United Nations Global Compact
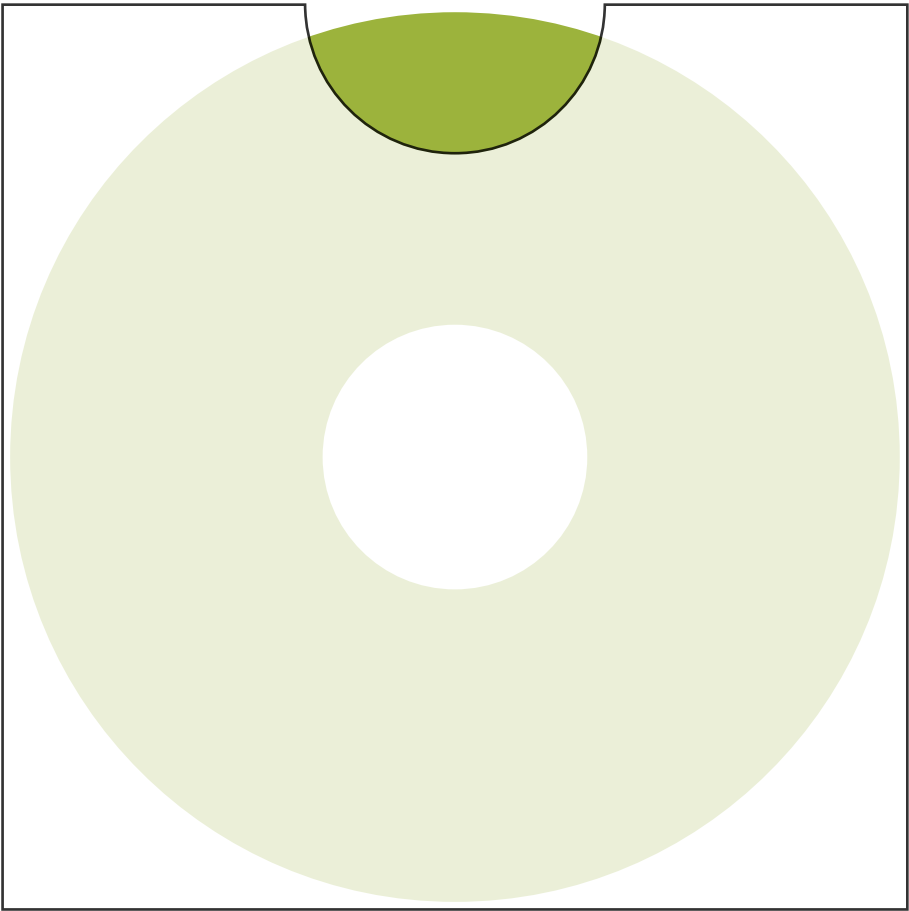
The University of South Africa Communication on Progress

2012

Towards a High-Performance University
in a Sustainable World

UNISA | university of south africa

Preface

HONOURABLE DR BONGINKOSI EMMANUEL NZIMANDE
REPUBLIC OF SOUTH AFRICA MINISTER OF HIGHER EDUCATION AND TRAINING

To adequately address the current global socio-economic challenges, South Africa needs innovative strategies and committed efforts towards sustainable development. The triple bottom up approach (People, Planet and Profit) is an important heuristic dimension for moving the higher education sector in the right direction to foreground the critical pillars of teaching and learning, research and innovation and community engagement.

The Department of Higher Education and Training (DHET) recognises the important role and contribution of institutions offering post-school education and training in promoting sustainability as a major pillar of our developmental agenda. They do this through their teaching, research and advocacy activities. We strongly support the inclusion of sustainability principles in the business of universities and colleges.

Key departmental initiatives in 2012 in support of Unisa's mandate include the launch of the Africa Green Campus Initiative (AGCI) and the continual engagement of the stakeholders that are instrumental in the fostering sustainability in the education sector, for example, the National Environmental Skills Planning Forum (NESPF).

On behalf of the government and my ministry, I applaud Unisa for qualifying for the global compact active level status. Unisa is now required to improve on its policy implementation and increase its level of transparency in order to progress towards achieving global compact advanced status for the 2012 reporting period. These imperatives are closely aligned to our national goals of improving performance and the optimal utilisation of resources in the higher education and training sectors.

According to the UNGC, the global compact advanced status aims to create a higher standard for corporate sustainability performance, and disclosure, based on the Blueprint Model. In order to acquire the global compact advanced status, Unisa will be required during the 2012 reporting period to demonstrate that it has adopted, and reported on policies and processes related to strategy, governance and engagement, UN goals, implementation of global compact principles, value chain implementation, verification and disclosure.

It is indeed an important achievement for the university to have achieved an active status, based on its 2011 Communication on Progress (COP) Report. It is encouraging that Unisa demonstrates high levels of performance in furthering the vision of active participation by academic institutions in the promotion of sustainability.

By becoming the first South African university signatory to the United National Global Compact (UNGC), the institution serves as an example to the other academic institutions in South Africa in working towards a sustainable future for mankind,

Dr BE Nzimande, MP
Minister of Higher Education and Training

Contents

ABEERU	Applied Behavioural Ecological and Ecosystem Research Unit
ABET	Adult Basic Education and Training
ACHRAM	Academic Human Resources Allocation Model
AGCI	Africa Green Campus Initiative
AIMS	Administration Information Management System
AMIFAM	Archie Mafije Institute for Research
APSA	Academic and Professional Staff Association
ARCSWID	Advocacy and Resource Centre for Students with Disabilities
BLA	Black Lawyers Association
BMR	Bureau of Market Research
CCM	Corporate Communication and Marketing
CAES	College of Agriculture and Environmental Sciences
CE	Community Engagement
CEDU	College of Education
CEMS	College of Economic and Management Sciences
CESM	Classification of Education Subject Matter
CHE	Council on Higher Education
CHS	College of Human Sciences
CLAW	College of Law
CSET	College of Science, Engineering and Technology
COP	Communication on Progress
CoP 17	Seventeenth Session of the Conference of Parties
CHE	Council on Higher Education
CRPD	Convention on the Rights of Persons with Disabilities
DEAT	Department of Environmental Affairs and Tourism

DBE	Department of Basic Education
DCC	Disability Coordination Committee
DCLD	Department of Curriculum and Learning Development
DES	Department of Environmental Sciences
DHET	Department of Higher Education and Training
DISA	Department of Information and Statistical Analysis
DoL	Department of Labour
DSPQA	Department of Strategy, Planning and Quality Assurance
ECD	Early Childhood Development
ECE	Early Childhood Education
EE	Employment Equity
EE	Environmental Education
EMI	Environmental Management Inspector
ESD	Education for Sustainable Development
ERM	Enterprise Risk Management
FAWE	Forum for African Woman Educationists
FTFA	Food & Trees for Africa
GBCSA	Green Building Council of South Africa
GCSAT	Global Compact Self-assessment Tool
GIZ	Gesellschaft für Internationale Zusammenarbeit
GRI	Global Reporting Initiative
GSDC	Governance and Sustainable Development Coordinator
HE	Higher Education
HEIs	Higher Education Institutions
HEQC	Higher Education Quality Committee
HRD	Human Resources Development
HR	Human Resources
HVAC	Heat Ventilation and Air Conditioning

ICT	Information and Communication Technology	**OHS Act**	Occupational Health and Safety Act (Act No 85 of 1993)
IOP	Institutional Operational Plan	**ODL**	Open Distance Learning
IPF	Integrated Planning Framework	**PQM**	Programme Qualification Mix
IPMS	Integrated Performance Management System	**PVC**	Pro Vice-Chancellor
IRPD	International Relations and Partnerships Directorate	**SADA**	South African Disability Association
ISPCAN	International Society for the Prevention of Child Abuse and Neglect	**SADC**	Southern African Development Community
LSSA	Law Society of South Africa	**SANParks**	South African National Parks
LSSA-LEAD	Law Society of South Africa Legal Education and Development	**SAPS**	South African Police Service
MANCOM	Management Committee	**SAQA**	South African Qualifications Authority
MDGs	Millennium Development Goals	**SETSA**	Science, Engineering and Technology Student Association
MIT	Multi-, inter-and transdisciplinary projects / programmes	**SGBs**	School Governing Bodies
MOA	Memorandum of Agreement	**SLC**	Senate Library Committee
MPRDA	Mineral and Petroleum Resources Development Act, 2002, (Act No 28 of 2002)	**SLPs**	Short Learning Programmes
		SMPPD	Study Material, Publication, Production and Delivery
NCPPDSA	National Council for People with Physical Disabilites in South Africa	**SRM**	Student Relations Management
NDP	Non-degree Purposes	**SWD**	Students with Disabilities
NECSA	National Energy Commission of South Africa	**QA**	Quality Assurance
		QEI	Quality Evaluation Instrument
NEHAWU	National Education, Health and Allied Workers Union	**QIP**	Quality Improvement Plan
NEMA	The National Environmental Management Act (Act No 107 of 1998 as amended)	**QMS**	Quality Management System
		TMIAL	Thabo Mbeki Institute for African Leadership
NERCHE	New England Resource Centre for Higher Education	**TYP**	Ten Year Plan
NESPF	National Environmental Skills Planning Forum	**UCECE**	Unisa Centre for Early Childhood Education
NFSD	National Framework for Sustainable Development	**UCLG**	United Cities Local Government
		UE	University Estates
NGOs	Non-governmental Organisations	**ULSA**	Unisa Law Students Association
NPA	National Prosecution Authority	**UN**	United Nations
NRF	National Research Foundation	**UNFCCC**	United Nations Framework Convention on Climate Change
NWA	National Water Act (Act No 36 of 1998)	**UNGC**	United Nations Global Compact
NSSD	National Strategy on Sustainable Development	**UNISA**	University of South Africa
		UNISARH	Unisa Reaching Hand
RECC	Risk Ethics and Controls Committee	**UWF**	Unisa Women's Forum
OERs	Open Educational Resources	**VC**	Vice-Chancellor
		WIL	Work-integrated Learning

2 EXECUTIVE SUMMARY AND RECOMMENDATIONS

It is imperative for Unisa to ensure that it fulfills all, if not most, of the criteria to achieve the advanced level reporting status. A study was conducted to examine the extent to which the UNGC set standards and practices were complied with.

UNGC broad principles	Unisa compliance/non-compliance								Total
	YES - Unisa adheres to the UBC principles	%	NO - Unisa does not adhere to the UNGC principles	%	Further attention is required	%	Principles are not applicable to Unisa	%	
HUMAN RIGHTS	213	79%	18	7%	22	8%	18	7%	271
LABOUR	95	83%	2	2%	5	4%	12	11%	114
ENVIRONMENT	172	53%	37	11%	54	17%	60	19%	323
ANTI-CORRUPTION	124	82%	20	13%	8	5%	0	0%	152
TOTAL	604	70%	77	9%	89	10%	90	10%	860

TABLE 1: SELF ASSESSMENT TABLE: COMPLIANCE AND NON-COMPLIANCE

According to table 1 above, Unisa's higher compliance rate is 83% in the labour principles standards followed by anti-corruption 82%, human rights 79% and lastly the environmental standards 53%. There is a great amount of work and commitment that Unisa has invested into improving environmental initiatives and this will be highlighted later in the report. The high percentage in terms of compliance with labour, anti-corruption and human rights is a result of the number of interventions, structures, policies and procedures that Unisa have put in place to adhere to national regulatory requirements and to comply with the King Code of Governance Principles (King lll). However, there is a need for Unisa to investigate and mitigate the following actions:

- Promote international labour standards in Unisa's interactions with suppliers and business partners.
- Evaluate and assess the risk of corruption when doing business.
- Take a clear stand against corruption.
- Develop internal procedures and guidelines to mitigate corruption.

Unisa demonstrated only a 53% compliance rate towards environmental sustainability. It is important for Unisa to investigate this category and have a principle improvement position regarding the following:

- Procedures to assess and address the environmental and social impact of Unisa operations on the human rights of local communities.
- Statement of compliance to all relevant environmental legislation.
- System and procedure to monitor the implementation of the environmental policy and standards.
- Procedure to assess and address environmental impacts before any construction activities.
- Development of international environmental standards for any partnership agreement.

The current environmental policy must address the following issues:

- Minimisation of any impacts on the working environment from noise, odour, light and air emissions.
- Prevent, minimise and remedy significant impacts in biodiversity.
- Prevent, reduce and treat waste water discharges.
- Remedy soil and water contamination at the site and surroundings.

The overall 70% compliance in terms of the four principles is an indication that Unisa is working towards addressing and achieving all aspects of sustainability and corporate governance.

3 BACKGROUND

3.1 Purpose and Context

The 2012 Communication on Progress Report mirrors Unisa's commitment and advancing practices with regard to the principles espoused in the United Nation's Global Compact. The title "Towards a High Performance University in a Sustainable World" captures the essence of the improved business model relevant to a changed landscape of higher education, globally, in Africa and closer to home, in South Africa.

Unisa's approach centres on the institution being adequately positioned as a future global participant, while upholding the concept of sustainability in the face of burgeoning competition. Against this background, this report communicates the progress and achievements of Unisa towards meeting the UNGC advanced criteria on corporate sustainability. The twenty four criteria are extracted from and underpin the five key thematic areas:
• strategy, governance and engagement
• UN goals and issues
• implementation of the Global Compact Principles
• value chain implementation
• transparency and verification

Integrated into its public undertaking to be an ethical university, Unisa is emphatic about establishing the platform of sustainability in terms of the triple complex. Goal 6 of Unisa's strategic goals specifically expresses the intention to "Establish Unisa as a leader in sound corporate governance and the promotion of sustainability". This goal is well-aligned to the expectations of the UNGC management model, and enables the institution to nurture corporate sustainability as one of the key principles that define its activities in a modern academic dispensation. The institution concurs that the successful implementation of the UNGC management model is facilitated by three "crosscutting efforts", namely governance, transparency and engagement. Unisa identifies itself with all the principles in the following manner:

Governance

Unisa is responsive to external regulatory shifts and has developed a conscious strategy, and the necessary infrastructure, to ensure that it complies with external legal and financial reporting requirements. A dedicated portfolio within the executive management sphere addresses the ethical, legal, compliance and sustainability dimensions through supporting internal audit, ethics and risks management processes. As indicated, these principles are closely aligned to and in direct support of the principles advocated by the UNGC focus on corporate sustainability.

The University of South Africa has ingrained in its DNA and culture an inculcation of sound and transparent corporate governance in all institutional operations and practices. The cascading of these principles will become evident in the accounts of performance and achievements across the institution.

Unisa's governance structure and practice is currently ranked among the best in higher education in South Africa and this is buttressed by the outcomes of various institutional audits and the unqualified reports issued by independent auditors. Unisa embraces an ethical African leadership approach within all activities guided by the strategic direction of the Council, through recognition and implementation of relevant stakeholder relations management and processes.

Transparency

Unisa remains committed to high standards of transparency in all its operations. The UNGC report for 2012 extensively discusses the university's anti-corruption strategies and recommended four additional strategies for strengthening the institution's anti-corruption arsenal. The new strategies proposed include fostering a working relationship with institutions like the Office of the Public Protector in corruption related cases, amplifying the operational scope of the university's ombudsman, personnel training on the anti-corruption drive (e.g. 100% training of all top management, directors, managers and employees on anti-corruption) and developing a two-pronged approach encapsulating an internal and external anti-corruption strategy. Progress on these initiatives is conveyed later in the report.

Engagement

The 2012 report deliberates on how the inclusive stakeholder model of corporate governance concurs with the socio-cultural values that interact with university governance policies, particularly the concept of *ubuntu* (an African concept associated with being humane). The report also emphasised Unisa's corporate citizenship responsibilities within the context of the inclusive stakeholder model of corporate governance and also highlights Unisa's commitment to the Millennium Development Goals (MDG'S). External corporate stakeholder relations have now been entrenched as a strategic imperative as one of the priorities in the Unisa plan 2013 – 2015 "Towards a high performance University".

A planned action is the development of a stakeholder management model with clearly defined goals and expectations. The university implements a model of integrated strategic communication and marketing to ensure that all media platforms are used optimally to reach Unisa stakeholders, internally and externally, within the agreed parameters of fiscal prudence.

Africa's leading provider of **open distance learning.**

The year 2013 would take a big cake to hold all 140 candles as Unisa celebrates this time-span of educational excellence. Unisa is now a 'cente-quadra-generian' university, as Professor Mandla Makhanya (Principal and Vice-Chancellor) has tongue-twistedly coined it, during the institution's academic opening on 6 February 2013. The theme for the anniversary is "140 years of shaping futures". The theme has been carefully crafted to highlight how Unisa has helped ordinary South Africans and those from across Africa and the globe to achieve their dreams of obtaining quality education.

The establishment of the University of the Cape of Good Hope in 1873 and the subsequent creation of Unisa in 1918, culminated in Unisa becoming the largest open distance learning institution in Africa and the longest standing dedicated distance education university in the world. As one of the global mega-universities, Unisa enrols nearly one-third of all South African students. The university's 2013 enrolment stands at over 350, 000 students.

Founded in 1873 as the University of the Cape of Good Hope, the institution became the first public university in the world to teach exclusively by means of distance education in 1946. Unisa has a proud record of being the only university in South Africa to have provided all people with access to education, irrespective of race, colour or creed. This vibrant past is mirrored in its rich history, more particularly in the impressive database of alumni, some of whom are to be found in the most senior levels of society across the world. The former President of the Republic of South Africa, Dr R Nelson Mandela obtained a law degree from Unisa during the time he was incarcerated on Robben Island. He was also awarded an honorary doctorate by Unisa.

Given its rootedness in South Africa and the African continent, Unisa today can truly claim to be "the African university in the service of humanity", as promised in its vision statement. The strategy to adapt quickly to the fast-paced higher education environment of the 21st century is reflected in Unisa's management style and leadership practices. Harnessing the new and emerging potential of information and communication technology to catapult the university into a truly digital future, features high on the transformation agenda.

Unisa offers an unparalleled range of study choices. These range from short courses and certificate programmes to three- and four-year degrees and diplomas. The extent to which Unisa meets the needs for skills development is reflected in the enrolments for short learning programmes (SLPs).

SLPs provide access to education for previously disadvantaged groups and contribute to the skills development of the country. The provision of SLPs at Unisa is currently decentralised through centres and institutes and managed within colleges. The Centre for Business Management constitutes the highest number of SLP students, with a total of 31 438 registered in 2011. Figure 2 indicates student registration count at programme level per college.

The College of Economic and Management Sciences (CEMS) is the most active college in the provision of SLPs, accounting for 84% of total registrations in 2011. In excess of 130 556 students enrolled, with 1 046 active modules registered in 2011; on average 69 students per module. These numbers are fairly high and substantiate the South African Qualifications Authority's (SAQA) findings as outlined in its criteria and guidelines for SLPs that "the market for SLPs demands a small part of a learning area as opposed to a full programme". This market often demands a flexible and responsive approach to an identified need.

The throughput rates for SLP modules during the period 2006 to 2010 are of concern. The 2010 data reveals that only three colleges, namely CEDU (68.11%), CHS (60.21%) and CLAW (61,45%), produced throughput rates above 60%, with CEMS at 50%. Quality mechanisms for improvement are receiving attention. The other centres and institutes produced a throughput rate of 67.20%. Further analyses with regard to the

extent to which these graduates articulate into mainstream higer education and training provisioning is undertaken. The current financial model is under review to allow for a more sustainable model and a framework for dealing with the financial aspects of all SLP activities for non-formal activities.

This account provides irrefutable evidence that Unisa continues to seriously respond to its social justice mandate of facilitating access and opportunities for advancement.

The Unisa Programme Qualification Mix (PQM) provides an indication of what Unisa offers to the market in terms of its product range.

Unisa had graduates studying for 819 formal qualifications in 2012. The PQM is a planning device to characterise and differentiate the higher education and training landscape in the South African context. The core business pillars are teaching and learning, research and innovation, and community engagement.

FIGURE 1: DR NELSON MANDELA CONGRATULATED BY THE FORMER VICE-CHANCELLOR OF UNISA, PROF AP MELCK ON RECEIVING AN HONORARY DOCTORATE.
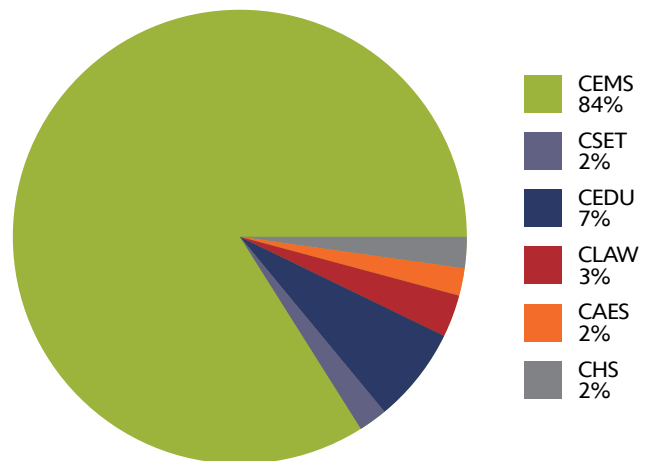
FIGURE 2: SLP REGISTRATION ACTIVITY IN 2011

CEMS 84%
CSET 2%
CEDU 7%
CLAW 3%
CAES 2%
CHS 2%

4.1 Teaching and Learning

Unisa offers a combination of career-oriented courses (usually associated with universities of technology, whose programmes prepare students for the world of work), as well as generally formative academic programmes (typically linked to a traditional university). Its rich tapestry of study disciplines includes the humanities, business and management, law and criminal justice, agriculture and environmental sciences, and science, engineering and technology.

Learning involves the use of blended techniques such as integrated and mixed media, and courseware with various modalities for learning development, facilitation and support. Going forward, Unisa aims to harness the immense potential of information and communications technology to provide our students with an online teaching and learning experience. Signature online courses have been introduced as prototypes of curriculum innovation in this regard.

From 2013, any student starting a new undergraduate degree will be required to register for and successfully complete one compulsory online module per college.

As an ODL institution, Unisa determines its own admission requirements, grants access to traditionally disadvantaged students, recognises prior experiential learning, and promotes flexible learning in terms of its interactive learning material.
In an attempt to ensure that students are adequately prepared to successfully pursue and complete their studies, Unisa has created new admission and re-admission policies, effective from 2013, supported by a tutor management model to facilitate student support to mediate learning on a national scale.

4.2 Research and Innovation

Research and Innovation, the second of Unisa's core areas of business, is spearheaded by the institution's Research and Innovation Portfolio. The primary responsibility of the portfolio is to advance the realisation of excellent research and innovative solutions that address important national and global questions, and to contribute to the economic, social, cultural and environmental well-being of South Africa and the African continent. The portfolio also aims to produce research excellence in all academic fields at Unisa and across all six colleges: Economic and Management Sciences; Law; Human Sciences; Education; Engineering, Science and Technology; and Agriculture and Environmental Sciences.

Through its research and innovation initiatives, Unisa strives to attain its vision of being the African university in the service of humanity. The hard work of Unisa's researchers is recognised and rewarded through a number of awards, prizes and prestigious membership to notable research academies.

The Portfolio consists of the Research Department, the College of Graduate Studies, The Department of Institutional Statistics and Analysis (DISA) and the Unisa library.

4.3 Community Engagement (CE)

At Unisa, community engagement is actively promoted through the Community Engagement and Outreach Policy of 2008 that is currently under review. As a leading educational institution, Unisa remains mindful of its significant role in building ongoing, permanent relationships with the community to contribute to improving the quality of life; right down to grassroots level.
The Department of Community Engagement and Outreach drives community engagement endeavours. The department ensures that arrangements for community engagement are formalised and integrated with those for teaching and learning, where appropriate, and are adequately resourced and monitored. The diverse range of CE activities is clustered

into five main categories that straddle community building and capacity building, curriculum and research related initiatives.

4.4 Unisa's Governance and Management Structures

Unisa has been privileged to retain the active support and involvement of some of South Africa's most respected and visionary leaders in its governance and management structures. The summary below depicts the hierarchical levels of strategic and operational decision-making.

Chancellor: Chancellor, Judge President Bernard Makgabo Ngoepe, is the head of the university and confers degrees in its name.

Unisa Council: Council is the highest decision-making body of the university and is chaired by business leader and politician, Dr M Phosa.

Senate: This august body assumes responsibility for academic, research and community engagement related matters, and is chaired by the Principal and Vice-Chancellor, Professor M. Makhanya.

Executive Management: The executive management consists of the Principal and Vice-Chancellor, the Pro Vice-Chancellor, and all Vice-Principals, including the Registrar and Chief Information Officer.

Executive and Deputy Executive Deans: Executive and Deputy Executive Deans are in charge of each of our seven colleges.
Executive Directors: Executive Directors are responsible for strategic business planning and the management of staff in the professional and administrative spheres.

