

# United Nations Global Compact



The University of South Africa  
Communication on Engagement

# 2017



**Define Tomorrow**



# PREFACE



## **Honourable Dr Naledi Pandor: 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 and 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 principles. The University of South Africa has been submitting its progress report to the UNGC since signing their original commitment in 2007.

The Department of Education and Training is pleased to continue supporting Unisa on its work and mandate in the context of the University of South Africa membership in the UNGC.

A handwritten signature in black ink that reads "G.N.M. Pandor". The signature is written in a cursive style and is positioned above a thin horizontal line.

**Dr Grace Naledi Mandisa Pandor, MP  
Minister of Higher Education and Training**

# 1. LIST OF ACRONYMS AND ABBREVIATIONS

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

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

MOA	Memorandum of Agreement
MPRDA	Mineral and Petroleum Resources Development Act, 2002, (Act No 28 of 2002)
NBI	National Business Initiative
NDP's	National Development Plans
NDP	Non Degree Purpose
NECSA	National Energy Commission of South Africa
NEHAWU	National Education, Health and Allied Workers Union
NEMA	The National Environmental Management Act (Act No 107 of 1998 as amended)
NERCHE	New England Resource Centre for Higher Education
NESPF	National Environmental Skills Planning Forum
NFSD	National Framework for Sustainable Development
NGOs	Non-Governmental Organisations
NPA	National Prosecution Authority
NRF	National Research Foundation
NWA	National Water Act (Act No 36 of 1998)
NSSD	National Strategy on Sustainable Development
RECC	Risk Ethics and Controls Committee
OERs	Open Educational Resources
OHS Act	Occupational Health and Safety Act (Act No. 85 of 1993)
ODL	Open Distance Learning
PQM	Programme Qualification Mix
PSEEP	Private Sector Energy Efficient Project
PVC	Pro Vice-Chancellor
SADA	South African Disability Association
SADC	Southern African Development Community
SANLIC	South African National Library and Information Consortium
SANParks	South African National Parks
SAPS	South African Police Service
SAQA	South African Qualifications Authority
SDG's	Sustainable Development Goals
SETSA	Science, Engineering and Technology Student Association
SGBs	School Governing Bodies
SLC	Senate Library Committee

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



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## 2. BACKGROUND

### 2.1 Purpose and context

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

In 2013, the Green Economy and Sustainability Engagement Model was approved followed by the establishment of the Sustainability Office. In 2014, the Sustainability Framework was approved and in 2017, most of the deliverables were achieved in terms of the scaling up of solar energy uptake that is changing the physical landscape of Unisa campuses.

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

The Unisa 2030 Strategic Plan, Compact with Council and Annual Performance Plan resonate very well with the National Development Plan and SDG's. This is evident in its Strategic Focus area two encapsulated in its Plan. The focus is on working towards crafting and embedding an agile, innovative, sustainable and efficient operational environment through alignment of all policies, procedures, process, systems and resources to improve and ensure a sustainability focus, high level of performance and service delivery and implement contextually relevant management and governance practices that will ensure institutional stability and success.

Sustainability means Unisa strives to make a contribution in resolving key social, economic, political, environmental and developmental challenges facing the country.

### 2.2 Executive summary and recommendation

In terms of the 2017 self-assessment report below, the university scored 61.89% across the four main principles being human rights, labour, environmental standards and anti-corruption with environmental protection standards compliance taking the lead and followed by human rights, anti-corruption and labour, respectively. Our non-compliance is in the area of anti-corruption sitting at 18.54% % followed by human rights 15.53%, labour 12.18% and environment 9.68%. The improvement in environmental standards could be attributed to the implementation of 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 Strategic Plan and the Annual Performance Plan, hence an improvement in terms of adherence to environmental standards was expected. The figure for environmental standards improved from 40.27% to 66.22%.

**TABLE 1: 2017 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	202	59.59%	54	15.53%	53	15.63%	30	8.85%	339
LABOUR	91	58.33%	19	12.18%	19	12.18%	27	17.31%	156
ENVIRONMENT	294	66.22%	43	9.68%	55	12.39%	52	11.71%	444
ANTI-CORRUPTION	121	59.02%	38	18.54%	22	10.73%	24	11.71%	205
TOTAL	708	61.89%	154	13.46%	149	13.02%	133	11.63%	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 its contents.

In this Communication of Engagement, we describe the actions that our organization has taken to support the UN Global Compact and its Principles as suggested for an organization like ours. Unisa also commit to sharing this information with our stakeholders using our primary channels of communication. Here, Unisa summarises activities and initiatives for 2017, 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 PROJECT AT UNISA

The partnership between Unisa and National Business Initiative (NBI) has paved a way for Unisa to develop a carbon footprint inventory and Energy Master Plan to determine and update Unisa's emissions profile, set reduction targets, allocate responsibility and monitor progress, integrate water efficiency and rain water harvesting plan, develop a waste management master plan and a solar power master plan with outside top up private funding supplemented by the DHET (Department of Higher Education and Training) Infrastructure and Efficiency Grant .

The approval of the Energy and Carbon Policy followed three years of consultations with the relevant stakeholders on issues pertaining to the eight focus areas, namely: management system requirement, energy planning, energy efficiency, renewable energy, carbon management, green procurement, and competence and training.

In terms of the Carbon management project, Unisa is busy with the process of implementing the Carbon Management Plan from 2017 with the carbon management tool already developed. The following visuals and images directly below emanate from what has been achieved through the implementation of the carbon management plan and GESEM (Green Economy and Sustainability Engagement Model).

GESEM has played a significant role in addressing challenges pertaining to the green economy, sustainable development, poverty eradication, and jobs creation in line with the South Africa's National Development Plan Vision 2030.

**Unisa e-garden**



**RR Maluleka Building  
rooftop solar farm**



**All-solar lighting inside  
RR Maluleka Building**





**Unisa e-garden**

It must be noted that the implementation of the solar project at Unisa main campus also had a positive impact towards reducing the cost of electricity for the institution. The OR Tambo and RR Maluleka solar project put the entire building off grid for non-industrial energy consumption, while the OR Tambo solar project powers the e-garden, respectively.

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 changed the geographical landscape 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.



### **SALI award.**

In 2017, Unisa achieved a South African Landscapers Institute (SALI) double gold award of excellence for the Unisa e-garden in specialised construction and water wise gardening. SALI is the only representative body for, and the national voice of, the landscape industry for the entire region of South African landscapers. In 2016, the university was able to boast again after achieving a SALI silver award of excellence for the Unisa Centre for Early Childhood Education (UCECE) Sunnyside playground: Landscape construction with in-house design.

