

# United Nations Global Compact



The University of South Africa  
Communication on Progress

# 2011



Towards  
Sustainability and  
Social Transformation



# Preface

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MINISTER OF HIGHER EDUCATION AND TRAINING

## A higher education and training position on sustainability



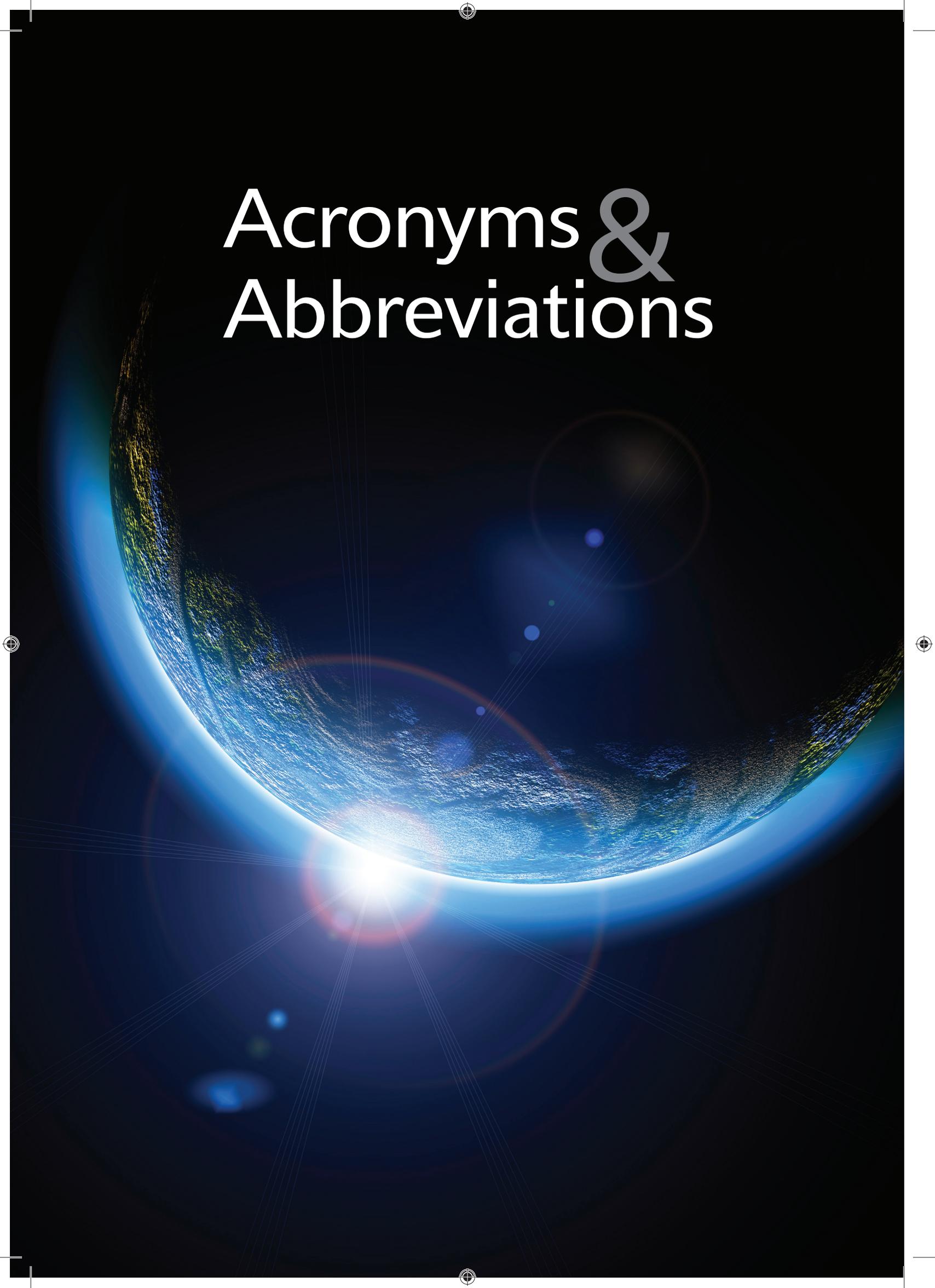
Science and innovation are crucial instruments for effective transition towards sustainable development. In this regard, South Africa has made significant progress in dealing with environmental and sustainability issues. In 2002, we hosted the World Summit on Sustainable Development (WSSD), an event that reaffirmed our commitment to sustainable development and placed poverty eradication at the centre of our efforts. In 2005, the Department of Environmental Affairs and Tourism (DEAT) released a discussion document for the development of a South African National Strategy for Sustainable Development.

Within the higher education (HE) sector, sustainability is regarded as a mechanism for educational change and innovation. The National Plan on Higher Education, the Higher Education Act, (Act 101 of 1997) as amended and the Education White Paper 3: A Programme for the Transformation of the Higher Education System provide guidance on how to integrate issues of sustainability as part of the core business of universities. To this end, the ratio of research and development (R&D) spending to gross domestic product has risen significantly. As a result, in February 2008, the South African government adopted an ambitious Ten-Year Innovation Plan (TYIP) for the development of an effective national system of innovation. All these initiatives are, in part, intended to support the production of graduates with a sound knowledge base regarding environmental sustainability.



I am pleased that Unisa has taken the lead in becoming the first South African university to sign the United Nations Global Compact (UNGC). This commitment serves as a catalyst for other South African higher education institutions to imbue and integrate the UNGC principles of human rights, labour, anti-corruption and environment into their curriculum and research focus areas. In so doing, it locates the HE sector in a favourable position to move towards the development of sustainable and socially responsible policies and an integrated framework for reporting their activities in these areas. Finally, this framework is a vehicle for reporting to stakeholders the contributions of HE towards economic, social and environmental sustainability.

# Acronyms & Abbreviations



ABET	Adult Basic Education and Training	IRPD	International Relations and Partnerships Directorate
ACHRAM	Academic Human Resource Allocation Model	ISPCAN	International Society for the Prevention of Child Abuse and Neglect
AMIFAM	Archie Mafeje Institute for Applied Social Policy on the Family and Poverty	LTS	Library Technical Services
APSA	Academic and Professional Staff Association	MANCOM	Management Committee
ARCSWID	Advocacy and Resource Centre for Students with Disabilities	MDGs	Millennium Development Goals
CAES	College of Agriculture and Environmental Sciences	MIT	Multi-, Inter- and Transdisciplinary
CC&M	Corporate Communication and Marketing	MPRDA	Mineral and Petroleum Resources Development Act (Act No 28 of 2002)
CEDU	College of Education	NEHAWU	National Education, Health and Allied Workers Union
CEMS	College of Economic and Management Sciences	NEMA	National Environmental Management Act (Act No 107 of 1998 as amended)
CESM	Classification of Education Subject Matter	NFSD	National Framework for Sustainable Development
CHE	Council on Higher Education	NPA	National Prosecuting Authority
CHS	College of Human Sciences	NSSD	National Strategy on Sustainable Development
CLAW	College of Law	NWA	National Water Act (Act No 36 of 1998)
CoP	Communication on Progress	ODL	Open Distance Learning
COP17	17th Conference of the Parties, United Nations Framework Convention on Climate Change	OHS Act	Occupational Health and Safety Act (Act No 85 of 1993)
CRPD	Convention on the Rights of Persons with Disabilities	PQM	Programme Qualification Mix
CSET	College of Science, Engineering and Technology	QA	Quality Assurance
DCC	Disability Coordination Committee	QEI	Quality Evaluation Instrument
DEAT	Department of Environmental Affairs and Tourism	QIP	Quality Improvement Plan
DHET	Department of Higher Education and Training	QMS	Quality Management System
DISA	Department of Information and Statistical Analysis	R&D	Research and Development
DoL	Department of Labour	REC	Risk Ethics and Controls Committee
DSPQA	Department of Strategy, Planning and Quality Assurance	SADA	South African Disability Association
EE	Employment Equity	SADC	Southern African Development Community
ERM	Enterprise Risk Management Directorate	SMPPD	Study Material, Publication, Production and Delivery
GCSAT	Global Compact Self-Assessment Tool	SWD	Students with Disabilities
GRI	Global Reporting Initiative	SADA	South African Disability Association
HEIs	Higher Education Institutions	SADC	Southern Africa Development Community
HEQC	Higher Education Quality Committee	TMIAL	Thabo Mbeki Institute for African Leadership
HR	Human Resources	TYP	Ten-Year Plan
ICT	Information and Communication Technology	UN	United Nations
IOP	Institutional Operational Plan	UNGC	United Nations Global Compact
		Unisa	University of South Africa
		UWF	Unisa Women's Forum
		WIL	Work-Integrated Learning



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# 1

## Background

### 1.1 Purpose and context

As the first university in South Africa to become a signatory to the United Nations Global Compact (UNGC) on 17 January 2007, the University of South Africa (Unisa) has entrenched a practice of reporting annually on its commitment to the goal of sustainable development. This report seeks to give an account of Unisa's progress in terms of its commitment to "sustainability and social transformation" in the higher education sector. The theme "sustainability and social transformation" has been formulated to highlight the organisational transformation initiatives that have been facilitated by the newly appointed leadership.

During the current year 2011, this institutional commitment has gained prominence and additional momentum through Unisa's participation in the 17th Conference of the Parties (COP17) to the United Nations Framework Convention on Climate Change. This participation underscores the relationship between the UNGC principles and the concepts of integrated sustainability and social transformation, as highlighted in the King III Code of Governance Principles. In addition, this participation strengthens the development of an integrated sustainability reporting approach, which communicates Unisa's economic, social and environmental performance to its stakeholders.

Unisa's Communication on Progress (CoP) for 2011 is once again structured to include the elements of the integrated sustainability reporting approach, as stated above. Furthermore, the approach taken in reporting ensures that the principles relevant to the vision of an African university in the service of humanity resonate with those of the UNGC.

This CoP seeks to provide a coherent narrative and identifies the key strategic imperatives through which Unisa has endeavoured to respond. In addition, it discusses the strategic focus areas planned for intervention.

# 2

## The South African government's commitment to sustainability

The definition of sustainable development, as qualified by the report of the World Commission on Environment and Development, in its description of new directions for our common future, states that sustainable development is "development that meets the needs of the present without compromising the ability of future generations to meet their own needs". This enduring formulation is widely accepted in the South African context.

South Africa's position on sustainability has been supported by several initiatives that the government has taken towards addressing the issues of sustainable development. Since 1994, South Africa has brought about far-reaching political, economic and social changes, and has shown an increasing commitment to sustainable development. In its demonstration of commitment to sustainable development, South Africa has, among other things, hosted and participated in the following initiatives:

- The United Nations Conference on the Human Environment, Stockholm (1972), where the environment was recognised as a development concern.
- The 1992 Earth Summit, where Agenda 21 was agreed on as a blueprint for sustainable development, reflecting global consensus and political commitment to the integration of environmental concerns into social and economic decision-making processes.
- The 2000 United Nations Millennium Summit at which the Millennium Development Goals were adopted.
- The World Summit on Sustainable Development, Johannesburg (2002), which reaffirmed the commitment to sustainable development, placed poverty eradication at the centre of efforts to achieve sustainable development, and reinforced the notion of development that aims for equity within and between generations.

This was followed by the National Framework for Sustainable Development (NFSD) which was developed in 2008. The main purpose of this initiative was to provide an outline of the country's national vision for sustainable development and to articulate strategic interventions to re-orientate the country's developmental path in a more sustainable direction. The five strategic interventions contained in the NFSD are as follows:

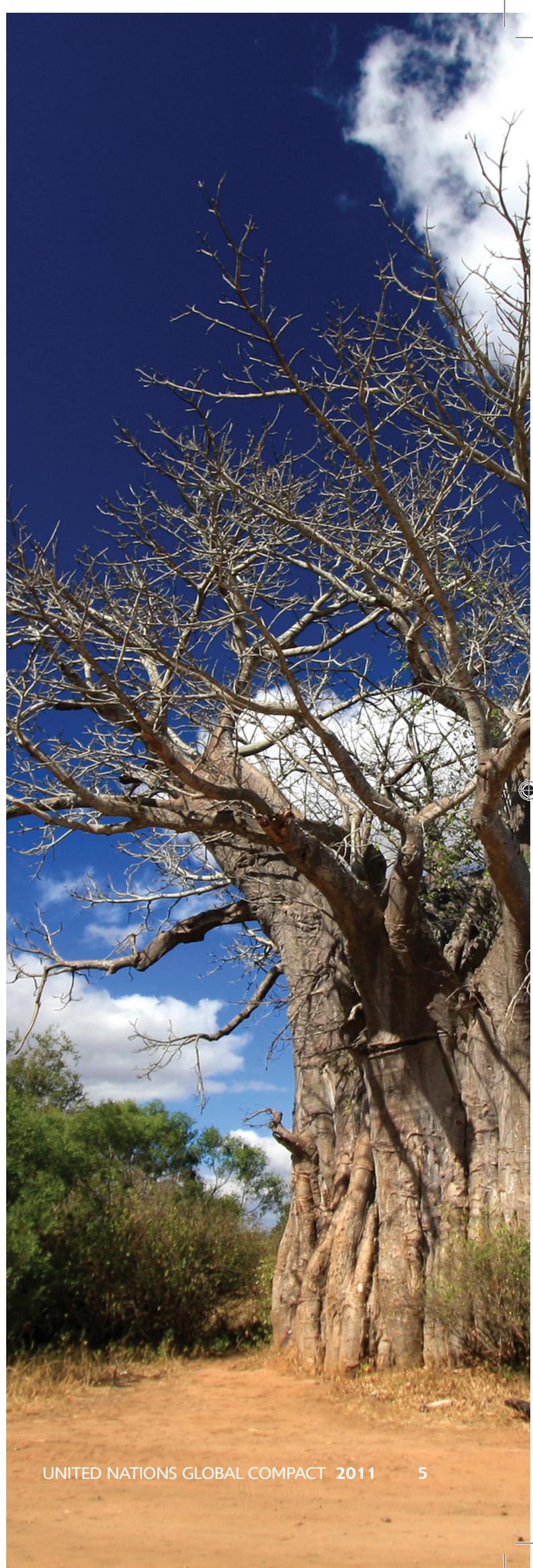
- Enhancing systems for integrated planning and implementation.
- Sustaining our ecosystems and using natural resources efficiently.
- Promoting economic development by investing in sustainable infrastructure.
- Creating sustainable human settlement.
- Responding appropriately to emerging human development, economic and environmental challenges.

