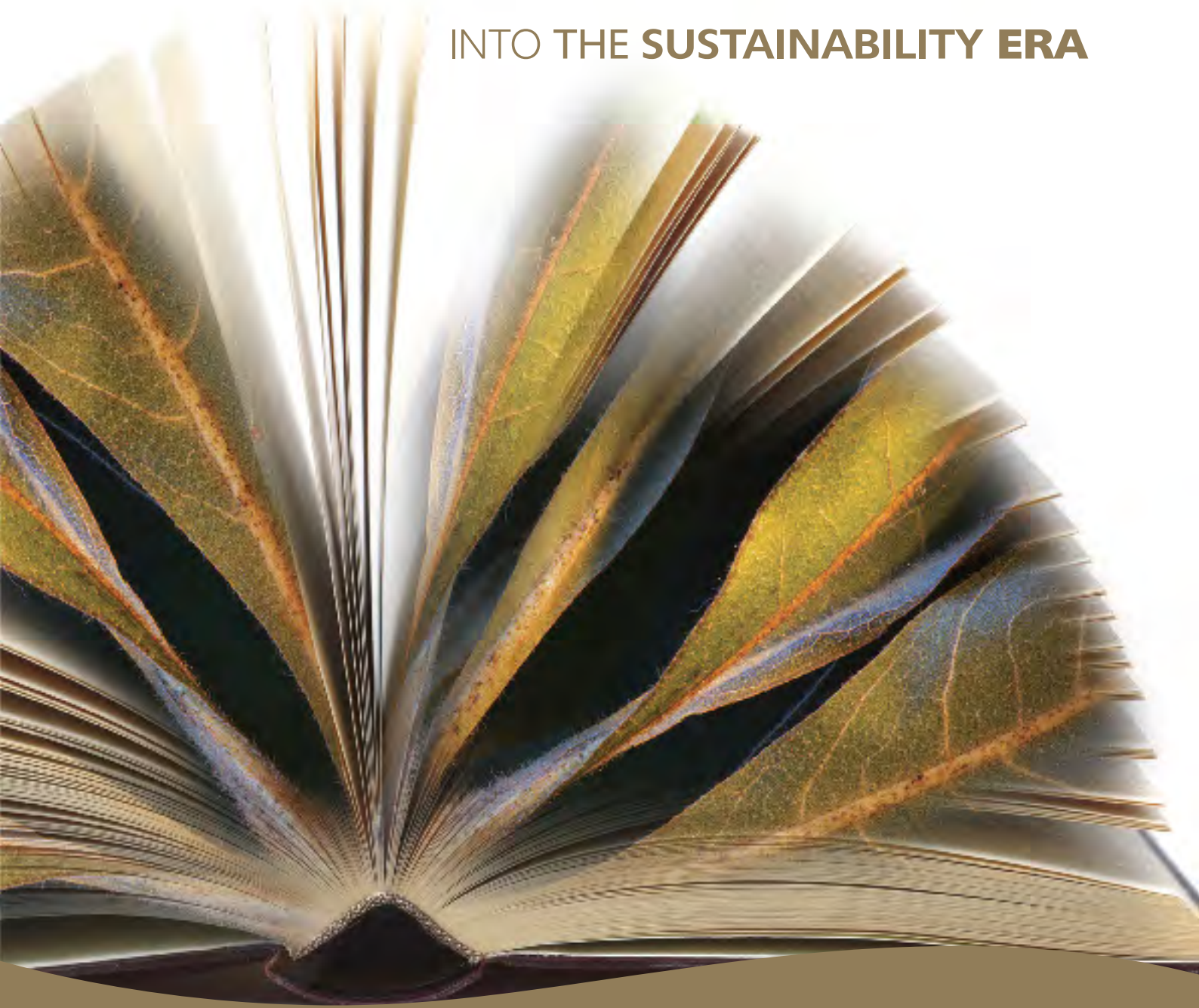


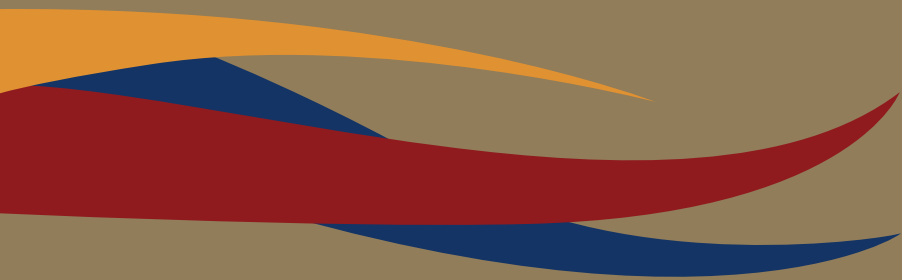
SUMMER 2011

# UNISAWISE

| PRO GENTIBUS | FOR HUMANITY |

INTO THE SUSTAINABILITY ERA







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# UNISA





# EDITORIAL

SEVEN BILLION PEOPLE. ONE PLANET. EVERYONE'S CONCERN.

This year the world's population reached the seven billion mark. No doubt, the life of every individual is more than reason to celebrate, but one cannot help but wonder what kind of future awaits the seven millionth baby and the children of today. Will it be a good one they can look forward to? Will the planet, already carrying the scars of misuse and overuse, be able to meet our ever-growing needs? Or, is it possible that by some miracle green becomes the new bling and we manage to turn the tide on consumerism?

The recent UN conference on climate change (COP 17) themed *Saving tomorrow today* and hosted on our own soil brought government representatives, environmentalists and interested parties together to reflect on people's impact on our planet and issues such as climate change, the responsible management of natural resources and sustainability.

The pertinent question facing the higher education environment is how to advance sustainable development through a university's core business areas of research, teaching and learning and community engagement and assist in promoting sustainable development. In this issue of *Unisawise* we look at sustainability from various perspectives and, in particular, try to come to grips with the challenges and opportunities facing higher education in this regard.

We take a closer look at some of the initiatives South African universities have embarked on to promote sustainability. While energy-saving campaigns and recycling efforts at our campuses are important, universities have the unique opportunity to educate their students to become well-rounded graduates, keen and equipped to promote sustainable development. But, this will require careful thinking and a revisiting of current curricula.

Whether you are interested in the laws protecting our environment or a green economy, the impact of climate change on rainfall in the Vhembe district or South Africa's toxic mining legacy - there is sure to be an article to make you think again about sustainability and the future of our planet and its seven billion people. We have also invited our alumni to share their thoughts on sustainability with us and we review a few books Unisa Press has to offer on the topic.

Enjoy this green issue of *Unisawise*!

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# SOUTH AFRICAN UNIVERSITIES INTO THE SUSTAINABILITY ERA

**Not so long ago**, it was enough that institutions of higher learning were teaching their students theories of sustainable development and supporting research into conservation and environmental preservation.

Today, with climate change and sustainability at the top of international agendas, and capital funds, in the UK, for example, being linked to carbon cuts, institutions themselves are increasingly starting to “walk the talk” by ensuring the sustainability of their own campuses and organisational practices.

So important has the issue become, that in countries such as the United States and Europe, where the choice of institutions is relatively extensive, some students are reportedly allowing an institution’s green credentials to affect their decision about which school to attend.

BY SHARON DELL



Image: ????

# THINK GREEN

THINK GREEN



A NUMBER OF RANKING SYSTEMS have developed recently which rate a university's overall sense of environmental responsibility. The universities are assessed on a variety of factors ranging from recycling and waste management programmes, to green buildings, energy efficiency and transportation systems. Some ratings, such as *The Princeton Review*, which produced its fourth "Green Rating" earlier this year for over 700 United States colleges, also assesses institutional policies and academic offerings.

Robert Franek, *The Princeton Review* Senior Vice-President and Publisher, is quoted on the company's website as saying that 69% out of 8 200 college applicants surveyed in 2011 said that having information about a college's green report card would affect their decision to apply to or attend a school.

South Africa – with its 23 public institutions serving a large and aspirant population – is not there yet. Most matriculants are simply happy to get a place, and the promise of social and political mobility it comes with.

Erik de Ridder, Chairperson of the University of Cape Town's student-led Green Campus Initiative (GCI), confirmed that South African students do not have the "luxury in decision-making" that European or American students might have when it comes to choosing the campus that responds to their environmental ethics. But in his experience, most international students would still be more inclined to choose a university based on research and teaching strengths rather than environmental responsibility.

## Poverty versus the environment

Among the challenges facing the green agenda in South Africa, he suggests, is the view that environmental issues are in competition with stark challenges such as poverty alleviation, and the manner in which debates are filtered through the media and find expression in popular discourse. "For example, (there will be) magnified focus in areas such as motor vehicle emissions, but scant

exploration of the cultural implications of environmental disaster in so far as it translates into extinction of animals, destruction of biodiversity and alteration of rainfall patterns," says De Ridder. Within this frame of reference, environmental interventions and activities become readily labelled as the concerns of wealthier students, he suggests.

The dynamics of student engagement notwithstanding, the pressure towards green campuses is picking up in South Africa – driven to varying degrees from within the institutions themselves.

In his inaugural address in February this year, University of South Africa Principal and Vice-Chancellor Professor Mandla Makhanya, identified "anthropocentric research and innovations which neglect global economic injustices and ecological degradation" as one of the central challenges facing Unisa if it is to meet its vision to be *the African university in the service of humanity in the 21st century*.





*“You can’t have research that only concentrates on human beings and neglects the environment and ecological wellbeing.”*

“You can’t have research that only concentrates on human beings and neglects the environment and ecological wellbeing”, he said. In these comments, Makhanya made explicit the finely-tuned interdependence between humankind and the environment. He referred to Unisa’s vision – towards *the* African university in the service of humanity – and said it would be important to also include “creation”, next to humanity, particularly because he believed creation or the environment was inextricably intertwined with human flourishing.

It seems like an obvious point, but one that has been consistently overlooked by mainstream developmental trajectories for decades, if not centuries. Ask the late eco-theologian Thomas Berry who spent most of his life up until his death in 2009 contemplating the relationship between humans and the earth.

For University of KwaZulu-Natal (UKZN) economic historian and self-confessed “environmental purist” Dr Harald Witt, any discussion about sustainability and the role of univer-

sities in promoting it should start with the work of Berry who highlighted the presumption of a “radical discontinuity between the nonhuman and the human modes of being, with all the rights and all inherent values given to the human”.

## Cultural disorientation

When it came to universities, Berry argued that universities prepare students “for their role in extending human dominion over the natural world” – with highly destructive consequences. Berry concludes that humankind is “caught in a severe cultural disorientation” which is “sustained intellectually by the university, economically by the corporation, legally by the Constitution and spiritually by religious institutions”.

For Dr Witt, such cultural disorientation is evident in a number of ways, one of which is institutional consumption patterns – for example, the “irrational” emphasis on spending departmental budgets at year-end

“on things”, rather than on people, and regardless of whether they’re really needed. It’s also evident in fact that many young (and more mature) minds are “colonised” by consumerism and brands.

“We need to rethink our entire relationship with the environment, he argues. Berry and others argue that no student should graduate until they have shown some measure of ecological intelligence or competence – I agree with that”.

The key to getting students to start internalising the sustainability theories they are taught in lectures, or changing mindsets, he believes, lies in small-group teaching and learning. “That’s where real problem-solving happens,” he says.

One solution: for universities to get out of the ivory tower and start learning themselves, argues Witt. “It’s more expensive, but the physical infrastructure of the university should also be about learning, about being able to put sustainable living and working into practice. The key





challenge in South Africa is to re-imagine the university as a developmental institution, but also re-imagine the way we shift mindsets. “It’s more challenging, but we’re human ... which means we can do it,” says Dr Witt.

Inherent in the conventional approach to sustainability is a misunderstanding of the purpose of universities, argues Witt. “There’s enormous pressure to massify higher education and to produce students as ‘units’ for the labour market. As a result, universities, which are themselves increasingly being managed rather than led, are failing to take the lead and, at the same time, mould future leaders; they might be installing solar panels, materials recycling facilities and implementing other ‘best-practice initiatives’, but that’s essentially following.”

And are those infrastructural changes really changing the personal choices people make about the way they live their lives? Witt doesn’t think so: “Minor concessions to the earth in the form of mildly reformist interventions or the retrofitting of the

hydrocarbon juggernaut do not equate with a substantial shift in direction,” he says.

## Changing behaviour

Some would argue that such interventions can have the effect of at least sensitising future captains of industry and commerce to issues with which they will increasingly be forced to engage during their careers. University of Cape Town Vice-Chancellor, Professor Max Price, concedes that while there is ostensible “buy-in” from staff and students for the campus’s green policies and practices – much of which are focused on reducing the institution’s carbon footprint – changing behaviour is not always easy.

“Most people are concerned about global warming and climate change and want to be doing something about it. We don’t ask a lot of them, so it’s relatively easy to support (the sustainability drive on our campus). But if we really hurt pockets or stopped people from travelling abroad to network at conferences –

which is integral to the academic project – the initiatives might not fly.” “I’m quite sure we could do more,” says Price, but we do try to cut local travel by making use of video conferencing to avoid travel and the university looking at the possibility of a green tax to offset the carbon footprint of international travel.

Since signing the Talloires Declaration in 1990, UCT has introduced a number of initiatives aimed at creating environmentally sound policies and practices, and developing curricula and research to support sustainability. UCT also has a fairly clear idea of the weight of its carbon footprint. A comprehensive Green Campus Action Plan produced in 2008 recommended the need for an institutional carbon footprint analysis which was conducted by UCT’s Energy Research Centre. The analysis found that in 2007 the institutional carbon footprint was about 83 400 tons of CO<sub>2</sub>-eq, with campus energy consumption, transport, and goods and services contributing about 81%, 18% and 1% of the footprint respectively.



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A startling 80% of all emissions came from electricity consumption. In terms of energy consumption, UCT's footprint was found to be about 3.2 tons CO<sub>2</sub>-eq per student – higher than the National University of Lesotho's value of 0.1 but lower than the Massachusetts Institute of Technology at 33.1.

Although the age of some of the university's buildings militates against energy efficiency, electricity meters are in the process of being installed on each building to give administrators some idea of consumption patterns. "If we can't measure how much we are using, we can't persuade people to shift their behaviour or set targets", says Price pragmatically.

When it comes to new buildings, Price said the university tries to adhere to the Australian four-star green rating for buildings in the absence of South African environmental standards for educational buildings.

The student-led GCI has also intro-

duced a number of initiatives aimed at reducing emissions, such as campus-wide recycling, carpooling – which encourages students to share transport to and from campus – and an annual Green Week. According to Price, the university is also in the process of acquiring about 300 institutionally-branded bicycles which will be hired out to students for a refundable deposit.

## Leadership

In recognition of the critical importance of leadership in driving the sustainability agenda, in July, UCT appointed Professor Mark New to a new post of Pro Vice-Chancellor and Director of the African Climate Change and Development Initiative. The post will raise the profile of the climate change issue on and off campus, and Professor New will co-ordinate an interdisciplinary master's programme on climate change and development, explains Price. The Pro-Vice-Chancellor will also be responsible for advocacy work and ensuring that research conducted in various sectors of the

university has a chance to influence national public policy. He will engage the business sector and try to foster connections with the rest of the continent, drawing on the continent's collective science base to influence global policy.

Trying to engage with leadership for transformation and sustainability "on a continent re-thinking itself" was one of the motivations behind the formation in 1999 of what has become the Sustainability Institute in Stellenbosch, an innovative and creative project which allows students to complete university-accredited degree programmes in Lynedoch Eco Village – a place where students also practice what is taught. The institute manages to bring together theory and practice in a way that most traditional institutions are unable to achieve.

"There's a deep emersion in critical reflection," says institute co-founder Eve Annecke. Students begin the day with breath work and yoga, and contribute an hour before formal tuition towards the actual running of

*“Sustainability” is a broad and often subjective concept, which means different things to different people. Thus, claims of progress in one area could be readily dismissed as lip service by someone looking through a different sustainability lens.*

the institute – towards energy production, indigenous gardening, organic farming, cooking and cleaning. Lunch is provided to 45 farm workers’ children who attend the village’s crèche, and to 75 children who attend the aftercare facility.

The institute has a working relationship with the Spier Wine estate which recycles all of its water, 90% of its own waste, and receives between 400 000 and 500 000 visitors a year. “Our students help out on that project and get a real sense of what it means to do business sensibly,” says Annecke.

According to Annecke the institute attracts mostly mid-career students who can see what’s wrong with the world and are looking for the skills and practical wisdom to actually live and act differently.

“We try to teach them to be sceptical of what you most believe in and be open to what you are most sceptical about,” says Annecke. “In other words, we want to build on their ability to question, but also help them

recognise the value of being practical.”

The institute helps to build local communities, particularly through the provision of early childhood education and development, but has also set up a local Further Education and Training college, and participates in sustainability discussions at local government level and within the University of Stellenbosch leadership and student structures. In response to the demand for excellent research around sustainability issues, the institute also engages in research consultancy work and is building an international reputation in that regard.

### What is sustainability, anyway?

“Sustainability” is a broad and often subjective concept, which means different things to different people. Thus, claims of progress in one area could be readily dismissed as lip service by someone looking through a different sustainability lens.

On the African continent in particular, a technical interpretation of sustainable development is largely inadequate, according to Professor Heila Lotz-Sisitka who holds the Murray & Roberts Chair of Environmental Education and Sustainability at Rhodes University.

In a recent paper titled *The ‘event’ of modern sustainable development and universities in Africa*, Professor Lotz-Sisitka argues that while, “foundational concepts of sustainable development are integral to cultural practices in a diversity of African societies, and elsewhere”, in Africa the concept is also partially an ‘indigenous foreigner’. “Any reading of sustainable development actualisation in African universities, must therefore be contextualised within history; and contemporary constraints and influences,” she says.

It’s complicated terrain – perfect for universities.



**Q****A**

## & with Professor Mandla Makhanya, Principal and Vice-Chancellor of Unisa

### **How can universities contribute to sustainability?**

Universities can contribute in diverse spaces and in a variety of ways, including:

- Research on processes, systems and knowledge systems on, for example, the adaptation and mitigation approaches to climatic changes and thus helping societies to begin to learn to cope or live with the changing weather patterns and or agricultural production patterns influenced by climatic changes
- “Conscientising” society to use their resources constructively through inculcating attitudinal and ethical practice, such as, promoting recycling, or helping develop or promote the use of alternative energy resources such as the sun (solar energy), wind energy, bio-gas and other modes of energy that do not contribute to the pollution of the earth
- Promoting systems by which communities can govern and manage their resources in ways that help meet peoples’ needs whilst not compromising the present and the future generations.

### **What is Unisa doing to promote sustainability within the organisation?**

As one of the leading comprehensive open and distance learning institutions in Africa, Unisa already contributes to sustainability. Think, for example, about the emissions it saves from its students not driving to the university every day of the academic year, and opting for alternative communication technologies. On campus, we try to conserve energy and have installed recycling bins, among others.

We have numerous programmes, curricula and research outputs that attest to our commitment to sustainability. The institution has inculcated the King III code and United

Nations Global Compact principles into all relevant university activities and a workshop on sustainability reporting was held in February 2010 to develop an integrated strategy for corporate social responsibility in respect of economic, social and environmental issues.

Unisa colleges and faculties have begun to audit their contribution to discourses on sustainability and thus are recommending that students across all disciplines explore and research environmental or sustainability issues in Unisa’s diverse institutes and centres which promote learning. (Read more on Unisa initiatives to promote sustainability in the article on page 11)

### **Does Unisa have an environmental policy?**

Yes, but it is still in draft form, available for persusal but not yet for citation. We believe policies on sustainability are important because they encourage and help codify ideas and ideals that are essential for the success of any institution or society.

### **Is Unisa a participant in external environmental networks?**

Yes, Unisa is active in national, regional and international networks and projects on sustainability. The university also participated in the recent 17th Conference of the Parties (COP 17) United Nations Climate Change Conference in Durban where Unisa’s EXXARO Chair in Business and Climate Change launched a book entitled, *Green economy and climate mitigation: Topics of relevance to Africa*.

Whereas the COP 17 is the most recent global event which has brought issues of environment and climate to the public domain, Unisa staff members, myself included, have been consistently involved in national and international intergovernmental events such as the World Summit on Sustainable Development.

# UNISA

## *Living green*



How green is Unisa?  
What does the university do to sustain itself?  
What measures does it take to reduce, reuse, and recycle? It's good and well to participate in the sustainability discourse in national and international forums, but it is as important to put words into action at home and introduce environmentally friendly practices.

Unisa's support for sustainability is firmly rooted in its vision and in 2015 *Strategy Revisited*, its strategic plan incorporating the principles of the *King Code on Governance for South Africa (King III)*. In addition, the university has, since 2007, been a voluntary signatory to the United Nations Global Compact – the foundation from which many green initiatives are launched.

### **“C” stands for conservation**

Early in 2011, Unisa Principal and Vice-Chancellor, Professor Mandla Makhanya, asked the university community to join him in identifying key concepts that would assist in creating a nurturing and healthy culture at Unisa. There was consensus around 11 concepts, all starting with the letter C, which would lend support in changing the Unisa culture. This is how the

11 Cs plus 1 was born – the twelfth C referring to the “courage” it will take to truly live the 11 Cs. Since then, the 11 Cs has become the compass according to which Unisa staff work and behave. Taking its place among the 11 Cs is “conservation”: the Unisa community has committed itself to preserving and using what is best from its legacy, while also acting in the present to make choices and decisions that will ensure a sustainable future for the university.

Already, various units throughout the university have started to “think green” by incorporating green initiatives into their operational plans. The various divisions and departments follow a holistic and integrated approach to ensure that their practices are aligned with the principles of conservation and sustainability.





## Greener buildings

One of the central role-players in promoting green thinking and doing is University Estates. University Estates comprises five directorates: Property Management, Project Management, Maintenance, Support Services, and Florida Campus with each of these playing a specific role in promoting a green Unisa.

Both Property Management and Project Planning help to ensure that new buildings and renovations at Unisa promote principles of greening. Both units, together with the Florida Campus Directorate, are currently working on an exciting building project on the Florida Campus. The project includes a new reception area, entrance, engineering building, horticulture greenhouse and science laboratories. An energy efficient design for these facilities was developed by HMZ Architects, a firm with Green

Star SA accreditation. In an effort to limit unnecessary waste, the building team at Florida received training in building efficiently. In addition, various fixtures installed in the buildings are geared towards energy saving, water wise principles and the limitation of unnecessary use of gases that impact negatively on the ozone layer. The buildings are showing good progress and should be completed by 2012.

Green buildings also require green thinking when it comes to maintenance – it is no longer a case of simply maintaining spaces. The maintenance team is looking at energy-saving initiatives, such as lights that switch off automatically when not in use, and they will be replacing geysers with heat pumps as a further energy-saving measure. They are integrating green building principles into their operations and often change the specifications for building materials in favour of greener options.



