning: Policy Brief
- Link to COL Song



However, the onset of COVID-19 19 forced the University to move more quickly than anticipated and from the beginning of academic year 2020/21 all programmes were taught and assessed online.



Prof Frank Youngman

Deputy Vice Chancellor - Academic Services

Deputy Vice Chancellor - Academic Services
Botswana Open University

Report of the Deputy Vice Chancellor- Academic Services

INTRODUCTION

The role of the Division of Academic Services is multifunctional and focuses on delivering the strategic goals of the University in terms of technology-enhanced programmes, relevant research and innovation, and strong collaborations and partnerships. Its overall goal is academic excellence.

The Division is constituted of four academic Schools which are responsible for the design, development and delivery of tertiary academic programmes, for research and innovation, and for community engagement:

- School of Business and Management Studies
- School of Education
- School of Science and Technology
- School of Social Sciences

The Division has four centres which support the teaching and research work of the Schools and ensure its quality:

- Centre for Graduate Studies
- Centre for Instructional Technology
- Centre for Research and Innovation
- Centre for Teaching, Learning and Quality Assurance

The Division has a centre responsible for providing short courses and other modes of continuing professional development to the general public:

Centre for Continuing Professional Development

The Division also has a centre responsible for materials development and quality enhancement for the institution's distance learning secondary school students:

Centre for Open Schooling

The Division has two other centres which provide services across the University:

- Centre for Partnerships and Business Development
- Publications Centre

STRATEGIC INITIATIVES IN 2020/21

Academic programmes

An important strategic objective of the University is to have all of its tertiary programmes delivered online. In November 2019, Council approved the *Strategy for Technology Enhanced Learning, Teaching, Assessment and Student Support* which provided a blueprint for the transformation of the University's provision of academic programmes over the next three years. However, the onset of COVID-19 forced

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the University to move faster than anticipated and from the beginning of academic year 2020/21 all programmes were taught and assessed online. Because of the COVID-19 travel and physical gathering restrictions, there was very little face-to-face contact with students. This necessitated major changes in the role of part-time tutors and the BOU E-Tutor Model was elaborated to give guidance to all involved in the student learning and support system. Thus, the University was able to turn the threat of COVID-19 to its existing mode of academic operation into an opportunity to fast-track envisaged strategic changes. This has enabled BOU to become a national centre of expertise in technologyenhanced teaching and learning, and Council's approval of a new Department of Educational Technology in the School of Education provides a focal point for training and research in this field.

Another strategic objective of the University is to diversify the menu of tertiary programmes offered. Very good progress was made in this respect and four new programmes were approved by Council, namely: the Diploma in Entrepreneurship, the Bachelor of Commerce (Accounting), the Post-Graduate Diploma in Technology-Enhanced Teaching and Learning, and the M.Ed. (Integrated Early Childhood Development). These programmes join four other programmes approved by Council that are in the pipeline for accreditation by the Botswana Qualifications Authority (BQA), namely the B.Sc. Youth Development Work, the B.Sc. Public Health, the B.Tech. Computing and Information Systems, and the M.Sc. Climate Change and Sustainable Development. Taken together, the implementation of these eight new programmes will transform the University's academic profile.

However, a major stumbling block to timeous implementation is the lengthy process of securing BQA qualification registration and programme accreditation. The Division continued its ongoing comprehensive project for the Registration of BOU Qualifications and Accreditation of Learning Programmes with BQA, engaging a consultant to assist Schools in preparing the necessary documentation. The project covers all the proposed new programmes and the nineteen existing programmes. Given BQA's lack of capacity, it is not possible to predict when the project will be completed. The delay is a major risk facing the University.

Finally, it is important to note that the University has recognised the risk to its academic aspirations of failing to recruit and retain high quality academic staff. In order to be proactive, an initiative was taken to establish a Task Group to develop an *Academic Staff Attraction and Retention Strategy* with an accompanying *Implementation Plan*. It is expected that the Task Group will report in the first quarter of 2021/22. The Division has already prioritised staff development and at the end of the year there were 21 of its staff members studying part-time for PhD qualifications with

University funding. The completion of this staff development programme will transform the University's academic staff profile and its capacity for academic excellence.

Research and Innovation

The Division continues to take a comprehensive approach to promoting a culture of research and innovation as part of establishing the foundations of the University. The importance of research and innovation to the University's mission is given great prominence, placing new demands on staff, funding resources, and organisational structures, processes and systems. The newly established committees, such as the University Research and Innovation Committee and the University Research Ethics Committee, were very active in carrying out their respective mandates. Also, the initial steps were taken to transform the Centre for Research and Innovation into a professional research management service for the University.

However, COVID-19 has had a major impact on various areas of research activity, such as traditional field work. In particular, there have been no in-person national, regional or international conferences and the number of virtual academic conferences has been relatively few. This has meant that one of the first steps in the publication process, the presentation of a conference paper, has not been possible and this has severely impacted the number of research outputs from the University. Nonetheless, an important initiative was taken to award internal research grants on a competitive basis for COVID-19 related research projects. The four on-going projects are titled as follows:

- Strategic COVID-19 adaptation and resilience for business continuity at Botswana Open University.
- COVID-19's impact on the BOU community, the University's academic and business operations in the Headquarters and the five regions country wide.
- The COVID-19 Pandemic and Botswana Schools' Response.
- Education in crisis. Botho and online learning: Stakeholder's perspective.

It is expected that the outputs of these projects will make a valuable contribution to the body of knowledge about the national impact of COVID-19 on education and provide practical recommendations for mitigation and future development.

Partnerships and Internationalisation

The current Strategic Plan conceptualises strong collaborations and partnerships as a strategic theme for the University's work. During the year, a new Memorandum of Understanding was entered into with the Real Estate Institute of Botswana and partnership discussions were initiated

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with a number of local and international organisations. The University also became an institutional member of the Southern Africa Regional Universities Association (SARUA). To guide the future development, management, quality assurance and oversight of partnerships, a *Partnerships Policy* was drafted for submission to the governance structures in the first quarter of 2021/22. However, little progress was made with implementation of the new *Internationalisation Policy*. Universities worldwide have struggled with the concept and practice of internationalisation since the onset of COVID-19 and the restrictions on international travel. BOU is also now challenged with answering questions about the future of international higher education in the post-pandemic era.

Business Development and Revenue Generation

An important strategic objective of the University is to diversify its sources of revenue and increase the proportion of its budget comprised of third stream income. In order to provide strategic and practical direction for the implementation of this objective, the Division presented to Council the *Business Development Strategy* and the *Business Development Plan: Projections, Timelines and Responsibilities.* Following the approval of these documents, it is expected that there will be more concerted revenue generation activity in the coming financial year.

One source of revenue with strong potential is that of short courses for upskilling and reskilling. The main responsibility for these courses within the University lies with the Centre for Continuing Professional Development. During the year, the Centre initiated the development of ten new market-related short courses for registration with BQA. It tendered for training courses for a number of government bodies and private companies, winning successful awards from the National Museum and the Botswana Police Service. Because of the impact of COVID-19 on organisational budgets, some of these training activities were postponed to

the 2021/22 financial year. Other sections of the University also offer short courses in their area of expertise and the Huawei Academy in the School of Science and Technology successfully offered the three month Huawei Certified ICT Associate Course - Routing and Switching. Students comprised professionals from various private companies and government bodies, like the Botswana Police Service. Although short course training is a very competitive market, the University is well-positioned to provide courses that meet national human resource development needs and generate income for the institution.

Open Schooling

The University has the mandate to increase access to quality secondary education through open and distance learning. The Centre for Open Schooling gives support to secondary learners through the development of study materials and the use of multi-media. Increasingly, this support is provided online and the COVID-19 restrictions on physical meetings fast-tracked BOU's use of the online environment. Although it is recognised that there are problems of connectivity and access to gadgets, which create a digital divide, many students are able to access online materials, especially through their mobile phones using platforms like WhatsApp.

At the onset of the pandemic, BOU made all of its secondary school study materials available in an online public repository on its website that was accessible at zero-rated data through MASCOM. The Centre also established a special coordinating group for digital materials to oversee the production of materials across all BOU's digital platforms that could be used for examination preparation by learners. Meanwhile the Centre was undertaking a project with the support of the Commonwealth of Learning to develop JC Business Studies content as open educational resources available online. It is envisaged that these initiatives will provide the basis for elaborating a comprehensive e-learning strategy for open schooling in the coming year.



Reports from the Schools

SCHOOL OF BUSINESS AND MANAGEMENT STUDIES



Prof Baakile Motshegwa

Dean

Introduction

This marks the 17th year that the School of Business and Management Studies (SOBMS) has been in existence at the Botswana Open University. Despite, the School's mandate having evolved over the years with the University's advancement, the School has remained dedicated to the overarching principles of promoting learning, research leadership and exceptional service to its local and international stakeholders.

2020/2021 Activities

With academic programmes becoming more focused and rigorous, and being better monitored by regulatory authorities, and internal and external stakeholders, the SOBMS has made significant successes that have better positioned it now than it was before. Nonetheless, a lot of work remains to ensure the SOBMS attains its desired goals in light of the University's strategic goal of having built all foundations by the year 2023. Some of the issues that still need attention are the School's staffing, physical and financial needs. There is need for sustained research excellence that will

enable staff to continuously challenge our students so as to achieve the required academic excellence, superior student experience, strong collaborations and partnerships coupled with a strong School capacity and operational excellence.

The future aspirations of the School centre around revision of our programmes so as to remain internationally, regionally and locally relevant. In tandem with this are, staff recruitment drive, quality assurance initiatives aimed at increasing student completion rates, and re-engineering examination procedures and the conduct of quality research across the different qualification levels.

In the current year under review, the SOBMS continued to cement on already existing gains and enhancing its reputation as a leading business school of choice, offering formal postgraduate academic programmes and a range of executive education programmes, using an open distancelearning mode. This was achieved despite the challenges caused by the COVID-19 pandemic and its associated impact on everyday lives. The School has continued in ensuring collegial relations with its sister Schools by among other things offering courses and programmes collaboratively, contributing academic and research expertise, sitting and contributing in statutory boards. At the School of Business and Management Studies, we remain vigilant in building an atmosphere that stimulates increased engagement and collaboration that empowers all our stakeholders to achieve better levels of success. The School of Business and Management Studies (SOBMS) has among other things achieved the following in the current financial year:

- Value Adding Partnerships Nurtured innovative academic and professional local and international collaborations in promoting learning and research. These include:
 - The signing of a Contribution Agreement with the Commonwealth of Learning on the

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development of an innovative programme on digital entrepreneurship; and

- The conclusion of the Memorandum of Understanding between ACCA; AAT and the School;
- Authorship, publication and operationalization of new University policies and procedures;
- Revision of three programmes and the writing of three new programmes;
- Increased admissions in both postgraduate and undergraduate programmes;
- Improved quality assurance processes;
- Involvement in several University-wide initiatives spanning all divisions of the University;
- Offering of programmes online;
- Increased non-PhD holders enrolled for PhDs; and
- Greater proportion of researchers who among them accounted for a considerable proportion of the University's research output.

Degrees Offered by School

Certificate

Certificate – English for Professional Purposes (EPP)

Certificate in Disaster Management (CDM)

Certificate in Small Scale Business Management (SSBM)

Diplomas

Diploma in Business Management

Diploma in Human Resources Management

• Undergraduate Degrees

B.Com (Human Resources Management and Industrial Relations) (BCom. HR & IR)

Bachelor of Business and Entrepreneurship (BBE)

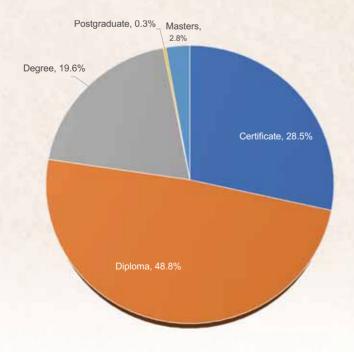
Bachelor in Business Administration — Leadership and Change Management (BBA-LCM)

Postgraduate degrees

Postgradute Certificate in Practitioner Research and Evaluation Skills Training in Open and Distance Learning

Commonwealth Executive Masters in Business Administration

Total Number of Graduates Conferred - 2004 to 2021



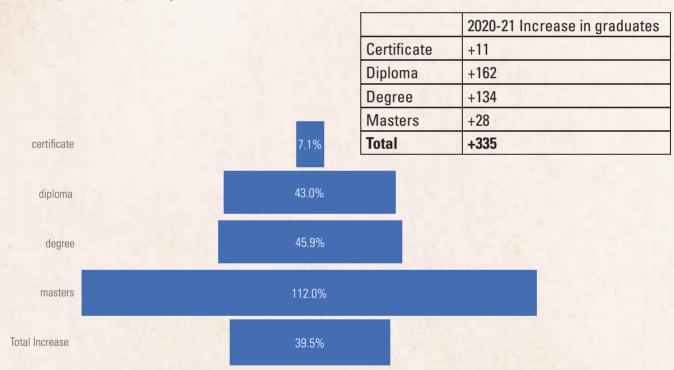
Certificate	5431
Diploma	3769
Degree	1675
Postgraduate Certificate	38
Masters	148
Total	11061





	2020-21	2019-20
Certificate	165	154
Diploma	539	377
Degree	426	292
Masters	53	25
Total	1183	848

Overall graduation growth per level





Publications

Members of the School managed to publish more than 6 peer reviewed articles in reputable journals. However, members of the school have been encouraged to be involved in more research related responsibilities. This has seen more than 3 members of the School being formally registered for their PhDs with regional universities.

Participation in conferences

Members of the School were involved in at least 6 academic and professional conferences.

Service to the community, profession and the University

The School continued engaging with their partners however due to COVID-19 related challenges not much was attained.

Partnerships with the school

- Value Adding Partnerships Nurtured innovative academic and professional local and international collaborations in promoting learning and research. These include:
- The signing of a Contribution Agreement with the Commonwealth of Learning on the development of an innovative programme on digital entrepreneurship
- The conclusion of the Memorandum of Understanding between Association of Chartered Certified Accountants; Association of Accounting Technicians and the School





SCHOOL OF SOCIAL SCIENCES



Prof Bantu Lulu Morolong

Dean

Introduction

This is a report on academic activities which the School of Social Sciences carried out during the Academic Year 2020/2021. The report is presented mainly within the framework of the three areas of academic activity, which are Promoting Teaching and Learning, Research, and Service. The activities that the School undertook during this reporting period were aligned to BOU's Strategic Objectives, which are cascaded to the Divisional planning level and further down to the School and Departmental planning levels.

In view of the advent of the COVID-19 pandemic which sadly coincided with the end of the 2019/2020 Semester 2 and the start of Academic Year 2020/2021, for the School of Social Sciences, like for the rest of the University, this was a very difficult and challenging year. Therefore, the milestones being reported on herewere achieved under very constraining circumstances and in an environment which was and still is characterised by persistently high levels of uncertainty.

Promoting Teaching and Learning

Under this broad activity area, the following were key:

(a) Programme development

For this activity the School continued with the process of Programme development through support of a consultant who was engaged for this purpose. Subsequent to this engaging activity, which also involved close interaction with the BOU Quality Assurance Department, the three proposed Programmes have been submitted to Botswana

Qualifications Authority (BQA) for registration as qualifications. This submission marks partial completion of the process of programme development as this step will in due course be followed by application for accreditation of the said programmes being:

- i) BSc in Youth Development Work
- ii) BSc in Public Health
- iii) Masters in Climate Change and Sustainable Development

These programmes were duly introduced in the 2019/2020 annual report of the School, detailing the background for their design and also indicating the offering departments, their target clients and where applicable, and the partnership arrangements through which they would be offered.

(b) Programme delivery

The School of Social Sciences is currently running two programmes being:

- i) Certificate for Community Based Work with Children and Youth (CBWCY); and
- ii) Commonwealth Executive Masters, in Public Administration (CEMPA).

For this reporting period, the following is the status with regard to the two programmes.

i) Certificate for Community Based Work with Children and Youth (CBWCY)

This programme is offered by BOU through the School of Social Sciences, Department of Community Development, Psycho-Social and Behavioral Sciences, in collaboration with the Regional Psycho-Social Support Initiative (REPSSI). The BOU/REPPSI partnership dates back to 2014. Worth noting is that REPSSI has expanded and moved to launch the Africa Psychosocial Support Institute (APSSI) in 2016 as its subsidiary. The aim of APSSI is to foster professionalism and excellence in Mental Health and Psychosocial Care and Support (MHPSS) services by offering innovative, quality Afrocentric psychosocial support (PSS) education, research, programming resources and technical guidance."

APSSI is described as part of a broader response to the need for standardised PSS definitions and terms, quality research and data on PSS, formalised PSS capacity development, excellent PSS resources and MHPSS thought leadership. In view of this evidently relevant Mandate of APSSI to what the School of Social Sciences aims to achieve in these areas, the School motivated for signing of an MOU/IP use Agreement/License Agreement with REPSSI/APSSI and this was achieved in March 2021. These agreements build on the previous MOUs on this programme during which the two institutions have built a strong base for collaboration and mutual support.



In Semester 1 (Academic Year 2019/20) the programme registered 73 students.

Out of these students, 36 were sponsored by the Ministry of Local Government and Rural Development (MLGRD) within the framework of its plan to build capacity for their staff in the Rural Area Dwellers (RADS) hostels. The rest of the students, that is, 38 were self-sponsored. This cohort completed their programme in May/June which marked the end of academic year 2019/2020. Over 90% of these graduated in November 2021 while the remaining few graduated in March 2021. See table 1

Table 1: CBWCY 2020/2021 Enrolments and throughput

Regional Campus	No. registered	No. Graduated	No. graduated	No. registered
	2019/2020	in November 2020	in March 2021	March 2020/2021
	(July 2019-May 2020)			
Francistown	4	1	3	12
Gaborone	28	19		14
Kang	21	20		10
Maun	10	9		7
Palapye	10	11		9
Totals	73	60	3	52

Of the 60 students graduating in November from this programme, seven (11%) passed with Distinction, 37 (61%) merit, 16 (27%), and there was one who got a pass. In March the programme graduated a further three students all from the Francistown Regional Campus. The remaining nine students from this cohort are expected to retake the outstanding modules as per the programme regulations, in order to complete their studies.

Table 1 also shows relatively lower numbers of students registered for this programme in 2020/21 than in 2019/2020. This situation can in the main be attributed to the fact that during 2020/2021, The Ministry of Rural Development did not sponsor any students to the programme as they seem to have met their target number for capacity building of their staff serving in the Rural Area Dwellers (RADS) Programme. The second factor though not empirically confirmed seems to be the connectivity challenges that the potential students of this programme experience. These challenges have been reported as adversely impacting registration as many of the students in this programme usually come from very remote areas of the country.

ii) Commonwealth Executive Masters, in Public Administration (CEMPA)

Since its relocation from the School of Business and Management Studies, the Commonwealth Executive Masters, in Public Administration (CEMPA) programme, registered its third cohort in July for Academic year 2020/2021. In November 2020/2021, the programme, graduated part of its 2018/2019 cohort from the School of Social Sciences as Table 2 below shows and part of that cohort graduated in March 2021. The table also presents enrolment trends over the two academic years, so that the throughput for 2020/2021 can be reflected.