The main campus and administrative centre is physically located in Preller Street, Muckleneuk Ridge, Pretoria, South Africa. Telephone: +27(0)12 429 3111 and website: www.unisa.ac.za

4.4.1 Staffing Profile

2008		2009		2010		2011 (Preliminary)	
1,504	32.45	1,670	33.4%	1,689	32.3%	1,849	33.2%
182	3.9%	158	3.2%	128	24%	118	21%
707	15.2%	602	12.1%	564	10.8%	194	35%
134	29%	92	1.8%	51	1.0%	21	0.4%
1,751	37.7%	2,086	41.8%	2,435	46.6%	3,164	56.8%
230	4.9%	226	45%	215	4.1%	143	26%
141	**3.0%**	**160**	**32%**	**148**	**28%**	**86**	**1.5%**

Legend:
- Institutional/Research Professional
- Executive/Management Professional
- Specialised/Support Professional
- Technical
- Non-professional Admin
- Crafts/Trades
- Service workers

TABLE 2: STAFF CATAGORIES

According to Table 2 above, from 2008 until 2011 the non-professional administrative staff has increased significantly from 1500 to over 3000 staff complement, followed by the institutional/research professionals ranging from 1500 to over 1500, respectively. This was due to the high demands for students to have better service in terms of more learner support (teaching and learning), research and innovation, community engagement and more investment in infrastructure and efficiency by the university. The percentage increase for non- professional administrative staff increased from 37.7% in 2008 to 56.8% in 2011, respectively.

4.4.2 Staff by race group

2008		2009		2010		2011 (Preliminary)	
2,240	48.2%	2,648	53.0%	2,874	55.0%	3.211	57.6%
165	3.5%	169	3.4%	175	3.3%	200	3.6%
160	3.4%	188	3.8%	204	3.9%	200	3.6%
2,084	44.8%	1,989	39.8%	1,977	37.8%	1,964	35.2%

Legend:
- African
- Coloured
- Indian
- White

TABLE 3: STAFF CATAGORY BY RACE

The 2008 to 2010 staff figures presented are based on data extracted from the final audited HEMIS submissions to the Department of Higher Education and Training (DHET).The 2011 figures represent information extracted from preliminary HEMIS student data information.

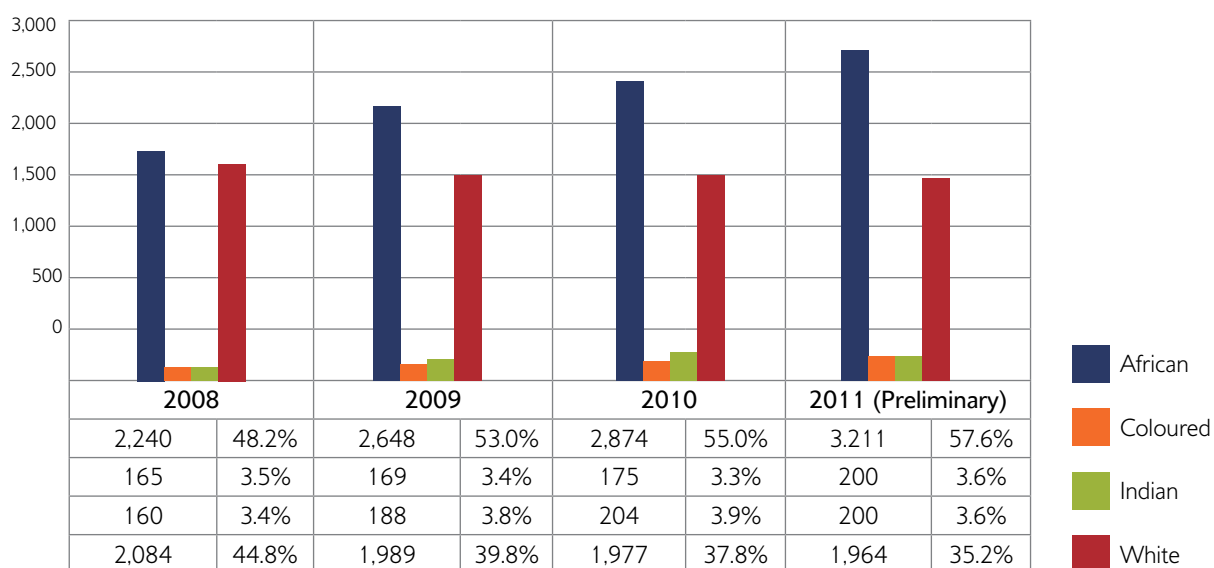According to table 3, the staff complement in terms of race changed tremendously from 2008 until 2011; with a significant increase of black staff increasing from 48.2% to 57.6% in 2011, as compared to a slight decrease of white staff from 44.8% in 2008 to 35.2% in 2011. The changes are due to the employment equity plan aimed at redressing the imbalances of the past and matching the staff profile with the geographic student population of Unisa.

4.4.3   Geographical footprint

Unisa attracts students from 130 countries in Africa and globally.

NATIONALITY	2009		2010		2011 (Prelim)	
South Africa	245.512	92%	269.061	97.7%	300.221	91.5%
Other SADC countries	15.682	6.4%	18.647	6.6%	21.774	6.6%
Other African countries	3.815	1.4%	4.067	1.4%	4.250	1.3%
Rest of the world	1.505	0.6%	1.606	0.5%	1.746	0.5%
No information	45	0.0%	56	0.9%	188	0.1%

TABLE 4: GEOGRAPHIC FOOTPRINT OF UNISA

According to table 4, it is evident that 91.5% of Unisa students are South Africans, with 6.6% coming from other Southern African Developing Countries (SADC) and with only 1.3% and 0.5% coming from other African countries and the rest of the world, respectively.

4.4.4   Student enrolments per college

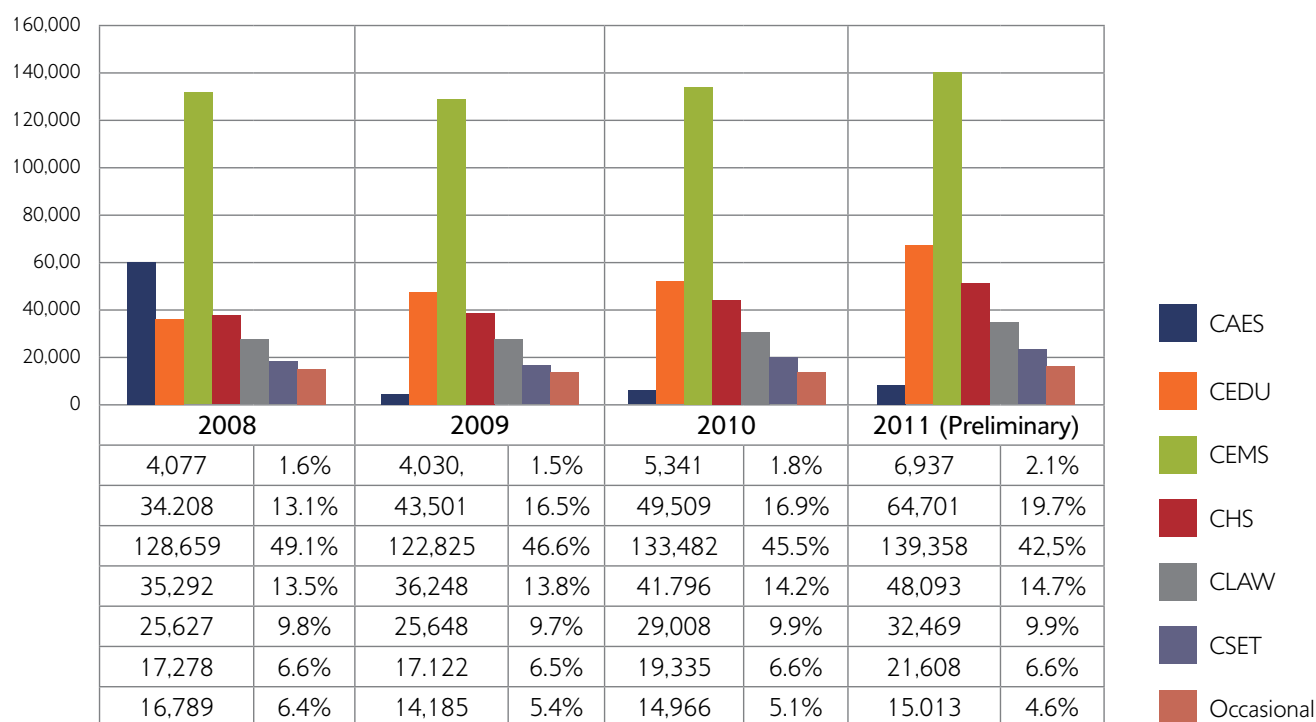| 2008		2009		2010		2011 (Preliminary)	
4,077	1.6%	4,030,	1.5%	5,341	1.8%	6,937	2.1%
34.208	13.1%	43,501	16.5%	49,509	16.9%	64,701	19.7%
128,659	49.1%	122,825	46.6%	133,482	45.5%	139,358	42,5%
35,292	13.5%	36,248	13.8%	41.796	14.2%	48,093	14.7%
25,627	9.8%	25,648	9.7%	29,008	9.9%	32,469	9.9%
17,278	6.6%	17.122	6.5%	19,335	6.6%	21,608	6.6%
16,789	6.4%	14,185	5.4%	14,966	5.1%	15.013	4.6%

TABLE 5: STUDENT ENROLMENTS PER COLLEGE.

The 2008 to 2010 student figures presented are based on data extracted from the final audited HEMIS submissions to the Department of Higher Education and Training (DHET). The 2011 figures represent information extracted from preliminary HEMIS student data information.

According to table 5, Unisa students are spread over six colleges with a sizeable percentage registering for non-degree purposes (NDP) (occasional) through the six colleges. CEMS is the largest college with 42.5% of students registered at the college in 2011. It is followed by CEDU and CHS accounting for 19.7% and 14.7%, respectively. CAES is the smallest college accounting for 2.1% of the student population in 2011. There were 4.6% of students registered for NDP qualifications in 2011, the percentage has decreased from 6.4% in 2008 due to the fact these students are no longer funded by the DHET.

4.4.5 Student success rates

Student success

Unisa's 2011 final (degree credit) course success rate of 66.2% represented a substantial increase of 5.9% over that of 2010. This means that the course success rate has increased substantially by 30.6% since 2006.

Therefore, for the first time, Unisa's course success rate has significantly exceeded the ministerial target of 63%. This trend marks a significant milestone in Unisa's efforts to enhance its success and graduation rates. Increases were especially evident at the level of certificates, diplomas and honours degrees. With a total student body in the region of 350 000, Unisa offers a diverse choice of study fields at levels ranging from certificate to degree. In 2011, the South Africa Survey issued by the SA Institute for Race Relations, stated that Unisa is South Africa's most productive university, accounting for 12,8% of all degrees conferred by a total of 23 public universities and universities of technology. This combined with the fact that Unisa has increased its African student population to the extent that they are now in the majority, leaves no doubt that Unisa is the university contributing most to the transformation of the South African higher education landscape.

5 UNISA'S VICE-CHANCELLOR'S PERSPECTIVE ON SUSTAINABILITY

As Principal and Vice-Chancellor of the University of South Africa, Prof Mandla S Makhanya's role is to provide strategic direction and guidance to the institution. A sociologist by training and practice, Prof Makhanya is dedicated to servant leadership. His leadership style is built on attributes such as listening, empathy, awareness, persuasion, trust, self-discipline, humility, stewardship, facilitating growth and building community. He asserts that the true test of one's character is not so much to have power, but to ensure that the power that one has, is used to the benefit of others. True leadership implies a genuine love of people and ensuring that those under one's leadership are inspired to excel.

Prof Makhanya asserts: "You lead simply because you become a servant of those you are leading." But, ultimately, Prof Makhanya sees his leadership of Unisa as an opportunity to steer the university forwards through positive thinking and action. He believes that his style of leadership will create conscientious and hard-working members of staff who are committed to the institution and to advancement. With his strong values at the forefront of all his decisions, Prof Makhanya seems destined to lead Unisa into a new age of excellence, building on its good standing, both locally and internationally. The following questions were posed to Prof Makhanya by the Office of the Vice-Principal Advisory and Assurance in a recent dialogue, and the answers reflect his perspective and commitment to sustainability.

How can universities contribute to sustainability?

Universities can contribute in diverse spaces and in a variety of ways, including:
- Research on processes, systems and knowledge systems on, for example, the adaptation and mitigation approaches to climatic changes, thereby helping societies to begin to learn to cope or live with the changing weather patterns and/or agricultural production patterns influenced by climatic changes.
- Educate conscientious members of society to use their resources constructively through inculcating attitudinal and ethical practice. Such includes activities like promoting recycling, or helping develop or promote the use of alternative energy resources such as the sun (solar energy), wind-energy, bio-gas and other modes of energy that do not contribute to the pollution of the earth.
- Promoting systems by which communities can govern and manage their resources in ways that help meet peoples' needs, while not compromising the present and the future generations.

What is Unisa doing to promote sustainability within the organisation?

As one of the leading comprehensive open and distance learning institutions in Africa, Unisa is by nature a carbon neutral university. Think, for example, about the emissions it saves since students do not travel to the university every day of the academic year, and opting for alternative communication technologies. On campus, Unisa tries to conserve energy and have installed recycling bins, among others. There are numerous programmes, curricula and research outputs that attest the university commitment to sustainability.

The institution has inculcated the King Code of Governance Principles (King lll) and United Nations Global Compact principles into all relevant university. Activities and a workshop on sustainability reporting was held to develop an integrated strategy for corporate social responsibility in respect of economic, social and environmental issues.

Unisa colleges and faculties have begun to audit their contribution to discourses on sustainability and thus are recommending that students across all disciplines explore and research environmental or sustainability issues in Unisa's diverse institutes and centres that promote learning.

Does Unisa have an environmental policy?

Yes, there is the Environmental Sustainability Policy. Unisa believes that policies on sustainability are important because they encourage and help codify ideas and ideals that are essential for the success of any institution or society.

Is Unisa a participant in external environmental networks?

Yes, Unisa is active in national, regional and international networks and projects on sustainability. The university also participated in the 17th Conference of the Parties (CoP 17) United Nations Climate Change Conference in Durban where Unisa's Exxaro Chair in business and Climate Change launched a book entitled, "Green economy and climate mitigation: Topics of relevance to Africa". Whereas the CoP 17 is the most recent global event, which has brought issues of environment and climate to the public domain, Unisa staff members, me included, have been consistently involved in national and international intergovernmental events such as the World Summit on Sustainable Development.

6   UNISA INTEGRATED PLANNING APPROACH

6.1 Integrated Planning

Unisa 2015 Revisited, the strategic transformation plan, comes to an end in 2015. The recently Council-approved plan, Unisa 2013 – 2015: Towards a High Performance University, embeds priority areas to give direction for the final three years of Unisa 2015 Revisited.

In order for Unisa to have a sustainable strategy, the institutional plan focuses on areas that have emerged as key institutional imperatives. These imperatives are clustered around strategic themes namely academic performance, corporate governance and sustainability, service excellence, people centeredness, co-operative governance, and external stakeholder relations.

These themes transpired from a range of activities that include, among others, an institutional risk analysis, institutional conversations with key stakeholders and the analysis of the emerging challenges Unisa is facing regarding the changing higher education landscape. Evidently, these activities together with the drive towards a new organisational culture and ethos, have implications for how Unisa positions itself in the higher educational and training environment in a sustainable manner. This means that the actions in the Institutional Operational Plan (IOP) have to be structured in a way that systematises organisational energies and proactively mitigates risks.

The 2013 IOP will be subjected to the new requirements for public accountability; requiring universities to comply with the audit prescripts, comprehensive reporting, compliance and governance requirements in line with the dictates of the King III code.

The schematic representation below illustrates how the Integrated Planning Framework (IPF) translates strategic goals into operational planning outcomes and targets. However, the plan in itself is not a guarantee for achieving the desired outcomes. The 2013 to 2015 planning cycle requires portfolio managers to ingrain a culture of execution through managing interdependencies by means of clear requirements, specifications and deliverable dates, thus influencing institutional behaviour with a sense of urgency, pride and ultimately institutional performance.

Unisa follows an inclusive approach to sustainability, which takes cognisance of all relevant stakeholder groups. The preferred hybrid model of corporate governance is tied to the African values of defining the African society and context, informed by the concept Ubuntu. The principle of Ubuntu has been constitutionally accepted as an important aspect of nation building, democracy and constitutionalism. By subscribing to the concept, Unisa becomes a participant in promoting the constitutional values that define modern South Africa and Africa at large. Sustainable development is also fore-grounded in Unisa's business practices and processes.

Sustainable development is an important driver for engaged scholarship and community engagement at Unisa. The drive towards social, economic and environmental sustainability is therefore not only an institutional imperative and commitment, but is also expected at personal and professional levels.

 A list of critical factors that can constrain the institution to meet these challenges has been collectively identified into 11 high risks, 44 medium risks and 3 low risks, with relevant mitigation strategies until 2015. See Unisa 2015 Revisited on www.unisa.ac.za. *Appendix 1*
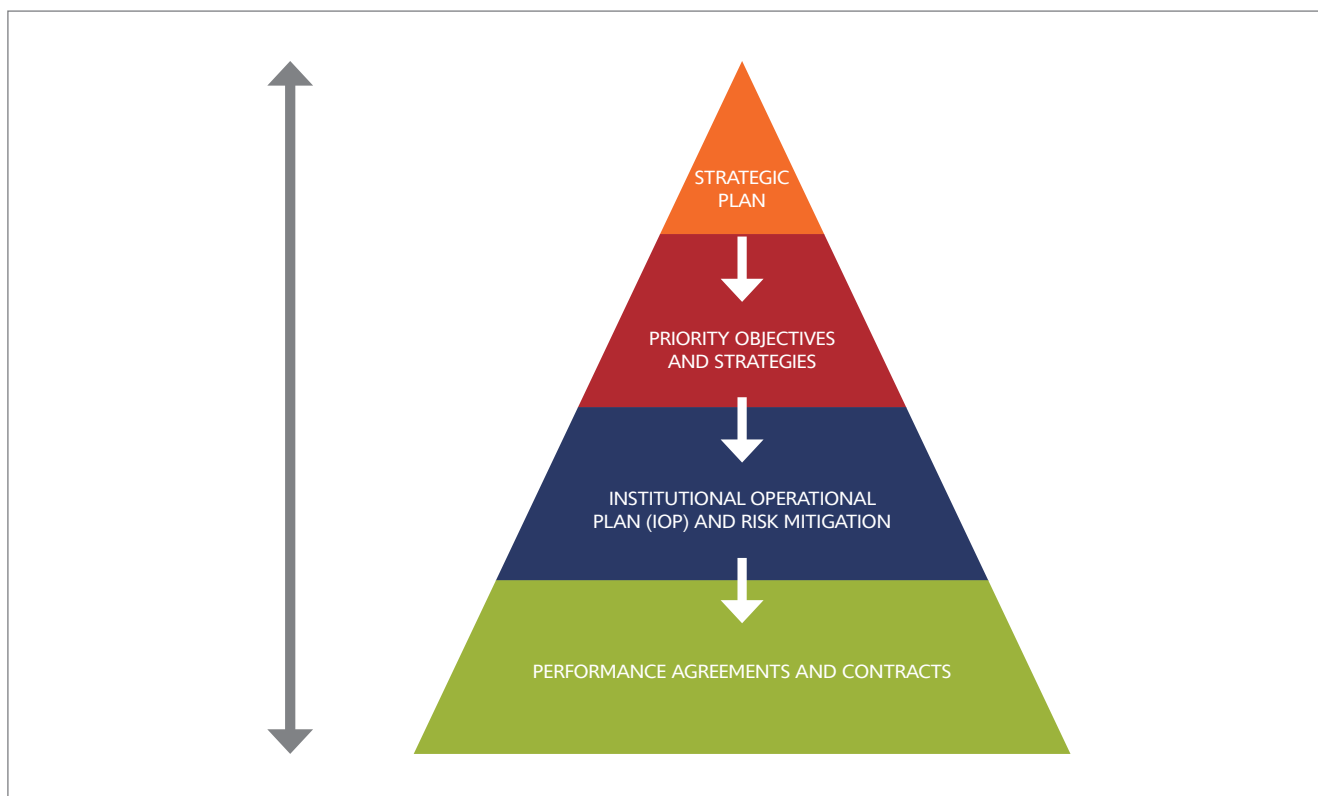
FIGURE 3: LEVELS OF PLANNING

6.2 Key Related Sustainable Aspects

Ethics, unity and value at Unisa

To distinguish itself as a university of choice, one of the levers for that distinction is to use ethics to differentiate itself as a responsible corporate citizen and as a marketing tool to attract a population of like-minded employees and students.

From a different vantage point, a marker of a transforming university is one that can acknowledge inherent contradictions and put in place mechanisms and tools to manage these in a fair and transparent manner. Among some of the tools one can use to deal with this disjuncture, is to ensure that all institutional policies and practices are aligned with the institutional values. In Unisa's case, it means ensuring that all policies are in line with social justice and fairness as well as excellence with integrity. Clearly the call is for the university community to begin to give effect to the 11Cs + 1 and create a culture of inclusion is a beginning point of translating theory into praxis.

"We talk about ethics, and everybody believes that they are ethical, but what do we (Unisa) do to ensure we have a holistic understanding, a culture of ethics at the university?"This was the question posed by Prof Divya Singh, the Vice-Principal: Advisory and Assurance Services, ahead of the formal launch of Unisa's Ethics Office on Thursday 25 October 2012.

In this interview, Prof Singh introduced the key components of the Advisory and Assurance Services Portfolio launched this year, highlighting the importance of managing an ethical corporate culture, as advised in the King III Report on Corporate Governance. The importance of the newly established Department of Risk and Compliance ensures that the university adheres to external compliance requirements.

Two main aspects of the Ethics Office are the Ethics Helpline and the Ethics Hotline.

Ethics hotline (reporting line)

If employees observe or become aware of any serious, illegal misconduct within Unisa, they can report it as soon as possible. The Ethics Hotline is an external, independent service that is administered by an external service provider, KPMG. The Ethics Hotline telephone number is 0800 86 96 93 (toll free from any landline), the KPMG fax number is 0800 200 796, and the e-mail address is fraud@kpmg.co.za. Reporting to this hotline is confidential, secure and completely anonymous. The service is available 24 hours a day, 365 days a year. This service has been established to enhance an honest work ethic and to provide all Unisa stakeholders with a mechanism to bring any unethical business practices to the attention of management. All reports, once processed by the KPMG call centre, are forwarded to the Department of Internal Audit for follow-up and further investigation. The types of matters to be reported to the Unisa Ethics Hotline are:

• Fraud (fraudulent claim forms, falsified documents, etc)
• Misconduct (intimidation, discrimination, etc.)

- Unethical behaviour (favouritism, nepotism, plagiarism, etc.)
- Theft (unlawful possession of any university resources, such as stationery, library books or computers)
- Corruption (bribery, third-party collusion, etc.)

Ethics helpline (advice line)

The Ethics Helpline offers advice to Unisa stakeholders who are faced with ethical dilemmas, but for various reasons may not want to consult with or make enquiries with their respective supervisors, managers or colleagues, can ask for advice and be told how to handle ethical issues. Matters that can be discussed via the Ethics Helpline:

- Behaviour that is perceived as being unethical, but where uncertainty exists whether it warrants a report to the Ethics Hotline.
- Ethical concerns on which clarification and advice are needed.
- Advice on the application of the Code of Ethics, policies and procedures.

In addition, a dedicated Ethics Website will be launched and updated regularly with articles and frequently asked questions. Employees will be encouraged to participate and communicate on ethical matters via this channel. It is important that the "ethics talk" be promoted within Unisa, for the university to move towards a healthy ethical culture.

7 UNISA'S TRANSFORMATION CHARTER

The Charter of Transformation is seen as a way in which Unisa commits itself to the principles and values of transformation. The university acknowledges the fact that it operates in a political, economic, social, technological, economic and legal environment; hence there are values that need to be upheld and respected to accomplish its goals. Unisa's 11 C's plus 1 try to project a culture that needs to be practiced and buttressed in all business activities in order to move "towards a high performance organisation".

One of the most significant consequences of Unisa's transformation will be the requirement to operate more flexibly, which poses significant challenges for an institution of Unisa's size and with such a long history of implementing a largely uniform educational delivery model. This introduces four specific challenges:

- A requirement for greater flexibility in how Human Resources (HR) appointments of different kinds are made and by whom, in order to deploy HR as necessary to support growth and contraction across the Student Walk for different courses.
- A need to introduce different models of quality assurance (QA) for courses in a context in which changes to course materials and the support environment can be made incrementally on an on-going basis in response to identified needs.
- An accompanying requirement for faster turnaround in procurement processes to ensure that resources are in place where and when they are required for different purposes (understanding especially that changes in procurement needs will accelerate with growing flexibility in the teaching and learning model.
- An Automation and digitisation of key administrative processes to remove unnecessarily lengthy processes of physical completion of forms and their manual verification.