## Waste management

The Directorate: Support Services is one of the most important contact points in promoting green environments, attending as it does to cleaning, catering, waste management, gardens and grounds, transport and logistical matters on the campus.

A committee of various stakeholders is investigating the most effective ways of managing the university's waste streams and of promoting a healthier environment for the university community. Although waste paper has been collected and recycled for a number of years, this effort received an additional boost with the implementation of various recycling points on the campus and the provision of recycling bins within office spaces at the end of 2011.



Photograph: Loretta Steyn

## “Green”, green gardens

The Garden and Grounds division has also made a valuable contribution towards greener environments in 2011. It is responsible for the planning, layout and maintenance of various Unisa campus gardens with the purpose of enhancing the university’s image and of promoting education, research and the conservation of plants in their natural habitat. In a major eradication programme, the unit made short work of invader plant species and weeds at the Muckleneuk and Sunnyside South campuses, as well as in the well-known garden of the Principal and Vice-Chancellor’s residence, Cloghereen. Invasive alien species are thirsty, exotic plants that out-compete indigenous species for water, thereby limiting the growth and development of natural indigenous species and compromising water resources.

Cloghereen also is a green site, boasting one of the finest collections of indigenous trees in the country. In August 2011, the Garden and Grounds division, in consultation with respected tree expert Andrew Hankey of the South African National Biodiversity Institute, started to identify and label the trees. In September 2011, International Arbor Week was celebrated in a most appropriate manner when Professor Makhanya planted a Jacket Plum – the 2011 Tree of the Year – and engaged with Sunnyside Primary learners in the identification of some of the trees at Cloghereen.

To the Garden and Grounds division, acting in an environmentally responsible manner has become second nature. For example, when planting new trees, the division uses a simple formula to calculate the minimum distance specific species should be planted from infrastructure such as buildings, pipelines,

walkways and pavements, so as to ensure that these are not damaged. The results? Less money spent on repairing and replacing infrastructure, as well as less water wastage and fewer environmental spills due to damaged infrastructure. The implementation of sustainable green practices such as green procurement, water harvesting, the installation of water efficient irrigation systems, the eradication of invader species and weeds and the use of untreated wood shavings and bark to conserve water are all efforts towards ‘living greener’.



Several other projects are under way, such as the rehabilitation of the nature trail on Muckleneuk Ridge where certain indigenous plant species have survived virtually untouched and where they may be admired and scientifically studied in their natural habitat. The idea is to develop the Muckleneuk Campus



into a place of botanical interest, with the vegetation serving as the tools of an active educational programme.

Next on the list is the rehabilitation and upgrading of the Unisa cycad garden. Most cycads occurring in South Africa (28 described species) may be found in this unique garden which lies sheltered amongst the buildings and which needs to be taken care of. These species are of great botanical and scientific value and the Garden and Grounds staff have already started with the identification, measuring, labelling and positioning of all cycads as part of the process of obtaining permits from the Department of Nature Conservation for this valuable private collection. The greening of campus environments through the planting of indigenous trees is also on the list for 2012.



### Green initiatives abound

Although not all university departments find their day-to-day activities as closely linked to green issues as University Estates does, a host of green activities has been initiated by the various colleges and departments and implemented across the university.

Joining the global Going Green movement, the College of Economic and Management Sciences (CEMS) is raising awareness and implementing sustainable green practices through its CEMS Going Green initiative. The initiative concentrates on introducing sustainability into daily living, tuition, research and community engagement endeavors. For the past few years, the College of Agriculture and

Environmental Sciences (CAES) has been managing the e-waste project. An e-waste container has been placed on the Muckleneuk Campus and both staff and members of the public may place here for recycling anything that once used a power source. The university as a whole is more than committed



to making a difference.

Last year, an energy savings campaign assisted in creating awareness among staff on how to save energy – and this year it was followed-up with initiatives such as the office automation project. In 2010, Unisa staff had approximately 4 500 desktop printers. As part of the office automation project desktop printers are being phased out. Soon, every staff member will have access to an environmentally friendly, high-quality, high-speed, colour printer and fax machine using biodegradable toner cartridges.

Making intelligent use of technology can be beneficial in more than one way. For the past two years, Unisa students have been able to register online, an option that is more convenient for them, and that saves paper. Similarly, the submission of online assignments via the myUnisa portal, the availability of university brochures online, the facility for staff to submit electronic leave applications, and a library e-book project, all add up to save resources.



Prof. Makhanya plants a Jacket Plum tree using the very spade employed by Prof. Theo van Wijk (Unisa Principal and Vice-Chancellor, 1972 – 1988) when he planted a Wild Olive tree.



### Green thinking into tomorrow and beyond

Thinking green and doing green – embracing the C in conservation – has become part of the new Unisa culture. The university is contributing towards sustainable development in a variety of ways, including through relevant research projects and considering adjustments to its curricula that will assist in delivering graduates who are socially and environmentally responsible citizens.

Unisa remains ever mindful that reducing its carbon footprint, using water and energy wisely, and embracing recycling efforts are practical ways to invest in a sustainable future.





Dr Muchaiteyi Togo

# Taking sustainability to heart

What was merely a concept a decade ago has become a pertinent reality. Sustainability is an issue traversing all borders, and today sustainable development is considered and debated from different perspectives and in various disciplines. The higher education environment has been slow in its response, and there is no consensus yet on what its contribution should entail.

Dr Muchaiteyi Togo, postdoctoral fellow in the Institute of Corporate Citizenship, says that many higher education institutions remain unclear on what to do, and those taking some initiative, do so in an ad hoc manner. However, on the positive side, a number of partnerships have been formed to mainstream sustainability in universities and a number of tools have been developed to facilitate such initiatives.

One such partnership that recognises the important role that universities in Africa could play in sustainable development is the Mainstreaming Environment and Sustainability in

African (MESA) universities partnership. It was developed by the United Nations Environmental Programme (UNEP) and partners including the African Association of Universities (AAU) and UNESCO, as well as other sub-regional partners such as SADC in 2004.

## Sustainability across operations

The MESA partnership aims to enhance the quality and relevance of university education by implementing environmental education and sustainability across university operations and functions. This im-

plies that sustainability becomes part of university curricula and also informs operational practices at universities. The partnership is also supporting the objectives of the United Nations Decade of Education for Sustainable Development in and through universities in Africa.

The objectives of the MESA university partnership include:

- enhancing quality and policy relevance of African university education in the context of sustainable development and the achievement of millennium development goals

- increasing knowledge on education for sustainable development (ESD) in Africa for sound decision-making
- embracing principles and values of sustainable development
- raising awareness about environment, development and society beyond the university
- offering opportunities for collaborative projects between universities, civil society, communities and the private sector
- contributing to revitalisation of higher education in Africa and to strengthening African scholarship and partnerships for sustainable development.

Togo says that although universities in Africa are already offering a wide range of environmental and sustainability courses across disciplines, the MESA universities partnership presents them with an opportunity to initiate, extend and expand education for sustainable development (ESD) processes. An initiative taking place within the MESA universities partnership is the reviewing, expansion and introduction of new teaching courses at local levels. Other projects are targeted at reviewing and reorienting research and community

engagement as well as general university management practices.

Recently the Global University Network for Innovation (GUNi), the International Association of Universities (IAU) and the Association of African Universities (AAU) jointly undertook a study to determine what contributions higher education in Africa has made towards sustainable development. "The specific objective of the study was to establish current sustainability practices in higher education institutions in Africa with the overall aim of assisting sub-Saharan African higher education institutions to develop institutional strategies to enhance their practices towards achieving sustainable development in Africa," explains Togo.

She says the results of the study showed that universities on the continent are making an effort to mainstream sustainable development, but involvement in such initiatives is still relatively low. "But, it is positive to note that the developing initiatives are giving impetus for engaging with sustainable development at a broader scale and the partnering organisations are keen to support such initiatives. Universities still need to build capacity in education for

sustainable development through training programmes and workshops for senior management, as well as assisting them in setting up ESD strategies and coordinating units".

## Taking stock

Togo says sustainability assessment tools are very useful in mainstreaming sustainability in universities. "The tools help universities to review what they are doing in sustainable development so as to benchmark initiatives, identify areas in which they are not performing well and measure progress with time. They can also help in implementing policies on sustainability as, to a large extent, policies do not specify what exactly education should do to contribute to sustainability. Sustainability assessments also help define priorities for universities, provide a basis for institutions to compare and reflexively review their sustainability efforts and to communicate the efforts and progress of the organisation/institution to stakeholders".

Examples of sustainability assessment tools developed at international level include the Sustainability Assessment Questionnaire (SAQ) developed by the

**“The tool can be used to determine to what level universities have integrated sustainability concerns in their core business areas of teaching, research and community service, as well as at organisational level.”**

University Leaders for a Sustainable Future, the Auditing Instrument for Sustainability in Higher Education (AISHE) developed in 2001 by Roorda and a tool for the Graphical Assessment of Sustainability in Universities (GASU) developed by Lozano in 2006.

The most common by far is the SAQ, which was adapted for assessing sustainability in African universities by GUNi, the IAU and AAU. “However”, says Togo, “the SAQ does not give an in-depth account of the initiatives taking place in the different university operations, but only a general idea of what the institution as a whole is doing in terms of sustainable development”.

Drawing on the three assessment tools mentioned, Togo and Professor Heila Lotz-Sisitka from Rhodes University developed another sustainability mainstreaming tool in 2009, known as the Unit-based Sustainability Assessment Tool (USAT). Togo explains that the aim of the tool is to promote the integration of environment and sustainability initiatives into a wide range of different faculties and departments, administrative and research units at universities. The tool has a built-in flexibility and can be easily used at

departmental or unit level, but also gives a good overview of sustainability across the entire institution.

The tool can be used to determine to what level universities have integrated sustainability concerns in their core business areas of teaching, research and community service, as well as at organisational level and in management units like student initiatives and operations, and in policy and written statements. It is an indicator-based tool and therefore can be used in benchmarking sustainability and reviewing progress with time.

Togo says that since the USAT was used within the MESA universities partnership, most university professionals from universities all over Africa, who undergo staff development in sustainability mainstreaming as part of the objectives of the programme, use the tool to identify change projects to work on within their universities. These are mostly areas in which the university is lagging in the integration of sustainability, which the professionals will work on as their MESA project within each of their universities. The pilot test was conducted in 2008, and by 2009 over 40 universities had used the tool.

“While mainstreaming sustainability remains a challenge to universities, the availability of sustainability assessment tools makes it easier for universities to participate in sustainable development. Partnerships like the MESA partnerships, the IAU and the AAU provide universities with a support structure through which they can share their experiences, learn from each other and deliberate on the best approaches to incorporate sustainability in higher education”, concludes Togo.



Image © Loretta Steyn & Dreamstime.com

# WANTED: GRADUATES CUM CHANGE AGENTS

A UNIVERSITY'S REPUTATION DEPENDS ON ITS RESEARCH OUTPUTS AND THE GRADUATES IT DELIVERS. RESEARCH OUTPUTS MAY BE EASIER TO QUANTIFY, BUT WHAT DEFINES THE IDEAL GRADUATE, ONE WHO WILL BE AN ASSET TO SOCIETY? OF COURSE, ACADEMIC PROWESS WILL BE OF KEY IMPORTANCE, BUT GRADUATES WILL ALSO NEED OTHER QUALITIES AND COMPETENCIES IF THEY ARE TO BECOME MODEL CORPORATE CITIZENS.

With a student population of more than 300 000, Unisa delivers thousands of graduates every year. This presents the university with the unique opportunity, and challenge, to educate students to become well-rounded graduates with the potential to make positive changes to the world. Imagine the significant role such a cohort of graduates could play in promoting sustainable development, currently one of the most pressing issues the world has ever faced.

But, says Professor Pierre Joubert from Unisa's Bureau for Market Research, this will require a rethinking of the curriculum. "Despite considerable advances in education for sustainable development, there has been little curriculum mainstreaming of sustainability. The International Association of

Universities has also acknowledged that universities have not been producing graduates with the skills, motivation and knowledge necessary to promote sustainability".

Unisa will have to consider a number of challenges if it wants to prepare its graduates to advocate responsible and sustainable environmental practices, says Dr Paul Prinsloo, Acting Head: Institute of Open and Distance Learning. The first challenge is how to engage with the often highly technical and scientific terminology in the literature and with debates on climate change. Another challenge is whether environmental literacy should infuse the whole curriculum, or whether specific courses should be included in already existing degree programmes.

And when will students be considered "climate change literate", he asks. "While climate change literacy may have agreed-upon parameters in science or geography curricula, how does it look and function in general bachelor's and business curricula? The curricula of most qualifications and degrees are already full, and more and more stakeholders are arguing that new topics should be added for the sake of "graduateness" or the shaping of rounded graduates. Would addressing climate change be served best at first- or second-year level, or should climate change be addressed towards the end of a programme or qualification as part of a capstone project?"

Prinsloo says the answers to these questions will probably depend on

**“We need graduates who are positive change agents, coping with and caring about societal problems, and who can envision and formulate solutions and create positive scenarios for a sustainable future.”**

whether the university wants to impart information about climate change, or to develop critical citizens committed to engaging in civil, governmental and political interventions to ensure more sustainable practices. “What impact do we envisage in teaching about climate change?” he asks.

The extent to which higher education curricula should address climate change is often curtailed by the claim that higher education should be careful not to indoctrinate students. But, says Prinsloo, advocates of a neutral approach to climate change forget that no curriculum is neutral, and all curricula select and perpetuate accepted canons and epistemologies.

“It is therefore quite in order to propose that Unisa, as an institution with the vision to be ‘in the service of humanity’, should have curricula that consciously choose for human futures that are more sustainable and just than those posited by the current dispensation. There is enough evidence that human activity contributes to environmental degradation and pollution. Current practices are increasingly causing irrevocable damage to ecosystems, and this makes future human life on earth ever more precarious. We can no longer afford to produce arm-chair pontificators who know all about climate change and issues of sustain-

ability, but who do not act on what they know by, crucially, changing their own behaviours and advocating behaviour change in the lives of others, their communities and their organisations.”

Prinsloo says there is a need for graduates who are environmentally literate and committed to addressing resource distribution inequities. “We need graduates who are positive change agents, coping with and caring about societal problems, and who can envision and formulate solutions and create positive scenarios for a sustainable future. We need graduates who have the capacity to challenge and disrupt the normative discourses of the day, have a strengthened political efficiency, and know how to implement change effectively.”

Unisa should be focusing on more than simply delivering employable graduates, agrees Joubert. He believes graduates need to be able to prioritise actions, balance environmental, social and economic costs and benefits, understand the needs and perspectives of others and, through both a generic understanding of sustainability and their own disciplinary knowledge and expertise, be able to work in an interdisciplinary and intercultural manner.

However, it is not as simple as including a particular issue such as climate

change in the curriculum and then taking for granted that it has been properly understood and that the appropriate action or behaviour will automatically follow, warns Prinsloo. “We need curricula which will consciously encourage students to accept responsibility and also empower them to become change agents.”

In reflecting on how curricula at Unisa should address climate change, Prinsloo says there is no easy answer or a “one-size-fits-all” approach. Often the best starting point for making curriculum decisions on how to address climate change is to acknowledge that by not addressing it, we are, in fact, already taking a position. The question is, can we afford not to prepare our students for accepting responsibility for working towards a more just and sustainable future?

Joubert believes that if graduates leave Unisa with skills and competencies that are underpinned by ecocentric and sustainable values, then this university will not only be doing its job for future generations: it will have reinscribed its moral purpose in a world that has already entered an ecologically critical phase that endangers the things that make life worth living.



# A THREAT OF RISING TEMPERATURES AND RISING TEMPERS



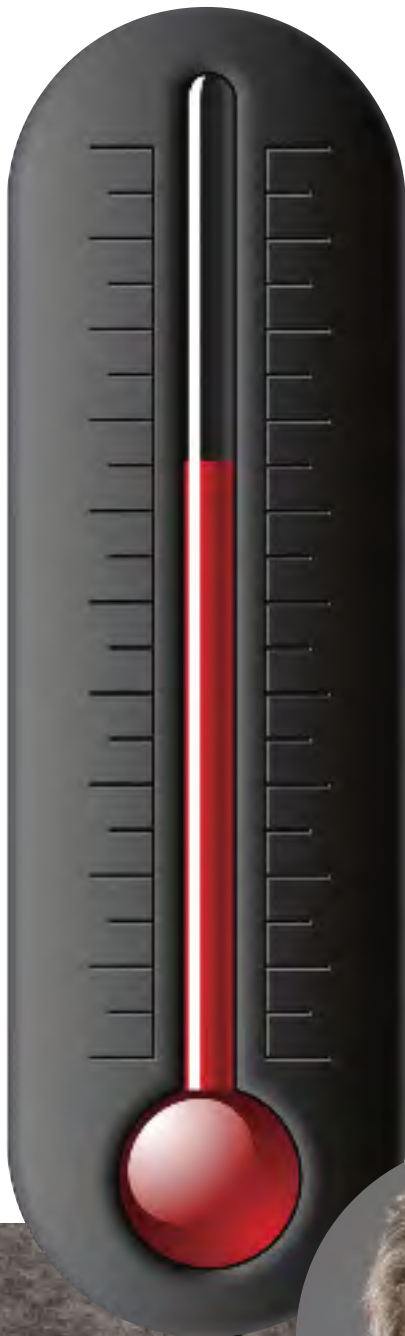
The world is getting warmer and so is politics around the topic. Scientists are in agreement that planet earth has become increasingly warmer since the year 1000, and the world is experiencing more and more weather events such as hurricanes, flooding and droughts associated with climate change.

However, there is little consensus on how to curb these phenomena that cast a deep shadow on the future of mankind. Government leaders have yet to reach consensus on the way forward and what once was an environmental concern has now moved into the political arena.

There is a host of forums, frameworks and protocols intended to promote sustainable development and introducing measures to promote a “green economy”. But, while high-level discussions conducted in the comfort of air-conditioned boardrooms are

dragging on, the effect of climate change is already having a significant impact on the lives of many people, especially those in developing countries.

Ms Jo-Ansie van Wyk, lecturer in Political Sciences at Unisa, says that although climate change is a global concern it particularly threatens the livelihoods of the majority of the population in developing countries. “It is ironic that Africa, which emits far less carbon than any other continent, is the most vulnerable to the effects of climate change.



Making matters worse and adding to the vulnerability of African countries are factors such as extreme poverty, steep population growth, frequent and severe natural disasters such as droughts and floods, and agricultural systems that depend heavily on rainfall experienced on the continent.”

### SOURCE OF CONFLICT

Van Wyk says there is a loose link between climate change, resources and conflicts. As climate variability and change exacerbate the scarcity of Africa’s natural resources, especially basic resources such as water and food, competition to access to these resources becomes fiercer. It is likely that in future battles will be fought over basic resources such as food and water, and not over mineral resources such as gold and diamonds as has been the case in the recent past.

Lake Chad is a case in point. Bordered by four African states, namely Cameroon, Chad, Niger and Nigeria, the lake has been a vital source of fresh

water and other resources sustaining communities, livestock and wildlife. Between 1972 and 2002, the lake has lost over 50% of its water and the process is continuing. Granted that the overuse of resources and population growth have been contributing factors, climate change and the resulting change in rainfall patterns and warmer temperatures have played a major part in the drying of the lake.

According to estimates climate change could leave between 75 and 250 million people in Africa short of water by 2020. To this Van Wyk replies, “It does not take a prophet to recognise climate change as a driver of conflict. A situation of more people competing for increasingly shrinking resources is likely to give rise to tension and conflict. Climate change poses a real threat to human security in Africa.”

What interests Van Wyk is the response of the African Union (AU) to climate change. She says that although there is much criticism levelled at the AU and African regional organisations often not participating in the proceedings of



Ms Jo-Ansie van Wyk



climate-change-related multilateral organisations such as the United Nations (UN) Commission on Sustainable Development (CSD), the AU has responded to climate change in various ways.

The AU considers environmental degradation as a human rights issue and since its inception the AU has been predominantly preoccupied with the effects of desertification on the continent and measures to combat this.

## MAJOR ENVIRONMENTAL TREATIES IN AFRICA

Almost all African states have ratified or are in the process of approving major international environmental treaties such as the 1992 United Nations Framework Convention on Climate Change (UNFCCC). Unlike its environmental regime, the AU's efforts to introduce and maintain a climate change regime are a more recent development.

Only in 2007 did the AU adopt a common view on climate change. In the AU's 2007 Declaration on Climate

Change and Development in Africa, member states committed themselves to, among others, ratifying the Kyoto Protocol in Africa, strengthening their participation in the negotiations on the future of the UNFCCC and Kyoto Protocol processes, funding and promoting science and technology on climate change, and promoting the integration of climate change and climate change adaptation strategies into their national and sub-regional developmental policies, programmes and activities.

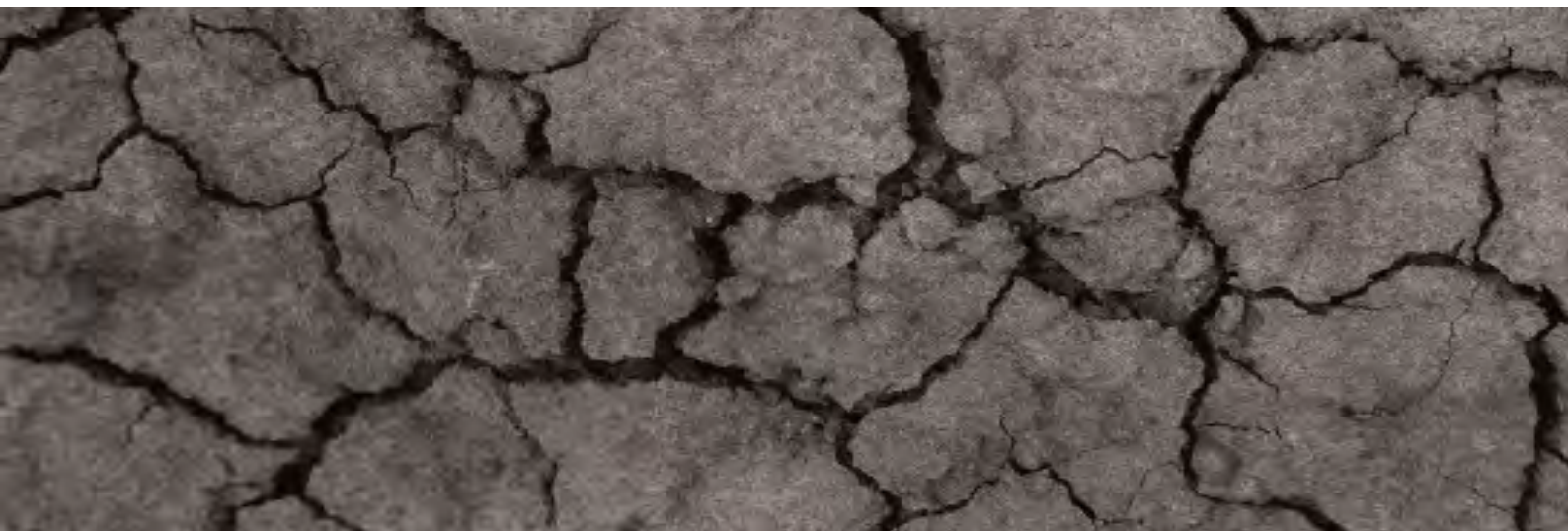
Van Wyk says the climate change declaration was the precursor to more AU efforts to establish a climate change regime. Some of the major regime regulations include the Action Plan of the Environment Initiative of the New Partnership for Africa's Development (NEPAD) (2003), Decision and Declaration of the Africa Union on Climate Change and Development in Africa (2007), Tunis Declaration and Action Plan (2007) and Algiers Declaration on Climate Change (2008). The Decision on the Implementation of the Green Wall for the Sahara Initiative (2007) and Action Plan of the Great Green

Wall for the Sahara and Sahel Initiative (2009), in turn, dealt with deforestation and desertification, and the Climate Information for Development in Africa Programme (2007) with sustainable development.