Given the challenges that remain, the National Strategy on Sustainable Development (NSSD) has been developed to provide a framework aimed at altering the government's development path to one that is appropriate and specific to the South African context.

As such, South Africa's commitment to sustainable development resonates with the new democratic structures, policy and legislative developments. The following developments summarise the country's commitment to the attainment of sustainable development and highlight some of the key legislation made over the past years:

- The National Environmental Management Act (Act No. 107 of 1998 [NEMA]) provides the core principles and framework for sustainable development in South Africa and sets out environmentally sound policy. This includes the 'precautionary' and 'polluter pays' principles. A wide-ranging series of acts and amendments in terms of NEMA covers the management of air, biodiversity and protected areas, coastal and marine areas and, most recently, waste management.
- The Mineral and Petroleum Resources Development Act (Act No. 28 of 2002) (MPRDA), with the key purpose being to promote equitable access to mineral and petroleum resources.
- The Occupational Health and Safety Act (Act No. 85 of 1993) (OHS Act) that provides for the health and safety of persons at work and the protection of people against hazards arising out of the activities of persons at work.
- The National Water Act (Act No. 36 of 1998) (NWA) emphasises the scarcity and uneven distribution of water in South Africa in terms of its natural distribution through historical practices which prevented equal access.

As a result, South Africa has made significant progress towards the development of a framework for the promotion of sustainable development.



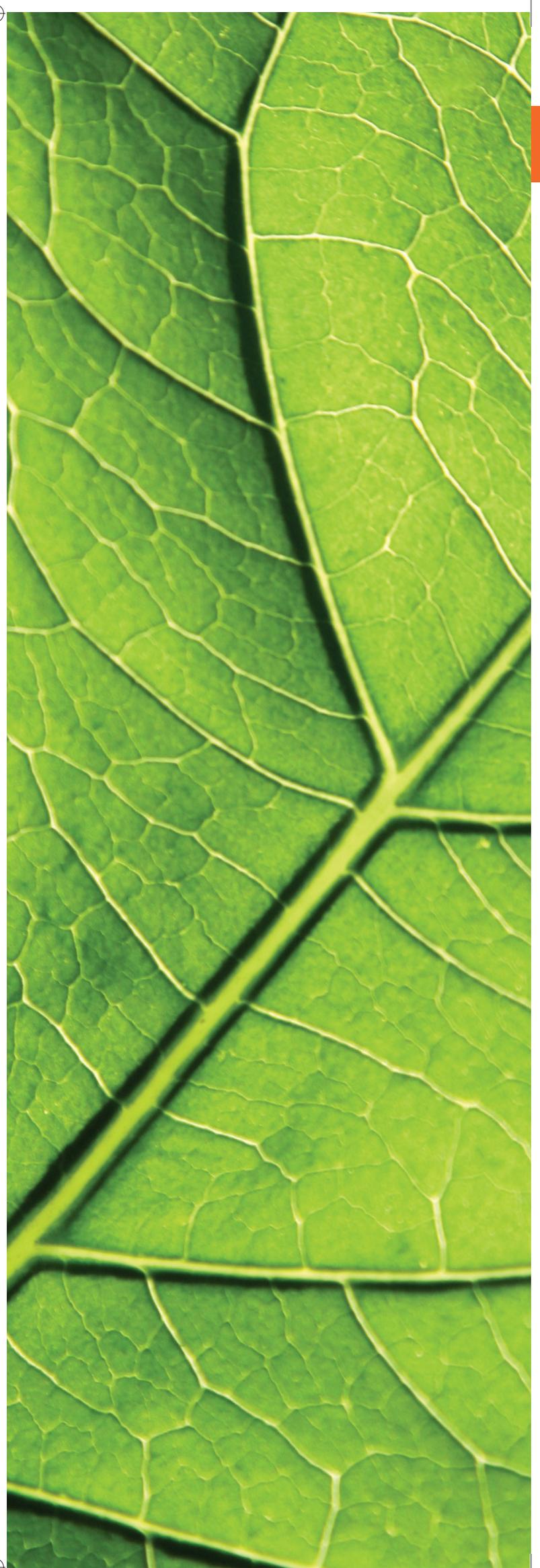
# 3

## The South African higher education sector's position on sustainability

The National Plan on Higher Education and the Higher Education Act 101 of 1997 make provision for higher education institutions (HEIs) to address issues of sustainability as a national priority. In this regard, the National Plan for Higher Education gives effect to the vision of transforming the higher education system as outlined in *Education White Paper 3: A programme for the transformation of the higher education system*. The plan presents a detailed implementation framework that seeks to identify key strategic issues that are imperative for the transformation of the higher education system.

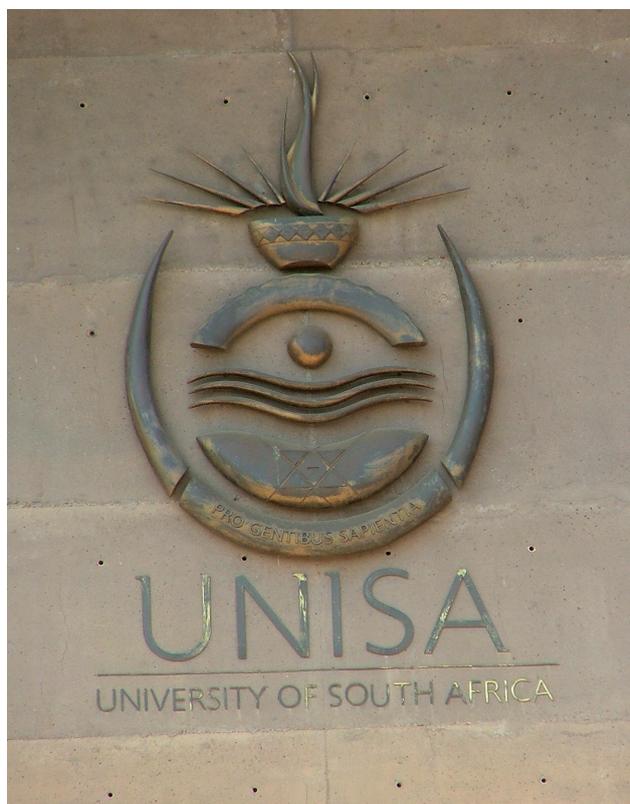
Sustainability, if closely embraced by HEIs, means that its values should be reflected in each of the core functional areas of university life. In reality, the net impact of political, economic and globalisation pressures from the knowledge economy on South African higher education has had challenging consequences. In this context, the provision of relevant programmes that give expression to the diverse needs of South African society needs attention. Sustainability and sound governance should therefore drive the ethos of universities.

The South African higher education system is mature with a series of world-class educational institutions, a funding framework, a solid, quality regimen and clear governance structures. Over the past few years, the government has implemented a series of strategies, programmes and instruments to further strengthen the system so as to enhance sustainable practices within the higher education environment.



# 4

## Unisa's position on sustainability



### 4.1 Institutional levers for sustainability

Higher education in South Africa has a mandate to uphold and celebrate the values and principles of the Constitution and to infuse these values into its core business of teaching and learning, research, postgraduate education and community engagement. The UNGC principles are fully aligned with the constitutional tenets of human rights, labour, environment and anti-corruption. In this regard, Unisa has made significant strides towards effectively institutionalising the four main principles of the UNGC.

However, there are challenges that still need to be addressed. The process involved in meeting the targets of sustainable development and the MDGs is critical. It is therefore essential that Unisa responds to these issues through its core functions. Unisa has consciously elected to infuse sustainability into its business model. This includes teaching and learning, research, postgraduate education and community engagement. While teaching and scholarship must begin to reflect on sustainability related issues, students must be taught to learn to think in a more integrated manner. There is emerging consensus within the higher education sector that institutions should also model sustainable practices. It is therefore important that academics and institutions keep experimenting with, and sharing, their efforts to embody sustainability, especially in making it a focus of their disciplines and professions in the process of curriculum design, development and research.

In this context, Unisa occupies a privileged position, given its size and scope, where it can influence and shape societal beliefs and practices. Education in South Africa serves the vision and values enshrined in the Constitution. All policies and frameworks guiding education in South Africa, and specifically higher education, thus ascribe to the principles embedded in the Constitution and supporting legislative frameworks. The ten UNGC principles align closely with the South African Constitution and the legislative frameworks guiding higher education. These principles further address specific concerns regarding the need for more responsible and sustainable business and corporate practices; including human rights, labour standards, environmental concerns and anti-corruption. Unisa's vision, "Towards the African university in the service of humanity" is a statement that is conscious of its educational and social responsibilities nationally and on the African continent. This commitment is once more underscored in the Unisa 2015 Strategic Plan, in which Unisa has committed to establishing itself as a leader in sound corporate governance and the promotion of sustainability.

According to its mission, UNISA is "a comprehensive, open distance learning institution that produces excellent scholarship and research, provides quality tuition, and fosters active community engagement".

While the vision and mission are inspired by the foundational precepts of our transforming society, social justice, fairness, excellence and integrity remain the values that animate our strategy, guide our efforts and influence our imagined future. Unisa's journey towards the African university in the service of humanity steers its commitment to the UNGC and the King III Code of Governance Principles with regard to placing sustainability and governance prominently on the institutional agenda. The growing knowledge base of the institution and the pioneering initiatives will place Unisa in a good position to influence society and the higher education sector in particular to follow suit in entrenching sustainability. This CoP showcases the importance that Unisa has placed on governance and sustainability during the period under review. This could not have been realised within the commitment of Unisa's Council which has been a stalwart in its endorsement and application of the Code of Corporate Practices and Conduct and the Code of Ethical Behaviour and Practice as set out in the King III Code of Good Corporate Governance.

#### 4.1.1 Transformation of the institutional ethos

The basic purpose of grounding an explicit institutional ethos is to create an inclusive organisation that values each and every member of staff and other important stakeholders. In this regard, Unisa's leadership has introduced a novel concept of 11 Cs plus one (Communication, Conversation, Conservation, Community, Connection, Care, Collegiality, Commitment, Cooperation, Creativity, Consultation and Courage) in an attempt to define the type of institutional culture appropriate for Unisa.

The Principal and Vice-Chancellor at the launch of the Unisa Charter of Transformation on June 2011 indicated that, in acknowledging that lack of institutional culture and ethos that reflects openness, warmth, compassion, inclusiveness, and community and the genuine sense of isolation and alienation that continues to be experienced by so many staff members at Unisa, he has made it his personal mission – in fact, a cornerstone of his vision for Unisa – to work systematically, together with the leadership of this institution, and indeed, each and every one at Unisa, to transform Unisa into the kind of university that everyone can all proudly call “home”. The purpose of the institutional ethos is to define and create an institutional culture that focuses on sustainability and social transformation.

With this clear expression of intent, and the core values as our guide, Unisa is committed to the principle of sustainability not only to protect but also to enhance the environment and to make a significant contribution to the development of staff and the society within which we operate.

#### 4.1.2 The integrated transformation plan (ITP)

Unisa as an institution is legally, morally and ethically obliged to transform in line with national priorities. Unisa’s stakeholders want to see the university change to being the African university in the service of humanity.

