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THE UNIVERSITY OF SOUTH AFRICA

COMMUNICATION ON ENGAGEMENT 2015:
TOWARDS SUSTAINABILITY AND
SOCIAL TRANSFORMATION

Table of Contents

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 line 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, the world's largest sustainable development network, Unisa 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, such as the increasingly more sustainable use of water resources, and the greater use of 'green' sources of energy and the promotion of energy-saving construction.

At a departmental 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 course of the year under review, the Department has initiated or supported a number 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 the DHET which is aimed at advancing sustainable development in the higher education sector in South Africa. The DHET appreciates Unisa's contribution and supports the university's hard work in contributing to a sustainable future for humanity.

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

1 Acronyms & Abbreviations

List of Acronyms & Abbreviations

AATTeL	Academy for Applied Technologies in Teaching and eLearning
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
CAS	College of Accounting Science
CE	Community Engagement
CEDU	College of Education
CEMS	College of Economic and Management Sciences
CESM	Classification of Education Subject Matter
CGS	College of Graduate Studies
CHE	Council on Higher Education
CHS	College of Human Sciences
CLAW	College of Law
CPD	Centre for Professional Development
CSET	College of Science, Engineering and Technology
COP	Communication on Progress
CoP 17	Conference of the Parties, United Nations Framework Convention on Climate Change.
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
DCCD	Department of Career and Counselling Development
DCLD	Department of Curriculum and Learning Development
DES	Department of Environmental Sciences
DHET	Department of Higher Education and Training
DISA	Department of Information and Statistical Analysis
DoL	Department of Labour
DSPQA	Department of Strategy, Planning and Quality Assurance
ECD	Early Childhood Development
ECE	Early Childhood Education
EE	Employment Equity
EE	Environmental Education

EMI	Environmental Management Inspector
ESD	Education for Sustainable Development
ERM	Enterprise Risk Management
FAWE	Forum for African Woman Educationist
FTFA	Food & Trees For Africa
GBCSA	Green Building Council of South Africa
GCSAT	Global Compact Self-assessment Tool
GIZ	Gesellschaft fur 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
LISSA	Library Information Sector of South Africa
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 Initiative
NDP's	National Development Plans
NDP	Non Degree Purpose
NECSA	National Energy Commission of South Africa
NEHAWU	National Education, Health and Allied Workers Union
NEMA	The National Environmental Management Act (Act No 107 of 1998 as amended
NERCHE	New England Resource Centre for Higher Education
NESPF	National Environmental Skills Planning Forum
NFSD	National Framework for Sustainable Development
NGOs	Non-Governmental Organisations
NPA	National Prosecution Authority
NRF	National Research Foundation

NWA	National Water Act (Act No 36 of 1998
NSSD	National Strategy on Sustainable Development
RECC	Risk Ethics and Controls Committee
OERs	Open Educational Resources
OHS Act	Occupational Health and Safety Act (Act No. 85 of 1993)
ODL	Open Distance Learning
PQM	Programme Qualification Mix
PSEEP	Private Sector Energy Efficient Project
PVC	Pro Vice-Chancellor
SADA	South African Disability Association
SADC	Southern African Development Community
SANLIC	South African National Library and Information Consortium
SANParks	South African National Parks
SAPS	South African Police Service
SAQA	South African Qualifications Authority
SDG's	Sustainable Development Goals
SETSA	Science, Engineering and Technology Student Association
SGBs	School Governing Bodies
SLC	Senate Library Committee
SLPs	Short Learning Programmes
SMPPD	Study Material, Publication, Production and Delivery
SRM	Student Relations Management
SWD	Students with Disabilities
QA	Quality Assurance
QEI	Quality Evaluation Instrument
QIP	Quality Improvement Plan
QMS	Quality Management System
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's ongoing academic projects are continuing to add more value to promoting the UNGC principles and this is evident by the following progress made. Unisa became signatory to the UNGC in 2007; in 2008, the Exxaro Chair in Business and Climate Change was launched; in 2011, the Unisa Living Green initiative commenced; in 2012, the Environmental Sustainability Policy was approved; and in 2013, the Green Economy and Sustainability Engagement Model was approved followed by the establishment of the Sustainability Office. In 2014, the Sustainability Framework was approved and there are work in progress in terms of implementation and during June 2015 the first waste paper indaba (seminar, meeting etc) took place, which emphasised wastage awareness.

The purpose of this report is to provide a detailed account of the progress made by the University in the relevant projects initiated by Unisa to promote the four principles of the United Nations Global Compact (UNGC) being human rights, labour standards, environmental protection and anti-corruption.

On September 25th 2015, countries adopted a set of goals to end poverty, protect the planet, and ensure prosperity for all as part of a new sustainable development agenda. Each goal has specific targets to be achieved over the next 15 years. For the goals to be accomplished everyone including educational institutions need to make a valuable contribution in terms of making efforts towards implementing actions that are linked to the 17 goals. Moreover, these list of actions must be encapsulated in the

institution Strategic plan. Unisa has made some strides in aligning its Strategic plan with the National Development Plan (NDP) and the Sustainable Development Goal's (SDG's).

2.2 Executive Summary and Recommendation

In terms of the 2015 self-assessment report directly below, the university scored 71.15% compared to 60.31% in 2014 across the four principles being human rights, labour, environment and anti-corruption with the labour standards compliance taking the lead with 79.63% and followed by improvement in terms of anti-corruption compliance from 57.50% in 2014 to 79.49% in 2015 with human rights and the environment, respectively. Our non-compliance has also improved from 9.54% in 2014 to 3.67% in 2015. There is a need for Unisa to put more efforts in terms of investment in environmental practices and this would be realised through the implementation of the Green Economy and Sustainability Engagement Model and policy which had been approved by Unisa Management.

Table 1: 2015 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	91	77.12%	6	5.08%	9	7.63%	12	10.17%	118
LABOUR	43	79.63%	1	1.85%	3	5.56%	7	12.96%	54
ENVIRONMENT	95	59.75%	7	4.40%	30	18.87%	27	16.98%	159
ANTI-CORRUPTION	62	79.49%	1	1.28%	7	8.97%	8	10.26%	78
TOTAL	291	71.15%	15	3.67%	49	11.98%	54	13.20%	409

3

From the Vice Chancellor's Desk

The sustainability issues and aspects are currently steered from the Vice- Chancellor's office in order to ensure that they receive priority for purpose of institutional sustainability and achievement of the organisational goals. Unisa's activities are aligned to the National Development Plan 2030 and to the African Union Agenda and Vision 2063. Globally, Unisa has witnessed the end of the Millennium Development Goals and the implementation of the seventeen Sustainability Development Goals (SDGs), which have as their focus sustainability in the broadest sense of the word, as well as the deepening and broadening of those MDGs which were not achieved in full, or which need to be widened in their focus.

Education is one such MDG whose conceptualisation has been widened to include higher and lifelong education in line with the other sustainability goals, which similarly include multi-stakeholder engagement and, especially, community engagement, as fundamental to the sustainability of People, Planet, Prosperity,

Peace, and Partnership. The SDG's document is ambitious and powerful because for the first time it offers a conceptualization which has broad global buy-in, and which has focused on implementation, (which is an acknowledged shortcoming of the MDGs).

According to the Vice-Chancellor each of us has role to play in ensuring that Unisa contributes to the implementation of the SDG's, and quite simply, as a first step, this can and should be done through implementation of Unisa's Strategy, which precisely resonates with the principles of the UNGC. In truth, Unisa's 2030 Strategy, the National Development Plan (NDP) 2030, the African Union (AU) agenda and Vision 2063 and the Sustainability Development Goals all speak the same thing; a world whose nations and societies care enough to put people and planet before personal gain and power.

# 4 Sustainability and Carbon Management at UNISA

Through the project spearheaded by the College of Agriculture and Environmental Science, Unisa is participating in the study for the generation of data for an international comparative analysis of sustainable development policies at 35 universities in 7 countries. The aim is to produce a presentation for the Third World Symposium on Sustainable Development at Universities (WSSDU-3) in 2016.The lead researcher is Prof Walter Leal from the Manchester Metropolitan University and chief editor of the International Journal of Sustainability in Higher Education.

Once again, Unisa blossomed at the 2015 Spring Festival at Garden World, having received a platinum award and coming in joint first overall. The winning garden was designed by the Department of Environmental Sciences Victoria Ing. The conceptual design reflected Unisa's position as an educational institutional and its commitment to the environment, and the skills of Unisa staff and students, as well as provide a strong commentary on current and significant environmental topics and themes.