"In Africa the climate change debate is driven predominantly by external actors such as the United Nations and civil society organisations. Ideally all efforts should have been integrated and coordinated to share costs and expertise," Van Wyk remarks.

## CLIMATE SECURITY IN AFRICA

Although climate change will affect human security, which may result in human rights abuses and conflict in and between countries, it has not been institutionalised as a security issue. "The AU needs to take the initiative to combat the adverse effects climate change may have in Africa and needs to develop a climate security policy, especially in view of Africa being the most vulnerable continent in terms of climate change," says Van Wyk.



# Stick to the green side of the law or pay



WE HAVE GREEN BUILDINGS, GREEN PRODUCTS, GREEN APPLIANCES, GREEN COMPANIES AND MORE – AS THE WORLD INCREASINGLY FOCUSES ON CLIMATE CHANGE, SUSTAINABILITY AND SAVING THE ENVIRONMENT, THE COLOUR GREEN HAS DEFINITELY TAKEN ON A NEW MEANING.

However, we seldom hear about the “green” side of the law in South Africa, the laws and legislation that are intended to assist in protecting the environment. Dr Justin Kalima from Unisa’s College of Law says that, in general, the law and legislation play a pivotal role in a country’s climate change agenda as they establish control measures that can assist in preventing, reducing or managing activities that contribute to climate change. “Once the control measures are in place, it’s the task of government to implement them.”

In terms of South African legislation, Dr Kalima says the government has undertaken various legal measures to move the country’s climate change agenda forward. “South Africa has many pieces of legislation dealing with various aspects of the environment, although most of these are not climate-change specific. The flagship statute is the National Environmental Management Act (Act 107 of 1998 – NEMA), but this is also supported by other statutes.”

Kalima says that NEMA contains a number of provisions that may be used in the field of climate change. One such provision is Section two, which contains national environmental management principles. For instance, a preventive principle would state that negative impacts on the environment and on people’s environmental rights must be anticipated and prevented, and where they cannot be altogether prevented, must be minimised and remedied.

Another provision is Section 25 of NEMA, which deals with the incorporation of international environmental instruments into South African law. “This section empowers the minister, where the country is not yet bound by an international environmental instrument, to make a recommendation to Cabinet and Parliament regarding accession to and ratification of the instrument. The minister may also introduce legislation or make regulations that may be necessary to give effect to the instrument.”

Kalima says that, acting in terms of these powers, the minister promulgated the regulations for the establishment of a designated national authority for the Clean Development Mechanism, known as the CDM regulations. “The CDM regulations designate the director-general of the Department of Minerals and Energy as the designated national authority (DNA) in South Africa, responsible for the approval of CDM projects for the purposes of the Kyoto Protocol. The specific duties of the DNA (in consultation with a steering committee) include establishing and applying an approval procedure for CDM projects to meet the international and national sustainable development criteria.”

Kalima says that while we do have the National Environmental Management Act and other supporting statutes, the South African government does not have detailed laws dealing with climate change.



**Dr Justin Kalima**

However, Kalima says, South Africans should not be fooled into thinking that they cannot be penalised for environmental damage in general. "Almost every environmental statute in South Africa generally contains penalties for non-compliance. Some statutes, like NEMA and the National Water Act, specifically prescribe penalties for environmental damage."

For example, in South Africa pollution of a water resource is a criminal offence and penalties for this offence may include imprisonment and/or fines up to R10 million.

Kalima also says that while legal measures in the climate change agenda are welcome, it must be remembered that there is need to strike a balance between environmental protection and economic development. "It will be a sad day for this nation if either environmental protection or economic development is pursued at the expense of the other. The environment is there for people and other inhabitants of this earth to enjoy."

## **South Africa has legislation dealing with various aspects of the environment. Some of the other statutes are:**

### **National Environmental Management: Waste Act, 59 of 2008**

For a considerable period of time, waste was not properly regulated in South Africa. In order to address waste issues comprehensively, the Waste Act was passed. It reforms the law regulating waste management in order to protect health and the environment by providing reasonable measures for the prevention of pollution and ecological degradation, and for securing ecologically sustainable development.

### **National Environmental Management: Air Quality Act, 39 of 2004**

NEMAQA was enacted to reform the law regulating air quality in order to protect the environment by providing reasonable measures for the prevention of pollution and ecological degradation; and in order to secure ecologically sustainable development while promoting justifiable economic and social development.

### **National Environmental Management: Integrated Coastal Management Act, 24 of 2008**

The ICM Act establishes a system of integrated coastal and estuarine management in South Africa, including norms, standards and policies, in order to promote the conservation of the coastal environment, to maintain the natural attributes of coastal landscapes and seascapes, and to ensure that development and the use of natural resources within the coastal zone is socially and economically justifiable and ecologically sustainable.

### **National Environmental Management: Biodiversity Act, 10 of 2004**

This Act was passed to provide for the management and conservation of South Africa's biodiversity within the framework of the NEMA. The Act provides for, among other things, the protection of species and ecosystems that warrant national protection, and the sustainable use of indigenous biological resources.

### **National Environmental Management: Protected Areas Act, 57 of 2003**

This Act provides for the protection and conservation of ecologically viable areas representative of South Africa's biological diversity, its natural landscapes and seascapes. Among other things, it establishes a national register of all national, provincial and local protected areas, and provides for the management of those areas in accordance with national norms and standards.

### **National Forests Act, 84 of 1998**

The Act was passed to make provision for the protection of forests and trees. It provides for the publication every year of a list of protected tree species which is reviewed annually.

### **National Water Act, 36 of 1998**

The Water Act seeks to regulate water use and the management of water resources in South Africa. It defines water use, prescribes lawful water use and also makes provision for the protection of water resources.

### **National Heritage Resources Act, 25 of 1999**

This Act introduces an integrated and interactive system for the management of national heritage resources, and seeks to empower civil society to nurture and conserve these heritage resources so that they may be passed on to future generations.



# ARE WE TOO MANY OR TOO GREEDY?

*Too many people and not enough resources – is this the world's predicament?*

*Is overpopulation the only obstacle in the way of sustainable development?*

*Dr Neil Eccles, Head of the Centre for Corporate Citizenship, believes otherwise.*

*According to him this is looking only at one side of the problem. He shares his view on sustainability - it's sharp, it's witty and it gives a new perspective on the matter.*

There is quite a buzz around the concept of sustainability at the moment, with COP 17 coming to town. Not quite as big a buzz as the 2010 soccer World Cup of course. But then what would you expect – surely soccer is more important? I mean watching honed teams of skilful young men<sup>1</sup> chase the latest computer designed ball around half a hectare of beautifully groomed turf must surely trump the long term continuance of the human species?

Or is that a difficult question? If so, good. It is the role of academia to ask difficult and sometimes uncomfortable ones. And, if you think that is difficult, there is more where it came from.

But, before I start getting difficult, a bit of history is in order. Contrary to what “leaders” today would have one believe, worrying about the environment and its ability to sustain the long term continuance of our species is not a new idea at all. In fact, as early as the late 1700's / early 1800's, Robert Malthus published *An essay on the principle of population*.

As the title suggests Malthus was worried about human population growth and the consequences that this might have. In particular, Malthus rather gloomily warned of dire (nowadays referred to as Malthusian) environmental consequences that were going to befall the human species if it didn't get its population growth under control.

Malthus' logic was simple. It went like this: We have one planet, with a finite capacity to provide life sustaining goods and services. You can think of this as the cake. Each person draws some of these goods and services – that's why they are called “life sustaining”. You can think of these as the slices of the cake. Now the more people there are, the smaller the slices of cake become. And according to Malthus at some point there was just not going to be enough cake to go around. And remember cake is life sustaining – if there is no bread “let them eat cake”.<sup>2</sup>

Now Malthus was worried about this when the population of the world was

apparently hovering around a billion people. Today, there are seven billion people still eating cake, so to say Malthus was a little ahead of his time is being polite. In fact many critics have argued that Malthus was a pessimist nutter, and to some extent anyone since Malthus who has warned about the limits of growth has been painted with the same brush. That was of course until fairly recently when worrying about the size of the cake seems to have become quite a vogue fret. Nowadays, taking up some sort of Malthusian position seems to yield just about no pessimist nutter kudos at all.

Sad, but true! Indeed, I suspect that if you had to run an anonymous survey today, you would probably find that quite a significant proportion of respondents would agree with Malthus that human population growth is a problem. Certainly amongst my students, somewhere around 40% believe that the solution to our (cake) problems lies with putting the brakes on population growth.<sup>3</sup>

<sup>1</sup> And therefore exorbitantly paid.

<sup>2</sup> Apparently not really said by Marie Antoinette.

<sup>3</sup> Based on assignment responses which we monitor.

Right, now it's time to get difficult. You see, I think that Malthus only had a part of the "growth" problem in sights when he recognised the issue of population growth. There is a much more overarching dimension of growth that needs to be considered here. And quite remarkably, I suspect that it is even less politically correct to talk about this than to talk about the possibility of managing human population growth? The growth I am talking about is *economic growth*.

There, I have said it, economic growth is probably a sustainability problem. So let's look at this. No doubt there are many sophisticated ways to think about economic growth. If you want to know about them, go and ask an economist. As a non-economist, my favorite description comes from that great philosopher of the 20th Century, Dr Seuss. His take was that economic growth is about:

**"biggering**

**And biggering**

**And biggering**

**And BIGGERING"** <sup>4</sup>

Of course, when we start to talk about economic growth we need a new and much more sophisticated concept of the cake. In this new concept, the economy becomes the cake. Using Dr Seuss' nomenclature, economic growth is about "biggering" the cake. And Malthus' finite planet provides the basic ingredients for the cake.

Why is "biggering" the cake important? Well part of the reason is the population growth which Malthus was worried about. To get around the problem of slices becoming too small, you just bake a bigger cake right? Beyond this, who wants a slice which is just enough to keep you kicking? If that were the case, we could just as well eat bread. Don't we all want a little bit more – a bigger per capita slice – to take us from surviving to being happy? Actually most of us want a lot more. The more we get, the more we

apparently want. Happiness it seems knows no limits when it comes to cake. In this regard, I guess you might say we are a bit greedy really. Anyway, in my lay person's mind, this need and/or greed is about the demand side of the equation.

On the other side, well, common sense will tell you that there are equally important benefits associated with "biggering" the cake. After all, if everything else stays the same, to "bigger" a cake you need more bakers. In other words "biggering" *should*<sup>5</sup> create jobs. And we need jobs so that everyone can buy their slice of cake – enough to keep us kicking and a bit extra to make us happy. And besides theoretically creating jobs, "biggering" the cake will also "bigger" the surplus value..... Oh, oh! Didn't Marx <sup>6</sup> warn that this ("biggering" surplus value) would become the overriding obsession and that this was a problem? But I digress. Why introduce another nutter in the form of Marx when we haven't finished with Malthus yet? Getting back to Malthus, it should now become apparent that in our efforts to convince ourselves that "biggering" is what "everyone, EVERYONE, EVERYONE needs!"<sup>7</sup> we seem to have forgotten a little line in the new and sophisticated cake concept: "And Malthus' finite planet provides the ingredients for the cake."

In other words, it seems that in our current thinking, key elements in the new cake model have become disconnected. So, on one pulpit "leaders" today are preaching the common sense of a Malthusian finite planet and concern for the environment. On other pulpits they are preaching the common sense of economic growth. Very few seem to be recognising the good sense that this all sounds worryingly like having your cake and eating it.

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<sup>4</sup> Dr Seuss. 1971. *The Lorax*. Hong Kong: Harper Collins Children's Books. (no page numbers but it'll only take you about 30 minutes to read the whole thing, so why not go and do it?)

<sup>5</sup> Of course, everything else seldom stays the same and so the relationship between "biggering" and jobs is far from an absolute law. As such, good sense might hold that if we really want to create jobs we ought to focus on creating jobs and not on other things like "biggering" cakes. But let's go with common sense for now.

<sup>6</sup> Marx, K. 1976. *Capital*. Volume I. London: Penguin Classics

<sup>7</sup> Dr Seuss. 1971. *The Lorax*. Hong Kong: Harper Collins Children's Books.

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# exxaro

## Chair more relevant than ever

Climate change has tentacles everywhere, not least in the world of business and economics. What started as an environmental issue has grown into a major concern for governments, the business community and civil society. For the past few years the Exxaro Chair in Business and Climate Change, located in the Institute for Corporate Citizenship (ICC) at Unisa, has assisted to give direction on how to respond to and mitigate the effects of climate change.

Programme Manager of the chair Professor Godwell Nhamo says that the aim is to deliver relevant, cutting-edge research, academic programmes and advocacy-oriented community engagement programmes of value to the business community, government and the public. With South Africa hosting the 17th Conference of the Parties (COP17) to the United Nations Framework Convention on Climate Change (UNFCCC) and the 7th Session of the Conference of the Parties serving as the meeting of the parties (CMP7) to the Kyoto Protocol the relevancy of the chair once again come to the fore. Leading up to the conference, Professor Nhamo initiated a series of internal and external public lectures as part of the chair's advocacy oriented community engagement and academic citizenship programmes. Throughout the year he presented a series of public lectures to different stakeholder groupings from South Africa and Africa on various issues related to COP17. He says the public lectures were opportunities to share information and also to discuss research findings.

With the 2012 expiry date of the first Kyoto Protocol commitment period approaching, the COP 17 negotiations have become critical to the future of the planet. When the world's leaders met in Cancun, Mexico, during COP 16, the

conference produced the Cancun Agreements that addressed key issues such as adaptation, green climate fund, reducing emissions from deforestation and forest degradation plus (REDD+), carbon capture and storage, nationally appropriate mitigation actions (NAMAs) and carbon markets. "Many of the issues were outstanding from COP15 that took place in Copenhagen, which produced a gentlemen's agreement in the form of the Copenhagen Accord," says Nhamo.

He believes that while the Cancun conference was vital, as it brought back trust into the negotiations, COP 17 offered an opportunity to agree on the foundations for a new climate change protocol. South Africa as host and mediator of COP 17 has a critical role to play and it is therefore important to raise awareness among South Africans and Africans of the need to set a clear agenda for Africa in terms of COP 17 negotiations.

One of the flagship projects of the chair for COP 17 is the publication of a book entitled *Green economy and climate mitigation: topics of relevance to Africa*. The book, which is a product of interdisciplinary work in the University of South Africa, was launched during COP17 in Durban (read more about the book in the article to follow). Edited by Nhamo and published by the Africa Institute of



**Prof. Godwell Nhamo**

South Africa (AISA) Press, the book addresses current thinking in the field of sustainable development and, in particular, the transition to a low carbon and green global economy and its implications for Africa.

Nhamo also spoke of the role of higher education in climate negotiations beyond COP17. "Higher education is challenged to think differently and also to see beyond COP17. I believe that higher education could have a confident interface with government. If government requires expertise and advice, we (higher education) should be in a position to provide it. Higher education institutions should also become proactively involved in national committees that advise ministers and negotiators in terms of blind and blank spots in climate negotiations agenda setting."

# GREEN

## – the new colour of money?

Since the global financial meltdown of 2008, the concept of a green economy has rapidly gained attention because of structural flaws in current economic models. As many economies continue struggling to recover, the possibility of a green economy, one that is inextricably linked to global sustainable development while promoting economic growth, is starting to appear attractive.

Joining the growing literature on this topic is a book entitled *Green economy and climate mitigation: topics of relevance to Africa*. Edited by Professor Godwell Nhamo, Programme Manager for the Exxaro Chair in Business and Climate Change, and co-authored by seven Unisa staff members, the book addresses current thinking in the field of sustainable development, the transition to a green global economy and its implications for Africa. The book's 11 chapters address thought-provoking questions and also seek ways in which governments can make a smooth transition to low-carbon-driven economies.

For Professor Nhamo, the book is as much a legacy output for COP17 United Nations Climate Change Conference in Durban as it is a contribution to the discourses surrounding climate change by higher education in South Africa.

### **Unisawise approached the contributors for their comments**

**Professor Johan Lötter** from the Department of Economics and co-author of the chapter on carbon tax says the chapter focuses on carbon tax as an institutionalised form of taxation in developed countries. "Although there is a long theoretical tradition of environmental taxation, the environmental information needed to implement such taxation is lacking. A precautionary route seems to be the only alternative – set minimum safe levels, given the extent of uncertainty. South Africa is also beginning to use this form of environmental taxation on electricity, motor cars and, most recently, tax rebates. However, this is not the case in other developing countries ... Africa needs to find a balance between resource income and environmental degradation. A fresh, academic discourse on finding this balance is needed. This book contributes to such a discourse."

**Mr Alfred Bimha** from the Department of Finance, Banking and Risk Management co-authored three chapters in the book, drawing on his expertise and knowledge in the field to research the finance sector's involvement in greening the economy globally, in Africa and especially in South Africa. He says there have been many revolutions, such as the industrial and IT revolutions, but Africa has always been slow to catch up with these revolutions. "I believe the green revolution, the greening of economies, will bring Africa on par with the rest of the world, and in this book we try to set out these opportunities for African businessmen and policy makers."

As research on climate change is often done from the viewpoint of the developed world, **Ms Cecilia van Zyl**, from the Department of Economics, believes this book is truly relevant for Africa. She says that although Africa is the continent least responsible for climate change, it is particularly vulnerable to the effects. On the other hand, participation in carbon offset projects has the potential to be rather lucrative and can contribute to economic development in Africa. At present, however, only a small percentage of carbon offset projects are situated in Africa.





This book looks into the opportunities offered by climate change, as well as many aspects related to carbon credit markets and other climate change policies in an African context. Van Zyl says African leaders have realised that action regarding climate change is important, but also that it needs to take into account both Africa's acute vulnerability and its legitimate development needs.

**Dr Senia Nhamo** from the Department of Economics says the chapter he collaborated on explores the extent to which green fiscal stimulus packages have addressed the twin challenges of the global economic meltdown and environmental degradation, especially global warming and climate change. "Through green stimulus packages, various environmental projects focusing on renewable energy, energy efficiency, transport and smart grids have been financed in many countries. While the cases presented in the chapter included in the book are drawn mainly from the developed world and South Africa, very important insights can be drawn for Africa," he says.

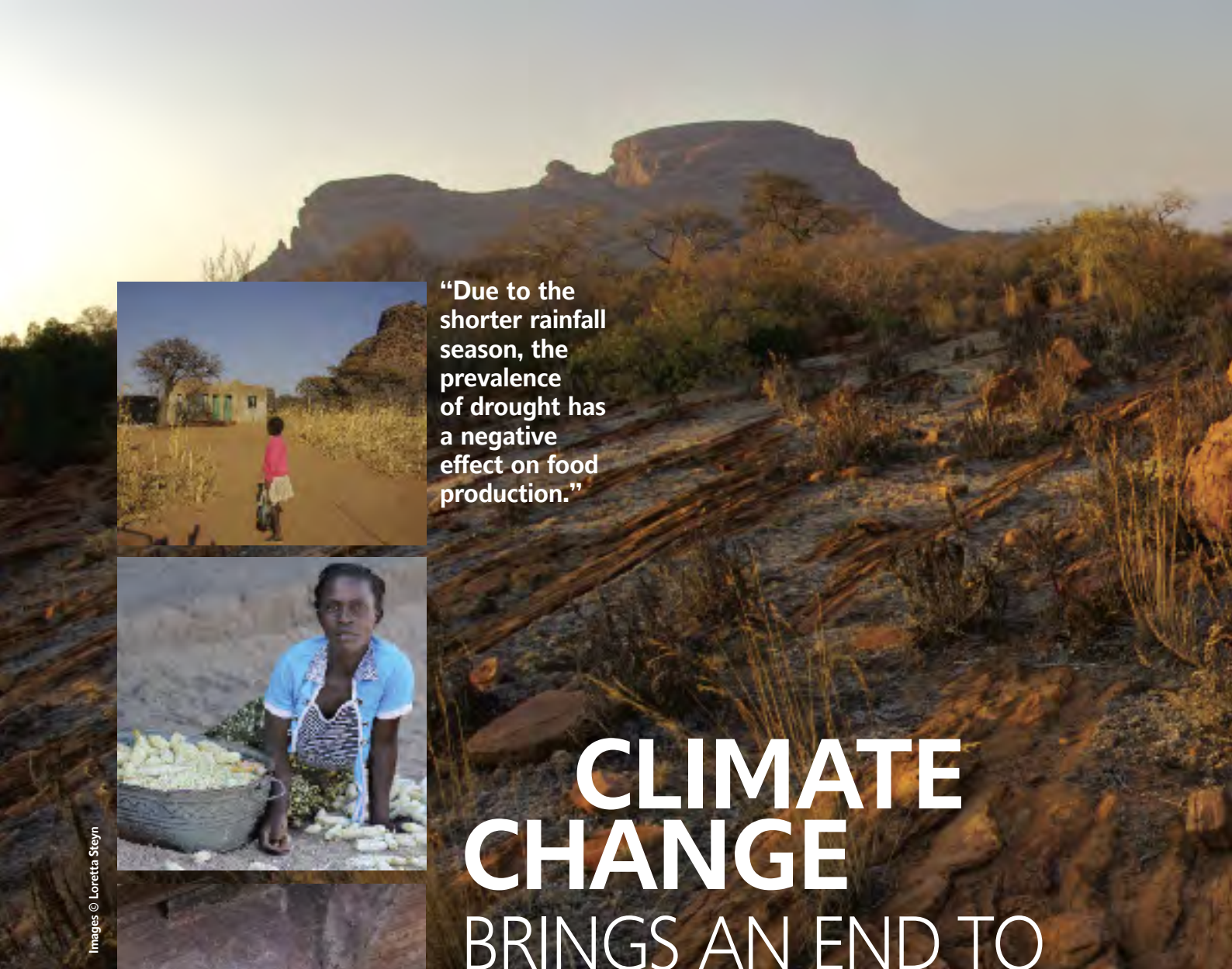
**Dr Soul Shava** from the Department of Environmental Education co-authored a chapter that focuses on the relationship between the green economy and sustainable development. He says launching the

The Unisa authors responsible for *Green economy and climate mitigation: topics of relevance to Africa*, which was launched at COP 17, are back: **Dr Senia Nhamo, Ms Cecilia Van Zyl, Ms Ashley Mutezo and Dr Muchaiteyi Togo**; and front: **Mr Alfred Bimha; Prof. Johan Lötter, Dr Soul Shava and Prof. Godwell Nhamo (editor)**.

book at COP17 was a timely intervention which raised awareness on issues and initiatives on the green economy in South Africa in both a national and global context.