Table 2: CEMPA Enrolment trends and throughput

No. registered	No. registered	No. Graduated	No. Graduated
2018/2019	2020/2021	November 2020	March 2021
36	38	11	19

This means that out of a total of 36 students registered in 2018/2019, this two-year Masters' programme graduated 83% of its students. The six students who did not graduate are expected to continue and complete within the normal time frame allowed for studies at this level.

(c) Programme diversification

One of the strategic objectives of the University is to diversify its programme offerings in order to respond to demands as presented by the market. The School of Social Sciences is in the process of introducing the following programmes:



- a) A Masters in Global Health History
- b) A Masters in Leadership, Management and Governance for Health Systems Strengthening (LMG-HSS).
- c) Diploma in Community Based Work with Children and Youth
- d) BA in Public Administration

The School of Social Sciences also intends to reconfigure itself and expand its scope by adding the Arts and Humanities and rename it The School of Social Sciences, Arts and Humanities (SOSAH). This is meant to respond to several contextual challenges such as the unmet expressed demands by clients for programmes that are usually classified as either arts (liberal and fine arts) or humanities. This includes programmes such as Media studies, Music, Drama and Performing Arts, Linguistics and literature, Philosophy, Visual Arts and Religious Studies.

The proposed departments in the plan are:

- 1) Department of Sociology
- 2) Department of Public Health
- 3) Department of Arts and Humanities
- 4) Department of Law

Research

The Strategic objective that guides activity in this area of work by the School is: to 'enhance Research Capability'. Implied in this objective is for the activities undertaken by the School to demonstrate efforts for increased research output; research culture; improved research capacity; and overall staff growth through lateral and horizontal research mentoring leading to high calibre research focused academics.

It is noted in this report that while the School of Social Sciences has made efforts over the years to significantly achieve the above objectives, Academic Year 2020/2021 was a particularly difficult year for the School. The most prominent of the challenges were, first the limited resource support and this made many of the efforts such as conference participation unachievable. The second and evidently compounding challenge to the resources constraints was the advent of COVID-19, the pandemic which almost brought to a halt any planning, implementation and conclusion of research activities. However, some research activities were undertaken by the SOSS as shown below.

(a) Research Project

All the three staff persons in the School who are pursuing doctoral studies have gone beyond the proposal submission

and defence and one is now doing field work. Noteworthy is the fact that the processes in this journey are evidently enhancing their academic research capacity. All staff of the school are also participating as team members in the BOU internal research projects which are at different stages of implementation.

(b) Publications

This is an area where the School usually does well. However, during this reporting period with all its challenges, the School has performed below its set targets. While most of what is done in this category of research work is in process form, only few of the works started have been brought to their finality. For instance, book chapters were written but the publication processes have been delayed because of the new often unusual and difficult to manage working arrangements. Conference paper abstracts and papers were also written but were never presented because the conferences were either cancelled or postponed (most of the time indefinitely).

i) Books and book Chapters

- A book chapter titled: Research ethics in correctional facilities (in progress) was accepted for publication in. Johnson L.R., & Quan-Baffour, K. Poku (Eds) Correctional (Prison) Education: The African Panopticon. UNISA Press. Pretoria
- A book chapter titled: Administration and Management of Health Issues in Correctional Environments (in progress) was accepted for publication in Johnson L.R., & Quan-Baffour, K. Poku (Eds). Correctional (Prison) Education: The African Panopticon. UNISA Press. Pretoria

Publication of both of these chapters has been delayed mainly because of COVID-19 related work disruptions.

ii) Conferences and Conference papers written

- Paper titled: Challenges of Tutorship in Open and Distance Learning Environments: Reflections from Botswana Open University" to be presented at The 6th African Council for Education (ACDE) General Assembly and Conference themed "Open and Distance Learning, The Continental Education Strategy for Africa (CESA) and the Sustainable Development Goal 4 (SDG4)", to be hosted by the Association of African Universities (AAU) Secretariat, in Accra, Ghana 24-27th March, 2020. This conference/summit was cancelled on account of COVID-19 travel restriction.
- Paper titled "A peaceful country: Early Post Colonial Botswana's construction of a Masculine identity in Southern Africa" to be presented at the 2nd International

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Conference on New Trends in Social Sciences (NTSSCONF) to be held during the 12-14 June 2020 in London, UK. The Conference was cancelled due to COVID-19 pandemic

- Paper titled: "Doff White Shirts, Don Overalls" Urbanism, Rural Enterprise, and the Making of Anti Masculine Citizenship in Early Postcolonial Botswana", was accepted for presentation at the Historical Association of South Africa Conference, 30 June to 2 July 2020, to be hosted by Sol Plaatje University in Kimberley. The Conference was cancelled due to COVID-19 pandemic.
- Paper titled "The ironic impact of COVID-19 on Part time tutorship: Reflective insights from Botswana Open University" to be presented at "The 2nd Annual Conference of the International Society for Academic Researchers" (ISFAR) to be held at the Zanzibar Beach Resort, Tanzania. The paper was not presented due to lack of resources and no travel due to the COVID-19 travel restrictions.

(c) Research Training and Capacity Building

i) Doctoral Supervisors in African Universities Course

Two staff members of the School successfully completed a short term (July to November 2020) online training programme for Doctoral Supervisors in African Universities. The course was presented through the web-based learning management system of Stellenbosch University by the Centre for Research on Evaluation, Science and Technology (CREST) and Dialogue on Innovative Higher Education Strategies Programme (DIES).

ii) KROC Institute for Teaching Peace in the 21st Century

One staff member of the school applied and was admitted to the 12th Annual Summer Institute [SI], focused on "Teaching Peace in the 21st Century." This training programme is offered by the Kroc Centre for International Peace Studies at the University of Notre Dame. This is a leading centre for interdisciplinary peace research and peace studies education, that is committed to the strengthening of peace studies programmes and the training of those who teach—or wish to teach—in this field. The summer Institute was scheduled to run during the 8th to 12th June 2020 but was postponed because of the COVID-19 pandemic. It will be run virtually during the 14th - 17th June 2021. All those who were admitted last year will attend this year.

iii) Student Research Supervision

During 2020/2021 staff members of the School participated in graduate student research support forums organised by the School of Education and the School of Business

and Management Studies with support from the Centre for Graduate Studies. This support included Dissertation Supervision of a total of five Masters students of BOU as well as co-supervision of one external doctoral student. Out of this activity one of the School's supervisors graduated a Masters, in Educational Leadership student in March 2021.

Service

For this activity in its three broad areas being, service to the University, service to the profession and service to the community, the School of Social Sciences reports as follows:

a) Service to the University

All staff of the School provide service in different capacities to the University through membership by nomination/appointment and/or assignment to statutory, non-statutory/ad hoc structures of the University.

b) Service to the profession

Staff in the school participated and offered their professional expertise in the following activities:

- Promotion of Teaching and learning at the University of Botswana
- Reviewing of applications for registration and accreditation of ETPs and their programmes with the BOA
- Peer Reviewing of works by colleagues, which were, being, considered for publication or for conference presentation
- Reviewing of educational materials like course modules for other ETPs (local, regional and/or international)
- Providing technical advice on the Scope and standards of nursing practice for Botswana Nursing Council
- Providing professional support on course delivery at the I.H.S.-Gaborone
- Participating in the development of Public Health Practice standards of Botswana

c) Service to the community

- Service in PTAs and Executive Committees of identified local schools
- Service in fund raising activities in own neighborhoods
- Service in Church committees
- Motivational presentations as alumni of own high school
- Entrusted with official documents drafting in support of collective community activity.



Partnerships

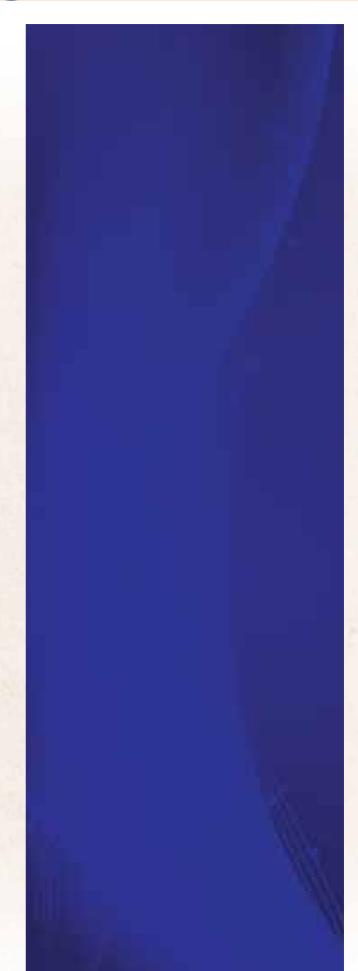
BOU maintains through the School of Social Sciences the following partnerships:

- The Regional Psychosocial Support Initiative (REPSSI) / APPSSI
- BOU Partnership with the Commonwealth of Learning (COL)
- Southern Africa Regional Universities Association (SARUA)
- The Africa Medical Health Research Africa (AMREF) / Africa Health Leadership and Management Network Partnership

Conclusion

The School of Social Sciences has continued its plans and activities to remain focused on the key Strategic Goals and Objectives of the university as set in the BOU planning frameworks (long term and short term). It is also guided in its plan implementation processes by the institutional policies and strategies and key principles as pronounced in the said planning tools. From this report, it is evident that the Academic Year 2020/2021 was a particularly challenging vear for the School as it was for the rest of the institution. However, it is pleasing to note that despite the challenges as discussed in the different parts of this report, the School has been able to achieve on some of the areas that usually sustain an academic environment. Here can be mentioned promotion of teaching and learning with all its key dimensions such as programme development and delivery, and in particular, assessment in an online environment. From these activities, most of which were implemented through commendable levels of ingenuity, students did graduate. Some research has been done even though regrettably at levels lower than the set performance levels. In view of the fact, that over the past two or three years, there was evidence to suggest that the momentum to build a stronger research culture was pleasing, this noted lower performance in this reporting period, is cause for concern.

However, all the achievements that this report has presented, put together, in an environment that has also been described as challenging, seem to point to some resilience that should effectively carry the School into another academic year with increased levels of determination to achieve more. While it might be a challenge in this era of increased uncertainty to definitively go into what the school sees as the future, this report has at different points made pronouncements on areas of future priority for the school. Where the environment and practical circumstances dictate, the school will be ready to reprioritise and recast its plans accordingly.



SCHOOL OF EDUCATION



Dr Bogadi Nage-Sibande

Dean

Introduction

The School of Education (SOE) provides training and skills development primarily for people working or intending to work in the education and training sector. However, other sectors also take advantage of the SOE programmes, as and when they find them applicable to their situations and needs.

The School had three Departments up to March 2021. SOE has 17 staff members comprising the Dean, two School Administrators, 14 academic staff members including one Associate Professor, one Senior Lecturer, and 12 Lecturers (five holding doctoral degree qualifications, while four are enrolled for doctoral studies with different universities).

Overview of Programmes

Currently the School of Education offers the following seven programmes, ranging from Certificate through to Master's degree level.

- 1. Certificate for Distance Education Practitioners (CDEP)
- Diploma in Integrated Early Childhood Development (DIECD)
- 3. BEd Integrated Early Childhood Development (BEd IECD)
- 4. BEd Primary
- 5. BEd Special and Inclusive Education (BEdSIE)
- 6. Post Graduate Certificate in Quality Assurance in Education. (PGCQAE)

7. MEd in Educational Leadership (MEdEL)

In addition to the above programmes, SOE quality assures the assessment processes for the Certificate in Vocational Education and Training (CVET), which is delivered through the Centre for Continuing Professional Development. SOE also updates the Senate on the assessment results for CVET.

All SOE programmes are offered through blended learning, with more emphasis on online teaching and learning, supported by very limited face-to-face interaction with part-time tutors, supervisors and full-time academic and support staff. However, one programme is offered exclusively online, with no face-to-face interaction.

The main programme related activities during the year under review included programme registration of existing programmes with BQA, programme reviews and issues of accreditation, as well as preparations for planned/up-coming programmes. All existing SOE qualifications were reviewed for the registration exercise and two were identified for registration as cooperative qualifications. In terms of programme reviews, the School concentrated mainly on reviewing programmes in line with BQA requirements for accreditation. All the three BEd programmes and the Diploma in Integrated Early Childhood Development are still undergoing a major review to bring them to the BQA expectations. Otherwise, the other three programmes have been processed for submission for subsequent BQA accreditation.

With regard to preparations for planned/up-coming programmes, the School was able to undertake market surveys for four programmes and established their market relevance and potential uptake. Proposals for the introduction of two of the four programmes were approved up to Senate and Council level. These two new post graduate programmes that have been approved are the Post Graduate Diploma in Technology Enhanced Teaching and Learning (PGD TETL) and the Master of Education in Integrated Early Childhood Development (MEd IECD).

How the School Maintained Excellence during the Year

The year 2020/2021 was a very difficult year where general performance was affected by multiple challenges caused by the effects of the COVID-19 pandemic. The School's activity was slowed down by the April/May 2020 national lockdown during the first wave of the Corona virus outbreak. SOE staff, like the rest of the University, had to start a culture of working from home to achieve business continuity. Working from home had its challenges as well as opportunities. Connectivity challenges were experienced by both staff and students, especially at initial stages. However, as it became evident that the new normal for delivering education and training was going to be technology-enhanced teaching and



learning, both staff and students had to adjust to this new normal. It was not very difficult for the School of Education to adjust because all its programmes had already been technology driven.

Some of the adjustments to be made however, included:

- (a) Further reduction of the face-to-face academic support that the School was used to (to achieve the necessary social distancing);
- (b) Students writing final examinations online for the first time in the majority of SOE programmes;
- (c) Submission of final assessments online; and
- (d) Marking of assessments online, by part-time staff

These adjustments called for intensive virtual training of staff (both full-time and part-time), as well as students, to capacitate them to work effectively with the system. The training was a collaborative undertaking between academic staff and the Centre for Instructional Technology (CIT).

SOE conducted its annual planning exercise, with all members of the School involved. The culture of planning and monitoring of the implementation phase proves to focus all members on identified targets and guides the School on necessary re-prioritisation. Continuous monitoring and evaluation enhances high performance and helps the School to re-strategise as necessary. As a result, most targets were achieved. The School intensified the promotion of teamwork, collegiality and always aimed for excellence. SOE Departments continued to work collaboratively among themselves, as well as with CIT and regional staff, to support part-time staff and students, in order to achieve targets and the necessary quality. SOE staff continued to offer students

online support. This included learner inductions, tutorials, research boot camps, research audits and mentoring programmes.

In the area of assessment, timed online assessment was introduced across Schools. This new arrangement had a number of challenges including errors in uploading of some questions, unreliable connectivity, limited bandwidth, and power cuts in the middle of some examinations. However, all stakeholders worked relentlessly to alleviate these and other assessment related challenges. The COVID-19 restrictions posed a significant challenge for the teaching practice exercise as school children were not accessible during lockdown periods and it was difficult (even after the lockdown) for schools to allow people from outside to come into their classes. The School is still deliberating on the way forward concerning facilitation of teaching practice during difficult times like this one, as it is a critical component of assessment.

The Department of Educational Management and Leadership also introduced an innovative motivational rewards system for its part-time staff for continued service. The Department awarded certificates of appreciation to part-time staff who had provided a three-year service to the Department. This proved to serve as a great motivator for part-time staff who appreciated that the University recognises their contribution towards its success. The other SOE Departments are encouraged to introduce similar reward systems.

The above efforts to maintain excellence yielded some positive results. The following table shows the 2020/2021 SOE student enrolment per programme:

Table 1: 2020/2021 SOE Enrolment by Programme

	Projected	Actual	Gender	
Programme			F	M
Certificate for Distance Education Practitioners (CDEP)	50	58	36	22
Diploma in Integrated Early Childhood Development (DIECD)	880	1161	1106	55
BEd Integrated Early Childhood Development (BEd IECD)	255	142	132	10
BEd Primary	100	83	63	20
BEd Special and Inclusive Education (BEdSIE)	150	145	120	25
Post Graduate Certificate in Quality Assurance in Educ. (PGCQAE)	100	63	27	36
MEd in Educational Leadership (MEdEL)	60	88	57	31
Totals	1595	1740	1541	199

Most SOE programmes enrolled lower numbers than projected, except for CDEP and DIECD. DIECD attracts a large number of prospective students annually, since its inception. BQA's strict requirements for relevant qualifications of teachers and managers of institutions offering pre-school education could be a contributing factor. Table 1 above also indicates that more women enrolled on the SOE programmes than men during the 2020/2021 academic year.



The School planned to graduate 1000 students across its seven programmes during 2020/2021. The table below reflects graduation performance.

Table 2: SOE Graduation for 2020/2021 by Programme

Programme	2020/2021 Graduation			Gender	
			Total	F	M
CVET	3	0	3	2	1
CDEP	21	0	21	12	9
DIECD	785	38	823	785	38
BEd IECD	28	19	47	45	2
BEdSIE	33	13	46	37	9
BEd Primary	21	20	41	28	13
PGCQAE	37	0	37	24	13
MEdEL	23	30	53	29	24
Totals	951	120	1071	961	110

Generally, women performed better than men across the SOE programmes. It is also worth noting that the MEdEL programme recorded a valedictorian for the fifth year running, since its first graduating cohort.

Since the majority of the people enrolled on SOE programmes are already in employment as practicing teachers and/or school administrators, the School looked at enhancement of employability as the impact of programmes with regard to promotional prospects, change of career and ability to qualify or be admitted into further studies at a higher level. The School has data reflecting that BOU graduates who want to pursue further studies with other local and external institutions do not face any programme compatibility challenges. Most get admitted, with their BOU qualifications being found to be compatible with those of the host institutions and countries. The School is aware of ten MEdEL graduates who have been admitted for studies at doctoral level at several universities over the years. Eight are studying with the University of Botswana, while two are with the University of Pretoria and the University of Johannesburg. Ten other MEdEL graduates have been selected for consideration to pursue their doctoral studies through an Indian sponsorship programme. Some graduates from BEd Special and Inclusive Education (BEd SIE) have since enrolled with the Open University of Zimbabwe for a Master's programme.