The National Business Initiative (the "NBI") is a voluntary member based organisation aimed at promoting a sustainable, equitable and thriving society through strategic and project interventions in environmental and socioeconomic sustainability. It is implementing a "Private Sector Energy Efficiency" Project funded by the UK Government to the tune of £8.6 million which aims to improve energy efficiency in business organisations in the commercial, Educational and industrial sectors in South Africa through the provision of various services that will assist companies in identifying and implementing energy saving measures.
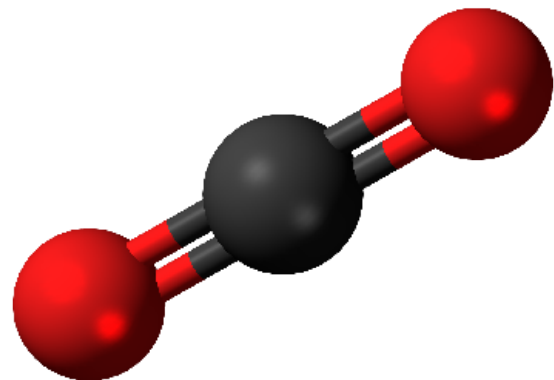
In terms of the Carbon management project, the partnership between Unisa and National Business Initiative (NBI) has paved a way for Unisa to, develop a carbon footprint inventory and management plan to determine and update Unisa's emissions profile, set reduction targets, allocate responsibility and monitor progress, integrate water efficiency and rain water harvesting plan, set an energy management master plan, develop a waste management master plan and a solar power master plan. The following benefits will emanate from partnership;

- Reduced energy consumption for Unisa
- Reduced energy costs for Unisa
- The implementation of a corporate strategy regarding energy management for Unisa; and
- Enhanced corporate reputation with students, customers, employees and other key stakeholders.

To this end, the strategic target is to put in place energy and carbon related data measurement, analysis and communication protocols leading to validated and verified baseline(s) upon which authentic and realistic targets will be set by December 2015 based on a further assessment of the risks and opportunities thereof. This Carbon Management Action Plan serves as one of the three plans in the Strategic Energy Management Master Plan for UNISA to address the strategic objectives and targets of the UNISA Energy and Carbon Policy and to provide recommendations for the targets.

5 Promotion of the UNGC Principles at UNISA

| Human Rights | Labour | Environment | Anti Corruption |

The advancement of UNGC principles at Unisa is underpinned by alignment of the four main principles with the Unisa 2030 Strategic plan. The latter is aligned to the National Development Plan (NDP) 2030 and to the African Union (AU) agenda and Vision 2063.

5.1 Promotion of the Global Compact Principles.

The year 2015 was also marked by various sustainable development initiatives that enhanced partnership between Unisa and other organisations both local and international to promote sustainable development practices. The advancement of the principles is illuminated directly below in terms of the projects linked to each specific thematic area;

5.1.1 Library Services
The University of South Africa (UNISA) library actively supports the United Nations Global Compact's (UNGC) core principles in the areas of human rights, labour, environmental stewardship and anti-corruption. The Unisa library complies with the requirements and have submitted substantial directives for implementation in all areas in the library. Awareness campaigns in the library ensures that library staff understands the principles, imperatives and requirements of the United National Global Compact. The core principles are integrated in the operations and adhered to by library staff.

5.1.1.1 Human Rights
This Principle sets out the UN Global Compact's overarching expectation of business on human rights, namely, to respect and support human rights. Respecting human rights means a business should follow and perform a due diligence process to avoid infringing human rights ("do no harm") and should address adverse human rights impacts with which they are involved. In addition, beyond respecting human rights, business is encouraged to take action to support human rights.

Unisa is committed to support and respect the protection of internationally proclaimed human rights. This support and respect for human rights is evident in its commitment to provide equal access to information resources, participation in local communities, empowerment of local schools through donations of information resources and paying special attention to the rights of vulnerable groups by promoting awareness of and serving users with disabilities.

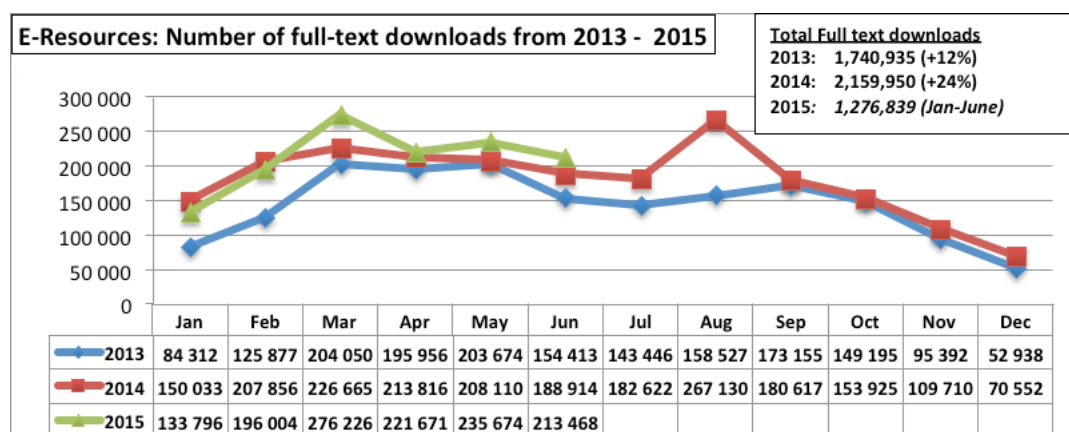- Equal access to information resources in support of human rights

The Unisa library participated and implemented various initiatives with a view to provide equal access to information and its' services in support of human rights. In addition, the library adopted new discovery tools namely Encore Duet and Sierra with integrated catalog and circulation functions to support a seamless user experience which ensure that library users have open and easy access to print and e-content.

- SANLIC consortium

The UNISA library participates in the SANLIC (South African National Library and Information Consortium) consortium for (inter alia) the development of electronic resources. This endeavour allows the library to participate and to benefit from the negotiations to obtain expensive databases at a reduced cost. It is a requirement that the library completes the confirmation of participation forms for the consortium to ensure that the participation of the library is captured and allows SANLIC to negotiate on UNISA's behalf. The usage of the databases that Unisa acquires through the consortium and through own initiatives are a clear indication that the provision of electronic resources is beneficial for the clients and researcher. Within an Open, Distance and E-Learning (ODeL) context, e-collections play an important role to ensure easy and secure access to information.

The UNISA Library currently has **557** commercially obtained electronic resource databases, which provides access to over 97,000 individual full-text e-journal titles.

Table 2: E-Resource

E-Resources: Number of full-text downloads from 2013 - 2015												Total Full text downloads 2013: 1,740,935 (+12%) 2014: 2,159,950 (+24%) 2015: 1,276,839 (Jan-June)
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
2013	84 312	125 877	204 050	195 956	203 674	154 413	143 446	158 527	173 155	149 195	95 392	52 938
2014	150 033	207 856	226 665	213 816	208 110	188 914	182 622	267 130	180 617	153 925	109 710	70 552
2015	133 796	196 004	276 226	221 671	235 674	213 468						

- Electronic reserve collections

Electronic Reserves is the term that Unisa uses to refer to a database of articles, book chapters, chapters from proceedings to law reports. The intent of the electronic reserves database is to serve the students with information resources, at the point and time of need, in support of their studies. This resource is developed from the input received from academic staff. The database is developed utilising the MyUnisa submission system. The links are activated on either the databases that the library subscribe to or alternatively linked to PDF copies (33%) received from the UNISA academic community.

Persistent links to the articles in the databases currently totals 77% of linked content. The linked resources are made available to the students through their individual access to MyUnisa

A Total of 4669 titles were received and added to the E-Reserve Database for the 2016 academic year. Students are allowed to read and download the material for their studies.

Table 3: Electronic reserves usage March 2015 to July 2015

	2015
Total E-Reserves received	4669
Total Links to databases	3111
Total PDF articles	1558

Electronic Reserves usage for the period March 2015 to July 2015

ELECTRONIC RESERVES USAGE STATISTICS March 2015 to July 2015						Total
#Articles accessed	March	April	May	June	July	
	3595	3142	3218	2748	2330	15033
#PDF Printed/ Read	25406	21829	20026	13379	21044	101684

- Digital Archives: usage and plans for expansion

The main focus of the University Archives is to preserve, protect and provide stewardship for the resources that is safeguarded by it. Digitisation ensures that fragile, brittle, old and rare materials are placed in the public domain for ease of access and allows for continued use without restrictions. Over-handling of fragile material is eliminated to ensure lasting preservation. By providing the digital images in the public domain ensures that it is accessible by a broader community.

Table 4: Usage statistics of digital archives and special collections

Archives and Special Collections (Total views: 13654)					
Total Visits Per Month					
Feb-15	Mar-15	Apr-15	May-15	Jun-15	July2-15
215	387	334	324	282	1956
	Top country views		Top cities views		
	Russia	1576	St Petersburg	1562	
	China	985	Fuzhou	393	
	South Africa	649	Pretoria	332	
	United States	182	Guangzhou	227	
	South Korea	82	Nanchang	77	
	Germany	65	Johannesburg	76	
	Italy	45	Beijing	64	
	France	26	Seattle	50	
	Hong Kong	22	Putian	30	
	Netherlands	21	Tianjin	23	

• Library App

In support of the UNGC principle for the promotion of education, training and professional development, UNISA library launched an easy-to-use free app on 21 September 2015 to provide access to and delivery of information resources to UNISA students, academics, and staff in support of research, teaching and learning.

Dr Mbambo Thata, the UNISA library Executive Director (ED), giving a speech at the launch of the library app.

Above are some of the UNISA students who were enthusiastically using the app on the day of the launch.

II   Promoting awareness of and serving users with disabilities

The United Nations *Charter* affirms the essentiality of 'a universal respect for, and observance of, human rights and fundamental freedoms for all without distinction. The rights of individuals with disabilities are grounded in a human rights framework based on the United Nations *Charter,* the Universal Declaration of Human Rights, international covenants on human rights and related human rights instruments. The library services promote awareness of and serving users with disabilities. The library held a workshop on basic sign language on 14 & 16 April 2015 to equip staff with sign language so that they can better serve the needs of users with disabilities.