In her contribution to the book, **Dr Mucha Togo** explored the debate around the concept of sustainable development versus the relatively new concept of the green economy, how this adds value in promoting sustainability, and the implications of the green economy in an African context. "The book is very relevant in Africa, where governments often struggle to implement policies and agendas developed at international level."

**Ms Ashley Mutezo** from the Department of Finance and Risk Management and Banking contributed to the chapter on carbon benchmarking and accounting, where the link between traditional accounting and the fast-growing discipline of carbon accounting is investigated. He says the chapter raises awareness on international and African carbon-accounting protocols, standards and guidelines and provides insights for future policy intervention on climate change. "The development of the various protocols, standards and principles is of great relevance to carbon accounting and an important step towards a low carbon future."



“Due to the shorter rainfall season, the prevalence of drought has a negative effect on food production.”



# CLIMATE CHANGE BRINGS AN END TO “FARMING AS USUAL”

If ever there was a one-stop destination that attracts tourists, environmentalists and researchers alike it must be the Vhembe district, one of Limpopo province’s five districts and South Africa’s northern border with Zimbabwe.

Images © Loretta Steyn



For many travellers it is the gateway to the northern part of the Kruger National Park. The Mapungubwe World Heritage Site, South Africa's first city of gold dating back to the 12th century, and the Makgabeng plateau with its more than 1 000 rock art sites, are also situated here. However, to environmentalists the Makuleke Wetlands Ramsar Site and the Soutpansberg and Blouberg biodiversity areas are the real draw cards. The Vhembe district's unique biodiversity led to its inclusion in UNESCO's World Network of Biosphere Reserves in 2009, making it South Africa's sixth biosphere reserve to form part of UNESCO's Man and the Biosphere programme which is aimed at addressing and managing the impact of man on the environment.

Ms Shandukani Nenwiini, a lecturer at Unisa, is also interested in this increasingly complex relationship between man and nature in the Vhembe district. Her study, *Climate change and its effect on seasonal rainfall onset, length and cessation: implication of uncertainties on subsistence food production*, approaches it from a different perspective – she is investigating the effects climate change may have on the area, especially in terms of its food production. Nenwiini explains, "The economy in the region is primarily driven by agriculture, and Vhembe's growing population is very dependent on agricultural production that is mostly rain-fed.

However, both rain-fed and irrigated farming in the district rely on sufficient

rainfall to replenish surface water and aquifers." Other climate sensitive activities such as forestry, water management and ecological processes also benefit from the diverse climate of Vhembe.

Nenwiini says seasonal rainfall in the area is highly variable and rainfall patterns are expected to change due to climate change. Likely to be affected are seasonal rainfall characteristics such as the start and the end of the rainfall season. Knowledge of trends in rainfall is essential for the effective planning and management of subsistence farming. Unfortunately, up to now the few trend-related studies undertaken in South Africa have mostly focused on regional and provincial level, ignoring the climate at local scale, which



matters most to subsistence farmers, and thus also in poverty alleviation and meeting the millennium development goals.

“Although research provides information on the variability of rainfall in the province, the results often don’t capture significant variability at local scale where management operations take place. We do not know much about the variability of rainfall between areas within a few kilometres in the Vhembe district.

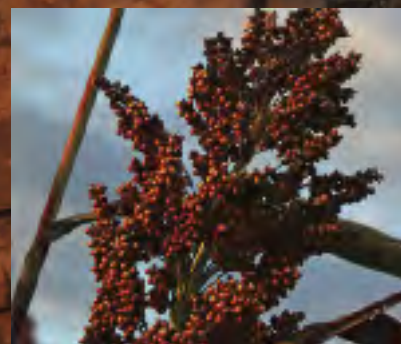
Therefore, there is a need to examine the rainfall climatology in the district to understand and describe the spatial rainfall trends or changes, and the start,

length and end of the rainfall season on a finer scale. This information will assist subsistence farming communities, land use planners as well as forestry and water management in the development of effectual adaptation and management strategies.”

In her own research on rainfall in the Vhembe district, Nenwiini noted a change in total rainfall in the first few years of the 1990s. This was also a period of uncontrolled deforestation, urban sprawl and population increase in the district which took place when South Africa entered a new era of democratic rule.

On further examination it became clear that the rainfall season was becoming shorter than it used to be – the rains started later and ended earlier. Prior to 1990 rains started early in October and ended in May, whereas after 1990 it only started late in October and ended in April.

According to Nenwiini, this situation caused traditional knowledge and the coping mechanisms that evolved over hundreds of years to become irrelevant. “This confusion in the recent rainfall characteristics has disturbed the routine way of tending the farms and other developments with implications of uncertainties



on subsistence food production. Moreover, with the projected climate changes in South Africa's summer rainfall, the variability in rainfall in the area is expected to increase."

From Nenwiini's study it is clear that climate change and the associated change in rainfall patterns in the Vhembe district pose a real treat to the rural communities that rely on rain-fed subsistence farming. It is no longer a matter of "farming as usual" – the rainfall pattern has changed and farmers can no longer draw on the knowledge and practices accumulated over the years to do their planning.

This is where the value of research projects such as Nenwiini's that focus on rainfall patterns at a local level come in. "The results of rainfall analyses at local scale will be shared with the community and assist local farmers to make more informed decisions regarding planning and management of agriculture in an already threatened environment, for example, deciding the planting time and selecting the type of crop that is resistant to harsh climate conditions," says Nenwiini.

**Ms Shandukani Nenwiini**



# SOUTH AFRICA'S TOXIC MINING LEGACY

Acid mine drainage is speedily becoming South Africa's greatest environmental disaster.

With its average rainfall at just over half of the world's average, South Africa is a semi-arid and chronically water-stressed country. It has been estimated that with the current and anticipated future growth rates of the population and trends in socio-economic development, South Africa's freshwater resources will be able to sustain neither the current patterns of water use nor the growing need for fresh water.

Ms Anja du Plessis, lecturer at Unisa's Department of Geography, says the already precarious water situation is further convoluted by climate change which has the potential to impact significantly on the availability of and requirements for water in the country. It is estimated that the warmer temperatures associated with climate change will lead to increased evaporative losses and less water available for consumption.

"Making matters even worse, is the pollution of the country's freshwater resources by acid mine drainage, industrial effluent, litter, agricultural runoff as well as commercial and domestic sewage," says Du Plessis. "If the country continues with the current business-as-usual approach when it comes to water use and management, water will become an ever-increasing limited resource in terms of quantity and quality. The main danger is that the country may experience a



Acid mine drainage, which is a result of abandoned mines such as this one, is threatening some of South Africa's major cities, waterways and industries.

**Du Plessis explains that acid mine drainage is caused by the release of sulphur from coal and gold mines, which has a hazardous impact on the environment because of the contaminants released into the water resources.**

water shortage in the near future and change from a water-stressed country to a country with water scarcity.”

The problem of acid mine drainage is of great concern and is currently attracting much attention in the media. While South Africa is a world leader in mining with its economical prosperity closely linked to the welfare of this industry, environmental experts warn that the ecological damage of this type of drainage cannot be tallied.

Du Plessis explains that acid mine drainage is caused by the release of sulphur from coal and gold mines, which has a hazardous impact on the environment because of the contaminants released into the water resources. This, she says, causes great environmental damage and becomes a threat to the health and safety of the nearby communities.

Currently, the area of greatest concern is the Witwatersrand goldfields that, due to more than a century of mining, have been plagued with volumes of waste. Adding to this pollution is the abandoned mine shafts, which are gradually filling with water. Instead of producing more gold, the mines today are producing more sulphuric acid.

The Witwatersrand is not the only region in South Africa where acid mine drainage is a problem. In 2002, acid mine drainage from an abandoned mine near Krugersdorp began pouring onto the surface. Since then, about 15 million litres of acid mine drainage has been spilled per day, with some of it spilling into a stream that flows toward the Cradle of Humankind, a World Heritage Site. According to Earth-life Africa Johannesburg is also at risk from acid mine drainage as the flow of acid mine water into the central basin threatens the water resources and the

land around the city, also considering that the level of the acidic underground water affected by mining in the central basin is rising fast. If the water is not treated, it will contaminate the ground and river system in the whole area and will first decant into Wemmer Pan in Boksburg and thereafter spread via Klipspruit through Soweto into Johannesburg.

Du Plessis says that while government has established an Inter-Ministerial Committee (IMC) on acid mine drainage to determine a plan of action, some are of the opinion that no clear plan to address the issue has been put forward. “The South African government has acknowledged that acid mine drainage is a major issue and has drawn up a report, but there appears to be no clear plan.”

The IMC itself has acknowledged that millions of litres of acid mine drainage have decanted into streams connected to

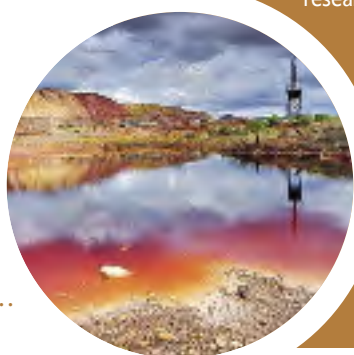


both the Vaal and Crocodile rivers and groundwater systems, with devastating consequences for communities and the environment.

Du Plessis suggests the acid mine drainage in Johannesburg could be treated from an engineering perspective and with the application of multiple technologies available on the market. "Acid mine drainage could become a good business case which could see a growth in smaller companies that specialise in rehabilitation or recycling. However, the committee needs to develop a clear plan as soon as possible in order to address this issue."

Du Plessis says South Africa is already a water-stressed country, with other water problems such as salinity, eutrophication and microbial pollution in the form of sewage and sediments that also require urgent attention to ensure that the quality of the country's water resources do not deteriorate further. "We need to try and come up with new concepts to address the urgent need for innovative and sustainable water management solutions that will ensure that the country can provide for the future freshwater needs of business and society without compromising the present and future generations."

**Overflowing acid mine water west of Johannesburg is posing a significant threat to the Cradle of Humankind, a World Heritage Site.**



## Water research a priority

As a semi-arid country South Africa has limited water resources that need to be protected and managed with great care. The constant reviewing of existing policies and introduction of climate adaptation measures are very important for rural, urban and peri-urban communities, as such measures could inform strategies for water resources management and development.

To assist in finding solutions for South Africa's water problems, water research was identified as one of the flagship research projects in the College of Science, Engineering and Technology. Led by the chairperson of Unisa's Department of Civil Engineering, Professor Francois Ilunga, the project explores issues in water engineering and related fields. The emphasis is on finding new solutions to the water crisis, such as recycling/reusing wastewater, water conservation, rainwater harvesting and issues that cover climate change challenges and adaptation.

Professor Ilunga maintains, "There is a need for innovative, but also cost-effective, solutions to our water problems. At the same time, capacity building should not be overlooked. Climate change that has impacted on the hydrological (H<sub>2</sub>O) cycle is one of the current problems both at national and global level. Climate change issues include a reduction in rainfall amount, prolonged droughts and the occurrence of extreme rainfall which in turn have an influence on water resources management and development. And because climate change is not a myth, but a reality, more focus is required for adaptation measures rather than mitigation."

Professor Ilunga says the research and development aims of the flagship project are to research the different components of water systems; to promote collaboration in the water field with other institutions of higher learning in Southern Africa, Africa and the world; to disseminate information through written articles, public lectures, seminars, workshops and colloquia; and to promote a culture of research by targeting staff without PhDs, new researchers and new academics.

The College of Science, Engineering and Technology is currently involved in three research projects of which one is specifically linked to climate change. The project deals with the role of local community institutions in the adaptation of rural and urban communities to the impacts of climate change on water access and use.

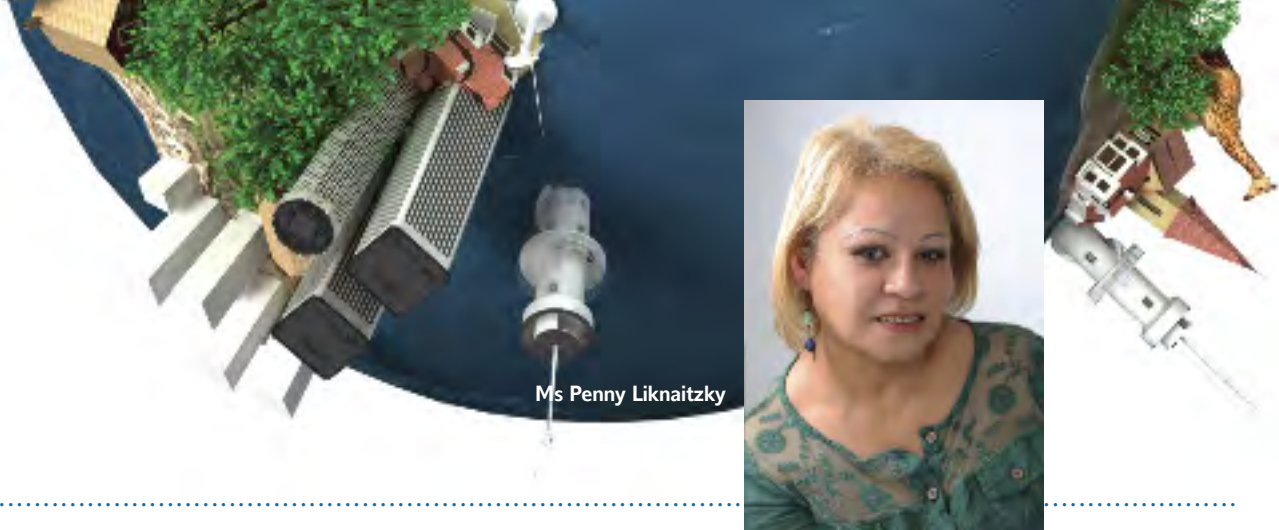


# TEACHING CLIMATE CHANGE IN THE 21<sup>ST</sup>-CENTURY CLASSROOM

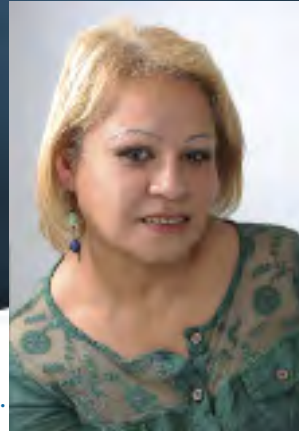
For some people, taking care of the environment and respecting the planet is about securing “a future for our children”. Others believe “our children are our future” and, therefore, investing in the youth is also a good investment in the future. Whichever way you look at it, when it comes to sustainability, both approaches are necessary to ensure a future for all – the planet, its seven billion people and its rich variety of flora and fauna.

Ms Penny Liknaitzky, curriculum adviser for geography in the Further Education and Training band in the Western Cape Education Department and honours student in Unisa’s Department of Geography, believes that the sooner concepts such as sustainability and climate change are introduced in the classroom the better. This also explains her choice of research topic, *Climate change and sustainable development: key challenges for the 21<sup>st</sup>-century geography classroom*, which she is conducting under the supervision of Mr Rudi Pretorius.





Ms Penny Liknaitzky



Liknaitzky's research considers the understanding of climate change at secondary school level and identifies ways that will advance the effective teaching and learning of this critical contemporary issue. She explains that the issue of climate change is related to a holistic approach to teaching and learning, which developed after 1992 and integrates values, behaviours and lifestyle changes. Education for sustainable development (ESD) later emerged as a concept that runs parallel to the international debates on environmental protection and sustainable development. ESD provides a framework for understanding developmental challenges that exist within local communities worldwide. In addition, it is a method of engaging learners with the United Nations millennium development goals (MDGs) and issues related to environmental sustainability.

Today, rapid climate change and unsustainable economic development are recognised as major global problems. But these problems are related to attendant challenges such as poverty, food insecurity, water shortages, increased pollution and inefficient energy consumption. "Learners need to understand that a balance is essential to the maintenance and proper functioning of the earth system in its entirety and that any disruption in one component will adversely affect others." Of course, to fully grasp the issue of climate change, even at the most basic level, learners also have to know the science behind it – how global warming is measured, the earth's climate history and the role of computer models in simulating future scenarios.

Some of the major topical issues to consider in the teaching and learning of geography would be climate change and conflicts arising from competing objectives pertaining to sustainability. "Critical global environmental issues have both human and physical aspects which are interdependent, have an essentially geographic dimension and need to be considered holistically," says Liknaitzky.

Against this background, Liknaitzky's study examines how educators in the Western Cape Education Department approach the teaching of the relevant theory on climate change in the geography curriculum. The influence of socioeconomic background and geographic location on current learner perceptions and the teaching of climate change and sustainable development are also considered. Learners were selected to participate in the study from schools in diverse geographic locations, including a township, the Cape Flats and an affluent suburb.

This research project also examines the present capacity of the formal geography school curriculum in the FET band to address sustainable development and climate change themes satisfactorily. "It will serve as a pilot study to determine which is the most effective way of geographical teaching to promote learning that will encourage pertinent future responses to climate change globally and, more particularly, within our own regional and national contexts," says Liknaitzky.

The preliminary findings indicate that learners feel great empathy for the environment, but have many misconceptions about the causes of climate change. There is also a need to make lessons

more visual and practical through discussion groups and field trips. The content itself is also not covered in sufficient depth in school textbooks. Furthermore, lack of audiovisual resources and technology, as well as time constraints, were mentioned as some of the barriers to teaching about climate change.

Liknaitzky believes that innovative classroom practices will help learners to understand the importance of an inter-disciplinary approach to the climate change phenomenon and the need for cooperation between important stakeholders such as government, business and industry. This is pivotal to the success of the sustainable development agenda. Liknaitzky's supervisor, Pretorius, firmly supports this research and remarks that modern society is demanding new ways of interacting with learners to enable them not only to cope with addressing the many uncertain and complex global issues, including global climate change, but also to make a meaningful contribution in that regard.

The outcomes of this study are intended to inform policy discussions in curriculum development for geography and environmental education in the Further Education and Training band. Liknaitzky concludes, "Greater cohesion amongst topics in the school curriculum, a more unifying pedagogical approach, adequate teacher training and learners who are competent in the culture of debate, are some of the challenges that face geography as a school subject. In particular, the teaching and learning of climate change is critical to preparing the young generation adequately for one of the most compelling global changes they will face in the world beyond school."

# CODING MEANING ACROSS APPARENT BOUNDARIES

LIKE MANY SPECIALITIES, ART HAS BEEN INFLUENCED BY TECHNOLOGY AND THIS WAS VISIBLE AT AN EXHIBITION HOSTED BY THE UNISA ART GALLERY IN SEPTEMBER. ENTITLED *TRANSCODE // DIALOGUES AROUND INTERMEDIA PRACTICE*, THE EXHIBITION DISPLAYED WORKS BY ARTISTS WHO WORK IN TRADITIONAL AND NEW MEDIA, BUT WHOSE CREATIVE PROCESSES ARE INCREASINGLY INFLUENCED BY DIGITAL TECHNOLOGY.

Detail of a collaboration by Gwen Miller and Fabian Wargau, entitled *System dialogue*



Unisa Visual Arts Lecturer, Ms Gwen Miller, who curated the exhibition and displayed her work as part of research for her practice-led DLitt et Phil in Art History, said *Transcode* frames the theoretical gap between digital and analogue media and focuses on intermedia art practices that articulate the differences between hands-on and digital media. “*Transcode* exposes how artistic mediation processes can carry meaning across apparent boundaries to produce unexpected overlaps – a complex creative detour that offers an alternative way of imagining the presumed dualism between traditional and digital art.”

She said through *Transcode*, the artist’s re-coding of traditional processes reveals formal and conceptual parallels contained by presence and embodiment. “Within these processes the artists explore assumed differences within unfolding dialogues while reconstructing grey areas – places where slippage and intervention may avoid rigid classification. The creative convergence of the individual expressions within *transcode* makes these liminal spaces visible.”



Ms Gwen Miller and her sons, Thomas and Oliver, stand in front of *Key to the family: Thomas and Oliver* 1997-2011

Detail of installation, *Time will tell*, by Carolyn Parton

Ms Mary Sibanda and Mr Lawrence Lemaona, with *All in line* by Lemaona



Ms Celia de Villiers (left) and the women responsible for *Syncrantic journey*: back, Ms Lindiwe Maseko, Ms Tshidi Leputla, Mr Lesego Makua, Ms Irene Ntombela, Ms Susan Haycock, and Ms Nomsa Sithole; and front, Ms Alzina Matsosa and Ms Evelyn Thwala.



Miller said that the concept of transcoding implies not only a sharing of cultures, but also the potential for a cross-contamination between different disciplines. "Within the context of this exhibition, transcoding also points to the significant, yet often inconspicuous manner in which we adjust our lives in a world of ubiquitous technologies ... This omnipresence is experienced when one walks through the space of the exhibition, with a multitude of projections, interactive works, and an online web site being presented."

In terms of her doctorate, Miller clarified that the practice-led methodology accepts that the practical component is

the core of the academic research and that it is evaluated *in situ*. The exhibition as a physical experience is also assessed by the examiners as this is a curated exhibition. "This implies that I conceptualised the exhibition to be a research project and invited other artists to make new art, thinking with me through their art and researching the concept from their different ideological interest angles ... My own artworks also formed an important part of the visual research."

The final "document" that will be evaluated will contain visual archival material, a full catalogue, DVDs, and a thesis presented in a boxed format. Miller noted that the thesis is not only shorter than a

doctoral thesis but is also written with the processes of visual research dominant in the perspective of writing. "The perspective acknowledges that the artwork translates meaning and knowledge of the world in a unique and specific way that is not directly translatable in any text and has to be present as research in its physical form."