School heads have begun to show a keen interest in the BEd SIE programme. Some report that they do see a positive change as some teachers who are BEd SIE students run workshops for other teachers in the school on inclusion, as part of their projects (portfolio assignment). The programme also improves information dissemination about the Inclusive Education Policy of 2011. Notably those who come as Diploma holders become eligible for promotion once they graduate, as their impact would have been noted while they were still students on the programme. More teachers enroll on the programme based on encouragement by those who have gone through it.

Some students who have graduated from the BEd Primary programme over the years have been able to enroll on post graduate programmes with different universities as reflected on the table below.

Table 3: Articulation of BEd Primary Graduates

Number of BEd Primary Graduates Articulated	Postgraduate Programme Enrolled in	Institution
25	MEdEL (on-going)	BOU
3	MEdEL (graduated)	BOU
11	PGCQAE	BOU
1	PhD	University of the Philippines

Promotional prospects for BEd Primary students after graduation have also been noted as reflected in the table below.

Table 4: BEd Primary Graduates Promoted

Number of BEd Primary Graduates Promoted	Promoted to	Employer
6	School Head	MOBE
12	Deputy School Head	MOBE
18	Senior Teacher	MOBE
1	Secretary Pre and Primary Sector	BOSETU
1	Migrated to the private sector	Westwood
1	Migrated to the private sector	Gaborone International School

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Capacity Building

The Centre for Instructional Technology (CIT) played a very vital role in taking all academic staff through various training initiatives, to sharpen their skills on the effective use of the Moodle portal, as well as on e-assessment. Academic staff members participated in a SAIDE e-Assessment workshop, to capacitate them on developing assessment for online programmes and courses. In addition to that, SOE staff enrolled on several online courses that became available during the year, provided by different institutions worldwide. Two lecturers completed a course with COL on Designing and Developing Online Assessment. Three HODs attended a course on Understanding BOBS ISO 9001:2015 at Botswana Bureau of Standards. One member participated in the Certificate in Entrepreneurship 1: Foundations, offered by the University of Illinois, in partnership with Coursera and a course on Blended Learning Practice, organised by Athabasca University in partnership with COL. One member completed an online Certificate course for Supervisors of Doctoral Candidates at African Universities, offered by the University of Stellenbosch. Three other SOE staff members have enrolled on the same course and are self-sponsoring because of budget constraints faced by the University. All members of the Department of Early Childhood attended a COL sponsored virtual course on Family and Intergenerational Literacy & Learning. One member attended a workshop on Standards Based Assessment and the other on Research Data Management. Three staff members participated in three webinars; one hosted by IDM Botswana, the other by COL/UNISA, and the third one hosted by the United Kingdom Research Institution (UKRI). A member also participated in a colloquium hosted by SARUA.

Two members successfully completed the CDEP programme during the year under review, while two were enrolled for PGCQAE. Four SOE staff members are enrolled for PhD studies, one with the University of Botswana and three (3) with South African Universities. All four are studying while working and are at different stages of their PhD journeys.

Research and Publication

The various Departments have reported a noticeable improvement with regard to research activity of the School compared to the previous year. The School has embarked on two research projects sponsored by the Centre for Research and Innovation. One project coordinated from the Department of Early Childhood is about "Exploring Botho in an Online Learning Environment During COVID-19: A Case of BOU". The other project is a survey coordinated from the Department of Educational Management and Leadership, and is about "The COVID-19 Pandemic and Botswana Schools Response". Both projects are to be completed by end of July 2021. The progress on both indicates that the School will meet the target date.

In addition to these projects, several officers were engaged in different research and research related activities. A Special and Inclusive Education lecturer and the Associate Professor from the School of Education have co-authored a book chapter titled "Promoting Open and Distance Learning in Higher Education in Botswana and Nigeria". The book has been published by the Department of Adult Education, University of Ibadan, Nigeria. Apart from this book chapter, members in the Department of Educational Management and Leadership have between them published four book chapters, one journal article and conference proceedings during the year under review. Another book chapter and journal article were authored from the Department of Early Childhood. Two members of the School have each reviewed two manuscripts for three different Journals.

Partnerships with the School

The School evaluates its existing partnerships annually and maintains them since they continue to be value adding. These are in areas of programme diversification and quality assurance. The Commonwealth of Learning (COL) is a long-term strategic partner from which SOE continues to draw programmes. During 2020/2021, the School identified open educational resources for the two newly approved programmes from the BOU/COL collaboration. Mauritius Open University also remains a valuable partner for the School. Discussions with the Ministry of Basic Education (MOBE), on training of teachers to integrate technology into teaching and learning are at an advanced stage. SOE has developed the short course, which is planned for delivery from July 2021, through the newly established Department of Educational Technology.

Through the Department of Early Childhood, the School worked collaboratively with the Centre for Prior Learning Assessment (CPLA) and the RPL Assessment Panel, to ensure that eligible candidates are selected. The students were trained by the department member, and later submitted their portfolios. The selected prospective students are expected to register to be enrolled in the DIECD programme in August, 2021.

Two lecturers from the Department of Special and Inclusive Education are part of a team working on a Ministry of Basic Education project, through the Department of Special Support Services, to develop a new Special and Inclusive Education Policy. Currently the team is working on the review of the existing policy, policy guidelines, an implementation plan, and a monitoring and evaluation framework.

Some members of the School offer expert service to BQA in ETP validation, assessment of qualifications, and ETP institutional audits.



How the School has enhanced the University's Social impact

All members of the School continued to serve in different University and external committees. In terms of social responsibility, SOE continued to provide support to Tlokweng SOS. This is a collaborative initiative of the School of Education and the School of Social Sciences (SOSS), who have adopted a house at Tlokweng SOS. The Team contributes financially and buys groceries for the children in SOS House No. 6. During 2020/2021, the Team continued with the usual three-monthly grocery packets and Christmas presents for the children.

Future Outlook of the School

The School continues to be guided by its draft Master Plan covering the period 2019 to 2023. Implementation of the Early Childhood Centre of Excellence (the Child Lab), has been delayed due to delays in the renovation project. The School plans to start the Child Lab operations as soon as the renovation of the identified building at the Gaborone Regional Campus is completed. The School's plan is to establish a similar facility in the Francistown Regional Campus and possibly a third one at the Maun Regional Campus before the end of the Strategic Plan (2019 – 2023). The Child Labs are envisaged to enhance service to the students of early childhood development, pre-school children that the University will enrol, to enhance research in the area of early childhood education and development, as well as to increase funding streams for the University.

The School still plans to increase its menu of postgraduate programmes, as well as intensify and strengthen graduate research supervision. To this end, lecturers are undertaking training to acquire PhD qualifications. The School will strive to intensify training on postgraduate research supervision. In addition to developing internal staff qualifications and competences for engaging in development and delivery of online programmes at postgraduate level, the School plans to continue recruitment of academic staff with the requisite qualifications and at senior levels.

SOE plans to continue increasing research and innovation initiatives, in order to further enhance the quality of teaching and learning on the online environment.



SCHOOL OF SCIENCE AND TECHNOLOGY



Prof. Sunny Aiyuk

Dean

Introduction

The School of Science and Technology (SoST), located on the Gaborone Regional Campus, was established in 2017. Its mandate is to provide access to quality undergraduate and postgraduate Science and Technology programmes through mainly the Open and Distance Learning (ODL) mode. The School works within a broad Science, Technology, Engineering and Mathematics (STEM) philosophy to equip graduates with the necessary knowledge and skills to meet the needs of the knowledge economy that Botswana aspires to become. Additionally, SoST intends to provide tuition in most aspects of the Fourth Industrial Revolution so as to produce graduates who are conversant with the latest cutting edge technologies.

Departments

The School houses 3 Departments enumerated below:

- Department of Computing and Information Systems (CIS)
- Department of Applied Sciences
- Department of Engineering and Property Development

Academic thrust

Guided by the National Human Resources Development Strategy and emerging employment sector skills requirements, the School will introduce future-oriented programmes in areas such as Artificial Intelligence, Big Data, the Internet of Things, Cyber-security, Environmental Technologies, Environmental Management, Renewable (green) Energy. Water Resources Management. in its ICT and Environmental Health curricula.

The School aims to establish strategic partnerships with leading industry players in the Science and Technology space, so as to enrich its curriculum to improve the quality of its graduates and their job readiness. In the next two to three years, the School intends to establish local partnerships with relevant Science and Technology research organisations as well as the other public universities and institutions. External partnerships already established include those with Wawasan Open University (WOU) in Malaysia, Central University of Technology (CUT) in South Africa and Huawei Technologies.

Programme offerings

The School of Science and Technology has for some time been working on registration of two programmes with BQA during the 2019/20 Academic Period. One of these is a short course based on a partnership with Huawei Technologies, which saw the establishment of a Huawei ICT Academy at BOU to offer the training. This course, Huawei Certified ICT Associate Course (Huawei Network Technology & Device) - Routing and Switching, was successfully registered with BQA during this plan period, and its delivery will commence in the next plan period. The course covers the basics of IP network connectivity, TCP/IP technologies, Ethernet technologies such as STP and RSTP, VLAN and Link Aggregation and their implementation within Huawei switches. Routing principles and technologies, including RIP and OSPF for IPv4 and IPv6 networks, WAN technologies, IP based security, network management as well as IPv4 and, IPv6 based application services and their implementation within Huawei routers. The School also managed to successfully satisfy the BQA requirements for registration of its first qualification for the Bachelor of Technology in Information Systems (BTech-IS). Following this achievement, preparations commenced for the accreditation of the BTech-IS programme.

Promoting Learning

- Completed training for the Huawei First Cohort of 11 students in 2020, with each student paying P15,000.
- The BOU Huawei ICT Academy has been successfully registered online on the Huawei Portal for the current year, the ePartnership is renewed annually. This enables enrolling and supporting of students online.
- BTech in information Systems qualification successfully registered with BQA.
- BTech in Information Systems completed and submitted to Center for Teaching, Learning and Quality Assurance in February 2021 for Accreditation.

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Research

The School has been involved in a number of research works including:

- "Business repositioning at Botswana Open University in the face of COVID-19".
- "Sanitise the man, sanitise the car: disease control in Botswana in the face of COVID-19".
- "BOU's strategic response to COVID-19 to ensure business continuity".
- "Strategic COVID-19 Adaptation and Resilience for Business Continuity at Botswana Open University".

Service

University service

- BOU App development complete currently planning for launch
- Ethics Management System Version 2 development (integrates School Ethics Committees)
- Ethics System User Support (both within the University and outside) is being handled by the CIS department.
- Developed the COVID-19 QR-based Registration system for the University to facilitate easy registration at the point of entry at all BOU campuses and HQ. However, the system was not deployed to operation because the Government launched a similar system that same period.

Community Service

 The departments of CIS and Applied Sciences participated in the STEM Festival as part of community service during National Science Week (5th – 9th October 2020) which was organised by BIUST.

Professional service

 Prof S. Aiyuk is external examiner for the Environmental Health Degree programme in the Faculty of Health Sciences at the Namibia University of Technology.

Capacity building

One (1) member of staff is currently enrolled for PhD studies

Partnerships with the department

- CIS Department is currently in continuous contact with Cybint, an international training institution which offers cybersecurity-related courses.
- Collaboration with Botswana City Council
- · Collaboration with the Botswana Real Estate Institute

Constitution of new school structures

During this plan period, the School sent out an advert to recruit a Professor, but did not attract qualified candidates. The advert is being reviewed to be sent out again.

How the School has enhanced the University's Social impact

The Department of Computing and Information Systems completed a proposal to conduct a Computing Teaching and Learning workshop for a Junior Secondary School in Maun Region.

Future outlook for the School

The future outlook for the School is to grow its Human Resource and fully operationalise all its departments with fully appointed HoDs. The School will seek to increase enrolment in its Huawei Academy. The BTech-IS programme will be fully accredited soon by BQA and will start some time during the academic year.

Challenges

Serious budgetary constraints have warranted that new personnel cannot be engaged in all the departments of the School.

The professorial position could not be filled, as all applicants that were assessed did not qualify for the position. The advert is being re-modelled with the hope that it will attract more applicants.

The School was contacted by the Botswana Real Estate Institute to prepare a collaborative diploma programme. Meetings were held between the School staff members and the Executive Management of the Institute. The decision by the School was to engage a new staff and start the Department of Engineering and Property Development, even on temporary basis.

The Applied Sciences Department is now void of active staff, as the only staff member it had in the past year, Prof S. Aiyuk, became the Dean of the School in November 2020.





The use of Digital platforms has become the new normal in the Division since the 2020 Lockdown periods.



Prof Kgomotso It Moahi

Deputy Vice Chancellor - Student Services
Botswana Open University

Report of the Deputy Vice Chancellor- Student Services

Introduction

The Student Services Division is responsible for the provision of student support, a critical component of any open and distance learning (ODL) system that is responsible for the retention, progression and completion of students in their studies. The Division is responsible for provision of appropriate support to enable students to progress smoothly through their study. The Division initiates, develops and delivers quality cost effective learner support (LS) services to assist students and promotes a culture of life-long learning. The following are some of the functions the Division is responsible for:

- Applications, admissions, registration and enrolment
- Assessment and certification (examination administration, recognition of prior learning (RPL), graduation)
- Central repository for student and tutor records
- Library and Information services
- Tutor management
- Overall student welfare
- Guidance and counselling
- Special Learners' support
- Handling complaints and enquiries

- Student Governance
- Delivery of programmes through a system of Regional Campuses and Learning Centres
- Delivery strategies through technology-mediated platforms
- Corporate services functions (finance, procurement, HR, Administration, infrastructure management, IT, PR,) administratively at Regional Campuses
- Marketing and community outreach at the Regions
- Student records
- Alumni relations

Student Services contribution and maintenance of excellence during the 2020/21 Plan Period

Student Services response to COVID-19 19 pandemic

During the 2020/21 plan period, BOU, Botswana, and the world at large were affected by the COVID-19 pandemic. The enforced "extreme social distancing" protocols meant that a number of Student Services activities would be adversely affected. The proactiveness of BOU Executive Management resulted in each Division of the University, Student Services included, developing business continuity strategies. The Student Services Division assisted with scenario planning towards ensuring business continuity.

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BOU, through its Maun Campus, contributed to the fight against COVID-19. The campus was designated a Quarantine Centre for the management of COVID-19 related cases in August 2020. The management of the cases was the responsibility of the District Health Management Team (DHMT) in partnership with the Office of the District Commissioner, and Maun Campus provided the accommodation where a block of hotel rooms in the Thamalakane Life-long Learning Centre (TLLC) facility were designated for this particular exercise. As the pandemic continued to infect more people in and around Maun, the campus was requested to become an isolation center for people who had tested positive for COVID-19. Clients were isolated from January to February 2021. It was during this period that on the 13th of January 2021 the Presidential COVID-19 Task Team paid a courtesy call on the Maun Campus to appreciate the situation on the ground and advise DHMT on how to improve case management and collaborations with the host.

Technology Uptake in the advent of COVID-19 within the Division.

Cognisant of the University's Strategic Intent; "By 2023 BOU will be an innovative Open University recognised for its technology-enhanced programmes ...", as well as the advent of COVID-19, the Student Services Division has embraced and implemented technology to create a flexible learning environment where students are now using diversified digital methodologies for learning. The use of Digital platforms has become the new normal in the Division since the 2020 Lockdown periods.

Some of the services that the students are accessing through a variety of platforms are E-tutorials, Discussion groups, Chat forums with tutors and other students, Formative assessment, Summative assessment, Notifications, Registration, E-payments, SRC elections, General enquiries, Shared content on google drive, Whatsapp study groups, Bulk messaging, Group emailing, E-library, just to mention a few. The study environment has drastically changed and so has learning support within the Division.

The change and implementation of the new teaching and learning strategy is guided by The BOU E-Tutor Model, which was developed following the assumption that teaching, learning, assessment and student support will henceforth take place primarily within the University's Learning Management System, which is currently Moodle, supported by the Student Management System, which is currently Integrated Tertiary Software (ITS). It is within this Model that clear roles and responsibilities of all stakeholders in the teaching and learning environment are elaborated.

E-assessment has been adopted where all formative assessments are submitted online and marked online. Online summative assessment methods have also replaced the physical examinations.

All these changes are in line with the Strategy for Technologically Enhanced Teaching, Learning and Student Support (STELTASS), the implementation of which was catapulted by the COVID-19 pandemic.

For the first time, the graduation ceremony was held virtually in November 2020 and again in March 2021. The reason for the two ceremonies was to cater for students who were not able to complete their research and attachments/internships in time for the November graduation due to the prevailing COVID-19 restrictions. The ceremonies were a great success.

Students Success

Graduation: A total of 2 349 students, against a set target of 1 630 graduated in 2020. This achievement is attributable to a meticulous and efficient support service given to our students during the plan period, despite the threats and challenges posed by COVID-19. A close collaboration between Student Services and Academic Services in developing and implementing a robust technology-enabled support model created a conducive learning and teaching environment for both students and tutors. The e-Tutor Model was particularly instrumental in setting the tone for the new e-learning service for the University. A close collaboration between Student Services and the Centre for Instructional Technology saw the Division moving from face-to-face support to using the Moodle platforms and other online learning platforms to interact with students successfully.

Progression rate: The Division realised a progression rate of 98%. This progression rate is commendable as it leads to greater completion rates.

Retention rate: Out of 8 643 students registered in July 2020, 6 520 were active up to the time of the examinations in November 2020, representing a Retention Rate of 75%.

Opening Access

The Division exceeded the set enrolment target of 5 610 by 3 033 students for the plan period reaching a total of 8 643 enrolled students. The achievement was due to stepping up of marketing activities at Regional Campuses.

At Open Schooling level, **12 525** against a target of 10 500 students were enrolled in 2020. This is due to the popular demand for this programme, the fact that it is offered for free to the client, and the demand to upgrade the BGCSE level in particular.

A total of **12 857** Open Schooling students completed their programme against the projected 8 400. This is attributable to repeaters, BOU students who register as private candidates at BEC as well as those who insist on upgrading



the same year that they enrol with BOU. Even though the Open Schooling programme is in high demand by the public, it is observably expensive and needs a deliberate budget separate from the tertiary budget allocation.

Student Governance

For the first time, students used virtual platforms to nominate, elect and also launch the 2020-2022 SRC committee. The exercise was a great success and saw the incoming committee being appointed to the different University governance structures such as the Senate, the Accreditation, Programmes, Policy and Quality Assurance Committee, University Research and Innovation Committee and the University Council. The student representatives are actively participating in these structures.

Policies Developed and approved

The following policies were developed by the Division to enhance student support services:

- The SRC Constitution
- The Alumni Relations Policy.

Infrastructure Face-lift

Face-lifting of infrastructure at Regional Campuses has continued during this plan period to improve the condition and state of structures such as the classrooms, computer labs, library, offices, hostels, hotel, and campus grounds. The gaps as identified by the BQA audit for accreditation, with regards to SHE issues, have since been closed in Kang, Gaborone and Palapye as the required maintenance was carried out.

