United Nations Global Compact
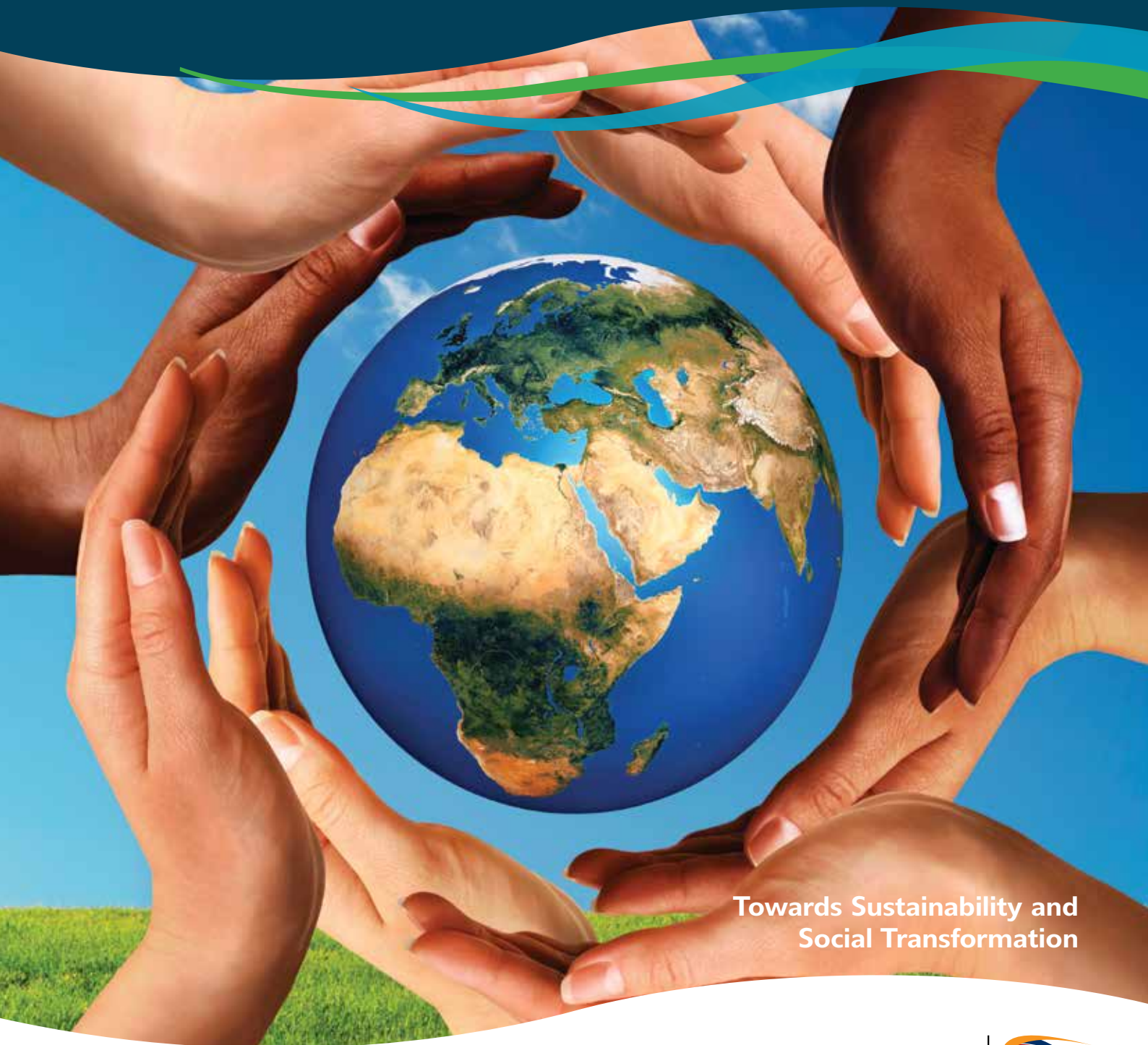
The University of South Africa
Communication on Engagement

2013

Towards Sustainability and
Social Transformation

Learn without limits.

UNISA | university of south africa

PREFACE

Honourable Dr Bonginkosi Emmanuel Nzimande: Republic of South Africa Minister of Higher Education and Training

The year 2013 marks 140 years of Unisa's existence. Among other things at this time, the university also celebrates its active role in addressing South Africa's pressing sustainability challenges, including high degrees of inequality and poverty. In accordance with its dedication towards sustainable development in South Africa,Unisa became a member of the United Nations Global Compact in 2008. Having joined the UNGC which is the world's largest sustainable development network, the university has consistently reported on its progress towards embedding sustainable development principles in its operations .

Following the recent adoption of the UNGC resolution for non-business entities to submit a Communication on Engagement (COE) instead of the Communication on Progress (COP), the Department of Higher Education and Training supports Unisa as it submits its first Communication on Engagement in 2013. This is just one example of the active role that Unisa plays in promoting sustainable development, a concept intertwined with higher education development in South Africa as a whole.
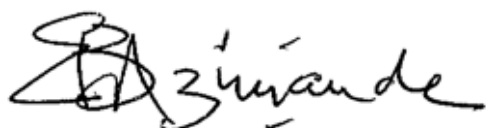
Sustainable development is now also the life blood of government policy in South Africa as evidenced by government's many in international and domestic governmental commitments. In March 2013, for example, the country hosted the BRICS (Brazil, Russia, India, China and South Africa) Summit which had sustainable development as one of its underlying themes. Domestic commitments include those to provide education on sustainable development, to

the increasingly more sustainable use of water resources, the greater use of 'green' sources of energy and the promotion of energy-saving construction.

At a departmental level, the DHET has been driving the Skills Development for a Green Economy programme which, among other objectives, ensures that Technical Vocational Education and Training (TVET) Institutions and universities are developed to participate in South Africa's national green economy vision. In April 2013 for example, with the support of the Construction Sector Education and Training Authority, the Department launched a skills development programme aimed at empowering youths with sustainable development-oriented skills such as the ability to install solar geysers in households.

In January 2014 I launched the White Paper for Post-School Education and Training which sets out strategies to improve the capacity of the post-school education and training system to meet South Africa's needs. It outlines a framework to guide the DHET and all post-school institutions in contributing to the building of a sustainable developmental state.

Considering the importance of the theme of sustainability, the promotion of sustainable development practices cannot be left to governments alone. We must encourage partnerships with various relevant stakeholders to produce desired sustainable development outcomes and targets. Unisa continues to demonstrate its commitment to foster a working relationship with the Department of Higher Education and Training (DHET) which is aimed at advancing sustainable development in the higher education sector in South Africa. As Unisa celebrates 140 years of its existence, the DHET extends its congratulations and support for the university's hard work in contributing to a sustainable future for humanity.

DR. BE Nzimande, MP
Minister of Higher Education and Training

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1. LIST OF ACRONYMS AND ABBREVIATIONS

ABEERU	Applied Behavioural Ecological and Ecosystem Research Unit
ABET	Adult Basic Education and Training
ACHRAM	Academic Human Resources Allocation Model
AGCI	Africa Green Campus Initiative
AIMS	Administration Information Management System
AMIFAM	Archie Mafije Institute for Research
AOCSA	Association of Colleges in South Africa
APSA	Academic and Professional Staff Association
ARCSWID	Advocacy and Resource Centre for Students with Disabilities
BLA	Black Lawyers Association
BMR	Bureau of Market Research
BMS	Building Management Systems
BRICS	Brazil, Russia, India, China and South Africa
CCM	Corporate Communication and Marketing
CAES	College of Agriculture and Environmental Sciences
CE	Community Engagement
CEDU	College of Education
CESM	Classification of Educational Subject Matter
CEMS	College of Economic and Management Sciences
CESM	Classification of Education Subject Matter
CGS	College of Graduate Studies
CHE	Council on Higher Education
CHS	College of Human Sciences
CLAW	College of Law
CSET	College of Science, Engineering and Technology
COE	Communication on Engagement
COP	Communication on Progress
CoP 17	Conference of the Parties, United Nations Framework Convention on Climate Change.
CHE	Council on Higher Education
CRPD	Convention on the Rights of Persons with Disabilities
DEAT	Department of Environmental Affairs and Tourism
DBE	Department of Basic Education
DCC	Disability Coordination Committee
DCLD	Department of Curriculum and Learning Development

DES	Department of Environmental Sciences
DHET	Department of Higher Education and Training
DISA	Department of Information and Statistical Analysis
DoL	Department of Labour
DSPQA	Department of Strategy, Planning and Quality Assurance
ECD	Early Childhood Development
ECE	Early Childhood Education
EE	Employment Equity
EE	Environmental Education
EMI	Environmental Management Inspector
ESD	Education for Sustainable Development
ERM	Enterprise Risk Management
FAWE	Forum for African Woman Educationist
FTFA	Food & Trees For Africa
GBCSA	Green Building Council of South Africa
GCSAT	Global Compact Self-assessment Tool
GESEM	Green Economy and Sustainability Engagement Model
GIZ	Gesellschaft fur Internationale Zusammenarbeit
GRI	Global Reporting Initiative
GSDC	Governance and Sustainable Development Co-ordinator
HE	Higher Education
HEIs	Higher Education Institutions
HEMIS	Higher Education Management Information System
HEQC	Higher Education Quality Committee
HRD	Human Resources Development
HR	Human Resource
HVAC	Heat Ventilation and Air Conditioning
ICT	Information and Communication Technology
IOP	Institutional Operational Plan
IPF	Integrated Planning Framework
IPMS	Integrated Performance Management System
IRPD	International Relations and Partnerships Directorate
ISPCAN	International Society for the Prevention of Child Abuse and Neglect
LSSA-LEAD	Law Society of South Africa Legal Education and Development

LSSA	Law Society of South Africa
MANCOM	Management Committee
MDGs	Millennium Development Goals
MIT	Multi-, inter-and transdisciplinary projects / programmes
MOA	Memorandum of Agreement
MPRDA	Mineraland Petroleum Resources Development Act, 2002, (Act No 28 of 2002)
NBI	National Business Initiative
NDP	Non Degree Purpose
NECSA	National Energy Commission of South Africa
NEHAWU	National Education, Health and Allied Workers Union
NEMA	The National Environmental Management Act (Act No 107 of 1998) as amended
NERCHE	New England Resource Centre for Higher Education
NESPF	National Environmental Skills Planning Forum
NFSD	National Framework for Sustainable Development
NGOs	Non-Governmental Organisations
NPA	National Prosecution Authority
NRF	National Research Foundation
NWA	National Water Act (Act No 36 of 1998)
NSSD	National Strategy on Sustainable Development
RECC	Risk Ethics and Controls Committee
OERs	Open Educational Resources
OHS Act	Occupational Health and Safety Act (Act No. 85 of 1993)
ODL	Open Distance Learning
PQM	Programme Qualification Mix
PVC	Pro Vice-Chancellor
SADA	South African Disability Association
SADC	Southern African Development Community
SANParks	South African National Parks
SAPS	South African Police Service
SAQA	South African Qualifications Authority
SETSA	Science, Engineering and Technology Student Association
SGBs	School Governing Bodies
SLC	Senate Library Committee
SLPs	Short Learning Programmes
SMPPD	Study Material, Publication, Production and Delivery

SRM	Student Relations Management
SWD	Students with Disabilities
QA	Quality Assurance
QEI	Quality Evaluation Instrument
QIP	Quality Improvement Plan
QMS	Quality Management System
TVET	Technical Vocational Education and Training
TMIAL	Thabo Mbeki Institute for African Leadership
TYP	Ten Year Plan
UCECE	Unisa Early Childhood Education Centre
UCLG	United Cities Local Government
UE	University Estates
ULSA	Unisa Law Students Association
UN	United Nations
UNGC	United Nations Global Compact
UNISA	University of South Africa
UNISARH	Unisa Reaching Hand
UWF	Unisa Women's Forum
VC	Vice Chancellor
WIL	Work-integrated Learning

2. BACKGROUND

2.1 Purpose and context

On 31 October 2013, the Global Compact upheld a resolution which introduced a new reporting mechanism for non-business entities. This reporting mechanism aims to provide non-business participants with an opportunity to engage more actively in the Global Compact and to better connect with business participants. The Communication on Engagement (COE) which now replaces the Communication on Progress (COP) is a tool by which non-business entities express their support to the Global Compact by disclosing progress on their activities and projects which advance the latter's founding principles.

