

# University of South Africa

## United Nations Global Compact Communication on Engagement 2018/19





A close-up photograph of green plant leaves, likely a succulent, with a shallow depth of field. The leaves are vibrant green and have a pointed, overlapping structure. The background is softly blurred, creating a bokeh effect of green and yellow light.

UNITED NATIONS GLOBAL COMPACT  
Communication on Engagement  
2018/19

UNIVERSITY OF  
SOUTH AFRICA





UNITED NATIONS GLOBAL COMPACT

UNIVERSITY OF SOUTH AFRICA

COMMUNICATION ON ENGAGEMENT 2018/19:  
TOWARDS SUSTAINABILITY AND  
SOCIAL TRANSFORMATION





# Table of Contents

1	List of acronyms and abbreviations	9
2	Background	12
	2.1 Purpose and Context	12
	2.2 Executive summary and recommendations	14
3	From The Vice Chancellor's Desk	15
4	Sustainability and carbon management Projects at Unisa	18
5	Unisa SDGs Localisation Declaration	20
6	Promotion of the UNGC principles at Unisa	22
	6.1 The Conduct of Applied Research and Thought Leadership in Relations to the UNGC Principles	23
	6.1.1 College of Agriculture and Environmental Sciences	23
	6.2 INTEGRATION OF THE PRINCIPLES INTO THE CURRICULUM	50
	6.3 DELIVERY OF EDUCATION ON TOPICS RELATED TO THE UNGC	52
	6.3.1 Department of Library Services	
	Unisa Library Celebrated Black Women Poets	52
	6.3.2 College of Accounting Sciences	57
	6.3.3 College of Law	59
	6.3.4 College of Education	60
	6.3.5 College of Science, Engineering and Technology	62
	6.3.6 Graduate School of Business Leadership	65
	6.3.7 College of Human Sciences	68
	6.3.8 Department of Strategy, Planning and Quality Assurance	70
	6.3.9 Department of Leadership and Transformation	72
	6.3.9 Directorate of Curriculum Development and Transformation	74
7	Global Compact Self-Assessment	76
8	Conclusion	78
9	Acknowledgement	78
10	Resource list	80







# Preface



**Honourable Dr BE Nzimande: Minister of Higher Education, Science and Innovation  
Republic of South Africa**

The Ministry of Higher Education, Science and Innovation applauds the University of South Africa for the role that it plays in providing support for promoting the body of knowledge and evidence that will inform government's decision-making process in key areas of development, and in providing open and distance learning opportunities for many students.

The Departments of Higher Education and Training, and Science and Innovation, as part of their vision to lead post-school education and training for growth as outlined in the National Development Plan (NDP), are proud to support the University of South Africa, which is the first university in South Africa to be a signatory to the United Nations Global Compact (UNGC).

The efforts by UNISA are in pursuit of a sustainable solution to ongoing Post School Education and Training challenges.

UNISA's participation in the United Nations Global Compact (UNGC) provides an important platform for the university to lead in the key areas of focus that support the global achievement of the Sustainable Development Goals (SDGs).

Universities, particularly those of the size and nature of UNISA, have a key responsibility in the local and national context to support efforts to promote gender equality and human rights, reduce their carbon footprint and work towards

environmental sustainability, promote good labour practices and anti-corruption efforts.

I am pleased that the University of South Africa has constantly reflected on its progress and has submitted its reports to the UNGC, since signing the original commitment in 2007.

I am encouraged by the progress reported in this year's Communication on Engagement and in reading about the many valuable initiatives developed by the institution in support of the key pillars of the UNGC. The integration of the UNGC approach in the planning of the institution and through its key responsibilities in teaching and learning, research and community engagement, is important for the institution and its broader contribution to our National Development Plan.

As a Minister of Higher Education, Science and Innovation, I am dedicated to support Unisa in its work in general and particularly in the context of its membership to the UNGC.

**Dr BE Nzimande, MP  
Minister of Higher Education, Science  
and Innovation  
Republic of South Africa**

# 1

## Acronyms & Abbreviations





## List of Acronyms & Abbreviations

ABEERU	Applied Behavioural Ecological and Ecosystem Research Unit
APP	Annual Performance Plan
ARC	Agricultural Research Council
BEE	Black Economic Empowerment
BOU	Botswana Open University
BMW	Bavarian Motor Works
CAES	College of Agriculture and Environmental Sciences
CAS	College of Accounting Science
CE	Community Engagement
CEC	Chemicals of Emerging Concern
CEDU	College of Education
CEMS	College of Economic and Management Sciences
CILSA	Comparative and International Law journal of Southern Africa
CGS	College of Graduate Studies
CHE	Council on Higher Education
CHS	College of Human Sciences
CLAW	College of Law
CSET	College of Science, Engineering and Technology
CGF	Conditional Grant Framework
CO <sub>2</sub>	Carbon dioxide
CODATA	Committee on Data
COP	Communication on Progress
DBE	Department of Basic Education
DBL	Doctor of Business Leadership
DCDT	Department of Communication and Digital Technologies
DCDT	Directorate of Curriculum Development and Transformation
DES	Department of Environmental Sciences
DESTEA	Department of Economic, Small Business, Development, Tourism and Environmental Affairs
DHET	Department of Higher Education and Training
DSPQA	Department of Strategy, Planning and Quality Assurance
EDP WIT	Executive Development Programme for Women in Tourism
EE	Employment Equity
EE	Environmental Education
EEU	Environmental Education Unit
EIA	Environmental Impact Assessment
EMI	Environmental Management Inspector



FTFA	Food & Trees For Africa
GCSAT	Global Compact Self-Assessment Tool
GDP	Gross Domestic Product
GESM	Green Economy and Sustainability Engagement Model
GRI	Global Reporting Initiative
GSBL / SBL	Graduate School of Business Leadership
HE	Higher Education
IARS	Institute for African Renaissance Studies
IBSS	International Bibliography of the Social Sciences
ICKIM	International Conference on Knowledge and Innovation Management
ICT	Information and Communication Technology
IDEAS	Institute for Development of Energy for African Sustainability
IOP	Institutional Operational Plan
IR	Integrated Report
ISC	International Science Council
IUSDRP	Inter-university Sustainable Development Research Programme
4IR	4 <sup>th</sup> Industrial Revolution
JCPZ	Johannesburg City Parks and Zoos
JSE	Johannesburg Stock Exchange
LGBTI	Lesbian, Gay, Bisexual and Transgender, Intersex
LLB	Bachelor of Law
LPG	Liquid Petroleum Gas
M	Master's Degree
MANCOM	Management Committee
MBL	Master of Business Leadership
MDGs	Millennium Development Goals
MMU	Manchester Metropolitan University
MoA	Memorandum of Agreement
MoU	Memorandum of Understanding
MITUCCRG	Multi, Inter, Trans Disciplinary Unisa Climate Change Research Group
NanoWS	Nanotechnology and Water Sustainability
NBI	National Business Initiative
NDP's	National Development Plans
NDP	Non-Degree Purpose
NDT	National Department of Tourism
NFSD	National Framework for Sustainable Development
NGO	Non-Governmental Organisation
NOM	Natural Organic Matter



NQF	National Qualifications Framework
NSNP	National School Nutrition Programme
ODeL	Open Distance e-Learning
ODL	Open Distance Learning
OER	Open Educational Resources
OHS Act	Occupational Health and Safety Act (Act No. 85 of 1993)
PASTD	Preservation of and Access to Scientific and Technical Data
PhD	Doctoral Degree of Philosophy
PPE	Personal Protective Equipment
PQM	Programme Qualification Mix
QA	Quality Assurance
QMS	Quality Management System
RPL	Recognition of Prior Learning
SA	South Africa
SADC	South African Development Community
SANParks	South African National Parks
SAYIL	South African Yearbook of International Law
SDGs	Sustainable Development Goals
SLPs	Short Learning Programmes
SRI	Socially Responsible Investment Index
TEI	The Ethics Institute
UCP	UMzimvubu Catchment Partnership
UE	University Estates
UFS	University of the Free State
UK	United Kingdom
UKZN	University of KwaZulu-Natal
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNGC	United Nations Global Compact
UNISA	University of South Africa
UP	University of Pretoria
USA	United States of America
VC	Vice Chancellor
VFH	Volunteer Food Handlers
WIL	Work-integrated Learning
WCP	Wildlife Conservation Physiology
WITS	University of the Witwatersrand

# 2

## Background

### 2.1 Purpose and Context

The University of South Africa (Unisa) thrives to serve the people, planet, and earth in its effort to support UNGC principles. The Charter of Transformation is the foundation upon which its values revolve around. Unisa's core values resonate with the main principles of the UNGC which prioritise the people, planet and earth in an endeavour to achieve the Sustainable Development Goals (SDGs), Africa Agenda 2063 and the NDP.



Unisa celebrated its 145th anniversary in 2018. It is the largest open distance learning institution in Africa and one of the longest-standing, dedicated distance-education university in the world.

The institution is seen as a catalyst from which most other universities in South Africa are descended. It was founded in 1873 as the University of the Cape of Good Hope, it became the first public university in the world to teach exclusively by means of distance education in 1946. For many years, Unisa was perhaps the only university in South Africa to have provided all people with access to education through distance mode, irrespective of race, colour or religion.





Unisa's curriculum transformation aims to address the interrelated challenges of access with success, the relevance of education and cognitive justice. Through curriculum transformation, Unisa endeavours to deliver an education that is relevant in respect of its knowledge content, the calibre of the graduate, and the usefulness of the qualification itself.

The cognitive justice imperative frames the curriculum transformation endeavor and is premised on the fundamental notion that all human beings are born with valid, legitimate and usable knowledge. Cascading from this thinking, a transformed curriculum is, therefore, one that encapsulates and reflects consistent and systematic recognition of diverse ways of knowing.

A shift from 'knowledge' (in the singular) to 'knowledge's' (in the plural), forms a central element of curriculum transformation. Thus, practically speaking, it entails a simultaneous practice of 'decolonising Europe' (because it is overrepresented in reading material and social theory. This process is meant to rectify the problems of the irrelevance of education as well as the alienation of students from what they read.

All these aspects of curriculum transformation are underpinned by the institution's overall mode of delivery, namely Open Distance E-Learning (ODEL) in which ICTs are a lever for academic projects.



## 2.2 Executive summary and recommendations

In terms of the 2018/19 self-assessment report below, the university scored 73.03% across the four main UNGC principles being Human rights, Labour, Environmental standards and Anti-corruption with Labour standards compliance taking the lead and followed by Anti-corruption, Human rights and Environmental protection, respectively. This shows an increment of 17% compliance across the four main UNGC principles compared to 2017 assessment. Unisa's non-compliance is in anti-corruption with 11.76% followed by Environment 10.54%, Human rights 10.08% and Labour 7.41%. The University has established an Ethics Office under the Registrar portfolio to mitigate against actions pertaining to governance and ethical conduct and Council has adopted King IV to promote principles pertaining to governance and integrated reporting. Moreover, the Implementation Plan for the Infrastructure Master Plan is in place to deal with issues in the Green Economy and Sustainability Engagement model. The current environmental sustainability framework is also under review.

**Table 1: 2018/19 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	%	
<b>HUMAN RIGHTS</b>	178	71.77%	25	10.08%	24	9.68%	21	8.47%	248
<b>LABOUR</b>	90	83.33%	8	7.41%	5	4.63%	5	4.63%	108
<b>ENVIRONMENT</b>	203	69.05%	31	10.54%	30	10.20%	30	10.20%	294
<b>ANTI-CORRUPTION</b>	103	75.74%	16	11.76%	10	7.35%	7	5.15%	136
<b>TOTAL</b>	574	73.03%	80	10.18%	69	8.78%	63	8.02%	786





# 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 organisation has taken to support the UN Global Compact and its Principles as suggested for an organisation 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 2018/19 academic year, 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 and will continue to grind any barrier to promoting the main principles.

As African universities with some reserves, we must be the vanguard of the necessary transformation. The world is changing and confusing as it is fully engaged in change and transformation. Academics need to be prepared to deal with transition as we do not know what this world would look like in future taking cognizance of the current pandemic (Covid 19) facing the whole world. Unisa will have to foreground in its revised Strategy for 2030 new strategic focus areas that will provide solutions to problems facing teaching and learning, research and innovation based on the new developments facing the world and posing a threat to human life and the economy. The distance mode of teaching and learning adopted by Unisa for many years could serve as a solution to the teaching and learning challenges brought by the Corona Virus Disease

(Covid 19). Hence, in its revised strategy for 2030 under construction, Unisa has adopted an Impact – Outcome – Output model whereby the revised strategy would provide key indicators to measure the institution in terms of its contribution to the SDG’s, Africa’s Agenda 2063 and the NDP and these indicators are cascade down up to the inputs level to track institutional performance and promote a culture of high performance.

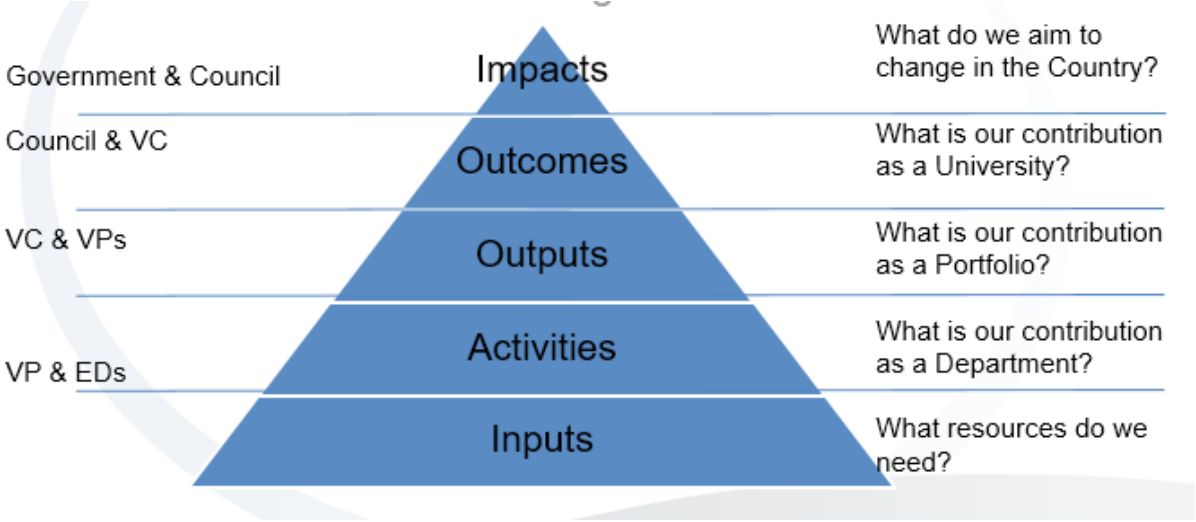


Figure 1: Unisa Impact – Outcome – Output Model



# 4

## Sustainability and Carbon Management at UNISA



In its partnership to work with the community in 2019, Unisa embarked on a project using biogas produced through a project led by Unisa’s Institute for Development of Energy for African Sustainability (IDEAS) and the Unisa chapter of the student organisation Engineers without Borders.

With 1 600 cooked meals served to learners twice every day, Eleuthemba Combined School in Johannesburg South spends a staggering R70 000 a year on liquid petroleum gas (LPG) just for cooking. The Unisa chapter of Engineers without Borders and some of the school staff and learners are both involved in the design, marketing and feasibility studies for the biodigesters.

The community is currently spending a lot of money on LPG and on replacing gas stoves when they are worn out. The project is going to assist more in reducing the high gas bills because (as well as (giving/catering) all the learners receive breakfast and lunch daily as part of the government’s National School Nutrition Programme.

Once the new biodigester is up and running, LPG will be replaced with Methane made from cow manure obtained from a nearby farm – either for free or for a fair exchange. The savings from replacing expensive LPG with biogas will be ploughed back into the school, which is non-fee paying and relies on government for 100% of its funding.

