



Exploring the Interface between the Decolonisation of Higher Education and Open Access

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Dedication

To my autistic son Tumelo with severe learning difficulties- Mommy is doing this for both of us.

To all my siblings- I am because you are. This is for you MaHlubi akwethu.

To my nephews and nieces- I hope you take the baton and run with it.

To my late mother uMaZebra- I hope you are beaming with pride ngothunjana wakho and I hope you are resting in peace because... Mama, WE made it!!!

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Abstract

This study aims to investigate the similarities between decolonisation in higher education and Open Access (OA). This study was motivated by South African students united under the #FMF (#FeesMustFall) movement who revolted against colonised higher education system, restricted access to higher education, colonised curriculum, outsourcing, and higher education fee increases. Students held enraged protests against the government system, citing the little development in universities in the two decades since South Africa became a constitutionally free and democratic country. The researcher aims to find ways in which OA can contribute to solving some of the issues that were brought forward during the #FMF protests.

This qualitative study is situated in a transformative research paradigm. The challenges in OA and OA publishing identified in the literature review and informed by social justice theory were used as guidelines to formulate appropriate research questions. Data was collected using snowball sampling from the #FMF activists, staff and students from three South African universities, namely: Rhodes University, University of Cape Town (UCT) and Nelson Mandela university.

Findings show that there are definite similarities between the objectives of OA and #FMF movements, however neither movement was readily aware of similarities, thus there has been no open communication between the stakeholders of the movements to engage and support one another in fulfilling their mutual objectives.

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List of acronyms and abbreviations

APC	Article Processing Charge
CC	Creative Commons
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
DOAJ	Directory of Open Access Journals
#FMF	#FeesMustFall
HE	Higher Education
IP	Intellectual Property
IR	Institutional Repository
NRF	National Research Foundation
NSFAS	National Student Financial Aid Scheme
OA	Open Access
OER	Open Educational Resources
OJS	Open Journal Systems
#RMF	#RhodesMustFall
UCT	University of Cape Town

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Chapter 1: Introduction

1.1 Introduction

This dissertation explores connections between decolonisation movements in higher education and Open Access (OA). It intends to focus on exploring the potential of OA to support the objectives of decolonisation of higher education.

1.1.1 Background of study (Open Access OA)

“The idea of OA is that scholarly work should be freely and openly available online with no unnecessary licensing, copyright, or subscription restrictions” (Yuan, MacNeill & Kraan, 2008:2). According to Czerniewicz and Goodier (2014: 1) OA was established “for two main reasons: the expense of subscriptions to bundled journal databases and a movement arguing for publicly funded research to be made available freely to the public who had paid for it”. Suber (2012: 29) shares the same views as he also states that there is currently a “pricing crisis for scholarly journals”, because the cost of subscription fees has increased and libraries are facing budget cuts. As a result, libraries will no longer be able to afford excessive subscription prices, especially in the fallout of a situation when students are demanding free education and no fee increases during and as a result of the #FeesMustFall (#FMF) protests. Webster and Moyo (2016:20) state that the current funding for libraries is inadequate and that there is no prescribed formula; the budget allocation differs from each university and the previously disadvantaged libraries are mostly affected. Researchers in academic institutions are supported by their institutions and funded by the government through “taxpayer’s money”. The research is then peer reviewed for free by researchers working in the same discipline. Nath et al. (2008:50) contends that the irony is that after so much effort it is the publisher who makes enormous profit and also owns the copyright of the content. Suber (2012: 11) mentions that the goal of writing research articles is to have an impact rather than to make profit. Subscription fees defeat the purpose because the broader community end up not receiving the results of the research and therefore the research does not have the intended impact. Yuan, MacNeill and Kraan (2008:3) point out that three key initiatives serve as turning points for the OA movement:

- “The Budapest Open Access Initiative (BOAI) announced two strategies for Open Access: The establishment of Open Access Journals (Gold Open Access) and self-archiving by scholars of their work” (Green Open Access).
- “The Bethesda Statement on Open Access publishing announced free access to scholarly journals. It provided a working definition of Open Access publishing and agreed on a set of principles that all parties (scholars, research institutions, publishers and librarians) could adopt to promote the rapid and efficient transition to Open Access publishing”.
- “The Berlin Declaration on Open Access to Knowledge in the Sciences and Humanities states that progress should be made by encouraging researchers to publish their work according to Open Access principles and institutions to provide their resources on Open Access institutional repositories”.

Many higher education institutions in South Africa signed the Berlin Declaration on Open Access and have established their own institutional repositories and created new positions such as Scholarly Communications Librarian posts to liaise with researchers and encourage them to publish in OA journals and make their research available on institutional repositories.

Asamoah-Hassan (2013) notes that the trend today is not money in a few people’s pockets but information availability to a broad community of people to enable creation of knowledge and innovation, and this is what OA seeks to do. Asamoah-Hassan (2013) further notes that one of the benefits of OA is access to grey literature from the developing world. This is a crucial point because according to Evans (2016) the #FMF Movement protesters have pointed out that the curriculum in higher education institutions is based on the ideas of theorists from the global North, that African thinking is being undermined and that European philosophers’ work is offered as a standard, as well as other issues that relate to higher education curriculum. This clearly points out that students want new ideas, knowledge and theories by Africans that will serve Africans and assist in dealing with the issues facing Africa which students can relate to. In order to create new knowledge, intensive research must take place, which is why open access to research that is relevant to Africa is essential. A substantial amount of grey literature and indigenous knowledge is hidden and not published in formal publications and therefore not visible for use and yet it has huge potential to respond to some of the issues which were raised by the #FMF protesters. Hence the importance of all institutions to establish OA Institutional Repositories (IRs) where they

publish all their research output and make it available online. Czerniewicz and Goodier (2014: 3) point out that “researchers have problems accessing research in an African and South African context”. A key challenge is the scarcity of research, more so for researchers not associated with any organisation who have to pay for resources from their own pockets by subscribing as individuals to electronic databases.

1.1.2 Open Educational Resources (OER)

“What are OER ...” (2015) points out that OERs help people gain access to knowledge by making teaching and learning materials like textbooks, course materials, and modules available publicly and are covered by intellectual property licenses that allow them to be used for free and repurposed by others. OA, on the other hand, refers to teaching and learning resources as well as research materials such as journals and books that are freely available online and may not be edited, remixed, or disseminated. Yuan, MacNeill and Kraan (2008:1) point out that for decades, institutions of higher learning all over the world have been developing and disseminating teaching and learning utilising the Internet and other technologies. According to Ramathan (2016:1) in South Africa there is an emphasis on obtaining higher education qualifications as a tool to redress the inequalities of the past, to eradicate poverty, and to improve social and financial conditions of South African communities. As a result, we have seen OERs gaining “increased attention for their potential and promise to remove demographic, economic, and geographic educational barriers and to promote life-long and personalised learning”. Therefore, OERs have the potential to enable South Africans to have access to higher education, to obtain higher education qualifications and also provide solutions to some of the challenges facing higher education in South Africa. OERs could be used to respond to some of the #FMF movement demands such as breaking down barriers of affordability and accessibility of higher education as some students struggle to purchase textbooks, and to afford leaving their homes to study in big cities and staying in residences as this comes with a huge financial burden. OERs could assist in ensuring that each student has full access to free resources and study material anywhere and at any time. This would help to increase pass rates and decrease dropout rates which are also challenges facing higher education in South Africa. The role of distance education is changing, OERs make it possible for universities to offer effective distance education. Caswell et al. (2008) state that because of the high expenses of production,

reproduction, and dissemination, remote education has typically served a small number of individuals. While creating a course still takes time and money for the university, technology has decreased the cost of reproduction to nearly nothing. Several students can access course content if it is posted online. According to Mabelebele (2015) “universities in Africa have student enrolment far beyond their capacity and South Africa has to increase student enrolment from 1 million to 1.6 million by 2030”. Shortage of student accommodation was one of the issues tabled by #FMF activists, and OERs can play a role in providing solutions to some of the issues facing institutions of higher learning in South Africa by ensuring good quality distance education to students.

1.1.3 Decolonisation

In late 2015, mid-2016 and late 2017 students in South Africa revolted against colonised higher education, restricted access to higher education, colonised curriculum, outsourcing and fee increases in higher education under the movement called #FMF. Students were calling the government system to account through angry protests about the limited transformation in universities over the two decades since South Africa constitutionally became a free and democratic country. Godsell and Chikane (2016: 54) state that students all over the world are reviewing how institutions of higher learning work and rejecting the prevalent ideas of “managerialism, neoliberalism and commodification” within institutions. They further mention that the same process of radical re-imagining drove the South African protests of 2015. According to Godsell and Chikane (2016: 58) #RhodesMustFall (#RMF), a related movement, defines itself on its Facebook page as “a student, staff and worker movement mobilising against institutional white supremacist capitalist patriarchy for the complete decolonisation of UCT.” Godsell and Chikane (2016:58) also note that the student-led protest was not about the imperialist entrepreneur Cecil John “Rhodes or his fall but, rather, a symbolic physical representation of all that is wrong with our universities and the country”. The movement was also focused on placing at the centre, the experience and consciousness of young black adults within a white institution.

Behari-Leak (2015) explains that “decolonising universities involves stripping bare and dismantling institutionalised power. It is an act of breaking free from this power and consciously opening one’s mind to new possibilities”. According to Evans (2016) a protesting student from

UCT, when asked what exactly students meant by decolonised education, mentioned the following:

- “The current curriculum dehumanises black students”;
- “We study all these dead white men who presided over oppression and we are made to use their thinking as a standard and as a point of departure”;
- “Our own thinking is being undermined”;
- “We cannot be decolonised by white people who colonised us”;
- “European philosophers’ work is offered repeatedly as a standard instead of introducing new ideas by Africans”;
- “Decolonisation advances the interests of Africans, instead of advancing Eurocentric interests and Eurocentrism does not serve Africans’ interests culturally, socially or economically; it does not solve the issues in Africa”;
- “The current curriculum does not accommodate creativity and expression in African languages”;
- “Education is not neutral, it serves particular interests”;
- “Decolonised education is not the same as transformed education”;
- “For decolonised education to be introduced the existing system must be overthrown and the people it is supposed to serve must define it for themselves”;
- “We want to review that system and that curriculum, and that can’t happen without a decolonised institution.”

Anti-apartheid activist and African socialist Steve Biko (born 1946, assassinated in 1977), who has had a strong influence on the #FMM ideology, believed in the transformation concept as he said “Blacks are out to completely transform the system and make it whatever they wish.” (Biko, 2004:53). Just as Steve Biko envisaged all those years ago the #FMM movement is currently determined to overthrow the existing system and create a new system that can directly address the needs of the students, a system that will deal with issues such as traditional, cultural, political, economic and social injustices that students are faced with especially in the higher education institutions. Adriansen (2016) shares the views of the #FMM protesters when she clearly points out that “the type of education that is delivered in Africa today, from curriculum to degree structure and the languages of instruction, is rooted in colonialism. This has led many to question whether

African universities are still suffering from a sort of colonisation of the mind”. Adriansen (2016) further points out that there are doubts about African universities need to tailor their teaching and research to meet the requirements of their communities as opposed to focusing on the content which is valued in the global South. She posed a question which many people wonder about: “how can African institutions of higher learning manage this tricky balance between local relevance and internationalisation?” Heleta (2016) shares that some academics fear decolonisation because they think it is “about moving backwards to the Stone Age” and that South African universities will be isolated from the rest of the world. Heleta (2016) further points out that the South African Higher Education and Training Minister, Blade Nzimande, has countered these concerns, saying at a 2015 summit that

[building] African universities does not mean creating universities that are globally disengaged. They should be globally engaged, but not only by being consumers of global knowledge. They should be producers of knowledge as well, knowledge that is of relevance locally, continentally, in the South and globally.

Murriss (2016: 276) states that #RMF has spurred urgency on the “need to decolonise a higher education curriculum that is centred in Western epistemology and is built around the ideas of theorists from the global North”. Makhele (2016) emphasises that despite the fact that much had been done to modify the South African education system, higher education curricula continue to be based on Western ideals and structures, at the expense of African experiences and realities. Godsell and Chikane (2016: 54) stress that “decolonisation is the necessary road towards inclusive academic excellence and also the need to establish the role of South African universities in the development of their students”.

Vorster and Quinn (2015) point out an important issue about academic developers and their role in contributing meaningfully to South Africa’s “decolonising turn” They continue to argue that academic developers should consider if they have been critical enough of their own processes. They need to put a stop on solely relying on theories from Australia. Academic developers should conduct studies that will result in theories and concepts that may be applied to Africa’s academic staff development requirements and consider if they are responding effectively to the changing context since the 2015 student protests.

1.2 Statement of the problem

In higher education, there is a dire need to reduce the cost barriers to education and research resources and to break free from the clutches the global North/West has on academic publishing (financially and in focus of content). Papin-Ramcharan and Dawe (2006:16) state that OA publications benefit only those researchers who consume information, while excluding publication by researchers from the global South. Gray (2017) indicates that:

the country's Higher Education and Training Minister Blade Nzimande at the UNESCO World Conference in 2009 pointed out that over the last few decades, some things have not changed. There has been no significant break in relations of knowledge production between the colonial and post-colonial eras, also that South African universities are essentially consumers of knowledge produced in developed countries.

The publishing system forces developing countries to turn to the North. At the same time, The #FMF activists stated that lack of teaching theories and teaching generated by the developing world for the developing world is a huge problem in higher education and that lack of visibility for African and South African research is problematic. #FMF protesters also protested over high tuition fees, university leadership and the lack of funding from the National Student Financial Aid Scheme (NSFAS) and the lack of transformation in higher education institutions since democracy.

1.3 Research objectives

The main purpose of the study is to explore the interface between decolonisation and OA in higher education institutions.

The sub-objectives are:

- To expose the overlap between the objectives of OA movement and for #FMF;
- To explore the perception of the potential role of OA in the decolonisation of higher learning;
- To identify challenges associated with the current OA publishing model in higher education that are relevant to the objectives of #FMF.

1.4 Research questions

The main research questions in this study are:

1. What role can OA play to support the objectives of decolonisation of higher education?
2. What is the level of mutual awareness between proponents of OA and #FMF?
3. What are the challenges of OA and OA publishing in higher education institutions and how do they relate to decolonisation?