Strategies, Initiatives and Services

Student Support Services developed and implemented the following strategies, initiatives and services:

- E-Tutor Model was developed in collaboration with the Division of Academic Services. The model provided guidance for the transition from face-to-face tutorials to technology mediated tutoring.
- Tutor Inductions on online course delivery and assessment were conducted at the beginning of Semester 2 of 2019/20 and Semester 1 of academic year 2020/21.
- Virtual Tutorial Sessions became the norm following a move to digitally enhanced delivery due to COVID-19 induced movement and social interaction restrictions.
- A new Library Management System was procured and launched to enhance research, information management

for both students and staff and to provide virtual access to more e-resources.

- The Headquarters Library provided intense training for graduate and post- graduate students as well as BOU staff who are undertaking PhD studies.
- The Library hosted a virtual commemoration of the International Open Access Week 2020, from 19th to 25th October, 2020, themed "Open with purpose: Taking action to build structural equity and inclusion".

Local Partnerships

- The Division was able to renew 116 Memoranda of Agreement with its Learning Centre partners in 2020. This has seen the Division working closely with the community in areas such as internet provision at internet cafes, local Libraries, special learner referrals for assessment, and provision of space for learning and registration where the Learning Centres are located.
- Maun Campus has signed a Partnership Agreement with Okavango Community Trust at Beetsha. This partnership services students across the Okavango River to access BOU educational programmes. The Okavango community is actively involved in sponsorship and support of this programme.
- Gaborone and Francistown Campuses were able to implement a partnership with Botswana Defence Force to support officers registered for BGCSE. The BDF is sponsoring these students to upgrade their secondary school certificates.

Community Engagement at Student Services Visits by the Assistant Minister, Hon. Shamukuni

The Assistant Minister of Tertiary Education, Research, Science and Technology (MOTE), Mr. Machana Shamukuni visited both Maun and Kang regional campuses in June 2020 to appreciate the status of teaching and learning as well as adherence to COVID-19 protocols by the Botswana Open University.

In Maun Campus the Minister gave a Key Note address expressing gratitude and appreciation at the level of COVID-19 preparedness in the Campus, and was very happy with role Botswana Open University was playing in supporting its students during the pandemic, as well as the leveraging on technology to carry out teaching and learning tasks amidst the pandemonium brought in by the advent of COVID-19.

In Kang Campus the Minister also gave an address and acknowledged the institution's adherence to COVID-19 Protocols. He called for more innovation and distance



learning methodology as well as the Government's support, commitment of time and resources towards improving the IT ecosystem. The Minister's visit was graced by the presence of the Hukuntsi Sub-District personnel and Kang Village elders. Amongst the visitors were Kang Kgosi Basadi Seipone, the area Member of Parliament Ms. Talita Monnakgotla, the Assistant District Commissioner, Council Chairman, village Councillor and a few Government Heads of Departments.



Visit by the Member of Parliament for Maun East, Hon Goretetse Kekgonegile

The Member of Parliament for Maun East, Hon. Goretetse Kekgonegile also paid a visit to the Maun Campus in July 2020 as part of his tour of educational institutions in his constituency on COVID-19 prevention and control measures.

National Tree Planting Day

The Maun Campus was given a donation of tree seedlings from the Department of Forestry and Range Resources (DFRR) to commemorate the National Day of Tree Planting on 6th October 2020. The DFRR provided tree seedlings to support the government afforestation programme. The aim was to encourage BOU staff and Batswana at large to plant indigenous trees to combat desertification and mitigate the impacts of global warming. Five (5) trees were planted at the backyard of the Regional Campus.



The main risk was the culmination of the COVID-19 impact on the University operations due to reduced resources.

Ms Lesedi Lesetedi

Deputy Vice Chancellor - Corporate Services

Botswana Open University



Report of the Deputy Vice Chancellor- Corporate Services

Corporate Services Responsibility

Corporate Services is responsible for the planning and implementation of differentiated non-academic strategies and support operations covering Administration, Facilities and Office Services, Human Resources, Financial Services, Procurement, Corporate Relations & Marketing, and Information Technology to ensure they contribute to the achievement of the BOU Strategic Plan.

CS Scorecard and Risk Management

Corporate Services 2020-21 Divisional Scorecard was developed and it provided guidance for implementation of projects, initiatives and activities throughout the Financial Year. The University Strategic Plan for 2019-23 was used to inform the scorecard. The Divisional Risk Register was also drawn to identify risks that could inhibit the operations and impact negatively onto the University's delivery and achievement of goals as well as impede the scorecard's implementation. Mapping the risks prompted the introduction of mitigating controls and measures. The main risk was the culmination of the COVID-19 impact on the University operations due to reduced resources.

Implementation of the Scorecard was done throughout the performance year and the activities hereunder were carried out:

Financial Services

- The available revenue was apportioned to budget holders across the university at the beginning of the financial year to enable them to meet their financial needs and operationalise their plans by implementing projects and initiatives thereof.
- Prudent management of funds between BOU bank accounts to benefit from interest earning accounts was achieved.
- Overseeing forecasts and coming up with realistic management plans detailing expenditure and cash flow forecasts was done.
- Ensuring conduct of budget reviews culminating in redistribution of un-used funds to prioritised University commitments.
- Overseeing the efficient management of expenditure for prudent use of financial resources. Hence periodic reports and presentations continued to be made to the Executive Management Team (EMT) for decision making, as well as the Council Finance and Tender Committee (CFTC) and Council for oversight purposes.
- The University expenditure was well managed with staff payroll done on time. Tutor payments were automated and decentralized leading to timely payment of Tutors for their service. The deficit registered in the Audited Financial Statements was precipitated by the end of year adjustments inclusive of the provision for staff leave. Otherwise the total expenditure was within the set financial ceilings.



Corporate Relations and Marketing

- Vigorous University marketing efforts were made by coming up with relevant initiatives within the framework of the
 adopted Marketing Strategy. To improve visibility and BOU brand perception, Corporate Services lead the development
 and implementation of the BOU Branding Strategy. There was increased use of social media platforms to market the
 University. Radio programmes were also used to enhance BOU's visibility. Enhancement of marketing at Headquarters
 along the eastern fence to promote the University programmes was also persued.
- A Stakeholder Engagement Plan was developed and Corporate Social Responsibility activities were carried out.

Human Resources

- Vacant positions were filled.
- Staff Development Plan was drawn and approved by the Staff Development Committee. The plan guided both the long term training and Continuing Professional Development (CPD) needs of staff.
- Activities were successfully run for the BOU Pension Fund and the Staff Union in collaboration with the Tertiary Allied Workers Union (TAWU).

Procurement

- Purchasing University products and services with due diligence was done with tenders approved by the Internal Tender Committee (ITC) as appropriate.
- Induction of the new ITC members was held. It was resourced accordingly by experts.
- Ascertaining that negotiations are held at tendering stages for good prices to attain value for money on the goods and services acquired for BOU.

Information Technology (IT)

- The IT Department provided IT support across the University by ensuring provision of the necessary IT infrastructure and network connectivity services to enable the University to effectively conduct its business.
- The IT Department developed the BOU ICT Equipment Guidelines, which were approved by the Executive Management Team
- The Department also provided oversight over management of the Integrated Tertiary System (ITS) owned by Adapt-IT.

Administration and Office Facilities

Terms of Reference for the development of the Master Plan were approved by Council. The construction of HQ parking and landscaping were carried out as per stipulations of the projects. The boundary wall drawings/plan were developed and finally approved by Government. The Office ensured provision of office accommodation, maintenance of buildings, and allocation of transport to BOU Staff as well as provision of general office services.



CORPORATE SOCIAL RESPONSIBILITY REPORT

Both Gaborone and Kang campuses were active in their social responsibility initiatives. Kang Campus was able to continue to support their adopted needy and aged person in Kang throughout 2020. Staff contributed and supplied basic needs. The Kang staff bought and gave their adopted parent Christmas food hampers.

Gaborone Campus donated food hampers to Anglican Holy-Cross Hospice in December 2020. The Holy-Cross Hospice was established by the Anglican Church as a non-profit making organisation to offer palliative care to clients diagnosed with Cancer, TB and HIV. The funds were raised through contributions by staff, students and community representatives. The Campus also donated clothes, food and school uniforms to children of a needy family in Mokolodi village.





The School of Education provided support to a house that it has adopted at Tlokweng SOS. In addition to the above the University under took the following initiatives:

- Opening of access to our learning platforms to the public.
- Our learning materials were made accessible to Secondary School learners and for Public Tertiary Institutions with links were provided to both Academics and Students to access learning portals *gratis*.
- Facilitation of the registration of citizens to the COL-COUSERA Courses at no cost during the national lock down for the State of Emergency Period. A total of about two thousand citizens benefited from the Universities gesture in this respect.
- Promotion of e-Education BOU lead the development of an e-Education Policy Framework to institutionalise e-Education in Botswana. As at the end of the year the Framework was awaiting approval by Cabinet.



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HIGHLIGHTS

BOTSWANA OPEN UNIVERSITY HOSTS E-EDUCATION POLICY DIALOGUE

Botswana Open University hosted the National e-Education Policy dialogue on the 27th of October 2020. The dialogue was meant to develop and adopt the first National e-Education Policy Framework for Botswana. The development of this policy is driven by the National Vision 2036.

The BOU Vice Chancellor, Dr Daniel Tau, welcomed everyone to the forum citing that this came at the right time where the COVID-19 pandemic was affecting the educational developments and delivery. He noted that technology-enabled education and training was the 21st century tool of efficiency and could also moderate the negative impact of the pandemic on the education sector.

The Vice Chancellor further noted that the communication and the education sectors of the country needed to pull their resources and work in unison towards the creation of a conducive environment for e-Education to take root. The technologies that were available currently were acknowledged by the Vice Chancellor, he however lamented at the lack of policy guidelines and directions on how the e-education should be effectively institutionalized. Dr Tau expressed hope and that the dialogue would close the existing void.

In his keynote address the Minister of Tertiary Education, Research, Science and Technology, Dr Douglas Letsholathebe, noted that there was disruption in education and training because of the COVID-19 pandemic which necessitated the institutionalisation of appropriate mitigatory measures. The Minister further noted that as the country wanted to realize its dream of becoming a knowledge-based society, there was need to reform the education system and have one that leverages on modern technology. He expressed hoped that the dialogue could give insights on how the education system could be reformed through the institutionalisation of e-Education.

The Minister defined e-Education as the delivery of education and training through electronic means such as computers and mobile devices that enabled teaching and learning methodologies with the internet. Thus for the policy to be successful, the country needed a user-friendly Virtual Learning Environment as the seamless e-Education system across the country could provide learning and skills development opportunities beyond the brick-and-mortar classrooms. He added that this would also promote life-long learning.

Dr Letsholathebe assured all that the development of the National e-Education Policy Framework would significantly change the learning and teaching business in education. He

pointed out that the move to e-Education would increase access to programmes, services and also ensure improved equity and affordability of education and training in the country.

THE SCHOOL OF SCIENCE AND TECHNOLOGY GRADUATES ITS FIRST COHORT OF HUAWEI CERTIFIED ICT ASSOCIATE COURSE

The School of Science and Technology, through the Department of Computing and Information Systems graduated its first cohort of Huawei Certified ICT Associate trainees. The cohort consisted of 11 professionals of different backgrounds including some from Botswana Police.

The Deputy Vice Chancellor, Academic Services Prof. Frank Youngman congratulated the graduates saying that it was three months since the first session of training was started, adding that he was grateful that all those who enrolled managed to complete the programme.

The DVC acknowledged the mix of backgrounds of graduates as that was a positive experience that showed the connection between the private and public sector.

Prof. Youngman highlighted that ICT was very important both at economic and personal level as employers benefit and individuals who had completed training may also improve their wellbeing by opening their own enterprises. He, however, informed graduates that, that marked the completion of the practical and technical part of the programme and that there was an examination they would have to take that was administered by a different body. Huawei Technologies contributed a certain fee towards the examination while the trainees pay the remaining balance.

BOTSWANA OPEN UNIVERSITY MOVES TO VIRTUAL GRADUATIONS.

In the wake of the deadly COVID-19 Pandemic where movements and gatherings were restricted, universities such as Botswana Open University were faced with a great challenge of executing major events such as graduation convocations.

However, Botswana Open University could not be stopped by the pandemic to carry out its mandate and bring joy and happiness to the hundreds of graduates of the class of 2020. Botswana Open University took the lead in online innovations such as the delivery of teaching and learning and the development of well-resourced student portals. The University held its first virtual graduation in November 2020 under the theme: leading e-education for Digital Transformation, graduating 1690 industry ready professionals, the number which was later complemented by another 659 students who graduated in the second batch held in March 2021. This brought the total number of



graduates for BOU in the academic year 2020/2021 to 2349 which surpassed the target of 1630 for the reporting period.

When welcoming guests the Vice Chancellor Dr Daniel Tau said that this was the third Botswana Open University graduation and that this particular one stood out as a uniquely celebrated occasion. The Vice Chancellor said the class of 2020 will go down in history as a unique cohort for having achieved extraordinary greatness in the midst of turbulences in their education endeavor.

The Vice Chancellor stated that it was part of the University's strategy to digitalise all its teaching and learning delivery by 2023 which was accelerated by COVID-19. He said despite the challenges, it was important to note the Government's support and commitment to Open and Distance Learning as a viable option for education and skills development.

The Vice Chancellor also informed attendees that the University (BOU) in response to the developments in technology and a bid to deliver technology-enhanced programmes has developed a strategy for Technology-Enhanced Learning, Teaching, Assessment and Student Support (STELTASS). He said the University had also developed the Quality Assurance Standards for Blended Learning Programmes that are meant to be used by the University to conduct quality reviews of its tertiary programmes that are delivered through blended learning mode.

In his keynote speech, the Chief Executive Officer for Botswana Institute for Technology Research and Innovation (BITRI) Professor Shedden Masupe commended the Botswana Open University for choosing the theme "leading e-education for Digital Transformation" for the two batches of the graduation as it was relevant to the current times being the 4th industrial revolution. He noted that the current times were characterized by the use of technology as evidenced by the provision of education and training online. Prof Masupe added that technology could be used to create a seamless learner experience as well as enhanced collaboration with other Universities.

Prof Masupe informed the graduands that Botswana's future prosperity depended on ensuring that its human capital was well educated and able to navigate and utilise technology to effectively improve the economy. He expressed his gratitude to Botswana Open University for being relevant in upholding and supporting the national agenda of a knowledge-based society by ensuring that there was improved access to education through the use of technology.

In welcoming all to the second session of the 2020/2021 Graduation, the Acting Vice Chancellor, Professor Frank Youngman said "in an endeavour to conform to the COVID-19 preventive protocols as well as ensuring

business continuity, the University had to revise and adjust the Academic Calendar. One of the adjustments we made was to cater for a second graduation of the Class of 2020, when it became clear that not all of them would be able to complete the research and attachment requirements of their programmes in time for the November graduation".

Professor Youngman went further to say COVID-19 pandemic had presented opportunities for the University to explore other cost effective and efficient ways of conducting business. He expressed that BOU had to adapt to the new normal of limited physical interactions in many of its activities, especially teaching, learning and support activities. The increased role that technology could play had come to the fore during the trying time. In addressing the graduates, the Acting Vice Chancellor told them that their graduation bore testimony to their resilience, and in that they deserved to be congratulated for their achievement.

The Chief Guest at the second session graduation in March 2021, Ms Dzene Makhwade-Seboni, said the graduation was a clear demonstration of the students' resilience and adaptability. She commended the University leadership for not allowing the challenges to be obstacles, and for turning them into opportunities for innovation. She said BOU needed to be "congratulated for being responsive to this tidal wave of change, and for demonstrating commitment to being an agent of change."

Ms Makhwade-Seboni reminded the graduands that they had become workforce professionals and that it was important that they embrace technology for professional purposes, which often differs from using it for social reasons. She appealed to the graduates to pay close attention to how they present themselves in a digitally agile era. She urged them to be open to new ways of doing things, embracing new ideas and learning from others, being ever ready to adapt and shift their careers and skills to align with market demands.

Botswana Open University saluted and celebrated all the graduates for their achievements.