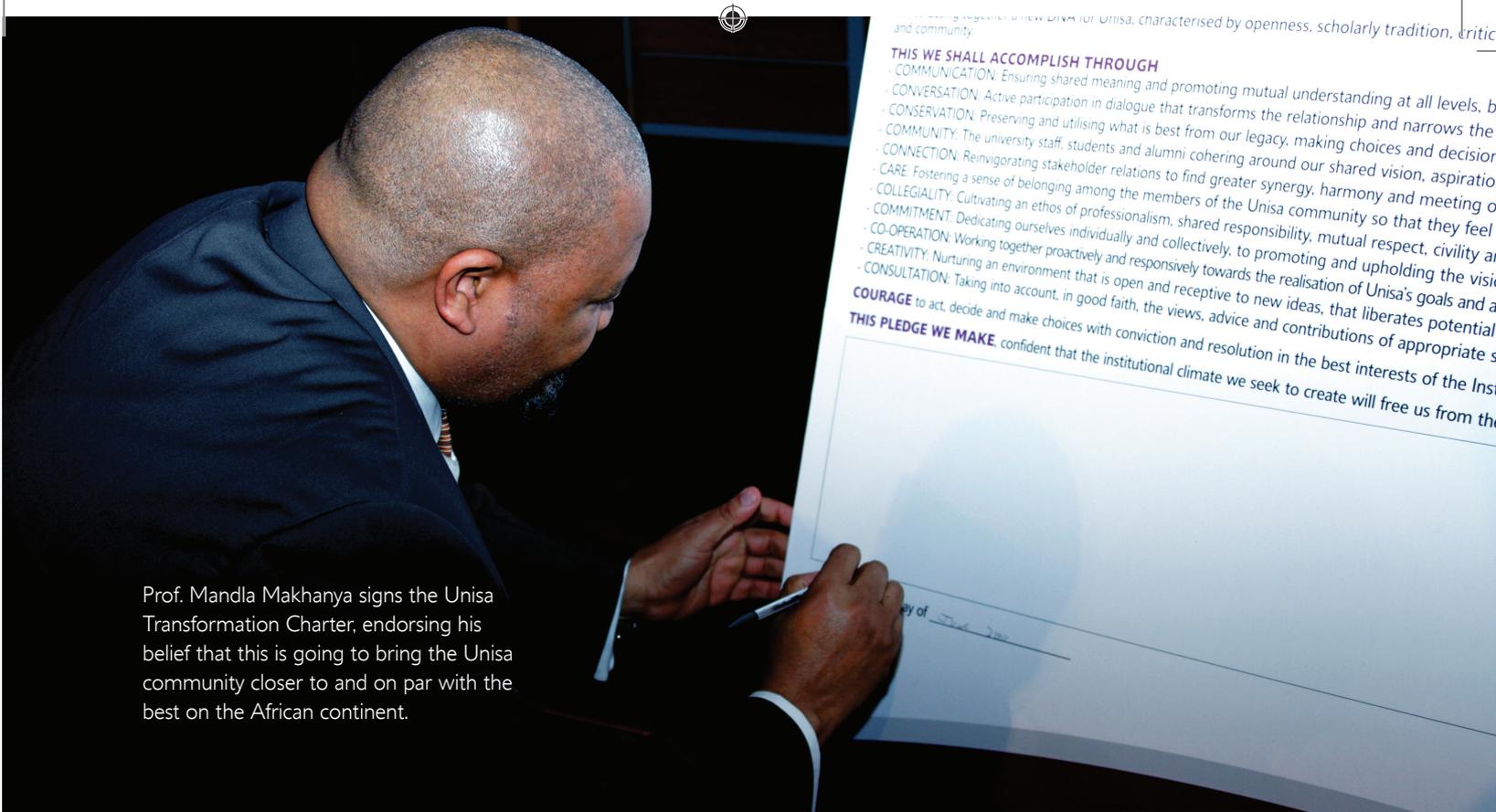
According to the university’s Transformation Charter which was launched on 27 June 2011, transformation is “a fundamental and purposeful advancement towards specified goals: individual, collective, cultural and institutional, aimed at high performance, effectiveness and excellence”. In other words, transformation is a multilevel construct that occurs at various levels, as is vividly elucidated by the above quotation.

Fundamental to our journey to transformation is the aim to become a high performance institution and to provide access with success in order to ensure a quality learning experience for our students. This entails ongoing improvement and continuous renewal guided by justice and ethical action.

According to the university’s Transformation Charter, transformative leaders;

are to be found at all levels and in all sectors of the organization, not necessarily dependent on positional power. They are distinguished from mere actors by their insight into how things are in comparison to where they need to be, with the resolve and capability to act catalytically in pursuit of institutional and societal change imperatives, in the face of opposition, resistance and limited resources.





Prof. Mandla Makhanya signs the Unisa Transformation Charter, endorsing his belief that this is going to bring the Unisa community closer to and on par with the best on the African continent.

The type of leadership required to take the university's transformation agenda forward is one of servant leadership, which the Principal and Vice Chancellor argues in the following manner: "Servant leadership is a conscious choice, that implies a long-term, transformation approach to life and work that has the potential for creating positive change in our institution and by extension, our society".

#### 4.1.3 Risk management

The University is committed to a continuous, systematic, integrated planning and enterprise-wide risk management process that focuses on identifying risks and managing and monitoring all known forms of risk across the institution. The features of this process are outlined in the Enterprise Risk Management Policy Framework of the institution.

Moreover, **figure 1** illuminates a detailed process that is followed in identifying and managing risks

Risk management is embedded in the Unisa Integrated Planning Framework as elements that foster the achievement and promotion of the core values and principles as espoused by the Transformation Charter, the UNGC and the King III Code of Good Corporate Governance. Risk management protects the University, its human capital and its physical infrastructure against the financial and physical consequences of risks.

Risk management forms a sound foundation on which planning imperatives in support of mitigating the key risks associated with service delivery, technology enhanced systems, throughput and success and Unisa's drive towards becoming a fully fledged ODL institution could be defined. This methodical approach enables the Unisa management to monitor and control risks in order to minimise any possible adverse consequences. Therefore, the risk register is treated as an organic instrument that is updated on a regularly basis.

For the purpose of this CoP report, Unisa has clustered the Key Risk Register and the operational risk registers in accordance with the UNGC principles. These are shown in **tables 1 - 4**.

**FIGURE 1: ENTERPRISE RISK MANAGEMENT FRAMEWORK**



**TABLE 1: KEY RISK REGISTER – HUMAN RIGHTS**

RISKS	EXISTING CONTROLS	PROPOSED MITIGATING ACTIONS	2011 PROGRESS
Instability in partner countries could lead to closure of partners' facilities.	<ul style="list-style-type: none"> <li>• The Quality Management System for Partnership Collaboration and Licences.</li> <li>• Due diligence process.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess the profile of the country or the potential partner by looking at their financial and political stability.</li> <li>• Undertake visits to the proposed partners to ensure that we see their facilities and obtain first-hand information about the particular institution.</li> <li>• Implement the Quality Management System for Partnership Collaboration and Licences.</li> </ul>	<ul style="list-style-type: none"> <li>• All our partners' facilities were assessed in 2010 and additional assessments of certain facilities had to be conducted for well-run registrations in 2012.</li> <li>• Memorandums of agreement were then concluded with African partners and a Swiss-based centre.</li> </ul>
Non-compliance with OHS Act.	<ul style="list-style-type: none"> <li>• Safety committees; legislative appointments; OHS inspections.</li> <li>• Labour Department inspections.</li> </ul>	<ul style="list-style-type: none"> <li>• Include OHS function in KPAs of appointees (managers and directors); regular reporting.</li> <li>• Awareness training, comply with regulations, i.e. quantity storage.</li> </ul>	<ul style="list-style-type: none"> <li>• Safety inspections are conducted and irregularities reported to University Estates on a regular basis.</li> <li>• Regular liaison with University Estates on OHS matters – ongoing process.</li> </ul>
Inadequate response to the impact of HIV and Aids and other health risks on the institution.	<ul style="list-style-type: none"> <li>• Division dedicated to HIV &amp; Aids.</li> <li>• Health and wellness strategy.</li> <li>• Unisa Campus Health Clinic.</li> <li>• Unisa programme on HIV &amp; Aids.</li> <li>• 2015 REVISITED</li> <li>• IOP 2011</li> </ul>	<ul style="list-style-type: none"> <li>• Institutionalising an Employee Health and Wellness and Assistance Programme.</li> </ul>	<ul style="list-style-type: none"> <li>• Health &amp; wellness strategy finalised and approved, a steering committee established and programme for staff offered.</li> <li>• Proactive health awareness events are being implemented according to national health calendar. The HIV and Aids coordinating committee convened two successful testing and counselling events.</li> </ul>
Inadequate response to the needs of persons with disabilities.	<ul style="list-style-type: none"> <li>• Dedicated centre for students with disabilities (ARCSWID).</li> <li>• Quality management system for students with disabilities.</li> <li>• The implementation plan for recruiting people with disability in response to Goal 5 of the 2015 revisited has been developed and discussed in terms of the Employment Equity Plan and with the Directors in HR.</li> <li>• 2015 REVISITED</li> <li>• IOP 2011</li> </ul>	<ul style="list-style-type: none"> <li>• Create a nurturing environment for staff and students with disabilities.</li> <li>• Establish a responsive recruitment and selection system to attract high quality staff with disabilities.</li> <li>• Provide leadership on disability issues as per the Employment Equity Act.</li> <li>• Vacancies submitted to SADA for placing in the database for persons with disability; the services of the service provider that recruits persons with disability are utilised.</li> </ul>	<ul style="list-style-type: none"> <li>• Four dedicated actions address the aim of elevating the interests and concerns of the disabled in policy formulation, planning and management practices.</li> <li>• Apart from the centralised database and collaboration with ARCSWID, the regional offices also collaborate with local agencies such as the deaf and blind associations to provide additional local support to students in particular.</li> <li>• Execution of the communication and marketing plan is underway, improving accessibility to websites and producing a student marketing video.</li> </ul>

RISKS	EXISTING CONTROLS	PROPOSED MITIGATING ACTIONS	2011 PROGRESS
			<ul style="list-style-type: none"> <li>• The rollout of signage to assist persons with disabilities attempts to create of a more nurturing environment for students and staff with disabilities. Disability is highlighted in the Protection Services' Service Charter.</li> <li>• Inclusion of people with disabilities in all articles appearing in corporate publications. Successful launch campaign with high-profile participation promoted awareness.</li> <li>• Facilitating cooperation with partners and preparing MOUs is ongoing and collaboration with the IGNOU, India formalised.</li> </ul>
Possible fraud and corruption in procurement practices.	<ul style="list-style-type: none"> <li>• Policies and procedures, as well as a Code of Ethics, are in place and on the intranet.</li> <li>• Whistle blower facility is in place.</li> <li>• Oracle system controls and reviews of the supplier database improve operations.</li> <li>• Internal and external audit reviews are conducted.</li> </ul>	<ul style="list-style-type: none"> <li>• Supplier database must be reviewed annually and when a supplier is being awarded a tender/project.</li> <li>• Verify that new suppliers are not blacklisted.</li> </ul>	<ul style="list-style-type: none"> <li>• A regional visit was scheduled in July to train staff and update the supplier database; information sessions were held to invite new regional suppliers. The rest of the training will be scheduled in September after approval of all policies.</li> <li>• Review is in process and suppliers were made inactive if documentation had not been submitted by the due date.</li> </ul>

**TABLE 2: KEY RISK REGISTER – LABOUR STANDARDS**

RISKS	EXISTING CONTROLS	PROPOSED MITIGATING ACTIONS	2011 PROGRESS
Non-compliance with EE targets in the printing industry.	<ul style="list-style-type: none"> <li>• Operations have been restructured to improve efficiencies through multitasking and personal development.</li> </ul>	<ul style="list-style-type: none"> <li>• HR to follow up with other stakeholders in the Industry in terms of critical and scarce skills.</li> <li>• Plan underway to make Unisa the training service provider for the industry.</li> </ul>	<ul style="list-style-type: none"> <li>• Print Production worked with Printing Industry Federation of South Africa (PIFSA) to put together a proposal for training to be provided by Unisa. A proposal resulting from research conducted in the UK was presented to Unisa in 2010 and is being finalised.</li> </ul>

**TABLE 3: KEY RISK REGISTER – ENVIRONMENT**

RISKS	EXISTING CONTROLS	PROPOSED MITIGATING ACTIONS	2011 PROGRESS
<p>Non-compliance with statutory requirements in relation to maintenance of buildings</p> <p>Outdated equipment in, for example, halls; biodiversity damage, for example cycads uprooted, poor maintenance of gardens</p>	<ul style="list-style-type: none"> <li>• A physical accessibility advisory committee has been established and is meeting regularly to discuss the statutory requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• To conduct an audit of the existing buildings to determine the compliance status of buildings with statutory requirements, as well as to obtain and implement the auditors' recommendations.</li> </ul>	<ul style="list-style-type: none"> <li>• A status report on all Unisa's new buildings and a commitment to sustainability to be provided by 16 November 2011.</li> <li>• A proposal will be drafted for minimum standards of all existing Unisa buildings to support environmental sustainability.</li> </ul>