This is the first time Unisa is presenting its COE which captures how the institution has promoted Global Compact principles. Unisa's submission of its COE coincides with the university's 140th anniversary of academic existence which is an event also celebrated in this report as reflected by its theme. The COE presents a myriad of efforts which are indicative of Unisa's institutionalisation of Global Compact. Unisa submits this COE to cover all activities for 2013 academic year and will submit another report to encapsulate the progress account for 2014 at the end of the year. Therefore, the university will have fulfilled the requirements for biennial reporting; hence the next COE after the 2014 report will only be submitted by December 2016.

Like any other academic institutions, Unisa comprises of academic departments which specialize in the delivery of academic prerogatives and operational departments which administer the operational matters pertaining to the function of the institution. The university's Management Committee ensures that Unisa stays on track in fulfilling the obligations it assumes as a signatory of the Global Compact.

Unisa's embodiment of the Global Compact permeates all its structures, both academic and operational as shall be explained in this COE. Inputs submitted by both academic and operational departments serve as a barometer by which the institution's alignment with Global Compact principles is measured. Moreover, the COE also measures Unisa's progress on the advancement of Global Compact principles by providing a self-assessment survey which is a self-monitoring mechanism by which the institution can ascertain whether it is making sufficient progress to attain its own organisational targets that relate to the promotion of UNGC principles.

2.2 Executive Summary

It is imperative for Unisa to continue embarking on the programmes that promote and advance sustainability with the ultimate objective of complying with the best practices in terms of the principles. In terms of the table 1 below, Unisa's higher compliance rate drawn from the self-assessment survey is 68.75% in human rights activities followed by anti-corruption 59.72%, labour standard 57.47% and the environment 27.59%, respectively. Unisa demonstrated only 27.59% compliance rate towards environmental protection. There are currently efforts aimed at promoting environmental standards such as the development of the Green Economy and Sustainability Engagement Model (GESEM) which has approved by ManCom (Management Committee) in 2013. This will chart the way for the University to use this framework as a guide to improve on its standard and best practices in terms of the environment.

Unisa has scored an overall compliance rate of 60.99% across the four principles, however, there is a need to improve on the 22.25% non-compliance and the 11.26% on issues that still need further attention by the University.

TABLE 1: SELF-ASSESSMENT TABLE: COMPLIANCE AND NON-COMPLIANCE

UNGC broad principles	Unisa compliance/non-compliance								
	YES - Unisa adhere to the UNGC principles	%	NO -Unisa does not adhere to the UNGC principles	%	F/A -Further attention is required	%	N/A Principle activities that are not applicable to Unisa	%	Total
HUMAN RIGHTS	121	68.75%	30	17.05%	15	8.52%	10	5.68%	176
LABOUR	50	57.47%	22	25.29%	9	10.34%	6	6.90%	87
ENVIRONMENT	8	27.59%	11	37.93%	6	20.69%	4	13.79%	29
ANTI-CORRUPTION	43	59.72%	18	25%	11	15.28%	0	0.00%	72
TOTAL	222	60.99%	81	22.25%	41	11.26%	20	5.49%	364

3. FROM THE VICE CHANCELLOR'S DESK (SUPPORTING SUSTAINABLE DEVELOPMENT AS UNISA CELEBRATES 140 YEARS OF ACADEMIC SERVICE)

As Unisa celebrates 140 years of operation, it is paramount to reflect on the theme of sustainable development which is an aspect that permeates every level of organisational planning and function. The question that informs such a reflection is: To what extent has Unisa secured sustainable development in the world both in this present age and the future?

As a point of departure, it can be affirmed that academic institutions have become important players in the sustainable development agenda and the holistic fulfilment of the Millennium Development Goals. Apart from providing intellectual prowess which is an essential ingredient for the success of sustainable planning, the prerogatives of academic institutions in respect of sustainability also now encompasses their exemplary practice of sustainable leadership.

Unisa has long assumed its role in promoting sustainable development by pursuing the kind of leadership that focuses on issues that is pertinent to global development. The university prides itself in a myriad of programmes that drive sustainable development in the higher education sector in South Africa. They include among others; the Green Campus Initiative that encourages environmental stewardship, the Green Economy and Sustainability Engagement Model (GESEM) , an Anti-racism and Racial Harassment Policy that seeks to eliminate any prejudices on racial grounds, the Employment Equity Plan that seeks to address gender,

race and disability asymmetries in the university's employment labour practices and the Transformation Charter to remedy past racial imbalances in the university's employment demographics.

The institution recognises the importance of networking particularly with various stakeholders that include government, the corporate sector and the civil society to address pressing developmental needs. In 2008, Unisa became the only South Africa academic institution to belong to the United Nations Global Compact which is currently the world's largest corporate citizenship network that draws participants from business, governmental and civil fraternities. By becoming a member of the United Nations Global Compact (UNGC), Unisa postured itself to immensely contribute to the sustainable development agenda.

In accordance with the UNGC demands, Unisa has made major strides in ensuring that firstly, its academic curriculum promotes sustainable development values which underpin the UNGC. Through its Programme Qualification Mix (PQM) Unisa desists from being an institution that seeks only to progress thought leadership through the production of accomplished graduates but now aims to graduate students who also carry forward moral leadership in society which subsequently influence social transformation. Secondly, Unisa has also allowed the UNGC values to embed its organisational structural functions and operations.

As Unisa submits its Communication on Engagement (COE), the institution expresses its aim to be a leader in the exhibition of sound corporate governance and the promotion of sustainability in the higher education domain as extrapolated in its 2015 Strategic Plan. In essence, this goal coheres with the UNGC's desire that academic institutions also serve as epitomes of sustainable leadership that is characterised by complex organisations consciously taking on the challenge of living as responsible corporate citizens.

The UNGC recognises multi-faceted efforts expected from academic institutions seeking to promote its founding principles which include treating the UNGC principles as an integral part of institutional strategy and operations as well as educational mission, clear commitments from senior-level administration, communication of the commitment throughout all levels of the organisation to ensure broad support for the principles, an environment favourable to new ideas and business innovation, developing measurable targets and a transparent system of communicating progress, willingness and ability to learn and adapt, and share good practices, dedication to practical actions, working with suppliers and corporate and community partners to extend corporate responsibility practices and openness to engage and dialogue with the institution's stakeholders. This Communication on Engagement is a reflection of the university's dedication to the embedment of UNGC principles through the above stated commitments.

4. STRATEGIC PHASES OF ADVANCING SUSTAINABILITY AT UNISA

The implementation of the Global Compact principles at Unisa is a process that commences with the university's leadership commitment to mainstream the Global Compact principles into its strategies and operations and to take action in support of broader UN goals, in a transparent way. Such commitment ensures that the Global Compact and its ten principles are part of the strategy, culture, and day-to-day governance operations of the institution.

 Secondly, the Unisa leadership then ensures that its advocacy for the embedment of Global Compact principles is internalised in all the structures of the institution, that is, both operational and academic departments. Finally, the entrenchment of the main principles manifests itself in the following support activities. These include the delivery of education on topics related to the Global Compact, conduct applied research and thought leadership in relation to the Global Compact, dissemination of the Global Compact principles and lending of capacity to the National Business Initiative (NBI) which is the South African local network of the Global Compact. The whole implementation process discussed above is illustrated by the diagram below.

Below is the diagrammatic representation of the implementation process of the COE.

INSTITUTIONAL COMMITMENT TO
GLOBAL COMPACT PRINCIPLES

INSTITUTIONAL INTERNALISATION
OF GLOBAL COMPACT PRINCIPLES

INSTITUTIONAL PROMOTION OF OTHER
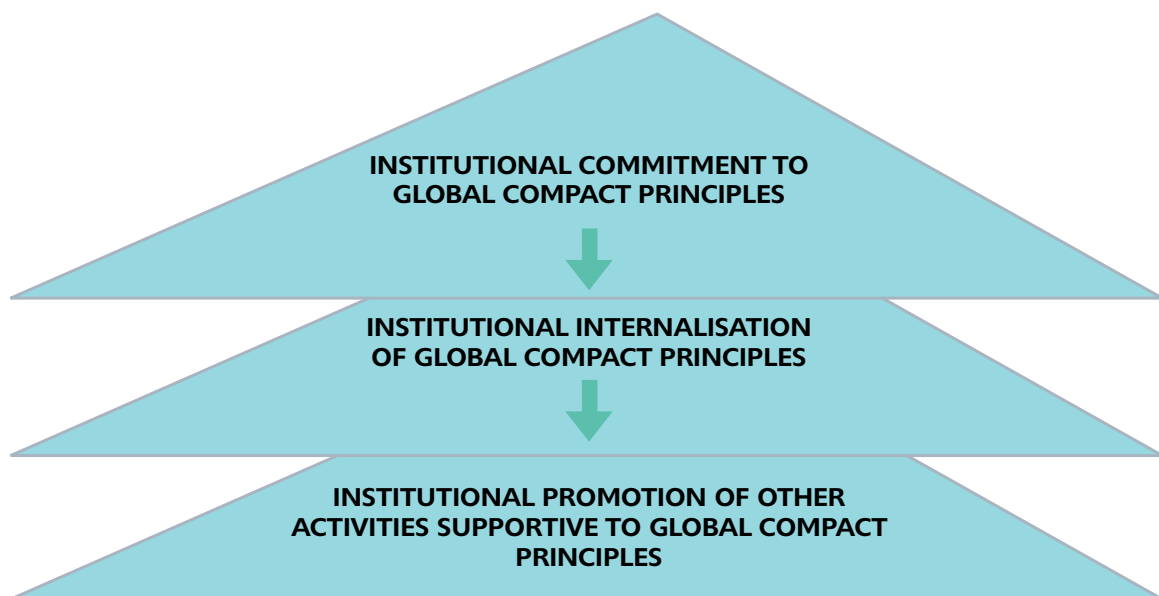ACTIVITIES SUPPORTIVE TO GLOBAL COMPACT
PRINCIPLES

Figure 1: A Diagrammatical illustration on the Implementation of UNGC Principles at Unisa

There is no single prescribed framework for sustainability. Therefore, a framework that emphasises transparency, accountability and sound reporting is promoted. It involves introspection of policies, procedures and practices at the highest level in entrenching the philosophy of sustainability. No longer is sustainability merely a financial consequence but an integrated representation of Unisa's performance in terms of both finance and sustainability. It is a process that begins together Unisa's vision, mission, values and decision-making philosophy with its academics, staff, students and the community to address opportunities to promote institutional sustainability.