Corporate Scorecard Dashboard 2020/2021

Strategic Objective	Performance Measure	Baseline	2019/20 Targets	2019/20 Achieved	Performance Status	2020/21 Targets	2020/21 Achieved	Performance Status	2021/22 Targets	2022/23 Targets	Stretch Targets
			S	TUDENT/ STA	KEHOLDERS				Ü	Ü	
	C1.1 Enrolment (TER)	4000	5100	6747	132%	5610	8643	154%	6450	7420	8000
	C1.1 Enrolment (OS)	10000	10000	13573	136%	10500	12525	119%	11000	11500	12000
Increase student	C1.2 Completion (TER)	1170	1480	1647	111%	1630	2349	144%	1870	2150	2320
enrolment, success and	C1.2 Completion (OS)	8000	8000	13630	170%	8400	12857	153%	8800	9200	9600
employment	C1.3 BGCSE Pass Rate	93%	95%	93%	98%	95%	94.3%	99%	95%	95%	96%
	C1.4 JC Pass Rate	85%	90%	74%	83%	90%	73.3%	81.4%	90%	90%	95%
	C1.5 Employment Rates	85%	90%	80%	89%	90%	80%	89%	90%	90%	92%
Increase and maintain	C2.1 No. of strategic partners on-boarded	19	4	4	100%	4	5	120%	4	4	4
value adding Partnerships	C2.2 Value addition analysis	-	-	-	-	-	-	-	-	-	-
Increase student and	C3.1 Stakeholder satisfaction	TBD	65%	70%	108%	70%	75%	107%	75%	80%	85%
stakeholder satisfaction	c3.2 % student satisfied	55%	60%	72%	120%	65%	70.4	108%	70%	75%	80%
OVERALI	PERFORMANCE (Student/Sta		00 /6	72 /0	115%	03 /6	70.4	117%	7070	73 /6	00 /6
UVERALI	. PENFUNIVIAINUE (Studenty Sta	akenolder)		INTERNAL RE				117%			
				INTERNAL PF	IUCESSES						
Strengthen infrastructure		0%	0%	30%	130%	50%	-	-	0	0	0
and facilities	P1.2 % implementation of planned projects	TBD	95%			95%	100%	105%	95%	95%	100%
Diversify academic	P2.1 No. of BQA accredited TER programmes	20	20	20	100%	20	19	95%	30	32	34
programmes	P22 No. of CPD programmes	31	31 Reviewed	10	Target Reviewed	10	7	70%	35	37	39
Enhance marketing and branding	P3.1 Brand Perception Index	65%	70%	80%	114%	75%	80%	107%	80%	85%	90%
Institute strategic use of	P4.1 % level of automation	60%	70%	95%	136%	80%	-	-	90%	90%	100%
technology	P4.2 % online programmes	47%	60%	80%	133%	70%	100%	143%	80%	90%	100%
Enhance corporate governance	P5.1 Governance score	88%	90%	64%	71%	95%	64%	67%	95%	95%	100%
Enhance research capability	P6.1 No. research outputs	45 (Reviewed)	28 (Target Reviewed)	20	71%	28	14	50%	30	40	45
OVERA	LL PERFORMANCE (Internal P	rocesses)			114%			91%			
				PEOPLE AND I	EARNING						
Cultivate a high	Employee Engagement Score	80%	85%			90%			90%	90%	95%
performance and	PMS Score			111	1020/		111 E0/	103%			
innovative culture Strengthen management and leadership	Competency Score	108	108	111	103%	108	111.5%	103%	108	108	112
capabilities Attract, develop and			100	111	100 /0	100	110.070	102 /0	100	100	110
retain high calibre leadership	Workforce quality (% Academic Staff with PhDs)	38%	45%	47%	104%	45%	50%	111%	45%	50%	55%
	Vacancy Rate (Academics)	4%	10%	7%	93%	10%	8%	92%	10%	10%	10%
OVERALL	PERFORMANCE (People	& Learning)			101%			104%			
				FINAN	ICE						
Cultivate a high	Employee Engagement	80%	85%			90%			90%	90%	95%
performance and innovative culture	Score PMS Score	108	108	111	103%	108	111.5%	103%	108	108	112
Strengthen management and leadership capabilities	Competency Score	-	108	111	103%	108	110.5%	102%	108	108	110
Attract, develop and retain high calibre leadership	Workforce quality (% Academic Staff with PhDs)	38%	45%	47%	104%	45%	50%	111%	45%	50%	55%
	Vacancy Rate (Academics)	4%	10%	7%	93%	10%	8%	92%	10%	10%	10%
OVE	RALL PERFORMANCE (Fin	ance)			101%			104%			
Key	Gold: 105% and above (Achievement above target)		n: 85 -104% evement an t		Amber: 65 - 84% Target not achieved	I but in progr		ed: 64% and Below arget not met)		ue: Not Impl ot measured	





Auditors



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General Information

Country of incorporation and domicile Botswana Nature of business and principal activities Open and distance learning Council Members • Charles I Coyne II - Chairman • Festina S Bakwena -Vice Chairperson • Dr Daniel R Tau - Vice Chancellor Tsoseletso E Magang Professor Mpine M Makoe Oscar O Motsumi Kgopotso T Ramoroka Oupa Masesane Masego J Mooketsi • Dr Phutego P Molosiwa • Julia P Bahuma Professor Francis Youngman Dr Bogadi Nage-Sibande Professor Sunny E Aiyuk Festina S Bakwena Naledi T Ratsoma Ishmael Magare Onalenna Sechele Registered office Plot 39972 Corner of Western Bypass Garamotlhose Road Gaborone Botswana Postal address Private Bag BO187 Bontleng Gaborone African Banking Corporation of Botswana Limited Bankers ABSA Bank Botswana Limited First National Bank Botswana Limited Stanlib Investments Management Services Botswana Savings Bank

BDO

Certified Auditors





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The following supplementary information does not form part of the annual financial statements and is unaudited:

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Botswana Open University

Annual Financial Statements for the year ended 31 March 2021

Council Members' Responsibilities and Approval

The council members are required in terms of the Botswana Open University Act 2017 to maintain adequate accounting records and are responsible for the content and integrity of the annual financial statements and related financial information included in this report. It is their responsibility to ensure that the annual financial statements fairly present the state of affairs of the university as at the end of the financial year and the results of its operations and cash flows for the period then ended, in conformity with International Financial Reporting Standards. The external auditors are engaged to express an independent opinion on the annual financial statements.

The annual financial statements are prepared in accordance with International Financial Reporting Standards and are based upon appropriate accounting policies consistently applied and supported by reasonable and prudent judgements and estimates.

The council members acknowledge that they are ultimately responsible for the system of internal financial control established by the university and place considerable importance on maintaining a strong control environment. To enable the council members to meet these responsibilities, the council members set standards for internal controls aimed at reducing the risk of error or loss in a cost effective manner. The standards include the proper delegation of responsibilities within a clearly defined framework, effective accounting procedures and adequate segregation of duties to ensure an acceptable level of risk. These controls are monitored throughout the university and all employees are required to maintain the highest ethical standards in ensuring the university's business is conducted in a manner that in all reasonable circumstances is above reproach. The focus of risk management in the university is on identifying, assessing, managing and monitoring all known forms of risk across the university. While operating risk cannot be fully eliminated, the university endeavours to minimise it by ensuring that appropriate infrastructure, controls, systems and ethical behaviour are applied and managed within predetermined procedures and constraints.

The council members are of the opinion, based on the information and explanations given by management, that the system of internal control provides reasonable assurance that the financial records may be relied on for the preparation of the annual financial statements. However, any system of internal financial control can provide only reasonable, and not absolute, assurance against material misstatement or loss.

The council members have reviewed the university's cash flow forecast for the year to 31 March 2022 and, in light of this review and the current financial position, they are satisfied that the university has or had access to adequate resources to continue in operational existence for the foreseeable future.

The Annual Financial Statements set out on pages 65 to 95, which have been prepared on the going concern basis, were approved by the Council Members on 13 July 2021 and were signed on their behalf by:

Council Chairperson - Charles I. Coyne II

Vice Chancellor - Dr Daniel R Tau

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Botswana Open University

Annual Financial Statements for the year ended 31 March 2021

Council Members' Report

The council members have pleasure in submitting their report on the annual financial statements of Botswana Open University for the year ended 31 March 2021.

1. Nature of business

Botswana Open University was registered in Botswana, operates in Botswana and is engaged in open and distance learning.

There have been no material changes to the nature of the university's business from the prior year.

2. Review of financial results and activities

The annual financial statements have been prepared in accordance with International Financial Reporting Standards and the requirements of the Botswana Open University Act 2017. The accounting policies have been applied consistently compared to the prior year.

Full details of the financial position, results of operations and cash flows of the university are set out in these annual financial statements.

3. Council members

The council members in office at the date of this report are as follows:

Council members Charles I Coyne II Dr Daniel R Tau Tsoseletso E Magang	Office Chairperson Vice Chancellor Council member	Designation Non-executive Executive Non-executive	Changes
Professor Mpine M Makoe	Council member	Non-executive	Resigned on 31 May 2021
Oscar O Motsumi	Council member	Non-executive	
Kgopotso T Ramoroka	Council member	Non-executive	
Oupa Masesane	Council member	Non-executive	
Masego J Mooketsi	Council member	Non-executive	Resigned on 31 May 2020
Dr Phutego P Molosiwa	Council member	Executive	Resigned on 31 May 2020
Julia P Bahuma	Council member	Executive	
Professor Francis Youngman	Council member	Executive	
Dr Bogadi Nage-Sibande	Council member	Executive	Resigned on 31 March 2021
Professor Sunny E Aiyuk	Council member	Executive	
Festina S Bakwena	Council member	Non-executive	
Naledi T Ratsoma	Council member	Non-executive	
Ishmael Magare	Council member	Executive	Appointed on 01 July 2020
Onalenna Sechele	Council member	Non-executive	Appointed 01 February 2021

4. Property, plant and equipment

There was no change in the nature of the property, plant and equipment of the university or in the policy regarding their use.

5. COVID - 19

The Council members are aware of the COVID-19 pandemic as well as the country's downgrade to sub-investment grade. The pandemic related events are considered to be adjusting events after the reporting period. There is no immediate concern around going concern. Management has established high-level task teams that are continually assessing and monitoring developments with regard to the disease and at the time of finalising the report, the council members are confident that their responses are adequate and the crisis is being continuously monitored to assess the impact on the university.

6. Events after the reporting period

The council members are not aware of any other signficant matter or circumstance arising since the end of the financial year, not otherwise dealt with in this report or the annual financial statements, which significantly affect the financial position of the university or the results of its operations to the date of this report.



Botswana Open University Annual Financial Statements for the year ended 31 March 2021

Council Members' Report

7. Going concern

The council members believe that the university has adequate financial resources to continue in operation for the foreseeable future and accordingly the annual financial statements have been prepared on a going concern basis. The council members have satisfied themselves that the university is in a sound financial position and that it has access to sufficient funding facilities to meet its foreseeable cash requirements. The council members are not aware of any new material changes that may adversely impact the university. The council members are also not aware of any material non-compliance with statutory or regulatory requirements or of any pending changes to legislation which may affect the university.

Botswana Open University

INTEGRATED Annual Report



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Independent Auditor's Report

To the Members of Botswana Open University

Opinion

We have audited the accompanying annual financial statements of Botswana Open University set out on pages 9 to 37, which comprise the statement of financial position as at 31 March 2021, and the statement of income and expenditure, the statement of changes in equity and the statement of cash flows for the year then ended, and the notes to the annual financial statements, including a summary of significant accounting policies.

In our opinion, the annual financial statements present fairly, in all material respects the financial position of Botswana Open University as at 31 March 2021, and its financial performance and cash flows for the year then ended in accordance with International Financial Reporting Standards.

Basis for Opinion

We conducted our audit in accordance with International Standards on Auditing (ISAs). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Annual Financial Statements section of our report. We are independent of the university in accordance with the Botswana Institute of Chartered Accountants (BICA) Code, which is consistent with the International Ethics Standards Board for Accountants Code of Ethics for Professional Accountants (Part A and B), together with other ethical requirements that are relevant to our audit of the annual financial statements in Botswana, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Key audit matters

Key audit matters are those matters that in our professional judgment were of most significance in our audit of the annual financial statements. These matters were addressed in the context of our audit of the annual financial statements as a whole and in forming our opinion thereon, and we do not provide a separate opinion on these matters. The key audit matters below relate to the annual financial statements:

Key audit matter How our audit addressed the key audit matter

The University receives subvention and assistance in form of cash and assets from the Government of Botswana through the Ministry of Tertiary Education, Research, Science and Technology for their operational and capital expenditure. These amounts are granted by the government based on the budgets submitted after appropriate rationalisation. Government subventions are recognised in line with requirements of IAS 20.

Accounting for government grants

The amount received from the government is significant and the accounting for these grants is considered complex hence we have identified the accounting treatment of Government grants to be a key audit matter.

We obtained direct confirmation of amounts disbursed from the Government through the Ministry of Tertiary Education, Research, Science and Technology.

We verified the accounting treatment of government grants for compliance with the requirements of IAS 20.

BDO Registratration number: RBN 10527 Certified Auditors

Partners: Chris Bray FCA (ICAEW) FCA (Bots) - (Motswana). Associate: Christopher Matamande CA (Z) FCA (Bots)-(Zimbabwe)

Donovan van der Vyver CA (SA) FCPA (Bots) - (South Africa)

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Key audit matter	How our audit addressed the key audit matter
Operating and employee expenses	
The University's operations depend mainly on human	We reviewed approval procedures for a sample of
resources and the related expenses form a significant	transactions and verified that procurement was done in
portion of the University's expenditure.	terms of laid down procedures.
Administration expenses also form a significant portion	
of the University's expenditure.	We reviewed the monthly payroll costs for
	inconsistencies and physically verified a sample of
Due to the high volume of transactions, amounts	employees.
involved and the susceptibility to incurring expenses that	
may have not been carried out as per the laid down	
procedures or expenditure incurred not for the purpose	
of the University business, these areas are considered	
key audit matters.	

Other Information

The Council members are responsible for the other information. The other information comprises the Council members' responsibilities and approval statement on page 3, the Council members' report set out on pages 4 and 5 and the detailed income statement set out on pages 38 and 39. Other information does not include the annual financial statements and our auditor's report thereon.

Our opinion on the annual financial statements does not cover the other information and we do not express any form of assurance conclusion thereon.

In connection with our audit of the annual financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the annual financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on the work we have performed, we conclude that there is a material misstatement of this other information we are required to report that fact. We have nothing to report in this regard.

Responsibilities of the Council members for the Annual financial statements

The Council members are responsible for the preparation and fair presentation of the annual financial statements in accordance with International Financial Reporting Standards, and for such internal control as the Council members determine is necessary to enable the preparation of annual financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the annual financial statements, the Council members are responsible for assessing the university's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the Council members either intend to liquidate the university or to cease operations, or have no realistic alternative but to do so.

Auditors' Responsibilities for the Audit of the Annual Financial Statements

Our objectives are to obtain reasonable assurance about whether the annual financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these annual financial statements.





As part of an audit in accordance with ISAs, we exercise professional judgement and maintain professional scepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the annual financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the university's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of the Council members' use of the going concern basis of accounting and based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the university's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the annual financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the university to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the annual financial statements, including the disclosures, and whether the annual financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with the Council members regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Report on other legal and regulatory matters

As required by the Botswana Open University Act of 2017, we report to you, based on our audit that;

- We have received all the information and explanations which, to the best of the our knowledge and belief, were necessary for the performance of our duties;
- The accounts and related records of the University have been properly kept;
- The University has complied with all the financial provisions of the Botswana Open University Act with which it is the duty of the University to comply; and
- The annual financial statements prepared by the University were prepared on a basis consistent with that of the preceding year and represents a true and fair view of the transactions and financial affairs of the University.



BDO
Certified Auditors
Christopher Matamande (BICA Practising Certificate Number 20080088)
Partner

21 July 2021 Gaborone

Botswana Open University
Annual Financial Statements for the year ended 31 March 2021

Statement of Financial Position as at 31 March 2021

	Notes	2021 P	2020 P
Assets			
Non-Current Assets			
Property, plant and equipment	3	162,377,681	165,699,338
Right-of-use assets	4	1,209,818	2,218,815
Investment properties	5	18,902,053	18,920,174
		182,489,552	186,838,327
Current Assets			
Trade and other receivables	6	1,789,221	755,797
Cash and cash equivalents	7	23,367,140	28,635,249
		25,156,361	29,391,046
Total Assets		207,645,913	216,229,373
Equity and Liabilities			
Equity			
Reserves		13,762,583	13,762,583
Accumulated deficit		(31,149,977)	(16,371,872)
		(17,387,394)	(2,609,289)
Liabilities			
Non-Current Liabilities			
Lease liabilities	4	1,033,771	1,910,442
Retention payable		144,979	144,979
Deferred capital grants	9	167,200,023	170,856,929
late the second		168,378,773	172,912,350
Current Liabilities			
Trade and other payables	10	47,993,050	35,421,481
Lease liabilities	4	380,912	460,330
Deferred income	11	8,280,572	10,044,501
		56,654,534	45,926,312
Total Liabilities		225,033,307	218,838,662
Total Equity and Liabilities		207,645,913	216,229,373



Botswana Open University
Annual Financial Statements for the year ended 31 March 2021

Statement of income and expenditure

	Notes	2021 P	2020 P
Revenue Other operating income	12 13	41,774,177 143,848,437	37,100,974 189,012,892
Other operating gains/(losses)	14	19,160	945,738
Movement in credit loss allowances Employee expenses Tutor and writer expenses Other operating expenses	15	(140,098,523) (5,300,236) (55,841,602)	(2,657,357) (122,415,928) (17,293,629) (63,884,303)
Operating (deficit)/surplus	15	(15,598,587)	20,808,387
Investment income Finance costs	16 17	921,762 (101,280)	1,106,787 (165,185)
(Deficit)/Surplus for the year		(14,778,105)	21,749,989



Botswana Open University
Annual Financial Statements for the year ended 31 March 2021

Statement of Changes in Equity

	Revaluation reserve P	Accumulated deficit P	Total equity P
Balance at 01 April 2019	13,762,583	(38,121,861)	(24,359,278)
Surplus for the year Total comprehensive income for the year		21,749,989 21,749,989	21,749,989 21,749,989
Balance at 01 April 2020	13,762,583	(16,371,872)	(2,609,289)
Deficit for the year Total comprehensive Loss for the year		(14,778,105) (14,778,105)	(14,778,105) (14,778,105)
Balance at 31 March 2021	13,762,583	(31,149,977)	(17,387,394)
Note	8		



Botswana Open University
Annual Financial Statements for the year ended 31 March 2021

Statement of Cash Flows

	Notes	2021 P	2020 P
Cash flows from operating activities			
Profit (loss) before taxation		(14,778,105)	21,749,989
Adjustments for:			
Depreciation and amortisation		10,603,485	8,869,512
(Profit)/loss on disposals and scrappings of fixed assets			(906,072)
(Profit) /losson foreign exchange		(19,160)	(39,666)
Interest received		(921,762)	(1,106,787)
Finance costs		101,280	165,185
Impairment losses and reversals			2,657,357
Movements in provisions		(3,656,906)	3,262,570
Changes in working capital:			
Trade and other receivables		(1,033,424)	(1,028,229)
Trade and other payables		12,590,725	(4,279,931)
Deferred income		(1,763,929)	(23,431,110)
Cash generated from operations		1,122,204	5,912,818
Interest income		921,762	1,106,787
Finance costs		(101,280)	(165,185)
Net cash from operating activities		1,942,686	6,854,420
Cash flows from investing activities			
Purchase of property, plant and equipment	3	(6,254,709)	(11,987,368)
Proceeds on disposal of property, plant and equipment	3	-	1,762,900
Net cash from investing activities		(6,254,709)	(10,224,468)
Cash flows from financing activities			
Lease payments	31915	(956,086)	(394,572)
Total cash movement for the year		(5,268,109)	(3,764,620)
Cash at the beginning of the year		28,635,249	32,399,869
Total cash at end of the year	7	23,367,140	28,635,249



Botswana Open University

Annual Financial Statements for the year ended 31 March 2021

Accounting Polices

1. Significant accounting policies

The principal accounting policies applied in the preparation of these annual financial statements are set out below.

1.1 Basis of preparation

The annual financial statements have been prepared on the going concern basis in accordance with, and in compliance with, International Financial Reporting Standards ("IFRS") and International Financial Reporting Interpretations Committee ("IFRIC") interpretations issued and effective at the time of preparing these annual financial statements and the Botswana Open University Act 2017.

The annual financial statements have been prepared on the historic cost convention, unless otherwise stated in the accounting policies which follow and incorporate the principal accounting policies set out below. They are presented in Pula, which is the university's functional currency.

These accounting policies are consistent with the previous period.

1.2 Significant judgements and sources of estimation uncertainty

The preparation of annual financial statements in conformity with IFRS requires management, from time to time, to make judgements, estimates and assumptions that affect the application of policies and reported amounts of assets, liabilities, income and expenses. These estimates and associated assumptions are based on experience and various other factors that are believed to be reasonable under the circumstances. Actual results may differ from these estimates. The estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimates are revised and in any future periods affected.

