

United Nations Global Compact



The University of South Africa
Communication on Engagement

2014



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UNITED NATIONS GLOBAL COMPACT

THE UNIVERSITY OF SOUTH AFRICA

COMMUNICATION ON ENGAGEMENT 2014:
TOWARDS SUSTAINABILITY AND
SOCIAL TRANSFORMATION



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Preface



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

The University of South Africa (UNISA) plays an important role in addressing the country's pressing sustainability challenges, including high degrees of inequality poverty as well as international challenges such as climate change. 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, it has worked towards promoting sustainable development, a concept intertwined with higher education development. Unisa has embedding sustainable development principles in its operations, including in teaching and learning, research and innovation and community engagement.

Sustainable development is now also a key principle of government policy in South Africa as evidenced by the government's many international and domestic commitments.

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 departments level, the Department of Higher Education and Training (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. During the courses of the year under review, the department has initiated or supported a number of programmes to provide skills and technologies used in generating alternative energy sources.

Considering the importance of the theme of sustainability, the promotion of sustainable development practices cannot be left to governments alone. We 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 DHET which is aimed at advancing sustainable development in the higher education sector in South Africa. The DHET appreciates Unisa's contribution to a sustainable future for humanity.

A handwritten signature in black ink, appearing to be 'BE Nzimande'.

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

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Acronyms & Abbreviations



List of Acronyms & 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
APSA	Academic and Professional Staff Association
ARCSWID	Advocacy and Resource Centre for Students with Disabilities
BLA	Black Lawyers Association
BMR	Bureau of Market Research
CCM	Corporate Communication and Marketing
CAES	College of Agriculture and Environmental Sciences
CE	Community Engagement
CEDU	College of Education
CEMS	College of Economic and Management Sciences
CESM	Classification of Education Subject Matter
CHE	Council on Higher Education
CHS	College of Human Sciences
CLAW	College of Law
CSET	College of Science, Engineering and Technology
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
DCEO	Department of Community Engagement and Outreach
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
GIZ	Gesellschaft für Internationale Zusammenarbeit
GRI	Global Reporting Initiative
GSDC	Governance and Sustainable Development Co-ordinator
HE	Higher Education
HEIs	Higher Education Institutions
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	Mineral and Petroleum Resources Development Act, 2002, (Act No 28 of 2002)
NBI	National Business Initiatives
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

PPP	Private Public Partnership
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
SPCC	Strategic Projects Coordination Committee
SRM	Student Relations Management
SWD	Students with Disabilities
QA	Quality Assurance
QEI	Quality Evaluation Instrument
QIP	Quality Improvement Plan
QMS	Quality Management System
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

Unisa submitted its first Communication on Engagement (COE) in the first quarter of 2014 to the UNGC after the UN Global Compact upheld a resolution on 31 October 2013 which introduced a new reporting mechanism for non-business entities. The Communication on Engagement (COE) which now replaces the Communication on Progress 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 was the first time Unisa presented its COE which captures how the institution has promoted Global Compact principles. In terms of the

new reporting framework and requirements, Unisa will be required to report biennial to the United Nations Global Compact (UNGC) and the implication of this is that the next COE report by Unisa will be submitted by 31st December 2016, however a detailed progress account report will continue to be prepared annually by the Department of Strategy, Planning and Quality Assurance and submitted to the Management Committee annually to monitor and provide guidance in terms of all institutional initiatives pertaining to the UNGC.

In terms of the 2014 self-assessment report, the university scored 60.31% across the four principles being human rights, labour, environment and anti-corruption with the labour standards compliance taking the lead with 68.68.29% and



followed by environmental protection, human rights and anti-corruption, respectively. There has been some improvement in terms of environmental protection and awareness from 27.59% in 2013 to 60.23% in 2014. This is attributed to the green initiatives that has been put in place and the implementation of the Green Economy and Sustainability Model framework. Our non-compliance has also improved from 22.25% in 2013 to 9.54% in 2014.

2.2 Executive Summary and Recommendation

Table 1: 2014 Self-Assessment table: Compliance and non-compliance

UNGC broad principles	Unisa compliance/non-compliance								Total
	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	%	
HUMAN RIGHTS	54	58.06%	14	15.05%	16	17.20%	9	9.68%	93
LABOUR	28	68.29%	4	9.76%	2	4.88%	7	17.07%	37
ENVIRONMENT	53	60.23%	4	4.55%	25	28.41%	6	6.82%	88
ANTI-CORRUPTION	23	57.50%	3	7.50%	14	35.00%	0	0.00%	40
TOTAL	158	60.31%	25	9.54%	57	21.76%	22	8.40%	262



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From the Vice Chancellor's Desk



Earlier this year, Management Committee (Mancom) approved the Sustainability Framework as part of the university commitment and pledge towards promoting sustainability. The implementation plan of the Framework brings together all sustainability initiatives in Unisa. Discussions have taken place with various stakeholders to integrate initiatives and with experts to map the way forward. The first activities were approved by Mancom which included mitigating paper usage by back-to-back printing and no longer using a banner page when printing documents.

There are currently numerous initiatives at the University and the role of the Sustainability Office, appointed in August 2013, will be to consolidate and co-ordinate the initiatives. The university is also looking at fostering partnership with institution like the National Business Initiatives (NBI) and Private Sector Energy Efficient (PSEE) Company, the latter aims to improve energy efficiency within South Africa by providing energy advisory services to all sectors/industries at no cost or a subsidised rate.

The NBI is a voluntary coalition of over 120 local and multinational companies, it is centred on facilitating partnerships, advocacy and collective action. Over the past eight years, the NBI has helped South African organisations to improve their energy efficiency through initiatives such as the voluntary Energy Efficiency Accord, the Carbon Disclosure Project and Energy efficiency Leadership Network.

Therefore, by fostering partnerships with these organisations will help Unisa become a Green Economy and Sustainability Institution. On the 26th August 2014, the Office of the Principal and Vice Chancellor launched the Institutional Forum Open Discussion Series with the purpose of promoting amongst others the human rights standards and practices. Amongst the speakers were representatives from the Public Protector's office and Judge Jody Kollapen a judge from the High Court of South Africa.



The Office of the Principal and Vice Chancellor is pleased to also announce that Management has taken a decision to reward all employees with a gift in the form of a green flower plant pot as part of a good gesture in terms of their loyalty and support they have given to the university for making it a special organisation to work for. The gift has been well received and appreciated by employees as part of the institution contribution to the green environment and awareness to environmental protection. Taking cognisance of Unisa's staff compliment of over 4500 employees the donation of a flower plant to employees will really serve as a mitigation action in terms of the carbon footprint Unisa produces, hence the latest assessment on our carbon footprint is that electricity is the largest producer of carbon at Unisa followed by paper consumption. Therefore, there was a great need to offset our footprint by donating flower plants to all staff members.

For Unisa, working towards sustainability is a panacea for social and economic development and sustainability will continue to be ingrained in the day to day activities of the university.

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Sustainability and Carbon Management at UNISA



Unisa became signatory to the UNGC in 2007 and is the first higher education institution in South Africa that is signatory to the UNGC. In terms of the compact between Unisa and the UNGC, Unisa is required biennial to submit a detailed progress account on initiatives undertaken by the institution to promote and advance the ten principles of the UNGC underpinned by four main principles being Human rights standards, labour, environmental protection and anti-corruption.

The Unisa 2015 Strategic Plan is embedded with a Goal of becoming a leader in corporate governance and promotion of sustainability. This is simply a pledge by the University to prioritise on issues of governance and sustainability. Many of the climate/sustainability initiatives undertaken by the university are aimed towards carbon neutral university. One of the planned initiatives is to reduce the university's carbon footprint by managing, among other activities: (1) travel; (2) electricity; (3) water; and (4) paper consumption. The main purpose of

these initiatives was to consider the institution's carbon footprint holistically and identify reduction and mitigation strategies that can be applied (UNISA, 2011).

UNISA approved its first Environmental Sustainability Policy (UNISA, 2012). The main aim of the document was to promote sustainable living practices and address environmental challenges in everyday core business. In 2012, UNISA performed its first carbon footprint (UNISA, 2012) that reported on Scope 2 and 3 categories of emissions. The year 2011 was used as a baseline to calculate the carbon footprint for electricity consumption.

In 2013, the UNISA Management Committee (MANCOM) approved the Green Economy and Sustainability Engagement Model (GESEM), with the aim of promoting and strategically positioning the university as a true green economy and sustainability leader amongst South Africa Higher Education institutions (UNISA, 2013).

In June 2013, the GESEM team partnered with the Department of Environmental Affairs to raise awareness amongst students, staff members and the broader UNISA community on the need to lower carbon emission. This initiative was undertaken through bringing Zero Carbon Emissions Electric Vehicles for the first time in Africa to an institution of higher learning.

Four Zero Carbon Emissions Electric Vehicles (Nissan Leafs), the only one in Africa by then spent the entire day on Unisa main campus in Pretoria.

Photo by: Godwell Nhamo: Fig. 2. Zero carbon emissions electric cars 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.



5

Advancement of the UNGC Principles at UNISA

Human Rights

Labour

Environment

Anti Corruption

The promotion of UNGC principles at Unisa is underpinned by alignment of the four main principles in the internal operations, procedures and processes of Unisa. This process involves embedding the sustainability elements in the Strategic Plan of the University which is then cascaded down into the University Operational Plan, Annual Performance Plan, College and Departmental Plans and lastly translated to Individual Performance Contract.

This Communication on Engagement shall give an account on how Unisa has progressed in engaging UNGC principles in its organisational structures and how some of its initiatives are supportive to the promotion of UNGC principles.

5.1 Promotion of the Global Compact Principles.

The year 2014 was also marked by various developments in terms of the new reporting framework and fostering of various partnerships which are indicative of enhancing projects that resonate well in terms of the university 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;

5.1.1 Library Services

➤ Human Rights

Overview Library Department

The Library Executive Team is committed to protect all human rights. This commitment is not only anchored in the University's Code of Ethics and Conduct, but also in the national code of ethics developed by the Library and Information Association of South Africa (LIASA) and 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.

Transformation

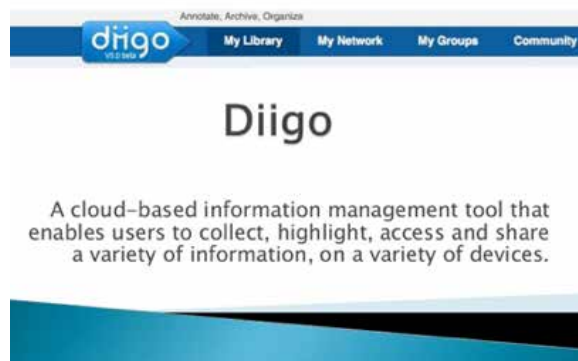
The Library Management Team adopted the Unisa Charter for Transformation, a charter characterised by openness, scholarly tradition, critical thinking, self-reflection and the values of African cultures – openness, warmth, compassion, inclusiveness and community. Through discussions on directorate and section levels, the 11Cs+1, the basis of the Unisa Charter for Transformation, was rolled out to all library staff. The 11cs+1 were also integrated into the library's business strategies and monitored monthly by the Library Management Team.

During 2014 library staff also attended the ethics training sessions of the university and participated in the Principal's Roundtable on Ethics discussions.

Equal access to information resources in support of human rights

Open Access

Unisa Library participates in a global movement, now in its 7th year, which is aimed at promoting Open Access to information, the practice of providing unrestricted access via the Internet to peer-reviewed scholarly journal articles. For this year's event, Unisa Library hosted another Open Access Seminar, which included a variety of speakers and a panel discussion on Open Access and Open Educational Resources (OERs).



Diigo

Unisa Library participated in a project using the Diigo social bookmarking service to set up groups where anyone can save useful openly licensed resources (OERs) that they have found or where you can search for useful OERs that have been bookmarked by another person.

Institutional repository

The value of the Unisa Institutional Repository (UnisaIR) lies inter alia in the fact that it is a 'type' of digital library that captures the original research output and other academic intellectual property generated by the academia and researchers of the university. It gradually becomes an integral part of the future of research libraries, allowing

researchers to perform self-archiving and by so doing self-management of the publishing of their research output. The institutional repository extends the library's ability to participate in the scholarly communication system, especially in the growing world of digital resources. The content forms an integral part of the library's collections and provides a service and a platform to the academic users and the community at large. It plays a critical role in the electronic preservation, management and dissemination of Unisa's intellectual output and creates a coherent view of Unisa's research output with global reach, and is based on Open Access principles.

Partnerships

The Library places great emphasis on reaching our students wherever they are, in itself a challenging task to accomplish, since the client-base of the Unisa Library is large, diverse and global. Unisa Library has engaged in enhancing access to information resources for Unisa students through the establishment of partnerships with public and community libraries, with the aim of providing physical access. The rationale behind partnerships is to enhance learner support by providing access to a range of library and information services to Unisa students in deprived remote areas. The services include access to electronic databases through free public library internet access, study space, the ability to request print resources electronically and the opportunity for library staff to train the students close to their locations. The library has established 25 partnerships nationally and 5 internationally.



Mobile libraries

In addition to the partnerships, the library is in the process of increasing the current two mobile libraries by providing five additional mobile libraries to serve in the Eastern Cape, Gauteng, Kwa-Zulu Natal, Midlands and Mpumalanga Regions with the aim of reaching out to Unisa students in remote rural areas who need additional support in order to be successful in their studies.



New library

In an event that was described by Principal and Vice-Chancellor Professor Mandla Makhanya as highly auspicious, Mpumalanga Region officially opened the library in Nelspruit Centre. The library is the brainchild of the region's former manager, Peter Modiselle. The facility started operating on 10 March 2014 but was officially opened on 9 May 2014.



**Principal and Vice-Chancellor
Prof. Mandla Makhanya
officially opened the library in Nelspruit Centre.**

The Executive Director of the Library, Dr Buhle Mbambo-Thata, described the library as a window that opens the world of learning and through which the students can access more than 3 million resources. She said that a library had to be used as a gift to students to expand themselves and enhance learning.

Use of electronic reserves

The Electronic Reserves service is an extension of the fair use practices governed by law. Unisa library serves the students by making these resources - copyright cleared for multiple access and use - available to registered students who wish to access these resources through the MyUnisa portal.

A total of 6688 titles were selected, of which 2544 titles were linked to the Electronic Resources databases.

Use of e-collections

Unisa was one of the early adopters of developing e-book collections in support of the University's model and strategies. In this strategy, Unisa Library obtained more than 100 000 e-books to facilitate ease of access, and to address challenges associated with transactional

distance and time barriers. Electronic resources are increasingly becoming the 'new normal' for universities and higher education institutions due to their ease of access.

To facilitate research, teaching and learning, Unisa Library currently has 488 commercially obtained electronic resource databases. The usage statistics of the e-book collections is an indication of the value of the collection in research and teaching and a reported access of 19,599,041 hits via remote access reported for 2013.



Digital Archives and Special Collections

The Unisa Library Archives and Special Collections consist of more than 4 kilometres of valuable and unique material that are often consulted by researchers. These include handwritten manuscripts, photographs, and South African government publications from the 19th and 20th centuries, videos and artefacts.

Unisa Library has embraced the challenge to preserve these heritage collections by digital means in order to allow access to these often unknown collections to the widest possible clientele who wish to do research within the collections that are housed in the Archives. Digitisation provides a continuing memory of certain cultural experiences, letters and memorabilia and is a means to preserve little and irreplaceable collections, artefacts and documents.



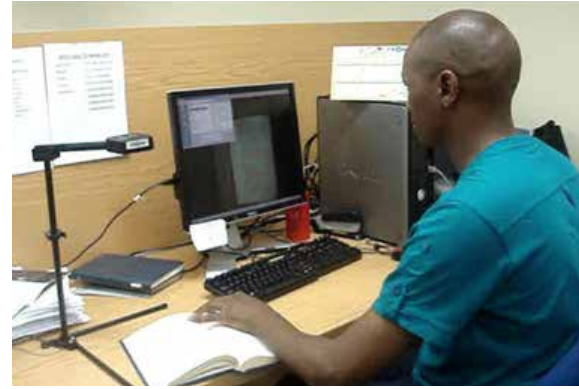
Scanning Process

The objective of digitising the Special Collections of the Archives is to extend the reach and access of the archival collections. Placing these collections on the Web enables access to the collection anywhere, any time and from any place.

Literature search requests

The Unisa library implemented an online Literature Search Request system to be used by clients who cannot visit the Unisa libraries. An online request form is available to request literature lists from Information Search Librarians, regardless of geographical location. The online service for information searches speeds up the processing of the requests and is beneficial to students who do not have the required infrastructure to gain access to information.

The delivery of requested information and information resources is done in accordance with the clients' preferred modes of delivery. In this regard, the Library provides a wide range of delivery options for both print and electronic materials, for example Post Office and Courier services for the delivery of material only available in print, online deliveries, and text and audio conversion services on compact discs for persons living with disabilities.



A library staff member using the Eye-Pal to convert printed material into speech or text files for the blind or partially sighted client

Promoting awareness of and serving users with disabilities

The library has a focused strategy to make its collections accessible to staff and students who are unable to use conventional library items. This year, the library continued to acquire appropriate technology and develop staff skills to meet the information and research needs of clients with disabilities.

Unisa library promoted awareness of the library services available to persons living with disabilities during a formal session held in the atrium of the library where about 250 students gathered. Library staff also participated on 3 occasions in awareness sessions to communicate the library's services for disabled clients. This was to orientate new library staff, academics and students. The library staff members also work closely with the university's Advocacy & Resource Centre for Students with Disabilities (ARCSWID) to identify alternative equipment to benefit clients with disabilities other than visual problems.





Unisa Library staff participating in a Unisa Women's Forum meeting

Promoting women's rights and fostering diversity

Unisa library promotes membership of the Unisa Women's Forum (UWF) which aims to promote women's issues in the university and celebrates the contributions of women to Unisa and the community. Female library staff members also attended events held to celebrate the emancipation of women, such as the Feroza Adam Memorial Lecture.

In August 2014, the Unisa Library commemorated National Women's Month through an exhibition titled, Celebrating 20 years of South African women leadership in the Library and Information Association of South Africa (LIASA).

The College of Human Sciences team in the 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.

Workplace Health and Safety



Heritage Month Celebrations in the Unisa Library

The Library Executive Team cares about the well-being of all library staff.