Unisa has sustainability aspects ingrained in its strategy, operational plans and the day to day activities, hence sustainability is one of the priority areas embedded in the Unisa 2015 Revisited and the newly approved Green Economy and Sustainability Engagement Model (GESEM) in January 2014. This model will serve as guide to deal with all sustainability aspects of the university that will encapsulate the following principles:

Principle 1 Natural capital: Move towards and ultimately achieve solutions and activities that allow for the optimisation of the abundant supply of renewable natural resources and that conserve and enhance biodiversity and non-renewable natural resources.
Principle 2 Manufactured capitals: Move towards and ultimately achieve solutions and activities that allow for flexibility and innovation, enhance efficiency and reduce waste and pollution.

Principle 3 Human capital: Move towards and ultimately achieve solutions and activities that develop, nurture, motivate and add value to the life of Unisa staff members.
Principle 4 Social capital: Move towards and ultimately achieve solutions and activities that develop, nurture, motivate and add value to the life of Unisa students and the other communities where Unisa impacts.

Principle 5 Financial capital: Move towards and ultimately achieve solutions and activities that display a clear understanding of how financial value is created and reflect the value of the other forms of capital.

Unisa has adopted the Green Economy and Sustainability Engagement Model GESEM) consisting of a number of policies and position statements. This Sustainability Framework (Figure 2) therefore constitutes the parameters for the sustainability drive of Unisa under the GESEM.

Figure 2: The Unisa sustainability framework:
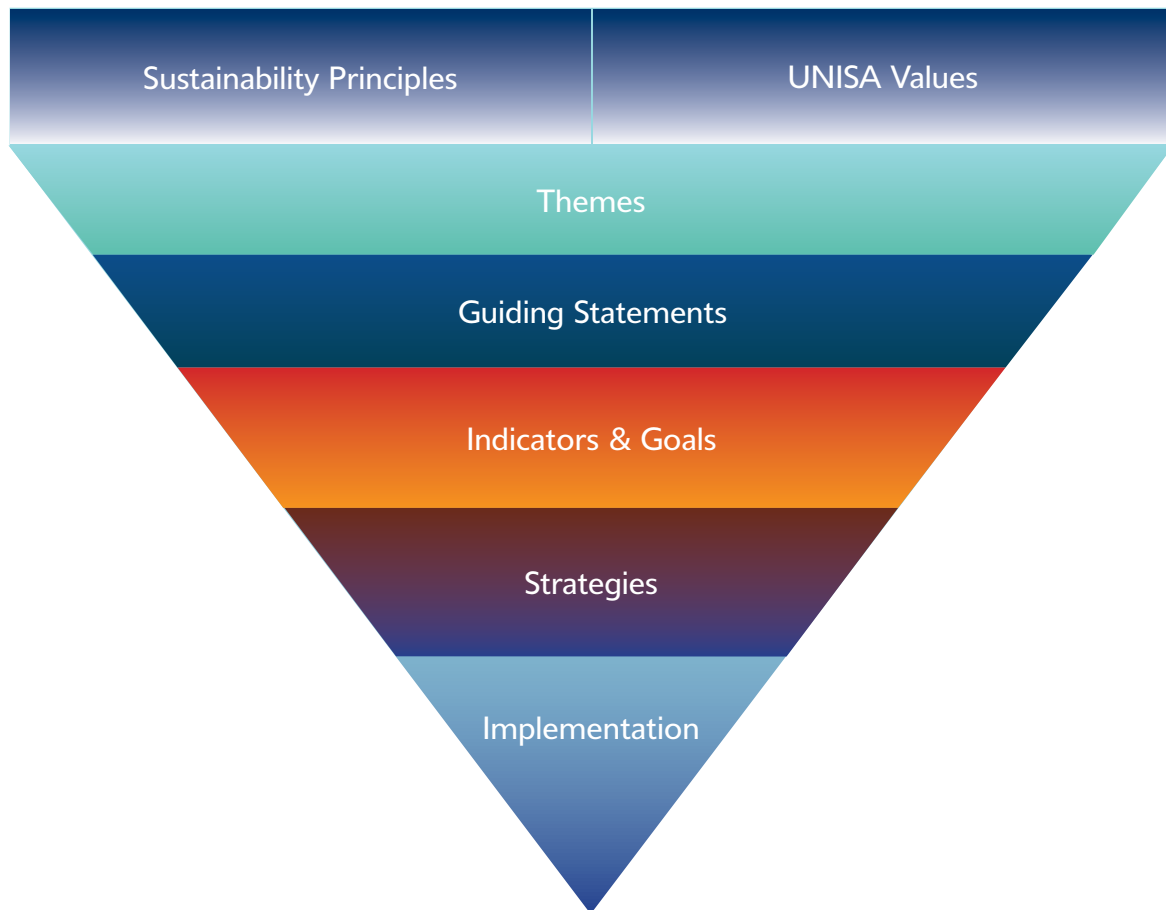
Unisa's sustainability journey comprises the following key areas.

● Curriculum, research, and community engagement

Sustainable development finds expression through Unisa's PQM, research and community engagement practices. Unisa plays an important role towards providing access into higher education. This role in itself comes with a greater responsibility to promote and prepare graduates with the required knowledge and skills to help society shift to a more sustainable world. This requires a cross-cultural dialogue together with multidisciplinary research among academia to deepen the understanding of what it requires to ensure a sustainable world for generations to come.

The three core pillars curricula, research and community engagement culminate into a specific educational niche. The analysis of Unisa's offerings is an indication of its current contributions in terms of a just society for present and future generations. The Classification of Educational Subject Matter (CESM) of the South African Higher Education Management Information System (HEMIS) was used to conduct the analysis. The HEMIS plays a central role in the collection and production of data required for quality assurance, national and institutional

higher education planning, and the allocation of government funds to higher education institutions. Institutional contributions towards knowledge production remain within these categories and hence provide for an informed analysis of Unisa's niche contributions in the higher education market.

# TABLE 2: UNISA'S % CONTRIBUTION IN LINE WITH THE NATIONAL CESM

Higher Education Classification of Educational Subject Matters	2010	% CESM contribution	2011	% CESM contribution	2012	% CESM contribution
Business, economics and management studies	123525	42.1%	135527	41.2%	113691	33.9%
Education	47331	16.1%	65001	19.8%	54823	16.3%
Law	23457	8.0%	24891	7.6%	30703	9.1%
Languages, linguistics and literature	9858	3.4%	4017	1.2%	20578	6.1%
Computer and information sciences	11581	3.9%	9758	3.0%	18117	5.4%
Social sciences	16494	5.6%	22162	6.7%	17223	5.1%
Mathematics and statistics	2659	0.9%	7037	2.1%	14771	4.4%
Philosophy, religion and theology	1336	0.5%	1200	0.4%	11477	3.4%
Public management and services	13462	4.6%	13502	4.1%	11212	3.3%
Psychology	15527	5.3%	14377	4.4%	8852	2.6%
Communication, journalism and related studies	7799	2.7%	8722	2.7%	8424	2.5%
Physical sciences	3678	1.3%	2402	0.7%	7416	2.2%
Engineering	8378	2.9%	10905	3.3%	7234	2.2%
Agriculture, agricultural operations and related sciences	3739	1.3%	5129	1.6%	4728	1.4%
Health professions and related clinical sciences	2433	0.8%	2625	0.8%	3047	0.9%
Life sciences	1152	0.4%	256	0.1%	2053	0.6%
Visual and performing arts	578	0.2%	645	0.2%	649	0.2%
Family ecology and consumer sciences	449	0.2%	708	0.2%	607	0.2%
Total market	**293437**	**100.0%**	**328864**	**100.0%**	**335605**	**100.0%**

From Table 2 above, it is clear that Unisa predominantly provides access to educational opportunities in three categories namely business, education and law. There is a slide improvement in terms of enrolment in mathematics and engineering which are classified as scarce skills in South Africa. There are various efforts which have been made to embed the principles in the curriculum design and development across all disciplines.

● Economically viable

Unisa is committed to sound financial management of government grants, student fees and other income. These sound practices lead to providing affordable education opportunities to students and remain a distinguishing factor from all other private and public institutions. Free education to promote access into higher education remains on the policy agenda. The declining state funding as a % of total university income is visible.