1.5 Rationale of the study

The researcher chose to study the two topics of OA and decolonisation together because there is an overlap in objectives that has not been readily addressed by #FMF activists or OA advocates. The researcher's interest in these two topics was motivated by the #FMF movement which triggered conversations about decolonisation around the country when students protested about free and decolonised education in institutions of higher learning. Currently, decolonisation in higher education is a relevant and hot topic, and OA is also on the research agenda in most higher education institutions. Institutions are developing their own Institutional Repositories (IRs) as a means to promote OA.

In this study the researcher's focus will be on journal publishing model which has a significant impact on the South African higher education system as a potential link between OA and decolonisation. In this study, the researcher wishes to explore ways in which OA could support the objectives of decolonisation in South African higher education, and to explore OA publishing in South Africa as a means to address issues that were brought out strongly during the #FMF movement protests such as language policy, Africanising the curriculum, visibility and accessibility of African and South African content, knowledge production by Africans for Africans, social, cultural and economic injustices, as well as other issues facing the higher education system.

1.6 Research methodology

The researcher will use a qualitative research method because according to Wagner, Kawulich and Garner (2012: 126) “the greatest strength of qualitative research is the richness and depth of explorations and descriptions of data”. Murray and Hughes (2008: 151) state that qualitative research is frequently utilised in social science areas and focuses on the depth of data and “involves the collection of data via interviews, focus groups, participant observation, oral history” and so on. Wagner, Kawulich and Garner (2012: 102) point out that face-to-face interviews are a great approach to get in-depth, detailed information. Due to the current COVID-19 global pandemic and social distancing protocols, the availability of research participants has been limited, so the researcher decided to have virtual face-to-face Zoom discussions with the participants. These sessions were recorded for record keeping and data analysis. The target population for this study was the students who actively participated in the #FMF movement from three South African universities, namely: Rhodes University, University of Cape Town (UCT) and Nelson Mandela University as well as academic staff and librarians from these institutions. These institutions were chosen because the researcher wanted to explore institutions with different history and backgrounds as Rhodes University and UCT are known to be historically advantaged and “white” institutions, and Nelson Mandela University is known to cater for black students and is financially disadvantaged. Snowball sampling, also known as referral sampling method, was employed. According to Wagner, Kawulich and Garner (2012: 92) snowball sampling is a type of non-probability sampling. Data analysis in qualitative research, when data is largely narrative, usually incorporates a coding approach to categorise the data. “Coding allows labelling and grouping the data into meaningful chunks” (Bui 2014: 154). Data gathered in this study was transcribed and organised into research questions and themes; specific interview questions were matched to answer the three research questions.

1.7 Theoretical framework

This study was informed by a Social Justice Theory. Singh (2014:50) defines “social justice as a policy of inclusion in which a society or institution provides all individuals with equal opportunities”. Social justice is conceptualised in terms of policies such as the “redistribution of goods and resources to improve the situation of the disadvantaged” According to Nyahodza and

Raju (2017:5) social justice should be regarded as the founding pillar of OA as social justice is viewed as a system which challenges “structures that perpetuate poverty and injustice”. They further explain that social justice is also applied to those who are regarded as privileged because both the underprivileged and privileged must share in the promise of fundamental human rights. Therefore, regardless of whether one is privileged or underprivileged, when information poverty appears, it must be addressed immediately. One of the ways in which information poverty may be eliminated is by ensuring that societies get access to information by means of OA to all scholarly output. The traditional scholarly publishing models which put barriers such as paywalls on scholarly output restrict access to research output for those who cannot afford to pay, thereby excluding them from the learning process. Similarly, Slee (2001) notes that the fight for an inclusive education system is consistent with the general core pillars of social justice theory. The #FMF movement advocates for an inclusive and free education system. The social justice theory is appropriate in analysing the #FMF because it also encourages the elimination of exclusion in the education system due to financial and socio-economic issues.

1.8 Limitations and delimitations of the study

Simon (2011) points out that limitations are potential flaws in a study that are outside the researcher's control, such as utilising convenience sampling rather than a random sample, which means that the study's findings are only suggestive, and cannot be directly applied or extrapolated to a broader population. “They limit the extent of a study and sometimes affect the result and conclusions that can be drawn”.

“Delimitations are characteristics that limit the scope and the boundaries of the study” which are in a researcher’s control as opposed to the limitations which the researcher has no influence over (Simon, 2011). Delimitation includes factors such as the “choice of objectives, the research questions, variables of interest, theoretical perspectives, and criteria of participants to enrol in the study, the geographic region covered in the study, and the profession or organisation involved”.

This study was delimited to Rhodes University, UCT and Nelson Mandela University. Though the #FMF was a nationwide movement the researcher chose these for ready accessibility to the target population and considered administrative issues such as research ethical clearances in each

institution which may cause delays in data collection. The researcher took into account that the study is for a minor dissertation and to ensure that the study does not become too big.

1.9 Ethical considerations

Wagner, Kawulich and Garner (2012: 92) note that at every stage of the research design and implementation process, ethics must be considered. Participants may be hurt physically or emotionally, and the researcher may lose their job, reputation, or funding if research is not conducted ethically. The researcher assured the safety of the participants by ensuring that no harm will be directed to them. The researcher obtained prior voluntary written consent to participate in the study from all participants, and ensured confidentiality through and anonymisation of all participants' identifying data. The nature and objectives of the study were explained by the researcher, how the data will be used, and also gave participants a right to opt out of the study at any point with no negative implications for them.

1.10 Definitions of terms used

1.10.1 Decolonisation

According to Ndlovu-Gatsheni and Zondi (2016:4) by decolonisation, students meant among others “structural changes: curriculum change, epistemological paradigm shift from Eurocentric knowledge to Africa-centred knowledge and a change of university cultures and systems that are alienating as well as increased and affordable access to education in general”.

1.10.2 Open Access (OA)

“Open access (OA) literature is digital, online, free of charge, and free of most copyright and licensing restrictions” (Suber, 2012:4).

1.10.3 Open Educational Resources (OERs)

“Open Educational Resources (OERs) are any type of educational materials that are in the public domain or introduced with an open license. The nature of these open materials means that anyone

can legally and freely copy, use, adapt and re-share them. OERs range from textbooks to curricula, syllabi, lecture notes, assignments, tests, projects, audio, video and animation.” (Dutta, 2016:110).

1.10.4 Open Access Publishing

According to Papin-Ramcharan and Dawe (2006:16) “Open Access publishing is a concept where the results of research in the form of mainly scholarly articles are freely available to the public. Access is usually to an electronic form of the article via the Internet”.

1.10.5 Gold Open Access

According to Suber (2012:6) Gold Open Access is open access delivered by open access journals.

1.10.6 Green Open Access

According to Suber (2012:6) Green Open Access is open access delivered by institutional repositories.

1.10.7 Embargo

Manchester Metropolitan University Library (2017) defines an embargo as “a length of time that publishers can make authors wait before they are allowed to make their material open access”. For example, A publisher may allow the author to publish a version of their article 12 months after it has been published in a journal. Embargo periods vary from six to 24 months.

1.10.8 Institutional Repository (IR)

“An Institutional Repository is a digital research archive that consists of accessible collections of scholarly work that represent the intellectual capital of the institution”. (Jain, Bentley & Oladiran 2009:1).

1.10.9 Global South

According to Dados and Connell (2012:12) “global South refers broadly to the regions of Latin America, Asia, Africa, and Oceania. It is one of a family of terms, including “Third World” and “Periphery,” that denote regions outside Europe and North America, mostly (though not all)”.

1.10.10 Global North

According to Braff and Nelson (2022) “Global North does not refer to a geographic region in any traditional sense but rather to the relative power and wealth of countries in distinct parts of the world. The Global North encompasses the rich and powerful regions such as North America, Europe, and Australia”.

1.10.11 Grey literature

Monash Library (2022) defines grey literature refers to “information published informally or non-commercially or remains unpublished. It can appear in many forms, including government reports, statistics, patents, conference papers and even non-written resources such as posters and infographics. It usually has not been peer reviewed, but may still be good, reliable information. It can thus be invaluable for your research”.

1.11 Summary

Research is funded through taxes. Therefore, it should be available freely to the public. However, the current publishing model that has not been updated in centuries is crippling the aim of producing research as a public good to better lives. The findings are hidden behind financial, technical and legal barriers. Publishers limit research access to a restricted number of consumers, depriving the majority of the population of access to new research. This is why OA publishing is critical in the institutions of higher learning especially in the African continent in order to promote research work done in Africa which will deal with African issues and which university students can relate to. In South Africa where university students #FMF movement were protesting for free and decolonised education in the institutions of higher learning, OA can play a role in decolonising the curriculum and contribute to making African content visible to address some of the issues brought forward by the #FMF movement.

1.12 Research outline

This study consists of the following five chapters dealing with different aspects of the research namely:

Chapter 1 provides a basic outline of what the study entails, a brief introduction and background of the study. This chapter also discusses the statement of problem, research objectives, research questions, research methodology, and the theoretical framework that underpins the study, limitations and delimitations of the study, and ethical considerations.

Chapter 2 provides a detailed literature review that is most relevant to the study. Literature review entails searching for available current literature on the topic in order to understand where this research fits in and be able to come up with new ideas and identify gaps and it also consists of the theoretical framework that underpins this study.

Chapter 3 provides the research design, methodology and data collection methods. This chapter further engages on ethical considerations.

Chapter 4 presents data analysis and the findings of the research

Chapter 5 is the last chapter of this study and it presents findings, conclusion and the recommendations.

Chapter 2: Literature review

2.1 Introduction

“A literature review is a systematic, explicit, and reproducible method for identifying, evaluating, and interpreting the existing body of recorded work produced by researchers, scholars, and practitioners” (Fink, 1998:3). According to Creswell (2014:25) “literature review helps to determine whether the topic is worth studying, and it provides insight into ways in which the researcher can limit the scope to a needed area of enquiry”. Biggam (2015:109) says that a review of literature is carried out to find out who is saying what about the topic of interest, the research objectives, and to show skills to interpret and evaluate such literature. In this chapter the potential role which OA can play in decolonisation of higher education and Africanising of higher education curriculum are investigated together with the challenges that OA faces in higher education institutions.

2.2 Theoretical framework

This study was informed by Social Justice Theory. Singh (2014:50) defines “social justice as a policy of inclusion in which a society or institution provides all individuals with equal opportunities”. In its earlier stages, the social justice theory was thought of in terms of redistribution of resources to better the position of marginalised groups (Nyahodza and Raju, 2017:5). According to Adam (2020:13), social justice theory has since expanded to include “recognitive and representational justices.” Lambert (2018:228) noted that recognitive justice entails acknowledging and respecting cultural and gender differences, whereas representational justice entails equal representation and political power. Although social justice discourses first concentrated on the outcomes of oppressive institutions, the theory has now incorporated elements that look at concepts of human values, emphasising the roots of systematic oppression and supremacy. The social justice theory is rooted in the understanding of inclusion and elimination of barriers to entry. Murrell (2006:81) explains that the theory is “a disposition toward recognising and eradicating all forms of oppression, as well as fealty to participatory democracy as a means of this action.” Post-Apartheid South Africa still has visible resource inequalities that are seen between historically white and black institutions. The #FMM and OA movements are great

examples of the inequalities within the higher education sector. As such, the social justice theory is relevant to this study because it helps understand the roots of inequality and further create a space for more inclusivity.

According to Nyahodza and Raju (2017:5) social justice should be regarded as the founding pillar of OA as social justice is viewed as a system which challenges structures that perpetuate poverty and injustice. They further explain that social justice is not only for those people in society who are regarded underprivileged, but it is inclusive of those who are regarded as privileged as well. Both privileged and underprivileged should share equal human rights. One of the ways in which information poverty may be eliminated is by ensuring that societies get access to information by means of OA to all scholarly output. Singh (2014:50) suggests that Intellectual Property (IP) rights should be balanced with “rights to access and benefit sharing.” The traditional scholarly publishing models which put barriers such as paywalls on scholarly output restrict access to research output for those who cannot afford to pay, thereby excluding them from the learning process.

Research studies rooted in the social justice framework are within various fields that address issues of inclusion and removal of barriers to participation. The social justice theory is dominant within education research. The notion of inclusive education is seen as a transformation project that advocates for the conceptualisation of the education system. As such, the social justice theory is used in education studies to create new alternatives of inclusion within education (Musara, Grant & Vorster, 2020). Croft and Brown (2020) investigate the social justice possibilities of free online marking for underrepresented students and ideas, suggesting the framework for dealing with the risks and possible harm of this social and student-centred institutional activity. These researchers assert that open education advocates need to place social justice theory principles at the centre of all education frameworks that put inclusivity first. For this study, the social justice framework is used to investigate how an inclusive learning space ought to be within the space of online learning. Similarly, Adam (2020) explores the South African Massive Open Online Course (MOOC) designers, in trying to see how social justice theory has influenced their views. The author uses the social justice framework to further understand how these designers address injustices within their systems. In this research study, the social justice theory is used to tackle injustice within online methods of learning with the goal of improving learner designs to provide more inclusive education.

2.3 The role of OA scholarly publishing models in decolonisation

“The viability of gold OA publishing models into the future will depend, in part, on the attitudes of authors toward OA” (Tenopir et al., 2017). Piron (2018:3) mentions that many researchers do not even care whether their own work is available on OA platforms and if it is accessible to those suffering from cognitive injustices. However, it may be argued that it is a researcher’s moral duty or obligation to ensure that their community is informed and educated in order to eradicate social injustices of the past. As part of the university's public obligation, African countries should work on raising academics' publishing outputs and ensuring the dissemination of their research and for the development of the continent so that Africa can be able to contribute on knowledge creation rather than linking it to performance targets and accrual of incentives, funding and promotions (McKenna, 2017; Raju, Classen & Moll, 2016). Piron (2018:2) further cautions that OA may not necessarily be the solution to visibility and accessibility of the research done in the global South since many countries in the developing world are still struggling with basic needs such as access to computers, “web access, electricity and basic digital literacy” which would enable immediate access to open scholarly content. Internet access remains very expensive, which is a challenge for many countries in the African continent: institutions of higher learning face power cuts which affect teaching and learning and accessibility of OA materials. African theses and journals are rarely digitised and therefore their visibility and accessibility is limited (Piron, 2018:2). Eke (2011:8) mentions lack of financial capacity by academic libraries to embark on digitisation projects and lack of ICT skills and expertise for librarians as challenges facing academic libraries to embark on digitisation projects.