In summary, Unisa has won six prestigious awards over a period of three years (1 silver award, 3 gold awards, 1 double gold award and 1 platinum award).



# 5. PROMOTION OF THE UNGC PRINCIPLES AT UNISA

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 and the Annual Performance Plan with the Minister.

## 5. 1 Promotion of the Global Compact Principles.

The year 2017 was also marked by various challenges and initiatives that promoted and supported partnership between Unisa and the UNGC to promote sustainable development practices. The advancement of the principles is shown directly below in terms of the projects linked to each specific thematic area and business units within the institution;

### 5.1.1 Library Services

The Unisa library actively supports UN Global Compact by aligning the Library's strategies and operations with principles of human rights, labour, environmental stewardship and anti-corruption. Directorates in the library disseminate and promote the principles and values through its value system, service and resource provision, and internal and external practices. The core principles are integrated and incorporated in the operations, and are adhered to by library staff.

### The IFLA Regional Office for Africa Annual Public Lecture

The 10th International Federation of Library Association (IFLA) Regional Office for Africa Annual Public Lecture took place on 25 May 2017, on "African Librarianship in the 21st century" in a session at the University of South Africa. The title for 2017 year's lecture was "Unpacking the role of Libraries and the implementation of the SDGs in Africa: Linking Knowledge with Development" presented by Dr. Aida Opoku-Mensah Special Advisor: Agenda 2030 UN Economic Commission for Africa (ECA), Addis Ababa- Ethiopia. The lecture focused on the UN 2030 Agenda for sustainable development discussing the 17 Sustainable Development Goals (SDG's) and the role of libraries to achieve the SDG's in Africa.



## **Library and Information Services on the spotlight.**

The evolution of the Library and Information Sector (LIS) in the 21st Century has brought about a rethinking of the profession in general. Dr Daisy Selematsela (Executive Director: Unisa Library) was invited by SA FM radio station to share with the nation on the Library and Information profession in general, the diverse areas and opportunities within the Library and Information Sector (LIS). The conversation centered on the provision of information services and its impact in the upliftment of society. The podcast is accessible on the link <https://iono.fm/e/458730>.

## **National Librarians day**

In celebration of 20 years anniversary of the existence of the Library and Information Association of South Africa, 10 July was declared a special day dedicated to celebrate Librarians in all Library and Information Services Sectors. The day primarily aims to create awareness about the critical role librarians play in developing an informed nation and the importance of librarianship as a profession. Ms. Segametsi Molawa (Director: Information Resources Distribution) was invited by the South African Broadcasting Corporation (SABC) to share information about the value add that libraries bring to communities. The video can be accessed on the link <https://www.youtube.com/watch?v=XeM7KFg5gf8&feature=share>.

## **International Archives day**

The Unisa Library Archives and Special Collections celebrated the International Archives on 9 June 2017 under the theme “Archives, Citizenship and Interculturalism”. The purpose of the International Archives Day was to create public awareness on the importance of the historical, economic and socio-political significance of archival resources as a major cultural, heritage and informational contributions to society. Exhibitions were displayed to celebrate this significant day.

### **5.1.1.1 Human Rights**

Unisa is committed to support and respect the protection of internationally proclaimed human rights and support the principle of human rights and practices due diligence to avoid undermining human rights. Unisa Library participated in various activities and initiatives during 2017 to support the UNGC principle for promotion of education, training and professional development during 2017.

For the Unisa Library to provide a safe and healthy environment for Library staff and clients, the Library (Muckleneuk branch), a project to repair and maintain the facilities was initiated in. The maintenance and repairs included renovation of bathrooms, replacement of carpets, upgrading of kitchenettes and an addition of a second bathroom facility for persons with disabilities on the second level of the Library.

GESEM.

## Unisa Library participating in the South African Library Week



**Ms. Vangi Gantsho**

The Unisa Library participated in the South African Library Week from 18 - 26 March 2017. The theme of South African Library week was “My Library, Your Library” and sub-themes “My Library, My Home” “Mind your Library” and “Tell me about your Library”. The national launch was held on 17 March 2017, at the Sunrise View Primary and Secondary Schools in the Bojanala Region -

Rustenburg. On 24 March 2017, as part of activities to culminate the South African Library Week, the Unisa Library and the Unisa Poetry Society celebrated the World Poetry day, which was observed on 21 March by hosting a Lunch Time Poetry Hour with celebrated poets Ms Vangi Gantsho and Prof Tendayi Sithole.



### **In the community**

The Library staff members coordinated and participated in various events in the local communities during 2017.

Project Humanity packs:

The Unisa Library continues to actively support the Humanity packs project, through collaboration with the Unisa Women’s Forum (UWF) to collect humanity packs for distribution to help keep young girls of disadvantaged communities in school during their monthly cycles.