Since 2006, Unisa's other income as a % of total income declined with 18% points. Government funding and student fees respectively show a positive percentage points growth to cover potential loss in this area. This is not sustainable over time, Unisa has to strategise to generate adequate third stream income to cover the ever-demanding increases in operational cost to promote the development of quality course materials, and offering technologically enhanced student support services and the reconfiguration of Unisa's architectural design.
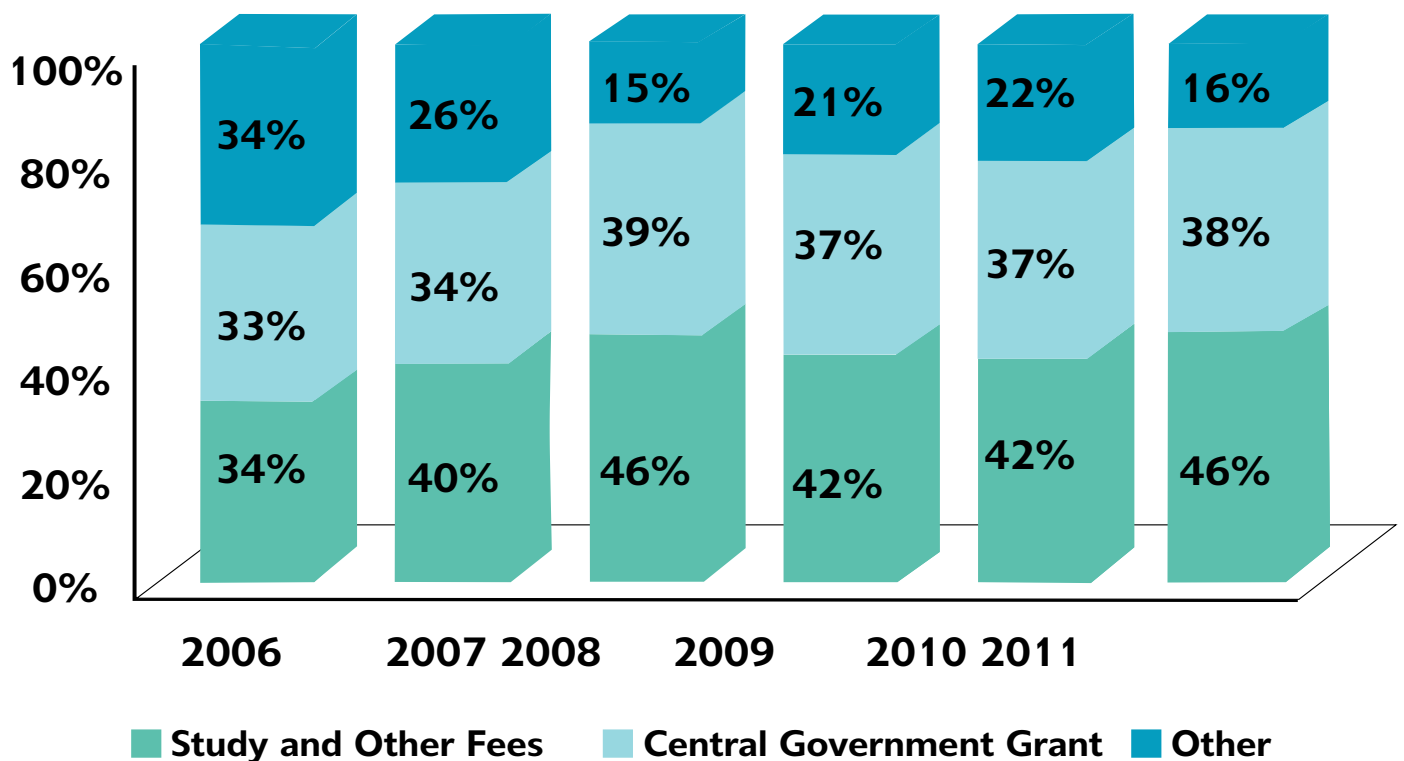
Four different groups of ratios were also considered to determine the financial health of Unisa. These are liquidity ratios, financial leverage ratios, efficiency ratios, and profitability ratios.

- **Procurement of goods and services**

Unisa has a diverse range of suppliers, which necessitate greater responsibility to ensure that the highest standards of social responsibility are exercised throughout the purchasing of goods and services. Succeeding in overseeing the documentation and certification of procurement processes and procedures is crucial for mitigating reputation risk from both the suppliers' perspective but also Unisa ability to swiftly respond to the core business requirements. As in the case of many organisations, Unisa is also struggling with long and complex procurement processes. In order to promote sustainability Unisa has to refine its procurement processes to retain an optimal balance between sound governance and agility. In so doing, Unisa has to position procurement, as a strategic resource centre with the principal aim to build and sustain sound relationships among the university, its suppliers and clients.

5. INSTITUTIONALISATION OF THE UNGC PRINCIPLES

The promotion of UNGC principles at Unisa are premised primarily on the incorporation of Global Compact principles in the internal operations, procedures and processes of Unisa. This process involves the Management Committee of Unisa steering the institution towards the principles espoused by the Global Compact whilst ensuring that the same values are cascaded down across all structures of the organisation. Secondarily, there are also other ancillary activities at Unisa that are generally supportive to the UNGC agenda.

In this Communication on Engagement, Unisa shall give an account on how it has progressed in engaging UNGC principles in its organisational structures and how some of its efforts are supportive to the promotion of UNGC principles.

5. 1 Promotion of the Global Compact Principles.

Since Unisa joined the UNGC in 2007, the university has striven to ensure that the founding principles of the UNGC are embedded in its operations and activities by reporting annually on progress and achievement made in terms of the four principles. The year 2013 was also marked by various developments which are indicative of promoting projects that resonate well in terms of the university's commitment and support towards sustainability. The promotion of the principles is illuminated directly below in terms of the projects linked to each specific thematic area;

• Human Rights

The Chance 2 Advance project is a flagship university community outreach program located in the Office of the Pro-Vice Chancellor. It seeks to instill an awareness of the inherent capacity to learn, serve and transform in struggling and marginalised South African communities. The programme designs, creates and disseminates learning initiatives that are relevant, practical and geared for public consumption - towards the goal of purposeful, positive and productive change. This is done in response to the serious socio-economic and social justice challenges facing far too many South African communities. Participating communities are trained with skills in order to raise their social justice awareness and positive action towards the entrenchment of human rights. While most workshops implicitly relate to human rights some are explicitly created in response to persistent and pervasive rights violations that are particular to specific communities.

Some of the workshops that explicitly relate to particular rights and the creation of better informed and active citizens include, but are not limited to the following; Empowering Men in SA; Prevent and Combat Trafficking in Person, Especially Children; Gender Violence: Stop Abusing Us; Tamar Campaign for Children – Combat Child Rape; Know Your Rights: Sexual Abuse; Understanding SA Constitution and Your Rights; Domestic Violence: Understanding Victims and Perpetrators of Abuse; Children Rights and Protection; Empowering Women: Pathway to Liberation; Silence the Violence; Health and Wellness; Disability Awareness.


The above mentioned workshops were conducted for community of Gugulethu in August 2013. They focused on informing and engaging participants about their Human Rights as citizens of their country and as members of their community. Aspects covered include a careful understanding of the Bill of Rights established in the Constitution, and how these rights impact on their daily lives.

Socio-economic rights are also mentioned in these workshops in order to address how struggling communities can improve their lives through the understanding of the government's responsibility, plans, policy and state mechanisms that seek to resolve the challenges facing education, health care, water, housing, safety and security and other public utilities. Further to this, the workshops shed light on how the Constitution helps establish numerous independent bodies to support citizens in the enforcement and monitoring

of their rights (here we refer to the Human Rights Commission) Public Protector and Gender Equality Commission, reminding every citizen of the country that the Constitution is there to protect all South Africans especially those who are most vulnerable.

These projects impacted on the need to instill an awareness of the inherent capacity to learn, serve and transform in struggling and marginalised South African communities.

In the year 2013, the Department of Student Affairs persisted in its quest for the human rights of all Unisa students to be respected. Special attention was afforded to students with disabilities which involved the provision of study material in alternative formats in response to individual needs; providing sign language interpretation services during tutorials; offering orientation and mobility assistance to blind and partially-sighted students; facilitating special arrangements with regard to assignments and examinations. The four directorates within the Student Affairs Department have entered into partnership agreements with external stakeholder organisations with the aim of assisting and supporting students.
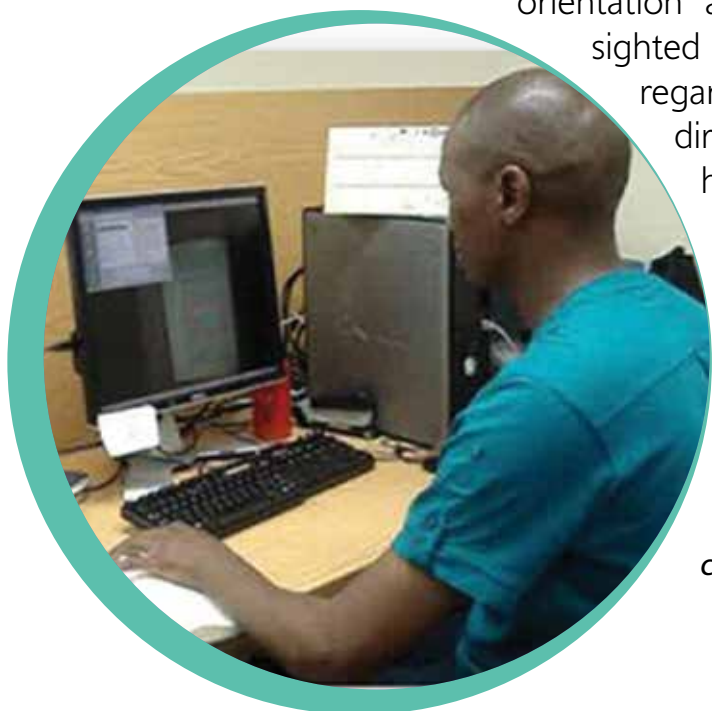
A Library staff member using the Eye-Pat to convert printed material into speech or text files for a blind or partially sighted client

The rolling out of additional initiatives to accommodate physically challenges ensures that that their rights are esteemed in a manner that is consistent with Unisa's commitment to the furtherance of human rights as one of its social responsibilities.

In 2013, the library continued to acquire appropriate technology and develop staff skills to meet the information and research needs of clients with disabilities. In the same year, Unisa Library again also participated in Casual Day, a campaign which invited South Africans to dress differently for a day to raise funds for and awareness of persons with disabilities.

This project ensured that physically challenged students at Unisa benefit from latest technologies aimed at enhancing their ability to use the library. The human rights commitment of the Global Compact charges organisations with the responsibility of ensuring that the rights of vulnerable groups in the society are not infringed upon.

In August 2013, the Unisa Library commemorated National Women's Month and celebrated the achievements of women. The Unisa Archives prepared a print copy of Ethel Doidge's DSc thesis entitled A bacterial disease of the mango, Bacillus mangiferae for placement on the UnisaIR, in order to celebrate 140 years of university education in South Africa. Ethel Doidge was the first woman in South Africa to be awarded a DSc degree by our predecessor, the University of the Cape of Good Hope, in 1914. The College of Human Sciences team in the Unisa Library celebrated Heritage Month in style by hosting an exhibition based on South Africa's rich heritage – food, music, crafts and heritage sites – and staff members were dressed to impress in colourful traditional attire. Books and audio-visual material from the library's and 2.7 million items provided the backdrop for this colourful celebration.

Heritage month Celebrations in the Unisa Library

The College of Graduate Studies (CGS) was instrumental in obtaining Senate approval in 2013 of the policy, processes and procedures documents relating to Unisa's Master's and Doctoral Students. The Policy, Processes and Procedures on Master's and Doctoral Degrees ensure compliance with section 37(3) of the Higher Education Act 101 of 1997 regarding the admission of Master's and Doctoral students in accordance with Unisa's Admission Policy. The Act requires the admission policy of a public higher education institution to provide appropriate measures for the redress of past inequalities and not to unfairly discriminate in any way.

The intended outcome of this project was to ensure that Unisa's Admission Policy is aligned to the demographics of the South African population. South Africa's past inequalities fall within the ambit of deprivation of human rights. The Global Compact charges its signatories with responsibility not to aid any human rights violations. By ensuring that Unisa's Admissions Policy addresses past inequalities, the institution demonstrates its commitment to the human rights theme of the Global Compact.

The University Estate Department has made considerable strides in terms of adjustment of all Unisa infrastructural facilities to ensure compliance with needs of persons with disabilities in accordance with the previously reported audit outcomes. The implementation plan addresses creation of accessibility friendly spaces and support for people with disabilities. There are also ongoing consultations with the Unisa Disability Forum as amongst key stakeholders for all renovations and new building projects to ensure that there is compliance towards the principle of universal accessibility.