The library's Occupational Health and Safety (OHS) Committee meets quarterly and regularly communicates to library staff on important health and safety issues. The OHS Committee evaluates reports and ensures that items are followed up on in the interest of a safe working environment. OHS team members are appointed on an annual basis and all participants are trained to understand the OHS Act, compliance requirements and strategy for effective implementation.

Since the staff of the Information Resource Delivery Directorate are closely involved with the handling of information resources and are likely to inhale dust or hurt their hands when opening parcels, the necessary pre-cautions are taken, for example the wearing of gloves and masks.

Library staff members are encouraged to participate in University Wellness Day occasions and external sporting events. The Library has its own soccer team which competes against other university departments. Some of the soccer players are also part of the Unisa Soccer Team.



The Unisa Library Soccer Team

Participation in local communities, donations and empowerment

Various library staff members participated in the annual Tshwane Community Library Outreach Programme, during which public librarians received training in basic and advanced librarianship. The Unisa Library also donates unwanted (weeded) information resources to public libraries in need of them. Library staff members work closely with the University's Department of Information Science to promote post graduate studies at Unisa.

Unisa library in collaboration with the Regional Office for Africa of the International Federation of Library Associations and Institutions (IFLA) hosted the 7th Annual Unisa/IFLA Public Lecture on African Librarianship in the 21st Century on 22 May 2014. The lecture – Understanding innovation, policy transfer and policy borrowing: Implications for LIS in Africa – was delivered by the acclaimed LIS champion Professor Peter Lor of the University of Pretoria and lecturer of the online course on International and Comparative Librarianship in the School of Information Studies, University of Wisconsin-Milwaukee, USA.

Unisa library and the Unisa Department of Information Science hosted the 6th LIS Research Symposium focusing on Research Data Management and the Training of Future LIS Professionals in July 2014. These two events provided opportunities for Unisa library staff to share information and network with national and international colleagues



Unisa and IFLA host 7th Annual African Librarianship public lecture



Executive Director: Unisa Library, Dr Buhle Mbambo-Thata at the Library orientation for newly appointed academic staff members



➤ 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. Unisa Library aims to create an inclusive work environment with equal opportunities.

Communication

New library staff members are introduced to the library's vision, strategy and management structure through comprehensive orientation sessions. The Library Executive Team plays an important role in these events where they also shares business issues with all library staff on a monthly basis. Bi-annual colloquiums and professional board meetings provide opportunities for library staff to discuss current issues, while monthly Library Management Team meetings provide an excellent platform for reflections on the operations of the Unisa Library.

Unisa Library staff members also orientate new academics with regards to Library services.

Communication between unions and management

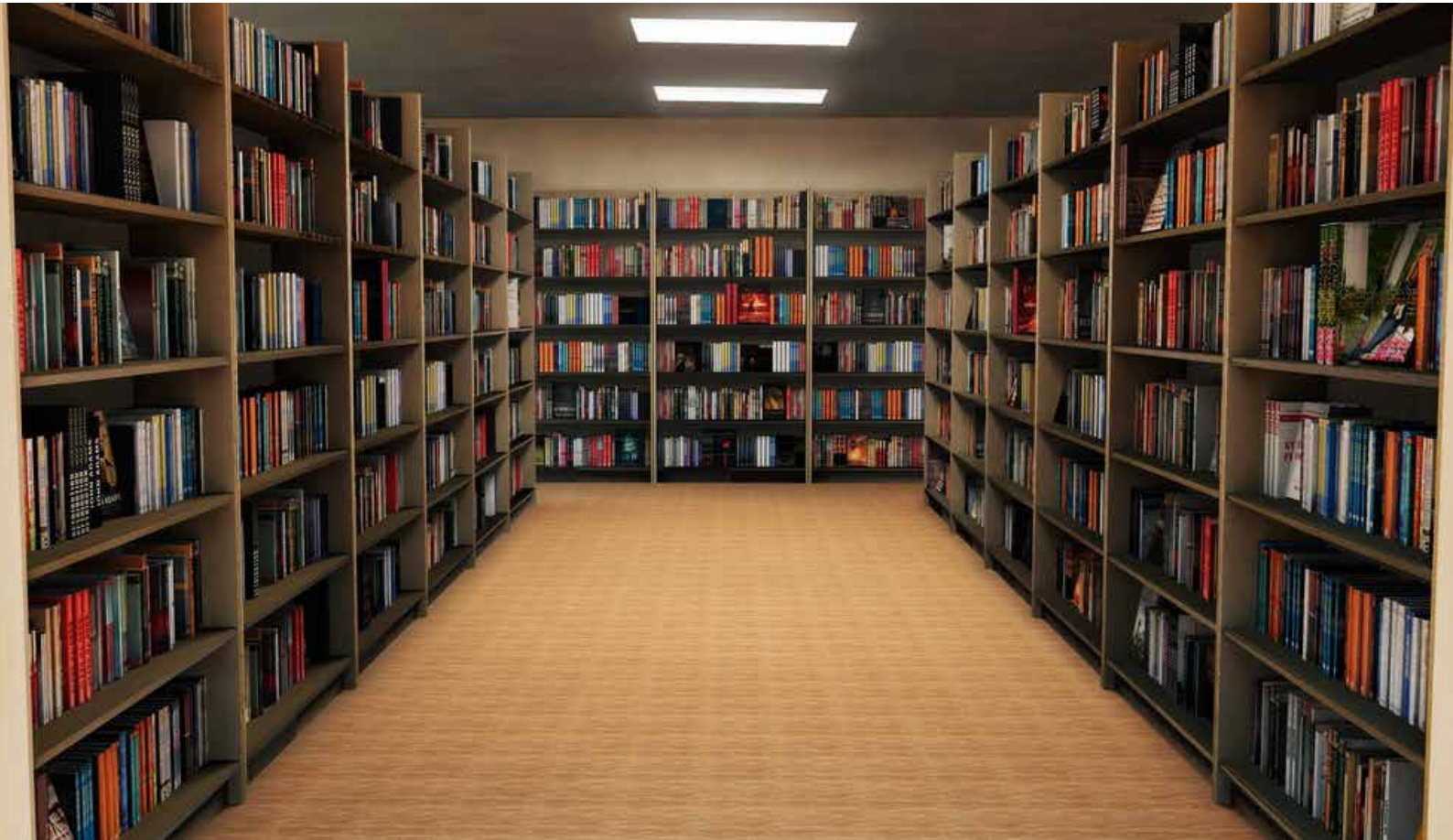
The Library Executive Team and Organised Labour meets monthly to address any concerns and to initiate projects and actions to enhance the workplace.

Library suppliers

Structures are in place to ensure that library suppliers comply with all social responsibilities required by the university, such as Black Economic Empowerment (BEE) compliance.

The IAD takes part in assisting the University to create and maintain a working environment that is safe and without risk to the health of its employees. This is achieved through the selection and review of a sample of buildings within the University to determine the level of compliance with requirements of the Occupational Health and Safety (OHS) Act 85 of 1993 and the prescripts of the Department of Labour. The reviews cover, amongst others, accessibility of University's buildings by people with disabilities, appointment and training of various OHS representatives, maintenance of emergency first aid kits, evacuation drills, and maintenance of records for air conditioners, elevators/ lifts. For any non-compliance issues noted during these reviews, the IAD provides management with recommendations which could be implemented to improve compliance which ultimately ensure a safe and healthy environment for employees, students and other stakeholders. Towards end of

2013, IAD commenced with the review of OHS for Vudec Building where the final report was issued during 2014. From the total of ten (10) findings noted during this review, nine (9) were significant findings and recommendations were accepted by management to improve compliance.





➤ Environment

Unisa Library is motivated to limit environmental impact while growing business. The aim is not only to minimise the impact on the environment through responsible and sustainable use of natural resources, but also to continuously improve environmental protection and to develop a greater sense of responsibility amongst employees and suppliers.

Recycling

The library has implemented a process for the recycling of paper and staff members are encouraged to recycle paper. Nampak boxes were distributed to all staff and the cleaners regularly collect used paper for recycling.

Reducing paper use

Paper use is much reduced as the library 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 library was reduced through the introduction of communal printers at strategic points on each level of the library.

Wireless connection is available for library users throughout the public areas of the library, in order to enable them to use their own laptops and other mobile devices to access the library's resources. The library catalogue and subject databases can also 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 forms. Paper use is much reduced as students have electronic access to recommended materials required for assignment work. This matter was discussed during the Directorate's Awareness Day at the Library in 2014.

Saving electricity

The library continues to save electricity by using only emergency lights in the Library after hours. Unisa participated in Earth Hour on Saturday, 29 March 2014. Joining millions across the world, the university switched off all lights at its Muckleneuk Campus in Pretoria, including those of the library, for one hour.



➤ **Anti-Corruption**

The Unisa Library insists on honesty, integrity and fairness in all aspects of business. The direct or indirect offer, payment, solicitation or acceptance of bribes is totally unacceptable.

Code of Ethics

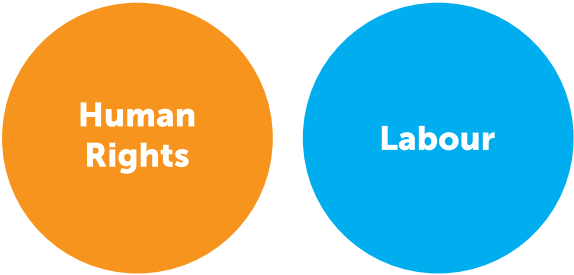
Library staff members are participating in the Library Ethical Workgroup affiliated with the University's Professional and Administrative Research Group (PARG), to ensure adherence to the Code of Ethics and to ensure that ethical clearance for research purposes is obtained. As already mentioned, staff also attended the University's Round Table discussions on Ethics.

The Library also adhere 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.

5.1.2 Internal Audit

Overview of Internal Audit Department

The UNISA Internal Audit Department (IAD) is an independent and objective assurance and consulting activity which evaluates the adequacy and effectiveness of internal controls, risk management and governance processes at the University. The purpose of the IAD is to add value and improve operations of the University with the ultimate goal of providing reasonable assurance that the University will achieve its objectives. In addition to the assurance and consulting services, the IAD is also responsible for investigation of fraud and corruption allegations that are reported through the fraud hotline and by management.



➤ **Human Rights and Labour**

The IAD takes part in assisting the University to create and maintain a working environment that is safe and without risk to the health of its employees. This is achieved through the selection and review of a sample of buildings within the University to determine the level of compliance with requirements of the Occupational Health and Safety (OHS) Act 85 of 1993 and the prescripts of the Department of Labour. The reviews cover, amongst others, accessibility of University's buildings by people with disabilities, appointment and training of various OHS representatives, maintenance of emergency first aid kits, evacuation drills, and maintenance of

records for air conditioners, elevators/ lifts. For any non-compliance issues noted during these reviews, the IAD provides management with recommendations which could be implemented to improve compliance which ultimately ensure a safe and healthy environment for employees, students and other stakeholders. Towards end of 2013, IAD commenced with the review of OHS for Vudec Building where the final report was issued during 2014. From the total of ten (10) findings noted during this review, nine (9) were significant findings and recommendations were accepted by management to improve compliance.

In its approved 2014 Audit Plan, IAD also has included an audit on disabilities support for students and the review is currently in progress. IAD reports on unfair labour practices when audits are conducted, for example related to job descriptions, performance management and salaries. During investigations, ensuring the respect of the human rights (particularly privacy, fairness, and confidentiality) of the person/s being investigated or parties that are interviewed is critical to Unisa's practice. A professional protocol regarding all investigation processes is approved, understood, and followed by the team aligned to the principles of natural justice. One area that is emphasised in the engagement is information to the parties regarding their rights – to be heard, to respond, to remain silent, and not to self-incriminate themselves.





Environment

➤ Environment

The IAD supports the environmental initiative of reducing carbon emission in various ways. During the execution of audits, an inherent component of the audit is to identify areas where automated internal controls may be recommended to the University, thereby shifting it away from manual controls. Manual controls require that the University has to maintain hard copy supporting documentation which serves as evidence that the relevant policies and procedures were complied with during the processing of transactions or execution of activities. Automated internal controls on the other hand, when properly implemented, reduce the paper usage and ultimately contribute to the go-green environmental initiative.

As part of reviews, the four E's namely, Efficiency, Effectiveness, Economy and Ethical imperatives, are always part of IAD's mandate. Furthermore, as part of its 2014 Internal Audit Coverage Plan, IAD has specifically engaged an audit of Ethics Governance, which has been finalised and recommendations were accepted by the line manager. As a consulting activity, IAD is involved in providing advice on a number of new technological initiatives and, in this way, makes an institutional contribution to overall project management, financial management and sustainability concerns.

The nature of IAD's work requires that it maintains working papers as a record of transactions that were audited and the audit test results stating whether internal controls, risk management and governance processes are adequate and effective or not. Furthermore, the supporting

documentation for the exceptions noted should also be kept as evidence. Finally, the IAD issues internal audit and investigations reports detailing the outcome of the engagements performed. In order to minimize the use of paper by creating manual audit evidence or files, the IAD records the work done electronically on Audit Software, namely Teammate. In addition, internal audit and investigation reports are also distributed electronically to the relevant recipients to avoid the use of hard copies.



Anti Corruption

➤ Anti-Corruption

In an attempt to promote anti-corruption, the IAD regularly conducts workshops either on its own or in concert with the other departments providing assurance services at the University, to create awareness of the importance of internal controls and to mitigate risks and irregularities. During these workshops, the University community is also advised of the available mechanisms in place where possible irregularities may be reported. This creation of awareness plays a significant role in enhancing compliance with relevant policies and procedures and possible reduction of irregularities.

A unit in IAD is responsible for investigating matters that are reported either through the Ethics Hotline, Ethics Helpline, and Management or by staff members pertaining to allegations of fraud, corruption and other irregularities. IAD has also been one of the contributors/drivers to the Fraud Risk Assessment, Ethics Risk Assessment, and the Protection of Personal Information Readiness Assessment, last mentioned being an initiative to make the University community aware of the need to protect personal information and thereby also raise the risk of Cybercrime and related corrupt activities.

5.1.3 Pro-Vice Chancellor's Office

Overview

The Chance 2 Advance project, a Community Engagement project, is a flagship university community outreach programme located in the Office of the Pro-Vice Chancellor. It seeks to instil 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 exposed to a range of learning initiatives that will speak to their own contextual needs.

In response to the UNGC, a critical aim of the programme is to embed human rights, anti-corruption and environmental consciousness, discourse and action across all our workshops. Participating communities are trained with skills in order to raise their social justice awareness and positive action towards the entrenchment of human rights. With critical consciousness as a key transversal skill across all workshop activities communities are learning to adopt a rights-based approach to daily life.



Human Rights

➤ Human Rights

The Chance 2 Advance programmes can contain over a hundred free community learning workshops. 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;
- Family Violence, Sexual violence and management of sexual offences
- Alcohol and drug abuse: current trends and prevention strategies

- Children Rights and Protection;
- Empowering Women: Pathway to Liberation;
- Silence the Violence.
- Health and Wellness
- Disability Awareness
- Community Development
- Understanding the Role of the Local and National Government and the Role of the Ward Councilor
- Think Global Act Local

The above mentioned workshops are designed for the mega community learning initiative for the KZN communities of Phoenix, Verulam, Parkgate, Ottawa, Ntuzuma, Inanda and Kwa Mashu among others. They focus 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).



➤ Labour

In keeping with the UNGC principles on labour the following workshops have been offered to support communities to gain a better understanding of the labour environment, namely:

- Human Trafficking and modern day slavery
- Children's Rights
- Understanding the SA Constitution and Your Rights
- Cyber Security Awareness
- Understanding HIV and AIDS in SA
- Disability Sensitisation
- Know Your Rights – Sexual Abuse

These workshops are designed specially to uphold the freedom of association and the effective recognition of the right to empower disadvantage communities, by seeking to eliminate all forms of discriminatory labour within South Africa.





Environment

➤ Environment

The environmental workshops on offer equip communities to have a sound appreciation of their environment and how they can effectively contribute to its preservation and stewardship. These workshops are designed to serve not only marginalized communities but also empower those individuals who may contribute effectively to developing a better and much more resourceful local community as stipulated in the UNGC report. Workshops on offer include:

- Understanding Community Development
- Eco-Education
- Trash 2 Cash: Benefits of Recycling
- Protect our Environment
- Organic Food Gardening
- Think Global Act Local
- Social Media in Business and Learning
- Using the Internet for Work and Life
- Electricity Literacy and Career Opportunities

ICT related workshops bring communities into an understanding of technologies that decrease reliance on paper.



Anti Corruption

➤ Anti-Corruption

In dealing with anti-corruption one of the regular features of the C2A community learning programmes is the workshop on Local Economic Development (LED).

This workshop encourages ways to enforce anti-corruption policies by seeking strategies to instil economic behaviour with local stakeholders to improve active and transparent participation in local economies. The goals of LED which include job creation, empowerment, the pursuit of economic growth, the restoration of economic vitality and diversification in areas subject to recession, and establishing the 'locality' as a vibrant, sustainable economic entity are explored in the South African context through the lens of anti-corruption, accountability and transparency. Special capacity building programmes are offered to a range of NGOs and CBOs which are clearly pursuing LED and job creation strategies.

5.1.4 University Estate

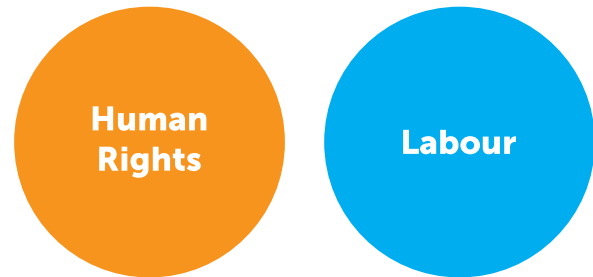
Overview

The University Estates Department has a goal to effectively manage, maintain and expand the infrastructure of Unisa within the country's relevant framework, policies, directives and legislation. The Department is part of the Finance and University Estates portfolio and has set itself the following strategic objectives:

- ▶ Support environmental sustainability and promote green building principles,
- ▶ Encourage best practices within the various directorates supported by a strong focus on ethical governance and servant leadership,
- ▶ Provide an enabling environment for persons with disabilities,
- ▶ Foster a culture of continuous improvement and service excellence,
- ▶ Provide infrastructure and facilities which meet the long term requirements of the ODeL business model.