Piron (2018:3) posits that some African universities do not have research and innovation policies for research funding, and often depend on Northern “partners” with their own research agendas, resulting in the perpetuation of a neo-colonial situation. If OA is merely regarded as facilitating access to “science” without any consideration of the material conditions of access or the importance of sustaining “knowledge diversity,” OA could just become another tool for neo-colonialism (Piron, 2018:3; Andy Nobes, 2017). Andy Nobes (2017) questions whether working toward OA and sharing of research could exclude users of research in the global South, and if so, what could be done to decolonise OA? He says “if OA facilitates and accelerates access to Northern science for scientists from the South without looking into visibility of knowledge of the

South, it redoubles their epistemic alienation without contributing to their emancipation”. Making science from the North more widely available through OA increases its impact on the global South and supports its role as a “theoretical reference or normative model”, thereby further silencing local epistemologies. Hence the #FMF movement’s questioning why European philosophers’ work and their thinking is offered repeatedly as a standard and as a starting point instead of introducing new ideas by Africans. This clearly indicates that the OA movement in the African continent has to re-evaluate its role and take into consideration historical injustices and colonial power structures. Further to this, Andy Nobes (2017) says that researchers from the global South claim that they are treated as data collectors rather than intellectual equal partners in research projects, even when research is conducted in their home countries. Northern partners steer African scholars to their models without assessing whether the research problems and methodological choices are relevant to Africa and its challenges. Andy Nobes (2017) also notes that the power to establish standards and agendas lies with those on whom researchers in the South are frequently reliant for outside financing, and how the questions that guide research leave Southern researchers with little input on how they think the research should be conducted, which leads to imbalanced knowledge exchange and collaboration. Holmarsdottir et al., (2013:1) confirm the inequalities in collaboration between the North and the South, stating that research collaborators in the South are often seen as adjunct participants to projects conceptualised in the North. Differences in financing and authority exist in addition to geographical differences. Therefore, Holmarsdottir et al (2013:2) suggest that “African universities need to be more assertive about defining their own interests when negotiating international partnerships with universities and donors in Northern countries” and secure long-term collaborations on mutually favourable terms. Andy Nobes (2017) also points out how institutions from the global South are pressured to compete in World University Rankings on the same level as Northern institutions, on criteria set in the North, particularly through citations from Web of Science and Scopus. As a result, Southern universities, in order to remain competitive, encourage their academics to “publish in Northern journals using Northern language agendas” while neglecting conducting research to solve problems facing the African continent, which should be the primary goal of research in Africa.

2.3.1 Ideological underpinnings of OA and #FMF

University librarians all around the world found themselves in the midst of a significant issue known as the "serials crisis" at the turn of the 20th century ("A brief history ...", [AUD], n.d.), in which libraries simply ran out of money to purchase all of the publications they want and were forced to make difficult journal selection decisions as a result of subscription costs for publications rising considerably faster than inflation for years. The internet was really starting to take off at this point. Anyone with an internet connection could publish knowledge and spread it to the masses for very little money thanks to the world wide web. The Free Software Movement demonstrated the full potential of freely exchanging knowledge on the web, and a number of organisations started to make connections.

The United Nations Educational, Scientific and Cultural Organization (UNESCO), (2015) posits that since the democratisation of information and knowledge is accelerated, "intergovernmental fora" must take decisive action to bridge the information and digital gaps. In the modern world, openness is regarded as a social construct that is crucial to the process of citizen empowerment. The idea of openness brings social transformation and offers long-term solutions for closing knowledge and technological gaps in society, notably in the form of cohesive North-South and South-South collaboration models.

According to Isaacs-Martin (2020:154) the #FMF movement emerged from the #RMF initiative to dismantle the Cecil John Rhodes statue at the University of Cape Town which began in March 2015. The movements raised several issues, including the epistemological thrust of ideological instruction and the enduring influence of British colonialism on the lives of black South Africans (Isaacs-Martin 2020:149). Isaacs-Martin (2020:154) posits that "the memory of Rhodes has a long history in South Africa, roads, buildings, scholarships and universities bear Cecil Rhodes' name and the historical legacy that he represents". Rhodes outlines the dominant mentality that reduces many people to invisibility within a distorted system that appears to be normal. For these reasons Isaacs-Martin (2020:154) says students started to call for decolonisation regarding "colonialism, neo-colonialism and neo liberalism". This hinged on the notion that the original and subsequent ideological positions of the university, staff demographics and curricula, which promote the former ideological positions that do not cater for ethos of the collective population, have not been redressed.

Mignolo (2009:166) introduces us to what he calls geo-politics of knowledge and of knowing as one of the responses from the Third World to the First World. The geo-politics of knowledge revealed the First World's epistemic privilege where the First World had the privilege of inventing and being a part of the classification in the three worlds of scientific labour distribution. Mignolo (2009:160) goes on to say that geopolitics of knowledge is inextricably linked to geopolitics of knowing. “Who, when, why, and where is knowledge generated (rather than produced, as cars or cell phones are)?” By asking these questions, the focus is shifted from the “enunciated to the enunciation”. Mignolo (2009:161) points out that geo and body politics of knowledge have been concealed from the self-serving interests of Western epistemology. A task of decolonial thinking is to expose Western epistemology's epistemic silences, affirm the epistemic rights of the racially devalued, and use decolonial options to allow the silences to build arguments against those who view "originality" as the deciding factor for the final judgment.

2.3.2 Comparison of the ideologies of the two movements

The ideologies underpinning the two movements share similar principles. The OA movement is concerned with openness of knowledge, as the basic human right to have access to information in order to facilitate citizens' empowerment, to bring about transformation and close knowledge and technological gaps in society, ultimately to ensure that knowledge is not commodified and to ensure OA is not used to facilitate and accelerate access to Northern science at the expense of the visibility of knowledge from the South. In comparison, #FMM is more concerned with epistemological thrust of ideological instruction and the enduring influence of British colonialism on the lives of black South Africans and decolonisation regarding “colonialism, neo-colonialism and neo liberalism” in South African institutions of higher learning. Its aim was to decolonise a higher education curriculum that is centred in Western epistemology and is built around the ideas of theorists from the global North” and undermining ideas of theories from African scholars.

2.4 Challenges of OA and OA publishing in higher education

2.4.1 Article Processing Charges (APCs)

OA journals share their content for free and use other methods to fund the publication process, such as APCs, which have emerged as the principal revenue source for OA publication (Solomon

& Bjork, 2011:98). According to Morrison et al. (2015:2) “over 2000 journals use the OA APC business model”. Many universities and other organisations provide funding to authors who seek to publish in OA journals. The UK's Research Councils declared that all universities in the country will receive block grants to support APCs. In other institutions, especially in developing countries such as in South Africa, that is not the case as researchers struggle to get funding for APCs. The UCT has a limited OA Publications Fund available, therefore the fund is distributed on a first come, first served basis as the fund is not able to support all applications. Also, a successful applicant may be funded only once in a financial year (University of Cape Town [UCT], 2018)

Nkoudou and Hervé (2016:3) argues that knowledge is a common good which must never be the object for any commercialisation, but unfortunately “universities have become brands that sell at high prices, with the help of marketing linked to the world’s best universities, research funding and the number of publications in prestigious journals”. Under these conditions, African universities with few resources “are always at the bottom of the scale without subscription to prestigious journals and without funding for research”. Hence, “research is oriented and dictated by foreign donors who favour themes that do not always correspond to the priorities of the African context”. This impacts the production of research focusing on African contexts and creating the dislocation between research and the needs of the community.

2.4.2 How to spot predatory publishers

A new threat has emerged to the integrity of academic publishing which is called predatory publishing. Untrustworthy publishers are exploiting the OA model by corrupting the peer-review process, which is mostly absent or insignificant in their publication, a practice that is fraudulent, deceptive and irresponsible and therefore antithetical to science. Bartholomew (2014:385) states that the integrity of science itself is at stake. Predatory journals justify the fee payment as required to fund operational costs due to the lack of typical subscription fees. Some claim to evaluate submissions within seventy-two hours after they have been approved; they will be digitally published after payment of the fee. (Bartholomew, 2014:384). This predatory publishing trend is making researchers wary of OA publishing because they are confusing it with predatory publishing, constituting a huge setback for the OA movement which is encouraging researchers to publish on OA journals. It is important to advocate for those legitimate OA journals that are

contributing to the body of scientific knowledge. This gives librarians an opportunity to proactively redefine their roles and value in the institution by starting conversations and advocate for the adoption of the OA scholarly publishing model and give clarity by organising workshops for faculties and students within the institution and iron out any issues, doubt or confusion they may have about OA publishing and predatory publishing. By doing this, librarians will help academics and researchers to be more favourable toward OA publishing and see the value and why it is so important that they publish their work on OA platforms. Librarians should go prepared and show researchers the impact their work has made in terms of visibility, accessibility and readership using citations, debates and conversations it has started in comparison to non-open publications.

Institutions putting pressure on researchers to publish could be exacerbating the predatory publishing trend, because researchers may intentionally publish in predatory journals simply in the interest of publication counts and promotions or publication incentive bonuses. Researchers who publish in predatory journals compromise on the quality of peer review processes and quality of research, and they also put their reputation as well as the institutions' reputations at risk. McKenna (2017) points out that academics are frequently urged to publish since it enhances the government's funding to the university instead of encouraging academics to publish because it helps the institution to fulfil its mandate of contributing to knowledge creation. She further warns that as long as academic publication is linked with incentives, academics will be looking for short cuts.

“Beware of predatory ...” (2019) notes that researchers have to study the publisher's website. Predatory publishers' websites are frequently badly written and full of grammatical and typographical errors. That should immediately indicate that their publications are also poorly written. Butler (2013:435) stresses the importance of identifying reputable publishers prior to article submission. He provides this checklist:

- Check publishers' contact details and verify the information;
- Check the editorial board, some of the names may be well known professors, contact some of them and verify that they are members of the editorial board as you may find they are unaware;
- Verify that the journal's author/article fee policy is displayed;

- Be cautious of e-mail invites to submit manuscripts to journals or requests for a researcher to join the journal's editorial board;
- Examine the quality of some of the articles that have been published;
- Check to see if the journal's peer review procedure is well-described, and double-check the claimed impact factor.

Librarians as well as the research office in the institution should play an active role to ensure that their researchers do not fall in the hands of these publishers. The Department of Higher Education and Training (DHET) also publishes a list of registered and accredited journals and all researchers should be made aware of such a list.

2. 5 Africanising the curriculum in higher education

Ramoupi (2011:5) argues that:

the education system in universities and schools continues to be Eurocentric, meaning that European and white values are perceived as the standards on which the country's education system is based and rooted. Content of education is informed by European authorities and languages at the expense of African authors and African languages.

Nkoudou and Hervé (2016:3) point out that colonisation left stubborn traces in Africa which are reinforced by the education system. Colonisation was perpetuated by not recognising African languages in education, in which language is a powerful vehicle for culture. It is from this language of the coloniser that the repression of our own cultures starts. African researchers suffer from thinking initially in their language, then having to write in the colonial language. This process weakens the quality of their ideas and does not allow researchers to fully express the substance of their original thought. Even in this post-colonial, post-apartheid era, Africa is still colonised in certain ways. Under these conditions, decolonisation of Africa is impossible. In African countries, education, schools, and universities are the epicentres of cultural dominance, and they must be reformed. Epistemology in African-centred education is based on African knowledge production, which is mostly derived from African traditions, technology, and other associated methods of knowing. A policy of African-centred education, curriculum, and content is required to decolonise knowledge, knowledge production, curriculum, and content in our national education in Africa

(Ramoupi, 2011:6). African-centred curriculum and material suggests that any person's education should begin with them; African centeredness is the placement of African people and pupils at the heart of the human process (Ramoupi, 2011:6). The curricula have to be transformed as the university realises that the demographics of student population has also changed, the era has certainly changed, and therefore it is crucial that the curriculum represents the diverse population rather than the minority of the population.

Makhele (2016) argues “that black South Africans are” likely to be influenced or harmed by colonisation the more educated they become and he explains that once black people become educated they want to stay as far away from blackness and black people as possible, “including suppressing their African languages, traditions, cultures” and so forth. Dr Nelson Mandela (late former first black South African president: 1994-1999) said in one of his speeches... “Education is the most powerful weapon that you can use to change the world” (De Villiers, 2015), but if the education that is provided in our African universities remains rooted in colonisation, that means there will be no generation that will break free from the clutches of the North and our thinking and our minds will remain colonised for many decades to come because the legacy of colonialism is perpetuated through the colonial education system.

Ramrathan (2016:1) argues that “since the dawn of democracy in South Africa, the path of higher education transformation has largely been conceptualised within a framework of equity through redress and social justice that sought to change the face of higher education through demographic changes”. Higher education transformation therefore largely took the form of a number-counting process.

Ramrathan (2016:1) further explains that most goals that were set in the transformation agendas in various institutions of higher learning were about increasing the numbers of black students accepted in higher education and to change the system of how university courses were offered between black and white students that had its origins in the ideology of apartheid, which the democratic government wished to drastically change. These numerical changes among others focused on widening access, but in the process neglected problems such as dropout rates and academic support; problems that have the capacity to undermine revolutionary progress. It has been established that most students are underprepared for tertiary education as Mungal and Cloete (2016:204-205) point out that the outcomes-based education system was generating matriculants

who were unable to meet the academic demands of the institutions of higher learning and needed assistance “in bridging the gap to ease the transition. Majola and Jamison (2017) question the Department of Basic Education’s (DBE’s) proposal of reducing of the pass rate to 40 % for subjects including a home language, and 30% for four other subjects as well as its intention to drop maths as a compulsory subject for grades 7-9. Professional degrees require mathematics as a subject for acceptance and removing it will have a negative impact on the goal to increase valuable skills and decrease the shortage of skills especially in mathematics and science. Govender (2017) suggests that there should be more engagement with the government on school curricula to ensure that the divide between secondary and tertiary curriculum is reduced. Ramrathan (2016:1-2) points out that solely increasing numbers and achieving perfect demographic representation of student population is not enough if students do not finish their courses, fail, and drop out or are kicked out by the system eventually because they cannot cope with higher education learning as they were inadequately prepared for it. During apartheid, financing for black education was severely limited, resulting in minimal participation, particularly among the bulk of the African people, who were only allowed to study certain courses. Nyahodza (2016:16) also points out that the non-white curriculum was designed to generate public officials and secondary school educators, whereas the white curriculum was designed to “develop scientists”. Although in principle black students are now allowed to study any course, somehow the system still finds a way to exclude students who come from poor backgrounds from certain programmes such as medicine and engineering because their secondary school results are not good enough to get them into these programmes. Govender (2017) points out that students not admitted in their first choice course of study because they do not qualify to study their first choice courses end up not succeeding and that contributes to high level of dropout.

