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UNIVERSITY OF
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UNITED NATIONS GLOBAL COMPACT

UNIVERSITY OF SOUTH AFRICA

COMMUNICATION ON ENGAGEMENT 2016:
TOWARDS SUSTAINABILITY AND
SOCIAL TRANSFORMATION

Table of Contents

Preface

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

As part of its mission to educate socially responsible citizens and to serve the larger society, the Department of Higher Education and Training on behalf of the Government of the Republic of South Africa is proud to support the University of South Africa, which is the first and only University in South Africa to be signatory to the ten principles of the United Nations Global Compact (UNGC).

Our commitment to values such as equity and inclusion, civic responsibility, and sustainability demonstrates that South Africa is well-aligned with UNGC since signing their original commitment in 2007.

The department of Higher education and Training is pleased to continue supporting Unisa on its work and mandate in the context of South Africa membership in the UNGC.

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
DPQA	Department of 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

In its commitment to serve the people, planet, earth and promote Sustainable Development Goals (SDG's), Unisa continues to make every effort to support UNGC principles. In doing this Unisa is guided and foregrounded by its Charter on Transformation. Unisa holds among its core values the ideals of community and diversity. Community is defined as a group of colleges, students and staff who live and work together at Unisa because they share the same sentiments and goals that are based on the ideals of higher education and embedded in the Unisa 2030 Strategic Plan.

Unisa recognises and fully accepts its mandate to work with all its stakeholders – students, colleges, staff, alumni, business partners and the wider academic, business and other communities to create awareness, generate new ideas, knowledge and learning programs to help them deal with the global challenges. Unisa sees itself and seeks to conduct itself as a socially aware organization. This self-image is ingrained in the organization and in its entirety and influences the types of students, colleges and staff Unisa attracts and how the University interacts with, supports and influences all its stakeholders.

Unisa's concept of responsibility is a very broad one and covers issues of ethics, responsibility, and sustainability. Ethics means that members of staff will conduct their activities in line with the legal framework, professional, and academic moral standards. Responsibility means that actions are not only based on economic considerations but, at the same time, consider

ethical, social and environmental impacts. Sustainability means Unisa strives to make a contribution in the resolution of key social and environmental problems.

2.2 Executive Summary and Recommendation

In terms of the 2016 self-assessment report below, the university scored 56.03 across the four main principles namely human rights, labour, environmental standards and anti-corruption with human rights compliance taking the lead followed by labour, anti-corruption and environmental protection, respectively. Our non-compliance is in the area of the environment at 11.31% followed by anti-corruption 4.81%, labour 3.85% and human rights 3.55%. The university is currently implementing the Green Economy and Sustainability Engagement model and all objectives and action plans pertaining to the promotion and protection of the environment are encapsulated in the University's Strategic Plan and Annual Performance Plan, hence an improvement in terms of adherence to environmental standards is expected.

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	229	67.75%	12	3.55%	54	15.98%	43	12.72%	338
LABOUR	104	66.67%	6	3.85%	16	10.26%	30	19.23%	156
ENVIRONMENT	178	40.27%	50	11.31%	105	23.76%	109	24.66%	442
ANTI-CORRUPTION	130	62.50%	10	4.81%	43	20.67%	25	12.02%	208
TOTAL	641	56.03%	78	6.82%	218	19.06%	207	18.09%	1144

3 From the Vice Chancellor's Desk

I Prof M Makhanya (Principal & Vice-Chancellor of the University of South Africa) am pleased to confirm that the University of South Africa reaffirms its support to the United Nations Global Compact and its Ten Principles in the areas of Human Rights, Labour, Environment and Anti-Corruption. This is our Communication on Engagement with the United Nations Global Compact. We welcome feedback on the document's contents.

In this Communication of Engagement, we describe the actions that our organization has taken to support the UN Global Compact and our Principles as suggested for an organization like ours. Unisa also commits to sharing this information with its stakeholders using our primary channels of communication. Here, Unisa summarises activities and initiatives for 2016, in the areas of teaching and learning, research, community service, institutional operations, curriculum and international engagement. Unisa has made significant progress in advancing the UNGC principles.

4 Sustainability and Carbon Management at UNISA

In terms of the Carbon management project, Unisa will commence with the process of implementing the Carbon Management Plan from 2017 with the carbon management tool already developed. The partnership between Unisa and the National Business Initiative (NBI) has paved the way for Unisa to, develop a carbon footprint inventory and management plan. This will enable Unisa to determine and update Unisa's emissions profile, set reduction targets, allocate responsibility and monitor progress, integrate water efficiency and rainwater harvesting, set an energy management master plan, develop a waste management master plan and solar power master plan.

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 whose objectives and targets have been encapsulated in the Departmental Operational Plan across all departments.
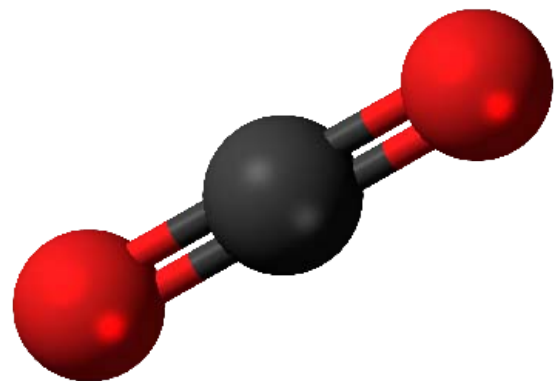
5 Promotion of the UNGC Principles at UNISA

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, Compact with Council, Annual Performance Plan with the Minister and the Integrated Plan.

5.1 Promotion of the Global Compact Principles.

The year 2016 was also marked by various challenging and initiatives that promoted and supported the partnership between Unisa and the UNGC to promote sustainable development practices. The advancement of the principles is shown below in terms of the projects linked to each specific thematic area and business units within the institution;

5.1.1 Library Services

As part of University of South Africa (Unisa) which subscribes to the United Nations Global Compact (UNGC) core principles and values, the Unisa Library actively supports human rights,

labour, environmental stewardship and anti-corruption. The business units in the library disseminate and promote the principles and values through its value chain, services and resource provision, and internal and external practices. The core principles are integrated in the operations, and adhered to by staff.

5.1.1.1 Human Rights

The responsibility and expectations from business is to respect and support the principle of human rights and use due diligence to avoid undermining human rights. By taking action and positively contributing to protect and support human rights, businesses strengthen their relationships, enhance productivity, innovation, social impact and the loyalty of staff.

The Library 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, and paying special attention to the rights of vulnerable groups by promoting awareness of and serving users with disabilities.

Equal Access to Information Resources

The Library implemented various initiatives in support of the UNGC principle for promotion of education, training and professional development during 2016. The following section highlights these initiatives.

International Archives day:

The Unisa Library celebrated *International Archives Day, on 9 June 2016,* themed *"Archives, Harmony and Friendship – Have fun with us in your own language".* This event showcased all 11 South African official languages in the Unisa Archives Collection namely: English, Afrikaans, IsiNdebele, IsiZulu, Tshivenda, Xitsonga, Sesotho, Setswana, Sepedi, IsiXhosa, and SiSwati.

**South African Library Week 11-21 March 2016:**

There was also participation in the South African Library Week, simply themed **#libraries4lifelonglearning**. The theme presented a more holistic view of learning by recognizing that lifelong learning occurs in diverse environments. It is an episodic and progressive training within the framework of the formal education system. The Unisa Library took part in this celebration by hosting three main events.

The first event during the South African Library Week was a book launch and reading of the pavement bookworm, by Philani Dladla. The Unisa community had a chance to engage with Dladla, affectionately known as the "pavement bookworm". He wrote the book while homeless and sleeping under a bridge on the streets of Johannesburg.

Dr Mbambo-Thata(Left) and Dr Henning (Right): Library Services.
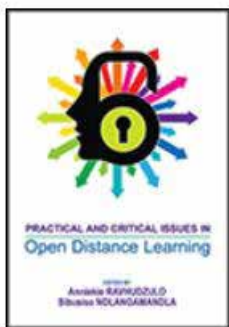
On 16 March 2016, the Library, in collaboration with Unisa Press, launched a book titled: Practical and critical issues in open distance learning, edited by Dr Anniekie Ravhudzulo and Sibusiso Ndlangamandla. The 16-chapter book maps the field of distance education and its socio-political context, uncovers key debates surrounding learner support, and provides practical demonstrations of e-learning and mobile technology.

The final event during South African Library week was a visit from the Living legends, scholar extraordinaire and policy expert Professor Muxe Nkondo (left) and South African National Laureate Professor Keorapetse Kgositsile (right). The Unisa Library in collaboration with the Department of Arts and Culture hosted the Living Legends Legacy Project, a conversation on lifelong learning, on 17 March 2016.

Prof M Nkondo and Prof K Kgositsile

Library Displays on human rights:

In support of the human rights of vulnerable groups, women, children and people with disabilities the Unisa Library presented various displays during 2016. Physical displays relating to the rights of women, children and people with disabilities were created to support human rights. These displays incorporated the UNGC principles of human rights and were linked to information resources available in the library to support teaching and learning and research.

Humanities Hubs: The Travelling Exhibition

The travelling exhibition is an initiative of the Liliesleaf Trust project. Unisa Library is the first library to host this travelling exhibition from 16 July to 31 August 2016 which will later be moved to the University of Limpopo. The launch of the exhibition was held at Unisa on 27 July 2016. The exhibition is the third of three phases of the Humanities Hubs which seeks to conscientise people on the South African liberation struggle. The objective of the initiative is to have an exhibition of South African history rotating within South African institutions of higher learning and to encourage robust debates around issues that shaped the course of the South African socio-political space.

