

YOU NISA

Magazine for Unisa students, alumni and friends

Summer 2016



*celebrating
women*

Define tomorrow.

UNISA | 
university
of south africa



YOUNISA is published by the Department of Communication and Marketing.

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Editorial

Viva, women, viva!

Gone (thankfully) are the days where the most women could aspire to was being the proverbial power behind the throne. In 2016 women are excelling in all walks of life and the few barriers to equal opportunities that remain are being

demolished at a rate of knots. And sisters are most definitely doing it for themselves by uplifting others of their gender and providing new, women-specific opportunities.

Unisa is very proud of the fact that the bulk of its students – 64% at last count – are women, and that, staff-wise, women occupy positions at the very top and at all other levels in

the university. A concerted transformation drive has also seen women take their rightful place in the all-important realm of research and innovation, and more young, black women researchers than ever before are making a contribution on the highest level at Unisa.

This issue of *YOUNISA* celebrates the brave and the bold – women leading by example on the international stage, as activists, as family nurturers who nonetheless excel in academia and in a wide range of other, previously male-dominated roles.

“ In 2016, sisters are most definitely doing it for themselves by uplifting others of their gender and providing new, women-specific opportunities.



Letterbox

We look forward to your thoughts on the articles published in this issue and any other news or information you would like to share with your fellow students and alumni. Especially interesting would be your ideas on how to fund the drive to provide free university education for all. Talk to us by sending an email to younisa@unisa.ac.za, or post a letter to the following address:

YOUNISA, Department of Communication and Marketing, PO Box 392, Unisa, 0003.

Please note that the editorial team reserves the right to edit and shorten reader contributions if appropriate.

YOUNISA must build bridges

Thank you for the interesting magazine. I found the editorial and the articles *University unrest symptomatic of a bigger problem* and *A new pedagogy in rethinking knowledge production* very interesting. It is refreshing to see things from a different perspective.

As a student in his fifties, a South African and an African, I find the change happening in the world and, even more so, in South Africa quite challenging but very interesting. I think a lot of your readers will appreciate the inclusion of articles on different cultures and the different people that make up the student population. Making the magazine truly representative of all Unisans will help to make it a bridge builder. This is very important if you consider that graduates from Unisa will in future form an important component of the leadership of this country.



> **Martin Lombaard**

Dare to dream

'Learn without limits' – these have always been my words of encouragement as they are a true reflection of my own journey. After many years of yearning for education, but in vain, I marvel at being one of the students to witness that no matter how disadvantaged you are, you should never allow anything to limit your chances of realising your dreams.

Growing up in one of the most economically disadvantaged areas in the Eastern Cape did not limit me, instead it motivated me to get out of that struggle and chase my dreams. Even my disability did not stand in the way of pursuing my life-long dream of wanting to be an academic. Dr John Tibane defines a dream as a gap between where one is and hopes to be in future. A step each day in the right direction gets one closer to that dream. For me, enrolling for a BA in Social Work at Unisa has been one of those steps.

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”

Sitting at home worried about funding, doubting your intellectual ability and categorising education as the preserve of the wealthy are what prevent people from empowering themselves. Know that the only limits are those you set for yourself.

> Mzuyanda Tyhatyha

More than meets the eye

For many of us, myself included, those whose education was attained through the sacrifice of parents and neighbours who've had to do menial jobs to help us attain it, we have learned that the goal of education is so much more than meets the eye. The goal of education is not the acquisition of an accent but the execution of excellence.

We have learned that the prize of this education is not merely to guarantee personal comfort but to ensure that we carry our communities through the pressing paths of adversity. We have learned that education is the fuel of life that helps drive the dreams of youth and embraces the ideals of old age.

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”

Education insists that we prepare ourselves not simply to dance through the good times but that we may stand through the worst. We have learned that through education we can accept ourselves for who we are without fear of prejudice. That when faced with a choice to clench our fists and hate others for being different or open our hearts and embrace that very difference, we can always choose the latter because we know better.

We have learned that education equips us to serve and humbles us when we are served. It reminds us that we cannot simply depend on the isolated fruit trees planted by our forefathers, hence it inspires us to work, to roll up our sleeves and dig trenches in which we can plant the trees that will become forests for the next generations.

Such lessons bring us to the truth and meaning of it all; there is power in education, and there is responsibility to being educated.

> Chris Mazibuko

Say 'yes' to life

Unisa for me was a way to escape from the harsh realities of life. My journey was quite tough, being responsible for my life at an early age while completing my secondary schooling. I found refuge in reading my books and hoping for a better life, as I was the only one at home with good matric results.

I made the decision to go to university in order to change the situation at home. I chose Unisa myself, and I am very happy for that choice.

Community engagement its part of my life. I am passionate about people and I wake up every day saying 'yes' to life, knowing that whatever the outcome I am living my best life and I have to enjoy every moment. Balancing opportunities and ambition is one of the things I don't want to lose.

> John Lati Semanya

ALUMNI

@ a glance



WORDWISE: ALUMNI

What's in a word? Our new **Wordwise** feature explores the origins of university-related words that we use every day.

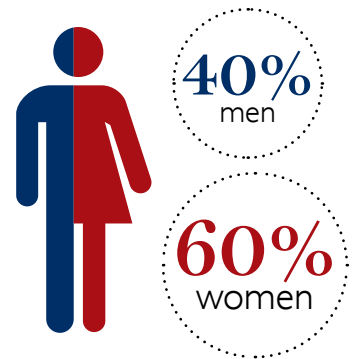
With the world's first universities having been established several centuries BCE, it comes as no surprise that many of the words and phrases we use in the university context have very old origins. Someone who has graduated from a university is known as an *alumnus* (male, plural form *alumni*) or *alumna* (female, plural form *alumnae*) of that institution. The male plural (*alumni*) is widely used to refer to both male and female graduates.