The Department implements its programme and operations through the Property Planning Directorate; which manages space allocation and conducts an annual review of the Unisa Campus Master Plan; the Project Management Directorate ensures the execution of approved physical development and property refurbishment projects; the Maintenance Directorate which is responsible for the overall planned and reactive maintenance of all Unisa properties in key areas of electrical, mechanical and building services. The Support Services Directorate provides contract management of the Gardens and Grounds function, transport services, catering, hygiene services, cleaning, waste management, recycling, pest control services and Conferencing in all facilities. The

Unisa Science Campus Directorate incorporates all the services stated above in a single campus and ensures an effective facility management, user-friendly and easy accessibility on campus. The Directorate further manages the newly completed research Laboratories, Engineering Buildings and Horticultural Facilities.



▶ Human Rights and Labour

The University Estates Department has completed a Memorandum of Agreement with the Unisa Disability Forum. In addition, the Department has put together Guidelines for the Design of Accessible Buildings / Facilities for Disabled persons for further consultation and finalisation with the Unisa Disability Forum, and the Diversity Management, Equity & Transformation Department; amongst other stakeholders.

The purpose of the guidelines are to highlight the normal and special requirements pertaining to accessibility to persons with disabilities in all UNISA facilities; promote universal design principles in the provision of all UNISA facilities; inform professional design teams of the minimum UNISA requirements to be adhered to in the design of facilities; and to ensure that the appointed service providers are fully aware of what is expected with regard to the National Building Regulations and SANS pertaining to accessibility.



Furthermore, the Department has earlier in 2014 appointed service providers to conduct disability access audits across all Unisa buildings in various campuses and Regions. The results of the studies have already been submitted to the Unisa Management Committee which has noted the results, recommendations and budget requirements as contained within the Disability Audit survey. The University Estates Department is making strides to make all Unisa buildings disability-friendly. The Department aims to achieve this objective through current and planned refurbishment projects to be rolled out as soon as the implementation plan is approved.



➤ **Environment**

The University Estates Department support the Green Economy and Sustainability Engagement Model (GESEM) which has been adopted institution-wide by Unisa. GESEM consists of a number of policies and position statements and is aimed at providing a road map for sustainability that focuses the University’s efforts towards ensuring a sustainable future by increasing awareness of and commitment to sustainability. The following are some of the initiatives undertaken at Departmental level:

Waste Management Initiatives:

Wet Waste Recycling

The Department runs the food waste recycling programme – a project which diverts all the food waste at the Muckleneuk, Sunnyside and the Science Campus in Florida from landfill via the

food waste recycling and composting initiative. All food waste from the kitchens and canteens on all these campuses are fermented in bins and then composted.

Cost savings benefits for Unisa include the reduction in general waste collection/pick up charges; reduced used of detergent products and dustbin bags; and the reduction of input purchases for compost, mulch, fertiliser and pesticides.



Example of food waste recycling which is now piloted

Dry Waste Recycling

The Department has appointed the cleaning service provider to separate and sort waste from source when cleaning offices and buildings. This waste is then taken through for recycling. Another service provider has been appointed solely for paper waste recycling purposes; especially paper generated from the institution’s Print Production facilities, annual rebase is paid to Unisa through this contract.

Temporary recycling and sorting stations have been established at each campus. In addition, there are bins strategically placed within the buildings and around campuses for staff and students to throw away the recyclables.



Example of Recycling bins placed in office corridors



Example of the Recycling station in Muckleneuk Campus

Energy Management Initiative:

The Department is continuing with initiatives aimed at reducing Unisa's carbon footprint by applying new energy efficient technologies and operational best practices. 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. The majority of lifts in Pretoria Campuses have already been upgraded and replaced with the latest energy saving technologies.

The Motion and Occupancy Sensor project has been piloted in RR Maluleka Building by the Department. The Department is further awaiting final approval of the motion and occupancy sensor as well as smart meter projects which will enable lights in areas that there is no occupancy to be automatically switched off. Through installation of smart meters; the Department is able to receive live updates of consumption and detect exact building locations where excessive consumption takes place. All new construction projects are also incorporating the energy saving initiatives with Florida UNISA science campus having all of its building with lights controlled via the building management system (BMS) with exception of the Laboratory due to research experiment requirements.

University Estates have recently completed energy efficient survey for Muckleneuck Campus and currently finalising the implementation plan

5.2 Academic Community engagement project Activities Supportive to the Global Compact Principles

- **Community Engagement and Outreach on achieving UNGC principles**

Following from a philosophy of commitment to serve the weakest and most vulnerable members of society through collaborations and partnerships, Unisa has conceptualised community engagement within the global development course, specifically the Millennium Development Goals (MDGs), since 2012, thereby considering its regional, national and local relevance and application, its integration with research and teaching and its potential for evaluation against clearly defined objectives.

The MDG framework adopted by Unisa aligns CE with the core mission of Higher Education Institutions (HEIs), that is sustainable development and the improvement of society as a whole, thereby making it fit for purpose. Second it creates an enabling environment whereby it accommodates and recognises a wide range of scholarly outputs (research, teaching and training, service learning and other community-based activities) associated with globally sustainable development and its local applications. Third, it links the core functions of research, teaching and CE by directing the activities of these functions towards a common purpose, namely global sustainable development. Fourth, it is responsive and applicable to local, regional, national and international development contexts. Fifth, it accommodates clear, measurable targets that provide a starting



point for the development monitoring tools that can lead to increased accountability when planning and evaluating community engagement activities (Pienaar-Steyn, 2012:53).¹

For the first time in 2013 Unisa committed dedicated financial resources to community engagement projects for the first time. As a result of the financial commitments, DCEO created registration, monitoring and evaluation and quality management systems with stakeholders. All projects were registered against specific MDGs with the intention of measuring the impact of CE on development over time. In 2014, the number of CE&O projects increased from 180 to 217 and the budget was increased to more than R34 000 000 as a result (this budget excludes funding from the SPCC and the Unisa Foundation for community engagement and outreach projects). DCEO also added the objectives of the National Development Plan to the MDGs and married these objectives through common indicators. All projects are registered and against these indicators. Although sophisticated monitoring and evaluation instruments have not yet been developed, this report already demonstrates the potential impact of community engagement and outreach on development.

The DCEO also facilitates spaces for engagement where academics, students and various stakeholders can partner and collaborate formally and informally to co-create and exchange knowledge. These spaces create opportunities broad enough to accommodate development objectives relating to the MDGs, NDP and the UNGC. The first of these is a partnership with the World Economic Forum on the development of young leaders (Global Shapers) to pave the way for engagement and sustainable solutions to the many challenges experienced by society. The second is a partnership with the PASCAL International Observatory whereby academics, mu-

1. Pienaar-Steyn, S. 2012. The Millennium Development Goals as a Conceptual Framework for Enabling and Evaluating Community Engagement. South African Review of Sociology, Vol 13 (2): 40-57

nicipalities and other stakeholders collaborate to address socio economic and environmental challenges at local government level. The third space is through the South African Higher Education Community Engagement Forum (SA-HECEF) whereby universities are collaborating collectively towards addressing socio-economic challenges through community engagement. Finally through a partnership with the Tailloires network, students are provided with exchange opportunities to contribute local knowledge to the international discourse and to enrich the national discourse with their learned knowledge from their experience.



- **Contributing to the UNGC principles through CE projects**

An overview is provided in tabular report format, of 2013-14 registered Community Engagement projects, mapped against the millennium development goals, the objectives of the National Development Plan, the Sustainability and the UNGC principles. The report reflects only on the registered CE project and does not include CE projects that have been captured in the CE database, for which the project documentation is outstanding or where the projects have not been verified by the Unisa Foundation, as being active.

The number of projects included in this report, might differ from the total number of CE Projects reported on at different stages during the year. The reason for this is that DCEO registers new projects throughout the year, which are added to the CE project database. The database is reconciliation at the beginning of each year, once all Project Budget Lists have been approved at SCEC, again mid-year with the budget realignment process and at the end of each year, after close out reports have been received for projects that will not continue into the next year.

The information reflected in the below tables, was collected from CE project registration forms, the quarterly reports project leaders have submitted to SCEC during 2014, as well as through a project evaluation process DCEO undertook during June 2014.

In terms of the alignment of CE projects with the UNGC principles the following summation is provided followed by a more detailed breakdown per project:

Table 2: Number of Community Engagement project align to the principles

UNGC Principle	Total CE projects aligned to the principle
Human rights	155
Environment	31
Labour	49
Anti-corruption	17



COLLEGE OF AGRICULTURE AND ENVIRONMENTAL SCIENCE (CAES)

TABLE 3: Community Engagement Projects aligned to the principles in the Colleges

PROJECT NUMBER	PROJECT NAME	Millennium Development Goals	NDP Objectives	Sustainability Principles	UNGC Principles
CU01	Roots Driven Rural Development	<p>Goal 1: by providing training opportunities and skills transfer the project contributes on a micro level to the reduction of the levels of poverty and thus indirectly to the levels of hunger.</p> <p>Goal 3: The creation of the Basadi Group of multi-talented rural ladies from Madikwe as well as the provision of applications to apply for funding nationally and globally.</p> <p>Goal 7: By creating a higher level of environmental awareness and responsibility, any roots driven change in the area should be environmentally sustainable.</p> <p>Goal: 8: During the participatory meeting in March, a number of opportunities for members (18 years to 35 years) of the rural community to take on opportunities that will allow them to work, study, visit or stay in a foreign country for a period of time, will expand the perspectives of the community to achieve sustainable socio-economic change</p>	<p>Economy and employment: Skills transferred that will enable community members to create their own avenues of employment and in this way reduce levels of poverty and inequality in rural areas.</p> <p>Integrated and inclusive rural economies: Provided rural communities with access to education and skills</p> <p>Human Settlement: advocated the use of local resources to meet local needs and in this way contribute to the reduction of poverty and inequality.</p> <p>Social Protection: created awareness that the natural wealth and available human resources in the rural area is sufficient to achieve human development that reflects the wealth of the geographical area.</p> <p>Education and training: this is central to the project and will contribute to the long term development in the area.</p>	<ul style="list-style-type: none"> • Principle 1 & 3 • Sustainable 5 year project 	<ul style="list-style-type: none"> • Environment • Labour • Human rights

PROJECT NUMBER	PROJECT NAME	Millennium Development Goals	NDP Objectives	Sustainability Principles	UNGC Principles
CU02	Interdisciplinary symposium for post graduate science students	This symposium exposes developing scientists to inter-disciplinarity in action which is a crucial requirement for achieving the MDGs	MIT approaches are supported and fostered - which is crucial if science is to contribute to research relevant to disadvantaged communities.	<ul style="list-style-type: none"> Principle 4 Ongoing annual project Sustainable 	<ul style="list-style-type: none"> Environment Labour Human rights
CU04	"Unearthing a Sustainable Future"	None have been achieved from January-March as yet, but engagement centres on sustainability and reduction of ecological footprints and this will be the focus of discussion with the CE group	None have been achieved from January-March as yet, but engagement centres on sustainability and reduction of ecological footprints and this will be the focus of discussion with the CE group.	<ul style="list-style-type: none"> Principle 1 & 4 Time frames not mentioned 	<ul style="list-style-type: none"> Environment
CU05	Mandlethu Community Engagement project	Universal primary education through our involvement with the Mandlethu FET school	Provide support to less endowed schools Support for Agricultural education and Transfer of knowledge and skills to disadvantaged community	<ul style="list-style-type: none"> Principle 4 One year project 	<ul style="list-style-type: none"> Human rights
CU06	Mothong African Heritage Project	One registered PhD research output. Conservation of indigenous medicinal plants	Cultivation of plant species with cosmeceutical application which will enter the commercial market soon	<ul style="list-style-type: none"> Principle 1 & 4 Ongoing project in infant phases 	<ul style="list-style-type: none"> Environment Labour
CU07	Garden World Display Gardens	Millennium Development Goal no 7: Ensuring environmental sustainability. See Garden World 2013 theme below.	The Government's National Plan for university graduates to be made ready for the workplace. Exposing Unisa students to the simulated workplace at Garden World will contribute towards equipping them for future employment.	<ul style="list-style-type: none"> Principle 1 & 4 Ongoing project 	<ul style="list-style-type: none"> Environment

PROJECT NUMBER	PROJECT NAME	Millennium Development Goals	NDP Objectives	Sustainability Principles	UNGC Principles
CU08	Lenasia Eco-Schools	Millennium Development Goal no 7: Ensuring environmental sustainability.	<p>Learning encourages behavioural changes and provides the skills required for participation in water governance.</p> <p>Schools and other educational environments promote water sustainability, with access to safe water and sanitation facilities.</p> <p>Educational structures, policy and management provide guidance, oversight, coordination, monitoring and evaluation to ensure an effective, sustainable and institutionalized educational response to water governance challenges.</p>	<ul style="list-style-type: none"> • Principle 1,3 & 4 • Ongoing 	<ul style="list-style-type: none"> • Environment
CU09	People and Parks project	To be addressed 2nd half of 2014	To be addressed 2nd half of 2014	<ul style="list-style-type: none"> • Principle 4 • 3 Year project 	<ul style="list-style-type: none"> • Environment

PROJECT NUMBER	PROJECT NAME	Millennium Development Goals	NDP Objectives	Sustainability Principles	UNGC Principles
CU10	Diepsloot Community Engagement Project	<ul style="list-style-type: none"> - The project seeks to address the following millennium development goals: <ol style="list-style-type: none"> 1. Universal primary education through our involvement with the Diepsloot Combined School. 2. Eradicate extreme poverty and hunger through skills transfer initiative. 3. Promote gender quality and empower women through workshops in sewing and clothing. <p>Combat HIV/AIDS, malaria and other diseases through World Health activities</p>	<p>The following drives are addressed in the project:</p> <ul style="list-style-type: none"> - Promote health - Improvement on education. - Improvement on science and technology. - Address the socioeconomic challenges <p>Improve the social wellbeing of the communities.</p>	<ul style="list-style-type: none"> • Principle 1,3& 4 • 3 Year project 	<ul style="list-style-type: none"> • Human rights

PROJECT NUMBER	PROJECT NAME	Millennium Development Goals	NDP Objectives	Sustainability Principles	UNGC Principles
CU11	CAES Part 6 Programme in Household Food Security (PHFS)	<p>To eradicate <u>extreme poverty and hunger</u></p> <p>To promote <u>gender equality</u> and empower women</p> <p>To reduce <u>child mortality</u></p> <p>To improve <u>maternal health</u></p> <p>To combat <u>HIV/AIDS</u>, <u>malaria</u>, and other diseases</p> <p>To ensure environmental <u>sustainability</u></p>	<p>Most students are unemployed youth – less than % less than 6 months experience.</p> <p>Students are poor performers in their community</p> <p>Students have little job opportunities</p> <p>Age varies from 19 to 39 years, average 28 years</p> <p>Include young mothers with children and mostly single, 70% female.</p>	<ul style="list-style-type: none"> • Principle 4 • 2 Year project 	<ul style="list-style-type: none"> • Human rights • Environment • Labour

PROJECT NUMBER	PROJECT NAME	Millennium Development Goals	NDP Objectives	Sustainability Principles	UNGC Principles
CU12	<p>Nutrition training of health workers (Consisting also of 4 sub-projects)</p> <ul style="list-style-type: none"> - Agri-business management SLP (Non profit sharing) - National School Nutrition Program - Nutrition and Food Safety Workshop - Sewing Techniques – establishing sustainable SMME SLP (Non profit sharing) - Paediatric Health 	<p>The following are particularly applicable to the outcomes of this project:</p> <ol style="list-style-type: none"> 1. Promoting gender equality and empower women. 2. Reducing the child mortality rate. 3. Improving maternal health. 4. Combating HIV/AIDS, malaria and other diseases. 5. .Reduce Unemployment 6.Reduce poverty and improve standards of living 7.Improve skills development and training for the unemployed 	<p>Reduce unemployment</p> <p>Increase relative individual earnings</p> <ul style="list-style-type: none"> • Inclusive Rural Economy <p>Increase employment in agriculture, agro-processing and related sectors</p> <p>Improve learning opportunities through Community Education and Training Centres</p> <ul style="list-style-type: none"> • Healthcare for all <ul style="list-style-type: none"> o Improve average life expectancy • Social Protection <p>Reduce poverty and improve standards of living</p> <p>Reduce hunger, malnutrition and micronutrient deficiencies that affect physical growth and cognitive development, especially among children.</p>	<ul style="list-style-type: none"> • Principle 1,3,& 4 • 3 year Project 	<ul style="list-style-type: none"> • Human rights • Labour • Environment
CU13	Urban Agriculture	Eradicate extreme poverty and hunger through Agricultural skills transfer initiative to disadvantage communities in the COJ	The alleviation of hunger and malnourishment in the COJ.	<ul style="list-style-type: none"> • Principle 1 & 4 • 3 Year project 	<ul style="list-style-type: none"> • Environment • Labour

PROJECT NUMBER	PROJECT NAME	Millennium Development Goals	NDP Objectives	Sustainability Principles	UNGC Principles
Unisa Foundation	Household Food Security	1,3,4,6&7	<ul style="list-style-type: none"> • Universal Education • Eradication of poverty • Transformation of society • Improving education, training and innovation • Opportunities for youth and women • Economic growth and employment creation 	<ul style="list-style-type: none"> • Principle 3 – Human capital • Principle 4 – Social Capital 	<ul style="list-style-type: none"> • Human rights • Environment • Labour
Unisa Foundation	Fog Harvesting	No information available	<ul style="list-style-type: none"> • Economic growth and employment creation 	<ul style="list-style-type: none"> • Principle 1 – Natural Capital 	<ul style="list-style-type: none"> • Environment • Human rights • Labour
Unisa Foundation	CAMP	No information available	<ul style="list-style-type: none"> • Universal Education • Eradication of poverty • Transformation of society • Improving education, training and innovation • Opportunities for youth and women • Economic growth and employment creation 	<ul style="list-style-type: none"> • Principle 3 – Human capital • Principle 4 – Social capital 	<ul style="list-style-type: none"> • Labour • Human rights

College of Education (CEDU)