Promoting awareness of and serving users living with disabilities:

During 2016, the Library participated in training to promote awareness of, and provide services and resources to users living with disabilities, in collaboration with other departments at Unisa and international associations.

Skills Enhancement in service of clients living with disability:

The Library staff participated in training interventions to enhance the skills of people living with disability. The training sessions were aimed at refreshing staff's skills to use assistive devices such as Eye-Pal, Plustek, BookReader and EasyConverter software for the conversion of material requested by print disabled clients.

The Library in alliance with the Academy of Applied Technology for Teaching and Innovation (AATTI) hosted a workshop entitled *"The assistive technologies for learning support of students with disabilities"*. Moreover, the staff participated and presented papers with specific reference to the use of assistive devices during the workshop.

In addition to the assistive devices the Library provides to people living with disabilities, 15 Blaze EZ devices were added to the 2016 budget as these are very versatile devices assisting clients to convert printed material from home.

9th Africa Public Lecture:
On 13 July 2016, the 9th Africa Public Lecture was held, on the theme *"African Librarianship in the 21st Century"* at the Kgorong building, Unisa, in Pretoria. Francoise Hendriks (left), Director and CEO of the South African Library for the Blind, presented a paper on *"The Book Famine for Blind and Visually Impaired People in Africa – are African Libraries ready to implement the Marrakesh Treaty?"* In 2008 the Library, in partnership with IFLA Regional Office for Africa initiated the UNISA/IFLA Regional Office for Africa Public Lecture Series to be held annually. The series seeks to provide a platform for eminent African Librarians to deliver lectures on a broad range of issues on African and International Librarianship. The Public lecture provides the library and information community with an opportunity to engage with "Africanness" in librarianship. The Public Lecture seeks to address the broad issue of African Librarianship in the global context.

Unisa Library and Unisa Women's Forum (UWF) at Project Dignity:

Research has revealed that 62 million girls around the world do not have access to formal education. However, for those that do, UNICEF estimates that 1 in 10 school girls in Africa do not attend school during the menstruation period due to the lack of access to adequate sanitary protection. On average, most girls miss an equivalent of 50 days of schooling annually. In support of Project Dignity, Unisa Library partnered with UWF to collect dignity packs for distribution to help keep young girls in disadvantaged communities in school during their monthly cycles.

Participation in local community:
Library 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.

Training public librarians:
The library entered into a partnership with Tshwane and the Regional partner public libraries to impart information search and collection development to enable public librarians to offer effective services to their clients in the digital era. The project intends to provide a level of self-sufficiency in information skills to be able to empower community members. In order to address sustainability one of the key intentions of the project is to train public librarians so that they are empowered in their work environment and also empower community members.

Unisa Library services at Prisons:
During the last 3 years the Unisa Library has established an initiative, with the Department of Correctional Services, to assist Unisa students who are imprisoned to request and access resources from the Unisa Library. Students request the item, which the library delivers to the specific prison. Agreements with "Kgosi Mampuru prison" and "Losperfontein prison" were reached in 2014 and 2015, and in 2016 the Unisa Library added the Zonderwater prison to this service as well.
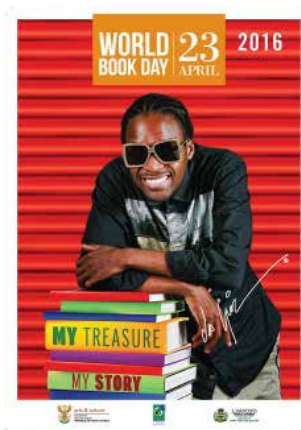
World Book Day Celebrations with the "Mother of books":

During 2016 World Book day, the Unisa Library spent the day at Marikana Combined School, in the North West Province, with the Mother of Books, Dr. Gcina Mhlophe. The event is an annual UNESCO initiative to celebrate and encourage a reading culture and grant children an opportunity to have a book of their own. Dr. Mhlophe furnished the school library with her own books

as well as copies by other South African authors. *"We are grateful to Unisa and to Dr Gcina Mhlophe for remembering our school and motivating our learners to read,"* said school Principal Mr Moeng.

Oscar Manamela (Unisa Library) with learners from the Marikana Combined School

Dr Gina Mhlophe addressing the learners at Marikana Combined School

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

Communication with employees:

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

Training and Development of Library Staff:

The Library management team had an opportunity to attend an in-house Franklin Covey - Leading at the Speed of Trust workshop. Trust is a key force in today's economy and in the workplace. "The ability to develop, restore, and extend trust with all stakeholders, employees, customers, business partners and co-workers- is the key leadership competency of the global economy." Trust is also one of the key issues that was mentioned in the Institutional Health Survey that needs attention. The workshop was held from 4-5 August 2016 and set the scene for an interesting and intensive look at trust principles; the significance thereof and advantages for managers and leaders. More sessions are scheduled to engage with Library staff on these principles.

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

Use of technology for Exhibitions:

Personal librarians are using online tools such as social media to exhibit library services and resources and to engage with students. During 2016, exhibitions on specific topics or events were displayed online, using tools such as "Pinterest", newsletters on Libguides and the use of Infographics. To support research, and teaching and learning specifically within the environmental sustainability areas, exhibitions on such areas have been created to raise awareness of information resources available to support

such learning and research. One example of this was a Pinterest exhibition on "Economic implications of the environmental impact of mining".

5.1.1.4 Anti-Corruption

The UNISA Library insists on honesty, integrity and fairness in all aspects of its business and services. The direct or indirect offer, payment, solicitation or acceptance of bribes is totally unacceptable, therefore Unisa offers its support to all auditing functions and practices, adhering to the policies and procedures of the University in general and the Library in particular.

Code of ethics:

The staff adheres to the University's ethics policy in the provision of services. To this end, the Library established a Library Ethics Committee, to pledge its support to one of the strategic values at UNISA, namely to encourage ethical conduct and service excellence. The Library also participates in the International Globe Ethics project. The first session was hosted during the bi-annual LIS Research symposium held on 28-29 July 2016. The 2nd day of the symposium was dedicated to *"Ethical issues in an e-environment."*

The keynote address was delivered by Prof Divya Singh (Vice Principal, Advisory and Assurance Services, University of South Africa), followed by papers by Prof Theo Bothma on *information ethics*, Zibu Jafta, on *the value of regional collaboration on ethics*, and Anh Tho Andres-Kammler, Globethics participant on the international reach of Globethics. The symposium was concluded with a panel discussion on the value of ethics, the international reach of ethics and information ethics.

The papers presented during the LIS Research symposium are available from the Unisa Institutional Repository (UnisaIR).

Workplace Ethics & Financial Awareness Policies Workshops:

To integrate the 10th principle of the UN Global Compact the Unisa Library started with awareness of ethics in the workplace internally to foster a business environment of ethics in the workplace. The Finance Policies and Procedures relevant to Library staff were identified. Awareness sessions were scheduled to create awareness of financial policies and procedures that Library staff need to

adhere to. These sessions are presented to all staff and sections throughout the Library. Workplace Ethics Workshops were also presented to staff in different sections. The purpose of the workshop was to make staff aware of Unisa values, the Ethics Code of conduct and related policies and to promote an ethical culture.

5.1.2 Corporate Communication and Marketing

5.1.2.1 Overview of stakeholder engagement

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 is underpinned by the principles contained in King III & IV (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.

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. Efforts 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 is visited 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.

5.1.3 University Estates

Overview

The University Estates Department has a goal to effectively manage, maintain and expand the infrastructure of Unisa within the country's relevant framework, policies, directives and legislation.

The Department 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; while the Maintenance Directorate which is responsible for the overall planned and maintenance of all Unisa properties

in the key areas of electrical, mechanical and building services.

The Support Services Directorate provides the Gardens and Grounds function, transport services, conferencing, catering, cleaning, waste management, recycling, and pest control services in all its 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 easily accessible campus. The Directorate further manages the newly completed Research Laboratories, Engineering Buildings and Horticultural Facilities.

Human Rights and Labour:

Following the completion of disability access audits which were conducted in all Unisa buildings across various campuses and Regions in 2014 as a requirement from the Department of Higher Education & Training (DHET); the University Estates Department has during the past year completed Disability Access and compliance projects at the following Unisa sites (Disability-friendly facilities):

- Polokwane x2 sites:
- Durban
- Rustenburg
- Cars
- Vudec
- Vista
- East London
- Sunnyside – 60% completed
- Cape Town(Parow) – 70% completed

Environment:
E-Garden Project

Unisa's e-garden was officially opened late last year by the Vice-Chancellor Prof M Makhanya, and as with any big moment, a celebration was held. Coupled with song and dance from talented musicians, it certainly was an electrifying night to remember.

According to Professor Mandla Makhanya, Principal and Vice-Chancellor, the opening of this unique and innovative e-garden has come at just the right time. It is a tangible reminder of the innovation and vision that reside at the core of university business, and an affirmation of what we are able to achieve, even under the most challenging of circumstances," he said.

Prof. Mandla Makhanya (Principal and Vice-Chancellor) speaking at the e-garden opening said this celebration is timed perfectly. "It is a tangible reminder of the innovation and vision that reside at the core of university business," he said.

"Embodying Unisa's culture of caring and communication, the E-garden represents the social heart of the Muckleneuk campus and its staff and students, and has been designed to be a universally inclusive and accessible space and e-hub. Our e-garden integrates ethical and eco-principles in a novel way, offering an eco-friendly open space for quiet contemplation and recharging, or for getting together, sharing and having fun" **Prof Mandla Makhanya said.**

The concept of the E-garden was born and conceptualized around the three pillars of e-learning, ethics and environment. The E-garden with its Ethics wall of Fame' and Amphitheater has become the geographical heart of the Muckleneuk campus and Unisa as a whole. It has been designed in such a way to allow universal access, through a system of pathways that links gathering spaces with seating areas in appropriate places to transform the site in such a manner that it becomes the social heart of the campus.