In order that the rights and educational needs of persons with disabilities may be further realized, Unisa takes responsibility for making its collections and services available to people with disabilities by acquiring appropriate technology and develop staff skills to meet the information and research needs of clients with disabilities. To this end, several equipment has being bought to benefit clients with disabilities other than visual problems.

III   Promoting women's rights and fostering diversity

UNISA 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 staff members attend the development opportunities arranged by the UWF. They also attended the launch of the UNISA Campaign of the KWANELE-enuf-is-enuf, a campaign to combat the scourge of women and child abuse.

Ms R More, former LISSA President, receiving an award from UNISA library ED, Dr Mbambo Thata in recognition for her sterling contribution in the Library and Information Services (LIS) sector.

IV   Participation in local community activities including handing out donations

Various Unisa staff members coordinated and participated in various events in the local communities as well as giving donations to the needy in the promotion of the spirit of human rights.

•   Nelson Mandela: 67 minutes event

The Unisa staff coordinated and participated in the 67 minutes event in celebration of Nelson Mandela day, as a way of promoting human rights. Access to reading material is a fundamental human right which, among other things, not only helps people to keep up with the developments around them but to participate in the conversations about the developments themselves. UNISA library received books from the Rotary Club International in Bedfordview and donated them to four schools in Pretoria and Ekurhuleni on the 31 July 2015. In Pretoria, the schools included Sunnyside Primary schools and Lotus Garden Primary School while in Ekurhuleni schools in Tembisa included Mashemong Full Service School Isiziba Full Service School. These

initiatives were geared to promote the culture of reading from an early age in order to enable children to also contribute to a better world in support of the UNGC principles of contributing education and development of communities. The exercise also included reading to learners in the foundation phases (Grades 1 and 2).

•   Youth day celebrations

The Unisa staff participated in the Youth day event at UNISA library, Sunnyside campus, in celebration of the young people who on 16 June 1976 stood up against total disregard of human rights and human dignity in South Africa.

•   Heritage day celebrations

Heritage Day is a South African public holiday celebrated on 24 September. On this day, the UNISA staged an event where staff displayed the many cultures that make up the population of South Africa. With this event, the Unisa management sought to encourage staff to celebrate their culture and the diversity of their beliefs and traditions, in the wider context of a nation that belongs to its entire people.

5.1.1.2 Labour

Organisations can play an important and positive role to ensure that the rights of its citizens, including workers and employers, are protected. UNISA management has created an inclusive work environment by conducting orientation sessions to induct new members of staff as well as holding regular meetings to enhance engagement with employees so as to strengthen its capacity to give effect to the UN Global Compact Labour Principles.

- Orientation sessions for new staff members

New staff members are inducted through comprehensive orientation sessions. Hosted by the Library Executive Team (LET), orientation sessions are conducted regularly in order to, among other things, introduce new staff to the university vision, strategy and management structure.

- Communication with employees

Monthly meetings are held which provide an excellent platform for reflections on the operations of the UNISA services. Bi-annual colloquiums and professional board meetings are also held to provide opportunities for staff to discuss current issues. Regular electronic notices are published to ensure that staff is up to date with developments in UNISA and the profession.

- Employee appreciation day

The management staged an "Employee Appreciation Day" to extend its gratitude to staff for its commitment to clients and for maintaining high levels of services. This is one of the many efforts by the management to create a healthy working environment in support of the labour principles of the UNGC mission.

5.1.1.3 Environmental Stewardship

UNGC principles define environmental stewardship as the comprehensive understanding and effective management of critical environmental risks and opportunities related to climate change, emissions, waste management, resource consumption, water conservation, biodiversity protection and ecosystem services. The awareness of environmental stewardship is extremely important to UNISA staff.

UNISA is motivated to limit environmental impact while growing Unisa's 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, students and other stakeholders.

- Reducing plastic use

Unisa is no longer encouraging the provision of bottled water during meetings. Water dispensers were ordered and placed in identified meeting venues on 19 June 2015. Apart from the higher cost of bottled water, Unisa sought to encourage staff to make use of environmentally friendly options to limit environmental risks.

- Reducing storage, paper and mailing needs

In order to reduce storage, paper and mailing needs, Unisa adopted an Enterprise Content Management (ECM) system. ECM technology is used to capture, manage, store, preserve, and deliver content and documents related to organizational processes. Over and above its environmental benefits, ECM systems make employees more efficient, and result in better, more informed decisions across the enterprise – all of which reduce the overhead costs of managing information. In addition, every action taken within the system is tracked and reportable for auditing purposes for a wide variety of regulations.

- Reduction in printing services

Unisa strives to address the impact of extensive printing of resources and its associated knock on effect of these practices on the environment, by providing digital copies of articles, chapters and proceedings (electronic reserves) to the students, making it available through MyUnisa for ease of access from any mobile device.

- Arbor week

The Unisa participated in the Arbor Week (1-7 September) by distributing growth packs with seeds to staff for cultivating. Spekboom cultivars were also distributed to UNISA staff in 2014 by UNISA Principal and Vice-chancellor, Prof MS Makhanya to promote an environment friendly work place in support of the UNGC principles. This initiative received an overwhelming support from the staff who successfully planted and grown the spekboom cultivars.

A collection of pictures of spekboom cultivars grown by staff members

5.1.1.4 Anti-Corruption
UNISA insists on honesty, integrity and fairness in all aspects of our business and services. The direct or indirect offer, payment, solicitation or acceptance of bribes is totally unacceptable, therefor Unisa offers support to all auditing functions and practices, adhering to the policies and procedures of the University in general.
- Code of ethics

Staff adheres to the University's ethics policy in the provision of services. To this effect, Unisa established Ethics Committee, to pledge its support to one of the strategic values at UNISA, namely to encourage ethical conduct and service excellence. Through this Committee, the management uses this as an opportunity to anchor its values and ethics within its product and services, and to promote good ethical behaviour among staff when serving clients. Other initiatives currently held in September 2015 include awareness campaign to educate clients about etiquette at various UNISA branches in Johannesburg, Ekurhuleni and Florida campus.

- Risk management

The Library Quality Committee (LQC) held several workshops to create awareness among staff of the Compliance Risk Management Plan (CRMP) which includes the Copyright Act 98 of 1978 – regulations and Promotion of Personal Information (POPI) Act. A review of the library risk register was also conducted as part of an ongoing process in the library to identify new risks to the library business with a view to implement measures to reduce or prevent inherent risks.

UNISA is committed to the UNGC principles, and relying on its highly skilled staff, Unisa encourages staff to forge effective partnerships with surrounding communities and companies in pursuing these principles, but also to be innovative and capitalise on appropriate technologies to make a significant contribution towards achieving the UNGC principles of

human rights, environmental stewardship and anti-corruption goals at the university.

5.1.2 Corporate Communication and Marketing
5.1.2.1 Overview of stakeholder engagement

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. Endeavours 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.

5.1.2.2 Stakeholder Engagement and Environmental Stewardship

The university began the first-phase implementation of the approved institutional Communication and Marketing Strategy aimed at improving stakeholder relations. The new media relations approach significantly raised the presence and awareness levels among the public of the activities and role of the University in its pursuit of "shaping futures in the service of humanity". The approval of the framework for the Student Communication Strategy as well as the extensive program of consultation with identified stakeholders further enhanced a broader understanding of the Strategy and further promoted stakeholder ownership. Aligned with the key tenets of the Communication and Marketing Strategy the promotion of all the phases of the Unisa student walk still enjoys pertinent attention, with a specific focus on helping the potential student to become acquainted with the requirements and challenges of distance learning.

5.1.3 Tuition and Facilitation of Learning

5.1.3.1 Overview and achievements
The Tuition and Facilitation of Learning within Unisa develops quality assurance measures to assist staff in the regional offices to sensitise them to ensuring tutorial access for all students

(including those with disabilities).

The Academy for Applied Technologies in Teaching and eLearning (AATTeL) hosted a forum on "Assistive technologies for learning support of students with disabilities" in which staff from the Unisa Library and those from the AATTeL collaborated in presenting on a variety of assistive tools and technologies. The purpose of the forum was to create awareness amongst academics about available technologies to assist students with disabilities. Staff from the Resource Centre for Students with Disabilities (ARCSWiD) also attended the forum and provided valuable input regarding difficulties experienced by students with disabilities. The AATTeL received very positive feedback from academics who attended to forum. Below a screen shot of an article covering the forum published in Unisa's electronic newsletter.

The AATTeL staff also developed a video "teaching video clip" that includes sign language. The purpose of the video is to demonstrate to academics how video clips can be created to assist students with hearing challenges. Below are three photos illustrating activities during the development of the video clip.

The AATTeL is also in the process of developing a video clip with running sub-titles as an alternative to sign language. The Centre for Professional Development (CPD) has in addition, planned to host four myUnisa forums in September and October 2015, and entitled: *Meeting the needs of students with disabilities on myUnisa.*

The forums will be facilitated by ARCSWiD in collaboration with CPD and AATTeL.

5.1.3.2 Human Rights

The Peer Help Programme and its activities comply with the South African Constitution and the legislation governing Unisa with regard to protecting and respecting human rights. It is the responsibility of Unisa, as well as the senior student counsellors acting as project leaders in the different centres to uphold human rights in the workplace where senior Unisa students, acting as peer helpers, render a volunteer peer help service to fellow students.