PROJECT NUMBER	PROJECT NAME	MDGs	NDP	Sustainability	UNGC Principles
CN01	AIC Academic Support	Improving education and increasing Africans Coloureds and Indians students who registered for the programme BEd (Foundation Phase)	<ul style="list-style-type: none"> The reduction of poverty Quality education and skills development Social protection Employment 	<ul style="list-style-type: none"> Principle 3 – Human capital Principle 4 – Social capital 	<ul style="list-style-type: none"> Human rights Labour
CN02	ECD Teachers	<p>2: Improving education in rural areas by addressing the need for post graduate teachers in Foundation Phase with special expertise to teach young children. With specialised training of teachers, the education of the learners as well as the parent community can be uplifted.</p> <p>5: Improving maternal health by educating the parents of the children in the schools who house these students (teachers) involved in the project as (part of a research component)</p>	<ul style="list-style-type: none"> Empowering the teachers with postgraduate qualification in order to improve the quality of education and develop skills Educating parents regarding social protection (part of the research component) 	<ul style="list-style-type: none"> Principle 4 – Social capital 	<ul style="list-style-type: none"> Human rights
CN03	Professional Development CTCET	<ol style="list-style-type: none"> Improving the quality of Foundation phase teaching the rural disadvantaged schools. Increasing the number of qualified Foundation Phase teachers in rural and disadvantaged communities 	<p>The project is supporting Foundation phase subject specialists and aimed at improving quality education and skills development</p>	<ul style="list-style-type: none"> Principle 4 – Social capital 	<ul style="list-style-type: none"> Labour

PROJECT NUMBER	PROJECT NAME	MDGs	NDP	Sustainability	UNGC Principles
CN04	CEDU Adopt a School	1. Improve teaching and learning in rural schools through application of the new media 2. Improve administration of education by teachers using the new media	Support quality of instruction and learning in classroom. Support administration of education	<ul style="list-style-type: none"> Principle 4 – Social capital 	<ul style="list-style-type: none"> Human rights
CN05	Preventing Violence in School	Contribute to improving education Promote gender equality and empower women	<ul style="list-style-type: none"> Quality education and skills development Safety and security Social protection Recreation and leisure 	<ul style="list-style-type: none"> Principle 4 – Social capital 	<ul style="list-style-type: none"> Human rights
CN06	Professional Learning in Mpumalanga	Contribute to improving education Improve school governance.	<ul style="list-style-type: none"> Quality education and skills development Social protection 	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights Anti-corruption
CN07	School Governance	Contribute to improving education Improve school governance.	n/a	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights; anti-corruption
CN08	Special & Prison Schools	Improve Education for vulnerable children.	<ul style="list-style-type: none"> Safety and Security Quality Education and Skills development. 	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights

PROJECT NUMBER	PROJECT NAME	MDGs	NDP	Sustainability	UNGC Principles
CN09	Persons with Hearing Lost	We aim to contribute towards the education and training of Deaf people, seeing that only 16% of them are economically active. This will also alleviate poverty.	<p>The reduction of poverty</p> <ul style="list-style-type: none"> 1-The reduction of poverty 6-Quality health care 7-Social protection 	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights
CN10	Kha ri Gude	<ol style="list-style-type: none"> Contributes to improving education through peer education and skills development among adults Promote gender equality and empower women as through the Kha Ri Gude campaign, illiterate women have acquired basic literacy and numeracy skills that has boosted their confidence and respect in their communities Open up opportunity for economic participation. The graduates have established their own SMMEs and cooperatives Through the campaigned economic activities among the graduates have increased leading to poverty reduction Improve maternal health through health education Combat HIV/AIDS, malaria and other diseases through health education 	<ul style="list-style-type: none"> The reduction of poverty through increased economic participation Quality education and skills development through basic education and opportunity to further studies Social protection through economic participation Self-employment and income generation through SMME activities Recreation and leisure through social networks and support groups Quality healthcare through health education Improving nutrition through skills from vegetable gardens 	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights Labour

PROJECT NUMBER	PROJECT NAME	MDGs	NDP	Sustainability	UNGC Principles
CN11	Ilima Lemfundo	Contribute to improving education. The project aims to improve the teaching of languages in schools as most learners experience language related problems with regard to reading and writing in both their first and second languages. Teacher also lack the necessary language proficiency skills as well as the content knowledge	The project contributes towards quality education for the learners and skills development for the teachers.	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights
CN12	TESSA	Contribute to improving education the teaching and learning by using TESSA OER's.	<ul style="list-style-type: none"> Quality education and skills development Improves education through the use of Learner Teacher Support Materials (LTSM's) 	<ul style="list-style-type: none"> Principle 3 – Human capital Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights
CN13	Quality Mathematics in Sub-Saharan Africa	Contribute to improving education the teaching and learning by examining the status of existing professional development practices and the challenges practitioners experience in the implementation of the programs	The project supports the improvement of quality education and skills development.	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights
CN14	Maths Proficiency	Contribute to improving education the teaching and learning by identifying ways of improving teachers' proficiency in the teaching and learning of mathematics in primary schools.	The project supports the improvement of quality education and skills development.	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights

PROJECT NUMBER	PROJECT NAME	MDGs	NDP	Sustainability	UNGC Principles
CN15	MTLIP	Contribute to improving education. The project aims to improve the teaching of mathematics by providing a systematic professional development to the mathematics teachers in the selected schools, with the view to strengthen the quality of primary education in preparation for higher education learning	The project supports the improvement of quality education and skills development.	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights
CN16	Mathematics and Physical Science in Limpopo	The project focuses on developing strategies for the teaching and learning of Grade 12 Maths and Science. It also focuses on providing a systematic professional development to the mathematics teachers in the dysfunctional schools, with the view to empower both teachers and learners.	Quality education and skills development	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights

PROJECT NUMBER	PROJECT NAME	MDGs	NDP	Sustainability	UNGC Principles
CN17	Science & Maths for the Blind	<p>Educating the blind and ensuring higher order skills, literacy, maths, science and critical thinking impacts with the achievement of all the MDGs.</p> <ol style="list-style-type: none"> 1. Alleviation of poverty or hunger 2. Contribute to improving education 3. Promote gender equality and empower women 4. Reduce child mortality 5. Improve maternal health 6. Combat HIV/AIDS, malaria and other diseases 	<p>Education in maths and science for the blind children will ultimately contribute to the reduction of poverty</p> <p>Housing, water, electricity and sanitation</p> <p>Quality education and skills development</p> <p>Safety and security</p> <p>Quality health care</p> <p>Social protection</p> <p>Employment opportunities for the blind</p> <p>Improving the nutritional status of the blind through education</p>	<ul style="list-style-type: none"> • Principle 4 – Social Capital 	<ul style="list-style-type: none"> • Human rights

PROJECT NUMBER	PROJECT NAME	MDGs	NDP	Sustainability	UNGC Principles
CN18	Matric Outreach	<ul style="list-style-type: none"> 1. Contributes to improving education through matric upgrade 2. Promote gender equality and empower women through education 3. Open up opportunity for economic participation by obtaining school certificate 4. Poverty reduction through the opportunities that have been created by obtaining school certificate 	<ul style="list-style-type: none"> • The reduction of poverty through economic participation • Quality education and skills development as the matric has opened up opportunities for further education and training • Employment avenues opened 	<ul style="list-style-type: none"> • Principle 4 – Social Capital 	<ul style="list-style-type: none"> • Human rights • Labour
CN19	SA Zim Maths	<ul style="list-style-type: none"> To establish teacher education programmes in order to improve teachers' mathematical pedagogical knowledge 	<ul style="list-style-type: none"> The project supports the improvement of quality education and skills development. 	<ul style="list-style-type: none"> • Principle 4 – Social Capital 	<ul style="list-style-type: none"> • Human rights
CN20	KZN Science	<ul style="list-style-type: none"> The project impacts on MDG 2. Through the project 19 teachers will have improved their teaching skills and knowledge about science education. 	<ul style="list-style-type: none"> Quality education and skills development during the contact sessions and formal qualification training. 	<ul style="list-style-type: none"> • NO – time frame expired • Principle 4 – Social Capital 	<ul style="list-style-type: none"> • Human rights

PROJECT NUMBER	PROJECT NAME	MDGs	NDP	Sustainability	UNGC Principles
CN21	CAPS	<p>The project impacts on MDG 2. The project will</p> <ul style="list-style-type: none"> promote capacity development in supporting schools with implementation teachers support advocacy and strengthen policy and practice dialogue among Unisa, schools and education district officials assess implementation and strengthen progress 	<p>The project targets NDP Goal 4:</p> <ul style="list-style-type: none"> Improve the teaching skills and subject knowledge of teachers Contribute to improvement of SMT support to teachers and learning Improve the quality of the support services provided by district offices to schools 	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights
CN22	HIV/AIDS Grand-mothers	<ul style="list-style-type: none"> Contribute to improving education Support vulnerable children. Contribute towards the alleviation of poverty through the establishment of food gardens and the provision of a water supply system. 	<p>Upliftment of children in need and their caregivers through fulfilling basic needs such as blankets, giving a birthday party to the children. Upliftment of caregivers through determining their needs, having regular conversations with them and the plan to enrol them in 2015 in a counselling certificate at UNISA.</p>	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights Environment

PROJECT NUMBER	PROJECT NAME	MDGs	NDP	Sustainability	UNGC Principles
CN23	TATENI Breaking the cycle of poverty	<p>Tateni project is aimed at breaking the cycle of poverty and thus directly addresses the MDGs' 1; 2; 3 and 6.</p> <p>Poorest of the poor and the destitute learners are identified and their family situations are assessed and various intervention are provided which among others includes education (extra lessons); leadership programmes and drop off centres which is used for feeding scheme during the week. The unemployed youth are encouraged and along with the carers in Tateni give skills training in programmes like basic computer.</p> <p>The project also gives extra Saturday's classes to grade 9 and 10 learners in Mamelodi so that the cycle of poverty is broken by chances and opportunity of getting having a good matric foundation (subject expertise) and good matric performance as an output.</p> <p>Gender issue are addressed through various extra lessons' time where programmes are run to up skill and sensitise all genders about discrimination; prejudice; stereotype; HIV/AIDS; abuse and many more.</p>	<p>Tateni Breaking the cycle of poverty contributes directly in:</p> <ul style="list-style-type: none"> The reduction of poverty through the carer system where visitation and assessments are conducted on the identified families. The families are encouraged in food gardening on the premises of Tateni and their own back yards. Quality education and skills developments are few of the key areas of Tateni. Extra school lessons are given to Grades 10 and 11 in order to augment and fill -up where the learners might have missed the lesson during the week. Up skills in terms of computer skills are also arranged and the carers and the unemployed youth are encouraged to take them up. 11. Tateni runs a drop-in centre where the children and the community around, major focus on children are given nutritious meals. 	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights Environment Labour

PROJECT NUMBER	PROJECT NAME	MDGs	NDP	Sustainability	UNGC Principles
CN24	Capacity Building Workshops for SGB's	Contribute to improving education Improve school governance.	Quality education and skills development	<ul style="list-style-type: none"> Principle 4 – Social Capital Principle 5 – Financial Capital 	<ul style="list-style-type: none"> Human rights Anti-corruption
CN25	Inside Teacher Education Politics of Process	n/a	None reported	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights

PROJECT NUMBER	PROJECT NAME	MDGs	NDP	Sustainability	UNGC Principles
CN26	Empowerment of Science & Geography Teachers in Ugu District	Contribute to improving education	None reported	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights
CN27	National Historic Schools restoration Project	Still at initial stage but aims to improve education in the target school.	None reported	<ul style="list-style-type: none"> Principle 2 – Manufacturing Capital Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights
CN28	Stompneus Bay Vegetable Garden Development & Women Empowerment	Still at initial stage but aims to improve education in the target school.	None reported	<ul style="list-style-type: none"> Principle 1 – Natural Capital Principle 4 – Social Capital 	<ul style="list-style-type: none"> Environmental; Labour; human rights
CN29	Empowerment of Teachers at the PHL Moraka high School, Ham-manskraal	Will contribute to improving basic education	Improving basic education	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights

PROJECT NUMBER	PROJECT NAME	MDGs	NDP	Sustainability	UNGC Principles
CN30	Reading & Literacy in Sunnyside Community for School going Children	This will contribute to improving education.	Will contribute to improving education	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights
CN31	Support programme for learners who struggle with mathematics at Pro Arte high School in Pretoria	Additional emotional support to all the stakeholders of Bramley Home thereby supporting vulnerable children.	<p>Additional tuition support for the learners of Bramley Home.</p> <ul style="list-style-type: none"> Quality education and skills development Safety and security Social protection 	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights
CN32	Embrace our Children	Additional emotional support to all the stakeholders of Bramley Home.	Additional tuition support for the learners of Bramley Home.	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights

College of Economics and Management Sciences (CEMS)

PROJECT NUMBER	PROJECT NAME	MDGs	NDP	SUSTAINABILITY	UNGC Principles
CH01	Leadership & Governance Development Programme	Eradicating Poverty Universal Education Partnerships for development	<ul style="list-style-type: none"> Improving education, training & innovation Opportunities for youth & women Transformation of society 	<ul style="list-style-type: none"> Not indicated 	<ul style="list-style-type: none"> Anti-corruption Labour Human rights
CH02	Academic, Socio and Economic Transformation Seminar	Universal Education Eradication of poverty Global Partnerships for development	<ul style="list-style-type: none"> Economic growth & employment creation Improving education, training & innovation Opportunities for youth & women Transformation of society 	<ul style="list-style-type: none"> Not indicated 	<ul style="list-style-type: none"> Labour Human rights
CH03	Career Development	Universal Education Eradication of poverty Gender Equality	<ul style="list-style-type: none"> Economic growth & employment creation Improving education, training & innovation Opportunities for youth 	<ul style="list-style-type: none"> Not indicated 	<ul style="list-style-type: none"> Labour Human rights
CH04	Women Empowerment	Promote gender equality & empower women	<ul style="list-style-type: none"> Improving education, training & innovation Opportunities for youth & women Transformation of society 	<ul style="list-style-type: none"> Not indicated 	<ul style="list-style-type: none"> Labour Human rights

PROJECT NUMBER	PROJECT NAME	MDGs	NDP	SUSTAINABILITY	UNGC Principles
CH05	Khulisa Abantu	Economy and Employment Social Protection Building Safer Communities Nation Building and Social Cohesion	Economy and Employment Social Protection Building Safer Communities Nation Building and Social Cohesion	• Not indicated	• Labour • Human rights
CH07	SMME'S training on HR	Eradicating poverty	Socio-economic development and employment creation	• Not indicated	• Labour
CH08	Yes I can - PTA	Educational support for Mathematics	Educational support for Mathematics	• Not indicated	• Human rights
CH10	Butterfly	Eradication of poverty and hunger Universal education	• Improving education and teaching • Nation building	• Not indicated	• Human rights
CH11	Edward Phatudi School	Eradication of poverty and hunger Universal education	• Improving education and teaching • Nation building	• Not indicated	• Human rights
CH12	Pop-Up	Education	Education	• Not indicated	• Human rights
CH13	S@CC Leadership development			• Not indicated	• Anti-corruption
CH14	CEMS Going Green	Environmental sustainability	Transition to low carbon economy	• Not indicated	• Environment
CH15	Curriculum Benchmarking	No information reported	No information reported	• Not indicated	• Human rights

PROJECT NUMBER	PROJECT NAME	MDGs	NDP	SUSTAINABILITY	UNGC Principles
CH16 +17	Multi-Skills for Youth, Police, NGO	<p>The development objectives align with the following strategic outcomes as espoused by the UN – MDGs: Achieve universal primary education and developing a global partnership for development:</p> <ul style="list-style-type: none"> Provide training and capacity building to communities. 	<ul style="list-style-type: none"> Establish an active partnership between service providers and communities. To create an atmosphere in which potential community partners are willing and able to co-operate with the service providers. 	<ul style="list-style-type: none"> Not indicated 	<ul style="list-style-type: none"> Human rights Labour
CH18	SMME Workshops	<p>Development Goals:</p> <p>Goal 1: Eradicating extreme poverty and hunger</p> <p>Goal 3: Promote gender equality and empower women</p> <p>Goal 8: Develop a global partnership for development</p>	<p>Development that ties in with the NDP 2030:</p> <ul style="list-style-type: none"> Increase employment Social impact 	<ul style="list-style-type: none"> Not indicated 	<ul style="list-style-type: none"> Labour Human rights
CH19	Accountants for Tomorrow	<p>Increase the number of students eligible to study towards accounting degrees improving career awareness, promoting the accounting profession, and acting as mentees for school pupils.</p>	<p>Improving education awareness to previously disadvantaged groups and thereby increasing the tertiary education system.</p>	<ul style="list-style-type: none"> Not indicated 	<ul style="list-style-type: none"> Labour
CH20	Career Exhibition - Makapanstad	<p>Achieve universal primary education by providing career guidance, mentoring and study skills both to grade 11 and 12 learners. Advising grade 9 learners on subject choices relevant to their career choices.</p>	<p>Improving education by providing career guidance by providing career guidance, mentoring and study skills both to grade 11 and 12 learners. Advising grade 9 learners on subject choices relevant to their career. Career development in rural areas, focusing on disadvantaged learners.</p>	<ul style="list-style-type: none"> Not indicated 	<ul style="list-style-type: none"> Human rights

PROJECT NUMBER	PROJECT NAME	MDGs	NDP	SUSTAINABILITY	UNGC Principles
CH23	Polokwane Rural Schools	Achieving quality education for all by providing accounting lessons to grade 12 learners from previously disadvantaged schools. This study material further equips accounting teachers where gaps in their knowledge exist.	Improving education and training by providing accounting lessons and material to grade 12 from previously disadvantaged schools. The study material further equips accounting teachers where gaps in their knowledge exist.	<ul style="list-style-type: none"> Not indicated 	<ul style="list-style-type: none"> Human rights
CH24	Winning Schools Project	Improving education, training and innovation: improve school management by equipping staff with additional knowledge and skills to enhance their efficiency.	Improving education, training and innovation. Improve school management by equipping staff with additional knowledge and skills to enhance their efficiency.	<ul style="list-style-type: none"> Not indicated 	<ul style="list-style-type: none"> Human rights
CH25	Terminology Hub	Education	<ul style="list-style-type: none"> Goal 3: Quality education and skills development 	<ul style="list-style-type: none"> Not indicated 	<ul style="list-style-type: none"> Human rights
CH26	Light and Love Home	End poverty and hunger Universal Education	<ul style="list-style-type: none"> Nation building Social cohesion 	<ul style="list-style-type: none"> Not indicated 	<ul style="list-style-type: none"> Human rights
CH27	Youth Enterprise Development	End poverty & hunger Environmental sustainability Partnerships for Development	<ul style="list-style-type: none"> Improving education & training Youth opportunities Economic growth & employment creation Expanding economic infrastructure Transition to low-carbon economy 	<ul style="list-style-type: none"> Not indicated 	<ul style="list-style-type: none"> Labour Environment