- **Environment**

On 22 January 2013, the Unisa Management Committee approved and endorsed the Green Economy and Sustainability Engagement Model. The Green Economy and Sustainability Engagement Model responds directly to many ad hoc initiatives taking place within Unisa both from the administrative and academic perspectives aimed at addressing issues pertaining to the green economy, sustainable development, poverty eradication and jobs creation. The GESEM draws directly from existing and proposed initiative and thematic focus areas that include among them green economy and sustainability policy development and incubations; energy and carbon management; waste, pollution, water and biodiversity, reporting and external liaison, records, procedures and awareness and complementary initiative.

Some of the existing and planned initiatives under the Green Economy and Sustainability Policy Development and Incubations thematic focus area include: the Environmental Sustainability Policy; Carbon Footprint; Energy and Carbon Policy; Pollution and Waste Policy; Water and Biodiversity Policy; Principal and Vice Chancellor Sustainability Programme; Initial ISO 14001: Environmental Management Systems Implementation; Inputs towards the refinement of the Environmental Risk Register; Inputs towards the refinement and/or development of the Green

Procurement Policy; Inputs towards the refinement of Unisa Living Green Initiative; Green ICT Policy.

To facilitate smooth implementation of the GESEM, management agreed that in the short term, existing institutions and staff will be utilised as deemed fit. In the event that existing institutions and staff might be inadequate, outsourcing and contracting might be the alternative. During the course of the year, a number of initiatives materialised including the Zero Carbon Emissions Electric Cars Road Show. The road show was hosted in partnership with the Department of Environmental Affairs that brought the only four (4) Nissan Leafs cars in the whole of Africa to Unisa for the whole day to raise awareness on green economy and environmental sustainability issues on 28 June 2013. During the day, Unisa staff took the opportunity to ride in the green cars and the experiences as reported by those that took part (including the Vice Chancellor and Principal) was life changing.

Some of the champions involved in the road show

From left to right: Mr Mbulaheni Edwin Maseda (Project Manager: DEA Green Building PPP Project and Chief Director: Facilities Management), Professor Mandla Makhanya (Vice Chancellor and Principal: Unisa), Mr Barnes Sookdeo (Lecturer: Unisa) and Prof Godwell Nhamo (Chair: Exxaro Chair in Business and Climate Change at Unisa).

Below Unisa community attending the road show:

The Green Economy and Sustainability Engagement Model provide institutional direction to various administrative and academic perspectives that are centered on the development of a green economy, sustainable development, poverty eradication and jobs creation.

The Global Compact advocates for the development of sustainable environmental policies. Unisa's development of its Green Economy and Sustainability Engagement Model is a positive step in ensuring that the institution advances the theme of environmental protection under the Global Compact.

The Unisa Library is motivated to limit environmental impact while growing Unisa's core business. The aim is not only to minimise the impact on the environment through responsible, sustainable use of natural resources, but also to continuously improve environmental protection and to develop a greater sense of responsibility amongst employees and suppliers. In encouraging environmental sustainability and protecting the environment, the principles below are observed:

Recycling

The University has implemented the recycling of paper. Nampak boxes were distributed to all staff and the cleaners regularly collect paper for recycling.

Reducing paper use

Unisa continues to encourage staff to make use of overhead projectors and screens in board rooms, in order to reduce the need for printing of documents for meetings. The number of printers in the university was reduced through the introduction of communal printers at strategic points across the departments. Wireless connection is available for users throughout the public areas of the departments, in order to enable them to use their own laptops and other mobile devices to access the department's resources. The library catalogue and subject databases can therefore be accessed using this wireless connection. Ninety percent of information resource requests are now received electronically, especially through the use of the library's online request form. The Unisa Library was involved in the organisation of the African Library Summit 2013. This international event was categorised as a green event. Some of the green initiatives in the African Library Summit 2013 included providing the Summit programme and speaker abstracts' booklet to delegates on flash disks instead of in a printed format.

Saving electricity

By using only emergency lights in the Library after hours, the library was able to save electricity during 2013. The efforts targeted at promoting responsible use of natural resources cohere with the environmental sustainability theme of the Global Compact.

Tree Planting

Unisa College of Graduate Studies acknowledges environmental sustainability as a fundamental principle underlying its objectives. The Ethiopian Graduate Office (EGO) held a tree planting event on 29 August on the premises of the Ethio-Japan Primary School, which is located at the front of the EGO campus at Akaki. Together with the Department of Geography,

the EGO has also developed a community-engagement project entitled 'Ethiopian Children Embracing Green Living'.

Activities such as tree planting are favourable to the environmental sustainability theme of the Global Compact.

The Promotion of Indigenous Plants

Since 2011 the University Estates Support Services, Gardens and Grounds have infused operational practice in which all upgraded landscaping areas aim towards promoting the use of indigenous plants. The Sunnyside North aloe garden is unique, in the sense that it has 15 species of aloes, all of which flowers at different times in the year. The newly established aloe garden is work in progress as the Section: Gardens and Grounds is looking for innovative ways to weave teaching and learning into the garden. It is hoped that with this garden; an increased knowledge and understanding of aloes will be fostered. Education at the Sunnyside garden will amongst others be accomplished through display boards displaying the cultural and medicinal uses of Aloes in Africa, and show how the genus has adapted to survive its dry environment.

University Estates Department will further be working with College of Agriculture and Environmental Sciences (CAES) through its new Horticulture Centre on Unisa's Science Campus in Florida to educate visitors, staff and students on the importance of aloes and its benefits.

The collaboration with the College of Agriculture and Environmental Sciences is aimed at establishing a collection of plants to produce seeds and cuttings to preserve and disseminate the different species of aloe. This will reduce pressure on wild populations from illegal collection, as some of the aloes are close to extinction. Research plays a fundamental role in preserving the species and it is important to expand on the scientific knowledge of aloes. To this end, an opportunity presents itself for possible research on aloe habitat, distribution areas, evolutionary relationships, ecological adaptations, and conservation status.

Water thirsty landscapes replaced with indigenous Aloe and succulent plants

Before

After

The Sunnyside North aloe garden hosts 15 species of aloes, all of which flowers at different times of the year.

The Miriam Makeba Auditorium Terrace Landscaping initiative and HIV/AIDS Memorial

The University Estates Department, in close collaboration with the Department of Psychology of Education, and the Department of Visual Arts, Art History and Musicology invited interested artist/sculptors to submit a proposal and costing for the installation/placement of a large scale public art work (sculpture memorial genre) as a permanent and visible tribute to all those whose lives have been affected by HIV/AIDS on the Miriam Makeba terrace, Muckleneuk Campus. The three month construction/creation period was provided for and the sculpture will be installed end of January 2014.

The unused terrace behind the Miriam Makeba Auditorium has direct views to the world renowned Cycad Garden. The shape of the peripheral buildings creates a plaza or square-like atmosphere that will be enhanced by seating walls and the addition of a central feature. The central feature will be HIV/AIDS sculpture / memorial displayed as a visual platform and artwork.

Promotion of Natural Heritage & Heritage Art Sculptures

Cycad Garden rehabilitation

With the centenary celebrations of UNISA in 1973, the decision was taken to establish and preserve a unique garden of indigenous plants. The cycad's slow growth and maturation along with limited distribution led to the establishment of a cycad garden. All plants were labelled to add knowledge and enjoyment to the visitor. The overarching aim with UNISA's landscape is to be a place of botanical interest, with the vegetation serving as a valuable educational and research tools.

The UNISA cycad collection at the Muckleneuk main Campus is internationally renowned for the number and variety of South African Encephalartos species housed therein. This garden is however not well used

and has since its construction in 1973 deteriorated and become overgrown, resulting in the decline of some of the sun-loving specimens due to overshadowing and root zone competition.

The University undertook to have the garden redesigned by a professionally registered landscape architect and in the process rehabilitate the planting. The bulbous and other plants with unique characters will benefit from the restorative redevelopment of the cycad garden project which is due implementation in February 2014

The Scope of Works inter alia included the following:
a.   The cycad garden and the extension thereof (refer Item 1.4 above) must be designed in such a way to allow universal access, through a system of pathways that links the rare, endangered and special specimen plants along with seating areas in appropriate places.
b.   The access routes must be designed in such a way that the visitor can be informed about the order of Cycadales, the three families and the genera of which Encephalartos is part of, as well as the individual species through appropriate signage and descriptions
c.   The existing pond in the cycad garden must be retained but more use must be made of it in your proposal
d.   No lawn to be used in the sunken part of the cycad garden
e.   Strategies to improve the light quality in the sunken part of the Cycad garden
f.   Provision must be made for an appropriate irrigation system
g.   The design should have a "prehistoric and rare plant" aesthetic.

The Cloghereen Preservation natural and build heritage

Unisa's heritage resources are precious, non-renewable, finite and irreplaceable, and Cloghereen, the official residence of the Unisa Principal is one such resource. Fronted by lush lawns and formal topiary, but surrounded by a veritable tangle of indigenous tree, the house was designed by architect Wilhelm Johannes de Zwaan and built in 1928. With its teak doors, shutters and sash windows, this typical example of an early twentieth century European villa, was recently refurbished by University Estates.

Cloghereen heritage therefore does not only include all build structures (house, retaining walls and walk ways) but also arte-facts including the garden pots (Kirkness pots and Cullinan ceramic pots), Rhodesian teak benches, petrified rocks from Ladysmith region and delft tiles as well as the indigenous fauna and flora on the site.

Over 180 indigenous species are represented at Cloghereen and it is recognised as one of the finest collections of indigenous trees in the whole of South-Africa. Taking levels of

environmental significance, conservation value, functional value, biodiversity into account abovementioned "indigenous natural garden" is a forest type/ patch is home to many plant and animal types and is listed to be a threatened ecosystem.

Grey Hornbill

Celtis Africana forest type

The restoration of the Rhodesian teak benches was done by a heritage specialist and involved the removal of paint and application of rubbol varnish.

A local potter made replicas of the original 1927 blue ceramic pots. Glaze for the replica pots was ordered from Venice as it is not locally available. The original pots are now in safekeeping at the Samuel Pauw Library Archive. A retaining wall at the swimming pool was built with natural stone from site and restoration of other walls also took place as it was deteriorating in the absence of appropriate heritage management practices over a period of time.

The original Rhodesian teak benches has been restored

Replicas of the 1927 Cullinan ceramic pots on the newly build retaining wall. The originals are now in the archives in the Samuel Pauw building.

Lush plants complement two of the last four remaining clay pots manufactured at the Kirkness Clay Factory during the 1930s.

The importance of the restoration lies in Unisa's future, where it aims to continue shaping futures and impacting positively in society. Preservation of the old Unisa is very crucial for generations to come as they too need to learn the history and heritage of the institution. Efforts aimed at promoting environmental preservation cohere with the environmental sustainability theme of the Global Compact.