It is also the responsibility of the Unisa to manage human rights risks in the programme. Specific policies and procedures have been developed with the aim of ensuring that operations are consistent and standardized across all centres and that the rights and responsibilities of both the project leaders and the volunteers are clearly defined and thus protected. This systematic management approach has led to the development of the following policies and procedures:

- ✓ The Unisa Peer Help Volunteer Programme Policy document
- ✓ The Unisa Peer Help Volunteer Standard Operating Procedural Manual
- ✓ The Unisa Peer Help Volunteer Supervision Manual

Peer Helper applicants, who contact the Unisa for the first time in person, telephonically and via email, are treated with dignity and respect from the initial contact with staff members of the Directorate of Counselling and Career Development (DCCD). Each applicant is informed of the demands of the peer help programme via an orientation letter attached to the application form. This enables applicants to make an informed decision on whether to participate or not.

Through participation in the volunteer programme, peer help volunteers develop critical employability skills. Through regular supervision sessions, peer help volunteers are trained in the process of reflecting on experiences and activities. Peer help volunteers are also trained in summarizing this information to help them compile a career portfolio to monitor their growth and assist in future applications for employment.

Additional evidence of human rights support and protection in the workplace is as follows:

- ✓ The provision of safe and healthy working conditions with access to technology. Peer help volunteers are trained to assist in electronic request for counselling assistance from students, which lead to greater skill development and the improvement of graduateness amongst the volunteers

- ✓ Provision of insurance cover for all peer helpers participating in volunteer activities, on and off campus.

5.1.3.3 Labour Standards

The Unisa Peer Help Volunteer programme is an open and dynamic programme. Peer helpers and project leaders freely discuss issues relating to peer helper service delivery in order to reach agreements that are jointly acceptable. Every effort is made to reach an agreement through genuine and constructive negotiations where the skills learned in terms of empathic listening and skilful responding, is applied until consensus is reached.

Peer helpers are also encouraged to get involved in the identification, planning and executing of projects with only guidance and directives from

the respective project leaders. This leads to the development of basic project management skills. As the Unisa Peer Help Volunteer Programme is based on voluntary participation, there is no danger/risk of forced or compulsory labour. Peer help applicants apply to become volunteers only after they have familiarized themselves with the requirements of participating in the programme. They can freely indicate when they will be available to perform the compulsory minimum of 72 hour service delivery which is clearly stated in the orientation letter.

Due to the nature of the job, peer help volunteers should meet stringent requirements for selection and service delivery namely they should have:

- passed at least 10 modules towards a formal qualification at Unisa
- exceptional communication and listening skills
- experience in helping others
- passed a curriculum test, after attendance of a training session, to determine their knowledge base with regard to the academic offerings of Unisa
- rendered a total of 72 hours volunteer service after passing the curriculum test
- Passed an evaluation based on skills competence and the presentation of a career portfolio.

Peer help volunteers are free to leave the peer help programme at any time should they require to do so, in accordance with the Unisa Peer Help Policy stipulations. Peer helpers leave the programme for a variety of reasons such as to take up contract positions in other departments in Unisa or to take up positions with external employers, without any fear of retribution.

Peer Help Volunteers can also apply for leave of absence for shorter periods due to academic or personal needs, again in accordance with stipulations in the Unisa Peer Help Volunteer

Standard Operating Procedural Manual.

Project leaders are cognizant of the fact that peer help volunteers are primarily students and secondarily, volunteers. Project leaders negotiate peer help volunteer participation in activities based on continuing monitoring of academic performance and achievement.

Non-Discrimination

The Unisa Peer Help Volunteer Programme does not discriminate based on race, colour, sex, religion, political opinion, social origin, age, disability, HIV/AIDS status, and sexual orientation. The programme is aimed at primarily providing a career path development opportunity to Psychology and Industrial Psychology students and the content of the training is aimed at the development of empathic listening and skilful responding competencies and skills. A marketing letter is sent out annually to all students registered for Psychology and Industrial Psychology on second, third and honours level.

As all 14 peer helper groups are diverse in terms of language, culture and personal circumstances, it can be challenging to manage and run such groups. Project leaders are encouraged to consult with the DCCD Management and the National Peer Help Project Leader, should issues arise which need to be clarified or discussed. Where discrimination or other disciplinary issues arise, specific grievance procedures and appeal processes have been set out clearly in the policy document and standard operating procedural manual.

5.1.3.4 Environment

A number of products and resources such as marketing letters and posters, training material and academic skills leaflets have been developed and are developed annually. As Unisa moves towards an Open and Distance E-Learning model (ODeL) a number of products have been, or are in the process of being made available electronically to students, namely:

- **Peer Help Volunteer Programme documents:** All relevant peer help documents pertaining to the different stages of the programme are available on the DCCD Intranet for easy access to all project leaders and peer helpers. These documents are:
  - ✓ Peer Helper application form and cover letter
  - ✓ Criteria for selection
  - ✓ Training manual
  - ✓ Information on the evaluation criteria

- **Additional on-line training material:** Although the training of peer helpers is conducted in a face-to-face contact situation, additional training material aimed at supplementing each session is in the process of being prepared in electronic format. This will not only reduce printing costs but create an opportunity for peer helpers to work with on-line material.

- **Peer Help marketing:** In the past the Peer Help Marketing letter was sent out to all second, third and honours level students in Psychology and Industrial Psychology informing them about the career path development opportunity offered by the DCCD, and inviting them to apply should they be interested. The marketing process has been adapted in 2014 to an electronic process and changed to a technology driven process in 2015. A total of 4347 second, third and honours level students in Psychology and Industrial Psychology, who were registered for 2015, have been identified and a link to the marketing letter and the application form was sent to the students via SMS. This resulted in a substantial cost saving in terms of printing and postal costs.

- **Academic Skills Leaflets:** The Academic Skills Leaflet series was initially designed to assist Peer help volunteers in guiding students through specific academic difficulties that they might be experiencing. This series was also placed on the website for direct access by the total Unisa student population. Hard copies of the leaflets were still being printed annually. Since 2013, it has been decided that a limited number of leaflets would be printed and that students will be made aware of these resources through other mediums.

These are examples of innovative ways in which environmentally friendly technologies are used in the attempt to reduce printing and postal costs and to make information readily available to students at any place or time that would suit them.

5.1.3.5 Anti-Corruption

Corruption can take on many forms from the minor use of influence to specific bribery aimed at financial gain or creating a non-financial advantage for a person or service provider.

The Peer Help Volunteer Programme is based on the strict adherence to institutional policies regarding financial processes and the neutral treatment of suppliers namely:

- ✓ Use of external printing service providers when the in-house Print Production department does not have the capacity to print required material: The project manager obtains permission from the Department of Print Production to obtain quotations from external service providers when the in-house department does not have capacity to print a resource. The quotations are then compared and accepted on merit, without taking any financial advantage for any service provider into consideration.

✓ **Submissions via the iProcurement System:** Once it becomes apparent that a service provider is not registered on the system, the relevant project leader is contacted to ask the service provider to complete a F25 form to register on the Unisa system. The project leader is also cautioned that purchasing cannot continue unless a Purchase Order has been issued and they have received a copy thereof. The aim is to avoid any unauthorized expenditure or action outside of an approved Unisa Policy.

✓ **Monitoring of resources:** The central unit orders the printing of resource material as well as peer help wear which is distributed directly from the service providers to the different peer help centres. The project manager follows up with the 14 project leaders to obtain confirmation that all the resources and stock have been received. If a shortfall is detected, the project manager follows up to have the matter resolved at no extra cost to the University.

5.1.4 University Estate Overview

The University Estates Department has a goal to effectively manage, maintain and expand the infrastructure of Unisa within 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 our 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 ebate 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.

5.1.5 Unisa Information and Communication Technology

In contributing to the overall UN Global Compact (UNGC) goals as well as promoting the Ten Principles of the UNGC, Unisa ICT has undertaken the following initiatives since the last Unisa Communication on Engagement (COE) report for the period 2014- 2015.

1. **Human Rights:**
   - Principle 1: Businesses should support and respect the protection of internationally proclaimed human rights; and
   - Principle 2: make sure that they are not complicit in human rights abuses.

➢ ICT Activities
1. Engagement with the Department of Correctional Services .The Deputy Registrar's portfolio was engaged by the Department of Correctional Services (DCS) with a request to assist offenders that are registered students with UNISA. ICT assisted the Deputy Registrar's office with submitting different options of providing connectivity to DCS along with the associated costs. Further ICT assistance could not be rendered due to the pending Memorandum of Understanding (MoU) that will clearly delineate the roles and responsibilities and more importantly the source of funding. The draft MoU is being reviewed by Legal Services who conducted a due diligence.
2. Technologies for Students with Disabilities at Regional Offices   ➢ In 2013 a special project was initiated to provide 117 dedicated computers with specialized hardware, software and peripheral devices to all 7 South African regions served by Unisa. Purchasing of the technologies commenced at the beginning of 2014. The process was delayed due to incorrect fund allocations. This has however been resolved now and the project is on track with preparation and rollout of the technologies commencing in February 2015.
3. MPCC for Students with Disabilities On 31 March 2015, the first multi-purpose community centre for students with disabilities was launched at the Unisa Cape Town Campus. The centre will not only provide access to Unisa services for students with disabilities, but will also enable staff in the region to provide support to students with disabilities and monitor their progress. The centre will also raise awareness of the value of access technology in the daily lives of persons with disabilities and expose participants to a range and variety of available access technology devices.