### **Visit to the PHL Moraka High School:**

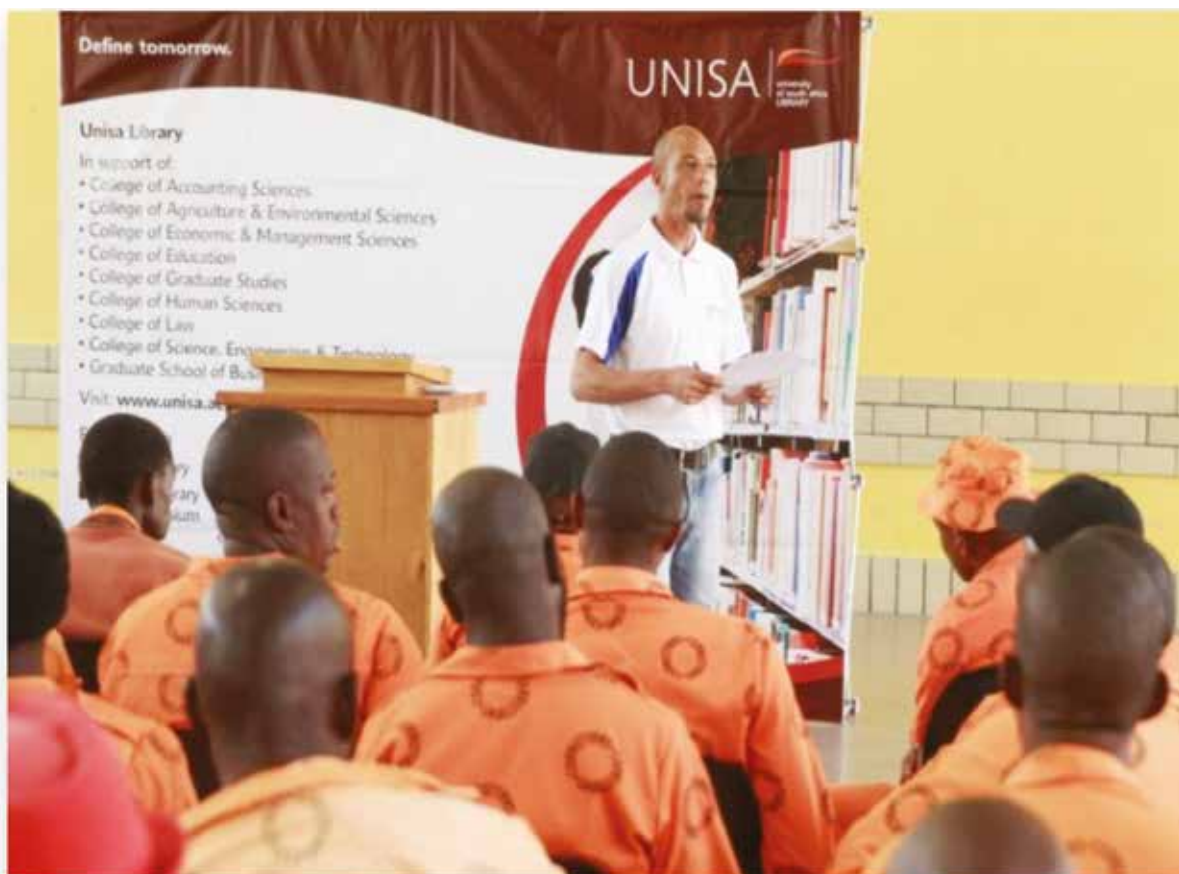
In June 2017, the Unisa Library collaborated with the Department of Educational Foundations in the College of Education’s community engagement mission at PHL Moraka High School. Colleagues visited with learners and the community to promote knowledge and information services.





**Colleagues in partnership at PHL Moraka High School**

Unisa Library services at Prisons on National Book Week 03 – 09 September 2017



**Mr Mbongiseni Mdakane, a Unisa PhD candidate and an ex-offender.**

In a drive to inculcate a culture of reading, and to contribute to National Book Week, the Unisa Library in collaboration with the Inside Out Outside In books project visited Losperfontein, Breede River and Zonderwater Correctional Centers on the 7th and 8th September 2017. The visits aimed at supporting reading initiatives among but not exclusively to incarcerated Unisa students. Unisa PhD candidate and ex-offender Mr Mbongiseni Mdakane offered a motivational talk that was based on his experiences of being an offender and a dreamer who created opportunities beyond his circumstances. His message was “Education is possible, no matter where you are; you must just want rehabilitation enough to make that leap,”



**Losperfontein Correctional Services inmates**

## **Training public librarians**

As part of the Unisa Library operational objectives, partnerships are formed with Community Libraries to impart information search and collection development knowledge to enable public librarians to offer effective service to their clients. In 2017, the Unisa Library trained 44 public librarians with information skills training to be able to empower community members.

### **5.1.1.2 Labour**

The Unisa Library management adhere to the prescriptions of national laws and regulations and continue to provide staff members with a platform to engage on the operations of the UNISA Library services. Monthly meetings are held with Labour representatives to address issues of concern. The Unisa staff members are kept abreast on the developments at UNISA and the profession through regular monthly meetings and electronic library notices.

## **Communication with employees**

In 2017 employees saw an introduction of knowledge sharing platforms where colleagues shared lessons learnt from conferences, seminars, meetings and workshops attended. These platforms promote organizational lifelong learning and a learning environment that encourages a space for colleagues to engage in professional and personal development related discussions.

## **Training and Development of Library Staff**

The Unisa Library continues to provide a platform for staff development through Personal Development of staff and actively participates in the Unisa's Talent Management initiatives. The Library is also taking an active role in launching a mentorship programme within the Library to develop non-professional staff in possession of degrees towards further professional development within the Library and Information Sciences field. This new mentorship programme was launched in October 2017; the mentees are expected to be assigned to areas of interest for a period of one year as a secondary role.

## **Policy awareness sessions**

During 2017 the Unisa Library, in collaboration with Unisa's Human Resources department conducted workshops in the Library, which focused on raising staff awareness of Human Resources policies. The Library hosted HR Policy workshops for the four (4) Library Directorates during August and September 2017, a total number of 162 staff attended the five (5) sessions.

## **Awareness of the Institutional Health Survey**

The Unisa's Department of Human Resources hosted two (2) information sessions to orientate the library staff about the purpose and intention of the Institutional Health Survey (IHS). Through the completion of the survey, staff members are provided with an opportunity to share with the employer, issues affecting their work experience and well-being. Library staff members were encouraged to participate in the Institutional Health Survey during 2017. The gesture shows the commitment the Library has in ensuring the wellbeing of its human resource.

### **5.1.1.3 Environmental Stewardship**

The awareness of environmental stewardship is extremely important to the Unisa staff. During 2017, the Unisa Library engaged in environmentally friendly practices through donating and pulping of old books. Old books that are weeded from the Unisa Library Collection were donated to different organisations to promote lifelong learning and knowledge generation. Books that are perceived to contain "outdated" information and could not be donated are sent for pulping, which is an eco-friendly practice of encouraging re-cycling and re-use of paper.



### 5.1.1.4 Anti-Corruption

Unisa 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 effect, 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 2<sup>nd</sup> 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).

### 5.1.2 Directorate for University Teaching and Learning Development

The Directorate for University Teaching and Learning Development (DUTLD) forms part of the Department of Tuition Support and Facilitation of Learning (DTSFL) which consist of two directorates namely the Directorate of University Teaching and Learning Development (DUTLD), and the Directorate of Instructional Support and Services (DISS).

(DTSFL) undertake to maximally contribute to the achievement of the five DTSFL goals, which are:

- Provide quality services to all stakeholders of the department, ensuring that ethical leadership principles are followed.
- Develop strategies that sustain a positive student experience of UNISA. This goal includes all the activities that relate to the development of policies, systems and procedures that support the academic development of students.
- Provide students with access to quality higher education that is accompanied by success. Achievement of this goal requires continuous research and evaluation of services to ensure that they remain effective and add value to the student experience.



- Provide every registered UNISA student with effective teaching interventions, including the use of appropriate ODEL pedagogies.
- Facilitate the learning of students using cutting edge technologies. This goal speaks to the (hidden) curriculum, which also focuses on the development of graduateness attributes and preparing students for their roles in society and the world of work.