The project is particularly exciting as it is also a learning opportunity for learners, some of whom are part of a Unisa-supported science group that has been helping to design, market and investigate the feasibility of the biodigester.

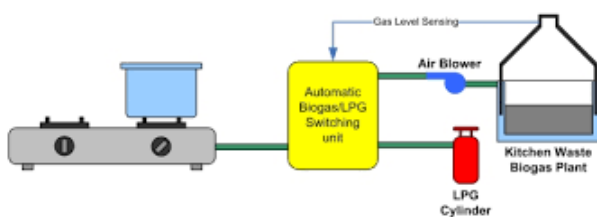


Figure 2: Example of LPG Biogas.



CO<sub>2</sub>

# 5

## UNISA SDGs LOCALISATION DECLARATION



Localizing the SDGs for Unisa could mean more than just “landing” internationally-agreed goals at the ground level. It means making the goals of the SDGs become a reality to communities, households and individuals, particularly to those who are at deprivation level.

In an endeavour to contribute to the UN developmental goals, the University of South Africa (Unisa) Sustainable Development Goals (SDGs) Indaba was held on 29th November 2019 at the Unisa Muckleneuk Campus in Pretoria, South Africa. The SDGs Indaba was attended by representatives of key stakeholders from Unisa including management, teaching and non-teaching staff, students, organised labour and other stakeholders from outside Unisa. The objective of the SDGs Indaba was to formalise the localisation and institutionalisation of the SDGs at Unisa and come out with a declaration of intent.

UNISA further acknowledges that a lot of work relating to the SDGs is taking place at Unisa. Aligned policies and initiatives include the following:

- Aligning Community Engagement and Outreach projects to the Sustainable Development Goals (SDGs) reporting framework.
- Unisa Vision 2030.
- Unisa being a signatory to the UNGC in 2007.
- Living Green Initiative of 2011.
- Environmental Sustainability Policy of 2012 (as revised in 2015).
- Unisa Carbon Footprint of 2012.
- The development and approval of the Green Economy and Sustainability Engagement Model (GESM) in 2013.
- Establishment of the Sustainability Office in 2013.
- The development and approval of the Sustainability Framework in 2014.
- MoU concluded with South African Energy Development Institute in 2016.
- MoU concluded with National Business Initiative (NBI) in Energy Efficiency in 2015.
- The development and approval of the Energy Master Plan in 2015.
- The development and approval of the Energy and Carbon Policy in 2016.



- The development and approval of Integrated Water Efficiency and Rainwater Harvesting and Waste Management Master Plans in 2016.
- Launch of the Sustainable Transport Initiative in 2018.
- Taking the lead in establishing the Sustainability Community of Practice of all South African Higher Education Institutions in 2018.
- The Launch of the Unisa Wetlands Rehabilitation programme in 2019.

With the above in mind, Unisa has Undertaken to prioritise and fast track, at the corporate level by means of the Sustainability Framework 2020 the implementation of the relevant targets of the following 12 out of the 17 SDGs:

- SDG 3 (Good Health and Wellbeing)
- SDG 4 (Quality Education)

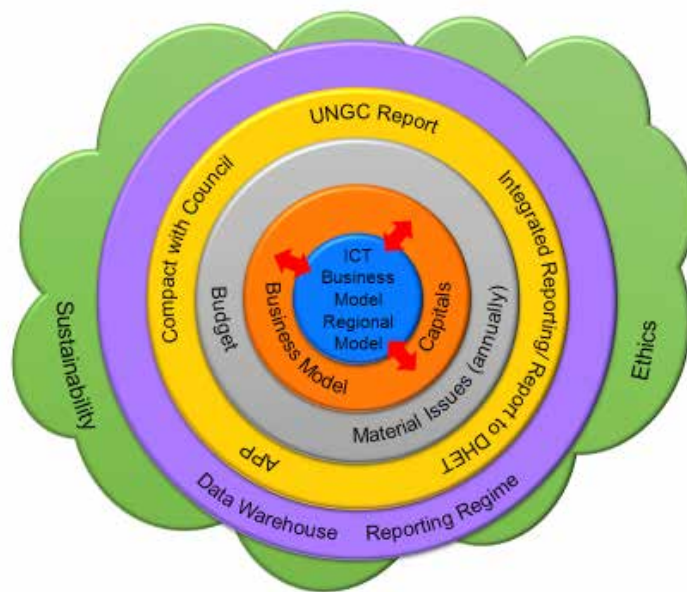
- SDG 5 (Gender Equality)
- SDG 6 (Clean Water and Sanitation)
- SDG 7 (Affordable and Clean Energy)
- SDG 8 (Decent Work)
- SDG 10 (Reduced Inequality)
- SDG 11 (Sustainable Cities and Communities)
- SDG 12 (Sustainable Consumption and Production)
- SDG 13 (Climate Action)
- SDG 16 (Peace, justice and Strong Institutions)
- SDG 17 (Partnerships on the SDGs)



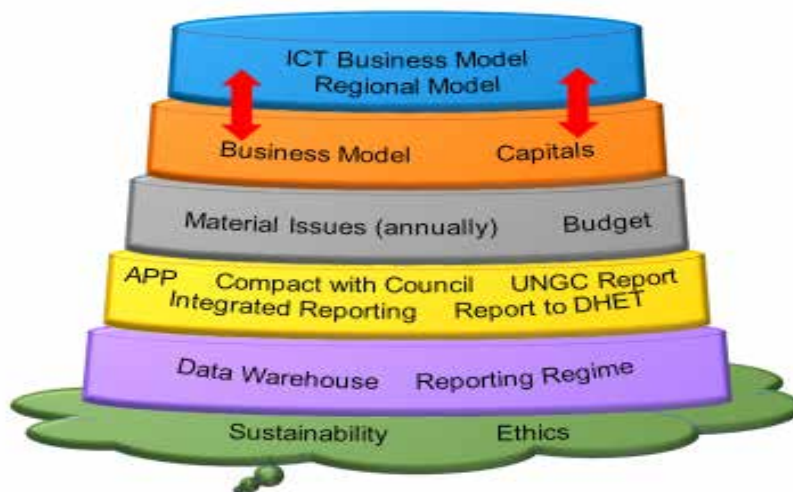
# 6

## 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 SDGs, National Development Plan (NDP), Unisa 2030 Strategic Plan, Compact with Council and Annual Performance Plan (APP) with the Minister and the Integrated Plan.



**Figure 3 (a) Integrated planning and reporting vertical elevation**



**Figure 3 (b) Integrated planning and reporting horizontal elevation**





The planning culture and regimen within Unisa is informed and guided by the Integrated Planning Framework which is buttressed by institutional planning and reporting and then cascaded down by the levels of planning from Strategic, Functional and operational. These levels of planning are infused with the promotion of the principles, hence UNGC Communication on Engagement progress reporting forms part of elements of reporting at strategic level down to operational level through projects and activities aimed at enhancing the principles.

The year 2018/19 was also marked by various challenges and initiatives that promoted and supported a partnership between Unisa and the UNGC to promote sustainable development practices. The advancement of the principles is shown directly below in terms of the academic projects linked to each specific thematic area and business units within the institution;

## **6.1 The Conduct of Applied Research and Thought Leadership in Relations to the UNGC Principles**

### **6.1.1 College of Agriculture and Environmental Sciences**

The College of Agriculture and Environmental Sciences is naturally aligned to the UNGC principles in that sustainability forms the core of the institution's strategic intent and "Sustainability begins with a principles-based approach to doing business." The strategic intent of the college is, through scholarship, to balance community, and environmental needs and resources to create sustainable environments, agriculture and sustainable livelihoods and thus shaping futures. This is aligned to the Unisa vision "The African University shaping futures in service of humanity".

**Directly below are the academic projects that support the United Nations Global Compact principles.**

### **Environmental Education and Awareness Project**

Environmental Education and Awareness Raising is based on practical projects that enhance environmental well-being. The community engagement (CE) project module (CU1500) for people and parks is aligned to the global compact environment principles (Principle 7, 8 and 9). The project is in partnership with Johannesburg City Parks and Zoos (JCPZ). JCPZ is responsible for service delivery in open space conservation, development and management.

This project promotes environmental education and awareness with parks as focal points. The Environmental Education Unit (EEU), which is the educational wing in JCPZ, is responsible for the facilitation of education, awareness and capacity building programmes with and for communities within the City of Johannesburg.

In 2013, Unisa and JCPZ formulated a memorandum of understanding (MoU) to work together in improving Mofolo Park in Soweto. As part of that MoU, the university, JCPZ and EEU, collaborated to start working in schools at Mofolo in which implementation of sustainability practices and environmental education and awareness raising was required.



Promotion of environmental responsibility and development and diffusion of environmentally friendly technologies is linked to Global compact principles 8 and 9. Most of these activities equip learners, teachers and community members with knowledge and practical experience that will enable them to engage in greening and gardening activities outside the context of this project.

Food gardening – the project supports the school food garden. Harvested vegetables supplement food for the school feeding scheme. Vegetables produced include spinach, brinjals, mustard spinach, cabbage, onions, lettuce, tomatoes, etc. Climate smart technologies are used and promoted as part of food gardening and this include water-wise gardening, seed harvesting, mulching and use of organic fertilizer and compost to enrich the soil.



**Figure 4: Food Gardening - Emisebeni Primary School Garden**

School greening – several school greening events have taken place. This has resulted in enhanced groundcover in terms of flowers, shrubs, and trees. School greening include use of compost to enrich the soil, planting of indigenous plants as well as plants like succulents that do not need a lot of water. Plant propagation is also done.



**Figure 5: School Greening - Emisebeni Primary School**

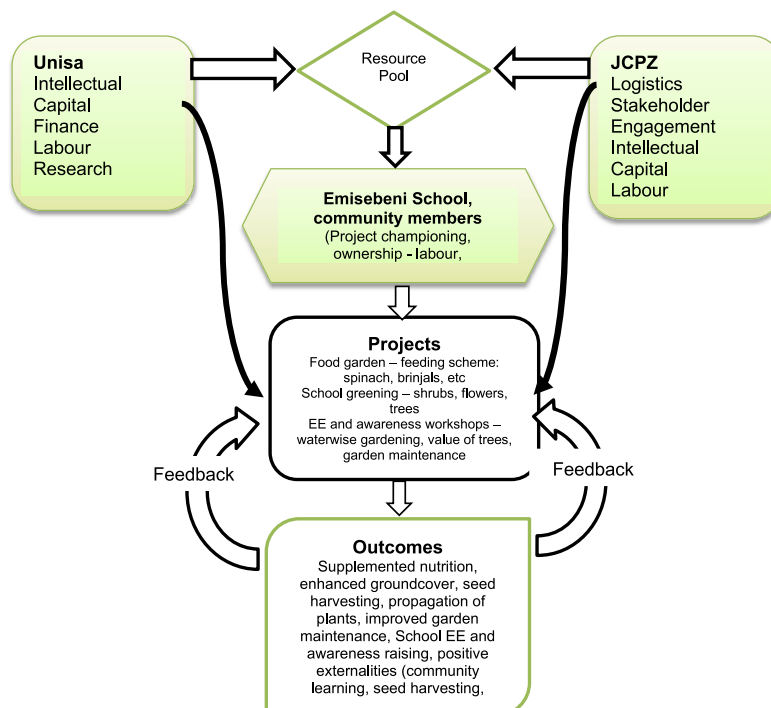
Environmental education and awareness raising (Principle 8) – the food gardening and school greening activities form the basis for environmental awareness raising where focus is on various environmental issues (e.g. the importance of trees/vegetation/ground cover, water wise gardening, composting, soil fertility, plant growth etc.). This happened during the project activity where aspects of the project to learners as well as a follow-up workshop with community members and staff members were demonstrated.



**Figure 6: Workshop on the importance of Trees and Water-Wise Gardening Workshop (with Rand Water)**

These projects also equip teachers by engaging them in active tasks which help them to become more environmentally literate as educators; as well as developing positive attitudes and behaviours where the environment is concerned. In addition, the school also connects what is taught in class with the projects. Educators sometimes do take their learners outside to connect their teaching with the projects.

The project is based on a partnership model as represented in figure 7.



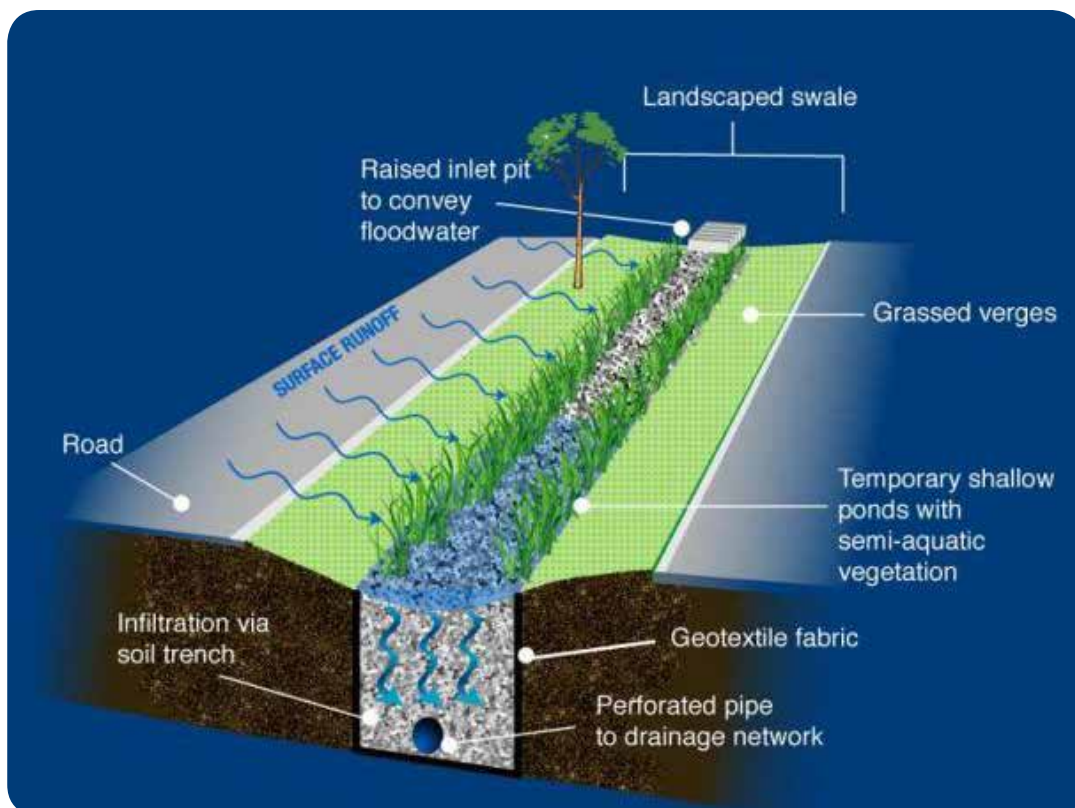
**Figure 7. The Partnership Model**

## Diepsloot Water Project

The informal settlement of Diepsloot, located on the north-western outskirts of Johannesburg, has been selected as study area to develop a biofiltration stormwater management model for the informal settlement context. The community and the municipality have been involved in all stages of the project from the planning phase, installation and into the ongoing maintenance phase of the system. Several international upgrading projects have found that community ownership is the key to success in infrastructure development in informal settlements. This process aims to ensure that community needs are considered in the model. The participating community members gain additional skills and have been responsible for the maintenance of the system. The municipality officials have provided knowledge on the institutional aspects and there has been knowledge transfer between all stakeholders.

The study aims to test the effectiveness of the three different bioswale models in terms of scientific results and the human experience. Water samples are taken to measure the system's ability to remove heavy metals, sediments and pathogens.