Critical judgements in applying accounting policies

The critical judgements made by management in applying accounting policies, apart from those involving estimations, that have the most significant effect on the amounts recognised in the financial statements, are outlined as follows:

Leases as lessee

The determination of the lease term for lease contracts in which the University is a lessee, including whether the University is reasonably certain to exercise lessee options and the determination of the incremental borrowing rate used to measure the lease liabilities require significant judgement.

Key sources of estimation uncertainty

Impairment of financial assets

The impairment provisions for financial assets are based on assumptions about risk of default and expected loss rates. The university uses judgement in making these assumptions and selecting the inputs to the impairment calculation, based on the university's past history, existing market conditions as well as forward looking estimates at the end of each reporting period. For details of the key assumptions and inputs used, refer to the individual notes addressing financial assets.

Impairment testing

The university reviews and tests the carrying value of assets when events or changes in circumstances suggest that the carrying amount may not be recoverable. When such indicators exist, management determine the recoverable amount by performing value in use and fair value calculations. These calculations require the use of estimates and assumptions. When it is not possible to determine the recoverable amount for an individual asset, management assesses the recoverable amount for the cash generating unit to which the asset belongs.

Useful lives of property, plant and equipment

Management assess the appropriateness of the useful lives of property, plant and equipment at the end of each reporting period. The useful lives of property, plant and equipment are determined based on University replacement policies for the various assets. Individual assets within these classes, which have a significant carrying amount are assessed separately to consider whether replacement will be necessary outside of normal replacement parameters.

When the estimated useful life of an asset differs from previous estimates, the change is applied prospectively in the determination of the depreciation charge.

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1.2 Significant judgements and sources of estimation uncertainty (continued)

Provisions

Provisions are inherently based on assumptions and estimates using the best information available. Additional disclosure of these estimates of provisions are included in note 9.

Contingent liabilities

Management applies its judgement facts and advice from its attorneys, advocates and other advisors is assessing if an obligation is probable, more likely than not or remote. This judgement application is used to determine if the obligation is recognised as liability or disclosed as a contingent liability.

1.3 Investment properties

Investment properties is recognised as an asset when, and only when, it is probable that the future economic benefits that are associated with the investment properties will flow to the enterprise, and the cost of the investment properties can be measured reliably.

Investment properties is initially recognised at cost. Transaction costs are included in the initial measurement.

Costs include costs incurred initially and costs incurred subsequently to add to, or to replace a part of, or service a property. If a replacement part is recognised in the carrying amount of the investment properties, the carrying amount of the replaced part is derecognised.

Cost model

Investment properties is carried at cost less depreciation less any accumulated impairment losses.

Depreciation is provided to write down the cost, less estimated residual value by equal installments over the useful life of the property, which is as follows:

Item	Depreciation method	Average useful life
Property	Straight line	50 years

1.4 Property, plant and equipment

Property, plant and equipment are tangible assets which the university holds for its own use or for rental to others and which are expected to be used for more than one year.

An item of property, plant and equipment is recognised as an asset when it is probable that future economic benefits associated with the item will flow to the university, and the cost of the item can be measured reliably.

Property, plant and equipment is initially measured at cost. Cost includes all of the expenditure which is directly attributable to the acquisition or construction of the asset, including the capitalisation of borrowing costs on qualifying assets and adjustments in respect of hedge accounting, where appropriate.

Expenditure incurred subsequently for major services, additions to or replacements of parts of property, plant and equipment are capitalised if it is probable that future economic benefits associated with the expenditure will flow to the university and the cost can be measured reliably. Day to day servicing costs are included in profit or loss in the year in which they are incurred.

Depreciation of an asset commences when the asset is available for use as intended by management. Depreciation is charged to write off the asset's carrying amount over its estimated useful life to its estimated residual value, using a method that best reflects the pattern in which the asset's economic benefits are consumed by the university. Leased assets are depreciated in a consistent manner over the shorter of their expected useful lives and the lease term. Depreciation is not charged to an asset if its estimated residual value exceeds or is equal to its carrying amount. Depreciation of an asset ceases at the earlier of the date that the asset is classified as held for sale or derecognised.

The useful lives of items of property, plant and equipment have been assessed as follows:



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1.4 Property, plant and equipment (continued)

Item	Depreciation method	Average useful life
Buildings	Straight line	50 years
Furniture and fixtures	Straight line	5 years
Motor vehicles	Straight line	4 years
Office equipment	Straight line	5 years
IT equipment	Straight line	4 years

The residual value, useful life and depreciation method of each asset are reviewed at the end of each reporting year. If the expectations differ from previous estimates, the change is accounted for prospectively as a change in accounting estimate.

Each part of an item of property, plant and equipment with a cost that is significant in relation to the total cost of the item is depreciated separately.

The depreciation charge for each year is recognised in profit or loss unless it is included in the carrying amount of another asset.

Impairment tests are performed on property, plant and equipment when there is an indicator that they may be impaired. When the carrying amount of an item of property, plant and equipment is assessed to be higher than the estimated recoverable amount, an impairment loss is recognised immediately in profit or loss to bring the carrying amount in line with the recoverable amount.

An item of property, plant and equipment is derecognised upon disposal or when no future economic benefits are expected from its continued use or disposal. Any gain or loss arising from the derecognition of an item of property, plant and equipment, determined as the difference between the net disposal proceeds, if any, and the carrying amount of the item, is included in profit or loss when the item is derecognised.

1.5 Financial instruments

Financial instruments held by the university are classified in accordance with the provisions of IFRS 9 Financial Instruments.

Broadly, the classification possibilities, which are adopted by the university, as applicable, are as follows:

Financial assets which are equity instruments:

- Mandatorily at fair value through profit or loss; or
- Designated as at fair value through other comprehensive income. (This designation is not available to equity instruments which are held for trading or which are contingent consideration in a business combination).

Financial assets which are debt instruments:

- Amortised cost. (This category applies only when the contractual terms of the instrument give rise, on specified
 dates, to cash flows that are solely payments of principal and interest on principal, and where the instrument is
 held under a business model whose objective is met by holding the instrument to collect contractual cash flows);
- Fair value through other comprehensive income. (This category applies only when the contractual terms of the instrument give rise, on specified dates, to cash flows that are solely payments of principal and interest on principal, and where the instrument is held under a business model whose objective is achieved by both collecting contractual cash flows and selling the instruments); or
- Mandatorily at fair value through profit or loss. (This classification automatically applies to all debt instruments
 which do not qualify as at amortised cost or at fair value through other comprehensive income); or
- Designated at fair value through profit or loss. (This classification option can only be applied when it eliminates or significantly reduces an accounting mismatch).

Financial liabilities:

- Amortised cost; or
- Mandatorily at fair value through profit or loss. (This applies to contingent consideration in a business combination or to liabilities which are held for trading); or
- Designated at fair value through profit or loss. (This classification option can be applied when it eliminates or significantly reduces an accounting mismatch; the liability forms part of a group of financial instruments managed on a fair value basis; or it forms part of a contract containing an embedded derivative and the entire contract is designated as at fair value through profit or loss).

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Accounting Polices

1.5 Financial instruments (continued)

Note 21 Financial instruments and risk management presents the financial instruments held by the university based on their specific classifications.

All regular way purchases or sales of financial assets are recognised and derecognised on a trade date basis. Regular way purchases or sales are purchases or sales of financial assets that require delivery of assets within the time frame established by regulation or convention in the marketplace.

The specific accounting policies for the classification, recognition and measurement of each type of financial instrument held by the university are presented below:

Trade and other receivables

Classification

Trade and other receivables, excluding, when applicable, VAT and prepayments, are classified as financial assets subsequently measured at amortised cost (note 6).

They have been classified in this manner because their contractual terms give rise, on specified dates to cash flows that are solely payments of principal and interest on the principal outstanding, and the university's business model is to collect the contractual cash flows on trade and other receivables.

Recognition and measurement

Trade and other receivables are recognised when the university becomes a party to the contractual provisions of the receivables. They are measured, at initial recognition, at fair value plus transaction costs, if any.

They are subsequently measured at amortised cost.

The amortised cost is the amount recognised on the receivable initially, minus principal repayments, plus cumulative amortisation (interest) using the effective interest method of any difference between the initial amount and the maturity amount, adjusted for any loss allowance.

Application of the effective interest method

For receivables which contain a significant financing component, interest income is calculated using the effective interest method, and is included in profit or loss in investment income (note 16).

The application of the effective interest method to calculate interest income on trade receivables is dependent on the credit risk of the receivable as follows:

- The effective interest rate is applied to the gross carrying amount of the receivable, provided the receivable is not credit impaired. The gross carrying amount is the amortised cost before adjusting for a loss allowance.
- If a receivable is a purchased or originated as credit-impaired, then a credit-adjusted effective interest rate is applied to the amortised cost in the determination of interest. This treatment does not change over the life of the receivable, even if it is no longer credit-impaired.
- If a receivable was not purchased or originally credit-impaired, but it has subsequently become credit-impaired, then the effective interest rate is applied to the amortised cost of the receivable in the determination of interest. If, in subsequent periods, the receivable is no longer credit impaired, then the interest calculation reverts to applying the effective interest rate to the gross carrying amount.



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Accounting Polices

1.5 Financial instruments (continued)

Impairment

The university recognises a loss allowance for expected credit losses on trade and other receivables, excluding VAT and prepayments. The amount of expected credit losses is updated at each reporting date.

The university measures the loss allowance for trade and other receivables at an amount equal to lifetime expected credit losses (lifetime ECL), which represents the expected credit losses that will result from all possible default events over the expected life of the receivable.

Measurement and recognition of expected credit losses

The university makes use of a provision matrix as a practical expedient to the determination of expected credit losses on trade and other receivables. The provision matrix is based on historic credit loss experience, adjusted for factors that are specific to the debtors, general economic conditions and an assessment of both the current and forecast direction of conditions at the reporting date, including the time value of money, where appropriate.

The customer base is widespread and does not show significantly different loss patterns for different customer segments. The loss allowance is calculated on a collective basis for all trade and other receivables in totality. Details of the provision matrix is presented in note 6.

An impairment gain or loss is recognised in profit or loss with a corresponding adjustment to the carrying amount of trade and other receivables, through use of a loss allowance account. The impairment loss is included in other operating expenses in profit or loss as a movement in credit loss allowance (note 15).

Write off policy

The university writes off a receivable when there is information indicating that the counterparty is in severe financial difficulty and there is no realistic prospect of recovery, e.g. when the counterparty has been placed under liquidation or has entered into bankruptcy proceedings. Receivables written off may still be subject to enforcement activities under the university recovery procedures, taking into account legal advice where appropriate. Any recoveries made are recognised in profit or loss.

Credit risk

Details of credit risk are included in the trade and other receivables note (note 6) and the financial instruments and risk management note (note 21).

Derecognition

Refer to the derecognition section of the accounting policy for the policies and processes related to derecognition.

Trade and other payables

Classification

Trade and other payables (note 10), excluding VAT and amounts received in advance, are classified as financial liabilities subsequently measured at amortised cost.

Recognition and measurement

They are recognised when the university becomes a party to the contractual provisions, and are measured, at initial recognition, at fair value plus transaction costs, if any.

They are subsequently measured at amortised cost using the effective interest method.

The effective interest method is a method of calculating the amortised cost of a financial liability and of allocating interest expense over the relevant period. The effective interest rate is the rate that exactly discounts estimated future cash payments (including all fees and points paid or received that form an integral part of the effective interest rate, transaction costs and other premiums or discounts) through the expected life of the financial liability, or (where appropriate) a shorter period, to the amortised cost of a financial liability.

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1.5 Financial instruments (continued)

If trade and other payables contain a significant financing component, and the effective interest method results in the recognition of interest expense, then it is included in profit or loss in finance costs (note 17).

Trade and other payables expose the university to liquidity risk and possibly to interest rate risk. Refer to note 21 for details of risk exposure and management thereof.

Derecognition

Refer to the "derecognition" section of the accounting policy for the policies and processes related to derecognition.

Cash and cash equivalents

Cash and cash equivalents are stated at carrying amount which is deemed to be fair value.

Derecognition

Financial assets

The university derecognises a financial asset only when the contractual rights to the cash flows from the asset expire, or when it transfers the financial asset and substantially all the risks and rewards of ownership of the asset to another party. If the university neither transfers nor retains substantially all the risks and rewards of ownership and continues to control the transferred asset, the university recognises its retained interest in the asset and an associated liability for amounts it may have to pay. If the university retains substantially all the risks and rewards of ownership of a transferred financial asset, the university continues to recognise the financial asset and also recognises a collateralised borrowing for the proceeds received.

Financial liabilities

The university derecognises financial liabilities when, and only when, the university obligations are discharged, cancelled or they expire. The difference between the carrying amount of the financial liability derecognised and the consideration paid and payable, including any non-cash assets transferred or liabilities assumed, is recognised in profit or loss.

Reclassification

Financial assets

The university only reclassifies affected financial assets if there is a change in the business model for managing financial assets. If a reclassification is necessary, it is applied prospectively from the reclassification date. Any previously stated gains, losses or interest are not restated.

The reclassification date is the beginning of the first reporting period following the change in business model which necessitates a reclassification.

Financial liabilities

Financial liabilities are not reclassified.

1.6 Tax

Current tax assets and liabilities

No provision for taxation is made as the University is exempt from income tax under the second schedule of Income Tax Act.

1.7 Leases

The university assesses whether a contract is, or contains a lease, at the inception of the contract.

A contract is, or contains a lease if the contract conveys the right to control the use of an identified asset for a period of time in exchange for consideration.



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1.7 Leases (continued)

In order to assess whether a contract is, or contains a lease, management determine whether the asset under consideration is "identified", which means that the asset is either explicitly or implicitly specified in the contract and that the supplier does not have a substantial right of substitution throughout the period of use. Once management has concluded that the contract deals with an identified asset, the right to control the use thereof is considered. To this end, control over the use of an identified asset only exists when the university has the right to substantially all of the economic benefits from the use of the asset as well as the right to direct the use of the asset.

In circumstances where the determination of whether the contract is or contains a lease requires significant judgment, the relevant disclosures are provided in the significant judgments and sources of estimation uncertainty section of these accounting policies.

University as lessee

A lease liability and corresponding right-of-use asset are recognised at the lease commencement date, for all lease agreements for which the university is a lessee, except for short-term leases of 12 months or less, or leases of low value assets. For these leases, the university recognises the lease payments as an operating expense (note 15) on a straight-line basis over the term of the lease unless another systematic basis is more representative of the time pattern in which economic benefits from the leased asset are consumed.

The various lease and non-lease components of contracts containing leases are accounted for separately, with consideration being allocated to each lease component on the basis of the relative stand-alone prices of the lease components and the aggregate stand-alone price of the non-lease components (where non-lease components exist).

However as an exception to the preceding paragraph, the university has elected not to separate the non-lease components for leases of land and buildings.

Details of leasing arrangements where the university is a lessee are presented in note 4 Leases (university as lessee).

Lease liability

The lease liability is initially measured at the present value of the lease payments that are not paid at the commencement date, discounted by using the rate implicit in the lease. If this rate cannot be readily determined, the university uses its incremental borrowing rate.

Lease payments included in the measurement of the lease liability comprise the following:

- fixed lease payments, including in-substance fixed payments, less any lease incentives;
- variable lease payments that depend on an index or rate, initially measured using the index or rate at the commencement date;
- the amount expected to be payable by the university under residual value guarantees;
- the exercise price of purchase options, if the university is reasonably certain to exercise the option;
- lease payments in an optional renewal period if the university is reasonably certain to exercise an extension option; and
- penalties for early termination of a lease, if the lease term reflects the exercise of an option to terminate the

Variable rents that do not depend on an index or rate are not included in the measurement of the lease liability (or right-of-use asset). The related payments are recognised as an expense in the period incurred and are included in operating expenses (note 4).

The lease liability is presented as a separate line item on the Statement of Financial Position.

The lease liability is subsequently measured by increasing the carrying amount to reflect interest on the lease liability (using the effective interest method) and by reducing the carrying amount to reflect lease payments made. Interest charged on the lease liability is included in finance costs (note 17).

The university remeasures the lease liability (and makes a corresponding adjustment to the related right-of-use asset) when:

- there has been a change to the lease term, in which case the lease liability is remeasured by discounting the revised lease payments using a revised discount rate;
- there has been a change in the assessment of whether the university will exercise a purchase, termination or
 extension option, in which case the lease liability is remeasured by discounting the revised lease payments using a
 revised discount rate;

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Accounting Polices

1.7 Leases (continued)

- there has been a change to the lease payments due to a change in an index or a rate, in which case the lease liability is remeasured by discounting the revised lease payments using the initial discount rate (unless the lease payments change is due to a change in a floating interest rate, in which case a revised discount rate is used);
- there has been a change in expected payment under a residual value guarantee, in which case the lease liability is remeasured by discounting the revised lease payments using the initial discount rate;
- a lease contract has been modified and the lease modification is not accounted for as a separate lease, in which case the lease liability is remeasured by discounting the revised payments using a revised discount rate.

When the lease liability is remeasured in this way, a corresponding adjustment is made to the carrying amount of the right-of-use asset, or is recognised in profit or loss if the carrying amount of the right-of-use asset has been reduced to zero.

Right-of-use assets

Right-of-use assets are presented as a separate line item on the Statement of Financial Position.

Lease payments included in the measurement of the lease liability comprise the following:

- the initial amount of the corresponding lease liability;
- any lease payments made at or before the commencement date;
- any initial direct costs incurred;
- any estimated costs to dismantle and remove the underlying asset or to restore the underlying asset or the site on
 which it is located, when the university incurs an obligation to do so, unless these costs are incurred to produce
 inventories; and
- less any lease incentives received.

Right-of-use assets are subsequently measured at cost less accumulated depreciation and impairment losses.

Right-of-use assets are depreciated over the shorter period of lease term and useful life of the underlying asset. However, if a lease transfers ownership of the underlying asset or the cost of the right-of-use asset reflects that the university expects to exercise a purchase option, the related right-of-use asset is depreciated over the useful life of the underlying asset. Depreciation starts at the commencement date of a lease.

For right-of-use assets which are depreciated over their useful lives, the useful lives are determined consistently with items of the same class of property, plant and equipment. Refer to the accounting policy for property, plant and equipment for details of useful lives.

The residual value, useful life and depreciation method of each asset are reviewed at the end of each reporting year. If the expectations differ from previous estimates, the change is accounted for prospectively as a change in accounting estimate. Each part of a right-of-use asset with a cost that is significant in relation to the total cost of the asset is depreciated separately.

The depreciation charge for each year is recognised in profit or loss unless it is included in the carrying amount of another asset.

1.8 Impairment of assets

The university assesses at each end of the reporting period whether there is any indication that an asset may be impaired. If any such indication exists, the university estimates the recoverable amount of the asset.