In pursuance of these goals, DUTLD do the following:

- Provide quality services to all stakeholders of the department, ensuring that ethical leadership principles are followed.
- Develop strategies to respond to curriculum transformation through embedding principles of Africanisation, UNGC principles and sustainable development.
- Creating a rich environment for active learning through curriculum design and development, which incorporates the principles of student success.
- Guide and support academics to select from a range of ODEL pedagogies to mediate learning.
- Guide and support academics to integrate technology in teaching and learning.

The checklist for active learning, have two criteria, which relates specifically to the UNGC, namely:

Provision or an attempt to change perceptions, beliefs and stereotypes of students to engender the spirit of Ubuntu, Africanisation, de-coloniality, UNGC principles and co-existence and selflessness is promoted.

An attempt to eradicate racial, gender and cultural stereotypes within the curriculum and modules by providing relevant and just examples and activities reflecting the demographics of the South African/African or regional society.

In the document titled “Minimum Standards for blended learning” which guides curriculum design and development, point 3.3. States:

The critical outcomes, the Unisa graduateness competences, Africanisation, HIV AIDS and the UNGC principles are integrated into the materials where relevant and appropriate.

Table 1, below, provides a list of some of the modules from different colleges where UNGC principles have been integrated.

<p><b>COLLEGE REPORTS</b> <b>UNGC principles – integration</b></p>	<p><b>Compiled by:</b></p>
<p><b>CSET</b> <a href="https://www.dropbox.com/s/btp4zj2yv0o0vl7/CSET%20Report.docx?dl=0">https://www.dropbox.com/s/btp4zj2yv0o0vl7/CSET%20Report.docx?dl=0</a></p>	<p><b>Dr BV Nduna</b></p>

<b>COLLEGE REPORTS</b> <b>UNGC principles – integration</b>	<b>Compiled by:</b>
<b>CHS</b> <a href="https://www.dropbox.com/s/q8sezdjwwhqjx6o/CHS%20Report.docx?dl=0">https://www.dropbox.com/s/q8sezdjwwhqjx6o/CHS%20Report.docx?dl=0</a>	<b>Dr D Govender</b>
<b>CLAW</b> <a href="https://www.dropbox.com/s/uwqncz6vu6c4h5d/CLAW%20Reports.docx?dl=0">https://www.dropbox.com/s/uwqncz6vu6c4h5d/CLAW%20Reports.docx?dl=0</a>	<b>Dr AE Tshibalo</b>
<b>CEMS</b> <a href="https://www.dropbox.com/s/pg1zagriear7oie/CEMS%20Report.docx?dl=0">https://www.dropbox.com/s/pg1zagriear7oie/CEMS%20Report.docx?dl=0</a>	<b>Dr PM Kotze</b>
<b>CAES</b> <a href="https://www.dropbox.com/s/fqqzvueah6h0ia6/CAES%20Report.docx?dl=0">https://www.dropbox.com/s/fqqzvueah6h0ia6/CAES%20Report.docx?dl=0</a>	<b>Dr CP du Preez</b>
<b>CAS</b> <a href="https://www.dropbox.com/s/03t7z2wquixk3d4/CAS%20Report.docx?dl=0">https://www.dropbox.com/s/03t7z2wquixk3d4/CAS%20Report.docx?dl=0</a>	<b>Prof AE Kotze</b>
<b>CEDU</b> The programmes being developed in CEDU have considered and taken into account UNGC principles. However, the principles are integrated at module level with evidence at learning design workshops.	<b>Dr NA Ravhudzulo</b>

## 5.2 PRINCIPLES: INTEGRATION INTO THE CURRICULUM

The following modules per college have been infused with the principles to ensure integration of the principles into the curriculum since 2015:

### College of Human Sciences:

<b>Module</b>	<b>UNGC principle</b>
<b>PLS3703</b> African Advanced philosophy	Principle 1: Businesses should support and respect the protection of internationally proclaimed human rights <b>Focus is on ethics as a human right</b>
<b>PLS3702</b> 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
<b>PLS2607</b> Philosophy of Science	Principle 1: Businesses should support and respect the protection of internationally proclaimed human rights <b>Focus on feminism and gender</b>
<b>SAW1501</b> Introduction to Social Auxiliary Work	Human rights <b>Focus- promoting human rights in Social Work</b>

<b>Module</b>	<b>UNGC principle</b>
<b>SAW1502</b> Human Development and Fields of Practice in Social Auxiliary Work	Labour <b>Focus- promoting labour rights in Social Work</b>
<b>HRV1601</b> Human rights, values and social transformation	Promoting human rights <b>Focus- promoting Human rights in Social Work</b>

### College of Accounting Sciences:

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

### College of Economics and Management Sciences:

<b>Module</b>	<b>UNGC principle</b>
<b>IOP1503</b> 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
<b>IOP1504</b> 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
<b>MNO3704</b> 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
<b>PUB2606</b> 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

## College Science Engineering Technology:

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

## College of Law:

Module	CLAW CT Principles	UNGC principle
Collective Labour Law - <b>LLW2602</b>	<ul style="list-style-type: none"> <li>● Principles of fairness</li> <li>● Ubuntu</li> </ul> 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 - <b>LCP4807</b>	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

## College of Agriculture and Environmental Sciences:

Module	UNGC principle
<b>NAT4802</b> 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
<b>AES4701</b> 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

<b>Module</b>	<b>UNGC principle</b>
<b>(Code to be finalised)</b> 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
<b>(Code to be finalised)</b> 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:

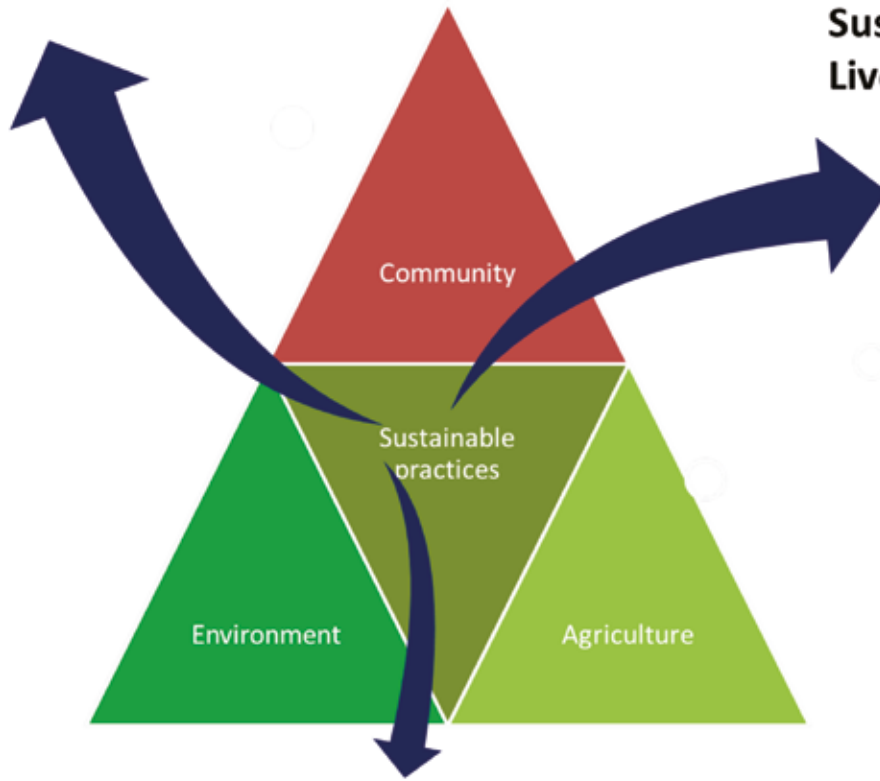
### 5.2.2.1 College of Agriculture and Environmental Science