There are various initiatives aimed at ensuring that waste is disposed of in an environmentally friendly manner. These initiatives are summarised as follows:

Wet Waste Recycling

Food waste poses a direct threat to human health contributing to water pollution, pathogen production and vermin infestation. University approved a pilot Bokhasi wet waste recycling programme as part of its Environmental Sustainability Plan. This project is managed by the Earth Probiotic Recycling Solution and is conducted at the Florida and Muckleneuk campuses respectively. The project commenced in April 2013 and is still on-going.

In line with Unisa's goal of becoming carbon neutral, the university is looking at eliminating the carbon footprint of all kitchen food waste currently going to landfill. The Bokashi wet waste recycling process involves two steps:
- The anaerobic fermentation of wet waste in anaerobic digesters
- The post-fermentation treatment through composting, trenching and vermi-culture.

The Microbes in Bokhasi are consortia of different bacteria. Working in symbiosis they eliminate pathogens, produce no greenhouse gases, and stabilize waste stopping putrefaction while enabling the safe disposal of food waste. Bokhasi is safe and presents no threat to human or animal health.

The CO_2 e-emission savings (reduction) for both Muckleneuk and Florida campuses respectively amount to 8500kg/3480kg food-waste diverted from landfill disposal per month. Secondary benefits of stabilised wet waste are the elimination of bad smells, elimination pathogen production, reduction of greenhouse gas production and the addition of beneficial micro-organisms to the soil through post-fermentation treatment (composting and trenching).

Measurable benefits include:

- A 32% increase in dry recyclable volumes through the separation of dry and wet waste
- Reduced wheelie bin requirements by (⅔) two thirds
- Reduced CO_2 e-emissions by 435kg/ton wet waste per month.
  Cost savings benefits for Unisa include:
- Reduction in general waste collection/pick up charges
- Kitchen shrinkage: Reduced used of detergent products and dustbin bags
- Reduction of input purchases for compost, mulch, fertiliser and pesticides

Florida and Muckleneuk campus kitchen food waste are stabilised and the fermented matrix are then used as an added value component of a composting process

Dry Waste Recycling

UNISA has prioritised waste separation at source, meaning that staff and people on campus should ensure that they separate waste at their offices and buildings. The cleaning Service provider assist in this regard to ensure that waste is also separated when cleaning offices and buildings. Unisa generates waste in their daily operations and the institution currently utilizes the services of Oricol Environmental Services (PTY) LTD the removal of general waste and recycling management. The second service provider, Nampak is utilised to recycle paper waste with a focus largely being at the Muckleneuk and Unisa Science Campus Print Production site.

In embracing the concept of a Green Environment, Unisa seeks to shift waste from the disposal paradigm to a minimization, separation, recovery and recycling paradigm. The waste removal service provider was given the opportunity to implement full recycling at UNISA Pretoria campuses, along with Nampak which recycle waste paper. Recycling bins have been placed throughout building for use of recycling at source. Information is placed on them to indicate to people what types of waste can go where. Igloo bins have also been provided on terrain.

RECYCLING IGLOO BINS IN FRONT OF THEO VAN WIJK, MUCKLENEUK CAMPUS. SIMILAR TYPE BINS ARE AVAILABLE AT THE SUNNYSIDE CAMPUS

Waste Group has staff on site to assist with the collection and separation of waste. Recycling Stations were erected at the various campuses where much of the waste is sorted and made ready for collection.

Paper being separated at the temporary recycling station, Muckleneuk

The cleaning service providers are utilised to assist in recycling by separating waste at source, starting from the offices. Properly marked bins have been placed in the various buildings for disposal of paper and other recyclables.

Example of Recycling bins placed in office corridors

Temporary recycling and sorting stations have been established at each campus. These stations serve as areas where sorting and separation of waste happens and placed in various bags for collection. Although these stations serve largely as sorting points; other waste arrive sorted at source through disposed bins like the above provided inside the buildings. However, due to the fact that not every staff member does this correctly, the need for sorting at these stations is required. If paper waste streams are contaminated by wet waste or rain, the value of this waste stream is low or of no use. Care is therefore taken not to mix wet waste with dry one to prevent contamination.

Example of the Recycling Station – RR Maluleka Building, Muckleneuk Campus

Unisa Vehicle Fleet Management

Unisa has implemented the travel management and monitoring system as one of the interventions aimed at decreasing the Unisa carbon footprint. The GPS tracking system tracks staff travel to ensure that unnecessary trips and fuel expenses are not added, monitors driving patterns and has speed limit control function to ensure that the user adheres to the prescribed speed and thereby decrease the overall vehicles fuel consumption. This intervention has so far resulted in 17% savings on fuel and a massive reduction in the number of speeding fines obtained by the University. Of more importance is the achievement of the objective to reduce the vehicle usage carbon footprint.

The Department also manages an outsourced staff shuttle service as a public transport initiative aimed at encouraging staff who have own vehicles to leave them at home and use Unisa Shuttles to come to work. The shuttle service is also linked to the Gautrain stations in Pretoria and Midrand for transportation of Unisa staff using the Gautrain as their chosen public transport mode. The reduced personal vehicle usage not only reduces traffic congestion on campus, but also further contributes to the overall reduction of the Unisa carbon footprint. Unisa's largest generator of carbon is energy consumption, with a total of 89% of carbon that can be attributed to energy generated from the University's facilities. The institution has thus set out the following strategies to assist in reducing the carbon footprint:

- Reduce energy consumption by applying new energy efficient technologies and operational best practices.
- Improved performance and efficiency of University building systems. In most cases the entire technology systems in the buildings have to be replaced in totality as the equipment has reached the end of their life expectancy.
- Increased energy awareness and energy conservation efforts by all University Faculties, Students and Staff.

These strategies will be achieved by setting in place various action plans that will aim to achieve the following goals:

(a) To reduce UNISA's overall electrical power (kWh) consumption by a margin of approximately 5% by 2015 when compared to the current baseline. This consumption usage will consider the UNISA campus's future growth. Contrary to the goal to be achieved, if UNISA opts to continue with the projects such as construction of a new building for CEMS and the Centralised Energy Centre, the consumption in comparison to the baseline set during the 2012 reporting period will actually be increased substantially.

(b) Continue with the initiative to have energy saving systems operational in the various facilities and applying industrial best practices in regard to maintenance programs for all UNISA buildings.

Unisa Management Committee approved a three-phased Energy Management Project to be implemented:

- *Phase 1 – Energy Efficient Lighting Systems:* the replacement of lighting in all Gauteng UNISA campuses with energy efficient lighting. This phase would firstly focus on the implementation of efficient energy saving lighting systems and includes but not restricted to the replacement of lighting bulbs with energy efficient counterparts. A closed tender process was undertaken in June 2012. Unfortunately none of the tender offers received complied with the tender requirements, thus a specialist consultant was appointed to specify, design and implement an efficient lighting system. The consultants have completed an audit on some buildings and it is proposed that the older building's light fittings are replaced in conjunction with the planned refurbishment projects of the said buildings to save costs and time.

- *Phase 2 - Energy Monitoring/Metering System* – an effective metering system to measure the metered amount of electricity usage per building, the metering systems will serve as a baseline for future energy savings projects where Unisa can identify opportunities for cost savings through better control and capital projects.

- *Phase 3 – Comprehensive Energy Management Plan* - It is the University intention after completion of phase one and two of the energy saving initiative to proceed with Phase 3 , which will focus on HVAC systems (Heat Ventilation and Air-conditioning system), elevators and hot water systems. The problem arises that it is not viable and economical to attempt to improve the current redundant HVAC systems that are outdated and lapsed on their life expectancy. It has been proposed that the entire HVAC systems be replaced or upgraded to accommodate UNISA requirement for the next 25 years. It is recommended that all HVAC upgrades be implemented inconjunction with the refurbishments and upgrades projects of each building in the next 7 years.This will reduce implementation time, downtime for the stakeholdersand installation costs as well construction time. It is therefore highly recommended that all disciplines be upgraded simultaneously for the benefit of UNISA. The electrical and mechanical systems are also interlinked and usually depended of each other, which means if you change and modify one, there is a great chance that it will affectthe others, resulting in changes to both engineering systems. The Building Management Systems (BMS) per buildings will only be upgraded during the implementation of the upgrade and refurbishment projects. The upgrade of BMS systems for this phase will include control and monitoring of systems. This is depended on the technology availability and integration with existing and strategic design for the campuses. The implementation of the main BMS control room could form part of Phase 2.

It is also important to note that the University's Maintenance team has already commenced in ensuring that energy saving products are utilized during any general maintenance operational activity. To date, 90% of all lifts in Pretoria campuses have already been upgraded and replaced with the latest energy saving technology lifts and will therefore be effective for the next 20 years.

In terms of the environmental obligations of the Global Compact, signatories have to ensure that they design methods of reducing greenhouse emissions.

● Anti-Corruption

Unisa insists on honesty, integrity and fairness in all aspects of its core business. The direct or indirect offer, payment, solicitation or acceptance of brides is therefore unacceptable. The staff is guided by the university's Code of Ethics and Conduct, which was formulated to improve the quality of governance at Unisa. An ethics compliance report was prepared at the end of 2013 and reported on the staff's levels of compliance with the University's code of ethics. Corrective action will be taken where necessary to ensure compliance with the Code of Ethics by all staff. A variety of training opportunities on ethics was available to all staff during 2012 and 2013.

Unisa Library also adheres to the national code of ethics developed by the Library and Information Association of South Africa (LIASA), as well as to the Code of Ethics for Librarians and Other Information Workers adopted by the International Federation of Library Associations and Institutions (IFLA), the leading international body representing the interests of library and information services and their users. All three codes mentioned above forbid all forms of corruption, including extortion and bribery.

CGS supports Unisa's anti-corruption policies. The Executive Dean gave a presentation on the ethics of managerialism to the Executive Committee of Senate and the broader Unisa community on 4 July 2013. Staff members also declared their financial interests as required by statute. Finally, all budgets have gone through the required approval process, and spending is monitored in accordance with Unisa procedures.

Unisa extends the inculcation of a culture of ethics to its students. Two statements have been created to assist students in achieving ethical behaviour and standards. The first is Students' Ethics Value Statement developed by the National Student Representative Council / National Executive Committee facilitated by Vice-Principal of the Advisory and Assurance Services in collaboration with the Dean of Students.

This statement was launched on 14 June 2013. The second statement is Student Ethical Rights and Responsibilities, which all registered students received. This shares the institution's commitment to values of corporate governance as they are espoused in King III. Furthermore, it states Unisa's commitment as an institution to building lasting relations with students and inculcating ethical corporate culture in the university. In the process, it shares the kinds of ethical responsibilities which are expected from students, as one of our key stakeholders in the governance of the institution.

• Labour

Unisa remains committed to fair labour practices as defined in terms of international conventions and other international instruments such as the International Labour Organisation (ILO) core conventions. The university's code of conduct and ethics also declares institutional allegiance to the Universal Declaration on Human Rights. Moreover, the institution's current operation plan which revolves on "establishing a people-centred university by enhancing capabilities and

capacities and advancing cultural transformation" values the importance of fair labour practices in achieving the institution's vision.