Focus groups and interviews are used to determine the community perceptions and experience through-out the project. The project's final aim was to develop a biofiltration stormwater management model which addresses flood protection, environmental health, municipal capacity challenges and poverty. Such a model could eventually be implemented throughout South Africa's informal settlements rather than conventional stormwater management which is ineffective in these contexts due to constant blockages and sedimentation.



**Figure 8: Schematic of a typical bioswale system (FAWB, 2009:5)**



## Project Progress:

In April 2015 the City of Johannesburg Metropolitan Municipality provided two sites which fall within two different municipal wards for the research project since all three prototypes could not be accommodated on the identified area.

After approval by the respective ward councillors, the researcher started with a series of focus groups with Diepsloot community members to unpack the stormwater challenges in the area. In the next phase, the proposed intervention was presented to the focus group participants and community members had the opportunity to make suggestions to improve the resilience of the systems in this context. The results from these focus groups were presented and the representatives from several municipal departments for further input and approval.

There was a period where the project did not have funding and JCPZ took over the maintenance operations. There was a change in staff and the maintenance works halted. Unisa procured new funding from the BMW Seed Programme in May 2017 and a new contractor was appointed. Five Diepsloot community workers were appointed by the contractor for the maintenance operations. The new contractor did not provide adequate site supervision and could not deliver on the project outcomes. The contractor pulled from the project in May 2018, since then the researcher has directly managed the community workers. The site is currently still maintained by four Diepsloot community workers. They have been invited as co-researchers on the project and this has improved project ownership.

The project is currently in the last cycle of monitoring and evaluation. It found that some of the systems were not working optimally. Workers provided suggestions for amendments to the prototypes. The feedback was valuable since the area is known by the workers, behaviour of the community and values. The project was expected to take the last water samples in April 2019.

**Below are the images of the sites before and after completion of the project.**



**Figure 9: The site before**



**Figure 10: Site after clearance and a trench for one of the bioswales on Ward 113 site.**

It however very quickly filled with stormwater and had to be drained with pumps before construction could be completed.



**Figure 11: Some of the fifteen Diepsloot community members employed under Rothe Plantscapers for the duration of the project.**



Workers were provided with PPE and receive on-site skills training.



**Figure 12**



**Figure 13**

**Figure 12 and 13:** Sediment tank construction in progress. A temporary steel mesh was placed to cover the whole while the galvanised steel grids are manufactured off-site. The contractor did not build the tanks on the correct levels which caused stormwater effluent to flow around the tanks. The instruction was to rectify the levels. A decision was also made to incorporate a smaller pipe outlet to allow for the slow release of water from the tanks and to prevent stagnant water. Once the levels were corrected, the amount of sedimentation trapped indicates that the implementation is in the correct position.



**Figure 14: Community workers levelling the swale profile before planting.**



**Figure 15: Planting of one of the swales in process.**



**Figure 16: Reno mattress placement on top of sedimentation tank completed; soil levels still need to be completed.**

Image shows litter trap by the reno mattress after a rain event.



**Figure 17: Indicates the site during the last Pikitup (City of Johannesburg Waste Management Service Provider) industrial strike.**



**Figure 20: Swale on the Ward 095 site after a three-day long rain event.**

The planting withstood the stormwater effluent well.



**Figure 18: One of the community workers employed for the post completion maintenance clearing the swale from sedimentation after a rain event.**



**Figure 21: The current state of the W113 swale under direct community maintenance.**



**Figure 19: Grass planting around the reno mattress and sedimentation for erosion protection.**



**Figure 22: Ward 113 site current condition.**

Extra lawn was planted around the swales to prevent erosion and excessive sedimentation.



## Unisa Conservation Skills Development and Training (Telperion Nature Reserve)

As the 2018 came to an end, it marked an end to yet another milestone in the partnership between the Unisa and the Oppenheimer Family. Under the guidance of Mr Graeme Wilson at Unisa the work integrated learning opportunities (WIL) has been offered to the Unisa undergraduate nature conservation students on Telperion for 10 years now.

This ten-year partnership has also seen the re-curriculation of the diploma course. This entailed students to gain experiences over time and by repeatedly doing tasks so that the students' become intimately familiar with the processes involved. While the current work-integrated learning module focus is on enabling students to gain a greater diversity of experiences regardless of the time required.

This 'light-touch' approach has had an impact on the relationship between students and experience providers, in that where provider used to rely on the additional labour to cover more conservation management ground, this facility is no longer required. The 'services once provided' have been converted to 'a service required' by the students. This situation has seen some of the previous service providers not being happy to provide similar services to the "new students" because of the lack of return on their time and added resources.

If it were not for the long-lasting Telperion Unisa partnership, 2018 could have turned out very differently for the module and for the qualification in general. The university is geared to operate optimally with a healthy stream of graduates. This academic throughput of its students has been maintained and improved upon since the inception of the partnership. Thus, the partnership has had a direct and beneficial impact on the University's mandate to produce qualified and economically productive citizens.

However, the underpinning motivation for the partnership is to see and maintain continuous teaching and learning activities in the field of conservation, taking place on Telperion. The benefactors of this partnership and the teaching and learning activities being offered on Telperion are the nature conservation students themselves.

During 2018, students from as far afield as Cape Town, Upington, Durban and even Japan have made the long journey to Telperion to gain the required conservation skills and experiences offered by Unisa. The reputation of the Telperion Unisa partnership and the high regard the students have for what it has to offer is undeniable, when it comes to producing successful students, over the ten-year period.

A total number of 1062 of students were formally mentored on Telperion in conservation related tasks, thus enabling these students to achieve their academic goals and dreams. Telperion remains the single biggest experiential learning provider in the country. The project objectives of providing diverse experiences under the mentorship of a Unisa academic were met. 2017 was a particularly taxing year as reported on in the 2017 annual report; however, the problems and challenges of the year did spill over somewhat into the first quarter of the 2018 academic calendar. However, these challenges have been addressed and it is hoped that they will no longer be influencing the partnerships ability to provide superior mentorship and conservation related experiential opportunities.

The 2018 Telperion excursion calendar had ten visits planned of which only nine were successfully completed. Though the number of planned excursions were not achieved, there was also a noticeable improvement in the number of attending students for 2018. This can be attributed to the offering of more than one visit per month. The focus of the teaching and learning activities offered at Telperion, have however remained the same as in previous





years. Some of these activities on offer are experiences in soil erosion control, alien plant control, water and veld condition assessments, environmental education, game census and many more.

Although it might be a lot more difficult to ascertain, the preliminary results point towards the impact of the Telperion on the partnership it has with the graduates and the 50% mark of all graduates having gained at least one experience from Telperion. To determine the exact figures of student who graduate with Telperion will require an ethical certificate to access this student information. There are however, plans afoot to register a small research project which will investigate the exact impact and influence Telperion has had on the diploma in nature conservation since 2008.

As a formal provider of experiential opportunities, Unisa hoped to engage with the Telperion Management in a more formalised manner to ensure that all visiting students' educational and practical needs are provided for. One way in which was suggested was to collectively identify more 'project sites', which could be viewed as long-term project sites. This suggestion was not fully implemented or followed through during 2018. However, it is hoped that in 2019, with the aid of additional staffing at Unisa, this desire to work more closely with Telperion management could become a reality. Both parties wish to see a continual stream of students visiting and gaining from the partnership while also providing a steady service for the Telperion Management. The aim and focus for Unisa on Telperion for 2019 and beyond, is to consolidate and maintain the student numbers visiting Telperion. In addition, a concerted effort will be initiated to formalise project-focused student activities and in so doing contributing in a small but continual manner to the management of Telperion.

The financial commitment of Ernest Oppenheimer and Son (EO&S) and the open access to Telperion and the sole use of two

building facilities on Telperion have continued to provide a sturdy foundation for the provisioning of conservation skills development and mentorship activities. The excursions offered in 2019 have not only provided for the students work-integrated learning needs but have also provided an opportunity for some students to 'fill the gaps' in their experiences so that they may complete their outstanding work-integrated learning requirements.

With so many more students wishing to complete their qualification in the current academic year, New methods of dealing with students on Telperion must be a continual review process to ensure that the partnership is maintained and grown where possible. A simple but effective way of offering 'un-official' visits to Telperion, where smaller groups are facilitated and managed by the Conservation Campus facilitator, as opposed to a Unisa academic has proved to be a useful additional strategy to deal with the 'fill the gap' students.

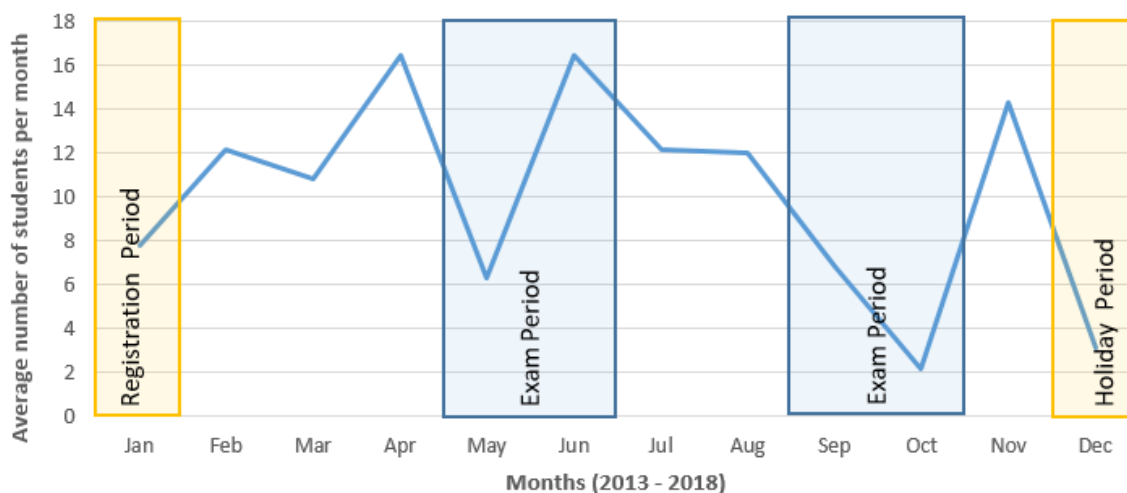
#### **Facilities:**

2018 saw the continuation of the renovations to the two facilities. Currently the Bothy (old staff house) has received a great deal of attention and now much of the furniture has also been supplied. The Unisa academics responsible for hosting the visiting students were able to finally utilise the Bothy as it is now fully self-contained and furnished. Further renovations have been planned, which will include providing more functional work space in the Conservation Campus and addressing some of the hygiene issues raised by some of the visiting students.

However, these renovations are viewed as being the final requirements to provide a fully equipped, furnished and functional teaching and learning facility and accommodation unit for visiting students and academics.



**Average student participation per month (2013 - 2018)**



**Table 2: Average student participation (visitation) to Telperion per month based on figures kept since 2008.**

The figures of student attendance for 2018 are captured in table directly below. On a few occasions, Telperion was used by students from other Provinces to complete activities unobtainable elsewhere in the country. Notably the Water Bio-monitoring Excursion and Veld Condition Excursions are in particular demand. A total number of 45 days were formally spent living and working at Telperion. This time does not consider all the ad-hoc time spent by those students who selected to stay on for a few additional days as mentioned.

Nature Conservation Students	Jan	Feb	Mar	Apr	May*	Jun*	Jul	Aug	Sep*	Oct*	Nov	Dec	Total
2018 figures	0	0	21	17	15	3	20	9	17	0	13	13	128

**Table 3: Number of students, who participated in the officially hosted excursion to Telperion**

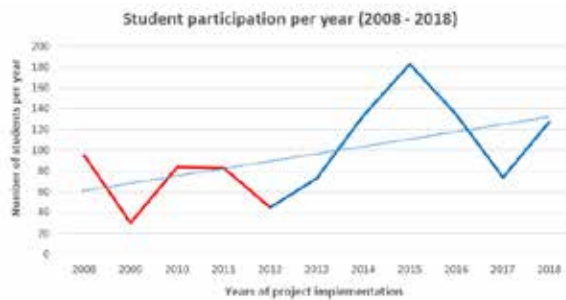
Exam months when students are not willing to travel to Telperion in fear of poor preparation for exams. In addition to these numbers a further 28 students and 8 lecturers from the University of South Wales completing part of their International Conservation Biology Course at Telperion. This was the second year in which two Universities collaborated. There are plenty of benefits for the two universities, however the institution aims to have students from South Africa to meet and work with the European students while they visit South Africa. The institution expect that the experience would be of great value to both sets of students.



## Environmental Law and Law Enforcement

### First Aid and Fire Awareness

On a more general note, a short exercise was conducted to determine the trend of students being impacted by the Telperion Unisa partnership. The diagram below represents the 10-year partnership and highlights the upward trend of students impacted by the partnership.



**Table 4: The numbers of students per year since the project inception shows more than 100% increase (trend) in the support being provided.**

The red line indicates the period where the Endangered Wild Life Trust made use of the facilities at Telperion (Same Staff Member – Mr Wilson) to provide work-integrated learning experiences for conservation students. The blue line indicated Unisa direct involvement in providing work-integrated learning support.

Many of the modules within the Nature Conservation Programme are aligned with practical contact sessions.



**Figure 23: Nature Conservation Students during the COC3601 practical sessions learning about fire management and participating in a fire fighting exercise.**

The practical component of the nature conservation programme is further supported by the Work Integrated Learning (WIL) Programme that provides students with the opportunity to gain exposure to real world practical conservation management practices in a dedicated facility on the Telperion Nature Reserve.



**Figure 24: WIL Students under instruction regarding vegetation surveys at Telperion Nature Reserve.**

The Nature Conservation Programme works in close collaboration with the Applied Behavioral Ecology and Ecosystems Research Unit (ABEERU) about post graduate research. A recent collaborative project has been initiated to investigate the ecological implications of carcass decomposition in a grassland ecosystem. This project involves collaborators spanning the Department of Environmental Sciences and several external institutions including; the Durban Natural Science Museum, KwaZulu-Natal Museum and Rhodes University. Although, the project is still in its early stages, results from this are likely to provide interesting insights into the ecology and evolution of grassland ecosystems.



**Figure 25: Wildebeest carcass in enclosure cage (to prevent vertebrate scavengers from accessing carcass) to measure variables associated with decomposition of carcasses in a grassland ecosystem.**

The 13 researchers have been involved with research at the site and this include four international students (1 PhD; 1 MSc; 2 Assistants) and two Unisa postgraduate students (2 MSc), three external researchers (Exeter University, UK); two Unisa lecturers and two Unisa part-time lecturers (long-term projects).

**Table 5: The following projects are currently being undertaken at the site:**

PROJECT	STUDENT AND UNIVERSITY	STUDY LEADER	STATUS
Spatial and Temporal Co-occurrence of the Leopard ( <i>Panthera pardus pardus</i> ) with Mesopredators in the Loskop Dam Nature Reserve, Mpumalanga, South Africa	Mr. Max Peters, MSc study	Dr. Todd McWhorter, (University of Adelaide)	Completed November 2018
Comparison of Whittaker method and Distance Sampling Software for woody vegetation in the Nooitgedacht section of Loskop Dam Nature Reserve	JW Ossanda, MSc study	Ms SE Nkosi, Dr AS Barrett & Prof LR Brown (Unisa)	Ongoing



PROJECT	STUDENT AND UNIVERSITY	STUDY LEADER	STATUS
Impala ( <i>Aepyceros melampus</i> ) habitat utilisation and seasonal activity patterns in Sourish Mixed Bushveld at Loskop Dam Nature Reserve, Mpumalanga, South Africa	Ms. Boitumelo Mongale, MSc study	Dr AS Barrett, Ms SE Nkosi & Prof LR Brown, (Unisa)	Ongoing
Ecology, behaviour and habitat utilisation of released captive bred black-footed cat ( <i>Felis nigripes</i> ) at Loskop Dam Nature Reserve, Mpumalanga, South Africa	Ms Amy Horn, MSc study	Dr AS Barret & Prof LR Brown (Unisa)	Ongoing
Optimization of Ecosystem Services - The Nexus Perspective as a Tool for Integrated Resource Management in South Africa”	Ms. Julia Merkel Mr. Dirk Meinhardt	Prof. Petra Schneider, (University of Applied Sciences Magdeburg-Stendal)	Ongoing
The Spatial Ecology, Population Demographics and Conservation of the Leopard ( <i>Panthera pardus pardus</i> ) in the Loskop Dam Nature Reserve, Mpumalanga, South Africa	Mr. Declan Morris, PhD Student	Dr. Todd McWhorter, (University of Adelaide)	Completed November 2018
Giraffe Long Term Project	Students Rotate annually	Dr Nina Wedell (Exeter University)	Ongoing
Phenology long term project	Students Rotate	Prof LR Brown & Dr AS Barret (Unisa)	Ongoing



## Telperion

21 researchers were involved with projects at the site. This includes eight Unisa postgraduate students (2 PhD; 6 MSc); five Unisa lecturers; eight external researchers (3 international; 5 national).