Exhibiting artists included Colleen Alborough, Celia de Villiers and the Intuthuko sewing group, Frikkie Eksteen, Lawrence Lemaona, Churchill Madikida, Sello Mahlangu, Marcus Neustetter, Carolyn Parton, Nathaniel Stern, Minnette Vári, and Fabian Wargu.



# HONORARY DOCTORATES CONFERRED



This spring, scores of distinguished graduates strode across Unisa podiums countrywide and abroad to accept their degrees. Among them were jurist Dikgang Moseneke and poet Don Mattera, who were the recipients of honorary doctorates conferred by the university.



## Prominent jurist and proponent of education

The degree of Doctor of Laws (*honoris causa*) was conferred on Justice Dikgang Moseneke on 20 September. At the age of 15 years, Dikgang Moseneke was arrested, detained, and convicted for participating in political activity opposed to the apartheid regime.

He was sentenced in the Supreme Court, Pretoria to ten years' imprisonment, all of which he served on Robben Island. While on Robben Island, Moseneke studied privately and matriculated with a university entrance pass. He enrolled with Unisa where he obtained a BA degree, majoring in English and Political Science. Subsequently he obtained a BLuris degree, and then completed the LLB degree. All three were conferred by Unisa.

Moseneke was elevated to the bench of the High Court Pretoria in 2001, and thereafter he was appointed to the

Constitutional Court in 2002 and as the Deputy Chief Justice in 2005. He was a founder member of the Black Lawyers Association (BLA), and of the editorial board of the *African Law Review*, published by the BLA to give a voice to disenfranchised legal practitioners. Together with other progressive legal practitioners, he was a founding member of the National Association of Democratic Lawyers of South Africa (NADEL) and its first national treasurer.

Moseneke has been keenly associated with tertiary education. In 1986, he was appointed visiting Law Professor at Columbia Law School, University of Columbia, New York. He served a term of five years as the first Chancellor of Pretoria Technikon, now known as the Tshwane University of Technology. He is currently serving as the Chancellor of the University of the Witwatersrand. Moseneke holds several honorary doctorates and is a recipient of numerous awards of honour, performance, and excellence.

*"Everything I have achieved was made possible because of Unisa. The university made it possible for me to become an attorney, a businessman, junior counsel, senior counsel, a judge in the high court, a justice in the constitutional court, and deputy chief justice."*

## Pre-eminent poet and literary activist

One of the African continent's pre-eminent poets, Donato Francisco Mattera, was awarded the degree DLitt et Phil (*honoris causa*) on 27 September. His writings are considered to be a valuable contribution to the anti-apartheid discourse and the wider context of 20th and 21st century South African literature. Mattera has spent his life making a case for social justice and transformation of society.

In the 1950s, Don Mattera's political awakening was sparked by the forced removal of the tightly knit Sophiatown community by the apartheid government of the day. It was in Sophiatown and Western Native Township that he was fortunate to hear leaders of the resistance movement address the masses. It is this aspect of his tumultuous life that has animated his writings. His narrative reveals the full range of South Africa's complex sociopolitical and cultural influences.

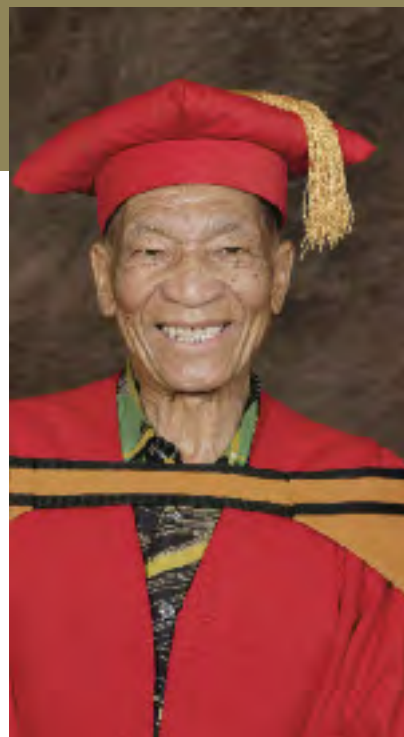
Don Mattera has spent his life making a case for social justice and transformation of society. He was banned by the apartheid government from 1973 to 1982. During this period, he was under house arrest for three years. He found an

*"Yes, your child, my child, our child is God's child, yearning for life and learning. That must be the mantra of the new, liberated, changed and ready Unisa; service, sacrificing and struggling to create new people for a new caring and learned Africa, and for the creation of a new South Africa and for all its people. For a world characterised by caring, giving and deeply compassionate people defying military options that sow death, destruction, and human bondage. And of a Unisa, reborn, renewed, restored, revitalised, ready to lead and pave the path to peace, prosperity, purpose and a passion to serve our beautiful, beloved country, with patriotic zeal!"*

outlet in writing poetry, essays, plays, short stories, and novels.

His autobiography, *Memory is the weapon*, chronicles poignantly the early part of Mattera's remarkable life, and is a riveting account of the mean streets of Sophiatown. His sincerity and his fearlessness are a marked feature of this inaugural publication. He is also incredibly funny and witty.

Mattera's poetry ranges from political tributes and eulogies to innocent praise songs and highly emotional love songs. Es'kia Mphahlele described him as "... this ageless literary activist who makes music with his poetry".



Nearly 27 000 students have graduated at Unisa this year. During the spring graduation nearly 6 000 students graduated in addition to the 21 236 students who participated in the autumn graduations.

In 2008, 17 923 students graduated, of whom 66% were women and 58% were African. In 2009, 22 675 completed their qualifications, of whom 69% were women and 63% were African. In 2010, 26 073 graduated, of whom 69% were women and 68% were African.



LUMNIWISE

# Investing in education for Africa's development





# ALUMNIWISE ALUMNIWISE

Unisa has an important role to play in Africa's journey to prosperity and will continue in its endeavours to facilitate Africa's renewal. This was highlighted at the 2011 Chancellor's Gala Dinner held on 20 October 2011, at which the university paid tribute to three South African educators, Professor Quarraisha Abdool Karim, Mr Selaelo Seboni and Professor Kadar Asmal (posthumously), for their exceptional contributions to education and research development in Africa.

The theme of the event was *Investing in education for Africa's development*, and it celebrated Unisa's achievements over its long and illustrious history. It also celebrated achievements to come. Up until now Unisa has played a vital role in advancing education on the continent. The focus now moves to the role it can play in ensuring Africa heads confidently into the future.

Unisa Principal and Vice-Chancellor, Professor Mandla Makhanya, emphasised that the environment forms a critical component of Unisa's strategic intent. His vision for the university is that it be

the African university in the service of humanity and creation. "My concern is that our service should be broadened to serve more than humanity, as human life is inextricably entwined with the planet. Unisa has to embed environmental consciousness and sustainability in our core business of teaching and learning, research, development and innovation and community engagement. This is particularly urgent in the light of environmental degradation whose negative impacts bear heavily on the African continent. I deem this to be one of the central agenda items for Unisa's trajectory into the future."

**Back:** Dr Molapo Qhobela (Vice-Principal: Institutional Development), Dr Brigalia Bam (former Chairperson: Independent Electoral Commission), Mr Billy Gundelfinger (Chairperson: Unisa Board of trustees), Prof. Mandla Makhanya, Judge President Ngoepe, Prof. Narend Bajjnath (Pro-Vice-Chancellor) and Mr Seboni; **front:** Ms Mandu Makhanya (Department: Learner Support), Ms Gloria Serobe, Ms Nomonde Bam (University of Pretoria), Ms Michelle Gundelfinger, Ms Louise Asmal and Dr Daphne Ngoepe.





**CEO for Wipcapital, Ms Gloria Serobe, spoke on investing in education for Africa's development and how this impacts on business in South Africa and on the continent.**



**Dr Molapo Qhobela (Vice-Principal: Institutional Development) introduces the recipients of the Chancellor's Calabash awards.**

Reiterating the importance of Africanisation at Unisa, Professor Makhanya said Africanisation implied the harnessing of indigenous and traditional knowledge systems which were valuable resources for development and which emerged from our context. "Africanisation therefore foregrounds Unisa's ethos, work and praxis."

Another highlight of the event was the announcement of the Brigalia Bam/WIPHOLD Chair in Electoral Democracy in Africa, the first academic chair of its kind in South Africa and on the continent. Its aim is to promote and advance electoral studies in research, tuition and training as well as to contribute to the overall establishment of a democratic culture in South Africa and on the continent. The chair, funded by WIPHOLD over a five-year period, will be situated in the Department of Political Sciences and will start to operate formally at the beginning of 2012.

Keynote speaker and CEO for Wipcapital, Ms Gloria Serobe, spoke on investing in education for Africa's development and how this impacted on business in South Africa and on the continent. She said the quantity and quality of basic education would become increasingly important in today's economy.

She added that the quality of higher education and training would become even more crucial for economies aspiring to move up the value chain and beyond simple production processes and products. "In particular, today's globalising economy requires countries to nurture pools of well-educated workers who are able to adapt rapidly to their changing environment and the evolving needs of the production system. Staff training – vocational and continuous job training – is required to ensure a constant upgrading of workers' skills. This is what is going to set the difference between one economy and the next one."

In addition, Serobe said that investment in institutionalising WIPHOLD's own intellectual experiences was vital, and one of the motivating factors for its commitment to Unisa in creating the Brigalia Bam/WIPHOLD Chair in Electoral Democracy in Africa.

Speaking on the dynamics of higher education, Unisa Chancellor, the Honourable Judge-President Bernard Ngoepe, said the effects of the global recession had unfortunately continued into 2011 with significant implications for higher education. He said the best way to protect Africa was to maintain and grow a quality higher education environment that was both visionary and innovative and one that fostered and furthered South Africa's and Africa's developmental agenda. He said that Unisa had the ability and the desire to play a leading role in this regard.



It is with great respect that we remember Dr Solomon Matseke, the 2010 recipient of the Chancellor's Calabash Award for Outstanding Educator, who passed away in May this year. Dr Matseke was an accomplished lecturer, published author, popular composer, musician and conductor. He will be remembered for the contribution he made to advancing education and for being a pillar of strength to his community, serving as a consultant, trustee, patron and advisor to many organisations, as well as being a member of over 20 corporate, community and academic committees. Dr Matseke is survived by his wife of 63 years, Neriah, three sons Joel, Raymond and Khamane, and a daughter, Ellen.

## Three South Africans who have distinguished themselves in education development received the prestigious Calabash Award at the Chancellor's Gala Dinner.

The first recipient of the Calabash Award for Outstanding Educator was Professor Quarraisha Abdool Karim, who over the past two decades has committed her professional career to stopping the spread of HIV/AIDS in South Africa. As a principal researcher in the CAPRISA 004 scientific research programme, she demonstrated that Tenofovir gel prevents both HIV and the herpes simplex virus (HSV) Type 2 infection. This finding has been heralded as one of the most significant scientific breakthroughs in the fight against AIDS by the World Health Organisation, UNAIDS and several leading organisations. She has won numerous awards for her work, which includes having published more than 94 scientific articles in peer-reviewed journals and 22 book chapters.

Professor Karim said she was honoured, humbled and privileged to receive an educator award. "This award is a tribute to the many educators who shaped my identity, focus and what I do ... The award serves as a reminder that challenges are not insurmountable and there can be no barrier, except the one you set for yourself."

Mr Selaelo Seboni, who received the Calabash Award for Outstanding Educator for his commitment and dedication to, and perseverance in, the development of the education of the black youth in South Africa, especially at the height of apartheid, thanked the university and those who had nominated him. He said he went into the teaching profession because he wanted to be involved in the development of the black youth and that he had never regretted the decision.

The former Tembisa High School principal rose through the ranks to become a circuit inspector, and later a secretary of the Education Council. When he began at Tembisa, there were 320 pupils and eight classrooms. Mr Seboni infused enthusiasm in staff and pupils and improved matters so much that within three years parents from neighbouring areas were sending their children to the school. The number of pupils had risen to 1 750 and an additional eight classrooms, a library, a laboratory and a domestic science centre were added. A second high school became necessary and the dedicated headmaster persuaded authorities to even build a third school.

A technical high school was also added. A citation from the Tembisa High School alumni reads: "You almost singlehandedly catapulted the school into academic excellence and sustainable development. The community of Tembisa will perpetually remain indebted to you."

Struggle stalwart, Professor Kader Asmal, who earned a BA from Unisa in 1957, was posthumously awarded the Chancellor's Calabash Award for Outstanding Alumnus for all his efforts in education and commitment to securing high-quality access to education and training for all. In higher education, he drove the large-scale restructuring of the system through mergers and incorporations, resulting in a landscape that not only radically broke away from its apartheid past, but also placed South African institutions in a better position to meet the human resources and research needs of our country in the 21st century. Professor Asmal firmly believed in higher education as a public good and vigorously opposed its commodification.

His wife, Louise Asmal, collected the award on his behalf. She said that while the Unisa that Professor Asmal had studied at was very different to the present-day Unisa, the university had always been very close to his heart. "I remember the first history paper that Kader submitted and he received a low grade and when he questioned the grade, he was told to change his political viewpoint. And when he passed his studies, his mother bought him a blazer for his graduation, but he didn't want to attend the graduation because he did not want to be a part of a segregated graduation ceremony ... It is overwhelming to be here today and it's a shame that Kader couldn't be here in person. I thank Unisa for this recognition of his life and his work."



Prof. Abdool Karim received the Calabash Award for Outstanding Educator for her remarkable contributions to education development and research.



Mr Seboni was awarded the Calabash Award for Outstanding Educator for his efforts which greatly improved the standard of education for many black youths, especially during the apartheid era.



Prof. Asmal was posthumously awarded the Outstanding Alumnus Award for his commitment to securing high quality access to education and training for all. Louise Asmal, wife of the late Prof. Asmal, receives the award certificate from Prof. Mandla Makhanya (left) and Judge President Bernard Ngoepe (right).



## CHAPTER ROUNDUP

Mobilising alumni in the service of humanity is one of the main objectives of the Unisa Alumni Relations directorate. The directorate has also put in much effort towards fulfilling one of Unisa's 2015 strategic objectives of creating an alternative revenue stream for the university.

Hosting dinners and breakfasts in the various regions where Unisa alumni reside, the directorate has provided alumni the opportunity to network, support their alumni chapters, and has also encouraged them to become members of the Unisa Alumni Association.

“Our vision is to establish and maintain sustainable relationships with our alumni both nationally and internationally,” said Ms Amanda Masina, Manager for Unisa Alumni Relations.

In addition to establishing chapters by organising annual meetings, the directorate aims to create and maintain a lifelong link between Unisa and its graduates, as well as the broader community; encourage alumni participation in fundraising initiatives of the university and foster a sense of loyalty between the university and its alumni by means of university memorabilia.

These are some of the meetings and events held in the various regions throughout the year.

## Eastern Cape hosts alumni breakfasts

The Eastern Cape alumni engagements kicked off in Port Elizabeth, where even the unpleasant weather conditions could not deter alumni from attending the annual breakfast on 25 June.

Unisa University Registrar, Professor Louis Molamu, encouraged alumni to become involved in the university's activities and to participate in various facets, such as submitting nominations of people who have made a meaningful contribution to society so these individuals can be considered for honorary degrees.

In his address the Principal and Vice-Chancellor, Professor Mandla Makhanya, stressed that graduates and alumni are valuable human capital. He encouraged the guests to use the time to network and consider ways in which they can leverage one another's various capacities particularly in the Eastern Cape region.

The East London region held its alumni breakfast on 10 September at the East London International Convention Centre. Internationally renowned motivational speaker, Mr Vusi Thembekwayo, who former President Nelson Mandela once described as a “true reflection of the South Africa for which we fought,” spoke to the hearts and minds of alumni at this event.

Mr Thembekwayo encouraged alumni and staff to have daring ambitions and spoke on the importance of persistence in order to succeed in life.



Alumni and staff from Port Elizabeth enjoy each other's company at breakfast.

Celebrating women in Cape Town are from left: Ms Amanda Masina, Prof. Hellicy Ngambi, Mr Thapelo Mahlangu and Ms Stephanie Anderson



## Electing new leadership in Kimberley

On 23 July 2011, it was Kimberley's turn to host their alumni for a breakfast meeting. The purpose of the meeting, held at the Protea Hotel in Kimberley, was to elect a new chapter convenor, and to encourage the Unisa alumni in the region to become members of the Unisa Alumni Association.

The Northern Cape region was represented by its Regional Director, Mr Matthews Kokong, the Regional Manager, Ms Marindean Louw and staff members, Mr Malvern Shane and Mr Robert Ndubula. The new chapter convenor elected was Mrs Nancy Mothibi.

## Celebrating women

On 13 August staff and invited guests from Cape Town gathered at the Mount Nelson Hotel to celebrate Women's Day. As the city is popularly known for its jazz artists, guests were treated to the melodies of the Jazz Cats, a group of talented young ladies from a local school.

Mr Thapelo Mahlangu from Old Mutual offered financial guidance to guests when he spoke on balanced financial planning. Professor Hellicy Ngambi, Executive Dean for the College of Economic and Management Sciences, addressed guests on personal success through attitude and shared some thoughts on women leaders and how to develop a winning attitude.



Unisa alumni from Kimberley are all smiles after electing their new chapter convenor at the alumni breakfast.



Mr Siyanbonga Zama, Mr Vusi Thembekwayo, and Mr Aubrey Gavu

## Alumni get together in Durban

Alumni members in KwaZulu-Natal got together for breakfast on 20 August in Durban. This was an opportunity to renew old friendships and get the latest news on university activities.

First Mr Magnate Ntombela, Regional Director: Unisa KwaZulu-Natal, welcomed the guests and then it was the turn of motivational speaker, Mr Vusi Thembekwayo, to take the stage and do what he does best: inspire people to make a difference.



## Champagne Wishes

Clinking their glasses and tasting some bubbly was the order of the day when Gauteng alumni gathered at Unisa's Protea Restaurant in Tshwane on 8 September for an entertaining and engaging afternoon. The champagne tasting, which was hosted by Cape Wine Master, Ms Heidi Duminy from Heidivine, was arranged for Gauteng alumni to network, socialise and interact. Ms Duminy is known for bringing wine and spirits to life with words, edutainment and revitalising sensory experiences, so it comes as no surprise that alumni present enjoyed their networking session.



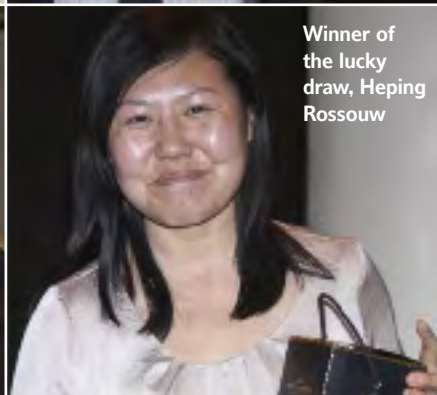
Dr and Mrs Ernie Jacobson enjoying a glass of champagne



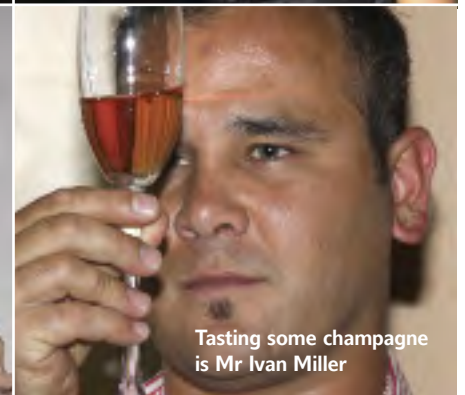
Mr Frankie Mojapelo (Unisa Foundation and Alumni Relations)



Cape Wine Master, Ms Heidi Duminy, and Ms Amanda Masina doing the lucky draw



Winner of the lucky draw, Heping Rossouw



Tasting some champagne is Mr Ivan Miller



Alumni were given traditional beaded rhinos for their efforts in fund-raising



Ms Rynette Coetzee from the Endangered Wildlife Trust provided an interesting presentation on the rhino species in South Africa

## Breakfast at the zoo

More than 350 rhinos have been poached in South Africa since the beginning of the year and these are just the reported cases. This is already surpassing last year's figure of 333, which is almost triple that of 2009. Of the five surviving species of rhinos, the black rhino remains the most critically endangered.

To support the cause to save the rhinos, Alumni Relations and the College of Agriculture and Environmental Sciences held a fundraising breakfast at the National Zoological Gardens in Pretoria in October.

Alumni were treated to breakfast at the Duku Duku, which is aptly situated next to the black rhino enclosure at the zoological gardens. Ms Rynette Coetzee from the Endangered Wildlife Trust and Dr Clifford Nxomani, director of the National Zoological Gardens, gave informative talks on the rhino and the need to join forces in the protection of the species.

Alumni were also asked to donate R10 notes as the design of these notes includes a rhino, as it is one of South Africa's Big Five wildlife species. All the proceeds were donated to the Endangered Wildlife Trust.



Reaching out to alumni in Namibia are, from left: Ms Amanda Masina, Prof. Louis Molamu, Ms Charmain Villet, Mr Lerotha Mpiriane, Ms Menethe Hambira and Mr Dennis Fredericks.

## Namibia alumni dinner

The Namibia Unisa alumni chapter dinner was held on 2 September at the Hilton Hotel in Windhoek. Guest speaker, Dr Charmain Villet, Head of Department for Curriculum Instruction and Assessment at the University of Namibia, spoke on the excellence of Namibian knowledge and education systems and the challenges Namibia faces as a result of the under-utilisation of this human capacity and capital.



Ms Catherine Chiko, Mr Emmanuel Musyoki, Mr Danish Rayola, Ms Faith Wamuyu and Ms Gathoni Waziri.

## Kenya alumni meet at breakfast

Fairmont, the Norfolk Hotel, has played a leading role in Kenya's colorful history, and this continued when it played host to the Unisa alumni chapter breakfast meeting on 2 July 2011.

The guest speaker was Mr Andrew Gakiria, one of the IT specialists in Kenya, who spoke engagingly on developments in the field of information technology.



Unisa alumni from Zambia enjoyed an informative presentation on the importance of establishing a Unisa alumni chapter in their country.

## Mobilising alumni in Zambia

The Zambian breakfast meeting was held on the 16 July 2011, at the Inter-Continental Hotel, Lusaka, Zambia. The purpose of the meeting was to network, mobilise the alumni, and to investigate the possibility of establishing a Unisa alumni chapter in Zambia.

After brief deliberations, Mr Justus Kaulule Siame, who invited the alumni office to Zambia, was elected as caretaker of alumni until such time that a chapter convenor was elected. Many of the alumni, who were present at the meeting, became members of the Alumni Association.