In the process of reimagining a new university, characterised by innovation and change that will be responsive to a new generation of students who need to function in a technologically driven environment, Unisa's staff will need to be:
- aware of new possibilities
- motivated and driven
- provided with opportunities for innovation and creative thinking
- entrepreneurial in mobilising new methods of teaching and research

It follows then that Unisa should provide staff with appropriate professional development opportunities, both formal and informal, to enable them to function in a changing and renewing environment. Capacity development of staff should provide them with necessary skills to ensure that change is not viewed as a threat.

Enhancing capacities will include building initiatives for the scholarship of teaching and research through a variety of approaches, including a scholars' network that will support strategic change through leadership activities embedded in authentic learning tasks. Leaders through the network may then use cascading methods of distributive leadership through mentoring of future implementations within the institution. The notion of distributive leadership provides the institution with a sociocultural context of distributed power, sharing of knowledge and practice and reflection through collegiality.

Appendix 2

As discussed, the recently Council-approved Unisa 2013 – 2015: Towards a High Performance University plan gives direction to the final three years of Unisa 2015 Revisited. The focus areas within the plan have emerged as key institutional imperatives and reiterate the significance of promoting efficiency, effectiveness and service delivery within the institution. This plan defines clear roles and responsibilities that are fundamental elements for executing the agreed to actions, together with an inclusive organisational culture that stimulates high performance and recognition.

Continual developments in the higher education sector have compelled Unisa to move towards a more risk-based planning methodology that accommodates the new regulations of the Auditor General regarding public accountability and performance based planning. Moreover, Council has in 2012 decided to move towards prioritising annual objectives and actions.

Unisa has adopted a new three tier planning approach that includes a long-term strategic plan (10 years), a prioritised three-year plan (3 to 5 years) and the Institutional Operational Plan (IOP). To further support the promotion of performance, Unisa has generated a number of the key indices within the institution to address key performance oriented issues.

The Student Satisfaction Survey is a key component of both the Unisa 2015 Revisited strategic plan and the 2013 – 2015 plan of Unisa. Since 2005, this periodic survey has been an effective strategic management tool, particularly in the improvement of an Open and Distance Learning (ODL) context. Student Satisfaction Surveys have been centered on issues that affect students, namely (i) the efficiency of the application and registration process, (ii) student integration and (iii) study facilities. The mentioned areas were the focus of the first 2012 Student satisfaction survey. The objectives of the first wave of 2012 were to determine student satisfaction with the following variables: Unisa as a place to study, colleges' satisfaction with the efficiency of the application and registration processes, student integration into Unisa study environments and student study facilities.

The findings of the 2012 Student Satisfaction Survey indicated a need for Unisa to make improvements on the following aspects:
- Developing and publishing clear service quality standards for dealing with student enquiries and complaints and aligning these with the Integrated Performance Management System (IPMS).
- Embracing a peer collaborative learning approach to improve reflection and engagement with the learning tasks through increasing group work opportunities and assisting students to establish support groups.
- Designing an effective marketing communication campaign to expedite efforts to change students' perceptions with regard to the perceived inferiority of Unisa qualifications. Consider using successful alumni to support such image building campaign.

When analysing the student satisfaction with registration efficiency, students in general seem more satisfied when compared to previous years. In fact, the Unisa student satisfaction index recorded the highest levels since 2008.

In general, the findings of the first wave of the 2012 study indicate that student satisfaction with the Unisa registration environment seems fairly positive and is gradually improving. Loyal Unisa students, indicating that they plan to remain studying at Unisa and those who have not interrupted their studies, showed higher satisfaction ratings during the first wave of the 2012 study. This presupposes the need for Unisa to venture in changing the perceptions of disloyal and disruptive students.

In fact, Unisa has some challenges remaining to transcend approximately 30% of disillusioned students' perceptions away from viewing the institution as a monopolistic powerless ODL institution with substandard qualifications to one which is a favored by all students as a preferred life-long learning institution. By attending to the proposed restorative strategies emerging from this study, could guide Unisa in aspiring to become the leading and desired university in the service of humanity.

Finally, the survey findings and anticipated improvement strategies will be communicated and shared with the broader Unisa community and stakeholders in particular. This approach will express Unisa's commitment to external stakeholder relations (as key stakeholder and respondent group) about the intent to endlessly seek to improve the study environment.

This approach is further supported as it will encourage future participation of students in similar studies where the inputs are recognised and intergraded in the transformation of Unisa in becoming the African University in the service of humanity. In fact, Unisa is busy investigating the possibility of venturing into establishing an automated customer satisfaction centre to allow for the immediate capturing of students' feedback on service experience. Such an invention will ideally guide the development of contingency planning and contribute to improve service delivery and value chain to a student population of which the younger generation is nowadays characterised by a culture of immediacy, militancy and impatience, which creates increased 'customer' expectations towards 'service providers', such as Unisa to download instantly and deliver on demand.

Appendix 3

9 CORPORATE EXTERNAL STAKEHOLDER RELATIONS AND COMMUNITY ENGAGEMENT

9.1 Overview

Unisa acknowledges the importance of building and maintaining strong and mutually beneficial relationships with all its stakeholders. The institution follows an integrated strategic communication and marketing model to ensure that all media platforms are used optimally to reach Unisa stakeholders within agreed parameters of fiscal prudence. Key external stakeholders of Unisa include its alumni, government, business, NGOs, civic organisations, research institutions and others, whereas internal stakeholders include, students, staff, management, the Council, academic and support services departments and unions. Video conferencing is used extensively to ensure immediate dialogue across the regional infrastructure on all critical issues, such as the academic opening and closing ceremonies and the budget presentation.

9.2 External Corporate Stakeholder Management

Unisa recognises the importance of well-planned and implemented strategies in fostering a good relationship with its external stakeholders. The institution follows a generic model of strategic management in relating with its external stakeholders.

This model consists of three key processes, namely strategic analysis, strategic choice and strategic implementation.

Strategic analysis involves the consideration of the position of the institution, projections of goals that the institution should fulfil. The key question is: Where are we and what do we expect to be done? The underlying reasons for this stage in the model includes the avoidance of surprises, fast identification of opportunities and threats, improving planning and decreased response times and enhancing self-understanding. At this stage of the planning process, Unisa uses the PESTLE model to guide its institutional planning processes and analysis. PESTLE is an acronym for the political, economic, social, technological, legal and environmental aspects that affect business life and subsequently, the activities of the organisation. An impact analysis is also important to determine the potential effect of each of the factors identified by the PESTLE model. Furthermore, a market analysis is essential to set market-related goals.

(i) Strategic choice: involves the formulation of strategy options and selection from them, the optimum strategy mix.

(ii) Strategic implementation: is the last stage of the model and involves the execution of the suitable strategy and preparation on how necessary changes will be handled.

Unisa strives to maintain a steady relationship with its stakeholders, while pursuing strategies that will enable it to attain a competitive edge, for example, Michael Porter's Five Forces Model. The crux of this model is that "the state of competition in an industry depends on five basic competitive forces", namely suppliers (service providers to Unisa), entrants (Unisa's competitors i.e. other local institutions offering distance learning programmes – these are new competitors who stand a chance of competing with Unisa on a domestic or international arena. Unisa identifies other institutions in South Africa which have entered the Open Distance Learning fraternity (e.g. University of the North West and University of Pretoria). Rivalry (competition existing between Unisa and its competitors), substitutes (product offerings and services that can substitute Unisa's offerings in the market) and buyers (this refers to Unisa students) are the remaining forces of the model. In the business arena, buyers or consumers dictate the nature of service or products which the market has to supply. In an academic context, Unisa recognises its students as its customers and their needs or demands determine the nature of service the university offers.

In an endeavour to foster external stakeholder relation, the Public Protector, Advocate Thuli Madonsela, was recently invited among others to give a public lecture at Unisa on combating corruption and maladministration. "All citizens including Unisa, have a duty and a responsibility to expose corruption and ensure the attainment of a society who values ethical behaviour." This was the overriding message during a conversation held between the Public Protector and the Pretoria Alumni Chapter of Unisa, held on Unisa's Muckleneuk campus on Tuesday 16 October 2012.

Delivering the keynote address at this auspicious event under the theme "What role should the citizenry play in exposing corruption and maladministration, particularly in view of intimidation and victimisation of whistle blowers?", Advocate Madonsela emphasised the centrality and pertinence of honesty and ethical behaviour, rather than only the enforcement of corruption-busting laws, in the national drive to bring about a society free of corruption and maladministration. There are currently nine internal target market categories including Council, academic and support service departments, and unions, and 37 external target market categories including alumni, government, business and research institutions.

Social media also showed steady growth to more than 30 000 students on Facebook and close to 10 000 students on Twitter. Social media provided a platform for students to raise their concerns and voice their opinions. Sites such as HelloPeter.com are monitored and reported on a monthly basis. The main focus in the social media strategy is relationship building with students.

Management further engages with employees through staff assemblies, meetings with union leadership, various staff publications and daily electronic communiqués. Feedback from the weekly Management Committee meetings is immediately published on the university's intranet for the notice of all staff members.

9.3 Community Engagement

Unisa has made some great strides in 2012 in conceptualising, enabling and institutionalising community engagement to enhance research, teaching and learning while simultaneously bearing on the socio-economic development imperatives of the country and the continent. These activities informed the revision of the 2008 Community Engagement and Outreach Policy.

The Millennium Development Goals (MDGs) had already been adopted by the Senate Tuition and Learning Committee in 2010, serving as a framework against which to capture benchmark and assess community engagement. The 2011/12 pilot alignment and scoping investigation, conducted by the College of Economic and Management Sciences (CEMS), generated an inventory of practice, and led to an institutional database. The outcomes of this study enabled Management to respond strategically with regard to the development and improvement of programmes and policies in support of community engagement. Significant findings are that:

- A substantial number of academics viewed sustainable development as an important driver for community engagement.
- Multi-disciplinary, interdisciplinary and trans-disciplinary (MIT) research is being stimulated.
- Improving communication and public relations on community engagement will contribute to more effectively managing ethical and reputational risks.

This year has also witnessed the development of a funding model for community engagement. The Community Engagement and Outreach Directorate is responsible for the decentralised budgets to colleges, regions and programmes in 2013. The Senate Community Engagement Committee monitors the implementation of the plans against budgets at its quarterly meetings.

The Community Engagement and Outreach Directorate introduced an annual planning indaba for community engagement in 2012, resulting in the constitution of a representative Community Engagement Coordination and Operational Committee.

The community engagement calendar for 2012 is impressive. In March 2012 Unisa hosted its first national and very successful Engaged Scholarship Conference, well attended by academics and practitioners alike. The dialogue between the Vice-Chancellor of Unisa and the Executive Mayor of Tshwane explored partnerships between Unisa and the Tshwane Municipality to advance sustainable societies.

The Next Generation Engagement Project, during October 2012, hosted the recipient of the 2010 International Association for Research on Service Learning and Community Engagement, and a visiting fellow at the New England Resource Centre for Higher Education (NERCHE). The CEO of Greenpeace International, and the Executive Director of Greenpeace Africa, engaged with Unisa academics and management on COP 17 and Rio +20 during a lecture and roundtable discussion.

ADVOCATE THULI MADONSELA (PUBLIC PROTECTOR) RESPONDING TO QUESTIONS FROM THE AUDIENCE.

The October Exxaro Symposium and Biennial Lecture on "Energy Solutions in the Context of Sustainable Development, Green Economy and Poverty Eradication in Africa" provided a platform for an advisor on sustainable development for the World Economic Forum. November 2012 saw the launch of the Tshwane Global Shapers Community, an initiative of the World Economic Forum's Young Global Leaders by the Unisa Graduate School of Business Leadership (SBL) in partnership with Nedbank. This initiative was undertaken to identify and develop young leaders between the ages of 20 and 30 years to innovate and drive projects for sustainability. A study visit to the University of Victoria and the UNESCO Chair in Community Based Research and Social Responsibility in Higher Education, sought to exchange knowledge and explore international collaboration opportunities.

Substantive community engagement activities were performed by Unisa academics committed to sustainable development through engaged research, teaching and learning. The seven colleges are deploying their knowledge and expertise to work through the implementation of 101 projects, giving effect to the strategic intention in the Unisa 2015 Revisited strategic plan, to "Utilise the resources and capacities of the University in community development initiatives, and collaborative partnerships". The actual number is higher since the projects are thematic and programmatic in nature. It must be noted in this context that 219 academics impact on the lives of close to 41 000 people through engaged research and teaching in communities. The activities include workshops: engaged training, teaching and learning, engaged research projects: meetings: technical advising: short learning programmes: case study and materials, programme and product development, seminars and public lectures, publications in the popular press, technical reports, exhibitions, showcase events and exhibitions, as well as in-service learning programmes, work integrated learning and outreach activities.

The table below presents a brief overview. Included in this overview is the Human Resources Department (HRD) addressing challenges faced by people living with disabilities and the Chance 2 Advance Programme. The latter is a community engagement initiative in the office of the Pro Vice-Chancellor, reaching more than 20000 poor and disadvantaged young people annually, demonstrating the commitment of Unisa to community engagement and sustainability at the highest levels.

COLLEGE AND NUMBER OF PROJECTS	STRATEGIC FOCUS AREAS
CHS (26)	Developing a CE culture in which members of the public and wider communities have parity with collaborators from the university.
CAES (14)	Sustainability (sustainable environment: sustainable livelihoods: sustainable agriculture)
CSET (3)	Raising awareness and understanding of science, engineering and technology.
CGS (7)	Researching communities
CEDU (18)	Sustainable communities and schools
CLAW (6)	Addressing important issues affecting communities, making a positive impact in the lives of the people of South Africa across knowledge, society: social security: migration and citizenship: African traditional leadership: community safety: and prevention of drug abuse themes.
CEMS (27)	CEMS for better community lifelong learning for sustainable change at grassroots level; instilling values of society, social justice and fairness in communities, and transfer of knowledge and skills for fundamental citizenship.
HRD	Supports Unisa to achieve its business goals with regard to disabilities.
Chance 2 Advance	Meeting the learning needs of our society by providing members of the public, workers and civil society a kaleidoscope of creative and innovative learning opportunities and a range of informal learning initiatives.

TABLE 6: COLLEGE STRATEGIC PROJECTS

Unisa has the added advantage of extending its geographical reach through the seven regions in Mpumalanga, the Midlands, Western Cape, Limpopo, Gauteng, Eastern Cape and KwaZulu Natal, through joint outreach and community engagement projects with academics in their localities.

The Department of Environmental Sciences (DES) in the College of Agriculture and Environmental Sciences (CAES) held a very successful colloquium on 1 November 2012 at the Florida Campus, focusing on the value of urban green spaces and greening. Papers were submitted by two international speakers and academics from the department. The presentations included the following:
*   The real value of urban trees and landscapes, University of Melbourne, Australia
*   The arboriculture and economic benefits of formative pruning of street trees, University of Melbourne, Australia
*   The diverse values and uses of parks , Ireland
*   Management of parks and open spaces – strategies and models, Ireland
*   Estimates of carbon storage by Jacaranda street trees in the City of Tshwane, Unisa

The variety of benefits, both socio-economic as well as environmental, that urban greening and trees have within an urban environment was highlighted. The presentation was especially apt in the light of climate change and global warming. The most important aspects are summarised in the table below:

CLIMATE RALATED VALUES	ENVIRONMENTAL VALUES
Shade	Production of oxygen
Shelter from the wind	Fixing of carbon dioxide
Thermal insulation	Reduced soil erosion
Temperature modification	Protecting watersheds
Reduction in glare	Ameliorating wind flow
Humidification of the air	Improved air quality
Filtration of polluted air	Altering ambient temperature
Interception of rainfall	Noise abatement
Reduced water runoff	Wildlife habitat
Reduced stream turbidity	Create ecosystems
Altered effective precipitation	

TABLE 7: CLIMATE VS ENVIRONMENTAL RELATED VALUES

At a time when urban trees and public open space were being appreciated as urban infrastructural assets, they were being threatened and neglected in many major cities. This will have a serious impact on the capacity of cities and regions to mitigate at least some of the effects of global climate change. Also, this will have a deleterious effect on human health, social structures and the economic components of our society as well as the environment. The focus on professional street tree pruning highlighted the environmental and economic benefits, if these practices were implemented scientifically and correctly by city parks departments, which is seldom the case.

The various and diverse values and uses of parks were outlined; giving an array of benefits including human health and well-being, economic in terms of tourism, visual impacts and biodiversity, engineering values, education and research values, heritage values, social interaction and community development. The presentation on parks management strategies and models highlighted the benefits and risks of four options of private-public management models for the management of urban green spaces, as well as seven ingredients required to do so successfully.

Unisa presented findings of a study published in 2012 by Unisa Press, which indicated that about 17% (33 300) of the City of Pretoria's urban street tree forests (195 000 trees) consisted of Jacaranda trees. This research indicated that these trees stored more than 41 000 tonnes of carbon dioxide equivalents in their wood and roots. Carbon dioxide is the main greenhouse gas and it thus places great emphasis on the critical necessity of street tree urban infrastructure to reduce global climate change impacts.

The participation of the Department of Environmental Sciences in Unisa recycling initiatives; since 2008 in an advisory capacity to Unisa Estates Department regarding recycling at the main campus, and for the Florida Campus since 2009, resulted in the compilation of a Waste Management Action Plan by July 2011. A key initiative was raising awareness of separation at source. The Unisa Recycling Project was launched on 14 February 2012.

The table below shares the range of programmes and outreach activities:

PROJECT NAME	PROJECT SUMMARY	OUTPUTS/OUTCOMES
SPAR waste campaign – a national supermarket chain	Informative recycling stations are placed at the show grounds and at SPAR stores to increase waste awareness.	Increases awareness and promote recycling.
Annual Recycling Awareness Race, Benoni	The race organised by NetsAfrica, focuses on awareness of waste management. DES participated in the campaign by engaging with the Wattville and Actonville communities and addressing them on waste managemenatand recycling practices; contributing in creating a sense of responsibility and change of behaviour.	Increase awareness on recycling and its importance. Targets at least 500 people to run or walk the races. Large media coverage for the initiative and the programme as a whole.
Waste management puppetry performance	Educational recycling and capacity building project, for selected high school learners, in collaboration with a drama group.	Increases awareness and promotes recycling, improvement of household management and public awareness of waste impacts.

Garden World exhibition gardens, part of the prestigious Chelsea Garden Show in the UK	Students volunteer to assist Unisa staff with the construction and design of a landscaped garden according to the annual theme set by the exhibition organisers. Prizes are awarded according for the inclusion of Water Wise principles, as well as design and construction quality.	Introduces students needing WIL experience to Green Industry members. Student participation also contributes towards their WIL portfolios. Collaborates with internal and external stakeholders. The media coverage Unisa has received with these projects includes TV coverage on 50/50, Top Billing, Morning Live, Front Row, SABC 3 News, Vertoon Venster, Down to Earth, Tuin Paleis, Agri TV, Ontbytsake, Morning Live, and radio shows, newspapers and magazines, and 70,000 visitors.
Eco-schools environmental education programme	Increases environmental management awareness through active and relevant issues relating to and supporting the curriculum. DES staff members address the learners on various environmental issues, while Delta Environmental Education centre work with the educators. This dual approach allows the DES staff to share their knowledge, conduct practical experiments to demonstrate environmental management and highlight environmental issues linked to learning across the curriculum.	Encourages participation in environmental action projects by sharing appropriate knowledge and developing responsible values and attitudes. Highlights environmental issues linked to learning across the curriculum. Increases level of awareness of DES and career opportunities within department programmes. Exchanges of knowledge to support teaching and learning within the community. Research results will indicate level of environmental awareness and management Collaborates with internal and external stakeholders.
Arbour Day celebration	Provides an opportunity for participating schools to interact during environmental learning activities, plant trees on the day that marks the beginning of a school arboretum. Future educational purposes of this arboretum by UNISA staff members, as well as registered students, will offer botanical interpretations and lessons. Key objectives include the importance of trees and their role in our environment, learners should gain techniques/knowledge to enable them to plant trees effectively, and the importance of indigenous trees compared to alien trees.	Encourages participation in environmental action projects by sharing appropriate knowledge and developing responsible values and attitudes. Highlights environmental issues linked to learning across the curriculum. Increase level of awareness of DES and career opportunities within department programmes. Exchanges of knowledge to support teaching and learning within the community. Research results will indicate level of environmental awareness

TABLE 8: DESCRIPTION OF THE DIFFERENT DES OUTREACH PROGRAMMES AND OUTCOMES/OUTPUTS

The discipline of Geography engages in field trips and engagement with community members; allowing geographers to function within a multi-, inter- and trans-disciplinary team of academics as well as being exposed to members of the team outside of academia, including business, civil society and NGOs, in order to ensure sustainability of our environment and communities. Below are some of the CE related projects undertaken:

- Open source community mapping
- Roots Driven Rural Change – North West Province
- Environmental Impact Assessment
- Nutrition and primary health care
- Developing indigenous nurseries

The activities of the roots-driven change process is presently captured on a number of short DVD clips that are being placed on YouTube. There are three short learning programmes; two shares the methodology of community asset mapping that has been developed in the

project in two different formats of teaching (online vs workshop). The second is an online programme that will in essence be a toolkit on the creation of Community Foundations. This project has led to planned roundtable discussions with the Department of Social Development that aims to create national policy on roots-driven development in South Africa. The KwaZulu Natal region has held three stakeholder and media breakfasts in Durban, Richards Bay and Pietermaritzburg. The sessions were used to update business, government and community leaders about UNISA developments in the region. The Student Association from the College of Agriculture and Environmental Sciences partnered with eThekwini Municipality (Parks & Recreation) and IDube landscaping to establish a Garden Project.

An advocacy and grassroots based NGO, Food & Trees for Africa (FTFA), participated in the Unisa International Open Distance Learning Conference held in September 2012. Unisa donated 250 trees to FTFA as part of the mitigation action to offset the amount of carbon footprint produced by 250 delegates attending the conference. Unisa received a certificate of recognition from FTFA for its efforts towards a carbon neutral university.

The carbon footprint analysis for Unisa conducted in 2011, shows that 89% of the carbon is generated by electricity, followed by paper and travelling, destroying approximately 161 497 trees. The Sustainability Plan will incorporate mitigation actions to influence Unisa's operational processes, enabling the reduction of the total carbon footprint. The various initiatives from University Estates are described in this report.

To further meet global environmental challenges, Unisa commits itself to:
- maintaining environmental sustainability on top of the university agenda
- working closely with policy makers, communities, industry and business and other universities
- sharing examples of green practices, evaluating and producing status reports, plans and progress to all stakeholders

FROM LEFT MR AUBREY SIBANDA (UNGC RESEARCHER) AND MR JAPHTA MAKGAMATHO (UNGC PROJECT LEADER) AT A FUNCTION ORGANISED BY FOOD & TREES FOR AFRICA (FTFA).

10 PROGRESS ACCOUNT ON THE IMPLEMENTATION OF THE GLOBAL COMPACT PRINCIPLES

10.1 Pro Vice-Chancellor's Office

The Pro Vice-Chancellor (PVC), Prof Narend Baijnath, is pivotal in guiding the transformation of Unisa to effectively respond to internal and external challenges, while ensuring that the institution remains sustainable during unprecedented change in the world of higher education. Since 2011 the PVC is responsible for cohering the ICT, Open Distance and e-Learning, Organisational Architecture, Open Education Resources (OERs), Academic Planning and Procurement streams into a super-nexus that will take Unisa confidently into the digital age.

The significance of ICT and OER cannot be underestimated by the institution, because this has impacted on other areas of Unisa's institutional functioning. Hence, it was with all of these factors in mind, that Unisa management decided to move the ICT portfolio to the Office of the PVC at the beginning of 2011. Unisa realised that the ICT project required dedicated high-level focus and impetus, and that there was no better place to locate it than in the Office of the PVC. All of these strategic four institutional functions are linked at a very fundamental level. Under the PVC office there has been solid and sustained progress across the broad front of ICT strategy, planning and implementation.

Digitisation is recognised as a fundamental shift within Unisa's organisational architecture that effectively prepares the university's business model to suit a vibrant academic environment driven by the maximum utilisation of modern technology. Furthermore, the use of technology will not only catapult the university into a digital future, but also give it a competitive edge.

Digitisation will also enable Unisa to fulfil its commitment as a signatory to the Berlin Declaration on Open Access to education; following its adoption of an Open Educational Resource (OER) policy as part of its larger curriculum policy in 2010. Through its curriculum policy Unisa is committed to the following: (i) critically evaluating the appropriateness and availability of OER before prescribing textbooks, (ii) ensuring that the sourcing and adaptation of OER are a standard practice and supported as part of the module design and material development process; (iii) making material, tools and management resources available to its staff, using the different licence types as proposed by a range of OER providers and (iv) creating and supporting processes for the identification and review of potential Unisa OER and markets, and celebrating its OER releases.