**Table 6: The following projects that are currently being undertaken at the site:**

PROJECT	STUDENT AND UNIVERSITY	STUDY LEADER	STATUS
Spatio-temporal ecology of the rusty-spotted genet, <i>Genetta maculata</i> , on Telperion Nature reserve (Mpumalanga, South Africa)	Ms R Roux, MSc study.	Dr W Strauss (Unisa)	Completed
Warthog Ecology	Mr J Likela, MSc study	Dr W Strauss (Unisa), Prof MJ Somers (University of Pretoria)	On Hold
To determine the activity patterns and home range utilisation of the flap neck chameleon at Telperion	Mr T O' Donohue, MSc study	Dr K Slater & Prof LR Brown (Unisa)	Ongoing
The reaction of <i>Seriphium plumosum</i> ( <i>Stoebe vulgaris</i> ) to various management treatments	N/A	Prof LR Brown, Ms SE Nkosi, Ms SC Patrocínio & Dr AS Barrett (Unisa)	Ongoing
Hydrogeomorphic classification, biodiversity assessment and management recommendations for wetlands in Telperion	Mr M Mogashoa, MSc study	Prof S Kienzle, (Lethbridge University), Prof LR Brown & Dr AS Barrett (Unisa)	Ongoing
The nutrition & behavioural ecology of free ranging baboons at Telperion	Mr L Marisa, PhD study	Prof LR Brown, Dr AS Barrett (Unisa) & Prof SP Henzi (Lethbridge University)	Ongoing
A vegetation classification and description for Telperion	Ms P Peppenene, MSc study	Prof LR Brown (Unisa) & Prof PJ Du Preez (University of the Free State).	Completed
South African flora – opportunities for the horticultural industry	Ms L Nemadodzi, PhD study	Dr G Prinsloo (Unisa)	Completed
Landscape heterogeneity and the community dynamics of large herbivores at Telperion	N/A	Dr CJ Louw (Unisa), Prof J Marshall & Dr F Parrini (University of the Witwatersrand)	Ongoing



PROJECT	STUDENT AND UNIVERSITY	STUDY LEADER	STATUS
Evolution of Wing Morphology: inter- and intra-specific variation of wing shape and moult as an evolutionary adaptation to birds' lifestyle, migration behaviour and habitat	Volunteers	Dr M Remisiewicz (University of Gdansk) & Dr Z Bernitz (University of Pretoria.	Ongoing
Biodiversity comparisons of birds, small mammals, arthropods and vegetation for rocky outcrops in protected to rocky outcrops in adjacent areas		Dr AS Barrett & Prof LR Brown (Unisa), Mrs H. Smit-Robinson (Birdlife SA)	On hold
Biodiversity comparisons of birds, small mammals, arthropods and vegetation for Seriphium plumosum infested areas to non-infested natural areas	Ms SC Patrocinio, MSc study	Dr AS Barrett & Prof LR Brown (Unisa), Mrs H. Smit-Robinson (Birdlife SA)	Completed
Assessing bird, small mammal and plant biodiversity assemblages in native and alien infested drainage line habitat		Barrett, A.S., Brown, L.R.(Unisa), Smit-Robinson, H. (Birdlife SA) & MacFadyen, D (Oppenheimer & Son)	On hold
Allelopathic properties of Seriphium plumosum at Telperion	N/A	Ms SE Nkosi, Prof LR Brown & Dr AS Barrett, (Unisa)	Ongoing



### **Living labs for sustainability Project**

In the context of universities, the living labs perspective is a relatively new concept. Referring to the potential to utilise campuses for research, teaching and learning to develop and test solutions to sustainability issues. To facilitate opportunities for engagement with real-world scenarios and to create more and deeper engagement with study material as part of a comprehensive learning experience, thereby delivering graduates that are well-rounded and able to make valuable contributions in the world of work (International Alliance of Research Universities 2014).

The experience by ODeL students of the university as a living lab for sustainability differs significantly from that of students at residential universities. Students in contact institutions have the advantage to physically access a campus environment daily. ODeL students miss out on this opportunity, which is generally regarded as critically important for sustainability learning. The pedagogical approach applied and refined by the Department of Geography over the past decade, specifically aims to address this potential shortfall in the curriculum of ODeL students by employing a variety of assessment strategies.

This viewpoint of the institution is that ODeL students can utilise their local environment as a living laboratory for assessment tasks, which can make up for the lack of access to a physical campus and its possibilities for sustainability learning. To ensure success, the assessment strategy is crucial, with collaboration and communication facilitated by the virtual learning environment provided by myUnisa (Unisa student website). Examples of modules in which this type of strategy is used are "Assessing environmental impacts", "Environmental awareness and responsibility" and "Ecotourism". These modules are not only for part of the Geography major, but also feature in the bachelor's program in environmental management offered by Unisa.

Although these three modules all make use of place-based assessment in the local contexts in which students find themselves, the specific application of the respective assessment strategies differ from module to module. All three modules utilise formative assessments to prepare students to conduct their required real-world applications in contexts of their own choice. The details of the summative assessment vary from the compilation of a portfolio for two of the modules, to a venue-based exam for one of the modules. In terms of the summative assessment students generally seem to experience their selection of modules, and interaction with real-world contexts exciting and of great value. This is specifically because they get experience to work hands-on with sustainability. The lecturers, on the other hand, seem to be particularly impressed with the ability of these modules to facilitate opportunities for real-world sustainability learning.

Lecturers' observations of how students experience the three Geography modules point towards the affordances of blended learning approaches in ODeL, referring to mix between an online experience, print-based materials and opportunities for practical application and collaboration. In line with the engaged nature of the assessments, the students of these three modules report positively in terms of their increased environmental awareness. Specifically, about being motivated to take responsibility for what is happening and what can be done about it. In this way, the traditional idea of 'campus' is extended to include the local living environments of these ODeL students, which serves as living labs for sustainability students for not only to live and work, but also learn.

Staff members of the Department of Geography form work groups that regularly engage with the alignment between the curriculum and the pedagogical approach followed by the department and the objective to facilitate sustainability learning. The group work in close





collaboration and form part of the Inter-university Sustainable Development Research Programme (IUSDRP) based at Manchester Metropolitan University, which aims to “consolidate and further develop the available know-how and profile on sustainable development among its member universities across the world. Helping members to take full advantage of many possibilities for institutional consolidation and individual career development that the sustainability research offers.”

The most recent output of this research group in the Department is a paper titled “Creating a context for campus sustainability through teaching and learning: The case of open, distance and e-learning” which has been accepted for publication in a forthcoming special edition of the International Journal of Sustainability in Higher Education on campus sustainability.



**Figure 26: Research group at the Manchester University**



### Crop and Animal Health Project

The Institution provides training which has direct practical value in Crop and Animal production, Food sustainability and Animal Welfare. Among the community-based projects are Veterinary Mobile Clinic, Agricultural short course training, the ARC Climate Change Collaboration Centre research and Mothong community project.



**Figure 27: Unisa Veterinary Science mobile clinic van**

The mobile clinic has been running for 4 years. It is registered with the South African Veterinary Council together with a consultation room in room 329 Calabash building at Unisa Science (previously named Florida) Campus.

Unisa partners with two animal welfare organisations, the Animal Anti-Cruelty League and the People's Dispensary for Sick Animals. These two organisations are at the core of community engagement operations, situated within the community and have regular contact with communities. On planned events, Unisa joins the organisations on spay campaigns and offer primary health care in the communities. Unisa students are present during these activities and are exposed to hands-on practical and clinical work.



**Figure 28: Unisa team with PDSA team out in Legae community on a cold and cloudy day.**



**Figure 29: A group of students in Westonaria after a long busy day working with the community.**

#### **Project highlights**

In 2018 Unisa has managed to train 40 students with the mobile clinic. The institution had 2 very big campaigns where 400 cats and dogs were vaccinated, and 300 cats and dogs sterilised in the East Rand area. A second veterinarian has been appointed and this will assist in reaching more communities and the ability to train more students.

#### **Future prospects:**

Adopting a community where livestock is kept. This will help emerging farmers and teach students how to uplift the communities and render veterinary services in communities that probably do not have reliable access to veterinary services.

Unisa generates a lot of data during the community outreach. A few research projects are in the process of being designed, and plans are underway to have students attached to the mobile clinic to do post graduate studies.

#### **Small Business Development and Tourism Project**

Unisa has the Agricultural Economics Programme in collaboration with Department of Economic, Small Business, Development, Tourism and Environmental Affairs (DESTEA) in the Free State Province. It provides farmers with training in animal health and production, marketing and crop management (Figure 30-33). From 2018 to present, Unisa has managed to train and assist four communities in the Province. The programme managed to vaccinate more than 1000 cattle and 800 small stock.



**Figure 30**




**Figure 31**



**Figure 32: Unisa staff in Reddersburg in Free State Province.**



**Figures 33: Unisa staff vaccinating and training farmers in Tweedspruit in Free State**



## **Agricultural Research Council (ARC) and Unisa Climate Change Collaboration Centre Project**

The ARC and Climate Change Collaboration Centre is a research flagship of three-member institutions comprising Unisa, Agricultural Research Council (ARC) and University of Pretoria (UP). The Collaboration Centre aligns itself with Unisa in promoting greater environmental responsibility through identified focus areas and encourages the development, implementation of and reporting on environmental research and sound technologies. The key research sub-themes of the collaborative group is multi-disciplinary which encompass a broad range of agricultural sciences, such as plant/crop production systems as affected by various cultural practices and environmental factors such as pests and diseases, growing patterns, plant and environment, water and sustainable natural resource utilisation and management, conservation and biodiversity of Agri-indigenous knowledge systems, environmental pollution and Climate Change adaptation and mitigation strategies (Climate Smart Agricultural Research).

The Memorandum of Agreement (MoA) and Science Programme between the three partner institutions was signed on 7th July 2015. The Science Programme commenced in earnest in 2017 after funds were allocated to 5 research groups (refer to Table 7). Significant progress has since been made regarding the M&D students. In all there have been 3 PhDs and 3 MScs students who have successfully completed since conception of the collaboration while 11 PhDs and 6 MScs are still in the programme. Furthermore, 7 articles and 1 chapter of a book have been published. Other manuscripts are also in the pipeline. Despite the complex financial model of utilising the funds some significant progress has made by the respective research groups as presented in the table below. All the researchers in the respective groups would like the centre to provide funding for the current projects for realisation of the objectives/ outputs/deliverables of the projects (research capacity, promotion of master's and Doctoral graduates training, producing journal articles and reading artefacts as well as contributing to the development of the farming community).





**Table 7: SUMMARY OF PROGRESS REPORTS OF THE RESEARCH GROUPS: PERIOD: 2017 - 2018.**

Group name	Theme/sub-themes	Amount of Funding received	Amount remaining	Number of publications	M & Ds completed	M & Ds Yet to complete	No. of conference Presentations	Remarks/ suggestions/ way forward
GROUP 1 Some of the researcher received funds late (July 2018)	Defending a nutritional food basket from the impact of climate change on crop and range land productivity by determining the mitigation capacities of humans, animals and crops through the application of climate smart agricultural practices	R900 000	0.00	Most are in the pipeline	1 PhD	5 PhDs 4 MScs	1 international conference 4 local conferences	Required: Funding for continuing Unisa & ARC students and other researches
GROUP 2	Future projections of extremes, singularities and atmospheric mass transport, and its implications for the agricultural sector	R900 000	R122, 925	1 submitted	1 PhD 1 MSc	1 PhD 1 Post-Doc	4 Conference proceedings	Required: Funding for continuing Unisa & ARC students and other researches

Group name	Theme/sub-themes	Amount of Funding received	Amount remaining	Number of publications	M & Ds completed	M & Ds Yet to complete	No. of conference Presentations	Remarks/ suggestions/ way forward
GROUP 3a	Impact of climate change on water availability over South Africa	R900 000	0.00	1 accepted 1 submitted	2 MSCs 1 HONS.	3 PhDs 2 MScs	6 Conference 6 Posters 2 Exhibitions	Required: Funding for continuing Unisa & ARC students and other researches Suggested R900, 000
GROUP 3b Only outputs for ARC CCCC presented here	Sustainable natural resource utilization and livestock production in the era of climate change through targeted interventions. Have 5 aims. 3 for ARC 2 for UP.	R900 000	R259, 459	3 Scientific publications 1 book chapter 8 Popular publications in magazines/newspapers	none	2 PhDs	1 Peer reviewed conference proceedings published 1 Presentation at BRICS meeting in June 2018 in SA	Required: Funding for continuing Unisa & ARC students and other researches.
GROUP 4	The Impact of Climate Change on Identified Priority Agricultural Pests and Diseases	R900 000	227320	3 published 2 preparation	1 PhD	1 MSc	3 Conference proceedings published 5 conference presentations	Required: Funding for continuing Unisa & ARC students and other researches





### **Collaborative Research and Training Opportunities in the Mothong African Heritage Project**

Unisa has played an important role in the development of the project, especially in its involvement with the farmers, community members and students which conduct some of their research trials at the site in Mothong Heritage site, Mamelodi, East of Pretoria, South Africa (Figure 34). The farmers at the site form an integral part of the research, by planting the trials, maintenance of the trials, record keeping and assisting in data collection (Figure 35 and 36). The site will be used as a production site for cosmeceutical and medicinal plant species. It is important to conduct research trials with students at the site involving the farmers and community members with the aim of producing production guideline of training the students.

Research aspects involve development of propagation methodology, determining yield and harvesting frequency, post-harvest technology and development of quality control parameters for commercial production. A propagation workshop and skill transfer workshops have been conducted at the site. The workshops were presented by both staff and postgraduate students from the different institutions involved in the project. The workshops are attended by community members, school children from nearby schools and students from various universities. For each of these, a guide is developed which is distributed to the stakeholders and updated annually as more information is becoming available.



**Figure 34: Collaborative partners of the CE project of the Department of Agriculture and Animal Health: Mothong African Heritage site**





**Figure 35: Community members assist in layout out and planting of a research trial**



**Figure 36: Hands-on training on seed propagation of the cosmeceutical species**

### **Arbor Day 2019 Plant Propagation Workshop Project**

National Arbor week is celebrated annually during the first week of September (Figures 37 to 39). South Africans of all ages are encouraged to celebrate the beauty and importance of trees by planting indigenous trees. People from all aspects of the community are involved, educated and made aware of the benefits of many ways of looking after the environment and “greening” of their surroundings. Unisa, Department of Agriculture and Animal Health

celebrated Arbor Week in collaboration with the Mothong African Heritage Project, to promote planting of indigenous trees, raise awareness regarding indigenous knowledge, preserving knowledge, and natural resources for the future. The event was attended by members from the Mothong African Heritage project, Mamelodi community members, learners from the J Kekana Secondary School, Shirinda Primary School, Morakoma Primary School and Umthombo Primary School in Mamelodi. Research from postgraduate students on the propagation, cultivation and post-harvest handling of cosmeceutical and medicinal plant species such as *Greyia radlkoferi*, *Greyia flanaganni*, *Plectranthus aliciae* and *Leucosidea sericea*, *Helichrysum odoratissimum*, *Euclea natalensis* and *Buddleja saligna* was presented.