**TABLE 4: KEY RISK REGISTER – ANTI-CORRUPTION**

RISKS	EXISTING CONTROLS	PROPOSED MITIGATING ACTIONS	2011 PROGRESS
Fraud	<ul style="list-style-type: none"> <li>• Verification of authorised signatures, claims and contracts.</li> <li>• Job rotation – administrators rotating tasks.</li> <li>• Access to the system is granted in terms of levels of responsibilities, manager and administrator.</li> <li>• The ICT system is set to prompt users to change passwords regularly.</li> </ul>	<ul style="list-style-type: none"> <li>• Enforcement of policies and procedures.</li> <li>• Regular meetings with interdependencies such as HR and ICT.</li> <li>• Continuous training to improve accountability.</li> <li>• Revisit the revenue management process to strengthen controls around the authorisation and signing of cheques.</li> </ul>	<ul style="list-style-type: none"> <li>• Unisa has a whistleblowers hotline monitored by KPMG.</li> <li>• Internal auditors perform independent and objective assurance and consulting activities on the operation of internal control systems.</li> <li>• Top management is focused on improving the system of internal control and the ethical culture of the University.</li> <li>• More functional managers are realising the importance of good control.</li> </ul>
Unauthorised payments/debts	<ul style="list-style-type: none"> <li>• Review supplier database.</li> <li>• Internal and external audit reviews.</li> <li>• Whistleblower facility is in place.</li> <li>• Oracle system controls.</li> </ul>	<ul style="list-style-type: none"> <li>• Annually verify suppliers' compliance with legislation.</li> <li>• Communicate and encourage the use of whistleblowers to report fraudulent activities.</li> <li>• Implement internal controls and recommendations from internal and external auditors to ensure that fraud and corruption is prevented.</li> </ul>	<ul style="list-style-type: none"> <li>• Supplier review conducted and suppliers have been made inactive if documentation was not submitted on due date.</li> <li>• Whistleblower details are printed on all orders.</li> <li>• The internal and external audit register is kept and followed up on in the monthly report.</li> </ul>
Theft, damage, abuse, vandalising of resources.	<ul style="list-style-type: none"> <li>• Security cameras.</li> <li>• Security staff.</li> <li>• 3 M system in place.</li> <li>• Access control.</li> <li>• Internal Control Officer.</li> <li>• Staff monitoring.</li> </ul>	<ul style="list-style-type: none"> <li>• 2015 Library Plan to address the physical requirements.</li> <li>• Communicate the student ICT access policy to ICT and other stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>• The plans were approved and a quantity surveyor was appointed for the project.</li> <li>• Meetings were held with Library Technical Services (LTS) and ICT, and guidelines were compiled for use of computers in the libraries. Currently awaiting implementation by ICT.</li> </ul>

#### 4.1.4 Quality assurance, management and sustainability

Quality improvement has become an important transformational strategy for HEIs, resulting in an increasing recognition for the need to align strategic objectives and the quality efforts of the institution. The Higher Education Act of 1997 assigns responsibility for quality assurance in higher education in South Africa to the Council on Higher Education (CHE) through its permanent subcommittee, the Higher Education Quality Committee (HEQC). The mandate of the HEQC includes quality promotion, institutional audit and programme accreditation. As part of the task of building an effective national quality assurance system, the HEQC has also included capacity development and training as a critical component of its programme of activities.

In response to the Act, Unisa has demonstrated its commitment to the continual improvement of the quality of a diverse range of products and services to fully realise its vision and mission of delivering a unique and quality student learning experience. The main challenge is to generate a culture of quality, accountability and sustainability within the institution shared by the academic leadership; professional, academic and administrative support staff, and students. This is an ongoing process.

In so doing, Unisa has undertaken two institutional audits to assist in determining its strengths and areas of improvement in teaching and learning, research and community engagement. The outcomes of these interventions have led to a quality improvement plan with the focus on specific commendations, and recommendations for continuous improvement and assigned accountabilities and responsibilities. The Quality Improvement Plan 2010–2015 is continuously updated and aligned with the institutional planning process. The quality improvement areas are seamlessly integrated into Unisa's medium- and long-term plans and create a sound basis for future planning interventions.

As part of the process of transparency and continuous improvement, an institutional progress report with regard to the status on the recommended improvements was drafted and submitted to the HEQC in September 2011. This report also demonstrates the alignment with the UNGC principles and the following milestones and achievements are highlighted:

- The development and the approval of the Quality Management and Assurance Policy confirms our commitment to human rights (principles 1 and 2) and affirms the institutional values of social justice and fairness, and excellence with integrity. This policy furthermore fosters the facilitation of constructive dialogue through critical self-evaluation and reflection on performance against agreed criteria and standards.
- In addition, the development of an integrated quality management and assurance framework makes provision for creating a supportive environment where expectations and standards are defined, continuous improvement and innovation are encouraged, and development and training opportunities provided. Furthermore, a quality management system for teaching and learning, and a customised version

of Students with Disabilities (SWD) have been developed. These two systems, together with quality standards for partnerships and licensee agreements, support the need for regional and international collaboration and effective cooperation to promote quality assurance, the recognition of qualifications and the facilitation of student and employee mobility. This is central to advancing the African and international footprint and affirms our commitment to the principles of human rights.

- A supporting instrument, the Quality Evaluation Instrument (QEI), will provide critical planning and management decision-making information for the University by evaluating the student's total learning experience in terms of the quality of the design, development and delivery of the approved modules. This will ensure the integration of the UNGC principles in the design, development and delivery of the Curriculum.
- Unisa is faced with the challenge of creating an environment for University-community engagement that facilitates and advances quality management, sustainability and social accountability. A quality management system for community engagement provides a foundation for pursuit of good practice in the planning, implementation and monitoring of Unisa's community engagement initiatives. The primary aim is to guide the University towards the seamless integration of the quality arrangements of community engagement with those of teaching and learning and research. This integration is presented in the Unisa Community Engagement and Outreach Policy. In this regard, the quality management system will assist to strengthen and monitor the effectiveness of the quality arrangements.

#### 4.1.5 Student governance

The Directive for the Recognition of Student Structures and Organisation was approved by Council and implemented in ways that not only regulate but also encourage the freedom of association of students within the University. Practices that discriminate against other student organisations and structures are always discouraged.

#### 4.1.6 International partnerships

As an internationally recognised university with an extensive geographical footprint, Unisa affords graduate recognition and employability in many countries across the world. A key purpose of the International Relations and Partnerships Directorate (IRPD) is to implement sound corporate governance principles. This ensures strategically aligned and mutually beneficial partnerships in order to mitigate risks in these diverse and complex forms of collaboration effectively. The University is committed to advancing its continental and global development agenda through partnerships that enhance teaching, learning, research and capacity building through ODL practices in a changing environment. Table 5 below shares the purpose of the new development.

#### 4.1.7 Diversity, equity and transformation

The Unisa Women's Forum (UWF) is constituted as an independent platform within the organisation, constitutionally mandated to advocate gender rights, promote the empowerment and wellbeing of women, showcase their achievements and represent their concerns in all relevant decision-making structures in the organisation.

The core purposes of the UWF resonate well with the current transformation attempts, as expressed in the Unisa Transformation Charter. The UWF is committed to strengthening the kind of transformative leadership required to champion these change processes. The biggest challenge identified is to transform leadership styles and to engage stakeholders in meaningful ways to facilitate interaction and touch the lives of people. A monthly newsletter has been reintroduced as a communication and dialogue tool to facilitate such conversations and sharing, and has been well received.

The following actions form the basis for promoting gender issues and raising consciousness of the role and contribution of women at Unisa:

- High noon seminars which focus on topical issues and create a platform for dialogue.
- Engagements with Unisa's Principal and Vice-Chancellor.
- An annual Woman of the Year Award which recognises the sterling contributions made by women across all sectors, not only in academia and research.

The Principal's annual engagement with the UWF on Tuesday 5 July 2011 consisted of an inspirational and challenging conversation, which signalled support for the UWF. Currently, the Forum is in the process of developing a strategy to create spaces and interventions for improving the quality of lives and working conditions for women in the workforce (women currently form 56% of the workforce). A second crucial conversation was held during September 2011, as part of the process of constructive engagement and dialogue with Unisa leadership.

The UWF confirmed its support for the Unisa Charter on Transformation as well as the integration of these principles and the 11Cs plus one into its planning and operations. With regard to equity and transformation, Unisa prides itself on taking its role in actively adhering to the Transformation Agenda, as put forward by the Minister of Higher Education and Training, very seriously. This translates into ensuring that a representative staff cohort is well qualified and dedicated to excellence, professionalism and ethical standards in the workplace.

Unisa therefore acknowledges the issues of concern raised by the inspection team from the Department of Labour and takes very seriously the need to comply fully with the Employment Equity (EE) Act. The successful implementation of EE has an important role to play in the achievement of the strategic objectives as set out in the Unisa 2015 Strategic Plan.

**TABLE 5: NEW PARTNERSHIP DEVELOPMENTS**

NEW DEVELOPMENTS	PURPOSE
Ongoing relationship with the Thomas Edison University in Trenton, New Jersey.	To strengthen relationships with existing university partners, to cultivate new relationships with role-players in the fields of higher education and training, especially in open and distance learning.
Discussions with Howard University and selected agents of the State Department in Washington DC.	To implement a partnership to promote democracy building in Africa and other related projects of mutual interest in the furtherance of quality services to humanity.
Strengthened ties with the Vrije Universiteit Amsterdam (VUA) Joint journal launched in October 2011.	To operationalise agreements reached during the 2010 FIFA World Cup at Unisa with selected regional centres. To consolidate the academic inputs of the relationship.
Ongoing discussion with NEPAD delegation and Unisa Foundation.	To examine the possibility of a partnership to enable Unisa stakeholders to be part of the capacity-building initiatives of the NEPAD Secretariat in Africa.
A visit by a delegation from the Angolan Ministry of Education and Argentinean universities.	To share experiences and insights with regard to training, and education and benchmark service provision To pursue stronger ties.
New discussions with the West African Insurance Institute in Gambia.	To assist with the training of accountants in West Africa.
Hosted several delegations on familiarisation visits to Unisa: <ul style="list-style-type: none"> <li>● Nigeria</li> <li>● Congo</li> <li>● China</li> </ul>	To share knowledge and experience. To explore areas of collaboration and capacity building in Africa.

NEW DEVELOPMENTS	PURPOSE
Hosted 10 students and three faculty members from the University of Mumbai with the aim of establishing the Gandhi Inspired Student Talk Programme.	To promote a staff and student exchange programme.
Completed first round of UIFP participation.	To expose Unisa professional staff to other experiences internationally.
Hosted licensee training workshop from 31 October to 3 November 2011.	To imbue seamless understanding of Unisa's registration and other policies among service providers.
Hosted the Pro-Vice Chancellor and Registrar of the Zimbabwe Open University (ZOU).	To strengthen academic and research ties with another ODL university in the SADC region to provide better services to Unisa students in that country.



5

## Integrated sustainability reporting



**T**his concerted effort to transform has created a sound platform for critical engagement on the concepts of triple bottom-line reporting. Although not an explicit intention, this has been on the Unisa radar since 2007, when Unisa became a signatory to the UNGC. In this regard, Unisa has reported to the UN on its various activities in respect of anti-corruption (profit), labour and human rights (people), and the environment (planet). Notwithstanding, the integrated reporting framework based on sustainability, as defined in King III Code of Governance, has not been completely implemented at Unisa. In 2010, Unisa took the first step towards an integrated report in its Annual Report. It is anticipated that the 2011 Annual Report will, however, contain a fully integrated report in accordance with the approved sustainability reporting framework.

In addition, the University has committed itself to a discreet focus on the role that it can play in respect of climate and environmental change – mitigation and reduction strategies. Notwithstanding the intention, reality must prevail: Unisa is an academic institution with a particular character and student population. It cannot place a brake on activities that may be environmentally detrimental without taking cognisance of the other impacting factors. However, the University has a plan of action for becoming an environmentally friendly institution that focuses both on individual activities which may be adjusted, as well as looking at the bigger composite institutional picture. The set-off principles that involve adjusting actions to compensate for environmentally-unfriendly activities that cannot be eliminated in the short term are fundamental to the plan. The plan of action for becoming an environmentally-sensitive institution is an open and living document, as the University is only just beginning to understand the full ramifications of environmental sustainability.

As an indicator of the demonstrated pledge towards becoming an institution sensitive to environmental complexities, the Vice-Chancellor has taken overall strategic control of the project with the aim of fostering the appropriate tone and embedding the climate change/sustainability initiative. During this process, it was identified that many initiatives at the University are in their infancy or are still prospective activities, and/or range across the institution. To this end, our first major initiative has been to set up the Unisa LivingGreen website on the institutional intranet. All staff members have been invited to log their various projects on this website.

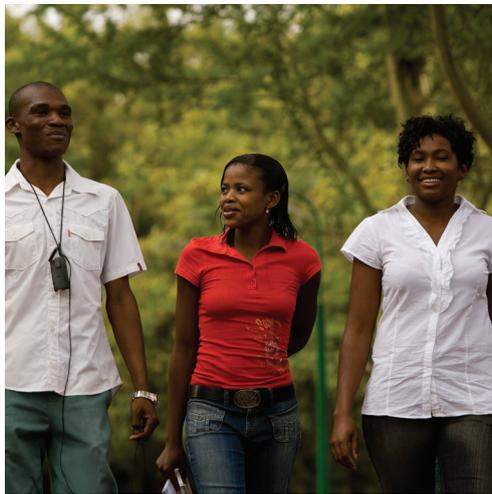
In terms of a carbon footprint, a project plan was finalised and presented to an expert working group early in November. The plan covers the calculation of activities in respect of (i) travel; (ii) electricity; (iii) water; and (iv), paper usage. The expert calculation of carbon usage forms Phase 1 of this sub-project and thereafter reduction and mitigation strategies have to be identified for implementation in Phase 2. The underpinning rationale for the mitigation/reduction strategy is twofold:

- To consider the institutional carbon footprint holistically and identify reduction/mitigation strategies that could be applied to offset carbon usage.
- To consider each of the identified areas individually and assess which reduction strategies could be implemented.