E-Garden site before construction

The Amphitheatre provides disability access to and from the site, a first of its kind outdoor loop system that serves as hearing aid to the hard of hearing visitors, photoshoot opportunities for graduation ceremonies and a stage with sufficient solar powered lighting where functions can be hosted, also during night time.

National Council for People with Physical Disabilities hosting Disability Day celebrations with Matthys Roets and Jannie du Toit:

Additionally the e-garden seats 200 people comfortably and as an audio visual platform on campus the e-garden is a space where informal discussions, gatherings, meetings and open conversation can take place. It is a space which promotes ethical sensitivity and awareness and which is characterized by the values of African cultures of openness, warmth, inclusion and community.

All seating walls have been equipped with solar powered three-point plugs and USB ports as an outdoor extension to indoor office space.

With the culmination of Phase 1 of the e-garden project, plans are now underway for phase 2 where the team is trying to source a big screen that will be used as a center of communication and a disseminator of information to the university community. Once phase 2 has been completed there will be a continuity of space from the Miriam Makeba Hall garden, right down to the across the e-garden. It will be an oasis in the concrete monolith that is Muckleneuk campus.
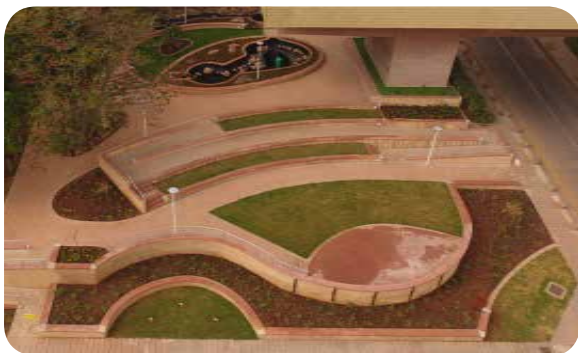
Electronic screen to be placed on the plinth of the ORT-Building

Environmental responsibility:

The Unisa Sustainability Framework Guiding Statement relating to the theme and principle of energy and the abundant supply of renewable natural resources states: "*Unisa embraces the*

use of renewable energy and employs clean and advanced technology and the appropriate management practices in its continued efforts to improve energy efficiency".

With a mandate such as this a concept for solar energy applications to connect electronic devices (tablets, laptops and cellular phones) and to power all lights, pumps and electronic information systems (bill boards, monitors) completely **off-grid** was developed for the newly constructed E-garden and Amphitheatre. The scope of work included the purchase, delivery, installation, commissioning and handover of a 10 kW hybrid standalone/grid supported photovoltaic plant, complete with respective loads at 400/230 Vac nominal, at 50Hz. The Photovoltaic plant was constructed with the latest state of the art material.

Photovoltaic panels were placed on the roof section (7th floor) of the ORT-Building.

The small power installation was designed to ensure that the E-garden and Amphitheatre are sufficiently lit to make the garden and gathering spaces accessible in the evenings for photo shoot opportunities and hosting events and concerts as needed.

The inclusion of low emissions technology took the project to the next level. Existing eight (8) 400W spot lights lighting up the ORT-Building at night were replaced with six (6) solar power LED spot lights.

With a saving of 3200 Watt/hour a total energy saving of 32kW is achieved per night with solar powered LED spot lights switched on.

As part of the project; the two hybrid/solar powered charging points for e-vehicles will soon be installed on campus. Sustainability is therefore not just a bright idea at Unisa, but a way of life. The university is embracing the use of renewable energy and employing clean and advanced technology, and the appropriate management practices, in its continued efforts to improve energy efficiency.

These solar powered lights at the Muckleneuk campus are a drop in the ocean of Unisa's suitability efforts

Environmental Management System (EMS) 14001:

University Estates Department uses one of the most powerful integrated Environmental Management "toolbox" aspects to reduce and prevent any nature of impacts on a natural environment that may occur as a result of its operations and activities. An Environmental Management System (EMS) is a set of processes and practices that enable UNISA to reduce its environmental impacts, improve operation efficiency, comply with applicable legislation and demonstrate to the client the commitment to environmental protection. The implementation of the EMS achieves continuous improvement and enhances the environmental performance where Unisa operates.

Unisa compiles and implements Construction Environmental Management Plan (CEMP) and Operation Environmental Management Plan (CEMP) to protect the surrounding environment from being degraded. Both OEMP and CEMP guide University of South Africa in what environmental consideration and norms in line with the National Environmental Management Act (Act 107 of 1998) as amended and other applicable legislation. They both serve by providing a generic structured plan of migratory measures, which serves as a directive to assist in minimizing the potential environmental impact of the activity that may arise during the construction and operational phases.

The University Estates Department compiles and implements the Construction Environmental Management Plan (CEMP) and Operation Environmental Management Plan (OEMP) to protect the surrounding environment from being degraded. Both OEMP and CEMP guide the University of South Africa in what environmental considerations and norms to adhere to in line with the National Environmental Management Act (Act 107 of 1998) as amended and other applicable legislation. They both serve by providing a generic structured plan of migratory measures, which serves as a directive to assist in minimizing the potential environmental impact of the activity that may arise during the construction and operational phases.

University Estates assures the environmental integrity and promotes sound environmental practices in all of its operations, activities and services. The Department drives environmental compliance and enforcement through the implementation of EMS with the applicable legislation which deemeds to be relevant and other legal requirements in areas where we it carries out our its daily business to prevent environmental damage. Through environmental monitoring and measurement, the Department evaluates environmental performance, analyses the root causes of problems, assess compliance with legal requirements, identifies areas requiring corrective action, and improves performance and efficiency.

Sustainability Management:
Wet Waste (Food) Recycling
The Department manages the restaurants, which generate substantial amounts of wet waste. The food waste recycling programme at the Muckleneuk, Sunnyside and Science Campus in Florida is on-going. All food waste from the kitchens and canteens on all these campuses is fermented in bins and turned into compost. This project has since inception been managed by the appointed service provider; but will now be managed by internal staff with effect from 1st March 2017. The Department will continue

to ensure that wet waste is properly managed in such a way that it does not contaminate the environment and biodiversity at large.

Dry Waste Recycling:
The Department also manages a recycling project where waste is sorted and separated at source by the Cleaning and Recycling staff. Additional bins have been procured and labelled properly to promote effective recycling and awareness. More than 200 office paper recycling bins were placed indoors for office waste recycling. Recycling awareness campaigns were conducted with service providers' cleaners, who have since been insourced to work for Unisa. All the non-compactable waste is also collected on site for recycling – this ultimately forms part of the Unisa waste statistics.

The University Estates department has already developed and put plans in place to build the Material Recycling Facility for proper and effective waste management. The weighbridge is also about to be installed to ensure proper and reliable waste information statistics; especially in terms of the paper tonnage generated by Unisa. During the year 2016, over 1 million tonnage of recyclable waste was generated by Unisa.

Energy & Water Management Initiatives:

The installation of smart electricity and water meters has already commenced at the following campuses: Muckleneuk, Sunnyside; as well as UNISA Science Campus. Through installation of these smart meters; the Unisa is able to receive live updates of water and electricity consumption and detect the exact building locations where excessive consumption takes place.
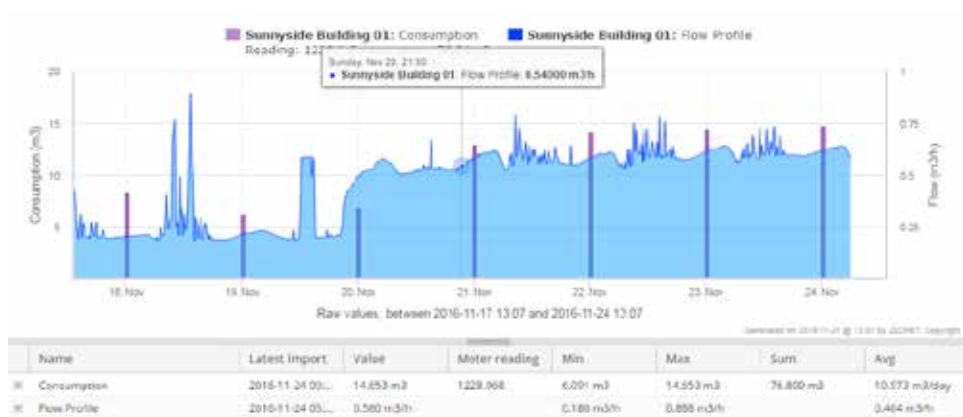
Picture 1A

Picture 1B

Pictures 1A & 1B above indicates the smart electricity meters that have been installed at the Muckleneuk, Sunnyside and Florida Science Campuses

Water consumption data at Sunnyside Campus, Building 01

Water consumption data at RR Maluleka Building

The Figures above shows how smart water meters installed at Unisa campuses detects water leakages in the buildings. These meters assist in ensuring prompt responses to water leak incidents.

Designated Smoking Areas:

South African smoking laws (Tobacco Products Control Act) were tightened even further in 2009 when the government banned smoking in partially enclosed public places such as covered patios, verandas, balconies, walkways and parking areas.

Designated smoking areas provide a specific location where cigarette smoking is allowed in a business or office area. Designated smoking and non-smoking areas are typically part of an office-wide no-smoking policy to protect the people in the building from the health hazards of second hand cigarette smoke.

Employers create healthier workplace for the employees when they limit the areas where cigarette smoking is permitted. Protecting employees from secondary smoke can reduce company healthcare costs and absenteeism due to smoking-related illness. In addition, by expanding the non-smoking areas, employers minimize the risk of fires and increase the life-span of office equipment. Designated Smoking areas were indentified to accommodate smoking staff members in accordance with the Tobacco Law.