Irrespective of whether there is any indication of impairment, the university also:

- tests intangible assets with an indefinite useful life or intangible assets not yet available for use for impairment annually by comparing its carrying amount with its recoverable amount. This impairment test is performed during the annual period and at the same time every period.
- · tests goodwill acquired in a business combination for impairment annually.

If there is any indication that an asset may be impaired, the recoverable amount is estimated for the individual asset. If it is not possible to estimate the recoverable amount of the individual asset, the recoverable amount of the cash-generating unit to which the asset belongs is determined.

The recoverable amount of an asset or a cash-generating unit is the higher of its fair value less costs to sell and its value in use.



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1.8 Impairment of assets (continued)

If the recoverable amount of an asset is less than its carrying amount, the carrying amount of the asset is reduced to its recoverable amount. That reduction is an impairment loss.

An impairment loss of assets carried at cost less any accumulated depreciation or amortisation is recognised immediately in profit or loss. Any impairment loss of a revalued asset is treated as a revaluation decrease.

An entity assesses at each reporting date whether there is any indication that an impairment loss recognised in prior periods for assets other than goodwill may no longer exist or may have decreased. If any such indication exists, the recoverable amounts of those assets are estimated.

The increased carrying amount of an asset other than goodwill attributable to a reversal of an impairment loss does not exceed the carrying amount that would have been determined had no impairment loss been recognised for the asset in prior periods.

A reversal of an impairment loss of assets carried at cost less accumulated depreciation or amortisation other than goodwill is recognised immediately in profit or loss. Any reversal of an impairment loss of a revalued asset is treated as a revaluation increase.

1.9 Employee benefits

Short-term employee benefits

The cost of short-term employee benefits, (those payable within 12 months after the service is rendered, such as paid vacation leave and sick leave, bonuses, and non-monetary benefits such as medical care), are recognised in the period in which the service is rendered and are not discounted.

The expected cost of compensated absences is recognised as an expense as the employees render services that increase their entitlement or, in the case of non-accumulating absences, when the absence occurs.

The expected cost of profit sharing and bonus payments is recognised as an expense when there is a legal or constructive obligation to make such payments as a result of past performance.

Defined contribution plans

Payments to defined contribution retirement benefit plans are charged as an expense as they fall due.

Payments made to industry-managed (or state plans) retirement benefit schemes are dealt with as defined contribution plans where the university's obligation under the schemes is equivalent to those arising in a defined contribution retirement benefit plan.

1.10 Provisions and contingencies

Provisions are recognised when:

- the university has a present obligation as a result of a past event;
- it is probable that an outflow of resources embodying economic benefits will be required to settle the obligation;
 and
- a reliable estimate can be made of the obligation.

The amount of a provision is the present value of the expenditure expected to be required to settle the obligation.

Where some or all of the expenditure required to settle a provision is expected to be reimbursed by another party, the reimbursement shall be recognised when, and only when, it is virtually certain that reimbursement will be received if the entity settles the obligation. The reimbursement shall be treated as a separate asset. The amount recognised for the reimbursement shall not exceed the amount of the provision.

Provisions are not recognised for future operating losses.

If an entity has a contract that is onerous, the present obligation under the contract shall be recognised and measured as a provision.

A constructive obligation to restructure arises only when an entity:

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1.10 Provisions and contingencies (continued)

- has a detailed formal plan for the restructuring, identifying at least:
 - the business or part of a business concerned;
 - the principal locations affected;
 - the location, function, and approximate number of employees who will be compensated for terminating their services:
 - the expenditures that will be undertaken; and
 - when the plan will be implemented; and
- has raised a valid expectation in those affected that it will carry out the restructuring by starting to implement that plan or announcing its main features to those affected by it.

After their initial recognition contingent liabilities recognised in business combinations that are recognised separately are subsequently measured at the higher of:

- the amount that would be recognised as a provision; and
- the amount initially recognised less cumulative amortisation.

Contingent assets and contingent liabilities are not recognised. Contingencies are disclosed in note 24.

1.11 Government grants

Government grants are recognised when there is reasonable assurance that:

- · the university will comply with the conditions attaching to them; and
- the grants will be received.

Government grants are recognised as income over the periods necessary to match them with the related costs that they are intended to compensate.

A government grant that becomes receivable as compensation for expenses or losses already incurred or for the purpose of giving immediate financial support to the entity with no future related costs is recognised as income of the period in which it becomes receivable.

Government grants related to assets, including non-monetary grants at fair value, are presented in the statement of financial position by setting up the grant as deferred income or by deducting the grant in arriving at the carrying amount of the asset.

Grants related to income are presented as a credit in the profit or loss (separately).

Repayment of a grant related to income is applied first against any un-amortised deferred credit set up in respect of the grant. To the extent that the repayment exceeds any such deferred credit, or where no deferred credit exists, the repayment is recognised immediately as an expense.

Repayment of a grant related to an asset is recorded by increasing the carrying amount of the asset or reducing the deferred income balance by the amount repayable. The cumulative additional depreciation that would have been recognised to date as an expense in the absence of the grant is recognised immediately as an expense.

1.12 Revenue from contracts with customers

The university recognises revenue from the following major sources:

- Student and tuition fees is recognised over the period of the courses.
- Any amount received from students in advance for the courses not yet attended is deferred to the future periods
 where the courses are attended.

Revenue is measured based on the consideration specified in a contract with a customer and excludes amounts collected on behalf of third parties. The university recognises revenue when it transfers control of a product or service to a customer.

Interest is recognised, in profit or loss, using the effective interest rate method.

Rental income on leases is recognised on straight line basis over the lease period.



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Notes to the Annual Financial Statements

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2. New Standards and Interpretations

2.1 Standards and interpretations effective and adopted in the current year

In the current year, the university has adopted the following standards and interpretations that are effective for the current financial year and that are relevant to its operations:

Interest Rate Benchmark Reform: Amendments to IFRS 9, IAS 39 and IFRS 7

Temporary exceptions have been created by the IASB concerning the application of specific hedge accounting requirements as a result of the interest rate benchmark reform. These exceptions apply only to those hedging relationships which are directly affected by the reform, being those where the reform gives rise to uncertainties about:

- (a) the interest rate benchmark (contractually or non-contractually specified) designated as a hedged risk; and/or
- (b) the timing or the amount of interest rate benchmark -based cash flows of the hedged item or of the hedging instrument.

The exceptions are as follows:

- (a) When determining whether a forecast transaction is highly probable, it shall be assumed that the interest rate benchmark on which the hedged cash flows are based is not altered as a result of the reform.
- (b) When assessing the economic relationship between the hedged item and the hedging instrument, entities shall, in their prospective assessments, assume that the interest rate benchmark on which the hedged item, hedged risk and/or hedging instrument are based is not altered as a result of the reform.
- (c) Entities applying IAS 39 for hedge accounting are not required to undertake the IAS 39 retrospective assessment for hedging relationships directly affected by the reform.
- (d) For hedges of a non-contractually specified benchmark component of interest rate risk, an entity shall apply the separately identifiable requirement only at inception of such hedging relationships.

Entities shall cease applying the exceptions when the uncertainty arising from the reform is no longer present or when the hedging relationship is discontinued.

The effective date of the amendment is for years beginning on or after 01 January 2020.

The university has adopted the amendment for the first time in the 2021 annual financial statements.

The impact of the amendment is not material.

Presentation of Financial Statements: Disclosure initiative

The amendment clarify and align the definition of 'material' and provide guidance to help improve consistency in the application of that concept whenever it is used in IFRS Standards.

The effective date of the amendment is for years beginning on or after 01 January 2020.

The university has adopted the amendment for the first time in the 2021 annual financial statements.

The impact of the amendment is not material.

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Notes to the Annual Financial Statements

2. New Standards and Interpretations (continued)

Accounting Policies, Changes in Accounting Estimates and Errors: Disclosure initiative

The amendment clarify and align the definition of 'material' and provide guidance to help improve consistency in the application of that concept whenever it is used in IFRS Standards.

The effective date of the amendment is for years beginning on or after 01 January 2020.

The university has adopted the amendment for the first time in the 2021 annual financial statements.

The impact of the amendment is not material.

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2.2 Standards and interpretations not yet effective or relevant

The following standards and interpretations have been published and are mandatory for the university's accounting periods beginning on or after 01 April 2021 or later periods but are not relevant to its operations:

tandard/	Interpretation:	Effective date: Years beginning on or after	Expected impact:
•	Classification of Liabilities as Current or Non-Current - Amendment to IAS 1	01 January 2023	Unlikely there will be a material impact
•	IFRS 17 Insurance Contracts	01 January 2023	Unlikely there will be a material impact
T •	Annual Improvement to IFRS Standards 2018-2020: Amendments to IFRS 1	01 January 2022	Unlikely there will be a material impact
	Reference to the Conceptual Framework: Amendments to IFRS ${\bf 3}$	01 January 2022	Unlikely there will be a material impact
•	Annual Improvement to IFRS Standards 2018-2020: Amendments to IFRS 9	01 January 2022	Unlikely there will be a material impact
	Property, Plant and Equipment: Proceeds before Intended Use: Amendments to IAS 16		Unlikely there will be a material impact
•	Onerous Contracts - Cost of Fulfilling a Contract: Amendments to IAS 37	01 January 2022	Unlikely there will be a material impact
	Annual Improvement to IFRS Standards 2018-2020: Amendments to IAS 41	01 January 2022	Unlikely there will be a material impact
•	Interest Rate Benchmark Reform - Phase 2: Amendments to IFRS 4	01 January 2021	Unlikely there will be a material impact
•	Interest Rate Benchmark Reform - Phase 2: Amendments to IFRS 7	01 January 2021	Unlikely there will be a material impact
•	Interest Rate Benchmark Reform - Phase 2: Amendments to IFRS 9	01 January 2021	Unlikely there will be a material impact
•	Interest Rate Benchmark Reform - Phase 2: Amendments to IFRS 16	01 January 2021	Unlikely there will be a material impact
•	Interest Rate Benchmark Reform - Phase 2: Amendments to IAS 39	01 January 2021	Unlikely there will be a material impact
	COVID-19 - Related Rent Concessions - Amendment to IFRS 16	01 June 2020	Unlikely there will be a material impact



Botswana Open University

Annual Financial Statements for the year ended 31 March 2021

Notes to the Annual Financial Statements

2021	2020
Р	Р

3. Property, plant and equipment

4.7	2021			2020		
	Cost	Accumulated depreciation	Carrying value	Cost	Accumulated depreciation	Carrying value
Buildings	174,764,328	(28,919,472)	145,844,856	171,760,221	(25, 453, 662)	146,306,559
Furniture and fixtures	3,476,377	(2,673,931)	802,446	3,476,377	(2,217,532)	1,258,845
Motor vehicles	9,526,034	(6,950,382)	2,575,652	8,774,228	(4,968,469)	3,805,759
Office equipment	22,072,226	(16,389,675)	5,682,551	20,975,454	(15, 102, 479)	5,872,975
IT equipment	20,619,049	(13, 194, 570)	7,424,479	18,648,094	(10, 192, 894)	8,455,200
Capital - Work in progress	47,697		47,697			
Total	230,505,711	(68,128,030)	162,377,681	223,634,374	(57,935,036)	165,699,338

Reconciliation of property, plant and equipment - 2021

	Opening balance	Additions	Transfers in/(out)	Depreciation	Total
Buildings	146,306,559	2,387,481	616,626	(3,465,810)	145,844,856
Furniture and fixtures	1,258,845			(456, 399)	802,446
Motor vehicles	3,805,759	751,806		(1,981,913)	2,575,652
Office equipment	5,872,975	1,096,770	-	(1,287,194)	5,682,551
IT equipment	8,455,200	1,970,955		(3,001,676)	7,424,479
Capital - Work in progress		47,697		-	47,697
	165,699,338	6,254,709	616,626	(10,192,992)	162,377,681

Reconciliation of property, plant and equipment - 2020

	Opening balance	Additions	Disposals	Depreciation	Total
Buildings	144,834,000	4,816,907		(3,344,348)	146,306,559
Furniture and fixtures	2,488,154	83,150	(856,828)	(455,631)	1,258,845
Motor vehicles	5,815,237			(2,009,478)	3,805,759
Office equipment	2,813,852	3,696,110		(636,987)	5,872,975
IT equipment	6,744,712	3,391,201		(1,680,713)	8,455,200
	162,695,955	11,987,368	(856,828)	(8,127,157)	165,699,338

Revaluations

A revaluation of buildings on Lot 39972 Gaborone, Lot 4742 Gaborone and Lot 6342 Maun, was performed by Wilfred Kathurima (registered Valuer), an independent professional valuer on 31 December 2018 and Lot 31403 Francistown was performed by A Kunda (BSC(land Econ.), MIV (SA), MREIB, MREAC) an independent professional valuer on the 16 May 2019. The valuation conforms to International Valuation Standards and was based on recent market data on similar properties transacted on arm's length basis. This valuation was performed using the Depreciated Replacement Value. This is an acceptable method of valuation of such property:

Buildings	99,855,578	99,855,578



Botswana Open University

Annual Financial Statements for the year ended 31 March 2021

Notes to the Annual Financial Statements

	2021	2020
	Р	Р
3. Property, plant and equipment (continued)		
Details of properties		
Lot 39972 Gaborone		
- Capital expenditure - Additions during the year	16,566,342	16,441,453 124,889
- Revaluation	19,589,837	19,589,837
	36,156,179	36,156,179
Lot 4742 Gaborone		
- Capitalised property grant - Additions during the year	21,662,419	21,590,000 72,419
	21,662,419	21,662,419
Lot 6342 Maun		
- Capitalised expenditure - Revaluation	105,523,439 (14,201,415)	105,523,439 (14,201,415)
	91,322,024	91,322,024
Lot 31403 Francistown		
- Capitalised expenditure	18,000,000	18,000,000

The University's building include Lot 4742 Gaborone and Lot 31403 Francistown, which have been provided by the Government of Botswana. Title to the properties was not transferred from the Government of Botswana to the University however this is deemed as grant where the University has uninterrupted economic benefit to the facilities.

4. Leases (University as lessee)

The university has the option to purchase the plant at a nominal amount on completion of the lease term.

Details pertaining to leasing arrangements, where the university is lessee are presented below:

Net carrying amounts of right-of-use assets

The carrying amounts of right-of-use assets are included in the following line items:

Buildings	1,209,818	2,218,815
Additions to right-of-use assets		
Buildings		2,765,345

Depreciation recognised on right-of-use assets

Depreciation recognised on each class of right-of-use assets, is presented below. It includes depreciation which has been expensed in the total depreciation charge in profit or loss (note 15), as well as depreciation which has been capitalised to the cost of other assets.

Buildings	392,372	546,530



Botswana Open University
Annual Financial Statements for the year ended 31 March 2021

Notes to the Annual Financial Statements

					2021 P	2020 P
4. Leases (University as les	ssee) (continued)					
Other disclosures						
Interest expense on lease liab Total cash outflow from lease					101,280 (956,089)	165,185 (394,572
Lease liabilities						
The maturity analysis of lease	liabilities is as followed	lows:				
Within one year Two to five years					459,507 1,108,150	597,734 2,107,658
Less finance charges compone	nt		- 11		1,567,657 (152,974)	2,705,392 (334,620
3 1					1,414,683	2,370,772
Non-current liabilities Current liabilities			4.14		1,033,771 380,912	1,910,442 460,330 2,370,772
5. Investment properties			7 6 3		1,414,683	
		2021			2020	
	Valuation	Accumulated depreciation	Carrying value	Valuation	Accumulated depreciation	Carrying value
Investment properties	21,517,416	(2,615,363)	18,902,053	21,517,416	(2,597,242)	18,920,174
Reconciliation of investment	properties - 2021					
				Opening balance	Depreciation	Total
Investment properties				18,920,174	(18,121)	18,902,053
Reconciliation of investment	properties - 2020					
				Opening balance	Depreciation	Total
Investment properties	Maria De			19,116,000	(195,826)	18,920,174
Fair value of investment prope	erties				18,990,000	18,990,000



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Botswana Open University

Annual Financial Statements for the year ended 31 March 2021

Notes to the Annual Financial Statements

	2021 P	2020 P
5. Investment properties (continued)		
Details of properties		
Lot 39972 Gaborone		
- Capitalised expenditure	2,466,993	2,466,993
- Revaluation	5,873,759	5,873,759
	8,340,752	8,340,752
Lot 6342 Maun		
- Capitalised expenditure	10,676,262	10,676,262
- Revaluation	2,500,402	2,500,402
	13,176,664	13,176,664

Details of valuation

The prior year fair values were based on the council members' valuation using a capitalisation rate of 7.25% on 90% of the present annual rental income. During the current year no valuation of the properties was performed as the council were of the view that there were no material changes to the valuation of investment properties as computed in the prior year.

Fair values for the prior years were determined by an independent valuer, Mr Wilfred M Kathurima [Bsc (land econ.), MREIB, MREAC], of Messrs Willy Kathurima and Associates. Willy Kathurima and Associates are not connected to the university and have recent experience in location and category of the investment property being valued.

The valuation was based on open market value for existing use.

Amounts recognised in profit and loss for the year

Dontal income from investment property

Rental income from investment property	1,277,494	1,104,129
Direct operating expenses from rental generating property	61,522	451,488
	1,339,016	1,555,617
6. Trade and other receivables		
Financial instruments:		
Trade receivables	315,501	2,625,610
Student exemptions	(143,396)	-
Loss allowance	(315,501)	(2,625,610)
Trade receivables at amortised cost	(143, 396)	
Staff related receivables	70	70
Other receivable	339,050	40,285
Non-financial instruments:		
Deposits	76,128	J = 6
Prepayments	1,517,369	715,442
Total trade and other receivables	1,789,221	755,797
Split between non-current and current portions		
Current assets	1,789,221	755,797



Botswana Open University

Annual Financial Statements for the year ended 31 March 2021

Notes to the Annual Financial Statements

	2021 P	2020 P
6. Trade and other receivables (continued)		
Financial instrument and non-financial instrument component	ts of trade and other receivables	
At amortised cost Non-financial instruments	195,724 1,593,497	40,355 715,442
	1,789,221	755,797

Exposure to credit risk

Trade receivables inherently expose the university to credit risk, being the risk that the university will incur financial loss if customers fail to make payments as they fall due.

A loss allowance is recognised for all trade receivables, in accordance with IFRS 9 Financial Instruments, and is monitored at the end of each reporting period. In addition to the loss allowance, trade receivables are written off when there is no reasonable expectation of recovery, for example, when a debtor has been placed under liquidation. Trade receivables which have been written off are not subject to enforcement activities.