The second principle agreed to is that, while cost saving is a very important bias in looking at carbon reduction strategies; it is not the only focus. Unisa is a learning institution and needs to acknowledge the moral and social value proposition that impels it towards a culture of carbon mitigation and reduction.

# 6

## Unisa's standing as an ODL institution



Unisa, as an open distance learning (ODL) institution, is Africa's premier distance learning university. It is a dedicated, reputable, comprehensive, flexible and accessible ODL institution, offering internationally accredited qualifications and has world-class resources that inspire learners to create meaningful futures on their own terms. Unisa's vision "Towards the African university in the service of humanity" is a driving force for finding answers to Africa's education and developmental problems. By forming partnerships in Africa and throughout the world, the university is able to help the people of Africa achieve their dreams.

The defining characteristic of the new Unisa is its comprehensive nature, with a formidable total student body in the region of 300 000. The institution offers a diverse choice of study fields at levels that range from certificate to degree, and postgraduate qualifications in fields ranging from animal health, agriculture, law, business management, communications and education to the humanities. Unisa is now also represented in all the provinces of South Africa with a strong outreach to the SADC countries, as well as other African countries and internationally.

### 6.1 The student profile as an indicator of institutional sustainability

Enrolment figures for 2010 show that the 293 437 registered students in the six colleges are dispersed across 28 countries. African students are dispersed across the African continent, while the global pattern reveals that the rest of the students are located mainly in European countries, North and South America, Asia, Australia and Oceania. When further disaggregated to portray the African and international footprint, the trend reveals that Unisa's greatest contribution is to the development in the Southern African Development Community (SADC) region. The SADC protocol in place to facilitate this is achieving its planned outcomes.

As table 6 below indicates, the enrolment patterns reveal that Unisa's growth remains aligned to the set national goals and priorities for growth and development:

- The growth trend in the College of Agriculture and Environmental Sciences increased from 4.3 to 19.34%, with the annual average growth rate for Science and Engineering increasing slightly from 8.3 to 8.50%. The disaggregated growth for Education is at 4.88%.
- The actual number of graduates for 2010 (26 073) exceeds the 2010 projection figure of 25 323, which had been negotiated with the DHET in January 2011. This attests to the important role that Unisa plays in the sector, but also signals that subsidy losses need to be managed vigilantly.
- The race and gender growth patterns also support the achievement of the goals of equity and redress, and facilitate the participation of formerly excluded citizens in benefiting from higher education opportunities.

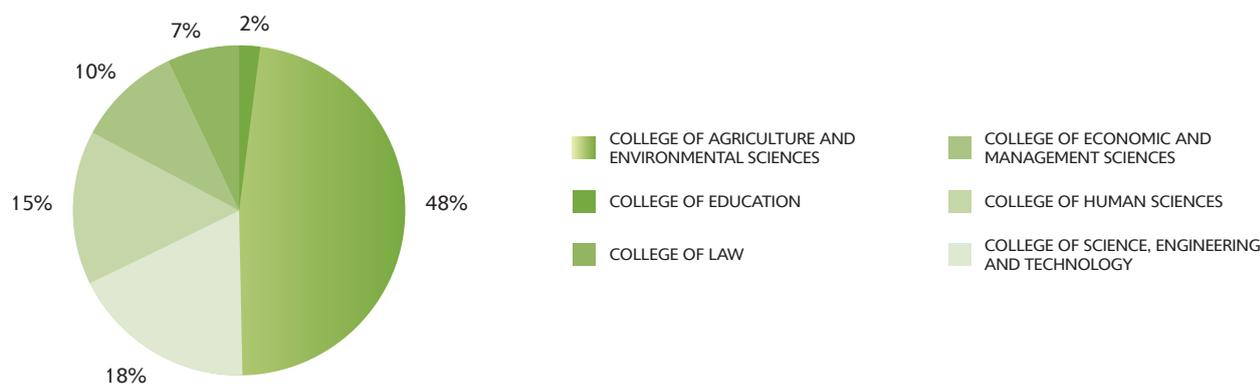
**TABLE 6: TOTAL NUMBER OF ENROLMENTS FROM 2005 TO 2010**

PERFORMANCE MEASURES	ENROLMENT TRENDS						AVERAGE ANNUAL INCREASE: 2005 - 2010
	2005	2006	2007	2008	2009	2010	
Number of head count enrolments per college	924 508	995 490	1 041 725	1 180 000	1 216 567	1 339 084	7.47
College of Agriculture and Environmental Science	14 611	16 752	19 308	23 969	24 937	31 615	19.40
College of Education	443 831	489 696	525 228	578 146	542 941	573 916	4.88
College of Economics & Management Sciences	85 719	93 079	93 155	125 070	155 616	176 901	17.73
College of Human Sciences	151 668	161 379	160 894	181 226	207 655	245 474	10.31
College of LAW	150 661	158 019	167 331	170 116	177 301	193 383	4.73
College of Science, Engineering & Technology	78 018	76 565	75 809	101 473	108 117	117 795	8.50
Head count students per race group	207 650	227 137	239 123	261 888	263 559	293 241	6.87
African	116 863	131 197	146 120	167 613	168 686	195 553	11.22
Coloured	12 534	14 151	14 378	15 280	15 338	16 610	5.42
Indian	21 089	22 580	22 211	22 701	23 418	24 113	2.39
White	57 164	59 209	56 414	56 294	56 117	56 965	-0.06
Head count enrolments by gender	207 930	227 539	239 380	261 927	263 559	293 437	6.85
Female	114 298	128 825	136 731	153 212	177 503	177 503	9.22
Male	93 632	98 714	102 649	108 715	115 934	115 934	3.97

The graphic representation in **figure 2** below provides a snapshot of Unisa as a mega-ODL and a comprehensive institution. It is evident that the College of Economic and Management Sciences is the biggest college in the University, followed by Education. However, Unisa remains committed to the smaller strategic flagships of College of Agriculture and Environmental Sciences (CAES) and College of Science, Engineering and Technology (CSET) and has invested considerable resources into building the necessary infrastructure for laboratories and practical learning sites.

As a comprehensive ODL university, Unisa makes a significant contribution to the development of professional and vocational graduates as discussed above.

**FIGURE 2: PERCENTAGE OF ENROLMENTS PER COLLEGE FOR 2010**



**TABLE 7: STUDENT HEAD COUNT PERCENTAGE ENROLMENT PER NATIONALITY**

NEW DEVELOPMENTS	2010 HEAD COUNT STUDENTS	%
Algeria	6	0.02
Angola	430	1.76
Asian countries	407	1.67
Australia	34	0.14
Botswana	1 651	6.77
Burundi	57	0.23
Democratic Republic of Congo	439	1.80
European countries	923	3.79
Gabon	39	0.16
Guinea	8	0.03
Lesotho	443	1.82
Madagascar	2	0.01
Malawi	275	1.13
Mauritius	626	2.57
Mozambique	321	1.32
Namibia	1 646	6.75
Nigeria	805	3.30
No information	56	0.23
Other Africa	3 033	12.44
Rwanda	89	0.37
Seychelles	19	0.08
South America	50	0.21
Sudan	30	0.12
Swaziland	1 423	5.84
Tanzania	75	0.31
United States of America	192	0.79
Zambia	642	2.63
Zimbabwe	10 655	43.71
<b>TOTAL</b>	<b>24 376</b>	<b>100.00</b>

**FIGURE 3: 2010 STUDENTS HEAD COUNT ENROLMENTS PER NATIONALITY**

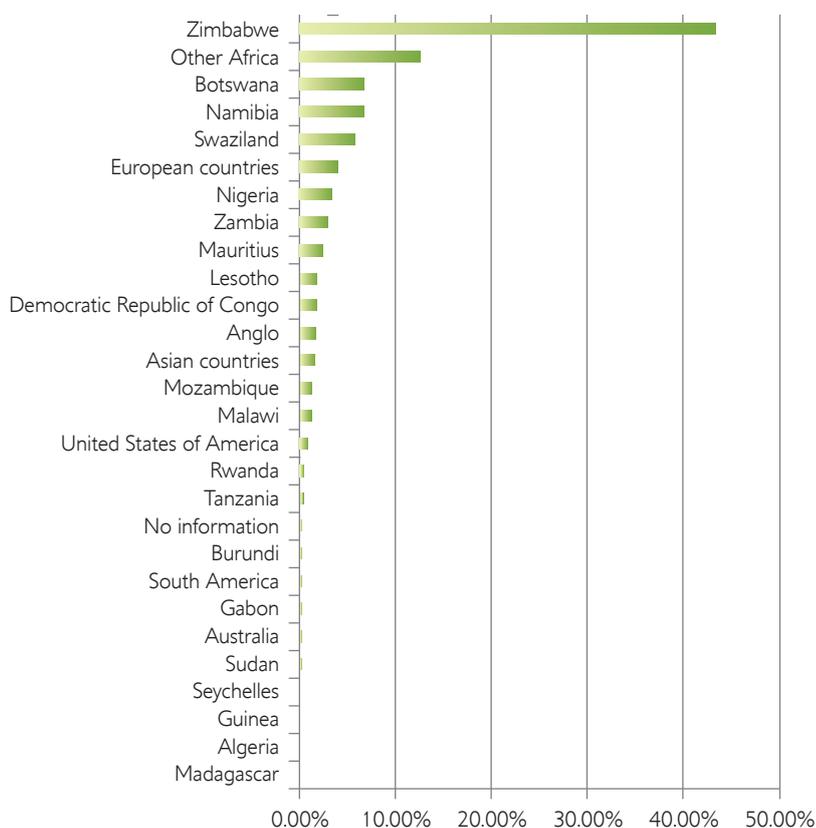


Table 7 and Figure 3 give a representation of the student head count and the percentage enrolment per nationality. It is clear that the figures for 2010 show a considerable increase in head count enrolments per nationality as compared to the 2009 figures. Zimbabwe, which leads in terms of head count per enrolment in Africa (excluding South Africa), has shown an increase from 35.46 to 43.71% and overall there has been a total head count enrolment per nationality (excluding South Africa) increase of 15.8% from 21 047 in 2009 to 24 376 in 2010.



# 7

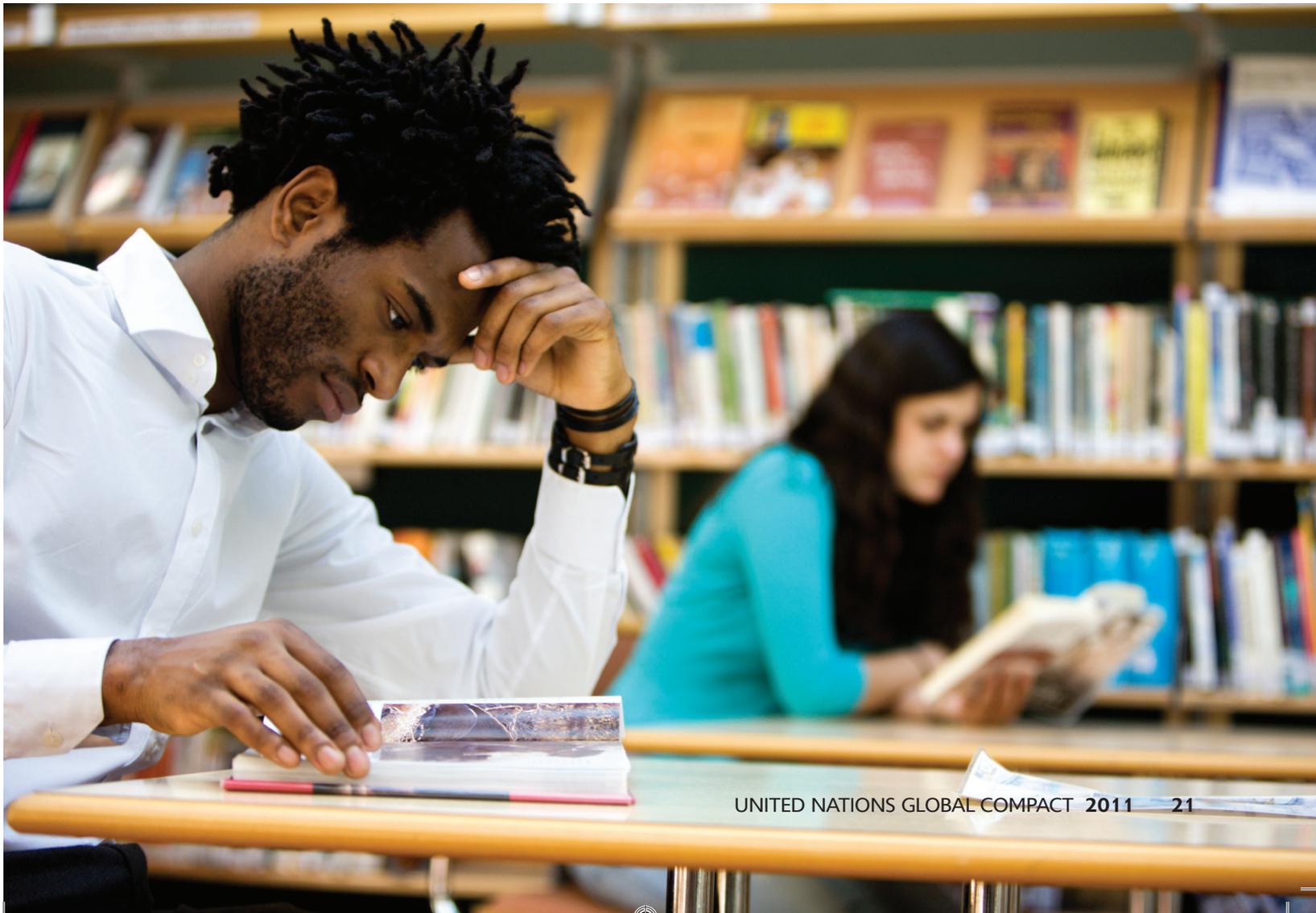
## Assessment towards sustainability

**A**nother survey was conducted by Unisa using the Global Compact Self-Assessment Tool (GCSAT), which is used to enable the organisation to measure performance against the four main principles of the UNGC. In 2010, Unisa scored 45% across all four UNGC areas when assessing the standards of operations. This year, the University scored 58.67%, which demonstrates an improvement of 14.23%.