As part of advancing fair labour practices, Unisa identifies the main risks that threaten a safe working environment for its personnel such as the excessive exposure of employees, students, contractors and the public during labour unrest or strikes and possibility of stampedes during registration periods as a result of long queues. Concomitantly, mitigation is put in place to avert such risks. As part of the governance of its labour relations and general stakeholder governance, Unisa periodically seeks for the opinions of its employees on various aspects of the university and its management.

There are also initiatives aimed at ensuring that staff members understand the key values underlying fair labour practices at Unisa. These initiatives include the provision of training for staff and the recognized labour unions executives. Moreover, external labour training is available for staff members and management.

The portfolio of the Vice-principal: Advisory and Assurance services, with legal services, risk and compliance and internal audit departments monitor, coordinate and manage Unisa's compliance with applicable laws and its code of conduct. There is also a general policy on reporting irregularities and misconducts which encourages its employees to use an external whistle blowing hotline managed by an independent auditing firm when confronted with concerns or ethical dilemmas even those relating to labour practices. In principle, Unisa's codes, that is the Code of Conduct and Ethics and the Disciplinary Code for Staff which all strongly advance fair labour practices encourage employees to discuss these issues in the first place with their managers to exhaust all internal avenues before escalating any matters outside.

The table below narrates the main elements of Unisa's employee grievance resolution process which centres on maintaining a robust Employee Relations and Human Resources policy.

SERVICES	PROCESSES	SERVICE STANDARDS	CUSTOMER OBLIGATIONS
Grievance	**Employee Grievance Procedure**	50 working days for the process to be completed (1-4 stages) for simple investigations and up to 75 working days for complex investigations. 10 w/days: Formal Stage by Line Management 10 w/days: ER: Approval process 10 w/days: Notice of hearing if applicable 5 w/days: Grievance Committee Report 5 w/days: Implementation of hearing report 10 w/days: Appeal	On condition that the client submits all the necessary documents and other requests timeously.

SERVICES	PROCESSES	SERVICE STANDARDS	CUSTOMER OBLIGATIONS
Incapacity: Ill health & Poor Performance	**Employee Incapacity Procedure**	Up to 60 working days for simple cases and up to 90 working days for complex cases. 43 w/days: Investigation & Recommendation 5 w/days: Approval process 5 w/days: Notice of hearing if applicable 2 w/days: Hearing 5 w/days: Report 3 w/days: Implementation of hearing report	On condition that the client submits all the necessary documents and other requests timeously

Unisa also has Recognition and Procedural Agreements with unions on campus to manage grievances, disputes and policies on substantive issues to manage and agree on annual salary increment and fringe benefits for staff. There are also more initiatives which Unisa is currently exploring to advance labour principles under its Global Compact obligations.

These include the incorporation of minimum labour standards into the Unisa suppliers' code of conduct; the section of suppliers the basis of outstanding merit on issues of safety, labour standards, anti-corruption, and children rights; the development of an audited labour standard management system or database that must include systems dedicated to check compliance and annual submission of a compliance report encapsulating the achievement of labour standard targets to Unisa council as part of institutional commitment to good corporate governance principles.

5.2 Academic Activities Supportive to the Global Compact Principles

5.2.1 Delivery of Education on topics related to the UNGC

Academic departments at Unisa have been at the forefront in delivering education on topics that relate to the UNGC. Activities undertaken by various Unisa academic departments which relate to the delivery of education that relate to the themes of the Global Compact will be summarised below.

• Environment

In the last reporting period, it was indicated that Unisa had embarked on a programme to develop signature modules for its colleges. A signature module is compulsory to every student who enrols for degrees in that college. The signature module for the CEMS entitled "Sustainability and Greed" offered by the Institute for corporate Citizenship got off the ground in 2013.

The intended objective of the module is to ensure that students understand the dynamics of the concept of corporate sustainability in general business management. The Global Compact is a practical framework for the development, implementation, and disclosure of sustainability policies and practices. The outcome desired by the Global Compact is that its members ensure that its four main themes namely human rights, labour, the environment and anti-corruption are promoted by the organisation.

Corporate greed remains one of the problems that threaten the development of sustainable organisational policies on themes espoused by the Global Compact. In introducing an academic module that focuses on sustainability and greed, Unisa contributes to the moulding of pragmatic business leaders who will contribute to the development of sustainable business policies.

To ensure that local municipalities in South Africa are capacitated to be engaged on green economy aspects in view of the economic goals articulated in the National Development Plan. The development of a green economy is among key proposals accepted by the Global Compact as an effective remedy to promote environmental sustainability. Through Green Economy Readiness for South African Municipalities' Community Engagement Programme, Unisa promotes environmental sustainability at a national level as municipalities constitute grassroots organs of government in South Africa.

The CEMS Going Green Committee worked on strategic directions for future projects. Projects that were identified during the year include "Empowering SMMEs for a Sustainable Future" and "Dialogue with internal stakeholders for collaborative green strategies towards Living Green." These impact projects are now presented each in turn briefly explained below.

Empowering SMMEs for a Sustainable Future

CEMS Going Green and the Entrepreneurship Section within the Department of Business Management in CEMS will be hosted a summit for Small, Medium and Micro Enterprises (SMMEs) on 25 November 2013. The theme of the summit is "Empowering SMMEs for a

sustainable future", with the slogan 'inspiring responsible entrepreneurs'. The CEMS Going Green committee has played an active advisory role in ensuring that the summit is indeed a 'green' event. The aim of the summit is to plant the seed instilling sustainability consciousness within the minds of entrepreneurs, small business owners and managers based in the Tshwane and Johannesburg geographical areas. The programme includes, but is not limited to, topics which contextualise sustainability for SMMEs, promote sustainability through the right Incubation Programmes and look at money matters for a 'flourishing bean stalk'.

Dialogue with internal stakeholders for collaborative green strategies towards Living Green

The CEMS Going Green Project committee has also been in dialogue with Unisa's Corporate Communications & Marketing Department to establish ways for all colleges within Unisa to collaborate with one another and to ensure their green strategies are aligned with the university's Living Green strategic project towards sustainability and social transformation.

The former initiative seeks to empower SMMEs for a sustainable future whilst the latter ensures that colleges within Unisa to collaborate with one another to enable their own green strategies to be aligned with the institutional sustainability plan.
The empowerment of SMMEs for sustainable future, the establishment of small scale carbon credit trading and the engagement of relevant stakeholders to collaborate green living are initiatives that are supportive to the theme of environmental sustainability under the Global Compact.

• Anti-Corruption

The Centre for Criminological Studies under the College of Law offers a course in Anti-Corruption and Commercial Crime Investigation (7246X). The purpose of the module is to educate investigators in the fundamental principles and art of anti-corruption and commercial crime investigations. The module remains relevant to the formulation of national strategies and policies for fighting corruption in South Africa as most of its participants come from key organs of the state such as the South African Police Service (SAPS).

Unisa supports the Thabo Mbeki African Leadership Institute (TMALI) which operates under it. TMALI offers a module on Good Governance in Africa which includes the eradication of bad governance in Africa due to corruption as one of its key objectives. At a national level, TMALI contributes to the strengthening of anti-corruption strategies such as national legal, policy and institutional frameworks to eradicate corruption, that is, anti-corruption laws, anti-corruption courts, anti-corruption agencies, anti-corruption policies and assets declarations.

At a regional level, TMALI contributes to the development of anti-corruption policies such as the African Union: African Convention on Preventing and Combating Corruption, Sub-regional bodies: East African Community (EAC) Treaty, Economic Community of West African States (ECOWAS) Protocol on the Fight Against Corruption and Southern African Development Community (SADC) Protocol Against Corruption, NEPAD and APRM, European OECD Convention on Combating Bribery of Foreign Public Officials. Internationally, TMALI advances the legal, policy and institutional frameworks for fighting corruption such as the UN Convention against Corruption and the Recovery of Stolen Asset Initiative.

Unisa observes the International Anti-Corruption Day annually. In 2013, Unisa partnered with the Public Service Commission (PSC) and the United Nations Office on Drugs and Crime (UNODC) to commemorate the 2013 International Anti-Corruption Day, under the theme: Zero Corruption – 100% Development. The event was addressed by the Minister for Public Service and Administration, Ms Lindiwe Sisulu; the Chairperson of Public Service Commission, Mr Ben Mthembu; the Vice-Chancellor, the Principal of the University of South Africa, Prof Mandla Makhanya; and the UNODC Senior Anti-Corruption Advisor, Mr Tim Steele.

5.2.2 Conduct Applied Research and Thought Leadership in Relation to the Global Compact

● **Environment**

In 2013, the CEMS Going Green Committee assembled a team to research the feasibility of rolling out a community driven Carbon Credit Trading programme. The ultimate goal of the project is to identify whether it would be feasible for underprivileged communities to establish collaborative small-scale carbon credit trading businesses. Phase 1 of the research and potential community engagement project is underway. Phase 1 of the project includes conducting a small scale carbon credit trading experiment on the university's premises.

The object of the project is to establish whether it would be feasible for underprivileged communities to establish collaborative small-scale carbon credit trading businesses. The College of Agriculture and Environmental Sciences has embarked on environmental stewardship mechanisms through interdisciplinary and trans-disciplinary climate change, adaptation and mitigation research.

A Multi, Inter, Trans Disciplinary Unisa Climate Change Research Group (MITUCCRG) has been formalised which has a vision to contribute towards finding lasting and innovative solutions that address climate change issues for socio-economic and environmental sustainability. The main research topic for this group is 'Integrated Natural Resources for the Adaptation and Mitigation to Climate Change'. The Departmental research foci within the group include vegetation carbon sequestration and commerce in urban areas, public parks

and recreation spaces as well as climate change and sustainable tourism. A climate change adaptation and mitigation research project analysed the carbon sequestration potential of post-mining reforestation activities on the Kwazulu-Natal coast of South Africa. A further study investigated climate change mitigation by means of minimising the carbon footprint and embodied energy of construction materials.

Moreover, several postgraduate students have been working on environmental research projects looking at water quality, air pollution, persistent organic pollutants and heavy metals in water and acid mine drainage, research projects on waste (hazardous, medical, electrical and general municipal waste) management, EIA regulations and biofuels. Research projects on biofuels include "Life cycle assessment of liquid biofuels" and "Use of white rot fungal activities in the degradation of lignocellusic waste materials in biofuel production. EIA related projects include the evaluation of Environmental Impact Assessment (EIA) Regulations in the construction of low cost houses. The project is supportive of the theme of environmental sustainability under the Global Compact.

The Unisa's Research Department which forms an integral part of the Research and Innovation Portfolio, strives for excellence in research across the country's economic, social, cultural and environmental spheres. Through its research outputs, outcomes, research groups and centres it continues to further the aims of the themes of the Global Compact. The aim of the project was to advance applied research that pertain to Global Compact themes. The conduct of applied research and thought leadership is an initiative which signatories of the Global Compact are encouraged to utilise to support the former's principles in their own institutional function.