Unisa continues to pursue other initiatives to make it more socially relevant. Recently, the university embarked on the "Chance 2 Advance Programme", which is a strategic community learning initiative that seeks to raise awareness of the inherent human capacity to learn. Communities are mobilised towards the distinct pursuit of learning; to know, to work, and to serve. Marginalised communities are the primary dialogue partners and participants in this project. Given the learning deficit in communities, the project uses a campaign methodology to promote a culture of learning through relevant and creative informal learning interventions. The goal is to contribute to skills learning, critical thinking, social revitalisation and social justice. The campaign for learning methodology is succeeding. Communities are being mobilised to regain a joy and appreciation for learning and the empowerment it brings.

The first initiative was the Better World Village, which was a partnership with the Tshwane Leadership Foundation, City of Tshwane and four other NGOs. This was a four-week learning and social justice intervention in the Pretoria inner-city. Thereafter the Chance 2 Advance Programme was launched in Pretoria and Durban. The programme involved the creation of learning opportunities that are relevant, practical and geared for public consumption towards the goal of purposeful, positive and productive change. Each programme was tailor-made in dialogue with local communities to cater for specific community needs.

During the course of 2011 the programme offered over a hundred pertinent workshop choices to communities in Pretoria and Durban, Wentworth and Oakford. 2012 was set to be a productive year for the programme with initiatives in the Eastern Cape, KZN, Gauteng and the Free State.

10.2 College of Economic and Management Sciences

10.2.1 Overview

The recent financial, ecological and social crises have raised questions concerning the responsibility of the corporate world. In the College of Economic and Management Sciences (CEMS), the college realises the role that it has to play in addressing these concerns. This responsibility is thrust on the college by the very nature of the course offerings in the field of economics, management and accounting. This places a responsibility on teaching and learning to ensure that the college emphasises in all its teaching the subject of ethics, social responsibility, and sustainable practices.

CEMS envisages doing this in a number of ways, and most notably, via developing a relevant Programme Qualification Mix (PQM), developing content in each of these programmes so as to address these very important elements of the UNGC. CEMS sees its role as a college being responsible for framing and disseminating knowledge and capabilities concerning both positive externalities (e.g. employment) and negative externalities (e.g. discrimination, pollution, gender awareness).

This approach will ensure that the actions of the current student body and alumni reflect directly back upon their institutions; through implementing the statement of graduateness. The core graduate values are reflected below:
- participation of graduates in the economic and ethical development of society
- socially responsible behaviour of graduates and alumni
- personal and professional well-being of graduates

The college introduced a very broad Programme Qualification Mix that focuses on skills development for South Africa and the African continent in the field of economics, management and accounting. There are very specific programmes also that address some national challenges such as:
- entrepreneurship development with the introduction of a bachelors' degree in Small Business Management and Entrepreneurship; given the huge unemployment rate in South Africa
- the Diploma in Safety Management, given the poor working conditions of many South African workers on mines and farms.

More than eight Higher Certificates provide opportunities to students who do not ordinarily meet entry requirements for studies in higher education. These will then provide a 12-month full qualification and also provide an alternative pathway to degree studies

10.2.2 Human Rights

Student admissions are based on generic requirements regardless of gender, race and religion. There is a strong awareness campaign in CEMS to enlighten all staff to always be aware of class differences created by the many years of Apartheid that limited the opportunities of black students. The college strongly supports the need for added tutor support systems to assist such disadvantaged students to give them all a fair chance. Although the college does not have a formal bursary scheme in place, a number of such bursaries are given annually by the various centres (Short Learning Programmes) to needy students. The well-being of all organisational members: students, staff and administrators, are ensured through a process of managing employee well-being, career conversations, talent management and annual employee and student satisfaction surveys.

Non-discrimination, gender awareness and needs of people with disabilities are managed through the office of the Executive Dean, Directors and Chairs of departments, as well as through the college's Transformation, Innovation and Change Management Committee and in collaboration with the institutional Employee Wellness Directorate. Contributions to public debate are afforded on a regular basis by encouraging members of the college executive to issue public statements about national and international matters. Press statements have been issued and public debates and discussions held with external national and internal speakers. Merit-based allocation of faculty/staff development opportunities is ensured via the submission of annual work allocation and personal development plans that are openly discussed and agreed to via a committee that oversees these matters in each department.

10.2.3 Anti-Corruption

CEMS actively supports the creation of institutional policies and procedures that help ensure compliance to institutional values on such matters. These include the declaration of gifts and donations in accordance with institutional policies, responsible purchasing practices in accordance with institutional procurement policies and procedures, and recruitment and selection in accordance with institutional guidelines on employment of permanent and contract staff.

The college supports the institutional position of zero tolerance on any issues of extortion and bribery by participating in all internal audit requests, and student and staff disciplinary procedures for those in violation of institutional values and policies. Falsification of results is monitored by Chairs of Department who ensure that institutional policies and procedures are adhered to. Plagiarism, fair assessment practices, and cheating in examinations are not tolerated and those found guilty of contravening this are dealt with via staff and student disciplinary codes that are enforced institutionally.

In dealing with the issues of transparency in promotion and tenure, the college implements institutional procedures that are guided by a short listing committee and a selection committee, which always includes external observers representing unions and the university's Senate.

10.2.4 Environmental Stewardship

CEMS is supported through a number of initiatives that range from the university's top management, through the Deanery, from the schools, departments, centres, institutes, research chairs and individual staff members.

Unisa's Living Green Initiative

The CEMS's environmental stewardship is complementary to Unisa's overall sustainability drive. The institutional sustainability drive has launched a number of landmark initiatives, such as, the Environmental Policy and the Unisa Living Green initiative. The

Unisa Living Green initiative was launched towards the end of 2011 and on 24 January 2012 the Vice-Chancellor and Principal, Prof Mandla Makhanya, launched the Unisa Recycling initiative as subsidiary to the Unisa Living Green initiative. The launch took place at Unisa's main campus in Pretoria.

The Unisa Living Green initiative has resulted in high levels of environmental stewardship awareness. The launch witnessed members of staff across colleges as well as rank and file of Unisa staff attending the critical occasion.

IN THE MIDDLE, PROF MANDLA MAKHANYA (VICE-CHANCELLOR AND PRINCIPAL OF UNISA), FLANKED BY THE NOW RETIRED REGISTRAR, PROF L MOLAMU.

After the launch, Unisa rolled out a range of recycling bins; placed strategically in common printing rooms and other public places.

Among some of the public places with recycling points and bins, are entrances to main buildings and passages within to facilitate smooth recycling from offices. Support and cleaning staff members were oriented in separation at source processes, especially in the offices.

CEMS Going Green Initiative

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

The CEMS Going Green initiatives also raise awareness through the distribution of souvenirs such as mugs and jugs.

Exxaro Chair in Business and Climate Change Initiative

The endowed Exxaro Chair, established in 2008, is mandated "to create a Centre of Excellence in Business and Climate Change research, education and advocacy oriented community engagement". Its mission is to support South African and African stakeholders (including business, government and civil society) in their quest to reduce greenhouse gas emissions and adapt to climate change. The Exxaro Chair is mandated to operate in three thematic areas namely: (1) cutting edge research: (2) academic programme development (including training and capacity building): and (3) advocacy oriented community engagement.

The key research projects include: Climate Policy (ongoing): Green Economy in the Context of Sustainable Development, Poverty Eradication and Jobs Creation (ongoing): and Climate Change Education in the SADC School Curriculum (three-year project to December 2014). For the reporting period, a book manuscript focusing on "Corporate South Africa in a Green and Global Economy" was completed. The book was written by a multidisciplinary team involving 18 authors and it constitutes 17 chapters. Another book project focusing on the Southern African Development Community (SADC) project on "Climate Change Education in the SADC School Curriculum" is underway. This project has drawn 30 authors from 14 SADC countries.

Internal and external advocacy oriented community engagement with stakeholders dealing in business and climate change issues continued, such as the 26 October 2012, one-day symposium and biennial public lecture under the theme "Energy Solutions in the Context of Green Economy, Sustainable Development and Poverty Eradication in Africa". The Green Economy and Climate Change flagship programme attracted more the 50 researchers; both within and outside Unisa. World Environment Day was held on 5 June and a one-day research day for Unisa students on 27 August was organised jointly by the Vice-Principal for Research and Innovation and the Students Representative Council.

The Graduateness Book Initiative

A publication entitled "Developing Student Graduateness and Employability provocations, theory and practical guidelines" includes a chapter on "Sustainability education and graduateness: A way of life?" edited by Dr Muchaiteyi Togo and Prof Godwell Nhamo, the Exxaro Chair.

The Signature Module Initiative: Sustainability and Greed – Module Code SUS1501

Unisa has embarked on a programme to develop signature modules in 2013. The signature module for the CEMS is one entitled "Sustainability and Greed". Being the largest college at Unisa, with a student enrolment of over 143 000 in 2012 out of the university total of about 357 500, the CEMS signature module will go a long way to address key issues in the environment and related areas. It is therefore anticipated that in the next three year more than 150 000 Unisa students and a large number of those exiting the systems as graduates would have taken the signature module. The initial estimate for 2013 is for 5000 students to be enrolled, and then phased in for all first-year students from 2014 until 2019.

10.3 College of Education

10.3.1 Overview

The College of Education (CEDU) at Unisa is, by virtue of its central mandate, uniquely situated to address many of the thematic areas highlighted in the UN Global Compact and related UN Development Goals. The mandate of the college to train teachers who will teach the next generations, requires the college to continuously be aware of the social imperatives in order that the graduate teachers, acquire values and ethics and an awareness of the importance of social responsibility and environmental sustainability.

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

10.3.2 Human Rights

The CEDU is committed to the enhancement of human rights and its courses are informed by a human rights based paradigm. Much of the course offerings address the right to education, universalisation of schooling; specifically with a focus on children's rights, the rights of the girl child, the rights of the disabled and also on language rights.

The college regards universal and compulsory basic education as an inalienable fight for all children. By implication, the college regards quality education as inseparable from the delivery of universal education. It has as its goal – high quality training for its teacher education graduates. The role of college in the supply of professional teachers is critical and the college has ensured that its courses, in particular its signature module, contribute to the professionalisation of teachers; ensuring positive attitudes, values and respect for human rights as an integral part of the training.

The curricula of the various teacher development programmes presented in the college include modules on the range of social contexts in which education and training take place – requiring teachers to have an awareness of challenges across ccontexts, specifically for schools in lower socio-economic areas and in rural areas. The newly established college has given attention to language rights and is targeting young African language speakers specifically for training as foundational phase teachers to ensure that children are able to exercise their right to a basic education in an official language of their choice.

The right to basic education also applies to the rights of adults who had been denied education or adequate education when they were of school-going age. The college houses the Department of Adult Basic Education and Youth Development that trains teachers of adults who require basic education or literacy programmes. This is in recognition of Section 29 of the South African Bill of Rights that establishes the right to a basic education and includes adult basic education.

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

Goal 1: Early childhood care and education

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

The South Africa Department of Basic Education (DBE) has committed to expanding the provision of Grade R towards universal Grade R services in 2013. Given the acute shortage of Grade R teachers, Unisa's College of Education will be accentuating the training of Grade R and Foundation Phase teachers (who are speakers of the African languages) in order to expand capacity for the proposed new intervention.

Goal 2: Universal primary education

The CEDU at Unisa is the largest teacher training provider in the country. The numbers of trained educators contribute significantly to the achievement of the "Education for All" goal of achieving universal education. In line with this goal, there is a need to improve education services and to improve the standards of teachers' and (consequently) learners' performance. The challenge for the college now lies in ensuring high quality teachers to meet the demand.

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

The college has been awarded a prestigious grant from the Department of Education and Training, supported by Unisa's Council, to amplify its diagnostic capacity and interventionist reach during 2012. It is the most substantive award of the new funding categories of the infrastructure and efficiency earmarked grants.

Goal 3: Youth and adult learning needs

The Department of Adult Basic Education and Youth Development within the college recognises the need for a post-schooling system that might cater for the approximately 4 million youth, between the ages of 18 and 24 years, who are neither in education nor in employment or training and who are in need of education and training opportunities.

The Adult Basic Education department (in cooperation with the Commonwealth) provides training for youth development practitioners in order that the learning and social needs of these youth might be met.

Goal 4: Adult literacy

The Department of Adult Basic Education and Youth Development also provides training for the educators of adults who require basic education. In line with the government's policies for adult basic education and training, the department aims to serve a range of social, economic and developmental needs. Its training of educators for the adult basic sector contributes to ensuring that adults are enabled to participate actively in the social aspects of their lives; to access learning and other social institutions aimed at redressing historical imbalances; and for development, both personal and socio-economic, through skills development.

Adult Basic Education and Training (ABET) provides adults with the basic foundation for lifelong learning and equips them with the skills and critical capacity to participate fully in society. It targets specifically women (and, in particular, rural inhabitants), out-of-school youth, the unemployed, prisoners and adults with disabilities. Moreover, the provision of basic education is constitutionally enshrined as a basic right of all citizens and a legal entitlement to which every person has a claim (Section 29 of the Bill of Rights in the Constitution of the Republic of South Africa 1996).

Goal 5: Gender parity and equality

Addressing the needs for gender parity and equality is addressed in the college through the presentation of gender issues as separate modules within the curriculumn as well as through ensuring a "gendered" curriculum in which gender issues are mainstreamed with a special focus on the girl child. The courseware makes provision for the treatment of unequal gender social relations while the college itself has taken special measures

to empower women who were previously disadvantaged or excluded. Through its Employment Equity planning, the college makes it possible to facilitate gender empowerment strategies and target-setting.

Goal 6: Quality of education

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

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

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

Mainstreaming HIV/AIDS education

The CEDU has mainstreamed the teaching of HIV/AIDS by integrating HIV/AIDS into the curriculum wherever possible. The teacher development courses across the curriculum focus on the provision of support and care for children living with HIV/AIDS, for orphaned and vulnerable children, and for school and community support for children heading households.

The ABET and Youth Development modules have mainstreamed HIV/AIDS dealing with prevention, care and support and the need to influence ABET learners and the youth with safe sex messages to mitigate HIV/AIDS transmission among adult learners.

The college has a number of HIV/AIDS specific research students at Master's and Doctoral level who are focusing on the various dimensions of HIV/AIDS.

The Department of Educational Studies has been involved in an international collaborative research project in the Middle East. As part of the project entitled "Peace Education", the programme brings together opposing youth groups (on ethnic, political or interpersonal grounds) at a relatively isolated location.

According to the project leader, "It was encouraging to hear from the participants from the different ethnic groups that the South African experience and history taught them a great deal – to strengthen identities, but at the same time maintain a pluralistic society that is open, accepting and inclusive."

Violence in Schools

Dealing with the problems of violence in our schools is one of the ways that the college contributes to ensuring the right of children to enjoy a quality education while at the same time ensuring that schools, SGBs (school governing bodies) and principals are aware of good governance principles. The Dynamics of Violence in Schools Report states that many of our schools are dysfunctional and lack the means of protecting the learners from external violence impacting on the school from the surrounding areas. The research study shows that teacher absenteeism is high and incidences of bullying tend to be ignored, which equates to violence by omission. The study entailed an in-depth study of a sample of four schools in each of six South African provinces. The schools were surveyed and focus groups were conducted with principals, teachers, students, security personnel and members of the governing bodies. The research recommends that security needs to be placed high on the school agenda. Schools must become more democratic in line with government policy with learners voices also being heard. Masculinity as a social construct needs to be deconstructed and the integration of different cultures and race issues must be tackled at school level.

Empowerment

A project sponsored by Anglo American enabled education managers from 30 schools in the Nkangala region to participate in the Professional Learning in School Management. The aims of the project were to present professional learning seminars to education managers. Although the project started in the Nkangala district of Mpumalanga, its success has resulted in its expansion to other areas; and to gathering appropriate data that would assist the college in developing relevant management curricula and programmes for education managers. The management course teaches democratic management principles specifically for school and education managers and considers effective management systems for South African schools and systems of education. The course focuses on good governance whether it is in handling school fees and school income or in the procurement of school supplies.

Improving education quality to ensure the Right to Education

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

In 2012 the college launched its 500 Schools Project aimed at improving the teaching and learning in schools that underperform. The project comprises a multidisciplinary team of academics from across the 10 departments in the CEDU. Each department is responsible for its section of the instrument and for the analysis and interpretation of data. Each department will contribute to development of the proposed interventions in the second phase.

The two-phased project has involved initially a desk study of school underperformance and a large scale survey will be administered to school principals and four teachers in each of 500 schools. The survey is multidisciplinary; focusing on learning areas, inclusive education, school management, teacher development, language education and inclusive educational needs.

The research will also include focus group discussions with teachers of the identified learning areas and subjects, principals, members of school governing bodies and other parents, learners (from Grades 3 and 6) and school management teams from a subset sample of schools to analyse the causes of Grade 3 and 6 under-performance and ways of mitigation. Focus group interviews with 500 primary schools classified as underachieving schools by the Department of Basic Education (DBE) from the Eastern Cape, KwaZulu Natal, Limpopo, Mpumalanga and Free State provinces will be held. The study will interrogate literacy achievements in Home Language, First Additional Language, Natural Science and Mathematics/ Numeracy with the purpose of developing guidelines that may be useful in addressing this problem.

The second phase of the project will include designing interventions for school clusters to address problems identified in phases through the research. Both the research and the interventions will be beneficial for the training of initial and in-service educators enrolled in the college.

Unisa Early Childhood Education Centre

Many of CEDU's community projects have centred on the areas in which there are critical skills shortages. For example, the Unisa Centre for Early Childhood Education (UCECE) on the Sunnyside campus has recently been brought under the umbrella of the CEDU. The historic preschool on the Unisa Sunnyside grounds not only provides the much-needed ECD (Early Childhood Development) within that neighbourhood and community, it also offers trainee teachers and academics in the Department of Teacher Education with opportunities for piloting and practising play-centred approaches for ECD, Grade R and Inclusive Education; all of which will enable children to reach their full potential. UCECE will also act as a research site for improving early childhood education in South Africa and the rest of the African continent.

School Workbook Development and the

Right to Good Quality Education

The teaching of the basics – mathematics and English as an additional language, literacy and home language – has constantly been flagged as problematic in our schools. As part of the Department of Basic Educations interventions for improving the quality of teaching in these areas, a team of language experts mainly from CEDU has worked with the Department in the development of workbooks. The project has produced close to 600 workbook titles, including large print books and Braille texts for the visually impaired. With due regard to linguistic rights, the books have been produced in all eleven official languages and with adaptations for Sign language. This large-scale project has resulted in the distribution of some 50 million workbooks to the schools in 2012.

The college has also assisted with the development of the Department of Basic Education's Grade R workbooks, which form part of the Department of Basic Education's strategy to boost South African children's school performance. Research shows that for every year that children are exposed to stimulating activities before Grade 1, they perform better academically in later years – throughout their primary and secondary schooling.

The Grade R workbooks aim to assist children in developing these skills and the key initial concepts they need to lay the foundations for learning in later phases. This is an important contribution to ensuring the right to a quality education.
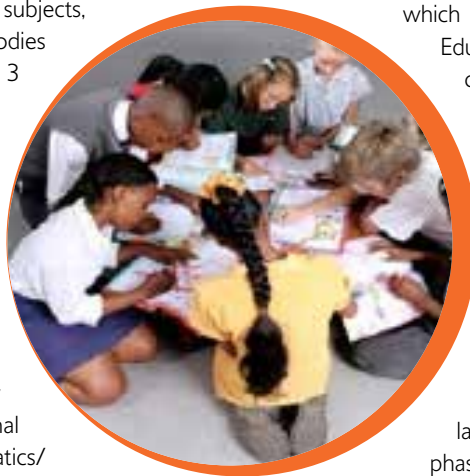
A range of projects in the CEDU have been targeting the improvement of the practices of Mathematics and Physical Science teachers. One of the key mathematics projects, based on the lesson study approach, is being implemented in eight Mamelodi primary schools together with the Gauteng Provincial Department of Education. Lesson study is a Japanese method successfully used for the development of Mathematics teachers in Asian Pacific countries. The objective of this project is to develop teachers' professionalism in mathematics teaching by encouraging teachers to develop their lessons collaboratively, to observe each other and to reflect on their teaching. Many of the children who have benefited from this project, even though from less advantaged schools, found their way into the last Mathematics Olympiad. Other INSET projects in the college have also produced excellent results in working with mathematics and literacy teachers to assist provincial departments of education to improve the learning outcomes of learners in underperforming schools.

Children's Rights – A Safe Environment

Many children in South Africa lose their lives as a result of fires, especially if they live in informal settlements without infrastructure and electricity. Residents often use alternatives such as open fires or paraffin stoves for cooking and keeping warm. Teaching children about the safety measures when living

in such environments can make a significant contribution to curbing the number of deaths resulting from open source fires. With this in mind, the Learn not to Burn project worked with foundation phase children and their teachers to teach them about home safety and the dangers of fire. The skills emanating from this project have begun to permeate the foundation phase curriculum in the college.

Inclusive Education

A team from the CDEU has been involved in hearing testing for adults and school children in impoverished areas. The project has given exposure to students to do screening of learners in the schools. The team also worked with parents and teachers who needed to be made aware of these health issues, teaching them how to identify a potential problem before they turn into a permanent hearing disability. Hard of hearing learners are often regarded as stupid by the community and often those learners are excluded and receive insufficient support in the classroom. Students and teachers are trained to identify which learners in their classrooms suffer from hearing loss and who may be in need of hearing aids.

Women's Rights

With a College that so actively engaged in empowering community projects, a lecturer in the Department of Teacher Education of the College of Education, was the winner of the 2011 Unisa Woman of the Year Award for her transformative leadership and her engagement in a community project aimed at advocacy and promotion of women's rights, specifically in reclaiming the role of women in the history of South African education.

Improving Education for the Girl Child

The Forum for African Woman Educationists (FAWE), an organisation whose agenda is to strengthen gender research to improve girls' and women's education in Africa, has awarded $21 000 in research funds to conduct a cross-national study covering South African and Kenya in October 2012. The study addresses "Gender-based violence in schools for learners with disabilities" and will tease out school processes and practices underlying gender-based violence as it pertains to learners with disabilities. This form of violence on the marginalisation and disempowerment of the group in question will be analysed. The findings will be used to develop ways in which schools can contribute towards reversing the damage created by an experience of gender-based violence among learners with special needs and in promoting safe learning environments.

This study broadens an National Research Foundation (NRF)-funded study on abused children with intellectual disability. The ramifications of gender-based violence are far-reaching. The experience poses a serious educational obstacle to an extent that learners could resort to irregular school attendance and ultimately to school dropout as an avoidance strategy.

Children's rights

In conclusion, many of the courses presented in the CEDU focus on children's rights. The Learning Area Didactics Life Orientation module includes a section of Respect for Human Rights (the concept human rights, The SA Constitution, the UDHR, Bill of Rights, different types of human rights, African Charter on Human and People's Rights, struggle for human rights in SA, Ubuntu and rights as explicated in Indigenous Knowledge Systems). Another module outlines the role of the educator in a pastoral role and includes a section on education for human rights and inclusivity, entitled "What is education for human rights and inclusivity", and a section "Teaching for human rights and inclusivity in the classroom". The Master's coursework: Inclusive Education deals with issues concerning the right to education for all learners. Academics in the college have been focusing on the importance of a rights-based perspective for some.

10.3.3 Environmental Stewardship

Focused courses on the environment and environmental education are presented as a cross-cutting thematic area. Central to this is the recognition of the relationship between social justice and ecological sustainability and the importance of the relationship between sustainable development and the sustainability of our natural resources.

These themes have begun to permeate the new PQM across the various phases of education where environmental education now cuts across the curriculum. The new PQM of the college includes a core module, Environmental Education, to prepare teachers to teach sustainable development and the need to care for our natural resources.

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

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

In conclusion, in its community outreach and engagement programmes, the college commits itself to serving the Millennium Development Goals. In particular the Community Engagement projects of the college can be seen to be fulfilling Goals 2, 3, 6 and 7.
- Eradicate extreme poverty and hunger
- Achieve universal primary education
- Promote gender equality and empower women
- Reduce child mortality
- Improve maternal health
- Combat HIV/AIDS, malaria and other diseases
- Ensure environmental sustainability
- Develop a global partnership for development

Environmental Sustainability

A graduate student was nominated for the (GIZ) leadership training project of Deutsche Gesellschaft fur International Zusammenarbeit (GIZ) in Germany. Subsequently, the German Federal government entered into multilateral discussions with the South African, Indian and Mexican governments to promote ESD and to train a core group of nominated individuals from different sectors in different countries to serve as multipliers in promoting ESD in their respective countries.

A project is currently registered with South African National Parks (SANParks), focussing on the impact of the "kids-in-parks" initiative on professional development of teachers. The "kids-in-parks" programme is an environmental education project that came about through a four-way partnership between the previous Department of Environmental Affairs and Tourism, SANParks, Department of Education and a retail chain. The programme aims to increase access for previously disadvantaged school learners to national parks and further seeks to give learners the opportunity to experience and interact with their cultural and natural heritage and its conservation. Though not focused on the professional development of teachers, it does give teachers the opportunity to acquire knowledge and skills on site.