**Figure 37: School learners and community members from Mamelodi attending the Arbor Day celebration at Mothong African**



**Figure 38: Hands-on training on propagation**



**Figure 39: Learners at a young *Greyia radlkoferi* (mountain bottlebrush) tree they planted**

### **Barista Skills Training for the Deaf Project**

The purpose of the project is to train and develop members of the Deaf community in barista skills. The ultimate objective is to enable the Deaf community translate their training experience into employment opportunities and financial independence and to inspire other members of the Deaf community about entrepreneurial opportunities available for the Deaf. As many jobs for Deaf involve hard labour. The successes of the barista training can lead to an attitude change in businesses who can employ Deaf baristas in sophisticated work and further their social investment into extending barista, and other training, for the Deaf. The main thrust of this project is the training of Deaf youth at tertiary education level NQF level 5.

The Department of Basic Education is fighting to improve literacy levels of learners at mainstream schools as one of the most vulnerable groups. Deaf children are marginalised and were trained by Unisa on Barista (Figure 40). Deaf people are unable to gain a tertiary qualification due to their deficiency and if they can get a job it is usually an unskilled work with a wage that can only supplement the Disability Grant. The trainee below in Figure 40 is now working in a confectionary industry.



**Figure 40: Students who have just received their certificates on Barista training. Far left: Prof MJ Linington, Executive Dean: College of Agriculture and Environmental Sciences**



**Figure 41: One of the certificate recipient, Mr TA Mokhele at work**

For this to succeed, the project needs to involve a wide network of stakeholders including committed educators, the government and private enterprises. Thus, as the course material for this project has been assessed and may be presented with confidence into the future, moreover emphasis should be placed on increasing financial support from all the stakeholders to allow Unisa to extend the roll out of this project.

From the successes attained in this project, Unisa is of the view that this is important and should be a sustainable project within the Deaf community. The Agenda 2063 - The Africa we want, talks to the need for increased job creation and Unisa believes this project is an ideal vehicle for public-private partnership.





## 6.2 INTEGRATION OF THE PRINCIPLES INTO THE CURRICULUM

The following programmes have been infused with the principles to ensure integration of the principles into the programme curriculum.

The National School Nutrition Programme (NSNP) is a flagship programme of government that is mandated to provide nutritious meals to learners on all school days with the main drivers indicated in figure 42. The objectives of the NSNP are to enhance learning capacity and improve access to education through the provision of a nutritious meal to targeted learners as stipulated in the Conditional Grant Framework (CGF). The programme also seeks to promote healthy lifestyles amongst learners through nutrition education and self-supporting school food gardens and other production initiatives.

**Figure 42: Drivers behind the Nutrition and food safety programme.**

The programme is also sighted as a poverty alleviation tool that also creates short-term employment through the engagement of parents/guardians as Volunteer Food Handlers (VFH) who are responsible for the preparation and serving of meals to learners. Proper food handling and good hygiene practices are of vital importance to avoid undesirable outcomes such as food poisoning.

The Programme took an initiative to establish a partnership with the Unisa to provide training for Volunteer Food Handlers on Nutrition and Food Safety as part of the short learning programme (Figure 43). A pilot project that was meant to test the feasibility of the course undertaken as well as the training from 02 October 2018 to 08 October 2018 (Figure 44). The desired outcomes of the pilot project were to improve food handling at schools and create a platform where VFHs are equipped with the necessary skills and knowledge on proper food handling and basic nutrition that can be used in future. It is envisaged that this opportunity will grant VFHs with an opportunity to compete in the job market when the contracts expire.





**Figure 43: Volunteers and lecturers**



**Figure 44: Dr TS van Eeden: Senior Lecturer in the Department of Life and Consumer Sciences demonstrates some microbiological concepts to the students**



**Figure 45: Prof M Nicolau (Director: School of Ecological and Human Sustainability) giving a speech during the certificate event**

### **Objectives of this programme**

The participants also went through practical sessions which included swabbing of the hands for pathology purposes. Forty-seven (47) VFHs completed the programme successfully and were awarded certificates on 14th March 2019 (Figure 46) Prof Nicolau gave inaugural speech below during the ceremony.





**Figure 46: Certificate recipients, government officials and CAES staff members**

### 6.3 DELIVERY OF EDUCATION ON TOPICS RELATED TO THE UNGC

There are currently activities undertaken by the departments and colleges which relate to the delivery of education that relate to the principles of the Global Compact:

#### 6.3.1 Department of Library Services

The Unisa library actively supports human rights, labour, environmental and anti-corruption. It is imperative that the Unisa complies with specific standards put in place to ensure that it fulfills its social responsibility. The UNGC principles provides such standards to ensure that organisations engage in activities aligned to the core principles in the areas of Human rights, Labour, Environment and Anti-corruption.

The library disseminates and promote the principles and values through its value system, service and resource provision, and internal and external practices.

### Human Rights

The Constitution of South Africa clearly states that everyone has the right of access to information. This is a right core to our mandate as a knowledge hub. The Unisa Library forged partnerships with public libraries and correctional centres to expand access to libraries in support of teaching and learning. This initiative ensures decentralisation of library services to those who are unable to reach the regional service centers. This will allow Unisa students access to information resources regardless of the geographic spread and paying special attention to the rights of vulnerable groups by promoting awareness of and serving users with disabilities.



## DURBAN

Unisa Durban regional Hub had an orientation session in February 2019. The presentations which covered services that the library offers to the library community were well received by all stakeholders involved. Promotional material containing more information on the services and products offered by the library were handed out.



**Figure 47: Unisa Staff Engaging with Students**

## RUSTENBURG

The Rustenburg regional Hub staff members recently conducted orientation sessions for Unisa registered students. The aim of the orientation was to conscientise Unisa students on services and products which includes access to books, reference resources, e-books, e-newspapers, and e-journals to enhance their learning experience.



**Figure 48: Unisa Students at the Rustenburg Hub Library**

## CAPE TOWN

The Western Cape Regional Hub celebrated the South African Library on 26 April 2019. The purpose of the event was to engage with students and librarians on library related matters such as how to use Press Reader (an online newspaper), how to access books and electronic resources.



**Figure 49: Pretoria Main Campus (Muckleneuk branch)**

The 2019 theme for the South African Library week: "Collaborate@YourLibrary" was celebrated in a creative manner where the Unisa Library hosted an exhibition by a world-renowned Ukrainian artist Ms Maria Prymachenko. The exhibition was simply titled "Ukrainian Safari" where the Unisa Library collaborated with the Embassy of Ukraine and the Ukrainian Association of South Africa. At this event, the Unisa Library also networked with the diplomatic community, which included the ambassadors of India, Belarus, Palestine, Norway and Jordan, among others.





**Figure 50: Art pieces by Maria Prymachenko**

**Commemoration of the Youth Month: 16 June**

The Unisa Library joined the Funda Mzantsi Project at the Greenport Correctional Centre for the Reading for Redemption Youth Programme. The aim of the programme is to give offenders a fresh start, encouraging them to read books and become lifelong learners. The central theme for the day was: "Education is the cure for poverty." The programme, in which inmates and correctional officers took part, included book reviews, impromptu readings, debates, and a spelling bee contest, among other activities that took place in English, Sesotho, Afrikaans, IsiXhosa, and IsiZulu. Former inmate and Unisa PhD candidate was Mr Mbongiseni Mdakane, encouraged inmates to use their time in incarceration to pursue their studies. The Unisa Library pledged its continued support to Unisa students in various correctional centres in South Africa. Unisa Library management has fostered partnership with the Head of Formal Education at the Groenpunt Correctional Centre together with other stakeholders, proposed discussions and ongoing relations with the correctional facility, based on the Unisa and Department of Correctional services Memorandum of Understanding (MoU) which aims to ensure support for inmates who want to pursue their studies.

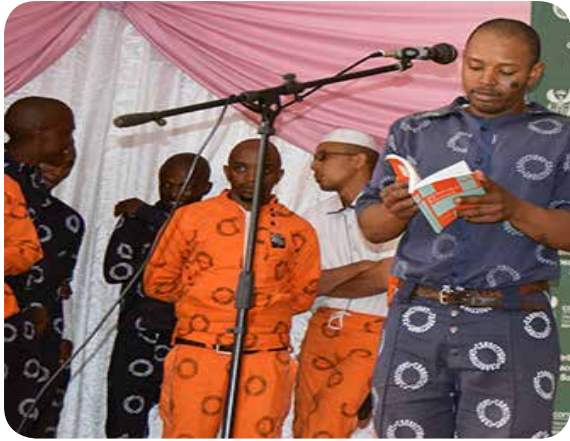


**Unisa Library Celebrated Black Women Poets**

**Figure 51: Women Poets**

The annual Women's day was celebrated on 9<sup>th</sup> August 2019 giving the country an opportunity to highlight achievements and significant contributions made by women in different walks of life. The Unisa Library, Unisa Institute for Gender Studies and University of KwaZulu-Natal Press (UKZN Press) collaborated to launch a book titled "Our Words, Our Worlds" Writing on Black South African Women Poets, 2000-2018 – edited by poet, essayist, short-story writer and activist, Ms Makhosazana Xaba.





**Figure 52: An Inmate Reading a Book**

On 27 March 2019, the Unisa Library, in collaboration with the Embassy of Ukraine, the Embassy of Japan, and the Institute for African Renaissance Studies (IARS), hosted a panel discussion on building and sustaining thriving democracies. The discussion revolved around the book titled Building democracies: Ukraine and Japan. The book consists of articles by Japanese and Ukrainian scholars and experts on achievements and challenges surrounding sustainable democracies. The Unisa Library added to its collection “Building democracies: Ukraine and Japan” donated by the two embassies

**Figure 53: Representatives from Embassies of Japan and Ukraine with Unisa Staff Members**



**Figure 54: Representatives from Botswana Open University (BOU)**

BOU visited the Unisa Library on 12 June 2019 for a benchmarking exercise. The Unisa library staff members shared best practices and engaged with BOU colleagues. Among other issues was the structure of the library, the profiling of units and centers, library policies, development and formulation, information technology support for the library such as the library app, research support, regional libraries, cataloguing and research data management.

BOU’s mandate is to make education accessible to all in Botswana, especially for young school leavers and adults, using open and distance learning (ODL) methodologies. BOU’s benchmarking exercise with Unisa will be helpful to the institution’s current development phase in their quest of being an ODeL Library.

The Unisa Library continued to form partnerships with public libraries to accelerate access to library resources and expand delivery points for students in remote areas. As at 30 June 2019, additional 22 public library partnerships from different municipalities, bringing on board 101 network of public library branches participating in partnerships since the inception of the programme. To strengthen partnership, the Unisa Durban library held a library training at the Bessie Head library in Msunduzi Municipality on 5 March 2019.

The Unisa Library is delighted to announce that, following Dr D Selematsela's (Executive Director: Unisa Library) nomination by the Preservation of and Access to Scientific and Technical Data Task Group (PASTD), she has been elected to the Executive of the Committee on Data (CODATA) of the International Science Council (ISC) for the period 2018-2020. CODATA was established in 1966 as an interdisciplinary committee of the International Council for Science. It seeks to improve the compilation, evaluation, storage, and retrieval of data critical to science and technology.



**Figure 55: International Conference on Knowledge and Innovation Management (ICKIM) held at Babcock University in Nigeria**

Dr Selematsela was invited as a keynote speaker to the International Conference on Knowledge and Innovation Management (ICKIM) held at Babcock University in Nigeria from 14 to 18 January 2019 around the theme stimulating a culture of knowledge management and innovation for sustainable development. At the conference, Professor Iheanyichukwu Okoro, Senior Vice President (Academics) at Babcock University, presented Dr Selematsela with an award for excellence, in recognition of her role in knowledge management in Africa.



**Figure 56: Dr D Selematsela (Executive Director: Unisa Library) receiving an Award for Excellence, in Recognition of her Role in Knowledge Management in Africa.**



### 6.3.2 College of Accounting Sciences

Accountancy is deemed a critical skill for the country according to the National Development Plan 2030. In recent times, the profession is plagued with concerning lapse of ethics which manifests in corporate scandals reported across the world. The responsibility of Unisa is to align operations with universal principles on human rights, labour, environment and anti-corruption, and respond decisively to national challenges.



#### Human Rights

Unisa believes that each person deserves to be treated with dignity and equality. This approach ensures that the institution is not complicit in human rights abuses. In this regard, Unisa has used staff gatherings to condemn against attacks directed at other African brothers and sisters, and gender-based violence which sadly appear to be a permanent phenomenon in our society. A contribution has been made towards the protection and fulfilment of human rights through events such as ‘Take a Girl Child to Work’ and community engagement projects like Research on Audit Committees in South Africa, Consumer Financial Vulnerability and Household Financial Wellness and Schools projects.

The College of Accounting Science (CAS) continues to make efforts to accommodate religious observance and practices of all its stakeholders. It has provided opportunity to

Jewish students to write examinations on alternative dates as the Postgraduate Diploma in Applied Accountancy examinations coincided with the High Jewish Holy Days.



Investing in education is essential to developing a skilled workforce for the future and improving economic growth. Keeping up with the University's commitment to unlock access to higher education for as many people as possible especially in the area of scarce skills, Unisa offers Higher Certificate programmes. These programmes provide an opportunity to students that otherwise would not have had access to the accountancy profession. Furthermore, being cognisant of our student profile that comes from different quintile schools and that the resource-constrained backgrounds limit access to education. For next year, Unisa has given financial relief to students, instead of using textbooks for the majority of first year level modules the institution will be using study guides.

Student admissions are based on generic requirements regardless of gender, race and/or religion. However, the institution gives special attention to vulnerable groups such as women who had limited opportunities in the past. In terms of gender parity, women constitute over 60% of the institution enrolments and consistently outperform their male counterparts.



## Labour

Staff members enjoy unlimited freedom of association and Unisa has a very active organised labour membership. The institution has established genuine dialogue with chosen workers' representatives which has helped it in anticipating potential problems and advance proactive mechanisms for dealing with them. Without infringing on forced or child labour policies, the institution has employed students to support their livelihood and gain work experience. This is a major component of their career development.



The institution was concerned that the 2018 South African Human Rights Commission report entitled "INVESTIGATION INTO ALLEGATIONS OF RACIAL TENSION, UNFAIR DISCRIMINATION AND HARRASSMENT AT UNISA" cited allegations of racial discrimination and harassment within CAS. The College has been working tirelessly to promote humanness, anti-racism and self-worth in the context of cultural and intellectual differences for the attainment of equality, and non-discrimination on the grounds including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language, and birth.



However, this needs to be understood in the context of South Africa's apartheid past. The institution recruitment and promotions practices are fair and transparent with due processes followed and overseen by multiple stakeholders. These are aimed at eradicating all forms of unfair discrimination. Through its Employment Equity planning, Unisa makes it possible to facilitate gender empowerment strategies and target-setting. Unisa made history through its appointment of the first African Woman to the position of Deputy Executive Dean in the College of Accounting Sciences on acting basis. Although the target for black associate professors and professors is still not achieved. The Unisa is proud to have produced the first African chartered accountant professor as well as the first female African chartered accountant associate Professor in the country.