As you probably guessed, the word is borrowed from Latin and derives from the verb *alere*, which means 'to bring up,' 'to nourish'. In ancient times, the word referred to abandoned children, who would often be sheltered and raised by foster parents. The meaning of the term was extended to those persons who receive intellectual nourishment, for example at school or university. Therefore, alumni became the students who are intellectually nourished at school or university, outside the familiar sphere.

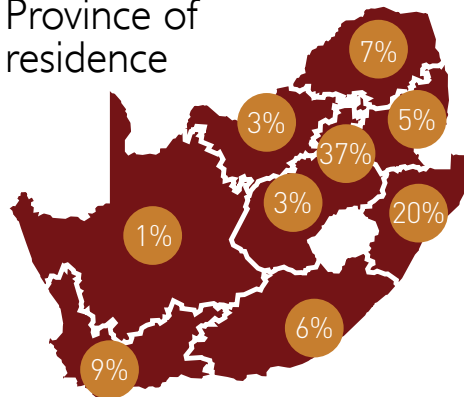
[Sources: Wikipedia and Alumni Futures]

As South Africa's oldest university Unisa boasts a diverse alumni population truly reflecting the rich diversity of the country itself. The institution is not bound to any specific region or, for that matter, confined to South Africa's borders, and courtesy of the large range of qualifications on offer Unisa alumni are found in all walks of life. Here are some interesting numbers:

700 000 +
alumni



Province of residence



37%	Gauteng	5%	Mpumalanga
20%	KwaZulu-Natal	3%	North West
9%	Western Cape	1%	Northern Cape
6%	Eastern Cape		
7%	Limpopo	9%	Outside South Africa
3%	Free State		

Alumni chapters: **21**

Chapters across the country as well as beyond South Africa's borders provide alumni with networking opportunities and keep them updated on university matters.

1. Cape Town
2. East London
3. Port Elizabeth
4. Mthatha
5. Pretoria
6. Ekurhuleni
7. Durban
8. Bloemfontein
9. Kimberley
10. Polokwane
11. Nelspruit
12. Botswana, Gaborone
13. Kenya, Nairobi
14. Zambia
15. Lesotho, Maseru
16. Mbabane, Swaziland
17. Mauritius
18. Namibia, Windhoek
19. Zimbabwe, Harare
20. Mozambique
21. Ethiopia

Fields of study

Accounting Sciences	8%
Agriculture & Environmental Sciences	2%
Economic & Management Sciences	30%
Education	28%
Human Sciences	21%
Law	8%
Science, Engineering & Technology	3%

Unisa's leadership tackles the fees challenge head-on

Unisa management has contributed its bonuses for 2016—an amount of R10 million—to support fees for deserving poor students.

It will augment the university's existing contribution to top up NSFAS funding in 2016 for undergraduate and postgraduate students (**R74,1 million**) and the Unisa bursary fund (**R11,4 million**), bringing the total institutional financial aid for needy students to **R95,6 million** for the current year.

Professor Mandla Makhanya, Unisa Principal and Vice-Chancellor, says the contribution by his management team 'is a demonstration of our commitment to ease the plight of our students and reaffirms our understanding of and sensitivity to the issues raised by them in the recent protests around fees and fee adjustments'.

'We understand the demand by students for free education, but given the challenges that this worthy cause encompasses and the reality that it cannot be achieved overnight, we thought it imperative to make our own contribution to try and alleviate the inclement conditions of our students,' says the VC.

He says all universities are facing the challenge of revenue enhancement and cost containment. A new balancing act will require innovative policies to increase revenues but in a manner that does not deny access to students from low income households.

Share our vision and help realise a better future for our students by supporting our many educational initiatives through financial assistance. Your support, however big or small, makes a difference in the lives of our students. To donate, visit www.unisa.ac.za/alumni, and click on 'Give to Unisa'.

Your response

These are some of the student and alumni comments received via the myUnisa news page:

I am proud to be associated with the Unisa brand.

The contribution of the leadership of the university cannot go unnoticed. This is the time for South Africans to come up with solutions other than fighting and destroying property. – Thabang Molahlehi

*Well done for giving unselfishly to the students and for being proactive – **really proud** to be part of Unisa! – Sashika Ramroop*

*Thank you Unisa, **you have done more than well.** I am a proud to be an alumnus, we truly need leaders like Unisa's management to take SA forward. – V.E. Lubisi*

*Good gesture indeed. **I hope others follow** the example countrywide. How much would it be if all education MECs countrywide decided to donate their bonuses? – Alberto Massaula*

*Unisa staff and management have gone a long way to ensure support for poor students by **sacrificing their hard-earned bonuses.** This deserves compliments. – Albert Mawonde*

How to give to Unisa online

As part of responding to the #feesmustfall campaign and increasing the number of individuals and organisations donating to Unisa, a secure online platform was developed and went live recently. The site, powered by Virtual Card Services, will enable you to make donations to the university by using your credit card securely, anytime, anywhere. You can donate any amount that you want to or any of the stipulated amounts on the system by visiting www.unisa.ac.za/alumni, and clicking on 'Give to Unisa'.

Lynette van Niekerk, Events Coordinator in the Institutional Advancement Directorate was the first person to donate using the platform and this is what she had to say:

How user-friendly was the online platform?

It is as easy as clicking on a button. It didn't even take me a minute and I could select a specific thematic area that I could contribute to. The system is really easy to navigate.