PROJECT NUMBER	PROJECT NAME	MDGs	NDP	SUSTAINABILITY	UNGC Principles
CH28	Regional Graduateness Project	Universal Education End poverty & hunger	<ul style="list-style-type: none"> Improving education & training Youth opportunities Economic growth & employment creation Expanding economic infrastructure Transition to low-carbon economy 	<ul style="list-style-type: none"> Not indicated 	<ul style="list-style-type: none"> Labour Environment
CH31	Student Development Assembly	Universal Education Women Empowerment	<ul style="list-style-type: none"> Improving education, training & innovation Opportunities for youth & women Economic growth & employment creation Transformation of society 	<ul style="list-style-type: none"> Not indicated 	<ul style="list-style-type: none"> Labour Human rights
CH32	Performance Taxonomy	N/A	<ul style="list-style-type: none"> It will look at high performance work practices to improve productivity in South Africa 	<ul style="list-style-type: none"> Not indicated 	<ul style="list-style-type: none"> Labour
CH33	Enterprise Hub	End poverty & hunger Environmental Sustainability Global partnerships for development	<ul style="list-style-type: none"> Improving education & training Youth opportunities Economic growth & employment creation Expanding economic infrastructure Transition to low-carbon economy 	<ul style="list-style-type: none"> Not indicated 	<ul style="list-style-type: none"> Labour Environment

PROJECT NUMBER	PROJECT NAME	MDGs	NDP	SUSTAINABILITY	UNGC Principles
CH40	Maths, English Accounting Tutorials	Achieving quality education for all by preparing study material and providing accounting lessons to grade 12 learners.	<ul style="list-style-type: none"> Achieving quality education for all by preparing study material and providing accounting lessons to grade 12 learners. Workshops will also be provided to accounting educators to better equip for their task. 	<ul style="list-style-type: none"> Not indicated 	<ul style="list-style-type: none"> Human rights
CH035	Employment relations training	N/A	N/A	<ul style="list-style-type: none"> Not indicated 	<ul style="list-style-type: none"> Labour
CH36	Open for business	Reduce unemployment Reduce poverty and improve standard of living Improve skills development and training for unemployed	Eliminate poverty	<ul style="list-style-type: none"> Not indicated 	<ul style="list-style-type: none"> Labour Human rights

PROJECT NUMBER	PROJECT NAME	MDGs	NDP	SUSTAINABILITY	UNGC Principles
CH37	Admin Skills Training	N/A	<ul style="list-style-type: none"> • Outcome 1: United individuals around the non-formal programme in Office Management to achieve prosperity and equity. • Outcome 2: Improved collaboration between education and the industry. • Outcome 3: Active promotion of citizenry to strengthen accountability. • Outcome 4: Developed the skills and knowledge of individuals that might result in capacity building. 	<ul style="list-style-type: none"> • Not indicated 	<ul style="list-style-type: none"> • Labour
CH38	Tswelopele Skills Development	End poverty & hunger Universal Education	<ul style="list-style-type: none"> • Improving education, training & innovation • Opportunities for youth & women • Economic growth & employment creation • Transformation of society 	<ul style="list-style-type: none"> • Not indicated 	<ul style="list-style-type: none"> • Labour
CH34	Secondary Schools repository	N/A	Improving education	<ul style="list-style-type: none"> • Not indicated 	<ul style="list-style-type: none"> • Human rights
CH39	SMME Mentorship AIDC	Eradication of poverty	Economic development through empowerment of smme's	<ul style="list-style-type: none"> • Not indicated 	<ul style="list-style-type: none"> • Labour
C101	Sme access to Market	Eradication of poverty	Socio-economic development	<ul style="list-style-type: none"> • Not indicated 	<ul style="list-style-type: none"> • Labour

College of Graduate Studies (CGS)

PROJECT NUMBER	PROJECT NAME	MDGs	NDP	SUSTAINABILITY	UNGC Principles
CR02	Planetarium Show	No activity yet	No activity yet	<ul style="list-style-type: none"> Principle 1 & 4 Period not stated 	<ul style="list-style-type: none"> Human rights
CR03	Kgautshwane	Not indicated	Not indicated	<ul style="list-style-type: none"> Principle 4 & 5 Ongoing annually 	<ul style="list-style-type: none"> Human rights
CR04	English Language in Ethiopia	<p>It is envisaged that this project will assist in fighting poverty by greening the environment and also in decreasing global warming</p> <p>Promote gender equality and empower women</p>	<p>Improving girls emotional awareness and building self-esteem</p>	<ul style="list-style-type: none"> Principle 3 & 4 3 year project 	<ul style="list-style-type: none"> Environment Human rights
CR05	Mothong	Will report activity in the next quarterly submission	Will report activity in the next quarterly submission	<ul style="list-style-type: none"> Principle 1,3,& 4 2 Year project 	<ul style="list-style-type: none"> Environment; Labour

PROJECT NUMBER	PROJECT NAME	MDGs	NDP	SUSTAINABILITY	UNGC Principles
CR06	African Families Social Policy	<ul style="list-style-type: none"> Reduce poverty and improve standards of living MDG 1 Improve access for children services and benefits aimed at facilitating access to nutrition, healthcare, education, social care and safety MDG 1 / 3 / 4 / 5 / 6 Reduce hunger, malnutrition and micronutrient deficiencies that affect physical growth and cognitive development, especially among children MDG 1 / 4 / 6 Improve skills in the social welfare sector Improve skills development and training for the unemployed MDG 1 / 2 Improve retirement savings MDG 1 <p>Improve delivery of social welfare for vulnerable groups MDG 1</p>	<ul style="list-style-type: none"> Social Protection Reduce poverty and improve standards of living Improve access for children services and benefits aimed at facilitating access to nutrition, healthcare, education, social care and safety Reduce hunger, malnutrition and micronutrient deficiencies that affect physical growth and cognitive development, especially among children Improve skills in the social welfare sector Improve skills development and training for the unemployed Improve retirement savings Improve delivery of social welfare for vulnerable groups 	<ul style="list-style-type: none"> Principle 4 1 Year project 	<ul style="list-style-type: none"> Human rights Labour

PROJECT NUMBER	PROJECT NAME	MDGs	NDP	SUSTAINABILITY	UNGC Principles
CR07	Land Reform in Agriculture	<ul style="list-style-type: none"> Expansion of commercial agriculture MDG 1 Inclusive Rural Economy Increase employment in agriculture, agro-processing and related sectors MDG 1 	<ul style="list-style-type: none"> Expansion of commercial agriculture Inclusive Rural Economy Increase employment in agriculture, agro-processing and related sectors 	<ul style="list-style-type: none"> Principle 3 & 4 18 Months project 	<ul style="list-style-type: none"> Environment Labour
CR08	Nkungumathe Youth Development	Not indicated	Not indicated	<ul style="list-style-type: none"> Principle 4 Ongoing 	<ul style="list-style-type: none"> Labour
CR09	Winter School	Not indicated	Not indicated	<ul style="list-style-type: none"> Principle 3 & 4 Ongoing 	<ul style="list-style-type: none"> Human rights
CR10	Ukhuphepa	Contributions were made to the following MDG: Reducing child mortality rates.	Nationally, the project aligns with the following objective of the Medium Term Strategic Framework (MTSF): <ul style="list-style-type: none"> Improve the nation's health profile and skills base and ensure universal access to basic services 	<ul style="list-style-type: none"> Principle 1 & 4 1 year project 	<ul style="list-style-type: none"> Human rights Labour
CR11	Spiritual Capacity	Project Not in the report	Project not in the report	<ul style="list-style-type: none"> Principle 4 5 year project 	<ul style="list-style-type: none"> Human rights
CR12	Authorship Workshops	Project not in the report	Project not in the report		

PROJECT NUMBER	PROJECT NAME	MDGs	NDP	SUSTAINABILITY	UNGC Principles
CR13	Elderly Photo documentary	<p>The project aligns with the following Millennium Development Goals:</p> <ul style="list-style-type: none"> Combating HIV/AIDS, malaria, and other diseases Developing a global partnership for development 	<p>Nationally, the project aligns with the following objective of the Medium Term Strategic Framework (MTSF):</p> <ul style="list-style-type: none"> Improve the nation's health profile and skills base and ensure universal access to basic services 		<ul style="list-style-type: none"> Human rights
CR14	ECD Intervention	Project not in the report	Project not in the report		<ul style="list-style-type: none"> Human rights
CR15	Youth Day Campaign	Project not in the report	Project not in the report		<ul style="list-style-type: none"> Human rights

PROJECT NUMBER	PROJECT NAME	MDGs	NDP	SUSTAINABILITY	UNGC Principles
CR16	Photo Voice	<p>The following MDGs:</p> <ul style="list-style-type: none"> • Reducing child mortality rates; Developing a global partnership for development 	<p>The project contributes to the following Medium Term Strategic Framework (MRSF) objectives:</p> <ul style="list-style-type: none"> • Improve the nation's health profile and skills base and ensure universal access to basic services; • Improve the safety of citizens by reducing incidents of crime and corruption. <p>It also contributed to the following three of the 12 key outcomes of the South African Presidency:</p> <ul style="list-style-type: none"> • A long and healthy life for all South Africans <ul style="list-style-type: none"> • All people in South Africa are and feel safe <p>Create a better South Africa and contribute to a better and safer Africa and World</p>	<ul style="list-style-type: none"> • Principle 4 • 3 Year project 	<ul style="list-style-type: none"> • Human rights • Anti-corruption

PROJECT NUMBER	PROJECT NAME	MDGs	NDP	SUSTAINABILITY	UNGC Principles
CR17	Community and Public Safety Measurement	<ul style="list-style-type: none"> Reducing child mortality rates Gender equality and empowering women Ensuring environmental sustainability <p>Developing a global partnership for development</p>	<p><u>Government Programme of Action (2009-2014)</u></p> <ul style="list-style-type: none"> Improve the health profile of all South Africans Intensify the fight against crime and corruption <p><u>South African Presidency: 12 Key Outcomes</u></p> <ul style="list-style-type: none"> A long and healthy life for all South Africans All people in South Africa are and feel safe Create a better South Africa and contribute to a better and safer Africa and World 	<ul style="list-style-type: none"> Principle 4 5 Year project 	<ul style="list-style-type: none"> Human rights Anti-corruption

PROJECT NUMBER	PROJECT NAME	MDGs	NDP	SUSTAINABILITY	UNGC Principles
CR18	Scratch Maps	<p>The project aligns with the following Millennium Development Goals:</p> <ul style="list-style-type: none"> • Reducing child mortality rates • Developing a global partnership for development 	<p>Nationally, the project aligns with the following objectives of the Medium Term Strategic Framework (MTSF):</p> <ul style="list-style-type: none"> • Improve the safety of citizens by reducing incidents of crime and corruption 	<ul style="list-style-type: none"> • Principle 1 & 4 • 5 year project 	<ul style="list-style-type: none"> • Human rights • Anti-corruption
CR 19	Spiritual Capacity and Religious Assets for Transforming Community Health by Mobilising Males for Peace and Safety	Developing a global partnership for development.	None reported	<ul style="list-style-type: none"> • Principle 3 – Human capital 	<ul style="list-style-type: none"> • Human Rights • Anti-corruption
CR20	Child Safety Peace and Health Community Int.	<ul style="list-style-type: none"> • Reducing child mortality rates <p>Developing a global partnership for development</p>	<ul style="list-style-type: none"> • A long and healthy life for all South Africans • All people in South Africa are and feel safe • Create a better South Africa and contribute to a better and safer Africa and World 	<ul style="list-style-type: none"> • Principle 3 • 1 year project 	<ul style="list-style-type: none"> • Human rights • Anti-corruption
CO96	Youth in Action	Not indicated	Not indicated		

College of Human Sciences (CHS)

PROJECT NUMBER	PROJECT NAME	MDGs	NPD	SUSTAINABILITY	UNGC Principles
CA01	Showcasing Community Engagement Project: Deanery CHS	1,2,3,4,5,6,7	Not indicated	<ul style="list-style-type: none"> Principle 3 – Human Capital Principle 4 – Social Capital 	<ul style="list-style-type: none"> Anti-Corruption Human rights
CA02	Ethical Engagement Workshops 2014	1,2,3,4,5,6,7	Not indicated	<ul style="list-style-type: none"> Principle 3 – Human Capital Principle 4 – Social Capital 	<ul style="list-style-type: none"> Anti-Corruption Human rights
CA03	12th Annual Language Festival, UNISA	NONE	Not indicated	<ul style="list-style-type: none"> Principle 3 – Human Capital Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights
CA07	Meal of Peace: 100 Homeless People Project	<ul style="list-style-type: none"> -Facilitate provision of food donation and job internship -Mobilise human resource to provide free medical and psychological service -Educate on recyclable material and pollution through sessions 	<ul style="list-style-type: none"> Contribute towards social protection Contribute towards quality health care for all Contribute towards low-carbon economy 	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights Environment

PROJECT NUMBER	PROJECT NAME	MDGs	NPD	SUSTAINABILITY	UNGC Principles
CA08	Atteridgeville School Libraries Project	<p>The project provides easy access to print based resources and promotes literacy activities to help learners from high poverty communities develop strong literacy skills.</p> <p>Of the 24,979 public schools in South Africa, only 1,801 schools (i.e. 7.2%) have functional libraries. These two township school libraries from a part of that minority 7.2%</p> <p>The two school libraries are becoming role models in the school district; their libraries are regarded as key assets of the school; other school visit their libraries to learn them.</p>	<p>Countries with low literacy levels will find it very difficult to participate in the knowledge economy of the 21st century, it is crucial that sustainable and effective ways are found to raise literacy levels in high poverty schools in order to promote the values of social justice and fairness. Maintaining functional school libraries in disadvantaged communities is one way to promote this.</p>	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights
CA10	Mobilization of Student Leadership and NGO's to advocate for Health and Social Issues.	<p>Healthcare for all: improve TB prevention and cure MDG 4/5/6</p> <p>Improve access to healthcare MDG 4/5/6</p>	<p>Nation building and social cohesion: contribution toward equal opportunities, equal rights and non-discrimination</p>	<ul style="list-style-type: none"> Principle 3 – Human Capital Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights
CA12	Towards LGBTI Health and Well-Being in Tshwane, Gauteng, and South Africa	<p>Not indicated</p>	<p>Not indicated</p>		<ul style="list-style-type: none"> Human rights

PROJECT NUMBER		PROJECT NAME	MDGs	NPD	SUSTAINABILITY	UNGC Principles
CA13		PROJECT SHIP	Not indicated	Not indicated		<ul style="list-style-type: none"> Human rights
CA20		MetaCog Strategies Reading Project:	Not indicated	Not indicated	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights
CA21		Gauteng Arts and Culture Teachers' Professional Development	Not indicated	Not indicated	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights
CA22		Innovative Leadership in Church	Goals 3 and 8.	<ul style="list-style-type: none"> Contribute to building independent youth which is responsive to the needs of their communities 	<ul style="list-style-type: none"> Principle 3 – Human Capital Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights Anti-corruption
CA26		Skills training for History teachers in the Free State.	Assisted in achieving MDG2 (Achieving universal primary education) by empowering secondary school history and social science teachers to teach their discipline more creatively and effectively, thereby raising the academic and confidence levels of their learners (which should translate into improved pass rates in Grade 8 to 12) and better prepare Grade 12 learners for tertiary education	<ul style="list-style-type: none"> Improved the practical teaching skills of history and social science teachers in Free State schools in line with the new CAPS requirements; strengthened a sense of community among these teachers; and developed emotional competencies which will assist them in creating a positive learning environment in their classrooms as well as coping more effectively with a stressful profession 	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights

PROJECT NUMBER	PROJECT NAME	MDGs	NPD	SUSTAINABILITY	UNGC Principles
CA27	Men's Mental Health Project	A steering committee for men's mental health has been formed Community leaders being sensitized on men's mental health	Not indicated		<ul style="list-style-type: none"> Human rights
CA29	Beyond Supervision	Not indicated	Not indicated	<ul style="list-style-type: none"> Principle 3 – Human Capital Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights
CA31	Support of people with albinism and their families	Not indicated	Not indicated	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights
CA33	Homelessness - a global perspective	NONE	NONE	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights
CA34	Adopt a Donor	Not indicated	Not indicated	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Anti-corruption
CA36	Literature and Film Festival: Culture and Diversity Integration	The project on the whole will contribute to the MDG in terms of skills training in the field of creative writing and performance arts as well as heritage management and conservation through its theatre project	Not indicated	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights

PROJECT NUMBER	PROJECT NAME	MDGs	NPD	SUSTAINABILITY	UNGC Principles
CA37	Community Engagement Rationalisation Initiative 2014	1,2,3,4,5,6,7	Not indicated	<ul style="list-style-type: none"> Principle 3 – Human Capital Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights
CA38	College of Human Sciences Health Literacy Project	1,2,3,4,5,6,7	Not indicated	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights
CA39	"Talk to Mom Project"	Not indicated	Not indicated	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights
CA40	Ubuntu-Knowledge sharing Community Engagement Project	Not indicated	Not indicated	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights
CA41	Public and School Libraries in the Northern Region of KZN	Primary education (MDG2)	Improvement of functional literacy and reading	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights
CA42	Strategies to enhance the scholarship of discovery in nursing colleges.	Not indicated	Not indicated	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights

PROJECT NUMBER	PROJECT NAME	MDGs	NPD	SUSTAINABILITY	UNGC Principles
CA43	Empowering Communities for Educational Excellence in 2014	2,3	Not indicated	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights
CA44	Funda Wazi	Not indicated	Not indicated	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights
CA45	Enhancing HIV Prevention amongst learners at rural based schools in Limpopo Province	The sixth goal of the United Nations MDGs, which focuses on combating HIV/AIDS, malaria and other diseases	Not indicated	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights
CA46	Mental Health of student nurses	Not indicated	Not indicated	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights
CA47	Peer based empowerment project	1 and 3	Strengthen community accountability in taking care of themselves and being independent	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights
CA48	Sisters in Stiletto's Running with Men of Armour,(SIS running with MOA)	Eradicate extreme poverty and hunger	Improving education, training and innovation	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights
CA49	Development Communication	Not indicated	Not indicated	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights

PROJECT NUMBER	PROJECT NAME	MDGs	NPD	SUSTAINABILITY	UNGC Principles
CA50	Religion 2.0 - A Community-Based Cyber-Ethic for Online Religious Interaction Project	Not indicated	Not indicated	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights
CA51	Support and care of people living with HIV/AIDS at Umlazi township-Durban	The project will contribute to MDGs NO 6 i.e. combat HIV/AIDS	The project will contribute to capacity building; promote leadership and partnerships in society. Will work in collaboration with existing community organisations and in particular Thembananni Training and Development as well as Vukani community service: home based care, HIV/AIDS and counselling	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights
CA52	Makgabeng Career Expo	Not indicated	Improving education, innovation and training	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights Labour
CA53	Computer and information Literacy project for Northern KZN rural areas.	Not indicated	Not indicated	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Labour
CA54	Mathhasedi Cancer Screening	Not indicated	Not indicated		<ul style="list-style-type: none"> Human rights
CA55	First Aid and Leadership training for youths in the Campbell area (Northern Cape)	Not indicated	Not indicated	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights
CA56	Development of a research culture in basic nursing students	Not indicated	Not indicated	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights

PROJECT NUMBER	PROJECT NAME	MDGs	NPD	SUSTAINABILITY	UNGC Principles
CA57	DAL- Adoption and visitation of schools around Gauteng and Mpumalanga	OTHER: This project is aligned to the following development objectives: UNISA's charter on Transformation: (a) To construct together a new DNA for Unisa, characterised by openness, scholarly tradition, critical thinking, self-reflection and value of African cultures-openness, warmth, compassion, inclusiveness and community UNISA's Service Charter: (a) Service to humanity: Promoting human university, producing and disseminating knowledge, promoting cultural diversity and serving causes which advances society and humanity Institutional Operational Plan: (a) Improve academic performance in teaching and learning, research and innovation, and community engagement to enhance institutional impact and student success College of Human Sciences: (a) "Make a positive difference in the lives of the individuals and communities we serve" Department of African Languages: (a) The Department of African Languages' mission is to serve learners and scholars in order to promote and project their right to the development and use of the African languages	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights 	

PROJECT NUMBER	PROJECT NAME	MDGs	NPD	SUSTAINABILITY	UNGC Principles
CA58	Thembehlele Association for Sustainable Development	NONE	Poverty alleviation, rural development and food security	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Environment Human rights
CA59	English Language Teacher Empowerment in rural communities	Work in progress	Not indicated	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights
CA60	Centurion Council for the Aged Wellbeing Committee	Not indicated	Not indicated	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights
CA61	Rebafenyi Victim Empowerment Project	MDG 3, 4, 5, 6 (in part i.e. combat HIV)	Not indicated		<ul style="list-style-type: none"> Human rights
CA62	Conversation on Health and Social; Justice for Refugees in South Africa	Healthcare for all: improve TB prevention and cure MDG 4/5/6 Improve access to healthcare MDG 4/5/6	Improve TB prevention and cure; Reduce prevalence of non-communicable chronic diseases Nation building and social cohesion: contribution toward equal opportunities, equal rights and non-discrimination	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights
CA63	Implementation of Advocacy Campaigns in Skuinsdruif and Dullstroom	-Goal 6: Combat HIV/AIDS, malaria and other diseases -Goal 8: Develop a global partnership for development	We are promoting Health care and "social justice" for all (chapter 10)	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights

PROJECT NUMBER		PROJECT NAME	MDGs	NPD	SUSTAINABILITY	UNGC Principles
CA64	Gender and Sexual Diversity in the workplace	-Goal 3: promote gender equality and empower women -Goal 6: Combat HIV/AIDS, malaria and other diseases -Goal 8: develop a global partnership for development	-We are incorporating the National Strategic Plan on HIV/AIDS and TB (2012-2016) in our Workshops. -We are also trying to: Improve education, training and innovation, according to chapter 9 of the NDP -We are promoting Health care and "social justice" for all (chapter 10) -We are advocating for Social protection of all people (especially vulnerable people like refugees and LGBTI people – chapter 11) -We believe that through this we are taking part in Nation building and social cohesion (chapter 15)	Principle 4 – Social Capital	Human rights Labour	
CA65	TATANI HOME-BASED CARE	MDG 6: The spread of HIV/AIDS and other diseases would be stopped)	Quality health care for all: better patient information systems supporting more decentralised and home-based care models	Principle 4 – Social Capital	Human rights	
CA66	Skills and knowledge development for nurses working with clients with drug and alcohol problems	The sixth United Nation Development Goals	Not indicated	Principle 4 – Social Capital	Human rights Labour	
CA67	Enhancing English in Applied, Creative and Learning Settings	Not indicated	Not indicated	Principle 4 – Social Capital	Human rights	

PROJECT NUMBER	PROJECT NAME	MDGs	NPD	SUSTAINABILITY	UNGC Principles
CA68	Scaling up regional capacity for nursing and midwifery research outputs	<p>The project will enhance the competence of nurses and midwives to provide evidence best care and contribute towards the achievement of the health-related MDGs namely:</p> <ul style="list-style-type: none"> - Reduce child mortality - Improve maternal health - Combating HIV/AIDS, Malaria and other diseases 	Not indicated	<ul style="list-style-type: none"> • Principle 4 – Social Capital 	<ul style="list-style-type: none"> • Human rights

College of Law (CLAW)

PROJECT NUMBER	PROJECT NAME	MDGs	NDP	SUSTAINABILITY	UNGC Principles
CY01	Community Safety Networks	Enhancing community safety	Enhancing community safety Developing professionalism regarding criminal investigation	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Environment; Anti-corruption
CY02	Social Security	Not indicated	Not indicated	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights
CY03	Biotechnology and Medical law	Not indicated	Not indicated	<ul style="list-style-type: none"> Principle 1 – Natural Capital Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights
CY04	Child Gangsterism (Child Justice)	Not indicated	Not indicated	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Anti-corruption
CY05	Children in the Criminal Justice System	Not indicated	Not indicated	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights
CY06	Criminal Capacity (Child Justice)	Not indicated	Not indicated	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights
CY07	Sekhukhune Land Moringa	Not indicated	Not indicated	<ul style="list-style-type: none"> Principle 1 – Human Capital Principle 4 – Social Capital 	<ul style="list-style-type: none"> Environmental
CY08	Platfontein San Community	Eradicate extreme poverty and hunger through conflict prevention and peace building.	Improve education, training and innovation.	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights

PROJECT NUMBER	PROJECT NAME	MDGs	NDP	SUSTAINABILITY	UNGC Principles
CY09	Responsible use of credit	Improving the understanding of the market and helping consumers make informed choices. Addressing raising level of consumer debt.	Improving the understanding of the market and helping consumers make informed choices.	<ul style="list-style-type: none"> Principle 4 – Social Capital Principle 5 – Financial Capital 	<ul style="list-style-type: none"> Anti-corruption
CY10	BRICS - Regional Integration	None to date.	None to date.	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights
CY11	Road Safety	Five Pillars of Road Safety in line with the 2011-2020 Decade of Action	Chapter 12 of the NDP.	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights
CY12	Security Students	Not indicated	Not indicated	<ul style="list-style-type: none"> Principle 3 – Human Capital Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights
CY13	Substance Abuse Disorders (Child Justice)	None to date.	None to date.	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights
CY14	Youth Development (Child Justice)	<ol style="list-style-type: none"> Contributed to food security through assistance with the continued success of the food project attached to the project. Increasing the achievement rate of female learners in subjects like maths and natural science. The project has secured maths, accounting, English and technology tutors who assist the community every Saturday as well as an auxiliary social worker from the community who assist them with school work and social problems every afternoon after school. 	Not indicated	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights
CY15	Youth Zones	Not Started with CLAW participation as yet	Not Started with CLAW Participation yet.	<ul style="list-style-type: none"> YES – 3 year project 	<ul style="list-style-type: none"> Human rights

College of Science, Engineering and Technology(CSET)

PROJECT NUMBER	PROJECT NAME	MDGs	NDP	SUSTAINABILITY	UNGC Principles
CW01	ISET	MDG 2 and MDG 3 are of particular focus for the work of I-SET. Also the focus of awareness of science, engineering and technology.	Engaging with learners and exposing them to science (NDG)	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights
CW02	Maths Edge	Particularly MDG2	Improving the education and training of secondary learners and educators in expanding the sciences	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights
CW03	Computer Literacy in Communities	Not indicated	Not indicated	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights Labour
CW04	Girl Power	Not indicated	Not indicated	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights
CW05	Cyber Security Awareness Community Engagement Project (CSACEP)	Not indicated	Not indicated	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Anti-corruption Human rights
CW06	Socially Relevant Computing	We have partnered with the private sector to make the benefits of ICTs available to communities	We have trained students for work integrated learning, which has increased their chances of employment	<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights
CW07	ICT in the Classroom			<ul style="list-style-type: none"> Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights
CW08	Engineers without Borders	Access to Energy for the poor; and ECD will be supplied with electricity and hot water		<ul style="list-style-type: none"> Principle 1 – Natural Capital Principle 4 – Social Capital 	<ul style="list-style-type: none"> Environment

PROJECT NUMBER	PROJECT NAME	MDGs	NDP	SUSTAINABILITY	UNGC Principles
CW09	Waste to Energy	<ul style="list-style-type: none"> Improving Education, Training and Innovation Improve Early Childhood Development MDG 2 Improve access to pre-school education MDG 2 Improve proficiency of learners in literacy, maths and science. MDG 2 Improve grade 12 or vocational education pass rate MDG 2 Increase university enrolment MDG 2 	<ul style="list-style-type: none"> Quality education and skills development Clean Environment 	<ul style="list-style-type: none"> Principle 1 – Natural Capital Principle 4 – Social Capital 	<ul style="list-style-type: none"> Environment
CW10	Solar Vehicle	MDG #7 – To ensure environmental sustainability (in progress: awareness of potential solar vehicle usage may reduce future carbon emissions)	The project may potentially make a partial contribution to NDP 2030 enabling milestone of “Establish a competitive base of infrastructure, human resources and regulatory frameworks” by motivating and encouraging learners to pursue careers in SET and thus positively influences human resources development as per the high-level objective enabling milestones	<ul style="list-style-type: none"> Principle 1 – Natural Capital Principle 4 – Social Capital 	<ul style="list-style-type: none"> Environment
CW11	Astronomy	<ul style="list-style-type: none"> Engaging with learners and exposing them to science <p>Engaging with members of the general public and exposing them to science</p>	Not indicated	<ul style="list-style-type: none"> Principle 1 – Natural Capital Principle 2 – Manufacturing Capital Principle 4 – Social Capital 	<ul style="list-style-type: none"> Human rights

School of Business Leadership (SBL)

PROJECT NUMBER	PROJECT NAME	MDGs	NDP	SUSTAINABILITY	UNGC Principles
CX06	SMME Development Unit	The objectives of the proposed community engagement project are aligned to these objectives as it will encourage development of self-leadership skills as well as taught skills on how to lead others amongst struggling businesses. In addition, entrepreneurial skills through formal and informal programmes will be taught and practically applied and evaluated.		<ul style="list-style-type: none"> Principle 3 – Human capital Principal 4 – Social capital Principle 5 – Financial Capital 	<ul style="list-style-type: none"> Labour
CX03	Thought Leaders Seminars	<p>Goal 1: Improve academic performance in teaching and learning, research and innovation, and CE to Enhance institutional impact and student success.</p> <p>1.7 Build an enabling environment for CE</p> <p>1.7.1 Identify in partnership with communities specific needs which can be met through the expertise of the institution</p> <p><u>Millennium Development Goal:</u> Develop a global partnership for development</p>		<ul style="list-style-type: none"> Principle 3 – Human capital Principal 4 – Social capital 	<ul style="list-style-type: none"> Anti-corruption

PROJECT NUMBER	PROJECT NAME	MDGs	NDP	SUSTAINABILITY	UNGC Principles
CX07	Bridges of Hope		<p>The National Development Plan for South Africa is to eliminate poverty and reduce inequality by 2030 through uniting South Africans, unleashing the energies of its citizens, growing an inclusive economy, building capabilities, enhancing the capability of the state, and leaders working together to solve complex problems.</p> <p>The NDP has placed education and employment as two critical interrelated national priorities. Education, training and innovation are central to South Africa's long term development (NDP, 2011).</p> <p>The objectives of the proposed community engagement project are aligned to these objectives as it will encourage development of self-leadership skills as well as skills on how to lead others amongst school children from Grade 8 – 12. In addition, entrepreneurial skills through a formal and informal programme will be taught and practically applied and evaluated.</p>	<ul style="list-style-type: none"> Principle 3 – Human capital Principal 4 – Social capital Principle 5 –Financial Capital 	<ul style="list-style-type: none"> Human rights
CX08	Technical financial and managerial support project	<p>Alignment with development objectives The proposed project is specifically focused on engagement with a disadvantaged community in Gauteng informal settlement where there are strong indications to suggest that it will take more than 8 years to get RDP houses from the Government.</p>	No information available	<ul style="list-style-type: none"> Principle 3 – Human capital Principal 4 – Social capital Principle 5 –Financial Capital 	<ul style="list-style-type: none"> Labour Human rights
Info required	Mentorship programme for the Tshwane Global Shapers	No information available	No information available		

Department of Tuition and Facilitation of Learning (DTFL)

MPUMALANGA

PROJECT NUMBER	PROJECT NAME	MDGs	NDP	SUSTAINABILITY	UNGC Principles
C001	Adopt a School project: Ekwazini High School	<ul style="list-style-type: none"> • Goal 1 - eradication of extreme poverty and hunger • Goal 2 - achieving universal primary education • Goal 6 - Combatting HIV, Aids, Malaria and other disease (p42) • Goal 7 - Ensuring environmental sustainability 	<ul style="list-style-type: none"> • Improving education, innovation and training • Building safer communities • Transforming society & uniting the country 	<ul style="list-style-type: none"> • Human capital 3 • Social capital 4 	<ul style="list-style-type: none"> • Environment
C002	Interdisciplinary symposium for post graduate science students	<ul style="list-style-type: none"> • Goal 1 - eradication of extreme poverty and hunger • Goal 2 - achieving universal primary education • Goal 6 - Combatting HIV, Aids, Malaria and other disease (p42) • Goal 7 - Ensuring environmental sustainability 	Not indicated	<ul style="list-style-type: none"> • Principle 2 & 4 • 18 Months Project 	

LIMPOPO

PROJECT NUMBER	PROJECT NAME	MDGs	NDP	SUSTAINABILITY	UNGC Principles
CO35	2014 Adopt a School project – Mohlala Morudi High (Driekop)	<ul style="list-style-type: none"> • Goal 1 - eradication of extreme poverty and hunger • Goal 2 - achieving universal primary education • Goal 6 - Combatting HIV, Aids, Malaria and other disease (p42) • Goal 7 - Ensuring environmental sustainability 	<ul style="list-style-type: none"> • Improving education, innovation and training • Building safer communities • Transforming society & uniting the country 	<ul style="list-style-type: none"> • Principle 4 • Up to 2015 	<ul style="list-style-type: none"> • Environment
CO32	Disability project	None reported	<ul style="list-style-type: none"> • Social protection • Quality health care 	<ul style="list-style-type: none"> • Principle 1 & 4 	<ul style="list-style-type: none"> • Human rights
CO31	Maths Edge	<ul style="list-style-type: none"> • Goal 1 - eradication of extreme poverty and hunger • Goal 2 - achieving universal primary education 	<ul style="list-style-type: none"> • Improving education, innovation and training • Building safer communities • Transforming society & uniting the country 	<ul style="list-style-type: none"> • Principle 4 • 3 year project 	<ul style="list-style-type: none"> • Human rights

PROJECT NUMBER	PROJECT NAME	MDGs	NDP	SUSTAINABILITY	UNGC Principles
CO36	Health & Wellness Event Project	<ul style="list-style-type: none"> Goal 6 - Combatting HIV, Aids, Malaria and other disease 	Teaching & learning	<ul style="list-style-type: none"> Principle 3 & 4 	<ul style="list-style-type: none"> Human rights
CO33	Biblionef	<ul style="list-style-type: none"> Goal 2 - achieving universal primary education 	<ul style="list-style-type: none"> Improving education, innovation and training Building safer communities Transforming society & uniting the country 	<ul style="list-style-type: none"> Principle 4 	<ul style="list-style-type: none"> Human rights
CO34	National Library Week Celebration	<ul style="list-style-type: none"> Goal 2 - achieving universal primary education 	<ul style="list-style-type: none"> Improving education, innovation and training Building safer communities Transforming society & uniting the country 	<ul style="list-style-type: none"> Principle 3 & 4 	<ul style="list-style-type: none"> Human rights

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.

5.2.1.1 College of Education

The College of Education at Unisa is uniquely situated to address many of the thematic areas highlighted in the UN Global Compact and related UN Development Goals. The mandate of the College in training teachers who will teach the next generations requires the College to continuously be aware of the social imperatives in order that the graduate teachers produced by the College acquire values and ethics and an awareness of the importance of social responsibility and environmental sustainability. The College is particularly committed to the advancement of human rights and environmental sustainability.

The College's responsibility for training a large proportion of the nation's teachers requires the College to ensure that both the design of its courseware and its practices align with the UNGC principles, its sustainability strategies and governance and human rights ethos.





✓ Human rights

The College of Education is committed to the enhancement of human rights and its courses are informed by a human rights based paradigm. Much of the course offerings address the right to education, universalisation of schooling specifically with a focus on children’s rights, the rights of the girl child, the rights of the disabled and also on language rights. These rights manifest as they are cross cutting across and mainstreamed across the college curriculum – in particular in the way in which the college is structured with a dedicated departments for the teaching of inclusive education, language education (as part of our commitment to the right to education in the official language of one’s choice (as in Section 29(2)) of the Constitution).

The right to education

The College regards universal and compulsory basic education as an inalienable right for all children. By implication, the College regards *quality* education as inseparable from the

delivery of universal education. It has as its goal – high quality training for its teacher education graduates. The role of College in the supply of professional teachers is critical and the College has ensured that its courses, in particular its signature module, contribute to the professionalisation of teachers, to ensuring positive attitudes, values and respect for human rights as an integral part of the training.