Pictures of Designated Smoking areas: Science Campus

Waste Sorting Station:

Waste management or waste disposal is all the activities and actions required to manage waste from inception to its final disposal. This includes among other things, collection, transport, treatment and disposal of waste together with monitoring and regulation. It also encompasses the legal and regulatory framework that relates to waste management encompassing guidance on recycling.

Waste in South Africa is currently governed by means of a number of pieces of legislation, including:
- The South African Constitution (Act 108 of 1996)
- Hazardous Substances Act (Act 5 of 1973)
- Health Act (Act 63 of 1977)
- Environment Conservation Act (Act 73 of 1989)
- Occupational Health and Safety Act (Act 85 of 1993)
- National Water Act (Act 36 of 1998)
- The National Environmental Management Act (Act 107 of 1998)
- Municipal Structures Act (Act 117 of 1998)
- Municipal Systems Act (Act 32 of 2000)
- Mineral and Petroleum Resources Development Act (Act 28 of 2002)
- Air Quality Act (Act 39 of 2004)
- National Environmental Management: Waste Act, 2008 (Act 59 of 2008)
- National Environmental Management: Waste Amendment Act, 2014 (Act 26 of 2014)

Pictures of sorting station: Science Campus

5.2 Integration of the Principles into the Curriculum

5.2.1 UNGC principles: Integration into the Curriculum

The following modules per college have since 2005 been infused with the principles to ensure integration of the principles into the curriculum:

CHS:

Module	UNGC principle
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**
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**
PLS2607 Philosophy of Science	Principle 1: Businesses should support and respect the protection of internationally proclaimed human rights **Focus on feminism and gender**
SAW1501 Introduction to Social Auxiliary Work	Human rights **Focus on promoting human rights in Social Work**
SAW1502 Human Development and Fields of Practice in Social Auxiliary Work	Labour **Focus onpromoting labour rights in Social Work**
HRV1601 Human rights, values and social transformation	Promoting human rights **Focus on promoting Human rights in Social Work**

CAS:

Module	UNGC principle
CAS1501 Perspectives on Accountancy	Principle 10: Businesses should work against corruption in all its forms, including extortion and bribery.

CEMS:

Module	UNGC principle
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
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
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
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

CSET:

Module	UNGC principle
AQC 4701(AQC 401C old code) Chapter 1	Principle 9: Encourage the development and diffusion of environmentally friendly technologies.
CLO3704 Learning unit 8	Principle 8: Undertake initiatives to promote greater environmental responsibility
Ethical Information and Communication Technologies for Development Solutions. EUP1501	Principle 10: Businesses should work against corruption in all its forms, including extortion and bribery.

CLAW:

Module	CLAW CT Principles	UNGC principle
Collective Labour Law - LLW2602	• Principles of fairness • Ubuntu Social responsibility Source: CLAW CT Consolidated plan 2015 page 19	Labour Principle 3: Businesses should uphold the freedom of association and the effective recognition of the right to collective bargaining;
International Human Rights Law - LCP4807	Ubuntu, social responsibility and the humanisation of the law. Source: CLAW CT Consolidated plan 2015 page 44	Human Rights Principle 1: Businesses should support and respect the protection of internationally proclaimed human rights; and

CAES:

Module	UNGC principle
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
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
(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
(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

5.2.2 Delivery of Education on topics related to the UNGC

There are currently activities undertaken by various Unisa academic departments which relate to the delivery of education that relate to the themes of the Global Compact:

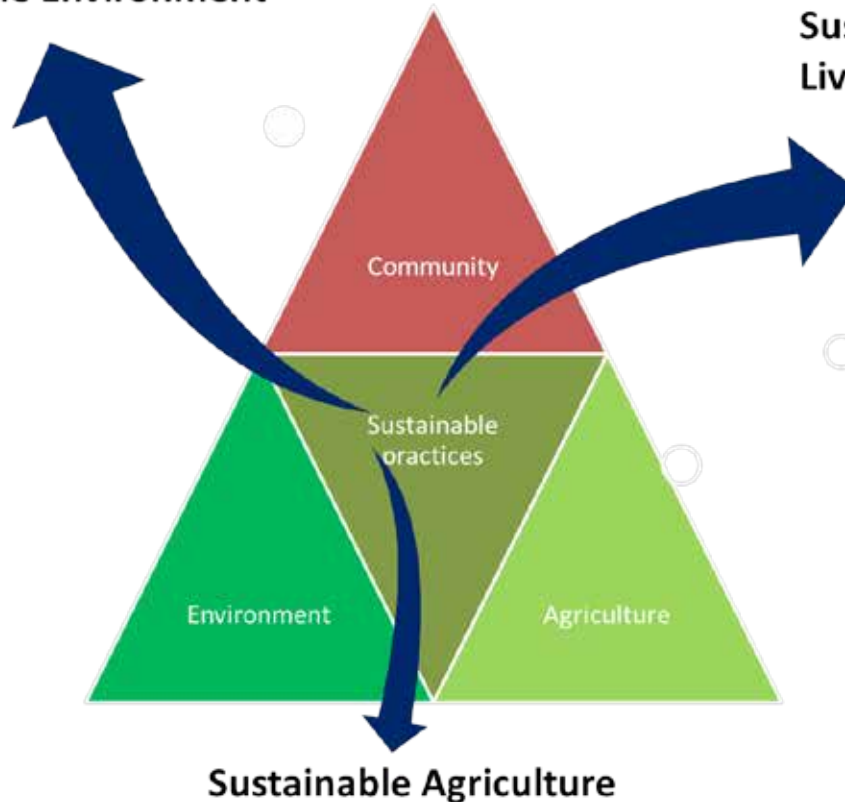### 5.2.1.1 College of Agriculture and Environmental Science

The College of Agriculture and Environmental through its various Community Engagement initiatives together with its formal programmes continues to address various aspects affecting humans and the environment thus contributing towards the expression and observance of the Global Compact principles of human rights, labour standards, environment and anti-corruption.

The college disciplines of Applied Science for Sustainable Living focus on the intersection of 3 elements, Human/Community resources and needs, Agricultural resources and needs and finally Environmental resources and needs through issues of sustainability in order to provide sustainable livelihoods, sustainable agriculture and a sustainable environment. Thus, the scholarship is closely aligned to the UNGC principles as indicated in the picture below.

Applied Sciences for sustainable living.

College community oriented initiatives are provided through four departments:
- Department of Environmental Sciences
- Department of Geography
- Department of Agriculture and Animal Heath
- Department of Life and Consumer Sciences.
- Environmental Sciences

The Department upholds robust commitments in environmental stewardship. The scientific rigour required by sound environmental science research may include certain controlled and minimised impacts on the physical environment. Therefore, the Department strives to maintain a minimal environmental footprint and supports the Unisa Environmental Sustainability Policy.

The Department of Environmental Sciences integrate environmental stewardship in post graduate research. The standards are guided and managed by the College of Agriculture and Environmental Sciences Ethics Committee and the Departmental Research Committee consisting of senior academics, amongst others. When considering postgraduate masters and doctoral students the department subjects each student research proposal to an internal departmental review. This is to ensure that the onset of the research project is based on sound environmental principles and footing. Once the internal review has been concluded the proposals are subjected to ethical review that maintains the normative and environmental stewardship aspects.

The department has embarked on environmental stewardship mechanisms through interdisciplinary and trans-disciplinary climate change, adaptation and mitigation research. A Multi, Inter, Trans Disciplinary Unisa Climate Change Research Group (MITUCCRG) has been formalised. 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 Departmental research foci within the group include vegetation carbon sequestration and commerce in urban areas, public parks and recreation spaces as well as climate change and sustainable tourism. A climate change adaptation and mitigation research project analysed the carbon sequestration potential of post-mining reforestation activities on the KwaZulu-Natal coast of South Africa. A further study investigated climate change mitigation by means of minimising the carbon footprint and embodied energy of construction materials.

Several Master's and PhD students have been working on environmental research projects looking at water quality, air pollution, persistent organic pollutants and heavy metals in water and acid mine drainage, research projects on waste (hazardous, medical, electrical and general municipal waste) management, EIA regulations and biofuels.

Table 2: Partnerships held by the department with various local and international collaborations and partnerships:

Department	Project title	Area of Specialisation	Institution (Partner)	Local/ International
ABEERU (DES)	Vervet Monkey behaviour and habitat use	Behavioural ecology & ecosystems	Lethbridge University, Canada	International
ABEERU (DES)	Grass biomass in various world biomes	Plant ecology	University of Pretoria & Tompson Rivers University, Canada	Local/ International
Environmental Sciences	Ecotourism and biodiversity management	Tourism and natural resource management	AndBeyond organisation -MOU	International (Southern and East Africa)
Environmental Sciences	Winter survival of warthogs in a Bankenveld ecotone reserve	Ecology	Centre for Wildlife Management, University of Pretoria	Local
Environmental Sciences	Ecology and physiology of aardvark	Ecology Physiology	Wildlife Conservation Physiology (WCP), School of Physiology, Wits University	Local

Environmental Sciences	Water benchmarking in the safari lodge industry	Water Resource management	Wilderness Safaris and &Beyond	International (South Africa, Namibia and Botswana)
Environmental Sciences	Urban Forest Assessment in the City of Johannesburg	Urban Forestry	Johannesburg City Parks and Zoo	Local
Environmental Sciences	People and Parks (Mofolo Park, Soweto) – Community needs assessment project	Community needs assessment project	Johannesburg City Parks and Zoo	Local
Environmental Sciences	People and Parks (Mofolo Park, Soweto) – Environmental Education - Practice-based learning from school greening projects and potential for influencing classroom teaching: Emisebeni Primary School, Johannesburg	Environmental Education	Johannesburg City Parks and Zoo	Local

An overview of three projects involved with Johannesburg City Parks & Zoo (MOA)
People and Parks (Mofolo Park, Soweto) – Community needs assessment project:

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 park has been rehabilitated, but is in need of additional investment. The research reported on here represents efforts by stakeholders, such as the City of Johannesburg and Unisa to engage with local residents, who, based on their proximity to Mofolo Park, represent potential park users. In order to do this, a community needs assessment household survey was undertaken using stratified random sampling. In the main, residents expressed a desire to see education and sports events in the park and recreational infrastructure such as outdoor gyms, a swimming pool and netball/soccer fields.