Lynette van Niekerk

I want to see a change for what the women fought for so many years ago. I see this as an investment in the future of the university and of the students, and a way for me to help shape futures. ”

Were you ever worried about the security of your transaction?

Not for a moment. I am a regular user of Virtual Card Services because I use it for other transactions and I've always felt secure and never had any challenges.

What does it mean in today's world to give towards a cause?

It means being in the forefront of igniting change. I want to be one of the financiers of such change. I would like to see more women being integrated into the area of research and innovation. We live in an era where there are increasing inequalities in the distribution of wealth and resources. We also continue to witness obstacles to women's rights development and empowerment. We need to tackle difficult questions such as: how can we increase the number of young women in leadership positions especially in the sciences? Why don't young women have the same access to employment and participation in decision-making as young men in the advancement of research and innovation?

The women's march to freedom 60 years ago remains meaningful to me. That's why we need a platform to give to this cause. I want to see a change for what the women fought for so many years ago. I see this as an investment in the future of the university and of the students, and a way for me to help shape futures.

How will your donation be used?

When using Unisa's secure online donations platform, you will be asked to select an area in which you would like your contribution to make a difference. Here's a brief explanation of each of the four thematic areas:

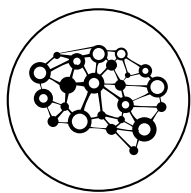
Student access and success



In many places across the globe – South Africa and the United States among them – the overwhelming cost of higher education prevents many promising young minds from unlocking the opportunities of learning. In South Africa, we saw this struggle manifest in the #FeesMustFall campaign, while American students have gathered in protests and the #MillionStudentMarch. With scholarships and financial assistance, Unisa makes it possible for students coming from poor backgrounds to access education, thereby breaking down racial, financial and class barriers to education.

Through your support of Unisa, you can make a student's dream of higher education a reality.

Creating the next generation of academics

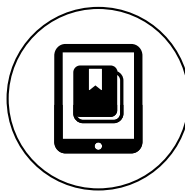


The "brain drain" from Africa is well-documented and poses a pronounced threat to the long-term development of the continent. This is true amongst many skilled professions, and academics are no exception. At

Unisa, we believe in growing and nurturing our own talent for sustainable growth and quality in African education. By targeting the development of a new and young cohort of academics in various disciplines across the university, it becomes possible to build strong careers for these individuals while simultaneously sustaining the wealth of knowledge and skill garnered over the years.

Through your support of Unisa, you can build capacity on the continent for future learning.

Plugged-in students

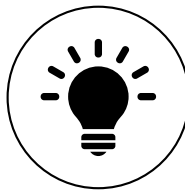


We've understood from the beginning that many individuals, for reasons of distance, disability or otherwise, may be unable to physically attend school on campus. But this does not mean that the promise of education should be denied to them.

From its role as the first correspondence university in 1946 to innovative incorporation of online media and other technology today, Unisa makes it possible for students to engage with courses and learning where, when and how they find to be most convenient. Yet this means a constant upgrading of our technological capacity, digitisation of resources and more, ensuring that our students never miss a beat in their learning process.

Through your support of Unisa, you can create an international network of excellence in education.

Advancing research and innovation



In today's world and economy, technology and innovation play an increasingly important role to spur and sustain growth and development.

At the core, we see science, engineering and technology as pivotal to transforming developing economies. With tens of thousands of student currently in scientific programmes of study, we have made significant investments in these fields, including the development of a dedicated Science Campus to advance knowledge and research to address national needs as well as seek sustainable solutions to some of the world's most pressing challenges.

Through your support of Unisa, you can advance the frontiers of learning and safeguard tomorrow.

Please send us your experiences of the system. Your opinions will count towards helping us making the giving journey much more worthwhile.

Enquiries: ufound@unisa.ac.za

YOUNISA READER SURVEY

Following the publication of our launch issue, we asked readers to participate in a survey on Unisa's new magazine for alumni, students and friends of the university.

We received 198 responses, and here is a summary of the survey results:



Students make their voice heard

The vast majority of respondents (**77,8%**) were Unisa students.



Dual audience targeting spot-on

In the era of lifelong learning, we realised that our publication's intended target audiences, students and alumni, are interested in many of the same things (and, indeed, in each other). Interestingly, the survey shows that **15,9%** of our readers are both students AND alumni.



Content balance good, but can be fine-tuned

Asked to rate the balance between stories relating to students, stories relating to alumni and stories relating to the university itself, **42,3%** of respondents indicated that the content is well-balanced. However, the YOUNISA editorial team will not rest on their laurels, and we have taken note of the **27%** of respondents who indicated that they would like to see more stories on topical issues related to higher education, and the **15,3%** who indicated that they would like to see more student stories.



Spreading the Unisa story

Not surprisingly, a very significant **43,4%** of respondents indicated that they share university publications (or links to these) such as YOUNISA with family, friends and colleagues. This provides us with a very wide readership and we thoroughly appreciate the opportunity to tell the Unisa story to a broad audience.



Twice is nice, but four much more

While YOUNISA's predecessor, *Inspired*, was published twice a year, the intention is to publish YOUNISA quarterly. **66,5%** of respondents indicated that this frequency of publishing meets their expectations, while **31,4%** stated that they would like to receive more issues and **2,1%** fewer.



Future surveys will be publicised via the myUnisa news page and the Alumni Newsletter. Participate and help us to make YOUR magazine even better!

A view from abroad

US CIVIL RIGHTS ICON SPEAKS AT UNISA



Professor Angela Davis, an iconic American civil rights activist, urged young people to emulate Steve Biko's courage in confronting the social injustice that breeds social ills and perpetuates racism. She was speaking during the 17th annual Steve Biko Memorial Lecture at Unisa on 9 September 2016.