Garuba (2015) stresses that the Rhodes statue at UCT may have been physically removed, but what we now need to remove is the Rhodes that is embedded in our ways of thinking and in our curricula. “We need to remove the Rhodes that lives in our disciplines and the curricula that underpin them” (Garuba, 2015). #RMF was a crucial and much needed moment but the real struggle is starting (Mbembe, 2016:32; Garuba, 2015). It was profoundly demeaning that “we were asked to bow in deference before the statues of those who did not consider us as human and who deployed every single mean in their power to remind us of our supposed worthlessness” (Mbembe,

2016:32). Mbembe (2016:32) further points out that the curricula created to fulfil the needs of colonialism and apartheid are still being taught decades later.

2.6 The role of OA in decolonisation of higher education

2.6.1 Objectives of OA

OA came into existence as a means to make information accessible and to “bridge the gap between the rich and the poor” and enable researchers to distribute their findings to a wider audience and that helps to boost citation for their research. Research published in OA platforms reaches more readers and that may spark potential collaborators and the research will gain more recognition and respect and even attract funders, as funders require that research they fund should be available and accessible on OA platforms (Madalli, 2015:54; SPARC, n.d.). Researchers from advantaged institutions should consider sharing their research output with researchers from disadvantaged institutions and also initiate research collaborations with researchers from these institutions in order to increase their research output. Collaborations should not only be with researchers from the North; African researchers should also collaborate. Currently OA is “geared towards the global North” and therefore in “South Africa and Africa, social justice and moral obligation should be the core drivers of OA” (Raju, Classen & Moll, 2016:37).

Libraries are under extreme pressure to continue to subscribe to the electronic resources required by their users, but within tighter budget constraints. Some libraries are even cancelling existing subscriptions (Barclay, 2016). Barclay (2016) further suggests taking “funds currently spent on journal subscriptions and repurposing them to pay APCs” in order to support OA movement. Nkoudou (2016:7) emphasises that OA has upset the traditional publishing system by introducing other means of publishing such as self-archiving (green OA). This way local scientific production has the opportunity to circulate freely between students and universities of the same country or the whole world, which values the producers of this knowledge by making them visible at least nationally. As for the gold route, in addition to reinforcing the green route at the local level, it makes it possible to convey on the international scene, African knowledge and its application adapted to the context. In this way OA can be a powerful and effective weapon against cognitive injustice related to access to information. Raju and Pietersen (2016:4) bring to our attention what they call Diamond OA which is relatively new route of distributing OA scholarly output. In this route the author or their institution does not need to pay a publication fee, APCs or any other fees

for getting published. This will accelerate the library-as-publisher service, giving libraries the freedom to explore the Africanisation of OA as a concept. This service will allow the library to make a direct contribution to a decolonised and economical education system. Some of the academic libraries in higher education institutions have already started this trend as they are hosting OA journals via the Open Journal Systems (OJS) in their library websites which contributes to openness of resources as well as visibility and accessibility. This is a new trend and Raju and Pietersen (2016:2) suggest that librarians should be trained and equipped with the new skills set to provide this service for the researchers and students in their own institutions and they believe that this service will reduce the pressure on shrinking acquisition budgets.

There is, however, a risk of OA becoming a neo-colonial enterprise if it provides better access to science only from the North (Piron, 2017; Gray, 2017). This is the outcome of continued exposure to “Northern research projects and theoretical frameworks”, as well as a proclivity to copy Western science without contextualisation and the use of the colonist language in the institutions of higher learning. When OA promotes only the science of the North to researchers in the South, and when libraries try to subscribe only to Western scholarly journals that do not tackle African issues, OA then appears to be a neocolonial weapon. Gray (2017) states that in order to publish in international journals the content had to be relevant to Britain and the US. African authors have had to gear their writing to conform to what is regarded of importance to Britain and the US. As a result, African authors were unable to publish African medical research in international journals because it was not of interest to Britain and US, hence the lack of visibility of African and South African content. This is a clear indication that it is time for researchers in the African continent to find alternative and suitable models to distribute African research. Gray (2017) in her presentation at the SANLiC Conference, explains that Germany used to be the leader in scholarly communication in publishing, but the UK government covertly set up a national initiative to purchase German content and put it in the hands of UK. The English language and the British national interests became the dominant features of journal publishing. She further explains that the creation of metrics to measure the impact of journals and the impact of individual authors helped Britain to create a dominant and elastic market. Promotion and prestige of both authors and institutions became inextricably linked to journal publication. In South Africa, one of the requirements for promotion to professor for holders of Doctorates is to publish journal articles in leading international journals and a network of international colleagues. Many developing countries are trapped in this system of chasing

journal impact factors. Africa needs to break free from the global North/West's monopoly on academic publishing and focus of content. This model should not be forced onto the African continent; Africans should understand and be able to identify and define models that work for them.

Piron (2017) further says that a few researchers have considered how to decolonise OA and turn it into “emancipatory tool”. These scholars are primarily concerned with the political and epistemological aspects of mind colonisation, but they have neglected to analyse the conditions of publication and distribution of their own scientific work, as well as its accessibility in developing countries. Piron (2017) then proposes that Science “should respond to the challenges of sustainable local development in the North and in the global South by being pluri-lingual (available in national languages in addition to colonial languages)” and being available online in OA under Creative Commons (CC) licences, and OA should be given a “mandate to increase the visibility of science produced in the global South, in order to create more cognitive justice and greater fairness between the visible and accessible knowledge from the North and from the South”. Knowledge from the South that is not available in the Web of Science or similar databases must be considered by OA. Grey literature which is valuable and relevant should be made freely accessible. Piron (2017) brings to our attention that African science is not sufficiently visible in journals from the North. Most of the scientific research from universities of the global South is found in theses and dissertations and this research is not published in any of the world's prestigious international scientific publications. A portion of the research output is published in a few local journals with limited dissemination and visibility. Therefore, Piron (2017) suggests that instead of publishing in globalised/Northern journals, “OA in Africa should adjust to this reality and focus on good-quality institutional archiving”. This is what makes the statistics from the Web of Science an imperfect reflection of the research published from the African continent because it does not include all the journals that exist. It is only a reflection of the journals indexed by the Web of Science and it is blind to the research published outside this system (Piron et al. 2017).

[2.7 Acceptance/attitudes to Open Access Publishing in Africa](#)

Bosah, Okeji and Baro (2017: 378) conducted a research study on the perceptions and preferences of scholarly publishing in OA journals. The authors made use of SurveyMonkey to collect data

through an online questionnaire. Data was gathered using qualitative methods. The population of their study consisted of librarians who are “practicing or lecturing” in African universities and in this survey responses were requested from librarians who had published papers. The librarians’ email addresses were obtained from academic institutions’ websites. 789 emails were sent to 87 African universities, with a response rate of 51.0 percent.

Academic librarians were aware of the green and gold paths, but not the diamond route according to the study. Many academic librarians have only published one paper in an OA publication, according to the report, there were also those who have not published at all in an OA journal.

The survey also found that among the factors that influence their decision to use OA, the journal’s reputation and impact factor are particularly essential. Many respondents stated that APCs and inconsistency in the Internet connectivity are the two most significant barriers to publishing in OA journals.

The findings of this study are of great concern. Librarians find it difficult to publish in OA publications, and yet as the stakeholders of the OA movement who are supposed to advocate for the movement and encourage other researchers and lecturers to publish in OA journals, they face significant challenges. How difficult it must be for researchers to buy in to the OA movement if the stakeholders themselves suffer from the same challenges.

Nobes and Harris (2019) point out that attitudes to OA have been dominated by voices from the global North. In their study the invitation was sent out to approximately 3,000 researchers who were members of INASP authorAID project from the developing world to discover experiences and attitudes to OA publishing. Five hundred and seven researchers responded from 73 countries, with 44% from Africa of which was a good representation of African countries.

The survey revealed that researchers had difficulties gaining access to research literature to start with, but generally researchers had a positive attitude towards OA research and OA journals. The results also showed that when researchers select a journal to publish in, OA was not a high priority compared to international reputation.

From the findings above, it appears that researchers are open to the idea of OA, but they need more OA awareness for better understanding. They are still discouraged by issues of paying APCs and under-representation of the global South on OA platforms. Issues of international recognition and

impact factors also played a significant role in decisions on where to publish. This indicates that current OA publishing model requires reworking, decolonisation, balancing of the voice of the global North in OA, and making OA beneficial to researchers in the global South. These findings expose the direct link between decolonisation and OA.

Recent studies by Massarani et al. (2021) show that OA publishing models such as the prescription model, pay-to-publish and fee waivers prove to be ineffective for researchers from the global South. Researchers in poorer countries who often do not have grants to fund their research or their institutions paying for their APCs or enough funds to pay for journal subscriptions are often excluded from accessing research from top tier academic journals or from publishing in those journals as they cannot pay to publish a paper. Some publishers have waiver policies, and they offer fee waivers for APCs, but researchers from the global South argue that these policies are not often consistent or clear about how the waiver system operates, and they do not succeed in obtaining these fee waivers all the time. All these are contributing factors to the increasing size gap of the research published in the developing and developed countries.

During literature searches there was no research found that was done before this study on the interface between decolonisation of higher education and OA. There is much of research done on the two topics respectively, but the link between them or the potential role OA has in decolonisation of higher education does not appear to have been explored. As such, this study sheds light on a poorly researched area. Several databases were used to conduct the searches such as:

- Academic Search Ultimate
- Africa-Wide Information
- Applied Science & Technology Source Ultimate
- Communication & Mass Media Complete
- E-Journals
- Humanities Source & Technology Abstracts

The search terms used were: decolonisation, Open Access and higher education.

2.8 Summary

This chapter set out to understand the potential role which OA can play in decolonisation of higher education and the Africanising of higher education curriculum, together with the challenges that OA faces in higher education institutions. The second section of this chapter set out to explore the first research question guiding this research, namely: what role can OA play to support of the objectives of decolonisation of higher education? The discussion highlighted that OA potentially has a large role to play in terms of decolonisation of higher education, but the OA movement should be wary of being used to support the acceleration of research output from the North in the global South. It is also the responsibility of the movement to ensure that research output from the South is visible and accessible anywhere in the world.

The second research question addressed in this chapter was: what is the level of mutual awareness between the proponents of OA and #FMF? The reviewed literature showed that there was no mutual awareness of shared goals or any collaborations between the two movements to work towards shared goals. It is important to note that this will be explored further in the data analysis chapter.

This chapter further attempted to unpack the third research question guiding this study, namely: What are the challenges of OA publishing in higher education institutions and how do they relate to decolonisation? Research institutions and institutions of higher education should understand that is a moral obligation to make their research openly accessible to develop the African continent not only to increase citations and their prestige. Decolonisation should start with the institution as a whole and the curriculum will follow, then the library will be able to support the demand of OA materials which will be aligned with the new transformed and decolonised curriculum as the library is there to support research activities as well as teaching and learning. The resources provided by the library should be aligned with these activities.

Chapter 3: Research methodology

3.1 Introduction

The goal of this chapter is to introduce the research strategy as well as the empirical techniques used to conduct this study. This chapter focuses on the research design and methodology, population and sampling, ethical considerations, data collection instruments, validity and reliability, data analysis and presentation.

3.2 Research paradigm

A research paradigm is defined as the combination of beliefs and assumptions that guide the research (Mertens, 2007:231). A research paradigm in research provides the guidelines for a researcher to use when conducting research. This research adopted the transformative paradigm as a guide. According to Romm (2015:412) this paradigm believes that reality is a social construction with various versions. In understanding all these versions of reality, a researcher must consider the socio-economic, racial and gender undertones that determine each version of reality. Mertens (2007: 231) explains that “transformative researchers need to be aware of societal values and privileges in determining the reality that holds potential for social transformation and increased social justice”. A transformative paradigm was beneficial for this particular study because it allowed the researcher to explore how the two social justice movements (OA and #FMM) could help in addressing issues of exclusion in Higher Education (HE). Mertens (2007:232) states that the transformative paradigm is a framework that advocates for research that creates inclusivity in society. The aim of both OA and the #FMM movements is opening previously oppressive and exclusionary spaces. Furthermore, the transformative paradigm provides the perfect framework to uncover the overlaps between OA and #FMM thereby helping to construct a version/ structure of HE that is beneficial across gender, race and class lines. The following sections of this chapter were guided by the transformative paradigm.

3.3 Research design and methodology

A transformative research paradigm makes use of quantitative, qualitative and/or a mixed method research design (Romm, 2015; Mertens, 2007). Mertens (2007) explains that the most important thing in selecting a research design under a transformative paradigm is involving the participants in methodological decisions. For example, some of the participants did not know what OA is and what it is about, so the researcher had to go back and include a brief explanation on OA. Qualitative research within the transformative paradigm is used to increase social justice as it allows for continued dialogue in the research process (Romm, 2015). This study adopted a qualitative approach because it allowed for in depth dialogue between the researcher and the participants. Furthermore, since this research interviewed two separate movements, adopting a qualitative approach helped ensure that both movements are represented equitably. According to Wagner, Kawulich and Garner (2012:126) the “greatest strength of qualitative research is the richness and depth of explorations and descriptions of data”. This research method is useful because Murray and Hughes (2008:151) state that qualitative research is widely used in the social science disciplines and its more concerned with the depth of data and it entails gathering of data by means of “interviews, focus groups, participant observation, oral history” and so on. A qualitative research method was further chosen because it allowed the researcher flexibility in determining how the collection process should go. A qualitative research methodology allowed the researcher to alter the research instruments based on respondents’ initial input.

3.4 Population and sampling

The transformative paradigm suggests that sampling should be done in a manner that highlights the diversity of respondents within a specific topic. A researcher is thus required to recognise the limitations that participants face, which may range from language differences to meeting schedules. The target population for this study consisted of students who actively participated in the #FMF movement from three South African universities, namely: Rhodes University, University of Cape Town (UCT) and Nelson Mandela University as well as academic staff and librarians from these academic institutions. The researcher chose these institutions because the research objectives called for a diversity of views and circumstances, and institutions with different histories and backgrounds responded to this diversity. Rhodes University and UCT are known to

be historically advantaged and “white” institutions and Nelson Mandela University is known to cater for black students and is comparatively financially disadvantaged.