## Environment

During the College Board meeting of 15 July 2019, the College invited the Sustainability office to raise awareness and discuss sustainability matters. Under the Unisa Living Green Initiative, the use of recycle bins placed throughout the passages of the building workspaces ensures that waste is appropriately separated at disposal. Staff members are encouraged to use lift clubs in an endeavour to contribute toward carbon footprint reduction. The institution is also committed to green practices such as the reduction of printing by preferring double-sided printing where necessary.





As part of the college curriculum, the latter enhances environmental awareness through teaching about long term obligations associated with restoration and rehabilitation of the environment because of business operations and their concomitant costs.

### **Anti-Corruption**

Unisa supports the implementation of anti-corruption practices. The recruitment and selection processes are done in accordance with institutional guidelines to ensure favouritism and nepotism or situations of bribery do not occur. Plagiarism and cheating in examinations are not tolerated and those suspected to have contravened polices are reported timeously and dealt with via staff and student disciplinary codes. This also applies to the concerning repeated leaks of exam papers that are advertised to our students.

The College's responsibility of reporting is made easy by the established working relationship with the Department of Internal Audit to report fraud related cases.



Lastly, to ensure all students in Accounting Sciences are exposed and sensitised to ethical behaviour in personal, business and professional accountancy contexts, CAS prescribes a Signature Module called Perspectives in Accountancy (CAS1501). This module is compulsory to all first-year students in CAS.

### **6.3.3 College of Law**

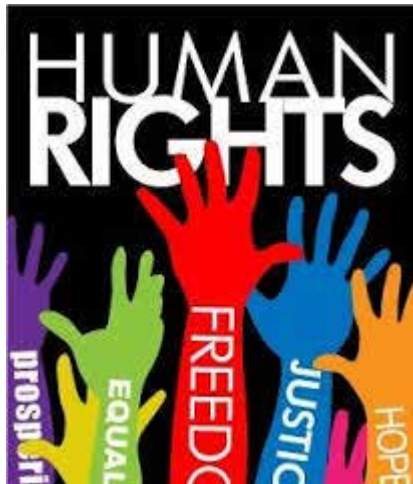


The College of Law consists of the Schools of Law and Criminal Justice, the Institute for Dispute Resolution in Africa and the Centre for Basic Legal Education, the Centre for Business Law, the Centre for Criminological Sciences, the Centre for Foreign and Comparative Law and The VerLoren van Themaat Centre for Public Law Studies.

The research areas in the College of Law are bio-technology and medical law; dispute resolution in Africa, social security; crime studies, criminal framework for community safety; ODL; and international journal of law, society and development (multi-, inter- and transdisciplinary).

### **Human rights**

As far as the principles relating to the implementation of human rights are concerned, the College of Law plays an important role. It offers numerous modules which focuses on human rights at both undergraduate and postgraduate level and include full master's dissertation and doctoral thesis on all areas of domestic human (or fundamental) rights and international human rights as well the constitution of South Africa. In addition to this, the entire LLB curriculum and PQM (Program Qualifications Mix) is strongly influenced by the values and rights embodied in the Constitution of the Republic of South Africa, 1996.



The college also publishes three accredited journals in the department which all focus strongly on human rights law and constitutional law from both a domestic, International and comparative perspective. These include the Comparative and International Law journal of Southern Africa (CILSA, which is IBSS accredited); the South African Yearbook of International Law (SAYIL) and the Southern African Public Law journal.

### Environment

The College assists with training courses designed for Environmental Lawyers and Environmental Management Inspectors (EMIs) and other Environmental Practitioners. The college has a module on Legal Aspects of Environmental Management (LEG2601) on NQF level 6 which is a service module for CAES. In addition, the college exposes LLB students to environmental law and sustainable development by offering a module on Environmental Law at NQF level 8 (LCP4804) as an elective module..



In collaboration with the department of social work, the college also offers a very important short learning programme on refugee law and humanitarian support (SCRL01N).

### 6.3.4 College of Education



On 19 February 2020, the United Nations Educational, Scientific and Cultural Organisation (UNESCO) Chair on Open Distance Learning (ODL) at Unisa held its first research seminar under the College of Education to reflect on the effect of the 4<sup>th</sup> Industrial Revolution (4IR) on higher education and solutions to develop much-needed skills to safeguard future graduates.

The seminar was entitled *Open Distance Learning in the 4IR: Achievements, challenges and best practices*. Delivering the keynote address, Prof Gugu Moche, former Vice-Principal in Teaching, Learning, Community Engagement and Student Support, who is now an academic in the College of Science, Engineering and Technology, challenged academics to be innovative in their approach to the creation of curriculum that is relevant and responsive to the needs of the country. "How do we move away from students who can write examinations to those who can critically think," she questioned. "We also need to support students in ways that are innovative, inclusive and integrated."



Among the challenges shared by the keynote speaker was that of assisting the university to sustain itself and future graduates. She spoke about skillsets, in the context of automation substitute for labour across the entire economy. Her belief is that the net displacement of workers by machines might exacerbate the gap between returns to capital and labour. "The scarcest and most valuable resource in an era driven by digital technologies will be neither ordinary labour nor ordinary capital; rather it will be those people who can create new ideas and innovations." She added that academic institutions sometimes forgot that the core business of education is to generate ideas and produce problem solvers. "How do we even begin to train and develop the talent of students for future jobs?"



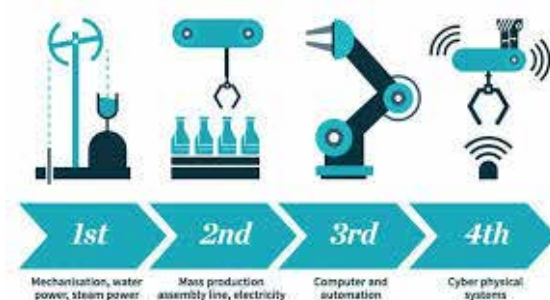
To strengthen the university's online presence, the speaker advised academics to teach students cyber security because it comes with vulnerabilities and securities of institutions. With more knobs, connections and the burden of connectivity, the speaker said systems needed to be more secure. "Networks need to be mapped to assess the risk and critical factors relating to security. Such an assessment should examine accessibility to systems, such as possible threats from internal sources, disgruntled employees to internal human error, and external sources, including hackers and cyber terrorists."

Reflecting on the role of higher education, the speaker stated that the core mission of this sector remained the same - to ensure quality

of learning through teaching. "We will enable the students to get the latest knowledge through exploratory research and sustain the development of societies by means of service." The speaker stated that the country's higher education system in this era should put innovation, both evolutionary and revolutionary, high on its agenda. "In general, innovation based on existing technologies, the so-called evolutionary type; while revolutionary type of innovations focuses on inventions of new technologies."

A panel discussion presented by three Unisa professors, namely Prof Oupa Mashile, Prof Mpine Makoe and Prof Silindile Ngubane, focused on the university's readiness towards delivering ODL in the advent of 4IR.

Prof Makoe commented that 4IR is not a topic only spoken about in higher education. "It's virtually everywhere," she said. Universities need to focus on skills and reskill people for 4IR. Also, she noted that academic learning will be personalised and that recognition of prior learning (RPL) and open educational resources (OER) would be very critical. "We need to explore and digitise to help students flourish in their future jobs."



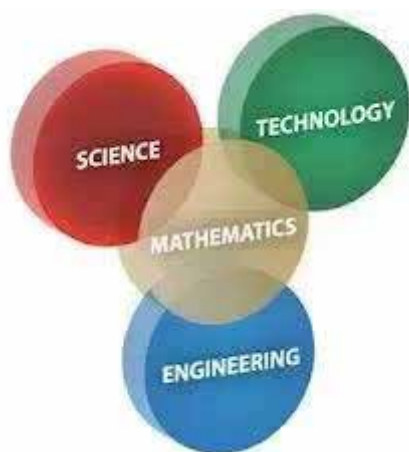
Prof Mashile mentioned that students from low socioeconomic statuses should be accommodated as well. He strongly believes that technology can be used to understand the open distance student better. "We should seek partnerships to customise service to our students."

Deliberating on the inclusion of marginalised communities, Prof Ngubane stated that we have forgotten about our students even though Unisa is a university of choice for marginalised students. She also highlighted issues of ethics and flexibility to give students the best service.

According to Prof Moeketsi Letseka, incumbent of the UNESCO Chair on ODL, the academic work at Unisa should be undergirded by open, distance and e-learning (ODEL). "We need to get all colleges to embrace distance education," he said. The seminar provided delegates with a provocative analysis on the role of education in the 4IR context.



### 6.3.5 College of Science, Engineering and Technology



The College of Science, Engineering and Technology is made up of the School of Science, the School of Engineering and the School of

Computing. At Unisa, community engagement is actively promoted through our Community Engagement and Outreach Policy. The College of Science, Engineering and Technology has actively engaged with the community through three flagship projects: I-SET, GirlPower and MathsEdge.

#### **Delivery of education on topic of the Global Compact**

The Department of Chemistry in its curriculum has incorporated a module called Environment Chemistry in the BSc Honours in Chemistry. This module covers topics such as environmental pollution (air, water, soil) and related remedial protocols, energy and climate change amongst others. Through a research module in the BSc Honours in Chemistry qualification, students are also encouraged to work on environmental related mini projects.

#### **Conduct of applied research and thought leadership in relation to the Global Compact**

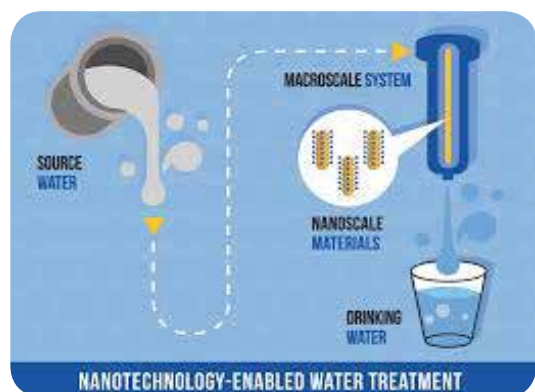
In teams of research, CSET has graduated both M and D students who have worked on research projects related to green or environmentally friendly analytical chemistry sample preparation methods which use microlitre volumes of organic solvents and ionic liquids which are less toxic. This approach is in support of reducing environmental pollution. Other projects have focused on developing analytical methods for detecting emerging contaminants from water and use of nanomaterials for the removal of these contaminants.

The Nanotechnology and Water Sustainability (NanoWS) research unit in CSET is a strategic research niche that addresses current and emerging issues relating to water quality and water scarcity. Central to this, is the use of conventional and innovative technologies that would help provide alternative water resources as well as ensuring that such water is treated to acceptable levels and it suitable for its purpose. To this end, the Nanotechnology and





Water Sustainability unit draws expertise from several researchers and in collaboration with their international collaborators have answered several research questions pertaining to water supply issues. The unit is also at the forefront of integrating nanotechnologies with existing water treatment practices with the goal of optimizing the efficiency of conventional water treatment technologies.



The NanoWS Research Unit focuses on the development of nanotechnology enhanced membrane materials (and adsorbents) and Water Sustainability. In this context, water sustainability refers to:

- Potable water production from both traditional water sources (fresh surface and ground waters) and non-traditional water sources (contaminated surface and ground waters, brackish groundwater and seawater).
- Advanced wastewater treatment to protect drinking water sources from contamination and to harvest fresh

water, biogas, and fertilizer from wastewater.

- Production of clean, renewable (base load) power from salinity gradients.
- The application and science of nanostructured membranes for use in water treatment and water desalination.
- Development of novel nanomaterials as adsorbents, catalysts and sensors for water purification and understanding the fate of these engineered nanoparticles in the environment.
- Monitoring and characterization of Natural Organic Matter (NOM) and Chemicals of Emerging Concern (CEC's) in water and their treatability throughout the water treatment.
- The NanoWS research unit is also involved in the training of laboratory staff and technicians/plant operators from the water treatment industry in South Africa. This is done through in-house practical courses offered to industry-based students such as "filtration", "adsorption" and "chemicals in water treatment". Qualifying industry-based students also enrol at NanoWS for their master's or PhD degrees based on both an academic problem as well as an industry problem.

### **Dissemination and promotion of Global Compact principles**

CSET has community engagement projects which demonstrates the use of applied research in solving community related challenges such as water and energy. Through community engagement initiatives the college has fulfilled the UNGC principles 7, 8 and 9, the following are examples of community engagement project at NanoWS:

- Unisa has signed an MOU with the City of Johannesburg which will enable the participation of Unisa in solving the various challenges faced by Johannesburg water wastewater treatment plants. In this MOU, NanoWS has the following roles to play.
- Unisa NanoWS will provide innovative technologies and their application to water and wastewater treatment in plants operated by Johannesburg water (City of Johannesburg).
- Unisa NanoWS will recruit Johannesburg Water staff to undertake studies with Unisa relevant to active projects undertaken subject to the same staff satisfying the enrolment conditions of Unisa for the study undertaken. Part of the work being undertaken is; monitoring of VFA in the elutriation tanks in all their plants, monitoring of contaminants of emerging concerns (CECs) in the final effluents in all their plants, dealing with the problem of Struvite (magnesium ammonium phosphate) that is critical in their plants and fingerprinting of species that cause plant poisoning from time to time.

Solar-activated system for creating pressure to cause water circulation in a novel stand-alone water purification system.

This project is to design, construct, test and commercialize an optimized novel solar driven-membrane technology that has been developed for the purposes of producing clean drinking water from surface and/or groundwater sources without the use of electricity. This was done via field trials. The research and prototype development was developed to a collaborative project between Unisa and Ghent University on the proof-of-principle of the novel stand-alone membrane unit for the production of potable drinking water. The unit uses a nanofiltration/ ultrafiltration membrane that is able to treat natural waters such as ground and surface water to a higher degree than currently available methods, using only solar energy. The unit was designed for small scale application such as households or small schools at a capacity of 100 L per day.

This project seeks to improve the amount of water to at least 2000 L per day using one system. This will be done by incorporating multiple membrane modules and increasing the capacity of the feed water chamber. The system should be cheap, simple and robust. Several students visiting from Ghent University and Unisa have worked on various influential parameters of the system with the aim of improving it.



**Figure 57: Sampling sites at Lochiel Community in Mpumalanga**



**Figure 58: The prototype located at the Sisukumile school premises in Lochiel**

### **6.3.6 Graduate School of Business Leadership**



The Graduate School of Business Leadership (GSBL) directly and indirectly promotes Global Compact principles through its teaching, research and community engagement activities. In line with the Unisa’s community engagement policy framework, academics of the School of Business Leadership (SBL) seek to improve the quality of the SBL’s relationship with its stakeholders and the general community, by partnering and engaging with them to become a part of sustainable solutions to problems such as Human Rights, Labour Standards, the Environment and Anti-Corruption.

The SBL community engagement activities are treated as an opportunity for academics to engage in applied research, which is used to enhance business development as well as the SBL leadership programmes.

### **Community Engagement projects**

The following projects form part of community engagement activities at the SBL:

#### **Human Rights**

Bridges of Hope is a registered community project at Unisa SBL since 2015. The project focuses on youth as well as informal adult facilitators as educators. The aims are to empower the facilitators who will in return empower the youth. Some interventions are aimed at the facilitators and others on the youth they work with, and sometimes combined, depending on the community needs at the time. Leadership development, Entrepreneurial skills as well as Basic market research skills are taught to both youth and the informal educators/facilitators, who themselves are without jobs.

Imbabazane project for community participation in the tourism industry aiming to uplift the rural women and eliminate gender-based violence in the district of Imbabazane, KwaZulu-Natal. Vusimuzu Housing project provides supplementary support to government initiatives through any willing local authority to expedite the provision of sustainable human settlements in existing townships. The project current activities are focusing on Townships Reblocking Projects in the City of Ekurhuleni within the Gauteng Province.