Prof. Angela Davis



Prof. Davis engages with pupils from Pretoria Girls' High School and the CEO of the Steve Biko Foundation, Obenewa Amponsah (second from left). Pretoria Girls' High School made national headlines earlier in the year when pupils successfully protested against the school's hair policy.

“ There will always be vibrant legacies. There will always be unfulfilled promises. There will always be unfinished activism.”

Biko, known as a fearless activist and founder of the Black Consciousness Movement, was killed in detention on 12 September 1977. His death followed hours of brutality at the hands of apartheid police.

Davis said young people should continue to fight for what she terms *unfinished activism*, which is the same kind of activism used by Biko and his generation against the apartheid regime. She said although young people should be grateful for the freedom, they had to question and interrogate the status quo. 'We are thankful for the legacies of the past, but we do not receive them without questioning. Questioning cannot end, even when victories are won,' she said

'Not the revolution we wanted'

Davis slammed government for its reaction to service delivery protests, saying its use of heavy-handed tactics to peaceful protest is unacceptable in a democratic society. 'I wouldn't have imagined that two decades after the defeat of apartheid we would be confronted with such militaristic responses to people's protest,' she said. She added that contemporary challenges require a new form of activism, saying the scourge of racism and the level of inequality constituted a foundation upon which the new generation premised their activism. 'The revolution we wanted was not the one we produced,' Davis said.

Turning her attention to education, Davis said education is critical and is intertwined with freedom. She also used the opportunity to weigh in with her view on the current debate about free education. She praised students for their role during the #FeesMustFall campaign, and also praised the girls of the Pretoria Girls' High School who raised issues around black hair, saying students have always been at the forefront of radical change. 'Steve Biko and his comrades led vast numbers of students to raise questions about apartheid and to imagine a different world, even as they clashed with the world as it was,' she said.

Education not a commodity

She also had harsh words for those who argued that free education is not feasible in South Africa. 'There are some who say the demand for free education is unrealistic. It's unrealistic because we continue to live with the mandates of capitalism. We continue to think about education as a commodity. Freedom should mean, in the very first place, the freedom of education. The prerequisite for enjoying freedom of education should not be the capacity to pay. Young people are reminding us how retrograde our social priorities have become. They remind us of the world we should be inhabiting,' she said.

Davis urged the youth not to stop questioning the status quo, even in the face of intimidation,

and the harsh effects of poverty and inequality. 'There will always be vibrant legacies. There will always be unfulfilled promises. There will always be unfinished activism,' she said to loud applause.

Obenewa Amponsah, CEO of the Steve Biko Foundation, thanked Unisa for partnering with the foundation to host the lecture. 'I would also like to extend my appreciation to Vice-Chancellor Professor Mandla Makhanya and all of the colleagues at Unisa for so firmly embracing the legacy of Steve Biko and the Foundation, as we have worked to develop and deepen this partnership since 2014.'

She said the lecture provides a critical space for dialogue and introspection about our contemporary challenges. 'The Steve Biko Memorial Lecture, and, indeed, much of our work at the Foundation, is about intergenerational dialogue, providing a space through which we as Africans can collectively examine the past, in order to learn from it, and to better understand the present, but, more importantly, understanding the past and the present so that we may, in the words of Thomas Sankara, "dare to invent the future".'

She said Biko's life continues to inspire many young people to strive for the betterment for society. 'And indeed, from #RhodesMustFall to #FeesMustFall, to the recently fallen President of the University of Missouri, young people across the globe, from South Africa to Burkina Faso to Ferguson, Missouri, are inventing the future. They are, to quote Biko, "looking forward to a non-racial, just and egalitarian society in which colour, creed and race shall form no point of reference". Not only are young people looking forward to this future, they are striving daily to attain it,' she concluded.

From the radical 1960s to the tumultuous present – a life in activism

Angela Yvonne Davis is an American activist and scholar, gaining renown in 1960s in the Civil Rights Movement in the United States, and as a leader in the Communist Party, USA. Although never an official member, her close ties with the Black Panther Party were also influential in her activist career.

Davis's political activism began when she was a youngster in Birmingham, Alabama, and continued through her high school years in New York. But it was not until 1969 that she came to national attention after being removed from her teaching position in the Philosophy Department at the University of California, Los Angeles as a result of her social activism and her membership in the Communist Party, USA. In 1970 she was placed on the FBI's Ten Most Wanted List on false charges, and was the subject of an intense police search that drove her underground and culminated in one of the most famous trials in recent US history. During her sixteen-month incarceration, a massive international 'Free Angela Davis' campaign was organised, leading to her acquittal in 1972.

During the last twenty-five years, Davis has lectured in all of the fifty United States, as well as in Africa, Europe, the Caribbean, and the former Soviet Union. Her articles and essays have appeared in numerous journals and anthologies, and she is the author of nine books.

Former California Governor Ronald Reagan once vowed that Angela Davis would never again teach in the University of California system. Today she is Distinguished Professor Emerita in the History of Consciousness and Feminist Studies Departments at the University of California, Santa Cruz. In 1994, she received the distinguished honour of an appointment to the University of California Presidential Chair in African American and Feminist Studies.

(Sources: Department of Feminist Studies, University of California, Santa Cruz; Wikipedia; Wikigender)



Angela Davis (centre, no glasses) enters Royce Hall at the University of California, Los Angeles in October 1969 to give her first lecture. (Photo: GeorgeLouis at English Wikipedia)

A day in the life of ...

The Institute for Gender Studies

Terms such as body politics, masculinity, feminism, intersexuality and queer studies come alive at Unisa's Institute for Gender Studies through research, teaching and everyday discourse.