The vast majority of park users went to the park to relax, socialise with friends and family, picnic and braai and enjoy being surrounded by the grass and trees. However, many are not using the park, despite its relative proximity. This may be an indication that additional, 'pocket parks' much closer to where people live, are required in this area. Security, however, or rather the lack thereof, was the primary reason for why people were not able to enjoy the park, followed by a lack of adequate facilities. Residents expressed concerns about the lack of ablution facilities.

The interim results of the survey indicate that people want far more from the park. If JPCZ wishes to invest in the park, it would be best to firstly direct spending towards dealing with the lack of ablution facilities and the security problem. Arranging to hold events in the park, especially educational ones would be seen by the residents as adding great value to their lives.

People and Parks (Mofolo Park, Soweto)

Environmental Education - Practice-based learning from school greening projects and potential for influencing classroom teaching: Emisebeni Primary School, Johannesburg.

Research was undertaken to do contextual profiles of six schools in Mofolo, Johannesburg. The aim of the contextual profiling was to identify current sustainability practices within the schools and their status so as to inform the implementation of contextually relevant environmental practices which would form the basis for environmental education and awareness.

Following the contextual profiling, two projects, school greening and food gardening were subsequently implemented at Emisebeni Junior Primary School. The objectives of the research were to explore how the projects are influencing environmental awareness and practice-based learning among community members and learners and to investigate the potential of the two projects in influencing classroom teaching and learning. Data was collected using questionnaires, informal interviews discussions, and observations.

In brief, the contextual profiling revealed that most of the practices the schools are involved in (e.g. waste recycling and food gardening) are not well managed, and at the same time, that there is potential for implementation of many other sustainability practices which can help green the school grounds. The projects, though relatively new, are already playing a role in enhancing environmental awareness raising and participative and dialogical social learning among teachers, learners and members of the community. In addition, there are opportunities for the projects to inform classroom teaching and learning.

Urban Forestry project:

The Urban Forestry project entails a carbon sequestration assessment of the City of Johannesburg's street trees as well as the development of an urban forestry strategy, implementation and management plan. Research activities for 2016 included estimating the carbon sequestrated by the trees of Orlando West Park and Chris Hani Street in Soweto (pilot project) and determine the total quantity of carbon that could be sequestrated by these trees over a 30 to 45 year period.

An assessment of the CO_2 of the street trees in Chris Hani Street and the park trees in Orlando West Park in Soweto was conducted during April and May 2016. Data from a combined total of 973 trees were collected and analysed.

Key findings:
Total number of trees:
Orlando West Park: 498 (including missing trees)
Chris Hani Street: 2246 (including missing trees)
Tree inventory:
Orlando West Park: 100% inventory - 498 trees
Chris Hani Street: 20% random stratified sample - 475 trees
Most common species:
Orlando West Park: *Combretum erythrophyllum* 47%
Chris Hani Street: *Celtis africana* 79.70%
Standing carbon stock:
Orlando West Park: 51.70 tonnes
Chris Hani Street: 106.86 tonnes
Projected carbon sequestration:
Orlando West Park: 2200.0 tonnes (between *1314.6 and #3728.90 tonnes)

Chris Hani Street: 1626.94 tonnes (between * 1170.76 and #2262.29 tonnes)
Standing carbon ZAR carbon tax value:
Orlando West Park: R6204.00
Chris Hani Street: R12823.20
Potential/projected carbon stocks ZAR carbon tax value:
Orlando West Park: R157 756.00 (between *R157 756.00 and #R447470.00)
Chris Hani Street: R716 506.00 (between * R5150605.00 and # R996 315.00
Carbon values stated as the mean between the *lower confidence and #upper confidence levels

Recommendations derived from this study for both Orlando West Park and Chris Hani Street are as follows:
- ✓ The development and implementation of a reasonable and consistent tree-planting program in conjunction with efforts to maintain existing trees could increase carbon storage in the study area.
- ✓ Provide training to contractors to implement and sustain correct tree maintenance procedures including regular inspections and status reports to provide information on the current state of the specific forest (McPherson, 1994).
- ✓ To sustain the value of the current and future trees, it is advised that a tree care maintenance programme should be deployed to emphasize tree mortality which should include regular inspections, tree stake and basin management, pruning, removal of materials obstructing optimum growth and pest and disease control.

- ✓ The implemented tree care maintenance programme should replace dead trees thereby maximising growth space conditions to include correct tree maintenance procedures in all maintenance contracts.
- ✓ Develop a replacement plan to remove dead tree stumps, dead trees and badly broken trees, replant missing, dead and broken trees. The replacement of dead trees will compensate for the CO_2 lost through tree and stump removal.
- ✓ Species selection need to be carefully planned to choose plants that are adapted to local climate, soils, and other growing conditions to prevent unsuccessful planting.
- ✓ Species diversity is critical for sustainable urban forests and its associated benefits.

Research should be done to increase the planting pallet to widen the species diversity. This is shown to be one of the protection methods against pests and diseases that could destroy total forests with monoculture or low species diversity.

Geography:

The discipline of Geography is a dynamic and complex discipline that deals with the relationship between humans and the environment. As such, the very nature of the discipline deals with all of the UNGC principles. While the Environmental Principles are most commonly associated with the discipline, it equally deals with, human rights, labour principles and anti-corruption. The department has engaged with the principles in its teaching.

Engagement with the UNGC Principles:

The United Nations Global Compact has been included in both the modules and the short learning programs offered by the department. Principles 7, 8 and 9 are core parts of the teaching and learning within the module mix. While the department teaches using a thematic approach, all modules would cover elements of the UNGC principles. However, they are specifically focused on the following modules:

The modules, GGH2605 (*Environmental Politics*) and GGH3708 (*Environmental Awareness and Responsibility*) specifically include the three environmental principles as central to their content. Principle 9 is a guiding mantra for the teaching mandate of the Department and to promote environmental responsibility is a key part of many of the modules of the Department. Most specifically the short learning program in the department, Community Asset Mapping for Change (CAMP), uses grass roots driven development tool to bring about social change for the betterment of communities. The program is run in rural areas to empower these communities to develop their own strategies for growth and environmental sustainability. The environmental principle is essential in guiding the core teaching of this programme and the concept of sustainable environmental practice is present in almost all the offerings of the department.

One of the CAMP training workshops in the village of Koffiekraal.

Agriculture and Animal Health:

The Department of Agriculture and Animal Health provides training which has direct practical value in crop and animal production, food sustainability and animal welfare. Among the community based projects conducted by the department are the Mothong African Heritage Trust and Veterinary Science Mobile Clinic.

Collaboration with Mothong African Heritage Trust:

The Mothong African Heritage Trust has been established by a Traditional Health Practitioner Ephraim Mabena with the vision of preserving and promoting indigenous knowledge and environmental awareness for the younger generation. His vision for preserving indigenous knowledge and the love for nature led to the rehabilitation of an old dumping site in Mamelodi. This site has been host to a number of events such as the World Green day, World Food day and many more. The site is now developed with the help of local farmers and several stakeholders to cultivate medicinal plants for various uses.

A number of stakeholders are involved in the project, supporting the project in different ways. Some of these are the Department of Health, City of Tshwane municipality, Department of Environmental Affairs, Agricultural Research Council, University of Pretoria, Department of Science and Technology and Unisa.

The project aims are:

- To educate and promote environmental and agricultural education
- To facilitate capacity building through skills development programmes
- Promote health, especially in relation to biodiversity-linked, environmentally-meditated resource management
- To sustainably improve the environment

Collaborative research and training opportunities:

Unisa has played an important role in the development of the project, especially in its involvement with the farmers, community members and students who conduct some of their research trials at the site. The farmers at the site forms an integral part of the research, by planting the trials, maintenance of the trials, record keeping and assisting in data collection. Since the site will be used as a production site for cosmeceutical species, it is important to conduct research trials with students at the site with involvement of the farmers and community members.

Community members at work

Unisa staff member provides training

After the research trials have been conducted and the results verified, the information is then shared with the project members. Propagation methodology, seed collection, plant maintenance and harvesting and pruning of the plants are some of the aspects that have been addressed during training workshops at the site. A propagation workshop on two cosmeceutical species was presented at the site in September 2015. The workshop was attended by project members, farmers, community members and other stakeholders of the project. A guide on practical application of the knowledge was developed and provided to each of the workshop attendees.

Hands-on training on seed propagation of the cosmeceutical species.

The Mothong African Heritage project has reached significant milestones in the short period of time of its existence under the leadership of Traditional Health practitioner Ephraim Mabena. The achievements of the project are evident in the awards, variety of stakeholders and events hosted and will be hosted at the site. The collaboration will be fostered as more postgraduate students have become involved in the project by conducting research at the site and support the view that research can be interactive and practically applied to promote communities.

Veterinary Science Mobile clinic Project:

The mobile clinic was launched in November 2015. It is being used to provide clinical training to Animal Health students as well as render primary health care to the local communities. The mobile clinic also doubles up as a public awareness campaign for the field of Veterinary Science.