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, Agriculture 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.

**Sustainable Environment**

**Sustainable Livelihoods**



**Sustainable Agriculture**



**The winning team!**



Unisa has won a platinum award at the 2017 Garden World Festival. Each year, students volunteer to assist College of Agriculture and Environmental Sciences (CAES) staff with the construction and design of a landscaped garden according to the annual theme set by the exhibition organisers.

Students involved in the design, layout and construction of these show gardens have gained excellent hands-on experience, which counts towards their WIL (Work Integrated Learning) requirements. These show garden projects have also given students an opportunity to interact with potential employers in the green industry.



The main feature highlighted in this garden is the garden mural on the wall that will bring about visual calming effect. The sound of the running water creates a relaxing atmosphere. A colourful, low water requirement zone welcomes you into the garden and leads the eye to a space where you can de-stress.

This year's garden show is taking place from 28 July to 3 September 2017 and Unisa's departments of Environmental Sciences and Horticulture academics and students have, again, participated in the planning, design and development of a show garden. The theme for the 2017 Garden Show is 'Colour my World' and the garden that Unisa showcased is titled 'De-stress Hour'.

This theme was inspired by the office environment, which lacks mental stimulation because of an overwhelming workload and little exposure to nature. This garden introduces the concept of how the environment can help calm and ease stress for employees by just spending an hour in the garden.

The Garden World Spring Festival is now open for the public to view at Garden World in Muddersdrift. The designers taking part were young and old from the industry, and out of the eighteen gardens constructed, Unisa received the highest achievement, which is a platinum award. The design is also featured in Home and Tuis magazines (August 2017 issues).



For the past 23 years, Garden World has hosted the annual Spring Festival featuring landscaped gardens, floral displays, musical entertainment, talks, workshops, exhibitions, media reader's days, radio listener's days, television viewer's days etc.

Unisa has participated in the spring festival by building exhibition gardens for the past 14 years. Unisa and its students have competed, very successfully, in this competition with Tshwane University of Technology, North West University and large landscaping firms (national and international). CAES also offers a Diploma in Horticulture.

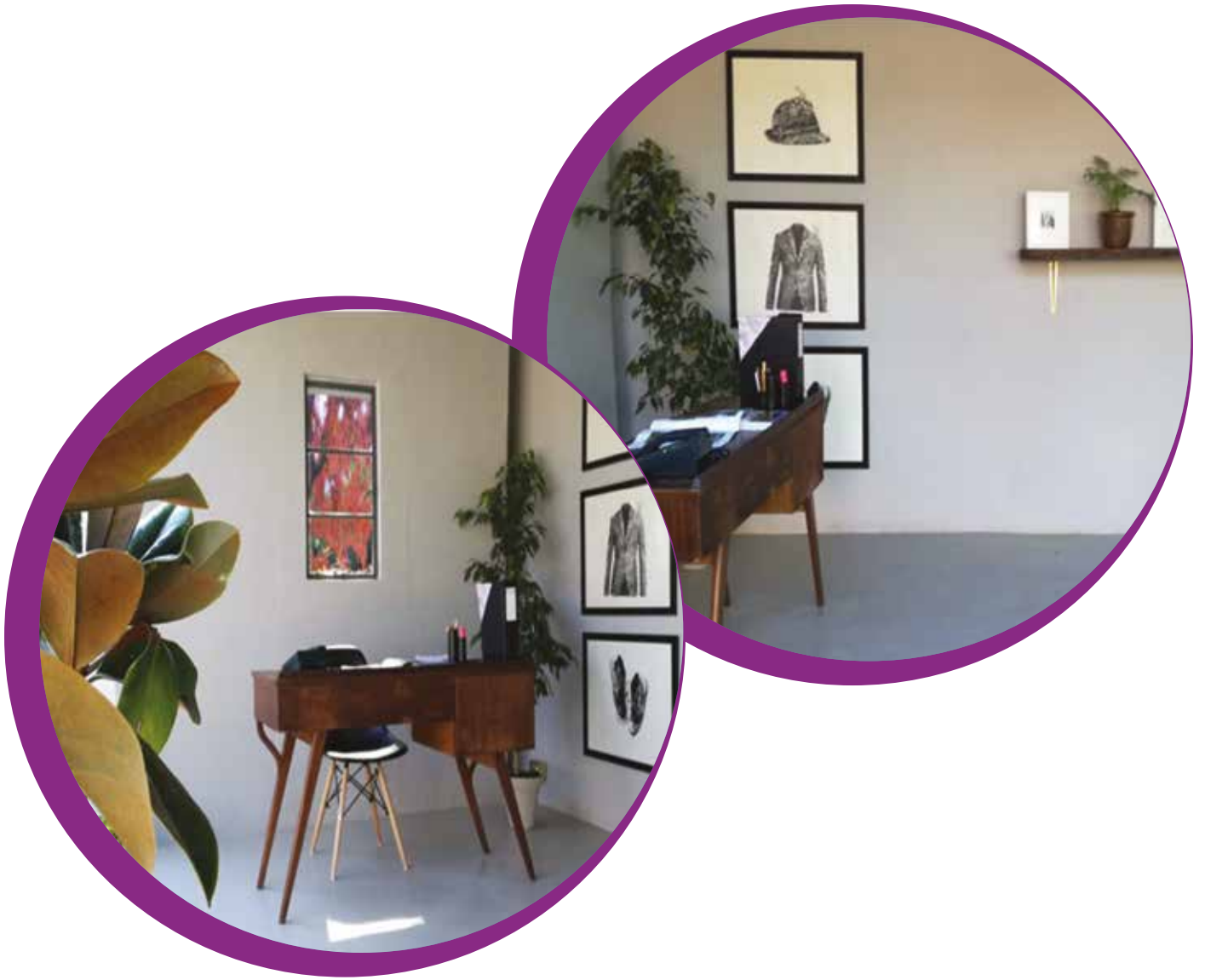
See more images below:



**De-stress garden**



**Office space**



### **5.2.2.2 College of Science, Engineering and Technology**

The College of Science Engineering and Technology has developed Community Engagement (CE) initiatives, in which academics and students together with the communities, collaborate in mutually beneficial exchange of knowledge towards the goal of social transformation and sustainable development. There are 10 active CE projects in the college, which are aligned to the sustainable development and national development goals. In most projects, academics conduct research that addresses the needs of the communities such as water, converting waste into energy, renewable and sustainable energies, cyber security and technology for development. The three projects highlighted below (Cybers Security, Learner Research Summit and Nanotechnologies for Water Sustainability for Rural Mpumalanga) are examples in the college that are aligned to the UN Global Compact principles with regards to the environment, human rights, and anti-corruption. NanoWS4ruMP (Nanotechnologies for Water Sustainability for rural Mpumalanga)

The lack of access to clean water is a plaque that defines or characterize the rural communities of South Africa. Thus, there is a huge need to for scientists and water authorities to design simple, relevant and effective water purification strategies to help improve the life hoods of the inhabitants. Thus, this work sought to purify well water for learners of Sisukumile Secondary School using a stand-alone pressure-driven membrane system. Furthermore, the College aimed at developing proper understanding of the influential weather conditions that affects the performance of the system since driving force was generated by solar energy. The system performance was evaluated by monitoring the quality of the produced water (permeate). Laboratory prepared nanofiltration membranes (Pan-based) were compared to that of the commercially available nanofiltration (NF) membrane (NF90). The membranes were found to have similar performance in terms of metal removal and permeate flux. The work was also aimed at analyzing the composition of the feed water (well water) so that appropriate and effective treatment process can be developed.

The project was specifically conducted at the premises of Sisukumile Secondary School at Lochiel community in the Mpumalanga province and was conducted from the 20th to 31st of March 2017. The pressure in the system is generated by a liquid that expands upon exposure to sunlight and that served as a motivation to test it at low-income areas like Lochiel.

The College experimental work revealed that the filtration system has the potential to supply the learners of Sisukumile Secondary School with high quality water due to favorable weather conditions (hot and sunny days) and can be scaled – up to meet the consumption demand. The system can be easily maintained, simple to operate and the needed membranes can be cheaply produced in our laboratories making it more suitable for the chosen test site. They also revealed that performance can be further improved by loose filtration membranes since the well water has very low content of minerals salts thus a high water flux ultrafiltration membrane can already be sufficient to remove suspended solids, silt, bacteria and viruses. The College also recommends that there is a need to build proper reservoirs where the water can be drawn prior to treatment to avoid susceptibility to pollution during rainy or windy weather conditions. The project is ongoing.



**A group of community members visiting the NanoWS water treatment facility**





**The team assessing one the wells used by the community**

## Cyber Security

Cyber Security Awareness Community Engagement Project (CSACEP) is aimed at educating children about the risks involved in using information and communication technology. Other role players, for example teachers, parents and caregivers, are also alerted to their role and responsibility with regard to protecting and monitoring children's activities on the internet. The project in a way address the UN Global Compact principle of anti-corruption.

### **A Walkathon for Cyber Safety Awareness**

Prof Elmarie Kritzinger (project leader), Prof Marianne Loock, Mrs Emilia Mwim and Mrs Dorothy Scholtz from the Cyber Security Awareness Community Engagement Team, in the School of Computing (SOC) in the College of Science, Engineering and Technology (CSET) participated in the 2017 Safer Internet Day. The 2017 Safer Internet Day was hosted in more than 100 participating countries around the world.



The Safer Internet Day was held by the Film and Publication Board (FPB) and was held at the Mmabatho Convention Centre in Mahikeng. FPB partnered with Unisa to host the event and to promote safer internet usage among the youths. Other partners included the Hawks, Facebook, Unisa, Google SA and Media Monitoring Africa. Participants of the Safer Internet Day included learners and teachers from five high schools in Mahikeng. The event included talks on "What is the Internet?" by Facebook; "Cyber Safety" by Prof E Kritzinger, Unisa; "Web Rangers" by Google and a talk by the Hawks.



The event was closed with a Cyber Safety Awareness Walkathon where the youth walked in the streets of Mahikeng to show their support for a safer internet culture in South Africa.

## **Learner Research Summit (LRS)**

The Learner Research Summit is a community engagement initiative from the CSET that affirms the vision of Unisa, which is “The African University Shaping Futures in the Service of Humanity”. In shaping futures, the initiative is designed to enable young minds to think creatively and critically and to have a desire to solve problems within their communities. As a college, CSET has realized the wealth in nurturing the inquisitive mind that is

inherent in all children and young people and creates a platform for them to channel their constructive thoughts and ideas toward solving African problems.

On the 2nd September 2017, the college hosted its 5th LRS under the theme ‘Application of Science, Engineering and Technology in an African context’ in which about 300 participants drawn from 12 secondary schools in Gauteng showcased their research work. Under this broad theme the learners presented on topics such as recycling of waste for the benefit of the community and the environment, renewable and sustainable (solar and wind) energies for the community, water and food safety (pollutants), curbing water wastage, technologies used in curbing crime in the community, crime in cyber space, technology as a tool for education etc. These topics are very important and are aligned to UN Global Compact principles with regard to Environment and Anti-Corruption. The LRS in a way that gives learners to educate themselves and their communities on topics that are pertinent to the nation and the continent of Africa.

The presentations were of high quality both in content and in the way the learners engage with the research and articulated their research findings. What was even more compelling were pertinent questions from their peers, which were evidence the initiatives is building leaders for the future. Prof Moche, the VP Teaching Learning, Community Engagement and Student Support, strongly encouraged learners to pursue their dreams and never allow where they come from to impede their aspirations. Prof Mamba, the Executive Dean of CSET assured learners that the University is ready to assist in empowering learners for this journey. He emphasized that a career in Science requires someone who does not accept things as they are but a person with an enquiring mind who will always work hard to find solutions to problems.

Prof Simiso Dube (Head, CSET Teaching and Learning and Community Engagement) closed the event by encouraging learners that their research ideas and findings should not end with this event but should reach their communities so that they become agents of development.