Located in Unisa's College of Human Sciences, this interdisciplinary research institute is committed to raising awareness about gender issues in the Southern African context. The institute believes that raising awareness about gender is the only way to make progress towards eliminating GBV (gender-based violence), homophobia and transphobia, as well as discrimination against women in the workplace and the political arena.

So how does the team play their part in raising awareness and making progress despite the challenges that exist? As a start, they promote scholarship as a way of changing society in Southern Africa to make it more gender equitable. Then they foster theory-led multi-, inter- and transdisciplinary research into all aspects of gender studies. Next they co-ordinate research projects into, for example, gender and representation, gender and ODL, and gender and technology. In addition they also co-ordinate an interdisciplinary honours programme in Gender Studies.

It's a packed schedule everyday for them and YOUNISA took some time to shadow the team for a day and experience a number of key moments.



07:00

Researcher Dr Sinenhlhla Chisale starts working on an article on virginity testing for the journal *Gender and Behaviour*.



08:00



Professor Deirdre Byrne (Head of the Institute for Gender Studies) arrives at work and starts replying to emails and making phone calls. She deals with various crises regarding students, staff and reports that have not been submitted. Some of these student crises involve not having been assigned to supervisors, not submitting assignments by the due date, not having access to the library, etc. Reports include lists of publications produced by members of the Institute.

11:30

Byrne and administrator Nomcebo Mwamusi discuss important deadlines and how to deal with these. Deadlines are generally for reports on student pass rates, outputs produced, and research programmes to name a few. Byrne then leaves for a meeting with the institute's task teams for tuition, research and marketing. Each one reports on what has happened in that portfolio in the past six weeks and plan for the upcoming months.

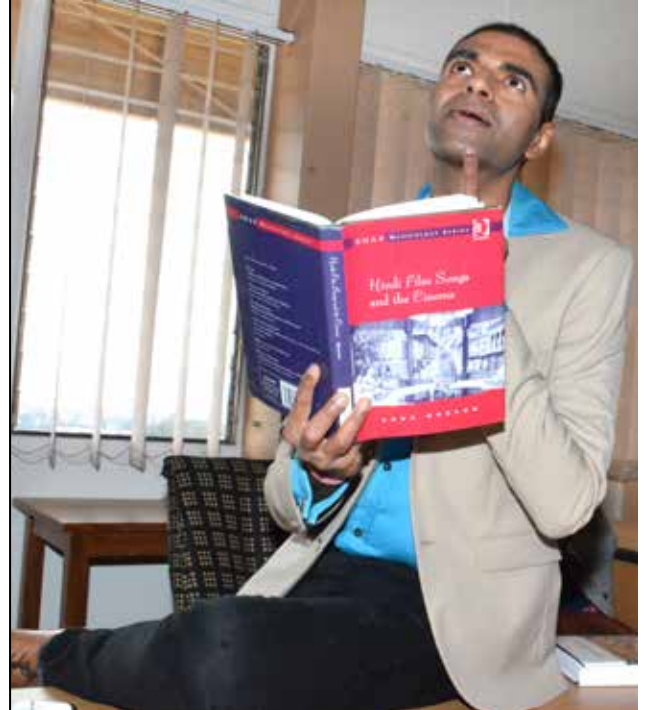


13:15

Bumping into each other outside Byrne's office, Chisale and postdoctoral research fellow Dr Amritesh Singh engage in a lively gender discussion.



14:30



Singh is deep in thought about his book on versions of Shakespeare in Bollywood films. Working from home today is the institute's other postdoctoral research fellow, Dr Chantelle Gray van Heerden. Her research involves a poststructuralist reading of anarchist feminist writing.

16:00



As the day draws to a close, a lively, informal group discussion ensues in Byrne's office. Remarkably, the team ends the day on the same high level of enthusiasm that they displayed this morning, and they are already relishing tomorrow's challenges.



Looking back

60 years of women's collective activism

Women's political participation results in tangible gains for democracy, including greater responsiveness to citizen needs, increased cooperation across party and ethnic lines, and more sustainable peace. ”



*In this article **Dr Marienkie Madiope**, Director for University and Learning Development at Unisa and Chairperson of the Unisa Women's Forum, takes a look at the goals achieved, current focal areas and challenges ahead as women's collective activism for social change enters its seventh decade.*

A new era of determination, courage and conviction dawned on 9 August 1956 when more than 20 000 South African women of all races staged a march at the Union Buildings in protest against the proposed amendments to the Urban Areas Act of 1950, commonly known as pass laws. Women like Lilian Ngoyi, Helen Joseph, Rahima Moosa, Sophie de Bruin and many more set the tone for the significant role of South African women's movements in the post-apartheid transition to democracy many years later.

In many progressive workplaces, such as at Unisa, employers have acknowledged the vital contribution from the equal voice of women in leadership and management positions. South Africa has introduced several progressive laws and policies protecting women's rights. In addition, South Africa has become a signatory to a range of relevant international policy frameworks related to advancing gender development, health and wellness, peace and security, with uneven successes across these dimensions. Women's representation in politics and in society in general is on a steep trajectory to emancipation and inclusion.

Tangible gains

The importance, role and function of women as agents of social change can be seen in the United Nations' 2030 Agenda for Sustainable Development. The new agenda bears testimony to the importance of women, and their unequivocal human rights, to continue functioning as key agents of social change globally. There is growing recognition of the untapped capacity and talents of women and women leadership globally. In the last decade, the rate of women's representation in national parliaments globally has grown from 13.1% at the end of 1999 to 18.6% at the end of 2009. As women's contributions toward a strong and vibrant society are increasingly well documented, there is also a growing understanding of why women's meaningful participation is essential to building and sustaining democracy. Women's political participation results in tangible gains for democracy, including greater responsiveness to citizen needs, increased cooperation across party and ethnic lines, and more sustainable peace.