Six environmental education courses were presented in the College of Education ,for example, an Environmental Education module is included in the BEd degrees across the Foundation, Intermediate and Senior Phases where teachers are assisted to integrate Environmental Education into their own subjects and a short learning programme for environmental educators in schools and at botanical gardens, national parks, and government departments. A number of Master's and Doctoral students in the college are presently conducting post-graduate research in Environmental Education and Education for Sustainability.

In 2012 the CEDU organised the "Best of Both Worlds Environmental Education Conference" where delegates discussed and reviewed activities and research conducted by environmental educators worldwide and published its papers in conference proceedings. The college has published a book entitled "Environmental Education: Some South African Perspectives".

10.4 The College of Agriculture and Environmental Sciences

10.4.1 Environmental Stewardship

The implementation of the signature module in the first semester of 2012 was very successful, and despite concerns that students would not like the online platform, the majority of students were very positive about the module and the teaching platform. The signature module will be taken by all undergraduate students and focuses on Environmental Awareness and Responsibility and arose from the signing of the UNGC compact.

The efforts of the lecturers of the signature module were recognised through Excellence in Tuition Award in 2012. The training of the teaching assistants for 2012 was done, and meetings with representatives of participating programmes will take place in mid-November; ensuring that the module was developed in such a way that it addresses the graduateness and UNGC principles related to environment. Academics have been tasked with mainstreaming activities that address UNGC environmental issues and graduateness in the Geography modules in 2012.

Research Initiatives

The Applied Behavioural Ecological and Ecosystem Research Unit (ABEERU) was established in 2003 and is a research unit within the Department of Environmental Sciences. The unit conducts basic and applied research to solve industry-related problems. Research is conducted to acquire knowledge on indigenous wildlife, vegetation and water (species and ecosystems) in the natural and urban environment as well as the monitoring of their reaction to different management actions. This knowledge is applied to develop models and make recommendations to improve management and understanding of these ecosystems to ensure sustainability and biodiversity protection.

ABEERU is actively involved in research collaboration with various research partners and institutions on regional, national and international level. These include the Mpumalanga Parks and Tourism Agency, SANParks, Save the Elephant Foundation, The University of Pretoria, The University of the Free State, Lethbridge University (Canada), Western Kentucky University (USA) and Exeter University (UK).

ABEERU currently has six international students and one South African student conducting research on various aspects of vervet monkey behaviour and also on the plant communities at the Loskopdam site. Two students at the Samara site near Graaf Reinett conduct research on vervet monkey behaviour and habitat selection.

ABEERU recently signed a MoA (Memorandum of Agreement) with Telperion Nature Reserve in Mpumalanga and is in the process of opening a research site there. The nature reserve is

owned by Oppenheimer & Son Pty and a number of research topics on veld and game management to be conducted at the site have been identified. Oppenheimer & Son has donated R1.3 m to upgrade the facilities for ABEERU.

The table below reveals that there are seven postgraduate students participating in a range of collaborative projects. A status account of progress is also shared:

STUDENT	INSTITUTIONAL PARTNERSHIPS	PROJECT
Matthias Guenole	University of Liege, Belgium	Feeding ecology of three vervet monkey troops at the Loskop Dam Nature Reserve (SA): relative importance within the seed disperser community
Viviane Fargeot	University of Liege, Belgium	A comparative analysis of three vervet monkey troops (Chlorocebus aethios)behaviour, activity budgets and habitat utilization at the Loskopdam Nature Reserve
Selina Nkosi	UNISA	Collection of Vegetation Data on the Bakenveld Area of Loskopdam Nature Reserve
Laura Amy Rozario	Universities of Exeter, UK, Lethbridge, Canada and UNISA	Long-term Monitoring of Giraffe Social Structure and Feeding Ecology at Loskop Dam Nature Reserve'
Rachel Bover	Universities of Exeter, UK, Lethbridge, Canada and UNISA	Long-term Monitoring of Giraffe Social Structure and Feeding Ecology at Loskop dam Nature Reserve'
Tabitha Price	The Cognitive Ethology research group at The German Primate Center (DPZ), in affiliation with Göttingen University, Germany	Variation in Vervet (Chlorocebus spp) Vocalisations: insights into Mechanisms of Call Production and Call Perception
N Herzog	University of Utah	Primate Foraging Strategies in Fire-Altered Landscapes: Is Burning a Boon

TABLE 9: RESEARCH PROJECTS CURRENTLY UNDERTAKEN AT THE LOSKOP SITE

10.5 College of Law

10.5.1 Overview

The College of Law strongly supports the key governance principles of effective leadership, sustainability and corporate citizenship as espoused in the King III Report of Corporate Governance and enforced by an "apply or explain" principle that overrides recommended practices. Similar principles underlie the UNGC guidelines.

The Centre of Business Law, housed in the Department of Mercantile Law, offers two short learning programmes (SLPs) in corporate governance, three SLPs in conjunction with the Law Society of South Africa (a key stakeholder in the School of Law) in corporate law, administration of deceased estates and business rescue, respectively, and several programmes in labour, immaterial property and tax law. Lectures were presented to attorneys on the new company legislation at various venues in South Africa at the request of the Law Society.

10.5.2 Environmental stewardship

The College of Law assists with training courses designed for Environmental Management Inspectors (EMIs).

Regulations promulgated in terms of the National Environmental Management Act 107 of 1998 (NEMA) requires any person who wishes to become an Environmental Management Inspector (EMI) to complete a relevant training course approved by the Director-General: Department of Environmental Affairs (DEA). In order to give effect to this requirement, the DEA contracted the services of specialists to develop and present the EMI Basic Training Course. To build the sustainability and accessibility of the course, the DEA also approached other tertiary educational institutions with a view to establishing a collaborative project to have the modules of the EMI Basic Training Course presented as part of their own curricula.

Due to the dire need in the private sector for equivalent training, the courses were redesigned to include, not only students from the three tiers of government, but also from industry. The primary purpose of these Advanced Short Courses is to provide students with systematic knowledge, specialised skills and theoretical competence to become an EMI. A second purpose of these Advanced Short Courses is to provide South Africa with EMIs with appropriate skills, and managerial and leadership acumen that will enable them to reach sound and responsible decisions – in keeping with the precautionary principle and sustainable development principles. Such professionals can serve the country in a variety of important ways, in both the public and private sector.

The third purpose is to equip EMIs with problem-solving competencies, and the ability to operate in multi-disciplinary teams. Entrance requirements to the Advanced Short Courses are any qualification on NQF level 5 (such as first year of a Bachelors degree).

As far as the principles relating to the implementation of human rights are concerned, the College of Law plays an important role. The entire LLB curriculum and PQM is strongly influenced by the values and rights embodied in the Constitution of the Republic of South Africa, 1996.

The College of Law (CLAW) has also established a Green Committee, which specifically assist with matters relating to environmental sustainability. The CLAW has strengthened relationships with its stakeholders (Law Society of South Africa (LSSA)) and students (via the Black Lawyers Association (BLA) and the Unisa Law Students' Association (ULSA)). Three short learning programmes are offered as a result of partnership agreements between the School of Law and the Law Society of SA-Legal Education and Development (LSSA-LEAD).The Unisa Law Clinic plays a very important role in providing the indigent with access to legal services.

10.6 The College of Science, Engineering and Technology

10.6.1 Overview

The College of Science, Engineering and Technology (CSET) contributes to the UNGC principles by addressing the broad areas of Environmental Stewardship Implementation. The college focuses on activities, particularly in research reflection on its commitment towards environmental stewardship.

10.6.2 Environmental Stewardship

There are three flagships that focus on environmental stewardship:
• Ecotoxicology
• Fuel Cell and Nanotechnology
• Water Research

Ecotoxicology investigates the presence and distribution of chemical substances in soils, water and atmosphere and their impact on the surroundings and living matter; using physicochemical methods (qualitative and quantitative analysis). The flagship now has a Unisa research chair.

Fuel Cell and Nanotechnology focuses on generation of alternative energy sources. The flagship has generated substantial outputs in peer reviewed journals. In terms of Water Research, the research is motivated by the fact that South Africa is a water scarce country with its average rainfall at just over half of the world's average. The already precarious water situation is further convoluted by climate change that has the potential to impact very significantly on both the availability of and requirements for water in South Africa. Thus, the research is focused on water generation and water purification. Like the other flagships, the flagship has produced outputs in peer reviewed journals.

During the month of September 2012, the college held a very successful series of lectures and events called CSET Innovation Month. This inaugural series was entitled Transforming Thoughts into Reality. Many of the lectures given during this series were concerned with greening issues.

Both speakers at the opening session held on 3 September 2012 contributed talks which directly addressed issues of sustainability. National Energy Commission of South Africa (NECSA) presented a lecture entitled Plasma Technology: Another Tool for the Green Economy, while the Department of Mechanical and Industrial Engineering gave a talk entitled Energy Savings in Biofuels Production: A Case Study of an Ethanol-Water Distillation Column.

A week later the School of Engineering seminar on 10 September 2012 had three speakers, two of whom spoke about green issues, the PEM Fuel Cell - A Viable Form of Alternative Energy in South Africa, and Power Optimisation.

Also part of the CSET Innovation Month was an exciting and very well attended Science, Engineering and Technology Students' Association (SETSA) Indaba on Climate Change, which took place on 13 September 2012. The College of Agriculture and Environmental Sciences gave a talk entitled Does Clean Air Really Exist? This talk generated many interesting comments and a great deal of debate.

With the completion of the new Florida laboratories, the college will have even more resources to strengthen its current research initiatives and students' training.

10.7 The College of Human Sciences

10.7.1 Overview

The College of Human Sciences (CHS) supports Unisa's commitment to corporate social responsibility in respect of

economic, social and environmental areas in line with King III, Global Reporting Initiative (GRI) and the UNGC principles. The college also supports the Higher Education Sustainability Initiative for Rio + 20, which argues that universities "educate decision makers" and that they, therefore, "play a key role in 'building more sustainable societies and creating new paradigms' ... through research and teaching, disseminating new knowledge and insights".

On 31 August 2012, the college made its own contribution to the university's sustainability debate by hosting a seminar entitled Sustainability: Human Sciences Perspectives and Action. The purpose of the seminar was two-fold:

- To create an opportunity for colleagues from across the college to share their views and understanding of what sustainability is all about.
- To explore ways in which to make sustainability sustainable.

Ten academics from the CHS presented papers at the seminar and covered a range of topics, which included an interrogation of theoretical constructs; an archaeological assessment of "rubbish" over the centuries; eco-theology; the sustainability of African Languages; and life stories depicted in art. The range of topics clearly demonstrated that discussions around sustainability are not limited to Unisa's policies and strategies. In some disciplines sustainability is an integral part of formal study material. In other instances colleagues have researched sustainability from their disciplinary perspectives and have published widely on the topic. A third area in which sustainability features strongly is in the community engagement efforts of CHS staff. Both theoretical approaches and practical engagement illustrated the commitment of the CHS to advance knowledge and understanding of sustainability globally while remaining relevant locally.

The wide-ranging interest in the CHS prompted a meeting where, on 2 October 2012, a multi-disciplinary sustainability interest group was established. The interest group will initiate a variety of activities in 2013 and it is envisaged that the terms of reference for the interest group could serve the following purposes:

- a group of people who share interest in sustainability from a wide variety of disciplines and ideologies
- a regular meeting to explore, critique, analyse concepts, approaches and notions of sustainability
- a research group to identify shared research opportunities across disciplines
- a reading group to stay abreast of latest developments in the broad area of sustainability
- a means to identify opportunities for community engagement
- a group to lobby, strategise, contribute to, guide or direct Unisa's activities in the broad field of sustainability
- an opportunity to identify colleagues working on aspects of sustainability who could become supervisors, co-supervisors, critical readers and examiners across disciplines

10.7.2 Human Rights

Stakeholder engagement in HIV and AIDS-related programmes, Tirisano, is a multi-, inter- and transdiciplinary centre in the School of Social Sciences that brings together scholars from Sociology, Social Work, Psychology, Health Studies and Theology, in working with HIV and AIDS-related, as well as gender-based violence programmes in communities. Stakeholder engagement occurs through joint community and workplace advocacy, consultation, collaborative planning through capacity building strategic planning sessions, capacity and skills transfer using collaboration and experiential learning workshops and experiential learning sessions. Workshops and in-service development, partnership development, technical advice and support (face-to-face, e-support, in-service, document review, research, joint planning), job creation and support, monitoring and evaluation through broad strategic planning processes of mainstream, community mobilisation, stakeholder involvement and sustainable development are the other forms of engagement. A summary is provided in table 10.

Human Rights have been mainstreamed in the general formative Bachelor of Arts degree in the form of a compulsory fundamental module HRV1601.The module has grown to around 600 students in 2012. It is a strong MIT (multi-, inter-, and trans-disciplinary) module as students from various disciplines enrol for it. Institutional partnership colleges, such as Varsity College, teach the module as a compulsory course in the first semester. Strong and supportive links with the partners, who teach the module in other institutions, have been forged.

The subject content of Human Rights and Values and Transformation contains grassroots and experiential significance as it touches the daily lives of all people in their own respective socio-economic, religious and cultural contexts. The course reveals that there exists a definite need for students to be informed about their human rights as well as the values that are imbedded in these rights.

The chairperson of the Cultural, Religious and Linguistic Rights Commission (CRLRC) spoke at the Africa Human Rights Commemorative Seminar that was held at Unisa on 29 October 2012. The purpose of the event was to encourage a discussion about human rights issues, the challenges affecting all South Africans and measures to minimise and eradicate any issues affecting human rights.

People from diverse cultural groups attended the event including Rastafarians, traditional leaders and members of the Khoisan groups. The event opened with prayers before speakers from various national associations and government representatives took the stage.

The Director-General of the Department of Traditional Affairs, gave the keynote address. He spoke about many issues surrounding human rights and discussed the Khoisan report, which he stated will be used as a *status quo* report. A constructive Q&A session followed and the audience was encouraged to suggest potential solutions. A colleague from the Centre of Human Rights, University of Pretoria, concluded the seminar by speaking about the importance of teaching human rights.

STAKEHOLDER	PROJECT SCOPE AND ACTIVITY
1. Tshwane Traditional and Faith Healers Forum	Collaborated with Tshwane Traditional Healers on a Seminar called AFRICAN CHALLENGE: Bringing together the Healing Perspectives around HIV and AIDS
2. Ekurhuleni Metropolitan Municipality	Employee wellness training on HIV/ AIDS in the workplace for peer educators
3. Aids in the Workplace	Collaborated on Peer Education Training
4. Tshwane Metropolitan AIDS Unisa	Coordinating and capacity building on mainstreaming
5. US Embassy	Collaborate on Seminars and Conferences
6. UNHCR (United Nation Higher Commission for Refugees	Providing HIV prevention education and health needs analysis for refugees and asylum seekers
7. ARASA (Aids and Rights Alliance for Southern Africa)	Advocating for the Protection and Promotion of Human Rights Related to HIV and AIDS in Southern Africa
8. Department of Correctional Services	Advocacy for Peer Educators on HIV and AIDS
9. Directorate Student Development, Unisa	HIV Programme for Students
10.UNISA Health and Wellness Programme	Strategic Framework Development
11. South African Police Services	Developing A Project Plan for Advocacy Campaign on Gender Based Violence/ HIV and AIDS
12. AIDS Foundation	Mobilisation of Students Leadership towards HIV-prevention through Community Engagement and Outreach in South Africa
13. Zivikele Rovaro	Collaboration in Gender based violence
14. Vaal University	To establish strategic mentorship programme to provide technical advice and support to the Vaal University of Technology AIDS Committee to enhance the implementation of the institutional HIV/AIDS programme

TABLE 10: TIRISANO INTERNAL AND EXTERNAL STAKEHOLDER ENGAGEMENTS

10.8 Unisa Library

10.8.1 Overview

Aligned with sound corporate governance and support of the UNGC principles, the Unisa Library commits to high level services. The library reviews and adopts its operations to ensure compliance and to enhance its contributions to these projects. The library operations are very advanced in terms of employing technologies in its services and procedures, with positive impacts on the environment.

The library actively participates in discussions on climate change and integration of the principles in the business and operations.

10.8.2 Human Rights

The library has constituted a Staff Health and Wellness Committee with a focus on ensuring staff wellness and human rights. The Library Staff Development Coordinator coordinates matters of wellness for staff matters, including staff development and training.

The library collaborates very closely with Occupational Health and Safety (OHS) to ensure a safe and healthy working environment. The Occupational Health and Safety Committee members prepare monthly reports to ensure a safe and healthy working environment facilitating action where necessary from Protection Services and other quarters.

10.8.3 Labour

The library has introduced monthly staff meetings to engage with all staff members on topical issues in the university and in the library. The Principal and Vice-Chancellor as well as the Vice-Principal Research and Innovation attended such a meeting in August. A space is available on the intranet calling for comments on all documents and projects.

The library in collaboration with the Directorate Employment Equity and Transformation hosted transformation workshops for all staff members in the library. The report is used to integrate recommendations in the improvement plans and to improve working relations and services in the library.

Monthly meetings with shop stewards in the library are continuing to discuss any concerns and innovations to improve the working environment. The freedom of association of all library staff is acknowledged and respected. Rotational staff attendance includes reporting back to colleagues that provide services to customers.

The library has performed well in terms of the Library Employment Equity Plan, upholding the elimination of discrimination in respect of employment and occupation. The plan was reviewed and updated for the period 2012 – 2013. The library has established an Employment Equity Committee according to the requirements and was commended on the functioning of this committee. The structure participates actively in the Unisa workshops on this matter.

The library reports to the Senate Library Committee (SLC) on services and procedures and optimises this opportunity to consult with all stakeholders (represented on the SLC) in addition to consultative meetings with stakeholders.

10.8.4 Environmental Stewardship

A comprehensive operational e-Strategy has been introduced. The operational plan includes various goals with set targets to ensure an awareness of the UNGC principles and facilitate integration into the operations of all directorates. The library has monthly milestone meetings and reports to monitor progress and identify areas for improvement. These goals include the library's e-Strategy to promote online services and processes to replace paper-based systems and this strategy was expanded in the Library Operational Plan. Electronic collection developments, including electronic selection and ordering processes, are implemented to replace manual and paper-based systems.

Other goals within the library's e-Strategy include the digitisation of collections and global access to these to enhance access and limit paper copies, print and duplication. The library embarked on a comprehensive digitisation project.

The expansion of the library and information services on mobile devices facilitates paperless requests, renewals and searches. The library has also enabled access to surveys on mobile devices. Paper notices to students have been replaced by a SMS system.

 The library has equipped its meeting rooms with overhead projectors and screens to facilitate the projection of documentation for meetings. Documentation is also distributed electronically, and wireless connections in public areas have been implemented to enable participants to use laptops to access documents for meetings and workshops.

The library has expanded the online request forms for various services and encouraged users to request information and resources online instead of printing, posting or faxing requests. In addition to all the electronic resources available to its users, the library has developed an Institutional Repository with a comprehensive collection of Unisa's research and intellectual output. The library also maintains the African Digital Library and facilitates access to the collection for all residents on the continent.

To create an awareness of the UNGC principles, the library and staff members are encouraged to include the UNGC logo in electronic signatures.

Various exhibitions with relevant library resources were held to promote the materials and to enhance an awareness of the principles.

10.8.5 Anti-Corruption

The library collaborated with the Department of Enterprise Risk Management and has developed detailed Risk Registers for all directorates within the standards and requirements of the risk management system.

The library has instituted a Procurement Workgroup including members across departments to select, evaluate and appoint suppliers in a transparent way; based on carefully designed criteria.

10.9 The Department of Tuition and Facilitation of Learning

Learning

The narratives outlined below represent UNGC-related activities that have taken place in two regions, namely: Western Cape and KwaZulu Natal, under the themes of Strategy, Governance and Engagement, especially with regard to Criterion 3 – engagement with all important stakeholders.

10.9.1 Human Rights

In May 2012, Unisa, Western Cape, partnered with A Reaching Hand - a non-profit organisation engaged in providing and

improving infrastructure while providing direct developmental support to uplift women, children and families in impoverished and marginalised communities - with the aim of addressing Unisa's third strategic goal for 2015. "Grow community engagement initiatives".

Community engagement is viewed as one of three core responsibilities of Higher Education (HE), alongside research and teaching. However, even amid a clear policy mandate, community engagement often finds itself in an underrated space in HE, and the central focus thereof is often neglected. The aim of this community engagement project is two-fold: (1) to provide structural support to A Reaching Hand, (2) to provide and redefine context for community engagement practices in the Unisa Western Cape region.

The Unisa Reaching Hand (UNISARH) Project support is being structured through a series of workshops and site visits, covering areas of job-readiness, employability, career and life-planning skills.

A bi-monthly workshop on Job Readiness is held at St. Anne's Home, a shelter for destitute and abused women, located in the Western Cape, started in August 2012.
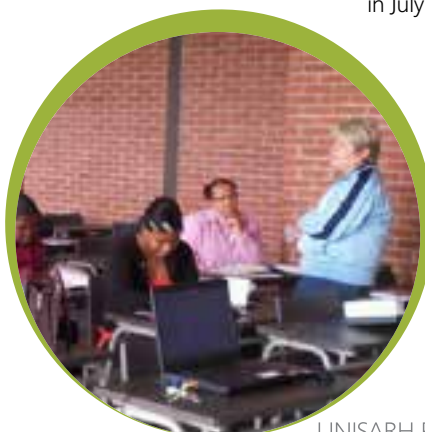

WOMEN FROM NYANGA COMMUNITY PROJECT.

UNISARH Project beneficiaries – women from the Nyanga township community project are exposed to a learning environment at the Unisa Cape Town campus, June 2012.

These aforementioned aims will be underpinned by the 11C's + 1, with the focus to support the integration of academic and social support, while demonstrating greater Unisa visibility in communities in need for social- and pedagogical engagement. In addition, it will further propose to design and redesign both pedagogical and service learning spaces for CE practices in local communities.

The collaboration aims to showcase greater cohesion in an area where community projects often face various constraints, uncertainty and disconnection due to the non-sustainability and inchoate nature of various projects in marginalised areas. Further aims include promoting initiatives in areas where service learning and sustainable community projects are often lacking.

This collaboration will add value to the lives of women, youth and children, while providing a space for Unisa students to volunteer, especially those students who are in need of experience in terms of professional exposure/practice. Beneficial to Unisa is that these types of involvement can lead to longitudinal studies, conducted by postgraduate learners in various disciplines of Unisa, to investigate developmental trends in local communities, while promoting community engagement, research and learning.

UNISARH Project beneficiaries study orientation and career guidance counselling workshop at UNISA campus, Cape Town in July 2012.

A UNISA STUDENT CONDUCTING BI-MONTHLY WORKSHOPS

Ultimately, the outcomes would be to see higher levels of job-readiness in marginalised areas, increasing chances of youth and women in getting and maintaining different kinds of employment; to increase awareness on lifelong learning among youth and women and to promote a culture of lifelong learning in the marginalised communities.

UNISARH PROJECT BENEFICIARIES IN A WORKSHOP AT UNISA CAPE TOWN

Learner Support Community Radio Project

For the very first time the university has extended its communication to stakeholders to include community radio stations as a long-term broad-based communication tool in order to enhance learner support. This initiative originated as a joint intervention between the Western Cape region and the College of Economic and Management Sciences, currently comprising five community radio stations in the region. The project has been identified by Unisa as such an important engagement with regional stakeholders that the project will be extended nationally in 2013.

Key Outcomes of Integrating Human Rights

CAREERS FAIR AND GRADUATE RECRUITMENT: NETWORKING RULES – MINING SOCIAL CAPITAL
Power-in-the-community is developed by providing students opportunities to enlarge their network. The enhancement of their individual networking skills promote more equitable access to all levels of resources. This is a major component of the career development drives in the department. Networking skills create intangible resources for students. It is difficult to quantify the impact of these resources. The important factor is to have interventions in place. Collectively in the region different departments work together to ensure students make use of interventions such as the Career Fairs and Graduate Recruitment Day. Students meet and talk to industry, government departments, volunteer organisations, NGOs and business. These contacts increase their social capital.

On 18 July 2012 the Western Cape region hosted their Career Fair and Graduate Recruitment Day. Twelve companies participated: Bass Gordon, CIMA, Mazars, Sizwe Ntsaluba Gobod Inc., Old Mutual, Dept of Environmental Affairs, Dept of Trade and Industry, Quest Staffing Solution, Eduloan, South African Defence Force, South African Police Services, and Chilli Adventures. Two hundred and ninety-four students participated with a bigger and more inclusive event, covering all the colleges, being planned for 2013.

Large 'footprint' and Library Week posters showed students the way to the Unisa Library at the Cape Town campus during Library Week. Once students reached the library, they were treated to various displays, including displays by local booksellers.