Unisa Veterinary Science mobile clinic van

Unisa veterinary consulting room (Facility number FR15/14207, Room 302, Calabash Building) was registered with the South African Veterinary Council (SAVC) at the end of 2015. The consulting room will operate as a base facility for the mobile veterinary clinic so that UNISA complies with all the regulations available for operating such a vehicle. The process of equipping the mobile clinic is in progress with drugs and essential materials and equipment has been delivered. The signed agreements with some of the animal welfare partners are now in place.

The mobile clinic started operating fully in February 2016. One member of staff with an authorised licence is responsible for driving the vehicle. All trips are recorded and a log book is kept. Most of the essential drugs and equipment needed to operate a mobile clinic have been purchased. It is encouraging to note that Unisa can now attend to clinical cases and also do simple surgeries when Unisa goes out to the field.

Table 5.2 summarises the number of cases attended and the number of students that have been attached to the clinic:

Table 5.2: Statistics on the use of the Vet Science Mobile Clinic

Month	Cases Attended	Surgeries Performed	Students Attached	Stations Visited
January	SAVC Registration Finalised			
February	25	9	8	2
March	40	4	9	4
April	131	16	16	3
May	57	2	6	2
June	55	1	10	2
July	41	1	2	1
August	40	1	5	2
Total	**389**	**34**	**56**	**16**

Table 5.2 indicates the number of cases and surgeries performed since February 2016 with the highest being in April. As part of Workplace Integrated Learning (WIL), 56 students have participated in all the activities. A total of 16 major stations have been visited in the marginalised areas of Soweto, Katlehong, Bezuidenhout Valley and Jackson's Drift.

Major areas (black stars) that have been visited by the mobile clinic team in 2016

The mobile clinic is becoming popular and with more consumables being delivered, much work was done during the financial year 2016. Students are becoming aware of its importance and the clinical experiences it offers. The Unisa mobile vet clinic has also been popular with other animal health organisations and invitations to participate in some of the campaigns received.

Unisa is in partnership with Animal Anti-Cruelty League (AACL) and People's Dispensary for Sick Animals (PDSA). There are other organisations that want to work with Unisa but with only one registered vet, Unisa is currently limited in its activities.

Students participate in the following procedures during the clinical training with the mobile clinic:

- Taking of temperature, pulse and respiration rates
- General examination of animals
- Assisting in surgical procedures
- Carrying out of injections (subcutaneous and intramuscular)
- Use of different medications for specific clinical cases
- Calculations of doses
- Learning about the basic principles of theatre
- Learning about the different type of

instruments and equipment used in surgery and emergency care
- Collection of samples for diagnostic purposes
- Recording of clinical information
- Learning how to communicate with clients
- Learning how to do veterinary extension

Mobile Clinic during a vaccination campaign in Soweto

Local Children watching a Rabies Video on the Mobile Clinic Van TV Screen in Soweto

Dr Sibanda and a Unisa animal health student preparing a patient just before surgery in the mobile in Soweto

A community member registering his dogs before the Unisa vet attends to them in Jackson's Drift (Johannesburg South)

Dr Sibanda attending to a clinical case in Katlehong whilst a Unisa student (white lab coat) looks on

Unisa animal health students attending to a clinical case in Marble hall

The project is funded by the Department of Higher Education and Training (DHET) veterinary science grant. The DHET funds were used for the purchasing of the equipment, veterinary drugs and other consumables. Transport costs are funded from the departmental budget. Approximately R60 000.00 has been used so far for drugs and equipment.

Project Challenges:

Unavailability of registered vets

The challenges is that Unisa is facing the unavailability of registered vets to assist in the running of the mobile clinic. Ideally, the mobile clinic should be able to visit two stations per week. There is only one registered vet at Unisa and according to the SAVC rules the mobile cannot operate without a registered vet. The number of trips are limited that can be made as the vet has other teaching responsibilities including practical's that need total commitment. Short listing was done and appointment of a new registered vet should be a priority.

Supply Chain

Unisa faced challenges since the companies that supply veterinary drugs and equipment are limited. The companies that were contacted could not provide the information required to be registered on the supply chain database. Unisa was forced to use one supplier who obviously could not supply all the required materials or offer competitive prices. Negotiations are in place to identify and add more suppliers to the data base that supply veterinary drugs and equipment.

The program has made considerable progress and has enhanced Unisa structurally and in terms of improving quality learning outcomes. The current placement of students taking the WIL module ANH301A (Animal Health Practice) is a positive thing that exposes students to clinical skills. Continued funding of the project is of great importance, to ensure that the objectives set are attained.

Life and Consumer Science

The University of South Africa's mandate amongst others is to engage with local communities on issues of common interest. The Department of Life and Consumer Sciences, envisages community engagement to include in the main, the exchange and sharing of knowledge and

expertise relating to tuition (school subjects) and other amenities that may enhance learning within community based schools. This may take place at both student and educator levels as shall be determined by the needs.

As part of the broader community engagement programme of Unisa, the Department of Life and Consumer Sciences in the College of Agriculture and Environmental Sciences established a partnership with Diepsloot Combined School in September 2010. The purpose of this partnership is to exchange and transfer subject based knowledge and skills between Unisa and Diepsloot Combined School, leading towards improved environmental awareness and academic performance. This partnership was cemented on 01 March 2011 by the signing of MoU by the two institutions.

The objectives are:

- To participate in the Diepsloot Community Engagement project as specified in the MOA in the area of Educator-Learner support.

To expand the current project by including the areas:

- Nutrition with the goal to involve the Consumer Science division of the department at the school
- rotavirus surveys and health practices in the broader Diepsloot area
- To continue celebrating important days/events such as the World Health Day and Environment Day with the school

Environmental Health Awareness:

The environmental and health related challenges facing Diepsloot as an informal settlement are enormous and require immediate intervention even from non-governmental organizations. In an effort to combat proliferation of disease causing agents and to promote good health practices, the Department of Life and Consumer Sciences celebrated World Health Day with

Diepsloot Combined School. The highlights for the World Health Day celebration included poster presentations by learners and the distribution of wet-wipes and pamphlets in the Diepsloot community. Also drawing from the expertise within the Department of Life and Consumer Sciences, plans are already underway to conduct a survey on the prevalence of rotaviruses in the area.

Diepsloot Combined School learners presenting their poster during World Health Day Celebration

Furthermore, by contributing towards improved academic performance among Diepsloot Combined learners, the cycle of poverty which leads to the proliferation of informal settlements in South Africa can be broken. The subject based mentor-mentee partnerships between Unisa academics and Diepsloot Combined School educators focused primarily on English Language, Life and Physical Sciences and Mathematics, has been shown to add value to the improvement of academic performance among learners.

Prof SR Magano (left), the Deputy Principal of Diepsloot Combined and Mr Maringa (right) congratulates a Grade 11 learner for best academic achievement

Sustainable Agriculture and Environmental Science:

The Centre endeavours to use short courses and workshops to serve South African and African societies by disseminating knowledge and improving on skills and capacity specifically in environmental and community development areas.

Programme in Household Food Security:

The programme in household food security supports the basic human right of food security as well as promoting environmental responsibility. The programme is a comprehensive community engagement programme, a development intervention using a SLP offered as a driving tool to promote community based learning with

different partners and agencies on sites identified as in need of food security intervention. The purpose is to train students, develop skills the of unemployed youth and members of young families as household food security facilitators. It is also to work with households in their own communities to promote social learning, transfer technology and skills to improve food based nutrition, health practices and more sustainable livelihoods, promote homestead gardening delivered by trainers of trainees and capacity building of a cadre of practitioners / agencies to serve the communities through local partnerships.

A short course that consists of the following 6 modules is delivered with households as participants and assessed through portfolios. In the last year 150 community members were trained reaching 600 households

1. Introduction to Food Security Concepts
2. Participatory Extension for Household Food Security
3. Sustainable Natural Resource Use
4. Food Behaviour and Nutrition
5. Optimizing Household Food Production
6. Food Resource Management

A food garden in Eden, Western Cape, South Africa.

5.2.2.2 College of Accounting Sciences
On 1 January 2014 the College of Accounting Sciences (CAS) was established as an independent college at Unisa, having previously been the School of Accounting Sciences within the College of Economic and Management Sciences (CEMS).

Although CAS still does not have a specific programme dedicated to its application of the UNGC principles, changing stakeholder expectations of the global accounting profession is rapidly evolving to encompass many aspects relating to the UNGC principles, in particular

from a tuition and research perspective. Moreover, the commitment of CAS academics to the UNGC principles is manifested in the voluntary provision of their time and expertise to non-governmental organisations (NGOs) and through community engagement projects. For example, by transferring knowledge and skills to high school learners and teachers by teaching at workshops in lesser privileged communities, as well as assisting in developing the capacity of school governing bodies.

Tuition and learning:
Ensuring accountability, respect for the law and fighting corruption are values intrinsically embedded in the education programmes offered by CAS, with scenario-based cases often interwoven into the learning and assessment processes. In this regard, the following academic programmes warrant particular mention:

Taxation – Fundamental rights (human rights) as contained in the Constitution of South Africa, is taught in both the undergraduate and postgraduate qualifications in Taxation.

Financial Accounting – 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 Science modules, is rapidly gaining traction as the preferred manner through which organisations report to stakeholders.

Management Accounting – Environmental reporting is covered at both an undergraduate and postgraduate level in the Chartered Institute of Management Accountants (CIMA) programme, particularly from the perspective of the ISO 14001 standard.

Auditing –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 Science modules cover issues relating to sustainability (including corporate social responsibility and integrated reporting), as well as forensic auditing.

Research masters and doctoral programmes
Students across the six departments in accounting sciences are presently undertaking research relating to various components of corporate governance, environmental and corporate social responsibility reporting and assurance, and forensic auditing.