2. **Labour:**

➢ Principle 3: Businesses should uphold the freedom of association and the effective recognition of the right to collective bargaining;
➢ Principle 4: the elimination of all forms of forced and compulsory labour;
➢ Principle 5: the effective abolition of child labour; and
➢ Principle 6: the elimination of discrimination in respect of employment and occupation.

➢ ICT Activities
1. Employment Equity (EE)   ➢ In terms of the set EE targets, inroads have been made in redressing the historical imbalances within the department, however, both the white male and female categories are still over-represented.   ➢ At 29%, the African male category is nearing the set target of 40.3%. However the random loss of the critical scarce staff which seems to be characteristic here renders the intended target unachievable at present.   ➢ At 23%, the African female category is below the target set which is 34.9%. However, the same random loss through staff turn-over as in the case of African male category is experienced here. They both require an immediate lasting solution.   ➢ Furthermore, underrepresentation of zero instead of 4% and 1.2% is noticeable within the Coloured and Indian female categories respectively.   ➢ At 3% instead of 5.6% the Coloured male category is almost on par with the target as set whereas at 3% instead of 1.9%, the Indian male category is slightly overrepresented.
2. People with Disabilities. Representation of people with disabilities stands at 4%. This figure exceeds the Unisa institutional target set in the IOP 2012 – 2015 by at least 2%.
3. Staff Turnover. Staff turnover, particularly within designated groups continues to be a major threat to the EE gains made. This is exacerbated by the following reasons: ☐ There are no defined incentives for retaining and avoiding loss of key and capable ICT staff.   ☐ It is a time consuming process to fill vacant positions because Unisa salaries are in some cases lower than market-related ICT salaries for the required skills levels.

3. Environment:

➢ Principle 7: Businesses should support a precautionary approach to environmental challenges;
➢ Principle 8: undertake initiatives to promote greater environmental responsibility; and
➢ Principle 9: encourage the development and diffusion of environmentally friendly technologies.

➢ ICT Activities
1. Energy Saving. Energy Star® compliant devices are deployed as standard to save power (Sleep Mode enabled). This has also resulted in huge financial savings for Unisa.

4. Anti-Corruption:

➢ Principle 10: Businesses should work against corruption in all its forms, including extortion and bribery.

➢ ICT Activities
1. Laptop computers are installed with asset tracking software (NetTrace), which reduces the theft of computers.

5.2 INTEGRATION OF THE PRINCIPLES INTO THE CURRICULUM

5.2.1 UNGC PRINCIPLES: INTEGRATION INTO THE CURRICULUM

The Directorate of Curriculum Learning and Development encourages and support academics to infuse the UNGC principles in modules. Below is a list of modules per colleges with examples on how the UNGC principles are infused in study material:

CHS:

Module	UNGC principle	Evidence
PLS3703 African Advanced philosophy	Principle 1: Businesses should support and respect the protection of internationally proclaimed human rights **Focus is on ethics as a human right**	Promoting ethical conduct amongst and within societies EXTRACT FROM PLS3703.docx
PLS3702 Modern philosophy	Principle 1: Businesses should support and respect the protection of internationally proclaimed human rights **Focus is on human rights and South Africa's constitution**	Promoting human rights understanding and implementation EXTRACT FROM PLS 3702.docx

Module	UNGC principle	Evidence
PLS2607 Philosophy of Science	Principle 1: Businesses should support and respect the protection of internationally proclaimed human rights **Focus on feminism and gender**	Promoting gender equality as a basic human right EXTRACT FROM PLS2607.docx
Curriculum Workshop on transformation facilitated by DCLD	Workshop facilitated by DCLD to promote UNGC principles: • UNGC PRINCIPLES • AFRICANISATION • SUSTAINABLE DEVELOPMENT • CLIMATE CHANGE	 Curriculum transformation.pdf - ʌ
SAW1501 Introduction to Social Auxiliary Work	Human rights **Focus- promoting human rights in Social Work**	 SAW1502.docx
SAW1502 Human Development and Fields of Practice in Social Auxiliary Work	Labour **Focus- promoting labour rights in Social Work**	 SAW15021__.docx
HRV1601 Human rights, values and social transformation	Promoting human rights **Focus- promoting Human rights in Social Work**	 Unit two of new study guide.docx

CAS:

Module	UNGC principle	Evidence
CAS1501 Perspectives on Accountancy	Principle 10: Businesses should work against corruption in all its forms, including extortion and bribery.	CAS SIGNATURE MODULE FORM ON AI

CEMS:

Module	UNGC principle	Evidence
IOP1503 Environmental Psychology	7. Support a precautionary approach to environmental challenges 8. Undertake initiatives to promote greater environmental responsibility 9. Encourage the development and diffusion of environmentally friendly technologies	IOP1503_MO_Final_2016_Final.docx \s
IOP1504 Work Force Diversity	3. Freedom of association and the effective recognition of the right to collective bargaining 4. The elimination of all forms of forced and compulsory labour	Form3_IOP1504_02.11.2010.pdf
MNO3704 Environmental Management	7. Support a precautionary approach to environmental challenges 8. Undertake initiatives to promote greater environmental responsibility 9. Encourage the development and diffusion of environmentally friendly technologies	MNO3704 UNGC.pdf
PUB2606 Environmental Affairs	7. Support a precautionary approach to environmental challenges 8. Undertake initiatives to promote greater environmental responsibility 9. Encourage the development and diffusion of environmentally friendly technologies	PUB2606 UNGC.pdf

CSET:

Module	UNGC principle	Evidence
AQC 4701(AQC 401C old code) Chapter 1	Principle 9: encourage the development and diffusion of environmentally friendly technologies.	AQC4701 Ch 1 Rev A.docx
CLO3704 Learning unit 8	Principle 8: undertake initiatives to promote greater environmental responsibility	CLO3704 Learning unit 8 - Textiles and t
Ethical Information and Communication Technologies for Development Solutions. EUP1501	Principle 10: Businesses should work against corruption in all its forms, including extortion and bribery.	CSET signature course Unisa module r

CLAW:

Module	CLAW CT Principles	UNGC principle	Evidence
Collective Labour Law - LLW2602	◻ Principles of fairness ◻ Ubuntu Social responsibility Source: CLAW CT Consolidated plan 2015 page 19 CT Consolidated Plan.docx	Labour Principle 3: Businesses should uphold the freedom of association and the effective recognition of the right to collective bargaining;	**Collective Labour Law - LLW2602** **Diploma, Bachelor degree Semester module NQF level: 6 Credits: 12** Module presented in **English and Afrikaans Module presented online** **Purpose:** The purpose of this module is to equip learners with a solid knowledge base, skills and competencies relating to collective labour law. The module will convey a sound understanding of collective labour law in South Africa by imparting general knowledge of legal principles relating to collective labour law. Students credited with this module should have a solid knowledge base of collective labour law principles and be able to solve well-defined but unfamiliar collective labour law

Module	CLAW CT Principles	UNGC principle	Evidence
International Human Rights Law - LCP4807	Ubuntu, social responsibility and the humanisation of the law. Source: CLAW CT Consolidated plan 2015 page 44 CT Consolidated Plan.docx	Human Rights Principle 1: Businesses should support and respect the protection of internationally proclaimed human rights; and	**International Human Rights Law - LCP4807** **Bachelor degree Semester module NQF level: 8 Credits: 12** Module presented in **English and Afrikaans** **Recommendation:** Should be taken together with or follow on SCL1501 and ILW1501 **Purpose:** To gain a knowledge and understanding of the nature, meaning and basic principles of international human rights law; its relationship with national law; and its practical application within both the international and the South African contexts, through a study of the development of international human rights law; the international conventions and declarations on human rights; the enforcement of international human rights; and the effect of international human rights conventions in municipal legal systems.