The researcher employed snowball sampling, also known as the referral sampling method. According to Wagner, Kawulich and Garner (2012: 92) Snowball sampling is a non-probability sampling method in where participants are selected based on their availability and willingness to participate in the study. Snowball sampling fits into the transformative paradigm because it allows individuals to participate in the study willingly and with a consideration for their barriers. According to Bryman (2012:424) this is type of sampling method is convenient when trying to sample populations that are hard to find due to lack of a sampling frame. In the first stage of this sampling method, the researcher approaches few suitable people who are then requested to approach other people. In this study the researcher approached a few prominent individuals who were active and prominent participants during the #FMF protests and requested that they recruit others who were also active participants in the #FMF protests. Wagner, Kawulich & Garner (2012: 92) point out that it is not necessary to ask the initial participants selected to actively recruit other eligible participants; they might also be asked for names of people who might be interested in the study and the researcher makes the follow-up inquiries. The researcher also approached the academic staff who came out and supported the #FMF movement and wrote articles on transformation and decolonisation of institutions of higher learning and those who write on OA as well to participate in this study. The researcher requested them to approach more academic staff members within their institutions or to provide names. The researcher then followed up these leads until the required sample was obtained. The sample consisted of three students and two staff members from Rhodes University, two staff members and one student who is also a staff member at UCT, and two students and two staff members from Nelson Mandela University. The researcher had to add a third student from Rhodes University to balance the population due to the lack of a willing student participant from UCT. The rationale behind this was to get an equal balance and representation of both initiatives. A total of 12 interviews were held. Due to the current COVID-19 global pandemic, the availability of research participants has been limited. Furthermore, the restrictions on face-to-face contact placed further limits on accessibility. The researcher interviewed participants from each of the mentioned institutions through a Zoom session.

3.5 Data collection instruments

There are numerous ways of collecting data, such as interviews, questionnaires, observations and experiments. The transformative paradigm argues the data collection instruments should be adapted to accommodate the issues around oppression, power and cultural differences.

3.5.1 Interviews

According to Struwig and Stead (2001:98) the standardised, semi-standardised, and the unstructured interviews are the three most usual forms of interview. Berg (2007:89) defines interviewing as a simple “conversation with the purpose of gathering information”. A set of questions was formulated based on the research aims and goals; respondents were asked to respond to each of the questions. The transformative paradigm dictates that the collection instruments should be influenced by the participants (Mertens, 2007). The researcher had a discussion session with some students and staff to find out about the key issues affecting each initiative. From that session, semi-structured questions were formulated with the research goals in mind in trying to create a change-orientated interview schedule (see appendix A). The interview questions were guided by the goal of bringing about transformation through a collaboration of these two initiatives. The interview questions were divided into three general themes (see appendix A): the initial inquiry (understanding the goals of each movement), the similarities/differences between the two initiatives, the challenges of OA publishing model, and lastly the possibility of a collaboration of the two initiatives. The objective of the interviews was not merely to collect data but also to raise awareness in participants of the shared goals of each movement, which has a transformative goal on its own. This objective is in line with the transformative research paradigm chosen because it seeks to create research that brings awareness and transform the phenomena in question.

3.6 Data validity

Validity relates to a research instrument's ability to demonstrate that it is eliciting the information that the researcher anticipated, whereas reliability refers to the consistency of its results over a period of time (Kumar, 2011:184). Kumar further states that in qualitative study, four indicators

influence trustworthiness which are: “credibility, transferability, dependability and confirmability”. Validity in qualitative research means that the tools, processes, and data that the researcher chose to use are appropriate, that the research question is relevant to the desired result, the methodology used is suitable for responding to the research question, the methodology is well-suited to the design, data collection and analysis are appropriate, and finally, the sample and context are appropriate for the results and conclusions. (Leung, 2015:325). In this study the researcher maintained reliability by ensuring meticulous record-keeping of observations, actions, audio and video recording of the study and by displaying a transparent decision-making process and ensuring that interpretations of data are consistent. The researcher ensured reliability and validity of the study by maintaining neutrality and trustworthiness. To improve the study's validity, interview questions were obtained from the research objectives. This study was conducted in only three South African institutions and a small population of #FMF and OA movement representatives participated in the study. These institutions were chosen because the researcher had easy access to them, and the historic backgrounds of these institutions were considered for representation. The researcher had to take into consideration the scope of the study and that this study was for a minor dissertation and therefore it was not practical to include all institutions of higher learning in South Africa. Having said that, the researcher managed to get rich data from the participants and does not feel the results would have been significantly different if she had access to many institutions and participants.

3.7 Data analysis

According to Bui (2014: 154), “data analysis describes the techniques that were used to analyse the information obtained from the participants”. In qualitative research where the data is primarily narrative, data analysis includes coding as a categorising strategy. The researcher can use coding to categorise and group data into relevant parts. In this study data gathered was categorised and transcribed in themes and sub-themes with regards to research questions and themes using Excel spreadsheets. To answer research questions, specific interview questions were matched. Recorded interviews were transcribed within 24 hours with the intention to become familiar with the data as soon as possible.

3.8 Ethical considerations

Struwig and Stead (2001:66) define ethics as a set of morals and norms of conduct. Research ethics provides researchers with a set of moral principles for conducting research in a morally acceptable way. These principles are intended to keep researchers from engaging in unethical behaviour, such as neglecting to safeguard research participants' anonymity and privacy, forcing people to participate in research against their will, and so forth. Sarantakos (2013:18) warns researchers about deception, such as a situation where a researcher entices participants to partake in a study and hides aspects of research that respondents may find unfavourable, or aims to deceive in the presentation of the research.

This study was approved by the UCT department (then LISC, now DKIS) Research Ethics Committee (see appendix B) and UCT granted access to staff and students (see appendix C and D) Gate keepers from Rhodes University granted permission to conduct research from staff and students (see appendix E and F). Gate keepers from Nelson Mandela University also granted permission (see appendix G). The researcher obtained prior voluntary written consent from all participants (see appendix H). The researcher also ensured confidentiality and anonymity of all the participants during data analysis and when archiving the data. The participants were informed that their personal information would be kept private by the researcher. and that it would be discussed with the supervisor only. In the final report the identity of the participants was removed and pseudonyms were used. The research's nature and objective were explained by the researcher. to the participants, and explained how the data will be used, and gave participants a choice to withdraw from the study at any given moment without facing any negative implications.

3.9 Summary

This study was qualitative in approach, and employed a transformative paradigm. This chapter presented research strategy and empirical techniques applied to conduct this study. The discussion included reasons why a transformative paradigm, research design and methodology were beneficial for this study. The reasons why some decisions were taken during the data collection process, procedures followed on which sampling method to use to select the population (representatives of the #FMF movement, and experts in OA at three different institutions, selected purposively), data collection methods (one-on-one semi-structured interviews), data analysis and

validity, and ethical considerations were discussed. The next chapter presents data analyses and findings of the research.

Chapter 4: Analysis and presentation of findings

4.1 Introduction

Chapter 3 explained the research methods that were used by the researcher to gather necessary data for this research. The findings are presented in this chapter from the in-depth interviews the researcher held. The researcher presents qualitative data that was collected from twelve one-on-one virtual Zoom sessions consisting of staff members and students from the three South African universities, namely: Rhodes University, University of Cape Town (UCT) and Nelson Mandela University and the findings of the study. The participants were recruited using snowball sampling, also referred to as the referral sampling method. This method was chosen due to the lack of a sampling frame for the target population. According to Merriam (2009: 169) “collection and analysis should be a simultaneous process in qualitative research”. For this study recorded interviews were transcribed and analysed within 24 hours of collection with the intention to become familiar with the data as soon as possible. Merriam (2009:175) views data analysis as the process of making sense and meaning out of research data, and making sense “involves consolidating, reducing, and interpreting what people have said and what the researcher has seen and read”. She further says data analysis is also the process utilised to respond to research questions. Creswell (2007:148) describes data analysis in qualitative research as “preparing and organising the data, then reducing the data into themes through the process of coding and condensing the codes, and finally representing the data in figures, tables, or a discussion”. In this study the interview questions were divided into three general themes (see appendix A).

The objective of this study, as set out in Chapter 1, was to explore the connection between decolonisation in higher education and OA. The researcher was interested in finding out the participants' perceptions and knowledge of OA and its connection to decolonisation in higher education. The researcher divided the data analysis according to the research objectives outlined in Chapter 1. In so doing, each of the sections below seeks to answer the following research questions that guided the study

1. What role can OA play to support the objectives of decolonisation of higher education?
2. What is the level of mutual awareness between proponents of OA and the Fees Must Fall movement (#FMF)?

3. What are the challenges of OA and OA publishing in higher education institutions and how do they relate to decolonisation?

Dividing the analysis chapter into these key objectives allowed the researcher to pick up key themes that will inform the recommendations in the final chapter.

4.2 Description of participants

The researcher conducted in-depth interviews with twelve participants. These participants were made up of students, lecturers, researchers and librarians from the three identified universities. Even though the sample was small, the duration of the interviews allowed the researcher to gain a rich data set from different perspectives. Table 4.1 indicates the participants' occupations as well as the institution. The researcher will refer to the respondents as participants 1-12 to protect the anonymity of the respondents, with abbreviations indicating their role and institution (key below table). Occupation and institution abbreviations are used throughout the narrative of the analysis for context and ease of reference.

Occupation Abbreviations

A-Academic

S-Student

L-Librarian

M-Manager

Institution Abbreviations

C-University of Cape Town

N-Nelson Mandela University

R-Rhodes University

Table 4.1: Description of participants, with occupation and institution

Pseudonym	Occupation	Institution
Participant 1 (A,R)	Academic	Rhodes University (R)
Participant 2 (S,R)	Student	Rhodes University (R)
Participant 3 (L,R)	Librarian	Rhodes University (R)
Participant 4 (M,C)	Manager-Centre for Innovation in Learning and Teaching	University of Cape Town (C)
Participant 5 (A/S,C)	Academic/Student	University of Cape Town (C)
Participant 6 (M,C)	Manager-Publishing and Implementation	University of Cape Town (C)
Participant 7 (S,R)	Student	Rhodes University (R)
Participant 8 (S,N)	Student	Nelson Mandela University (N)
Participant 9 (S,N)	Student	Nelson Mandela University (N)
Participant 10 (S,R)	Student	Rhodes University (R)
Participant 11 (L,N)	Librarian	Nelson Mandela University (N)
Participant 12 (A,N)	Academic	Nelson Mandela University (N)

4.3 Understanding of Open Access objectives

4.3.1 Access to information

The first question was guided by the first research objective of this thesis, namely to explore perceptions of the potential role of OA in the decolonisation of higher learning. The first question required the participants to share their understanding of OA. The purpose of this was to identify if participants knew what OA is.

Some of the interviewed participants associated OA with the concept of doing away with barriers that prohibit easy access to information and research. Participant 3(L,R) noted that the challenges that some African students face in terms of accessing information are one of the key motivators of OA, driving the agenda of free access to information regardless of socio-economic limitations. The idea of OA cutting across socio-economic barriers was further emphasised by Participant 2(S,R) who stated that:

It is to create an academic space where knowledge is not available to a certain few. It is about creating an academic space where everyone can access information and research easily.

The response given by participant 2(S,R) indicates an understanding of OA based on trying to create a more inclusive academic space where information and knowledge produced within academia are not restricted. For participant 8(S,N) OA represents the decommodification of acquiring knowledge. The fee restrictions on accessing published articles meant that knowledge is only afforded by those who have funds to access them. OA for this participant is driven by the primary objective of doing away with market influences on access to knowledge, where people have the same opportunity to access information without having to pay for it. Participant five (A/S,C) points out that:

We understand that OA is one aspect of looking at those different inequalities in our society, and from that perspective than looking at the democratisation of knowledge and scholarship is one of the objectives of OA.

4.3.2 Access to knowledge creation

Participant 6(M,C) highlighted that the primary objective of OA is to address issues of equity within the academic space, around cost and access to research. Participants 6(M,C) and 7(S,C) further highlighted that an important element in creating equity was to extend access not only to information but open knowledge creation access to have different people produce knowledge that represents them. For these two participants, the objective of OA is a diverse production of knowledge that represents different groups. Participant 5(A/S,C) argued that within the African context, OA has the key objective of moving away from the narrative of the global North holding more legitimacy and prestige as a creator of knowledge, thereby overshadowing knowledge produced in the global South. OA is then trying to put the African voice into knowledge production. Participant 3(L,R) states that:

In Africa, we have such great scholars and academics but when you look at the broader scale of knowledge, in Africa we are seen as the poor kids who are dependent on the West, but where is our local knowledge in that perspective?

The above participants' responses to the objectives of OA can be summed in into two key themes. The first one is access to information without restrictions; the second one is the ability to create knowledge without restrictions.

4.4 The overlap between the objectives of OA movement and for #FMF movement

The second question asked the participants about the level of mutual awareness between proponents of OA and #FMF. The purpose of this second question was to ascertain whether participants see how the two movements align and possibly where the one could enhance the other.

The responses provided by the participants had a common theme of OA and the #FMF movement both being guided by the same principle of creating a more inclusive higher education sector. Whereas #FMF does this through advocating for doing away with the financial barrier to entry for students, OA does this through advocating for doing away with the fee barriers associated with accessing information and the creation of knowledge. Participant 1(A,R) noted that because #FMF advocates for free education and OA provides academic knowledge for free, OA is a way to achieve the #FMF core objective. This sentiment was also shared by participant 2(S,R) who stated

that the first #FMF was guided by the objective of the fee structure of higher education being a barrier for entry for the previously disadvantaged. For this participant, this core goal of #FMF is in line with the OA movement. Participant 2(S,R) stated that:

While the terming is different, the foundation of both movements is similar. Where one movement is trying to open access to information for people and is trying to do away with this barrier to access, the #FMF movement trying to do away with a barrier to access, so for me, that's where they link.

For the participants, at a more surface-level understanding, both movements were founded on the same principle of minimising inequality within academic spaces because of socio-economic differences. These inequalities are not only limited to financial constraints but at a deeper level concerning representation within the academic space. Participant 2(S,R) further argues that at a deeper level, #FMF called for the decolonisation of higher education to include African ways and knowledge within academic spaces. OA is then viewed as a vehicle that can be used to bring about the decolonisation #FMF advocates for. Participant 4(M,C) explained:

How these two movements link for me fundamentally is how they try to transform the traditional forms of universities which was a white well-off student, so when you combine the elements of these two movements it then becomes a vehicle that caters to the new university student and then creates an environment where university and knowledge are not limited to the privileged few who are at university but also civil society.