The battle not yet won

Women leadership in higher education, economic empowerment, and harassment and bullying are three important areas that still require attention.

Efforts to fast-track and assist women to secure decent jobs, accumulate assets, and influence institutions and public policies, while underlining the need to recognise, reduce and redistribute the burden on women for unpaid care is still underdeveloped. The need for governments to reflect the needs of women and girls more consciously in their planning and budgeting, and active monitoring, warrant immediate attention. Harassment and bullying is also an area of huge concern that needs attention. An international study was conducted by PricewaterhouseCoopers (PwC) in 2015 on 250 000 women selected from all sectors of society. The PwC study reported that more than 52% of women experienced harassment and bullying in the workplace globally. Institutions need to be mindful about the reputational damage that harassment and bullying can cause, and therefore as women activists we need to ensure legislation is continuously reviewed on how harassment and bullying is addressed in the workplace. We need to take a proactive stance in ensuring that monitoring systems are in place where women can report all forms of harassment and bullying without being victimised. It is also interesting to point out that the study by PwC found that there is a high percentage of 'woman-on-woman' bullying and this too requires our immediate attention.

Engaging men and boys, urging them to become champions of gender equality through sustained policy initiatives, advocacy and marketing strategies, must be addressed and implemented. The support of female political leaders is a key ingredient in creating a political climate that encourages women's political participation.

The road ahead

Women have a critical role to play in society to promote social transformation. Women, specifically recognising women's equality and empowerment as both the objective and as part of the solution to social transformation, will be the key in the new millennium. It is about time that research on the positive contributions of single and married mothers and other family permutations to this country and indeed in every country around the world takes centre stage in the politics of parenting. For all the single and married mothers in the world who have fought and struggled to give their children good homes, to educate them against all odds, to instil in them a sense of social consciousness – we salute you.

FOUR QUESTIONS TO FOUR OF THE BEST

Submitted by Thembeke Ntuli-Mpapama

The University of South Africa is committed to gender empowerment and the creation of fair opportunities for women to grow in the institution, both as students and staff members. It prides itself on many of the successes it has attained in this regard, particularly the creation of space for women in the fields of science, engineering and technology. In the College of Science, Engineering and Technology (CSET), there exists a cohort of women academics whose career achievements can serve as an inspiration to young women and men alike who want to pursue a career in these fields. Their stories are also evidence of the fact that, contrary to what many assume, Unisa is an ideal institution of choice for the study of science, engineering and technology. To spark the imaginations of future women scientists, four of these achievers were asked to answer four questions.

Professor Elmarie Kritzinger

Associate professor in the School of Computing

What factors influenced you to choose this career path, and what are your qualifications?

The major factor that mapped my career path is the love of learning. This curiosity to learn new things has resulted in a lifelong learning involvement in academia as lecturer and researcher.

I obtained a PhD in Information Systems in 2006. The focus of my PhD studies included improving information security awareness amongst end users. I also completed a Postgraduate Certificate in Education at Unisa as my field of interest (information systems) overlapped with education. My research now focuses primarily on educating school learners regarding cyber safety awareness.

What do you do?

My responsibilities include tuition (teaching and learning), community engagement (cyber safety for school learners), academic citizenship as chairperson of the Higher Degrees Committee within the School of Computing and research as a Y-rated researcher.

What is the future of your field in terms of new opportunities?

The expanding opportunities are to collaborate with international researchers to ensure that your contribution is not only validated nationally but also by international peers.

How can I evaluate whether I have the necessary skills for a position such as yours?

Are you a good listener? Being a researcher is about listening to others to find out what the current needs or problems are and then have the problem solving skills to provide a possible solution to solve or improve the current situation.



Surwisa Muchengetwa

Lecturer in the Department of Statistics, School of Science

What factors influenced you to choose this career path, and what are your qualifications?

At first, I wanted to pursue a career in medicine but then I decided to pursue a career in actuarial studies. I was very good at figures, and analysing and interpreting situations. However, when I started my BSc in Mathematics and Statistics, the drive to pursue a career in statistics overrode the career in actuarial and I found myself a statistician, which I do not regret at all. I started with a BSc (Mathematics and Statistics), followed by a BSc Honours in Statistics and then a Master's in Statistics, all at the University of Zimbabwe. I am currently doing my PhD which I intend to finish soon.

What do you do?

I teach applied statistics and distribution theory. I am responsible for acquiring statistical packages for the department and also training in those packages. I am also involved in honours applications and admission, and supervise honours and master's students. I am currently involved in research involving use of technology in learning, online learning, distribution theory, multivariate statistics and HIV/AIDS. I also conduct workshops across the university and in regional centres, training students and academic staff in the use of SPSS, quantitative research designs and questionnaire design.

What is the future of your field in terms of new opportunities?

The world has too few statisticians. In every area you need a statistician, even at churches. There are a lot of opportunities out there.

How can I evaluate whether I have the necessary skills for a position such as yours?

Firstly you need to have necessary qualifications. Secondly, you cannot evaluate yourself; the people with whom you come into contact, such as students, other members of staff and the community, will assist you in knowing your skills. Teaching is also a gift, and if you realise that research is a powerful torch in the darkness, the sky is the limit.

“The world has too few statisticians. In every area you need a statistician, even at churches. There are a lot of opportunities out there.”



Professor Shivani Mishra

Researcher in Unisa's Nanotechnology and Water Sustainability (NanoWS) Research Unit

What factors influenced you to choose this career path, and what are your qualifications?