Research
The development and presentation of papers at local and international 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. In this regard, the relative topicality and importance of the underlying principles of the UNGC has provided the impetus to initiate several college-wide research projects under the Pockets of Excellence banner that covers many of the aspects relating to the UNGC dimensions.

Community engagement
CAS employees are actively utilising their competencies to teach accounting and related subjects to high school students in several geographic regions. In addition, involvement in professional bodies relating to the accounting sciences assists in disseminating and entrenching the UNGC principles.

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 School of Criminal Justice presents courses and offers qualifications that deal comprehensively with corrupt practices; and the 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, as well as Forensic methods and techniques which focus specifically on issues of ethics and provide step-by-step guidance on how to investigate propriety and corruption in both the private and the public sector.

Collectively the modules address behaviours that range from unethical to corrupt practices. They deal 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. There are a few examples of these and include Advanced Corporate Investigations (SEP4805), Forensic Methods and Techniques (FOR 3701, FOR3701, FOR3703, FOR3704 and FOR3705).

Unethical conduct by the law enforcement agencies can have an adverse impact on the human rights of citizens. This is the reason why there is a need for a strong police or civilian oversight which intends to protect the internationally proclaimed human rights. For this reason, the modules on Professionalism in Policing (PRF2601 and PRF2601) were developed and are offered by the Department Police Practice. Over and above dealing with issues of ethics and professionalism, these modules also make the students aware of the international conventions such as the Convention against Torture.

The module, Introduction to Criminology (Reaction to Crime) addresses principle one of the UNGC, which requires business to support and respect the protection of internationally proclaimed human rights by emphasizing the role and responsibilities of the South Africa Police Service. The SAPS has made a fundamental transformation, moving away from a traditional policing style to a community policing approach. Emphasis is placed on responsibility to a constitutional bill of human rights, a democratic government and the community it serves.

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 Journal of Law, Society and Development.

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

The College of Law has a number of Community Engagement Flagships through which the Global Compact principles are disseminated and promoted.

For example, the Tshireletso initiative is a national justice recognition strategy. Others are the pluralisation of street policing and CCTV surveillance, and road safety. The BRICS Flagship has stimulated research on African regional integration in various contexts that touch on human rights, anti-corruption and environmental issues. A BRICS Short Learning Programme is currently being developed, in collaboration with the Law Society of South Africa.

The Road Safety Community Engagement, located in the Department Police Practice of the School of Criminal Justice, focuses on the UN Decade of Road Safety or Project 2020, which aims to reduce road fatalities. This project, which is run in collaboration with the Road Traffic Management Corporation (RTMC), integrates the Global Compact Principles with regard to environmental safety. It is the founding principle of the Road Safety Community Engagement Principle that through education and outreach on road safety, the South African and regional society will feel safe and be safe on the roads.

The Institute for Dispute Resolution in Africa (IDRA) conducts community-based participatory research as a means of integrating community knowledge with formal conceptual knowledge. There are two projects currently in process. The first project is the South African San Dispute Resolution Project that interrogates the complementarity between the formal criminal justice system and the traditional justice system applied within San communities. The photograph below captures the workshop held at Ashkum in the Northern Cape where members of the community are being trained in the research methodology of digital storytelling.

The second project is the Project for Electoral Dispute Resolution. The first phase of the Project was completed in 2015 among respondents who live under traditional chieftaincies in five rural villages in the Ephraim Mogale Local Municipality in the vicinity of Marble Hall, Limpopo Province; the second phase commenced in 2016 in Thlokwe, North West Province. The photograph below shows a Community Dialogue being conducted with community members from the village of Mamaneng-Matatadibeng within the Ephraim Mogale Local Municipality.

Contributing capacity to the Local Networks of the Global Compact

Another CLAW collaboration that strengthens local networks is the Matla a Bana project, which focuses, amongst others, on multidisciplinary approaches to address diverse problems facing families in today's hyper-complex society. Sustainability has become a key term across and a renewed focus on humanitarian priorities is prioritised globally on platforms including but not limited to United Nations Women, World Bank, Women Empowerment Principles, and the Human Rights Commission.

Given the ever accelerating developments in technology and the amplification of global issues, society needs to be agile and flexible to survive in an era of constant change. However, from a social systems perspective, it becomes apparent that discourses become increasingly incommensurable for many different reasons.

Primary function systems include, but are not limited to, Law, Economy, Mass Media, Politics, Religion, Education, and Science. The focus of the recently hosted Matla a Bana seminar is specifically on the family as an epi-genetic sub-system insofar as it shapes the roles that individuals play or do not play in function systems. In other words, this seminar aims to relate family diversity to the inclusion/exclusion binary coding that is a

central theme in a globalised world society.

Function systems create themselves through communication and, specifically, the binary coding of each function system. In law, for example, the binary code is legal/illegal, in economy it is payment/non-payment, in mass media it is information/non-information. It follows that binary coding is an amoral process that occurs through communication processes rather than through human agency that is characterised by moral coding. Whereas theory is generally developed in an effort to synthesise or simplify abstract concepts, social systems theory articulates the hyper-complexity of society and presents a more realistic multi-dimensional understanding of the scope of the challenges that the family as a system faces today.

These challenges include issues such as domestic violence, divorce and parenting planning, religious dogma, indigenous law, education, resource limitations, insufficient support structures, and the like. These issues pose threats to societal sustainability and call for action-based intervention through multidisciplinary collaboration at theoretical, methodological and operational levels.

Global reports indicate that the workplace is often the most critical point of access to disseminate information and implement social support structures, particularly where issues such as divorce, parental planning or domestic violence are concerned.

5.2.2.4 College of Education

The College of Education at Unisa directly contributes to Principle 8 (undertake initiatives to promote greater environmental responsibility) through the teaching of a number of environmental education courses to educators at different levels. This includes:

- A Certificate course for Environmental Educators at NQF level 5.
- A module (Environmental education) in the BEd qualification at NQF level 6.

- A module (Environmental education) in the BSc and BA Environmental Management at level 6.
- Two modules (Environmental education through whole school development and (The mediation of Environmental Learning) in a BEd (Hons) qualification at NQF level 8.

In these modules teachers are encouraged and empowered to make the youth aware of their environmental responsibility. Topics addressed include education for sustainability, teaching methodologies for environmental education, the theoretical base of environmental education, environmental issues, etc. Through these courses the College also indirectly contribute to principle 7 (Businesses should support a precautionary approach to environmental challenges) and principle 9 (encourage the development and diffusion of environmentally friendly technologies).

The College has also been requested to host the United Nations initiated Regional Centres for Excellence in Sustainability in Gauteng. Through this process all three Environmental UNGC principles are addresses. This Centre partners with business, government, universities, education departments, industries and other role players in the field of environment and sustainability to promote environmental responsibility (Principle 8) in the Gauteng region.

Lecturers of the College have delivered numerous papers at local and international conferences therefore contributing to all three environmental UNGC principles. A number of journal papers have been published in local and international journals on environmental education and education for sustainability, also contributing to all three environmental UNGC principles.

5.2.2.5 College of Economics and Management Sciences

The Signature Module: Sustainability and Greed – SUS1501

The College of Economic and Management Sciences makes a very significant contribution to the sustainable development agenda advocated by the UNGC through its Signature Module, "Sustainability and Greed". As the name suggests, this module confronts our Unisa students with a broad range of sustainability problems facing the human species. And by using some rather revolutionary pedagogical tools, it forces students to reflect deeply about their roles or "place" in relation to these problems. The primary aim in doing this is to emphatically nudge students towards the path of becoming contributors to sustainability solutions, rather than contributors to sustainability problems.

In terms of the impact of this module, it should be noted that this is not an obscure optional module in the College. It is a compulsory first year module in all undergraduate programmes in the College. Given the size of the College, the implications of this cannot be overstated. Since its inception in 2013 least over 30,000 economic and managements sciences students have participated in the module. In other words, Unisa has nudged, to a greater of lesser degree, literally thousands of future captains of industry towards becoming contributors to sustainability solutions.

- **Human rights**

An academic College of Economic and Management Sciences operate best practices in regard to how it hires trains, promotes and rewards its staff. To this extent all staff agree, given the respect to follow any religion or belief system and both the institution and the staff are required to refrain from denigrating the beliefs or practices of any other member of staff.

- **Labour and anti-corruption**

Schools and departments in the college formulate their own strategic objectives, aligned to the strategic objectives of the University.

Performance management agreements are prepared by staff and these are both mutually agreed with line managers and independently moderated in the event of any disagreement thus obviating any possibility of abusive labour practices. In addition, staff have clearly defined lines of reporting. In the event of any grievance, there are appropriate safeguards to prevent retribution against those who wish to complain and various anonymous channels of communication are offered.

All staff are remunerated according to a carefully devised set of standards devised by the Human Resource department and rewarded for their contribution through a process of incentives and with clearly defined promotions criteria. Any form of discrimination based on gender, race, ethnicity, disability or belief systems, is strenuously discouraged, and principles of affirmative action and employment equity are followed in accordance with institutional requirements to redress the inequalities of the past.

The College guards against all forms of corruption through numerous checks and safeguards, especially in relation to matters of procurement of resources as well as in its assessment of a student's submission through such processes as anonymity of submission. Finally a whistle-blowers 'hotline' to report any perception of corruption is operated throughout the institution, administered by an independent third party.

- **Environmental**

In relation to the environment, the college tries to minimise the carbon footprint by utilising electronic technology in its internal transactional process thus minimising the use of paper based-outputs. Further, there is a 'work from home'

policy available to eligible members of staff thus obviating the necessity of commuting and associated negative pollution.

Electronic assessment of students has also significantly reduced the need for print and post of materials with reduction in the environmental impact of paper and carbon based resources.