In terms of order of priority, the participants in the Global Self-Assessment Tool were most inclined to labour matters followed by human rights, anti-corruption and environment; however, there is an increase in addressing labour matters from 66.6% in 2010 to 95.45% in 2011, for environment an increase from 17.64 to 32.43 and for anti-corruption 37.5 to 69.23%. Human rights, on the other hand, showed a slight decline from 71.42 to 70.49%. (See table 8 below and appendices 1 and 2 attached for ease of reference at the end of the report.)

**TABLE 8: 2010 - 2011 COMPARATIVE ANALYSIS**

UNGC PRINCIPLES	2010	2011
1. Human rights	71.42	70.49
2. Labour	66.6	95.45
3. Environment	17.64	32.43
4. Anti-corruption	37.5	69.23
TOTAL	44.44	58.67



# 8

## 2011 Progress towards sustainability and social transformation

### 8.1 Institutional progress

The preparation for the 2011 Unisa/UNGC CoP report attempted to foreground the four UNGC pillars of human rights, labour, environment and anti-corruption. These are not mutually exclusive notions and there are synergies inherent in the account that straddles the four pillars. An analysis of the most salient features determined in which categories they would be reported.

#### 8.1.1 Human rights

The Unisa Institutional Operational Plan (IOP) emphasises the need to focus on the creation of an enabling environment for persons with disabilities, which presupposes the promotion and protection of the rights and dignity of persons with disabilities. However, apart from the various actions in the Plan, Unisa also draws on core international human rights instruments, notably the Convention on the Rights of Persons with Disabilities (CRPD), which was adopted by the United Nations in December 2006, and came into effect on 3 May 2008.

With specific reference to students with disabilities, Unisa implements and monitors programmes aimed at promoting and protecting the rights of students with disabilities. Also encapsulated in Unisa's Institutional Operational Plan is the need to "promote institution-wide advocacy and awareness-raising on the diverse needs of staff and students with disabilities", and advocacy programmes are implemented to promote the rights of students with disabilities in the context of their teaching and learning activities. The advocacy programmes are rooted in the following fundamental human rights principles:

- The right of students with disabilities to have access to quality study material in the format of their choice.
- The right of students with disabilities to have access without penalty.
- The right of students with disabilities to function within a barrier-free environment.
- The right of students with disabilities to equality of opportunity.
- The right of students with disabilities to full and effective participation in their teaching and learning.

As the Soudien Report (2008) shows, racism and discrimination still persist in universities, making life difficult or even unbearable for many students and workers. The Directorate of Student Governance and Social Development has responded to the recommendations of the Soudien Report by implementing student health and wellness and student leadership development programmes.

The following policies are now regulating this domain:

- Sexual Harassment Policy for Students
- Diversity Policy
- HIV/Aids Policy (including zero tolerance for any form of discrimination)

At another level, a comprehensive ICT Policy on Private Information, as well as a Policy on Information Security, are in place to guide the use and access of users and students to private information. A single body has been identified within Unisa (Legal Service Office) for the approval of any access to personal information, with strict legal guidelines in this regard for ICT.

ICT systems that support human resources, finance and student systems are audited annually by both internal and external auditors in order to highlight areas of concern. A full-time compliance officer has been appointed to ensure that all audit findings are followed up to the point of successful implementation.

### 8.1.2 Labour

Unisa has a dynamic relationship with its organised trade unions and promotes their right to engage in collective bargaining and to represent their membership base. In line with the recognition agreement, there are two recognised unions, namely the National Health and Allied Workers Union (NEHAWU) and the Academic and Professional Staff Association (APSA).

Unisa has dedicated resources for proactive compliance measures, such as human resource (HR) policies and procedures. These activities ensure that all organisational initiatives and policies are reviewed for compliance and effectiveness, as well as their broader alignment with national and global imperatives, such as the UNGC. In terms of the development of human intellectual capital, the HR department has developed a Unisa HR Governance Framework that will allow HR governance to align itself with the broader UNGC principles. Unisa upholds the elimination of discrimination in respect of employment and occupation and has performed well in terms of the Employment Equity Plan.

The DHET Strategic Plan (2011 – 2015), has identified the following two pertinent goals for the higher education sector that are aligned to the national Human Resources Development Strategy:

- To increase the size and calibre of the academic teaching and researcher population in order to create the knowledge required for economic and societal development in the next 50 or more years.
- To ensure that the level of investment in education is equivalent to the global average for the further and higher education and training system.

These critical areas deserve attention and will become a site for engagement with regard to developing consensus on an HR strategy that includes equitable development and conscious succession planning.

### 8.1.3 Environment

Unisa is responsive to emerging pressures from society, government and business and acts in an environmentally responsible manner. As is evident from past environmental research, Unisa's priority focus should fall on both employee and institutional levels. Past empirical research has shown that the successful implementation of sustainable environmental practices by organisations can contribute to, among other things, improved staff morale, cost savings and corporate image building.

In an endeavour to foreground sustainability practices, Unisa has already implemented several institutional measures. These include the management of electricity consumption, water management and conservation, the reduction of carbon emissions, the application of green building principles and the promotion of recycling by using and providing recycling stations and bins. At the beginning of 2011, the Office Automation Project was initiated and the rollout of the project will be fully completed early in 2012. The purpose of this initiative is to reduce the number of desktop printers and the number of hard copies being printed.



#### 8.1.4 Anti-corruption

Unisa is geared towards displaying good corporate governance standards in all its policies, processes, procedures and systems, both in principle and in practice; to this end the University has established systems and procedures that prevent, detect and mitigate risks relating to theft. Unisa has organised training for all members of staff and relevant stakeholders through the Ethics Institute of South Africa and the HR Department, the main objective being to expose staff to issues underpinning workplace ethics.

Unisa has committed to working against corruption in all forms, including extortion and bribery, by adopting the following policies and procedures, which have all been recently revised and updated:

- Anti-fraud/corruption/irregularities statement approved by Council in 2007.
- Unisa Code of Ethics and Conduct.
- Unisa Disciplinary Code for Employees.
- A fraud/corruption/irregularity prevention policy approved by Council in 2007.
- A policy on the reporting of fraud/corruption/irregularities (the Whistleblower Policy) approved by Council in 2010.
- An ethics hotline managed by an outside service provider.
- A fraud/corruption/irregularities response protocol approved by Council in 2007.

The Unisa Finance Department is conscious of the fact that fraud and corruption are risks that it faces on a daily basis; moreover, these have been identified as high-risk items on the departmental risk assessment. The main objectives relating to fraud and corruption have received attention and include responding appropriately to any identified or suspected fraud or corruption incidences, as well as designing and implementing appropriate internal controls to prevent and/or detect such incidents. The audit management letter, which highlights the risks identified during the audit process, includes recommendations from the external auditors on how to minimise these risks. In addition, a whistleblower fraud and corruption line has been established, which is attended to by an outside, independent organisation that sends all the reported incidences to the Unisa Internal Audit Department for investigation. Such incidents are reported to the Audit Committee of Council.

Unisa has also instituted a gifts register, where all gifts in excess of R500 from suppliers must be recorded. All staff members have attended mandatory ethics training and have been asked to sign a code of conduct, whereby they have committed themselves to, among other things, confidentiality as well as the mission, vision and values of the institution.

## 8.2 Academic progress

### 8.2.1 Teaching and learning

One of the ongoing projects in the academic portfolio is the revitalisation of teaching and learning. This requires the academic sector to take a critical look at the programme qualification mix (PQM) and to ensure that study material is of a high standard. During 2010 several new qualifications were accredited by the HEQC. Senate has also adopted a framework for the implementation of a team approach to curriculum and learning development to support the development of study material. This development is one of the cornerstones of an ODL institution and the implementation of a team approach ensures that the quality of study material will be enhanced by stakeholder contributions.

Council has approved the Curriculum Policy recommended by Senate. This policy aims to provide an overview of the principles according to which curricula at Unisa will be developed. These principles take cognisance of the sustainability aspects and will result in Unisa's curricula meeting international good practices in curriculum design, and being responsive and student-centred. The implementation of the policy will provide clear principles to which colleges, schools and departments can refer when determining the validity of the increasing demands on curricula in higher education.

At a curriculum level, there is evidence of the introduction of relevant modules with regard to UNGC labour standards, principles 3, 4, 5 and 6. These are covered in two undergraduate Labour Economics modules (ECS204D and LEC101L) offered as electives by the Department of

Economics. Principle 3 is addressed in a study unit titled "Unions and collective bargaining". The outcomes of this study unit focus on collective bargaining and the labour market, the union movement, the impact of the unions and the influence of strike action, bargaining councils and minimum wages. This principle is supported by the Labour Relations Act, which also forms part of the subject material.

Although principles 4 and 5 are not directly addressed in the module outcomes, references are made to these throughout the text on labour legislation in South Africa and all the labour laws governing the South African labour market are discussed (eg Basic Conditions of Employment Act). Principle 6 is addressed in one study unit entitled "Labour market discrimination and inequalities". The outcomes of this study unit concentrate on the definitions and types of discrimination, theories of discrimination and the inequalities in the South African labour market, as well as the way in which these inequalities can be addressed, equal pay for work of equal value and affirmative action. This principle is supported by the Employment Equity Act.

The College of Economic and Management Sciences has introduced a comprehensive strategy of 'going green' projects in line with the MDGs. For this report, the projects relating to MDG 7: To ensure environmental sustainability, are briefly discussed.

An awareness-raising lecture series, entitled CEMS Going Green, involves internal and external experts, and consists of the following themes:

<b>LECTURE 1</b>	"Energy challenges and calculating our carbon footprint" Presented by Ms Diksha Somai – Exxaro Energy I Carbon Process Engineer, 4 April 2011.
<b>LECTURE 2</b>	"Will COP17 – CMP 7 Durban 2011 be mother nature's 9/11?" Presented by Dr Godwell Nhamo, Exxaro Chair – Institute for Corporate Citizenship, Unisa.
<b>LECTURE 3</b>	"Carbon neutrality equals profitability" Presented by Dr Marco Lotz – NedBank Sustainability Carbon Specialist, May 2011.
<b>LECTURE 4</b>	"Greening CEMS and Unisa: from theory to practice" presented by Tracey Cohen – Dept. of Business Management, Unisa – awareness-raising presentation to CEMS Change and Transformation Committee, 8 June 2011
<b>LECTURE 5</b>	"Greening the Ghetto" presented by Marjora Carter, video presentation and hosted discussion, August 2011.
<b>LECTURE 6</b>	"Higher Education and global climate negotiation regimes: seeing beyond the African COP" – 20 October 2011.

The series was intended to raise awareness and deepen understanding, and experts were made available to the rest of the university community.

The establishment of the CEMS Going Green Committee, as a subcommittee of the CEMS Community Engagement Committee, is another innovation. The terms of reference of this committee consist of driving and sponsoring practical sustainability projects in line with the CEMS Community Engagement goals and aspirations; to inspire broad participation in sustainability matters (practical and academic) in CEMS; and to contribute to graduateness by advocating the inclusion of sustainability matters in the CEMS PQM renewal processes.

Ultimately, the activities will contribute to the Principal and Vice-Chancellor's sustainability vision at college level.