## Principal meets Zimbabwe alumni

Back: Mrs Prisca Tamayi, Mrs Jennet Mapani, Ms Amanda Masina, Ms Tererari Mafoti and Mrs Nyaradzai Mwaramba; front: Mr Raymond Chipangura, Mr Sarathiel Chaipa, Prof. Mandla Makhanya, Prof. Louis Molamu and Mr Tinashe Muchenje

The Unisa Zimbabwe alumni chapter dinner was held on 17 September, at the Crown Plaza Hotel and Resorts, Harare, Zimbabwe. Alumni were treated to a keynote address by Professor Makhanya. His speech focused on the role of African universities and their relationship towards the communities they serve.





Prof. Mandla Makhanya addresses alumni in Swaziland

## A royal breakfast in Swaziland

The Unisa Swaziland alumni chapter breakfast was held on 24 September, at the Swazi Royal Spa, Mbabane, with about 280 alumni attending. As the keynote speaker, Professor Mandla Makhanya focussed on two topics, the evolution of Unisa and the reciprocal role of Unisa towards its graduates and alumni. Professor Louis Molamu thanked the alumni for making the meeting a great success.

## Together we can do more



Alumni Relations' ongoing relationship with ABSA was further renewed this year when the Absa Unisa Affinity card was re-launched at the university's Protea Restaurant on 1 June. Absa also used the event to hand over a cheque to Unisa valued at R88 962 for funds generated by the Absa Affinity card.

Former Assistant Principal, Professor Dawid van Wyk, accepted the cheque on behalf of Unisa, saying the university benefited extensively from the Absa Affinity card. In addition, he said the Unisa logo which is visible on the card makes it easy for staff, students and alumni to identify the card. "I always encourage graduates at graduations to continue to support the university and the process has been made that much easier with the Absa Unisa Affinity card."

Mr Neil Thompson, Head of Partnership: Absa Card Division, said the relationship with Unisa started in 1995 and has been beneficial to both parties. He added that the launch of the card was to also acknowledge and take stock of existing relationships. "Partnerships are key to Absa ... And the monies from this cheque will go a long way in supporting students."

Acting Deputy Director: Unisa Foundation and Alumni Relations, Mr Frankie Mojapelo, said there are many students who are unable to complete their studies because of financial challenges. "This will contribute towards addressing this challenge and add to the pool allocated to student bursaries by Unisa."

He urged Unisa staff and alumni, especially those who already bank with Absa, to consider signing up for the Absa Unisa Affinity card. "It will not cost you a cent, but will make a significant contribution to the bursary fund of the university."

From left: Mr Nhlanhla Sikosana (Director: Marketing), Mr Dikome Tabane (Absa: Public Sector Specialist Advisor), Prof. Dawid van Wyk, Mr Neil Thompson (Absa: Head of Partnership), Mr Frankie Mojapelo and Amanda Masina (Manager: Alumni Relations)



# Alumni care for Unisa and the environment

By definition, alumni are students who have completed their studies and left the university, but this is not the case at Unisa. Here opportunity for continuous interaction with alumni members is created in various ways from lunch-hour concerts to chapter meetings and other events, and alumni are very much part of the university's plans for the future.

Keen to hear from alumni members, the Unisa Foundation and Alumni Relations invited them to share with *Unisawise* readers their thoughts, especially on the various environmental and climate change issues affecting the world. This is what some had to say:

**Mrs Fozia Arbee**, who works as a consultant lecturer at Millenia School of Business and at the Business Study Unit at the Durban University of Technology, believes South Africans are apathetic people. "If something does not directly impact on us we can safely ignore it. We live in sub-Saharan Africa where water is a scarce resource, but you would never think it because of our well-built infrastructures."

She says the fact that South Africans use clean drinking water to flush toilets is a "shocking waste". She suggests using rainwater to flush. "In this regard I am blessed with an environmentally conscious husband, even if it is just to better manage expenses. It was a simple process to connect all our toilet cisterns to a rainwater source ... We also harness the energy of the sun, as our geyser is supplied with hot water from the external solar geysers directly attached to our internal geyser so it uses minimal electricity and we have hot water readily available."

Mrs Arbee adds that taking care of the environment is the responsibility of every one of us and we can all make a difference, even in small ways like picking up litter wherever we see it.

**Mr Monde Sivuka** says that to protect and save the environment, it is vital for parents to educate their children on the importance of natural resources, as this is not necessarily the responsibility of educators at school. Mr Sivuka says this information sharing and awareness creation should extend into the workplace and to community meetings and forums. "I also believe that the Department of Environmental Affairs should be involved in engaging with communities in disseminating information on environmental issues. If we join hands and work together, we can do more."



Sharing her views on the environment **Ms Charlene Ann van Aswegen** from Mpumalanga says, "We were travelling to Potchefstroom and we were shocked to see the amount of rubbish lying alongside our roads and in the towns we passed through. Our countryside and cities are littered and it is a shame because we have such a beautiful country. My view is to implement proper recycling points for each town and city in our country. It should be kept very simple and easy access should be granted to anyone to be able to recycle plastic, cartons, glass and aluminium (cold drink tins)".

"For each item that is recycled, the recipient can be rewarded, such as being paid. This will also assist in reducing unemployment in South Africa... This will result in a cleaner South Africa and a happier nation."

Unisa lecturer in the Department of Human Resource Management and doctorate student, **Anita de Bruyn**, says that as the world becomes more environmentally aware, some of society's old practices will have to make way for new ones in the interest of the next generation.

She said while the South African government has already taken steps to address environmental issues, the responsibility lies with all of us. "We, our children and those people that live and work with us, can pick up that piece of paper in our street or corridor - we can keep our working area clean and neat. It does not take an Einstein to remember to switch off lights, and other electric equipment after use. I strongly believe that the biggest disgrace facing our society today is that we have become too lazy to care."

"Further, the increased use of information technology is the one area which employers and employees (and students) in South Africa need to embrace, if South Africa would like to remain a role player in the global world. This technology will in the next decade create an even greater divide in economies. It is one of the key enablers for the beneficial management of environmentally friendly practices."

**Mr Francis van der Byl** from Milner-ton in Cape Town describes Unisa as a di-verse, multifaceted institution that focuses on developing the future leaders of South Africa. In this way it is also contributing to the economy and taking the country to first-world status.

Mr Van der Byl says that solving the envi-ronmental crisis is a mammoth task that will require input from every South African, starting from educating children at school level to those working in gov-ernment departments and in the private sector. "Everyone must take ownership of this initiative and not expect that some-one else will take the responsibility. The biggest factor placing an immense burden on the availability of resources is the rapid growth in the world's population." He be-lieves proper family planning would assist to keep the population growth at a re-spectable level and be to the benefit of the environment.

**Mr Ismael Uiseb** says he is a proud graduate of Unisa and is grateful to the university for enabling him to contribute to social justice in South Africa and to improving the quality of his life and that of others.

With regard to the environment, he asserts that as important as it is to safeguard the environment, it is also imperative to safeguard the life of human beings. "Human beings have to protect the environment and, in turn, they need to be protected from all criminal acts against humanity. The mindset of those who commit crime against the environ-ment and those who commit crime against humanity is the same. There should be a harmonious link between the environment and human beings as these two are indispensable."

"Human beings live in the environment and the environment needs conservation and protection from human beings. Extinction, crime or harm either to the environment or human beings must be condemned. People also need to be educated and trained to conserve the environment."



**Ms Jabulile Masuku** believes Unisa is the future of African education, saying the university has helped her to continue studying while also following a career.

In her view South Africans are not doing enough to protect the environ-ment. "I think schools must play a role in teaching our youth about the envi-ronment and encourage them to pre-serve it. We must all become green and protect our environment whether by planting a tree or recycling. No matter how small our contribution, it will surely make a difference."

**Dr Muhammad Ashraf Dockrat** says Unisa has been and continues to be an important feature in the educa-tional landscape of South Africa. "It has provided thousands with opportunities which would not have been possible if Unisa did not exist. It also continues to be innovative and very much in touch with the educational needs of our de-veloping country. I am honoured and proud to count myself as an alumnus of Unisa."

He also says all nations of the world should assume equal responsibility for protecting the environment and ad-dressing climate change. "However, in view of the developmental needs on the African continent this responsibility has to be differentiated. The develop-ment needs of our people should not be compromised and a win-win situa-tion must be achieved whereby we are able to progress and at the same time not destroy the very planet that pro-vides for us."

**Mr Nkanyiso Songelwa** believes that the environmental problems in South Africa will continue as long as the country chases economic growth. "Economic growth forces the use of resources without focusing on the sustainability of resources for the future."

**Mr Siyabonga Mngoma** warns that environmental issues can no longer be ignored and that societies have to change the way they do things – the way we run our busi-nesses and the way we teach our children about life.

"There's just no life for future generations if we don't manage exploitation of natural resources properly. We need to encourage people to conserve nature by minimising depletion of non-renewal resources. Toxic waste that is not disposed of correctly cannot be tolerated. Tighter regulations and enforcement of those regulations are imperative ... The education system can also help by encouraging pupils to study environment- related sub-jects at an early age."

**Ms Renee du Toit** has been work-ing for Unisa for 20 years and during that time also completed her tertiary qualifications. She maintains that to live on our planet earth is the most wonderful experience, but what we do to it is indescribable. "What wor-ries me most is the water issue. In addition, the mining companies do not care what they do to the ground water. We don't have the luxury of having big water resources. We have to protect our resources, for our-selves and for future generations."

**Ms Theresa Haderli** started studying with Unisa in 1999 and says her interaction with Unisa has always been good. She believes that as Africans, we need to claim our place on the globe regarding the condition of the environment. "We need to learn that environmental issues are not class issues and that small efforts can lead to long-term sustainability. As South Africans, we have for so long been victims of race and poverty issues that we have forgotten our general obligation toward society – that is, the obligation to be held accountable for our own human condition in the environment that we live in."



# Soaring bird's-eye view of music at Unisa



*Viva! musica* was launched on 9 September. Enjoying the music-filled function were Mr Frankie Mojapelo (Acting Director: Unisa Foundation and Alumni Relations Directorate), Prof. Kobie Kleynhans (Vice-Principal: Finance and University Estates and Chair: Unisa Music Foundation), Prof. Mandla Makhanya (Principal and Vice-Chancellor), Ms Pat Lawrence (Editor: *Viva! musica*), and Mr John Roos (Director: Unisa Music Foundation)

Since 1894, Unisa has been nurturing and promoting musical talents in South Africa. In that time, music education at the university has evolved into a one-of-a-kind system that encompasses graded examinations, high-quality academic qualifications, music development and national and international competitions. This system reaches every corner of South Africa and embraces the full spectrum of musical progression, from beginners through to intermediate, advanced, professional and world-famous musicians.

*Viva! musica* is a celebration of musical talents in South Africa and of Unisa's role in nurturing and promoting these talents – from budding musicians basking in the limelight for the first time to many of the world's most prominent conductors, composers, soloists and performing musicians.

This book is not intended to be a scholarly work nor a historical account of music education at Unisa. Rather, it is an ebullient, colourful portrayal of the creative energy that the university's contribution to music has helped generate – indeed, *viva, musica, viva!*

The proceeds of the sale of this book, which includes a CD, will go towards bursaries for deserving music students at Unisa. Please contact Mr John Roos,

Deputy Director of the Unisa Music Foundation at +27 12 429 3344 for more information on how you can contribute to this worthy cause.

*Viva! musica* expresses the university's ongoing commitment to excellence in this instance, the remarkable contribution made over many decades to the development of music not only in South Africa but also beyond. Contending with cultural boycotts, cutting across borders, celebrating exceptional talent in South Africa and placing them in the international spotlight is part of the university's commitment to trying out new tunes and never shying away from change.

**Africa has made major strides in conducting free and fair elections in recent years, but although all 53 member states of the African Union have committed themselves to the African Charter on Democracy, Elections and Governance, many are still facing challenges in managing credible elections. To assist in building and enhancing capacity for effective and responsible management of elections in South Africa and the rest of Africa, a new short learning programme (SLP) on the management of democratic elections in Africa was presented for the first time at Unisa in August and September 2011.**

## Project to support democratic elections in Africa

The need for and relevance of such a learning programme is confirmed by the NEPAD-initiated African Peer Review Mechanism (APRM) stipulating regular and periodic elections as an essential criterion for measuring democracy and good political governance. In time to come, managing elections for representatives to the pan-African parliament will also widen the challenges of election management on the continent. Already, elections to the regional parliaments for the Economic Community of West African States (ECOWAS) and the East African Community (EAC) have been established and may require improvements. From the grassroots level, elections in Africa have become focal points either of organised or spontaneous citizen concern and activism.

The Management of Democratic Elections in Africa project including the SLP is a partnership between Unisa and the Independent Electoral Commission (IEC) of South Africa. Funded by USAID, it is expected to run over a five-year period. The project will manage and administer a high-level executive symposium for selected election commissioners as well as a certificate course on the management of democratic elections for selected electoral officers across Africa.

The first sponsored pilot sessions during August and September were a great success and were well attended by participants from various parts of the continent. The programme will continue to be marketed nationally and in Africa to increase its reach in the future.



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## Reading continues to be FUNdamental

A generous donation by the Foschini Group has helped ensure that pupils from Patogeng Primary School in Atteridgeville will continue reading and learning, and that their librarian, a Unisa graduate herself, will be there to assist them.

The donation, made to Unisa's Academic Literacy Research Unit (ALRU) which is situated in the Department of Linguistics, forms part of the unit's aspiration to keep the library open and accessible to all pupils.

It comes at an apt time as Equal Education, an organisation comprising of high school students, parents and teachers, who work to overcome South Africa's literacy and library challenges, announced that only eight percent of public schools

in South Africa have functional libraries which means that approximately 20 000 schools are without libraries, therefore many pupils are denied access to regular reading opportunities.

The ALRU has been engaged in literacy projects in high poverty sites in Atteridgeville for several years and the Patogeng Primary School was one of the schools chosen for the Reading is FUNdamental project which began in 2005 and concluded in 2009.

Since the start of the project, which assisted the school in setting up a functional school library, the book collection has grown to over 4 000 books, and the collection continues to expand steadily. Director of the Unit, Professor Lili Pretorius, said the Foschini Group donation will ensure that the newly established school library continues to have a librarian; the library can continue to function effectively in serving the school's needs and continuous access to books for pupils to improve their literacy skills.

## A long-standing university and its lifelong friend

To retire from work, sit back and watch life go by from the sidelines has never been an option South African businessman, Dr Reuben Rutowitz, considered. He enjoys staying busy and today, at the age of 92, he is still an active director of the investment company, Norex Holdings, and a loyal friend to Unisa.

"Throughout my life I decided to practise and to work to my ability and not to think of retirement, and I am fascinated by the progress made in South Africa. I will keep on working as long as I can. The good Lord has granted me good health and I will make the best of it," says he.

Ever since his association with Unisa began in 1960, Dr Rutowitz has always had the university's best interests at heart. As a committed Unisa donor and a lifelong friend of Unisa, he has served more than four decades as a member of the Unisa Foundation Board of Trustees (UFBoT).

Dr Rutowitz says he decided to serve on the UFBoT as he thought that Unisa was a reputable institution. "I believed that South Africa was a great developing country and that Unisa was playing an important part in the development of the nation. Being part of the Unisa community enabled me to contribute effectively to this country through the university. I also found the task of serving on the foundation's board of trustees very challenging and exciting."

He fondly recalls how he was part of the team that convinced government not to

Unisa is fortunate to have many friends who share in its vision and believe in the university as an important role player in the higher education sector. They support the university in various ways from engaging in meaningful partnerships to donating money towards worthy causes. While Unisa values its relationships with big businesses and companies, its engagements with individuals are just as important. One such a friendship is with Dr Reuben Rutowitz, who has been closely involved with the university for more than 50 years.

move Unisa from Pretoria to Johannesburg. "I did not want Unisa to leave Pretoria" he says. Another early memory that stands out for him is the fundraising efforts for the first building on the Muckleneuk campus. Dr Rutowitz served on the fundraising committee that managed to mobilise business support for this worthy cause within a record period of seven months.

He says that throughout the years they have approached industries and financial institutions for funding, and he has always been astounded by how the commercial and industrial community accepted the legitimacy and status of Unisa. "It was clear that Unisa was the vital cog that would take South Africa forward ... Unisa made major contributions to the development of commerce and industry and provided for the advancement of the thousands of South Africans who want to see this country developing."

Some of the things that Dr Rutowitz says he enjoys are business travelling, meeting and working with people as well as working on important projects because he finds this stimulating and gratifying. He is also a sport enthusiast and loves rugby. Dr Rutowitz obtained his tertiary qualifications from the University of Pretoria and attended Harvard Business School, where he completed numerous short courses. Harvard Business School also conducted a case study on one of his businesses in South Africa and workshops were held on this case study. He also has an Honorary Doctor of Commerce degree from Unisa.



In his career he has founded a number of companies in South Africa. He has also served as an executive in various companies and bodies, including the Northern Transvaal Chamber of Industries, City Council of Pretoria (for 22 years), National Chamber of Milling, Pretoria Council of a building society, Pretoria Club and Unisa School of Business Leadership.



**Prof. Mandla Makhanya signs the 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.**

## Committed to constructing a new DNA

A culmination of mindset makeover and a public commitment that will help move towards social inclusion and cohesion within the Unisa community is what the launch of the Transformation Charter stands for.

This marked an important incremental step in Unisa's evolution as the charter represents the voice of all staff members who contributed through their discussions of the institutional culture as reflected in the 11 Cs+1. Management and members of staff showed their commitment by publicly signing the charter at the launch on 27 June.

Also showing his commitment was Principal and Vice-Chancellor, Professor Mandla Makhanya, who believes this institutional charter is not about platitudes. "It is not about paying lip service to someone else's externally imposed ideas of institutional culture and it is definitely not about another document that we can frame and

hang up in our offices and then ignore as external to our frame of reference. Rather, it is about a serious and sincere individual and collective acknowledgement that, if we are to become a high-performance university, we need to transform the prevailing mindsets at Unisa."

The transition began last year when Professor Makhanya started to communicate his vision as the new Principal and Vice-Chancellor of Unisa. The period of transition continued into 2011 with the extended management *lekgotla*, which culminated with a draft transformation statement, supported by the definitions of the 11 Cs+1. Both of these were formulated to support the ethos of servant leadership. These were then workshopped throughout the institution and comments and suggestions were sent back to the task team, who refined the statement and definitions to reflect the institutional "voice" they contained. The result was the Transformation Charter.

By signing the charter, staff declared that transformation was a fundamental and purposeful advancement towards specified goals: individual, collective, cultural and institutional, aimed at high performance, effectiveness and excellence. Also, by doing so, everyone committed to constructing together a new DNA for Unisa, characterised by openness, scholarly tradition, critical thinking, self-reflection and the values of African cultures.

Professor Makhanya thanked staff for the support shown to him and Unisa on the journey thus far. "I have been so affirmed and touched by the enthusiasm and eagerness with which this process and all that it embodies has been embraced by colleagues from across the entire institution. It is this kind of commitment and enthusiasm that will sustain and lend impetus to the momentum that has already been generated towards a transformed Unisa."



## Top performance recognised by prestigious award

Unisa has been recognised as a top performing education institution in an extremely difficult financial climate, a noteworthy achievement.

Competing against contenders in this category such as the universities of Cape Town, Stellenbosch, the Witwatersrand, and Pretoria, the university surpassed the stringent criteria laid down in the *Top Performing Companies* review conducted by TopCo media. The University of Cape Town Graduate Business School devised the methodology for the review, which was then ratified by PricewaterhouseCoopers.

Key Account Manager for TopCo media, Ms Jeanette Nicholson, handed over the certificate to Principal and Vice-Chancellor, Professor Mandla Makhanya, on 17 August.

She said *Top Performing Companies* considers three types of winners – leading, rising and fast-track performers. Amongst the criteria used to determine the leading performer was a turnover of R100 000 000 and sustained increased growth above CPIX index or sustained three-year positive profits. “Information gathered and researched was for the previous financial year end, which was December 2010 for Unisa. We will once again be contacting Unisa for an update for our research at the end of 2011, which will be released in 2012.”

Nicholson described the feat as “very prestigious and a big accolade” for the university. She said at least 23 000 companies are researched every year, but only between three and four percent of them qualify.



Ms Jeanette Nicholson (Key Account Manager: TopCo media) hands over the certificate verifying Unisa as a top performing company to Prof. Mandla Makhanya (Principal and Vice-Chancellor).

While accepting the certificate, Professor Makhanya, said such outcomes demonstrate the efficiency and dedication of staff at various levels of operation at the university. He said it also proved that the investment made by staff is not in vain and that the accolade serves as encouragement for staff.

“The primary goal in my mind for Unisa is that I want us to be a high-performance

university, which is a huge challenge for everyone. And if we want to be a high-performance university, we need always to look at how far we can stretch ourselves to produce more... And some individuals have potential that lies dormant and they just need a push ... This does come at the right time for Unisa, because it helps us understand that we are making a difference.”

## PROMOTING EQUITABLE LANGUAGE RIGHTS

“Unisa, like other universities in South Africa, must compromise when considering which languages it will use for teaching and learning, bearing in mind our obligation to turn out graduates who are equipped not only for work and life in South Africa but who can equally hold their place in the world.”



Members of the various task teams: Back, Dr Elvis Saal (Afrikaans and Theory of Literature), Prof. Francois Ilunga (CoD: Department of Civil Engineering), Prof. Samba Mboup (Academy of African Languages and Science), Dr Mtholeni Ngcobo (Linguistics), Clifford Ndlangamandla (English Studies), and Dr Paul Nkuna (African Languages); and front, Dr Britta Zawada (Director: School of Arts), Prof. Laurette Pretorius (Graduate School), and Prof. Koliswa Moropa (Linguistics).

Speaking on language policy in higher education, Pro-Vice-Chancellor, Professor Narend Bajjnath, shared this sentiment with stakeholders at the Unisa language policy implementation workshop on 20 June.

Before the seven task teams explained their areas of interest and involved themselves in breakaway sessions, Professor Bajjnath and Professor Rita Maré, Vice-Principal Academic: Teaching and Learning, encouraged those involved to ensure that the language policy is woven into the university’s strategic plan and has specific project plans for implementation.

Professor Bajjnath said that in the 21st century it was especially important to pay heed to gradueness in equipping Unisa graduates to become global citizens. He said such citizens would use the *lingua franca* of the western or northern world, which happened to be English, to forge their way into the future, but if they were innovative entrepreneurs, they would aim to equip themselves with a working knowledge of Mandarin, French, and Spanish to be truly global. “However, while we wish our graduates to be citizens of the future, we would not wish also that they forget their past, their culture, and their local identities. We

should therefore strike a balance between these two imperatives, conserving what is precious in our cultural heritage and preparing our students to be citizens of the world.”