Some of the participants expressed that while #FMF is a radical approach to the call for free and inclusive higher education, OA was viewed as a more conservative approach to inclusive education. Participant 6(M,C) explained that #FMF is a decolonisation process that goes beyond holding seminars and conferences around issues of inclusivity, whereas with OA, the process is negotiated, in that researchers are asked to publish with OA as opposed to creating structures that compel researchers to use OA.

The view that OA is a negotiated process of decoloniality whereas #FMF is a more radical process was mostly held by student participants who were part of the first #FMF movement. These participants felt as though OA was more of a resource for academics to advance their careers than a tool for decolonisation, without having changed the system of exclusion in higher education institutions. Participant 5(A/S,C) explained:

So, it is all about the preaching in OA and a few people are practicing it, while #FMF managed to get everyone to think about access to university, access to higher education for marginalised groups and doing something about it.

Participants who expressed that OA objectives did not align with those of #FMF were students who had little to no knowledge of what OA is. Participant 2(S,R) felt that there is a lack of information around OA and that is where the perceived disconnect between the two movements is. Participant 4(M,C) explained:

That is where the disconnect lies, in that talks of OA do not happen in the eye of students or in spaces where the general public can be privy to them.

The view that OA does not align with the key objectives of #FMF could be attributed to the lack of a working relationship between the two movements. OA is viewed as an academics/ researchers/ lecturers-only fight; #FMF is viewed as a student-based fight. The free access to universities advocated for by #FMF is the first step towards an inclusive higher education system. The second step to free and inclusive education is opening the knowledge creation and sharing space to include African perspectives. As such, some participants felt that both movements were fighting the same struggle from two different perspectives. The core difficulty is creating a working relationship between the two movements to enhance the overall goal of an inclusive and free higher education sector.

4.5 Challenges associated with the current OA publishing model in higher education that are relevant to the objectives of #FMF

4.5.1 Awareness and advocacy

The prevailing theme in some of the responses was centred on the issue of awareness and advocacy of OA. Some participants felt as though there is not enough awareness and advocacy when it comes to OA. Students and researchers within the academic space may not be fully aware of what OA is and the objectives of the movement. Participant 2(S,R) explains that:

To some extent, another barrier that exists is the lack of information about the OA movement and how it fits in the topic of transformation of higher education. So perhaps

that is where the disconnect lies, in that talks of OA do not happen in the eye of students or in spaces where the general public can be privy to them.

The above statement by participant 2(S,R) was further highlighted by participants 3(L,R) and 11(L,N) who stated that the advocacy around Institutional Repositories (IRs) is lacking in some institutions. The academic community is not fully aware of the importance of placing research done in an IR. The lack of visibility and advocacy around OA tools thus limits the impact it can make. Two of the participants further noted that while their universities may have programs and initiatives that they host to teach students about OA and repositories, the question is how well these programs reach students. Of equal importance, while postgraduate students may know they have to submit their work on university repositories, they may not understand why and how it works towards achieving an inclusive higher education sector.

4.5.2 Hidden costs

A second challenge the participants highlighted around the OA model was that the model was not as free as the concept implied. Some participants felt that there is a misconception where people might think OA is free. Two of the participants felt as though OA merely shifted the cost burden from the person wishing to access a journal to researchers who are now expected to pay for publishing. The cost that researchers are expected to pay is referred to as "publication fees" or "Article Processing Charges (APCs)". Participant 4(M,C) explained that:

I know when I was a student thinking that oh wow there is this great journal, and it is OA and then they hit you with a twenty thousand APC and you think to yourself that I am a student here and where am I going to get that money? And if you are not an academic who can claim from an institution you will not be able to afford the APCs while you would want to publish OA.

The participants further felt that the profits generated from the journals published on OA make more money for publishers, while the researchers who wrote the articles do not benefit from said profit. Participants 4(M,C) and 6(M,C) felt as though the current OA model may be advancing monetary profits as opposed to encouraging a more inclusive and free knowledge production and sharing environment within the academic space. Participant 1(A,R) emphasised a similar point and

argued that within the African context, the OA business model may not be suitable considering the socio-economic context, where some researchers may not be able to afford the costs associated with publishing. The above example provided by participant 1(A,R) implies that the business model adopted by OA may need the #FMF objective of removing the financial barrier to access.

Participants 4(M,C) and 12(A,N) expressed that commercial companies have appropriated the OA model for their benefit, while the initial intention of OA was to provide access to knowledge. The current model of OA where people are paying both subscriptions and publishing fees is a loss situation for researchers and only a win for commercial entities.

4.5.3 Perceived quality of Open Access

Participants stated that a challenge when it came to some OA journals was that they were not indexed in those high-ranking journals. A consequence of this is that researchers may not receive incentives and promotions when publishing in OA journals. Participants expressed that some OA journals may not be as well-known and highly ranked as traditional journals in each field. As a result of this, some of these journals' quality is questioned. Participant 12(A,N) provided the following example:

I have a friend who works at Stellenbosch University, and he was telling me how, if you want to be promoted you just must publish in these high-profile international journals. The university doesn't show any respect to South African journals or African journals. It's mainly the journals that are based in the Western world that are given that respect.

The example provided by participant 12(A,N) shows that some universities reward publication in high prestige journals through incentives. In so doing, researchers may tend to avoid publishing in OA journals to get the prestige and incentive associated with traditional publications. The importance placed by universities on the "brand-name" journals may hinder the core objective of OA because academics will become reluctant to publish their research in OA journals. Participant 5(A/S,C) explained that as an academic looking to progress their career, OA will not be top of mind. The participant explained:

If I am looking at career progression or looking at the next promotion let's say to senior lecturer and I am looking at the National Research Foundation (NRF) rating, what will get

one NRF rating is certainly not OA. So you see now there is this imbalance of what is expected of us as academics and as students, we must publish our dissertations on OA but for my journal article out of my dissertation I will close it up because I want to be in a high [impact journal] and I want to be recognised by researchers in the field that I am publishing in, that I am publishing in reputable places which means I am publishing in the West.

The story narrated by participant 5(A/S,C) highlights the imbalance between the structural expectations placed on researchers within the academic space and the objectives of OA. While OA advocates for free access to knowledge creation and knowledge sharing, the higher education structure makes it difficult for researchers to fully embrace OA. Participant 5(A/S,C) further highlights another consequence of the 'perceived' quality of OA versus traditional journals. A large portion of these high-ranked journals is from the global North. As such, publishing in these journals further perpetuates the idea that the only legitimate knowledge comes from the global North research. Articles that are published in these prestigious journals must thus be written to fit the western context and not the African context in which the research was produced. The embedded systemic issues of academic institutions perpetuating inequities in access to information through driving certain processes and behaviours bears consideration in this case. Although it was not explicitly raised by any of the participants, it could be viewed as antithetical to the transformation objectives of #FMF.

Participant 12(A,N) and Participant 5(A/S,C) felt that the #FMF call for decolonisation offers a solution to the dominance of western journals that hinder the OA objective. For these participants, the #FMF call to decolonise higher education could thus help academia move away from the idea that the only legitimate knowledge is that which is produced in the West.

According to participant 8(S,N), the #FMF movement is rooted in the belief that knowledge created in the global North is not the only legitimate knowledge. #FMF is thus calling for an inclusion of the African voice within the space of knowledge production. For this participant, this key #FMF understanding helps in addressing the OA challenge of perceived quality. Participant 9(S,N) explains:

We must change the way we look at things. To this day, we have decision-makers at universities who discourage collaboration within the global South or us doing the work

either locally or within the continent because they don't consider that to be as important or, carrying the same weight or quality as publishing in an international journal.

Participant 9(S,N) highlights that some OA journals go through the same quality checks as traditionally published journals. However, the issue of locally and nationally based journals means their quality is questioned. Furthermore, some funders stipulate the journals researchers must publish in as part of their contractual obligations. These journals are in most cases the prestigious western-based journals. This perpetuates the commonly held beliefs about the quality of OA journals.

The participants further highlighted that one of the key challenges facing the OA model is the dominance of Western funding agencies within the research space. These Western funding agencies dictate the kind of knowledge researchers should produce and the kind of journals researchers should publish their papers in. In so doing, researchers who may want to publish their papers in OA are restricted because of contractual obligations.

4.6 Open Access and accessibility of African research content

The last question required participants to consider how OA can help the decoloniality project at a practical level. The purpose of this question was to understand how participants envision OA operating within an African and South African context to drive decoloniality.

Participants 12(A,N) and 10(S,R) expressed that if the knowledge produced within the continent could be published on OA, the African voice will start featuring more often within the academic space. For these participants, OA provides an opportunity for African researchers to tell their stories/social phenomena from the African perspective. Participant 11(L,N) explains:

For example, the African Union's agenda, 2063, is the sustainable development goals that are to be implemented by 2030. Um, it's not going to happen without universities, without academics, without researchers, without people who can think about the problems and propose solutions. But once we propose solutions and we lock that knowledge, it's wasted. It is wasted.

From the example provided by participant 10(S,R), OA is seen as an important tool that can be used to open academia to incorporate various methods of knowledge creation. Participant 5(A/S,C)

stated that OA allows African researchers to develop solutions based on the African context and experience, without imposing Western definitions. For participant 1(A,R), OA further provides an opportunity to think about the language issue when it comes to decoloniality. The participant argued that OA provides the opportunity to tell the African story using African languages. The participant explained:

I think for me you cannot talk decolonisation without talking language, you cannot talk access without talking language, because if you cannot do research that can be accessed by everyone no matter the language, they speak then your access is not that open. OA for me provides an opportunity to include African languages within the academic space.

For these participants, OA is then seen as a vehicle that has the potential to drive the decolonisation project holistically. Starting from eliminating fee barriers to incorporating different languages and methods of knowledge production within higher education. Participant 5(A/S,C) further emphasised that while decolonisation has been a topic within the academic space for some time, it is pointless to support the project while locking up knowledge behind paywalls. The people who are expected to change curricula in schools may not have access to this decolonised information and knowledge because of subscription fees. OA provides an opportunity for real people to benefit from the knowledge and research produced on important issues.

4.7 Comparison of responses by group

When the above responses from the participants are analysed by their respective population groups it provides more insight on the gaps and connections between #FMF and OA. Participants who were students knew more about #FMF than they did about OA. Furthermore, postgraduate students who were also part time lecturers understood both aspects of OA and #FMF. Comprehension of both movements by postgraduates could be a result of them occupying both student and academic spaces. Similarly, academics at all the institutions understood the basic principles of both movements but were more familiar with OA. This 'invisible' divide between students and academics is perhaps rooted in #FMF being a movement started by students whereas OA is a movement for academics/researchers and librarians.

While some students from Rhodes University did not know OA, when the researcher provided them with a brief background, they were able to make the connection easily between the two movements. Rhodes university students that were interviewed were part-time lecturers and understood the challenges of OA and were able to connect them with the #FMF movement, as they had been part of it. Participants from Nelson Mandela University understood #FMF better than they did OA. As a result, students from Nelson Mandela University struggled with making the connection between the two movements. The difference in understanding from the three respective institutions could be a result of differing levels of advocacy around the two movements in each institution.

4.8 Summary

This chapter presented the findings of the research study. The four main sections addressed the key research questions guiding this study. The first section looked at how the research participants understand OA objectives. Based on the data presented, the participants viewed OA according to two principles, access to information and access to knowledge creation. The next section unpacked how participants saw the overlap between the objectives of OA and #FMF movement. Based on the data presented, both movements were seen as attempting to create a more inclusive higher education sector. Whereas OA did this by doing away with fee subscriptions that restrict people from accessing information and knowledge, #FMF does this through advocating for a removal of higher education fees that limit disadvantaged students from accessing knowledge. The third section looked at the challenges associated with the current OA publishing model in higher education that is relevant to the objectives of #FMF. The participants identified awareness and advocacy, hidden costs, and perceived quality of OA journals as the main challenges. The last section of this chapter looked at how OA could increase the accessibility of African research content. Participants argued that OA has the potential to be used as a vehicle to practically decolonise academia where African languages and cultural contexts can be reflected in research and knowledge produced.

Chapter 5: Discussion of main findings, recommendations and conclusion

5.1 Introduction

This chapter presents the findings, recommendations, and final general conclusions from the in-depth interviews the researcher held. In this study the researcher planned to explore the interface between decolonisation and OA in higher education institutions. The findings are presented in consideration of the following sub-objectives of the study outlined in chapter 1 which were designed to unpack the main objective of the study:

- To expose the overlap between the objectives of OA movement and for #FMF movement.
- To explore perceptions of the potential role of OA in the decolonisation of higher learning.
- To identify challenges associated with the current OA publishing model in higher education that are relevant to the objectives of #FMF

5.2 Discussion of findings

The findings will be discussed in relation to the literature reviewed and the social justice theory that informed this study and which were discussed in Chapter 2. This section seeks to unify the data presented in Chapter 4 with the theoretical literature in Chapter 2.

5.2.1 Role of OA in decolonising higher education

Madalli (2015:6) explains that OA came into existence to make information accessible and to bridge the gap between the rich and the poor and enable researchers to distribute their findings to a wider audience and that helps to boost citations for their research. The #FMF movement advocates for free and decolonised education, and OA advocates for free access to knowledge. OA is well positioned in the higher education institutions to provide researchers with resources to assist them in creating knowledge that will be relevant to South African students and to help solve societal problems. It is also well positioned to change the narrative of the global South, which is seen as consumers of knowledge from the global North and contributes very little to the knowledge creation that will make our research to be visible in the global North. OA could play an important role in ensuring that our research is included in knowledge production, and that it is visible and

accessible. With researchers making their research and publications accessible with publishing OA it would be easier for African scholars to be found by people wishing to read their publications.

Social justice theory at its core emphasises equity, access, equal opportunity, and equal participation. The responses given by the participants highlight these principles when speaking to how OA can shift the world's view of the standing of African research and studies. Firstly, through the OA movement African scholars and African research can be highlighted and the content created can stem from Africans who are better situated to understand the livelihoods in the areas they research. Through African scholars publishing research in ways that highlight African lived experiences through languages that Africans will understand, those meant to benefit from the research - African people - will have access to the research and be able to make use of it to better their standing in society and the world. Participant 1(A,R) highlighted the importance of publishing in a language people will understand in noting that:

My thesis three years later remains the most downloaded thesis in the library, and I think it is because of the language, because people of the Nguni languages can read my thesis. I have had people enquiring on my Facebook page of people not in academia, I have had the grounds and garden staff and lawyers approaching me to access the thesis because they have access to the language used in the thesis. There is an academic language which creates barriers to knowledge because once you put academic jargon in a journal article people not in academia will not be able to engage with that. Research is not about mastering academic language but about bringing in new knowledge which is accessible to everyone.