It was my passion for teaching since high school. To be a teacher is an inbuilt quality and cannot be judged through academic degrees. I believe in transferring knowledge to young minds in the most simplistic manner rather than in a difficult language which is way beyond understanding.

I accomplished my doctoral degree in 2003 and was interested in doing research so that I can improve on the skills I developed during the course of the study. I was fortunate to acquire a position at the Council for Scientific and Industrial Research lab in India and later on as a postdoctoral fellow at the University of the Free State, where I was exposed to newer techniques and ideas.

What do you do?

I am working in the field of nanotechnology and water research. The duties associated with my position as a professor is to train postgraduate students, secure funding for research, collaborate nationally and internationally, publish in scientifically accredited journals and showcase my work at various conferences.

What is the future of your field in terms of new opportunities?

The most satisfying aspect of any research would be the ability to develop commercial prototypes. To achieve this is a challenge as it would allow the synergy between the scientists, engineers and technologists. There is always a wide scope of new and expanding opportunities in every research field.

How can I evaluate whether I have the necessary skills for a position such as yours?

A doctoral degree is a must, and postdoctoral research experience will add value. It's a career which needs extreme patience, hard work, dedication as a student and as a woman professional.



Patricia Mae Gouws

Senior lecturer in the School of Computing

What factors influenced you to choose this career path, and what are your qualifications?

It started with a love for Mathematics, a need for a bursary to study (the Council for Scientific and Industrial Research [CSIR] required that I study Mathematical Statistics and Computer Science), and an environment that inspired innovation and learning. Concerning qualifications I started with a BSc (Statistics and Computer Science) and a BSc (Hons – Operations Research) at UCT, and then whilst working at the CSIR completed a BSc (Hons – Information Systems). I completed an MSc in 2009, and am currently working towards a PhD.

What do you do?

I teach programming. As part of research, I supervise students (currently two master's students) and work on my PhD. For community engagement (CE), I am coordinator of the Inspired towards Science, Engineering and Technology (I-SET) flagship CE project of the College of Science, Engineering and Technology. The purpose of I-SET is to inspire and create awareness of science, engineering and technology through the fun activities of robotics.

What is the future of your field in terms of new opportunities?

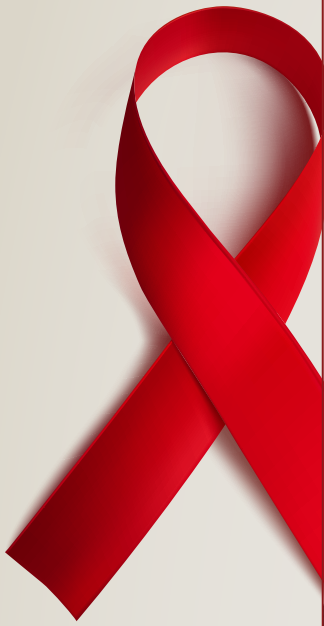
Robotics is the future. To prepare our future and potential students, you need to develop the learners of today. Our 2030 graduation class of scientists, engineers and technologists are currently in Grade 3 (i.e. we know where they are!). If we as a country want to get serious about our need for scientists, engineers and technologists, then we need to make these fields accessible to as wide a community as possible.

How can I evaluate whether I have the necessary skills for a position such as yours?

To teach, you need the qualifications. To inspire learning is personal!

Robotics is the future. To prepare our future and potential students, you need to develop the learners of today. ”





UNDERSTANDING HIV *and why young women are bearing the brunt*



Professor Quarraisha Abdool Karim

Young women are bearing the brunt of HIV infection. According to South Africa's Health Ministry, young people account for nearly half of all new infections and young women are at particular risk. To save lives, Professor Quarraisha Abdool Karim, Associate Scientific Director of Centre for the AIDS Programme of Research in South Africa (CAPRISA), is spearheading research on how to prevent the transmission of the disease, particularly in young women.

“Results have indicated that the prevalence of HIV amongst pregnant women did not change much between 2001, when it stood at 32.4%, and 2007, when it was 34.4%.”

By Busisiwe Mahlangu

CAPRISA is instrumental in conducting research for understanding HIV as a disease, its pathogens, prevention and epidemiology. The centre also studies its links with other diseases such as tuberculosis. Professor Abdool Karim has made an immense contribution to our understanding of how the disease has evolved over the past 25 years, especially its impact and prevalence amongst women.

Professor Abdool Karim's prevention and epidemiology wing at CAPRISA's Vulindlela research site in KwaZulu-Natal has undertaken important research programmes on pregnant women. The results have indicated that the prevalence of HIV amongst this group did not change much between 2001, when it stood at 32.4%, and 2007, when it was 34.4%.

Professor Abdool Karim says that this can be attributed to the high HIV-related mortality rate, which counterbalances the high incidence rate of 8.5% a year in young women under 30. Most young women who attended the prenatal clinic between 2001 and 2007 were younger than 25 years and the HIV prevalence among this group was 34% in 2007.

Interventions to address HIV prevalence in young women are currently being developed

to take into consideration the social, political and economic factors that enhance the risk of infection. However, CAPRISA's epidemiological studies continue to shed light on how HIV has evolved in South Africa and how young women are infected.

Professor Abdool Karim is an alumnus of Unisa, having completed a Postgraduate Diploma in Education in 1986. Her notable achievements include receiving the 2016 L'Oréal-UNESCO for Women in Science award, awarded to her in Paris during March 2016. Apart from her work at CAPRISA, she is Professor of Epidemiology at the Mailman School of Public Health at Columbia University in the United States, an Honorary Professor at the University of KwaZulu-Natal, Foreign Associate Member of the United States National Academy of Science (formerly the Institute of Medicine), a Fellow of the Royal Society of South Africa, a Fellow of the Academy of Science of South Africa and a Fellow of the African Academy of Sciences.