He also indicated that the decisions made about language choice and language use have an impact on what Unisa does as a teaching and learning institution. “This summit today is a very important event in helping us illuminate the terrain we have to navigate. It is important also in pointing the way to possible pathways of strategy, policy, and action.”

Professor Maré added that the policy should not become an idealistic document, but one that positions Unisa in a unique position to take the lead in and provide multilingual education in South Africa. “My hope for this workshop is that a number of specific objectives are adopted with specific timeframes and deliverable objectives.”

The preamble of the language policy states that Unisa is committed to the promotion of equitable language rights, with particular emphasis on uplifting the status and usage of the marginalised indigenous languages. The development of the diverse languages of South Africa will

take time and resources, and should be pursued in a phased way, as resources and developmental opportunities allow. As the promotion of the principle of multilingualism is enshrined in the South African constitution, the university adheres to a policy of functional multilingualism in order to accommodate linguistic diversity.

Multilingualism is also acknowledged as a powerful tool to promote social cohesion between diverse groups in our society. Probing these concepts and various others, the task teams are focused on the following issues: multilingual glossaries in tuition, translation of external communication, student survey and language preference, academic literacy in English, language policy analysis, multilingualism and mother tongue education, and ICTs supporting multilingualism at Unisa.

Following the breakaway sessions, there was lively and critical discussion and debate. Ample feedback was provided by participants and all stakeholders represented. Task teams will now incorporate feedback into a comprehensive project proposal that will serve at the Senate language committee and the strategy, planning and coordination committee.



Just some of the Unisa rated researchers with Unisa management: Prof. Pumela Msweli (School for Business Leadership), Prof. Narend Baijnath (Pro-Vice-Chancellor), Prof. Mamokgethi Setati (Vice-Principal: Research and Innovation), Prof. Mandla Makhanya, Prof. Alan Weinberg, Prof. Tana Pistorius (Mercantile Law), Prof. Brigitte Smit (Further Teacher Education), and Prof. Corinne Meier (Teacher Education)

## NRF rated researchers add lustre to Unisa

The National Research Foundation (NRF) operates an evaluation and rating system applied to all researchers applying for funding. This serves as a peer-based benchmarking system of each applicant's recent research outputs and of their impact. On 19 August, Unisa hosted the annual NRF Rated Researchers event to celebrate academics who had achieved this accolade.

This year saw 20 researchers earning an NRF rating, of whom nine were first-time rated, seven re-rated and four already rated prior to joining Unisa this year. Delivering the keynote address was Professor Alan Weinberg, Emeritus Professor, previously in the Department of English Studies, who is now retired.

As an A-rated researcher, Professor Weinberg spoke from experience on strengthening the contingent of ratings in South Africa and then improving ratings. "There is an importance in spreading your wings. Those who are too cautious must take risks and go into experiential mode. It's extremely important to think nationally and even transnationally." Professor Weinberg also believes that it is part of the Unisa culture for academics to be researchers and distinguished scholars.

### NRF rated researchers for this year

Dr Ayo Samuel Afolabi, Civil and Chemical Engineering (Y2)  
 Professor Philip Bosman, Classic and World Languages (C1)  
 Professor Johan Coetser, Afrikaans and Theory of Literature (C2)  
 Professor Tilman Dederig, History (B3)  
 Professor Themba Dube, Mathematical Sciences (C1)  
 Professor Marc Duby, Art history, Visual Arts and Musicology (C2)  
 Professor Mariki Eloff, Computing (C3)  
 Professor Ulrike Kistner, Classic and World Languages (C1)  
 Professor Jan Kroeze, Computing (C2)  
 Professor Enrico Lombardi, Physics (C3)  
 Professor Corinne Meier, Teacher Education (C3)  
 Professor Pumela Msweli, Graduate School for Business Leadership (C3)  
 Professor Inderasan Naidoo, Mathematical sciences (Y2)  
 Professor Nicholas Odhiambo, Economics (C2)  
 Professor Annet Oguttu, Mercantile Law (C2)  
 Professor Petrus Potgieter, Decision Sciences (C3)  
 Professor Pantaleo Rwelamila, Graduate School for Business Leadership (C1)  
 Professor Brigitte Smit, Further Teacher Education (C2)  
 Professor Piet Swanepoel, Afrikaans and Theory of Literature (C2)  
 Professor Alan Weinberg, Emeritus Professor (A2)

Congratulations, too, go to Professor Mamokgethi Setati, Principal: Research and Innovation, and Professor Tinyiko Sam Maluleke, Acting Deputy Registrar, who were notified after the event of their NRF ratings.

Professor Setati was awarded a B2 rating through the NRF, making her the highest rated black researcher and the second-highest rated woman at Unisa. "The fact that I obtained all my university education in South Africa and basic education in rural and township schools serves as evidence that it can be done."

Professor Maluleke was notified in September that he had been awarded a B3 rating. "For someone who has been in management for the past 11 years, and someone who applied for the very first time, I feel rather affirmed," he said. "My unbroken and personal track record of research activities, publications, and supervision has been vindicated."

## Qué bien (the great) Bright Site!

The Bright Site Project of the Sunnyside Service Learning Centre has helped further place Unisa on the global map following their second-place win in the MacJannet Prize for Global Citizenship at the Talloires Network Global Leaders Conference held in Madrid, Spain, in June.

Project Manager, Professor Rinie Schenck, who attended the conference with former Unisa student Cathy McNamara, said delegates at the conference were especially impressed with South Africa, as two of the six prize-winners were from South African universities. The other was the University of Venda. "It demonstrated that third-world countries are doing well in terms of community engagement and this really put Unisa on the map. Many people are more aware of us, aware of South Africa and what sort of work we are doing in South Africa."

The MacJannet Prize recognises exceptional student civic-engagement initiatives based at Talloires Network member universities around the world and contributes financially to their ongoing public service efforts. As a second-place prize-winner, the Bright Site Project received \$2 500 (approximately R17 000) to help support the programme's activities. In addition, the two Unisa delegates attended the Talloires Network Global Leaders Conference, where they engaged in workshops and discussions with their fellow prize-winners and participated in plenary sessions of the conference.

Professor Schenck said she was impressed by many aspects of the conference, especially the commitment by principals, vice-chancellors and rectors, including Unisa's Professor Mandla Makhanya, to community engagement.

*"To see how these principals commit their universities to community engagement was inspiring. There was emphasis on the fact that community engagement must be supported by leaders of universities and there were many papers delivered by principals on how they support and enhance community engagement."*



Ms Cathy McNamara (Former Unisa student), Prof. Mandla Makhanya (Principal and Vice-Chancellor), and Prof. Rinie Schenck (Project Manager: Bright Site) in Madrid

# Increasing women researchers – less lip service, more action

With the aim of encouraging and supporting the participation of women in research, the Unisa Women in Research (UWiR) annual lecture and awards for 2011 were held on 25 August.

The awards were given to women who have demonstrated outstanding leadership in research in four categories: Research leadership, Developing researcher, Resilience in research, and Youngest PhD staff member.

Per category, inspiring women who scooped awards were as follows:

## Research leadership

Professor Helene Gelderblom, College of Science, Engineering and Technology (CSET)  
 Professor Elizabeth Kempen, College of Agriculture and Environmental Sciences (CAES)  
 Professor Eleanor Lemmer, College of Education (CoE)  
 Professor Susan Scott, College of Law (CLAW)

## Developing researcher

Ms Nadia Ferreira, College of Economic and Management Sciences (CEMS)  
 Ms Juanida Horne, CLAW  
 Ms Edinah Mudimu, CEMS  
 Ms Sibongile Sindane, College of Human Sciences (CHS)

The Resilience in research award acknowledges a researcher who, in the last three years, despite challenges, succeeded in attaining a doctoral qualification, highlighting the values of perseverance, commitment and singular dedication in the pursuit of one's academic goals. Dr Liza-Ceciel van Jaarsveldt (CEMS) emerged victorious after completing her degree whilst receiving chemotherapy for breast cancer. Dr Van Jaarsveldt also scooped the Youngest PhD award.

Saluting these women was keynote speaker, Professor Sarojini Nadar, Associate Professor and Director of the Gender and Religion Programme at the University of KwaZulu-Natal. As a female academic with admirable research achievements and a C2 rating by the National Research Foundation, Professor Nadar used her platform to change mindsets and inspire.

Pro-Vice-Chancellor, Professor Narend Baijnath believes there is a skewedness in the proportion of male representation in the professoriate. "Mere lip service to increasing the number of women in academe will have serious implications for the developmental priorities of our country and continent. Women academics at Unisa should therefore rightly occupy the front and centre in the development of research priorities and agendas, and be equitably represented in all levels of academic management."



Celebrating the achievements of Unisa women in research were, standing, Prof. Susan Scott, Dr Liza-Ceciel van Jaarsveldt, Ms Nadia Ferreira, Prof. Elizabeth Kempen, Prof. Eleanor Lemmer, Ms Edinah Mudimu, Ms Juanida Horne, and Ms Sibongile Sindane; and seated, Prof. Narend Baijnath, Prof. Sarojini Nadar, and Prof. Tinyiko Maluleke (Acting Deputy Registrar).



The foyer of the ZK Matthews Hall was transformed into an ultramodern space showcasing spandex sails and touchscreen monitors for the launch.



## Portfolio rockets off with a blast

Featuring lasers, a hologram and a 3D-origami space-age fashion show, the launch of Unisa's Research and Innovation Portfolio on 7 November provided staff and guests with a futuristic taste of what is in store for research at Unisa. The portfolio is expected to ensure an increase in excellent research and innovation at the university.

During her hologram presentation, Professor Mamokgethi Setati, Vice-Principal of Research and Innovation, said the vision for the portfolio, to have excellent researchers, innovative solutions, and to be the leading African university in the service of humanity, could only be realised through building a culture of research.

Pictured at the launch are Prof. Mandla Makhanya (Principal and Vice-Chancellor), Prof. Hlengiwe Mkhize (Deputy Minister: Higher Education and Training), Dr Phil Mjwara (Director General: Department of Science and Technology), Prof. Mamokgethi Setati (Vice-Principal: Research and Innovation), Dr Molapo Qhobela (Vice-Principal: Institutional Development), and Prof. Louis Molamu (University Registrar).

"A culture where the vast majority of the Unisa academic community is actively engaged in research, research that they are passionate about, and research that is ground-breaking, world-class and able to contribute significantly to South Africa's economic, social, cultural and environmental wellbeing. This is not just about research outputs, but rather the journey towards a reputation of research excellence and innovation and the creation of intellectual property that can be commercialised for the benefit of society and the economy," she said.

# BREEDING THOUGHT LEADERS

The launch of the Thabo Mbeki African Leadership Institute (TMALI) short courses on 1 August marked the genesis of a breeding process of thought leaders. The event was attended by different members of the diplomatic corps and the patron himself, former President Thabo Mbeki.

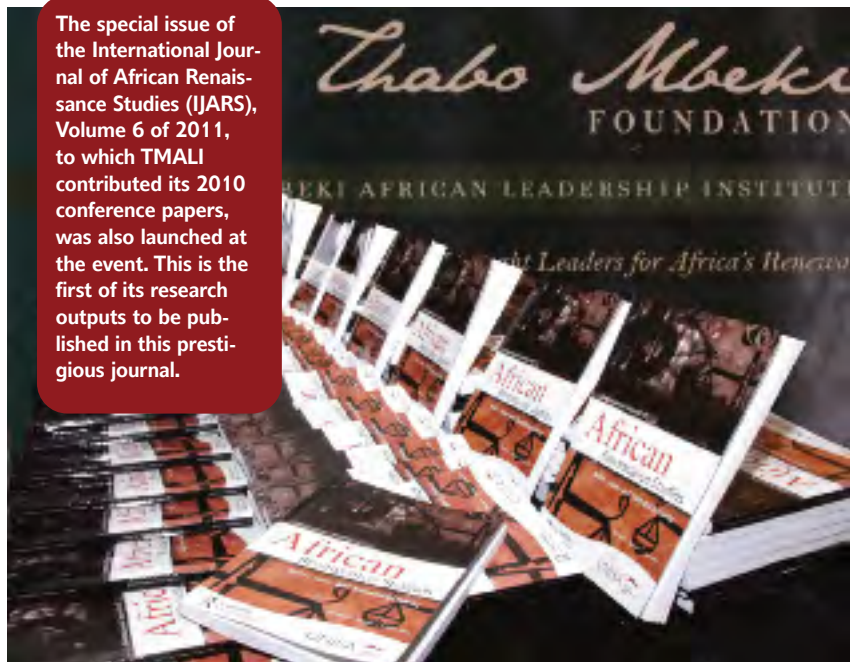
Several Unisa lecturers will be teaching the TMALI courses, and the units on offer are:

- Introduction to leadership for Africa's renewal
- Deconstructing the vision for Africa's renewal
- Decision making and conflict management in the African context

Almost all of the 150 registered TMALI students, who hail from all over South Africa and from several countries in Africa, attended the first day of the three-day orientation session. During the launch, they got an opportunity to interact with the former president and their Unisa lecturers.

Addressing the media, Mbeki said that TMALI aims to make a difference in the lives of African people. "We decided to set up the institute to breed a special kind of thought leader who will change the continent." He said that the decision to partner with the university is that, "Unisa is a distance education university and they have a wide footprint on the continent, and we want to reach African countries." He added that, "We hope it expands and impacts on all the people and influences the continent at large."

The special issue of the *International Journal of African Renaissance Studies (IJARS)*, Volume 6 of 2011, to which TMALI contributed its 2010 conference papers, was also launched at the event. This is the first of its research outputs to be published in this prestigious journal.



The Patron of TMALI, former President Thabo Mbeki (centre), with Prof. Louis Molamu (Registrar), Prof. Narend Baijnath (Pro-Vice-Chancellor), Prof. Mandla Makhanya (Principal and Vice-Chancellor), and Prof. Shadrack Gutto (IARS)

# Limpopo celebrates culture, language and Es'kia Mphahlele

The months of August and September were lively ones for Unisa's Limpopo region as many events drew crowds in celebration of education, culture, and Professor Es'kia Mphahlele.

Taking centre stage was the second Es'kia Mphahlele memorial lecture on 2 September. In his address, Principal and Vice-Chancellor, Professor Mandla Makhanya, spoke about the remarkable student traits of the late Professor Mphahlele, linking this to the quality of graduates Unisa aims to produce. Guest speaker at this celebration was Dr Don Mattera, South African author, liberation hero and activist, who enthralled the audience with his address entitled *Arts and Culture as bulwarks in the battle against evils of any kind*. Dr Mattera asserted in his address that all genuine artistic and cultural practitioners have been in the frontline against tyranny, subjugation, corruption, and exploitation.

The third Es'kia Mphahlele reading and writing workshop took place on 2 September with Dr Mattera inspiring many through his talk entitled, *Find thyself, know thyself and love thyself through the arts*.

To educate the youth on language and cultural diversity, the region held a cultural festival on 31 August. This platform brought together nine schools from the Capricorn District involved in drama, music, poetry and other performances in the various languages of the province. With the Department of Information Science, the Limpopo region also hosted two scintillating storytelling evenings on 29 and 30 August. In her opening address, the MEC for Sport, Arts and Culture in Limpopo, Joyce Mashamba, noted that storytelling is an ideal way of bringing people together to learn more about foreign cultures as well as their own. The audience was enthralled by storytellers Vasilias Vavixani from Greece, Babalia Mutia from Cameroon, and young local raconteur, Brian Ramamoba, who is only in Grade R.



Prof. Mandla Makhanya (Principal and Vice-Chancellor), Ms Matlakala Bopape (former Regional Director: Limpopo), and Dr Don Mattera (South African author), who delivered the Es'kia Mphahlele memorial lecture on 2 September.



Grade R learner, Brian Ramamoba, shares his storytelling talent.

*The audience was enthralled by storytellers Vasilias Vavixani from Greece, Babalia Mutia from Cameroon, and young local raconteur, Brian Ramamoba, who is only in Grade R.*



## Rebuilding SA through innovation, science and technology

The Unisa Founders Lecture, delivered on 7 November, reassured attendees that, through innovation, science and technology, South Africa still had the potential to be ranked amongst the leading countries of the world.

In the lecture, titled *Role of innovation (and science and technology) in the post-conflict period*, Dr Phil Mjwara, Director General of the Department of Science and Technology, presented Germany, Japan and South Korea as three successful world economies that rose from their war-ravaged past to become examples of leading economies.



Professor Mandla Makhanya (Principal and Vice-Chancellor), Councillor Kgosientso Ramokgopa (Tshwane Executive Mayor), Dr Ernie Jacobson (Unisa Council Member), Professor Mamokgethi Setati (Vice-Principal: Research and Innovation), Ms Mandu Makhanya (DCCAD), Dr Phil Mjwara (Director General: Department of Science and Technology), and Dr Molapo Qhobela (Vice Principal: Institutional Development)

“The intention is to understand and identify lessons for South Africa, in part because these three countries went through major social conflicts and used innovation as key element of their reconstruction and development programmes.”

His paper also proposed some ideas on the role that higher education institutions

could play in enabling innovation to become a true engine of socioeconomic development.

Responding to the paper was Professor Mamokgethi Setati, Vice-Principal of Research and Innovation, who concluded by encouraging and promoting indigenous innovation.

## Abdullah Omar’s memory shines on

The Unisa Institute for Social and Health Sciences hosted the sixth Annual Peace, Safety and Human Rights Lecture to mark the International Day of Older Persons in Lenasia on 27 October.

This annual lecture memorialises the late Abdullah Omar’s legacy in human rights, peace and safety promotion, and is integral to the dialogue fostered by the Institute for Social and Health Sciences around issues of peace, safety and human rights.

The memorial lecture, titled *The Elderly are our libraries*, was delivered by Ms Zubeida Jaffer, award winning South African journalist and author. She said an

ageing population could become a valuable and important component of society’s resources. “Our elders can be our libraries, valued for their wisdom, cared for, part of our understanding of the cycle of life... Or they can be discarded, disregarded, dumped, and treated as dustbins shoved away in our backyards.” Jaffer pointed out that we are faced with a reality that encompasses both impulses.

Ms Zubeida Jaffer (centre front) is pictured with friends of Dullah Omar and staff from the Institute for Social and Health Sciences.





Prof. Puleng LenkaBula  
and Dr Mokgokong

## Building partnerships for women's emancipation

Principal and Vice-Chancellor, Professor Mandla Makhanya, said Unisa was hosting various initiatives in August to commemorate women's talents, skills, knowledge, leadership and their contribution to the development of South Africa, Africa and the world.

Speaking at the Principal and Vice-Chancellor's Women's Empowerment Gala Dinner on 4 August, Professor Makhanya said that, since the meaning of what it meant to be a woman was diverse and entailed various experiences, dreams and visions, his commitment was to ensure that the university also promoted diverse leadership roles for women. Keynote speaker, the Executive Chair of Community Investment Holdings, Dr Anna Mokgokong, said women's rights were not about threatening men. "This is a partnership issue; it is not a power struggle." She also said that the global issue of women's empowerment required a multi-approach resolution. "We need to publish more data on women in all spheres and Unisa should encourage and force partnerships at all levels to ensure an enabling environment for women."

## Quality and ethics of leaders interrogated

Leadership has the ability to move the masses, change mindsets and create a social influence. But leadership is not always positive. Looking at the issue from a South African perspective, Unisa Radio hosted an open-dialogue discussion on ethical leadership and moral regeneration with a distinguished panel on 10 June.

Taking place in youth month, this open dialogue allowed for pertinent questions to be raised. On the panel were Dr Essop Pahad, former Minister in the Presidency; Mr Seth Mazibuko, CEO of the June 16 Foundation; and Mr Lesley Masibi, winner of the SABC 1 reality show, *One Day Leader*. All leaders in their own right. Dr Pahad comes from a politically active family and has served in the leadership structures of the African National Congress and Parliament. For Mazibuko, his work centres around delivering purposeful and deliberate intervention in addressing the needs of the youth. Masibi stands at the threshold as a young and dynamic leader.

The dialogue session role-played that of a live radio talkshow, with Unisa Radio presenter, Mr Ignicuous Motsumi, in the driving seat. This was in line with Unisa Radio's aim of generating debate, talking to one another and bringing ideas to the table. With the youth now showing an

interest in political leadership, the need to look at the quality and ethics of leaders is paramount and crucial.

According to Dr Pahad, leaders must respect their constituencies and should not be far away from people and so immersed that they are not able to engage on issues that affect people. "Service, commitment and loyalty build a good leader." He also believes that some leaders of today join political parties because they view this as an access to resources, and these are elements that promote unethical behaviour and moral decay.

Debate also centred on the revolution that youth are fighting for, whether they are promoting and upholding moral regeneration, the kind of leaders South Africa has today, whether some are ethical and immoral, and whether they have become individualistic.



Back, Prof. Danie du Plessis (CoD: Communication Science) and Dr Essop Pahad (former Minister in the Presidency); and front, Mr Seth Mazibuko (CEO: June 16 Foundation), Mr Lesley Masibi (Winner: SABC 1 reality show, *One Day Leader*), and Mr Ignicuous Motsumi (Presenter: Unisa Radio)



Mr Mandiaye Niang, Prof. Louis Molamu, and Mr Pitso Montwedi at the regional 2011 World Drug Report launch

## Say no to drug pessimism and paralysis

While global markets for cocaine, heroin and cannabis declined or remained stable, the production and abuse of prescription opioid drugs and new synthetic drugs rose, according to the *World Drug Report 2011*. Illicit cultivation of opium poppy and coca bush remained limited to a few countries. Although there was a sharp decline in opium production and a modest reduction in coca cultivation, overall, the manufacture of heroin and cocaine was still significant.

The regional launch of the *2011 World Drug Report* took place at Unisa on 27 June and included presentations by Mandiaye Niang, the Regional Representative of the United Nations Office on Drugs and Crime (UNODC) Southern Africa, and Pitso Montwedi, Chairperson of the Central Drug Authority (CDA).

Representing Unisa on behalf of Principal and Vice-Chancellor, Professor Mandla Makhanya, the Registrar, Professor Louis Molamu, drew attention to the global picture, which continues to look disconcertingly bleak, especially with indications of an increase in drug use in developing countries. "To recognise the complicity of the global illicit drug threat is not to succumb to pessimism and paralysis. Rather, it is a call to action. This threat demands a new vision that certainly draws from the past but is energised by innovated, implementable and effective ideas." He further re-affirmed the commitment by Unisa to foster a cross-cultural and cross-national understanding of drug-related issues.

Globally, some 210 million people, or 4.8% of the population aged 15 to 64, took illicit substances at least once in the previous year. Overall drug use, including problem drug use (0.6% of the population aged 15-64) remained stable. However, demand soared for substances not under international control, such as piperazine and cathinone. The effects of cannabis are also being mimicked by synthetic cannabinoids, or "spice".