CAES:

Module	UNGC principle	Evidence
NAT4802 Freshwater Management	7. Support a precautionary approach to environmental challenges 8. Undertake initiatives to promote greater environmental responsibility 9. Encourage the development and diffusion of environmentally friendly technologies	ModuleRegistrationForm3_NAT4802_final (4

Module	UNGC principle	Evidence
AES4701 Agricultural And Rural Development	7. Support a precautionary approach to environmental challenges 8. Undertake initiatives to promote greater environmental responsibility 9. Encourage the development and diffusion of environmentally friendly technologies	aes4701 (4).doc
(Code to be finalised) Community-based Natural Resource Management	7. Support a precautionary approach to environmental challenges 8. Undertake initiatives to promote greater environmental responsibility 9. Encourage the development and diffusion of environmentally friendly technologies	CBNRMModule registration form 2015
(Code to be finalised) Conservation Biology	7. Support a precautionary approach to environmental challenges 8. Undertake initiatives to promote greater environmental responsibility 9. Encourage the development and diffusion of environmentally friendly technologies	Form 3 - Conservation Biology.d

5.2.2 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 Agriculture and Environmental Science

The various academic activities in the College of Agriculture and Environmental Sciences focus on the interaction between humans and the environment to ensure sustainable living for future generations. The complex relationship between humans and the environment, result in a variety of challenges and opportunities in the world. As such, the academic endeavour in the form of tuition, research and community engagement directly and indirectly addresses the principles in the UNGC:

- Human rights
- Labour Principles
- Environmental Stewardship
- Anti-Corruption

Unisa upholds robust commitments to environmental stewardship. The scientific rigour required by sound environmental science research may include certain controlled and minimised impacts on the physical environment. Therefore the College strive to maintain a minimal environmental footprint and supports the Unisa Environmental Sustainability Policy. The offerings of the College are summarised below.
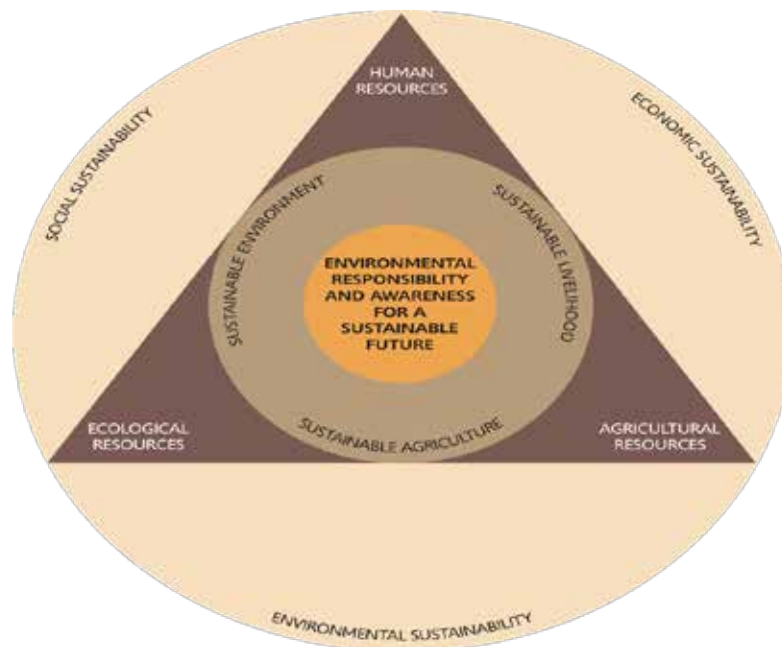

Figure 1: Environmental responsibility and awareness for a sustainable future in the College of Agriculture and Environmental Sciences (CAES).

In general the principles 7, 8 and 9 which concentrate on environmental stewardship form a major focus within the strategic plan of the College. The most important aspects of these three principles that are relevant to the activities of the College include the following:

➢ *Precautionary approach to environmental challenges*

Various "graduateness" activities in the curriculum of the programmes focus strongly on the idea of prevention rather than cure. Students are encouraged to identify challenges and to take early action to ensure that irreversible environmental damage does not occur. They are further exposed to the argument that more environmentally friendly products/practises can have significant long-term benefits for the environment. All students in CAES are encouraged to develop an individual code of conduct or practice that confirms their commitment to care for the environment; this has been mainstreamed into the College Signature Module offered by the Department of Geography GGH3708 (*Environmental Awareness and Responsibility*). This is a NQF level 7 module and forms part of the curriculum of the programmes in the College.

The Environmental Sciences programme runs an urban forestry project, where academics undertake carbon sequestration assessments for the City of Johannesburg's street trees as well as the development of an urban forestry strategy, implementation and management plan. Not only does this project assist in a precautionary approach to environmental challenges.

The various work integrated learning (WIL) and practical fieldtrips for students in the nature conservation and ornamental horticulture programmes, provide students and academics with the opportunity to interact in real-world circumstances and thus enhance the graduateness of the students that successfully complete the programme towards environmentally aware and responsible graduates in their present and future places of employment (Figure 2).

Figure 2: Nature Conservation students are provided with hands on opportunities to experience and undertake various environmental practises at Telperion Reserve

> *Undertake initiatives to promote greater environmental responsibility*

Students in CAES are exposed to the 'triple bottom line' of sustainable development — economic prosperity, environmental quality and social equity. Students at all NQF levels are encouraged to develop sustainability targets and indicators (economic, environmental, and social). The triple bottom line of sustainability is specifically highlighted in the Community Engagement initiatives of the College that focus on environmental educations within communities.

The Department of Environmental Sciences, in collaboration with Johannesburg City Parks and Zoo (JCPZ) became involved in efforts to conserve the natural environment in an urban setting. Mofolo Park in Mzilikazi Street, Mofolo, and Soweto is a park used for recreational purposes and commonly hosts music concerts, cycling and running events. The area was once an informal dumpsite and considered dangerous by locals. Over the past years it had been significantly rehabilitated along with the adjacent Klipspruit River. This upgrading was part of a massive urban regeneration process involving catchment management; urban management; urban greening; landscaping; public awareness raising and public participation.

The Department of Environmental Sciences has assisted with a needs analysis to strengthen the bond between the community and on-going projects within the Park, such as the Remembrance Garden tree-planting project. This took the form of a series of community engagement dialogues where community members could clarify what services, from a social and environmental perspective, they wished the park to provide. The dialogues were also used as an opportunity to communicate other planned interventions, such as a food garden, tree-planting initiatives, recycling programmes, water quality management and environmental awareness raising projects. The targeted audience included community leaders,

councillors, community based organisations, the youth and youth organisations, the disabled and the media. An in-depth analysis of the dialogues using video footage revealed that the dialogue process had a number of limitations that need to be addressed of the long-term sustainability of this precious urban green resource. Ongoing research and involvement is undertaken by the department of Environmental Sciences to add value to the park and the wider surrounding community. The research done in this regard will be reported at conferences and accredited academic journals.

A group of staff in the Department of Geography are actively involved in a community engagement project in the North West Province. This project feeds into the University's vision *"The African University shaping futures in the service of Humanity", and* allows College staff to function as academics within a multi-inter-trans-disciplinary context. The project is based on roots driven rural development and the basic premise is that communities can take the lead in identifying their own problems and the solutions to those same problems. Put simply, the approach argues that little is achieved by identifying needs and rather the emphasis should be on the available assets already within a given community. Looking at communities holistically to ensure environmental sustainability means that our work in the North West Province not only addresses Principle 7, 8 and 9 of the UNGC, but also the 7th and 8th Millennium Development Goal.

The long term goal of the project is to assist communities in mobilizing themselves to create their own opportunities of employment, but at the same time ensure sustainable economic, social, cultural and economic development in the North West Province. The project also focusses on Principle 1 (human rights) as it strives to protect the economic livelihoods of local communities.

> *Encourage the development and diffusion of environmentally friendly technologies*

The College embraced the Open Distance Learning architecture of the University of South Africa, by embarking in online learning environment as its major mode of Tuition. The curriculum of the modules offered in the college encourages the use of environmentally friendly practises within the daily lives of its students and alumni.

Specific examples of the implementation of environmentally friendly technologies can be found in the curriculum for the Diploma in Agricultural Management and the BSc in Agricultural Science offered in the Department of Agriculture and Animal Health:

Soil and water conservation including biological and agronomic soil erosion control measures: The principle methods under biological and agronomic practices used include: crop rotation, strip cropping, protective cover cropping and the use of vetiver grass (Figure 3).

Figure 3: Strip cropping for prevent soil erosion

Mechanical soil erosion control measures, which include: contour cultivation, waterways, contour bunds, terraces, trenches and drop structures (Figure 4).

Figure 4: Waterways used for controlling water movement and preventing soil erosion

Students are encouraged in the agricultural programmes to introduce *effective land management systems*. This includes practises such as effective crop cover and mulching. Keeping the land covered as much as possible is one of the best ways to prevent erosion. The use of mulch such as straw, grass or shavings, prevents the puddling or "running together" of the surface soil under the impact of rain drops. Dead plant or planted cover crops protect the soil from being detached by rain drops. Mulches and cover crops also reduce evaporation by shielding the soil from the wind and from the direct rays of the sun (Figure 5).

Figure 5: Mulching used for moisture conservation

The Department of Environmental Sciences has embarked on environmental stewardship mechanisms through interdisciplinary and trans-disciplinary climate change, adaptation and mitigation research. The group 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 research foci within the group include vegetation carbon sequestration and commerce in urban areas, public parks and recreation spaces as well as climate change and sustainable tourism. A climate change adaptation and mitigation research project analysed the carbon sequestration potential of post-mining reforestation activities on the Kwazulu-Natal coast of South Africa. A further study investigated climate change mitigation by means of minimising the carbon footprint and embodied energy of construction materials.

The development and diffusion of environmental friendly practises and technologies for form a focus in the research of several M and PhD students in the College and they tend to focus on the following research projects that look 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.

As graduates of the College of Agriculture and Environmental Sciences, it is hoped that students will vigorous apply the various environmental stewardship practises that were exposed too in their curriculum in their present and future places of employment. In this way the College will contribute to the universal principles of the UNGC to ensure a more stable, equitable and inclusive global market and in this way help to build prosperous and thriving societies.

5.2.2.2 College of Accounting Sciences

1.   Tuition and learning

➤   There is little doubt that the accounting sciences play a major role in the financial governance of organisations. Respect for the law and the fight against corruption are intrinsically embedded in the education programmes offered by CAS, with scenario-based cases often interwoven into the learning and assessment processes.   In addition to the traditional financially oriented tuition provided on formal degree and short learning programmes, stakeholder demands are driving a need to incorporate many non-financial governance issues into the syllabus.   In this regard, the following academic programmes are embedded with the principles:

• Taxation – from a tax perspective, fundamental rights (human rights) as contained in the Constitution, is taught in both the undergraduate and master's degrees in Taxation.