CEMS' APPLIED RESEARCH CONTRIBUTION TO THE UNITED NATIONS GLOBAL COMPACT (UNGC): ENVIRONMENT PRINCIPLES

UNISA-SANEDI RESEARCH AND COMMUNITY ENGAGEMENT BIOGAS PROJECT

As an academic faculty the college is responsible to play in ensuring that the global and national mandates are realised through research and community engagement. The Unisa-SANEDI MoU establishes a collaborative relationship in the areas of research and consulting. In relation to the Global Compact principles, business should undertake initiatives to promote greater environmental responsibility and encourage the development and diffusion of environmentally friendly technologies. This project speaks directly to those principles and offers an example of innovation and support to environmental challenges: the biogas research project aims to advance the use of low-cost, easy to use bio-digesters in rural communities of South Africa and beyond, to provide biogas for cooking.
Biogas is a renewable energy that is produced via the anaerobic digestion of organic material such as livestock waste, using micro-organisms in the absence of oxygen. Melani Village was chosen because of Unisa's need to set up research sites in rural settings as well as the desire to commission community engagement projects that bring practical solutions to society. The benefits for the community of these types of projects are manifold and they happen both in the construction phase and post the completion phase.

The communities of Melani Village have already benefitted through temporary construction jobs from the installation of the 13 digesters. They will further benefit from the supply of renewable energy and also from interacting with Unisa's teams of researchers. Other benefits will follow, in time, by for example, not having to search for alternative energy sources, such as firewood. The environment will further benefit from reduced carbon emissions, given that at present Unisa mainly relies on Eskom's coal fired power plants.

BEHAVIOURAL AND COMMUNICATION RESEARCH DIVISION – BMR (Happiness Index for South Africa)

The happiness and satisfaction with life of the graduate population in South Africa:
In 2015, the research was expanded to the non-graduate populace. Since inception, the happiness research study among more than 10 000 graduates and more than 1 500 non-graduates has produced valuable information that serves as a key indicator for understanding the level of happiness within an important influential group of South Africa. Apart from measuring the positive and negative emotive states and happiness across various life spheres (inclusive of economic and political climate), the Unisa Bureau of Market Research (BMR) model construct also allows for an evaluation of happiness compared to the lived experience of satisfaction with life and general psychological wellness.

In broad terms, the study investigates both affective and evaluative happiness in so far as measures of day-to-day joys and satisfaction with one's place in society are analysed. The value of conducting happiness research for business customers is primarily embedded in the general recognition that happiness translates into tangible business outcomes that impact on the bottom-line.

Behavioural features of online buying

This study investigated the potential feelings and emotions that influence consumers' attitudes and behaviours towards online shopping behaviour. More specifically, the study established the general online and in-store shopping behaviour among working undergraduates and graduates, and investigated emotional states elicited by online and in-store environments as well as the emotive differences between selected products or services purchased online. When reflecting on the value of the study, it is important to note that the outcome of the study provides research users, and e-marketers in particular, with a sound framework for refining e-businesses strategies based on emotive responses affecting South African consumers' product and service decision-making.

ECONOMIC RESEARCH DIVISION - BMR

Sectoral and sub sectoral economic trends in South Africa, 1993-2015

This research built on previous sectoral research published by the Economic Research Division of the BMR in 2013 and 2014. In fact, the report expanded on prior work and also included a focus on the number of formal sector businesses per sector, the outputs and volumes produced by such businesses as well as the number of workers employed per sector and the corresponding compensation paid to employees. At the time of compiling the report, the overall economic forecast seemed rather fragile, which largely provided the basis for the sectoral analysis presented in the report. More specifically, the report presented a rich analysis of the primary, secondary and tertiary sectors and subsectors of the South African economy with detailed analysis of the gross value added (GVA) by sectors and subsectors as well as the business sizing of sectors and their corresponding outputs and trading volumes, fixed capital formation, inventories, compensation and employment growth trends since the early 1990s.

Overall, the longitudinal sectoral and business formation trend analyses presented a depth of essential business information and are regarded as essential for future business formation and sectoral growth in South Africa. Also, an improved understanding of company organisation, sectoral trends and business cycle dynamics present an ideal platform for future changed behaviour of firms and decision-making units aimed at improving future growth performance at company, sectoral and global levels.

THE YOUTH RESEARCH UNIT - BMR

The BMR, under CEMS' banner, has been hosting the YRU since 2008 and has since expanded its research activities:

- The impact and effect of obsessive exposure to pornography with the potential of dysfunctional transference towards the sexual exploitation of children.
- Online safety among secondary school learners of Gauteng.
- Nature, extent and impact of bullying among Secondary school learners in Gauteng.
- Drug use and alcohol consumption among secondary school learners in Gauteng.
- Benchmarking avi-tourism literacy rates among Secondary school learners of Gauteng – a pilot study.
- Compulsive cellular phone lifestyles of secondary school learners in Gauteng.
- Problematic Internet behaviour among secondary school learners in Gauteng.
- Problematic texting behaviour among secondary school learners in Gauteng.
- The levels of self-reported hunger among youth headed households in South Africa.

Global Compact Self - Assessment

2016/12/01

TOPIC	YES	%	NO	%	F/A	%	N/A	%	NOT ANSWERED	%	TOTAL
HUMAN RIGHTS	**229**	**67.75**	**12**	**3.55**	**54**	**15.98**	**43**	**12.72**	**0**	**0.00**	**338**
Health and safety	16	4.73	2	0.59	8	2.37	0	0.00	0	0.00	26
Hours, wages and leave	66	19.53	3	0.89	5	1.48	4	5.13	0	0.00	78
Fair Treatment	60	17.75	1	0.30	13	3.85	4	5.13	0	0.00	78
Community Impacts	44	13.02	5	1.48	18	5.33	11	14.10	0	0.00	78
Product stewardship	14	4.14	0	0.00	3	0.89	9	34.62	0	0.00	26
Country risk	15	4.44	0	0.00	3	0.89	8	30.77	0	0.00	26
Suppliers	14	4.14	1	0.30	4	1.18	7	26.92	0	0.00	26
LABOUR	**104**	**66.67**	**6**	**3.85**	**16**	**10.26**	**30**	**19.23**	**0**	**0.00**	**156**
Assoc/bargain/comp lev repre	37	23.72	2	1.28	5	3.21	8	15.38	0	0.00	52
Forced/compulsory labour	18	11.54	0	0.00	1	0.64	7	26.92	0	0.00	26
Child labour & young workers	20	12.82	0	0.00	2	1.28	4	15.38	0	0.00	26
Non-discrimination	18	11.54	3	1.92	2	1.28	3	11.54	0	0.00	26
Labour standards and suppliers	11	7.05	1	0.64	6	3.85	8	30.77	0	0.00	26
ENVIRONMENT	**178**	**40.27**	**50**	**11.31**	**105**	**23.76**	**109**	**24.66**	**0**	**0.00**	**442**
Legal Comply/manag/imp ass/sup chai	59	13.35	10	2.26	30	6.79	31	23.85	0	0.00	130
Precaution approach	12	2.71	3	0.68	5	1.13	6	23.08	0	0.00	26
ener,wat,wast,air,noise,odou,chem,soil,bio	92	20.81	35	7.92	65	14.71	68	26.15	0	0.00	260
Envi friendly technologies	15	3.39	2	0.45	5	1.13	4	15.38	0	0.00	26
ANTI-CORRUPTION	**130**	**62.50**	**10**	**4.81**	**43**	**20.67**	**25**	**12.02**	**0**	**0.00**	**208**
Non-Corruption, risk ass,awareness raising	52	66.67	5	2.40	15	7.21	6	2.88	0	0.00	78
anti-corrupt Policy, guide, and procedures	38	73.08	1	0.48	8	3.85	5	2.40	0	0.00	52
Agent,associates and supply chain	27	51.92	3	1.44	13	6.25	9	4.33	0	0.00	52
Joint Actions	13	50.00	1	0.48	7	3.37	5	2.40	0	0.00	26
TOTAL	**641**	**56.03**	**78**	**6.82**	**218**	**19.06**	**207**	**18.09**	**0**	**0.00**	**1144**

The University scored 56.03% across the four main principles of the UNGC with human rights standards taking the lead and followed by promotion of Labour standards.

There is a need to embark on more initiatives and projects that will support the protection of the environment which is standing at 40.27%. The E-Garden project and other environmental friendly projects initiated in 2016 augmented awareness to both staff and student and will have a positive impact in terms of mitigating action towards promoting environmental standards.

7 Conclusion

This report provides insights into the university's promotion and implementation of the principles espoused by the Global Compact. The University management is of the opinion that commitment and action are the driving force behind the promotion of the Global compact principles, which will subsequently transform the institution into a more agile institution.

8 Acknowledgements

Overall strategic leadership
•   Ms L Griesel, Acting Vice Principal; Institutional Development and Transformation

Authors
•   Mr J T Makgamatho, Planner and UNGC Project Leader

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•   Prof AP Phillips : Executive Dean: College of Human Sciences
•   Prof B Mamba : Executive Dean: College of Science, Engineering & Technology
•   Prof R Songca: Executive Dean: College of Law

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.
Unisa 2016 Consolidated Plan.
Unisa Integrated Planning Framework.
Unisa 2030 Strategic Plan.
Unisa 2016 -2020 Plan.
Unisa Annual Performance Plan 2016
Unisa Compact with Council.
Unisa Discussion Document: An Organisational Architecture for a Digital Future.
UNGC Management Model, Framework for Implementation.
Unisa Student Satisfaction Survey 2014.
Unisa Annual Report 2015.
Unisa UNGC COE Report 2015.
Unisa Corporate Communication and Marketing Strategy, 2015
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
Other documents
Integrating Strategy, Budgeting and Reporting, Wits Business School Manual for 2015.