### 8.2.2 Research and innovation

Unisa has committed itself to increasing its total weighted research outputs and to building and sustaining research capacity. This commitment finds expression in the institutional research plan which has identified sustainability as a flagship project that underscores the principles outlined in the UNGC. Unisa also continues to demonstrate its commitment to multi-, inter- and transdisciplinary (MIT) research, epistemologies, methods and programmes to ensure that innovative solutions are generated.



The establishment of the Unisa School for Graduate Studies, the introduction of e-books and mobile libraries to reach a broader spectrum of Unisa's student population and the continued investment in training and development programmes for young upcoming researchers provides evidence of Unisa's strategic drive to increase relevant research outputs.

The Bureau of Market Research (BMR) at Unisa has recently participated in a series of research projects produced for the public and private sector across South Africa which relate to sustainability issues. These projects are highlighted below. In 2011, the Behavioural and Communication Division of the Bureau of Market Research (BMR) produced an exploratory study on business response to climate change and sustainability. The interest and significance of a study of this nature derives from the ongoing debate on how the business community can, and possibly should, respond to issues of climate change and sustainability so as to make a meaningful and effective contribution to achieving a green economy. Besides giving some direction to corporate deliberations, the study also intends to inform policy decision makers of what is happening within a certain section of the South African business community and to make recommendations on how policy could remove barriers to effective change. The final report was entitled "Business responses to climate change and sustainability: An analysis of the nonfinancial reports of 10 JSE-listed companies (2011)".

A potentially significant observation was that the concept of sustainability rather than climate change dominated and provided the organisational framework for companies' interactions with the natural and social environments within which they operate. The study also revealed that many of the companies' communications on their interaction with environmental sustainability issues are dominated by measures to reduce carbon emissions and other resources such as paper and packaging. This type of interaction leans towards a more technologically-driven response to the issues. A positive finding gleaned from the research is changed behaviour among some businesses that seem to have moved beyond a technology-driven approach by supporting measures that impact on environmental sustainability beyond their own resource use, through scientific research and sustainability education schemes. The research revealed strong awareness among many companies of the importance of communicating the values, ethics and cultural change that underpin their actions.

Finally, the study showed keen interest in and awareness of the need for a bottom-up approach to achieving a 'green economy'. The second phase of the study is intended to gain a better understanding of business perceptions of the influential aspects on sustainability outcomes. To this end, a qualitative study on retail and financial business responses to sustainability and climate change is being conducted.

The focus of another study on "Sustainable environmental practices at Unisa" is multidimensional and has the following scope:

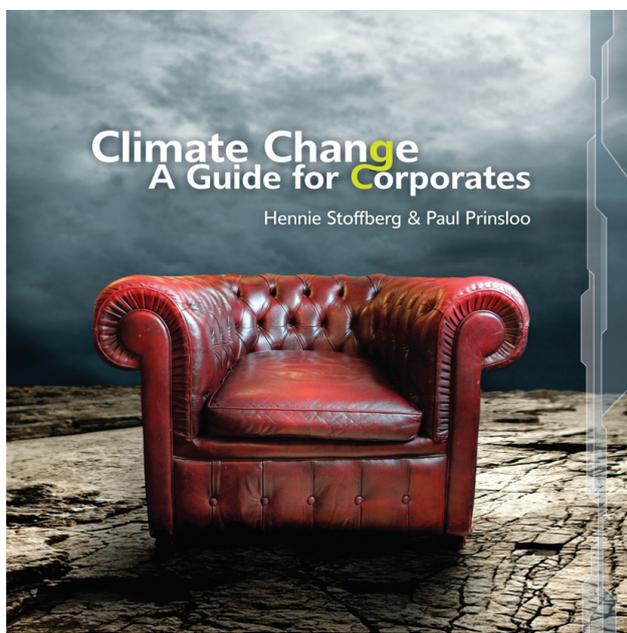
- Investigating the 'best' environmentally sustainable practices of leading universities and corporate business to guide the construction of an environmental sustainability policy, action plans and goals for a green Unisa campus.
- Investigating environmentally sustainable office practices among Unisa employees.
- Investigating the potential for infusing environmental education (content and skills) into existing courses and the extent to which this has been done thus far.
- Investigating environmentally sustainable service practices at Unisa.

Clearly, the scope of the study outlined above reflects a comprehensive environmental awareness assessment and is regarded as a pioneer study in the HEI sector of South Africa. The recent International Banking Conference held at Unisa included themes such as the "African banking sector in a low carbon and green global economy" and "Factors influencing the adoption of e-business in the South African insurance industry". The full proceedings of the conference and the findings of the Unisa study will be reported in the 2012 CoP.

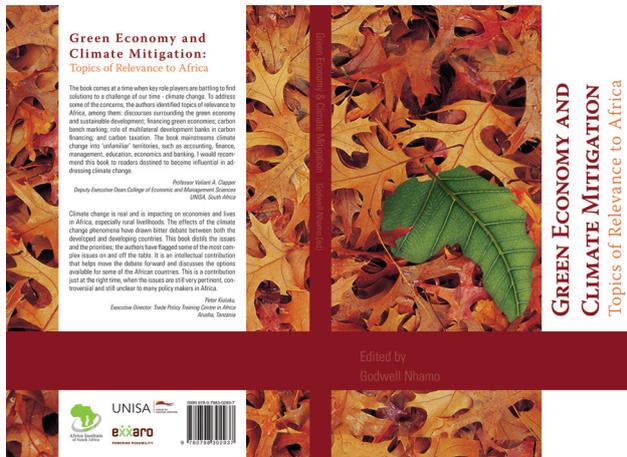
The College of Economic and Management Sciences' (CEMS) projects relating to the MDG 7: To ensure environmental sustainability, has produced eighteen accredited articles and chapters in international publications in less than two years. The topics of the published material range from "Global climate negotiating regimes: challenges and opportunities for Africa"; "Copenhagen 18/12: Africa must continue calling for a fair, ambitious and binding climate deal"; "Dawn of a new climate order: reading between the USA-India-China partnerships" to "Co-leadership in climate change: an agenda for 2013 and beyond".

In addition, the following groundbreaking texts have been published, attesting to the growing body of expertise and knowledge at Unisa which has been achieved in a relatively short space of time.

- Climate change: A guide for corporates – published by Unisa Press in 2009 under the authorship of Hennie Stoffberg and Paul Prinsloo (156 pages).
- Green economy and climate mitigation: topics of relevance to Africa – manuscript in print from Africa Institute of South Africa Press and will be ready for launch during COP17. Edited by Godwell Nhamo with chapters written by six other authors from across Unisa (256 pages).
- Breakthrough: Corporate South Africa in a low carbon and green economy – a COP17 legacy project publication in the pipeline by Unisa Press. The book will involve more than 20 authors and is scheduled for completion early in 2012 to include the COP17 resolutions and outcomes.



The University is also in the process of appointing a leading researcher to drive the portfolio of the Archie Mafeje Institute for Applied Research on the Family and Poverty (AMIFAM). The aims of AMIFAM are to conduct applied research that will feed into and monitor policy formation on the effects of poverty on the family in South Africa and the continent. The project has already received seed funding after which it will become a fully fledged institute at Unisa. Funding for community engagement remains a challenge and more planning is envisaged to create an enabling environment for community engagement that will ultimately promote teaching, learning and research.



### 8.2.3 Community engagement

Progress with regard to community engagement has been made since the approval of the Community Engagement Policy. Colleges have submitted their plans and the university is now in the process of consolidating an institutional community engagement plan that will be aligned to the MDGs and related strategic initiatives.

Unisa has set aside a strategic fund for emerging strategic initiatives and this has contributed significantly to promoting community engagement in the University. An example in this regard is Unisa's Summer School Campaign for Learning, which comprises a compendium of customised learning initiatives that encourage and inspire informal learning in a variety of social contexts on a national scale.

The Bright Site of Sunnyside Service Learning Centre provides another excellent example of Unisa's community engagement projects and was awarded second place in the MacJannet Prize for Global Citizenship. The Centre aims to tackle the unprecedented challenges that threaten the livelihoods and wellbeing of society, in particular in Sunnyside, a suburb that lies adjacent to the Unisa Muckleneuk campus. Unisa's Department of Social Work, through the Bright Site of Sunnyside Service Learning Centre project, plays a crucial role in providing opportunities for training and serving people who would otherwise not have access to education.

An Environmental Awareness and Responsibility Statement (Principle 8) has been developed between staff and students at departmental level as an example of innovative practice. At the moment the draft statement reads as follows:

As staff, students and alumni of the Department of Geography (UNISA), we recognize that the complex interactions between political, religious, economic, social, cultural, and environmental factors determine the well-being of our community. Further, we acknowledge that we have power as individuals to influence these complex and interdependent relationships. As such we undertake to make responsible decisions that will be sensitive to matters of sustainability to ensure quality of life now and for the generations to come.

A group of staff in the Department are actively involved in a community engagement project in the Bojanala Region (North West Province). This project not only allows the Department to achieve its vision within the broader context of the Unisa's vision "towards the African university in the service of humanity", but it also allows the Department to develop geographers within a multi-, inter- and trans-disciplinary context. The project is based on grass roots-driven rural development and the basic premise is that communities can take the lead in identifying their own problems and the solutions to those problems. Put simply, the approach argues that little is achieved by identifying needs and the emphasis should rather be on the assets already available within a given community.

Looking at communities holistically to ensure environmental sustainability means that the work being done in the Bojanala Region not only addresses Principles 7, 8 and 9 of the UNGC, but also the 7th and 8th MDGs. The long-term goal of the project is to assist communities in mobilising themselves to create their own opportunities for employment, while at the same time ensuring sustainable economic, social, cultural and economic development in the North West Province.

A water research flagship project has been launched in the College of Agriculture and Environmental Sciences (CAES). South Africa is a water-scarce country with an average rainfall that is just over half of the world's average. This already precarious water situation is further exacerbated by climate change, which has the potential to impact significantly on both the availability of and requirements for water in South Africa.

Although the country is en route to meeting the MDGs, more needs to be done to close the existing gaps in water provision and water sanitation between urban and rural areas. Since major water infrastructure creation and large-scale water transfers, are no longer solutions to the country's water crisis, new water sources such as wastewater recycling, water conservation, rainwater harvesting, and so forth will require new levels of cooperation and public understanding. This CAES flagship project explores current issues in the field of water engineering and related fields.

### Human rights

Unisa's academic departments are playing a positive role in addressing the principle of human rights through involvement in and engagement with organisations such as the National Prosecuting Authority's (NPA) subcommittee on human trafficking, the International Society for the Prevention of Child Abuse and Neglect (ISPCAN) and presentation of papers on human trafficking at both local and international conferences. Significant progress has been made in pursuit of this objective in a number of constituencies within the university. Unisa has established a Disability Coordination Committee (DCC) and has produced a disability statement and strategy aligned to Unisa 2015 revisited and the requirements of the South African Disability Association (SADA). In addition to this statement, a quality evaluation instrument was developed to measure the level and quality of services provided to students with disabilities.

### Labour

During 2010 particular emphasis was placed on the management of human resources at Unisa. Three areas were prioritised to give effect to operational sustainability, including HR planning and staffing, remuneration and affordability, and talent management.



A smiling woman with large hoop earrings is reading a book. She is wearing a grey hoodie and a dark grey jacket. The background is a solid red color.

In the area of planning and staffing, the Academic Human Resources Allocation Model referred to as the ACHRAM was widely consulted to effect envisaged improvements. The transformation and migration to a fully fledged ODL pedagogical model was proactively planned for. The HR model is based on information relating to variables such as gender, age and resignation. The system implements planning priorities which ensure that all mission-critical positions are filled and that the necessary succession planning systems are in place. This ensures that Unisa retains a representative workforce at organisational and departmental levels.

Unisa has slightly exceeded the human resource targets set by the DHET but conscious attention is being given to reducing the budget while not compromising service delivery.

### Environment

The following are some of the environmental sustainability initiatives conducted by the University during the 2011 academic year:

The CAES Department of Environmental Sciences was asked to compile an Environmental Management Plan for Unisa (including the other campuses and the Regional Centres) and to act in an advisory capacity. This will be used as a working document in the establishment of a recycling system at Unisa in order to improve the entire waste management system and to improve the University's responsibility toward the environment by reducing its carbon footprint.

The Department of Environmental Sciences, together with staff from the Bright Site Project in Durban, gave their support at school level in order to also reach the wider community. At the Isnembe School north of Tongaat, a working recycling system was in place. They however needed advice on how to improve the waste management at the school and in the neighbouring village. It was suggested that, among other things, compost be made from the green waste from school garden and of the peels and food rests from the established food scheme at the Isnembe School. The Department of Environmental Sciences has also offered to become involved in the design of a Water.

## The Recycling @ School Project

March 2010 saw the launch of a fog water harvesting project by the CAES together with the Alfred Nzo District Municipality. The resulting water quality is very high and conforms to World Health Organization and South African water standards for potable water.