• Financial accounting – Corporate reporting that deals with the statutory disclosures as well as the contextual disclosures of corporate annual reports is incorporated in the post-graduate diploma module in Financial Accounting (FAC4865).   Social and environmental accounting forms part of the contextual disclosures that has subsequently evolved into integrated reporting.   Integrated reporting, which is also covered in the Master of Accounting Sciences modules, is rapidly gaining traction as the preferred manner through which organisations report to stakeholders, is intended to address the manner through which organisations create sustainable value from the perspective of financial capital,   manufactured   capital,

intellectual capital, human capital, social and relationship capital, and natural capital. It is therefore clear that by following the principles embodied in integrated reporting, organisations are accounting for the broader aspects of their operations on society and the environment.

- Management accounting – environmental reporting and reporting is covered at both an undergraduate and postgraduate level in the Chartered Institute of Management Accountants (CIMA) programme, particularly within the context of the ISO 14001 standard.

- Auditing – the fundamental objective of auditing is to provide assurance to various stakeholders about the veracity of the information provided and the extent to which organisations comply with the provisions of various frameworks, regulations and laws. While many of the modules presented focus on financial governance and reporting, the undergraduate and postgraduate modules in internal auditing consider a broader non-financial governance perspective, and incorporate many of the UNGC components including environmental, societal and economic impacts of organisational activity. The various internal auditing modules and the postgraduate modules in forensic auditing also address anti-corruption issues. The Master of Accounting Sciences modules cover issues relating to sustainability (including corporate social responsibility and integrated reporting), as well as forensic auditing.

- Research masters and doctoral programmes – several students across the four primary accounting sciences dimensions are presently undertaking research relating to various components of corporate governance, environmental and corporate social

responsibility reporting and assurance, and forensic auditing.

2. Research

➤ The presentation of papers at academic and professional conferences, and the publication of articles in accredited journals, has facilitated the ability of CAS academics to slowly establish their presence as thought leaders in UNGC-related areas. This is an area where CAS is presently introducing interventions to increase our UNGC-related research outputs. In this regard, the relative topicality and importance of the underlying principles of the UNGC has provided the impetus to initiate a dedicated college-wide research project covering several aspects relating to the UNGC dimensions, which will not only increase our UNGC activities, but will simultaneously facilitate the development of research skills amongst less experienced staff.

3. Community engagement

➤ In addition to tuition and research referred to above, CAS employees are actively utilising their competencies to teach accounting and related activities to high school students in several geographic regions. In addition, involvement in professional accounting sciences bodies assists in disseminating and entrenching the UNGC principles. Finally, one of the staff is an active volunteer member of the Finance and Audit Committee of the Endangered Wildlife Trust.

➤ Therefore with regard to the submission guidelines it is important to note the following:

- Delivery of education on topics related to the Global Compact principles – due to the dynamic nature of the accounting sciences discipline Unisa is already providing education on the UNGC topics, albeit not necessarily labelled as such. It is expected that the educational products that CAS provides will continue to evolve in response to societal norms and expectations.

- Conducting applied research and thought leadership in relation to the Global Compact principles – this is an emerging topical research focus area for CAS with academic research increasingly focusing on sustainability issues. The sustainability research project provides a mechanism through which research in this increasingly important area can be stimulated, while simultaneously providing an opportunity to develop the capacity and competence of academic staff to undertake research.

- Dissemination and promotion of Global Compact principles – the primary manner in which CAS discharges this responsibility is through our formal educational programmes and by voluntary participation in professional bodies and environmental NGOs.

- Provision of support to UN Global Compact business participants in their own sustainability implementation and disclosure efforts – this is an area that has not yet received specific attention. However, this goal will be incorporated into the mandate of the sustainability research project referred to above, with particular reference to the Global Reporting Initiative (GRI) and Integrated Reporting (<IR>).

- Contributing capacity to the Local Networks of the Global Compact – similarly, this area has not been considered, but the sustainability research project will provide an ideal vehicle from which to develop suitable interventions.

5.2.2.3 College of Law
- ➢ The delivery of education on topics related to the Global Compact principles (Human Rights, Labour Standards, Environment and Anti-corruption)

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 curricula generally, the College has committed itself to a range of projects that either directly or indirectly speak to the facilitation of and promotion of human rights and the implementation of human rights.

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 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 of Law has taken a lead in developing academic programmes specifically addressing the issue of IP Management. The National Intellectual Property Management Office (NIPMO)-Unisa Chair in Innovation and Intellectual Property Management was established at Unisa in 2012. The chair is funded in terms of a memorandum of agreement between the Department of Science and Technology and Unisa.

Some of the deliverables of this agreement were the development and delivery of a Post Graduate Diploma in Intellectual Property Management (to be offered in 2016, presently awaiting formal approval), an Advanced Short Learning Programme in IP Management and Innovation (offered since 2014), a LLM module on IP management and innovation (offered since 2013), as well as the postgraduate supervision of masters' and doctoral students in this area. The institution of the Chair in IP Management was preceded by comprehensive consultations with various stakeholders, such as representatives from NIPMO (the office responsible for training and capacity building of members of technology transfer offices); the CEO of the Innovation Hub; intellectual property practitioners; the head of the Companies and Intellectual Property Commission; and technology transfer practitioners.

The academic programmes on IP management that the College of Law offers attempt to bridge the innovation chasm, which refers to the inability of research to reach the market as products or services. Unlike other programmes in the College of Law, which is discipline-specific, some of the Unisa offerings on IP management that the College of Law offers, are accessible to non-lawyers and other role players in the area of intellectual property management. In this sense, these qualifications fuse aspects of law, innovation, management and management.

On 17 April 2015, the College of Law hosted an international workshop on IP Management as an important determinant of the economy, at which Dr Kerry Faul, Head of NIPMO and Mr Weibel, Head Corporate Intellectual Property, Chief IP Counsel, Siemens AG Corporate Technology, Germany, as well as Prof Joseph Straus, the Unisa-NIPMO Chair in IP Management, all presented papers.

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.

> 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 a wide international circulation. Many of the articles that appear in these journals relate to human rights, labour standards, the environment and anti-corruption.

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

The College of Law also promotes the GC principles above through the implementation of its Undergraduate Foci Plan with external stakeholders, which involve a number of initiatives aimed at developing the research, oral advocacy and debating skills of law students, inter alia through debating competitions, writing retreats, moot court competitions, to name but a few.

During 2015, Unisa law students participated in regional moot court competitions, followed by the inter-regional and final moot court competition that took place on 2 and 3 October 2015 on the main campus. Finalists from the regions competed against each other.

The judges on day one of the inter-regional competition on 2 October 2015:

The winning teams at the final Unisa Moot Court Competition on 3 October 2015:

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)

The CLAW, partnership with the School of Strategic Communication of the University of Johannesburg and the Helen Bader School of Social Welfare from the UWM in the USA, hosted on 24 to 26 July 2015 an international conference celebrating 26 years of the UN Convention on the Rights of the Child. The conference touched on the following topics, amongst others: the practice of Ukuthwala; sexual violence against children; human trafficking; children as the victims of crime; the plight of children with incarcerated mothers and fathers; human rights implications of circumcision; a minor's cause of action in a wrongful life case; the interviewing of children by detectives; the right to birth registration; children's right to be heard in Africa; children's addiction to Nyaope; children's right to education against the backdrop of the Boko Haram case study; teen sexting and its legal and social implications; children's right of access to justice; children as perpetrators and victims of crime.

Unisa Law and Criminal Justice students, participating in a debate against students from the University of UWM (USA):

Above: Students from Unisa and the UWC (USA) 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.

➢ 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 Graduate School of Business Leadership
The Graduate School of Business Leadership (GSBL) directly and indirectly promotes Global Compact principles through its teaching, research and community engagement activities. In line with the UNISA's community engagement policy framework, academics of the GSBL seek to improve the quality of the GSBL's relationship with its stakeholders and the general community by partnering and engaging with them with a view to become a part of sustainable solutions to problems such as of poverty, unemployment, and inequality. For instance, the GSBL Small, Medium, Micro Enterprise (SMME) Development Unit is a project that is focussed on engagement with struggling SMMEs in the Midrand area, where the GSBL is located. The project seeks to promote and develop the capabilities of SMME's in order to contribute towards the growth of businesses, their competitiveness, and economic development.

Another example is the Humane Settlements programme, where GSBL academics collaborate with a Non-Governmental Organisation that aims to find housing solutions in informal settlements and facilitate the creation of human settlements so that marginalised persons can experience a better quality of life. The GSBL community engagement activities are also treated as an opportunity for applied research, which is used to enhance business development as well as the GSBL leadership programmes.

Apart from promoting Global Compact principles through engaged community activities, the GSBL offers educational programmes on topics that are directly and indirectly related to the Global Compact principles. For instance, the Business Ethics course indirectly advances the Global compact principles by teaching values and principles based business decision making, which promotes sustainable development on issues relating to human rights, anti-corruption and the environment. A Governance and integrity short learning course was also offered to management of the Police service, thus, contributing to enhance its integrity, capacity and efficiency to protect the rights of society and provide the stability needed for business and society to prosper.