The curricula of the various teacher development programmes presented in the College include modules that deal with the range of social contexts in which education and training take place – requiring teachers to have an awareness of challenges across contexts specifically for lower quintile schools in lower socio-economic districts and also to learners in rural areas.

The right to basic education also applies to the rights to adults who had been denied education or adequate education when they were of school going age. The College houses the Department for Adult Education which trains teachers of adults who require basic education or literacy programmes. This is in recognition of Section 29

of the South African Bill of Rights that establishes the right to a basic education and includes adult basic education.

In addressing Human Rights, the College is cognisant of the UN Education for All Goals which guide its vision and mission.

Goal 1: Early childhood care and education

The College has established a dedicated department for Early Childhood Education (ECE) which caters for teachers of children from birth to three, as well as those children requiring preschool and Grade R (Pre Grade 1) schooling. In particular the College targets enrolments for ECE students who are mother tongue speakers of African languages to ensure the right of learners to be educated in an official language of their choice. The core of curriculum for all Foundation Phase teachers will include learning an African language.

The South Africa Department of Basic Education has committed to expanding the provision of Grade R provision towards universal Grade R services in 2013. Given the acute shortage of Grade R teachers, UNISA's College of Education will be accentuating the training of Grade R and Foundation Phase teachers (who are speakers of the African languages) in order to expand capacity for the proposed new intervention. The college has three projects aimed to address this shortage and has embarked on an SLP for developing the capacity of Gr R teachers.

Goal 2: Universal primary education

The College of Education at Unisa is the largest teacher training provider in the country. The numbers trained

educators contribute significantly to the achievement of the Education for All goal of achieving universal education. In line with this Goal, there is a need to improve education services and to improve the standards of teachers' and (consequently) learners' performance. The challenge for the College of Education now lies in ensuring a quantitative teacher supply of qualitatively high quality.

In addition, the DBE's proposed new intervention of inclusive education requires that teachers are equipped to identify learning deficits presented and to utilise diagnostic and remedial tools to ensure that learners with special needs are identified and their barriers mitigated. The newly established Department for Inclusive Education in the College of Education is aimed at ensuring that all teachers are trained in identifying and remediating (or referring) learners with learning barriers. The Department of Inclusive Education will have a specific focus on the capacitation of teachers for learners with visual challenges specialising in the teaching of Braille.

Presently the department of Inclusive Education is engaged in an SPCC project which involves the establishment of a centre of excellence for the diagnosis and remediation of learning problems among school children.

Goal 3: Youth and adult learning needs

The Department for Adult Education within the College recognises the need for a post-school system that might cater for the approximately 3 million youth between the ages of 18 and 24 years who are neither in education nor in employment or training (NEETs), and who are in need of education and training opportunities. The ABE Department (in cooperation with the Commonwealth

provides training for Youth Development practitioners in order that the learning and social needs of these youth might be met. The department is furthermore engaged in the establishment of a professional association for youth workers and will be hosting the biennial youth development conference.

Goal 4: Adult literacy/ basic education

The Department of Adult Education and Youth also provides training for the educators of adults who require basic education/ basic literacy. The "right to literacy" is an inherent part of the right to education, and a prerequisite for the development of personal, social, economic and political empowerment with literacy providing an indispensable educational foundation for accessing further learning opportunities. However, while the importance of basic education as a right was upheld in the post-apartheid South Africa policies, in practice the delivery of adult basic education fell short of honouring this right. In line with the Government's policies for adult basic education and training the Department for Adult Education (within the College of Education) aims to serve a range of social, economic and developmental needs. Its training of educators for the adult basic sector contributes to ensuring that adults are enabled participants in the social aspects of their lives; to access learning and other social institutions aimed at redressing historical imbalances; and for development, both personal and socio-economic, through skills development.

ABET provides adults with the basic foundation for lifelong learning and equip them with the skills and critical capacity to participate fully in society. It targets



specifically women (and, in particular, rural inhabitants), out-of-school youth, the unemployed, prisoners and adults with disabilities. Moreover, the provision of basic education is constitutionally enshrined as a basic right of all citizens and a legal entitlement to which every person has a claim (Section 29 of the Bill of Rights in the Constitution of the Republic of South Africa 1996).

Goal 5: Gender parity and equality

Addressing the needs for gender parity and equality is addressed in the College through the presentation of as separate modules within the curriculum as well as through ensuring a "gendered" curriculum across which gender issues are mainstreamed with special focus on the girl child. The courseware makes provision for the addressal of unequal gender social relations while the College itself has taken special measures to empower women who were previously disadvantaged or excluded. Through its Employment Equity planning, the College makes it possible to set gender empowerment strategies and gendered target-setting.



Goal 6: Quality of education

The right to a basic education implies, by extension, the right to good quality learning programmes and high quality learner support materials and teaching practices.

The Department of Language Education recognises that the diversity of our languages plays a vital role in attaining quality education, for building inclusive knowledge societies and for applying the benefits of science and technology for sustainable development. The Department of Language Education focuses on the development of teacher's skills to recognise language as a component of democracy but also as a tool for improving the quality of learning outcomes.

Across the College of Education, recognition is given to teachers as a critical resource for improving learning. The College focuses not only on the development of initial teachers but also on ensuring that through further education and training, teacher quality is developed and maintained. Ongoing training and retraining of teachers is necessary if teachers are to remain relevant in an environment where they are required to fulfil the new demands made on them through curricula reform and other school innovation.

Language rights: Safeguarding our linguistic heritage

Section 29(2)) of the Constitution as part of our commitment to the right to education in the official language of one's choice as in Section 29(2)) of the Constitution draws attention to the importance of language as an expression of a person's individual and social identity. It seeks to raise awareness of the languages as part of the tangible and intangible heritage of humankind and it highlights the importance of the survival of minority languages,

There is growing awareness that the diversity of our languages plays a vital role in attaining quality education for all and for strengthening cooperation, in building inclusive knowledge societies and in mobilizing political will for applying the benefits of science and technology for sustainable development. To this end, the College of Education is in the process of revising its PQM to promote and celebrate the use of multilingualism in classrooms.

The College has played an important role in assisting the Department of Basic Education with its development of the workbooks in eleven languages as are now used in the South African schools. This has entailed ensuring that all home languages are treated equally and that where necessary new concepts or terminology is coined or transliterated. Academics from the college have played an important role in Umalusi, the IEB, the National Senior Certificate safeguarding and promoting mother tongue education.

Specifically, staff members from the College and also from sister colleges have contributed freely to the development of African language reading books which form part of the Language policy pertaining to the Incremental Introduction to the African Languages (2013).



As we strive to ensure the vitality of the endangered species of our animal and plant kingdoms, so do we need to protect our languages? Languages can become endangered and many languages are on the path towards extinction. A Language is endangered when its speakers cease to use it and cease to pass it on to the next generation. As with our endeavours to preserve our endangered species, we as humanity need to preserve our languages which are our heritage and which embody the unique cultural wisdom of people.

With regard to the role of the College in environmental stewardship, the College teaches both specific focused courses on the environment and also teaches environmental education as a cross-cutting thematic across a range of courses. Central to this is the recognition of the relationship between social justice and ecological sustainability and the importance of the relationship between sustainable development and the sustainability of our natural resources. These themes have begun to permeate the new PQM across the various phases of education where environmental education now cuts across the curriculum. The new PQM of the College includes a core module on Environmental Education to prepare teachers to teach sustainable development and the need to care for our natural resources.

The College strives to develop teachers who are environmentally literate, active, competent, and committed citizens of the planet who are able to ensuring our human rights, inclusivity, and a healthy environment.

In addition to the focus on the environment in our curriculum, the College has committed itself to green practices such as the reduction of printing, double-sided printing, a reduction in the use of heaters, air conditioners and lights, and the recycling of "waste" products (much of which is transferred to pre-schools and schools for use in art classes).

Community Engagement Values

In its community outreach and engagement programmes, the College commits itself to serving the Millennium Development Goals. In particular the Community Engagement projects of the College can be seen to be fulfilling Goals 2, 3, 6 and 7.

1. Eradicate extreme poverty and hunger
2. Achieve universal primary education
3. Promote gender equality and empower women
4. Reduce child mortality
5. Improve maternal health
6. Combat HIV/AIDS, malaria and other diseases
7. Ensure environmental sustainability
8. Develop a global partnership for development

The following section of this report focuses on Community Engagement projects and the Engaged research and development as conducted in the College.

The following courses are environmental education courses and projects presented in the college:

- Short learning programme: Course for Environmental Educators in schools and at Botanical gardens, national parks, government departments. The course includes a four day practical workshop where educators can accomplish the skills needed to perform this task.



- An Environmental Education module is included in the BEd degrees across the Foundation, Intermediate and Senior Phases where teachers are assisted to integrate Environmental Education into their own subjects – across the curriculum – thereby instilling pro-environmental values and practices.
- The BEd honours offers a specialisation in Environmental Education teachers and school managers become competent in using a “whole school” approach through Environmental Education to benefit their schools and their communities
- A second level module in the BSc and BA Environmental Management qualifications is presented by the College for students following other (non-Education) qualifications.
- A number of Master’s and Doctoral students in the College are presently conducting post graduate research in Environmental Education and Education for Sustainability.
- Many of the modules presented as part of the programmes in the College focus on children’s rights. The LADLORD module: Learning area Didactics Life Orientation: includes a section of Respect for human rights (concept human rights, The SA Constitution, the UDHR, Bill of Rights, different types of human rights, African Charter on Human and People’s Rights, struggle for human rights in SA, Ubuntu and rights as explicated in Indigenous Knowledge Systems.
- The EDPHOD8 module outlines the role of the educator in a pastoral role includes a section on Education for human rights and inclusivity entitled “What is education for human rights and inclusivity”, “Teaching for human rights and inclusivity in the classroom”.
- The Master’s coursework: Inclusive Education (MEDSN1A) deals with issues concerning the right to education for all learners. Academics in the College have been focusing on the importance of a Rights Based perspective.

“Violence in Schools” research project.

There are a range of projects in the college that provide training in governance and ethics in the school management structures.

Dealing with the problems of violence in our schools is one of the ways that the College contributes to ensuring the right of children to enjoy a quality education while at the same time ensuring that schools, SGBs and Principals are aware of good governance principles. The Dynamics of Violence in Schools Report undertaken by a team led by Prof Vusi Mncube (CoD of Educational Management and Leadership) and co-researcher Prof Clive Harber (Honorary Professor of Unisa and Emeritus Professor of the University of Birmingham) states that many of our schools are dysfunctional and lack the means of protecting the learners from external violence impacting on the school from the surrounding areas. The research study shows that teacher absenteeism is high and incidences of bullying tend to be ignored which equates to violence by omission. The study entailed an in-depth study of a sample of four schools in each of six South African provinces. The schools were surveyed and focus groups were conducted with principals, teachers, students, security personnel and members of the governing bodies.



Prof Vusi Mncube shares insights gleaned from his work with school governing bodies

The research recommends that security needs be placed high on the school agenda. Schools must become more democratic in line with government policy with learners voices also being heard. Masculinity as a social construct needs to be deconstructed and the integration of different cultures and races must be tackled at school level.



The release of the Violence in schools research report

Making schools better: 500 Schools Project

The 500 school project is another project in the College of Education aimed at ensuring the right of children to a better quality education. There is a need to better understand under-achievement in order to improve the quality of teaching and learning and the improvement of learning outcomes.

In 2012 the College of Education launched its 500 Schools project aimed at improving the teaching and learning in schools that underperform.

In its third year now the multidisciplinary team of academics from across the 10 Departments in the College of Education are now engaged in the second phase of the project which entails designing interventions for school clusters to address problems identified in phase one through the research and teams of academics. The academics work with the schools to ensure that children's rights to quality education is realised.

In accordance with this, the academics have developed strategic interventions that serve to extend the rights of children to a better quality education. In addition, the project works directly with teachers and principals to enhance their school and classroom management. The focus of the training comprises training on good governance and ethical behaviour.

The project works across a sample of 500 primary schools classified as underachieving schools by the DBE selected from the Eastern Cape, KwaZulu Natal, Limpopo, Mpumalanga and Free State provinces.

School workbook development and the right to good quality education

Surprisingly the Department of Basic Educations promulgated its Incremental Introduction of African Language policy without ensuring that it had resources or funding for resources. In order to assist the Department, a group of language academics in the College and from across colleges developed 44 story Big Books for learners in all 11 official languages.



Children exploring the new school workbooks

Improving education for the girl child

The Forum for African Woman Educationist (FAWE), an organisation whose agenda is to strengthen gender research to improve girls' and women's education in Africa, has awarded \$21 000 in research funds to Prof Nareadi Phasha at the College of Education to conduct a cross-national study covering South African and Kenya. Her study addresses "Gender-based violence in schools for learners with disabilities". The findings will be used to develop ways in which schools can contribute towards reversing the damage created by an experience of gender-based violence amongst learners with special needs and in promoting safe learning environments.

Phasha's interest to undertake this study was prompted by a desire to broaden her NRF-funded study, on abused children with intellectual disability. The ramifications of gender-based violence are far-reaching. The experience poses as a serious educational obstacle to an extent that some could resort to irregular school attendance and ultimately to school dropout as a strategy to avoid such behaviour at school. According to Phasha "when learners with disabilities and/or special needs feel such ramifications; the result becomes a double violation of their rights to education. This is so because in general the number of learners with disability and other special needs in schools is generally low due to societal biases and practices that deny them any supportive and safe learning environment".



5.2.2.2 College of Economics and Management Sciences

Overview

Environmental stewardship in the College of Economics and Management Sciences (CEMS) is supported through a number of initiatives that range from the University's top management, through the Deanery, from the schools, departments, centres, institutes, research chairs and individual staff members. This report focuses on documenting some of the activities that took place during the reporting period for 2013. Given that no central point captures and reports on the environmental stewardship activities taking place, this report is limited to initiatives that could be accessed for documentation and known to the author of this report.

• Environment

Unisa Green Economy and Sustainability Engagement Model (GESEM)

On 22 January 2013, the Unisa MANCOM (Management Committee) approved the Green Economy and Sustainability Engagement Model (GESEM).

The GESEM 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 is championed by the Principle and Vice Chancellor's Office, the Vice Principal: Advisory and Assurance Services and directed by Professor Godwell Nhamo of the Exxaro Chair in Business and Climate Change. Professor Nhamo works closely with a Panel of Reviewers that includes Professor Divya Singh, Mr Israel Mogomotsi, Mr Barnes Sookdeo, Professor Sunette Pienaar, Dr. T Louw, Mr J.T. Makgamatho and the Unisa Climate Change Research Group that falls under the Research and Innovation Directorate.

The GESEM draws directly from existing and proposed initiative and thematic focus areas that include amongst 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
- Complementary Initiatives

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, etc.

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 intuitions and staff might be inadequate, outsourcing and contracting in might be other alternatives.

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 (Figures 1 and 2). 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).

Unisa community attending the road show



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.

The Signature Module: Sustainability and Greed – SUS1501

In the last reporting period, was indicated that Unisa had embarked on a programme to develop signature modules for its college. A signature module is compulsory to every student who enrolls for degrees in that colleague. These modules were due to start in 2013. The signature module for the CEMS entitled "Sustainability and Greed" championed by Professor Neil Eccles who is the Chair of Department for the Institute for corporate Citizenship got off the ground in 2013.



Figure 3: Participants for the Free State Province (18 October 2013)

Green Economy Readiness Programme for South African Municipalities

The Exxaro Chair in Business and Climate hosted by the Institute for Corporate Citizenship initiated a flagship Green Economy Readiness for South African Municipalities' Community Engagement Programme. The programme is run in partnership with the South African Local Government Association (SALGA) and involves awareness raising and professional capacity development for South African Municipalities on green economy transition aspects. At the time of reporting, Prof Godwell Nhamo from the Exxaro Chair and the architect and champion of this programme had visited seven (7) out of the nine (9) provinces in South Africa.



Figure 4: Participants for the Western Cape Province (22 October 2013)

A total of 31 participants and 42 participants graced the seminar series in the Free State and Western Cape Provinces, respectively. Other provinces that were visited included Mpumalanga (3 October 2013), Kwazulu Natal (8 October 2013), Northern Cape (29 October 2013), North West (30 October 2013) and Limpopo (31 October 2013). The two remaining provinces were Gauteng and the Eastern Cape. The programme is planned to run for the next two to three years. The evaluations from the participants indicated high appreciation of what Unisa did to take the University to its communities in addressing a unique and emerging subject matter noting that the National Development Plan (Vision 2030) for the country identifies green economy transition as one of the key issues.



CEMS Going Green

This project started in March 2011. The CEMS Going Green project remains one of the flagships in the university. Since its launch in 2011, staff in CEMS has networked into environmental stewardship activities at Unisa including the recycling initiatives being driven throughout the university.



5.2.2.3 College of Law

Overview

The College of Law offers qualifications projects, and research themes that are geared towards the implementation of human rights education at Unisa. All qualifications in the college pay regard to and are influenced by values and rights embodied in the Constitution of the Republic of South Africa of 1996 and in relevant regional, continental, and international treaties and conventions. In addition to the focus of law and rights in our curriculum, the college has committed itself to projects that can simply be described as Human Rights Community Advocacy. One of the key strategic departments of the college, the Law Clinic, implements the commitment of the University by providing resources to make legal representation a reality in terms of our Constitution. The Clinic also ensures that society in general continues to have confidence in the laws of South Africa as their protection against injustice and to resolve their private and public conflicts. For example, the Community Law Outreach Project exposes schools and communities to their fundamental human rights and freedoms.



✓ Human rights, Labour, Environment and Anti-Corruption

Academic departments are also actively involved in programmes which directly and indirectly implement the global compact principles. For example, the CLAW's signature module, the Social Dimensions of Justice, which have been introduced in all of the CLAW undergraduate programmes, is grounded on themes relating to human rights and justice. The core of the Social Dimensions of Justice is the integration of human rights awareness in all spheres relating to political, socio-economic freedoms. The module deals with numerous social issues including gender and sexuality freedom, xenophobia and citizen accountability.