### **Learner Research Summit 2017**



### **Bokgoni Technical Secondary School presenting on “Effects of Overpopulation in Africa”**





**Willow Crescent Secondary School presenting on  
“The impact of cellphones on teenagers lives”**



**Learners engaged in the discussions following their peer’s presentations**

**Supporting Documents Links**

- <https://www.dropbox.com/s/x2w4lh0d1xmhtsa/CSET%20LEARNERS%20SUMMIT.pdf?dl=0>
- <https://www.dropbox.com/s/5ry13oclyggirv4/EFFECTS%20OF%20OVERPOPULATION.SUMMIT.pdf?dl=0>
- <https://www.dropbox.com/s/gzdf0fw4yitnm3d/MALRBORO%20GARDENS-1.pdf?dl=0>
- <https://www.dropbox.com/s/vyhauqmveh5mb8v/NANO%20TECHNOLOGY.pdf?dl=0>



## Biogas is a winner at Unisa cook-off competition:



### **Triumph Devotion: the winning team**

Biogas made from cow pats is just as good—if not better—for cooking than liquid petroleum gas (LPG). This was the verdict of grade 10 and 11 learners who competed in a cook-off that Unisa hosted to introduce them to the benefits of biogas.

“At first, I didn’t trust it but as time went by, I saw that it was faster than LPG”. It was a very good experience,” says Simphiwe Sibanda, one of the young chefs in the team that won the event, held earlier in April 2018. It was organised by Unisa’s Institute for the Development of Energy for African Sustainability (IDEAS) and took place at the Lenasia South premises of the university’s Institute for Social and Health Sciences (ISHS).

Sibanda and about 24 other learners from Elethu Themba Public School in Eikenhof near Lenasia took part in the contest, which saw six teams cooking up a storm in the community energy village constructed at the ISHS so that people from local communities can experience biogas and other renewable-energy solutions for themselves.

IDEAS has been producing biogas at the energy village for many months, using a biodigester that produces high-quality methane gas from slurry made up of cow dung mixed with water. The gas produced is piped into a one-room zinc shack equipped with a hot plate and light

fixture, and also feeds a geyser that heats water for a shower installed in a structure next door. Any slurry not converted into a gas is piped into a small vegetable garden as it makes an excellent fertilizer.

The cook-off was intended to introduce school children from Eikenhof and the nearby Jackson informal settlement to the possibilities of using alternative energy sources, says Kamogelo Sehoole, a chemistry honours student and part of the waste-to-energy team at IDEAS.

“Each team received R150 to buy ingredients for a dish of their choice. Half the teams cooked with biogas and the other half with LPG, and they all had only 30 minutes to produce their dishes,” she says.

The judges, who took into account the texture, flavour, aroma, taste, and presentation of the learners’ dishes, included Dr David Kimemia of the ISHS and SA Medical Research Council, Maria Fernandez, a visiting researcher from Spain, and Kristin Holmlund and Johanna Windh, both visiting postgraduate students from KTH Royal Institute of Technology, Sweden.



### **Young chefs in the making:**

“We cooked spaghetti and mince and mixed vegetables, using the biogas,” says Buyiswa Ntuli, also a member of the winning team (dubbed Triumph Devotion). “The gas worked very well.

It was fast and safe, and worked like a stove, but quicker. The heat was not excessive but it was enough. We managed to finish our dish in 25 minutes, including the preparations.” Baldwin Tawodzera, whose team made chicken schnitzel with spaghetti, said his team had also cooked with the biogas. “It was easy and faster than electricity and also faster than LPG.

The cook-off was fun and exciting, and I learnt a lot, like how biogas, solar, and cool coatings work.”Cool coatings are another energy technology being demonstrated at the energy village. This takes the form of a paint that is applied to the outside walls and roofs of metal shacks, reducing the temperature inside by up to eight degrees centigrade.

The energy village also houses another shack with a low-wattage solar system that can run a host of appliances such as a computer, radio, kettle and fan.

Learning opportunity for everyone. The learners from Elethu Themba Public School were not the only ones having a learning experience during the cook-off. “We are learning a lot from them too,” says Sehoole. She explains that IDEAS is collaborating with a Swedish sanitation company, Mundati, on a waste-to-energy project in Jackson. The idea is to understand the community’s energy and sanitation needs, including households’ ability to pay for energy, and then to explore ways to convert all organic waste in the informal settlement, including human waste, to clean, safe, affordable energy.

IDEAS is conducting the research for the project and in March 2018 administered a survey questionnaire to 104 Jackson households. “We discovered that wood and paraffin, which can be unsafe and a health hazard, are used a lot. We are also looking at the toilets in use, such as the pit toilets installed by government,” Sehoole says, adding that Mundati has designed a flush toilet suitable for use in areas with poor water and sewage infrastructure.

Summing up the day, Dr Celestin Sempuga of IDEAS, said, “Our first cook-off was a great success. It was intended to give hands-on experience to the learners to whom we have been talking about sustainable and affordable energy. We have been training the learners how to design, install, and maintain a bio-digester. The goal is to have the learners install one at their school as substitute for LPG that the school kitchen is currently using now.”



**Dr David Kimemia (ISHS and SA MRC) explaining how a biodigester works**

### **5.2.2.3 College of Law**

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 regards 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 be safe and feel 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.

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.

#### **5.2.2.4 College of Human Sciences**

UNISA Institute for Social and Health Science's (ISHS) contribution to UN Global Compact Principles on Environment and Development is best illustrated by the flagship Safe and Sustainable Energy Project (SSEP), which aims to promote the health, safety and peace of energy-poor households, through improving their access to clean and safe energy. This aim is achieved through demonstrating alternative and environmentally friendly renewable energy technologies to community participants, then piloting and implementing the promising technologies in community sites. The intervention basket is composed of micro-grid solar home systems (SHS), biogas and cool coatings. The technologies are setup at a demonstration site in Lenasia, Johannesburg south, where local communities visit for live demonstrations and interactive discussions. The community visitors in turn conduct formative evaluations that inform further optimisation of the delivery model. The project has become an effective medium of knowledge exchanges between academic researchers and general community, on matters relating to sustainable development and environmental integrity.

In particular, the project makes direct contributions to attainment of principle 9 of the UN Global Compact, which encourages the development and diffusion of environmentally friendly technologies. The target communities lack access to formal modern energy and thus survive energy-wise on paraffin and biomass fuels for cooking and heating, and candles for lighting. The fuels are burnt in efficient and unsafe combustion technologies leading to emissions of pollutants that cause damage to human and environmental health. Apart from environmental protection, the proposed energy solution promotes sustainability by harnessing solar energy, converting bio-waste to energy and re-use of the sediment as organic fertiliser, and using passive



cooling methods instead of electric fans. The college hopes that the project will incrementally catalyze a transition away from pollutant dirty fuels to the healthier and cleaner alternatives. UNISA Material and Process Synthesis research unit (MaPS) is also a collaborative partner on the project.