The Unisa Library display puts emphasis on developing reading, writing and study skills. Nearly 200 entries were received for the region's on-line Library Quiz, with major prizes by Juta's Booksellers, Van Schaik Booksellers, Adam's Book Stores and Protea Boekehuis up for grabs. Closing the week with a prize-giving ceremony attended by students, staff and representatives from Library and Information Association of South Africa (LIASA), guests were treated to a passionate presentation by Dr Simphiwe Sesanti, guest speaker from the Department of Journalism, Stellenbosch University, on the importance of using the wealth of information contained in library collections to help develop and embrace all cultures.

The Unisa mobile library was launched in June 2011 and services students in remote areas in the Western Cape.

The Cape Town campus recently gave students the opportunity to experience a different kind of 'surfing experience' by celebrating technology and its uses in the tertiary environment with their first-ever Technology Learning Festival. With the support of ICT, DCLD, CC&M, Chance2Advance, Apple, as well as Van Schaik Booksellers, a number of interactive sessions and discussions on technology were presented to students in the region.

LIBRARY WEEK AND MOBILE LIBRARY

TECHNOLOGY LEARNING FESTIVAL

Ranging from how to better utilise Unisa's technology platforms, e.g. myUnisa and the Unisa website, to the use of e-readers vs. traditional books, the use of search engines, how to use social networks for career advancement, mobile technology in the library, and last but not least, with the support of Chance2Advance, there were sessions on online learning, social media in business and learning and how to make the most of your iPad.

Students were also given the opportunity to show Unisa what they have been doing with technology and how they have utilised technology to enhance their academic experience at Unisa.

K2W initiatives include the Service Learning Site Partnerships:
*   The Social Work Department in KZN has a learning centre, the Brite Site, in Durban.
*   In 2012, Brite Site moved to a new home, off-campus, in Point (Mahatma Ghandi) Road.

Service learning described: Service learning is seen as applied learning directed at the needs of the community and integrated into an academic programme and curriculum. It could be credit bearing and assessed and may or may not take place in a work environment. The criteria set for service learning is that it should:
*   be relevant and meaningful
*   enhance academic learning
*   be purposeful civic learning (social responsibility)

Other services that should also be included are volunteerism, community outreach and internships. A second Service Learning Site, in partnership with eThekwini Municipality, is planned for Welbedacht, a community that was relocated from shacks to low cost housing. The EThekwini Municipality entered into a MoA with Prefeitura do Municipio de Sao Paulo and the United Cities and Local Government (UCLG) with the goal of the EThekwini Municipality being mentored by Sao Paulo from 2012 to 2014 during the upgrading of informal settlements. These projects will benefit from these partnerships, while also utilising the existing partnerships for Brite Site (NGOs, South Africa Police Service (SAPS), health workers and faith-based organisations).

Isnembe Primary School Greening Project

This project is also linked to the Brite Site team and recently benefited from the Chance to Advance perma culture expertise.

NEW BRITE SITE PREMISES WHERE THE 'HUMAN TRAFFICING FORUM' WAS HELD.

COMMUNITY MEMBERS PARTICIPATING IN THE CHANGE TO ADVANCE GARDENING PROJECT.

The following activities were pursued from a human rights angle:
- formation of the Forum for Students with Disabilities
- participation in the First Things First Campaign – the region had more than 1 200. Students and staff tested and counselled on HIV/AIDS

10.9.3 Environmental Stewardship

Water Reservoir

About two years ago a strategic decision was taken to convert the deep end of the swimming pool at KZN regional hub into an underground water reservoir. This has been achieved and the region is now able to store 100 000 litres of water that flow from the new reservoir's roof.

WATER RESERVOIR UNDER CONSTRUCTION

This water will be used to irrigate our gardens and lawns and reduce our water consumption and bill from the municipality. This initiative has another two spin-offs, namely: The water can be used in case of a fire and also assists with the water attenuation on the campus – reducing the run off.

- **Indigenous plants**
  All the alien plants on the campus are being removed and will be replaced with indigenous plants that are more suited to our conditions and that are water wise.

- **Building Material Recycling**
  Building material on site is being recycled – the servants' quarters are being dismantled and the bricks, tiles and usable wood are being used in the restoration project.

10.10 Dean of Students

10.10.1 Overview

With its motto: "We care, we develop and we support," the Student Affairs Department, under the Executive Director and Dean of Students, adopts a consultative approach in its interaction with staff and students, ensuring that collective decisions are based on first-hand information.

As a governance mechanism, the monthly Executive Committee meetings of the managers of the four directorates within the Student Affairs Department (The Advocacy and Resource Centre for Students with Disabilities (ARCSWiD), Directorate: Student Funding, Directorate: Student Development, and the Directorate: Information Services) serve as a useful forum to take strategic decisions on a range of issues, including:
- strategies to respond to the diverse teaching and learning needs of students with disabilities registered with Unisa
- funding streams and funding criteria
- student leadership development
- strategies to manage student services
- strategies on decentralising services to the regions

Widely-consulted policies on the various facets of the department's operations guide the implementation of activities and programmes. With specific reference to the sustainability of the department, and consequently, of the institution itself, the UNGC principles are adhered to.

10.10.2 Human rights

In interacting with staff and students, the fundamental human rights principles of dignity, respect, equality of opportunity, and full participation, are promoted. This is consistent with the values espoused by Unisa, namely social justice and fairness, and excellence with integrity.

With its student-centred focus, the department plans activities and programmes that would be responsive to the needs of all students, cognisant of the student profile at Unisa.

With specific reference to students with disabilities, the human rights principles of equality of opportunity and full participation are demonstrated through the following:
- the provision of study material in alternative formats in response to individual needs
- providing Sign language interpretation services during tutorials
- offering orientation and mobility assistance to blind and partially-sighted students
- facilitating special arrangements with regard to assignments and examinations

The four directorates within the Student Affairs Department have entered into partnership agreements with external stakeholder organisations with the aim of assisting and supporting students.

10.10.3 Environment

In line with the vision of Unisa to be "The African university in the service of humanity", the Student Affairs Department strives to create a nurturing, welcoming environment for staff and students. Apart from regular discussions with the student leadership, the department, through its four directorates, plans and implements student development programmes.

In addition, the caring environment also promotes staff development through the attendance of seminars, conferences and training workshops.

10.10.4 Labour

Sensitive to the issues of employment equity, the department promotes the active recruitment of women and persons with disabilities. The equal representation of women in the four directorates, coupled with the fact that there are staff with disabilities in three of the four directorates, would attest to this. In addition, in line with the focus of the institution, the department actively identifies, attracts and develops talent with a view to personal and institutional growth and development.

10.11 Department of University Estates

10.11.1 Overview

University Estates (UE) is increasingly becoming a vital role player in giving expression at a high level to the effective and efficient management of the physical infrastructure of the university. The of sustainability infrastructure and its impact on the management of environmental resources is a critical area.

University Estates has thus in this context integrated the importance of sustainability into its Integrated Strategic Plan for University Estates which is soundly rooted within the Unisa 2015 Revisited plan and its supportive institutional plans. The UE Integrated Strategic Plan guides planning activities such as the Property Plan and the development of vital documents such as a Heritage Plan.

In addition to the Integrated UE Plan, the Department has also revised the 2020 Property Plan to be more reflective of the university's strategic intent and with heightened focus on matters that will impact the sustainability of the university's infrastructure.

Increasingly, Unisa staff are being exposed to the leadership pledge towards aspects of sustainability, corporate leadership and responsibility – activities include (but are not limited to) the establishment of the Living Green website that seeks to bring together the disparate activities across the university; research projects, community engagement activities, waste management – reduce/reuse/recycle; a concerted effort to move the organisation towards a paperless environment, workshops and seminars, and other specific college activities to foreground the growing awareness of the importance of a sustainable world.

10.11.2 Human Rights and Labour

Unisa disability audit on facilities

The importance of providing quality and relevant resources to the Unisa community with disabilities has been identified in Unisa Revisited 2015 plan as a vital strategic objective. In an effort to give expression to this objective the university commenced in 2011 with an audit on its facilities at the Muckleneuk and Sunnyside campus on the accessibility, quality and relevance of facilities for use by the Unisa disabled community. The report of these facilities has since been completed.

The inputs have been of immense value and the university has since requested a quantity surveyor to compile tender specification and will soon commence in addressing the various challenges to accessibility and ease of use of facilities for the disabled Unisa community.

In addition to this, it is also exciting to note that the disability audit will now also role out to the various other facilities of the university and will ensure that the disabled Unisa community will receive easy and accessible support at all the university's facilities.

Recently some of our undercover parking bays, which include parking for the disabled, have been completed and will allow disabled community students easier access and also the comfort of undercover parking to protect the user from environmental aspects, such as rain and extreme heat.
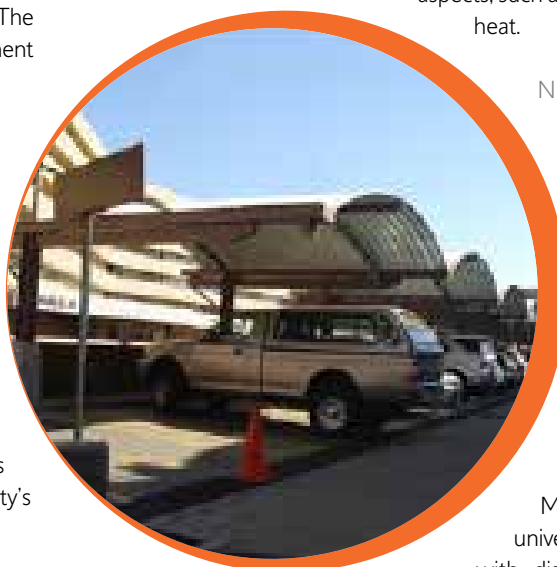
NEWLY ERECTED CARPORT AREA INCLUDING DISABLED PARKING FACILITY.

Towards a MoU with SADA

Mid 2012 the university commenced with discussion with the National Council for Persons with Physical Disabilities in South Africa (NCPPDSA) to promote a better understanding of the challenges that people with disabilities face and a more enabling environment. A drafted Memorandum of Understanding (MoU) has since been forwarded to South African Disability Association (SADA) and the university looks forward to positively building relationships that will promote the university facilities and its environment as user friendly to all.

The department has also started engaging with the Unisa Disability Forum, who will now form part of our stakeholders for all renovations and new building projects to ensure that there is compliance towards universal accessibility.

10.11.3 Environmental Stewardship

Natural Landscape Initiatives

University Estates Support Services, Gardens and Grounds ensure that the upgrading and landscaping approach promotes the use of indigenous plants. The 2011 project to eradicate invader plants that utilise scares water resources has significantly altered the landscape.

REMOVAL OF INVADER PLANTS AND INFUSION OF INDIGENOUS PLANTS

Unisa's Soshanguve Music School Garden and Landscaping Initiative

The Unisa Music Foundation community outreach to develop music in previously disadvantaged communities partnered with University Estates to upgrade the gardens and landscaping of the facilities at Unisa's Soshanguve Music School.

The School is a modest community facility that provides access to musical instruments and special classes to children in the community; to promote the use of music and also to educate communities on the power of music and culture to contribute to social and economical upliftment of societies. The upgraded facility was celebrated by the community and Unisa at a formal event hosted at the facility in June. The enhanced facility is now open for the community and users often utilise the outdoor areas engage on matters pertaining to music and cultural development.

BEFORE

AFTER

THE OFFICIAL INAUGURATION OF THE NEW FACILITY ENJOYED BY UNISA AND THE BROADER COMMUNITY.

Promotion of Natural Heritage & Heritage Art Sculptures

The university is home to one of the most precious collection of cycads, already recorded in the 1970's as one of the university's valuable indigenous treasures. To protect the cycads and promote understanding of this natural heritage, the various species are indentified, the age of the plants recorded and their value estimated. This rich source of information will inform the heritage plan. This year these plants were identified and each species specification and security tag added.

Another important project of significance in 2012 has been the restoration of the Idomeneo Kinetic Art Structure. The art structure, created by the English artist Keith Grant which, was donated by the legendary business entrepreneur of South Africa, Dr Anton Rupert, the chairperson to the then Rembrandt Tobacco Corporation in April 1974. The name of the structure, Idomeneo, symbolises the mythical King of Crete showcased in the overture to Wolfgang Amadeus Mozart's opera, and symbolises beauty and bravery. The sculpture has now been fully restored and is switched on in the evenings to showcase the beautiful lights symbolizing the brave and boldness that underpins knowledge development and the application thereof.

One of our most precious natural resources is water and the university already commenced in 2011 with prioritising the importance of saving the university's water resources. The first initiative focussed on the removal of invader plants that out-compete indigenous species, and draws on the scares water resources. The university is now progressing towards an increasing focus on planting indigenous plants at our facilities and to ensure that water and irrigations systems are effectively managed and sustained. The design of the Unisa walk way will provide vital knowledge to the Unisa community on indigenous plants and the protection of water resources.

With an estimated 30% carbon emission coming from buildings, the management of these facilities in a sustainable manner becomes a vital aspect when considering the sustainable use of resources. Many of the university's buildings are over 40 years old and, besides the general repairs and maintenance, they require the implementation of various green practices to ensure the effective use of water and energy and a decrease in carbon emission.

The Energy Management project follows a two-fold approach. Lighting systems are audited and replaced according to energy saving standards, and the required expert knowledge to ensure more technical energy use systems that are energy efficient. The use of grey water captured from rain water and drainage systems for irrigation has just commenced, but will indeed assist the university to use water resources effectively.

IDOMENEO IN DAY LIGHT.
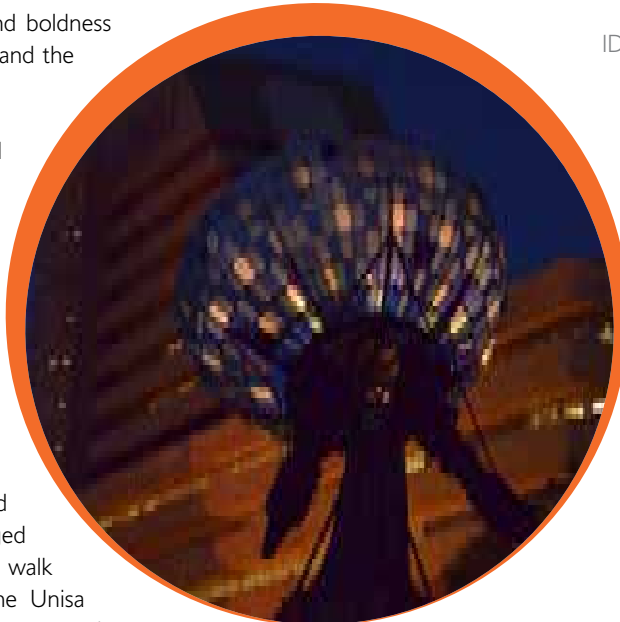
IDOMENEO SHINING THE LIGHT OF KNOWLEDGE.

INVADER PLANTS REMOVED TO SAVE WATER RESOURCES.

Providing relevant and high quality spaces true to the identity of Unisa, as an open distance learning institution rooted in the African context, will increasingly require a more integrative approach in which the academic and supportive spheres seek to jointly plan teaching and learning, research and community engagement spaces.

National Arbor Week Reaching Out to Enhance a Greener Educational Environment

During National Arbor Week Unisa took time to reach out to the community by not just ensure that the National Tree of the Year, the Water Berry Tree, is planted at several of the university facilities but also by requesting the Unisa community to make indigenous tree donations. These tree donations were distributed to several of the previous disadvantaged schools in close vicinity to the university.

Waste Management Initiatives

2012 Commenced with a Green Recycling Day hosted at the university's main campus in Muckleneuk. The day aimed at creating awareness on the importance of recycling as well as on the educational value of recycling in changing behaviour to ensure sustainability of resources.

The event included a Green Recycling team that collected recyclable items while also handing out folders to the university staff in which they could collect paper waste. Following this, an exhibition was also hosted that included the showcasing of all the various recycling activities that is currently happening at the university. The event was represented by a diverse group and included colleges as well as some of the university service providers for waste management.

To ensure that sufficient resources are available for implementing recycling practices at the university, a team of University Estates (UE) Support Services secured and distributed various recycling bins throughout the university's facilities. Education of the University community on ensuring the practical application of recycling remains a challenge and the Waste Management team is currently meeting every second week to ensure that the operational teams for waste management report on challenges and address them effectively.

The exciting and tangible greening initiatives from UE is fast becoming a vital role player in giving expression towards providing a greener and sustainable environment for the Unisa community. During the academic year a day was devoted to recycling to raise awareness on the importance of ensuring that waste is managed effectively. Cleaning staff were provided with a training programme to ensure that waste is separated at its source.

Mindful of the university's vision to humanity, a partnership between the UE Support Service Directorate and the Unisa Music Foundation saw the landscape and horticultural team set up a new garden and supportive infrastructure for the Soshanguve Music School. A greener environment creates a more welcoming and tranquil community space as well as a healthier and more inspiring context for engaging in learning activities at this facility.

Unisa Florida Campus new Horticultural Facility and Science Laboratories

Building of these facilities officially commenced on 21 July 2010 and the Engineering Laboratory and Horticulture centre have already been completed in July 2012. The main laboratories were completed in December 2012.

One of the vital aspects in this development was to ensure that green building practices were infused into the projects. Since the projects inception, the architectural team aimed toward utilising spaces effective, ensuring that energy and water resources as well as physical structures will effectively utilise resources.

HORTICULTURAL CENTRE.

CIVIL ENGINEERING BUILDING AND MAIN ENTRANCE BUILDING.

MAIN ENTRANCE OF LABORATORIES.

ELECTRIC AND ELECTRONIC LABORATORIES.

One of the notable governance perspective initiatives has been the Green Building Guidelines for the all new developments. These guidelines ensure that the contractual service providers apply green building practices in the development of infrastructure as well is in their operational practices.

The recently refurbished Parow Building in the Western Cape is a flagship in this regard. This facility aims to achieve a green star rating from the Green Building Council of South Africa. Careful consideration was given to the design; seeking out opportunities through which the reliance on mechanical heating and cooling can be reduced in an effort to save energy consumption. In addition, various materials used at these facilities aim to ensure that water and energy sources are utilised effectively. The facility can harvest grey water and has its own building management system that can monitor the use of energy and water consumption.

The Western Cape Parow Regional Offices were also upgraded between 2011 and 2012. The purpose of the upgrade of these facilities were to enhance the teaching and learning facilities in the region while also aspiring towards achieving a Green Star rating by the Green Building Council of South Africa for its North and South blocks at these facilities. The Green Star rating acknowledges that the University has acquired a certain standard with regard to energy efficiency, resource efficiency, environmental responsibility and that the facilities significantly reduce or eliminate the negative impact of development on the environment and occupants.

The new enhanced environment will not only benefit the sustainability of the infrastructure, but also ensures that academic scholarly activities can take place in an environment that is geared towards the institutional strategy; focusing on enhancing accessibility to technology for students (satellite broadcasting, a computer support centre and a multipurpose community centre). In addition to this, the regional facility also provides access to counselling, career development, administrative support and an academic literacy centre. In an effort to inspire the community and to infuse the university's unique identity, a local artist was commissioned to design and prepare large scale mosaic murals, which are not just decorative, but educational in their selection of phrases.

The importance of developing and maintaining sustainable academic scholarly environments are undoubtedly a vital aspect in ensuring that the university gives effective expression to the institution's identity and strategy.

PARROW OFFICE AT NIGHT - ALL LIGHTING SYSTEMS IS CENTRALLY CONTROLLED THROUGH A BUILDING MANAGEMENT SYSTEM AND ENERGY SAVING LIGHTING SYSTEMS IS UTILIZED.

Heritage Buildings Restored: Government House

One of the university's important heritage buildings is the Government House in Pietermaritzburg, which was built in 1870. This building provides an administrative management point for students in the area and is also close to the various learner support facilities. The university undertook the project of renovating the facility in 2011 to ensure that the property remains in good condition but also to ensure that the facility's heritage value is protected for future generations. The renovation project required the assistance of various building specialists since the facility is old and required structural strengthening that will not impact on its heritage value. In addition to the renovation the university also added some additional tutoring spaces at these facilities.

FRONT VIEW OF THE RENOVATED GOVERNORS HOUSE , AND HISTORICAL VIEW OF THIS LANDMARK IN 1870 (PIETERMARITZBURG).

Energy Management Initiative

The mandate to undertake energy efficiency initiatives is not only derived from the compliance requirements to the current legislative framework, but from realising the benefits of reducing energy cost, mitigating future risks, and to satisfy stakeholder expectations.

The university's Carbon Footprint Report 2012 revealed that the university's largest generator of carbon is energy consumption, with a total of 89% of carbon that can be attributed to energy generated from the university's facilities. Against this backdrop the university must acknowledge its socio- and economical responsibility and set strategies in place, which will ensure that these resources are managed in an ethical manner that will be sustainable for future generation.

The university has thus set out the following strategies to assist in reducing the carbon footprint:
- Increased use of energy saving or energy efficient technologies and operational best practices.
- Improved performance and efficiency of University building systems.
- Increased energy awareness and energy conservation efforts by all university faculties, students and staff.

These strategies will be achieved by setting in place various action plans that will aim to achieve the following two goals:
To reduce Unisa's overall electrical power (kWh) consumption by a margin of approximately 20% by 2015 when compared to the current 2012 baseline. This consumption usage will consider the future growth of Unisa campuses. To have energy saving systems operational in the various facilities and applying industrial best practices with regard to maintenance programmes for all Unisa buildings is the second goal.

The Executive Management team approved a closed tender to commence with Phase 1 of an energy saving initiative during mid-2012. The process includes the implementation of efficient energy saving lighting stems, and improved building management systems to control and monitor energy usage, and lastly, a metering system to assist in determining benchmarks and to continuously monitor energy consumption. Phase 2 will focus on heat ventilation and air-conditioning systems (HVAC), elevators and hot water systems. These systems are generally more complex and require specialised skills. The project will be introduced into facilities already identified for refurbishment.

2012 has been a significant year for the department, and sound foundations to ensure that environmental protection and sustainability becomes a vital strategic imperative, have been laid. The department has become a member of the Green Building Council of South Africa (GBCSA) and several of its staff attended conferences and seminars focusing on facility management in the context of sustainability and infusing green practices within facility management.

The Library Refurbishment project considers the recently approved green building principle to ensure a minimum target of a 4 star green building grading by the completion of the project. Green building principles for new buildings and refurbishment projects will endeavour to achieve green building grading. This will automatically enforce modern energy saving technology and modern design in line with the guidelines of the Green Building Council of South Africa.

10.12 Corporate Communication and Marketing

10.12.1 Human Rights

In keeping with the UNGC's theme of strategy, governance and engagement, the Corporate Communication and Marketing Department has placed great emphasis on stakeholder engagement (Criterion 3). This is done also in accordance with the tenets and precepts of King III (Chapter 8). The university's revised communication and marketing strategy has four key thrusts: stakeholder relationship management, strategic themes, strategic communication and content management, and brand positioning. The strategy is premised on the close relationship between the institution's engagement with important stakeholders and its corporate reputation. It has as its underpinning the principles contained in King III (Chapter 8) and seeks to give expression to a sound stakeholder engagement approach.

Unisa therefore implements a stakeholder engagement model that is predicated on integrated strategic communication and marketing. In this way the university ensures that all channels and media platforms are used optimally to reach stakeholders within the agreed parameters of fiscal prudence. A stakeholder mapping process is envisaged to record how stakeholders are disposed towards the university. It will serve as an instrument for further planning and decision-making (e.g. actions to manage perceptions and issues and to influence key stakeholders in favour of the institution, identification of sustainability issues, embedding a sustainability culture, and managing sustainability information).

There are currently identified internal and external stakeholder segments, including various categories of staff, labour unions, governance structures, students, alumni, government, and commerce and industry. The various categories constitute a large database of several thousands of people. A large number of communication channels and media platforms are used, including corporate publications and mass media, electronic media including the Unisa websites, events and marketing, as well as social media. Endeavors are made to provide each stakeholder group with information that is complete, timely, relevant, accurate, honest and accessible, and then to obtain feedback on their satisfaction.

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

11 UNISA'S ORGANISATIONAL ARCHITECTURE AND BUSINESS MODEL

11.1 Organisational Architecture

Unisa is busy with the process of developing an organisational architecture. The organisational architecture forms the basis from which the university conducts its business, moreover, it explores a different business model. The organisational architecture will serve as the blueprint of the institution and will be used to conduct Unisa's core business, which is teaching and learning, research and innovation and community engagement. The business model that Unisa has chosen will be relevant to the university's positioning in the current higher education system locally, while being conscious and forward-looking in how it positions the institution strategically and sustainably as a competitive global player.

The business model will leverage the avalanche of opportunities available in ICT-based teaching and learning tools, methods, and resources, including the effective use of open educational resources (OERs). In doing so, it will overhaul the institution's underlying operational model to transform all student experiences for the better; ensuring that students get a consistently high quality education, in an efficient and effective manner.

Unisa will definitely move towards online teaching and learning, but it faced challenges, some of which include the rapid changes in technology, the type of technology which would best suit Unisa students, developing capabilities among staff, and re-skilling staff to deliver online teaching and learning as well conducts online assessments and examinations.