The Reblocking Project is to improve the existing townships housing layouts and appropriate location of services. Each member’s expertise is provided free of charge to the City of Ekurhuleni for the Reblocking Projects.

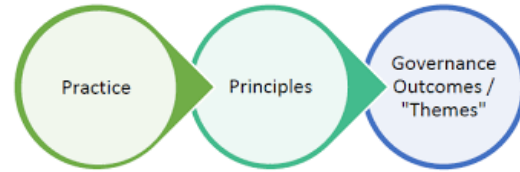


## Environment

uMzimvubu Catchment Partnership (UCP) is a project that supports the community building efforts of the UCP, which is a consortium of national and international organisations. The consortium's main objectives include, "conserving the full extent of the uMzimvubu River system through the sustainable restoration and maintenance of the catchment area in a manner that supports economic development and job creation for local citizens". This is done while enhancing flow of benefits to people and nature from goods and services provided by the ecosystem.

Apart from promoting Global Compact principles through engaged community activities, the SBL offers educational programmes on topics that are directly and indirectly related to the Global Compact principles. For instance, the Business Ethics course indirectly advances the Global compact principles by teaching values and principles-based business decision-making, which promotes sustainable development on issues relating to human rights, anti-corruption and the environment.

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



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

While Business Ethics also discusses questionable marketing and safety practices, sweatshop and labour abuse, corruption, bribery, and questionable payments. It further promotes the development of global codes of conduct for especially Multi-national Corporations and encourages the integration ethics into both local and global business strategy.

The Stakeholder Management and Corporate Governance courses highlight principles of engagement and inclusiveness. They also invite students to reflect on the strategic importance of effective stakeholder management and inclusiveness in the businesses they lead, and on the sustainability impact of poor performance in this regard. Key among any company's stakeholders is employees, which is why the SBL offers a number of labour-related courses.

The Occupational Health and Safety course serves to raise awareness of key health and safety issues in the workplace. The course conveys the principle that each company has an obligation to provide a safe workplace for



its employees, customers, visitors and the community and environment it operates within.

Tourism in South Africa (SA) plays a vital role in our country's economic sustainability as one of the largest contributors to the gross domestic product (GDP). The SBL is therefore proud to be the academic partner of the National Department of Tourism (NDT) initiative to empower women and to build an inclusive and sustainable tourism sector. The Executive Development Programme for Women in Tourism (EDP WIT) was launched in 2016. The pilot intake saw a total number of 40 women from organisations representing the tourism and hospitality industry, registering for the programme. In February 2019, an additional group of 20 women registered for the programme.

The March 2019 MBL 2 study school welcomed the first intake of students to the elective module in Corporate Entrepreneurship and Innovation Management. Students were challenged to examine and develop their own capabilities in the areas of creativity, critical questioning, openness, opportunity finding, personal work methodology and ethics towards enhancing their entrepreneurial mindsets and eventual innovative output. The study school was successfully used as a "sharing of perceptions and emergence of ideas laboratory".

## Research

The Unisa SBL partnered with four international universities, namely the Northumbria University & Strathclyde University in the UK, University of Newcastle in Australia, and Joao Pessoa University in Brazil. A research grant funded by the UK Arts & Humanities Research Council was received for the project. The research entitled: 'Future of the City Centre' is running from June 2018 to May 2020. The South African city selected for this research is Pretoria. It is expected that a best practice book will be published at the end of the project, covering the four cities' city centre projects and the synthesis and analysis. Other outputs will include at least

four best practice journal papers. The academic lead on the project is Prof PD Rwelamila.

The SBL strives to have Doctor of Business Leadership (DBL) graduates that will be leaders in the production and application of new knowledge and understanding through academic rigour in inquiry, critique and synthesis. The graduates will be able to apply knowledge in innovative ways across varying contexts to solving consequential and complex problems, as well as communicating their knowledge confidently and effectively. The DBL programme includes the following research topics:

### Environment/Sustainability

- Sustainability in Supply Chain: Green elements in Operations, Transportation/ Logistics, Procurement Strategies and Reverse Supply Chain
- Greening the supply chain to create sustainability in the public sector
- Framework for Sustainability Reporting by Third Party (3PL) Logistics Organisations
- A Conceptual Framework for Optimizing Organizational Performance linking IT/ICT, Sustainability, Innovation and Environment in Construction Industry
- Social entrepreneurship in Agribusiness and its implication for Sustainable Agriculture Intensification
- An assessment of sustainability reporting by State Own Enterprises in South Africa
- Hlanganisa (Unify) Partnership model for sustainable oceans Economy development in South Africa
- A conceptual framework for linking sustainability disclosures to sustainability performance

- A framework to assist coal-mining companies in Emalahleni area to apply appropriate environmental management accounting principles to preserve the environment
- A Conceptual Framework for Optimizing Organizational Performance linking IT/ICT, Sustainability, Innovation and Environment in Construction Industry

Business risk reduction by improving compliance with the applicable environmental legislation through awareness of relevant legal requirements

### Anti-corruption/Ethics

- Authentic leadership and followership development: Towards a hybrid leadership model for workplace ethics and moral development
- Mentorship as a significant strategy in building sustainable, successful and ethical small businesses in the eThekweni metropolitan region.

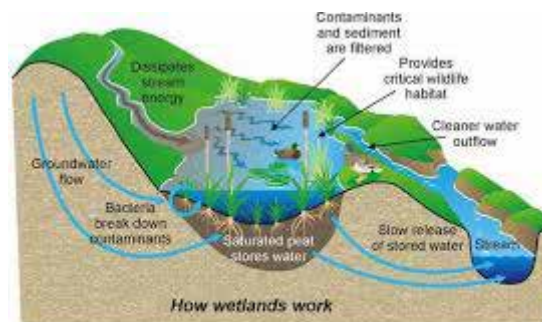
### Human Rights

- Conceptual Model for on Job Sustainable Capacity Building to Community Based Programmes - the case of South Africa.

In September 2019, the SBL launched an exciting initiative to rehabilitate a wetland that runs through its campus in Midrand. As part of a wider, integrated sustainability plan to conserve and manage water resources efficiently, Unisa will use the learnings from the pilot on the SBL to roll out the plan to a number of Unisa-owned land parcels and campuses in South Africa that lie similarly adjacent to wetlands.

All of us, directly or indirectly, rely on the ecological benefits of wetlands. Yet most of us are unaware of what exactly wetlands are or the critical role that they play in the world's ecosystems. Far more than tourist attractions,

wetlands function to reduce the impacts of floods, absorb pollutants and improve water quality. Without them, our ground water tables would become severely compromised, and we would lose that most valuable of resources upon which life depends.



### 6.3.7 College of Human Sciences



The College of Human Sciences is made up of the School of Arts, the School of Humanities, and the School of Social Sciences which house a number of centres, units and institutes. In the College of Human Sciences, a number of research projects are investigating, from different perspectives, issues related to decoloniality, Africanisation, HIV/AIDS, language, teaching and learning, political and economic development, religious studies and theology, sociology, information and library sciences, psychology, and many other subjects within the humanities field.



The college of Human Sciences (CHS) is expected to deliver projects that are in line with the UNGC principles such as education on human rights, labour standards and the environmental issues. Here are some of the activities that were conducted in 2019.

The Department of African Languages has a project, which aims to train and support matric learners who are doing African Languages. In all the schools visited and supported the learners' results in these languages have improved drastically.

The CHS advocates that all human beings have the right to life despite sexual orientation and social standing. The Department of Psychology is involved in the project called Inside out, which supports reading among the inmates in Gauteng prisons. The LGBTI project in the Department of Psychology has conducted the first quantitative research studies on the experience of LGBT persons in three provinces.



The Department of Sociology is collaborating with other higher education institutions and private organisations in empowering the staff members on HIV and AIDS, through the Multisectoral collaboration on advocacy for human rights.

The Department of Health Studies has reached out to learners in the Limpopo Province, teaching them about health care and sexual diseases. This intervention has impacted the learners that they have less cases of teenage pregnancy and STD's. This project has been

adopted by the Department of Education Limpopo as one of their flagship projects.

The **Department of Political Sciences** is actively involved in ensuring that elections are free and fair in the SADEC region. They provide education to ambassadors and participate as observers in countries when elections are taking place. The **Department of English** has partnered with the Department of Basic Education (DBE) in ensuring that there is high literacy in South Africa. School learners are encouraged to improve on their vocabulary by participating in the Spelling BEE which is a national competition. The project has been going on for the past ten years with the support of external funders such as AVBOB and DBE.

Homelessness and the Meal of Peace is a project in the **Department of Christian Spirituality and Missiology**. This is a diaconal ministry and research into homelessness in Pretoria project, with the aim of designing targeted interventions. It is also about doing justice in the context of homelessness. The aim is to conduct research in Tshwane among homeless people with the aim to record and use findings to propose community-based interventions.

History training among educators is a developmental project for History Educators, in the **Department of History**. Resource material are developed and integrated into the tutorial material. History educators need up to date resource materials, didactical guidance and emotional support to teach their discipline more effectively and creatively in the modern classroom. The College of Human Sciences is visible nationally as the projects are held in all the provinces in South Africa.



### **6.3.8 Department of Strategy, Planning and Quality Assurance**

The mandate of the DPQA is to facilitate, encourage, support and advocate sound planning at all levels of the institution. The DPQA fulfils its mandate through cultivating a planning culture and ethos that facilitates the inculcation of an integrated quality management and planning regimen throughout the institution. Since 2007, DPQA has been responsible to coordinate and manage the activities of the UNGC by inviting inputs from the university community and then generating the report for submission to Mancom, Social and Ethics Committee of Council and finally to the UNGC for publication on the UNGC international website.

DPQA is also tasked with the responsibility of distributing the publication to all government departments, the Presidency, South African Ambassador to the UN and the Secretary General of the UN.

The University's 2030 strategy spells out the vision, mission and values of the University in terms of uniting the diverse cultures. This strategy among other things aims at creating optimal conditions for teaching, learning, research and community engagement at UNISA. A new strategy for the university, Vision 2030, was adopted by Council in 2015. Vision 2030 was a revision of the UNISA 2015 – An Agenda for Transformation. The UNISA Strategic Plan 2016-2030 marks the second phase in UNISA's strategic planning and direction after the mergers of the former University of South Africa, Technikon South Africa and the Vista University Distance Education Centre into the new UNISA.

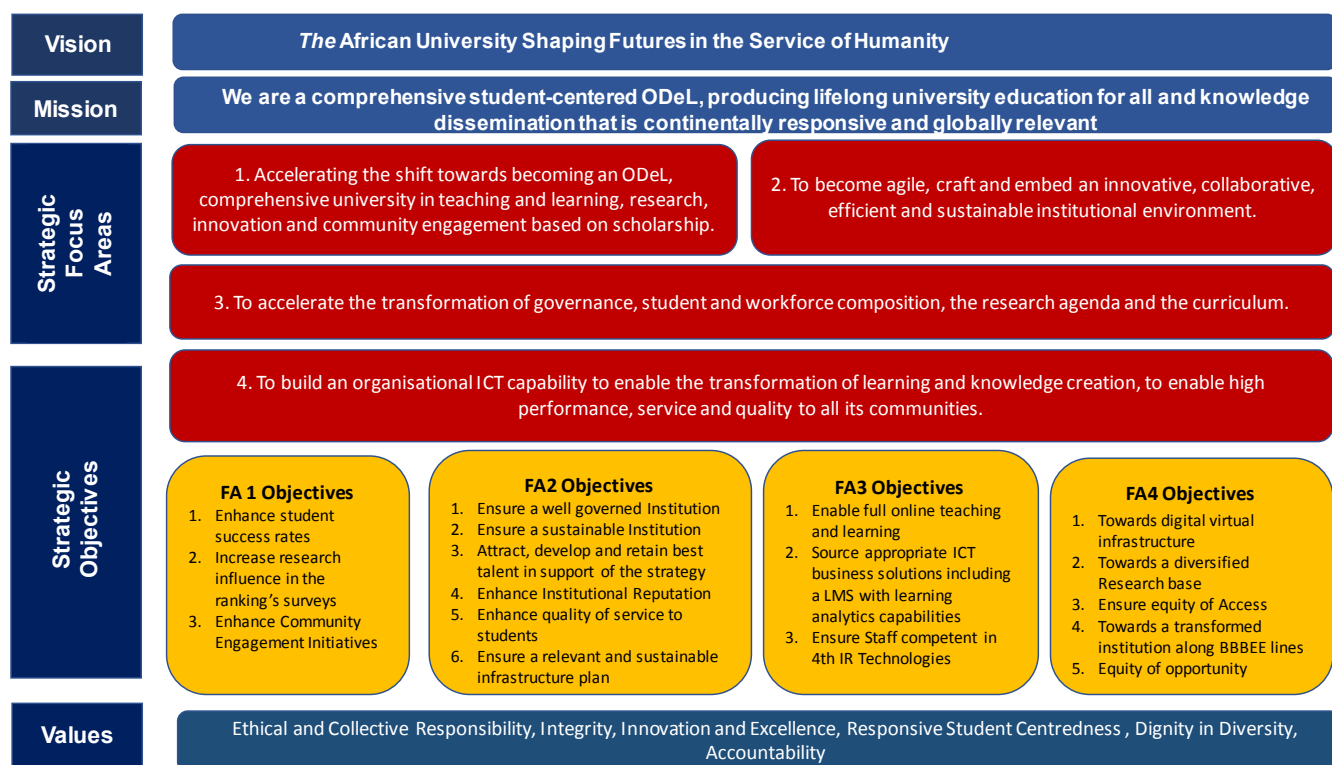
In March 2019, the University commissioned a review of the implementation of its UNISA 2030 Strategic plan. The purpose of the review included considering how environmental changes since 2016 might impact on the current setting and accomplishment of strategic targets. This good practice in strategy implementation was prompted by a realisation that the process of setting performance targets for 2021-2025 needed to be informed by the review process, to ascertain if the 2016-2018 three-year process had yielded the desired outcomes and how the University can recalibrate its actions in respect to setting of these targets for the post 2020 dispensation.

A Council's strategy workshop, in September 2019, supported management's proposal for a need to revise the 2016-2030 strategy. The revisions of the strategy had to consider key priorities for the University and the development of improvement plans for those areas that still need focused attention for the University to deliver at an optimal level. In October 2019, UNISA started the process of making the revisions to its strategy to enable the University to remain relevant in an ever changing and competitive higher education landscape. The revised strategy is expected to accelerate the transformation and to usher in a fully-fledged Open Distance e-Learning (ODEL) delivery mode supported by a strong ICT and agile administrative environment focused on providing an excellent student experience underpinned by a student centric academic agenda and services. Table 8 below depicts the Unisa Strategic map with Vision, mission, key strategic focus areas, objectives and values and key indicators to track performance by Council. They key principles of the UNGC are embedded in the Strategy and the Operational plans for colleges and departments.





**Table 8: Unisa Strategy Map**



University of South Africa (UNISA) is scheduled for a quality assurance audit by the Higher Education Quality Committee (HEQC) of the South African Council on Higher Education (CHE) from 2020. In preparation for this audit, UNISA invited the Commonwealth of Learning (COL) to undertake a trial quality audit, similar to one that had been undertaken in 2007 prior to the 2008 HEQC audit.

A Memorandum of Agreement (MoA) between UNISA and COL was signed in February 2019. The main objectives of the trial audit were for COL to:

- support UNISA in a reflexive view of its quality assurance (QA) systems, processes, structures, policies and practices, especially regarding teaching, learning (T&L) and student support; and
- provide feedback on UNISA’s preparedness for the CHE audit in 2020.