If research can be accessible both in people being able to obtain the research and publications without high fees, and being able to access it in a language, they are familiar with, they will be better able to access knowledge from publications and research. Having attainable knowledge means being better suited to use that knowledge to one's betterment, and that can result in students coming from schools who utilised languages other than English as primary languages of instruction faring better in universities.

In addition to the African voice being given more prominence, scholars can begin shifting away from the need to publish in prestigious paywalled journals which prevent access for Africans who cannot afford those payments. Paywalls limit the opportunity for people to better themselves through gaining access to research, and therefore limit the knowledge they possess. Limitations on

access to knowledge hinders the pursuit of knowledge creation for budding scholars and researchers in the global South. This leaves them at a disadvantage when compared to their peers in the developed world which then reinforces the stereotype that the global South contributes very little to knowledge creation. Therefore, the OA movement can assist scholars in the global South to have an equal opportunity to participate in knowledge creation, which meets the facets of the social justice theory that are rooted in inclusion and equal opportunities.

Yuan, MacNeill and Kraan (2008:1) pointed out that “Open Educational Resources (OERs) have gained increased attention for their potential and promise to remove demographic, economic, and geographic educational boundaries and to promote life-long and personalised learning”. According to Ramathan (2016:1) in South Africa there is an emphasis on obtaining higher education qualifications as a tool to redress the inequalities of the past, to eradicate poverty, and to improve social and financial conditions of South African communities. OERs could be used to respond to some of the #FMM movement’s demands such as breaking down barriers of affordability and accessibility of higher education as some students struggle to purchase textbooks, and to afford the financial burdens of leaving their homes to study in big cities and staying in residences. OERs could assist in ensuring that each student has full access to free resources and study material anywhere and at any time. The COVID-19 pandemic has provoked higher education institutions to take action in evolving the methods to deliver the academic project, namely, how OA and OERs can be used as effective tools to ensure that the academic project continues remotely as students can have access to online resources. Simon Batterbury (2020) insists that the making research applicable to the COVID-19 crisis easily available and accessible is a strong indication of the significance of democratisation of scholarly knowledge and suggests that OA publishing should be the model to replace paywalled content and the shift “from subscription to pay to publish models”.

Social justice theory’s advocacy for equal access can be tackled by the OA/OER’s goal of equal access to knowledge. Addressing the issue of equal access to knowledge, will enable students to improve their chances of completing their qualifications and curb the numbers of students dropping out of tertiary institutions due to financial constraints. Financial exclusion of students was a key focus of the #FMM movement, and OERs can assist in tackling a component which contributes to the financial exclusion of students, namely the high costs of information access.

5.2.2 Overlap between the objectives of OA and #FMF movements

One of the goals for the OA movement is to advance research that is pertinent to the African context and that will respond to societal problems and inequalities, and to promote research done in African languages which can resonate with the African people. Simon Batterbury (2020) states that the objective of the OA movement is to promote the democratisation of scholarly knowledge by making the research easily available and accessible so that anyone could read it. Participant 1(A,R) noted that OA provides an opportunity to think about the language issue when it comes to decoloniality. The participant argued that OA provides the opportunity to tell the African story using African languages and explained that you cannot talk decolonisation and access without talking language because if you cannot do research that can be accessed by everyone no matter the language, they speak then your access is not that open. OA for this participant provides an opportunity to include African languages within the academic space. As stated in Section 5.2.1, students stand a better chance at completing their tertiary qualifications if they can access scholarly material in languages they readily understand.

Mwaniki (2012: 220) argues that language is the vehicle of power distribution through education and that access is what links language and social justice. He further explains that:

the complexities of the relationship between language and social justice in higher education when analysed from this perspective of access become even more evident when the analysis is stretched to include the question: which language?

The language and research are key factors in understanding the politics and economy of institutions of higher learning (Mwaniki, 2012: 220). Mwaniki (2012: 220) argues that “English continues to dominate as the language of scientific communication worldwide”. This speaks to the shared objectives of the movements, because one of the #FMF movement’s objectives was to decolonise the curriculum and include African languages in the academic space. Andy Nobes (2017) posits that African researchers suffer from thinking first in their mother tongue, then have to write and publish in a colonial language which weakens the quality of their ideas. The problem of meaning being lost in translation can be eradicated by African researchers and scholars using their mother tongues without having to translate their thinking into English. Additionally, this would give

African scholars more time to concentrate on the research rather than on how to translate their ideas and research without losing the crux of their research and ideas.

Furthermore, as participant 8(S,N) highlights, OA represents the decommodification process of acquiring knowledge. Through the decommodification of knowledge the access to knowledge component of social justice theory can be achieved. Knowledge is key to growth and development and paywalled knowledge is therefore a hindrance to the development of those who cannot afford those fees. The fee restrictions on accessing published articles means that knowledge is only afforded by those who have the finances, just as much as access to higher education institutions is only accessible to those who have the finances. Getting education and easy access to knowledge should not have a price tag attached to them and only accessible to the privileged few, hence the #FMF movement wanting to do away with the perception of education as a commodity.

Although some participants could make the connection between the objectives of the movements, some participants more so those who did not know what OA stood for could not easily make the connection. Some participants felt that it was more of researchers' fight rather than for the students. The current OA business model which includes paywalls and APCs could hinder the call for free and decolonised education. That could be why some participants could not see how the two movements align because to them it means fees have not fallen if knowledge still has a price tag.

5.2.3 Challenges of OA publishing model in relation to the objectives of #FMF

APCs are a significant stumbling block for researchers publishing in OA journals. Lack of funds to pay for APCs might discourage a researcher from publishing in OA. This is often noticed with new researchers and students not collaborating with an eminent researcher but seeking to publish in OA journals, who often do not have funds allocated to them by their institution. Participant 4(M,C) explained that:

when I was still a student I found out that there is this great journal I can publish in and it was OA and then the journal hit me with a twenty thousand APC and you think to yourself that I am a student here where am I going to get that money? And if you are not an academic who can claim from an institution or your funder you will not be able to afford the APCs while you would want to publish OA.

This represents a dilemma for those who advocate for publishing OA which is also in conflict with what social justice theory's principles of access and equal participation. If researchers and scholars cannot publish OA due to high APCs then the benefits of OA cannot be attainable. Most young scholars in African countries gain education to better their standing in society and to improve the livelihoods of their families. If they cannot publish OA because of APCs, and publishing in prestigious journals means more recognition and upward mobility in academia, the lure of OA is lost on them. As discussed earlier in 4.5.3, this challenge speaks directly to the systematic issue which did not directly emerge from the data collection but has come out incidentally as a tool that perpetuates inequalities through exclusion from equal participation and lack of access to information and resources to assist in the betterment of societies, which social justice aims to eliminate.

Moreover, the issue of predatory publishers being associated with OA publishing is still an undeserved perception that some researchers have. There are measures in place to verify the credibility of a journal such as the DHET list and checking where the journal is indexed such as in the DOAJ. The assumption that when the information is free to access then it is of low quality, less prestige, low impact factor and less credible, and that the research did not go through vigorous peer-review and editing procedures by other scholars in the same discipline is discrediting OA initiatives. Participant 9(S,N) understood that OA journals go through the same quality checks as traditional publishing journals, and questioned why researchers are still encouraged to publish in prestigious journals of the global North instead of local OA journals.

Additionally, there is the issue of OA journals not being indexed in high-ranking citation databases such as Scopus and Web of Science. Researchers who publish with the intention of receiving incentives and promotions feel that publishing in OA journals which are not in these databases will hinder their progress. Andy Nobes (2017) points out in his blog how institutions from the global South are pressured to compete in World University Rankings on the same level as Northern institutions, on criteria set in the North, particularly through citations from journals in the Web of Science or Scopus, both of which have a Northern bias. So, in order for Southern institutions to stay competitive they strive for their researchers to publish in Northern journals using Northern language and Northern agendas, while neglecting conducting research to solve problems facing the African continent, which should be the primary goal of research in Africa.

The social justice theory on which this study is based is in support of the OA objectives. Singh (2014:50) views social justice as a founding pillar of OA, which is “a policy of inclusion in which a society or institution provides all individuals with equal opportunities”. Researchers should therefore publish for public good to ensure “redistribution of goods and resources to improve the situation of the disadvantaged”. Simply publishing in paywalled subscription journals is defeating the purpose of improving the lives of the disadvantaged. As discussed in chapter 2, Piron (2018:3) alluded to that fact that many researchers do not even care whether their own work is available on OA platforms and if it is accessible to those suffering from intellectual injustices. She argued that it is a researcher’s moral duty or obligation to ensure that their community is informed and educated in order to eradicate social injustices of the past. Participant 5(A/S,C) explained that “as an academic looking to progress their career, OA will not be in their mind. If they are looking at career progression or promotion to senior lecturer for example and looking at the NRF rating, what will get them NRF rating is certainly not OA.” Participant 12(A,N) stated that “the university doesn't show any respect to South African journals or African journals. It's mainly the journals that are based in the Western world that are given that respect”.

Participant 5(A/S,C) further explained that:

they are required to publish their dissertations on OA but for their journal article out of their dissertation they will close it up because they want to be in a high journal impact and they want to be recognised by researchers in the field that they are publishing in, and that they are publishing in reputable places which means they are publishing in the west.

Participant 9(S,N) explained that “there are decision-makers at universities who discourage collaboration within the global South or doing the work either locally or within the continent because they don't consider that to be as important or, carrying the same weight or quality as publishing in an international journal”. All this clearly indicates the conflict of what is expected from researchers and postgraduate students, whether to publish OA or put their careers first. Participant 9(S,N) furthermore mentioned that “some funders stipulate in which journals researchers must publish in as part of their contractual obligations. These journals are in most cases the prestigious Western-based journals. This perpetuates the commonly held beliefs about the quality of OA journals based in the global South”. Andy Nobes (2017) shared the same views that big Northern donors and funders set the standards and agendas in research, “Southern partners

rarely get to set the agenda, and researchers rarely get to develop the research questions that guide the research”. Andy Nobes (2017) goes on to say that “North/South research collaborations are rarely equitable; southern partners often complain of being used as data-gatherers rather than intellectual equals and partners in research projects, even when the research is being carried out in their own country”.

5.3 Recommendations

The discussion indicated that the lack of visibility of the OA movement in South Africa is affecting the objectives of OA and that the movement requires advocacy. More people need to know about the movement, what it does and how they can contribute to fulfilling the objectives of the movement and how it could help them as researchers and postgraduate students and ultimately assist with the call to decolonise higher educational institutions in South Africa and across the African continent.

Institutions of higher learning need to change their policies to support the OA and #FMF movements such as creating an enabling environment for researchers and students to publish OA. To ensure that all research output of the institution is available on institutional repositories, and to find the balance between structural expectations from researchers such as placing rewards and incentives when publishing in high impact journals and OA publishing.

The analysed data highlighted that while these two movements share the same objectives, there was reluctance from both FMF activists and OA stakeholders to firstly communicate and work together. Such reluctance could be a result of a lack of understanding of how both movements connect and how they could help achieve the same objective of an inclusive higher education sector. As such, there needs to be more research conducted on the gap between these two movements and how best to create communication between the two.

The notion of OA used as a tool to perpetuate neo-colonialism by exacerbating the academic inequity that prevents African scholars from properly exploiting their research potential to serve their societies and support local development of their country needs to be investigated further as well as the decolonisation of OA to find ways to ensure that OA is beneficial for the global South.

5.4 Summary and general conclusions

The main findings of this research were discussed considering the literature review and the theory that guided this research. Based on the discussion, conclusions were drawn and recommendations were made. This study used a qualitative research approach with one-on-one semi-structured online interviews coupled with social justice theory to guide the research questions and to address the principal goal of the research, which is to explore the interface between the decolonisation of higher education and OA. The literature review and the theory helped to generate appropriate research questions that revealed interesting data. Qualitative research design helped to get rich and sufficient data from the interviews conducted even though the sample was small and only consisted of twelve participants from only three South African universities.

There are definite similarities between the objectives of the two movements, and for both the movements there is still more to be done to achieve a decolonised all-inclusive higher education in South Africa. The OA movement needs to be more aggressive in its marketing strategies and to advocate for the movement. Some participants felt that it was more of the researchers' fight rather than for the students. What was more unexpected was when some researchers were not exactly sure of the objectives of OA and felt maybe they could have done more research on OA before the interview. This is a clear indication that the movement has to work on advocacy so that the movement can be understood by researchers, postgraduate students and young upcoming researchers. Through advocacy and scholarly understanding of OA and its objectives, researchers will have a better understanding of how they can grow in their research journeys with a strong OA foundation, full knowledge and understanding of how OA operates and how it could benefit their young careers and use OA to support social justice.

In conclusion the researcher argues that many institutions in South Africa are not doing enough to support OA movement objectives. Additionally, institutions may be discouraging researchers from OA publishing by expecting researchers to publish in high-impact journals and putting the incentives and rewards in place for those researchers who do. However, these institutions noted that they support the objectives of OA movement by signing the Berlin Declaration for example but have not put this into practice. This is done through a lack of policy evaluation around OA publishing and also not putting enough funds aside to pay for APCs which is also experienced differently by researchers in South Africa, depending which institution the researcher is affiliated

with. There is definitely an economic divide between the higher education institutions in South Africa. The institutions should put measures in place to make it compulsory for researchers to deposit all their published research on the institutional repository so that the research output is visible and accessible for all. That way researchers will be mindful and not give away their copyright to publishers blindly. That will help researchers from disadvantaged institutions to gain access to the research to enable them to build on the existing research and create new knowledge.

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Appendices

Appendix A: Interview guide

Topic: Exploring the Interface between the Decolonisation of Higher Education and Open Access

Introduction script

Thank you for agreeing to participate in my research. Please complete the demographics form as well as the consent form. These forms will be stored separately to ensure the anonymity of your response.