Unisa is faced with an immediate and increasingly pressing priority: namely, the need to re-align its three core primary systems, both to accommodate growing student demand by harnessing ICT applications to increase productivity and cost-effectiveness, and to support implementation of Unisa's proposed new business model. Failure to focus on implementing a process that successfully completes this realignment within a reasonable timeframe (within three to five years at most) holds such potentially serious systemic risks that there is a strong case to be made for requiring a dedicated focus on this to the exclusion of other, more peripheral institutional activities.

To this end, the following points are worth noting from the perspective of organisational architecture:
1) The current systems primarily serve Unisa's legacy operational model, not its proposed future one.
2) The ICT applications on which these systems depend are complex and use technology that is outdated and increasingly hard to integrate effectively with other systems. Thus, their replacement is an urgent imperative.
3) Re-development of the ICT applications that will replace the current ones must be informed and driven by a broad base of stakeholders so that proper attention is given to the required parameters of Unisa's new business model.
4) Given the urgent need to replace these applications and both their current and envisioned complexity, it is highly implausible that Unisa will be able to develop new ICT applications. Unisa will thus progress fastest and most effectively by procuring existing applications and deploying them in ways that meet its operational requirements.

The re-design of these systems to meet the requirements of a new business model needs to incorporate a clear understanding of which ICT applications will be procured to support each system, what specific constraints they impose, and how these might be either worked around or accepted as an integral part of the overall system design. The definition of these core requirements should be sufficiently detailed to ensure that ICT applications procured will reliably meet the majority of Unisa's systems requirements, but need not depend on concluding a complete system re-design exercise.

SYSTEM	CUSTODIAN	SUB-SYSTEM 'OWNERS'
Student System	Dept Institutional Statistics and Analysis (DISA) Selected as the custodian because DISA's core function is to determine what kinds of information needs to flow out of the student system and in what level of aggregation and analysis. As this requirement logically determines every other aspect of how the Student System is designed and because the Department has no vested interest in any single aspect of the individual sub-systems of the Student System, it is a logical custodian.	Department: Human Resources Division: Student Funding Directorate: Student Admissions & Registrations Directorate: Programme Registration and Accreditation Student Assessment Administration Division: Graduations

CONTENT MANAGEMENT SYSTEM	DEPARTMENT: LIBRARY SERVICES	DEPARTMENT: STUDY MATERIAL
	Selected as the custodian because the library is the location within any university where skills of content management and duration are based, and these skills will grow in importance as growing volumes of digitised content become readily accessible. If the library does not transform into an institutional custodian of all kinds of content, it risks growing redundancy. Conversely, the library has no vested 'business' interest in any of the individual content datasets and is thus well placed to coordinate their management	Production and Delivery (suitably renamed to reflect the reality that Production and Delivery will no longer be required) Department: Corporate Communication and Marketing Division : Records Management Department: Research Respective Colleges and Institutes (including SBL)
SRM SYSTEM	DIRECTORATE: STUDENT DEVELOPMENT	DIVISION: STUDENT FUNDING DEPARTMENT: TUITION AND FACILITATION OF LEARNING
	Selected as the custodian because Student Development, overseen by the Dean of Students, is the logical point of coordination within the current Unisa organisational structure from which to coordinate all aspects of student relationship management.	Directorate: Instructional Support and Services Directorate: Counseling and Career Development Respective Colleges and Institutes (including SBL)

TABLE 11: CUSTODIANSHIP AND OWNERSHIP MATRIX FOR THE DESIGN OF UNISA'S CORE SYSTEMS

If ICT applications procurement is successfully separated from system design, the immediate priority is to map an appropriate custodianship and ownership matrix for each core primary system, which can form the basis of a systems design project structure. The intention of this structure will not be to replace current structures or functional responsibilities in the short term, but rather to provide a basis for enabling all of those directorates and departments that need to play an active role in design of new systems to work together successfully in a dedicated project structure.

If Unisa is to be a quality higher education ODL institution, it cannot ignore the rapid and varied changes occurring in the higher education landscape. One of these changes is the increasing use of technology for teaching and learning, and if Unisa is to deliver graduates who can make critical contributions to South Africa and Africa, and be globally competitive, graduates cannot leave Unisa without digital competencies. Unisa can no longer continue with "business as usual". Utilising technology will not only catapult the university into a digital future, but also give it a competitive edge.

By changing the way business is done at Unisa means "developing an organisational architecture that effectively translates the business model into a vibrant academic architecture, robust and stable technological architecture, appropriate solutions architecture, relevant organisational design, infrastructure, and suitable human capacities for this digital future".
As ICT becomes increasingly integrated into all aspects of society, it is now essential for Unisa to transform the entire institution's 'transactional environment' with students so that all aspects of

that environment are fully digitised and thus underpinned by robust, effective, and integrated ICT applications. This will apply to every aspect of the Unisa Student Walk: enquiry; application (and application registration); orientation and counselling; registration; receipt of learning materials; student support; student assessment; student remediation (where required); graduation; and post-graduation alumnus interaction. This does not mean that Unisa will no longer have any face-to-face interaction with students. For example: students may still choose to visit a campus or regional office to apply or register, student support strategies will still incorporate – as defined by the pedagogical requirements of individual courses – face-to-face interaction with students or workplace learning activities, examinations may still occur at a central venue where necessary, and graduation may still involve a physical ceremony.

Unisa's work culture reflects an interesting, although also sometimes challenging, blend, too diverse and complex to analyse. There are clearly highly dedicated, experienced, and talented personnel operating across all of the university, who are committed to fulfilling Unisa's mandate as a comprehensive ODL institution. In addition, Unisa's Organisational Architecture: a Framework, reflects an institution that has thought carefully and in detail about how it intends to function, in ways that are largely internally consistent across diverse structures.

Likewise, there is a possibly surprising degree of consensus on what the future direction of the institution is and what challenges make it difficult to follow this path.

Conversely, though, there are two aspects to the working culture that create particular cause for concern. First, there is a pervasive sense that some of the systems challenges that Unisa faces are so vast that they are effectively unsolvable (including the challenge to shift to a new and quite significantly transformed operational model). Second, there has been an unsustainable proliferation of parallel, overlapping, and sometime competing initiatives, which has had the unfortunate effect of dispersing institutional energy and productivity rather than focusing it on solving core problems. This is manifested in the proliferation of *ad hoc* committees and project management structures, which are having a debilitating effect on productivity (largely because they are all driven by regular meetings that absorb unsustainable portions of people's available productive time). Re-designing of Unisa's core primary systems simply cannot occur effectively within such a working environment. This suggests that three key imperatives should underpin further development of Unisa's organizational architecture:

1) Improved communication. Many of the excellent ideas and visions already defined for Unisa's new operational model are not yet being communicated in a compelling, simple, and internally consistent way. This creates confusion and disables people from making effective operational decisions at their respective levels of management control.

2) Reduction of initiatives. Given the clear evidence of parallel, overlapping, and sometimes competing initiatives and the accompanying urgency of tackling Unisa's systems design challenges, there is an urgent need to liberate and focus institutional capacity by halting and/or merging many activities. Specifically, unless initiatives have a clear and integral connection to the priorities.

3) Move away from pilot activities as a method for designing new operational approaches pertaining to Unisa's new organisational architecture. Finally, a tendency exits to use pilot projects as a method for testing new operational approaches related to Unisa's new operational model. The rationale for this is understandable; after all, one naturally desires to test new ideas before rolling them out on a wholesale basis. Of course, pilot projects can be very useful ways of testing innovations and learning from that process. The problems with this approach as a way of leading systems change, though, are that: (a) they cannot predict the unforeseen consequences of system-wide implementation of new approaches, so their research value is limited; (b) they tend to be inherently unscaleable, as their implementation success can usually be primarily attributed to the dedication, passion, and enthusiasm of the few individuals who lead them; (c) they tend to lead to models and approaches that are too expensive to sustain on a large scale; and (d) they can lead to long delays in systems change. In the case of Unisa's core primary systems, there is already sufficient consensus on the future direction that the institution will take, which is already captured in institutional policy commitments and based on extensive research. Given this, the urgent imperative is to begin phased implementation of change at a systemic level.

12 ADVANCED LEVEL REPORTING

12.1 Strategy, governance and engagement

This chapter provides a comparative account of the UNGC and Unisa's best practices according to all the criteria required for the advanced level reporting.

Criterion 1: Strategic aspects of Global Compact implementation

TABLE 12: ADVANCED LEVEL REPORTING TEMPLATE

GLOBAL COMPACT BEST PRACTICES	UNISA'S BEST PRACTICES
Impact of broader sustainability trends on the long-term prospects and financial standing of the organisation	See the annual report 2011 page 65. See website under other publications: www.unisa.ac.za ***Appendix 4***
Social and environmental impact of the organisation's activities	See unisa website www.unisa.ac.za under Strategic Projects with a link Unisa Living Green.
Key performance indicators to measure progress	See attached Council performance indicators to measure progress ***Appendix 5***
Major successes and failures during the reporting period	See recent climate survey results by KPMG

Criterion 2: Implement effective decision-making processes and systems of governance for corporate sustainability

GLOBAL COMPACT BEST PRACTICES	UNISA'S BEST PRACTICES
Involvement and accountability of management in corporate sustainability strategy or initiatives and implementation.	Unisa corporate governance and sustainability activities are managed from the Office of the Vice-Principal: Advisory and Assurance who reports directly to the Principal and Vice-Chancellor. It is the responsibility of the Vice-Principal: Advisory and Assurance to ensure that all governance and sustainability issues are embedded in the university processes, procedures and systems.
Corporate governance structure and its role in oversight of corporate sustainability implementation in line with Global Compact principles. Governance and Sustainable Development Co-ordinator (GSDC) is necessary for coordinating and monitoring all these activities and to promote compliance.	Unisa has not considered this element of the criterion in regard to the UNGC specifications yet. A Compliance Director and related initiatives are in place towards this UNGC best practice.

The UNGC Project Team recommends to Management that a Sustainable Development Policy and Charter be developed and the dedicated coordination capacity be built. |
| Evaluation and executive incentive structures promoting sustainability strategy in line with Global Compact principles | Work in progress through Office of the Vice-Principal: Advisory and Assurance, and proposal for consideration by Management to develop strategy and incentives to promote sustainable development initiatives. This must be embedded in the proposed Policy and Charter mentioned above. |

Criterion 3: Engage with all important stakeholders

GLOBAL COMPACT BEST PRACTICES	UNISA'S BEST PRACTICES
List of stakeholder groups engaged by the organisation	One of the key priority areas for Unisa embedded in the Unisa 2013 -2015 "Towards a High Performance University" is to promote external stakeholder relations.

See Annual report 2011 page 47-50 for a list of stakeholder groups. |
| Process for stakeholder identification and engagement | Process for stakeholder identification and engagement incorporated in Annual Report 2011 page 47-50 |
| Process of incorporating stakeholder input into corporate strategy and business decision-making | Unisa implements a range of activities for engagement as follows:
• Road shows and meetings
• Conversation cycles
• Dialogue with civil society, unions, donors, students, professional bodies, staff, government and corporate sector
• Public lectures and seminars
• Conferences
• Community engagement and outreach
• Research and Innovation
• Awareness programmes and campaigns
• Framework for Team Approach to Curriculum and Learning Development |

12.2 UN Goals and Issues

Criterion 4: Take actions in support of broader UN goals and issues

GLOBAL COMPACT BEST PRACTICES	UNISA'S BEST PRACTICES
Adoption or modification of business strategy and operating procedures to maximise contribution to UN goals and issues	Unisa's sustainability strategy is integrated in the Unisa 2015 Revisited and in the organisational processes and practices: The Mission, Vision and Values of Unisa also encapsulate UN goals and issues.
See Unisa website: www.unisa.ac.za
Development of products, services and business models that contribute to UN goals and issues	Unisa's Programme Qualification Mix (PQM) are developed and designed to provide academic solutions that are responsive to the needs of the society and ensure a better enhancement of new sustainable technologies, particularly in line with the engagement of various stakeholders.

Social investments and philanthropic contributions that tie in with the organisation's core competencies, operating context and sustainability strategy and initiatives	Unisa has adopted a Policy on Community Engagement as well as a Policy on Corporate Citizenship to make available knowledge, expertise and scarce resources to the wider community in a number of ways.
	At corporate citizenship level, Unisa prioritises projects pertaining to science, engineering and technology, education, economy, agriculture and the environment, human sciences and development projects.
	At grassroots or community level, Unisa's policies promote social and economic development of the environment within which it operates within the context of a long term relationship with its stakeholders.
	Corporate citizenship is embedded in Unisa's Community Engagement Policy. Policy. *Appendix 6*
	Our corporate philanthropy is also embedded in our Environmental Sustainability Policy. *Appendix 7*
Public advocacy on the importance of one or more UN goals and issues	Ethics and values are crucial elements of sustainable growth and development for Unisa, hence Unisa has a Code of Conduct and Ethics. Unisa's values and principles inform all employees and relevant stakeholders about what Unisa believes in. *Appendix 8*
Partnership projects and collective actions in support of UN goals and issues	Unisa has an International Relations and Partnership Policy to promote and support UN goals and issues and regulate partnership projects. The Directorate of International relations and Partnership currently administers and manages over 115 collaboration agreements in 36 countries around the world. Out of 52 703 international students registered in South African Universities in the 2005 academic year, 16 600 of them (31, 4%) were Unisa students. The vast majority of them come from the African continent. South Africa is currently ranked the fifth destination of international students world-wide and the first on the African continent. *Appendix 9*

12.3 Human Rights Implementation

Criterion 5: Formulate robust commitments, strategies or policies in the area of human rights

GLOBAL COMPACT BEST PRACTICES	UNISA'S BEST PRACTICES
Reference to relevant international conventions and other international instruments (e.g. the Universal Declaration of Human Rights (UDHR))	Unisa's commitment towards its values for social justice and fairness, and excellence with integrity is well articulated in its Code of Conduct and Ethics and the Unisa 2015 goal of becoming "a Leader in Corporate Governance and Sustainability".
	The Code is informed by international statements such as the Universal Declaration of Human Rights UN refugee UNCHR Conventions.
Reflection on the relevance of human rights for the organisation	Unisa's Code of Conduct and Ethics, together with its Vision, Mission, Goals and Values, is a pillar of its strategy. Unisa's Values (Social Justice and Fairness and Excellence with Integrity) and the 11C's plus one (Communication, Conversation, Conservation, Community, Connection, Care, Collegiality, Commitment, Cooperation, Creativity, Consultation), shared and acknowledged by all employees are key levers of institutional change.
Written organisation policy (e.g., in code of conduct) on human rights	Unisa's Code of Conduct and Ethics encapsulates the various elements of human rights issues.
Management of responsibilities and accountability within the organisation	Unisa has recently established a portfolio under the Vice-Principal: Advisory and Assurance Services to promote and enforce an ethical and compliance based culture within the university. Moreover, the Ethics Office was also launched in 2012 with the Ethics Helpline for advice on ethical matters and an Ethics Hotline for reporting unethical behaviour.
	Council has also approved a Compliance Charter in 2012. *Appendix 10*

Criterion 6: Implement effective management systems to integrate the human rights principles

GLOBAL COMPACT BEST PRACTICES	UNISA'S BEST PRACTICES
Risk and impact assessments in the area of human rights	"In its risk assessments operations and practices, human rights elements are taken cognisance of by Unisa to amplify the human rights practices within Unisa. To give effect to that, Council has recently approved the Enterprise Risk Management Policy Framework. Moreover, various mitigation strategies have been developed to mitigate the risks categorised under high, medium and low. ***Appendix 11***
Regular stakeholder consultations in the area of human rights	The Unisa Student and Staff Satisfaction Surveys are internal surveys performed at regular intervals to assess the perceptions of students and staff on various aspects of Unisa's performance and services, including human rights. Examples of surveys done in the past: • Service utilisation and satisfactory survey 2008 • 2008 Staff Communication Survey • Cafeteria Survey • Catering Services Customer Satisfaction • CEMS Survey - Financial Literature • Chairperson of Council's awards for Excellence • Department of Information and Strategic Analysis • Focus Staff Newsletter Survey • Staff Satisfaction with Finance Department • UNISA Staff Satisfaction Survey 2007 • Unisa Inspired week: 5-9 May 08 (ID 27) • Unisa Inspired Week satisfaction survey • Integrated Performance Management System • Internal Finance Climate Study • Shuttle services questionnaire (Pretoria-Florida-Pretoria) • Survey of impediments to research output • Skills requirements questionnaire • Survey of Units, Centres, Bureaux and Institutes • Unisa Community Engagements and Projects Database • Unisa Communication Survey for Staff 2008
Internal awareness-raising and training on human rights for management and employees.	Training programmes and induction activities organised to ensure that an ethical and compliant conduct is practiced in the way activities are conducted at Unisa and also to deal with behavioural risks in certain specific areas, such as corruption. As part of Unisa's responsibility, staff is trained in ethics. See policy on prevention of fraud and corruption.

| Grievance mechanisms, communication channels and other procedures (e.g. whistleblower mechanisms) for reporting concerns or seeking advice | The office of the Unisa Ombudsman was established by the University Council to enhance Unisa's service delivery and to foster a culture of efficient and effective administration. The Ombudsman draws his or her authority from a founding document, approved by the University Council.

The Ombudsman is a legally qualified, independent person, whose sole function is to investigate complaints referred by any person who feels aggrieved by conduct or lack of conduct which affects him or her on the part of the University.

The purpose of the service is to resolve a matter without delay in an effective and inexpensive manner. Unisa has also got a whistle blowing hotline. See Ombudsman brochure.

Appendix 12 |
| --- | --- |
| Inclusion of minimum human rights standards in contracts with suppliers and other relevant business partners | With its Procurement Policy, Unisa promotes the respect and protection of human rights with its suppliers and subcontractors and expects that its suppliers and subcontractors observe and respect the fundamental principles set out in its Code of Conduct and Ethics and in the Procurement Policy. See Procurement Policy.

Appendix 13 |
| Audits or other steps to monitor and improve the performance of companies/organisations in your supply chain | Unisa applies its Procurement Policy and Code of Conduct among all its suppliers and sub-contractors and develop appropriate means to monitor their performance. See Procurement Policy.

Internal Auditing ... |

Criterion 7: Implement effective monitoring and evaluation mechanisms of human rights integration

GLOBAL COMPACT BEST PRACTICES	UNISA'S BEST PRACTICES
System to track and measure performance on human rights based on standardised performance metrics	Unisa under the portfolio of Vice-Principal: Advisory and Assurance Services, with legal services, risk and compliance and internal audit departments monitor, coordinate and manage Unisa's compliance with applicable laws and its Code of Conduct.
Leadership review of monitoring and improvement results	It will be required of Unisa on an annual basis to submit a Compliance Report to Unisa Council as part of its commitment to good corporate governance principles.
Process to deal with human rights incidents	Any report of human rights violation will have to be adequately dealt with. Unisa will have to develop a register of any human rights violations against it and an internal helpline (advice to victims) and hotline (report on human rights violations) to manage any human rights violations and incidences. All cases registered must be investigated and their outcomes are reported and incorporated into the Annual Compliance Report and the Annual Report.
Disclosure of main human rights incidents involving your organisation	Unisa will report any human rights violations in the Annual Compliance Report.

Criterion 8: The COP contains standardized performance indicators (including GRI) on human rights

GLOBAL COMPACT BEST PRACTICES	UNISA'S BEST PRACTICES
Outcomes of risk and impact assessments	This work is in progress. Unisa currently has developed risk mitigation strategies that impact on human rights elements.
Outcomes of internal awareness-raising and training efforts	Number of people trained on human rights related training HR Department to provide statistics)
Outcomes of mechanisms for reporting concerns or seeking advice	Development of an internal helpline will help in registering concerns and providing outcomes.
Percentage of contracts with business partners guaranteeing minimum human rights standards	Unisa is in the process of developing a suppliers' Code of Conduct to be embedded in the Procurement Policy. Development of a management system or database will assist in tracking the percentage of suppliers complying with minimum standards.
Outcome of audits or other steps to monitor and improve the performance in the supply chain regarding human rights	Reports to be registered in the helpline and hotline. All incidents will be reported in the annual report and the annual UNGC COP report.

12.4 Labour Principles Implementation

Criterion 9: Formulate robust commitments, strategies or policies in the area of labour

GLOBAL COMPACT BEST PRACTICES	UNISA'S BEST PRACTICES
Reference to relevant international conventions and other international instruments (e.g. ILO Core Conventions)	Unisa's Code of Conduct and Ethics is informed by international statements such as the Universal Declaration of Human Rights and various International Labour Organisation (ILO) conventions.
Reflection on the relevance of the labour principles for the company/organisation	Unisa has set a goal in the Unisa 2013-2015: Towards a High Performance University plan. The goal reiterates "Establishing a people-centred university by enhancing capabilities and capacities and advancing cultural transformation" This is further complimented by embedding a people dimension priority theme in its Operational Plan.
Written company policy (e.g., in code of conduct) on labour	The Code of Conduct and Ethics is augmented by various policies and procedures committed to human resources practices: • Employee Integrated Performance Management System • Human Resources planning process • Recruitment and selection policy • Career management path • Job evaluation policy • Remuneration policy • Terms and conditions of employment policy • Recognition and procedural agreements with labour unions • Policy and procedures on salary increment and substantive issues Unisa still needs to develop a Charter on Sustainable Development and Corporate Social Responsibility.
Allocation of responsibilities and accountability within the organization	The allocation of responsibilities and accountability are defined within the specific policies dealing with Human Resources management and planning.
Specific commitments and goals for specified years	All specific commitments and goals for specific years are encapsulated in the institution Institutional Operational Plan (IOP). Go to https://staff.unisa.ac.za/ (Under Strategic documents/publications)

Criterion 10: Implement effective management systems to integrate the labour Principles

GLOBAL COMPACT BEST PRACTICES	UNISA'S BEST PRACTICES
Risk and impact assessments on labour	The main risks for people in Unisa are those pertaining to the excessive exposure of employees, students, contractors and the public during labour unrest or strikes and possibility of stampede during registration periods as a result of long queues. There are currently mitigation strategies in place to avert such actions. See 2011 Annual report page 57-59. Report on risk exposure and risk management.
Regular stakeholder consultations regarding labour	With regards to internal stakeholders, students and staff satisfaction surveys are conducted at regular intervals to evaluate how employees and students consider the various key aspects of the University activities and its management. See 2011 Annual Report page 47-50, and the Stakeholder Report.
Internal awareness-raising and training on labour principles for management and employees	Unisa provides Ethics training for staff and the recognized Labour unions executives. Moreover, there are external labour training available for staff members and management. See the Annual Report pages 47 and 48 on staff training initiatives.
Grievance mechanisms, communication channels and other procedures (e.g. whistleblower mechanisms) for reporting concerns or seeking advice	Unisa under the portfolio of Vice-Principal: Advisory and Assurance Services, with legal services, risk and compliance and internal audit departments monitor, coordinate and manage Unisa's compliance with applicable laws and its Code of Conduct. Unisa is using a general policy on reporting irregularities and misconducts. Hence, it encourages its employees to use the "External Whistle Blowing hotline managed by an independent auditing firm" when confronted with concerns or ethical dilemmas. Unisa's Code of Conduct and Ethics and the Disciplinary Code for Staff encourages its employees to discuss these issues in the first place with their managers to exhaust all internal avenues before being escalated outside. Moreover, Unisa has Recognition and Procedural Agreements with unions on campus to manage grievances, disputes and policies on substantive issues to manage and agree on annual salary increment and fringe benefits for staff.
Inclusion of minimum labour standards in contracts with suppliers and other relevant business partners	Minimum labour standards to be incorporated into the, to be developed Suppliers' Code of Conduct. Suppliers must be selected, without discrimination or favour, through open competition and fairness, and on the basis of an objective, transparent and verifiable evaluation of their performance and their ethical conduct based performance (on issues of safety, respect for the environment, labour standards, anti-corruption, and children rights).
Audits or other steps to monitor and improve the performance of companies/organisations in your supply chain	To be developed Supplier's Code of Conduct will be gradually implemented and applied among all suppliers and sub-contractors.

Criterion 11: Formulate robust commitments, strategies or policies in the area of labour

GLOBAL COMPACT BEST PRACTICES	UNISA'S BEST PRACTICES
System to track and measure performance based on standardised performance metrics	No system and information
Leadership review of monitoring and improvement results	It will be required of Unisa on an annual basis to submit a Compliance Report encapsulating the achievement of labour standard targets to Unisa Council as part of its commitment to good corporate governance principles.
Process to deal with incidents	The labour standard management system or database must include systems dedicated to check compliance. A programme of audits of processes and performances must be done through an independent third party.
Disclosure of main incidents involving your company/organisation	See 2011 Annual Report page 12 and 47-48.