Highlighting the salient points of the report, Niang also drew attention to the importance of the International Day against Drug Abuse and Illicit Trafficking annually commemorated on 26 June. "This day serves as a reminder of the goals agreed to by member states of the United Nations of creating an international society free of drug abuse." He also quoted the Secretary General of the UN, Ban ki-Moon, who said "We can succeed if we reinforce our commitment to the basic principles of health and human rights, shared responsibility, a balanced approach to reducing supply and demand, and universal access to prevention, treatment and support. This will foster communities free of drug-related crime and violence, individuals free of drug dependence who can contribute to our common future and a safer world for all."

The finalists of the 4th Unisa National Piano Competition, Ms Olga Rademan (third place), Mr Jan Hugo (winner), and Mr Megan-Geoffrey Prins (second place)



## Piano competition reaches stirring conclusion

A packed ZK Matthews Hall came alive on 16 July at the finals of the 4th Unisa National Piano Competition when the audience had the honour of seeing music maestro, Alexander Rahbari, on the podium with the Unisa Symphony Orchestra.

After three gruelling rounds and two eliminations, young pianists Jan Hugo, Megan-Geoffrey Prins and Olga Rademan performed their final pieces with the Unisa Music Foundation Symphony Orchestra, conducted by Rahbari.

Hugo, at 20 the youngest of the three finalists, who played Franz Liszt's *Piano Concerto No 1 in E flat major*, was awarded the first prize of R60 000, as well as the special prizes for the best rendering of a South African composition, the best recital in the third round, and the best performance of a concerto in the final round. Rachmaninov's *Paganini Variations, op 43* was Prins' choice for the evening. The 21-year-old – the first instrumentalist of colour to be a prize-winner in a Unisa national music competition – was awarded the second prize of R40 000, as well as the special prize for the best performance of a baroque work in the first round. Rademan, 23, who performed Prokofiev's *Concerto No 3 in C major, op 26*, was the third prize-winner of R25 000.

All three winners automatically qualify to participate in the 12th Unisa International Piano Competition in January 2012. Hugo said he was overwhelmed at winning. "This is the first time I participated in such a big competition and it was a really tough competition... And personally, this was also a very difficult year for me, so it is really wonderful to win... I am very excited about the international competition and I am hoping for the best," he said.

Prins described the competition as a great learning experience because the competition was "really tough". Speaking of his performance, Prins said he always allows the music to "take him away" as one plays one's best when one feels the music and when the music is close to one's heart. Rademan said she is relieved to be able to sleep peacefully again. "The competition was great and I feel great to know that I can get through something like this... It builds strength... It is only through the grace of God that I was in the finals because the other competitors were so good."

# A celebration of history,

Unisa's gallery collection has embraced art from diverse South African groupings since its inception to become a significant exhibition space in this country. Containing a history as rich as its magnificent pieces, an exhibition was held on 10 August to celebrate the official opening of the new Unisa Space Art Gallery and 50 years of art collecting.



Pictured at the opening against the backdrop of the 1965 Alexis Preller painting entitled *Primavera* are Prof. Marinus Wiechers (Former Unisa Principal and Vice-Chancellor: 1994–1997), Prof. Karin Skawran (First Official Curator: Unisa Art Gallery), Prof. Mandla Makhanya (Principal and Vice-Chancellor), Mr Bongani Mkhonza (Gallery Curator), His Excellency, Shambu Kumaran (Deputy High Commissioner of India), and Prof. Anthony Melck (former Unisa Principal and Vice-Chancellor: 1998–2001).



*Primavera* by Alexis Preller, 1965



*They don't make them like they used to* by Mary Sibande, 2008



*Matinee lovers* by Deborah Bell, 1895



*Butterfly collection* by Eldene Cilliers, 1985

# a canvas for the future

The collection was initiated in the early 1960s with Professor Karin Skawran as the first Head of the Department of History, Art and Fine Arts. The collection expanded further under the guidance of Walter Battiss after his appointment to the same position in 1967. In 1985, the collection found its first curator and in 1988 the gallery was given its first home – the old library at the Theo van Wijk Building. A new chapter began in 2010 when the Unisa art collection was moved to state-of-the-art facilities at Kgorong.

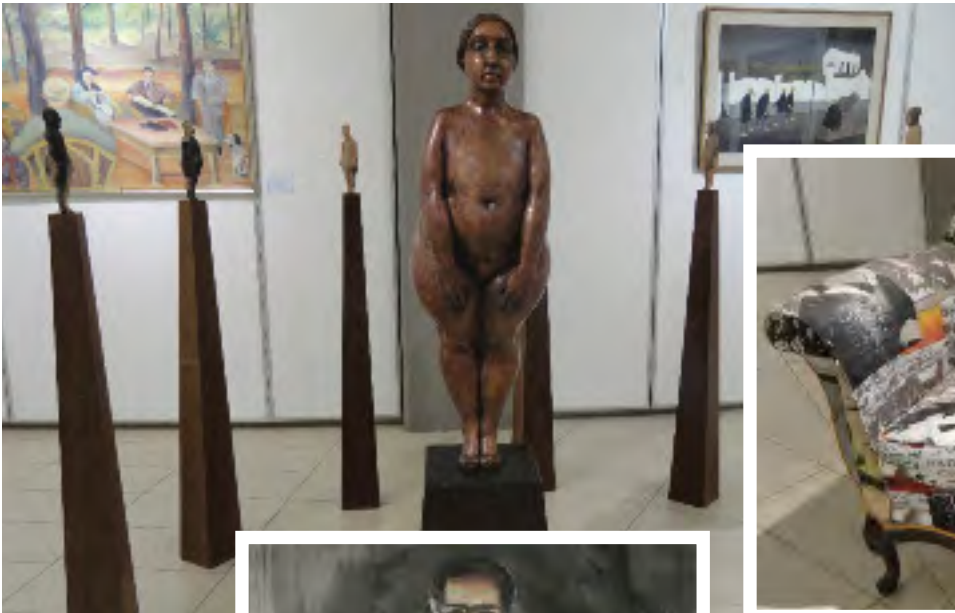
It was a noteworthy moment for Professor Skawran as she looked back to the

collection's beginnings in her address as guest speaker. She referred to that period as the heroic years, because there were no budget and no committee but a lot of passion, perseverance and a love for art.

"The vision we had for the Unisa art gallery in those early years was that it would be a kind of cultural centre for the greater Pretoria, as well as an institution of learning and research." She added that she had had no doubt, at the time, that there was nothing to prevent the gallery from extending its permanent collection in order to reflect fully the diverse cultural and creative tendencies in Southern Africa

and to become a showcase for international visitors.

Professor Skawran's vision also included a diverse use of the gallery as a venue, not only for exhibitions, but as a meeting place for people – as a place where communication would be achieved via art-work, oral traditions and music. "I still believe that we can learn much from the African tradition in which art, music and poetry are part of life and not seen as a luxury that can be dispensed with in times of economic pressure."



An untitled bronze, wood and ceramic piece by Pamela Melliar, 1984



*Mugabe 1 (Wena Wendlovu series)* by Themba Shibashe, 2007



*Let the voice of the youth be heard* by Steven Cohen, 1993



*Riot protected pram* by Gavin Young, 1982



An artist's impression of what can be expected once building is complete.

# Scholarly spaces of opportunity rise at Florida

What was a dream of Unisa is now a reality and an exciting building project nearing completion. A walkabout and site visit to the Florida Campus on 5 September was an occasion to view the building progress and discuss possible challenges and opportunities.

The development will provide scholarly spaces for staff and students, with the College of Agriculture and Environmental Sciences (CAES) and the College of Science, Engineering and Technology (CSET) to benefit from a new reception area, a horticulture greenhouse, an engineering building, and a main laboratory building.

Viewing this magnificent building project on a walkabout were Principal and Vice-

Chancellor, Professor Mandla Makhanya, and key stakeholders. "University Estates aimed to promote collegiality in its endeavours, ensuring that the building projects had the support of its stakeholders and that an open and transparent culture was provided in which staff could communicate any concerns related to the developments," said Mr Israel Mogo-motsi, Acting Executive Director of University Estates.

It was a historical moment when Professor Mandla Makhanya laid a brick at the Florida Campus, in honour of the important role that research plays in the development of knowledge. The brick also gives expression to Executive Management's commitment to ensuring that Unisa develops research capacity, especially in the scarce skills in the country.



Back, Ms Colette du Plooy (University Estates), Prof. Mathew Nindi (Department of Chemistry), Mr Daniel Makgata (Office of the Principal and Vice-Chancellor), Prof. Andre Geertsema (School of Engineering), Mr Harold Cawood (HMZ architects), Mr Paul Lotz (University Estates) and seated: Ms Erica Flinspach (Research), Ms Tebogo Papo (Department of Chemistry), Prof. Mandla Makhanya (Principal and Vice-Chancellor), and Mr Israel Mogomotsi (Acting Executive Director: University Estates).



Building at the Florida Campus continues apace.

# UNISA PRESS SUPPORTS WORLD EFFORTS TOWARDS SUSTAINABLE DEVELOPMENT

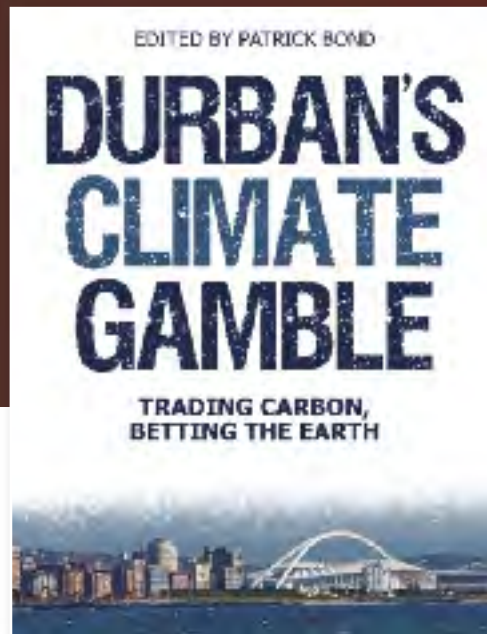
LATEST PUBLICATIONS

LATEST PUBLICATIONS

“Working together saving tomorrow today!” was the motto of United Nations Framework Convention on Climate Change’s 17th Conference of the Parties (COP 17) held in Durban from 28 November to 9 December 2011.

At COP 17 member countries, together with corporations, organisations and social formations in those countries reflected on the progress made in dealing with climate change worldwide. But, long before it became fashionable, Unisa Press has made strides in publishing relevant materials and books in support of this human cause; some in strategic partnership with the United Nations University Press ([www.unu.edu/unupress](http://www.unu.edu/unupress)) and Trialogue ([www.trialogue.co.za](http://www.trialogue.co.za)).

The press’s latest contribution to this important matter, *Durban’s climate gamble: Playing the carbon markets, betting the earth*, edited by political economist Patrick Bond, was produced timely for the COP 17 event, but many other books related to sustainability and climate change have been published in recent years.



## ***Durban’s climate gamble: Playing the carbon markets, betting the earth***

**Editor: Patrick Bond**

Durban, South Africa – a city of immense beauty but also a city with deep environmental scars caused by industrial giants and insensitive government. As the hosting city for the UN Framework Convention on Climate Change conference – COP 17 – Durban will be at the centre of the world’s climate negotiations.

This book takes the reader on a journey from Durban’s apartheid roots to its somewhat jaded present, passing cultural icons and political battles narrating socio-economic and environmental conflict and the reinvention of the city’s tradition of social protest.

All this creates a context from which the reader can interpret the city’s hosting of the COP 17, combined with the reflections of critical political ecologists, socialists, political economists, geographers and environmental activists on Durban’s political ecology, global climate policy and COP politics. In this context we can understand why the COP 17 represents a vast climate gamble: will carbon trading solve the earth’s climate crisis?

It looks at the environmental injustices the earth will have to endure in the face of the demise of the Kyoto protocol, and looks critically at COP 17’s faith in finding market solutions for market problems while it recklessly gambles with the earth’s future.

The editor, Professor Patrick Bond, directs the University of KwaZulu-Natal’s Centre for Civil Society. Bond is a political economist with longstanding research interests and NGO work in urban communities and with global justice movements in several countries. He teaches political economy and eco-social policy and is involved in research on economic justice, geopolitics, climate, energy and water. He is joined by contributors Ashwin Desai, Joel Kovel, Larry Lohman, Oscar Reyes, Khadija Sharife, the South Durban Community Environmental Alliance, Yash Tandon, Goolam Vahed and Del Weston.



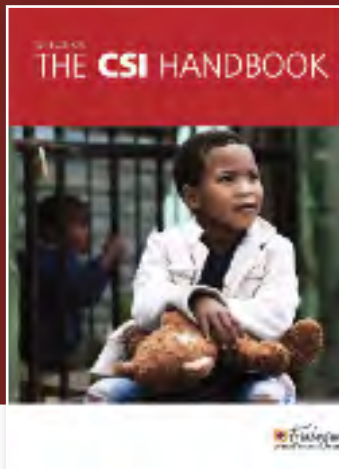


## **Climate Change: A guide for corporates**

**Authors: Hennie Stoffberg  
and Paul Prinsloo**

Not a day passes by without new information emerging about the impact of climate change on our planet or the seemingly relentless pace of change to our world due to climate change. Each day brings forth renewed calls for action – the need for action from individuals, governments, and increasingly, the corporate world. It is no longer business as usual – we can literally no longer afford that. But how do we react? What can corporations, big and small, do to address climate change? Responding to climate change is becoming a permanent feature on the agendas of companies, NGOs, employees and the broader public.

Formulating appropriate responses to climate change is however often surprisingly difficult. Debates and regulations surrounding climate change are clouded in strange scientific terminology and a pile of data which overwhelm us. We may also feel that the scale and scope of climate change is so immense that our individual and corporate responses cannot really make a difference. To this end, the authors provide an overview of South African media publications which highlights not only the imperative for a corporate response to climate change, but also the change in paradigm faced by business. Here, the reader is drawn into the most current corporate climate change debate through printed media excerpts and accompanying corresponding graphics and photos.



## **The CSI Handbook by Trialogue**

Since its inaugural edition in 1998, Trialogue's annual *CSI Handbook* has established itself as South Africa's authoritative resource on developments in the corporate social investment arena. The handbook is a leading contributor to the growing body of knowledge through in-depth primary and secondary research and independent editorial content.

Now in its 13th edition, *The CSI Handbook* is an indispensable resource to all operating in the development arena – from those in the corporate sector and within non-profit organisations to decision-makers in government responsible for social development policy.

In particular, the handbook assists those seeking to partner with other interested stakeholders in order to achieve greater developmental impact.



## **Agrekon**

**Taylor & Francis/Unisa Press  
Editor: Prof Nick Vink**

*Agrekon* aims to promote research and discussions on agricultural economic issues related to Southern Africa. It includes disciplinary, multi-disciplinary and problem orientated articles such as boosting smallholder production for food security, the contribution of subsistence farming to food security, the impacts of macro-economic variables on the South African biofuels industry, alternative marketing options for small-scale farmers and contracting arrangements in agribusiness procurement practices.

## **Transactions of the Royal Society of South Africa**

**Editor: Prof John Skinner**

Founded in 1878 as *Transactions of the South African Philosophical Society*, the *Transactions of the Royal Society of South Africa*, published on behalf of the Royal Society of South Africa since 1908, reflects a rich tome of original scientific research in and beyond South Africa. The journal's strength lies in its multi- and interdisciplinary orientation, with all scientific disciplines being well represented, including astronomy, archaeology, botany, ethnology, meteorology and climatology, mineralogy and petrology, physics and engineering, geology, palaeontology, irrigation, mathematics, oceanography, physiology and zoology.

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# A IS FOR ARCHIVES

## – Forming digitisation partnerships for sustainability

While the history of the University of South Africa dates back to 1873 when the University of the Cape of Good Hope was established, the Unisa Archives were only instituted about a century later. Over the years, the archives have collected more than 700 valuable and unique manuscripts and archival collections, many of which contain information about the culture of the peoples of South Africa.



The crucial goal of sustainable archival preservation is to make collections last for as long as possible and be accessible to the largest possible number of users. Digitisation is an excellent way of providing a broadened access to unique archival collections that traditionally have been available only in the institutions that preserve them.

Making cultural heritage resources, in general, and archival holdings, in particular, available on the internet is a relatively new area of professional activity for archivists. One result of such digitisation is increased co-operation and collaboration with other archive services. This has opened up new ways in which the resources of archives are made available, which, in turn, leads to increased sustainability and flexibility.

During the last few years, the Unisa Archives have been involved with digitisation projects in which partnerships with other institutions were formed to reformat traditional collections and to share archival materials with them digitally. The Unisa Library has signed memoranda of agreement with the University of Cape Town on the Bleek and Lloyd Papers, and with the Evangelisches Landeskirchliches Archiv (ELAB) in Berlin, Germany, on the Carl Hoffmann Papers.



The Evangelisches Landeskirchliches Archiv in Berlin (ELAB), Germany, and Unisa Library are both currently involved in projects to digitise archival collections. ELAB's strategic digitisation programme, which is expected to take more than 20 years to complete, is being funded by the German government as part of a national cultural heritage programme. Unisa Library has recently received funding to digitise a selection of rare information resources in the archives. The Carl Hoffmann Papers are one of the collections that have been identified and selected by the Unisa Archives for digitisation.

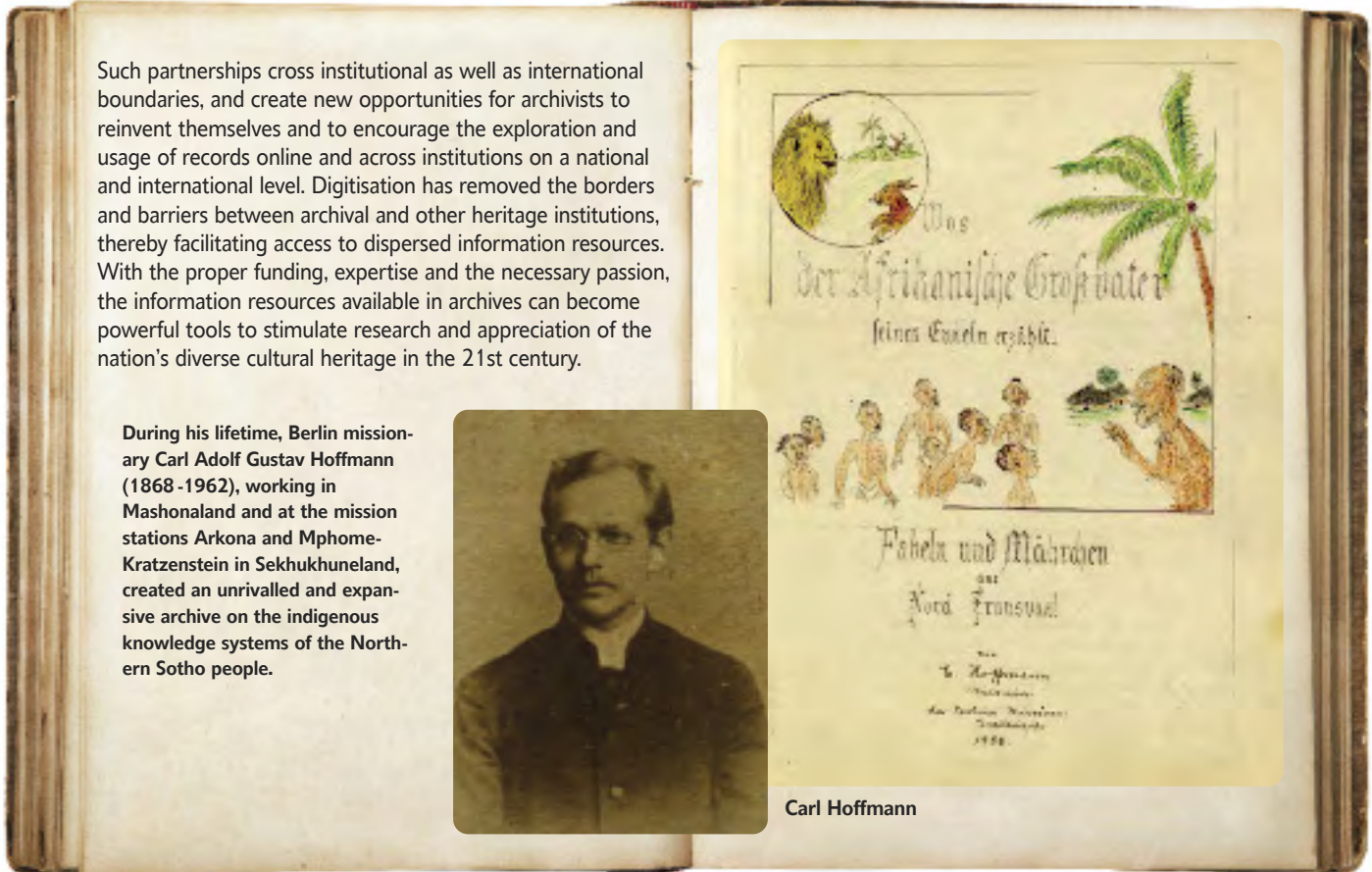


Lucy Lloyd



Lucy Lloyd has a very special connection with Unisa. In 1913, she became the first woman in South Africa to receive an honorary doctorate from the university's predecessor, the University of the Cape of Good Hope, in recognition of her contribution to research. Her *Specimens of Bushman folklore* was published in 1911.

In these notebooks, dated 1879, Lloyd wrote down Koranna (Hottentot) vocabularies and folklore with their English translations. A fourth notebook, also of 1879, contains Koranna vocabularies that were taken down by Isabella Lloyd. In 2007, the Unisa Library was approached to digitally share the Bleek and Lloyd Papers in the archives with the Lucy Lloyd Archive, Resource and Exhibition Centre (Llarc).



Such partnerships cross institutional as well as international boundaries, and create new opportunities for archivists to reinvent themselves and to encourage the exploration and usage of records online and across institutions on a national and international level. Digitisation has removed the borders and barriers between archival and other heritage institutions, thereby facilitating access to dispersed information resources. With the proper funding, expertise and the necessary passion, the information resources available in archives can become powerful tools to stimulate research and appreciation of the nation's diverse cultural heritage in the 21st century.

During his lifetime, Berlin missionary Carl Adolf Gustav Hoffmann (1868-1962), working in Mashonaland and at the mission stations Arkona and Mphome-Kratzenstein in Sekhukhuneland, created an unrivalled and expansive archive on the indigenous knowledge systems of the Northern Sotho people.



Carl Hoffmann

*The frog does not drink up  
the pond in which it lives.*