The main purpose of this study is to explore the interface between decolonisation and Open Access (OA) in higher education institutions. The target population for this study consists of students who actively participated in the #FMF Movement from three South African universities, namely: Rhodes University, University of Cape Town (UCT) and Nelson Mandela University as well as academic staff and librarians from these mentioned academic institutions. In this study I wish to explore ways in which OA could support the objectives of decolonisation in South African higher education, and to explore OA publishing in South Africa as a means to address issues that were brought out strongly during the #FMF movement protests.

Guiding Questions:

1. What is your understanding of the objectives of Open Access?
2. How do you see the objectives Open Access aligning with those of #FMF movement and decolonisation?
3. Why do you think there hasn't been a closer alignment of the objectives of Open Access and of #FMF movement?
4. What do you think are the challenges facing Open Access publishing model in South Africa and how do you think those relate to decolonisation?
5. Do you think Open Access can contribute to increasing the visibility/availability of African research content? If Yes/No, why?

Closing script

Thank you for participating in this interview, your participation is highly appreciated. Your identity will be kept confidential, only the information you shared will be used. For transparency purposes, a link to the copy of the study will be shared with all participants once the study has been completed.

Appendix B: Ethical clearance letter



Library and Information Studies Centre
University of Cape Town
Upper Campus

Private Bag XI, RONDEBOSCH, 7701 South Africa
Level 6 Hlanganani, The Chancellor Oppenheimer Library
Tel: +27 (0) 21 650 4546 Fax: +27 (0) 21 650 2529
E-mail: lisc@uct.ac.za
Internet: www.lib.uct.ac.za/lisc

Ref No.: UCTLIS201811-17

8 November 2018

Ms Khawulile Radebe,
Library and Information Studies Centre,
University of Cape Town.

Ethics Approval for Master's Research

Dear Ms Radebe,

I am pleased to inform you that on behalf of the Faculty of Humanities ethics clearance has been granted by the Ethics Review Committee of the Library and Information Studies Centre for you to proceed with collecting data for your Master's study entitled '*Exploring the Interface Between the Decolonisation of Higher Education and Open Access*'.

You are reminded to seek further permissions from the proposed data collection sites before commencing with your data collection.

I wish you well with your data collection and the completion of your research.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'H. P. L.' or similar initials.

Patrick Mapulanga
Chair: Department (LISC) Research Ethics Committee

Appendix C: Access to UCT staff

HR194	ACCESS TO UCT STAFF FOR RESEARCH PURPOSES	 UNIVERSITY OF CAPE TOWN <small>UNYVESITHI YABKAPA - UNIVERSITEIT VAN KAAPSTAD</small>
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NOTES

- Forms must be downloaded from the UCT website: <http://www.uct.ac.za/depts/hr/people/forms/forms.htm>
- This form must be completed by applicants who are requesting to access UCT staff for the purpose of research.
- A copy of the research proposal as well as the Ethics Committee approval must be attached.
- It is the responsibility of the researcher to apply for ethical clearance from the relevant Faculty's Research in Ethics Committee (R.E.C).
- If you are requesting staff information, you are required to complete the HR Information Request Form (HR190) and submit it together with all the required documentation.
- The turnaround time for a reply is approximately 10 working days unless specified as urgent.
- Return the completed application form and all the above documentation to Joy Henry via email: joy.henry@uct.ac.za or deliver to For the Attention: Executive Director, Human Resources Department, Bremner Building, Room 214, Lower Campus, UCT

SECTION A: APPLICANT DETAILS

Title	Miss	Name	Khawule Ednah
Telephone number	075 834 2852	Email address	rdkhs004@myuct.ac.za
Student number	RDBKHA004	Staff number	
Visiting researcher ID / passport number			
Faculty Officer contact details			
University or institution at which employed or a registered student	University of Cape Town		
Faculty or department in which you are registered or work	Faculty of Humanities, Department of Knowledge and Information Stewardship		
Address (if not UCT)			

SECTION B: SUPERVISOR DETAILS

	Title and name	Telephone number	Email address
Supervisor	Mr Richard Higgs	021 650 1852	richard.higgs@uct.ac.za
Co-Supervisor	N/A		



SECTION C: APPLICANT'S FIELD OF STUDY (if applicable) / TITLE OF RESEARCH PROJECT / STUDY

Degree	Masters in Library and Information Studies (MLIS)		
Research project or title	Exploring the Interface Between the Decolonisation of Higher Education and Open Access		
Research proposal attached	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
Target population (number of UCT staff)	I have identified my target population		
Amount of time required for an interview and/or questionnaire	90 Minutes		
Lead Researcher details	(Same as applicant)		
Proof of ethical clearance status attached	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	

SECTION D: FOR OFFICE USE (Approval status to be completed by the Executive Director, Human Resources or Nominee)

Support or approval		Role	Signature	Date
Supported?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Joy Henry (Office Co-Ordinator)	<i>Joy Henry</i>	19/06/19
Approved?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Miriam Hoosain (Executive Director: HR)	<i>Miriam Hoosain</i>	19/6/19

Appendix D: Access to UCT students

		RESEARCH ACCESS TO STUDENTS		DSA 100
NOTES				
1. This form must be FULLY completed by all applicants who want to access UCT students for the purpose of research or surveys.				
2. Return the fully completed (a) DSA 100 application form by email, in the same word format, together with your: (b) research proposal inclusive of your survey, (c) copy of your ethics approval letter / proof (d) informed consent letter to: Moonira.khan@uct.ac.za . Cc: Nadlerah.Pienaar@uct.ac.za . Your application will be attended to by the Executive Director, Department of Student Affairs (DSA), UCT.				
3. The turnaround time for a reply is approximately 10 working days.				
4. NB: It is the responsibility of the researcher/s to apply for and to obtain ethics approval and to comply with amendments that may be requested; as well as to obtain approval to access UCT staff and/or UCT students, from the following, at UCT, respectively: (a) Ethics Chairperson, Faculty Research Ethics Committee' (FREC) for ethics approval, (b) Staff access: Executive Director: HR for approval to access UCT staff, and (c) Student access: Executive Director: Student Affairs for approval to access UCT students.				
5. Note: UCT Senate Research Protocols requires compliance to the above, even if prior approval has been obtained from any other institution/agency. UCT's research protocol requirements applies to all persons, institutions and agencies from UCT and external to UCT who want to conduct research on human subjects for academic, marketing or service related reasons at UCT.				
6. Should approval be granted to access UCT students for this research study, such approval is effective for a period of one year from the date of approval (as stated in Section D of this form), and the approval expires automatically on the last day.				
7. The approving authority reserves the right to revoke an approval based on reasonable grounds and/or new information.				
SECTION A: RESEARCH APPLICANT/S DETAILS				
Position	Staff / Student No	Title and Name		Contact Details (Email / Cell / land line)
A.1 Student Number	RDBKHA004	Miss Khawulile Ednah Radebe		rdbkha004@myuct.ac.za / 065 952 9782
A.2 Academic / PASS Staff No.				
A.3 Visitor/ Researcher ID No.				
A.4 University at which a student or employee	University of Cape Town	Address if not UCT:		
A.5 Faculty/ Department/School				
A.6 APPLICANTS DETAILS If different from above		Title and Name	Tel.	Email
SECTION B: RESEARCHER/S SUPERVISOR/S DETAILS				
Position		Title and Name	Tel.	Email
B.1 Supervisor		Mr Richard Higgs	021 650 1852	richard.higgs@uct.ac.za
B.2 Co-Supervisor/s				
SECTION C: APPLICANT'S RESEARCH STUDY FIELD AND APPROVAL STATUS				
C.1 Degree – if applicable	Masters of Library and Information Studies			
C.2 Research Project Title	Exploring the Interface Between the Decolonisation of Higher Education and Open Access			
C.3 Research Proposal Attached:	Yes <input checked="" type="checkbox"/>		No <input type="checkbox"/>	
C.4 Target population	Currently Registered UCT Students who actively participated in the #FeesMustFallMovement			
C.5 Lead Researcher details	If different from applicant:			
C.6. Will use research assistant/s	Yes <input type="checkbox"/>		No <input checked="" type="checkbox"/>	
C.7 Research Methodology and Informed consent	If yes provide a list of names, contact details: Research methodology: Qualitative Focus group discussions Informed consent: Will be obtained in writing			
C.8 Ethics clearance status from UCT's Faculty Ethics in Research Committee /Chair (EIRC)	Approved by the UCT EIRC: Yes <input checked="" type="checkbox"/>		With amendments: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
	(a) Attach copy of your UCT ethics approval. Attached: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>			
	(b) State date / Ref. No / Faculty of your UCT ethics approval: 8/11/2018 UCTLIS201811-17		Ref./ Faculty.:	
SECTION D: APPLICANT/S APPROVAL STATUS FOR ACCESS TO STUDENTS FOR RESEARCH PURPOSE (To be completed by the UCT - ED, DSA or Nominee)				
D.1 APPROVAL STATUS	Approved / With Terms / Not	* Conditional approval with terms		Applicant's Ref. No.:
	(i) Approved <input checked="" type="checkbox"/> (ii) With terms <input type="checkbox"/> (iii) Not approved <input type="checkbox"/>	a) Access to students for this research study must only be undertaken after written ethics approval has been obtained. b) In event any ethics conditions are attached, these must be complied with before access to students.		RDBKHA004 / Miss Khawulile Ednah Radebe
D.2 APPROVED BY:	Designation	Name	Signature	Date of Approval
	Executive Director Department of Student Affairs	Dr Moonira Khan		26 July 2019

Appendix E: Access to Rhodes University staff



Human Resources Division
Office of the HR Director
Administration Building, Grahamstown, 6130, South Africa
PO Box 94, Grahamstown, 6140
South Africa
t: +27 (0)46 603 8114
f: +27 (0)46 603 8046
e: l.govender@ru.ac.za

www.ru.ac.za

30 January 2019

Ms Khawulile Radebe
Rhodes University Library
RHODES UNIVERSITY
k.radebe@ru.ac.za

Dear Ms Radebe

REQUEST TO CONDUCT RESEARCH WITH RHODES UNIVERSITY STAFF AND/OR STUDENTS

This letter is to confirm that your request to conduct research on "*Exploring the Interface between the Decolonisation of Higher Education and Open Access*" topic has been approved by the Ethics Committee. In my capacity as HR Director, I do not have any objection should you wish to follow a coordinated approach by surveying and/or interviewing staff.

Yours sincerely



Loshni Govender
HR Director

Appendix F: Access to Rhodes University students



RHODES UNIVERSITY
Cuthbertson • 1880 • Sakh'Alfisa

OFFICE OF THE REGISTRAR
P O Box 94, Grahamstown, 6140
E-mail: registrar@ru.ac.za
Tel: +27 (0)46 603 8101
Fax: +27 (0)46 603 8127

Ms Khawulile Radebe
c/o Library and Information Studies Centre
University of Cape Town
Upper Campus
Private Bag x1
Rondebosch
7701

28 February 2019

Dear Ms Radebe

Name of research proposal: Exploring the interface between the decolonisation of Higher Education and Open Access.

This serves to confirm that you have been granted permission to conduct your proposed research at Rhodes University as requested.

The University is not obliged to make any arrangements in terms of this research. The onus is on the researcher.

Yours sincerely

Dr Adèle Moodly
REGISTRAR

Appendix G: Access to Nelson Mandela University staff and students

NELSON MANDELA UNIVERSITY

PO Box 77000, Nelson Mandela University, Port Elizabeth, 6001, South Africa mandela.ac.za

Chairperson: Research Ethics Committee (Human)
Tel: +27 (0)41 504 2235
Chamain.Cilliers@mandela.ac.za

NHREC registration nr: REC-042508-025

Ref: [H19-RTI-LIS-EAP-001]

Contact person: Mrs U Spies

11 February 2019

Dear Mr Higgs

TITLE: EXPLORING THE INTERFACE BETWEEN THE DECOLONISATION OF HIGHER EDUCATION AND OPEN ACCESS

REF NR: UCTLIS201811-17
PRP: Mr R Higgs
PI: Ms K Radebe

Your application for ethics approval to conduct research at Nelson Mandela University has been considered by the REC-H on the basis that the study has been duly vetted and approved by University of Cape Town's Ethics Committee.

Kindly use the following ethics reference number **H19-RTI-LIS-EAP-001** together with your University's ethics clearance number in any correspondence with gatekeepers and participants at the University. Ethics clearance is valid for one year.

Please inform the REC-H, of any changes that may arise during the execution of the study, particularly to the methodology.

It must be noted that the Nelson Mandela University assumes that the Research Ethics Committee responsible for providing the original ethics approval/clearance has undertaken both ethics and scientific review of the protocol according to the National Health Research Ethics Committee (2015) Guidelines, and assumes primary responsibility for oversight with regard to any ethical issues that may arise in the course of the study. The Nelson Mandela University would also wish to be provided with an executive summary of the findings from the research.

We wish you well with the project.

Yours sincerely



Prof C Cilliers
Chairperson: Research Ethics Committee (Human)

cc: Department of Research Capacity Development

Appendix H: Consent form



UNIVERSITY OF CAPE TOWN

FACULTY OF HUMANITIES-DEPARTMENT OF KNOWLEDGE & INFORMATION STEWARDSHIP (DKIS)

Research Consent Form

Title of Research Study	Exploring the Interface Between the <u>Decolonisation of Higher Education and Open Access</u>
Principal Researcher	Khawulile Radebe RadebeKE@ufs.ac.za 065 952 9782
Degree	Master of Library and Information Studies
Supervisor	Richard Higgs richard.higgs@uct.ac.za 021 650 1852
Department	Library and Information Studies Centre Level 6, <u>The</u> Chancellor Oppenheimer Library University of Cape Town Tel: +27 (0)21 650 4546 Email: dkis@uct.ac.za
Nature of the Research	<u>The</u> research of this study will be conducted by the means of a once off one on one interview of students, academic staff and librarians.

Please note that there are no risks involved, no remuneration attached to participation in this study. Your information will be confidential and will be used for the purpose of this research study only. Participants have a right to withdraw from the study at any point.

DECLARATION

I..... (full name of participant)

Hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project and I consent to have this interview recorded.

I understand that this research might be published in a research journal.

I understand that the document (dissertation) of this research will be made available on the Open Access Institutional Repository.

I understand that I am at liberty to withdraw from the project at any time, should I so desire. I understand the intention of the research. I hereby agree to participate

SIGNATURE OF PARTICIPANT

DATE

.....

.....

SIGNATURE OF PRINCIPAL RESEARCHER

DATE

.....

.....