Criterion 12: The COP contains standardized performance indicators (including GRI) on labour principles integration

GLOBAL COMPACT BEST PRACTICES	UNISA'S BEST PRACTICES
Outcomes of risk and impact assessments	"In its risk assessments operations and practices, labour standard violations are taken cognisance of by Unisa to bring about industrial peace. To give credence to that, Unisa has among others the following policy, procedures and guidelines: • Employee Integrated Performance Management System • Human resources planning process • Recruitment and selection policy • Career management path • Job evaluation policy • Remuneration policy • Terms and condition of employment policy • Recognition and procedural agreements with labour unions • Policy and procedure on salary increment and substantive issues
Outcomes of internal awareness-raising and training efforts	See 2011 Annual Report page 47-48 staff training initiatives.
Outcomes of mechanisms for reporting concerns or seeking advice	See 2011 Annual Report page 61-62.
Percentage of contracts with business partners guaranteeing minimum labour standards	There is no information yet available.
Outcome of audits or other steps to monitor and improve performance in the supply chain regarding the labour principles	See the Unisa Quality Improvement plan page 19-21. Staff capacity development. *Appendix 14*

12.5 Environmental Stewardship Implementation

Criterion 13: Formulate robust commitments, strategies or policies in the area of environmental stewardship

GLOBAL COMPACT BEST PRACTICES	UNISA'S BEST PRACTICES
Reference to relevant international conventions and other international instruments	Unisa refers in its reporting to the UNGC COP report for 2011. Unisa Environmental Sustainability Policy is consistent with its commitment to environmental protection.
Reflection on the relevance of environmental stewardship for the organisation	See Unisa Environmental Sustainability Policy. *Appendix 15*
Written company/organisation policy on environmental stewardship	See Unisa Environmental Sustainability Policy.
Management of responsibilities and accountability within the organization	Responsibilities and accountability are defined within the Environmental Sustainability Policy.
Specific commitments and goals for specified years	Among the objectives set by Unisa is to reduce carbon footprint on: • Electricity usage • Paper consumption • Domestic and international air travel • Motor travel fleet

Criterion 14: Implement effective management systems to integrate the environmental principles

GLOBAL COMPACT BEST PRACTICES	UNISA'S BEST PRACTICES
Environmental risk and impact assessments	Refer to the Unisa Enterprise Risk Management Policy Framework attached above.
Regular stakeholder consultations on environmental impact	Unisa regularly allows its stakeholders (communities, schools, and church) to visit its campus for dialogue and engagement on matters of mutual interest.
Internal awareness-raising and training on environmental stewardship for management and employees	It is imperative for Unisa to encourage the development of skills relating to sustainability and build capacity in that area. Moreover, Unisa has fore grounded sustainability in all its operation and activities and participation with stakeholders.
Grievance mechanisms, communication channels and other procedures (whistleblower mechanisms) for reporting concerns or seeking advice regarding environmental impacts	Unisa encourages all its stakeholders to report issues of ethical dilemma on environmental violations, etc. Through the current hotline (managed by KPMG) and the Ombudsman; however efforts are being made to have a dedicated hotline to report cases of environmental violations.
Inclusion of minimum environmental standards in contracts with suppliers and other relevant business partners.	Minimum environmental standards to be incorporated into the, to be developed Suppliers' Code of Conduct. Suppliers must be selected, without discrimination or favor, through open competition and fairness, and on the basis of an objective, transparent and verifiable evaluation of their performance and their ethical conduct based performance (on issues of safety, respect for the environment, labour standards, anti corruption, and children rights).
Audits or other steps to monitor and improve the environmental performance of companies/organisations in the supply chain	To be managed through the proposed dedicated hotline.
Other established or emerging best practices	Unisa's is currently developing an Organisational Architecture that will be based on continuous improvement of systems and processes. These systems and processes will be characterised by the deployment of key elements such as risk identification, analysis and mitigation, monitoring of environmental performance, practices and compliance, follow-up and feedback on corrective actions, and review of performance indicators and improvement plans.

Criterion 15: Implement effective monitoring and evaluation mechanisms for environmental stewardship

GLOBAL COMPACT BEST PRACTICES	UNISA'S BEST PRACTICES
System to track and measure performance based on standardised performance metrics	Unisa will develop a database or system (Environmental Management System) to capture all environmental activities and their KPIs (Key Performance Indicators).
Leadership review of monitoring and improvement results	To be developed and be part of the system above.
Process to deal with incidents	The Environmental management system or database must include systems dedicated to check compliance. A programme of audits of processes and performances must be done through an independent third party.
Disclosure of main incidents involving the company/company	All incidents will be reported in the annual report and the annual UNGC COP report.

Criterion 16: The COP contains standardised performance indicators (including GRI) on environmental stewardship

GLOBAL COMPACT BEST PRACTICES	UNISA'S BEST PRACTICES
Outcomes of risk and impact assessments and measurements of environmental footprint	See report on the assessment of Unisa carbon footprint. *Appendix 16*
Outcomes of internal awareness- raising and training efforts	See page 16 of the Unisa Carbon Footprint Report above i.e. the Carbon Neutral Action Plan. Indicators and reporting to be further developed in this area.
Outcomes mechanisms for reporting concerns or seeking advice	Development of internal helpline and hotline will help in registering concerns and providing outcomes.
Percentage of contracts with business partners guaranteeing minimum environmental standards	Unisa is in the process of developing a Suppliers' Code of Conduct to be embedded in the Procurement Policy. Development of management system or database will assist in tracking the percentage of suppliers complying with minimum standards.
Outcome of audits or other steps to monitor and improve performance in the supply chain	Reports to be registered in the helpline and hotline. All incidents will be reported in the Annual Report and the annual UNGC COP Report.
Rewards, labels and certifications	Rewards, labels and certification to be included in the Annual Report.

12.6 Anti-Corruption Implementation

Criterion 17: Formulate robust commitments, strategies or policies in the area of anti-corruption

GLOBAL COMPACT BEST PRACTICES	UNISA'S BEST PRACTICES
Reference to relevant international conventions and other international instruments	Unisa's commitment towards anti-corruption is found in its values for Social justice and fairness and Excellence with integrity and its well articulated in its Code of Conduct and Ethics and the Unisa 2015 goal of becoming "a Leader in Corporate Governance and Sustainability". The Code is informed by international statements such as the Universal Declaration of Human Rights and various International Labour Organisation (ILO) conventions. Unisa is also the first University in South Africa to become a signatory to the United Nations Global Compact (UNGC).
Reflection on the relevance of anti-corruption for the organisation	See Annual Report page 61. Report on Corruption and Fraud. *Appendix 17*
Written company policy on anti- corruption (code of conduct)	The university has policies and procedures in place to address fraud and corruption, all of which have been endorsed by Management and approved by Council. The relevant policies are: • Anti-Fraud/Corruption/Irregularities Statement • Fraud/Corruption/Irregularities Prevention Policy • Policy on Whistle Blowing • Fraud/Corruption/Irregularities Response Protocol • Unisa Code of Ethics and Conduct A hotline facility (hosted externally by KPMG auditing firm) is in place and reports of unethical conduct, including fraudulent or corrupt activities may be reported anonymously. *Appendix 18*

Allocation of responsibilities and accountability within the organisation	Unisa has recently established a portfolio under the Vice-Principal: Advisory and Assurance Services to promote and enforce an ethics and compliance based culture within the University. Moreover, the Ethics Office was also launched in 2012 with Ethics Helpline for advice on ethical matters and Ethics Hotline for reporting unethical behaviour. Council has in 2012 also approved a Compliance Charter. Unisa needs to establish positions for compliance officers in all its campuses to coordinate and manage compliance activities.
Specific commitments and goals for specified years	See page 61 of the Annual Report.

Criterion 18: Implement effective management systems to integrate the anti-corruption principle

GLOBAL COMPACT BEST PRACTICES	UNISA'S BEST PRACTICES
Risk and impact assessments in the area of anti-corruption	See page 57-59 of the Annual Report on "Report on risk exposure and risk management"
Regular stakeholder consultations on anticorruption efforts	On 10 November 2012 the Chairperson of the National Anti-Corruption Forum and also the General Secretary of the largest Trade Union Federation in Africa (COSATU), Mr Zwelinzima Vavi, had a public lecture at Unisa to commemorate the International Anti-Corruption Day. Among the statistics and examples of corruption in South Africa provided by Mr Vavi were the Auditor General's findings, which were also echoed in the findings of the Public Service Commission (PSC). These revealed that the cost of financial misconduct to the state in 2010/2011 was R932 million, up from R346 million in 2009/2010 and R100 million in 2008/2009. Unisa Chairperson of Council, Dr Mathews Phosa, said good governance is a priority at the university and "whether the conduct is termed corruption, bribery, fraud, or abuse or misuse of power, we abhor its existence and will ensure that it is rooted out." "The university," said Phosa, "has been fair but fearless in advancing its value proposition of zero-tolerance to fraud, corruption and other irregularities and we pride ourselves on the principle that the rules apply equally to all people in the university, irrespective of position, power or influence. The institutional policies and intrepid stance against corruption is supported by the Council. We recognise that we have set the bar high and intend to implement our commitment to our students and stakeholders – we want an ethical university."
Internal awareness-raising and training for management and employees regarding corruption and anti-corruption efforts	It is imperative for Unisa to encourage the development of skills relating to anti-corruption activities and build capacity in that area. Moreover, Unisa has fore grounded anti-corruption in all its operation and activities and participation with stakeholders. See Code of Ethics and Conduct.
Grievance mechanisms, communication channels and other procedures (e.g. whistleblower mechanisms) for reporting concerns or seeking advice on corruption	Unisa encourages all its stakeholders to report issues of ethical dilemma on corruption and fraud through the current hotline (managed by KPMG).
Inclusion of minimum anti-corruption standards in contracts with suppliers and other relevant business partners.	Minimum environmental standards to be incorporated into the, to be developed Suppliers' Code of Conduct. Suppliers must be selected, without discrimination or favor, through open competition and fairness, and on the basis of an objective, transparent and verifiable evaluation of their performance and their ethical conduct based performance (on issues of safety, respect for the environment, anti corruption, and children rights).
Audits or other steps to monitor corruption and improve the performance of companies in your supply chain	Managed through the Hotline on Corruption and Fraud by KPMG.

Criterion 19: Implement effective management systems to integrate the anti-corruption principle

GLOBAL COMPACT BEST PRACTICES	UNISA'S BEST PRACTICES
System to track and measure performance on corruption based on standardised performance metrics	Unisa under the portfolio of Vice-Principal: Advisory and Assurance Services, with legal services, risk and compliance and internal audit departments monitor, coordinate and manage Unisa's compliance with applicable laws and its Code of Conduct.
Leadership review of monitoring and improvement results	It will be required of Unisa on an annual basis to submit a Compliance report to Unisa Council as part of its commitment to good corporate governance principles.
Process to deal with incidents	A programme of audits of processes and performances on anti-corruption is being done through an independent third party (KPMG).
Disclosure of main incidents involving your company	See Annual Report page 61. Report on Corruption and Fraud.

Criterion 20: The COP contains standardised performance indicators (including GRI) on anti-corruption

GLOBAL COMPACT BEST PRACTICES	UNISA'S BEST PRACTICES
Outcomes of risk and impact assessments	"In its risk assessments operations and practices, anti-corruption elements are taken cognisance of by Unisa to root out any corrupt related activities within Unisa. To give credence to that: The university has policies and procedures in place to address fraud and corruption, all of which have been endorsed by Management and approved by Council. The relevant policies are: • Anti-Fraud/Corruption/Irregularities Statement • Fraud/Corruption/Irregularities Prevention Policy • Policy on Whistle Blowing • Fraud/Corruption/Irregularities Response Protocol • Unisa Code of Ethics and Conduct
Outcomes of internal awareness-raising efforts and training for management and employees	It is imperative for Unisa to encourage the development of skills relating to anti-corruption activities and build capacity in that area. Moreover, Unisa has fore grounded anti-corruption in all its operation and activities and participation with stakeholders. See Code of Ethics and Conduct.
Outcomes of mechanisms for reporting concerns or seeking advice	The hotline serves as a mechanism for reporting incidences and thereafter incorporated to the Annual report. See page 61 of the Annual Report.
Percentage of contracts with business partners guaranteeing minimum anti- corruption standards	Unisa is in the process of developing a suppliers' Code of Conduct to be embedded in the Procurement Policy. Development of management system or database will assist in tracking the percentage of suppliers complying with minimum standards. Moreover, KPMG will provide data in this regards.
Outcome of audits or other steps to monitor and improve performance in the supply chain regarding anti-corruption efforts	Managed through the Hotline on Corruption and Fraud by KPMG.

12.7 Value Chain Implementation

Criterion 21: Implement the Global Compact principles in the value chain Verification and Transparency

GLOBAL COMPACT BEST PRACTICES	UNISA'S BEST PRACTICES
Description of the organisation products range.	Unisa offers a combination of career-oriented courses (usually associated with universities of technology, whose programmes prepare students for the world of work), as well as generally formative academic programmes (typically linked to a traditional university). Unisa's rich tapestry of study disciplines includes the humanities, business and management, law and criminal justice, agriculture and environmental sciences, and science, engineering and technology. The unparalleled range of study choices on offer, range from short courses and certificate programmes to three-and four-year degrees and diplomas. Postgraduate studies are offered up to doctoral level. Unisa follows an open distance learning (ODL) model of teaching, which represents an approach that combines the following principles: • Learner-centredness • Lifelong learning • Flexibility of learning facilitation provisioning • Removal of barriers to access • Recognition of prior learning • Provision of relevant learner support • Construction of learning programmes
Description of key suppliers, subcontractors and other business partners involved in the value chain	It is acknowledged that stakeholder relationships and corporate reputation are undisputedly linked. The university implements a model of integrated strategic communication and marketing to ensure that all media platforms are used optimally to reach Unisa stakeholders within the agreed parameters of fiscal prudence. See page 47-50 of the Annual Report.
Value chain risk assessment to identify potential issues with suppliers and other business partners	See page 57-59 of the Annual Report on the risk exposure and management.
Policy on value chain, including a policy for suppliers and subcontractors	Unisa has a Quality Management and Assurance Policy to ensure that all the value chain elements and principles are recognized and enforced in its operations and activities. **Appendix 19** Moreover, Unisa has a Quality Improvement plan as per the recommendation made by the HEQC audit. **Appendix 20** Unisa also has a Service Charter that serves as a commitment towards providing an effective and efficient service all its stakeholders. **Appendix 21**
Communication of relevant policies/codes, positions or concerns to suppliers and other business partners	It is acknowledged that stakeholder relationships and corporate reputation are undisputedly linked. The university implements a model of integrated strategic communication and marketing to ensure that all media platforms are used optimally to reach Unisa stakeholders within the agreed parameters of fiscal prudence. **Appendix 22**
Audits/screenings for compliance in value chain	Through the Business Architecture and sustainability initiatives project, appropriate types of audits will be developed and organized.
Allocation of responsibility in the value chain and procedures to remedy any non-compliance issues	This addressed by the University Quality Improvement Plan.
Other established or emerging best practices	No information yet to report in this area.

12.8   Verification and transparency

Criterion 22: The COP provides information on the company's profile and context of operation

GLOBAL COMPACT BEST PRACTICES	UNISA'S BEST PRACTICES
Legal structure, including any group structure and ownership	See Unisa's 2011 Annual Report page 8-9.
Countries where the organisation operates, with either major operations or operations that are specifically relevant to sustainability	See Unisa's 2011 Annual Report page 11.
Markets served (including geographic breakdown, sectors served, and types of customers/beneficiaries)	See Unisa's 2011 Annual Report page 8-11.
Primary brands, products, and/or services	In the Unisa's web page www.unisa.ac.za (Study at Unisa)
Direct and indirect economic value generated for various stakeholders (employees, owners, government, lenders, etc.)	See Unisa's 2011 Annual Report page 22 and 33. Sustainability is part of the Annual Report. *Appendix 23*

Criterion 23: The COP incorporates high standards of transparency and disclosure

GLOBAL COMPACT BEST PRACTICES	UNISA'S BEST PRACTICES
COP uses the Global Reporting Initiative (GRI) Sustainability Reporting Guidelines	See Unisa's COP Report for 2011 page 36 (Global Compact Self Assessment Tool Table). *Appendix 24*
COP qualifies for Level B or above of the GRI application levels	There is no information reported yet at this stage.
COP includes comparison of key performance indicators with peer companies/organisation	There is no information reported yet at this stage.
COP includes comparison of key performance indicators for the previous 2 to 3 years	This is usually the case for the KPIs selected and reported by Unisa. See Unisa's 2011 Annual Report page 65-69.
Other established or emerging best practices	Unisa has set a Sustainability Goal in its 2015 Strategic Plan with a number of objectives to accomplish the goal of being "A leader in corporate governance and sustainability" and now recently being prioritised as a thematic area in the Unisa 2013 – 2015: Towards a High Performance University plan, which gives direction for the final three years of Unisa 2015 Revisited. Unisa still needs to start producing the Sustainability Indicators Report annually and incorporated into its annual report.

Criterion 24: The COP is independently verified by a credible third party

GLOBAL COMPACT BEST PRACTICES	UNISA'S BEST PRACTICES
Independently verified against assurance standard (e.g. AA1000 Assurance Standard, ISAE 3000)	A programme of external verification of processes and performances has to be initiated and further deployed in the coming years. Currently Unisa uses Higher Education Quality Committee, Common Wealth on Learning and Council on Higher Education etc.)
Verified by independent auditors (Sustainability Indicators Report)	Still to be published in the coming years and verified by Independent Auditors.
Reviewed by a multi-stakeholder panel	No information yet reported at this stage.
Reviewed by peers (e.g. Global Compact Local Network)	No information yet reported at this stage
Verified through other form of independent verification	No information yet reported at this stage

13.1 Assessment Tool and Percentage Analysis Results

UNISA												
2012/12/01												
TOPIC	YES	%	NO	%	F/A	%	N/A	%	NOT ANSWERED	%	TOTAL	TOTAL %
HUMAN RIGHTS	213	78.60	18	6.64	22	8.12	18	6.64	0	0.00	271	100.00
Health and Safety	20	7.38	1	0.37	1	0.37	0	0.00	0	0.00	22	
Hours, Wages and Leave	58	21.40	4	1.48	4	1.48	0	0.00	0	0.00	66	
Fair Treatment	57	21.03	3	1.11	2	0.74	1	1.59	0	0.00	63	
Community Impacts	40	14.76	4	1.48	10	3.69	7	11.48	0	0.00	61	
Product Stewardship	12	4.43	1	0.37	2	0.74	5	25.00	0	0.00	20	
Country Risk	14	5.17	4	1.48	1	0.37	1	5.00	0	0.00	20	
Suppliers	12	4.43	1	0.37	2	0.74	4	21.05	0	0.00	19	
LABOUR	95	83.33	2	1.75	5	4.39	12	10.53	0	0.00	114	100.00
Trade Unions	29	25.44	1	0.88	0	0.00	8	21.05	0	0.00	38	
Forced Labour	18	15.79	0	0.00	0	0.00	1	5.26	0	0.00	19	
Child Labour	19	16.67	0	0.00	0	0.00	0	0.00	0	0.00	19	
Non-discrimination	16	14.04	1	0.88	2	1.75	0	0.00	0	0.00	19	
Suppliers	13	11.40	0	0.00	3	2.63	3	15.79	0	0.00	19	
ENVIRONMENT	172	53.25	37	11.46	54	16.72	60	18.58	0	0.00	323	100.00
Compliance and Management	25	7.74	5	1.55	8	2.48	0	0.00	0	0.00	38	
Precaution	31	9.60	5	1.55	12	3.72	9	15.79	0	0.00	57	
Responsibility and Performance	102	31.58	27	8.36	32	9.91	48	22.97	0	0.00	209	
Technology	14	4.33	0	0.00	2	0.62	3	15.79	0	0.00	19	
ANTI-CORRUPTION	124	81.58	20	13.16	8	5.26	0	0.00	0	0.00	152	100.00
Anti-Corruption Environment	35	92.11	3	1.97	0	0.00	0	0.00	0	0.00	38	
Policy and Procedures	45	78.95	8	5.26	4	2.63	0	0.00	0	0.00	57	
Third Parties	30	78.95	6	3.95	2	1.32	0	0.00	0	0.00	38	
Joint Actions	14	73.68	3	1.97	2	1.32	0	0.00	0	0.00	19	
TOTAL	604	70.23	77	8.95	89	10.35	90	10.47	0	0.00	860	100.00
	604		77		89		90		0		860	

TABLE 12: GLOBAL COMPACT SELF ASSESSMENT RESULTS

13.2 Analysis of the Global Compact Self Assessment

In 2011, Unisa scored 58.67% across all four UNGC areas when assessment of the standard of operation was conducted in terms of the progress made with regards to the UNGC standard practice. This year; it is with great pleasure and enthusiasm to report that the university scored 70.3%. That is an overall improvement of 11.63%. In terms of order of priority, the participants in the Global Self Assessment Tool were most inclined to labour matters like the previous year, followed by anti-corruption, human rights and the environment, respectively. There is a shift from human rights to anti-corruption in the second order from 2011 with anti-corruption scoring 81.5% against human rights with 78.60%. This could be due to the university establishment of the Ethics Office and the newly formed portfolio named Vice–Principal: Advisory and Assurance Services, which is responsible for ethics, governance, risk management and compliance assurance among others. There is also an improvement in terms of addressing issues of the environment from 32.43% to 53.25%. This could be due to the university awareness campaign in terms of Unisa living green initiatives and the promotion of green economy initiative projects.

14 CONCLUSION

The mindful and comprehensive submissions from across the institution, careful consideration of the criteria for advanced levels of reporting, provide a compelling account of the maturity of Unisa as an UNGC signatory.

As the first South African academic signatory of the UNGC, Unisa's experiences provide a basis for it to confirm that by engaging in the Global Compact and implementing the principles, institutions of higher learning position themselves to benefit in different ways, not only limited to:

(i) becoming role models for their different stakeholders, (ii) expanding and deepening views about their research and development initiatives, (iii) improving organisational integration of environmental, social and governance issues, (iv) operational efficiencies and mitigating risks, (v) accessing the experiences and good practices of peers, (vi) networking with other enlightened organisations, (vii) engaging in proactive and constructive dialogue with civil society and other stakeholders, (viii) establishing better links with the United Nations and (iv) maintaining a leadership role on critical green economy issues.

Not withstanding the intricacies of applying the UNGC principles in an academic environment, Unisa welcomes its admission into the UNGC advanced level of reporting as an opportunity to further participate in creating a sustainable world for posterity. In that respect, the university extends its gratitude to the Global Compact for showing confidence in Unisa as a partner in fulfilling the organisation's vision.

The CoP 2012 Report provides insights into Unisa's advancement in the implementation of principles espoused by the Global Compact. The leadership of Unisa concurs that commitment is the driving force behind the implementation of the Global Compact, which had subsequently transformed the institution into a more responsible and environmentally sustainable agent in the green economy.

In conclusion, this report gives full expression to the theme "Towards a High-Performance University in a Sustainable World" and provides indisputable evidence of the claims made in this regard.

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16 RESOURCE LIST

- A Practical Guide to the United Nations Global Compact for Higher Education Institutions: Implementing the Global Compact Principles and Communicating on Progress.
- Blueprint for Corporate Sustainability Leadership.
- Criteria for the GC Advanced Level.
- Generic Model of Strategic Management.
- Solvay UN Global Compact, Communication on Progress, Advanced Level.
- Towards Environmental Sustainability: An Assessment of Unisa's Carbon Footprint and Appropriate Mitigating Actions.
- Summary of the Unisa Student Satisfaction Survey 2012.
- Unisa Integrated Planning Framework.
- Unisa 2015 Revisited.
- Unisa 2015 Strategic Plan.
- Unisa 2013-2015, Towards a High Performance University.
- Unisa Discussion Document: An Organisational Architecture for a Digital Future.
- UNGC Management Model, Framework for Implementation.
- Unisa Student Satisfaction Survey 2012.
- Unisa Annual Report 2011.
- Unisa UNGC CoP Report 2011.
- Unisawise, Summer 2011.
- Unisa Corporate Communication and Marketing Strategy, 2012

- Unisa Service Charter
- Unisa Quality Improvement Plan in response to HEQC Audit Report, June 2009, Number 24.
- Unisa Quality Management and Assurance Policy.
- Unisa Whistle blowing Policy
- Unisa Environmental Sustainability Policy
- Unisa Ombudsman Principles for the Referral of Matters
- Unisa Organisational Architecture: Interim report
- Unisa Policy on Procurement
- Unisa Policy on Prevention of Fraud/Corruption and Other Irregularities
- Unisa Enterprise Risk Management Policy Framework
- Unisa Compliance Charter
- Unisa International Relations and Partnership Policy
- Unisa Code of Ethics and Conduct
- Unisa Environmental Sustainability Policy
- Unisa Community Engagement and Outreach Policy
- Initial Report to Council on the Performance of the University presented to the Council at the Meeting of 22 June 2012.
- Other documents
- Intergrating Strategy, Budgeting and Reporting, Wits Business School Manual for 2012.