The Research Management Department is also involved in several flagship projects that support environmental conversation. Flagship projects which further promote the UNGC principles both within and outside Unisa are:

● **Water Research**

Water is a limited natural resource and with the current water crisis, the flagship programme promotes the research culture into sustainable issues by targeting staff without PhDs, young and new academic and new researchers.

Since the buildings of major water infrastructure as well as the large-scale water transfers are no longer the solution to the country's water crisis, new water sources such as recycling of wastewater, water conservation, rainwater harvesting, etc., will require new levels of

cooperation and public understanding. The flagship project explores current issues in the field of water engineering and related fields.

● Fog Harvesting Project

The Fog Harvesting Project is undertaken in the College of Agricultural and Environmental Sciences. Simply put, by harvesting fog, the college has found that it is able to obtain water of a quality that conforms to the standards of the World Health Organisation. And with the ability to harvest literally hundreds of litres of water every day, the project can provide a lifeline to rural communities with little or no access to clean and pure water.

● Ecotoxicology Research

The field of ecotoxicology includes concepts arising from disciplines such as toxicology; biology and molecular biology; environmental (soil, water and air) sciences; analytical and organic chemistry; nano - chemistry; biochemistry; physiology; ecology; genetics; microbiology; immunology and economics.

● Fuel Cell & Nanotechnology

Concerns for the environment and increasingly dependent on imported fossil fuels call for alternative source of energy and utilization of existing energy sources. Fuel cells, especially Proton Exchange Membrane Fuel Cell (PEMFC), which convert chemical energy directly to electrical energy, are considered promising and attractive replacement for existing sources of energy. It has a variety of applications in industries, transportation and small - scale power generation because of its low temperature of operation which allow for easy start up, quick response to change in load and operating condition as well as the easy of assembling by the industrial process.

● Other "flagships"

Among the other flagships are contract farming (concentrating on agricultural production by small-scale farmers and improving and simplifying this); a "thermal spring project" (investigating the physical and chemical characteristics, their sustainability and potential for energy and other uses), and infants' exposure to toxic minerals (studying the impact of various minerals on the health of infants living in mining areas).

The University also promotes several research projects that train postgraduate students, which centre on climate change, poverty and pollution of soil and water - all factors which affect South Africa as well as other African countries. Meanwhile, the field of Ecotoxicology research

includes concepts arising from disciplines such as toxicology; biology and molecular biology; environmental (soil, water and air) sciences; analytical and organic chemistry; nano-chemistry; biochemistry; physiology; ecology; genetics; microbiology; immunology and economics. Another of the college's flagship projects is "Fuel cell and nanotechnology.

5.2.3 Lending capacity to Global Compact Local Network

In 2013, the Office of the Principal and Vice-Chancellor of Unisa was represented at the launch of the first CEO Roundtable Dialogue organised by the local network of the Global Compact in South Africa. Such CEO-Roundtable dialogues will be held twice a year. Being the first South African academic signatory to the UNGC, Unisa was able to share its experiences with the project in view of its qualification for the active level status. The CEO Roundtable formally included the Higher Education Sector as an important player in the local network and welcomed the possibilities of research and development collaboration.

Representatives from Unisa contributed towards the following resolutions taken at the CEO Roundtable dialogue:
- Available opportunities to elevate sustainable development through the network
- The need for quality and scale on sustainable development
- The urgent need for sustainability leadership by business leaders
- Sustainability interventions in the supply chain
- Expanding and funding the local network of currently 78 entities. Medium term business plan requires an amount of R3.7 million.
- Focus on sustainability beyond domestic borders into wider continent –responsible business practices and ethical compliance
- The role of investors in sustainable development
- Extending UNGC participation to government, NGOS and labour unions in South Africa

By participating at CEO Roundtable sessions, Unisa displays its support for the values espoused by the Global Compact. Rendering support to the local network of the Global Compact is one of the effective ways academic institutions are expected to support the Global Compact. Commitment to the promotion of the values of the Global Compact is a determinant of the success of the organisation's local networks.

5.2.4 Disseminating the Principles of the Global Compact

- ## Environment

Another initiative from the GESEM was Unisa's Programme of action on the African Green Campus Initiative (AGCI) for 2013. The AGCI invited universities to participate in its 2013 events aimed at promoting and showcasing green campus initiatives. With universities facing high costs related to energy and water consumption annually, the AGCI decided that it is best if green campus initiatives promotions are initiated during first semesters annually in order to raise awareness among the university communities and sustain the efforts throughout the year. Unisa's involvement included the observation of the Earth Hour. Energy and water are aspects that are intimately connected to the environmental theme of the Global Compact. By raising awareness on energy and water consumption, Unisa promotes the environmental them of the Global Compact.

In 2012, Unisa donated 250 trees to various schools in Mamelodi in the Gauteng Province. A tree planting event, where 50 trees were planted, was held at Balebogeng Primary School on 15 August 2013. The initiative was co-ordinated by Mr Japhta Makgamatho, Department of Strategy, Planning and Quality Assurance at Unisa in partnership with Food & Trees for Africa (FTFA). The trees were planted through FTFA's Trees for all programme, which was launched in 1990 to green, educate, offset carbon emissions and transform schools and other community centres into healthier, more sustainable environments. The programme spreads awareness on the need to conserve plant and maintain trees, and their importance in addressing climate change.

6. GLOBAL COMPACT SELF-ASSESSMENT

GLOBAL COMPACT SELF ASSESSMENT TOOL FULL RESULTS												
UNISA												
2013/12/01												
		68.75										
TOPIC	YES	%	NO	%	F/A	%	N/A	%	NOT ANSWERED	%	TOTAL	TOTAL %
HUMAN RIGHTS	121	68.75	30	17.05	15	8.52	10	5.68	0	0.00	176	100.00
Health and safety	11	6.25	8	4.55	1	0.57	0	0.00	0	0.00	20	
Hours, wages and leave	32	18.18	5	2.84	3	1.70	0	0.00	0	0.00	40	
Fair Treatment	24	13.64	5	2.84	5	2.84	2	5.56	0	0.00	36	
Community Impacts	22	12.50	6	3.41	3	1.70	1	3.13	0	0.00	32	
Product stewardship	11	6.25	0	0.00	0	0.00	5	31.25	0	0.00	16	
Country risk	14	7.95	1	0.57	1	0.57	0	0.00	0	0.00	16	
Suppliers	7	3.98	5	2.84	2	1.14	2	12.50	0	0.00	16	
LABOUR	50	57.47	22	25.29	9	10.34	6	6.90	0	0.00	87	100.00
Trade Unions	15	17.24	5	5.75	4	4.60	0	0.00	0	0.00	24	
Forced labour	8	9.20	6	6.90	0	0.00	2	12.50	0	0.00	16	
Child labour	11	12.64	3	3.45	2	2.30	0	0.00	0	0.00	16	
Non-discrimination	11	12.64	5	5.75	0	0.00	0	0.00	0	0.00	16	
Suppliers	5	5.75	3	3.45	3	3.45	4	26.67	0	0.00	15	
ENVIRONMENT	8	27.59	11	37.93	6	20.69	4	13.79	0	0.00	29	100.00
Compliance and Management	6	59.72	18	0.00	11	15.28	0	0.00	0	0.00	72	
Precaution	2	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	
Responsibility and Performance	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	
Technology	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	
ANTI-CORRUPTION	43	59.72	18	25.00	11	15.28	0	0.00	0	0.00	72	100.00
Anti-Corruption Environment	43	59.72	18	0.00	11	15.28	0	0.00	0	0.00	72	
Policy and procedures	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	
Third Parties	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	
Joint Actions	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	
TOTAL	222	60.99	81	22.25	41	11.26	20	5.49	0	0.00	364	100.00
	222		81		41		20		0		364	

In 2012, Unisa scored 70.3% across all four UNGC principle areas when the self-assessment of the standard of operation was conducted in terms of the progress made with regards to the UNGC standard practice, as compared to 60.99 in 2013. By looking at the order of priority, the participants in the Global Self-Assessment Tool were more inclined to Unisa complying more in human rights, anti-corruption, labour and environment, respectively. There is a shift in terms of focus and attention from labour to human rights standards. This could be as a result of the university stance on transformation and equality in an endeavour to resonate well with the developmental goals.

7. CONCLUSION

The promotion of a sustainable future has become a universal concern that demands attention from all sectors of development. Unisa believes that academic institutions have a critical role to play in creating a sustainable future for mankind. In that respect, the institution continues to take responsibility for the promotion of sustainable development in South Africa and beyond. The leadership of Unisa also commits itself to participate in processes aimed at addressing the challenges that confront the global quest for sustainable development. In light of the fact that academic institutions have become important actors in promoting sustainability knowledge, it is pertinent that new methods and techniques continue to be devised with the view of attaining this objective.

As an academic signatory of the UNGC, Unisa still confirms this opportunity has enabled the institution to : (i) become a role model for its different stakeholders, (ii) expand and deepen views about its research and development initiatives, (iii) improve organisational integration of environmental, social and governance issues, (iv) improve operational efficiencies and mitigate risks, (v) access the experiences and good practices of peers, (vi) network with other enlightened organisations, (vii) engage in proactive and constructive dialogue with civil society and other stakeholders, (viii) establishing better links with the United Nations and (ix) maintain a leadership role on critical green economy issues.

Lastly, Unisa welcomes the introduction of the Communication of Engagement as a reporting mechanism for non-business Global Compact participants. The institution concurs that the Communication on Engagement provides non-business participants with an opportunity to engage more actively in the Global Compact initiative and to better connect with business participants.

8. ACKNOWLEDGMENTS

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9. RESOURCE LIST

A Practical Guide to the United Nations Global Compact for Higher Education Institutions: Implementing the Global Compact Principles and Communicating on Progress.

Blueprint for Corporate Sustainability Leadership

Criteria for the GC Advanced Level

Generic Model of Strategic Management

Unisa 2015 Revisited

Unisa 2015 Strategic Plan

Unisa 2013-2015, Towards a High Performance University

Unisa Service Charter

Unisa Quality Improvement Plan in response to HEQC Audit Report, June 2009, Number 24.

Unisa Quality Management and Assurance Policy

Unisa Whistle blowing Policy

Unisa Environmental Sustainability Policy

Unisa Ombudsman Principles for the Referral of Matters

Unisa Organisational Architecture: Interim report

Unisa Policy on Procurement

Unisa Policy on Prevention of Fraud/Corruption and Other Irregularities

Unisa Enterprise Risk Management Policy Framework

Unisa Compliance Charter

Unisa International Relations and Partnership Policy

Unisa Code of Ethics and Conduct

Unisa Environmental Sustainability Policy

Unisa Community Engagement and Outreach Policy

Green Economy, Sustainability and Engagement Model

www.ungc.org

www.dhet.gov.za

www.unisa.ac.za

Higher Education Management Information System

Notes:

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