As a university, community outreach is not an extra, but one of its core business areas. For the 2011 reporting period, Unisa has supported environmental responsibility and environmentally friendly technology. A vegetable garden has been established at Mandlethu school community located in Kwa-Mhlanga, Mpumalanga province through a mentoring programme during which recycled organic waste from the kitchen was used as fertilisers and an explanation of the role of vegetables in carbon mitigation of the atmosphere was explained. In addition, a government food scheme has been implemented at Mandlethu school and fresh produce from the garden has been used in the kitchen menu and fresh vegetable sold to the teachers. This vegetable project serves not only as an educational project for the school but as a model for the community to reduce the carbon load. Later on, the celebration of a World Food Day event was used as a platform for raising community awareness of environmental issues and the upcoming Conference of Parties number 17 (COP17) in Durban.

A COP17 ambassador addressed the Kwa-Mhlanga community on the impact of climate change and various interventions for dealing with issues such as carbon mitigation. To this effect, the Department of Agriculture and Animal Health has established a vegetable garden and one of the main future initiatives is to plant fruit and indigenous trees together with the community. Community education has expanded on the challenges posed by climate change. Appeals have been made to the community to contribute to finding a solution to environmental degradation and also to learning how to adapt positively to the adverse impact of altered climatic conditions.

### **Vegetable garden projects in partnership with Mandlethu School community located in Kwa-Mhlanga, Mpumalanga Province**



The College of Science, Engineering and Technology (CSET) has been involved in three emerging flagship research projects relating to the environment theme, the first of which involved ecotoxicology research, a niche area that involves postgraduate teaching and research. The field of ecotoxicology includes concepts arising from disciplines such as toxicology, biology and molecular biology, environmental (soil, water and air) sciences, analytical and organic chemistry, nano-chemistry, biochemistry, physiology, ecology, genetics, microbiology, immunology and economics. The approaches to this research, which are multidisciplinary and transdisciplinary in nature, are based on existing expertise and the research track record of the participating members.

One project team is focusing on the decontamination of pesticides and the toxic nerve agents that are prevalent in the environment. Poisonous organophosphates were previously destroyed by bleach and alkali to yield less toxic inorganic phosphates through hydrolysis of P-O and P-S bond. However, the use of large volumes of bleach and alkali, which are corrosive, has posed logistical problems. The group has since demonstrated that nitrosation reactions on phosphorus centres of the phosphate ester can lead to the degradation of common organophosphate contaminants in the environment.

The water research flagship recognises that South Africa is a water-scarce country with an average rainfall of just over half of the world's average. The already precarious water situation is further convoluted by climate change that has the potential to impact very significantly on both the availability of and requirements for water in South Africa.

Although the country is on route to meet the millennium development goals more needs to be done in order to close the existing gaps in water provision and water sanitation between urban and rural areas. Since the buildings of major water infrastructure as well as the large-scale water transfers are no longer the solution to the country's water crisis, new water sources such as recycling of wastewater, water conservation, rainwater harvesting, etc. will require new levels of cooperation and public understanding. The flagship project explores current issues in the field of water engineering and related fields.

The Fuel Cell and Nanotechnology Flagship Project recognises that most of the energy needed for domestic and industrial consumption comes from just one natural source, fossil fuel. This means that the world fossil fuel demand outpaces production, resulting in a shortage of supply and price instability. A significant outcome of the energy crisis is the realisation that the earth's fossil fuels are limited resources and they have been shrinking in recent years. There is also the awareness that individuals and countries have real responsibilities not only for the future generation of energy but to also conserve the environment because whatever is taken from the earth has an explicit cost to the geophysical state of the environment. Although there is no energy source that is completely environmentally safe, energy must be used more wisely in order to minimise environmental hazard and optimise the efficiency with which it is produced. The flagship project focuses on research agendas intended to achieve this aim.

Unisa offers modules in Adult Basic Education and Training (ABET) and youth development which focus on environmental challenges and how to deal with them in communities. The students who take these courses are ABET and youth facilitators and practitioners in the communities. They, in turn, teach adult learners and this knowledge of the environment is passed down to their families and the communities at large. At the departmental level colleagues are encouraged to reduce carbon emission and waste materials.

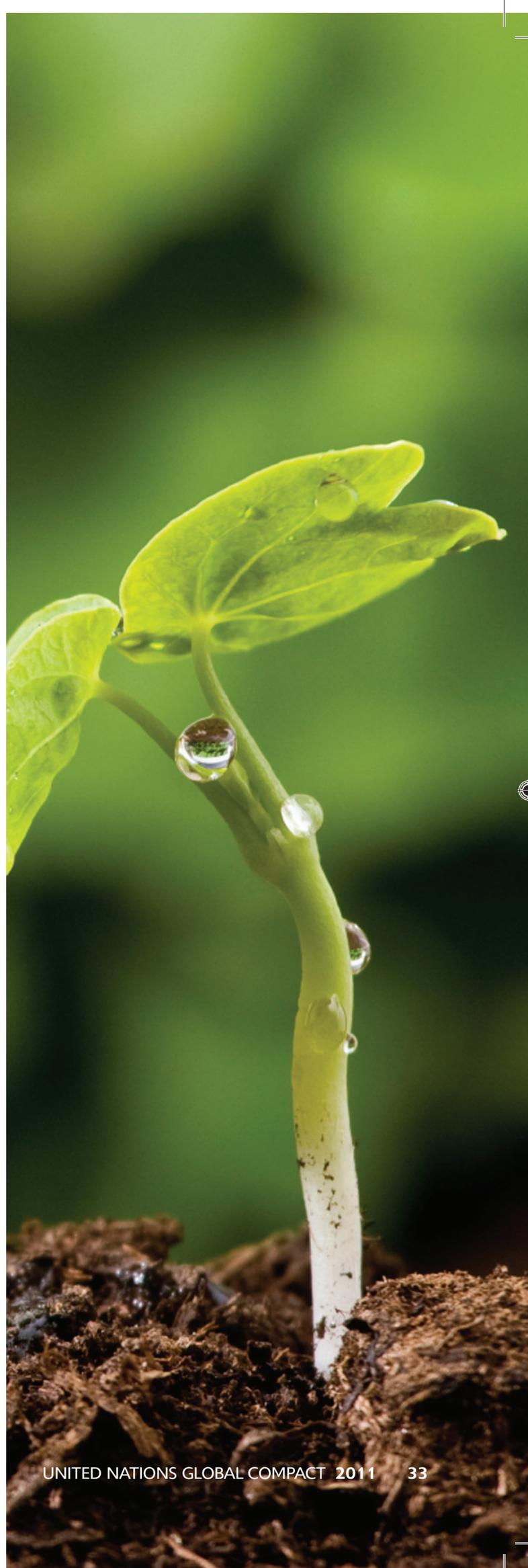
The environment as a focus area is the topic of a module on Environmental Economics (ECS208H). Principles 7, 8 and 9 are all covered by the five study aims in this module: (i) the relationship between the economy and the natural environment; (ii) the reasons for environmental degradation; (iii) decision making and the environment; (iv) comparative policy instruments; and (v) environmental issues and the global economy.

### Anti-corruption

To work against corruption in all its forms, including extortion and bribery, Unisa arranged training sessions for staff to be educated on this important issue. Unisa staff have also been trained in business ethics. The Department of Enterprise Risk Management, in collaboration with all departments, has developed detailed risk registers for all directorates in line with the standards and requirements of the risk management system.

The University has also instituted a Procurement Workgroup, which includes members across departments to select, evaluate and appoint suppliers in a transparent way based on carefully designed criteria.

The anti-corruption focus area receives attention in an undergraduate elective and a postgraduate module in Public Economics (ECS304G and PECH00G). Principle 10 is addressed in a study unit on market and government failure. The study unit requires three outcomes to be achieved: (i) describe the role of political parties and special-interest groups in the political process and discuss how they contribute to government failure; (ii) distinguish between political and bureaucratic corruption and discuss alternative policy options to approach the problem; and (iii) discuss alternative views on the relationship between corruption and democracy.



# 9

## Conclusion

Throughout the world there are numerous examples of institutions of higher education pursuing environmental sustainability. Some institutions believe that they have met the challenge of sustainability through the signing of national or international declarations while others create individual institutional policies. Regardless of how a university approaches its commitment to sustainability, there are foundational themes that exist in both macro and the micro approaches to sustainability.

These themes include sustainable physical operations, sustainable academic research, environmental literacy, ethical and moral responsibility, cooperation between universities and countries, the development of interdisciplinary curricula, and partnerships with government, non-governmental organisations and industry. By gaining an understanding of these themes, sustainability has been comprehensively mapped within a higher education context.

Finally, the UNGC project must be seen as a work in progress and a truly collaborative effort between all University departments and structures. Its primary objective is to foreground the critical and important work being done at Unisa in the areas of social transformation, climate change and environmental sustainability. The four pillars of human rights, labour, the environment and anti-corruption provide the conceptual reporting framework and schema for organising the 2011 account.

This is not a closed project and ideas can and will be introduced as the project evolves. Moreover, the levels of enthusiasm of participating staff are acknowledged. Their willingness to give so freely of their time and knowledge augurs well for the successful implementation of the planned projects and activities. The CoP 2012 Report will provide an update in this regard.



# 10

## Acknowledgements

**T**he Department of Strategy, Planning and Quality Assurance (DSPOA) under the auspices of the Portfolio of Institutional Development, is responsible for coordinating the Communication on Progress (CoP) Report to the UNGC on behalf of the entire institution. The following colleagues made a valuable contribution to the completion of the report for 2011, and are duly acknowledged:

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# 11

## Appendices

### 12.1 Appendix 1: Global Compact Self-Assessment Tool (GCSAT)

TOPIC	YES	NO	F/A	N/A	NOT ANSWERED	TOTAL
<b>HUMAN RIGHTS</b>	<b>43</b>	<b>1</b>	<b>17</b>	<b>0</b>	<b>0</b>	<b>61</b>
Health and safety	6	0	0	0	0	6
Hours, wages and leave	13	0	1	0	0	14
Fair treatment	11	0	2	0	0	13
Community Impacts	6	0	8	0	0	14
Product stewardship	3	0	2	0	0	5
Country risk	2	1	2	0	0	5
Suppliers	2	0	2	0	0	4
<b>LABOUR</b>	<b>21</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>22</b>
Trade unions	8	0	0	1	0	9
Forced labour	4	0	0	0	0	4
Child labour	4	0	0	0	0	4
<b>Non-discrimination</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>
Suppliers	3	0	0	0	0	3
<b>ENVIRONMENT</b>	<b>24</b>	<b>16</b>	<b>31</b>	<b>3</b>	<b>0</b>	<b>74</b>
Compliance and management	7	10	7	0	0	24
Precaution	3	2	0	0	0	5
Responsibility and performance	13	4	21	3	0	41
Technology	1	0	3	0	0	4
<b>ANTI-CORRUPTION</b>	<b>27</b>	<b>0</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>39</b>
Anti-corruption environment	9	0	6	0	0	15
Policy and procedures	8	0	2	0	0	10
Third parties	6	0	4	0	0	10
Joint actions	4	0	0	0	0	4
<b>TOTAL</b>	<b>115</b>	<b>17</b>	<b>60</b>	<b>4</b>	<b>0</b>	<b>196</b>

### 12.2 Appendix 2: Global Compact Self-Assessment Tool percentage analysis

TOPIC	YES	NO	F/A	N/A	NOT ANSWERED	TOTAL
<b>HUMAN RIGHTS</b>	<b>70.49</b>	<b>1.64</b>	<b>27.87</b>	<b>0</b>	<b>0</b>	<b>61</b>
Health and safety	9.84	0	0	0	0	6
Hours, wages and leave	21.31	0	1.64	0	0	14
Fair treatment	18.03	0	3.28	0	0	13
Community Impacts	9.84	0	13.11	0	0	14
Product stewardship	4.92	0	3.28	0	0	5
Country risk	3.28	1.64	3.28	0	0	5
Suppliers	3.28	0	3.28	0	0	4
<b>LABOUR</b>	<b>95.45</b>	<b>0</b>	<b>0</b>	<b>4.55</b>	<b>0</b>	<b>22</b>
Trade unions	36.36	0	0	11.11	0	9
Forced labour	18.18	0	0	0	0	4
Child labour	18.18	0	0	0	0	4
<b>Non-discrimination</b>	<b>9.09</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>
Suppliers	13.64	0	0	0	0	3
<b>ENVIRONMENT</b>	<b>32.43</b>	<b>21.62</b>	<b>41.89</b>	<b>4.05</b>	<b>0</b>	<b>74</b>
Compliance and management	9.46	13.51	9.46	0	0	24
Precaution	4.05	2.7	0	0	0	5
Responsibility and performance	17.57	5.41	28.38	7.32	0	41
Technology	1.35	0	4.05	0	0	4
<b>ANTI-CORRUPTION</b>	<b>69.23</b>	<b>0</b>	<b>30.77</b>	<b>0</b>	<b>0</b>	<b>39</b>
Anti-corruption environment	60	0	15.38	0	0	15
Policy and procedures	80	0	5.13	0	0	10
Third parties	60	0	10.26	0	0	10
Joint Actions	100	0	0	0	0	4
<b>TOTAL</b>	<b>58.67</b>	<b>8.67</b>	<b>30.61</b>	<b>2.04</b>	<b>0</b>	<b>196</b>