The university measures the loss allowance for trade receivables by applying the simplified approach which is prescribed by IFRS 9. In accordance with this approach, the loss allowance on trade receivables is determined as the lifetime expected credit losses on trade receivables. These lifetime expected credit losses are estimated using a provision matrix, which is presented below. The provision matrix has been developed by making use of past default experience of debtors but also incorporates forward looking information and general economic conditions of the industry as at the reporting date.

There has been no change in the estimation techniques or significant assumptions made during the current reporting period.

The university's historical credit loss experience does not show significantly different loss patterns for different customer segments. The provision for credit losses is therefore based on past due status without disaggregating into further risk profiles. The loss allowance provision is determined as follows:

	2021	2021	2020	2020
Expected credit loss rate:	Estimated gross carrying amount at default	Loss allowance (Lifetime expected credit loss)	Estimated gross carrying amount at default	Loss allowance (Lifetime expected credit loss)
More than 120 days past due: 100% (2020: 100%)	315,501	315,501	2,625,610	2,625,610

Fair value of trade and other receivables

The fair value of trade and other receivables approximates their carrying amounts.

7. Cash and cash equivalents

Cash and cash equivalents consist of:

Cash on hand Bank balances Short-term deposits	445 1,918,785 21,447,910	231 8,183,789 20,451,229
Short-term deposits	23,367,140	28,635,249



Botswana Open University

Annual Financial Statements for the year ended 31 March 2021

Notes to the Annual Financial Statements

					2021 P	2020 P
8. Revaluation reserve						
The revaluation reserve rewhich are carried under re		property, plant	t and equipment	and investme	nt properties for	the Universit
Property, plant and equip Investment property	ment				5,388,422 8,374,161	5,388,422 8,374,161
					13,762,583	13,762,583
9. Deferred capital gra	ants					
Reconciliation of deferre	ed capital grants - 2021					
			Opening balance	Additions	Utilised during the year	Total
Capital grants		- T	170,856,929	6,822,830	(10,479,736)	167,200,023
Reconciliation of deferre	ed capital grants - 2020					
Capital Grants	Opening balance 167,594,359	Additions 11,987,368	Utilised during the year d (8,322,983)	Reversed uring the year (856,829		Total 170,856,929

The university receives grants from Government based on the budget approved by the council members and the Ministry of Tertiary Education Research, Science and Technology. The grant is allocated between revenue and capital expenditure by the council members, based on the approved budget. The funds are not refundable by any circumstances.

In the prior year the university recognised buildings and related grants on Lot 4742 Gaborone and Lot 31403 francistown. Where the university has uninterupted economic benefit to the facilities. The amounts recognised were based on fair value of the buildings determined by an independent valuer.

10. Trade and other payables

Financial instruments:		
Trade payables	5,918,994	5,152,934
Staff related accruals	30,777,793	18,261,133
Withholding tax payable	60,767	60,767
Accrued expenses	5,091,834	5,186,262
Other payables	6,143,662	6,760,385
	47,993,050	35,421,481

Exposure to currency risk

Refer to note 21 Financial instruments and financial risk management for details of currency risk management for trade payables.

Exposure to liquidity risk

Refer to note 21 Financial instruments and financial risk management for details of liquidity risk exposure and management.

Fair value of trade and other payables

The fair value of trade and other payables approximates their carrying amounts.

Operating lease charges

Premises



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Botswana Open University
Annual Financial Statements for the year ended 31 March 2021

Notes to the Annual Financial Statements

		2021 P	2020 P
11. Deferred income			
Deferred income for the current year and prior year were composed of c students but the University had not yet offered tuition to the students as a		fees income alread	dy received fro
		n the Covernement	during the ve
As at year end there was no deferred Governemnt grant as all the fund were spend during the year.	s received from	Title Government	during the yea
12. Revenue			
Revenue from contracts with customers Student application and tuition fees		41,774,177	37,100,97
13. Other operating income			
Rental income		1,277,494	1,273,50
Amortisation of capital grants Tender sales		10,479,736 16,150	8,322,98 34,67
Other income		2,427,479	1,424,56
Government grants		129,647,578	177,957,15
		143,848,437	189,012,89
14. Other operating gains/(losses)			
Gains/(losses) on disposals			
Property, plant and equipment	3		906,07
Foreign exchange gains/(losses)			
Net foreign exchange gains	H	19,160	39,66
Total other operating gains (losses)		19,160	945,738
15. Operating profit (loss)			
Operating (deficit)/surplus for the year is stated after charging (crediting)	the following,	amongst others:	
Auditor's remuneration - external			
Audit fees		290,850	254,919
Employee costs			
Salaries, wages, bonuses and other benefits		86,369,897	76,056,66
Allowances		29,338,689	25,812,73
Gratuity expenses Retirement benefit plans: defined contribution expense		14,389,163 10,054,434	10,584,08 9,962,44
Total employee costs		140,152,183	122,415,92
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181,109



Botswana Open University

Annual Financial Statements for the year ended 31 March 2021

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	2021 P	2020 P
15. Operating profit (loss) (continued)		
Depreciation and amortisation		
Depreciation of investment property on the cost model	18,121	195,825
Depreciation of property, plant and equipment	10,192,992	8,127,157
Depreciation of right-of-use assets	392,372	546,530
Total depreciation and amortisation	10,603,485	8,869,512
		0 (57 05
Trade and other receivables		2,657,35
Trade and other receivables 16. Investment income Interest income		2,657,357
Movement in credit loss allowances Trade and other receivables 16. Investment income Interest income Investments in financial assets:	-	2,657,357
Inde and other receivables 16. Investment income Interest income Investments in financial assets:	921,762	
Trade and other receivables 16. Investment income Interest income	921,762	2,657,357 1,106,787

18. Taxation

No provision has been made as the university is exempt from income tax under the second schedule of the Income Tax Act.

19. Commitments

Authorised capital expenditure

Already contracted for but not provided for

Property, plant and equipment

3,678,346

20. Related parties

Relationships

The main financier and guarantor

Members of key management

Government of Botswana - Ministry of Tertiary Education Research, Science and Technology Dr D R Tau - Vice Chancellor Prof F Youngman - Deputy Vice Chancellor -Academics Services L Lesetedi - Deputy Vice Chancellor - Corporate Services Prof K. Moahi - Deputy Vice Chancellor - Student Services

Related party balances

Related party transactions

Government Grants

Ministry of Tertiary Education Research, Science and Technology

Subvention (135,834,470) (159,242,550)

Council Sittings

Council sittings fees 185,865 156,240



Botswana Open University
Annual Financial Statements for the year ended 31 March 2021

Notes to the	Annual	Financial	Statements
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				2021 P	2020 P
20. Related parties (continued)					
Compensation to directors and other key managemer Short-term employee benefits	nt			5,303,911	4,096,214
21. Financial instruments and risk management					
Categories of financial instruments					
Categories of financial assets					
2021					
Trade and other receivables Cash and cash equivalents		Notes 6 7	Amortised cost 195,724 23,367,140	Total 195,724 23,367,140	Fair value 195,724 23,367,140
State Polymer In Proc. 1, 1997 A 20, 19			23,562,864	23,562,864	23,562,864
2020					
Trade and other receivables Cash and cash equivalents		Notes 6 7	Amortised cost 40,355 28,639,580	Total 40,355 28,639,580	Fair value 40,355 28,639,580
			28,679,935	28,679,935	28,679,935
Categories of financial liabilities					
2021					
	Notes	Amortised cost	Leases	Total	Fair value
Trade and other payables Lease liabilities	10 4	47,993,046	1,414,683	47,993,046 1,414,683	47,993,046 1,414,683
		47,993,046	1,414,683	49,407,729	49,407,729
2020					
	Notes	Amortised cost	Leases	Total	Fair value
Trade and other payables Lease liabilities	10 4	35, <mark>421</mark> ,481	2,370,772	35,421,481 2,370,772	35,421,481 2,370,772
天工 11 11 11 11 11 11 11 11 11 11 11 11 11		35,421,481	2,370,772	37,792,253	37,792,253



Botswana Open University

Annual Financial Statements for the year ended 31 March 2021

Notes to the Annual Financial Statements

2021	2020
Р	Р

21. Financial instruments and risk management (continued)

Financial risk management

Overview

The university is exposed to the following risks from its use of financial instruments:

- Credit risk;
- Liquidity risk; and
- Market risk (currency risk and interest rate risk).

The Council members has overall responsibility for the establishment and oversight of the university's risk management framework. The board has established the risk committee, which is responsible for developing and monitoring the university's risk management policies.

The university's risk management policies are established to identify and analyse the risks faced by the university, to set appropriate risk limits and controls, and to monitor risks and adherence to limits. Risk management policies and systems are reviewed regularly to reflect changes in market conditions and the university's activities.

Credit risk

Credit risk is the risk of financial loss to the university if a customer or counterparty to a financial instrument fails to meet its contractual obligations.

The university is exposed to credit risk on trade and other receivables and cash and cash equivalents.

Credit risk for exposures other than those arising on cash and cash equivalents, are managed by making use of credit approvals, limits and monitoring. The university only deals with reputable counterparties with consistent payment histories. Sufficient collateral or guarantees are also obtained when necessary. Each counterparty is analysed individually for creditworthiness before terms and conditions are offered. The analysis involves making use of information submitted by the counterparties as well as external bureau data (where available). Counterparty credit limits are in place and are reviewed and approved by credit management committees. The exposure to credit risk and the creditworthiness of counterparties is continuously monitored.

Credit risk exposure arising on cash and cash equivalents is managed by the group through dealing with well-established financial institutions with high credit ratings.

For trade receivables which do not contain a significant financing component, the loss allowance is determined as the lifetime expected credit losses of the instruments. For all other trade receivables, IFRS 9 permits the determination of the credit loss allowance by either determining whether there was a significant increase in credit risk since initial recognition or by always making use of lifetime expected credit losses. Management have chosen as an accounting policy, to make use of lifetime expected credit losses. Management does therefore not make the annual assessment of whether the credit risk has increased significantly since initial recognition for trade receivables.

The maximum exposure to credit risk is presented in the table below:

			2021		NO LET Y	2020	
		Gross carrying amount	Credit loss allowance	Amortised cost / fair value	Gross carrying amount	Credit loss allowance	Amortised cost / fair value
Trade and other receivables	6	994,217	(798,493)	195,724	3,370,440	(3,330,085)	40,355
Cash and cash equivalents	7	23,367,140		23,367,140	28,639,580	4-15-	28,639,580
		24,361,357	(798,493)	23,562,864	32,010,020	(3,330,085)	28,679,935



Botswana Open University
Annual Financial Statements for the year ended 31 March 2021

Notes to the Annual Financial Statements

	<u> </u>
2021	2020
Р	Р

21. Financial instruments and risk management (continued)

Liquidity risk

The university is exposed to liquidity risk, which is the risk that the university will encounter difficulties in meeting its obligations as they become due.

The university manages its liquidity risk by effectively managing its working capital, capital expenditure and cash flows. The financing requirements are met through a mixture of cash generated from operations and long and short term borrowings.

The maturity profile of contractual cash flows of non-derivative financial liabilities, and financial assets held to mitigate the risk, are presented in the following table. The cash flows are undiscounted contractual amounts.

2021

		Less than 1 year	2 to 5 years	Total	Carrying amount
Non-current liabilities Lease liabilities		4	1,033,771	1,033,771	1,033,771
Current liabilities Trade and other payables Lease liabilities	10 4	47,993,046 380,912		47,993,046 380,912	47,993,046 380,912
	1.70 1.00	(48,373,958)	(1,033,771)	(49,407,729)	(49,407,729)
2020		Less than 1 year	2 to 5 years	Total	Carrying amount
Non-current liabilities Lease liabilities			1,910,442	1,910,442	1,910,442
Current liabilities Trade and other payables Lease liabilities Bank overdraft	10 4 7	35,421,481 460,330 4,145		35,421,481 460,330 4,145	35,421,481 460,330 4,145
		(35,885,956)	(1,910,442)	(37,796,398)	(37,796,398)

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Botswana Open University

Annual Financial Statements for the year ended 31 March 2021

Notes to the Annual Financial Statements

2020	2021
Р	Р
	Р

21. Financial instruments and risk management (continued)

Foreign currency risk

The University is exposed to foreign currency risk as a result of certain transactions and borrowings which are denominated in foreign currencies. Exchange rate exposures are managed within approved policy parameters utilising foreign forward exchange contracts where necessary. The foreign currencies in which the university deals primarily is South African Rand.

There have been no significant changes in the foreign currency risk management policies and processes since the prior reporting period.

Exposure in Pula

The net carrying amounts, in Pula, of the various exposures, are denominated in the following currencies. The amounts have been presented in Pula by converting the foreign currency amounts at the closing rate at the reporting date:

US Dollar exposure:

Current liabilities:	10	457.047	44,004
Trade and other payables	10	157,217	46,221
ZAR exposure:			
Current liabilities:			
Trade and other payables	10	533,769	819,881
	10		
Net exposure to foreign currency in Pula		690,986	866,102
Exposure in foreign currency amounts			
The net carrying amounts, in foreign currency of the above exposure:	e was as follows:		
Current liabilities:			
Trade and other payables	10	14,014	4,045
ZAR exposure:			
Current liabilities.			
Current liabilities: Trade and other payables	10	689,403	1,271,803
Trade and other payables	10	007,100	1,271,000
Exchange rates			
Pula per unit of foreign currency:			
US Dollar		11.280	11.247
ZAR		0,788	0.645



Botswana Open University

Annual Financial Statements for the year ended 31 March 2021

Notes to the Annual Financial Statements

2021	2020
Р	Р

22. Fair value information

Fair value hierarchy

The table below analyses assets and liabilities carried at fair value. The different levels are defined as follows:

Level 1: Quoted unadjusted prices in active markets for identical assets or liabilities that the company can access at measurement date.

Level 2: Inputs other than quoted prices included in level 1 that are observable for the asset or liability either directly or indirectly.

Level 3: Unobservable inputs for the asset or liability.

Levels of fair value measurements

Level 2

Recurring fair value measurements

Assets	Notes		
Investment property Investment properties	5	18,902,053	18,920,174
Property, plant and equipment Land Buildings	3	4,620,000 139,925,246	4,620,000 141,686,560
Total property, plant and equipment		144,545,246	146,306,560
Total		163,447,299	165,226,734

23. Going concern

The council members believe that the university has adequate financial resources to continue in operation for the foreseeable future and accordingly the annual financial statements have been prepared on a going concern basis. The council members have satisfied themselves that the university is in a sound financial position and that it has access to sufficient funding facilities to meet its foreseeable cash requirements. The council members are not aware of any new material changes that may adversely impact the university. The council members are also not aware of any material non-compliance with statutory or regulatory requirements or of any pending changes to legislation which may affect the university.

24. Contingencies

The University had no material contingencies as at year end.

25. COVID - 19

The Council members are aware of the COVID-19 pandemic as well as the country's downgrade to sub-investment grade. The pandemic related events are considered to be adjusting events after the reporting period. There is no immediate concern around going concern. Management has established high-level task teams that are continually assessing and monitoring developments with regard to the disease and at the time of finalising the report, the council members are confident that their responses are adequate and the crisis is being continuously monitored to assess the impact on the university.

26. Events after the reporting period

The council members are not aware of any other signficant matter or circumstance arising since the end of the financial year, not otherwise dealt with in this report or the annual financial statements, which significantly affect the financial position of the university or the results of its operations to the date of this report.



Botswana Open University
Annual Financial Statements for the year ended 31 March 2021

Detailed Statements of Income and Expenditure

	2021	2020
	P	Р
Revenue Students application and tuition fees	41,774,177	37,100,974
Other operating income		
Rental income	1,277,494	1,273,509
Amortisation of capital grants	10,479,736	8,322,983
Tenders	16,150	34,675
Other income	2,427,479	1,424,568
Government grants	129,647,578	177,957,157
	143,848,437	189,012,892
Other operating gains/(losses)		
Gains on disposal of assets or settlement of liabilities		906,072
Foreign exchange gains	19,160	39,666
	19,160	945,738
Movement in credit loss allowances		(2,657,357)
Expenses (Refer to page 39)	(201,240,361)	(203,593,860)
Operating (loss)/profit	(15,598,587)	20,808,387
Investment income	921,762	1,106,787
Finance costs	(101,280)	(165,185)
(Deficit)/surplus for the year	(14,778,105)	21,749,989

The supplementary information presented does not form part of the annual financial statements and is unaudited



Botswana Open University
Annual Financial Statements for the year ended 31 March 2021

Detailed Statements of Income and Expenditure

	Note(s)	2021 P	2020 P
Others are and the company			
Other operating expenses Administration and management fees		(1 005 242)	(07/1-241)
		(1,095,342)	(874,261)
Auditors remuneration - external auditors		(290,850)	(254,919)
Bad debts		411,731	(2.05/.702)
Bank charges		(1,709,108)	(2,056,703)
Cleaning		(1,237,047)	(1,315,523)
Consulting and professional fees		(2,078,166)	(1,052,900)
Consulting and professional fees - legal fees		(65,614)	
Consumables		(87,468)	(113,272)
Depreciation		(10,603,485)	(8,869,512)
Employee costs		(140, 152, 183)	(122,415,928)
Entertainment		(49,142)	(190,007)
Examination expenses		(2,383,748)	(7,216,747)
IT expenses		(2,058,118)	(2,372,526)
Insurance		(1,587,053)	(2,191,338)
Learners materials		(2,629,297)	(6,760,207)
Lease rentals on operating lease			(181,109)
Library books		(40,780)	(30,980)
Library resources		(40,699)	(817,733)
License fees		(3,739,318)	(1,715,806)
Moderators fees		(668,867)	(170,923)
Motor vehicle expenses		(242,573)	(419,853)
Municipal expenses		(3,524,848)	(2,728,961)
Other expenses		(2,105,255)	(6,551,335)
Partnership fees, development and maintenance		(1,043,998)	(914,889)
Postage		(185,081)	(107, 432)
Printing and stationery		(317,617)	(526, 229)
Programms expenditure		(2,360,733)	(3,686,233)
Promotions		(1,552,247)	(2,360,129)
Protective clothing		(77,421)	(76,153)
Repairs and maintenance		(6,432,347)	(6,901,380)
Security		(834,250)	(664,593)
Staff welfare		(2,045,010)	(3,411,175)
Subscriptions		(167,025)	(133,088)
Teachers aids and audio cassettes		(83,970)	(135,311)
Telephone and fax		(243,478)	(467,903)
Training		(154,555)	(197,840)
Transport and freight		(93,219)	(290,148)
Travel - local		(681,706)	(2,208,189)
Travel - overseas		(23,184)	(1,642,576)
Tutor and writer expenses		(8,967,290)	(11,570,049)
		(201,240,361)	(203,593,860)

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INTEGRATED Annual Report



Botswana Open University

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Notes

INTEGRATED Annual Report



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INTEGRATED Annual Report

Twenty 2

Inspire Tomorrow, Today





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