The Corporate Governance course covers sustainability development principles in general, and ensures that the environmental, social, governance, profit and strategic aspects are highlighted. Although the course places primary emphasis on the principles provided in the King Code of Governance Principles (King III) and on the Johannesburg Stock Exchange (JSE) Socially Responsible Investment Index (SRI), the fundamental principles addressed in both are the same as the Global compact principles. Among others, the corporate governance course encourages learners to reflect on how companies integrate sustainability principles into strategy and their operations, and improve transparency through reporting on their sustainability performance.

The Marketing Management and The Supply Management courses address specific social and environmental sustainability issues that are related to marketing and supply chain operations. The Marketing Management course is aimed at assisting students to understand the role of marketing not only in creating value and in achieving organisational success, but also in contributing towards environmental and social sustainability. Similarly, the Supply Chain Management course covers sustainability of supply chains in general and encourages learners to consider how supply chain operation is inextricably linked to environmental and social concerns.

While Business Ethics also discusses questionable marketing and safety practices, sweatshop and labour abuse, corruption, bribery, and questionable payments, it further promotes the development of global codes of conduct for especially MNCs and encourages the integration ethics into both local and global business strategy. The Stakeholder Management and Corporate Governance courses highlight principles of engagement and inclusiveness. They also invite students to reflect on the strategic importance of effective stakeholder management and inclusiveness in the businesses they lead, and on the sustainability impact of poor performance in this regard. Key among any company's stakeholders is employees, which why the GSBL offers a number of labour related courses.

The Managing and Resolving Employment Relations issues course provides students with a thorough knowledge and understanding of conflict management, dispute resolution, collective bargaining and the legal aspects of employment relations. This is aimed at ensuring that the students are well equipped with the competencies to manage employment relations, both individual and collective in nature. This course is based on a concept of inherent equity, taking into account the rights of employees and employers and the interests of society.

The Occupational Health and Safety course serves to raise awareness of key health and safety issues in the workplace. The course conveys the principle that every company has an obligation to provide a safe workplace for its employees, customers, visitors and the community and environment it operates within.

The GSBL's thought leadership series included the publication of an article on gender equality and transformation, in a number of newspapers that enjoy wide circulation in South Africa, which helps promote the dissemination of the Global Compact human rights principles.

5.2.2 Lending capacity to Global Compact

Local Network
In 2015, 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.

The City of Tshwane has partnered with the University of South Africa as one of its key research and academic stakeholders in its expedition to inaugurate the Tshwane Green Economy Research Network. The Tshwane Green Economy Research Network is a collaborative research and knowledge exchange platform established to advise and provide research support to the City of Tshwane in its agenda to transition towards a green economy. The platform brings together researchers, academia, thought leaders, and industry experts to promote a shared-learning partnership, knowledge exchange, and collaboration to advance green projects in the Capital City.

"The City has committed itself to a sustainable path of economic growth and development pursued in several ways including green urban designs, providing sustainable forms of public transport, integrated transport systems, hybrid engines, green buildings and supporting the demand management interventions to mention a few," said the Executive Mayor of Tshwane, Councillor Kgosientso Ramokgopa. Collaboration and exchanging of knowledge through focused thematic networks will bring a significant contribution to better understand the green economy pathway and come up with sustainable ways to meet citizens' social, economic and material needs.

About 40 years from now the capital city should have transformed into a green city with a green economy. Some elements of a green economy included a coherent understanding of economic growth, economic development and environmental degradation, supporting economic transformation to green economies, growing green industries and creating sustainable green jobs.

These are a resilient and resource-efficient city; a growing economy that is inclusive, diversified and competitive; quality infrastructure development; an equitable city that supports social cohesion, safety and healthy citizens; an African capital city that promotes excellence and South Africa's capital city with an active citizenry. One of the many ways the city is turning green is by transforming 10% of the A Re Yeng bus fleet into ones that use compressed natural gas. The city had a vision of having the elements of a green city. These include a plethora of new green buildings and retrofitting old buildings consuming mineral resources and extensive rainwater harvesting and grey water systems by 2055. Professor Godwell Nhamo, from Unisa, said what they wanted to do is to move away from the unsustainable resource-intensive growth path to a sustainable resource-efficient, poverty-eradicating and job-creating job path. Moreover, the green economy presents opportunities in

renewable energy, energy efficiency, green agriculture, carbon markets, climate resilient cities and urban development.

5.2.3 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 *my*Unisa 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 2015. The AGCI invited universities to participate in its 2015 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 theme of the Global Compact.

Table 4: Global Compact Self-Assessment

TOPIC	YES	%	NO	%	F/A	%	N/A	%	NOT ANSWERED	%	TOTAL
HUMAN RIGHTS	91	77.12	6	5.08	9	7.63	12	10.17	0	0.00	118
Health and safety	8	6.78	1	0.85	0	0.00	0	0.00	0	0.00	9
Hours, wages and leave	25	21.19	2	1.69	0	0.00	0	0.00	0	0.00	27
Fair Treatment	23	19.49	1	0.85	2	1.69	2	7.14	0	0.00	28
Community Impacts	19	16.10	1	0.85	3	2.54	4	14.81	0	0.00	27
Product stewardship	5	4.24	0	0.00	2	1.69	2	22.22	0	0.00	9
Country risk	4	3.39	1	0.85	1	0.85	3	33.33	0	0.00	9
Suppliers	7	5.93	0	0.00	1	0.85	1	11.11	0	0.00	9
LABOUR	43	79.63	1	1.85	3	5.56	7	12.96	0	0.00	54
Trade Unions	13	24.07	0	0.00	1	1.85	4	22.22	0	0.00	18
Forced labour	7	12.96	0	0.00	0	0.00	2	22.22	0	0.00	9
Child labour	9	16.67	0	0.00	0	0.00	0	0.00	0	0.00	9
Non-discrimination	7	12.96	0	0.00	2	3.70	0	0.00	0	0.00	9
Suppliers	7	12.96	1	1.85	0	0.00	1	11.11	0	0.00	9
ENVIRONMENT	95	59.75	7	4.40	30	18.87	27	16.98	0	0.00	159
Compliance and Management	15	9.43	1	0.63	1	0.63	1	5.56	0	0.00	18
Precaution	22	13.84	2	1.26	2	1.26	1	3.70	0	0.00	27
Responsibility and Performance	52	32.70	4	2.52	25	15.72	24	22.86	0	0.00	105
Technology	6	3.77	0	0.00	2	1.26	1	11.11	0	0.00	9
ANTI-CORRUPTION	62	79.49	1	1.28	7	8.97	8	10.26	0	0.00	78
Anti-Corruption Environment	17	94.44	0	0.00	1	1.28	0	0.00	0	0.00	18
Policy and procedures	25	92.59	1	1.28	1	1.28	0	0.00	0	0.00	27
Third Parties	13	54.17	0	0.00	4	5.13	7	8.97	0	0.00	24
Joint Actions	7	77.78	0	0.00	1	1.28	1	1.28	0	0.00	9
TOTAL	291	71.15	15	3.67	49	11.98	54	13.20	0	0.00	409

Global Compact Self - Assessment

In 2015, Unisa scored 71.15% across the four main principles as compared to 60.31 in 2014. There has been improvement in terms of labour standards compliance from 68.29% in 2014 to 79.63% in 2015 and anti-corruption practices from 57.50% to 79.49% in 2015. This could be as a results of the number of initiatives implemented by the University towards anti-corruption and human rights practices and awareness, such as the invitation of the Public Protector for a seminar on corporate governance amongst others.

7 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.

8 Acknowledgements

Overall strategic leadership
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- Ms L Griesel, Executive Director: Strategy, Planning and Quality Assurance

Authors
- Mr J T Makgamatho, UNGC Project Leader

Contributors
- Prof M Makhanya, Principal and Vice Chancellor
- Prof N Baijnath, Pro Vice Chancellor
- Prof D Singh, Vice Principal: Advisory and Assurance Services
- Prof R Mare, Vice Principal: Teaching and Learning
- Prof M Phakeng, Vice Principal: Research and Innovation
- Prof B Erasmus, Vice Principal: Operations
- Mr PZR Zwane, Vice Principal: Finance & Business Enterprise
- Prof G. Zide, University Registrar
- Dr M Qhobela, Vice Principal: Institutional Development
- Dr B Mbambo-Thata, Executive Director; Library Services
- Mr H van Kradenburg, Enterprise Risk Management
- Prof M Linington, Executive Dean, CAES
- Prof M.T. Mogale , Executive Dean: CEMS
- Ms l Sangqu, Executive Director: ICT
- Prof IOG Moche, Executive Dean: CSET
- Prof R Moeketsi, Executive Dean: CHS
- Prof V I McKay, Executive Dean: CEDU
- Mr G M Lesoalo, Vice Principal: ICT
- Prof M Socikwa, Vice Principal: Operations & Facilities
- 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

9 Resource List

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

Blueprint for Corporate Sustainability Leadership.

Criteria for the GC Advanced Level.

Generic Model of Strategic Management.

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.

UNGC Management Model, Framework for Implementation.

Unisa Student Satisfaction Survey 2012.

Unisa Annual Report 2011.

Unisa UNGC CoP Report 2011.

Unisawise, Summer 2011.

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.

Unisa Strategic Plan: 2016-2030

Unisa Plan: 2016-2020

2016 Compact with Council