In addition to the fact that the principles of the Bill of Rights are infused into almost all of the under- and postgraduate modules offered in the College of Law, the following under- and postgraduate modules deal directly with issues that relate to human rights, environmental issues and anti-corruption: Administrative Law; Interpretation of Statutes; Environmental law; Legal Aspects of Environmental Management; Education law; Citizenship Law, Public Participation and Democracy; Local Government Law; Short learning programme in Provincial and Local Government Law; Short course in Refugee Law and Humanitarian Support; African Customary Law; Advanced Indigenous Law; Constitutional Law; Advanced Constitutional Law and Human Rights; Fundamental Rights; Foundations of Human Rights Law; Fundamental Rights Litigation; Human Rights Interpretation; International Human Rights Law; International law; World Trade Law; International Economic Law; Legal Transactions in International Law; International Transport Law; International Law on Foreign Investment and Southern Africa Trade Law.

The College of Law also assists with the training of the Green Scorpions by the University of the Witwatersrand.

The School of Criminal Justice presents courses and offer qualifications that deal comprehensively with corrupt practices; and that whole syllabi integrates anti-corruption principles. For example, the College offers the following relevant modules: Professionalism in Policing; Corporate Investigation; Victimology and Reduction of Crime. Collectively the modules address behaviours that range from unethical to corrupt practices. It deals with various forms of corruption; and risk control measures to identify and recommend measures that could reduce the vulnerability of the individual and corporate sector from corrupt practices.

Through the Center for Business Law, the College hosts the flagship on Intellectual Management and offers short learning programs on Labour law. The program aims to give industrial relations practitioners, human resource managers, trade union officials and other interested parties the necessary legal knowledge and skills in an industrial relations environment that is increasingly technical and legalistic.

The College also offers in-house training to human resources managers and officers, trade union officials and representatives, and legal practitioners to keep abreast of new developments in such a way that they are integrated properly into existing knowledge. This is very important because most of the human rights violations occur also in the labour or workplace environment due to different causes including the implementation of labour laws and the basic conditions of employment.

(1) The conduct of applied research and thought leadership in relation to the Global Compact principles

The College of Law generates research outputs on best global standards, with contributions in the

following accredited law journals: Comparative and International Law Journal of Southern Africa (CILSA); South African Yearbook of International Law (SAYIL); Mercantile Law Journal; Fundamina; SA Public Law, and the recently established (not yet accredited) Journal of Law, Society and Development. CILSA and SAYIL, two South African law journals with the wide international circulation. Many of the articles that appear in these journals relate to human rights, labour standards, the environment and anti-corruption.

(2) The dissemination and promotion of Global Compact principles with regard to Human Rights, Labour Standards, Environmental Protection and Anti-corruption

In addition to the above, the College of Law has a number of Community Engagement Flagships through which the Global Compact principles are disseminated and promoted.

For example, the Child Justice Flagship focuses on child justice related issues. A Multi-Inter-Trans-disciplinary approach is followed that seeks collaborations between different departments within the College of Law and community based partners. The emphasis of the flagship is on collaborative problem-solving through the identification of needs, formulation of interventions, facilitation of interventions as well as the evaluation of these initiatives thereby finding solutions for a specific problem and promoting what is perceived to be “the common good”. Four broad themes form the basis for the flagship. These themes are:

- Children in the criminal justice system
- Children’s rights
- Child victims
- Children at risk (eg substance abuse disorders)

Another Flagship, the Criminal Justice Framework for Community Safety includes the Tshireletso initiative, which is a national justice recognition strategy, and the pluralisation of street policing and CCTV surveillance, and road safety, amongst others. Another Flagship, Access to Justice, focuses on a range of human rights issues, which include the “Know your rights” series, with yet another exploring BRICS and African regional integration in various contexts that touch on human rights, anti-corruption and environmental issues.

(3) Contributing capacity to the Local Networks of the Global Compact

The College of Law strengthens local capacities and networks regularly, for instance by the offering of a short learning course on Refugee Law (SCRL01A) which is offered regionally in co-operation with UNHCR, as well as the “Diplomacy in Africa Lecture Series” which is open to the public and reaches a wide general interest audience.





5.2.2.4 College of Graduate studies

Overview

The College of Graduate Studies supports the key governance principles of effective leadership, sustainability and corporate citizenship as espoused in the King III Report of Corporate Governance and enforced by an “apply or explain” principle. Similar principles underlie the UNGC guidelines. The three schools in the college have assessed the key risks in their portfolios and identified strategies to address them in an approved risk assessment process. A clear and approved line-management structure is adhered to. Internal and external stakeholders are engaged when appropriate

✓ Human rights, Labour, environment and anti-corruption

The Institute for Social and Health Sciences (ISHS) concentrates on graduate training, community engagement, networking and knowledge brokerage activities connected to its Violence, Injury and Peace Research Unit (VIPRU) and Programme on Masculinity, Traditions and Social Change (PMTSC). In VIPRU, research concentrated on the implementation and refinement of key injury prevention interventions, the automation of the National Injury Mortality Surveillance System (eNIMSS), development of indices to support the Johannesburg City's public safety work, and injury prevention policy analyses. Its injury and violence prevention intervention studies were housed within the Ukuphepha flagship initiative, prioritised vulnerable groups including children, young men and women and the elderly, and embraced both orthodox and innovative participatory methodologies. PMTSC's research, theory-making and socio-political concerns were focused on the significance of traditions as key in rebuilding emancipatory thought. Whereas traditions have been largely viewed as only about the preservation of customs and rituals, for PMTSC tradition is characterised by imagination, experimentation, queerness, and remixing.

The Archie Mafeje Research Institute (AMRI) launched two community engagement projects namely Land Reform, Land Grabbing and Agricultural Development in Africa in the 21st Century and African Families and implications for social Policy. Both projects were funded by Unisa community engagement grants. AMRI organised a high profile Pan-African Roundtable Dialogue on Land Reform, Land Grabbing and Agricultural Development in Africa in the 21st

Century held in Ethiopia in 2013. This event was conceived in the context of the centenary of South Africa's Natives Land Act promulgated in June 1913, one of the notorious early colonial laws that legitimized the dispossession of black people of their land, authorized displacement and laid the foundation for apartheid. The event was intended to be part of the celebration of the golden jubilee of the Organization of African Unity (OAU), which was founded in 1963 and spearheaded the anti-colonial struggles. The second phase includes commissioned research on specific aspects of land in 2014 culminating in a pan-African conference that took place in Dakar Senegal in 2014.

The programme in Management of Democratic Elections (MDEA) in Africa, based in the Institute for African Renaissance Studies (IARS), is a five-year sponsorship by USAID and enables contact and interaction among the participants from the different participating African countries and regions. The MDEA programme is uniquely designed and its objective is to strengthen and promote electoral democracy and develop knowledge and expertise in election management and administration through the provision of education and training programmes for Election Management Bodies (EMBs).

Kgautswane community is a remote rural area situated on the borderline of Limpopo Province and Mpumalanga. The former Technikon S.A. introduced an Integrated Community Building Programme to Kgautswane. The main aim was to make a contribution to community development through the promotion of social reinvestment of skills, home-based care and economic self-sufficiency. The project developmental activities are spearheaded by the Institute for African Renaissance Studies (IARS) as a university to community and community to university knowledge creation initiative. The Department of Economics in the College of Economics and

Management Sciences is a valuable partner in the venture and assists in offering integrated leadership and governance model for rural communities.

A very successful PhD summer school was hosted on aspects of inequality from interdisciplinary perspectives in October 2013 with the Vice-Pincipal: Research and Innovation as patron. The theme chosen for the first Summer School arose from the understanding that economic, political and social inequalities are major threats to humankind, destabilising societies, increasing civil wars and contributing to interstate conflicts. The programme was designed to allow participants to engage in scholarly debate about the issue of inequality by considering both its international and local dimension.

The Winter School, community engagement flagship of the Institute for Science and Technology Education (ISTE), is a research-based community engagement project designed to assist school educators in mathematics, science and technology to overcome the challenges they face in delivering lessons in the classroom. The ISTE Winter School and the Nkungumathe Youth Development projects have over the years assisted 272 educators in Mathematics and Science, 3 in English Language and 12 in Accounting in addition to over 200 grades 10 – 12 students.

The University's Academy of African Languages and Science Strategic Project (AALS) is rooted in national and institutional strategic imperatives that include the following: the South African Constitution's recognition of eleven official languages; Unisa's 2010 Language Policy (and currently under revision) in which the university commits itself to uplifting the status and usage of marginalised indigenous languages; The Use of Official Languages Act (2012) which seeks to

promote parity of esteem between the Republic's official languages; and the White Paper on Post-School Education and Training (2013) which calls for a renewed focus on developing African languages at universities. The AALS Strategic Project aims to intellectualise and modernise African languages by enhancing the status and use of the African Languages in the scientific, technological, academic and educational domains.

✓ Labour, environment and anti-corruption

The college upholds the right to freedom of association and collective bargaining. Unions are invited to all shortlisting and appointment processes. Employment practices support the principles of equity and the elimination of discrimination.

✓ Environment and anti-corruption

The Mothong Heritage Trust is one of the flagship projects under the environmental conservation programme of the Institute for African Renaissance Studies. The project is based on the development of a nursery on the outskirts of Mamelodi Township in the City of Tshwane Metropolitan Municipality as an initiative for conserving the populations of indigenous medicinal and food plants. This project is part of the Heritage Development Sector of the African Renaissance discourse.



CGS supports Unisa's anti-corruption policies. Staff members declared their financial interests as required by statute. All budgets go through the required approval process, and spending is monitored in accordance with Unisa procedures.

Every September Unisa joins the rest of South Africa in celebrating Arbor Week because this university understands the symbolic gesture of sustainable environmental management by planting trees. In 2013, Unisa hosted the Higher Education Learning and Teaching Association of Southern Africa (HELTASA) conference and donated R100 per paying delegate to Food & Trees for Africa (FTFA).

FTFA is South Africa's social and environmental enterprise that's improving lives and landscapes towards healthy people on a healthier planet, since 1990. Over 4.2 million trees, 1000's of permaculture food gardens, bamboo projects and organic farms have been planted for poor communities.

"Unisa donated, on behalf of the conference an amount of R31 200 for the planting of trees in Mamelodi as part of the conference's corporate social responsibility," explained Professor Paul Prinsloo, Unisa HELTASA Conference Steering Committee Chairperson and Research Professor in Open Distance Learning, College of Economic and Management Sciences.

A number of primary schools in Mamelodi received trees from Unisa this month: Mamelodi Mononong, Morakoma, Mveledzo, Ndimba, Rethakgetse, Sindawonye, Tshimollo and Zakhele Primary. This initiative was successful in promoting a better knowledge of trees, stressed the necessity for everyone to plant trees and care for them, highlighted the vital role of trees in our lives and contributed to the achievement of a green, dignified and healthy environment in all parts of South Africa.

✓ 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 was 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. It includes conducting a small scale carbon credit trading experiment on the university's premises.

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 within the group includes 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 lignocellulosic 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 Department of Life and Consumer Sciences under the College of Agriculture and Environmental Sciences together with the Rotary club planted 10 trees at Diepsloot Combined School and Noodgedate Primary School in the Gauteng Province.

Tree planting coheres with the environmental sustainability theme of 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 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.

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.





5.2.3 Lending capacity to Global Compact Local Network

In 2014, the Office of the Principal and Vice-Chancellor of Unisa was represented at the second CEO Roundtable Dialogue organised by the local network of the Global Compact in South Africa. Such CEO-Roundtable dialogues will be held bi-annually. 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

The university's revised communication and marketing strategy has four key thrusts: Build Unisa's reputation as a high performance university; build positive relationships with Unisa stakeholders; engage staff with the Unisa brand to motivate the desired attitudes and behaviours and demonstrate social impact. The strategy is premised on the close relationship between the institution's engagement with important stakeholders and its corporate reputation. It has as its underpinning the principles contained in King III (Chapter 8) and seeks to give expression to a sound stakeholder engagement approach.

Unisa therefore implements a stakeholder engagement model that is predicated on integrated strategic communication and marketing. In this way the university ensures that all channels and media platforms are used optimally to reach stakeholders within the agreed parameters of fiscal prudence. A stakeholder mapping process is envisaged to record how stakeholders are disposed towards

the university. It will serve as an instrument for further planning and decision-making (e.g. actions to manage perceptions and issues and to influence key stakeholders in favor of the institution; identification of sustainability issues; embedding a sustainability culture; and managing sustainability information).

There are currently identified internal and external stakeholder segments, including various categories of staff, labour unions, governance structures, students, alumni, government, and commerce and industry. The various categories constitute a large database of several thousands of people.

A large number of communication channels and media platforms are used, including corporate publications and mass media, electronic media including the Unisa websites, events and marketing, as well as social media. Endeavors are made to provide each stakeholder group with information that is complete, timely, relevant, accurate, honest and accessible, and then to obtain feedback on their satisfaction.

The Unisa website provides information to all stakeholders, notably staff, students (current and prospective), and the general public. It also offers the myUnisa site which has been joined by more than 200 000 students. Providing a platform for students to voice their opinions and raise their concerns, Unisa's social media has also shown steady growth. The main focus in the social media strategy is relationship building with students.

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 principles of the Global Compact.

In 2014, Unisa donated 250 trees to various schools in Mamelodi in the Gauteng Province.

The trees were planted by Unisa during the Arbor Month to promote environmental awareness in Gauteng and mitigate the impact of an academic conference. "UNISA is working with South Africa's greening leaders, Food & Trees for Africa (FTFA) to not only raise awareness about tree planting and environmental education, but to highlight the importance of reducing the effects of greenhouse gases which contribute to climate change," explains Jeminah Mkhize, FTFA Ecopreneur.

Environmentalists have long explained the benefits of trees in urban landscapes. Trees reduce air and water pollution, stem storm water runoff, beautify neighbourhoods and represent a crucial part of the ecosystem. In recent times, planting trees has been highlighted as a low-tech, cost-effective strategy for mitigating many problems.

UNISA built a R100 donation into the registration fee per delegate which has been donated to FTFA. "Through this small way Unisa wanted to ensure that the 2013 HELTASA conference leaves a green legacy," says UNISA representative, Paul Prinsloo.



Table 4: Global Compact Self-Assessment

GLOBAL COMPACT SELF ASSESSMENT TOOL FULL RESULTS

UNISA - 2014/12/01

TOPIC	YES	%	NO	%	F/A	%	N/A	%	%
HUMAN RIGHTS	54	58.06	14	15.05	16	17.20	9	9.68	0.00
Health and safety	5	5.38	2	2.15	1	1.08	0	0.00	0.00
Hours, wages and leave	15	16.13	5	5.38	2	2.15	0	0.00	0.00
Fair Treatment	13	13.98	2	2.15	6	6.45	0	0.00	0.00
Community Impacts	10	10.75	2	2.15	3	3.23	6	28.57	0.00
Product stewardship	3	3.23	1	1.08	2	2.15	1	14.29	0.00
Country risk	3	3.23	1	1.08	1	1.08	2	28.57	0.00
Suppliers	5	5.38	1	1.08	1	1.08	0	0.00	0.00
LABOUR	28	68.29	4	9.76	2	4.88	7	17.07	0.00
Trade Unions	10	24.39	1	2.44	0	0.00	3	21.43	0.00
Forced labour	3	7.32	1	2.44	0	0.00	3	42.86	0.00
Child labour	6	14.63	0	0.00	0	0.00	1	14.29	0.00
Non-discrimination	5	12.20	1	2.44	1	2.44	0	0.00	0.00
Suppliers	4	9.76	1	2.44	1	2.44	0	0.00	0.00
ENVIRONMENT	53	60.23	4	4.55	25	28.41	6	6.82	0.00
Compliance and Management	20	22.73	1	1.14	7	7.95	0	0.00	0.00
Precaution	3	3.41	0	0.00	2	2.27	0	0.00	0.00
Responsibility and Performance	26	29.55	3	3.41	15	17.05	6	12.00	0.00
Technology	4	4.55	0	0.00	1	1.14	0	0.00	0.00
ANTI-CORRUPTION	23	57.50	3	7.50	14	35.00	0	0.00	0.00
Anti-Corruption Environment	10	66.67	2	5.00	3	7.50	0	0.00	0.00
Policy and procedures	7	70.00	0	0.00	3	7.50	0	0.00	0.00
Third Parties	4	40.00	1	2.50	5	12.50	0	0.00	0.00
Joint Actions	2	40.00	0	0.00	3	7.50	0	0.00	0.00
TOTAL	158	60.31	25	9.54	57	21.76	22	8.40	0.00

In 2013, Unisa scored 60.99% across the four main principles as compared to 60.31 in 2014. There has been improvement in terms of environmental awareness and protection from 27.59% in 2013 to 60.23% in 2014. This could be as a results of the number of initiatives implemented by the University towards protecting the environment and saving on energy consumption. The labour standards compliance is taking the lead and has improved from 57.47% in 2013 to 68.29% in 2014.



Conclusion

This report provides us with a detailed account of the progress and achievements made by the University in terms of promoting the UNGC principles annually. It also addresses challenges faced by the University in achieving some of the goals aimed at advancing the principles.

Table 3 also provides all community engagement project align to the four main principles.



7

Acknowledgements

Overall strategic leadership

- Dr M Qhobela, Vice-Principal: Institutional Development
- Ms L Griesel, Executive Director: Strategy, Planning and Quality Assurance

Authors

- Mr J T Makgamatho, UNGC Project Leader

Contributors

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- Dr L Sangqu, Executive Director: ICT
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- Ms I Sangqu, Executive Director: ICT
- Prof IOG Moche, Executive Dean: CSET
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- Prof R Songca, Executive Dean: CLAW
- Prof O Mashile, Executive Director: Tuition and Facilitation of Learning
- Mr I Mogomotsi, Acting Executive Director: University Estates
- Prof G Nhamo, CEMS

Resource List

8

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.

Solvay UN Global Compact, Communication on Progress, Advanced Level.

Towards Environmental Sustainability: An Assessment of Unisa's Carbon Footprint and Appropriate Mitigating Actions.

Summary of the Unisa Student Satisfaction Survey 2012.

Unisa Integrated Planning Framework.

Unisa 2015 Revisited.

Unisa 2015 Strategic Plan.

Unisa 2013-2015, Towards a High Performance University.

Unisa Discussion Document: An Organisational Architecture for a Digital Future.

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Unisa Annual Report 2011.

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Unisa Corporate Communication and Marketing Strategy, 2012

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

Initial Report to Council on the Performance of the University presented to the Council at the Meeting of 22 June 2012.

Other documents

Integrating Strategy, Budgeting and Reporting, Wits Business School Manual for 2012.