The COL team, in consultation with UNISA, conducted a workshop in May 2019 with the aim of preparing an audit framework. This work outlined the scope of the trial audit and informed the structure of a self-evaluation report (SER) developed by UNISA. The draft SER was discussed by key UNISA representatives and the full panel, chaired by COL’s President and CEO, in London in July 2019. UNISA is the only single-mode distance education university in South Africa, and COL drew on the experience of international experts in open, distance and eLearning (ODeL) to constitute the COL panel. At the meeting, the framework for the audit was finalised, five programmes chosen for in-depth examination, a need for a communication strategy identified and plans made for the site visit in December 2019.



CHE's revision of the Framework for the Audit of Institutional Quality Assurance Systems is currently being finalised and so was not available to participants in the trial audit process. COL and UNISA therefore developed a framework to inform the final SER that took into account previous COL audits of UNISA as well as more recent documentation about quality issues in Higher education in South Africa. Therefore, Quality Assurance is fundamental in promoting the four main principles.

### 6.3.9 Department of Leadership and Transformation



The Department of Leadership and Transformation primarily leads transformation by advocating, monitoring, analysing and reporting on the multifaceted activities of change in the university. These activities are in line with the university strategic plan for transformation. In addition, this broad transformation agenda articulates the relevant legislation as well as stands in alignment with the institution's Open Distance and e-Learning (ODeL) model, the 2016-2030 strategy and the Institutional Transformation Strategy - all of which are paramount pillars of the university.

#### Transformation Drivers

The transformation framework that was approved consisting of eight transformation dimensions are then used to assess the state of transformation at Unisa. To expedite the implementation, monitoring and assessment of transformation, the University of South Africa has set up a transformation framework which is comprised of eight dimensions outlined below:

- Staff equity, development and work experience
- Student equity, development and achievement
- Students' living and learning experience, including their socialisation in the ODeL context
- Knowledge, epistemology and language
- Governance, leadership and management
- Institutional culture and social inclusion
- Funding and resource allocation, including transforming Supply Chain Management, and
- Infrastructure, including facilities, buildings and ICTs.

#### Transformation principle

For transformation to be implemented in an honest and ethical manner, the following principles have been identified to direct the university's transformation agenda: cognitive/epistemic justice, social justice, effectiveness, efficiency, quality and excellence.

#### Transformation focus

It is argued in the report that to deliver substantive cultural and social transformation the following should be the focus of the university's transformation agenda. The areas to focus on are service excellence, culture change, accountability and ethical leadership.

The Institutionalisation of the Department of Leadership and Transformation (DLT) in early 2019 by Council brought together the Change Management Unit (CMU) and the Employment



Equity Unit. Then at the end of the year (2019) the appointment of the Executive Director for the Department of Leadership and Transformation was made.

### **Human rights**

With the DLT structure in place, the university was able to take firm steps to curb rising instances of gender-based harassment publicized in the media, wherein the Council and the Vice Chancellor instituted the Gender Office, within the Department of Leadership and Transformation as a central place at which affected members of the university community can have their matters attended to.

### **Unisa and the SA Human Rights**

**Commission:** The university's commitment to upholding human rights is further witnessed in its implementation of the SAHRC Recommendations as expressed in the Memorandum of Agreement between Unisa and South African Human Rights Commission in 2019.

### **Staff Equity, Development and Work Experience:**

The university-wide ad hominem promotions are one of the outcomes of the interactions with the SAHRC and the set goals to accord justice in cases where such was not fully exercised. Hence, the 2019 ad hominem promotions are another highlight of transformation.

### **Epistemic and Linguistic Justice/ Students' equity, Development and Achievement:**

Access to information in one's own language is a paramount feature of language parity, linguistic and epistemic justice. In 2019, all the Colleges of the university engaged in advancing glossaries of certain of their curriculum in various African Languages. Some went further and translated First Year examination question papers and learning materials into all official African Languages. These are decisive early steps toward curriculum, epistemic and linguistic

justice. Engagement with the curriculum in a language they can understand, enables the student to participate better and advance more in learning.

### **Staff equity, development and work experience:**

Progress has been made in achieving staff equity, but there are areas that need improvement such as the representation of African female at senior management level and in the university. The university continues to experience challenges in transforming the profile of professors who continue to be male and white. In addition, concerted effort needs to be made to attract persons with disabilities.

Regarding capacity building programmes, it seems some of these are not making the necessary impact and not aligned with employment equity imperatives. It is recommended that an assessment be conducted to understand why this is the case.


The university should focus on improving and enhancing work experience as this continues to be problematic with staff who are not engaging and not productive as it can be attested to by poor service being delivered to students and other stakeholders.

### **Human Rights Matters:**

Staff living experience was also mediated with the involvement of the SA Human Rights Commission which, after lengthy discussions in the previous year (2018) put forward certain recommendations to be taken up by the university in its action plans to achieve social inclusion.

### **The MoU between Unisa and The South African Human Rights Commission:**

Progress was realised in the implementation of the Memorandum of Agreement between Unisa and the South African Human Rights Commission.



The implementation was under the oversight of DLT with the support of the Legal Service Department.

The University is required to provide ongoing feedback to the SAHRC regarding progress in implementing the MoA as well as the challenges experienced. In addition, the University is expected to continuously brief stakeholders on the progress made and challenges encountered in this process.

### **6.3.10 Directorate of Curriculum Development and Transformation**

The Directorate of Curriculum Development and Transformation (DCDT) helps lecturers to develop educationally sound learning experiences and environments for Unisa students suited to open and distance learning (ODL) context. The expertise of DCDT is in curriculum development, instructional design and learning development.

Unisa through the Directorate of Curriculum Development and Transformation (DCDT) has adopted the UNGC principles and integrated the 10 principles in programme and module design since 2012. The institution acknowledges the fact that not all 10 UNGC principles can be

















integrated in all modules. However, Unisa make every effort to encourage academics to consider the 10 principles during the planning phase of module design and development, namely in Step 1 and 2 of the design and development and to ensure that UNGC principles are integrated into the modules.

The DCDT views the 10 principles namely Human Rights; Labour, the Environment and Anti-corruption as key drivers to promote the three pillars of sustainability. There is a moral obligation to ensure that Unisa's graduates will in turn implement and uphold the 4 core values enshrined by the UNGC in societies in which they live or in work contexts within which they will enter upon graduation.

Unisa has listed selected modules from each of the 7 colleges where the institution has integrated the UNGC principles either at programme and module design and development level.



**Table 9: List of modules (together with evidence) selected from each of the 7 colleges where UNGC principles were integrated in module and programme design in 2019:**

College	Module list
CAES	 CAES - evidence of integration of UNGC
CAS	 Integration of UNGC principles in
CEMS	 CEMS 2019 UNGC (Govender, Devan
CHS	 IPC.docx  APC 2602_Gaba.docx  PPH4808 - Gaba.docx  Gillian.docx  UNGC Principles CHS-2019-Mark van
CEDU	 Example human rights IFP3701.docx  Example Africanisation from  UNGC PRINCIPLE INTEGRATION_EED2  UNGC principles CEDU October 2019  ABates_Examples_In tegration of UNGC  Integration of UNGC principles in
CSET	 CSET Integration of UNGC Principles 201
CLAW	 CLAW UNGC PRINCIPLES EVIDENC

Should one require access to the modules mentioned above kindly contact:  
 Mr J. Makgamatho - Makgajt@unisa.ac.za / Ms. N. Mnotoza - mnotonct@unisa.ac.za

## 7

Global Compact  
Self - Assessment

TOPIC	YES	%	NO	%	F/A	%	N/A	%	NOT ANSWERED	%	TOTAL
<b>HUMAN RIGHTS</b>	<b>178</b>	<b>71.77</b>	<b>25</b>	<b>10.08</b>	<b>24</b>	<b>9.68</b>	<b>21</b>	<b>8.47</b>	<b>0</b>	<b>0.00</b>	<b>248</b>
Health and safety	16	6.45	3	1.21	4	1.61	0	0.00	0	0.00	23
Hours, wages and leave	47	18.95	9	3.63	3	1.21	0	0.00	0	0.00	59
Fair Treatment	40	16.13	6	2.42	9	3.63	2	3.51	0	0.00	57
Community Impacts	34	13.71	4	1.61	7	2.82	10	18.18	0	0.00	55
Product stewardship	12	4.84	1	0.40	1	0.40	4	22.22	0	0.00	18
Country risk	14	5.65	1	0.40	0	0.00	3	16.67	0	0.00	18
Suppliers	15	6.05	1	0.40	0	0.00	2	11.11	0	0.00	18
<b>LABOUR</b>	<b>90</b>	<b>83.33</b>	<b>8</b>	<b>7.41</b>	<b>5</b>	<b>4.63</b>	<b>5</b>	<b>4.63</b>	<b>0</b>	<b>0.00</b>	<b>108</b>
Assoc/bargain/comp lev repre	30	27.78	3	2.78	0	0.00	3	8.33	0	0.00	36
Forced/compulsory labour	16	14.81	1	0.93	0	0.00	1	5.56	0	0.00	18
Child labour & young workers	16	14.81	1	0.93	1	0.93	0	0.00	0	0.00	18
Non-discrimination	13	12.04	2	1.85	3	2.78	0	0.00	0	0.00	18
Labour standards and suppliers	15	13.89	1	0.93	1	0.93	1	5.56	0	0.00	18
<b>ENVIRONMENT</b>	<b>203</b>	<b>69.05</b>	<b>31</b>	<b>10.54</b>	<b>30</b>	<b>10.20</b>	<b>30</b>	<b>10.20</b>	<b>0</b>	<b>0.00</b>	<b>294</b>
Legal Comply/manag/imp ass/sup chai	75	25.51	5	1.70	6	2.04	4	4.44	0	0.00	90
Precaution approach	12	4.08	1	0.34	1	0.34	3	17.65	0	0.00	17
Energy,wat,wast,air,noise,odou,chem,soil,bio	105	35.71	22	7.48	23	7.82	20	11.76	0	0.00	170
Envi friendly technologies	11	3.74	3	1.02	0	0.00	3	17.65	0	0.00	17
<b>ANTI-CORRUPTION</b>	<b>103</b>	<b>75.74</b>	<b>16</b>	<b>11.76</b>	<b>10</b>	<b>7.35</b>	<b>7</b>	<b>5.15</b>	<b>0</b>	<b>0.00</b>	<b>136</b>
Non-Corruption, risk ass,awareness raising	39	76.47	7	5.15	4	2.94	1	0.74	0	0.00	51
anti-corrupt Policy, guide, and procedures	29	85.29	2	1.47	3	2.21	0	0.00	0	0.00	34
Agent,associates and supply chain	24	70.59	3	2.21	1	0.74	6	4.41	0	0.00	34
Joint Actions	11	64.71	4	2.94	2	1.47	0	0.00	0	0.00	17
<b>TOTAL</b>	<b>574</b>	<b>73.03</b>	<b>80</b>	<b>10.18</b>	<b>69</b>	<b>8.78</b>	<b>63</b>	<b>8.02</b>	<b>0</b>	<b>0.00</b>	<b>786</b>
	574		80		69		63		0		786



The University scored 73.03% across the four main principles of the UNGC with Labour standards taking the lead and followed by promotion of Anti-corruption. There is a need to embark on more initiatives and projects that will support the protection of the environment which is standing at 69.05%. The review of the sustainability framework and other projects contained in the Green Economy and Sustainability Engagement model such as waste water and energy consumption will mitigate against the low percentage in environmental standards.





# 8

## Conclusion

This report provides insights into the university's promotion and implementation of the principles espoused by the Global Compact. The University management and Council believes 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. Moreover, the principles are embedded in the Strategy and the business operational plans to ensure that employees and students at all levels are equipped with the necessary knowledge and insight about the significance of promoting them.

# 9

## Acknowledgements

Mr Japhta Makgamatho has been the one of the authors of the United Nations Global Compact – COE report for the past 13 years, since the inception of Unisa becoming a signatory to the UNGC in 2007. When he started, Unisa was the first Institution of Higher Education to be a signatory to the UNGC (Highlight milestones). His vast knowledge and experience and work ethic in the field continue to make a huge impact to the project particularly ensuring that Unisa keeps its commitment to the UNGC.

Furthermore, to mitigate the risk of being the only person with knowledge and experience, Mancom approved a skills and knowledge transfer strategy in January 2019 for staff members to volunteer to be developed in writing of the Integrated Report and UNGC-COE report. Mr Makgamatho committed himself to a mentorship programme to develop staff members' who will be responsible to take over the compiling and producing the report (Succession Planning).

Subsequently, the ED: Risk and Compliance together with ED: Planning and Quality Assurance nominated Ms Mnotoza from the Department of Risk and Compliance: Sustainability Office to be mentored by Mr Makgamatho. The two have been working together on the project since September 2019. Ms Mnotoza is very delighted and grateful to be given this mentoring opportunity as she believes that the mentorship programme will develop and nurture her passion for this field and is willing and able to put in the effort to make it a resounding success.

### **Overall strategic leadership**

- Prof M Makhanya: Principal and Vice-Chancellor
- Prof SK Ndlovu: Vice Principal, Strategy, Risk and Advisory Services
- Prof L Lalendle: Executive Director: Department of Strategy, Planning and Quality Assurance
- Ms Z Mamabolo: Executive Director: Department of Risk and Compliance





## **Authors**

- Mr J T Makgamatho, Acting Chief Planner and UNGC Project Leader
- Ms N Mnotoza, Assistant Project Leader

## **Contributors**

- Dr Blade Nzimande: Minister of Higher Education, Science and Technology (Republic of South Africa)
- Prof VI McKay: Vice-Principal: Teaching, Learning Community Engagement and Student Support
- Ms PH Tshabalala: Vice-Principal: Chief Information Officer / Information and Communication Technology
- Ms R Mathura: Vice-Principal: Finance, Supply Chain Management and Business Enterprises / Chief Financial Officer
- Prof AP Phillips (Acting): Registrar
- Prof T Meyiwa : Vice-Principal: Research, Postgraduate Studies, Innovation and Commercialisation
- Dr M Socikwa: Vice-Principal: Operations and Facilities
- Prof L Ntsalaze: Executive Dean: College of Accounting
- Prof MJ Linington: Executive Dean: College of Agriculture and Environmental Sciences
- Prof MT Mogale: Executive Dean: College of Economic and Management Sciences
- Prof PM Sebate: Acting Executive Dean: College of Education
- Prof LI Zungu: Executive Dean: College of Graduate Studies
- Prof K Masemola: Executive Dean: College of Human Sciences
- Prof V Basdeo: Executive Dean: College of Law
- Prof B Mamba: Executive Dean: College of Science, Engineering and Technology
- Prof RT Mpofu: Acting Executive Dean: Graduate School of Business Leadership
- Dr D Selematsela: Executive Director: Library
- Mr MZ Dlamini: Executive Director: Human Resources
- Prof EO Mashile: Executive Director: Tuition and Facilitation of Learning
- Prof ZT Motsa Madikane: Executive Director: Department of Leadership and Transformation: Office of the Principal and Vice Chancellor



# 10

## 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 2019 Consolidated Plan.

Unisa Integrated Planning Framework.

Unisa Framework for integrated reporting

Unisa 2030 Strategic Plan.

Unisa 2030 Draft revised Strategy

Unisa 2020 COL Report

Unisa 2016 -2020 Consolidated Plan.

Unisa Business Model

Unisa Transformation Plan

Unisa Annual Performance Plan 2020

Unisa Compact with Council 2016-2020.

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

UNGC Management Model, Framework for Implementation.

Unisa Student Satisfaction Survey 2017/18.

Unisa UNGC COE Report 2017.

Unisa Corporate Communication and Marketing Strategy, 2018

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 Integrated Reporting 2018

Unisa SDGs Localisation Declaration Indaba

Unisa APP 2020

Unisa Compact with Council 2018-2020

Unisa Website. [www.Unisa.ac.za](http://www.Unisa.ac.za)

Unisa eConnect

### **Other documents**

Integrating Strategy, Budgeting and Reporting, Wits Business School Manual for 2015.