**Solar and cool coatings demonstrated in shack dwellings**



**Anaerobic biogas digester**



**Community visitors in a focus group discussion after a demonstration**



**Figure 1: Safe energy demonstration site, Lenasia, Johannesburg south**

### 5.2.2.5 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 contributes to principle 7 (Businesses should support a precautionary approach to environmental challenges) and principle 9 (encourage the development and diffusion of environmentally friendly technologies).

Lecturers of the College have delivered numerous papers at local and international conferences therefore contributing to all three environmental UNGC principles.

### 5.2.2.6 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 Unisa students with a broad range of sustainability problems facing the human species.

- **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.
- **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. 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.

- **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.

## **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.

## **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.

## **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.



# 6. GLOBAL COMPACT SELF-ASSESSMENT

GLOBAL COMPACT SELF-ASSESSMENT TOOL FULL RESULTS											
UNISA											
2017/12/01											
		59.59									
TOPIC	YES	%	NO	%	F/A	%	N/A	%	NOT ANSWERED	%	TOTAL
<b>HUMAN RIGHTS</b>	202	59.59	54	15.93	53	15.63	30	8.85	0	0.00	339
Health and safety	13	3.83	6	1.77	7	2.06	0	0.00	0	0.00	26
Hours, wages and leave	64	18.88	6	1.77	5	1.47	3	3.85	0	0.00	78
Fair Treatment	44	12.98	16	4.72	16	4.72	3	3.80	0	0.00	79
Community Impacts	41	12.09	10	2.95	14	4.13	9	12.16	0	0.00	74
Product stewardship	12	3.54	4	1.18	4	1.18	6	23.08	0	0.00	26
Country risk	14	4.13	6	1.77	3	0.88	3	11.54	0	0.00	26
Suppliers	14	4.13	6	1.77	4	1.18	6	20.00	0	0.00	30
<b>LABOUR</b>	91	58.33	19	12.18	19	12.18	27	17.31	0	0.00	156
Assoc/bargain/comp lev repre	30	19.23	10	6.41	9	5.77	3	5.77	0	0.00	52
Forced/compulsory labour	16	10.26	2	1.28	2	1.28	6	23.08	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	14	8.97	2	1.28	2	1.28	8	30.77	0	0.00	26
Labour standards and suppliers	11	7.05	5	3.21	4	2.56	6	23.08	0	0.00	26
<b>ENVIRONMENT</b>	294	66.22	43	9.68	55	12.39	52	11.71	0	0.00	444
Legal Comply/manag/imp ass/sup chai	90	20.27	12	2.70	20	4.50	10	7.58	0	0.00	132
Precaution approach	18	4.05	2	0.45	3	0.68	3	11.54	0	0.00	26
ener,wat,wast,air,noise,odou,chem,-soil,bio	169	38.06	27	6.08	31	6.98	33	12.69	0	0.00	260
Envi friendly technologies	17	3.83	2	0.45	1	0.23	6	23.08	0	0.00	26
<b>ANTI-CORRUPTION</b>	121	59.02	38	18.54	22	10.73	24	11.71	0	0.00	205
Non-Corruption, risk ass.awareness raising	46	57.50	16	7.80	9	4.39	9	4.39	0	0.00	80
anti-corrupt Policy, guide, and procedures	35	67.31	5	2.44	7	3.41	5	2.44	0	0.00	52
Agent,associates and supply chain	27	51.92	11	5.37	5	2.44	9	4.39	0	0.00	52
Joint Actions	13	61.90	6	2.93	1	0.49	1	0.49	0	0.00	21
<b>TOTAL</b>	<b>708</b>	<b>61.89</b>	<b>154</b>	<b>13.46</b>	<b>149</b>	<b>13.02</b>	<b>133</b>	<b>11.63</b>	<b>0</b>	<b>0.00</b>	<b>1144</b>

The University scored 61.89% against 56.03% in the previous year across the four main principles of the UNGC with environmental standard taking the lead at 66.22% and followed by human rights at 59.59%, anti-corruption 59.02 and labour 58.33%. There is a need to embark on more initiatives and projects that will support and promote labour and anti-corruption standards.

# 7. CONCLUSION

This report provides a detailed account of the projects and initiatives aimed at the university's promotion and implementation of the principles espoused by the Global Compact. The University will ensure that these commitment and action are the driving force behind the promotion of the Global compact principles, which will subsequently transform the institution into a more proactive partner in terms of taking the lead in advancing the principles of the UNGC.

# 8. ACKNOWLEDGMENTS

## Overall strategic leadership

- Ms L Griesel: Executive Director; Planning and Quality Assurance
- Prof K Ndlovu : Vice-Principal: Strategy, Risk and Advisory Services

## Author

- Mr J T Makgamatho, Planner and UNGC Project Leader

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- Dr N Pandor: Minister of Higher Education and Training (Republic of South Africa)
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- Ms P H Tshabalala : Vice-Principal: ICT
- Mr PZR Zwane: Vice-Principal: Finance and Business Enterprises
- Dr P Mokgobu : Vice-Principal: Institutional Development and Transformation
- Prof QM Temane (Acting): Registrar
- Prof S D Selematsela: Acting Vice-Principal: Research, Postgraduate Studies, Innovation and Commercialisation
- Dr M Socikwa: Vice-Principal: Operations and Facilities
- Prof E Sadler: Executive Dean: College of Accounting Sciences
- Prof MJ Linington: Executive Dean: College of Agriculture and Environmental Sciences
- Prof MT Mogale : Executive Dean: College of Economic & Management Sciences
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- Prof Michele Havenga : Executive Dean: College of Graduate Studies

- Prof AP Phillips : Executive Dean: College of Human Sciences
- Prof B Mamba : Executive Dean: College of Science, Engineering & Technology
- Prof CI Tshoose: Executive Dean: College of Law
- Prof R T Mpofu: Acting Executive Dean: Graduate School of Business Leadership
- Prof G Nhamo: Institute for Corporate Citizenship

## 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 2017 Consolidated Plan.

Unisa Integrated Planning Framework.

Unisa 2030 Strategic Plan.

Unisa 2018 -2021 Plan.

Unisa Annual Performance Plan 2017

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 2016.

Unisa UNGC COE Report 2016.

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  
Unisa's Institute for the Development of Energy for African Sustainability (IDEAS)





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