She is currently Vice-President of the African Academy of Sciences, a member of the UNAIDS Scientific Expert Panel and Scientific Advisor to the Executive Director of UNAIDS. Unisa is proud to be associated with a researcher, scholar and humanitarian of Professor Abdool Karim's calibre.

Two Unisa women scoop L'Oréal-UNESCO Fellowships

Juliet Sackey and Angela Karoro from the United Nations Educational, Scientific and Cultural Organization (UNESCO)-Unisa Chair in Nanoscience and Nanotechnology, both of whom are pursuing their PhD studies in Physics at Unisa, have done the university and their respective countries of Ghana and Uganda proud. Both received a L'Oréal-UNESCO for Women in Science Fellowship. This is a pioneering programme for the promotion of women in science.

The L'Oréal-UNESCO for Women in Science programme recognises the achievements and contributions of exceptional women across the globe by awarding promising scientists with fellowships to help further their research. Sackey and Karoro are both grateful for the impact this fellowship will have on their research.

Seeking the science behind colours

Sackey's research, 'Biomimicry of the multi-scaled architecture on selected butterfly wings for photonic applications', started off with curiosity and then became fully fledged research. 'I was curious to understand how light and colours are related, and this led me to study colours on butterfly wings,' she says. 'I was puzzled to see different colours of light signals from the traffic lights on the streets for the first time. My brain could not rest. This curiosity eventually led me to study science with the expectation that my quest would be fulfilled. Today I understand that the interaction of light, depending on the wavelength, with material produces a specific colour, either through scattering, interference or diffraction phenomena on the wings of butterflies.'



Angela Karoro

“ I believe that by fulfilling my passion, it will encourage people to show interest and get actively involved in this field.



Juliet Sackey

Finding the energy gift that keeps on giving

Karoro's research path, on the other hand, began with an MSc Physics research programme at the Makerere and Busitema Universities in Uganda where she was working with undergraduate Physics programmes. It was from here that she became actively involved in renewable energy projects. Her research project is all about solar selective properties of the 'Laser treated tubular cobalt-alumina nanocomposite'. It focusses on the design of nanomaterials with the ability to absorb as much solar radiation as possible, and avoid losing this to surroundings. 'This kind of solar absorber (cobalt nanocylinders in porous aluminium oxide) can be used in solar hot systems and concentrated solar power. The laser treatment enhances the optical performance,' Karoro explained.

Both women are humbled by this opportunity to take their research further. They also want to use this platform to encourage women to enter the science sphere. Sackey's aim is to make science as attractive and exciting as possible, especially for women who feel that it is a difficult area of study and work. 'I believe that by fulfilling my passion of using science to explain the things nature has showered on us,' she says. 'This will encourage people to show interest and get actively involved in this field.'

In view of the complexity of natural systems or materials, and the required multi-disciplinary skills, Sackey believes that fellows, particularly women who are 'afraid' to get involved in science, will be more likely to embark on training in those areas. 'This will enhance their confidence in exemplary ways,' she concludes.



COLLABOR TO KEEP GIRLS

Submitted by the Unisa Women's Forum

The onset of puberty means a sharp decline in school attendance and ultimate dropout for many girls from disadvantaged backgrounds. The United Nations Children's Fund (UNICEF) estimates that one in 10 school girls in Africa do not attend school while menstruating. Research has revealed that 62 million girls around the world are not in school; and most girls may miss up to 50 days of schooling annually because of the lack of access to adequate sanitary protection.

It is against these shocking statistics that the Unisa Women's Forum (UWF) in collaboration with Greenside High School's grade 8 learners established a sanitary drive. The programme focuses on collecting and distributing sanitary towels and other toiletry items to help keep young girls from disadvantaged communities in school during their monthly menstrual cycles.

The programme was started this year after Trudy Forbay (2015 Women of the Year recipient of the Feroza Adams Memorial for Gender Activism Award) invited the drama group of the Greenside High School to perform at the UWF's #Violence and Abuse Must Fall Campaign event at the Science Campus and the UWF's Africa Day event at Unisa's main campus. She shared her vision of supporting the many projects dealing with this social issue at the event and Craig Strauss, a grade 8 teacher at Greenside High School, rose to the occasion and committed to introducing a sani-drive at his school. A month later 286 items were collected and arrangements were made for representatives of the UWF's executive members to collect the boxes.

The campaign is premised on the African proverb that says: 'It takes a village to raise a child,' as this proverb holds true for our girl children. This village approach to addressing social issues in our society is a step in the right direction of removing the shame, embarrassment and stigma experienced by our girl children during the time of their menstrual cycles.

The collaborative effort between UWF and Greenside High School, in particular during the month of August, is a fitting tribute to the women who braved an inhumane and brutal system of oppression to march to the Union Buildings in 1956. For Unisa, in particular, it does the memory of stalwarts like Charlotte Maxeke—the first South African black woman to hold a degree—proud.

The collaboration between UWF and Greenside High School increased in value as Strauss indicated the school's commitment for the next five years. The UWF is looking forward to this and future collaborations, which is indeed a statement of unity in human dignity that will advance and promote Unisa's vision to be *the* African university shaping futures in the service of humanity.



Ms Zoghy and Mr Strauss (both are grade 8 grade heads at Greenside High School) addressing learners. Pictured on the right are UWF executive members: Rachel Prinsloo, Trudy Forbay and Dr Marienkie Madiope.

ATING IN SCHOOL



The UWF, through its *Dignity Pack Project*, invites and encourages all Unisans to support this drive by dropping off any or a combination of the following items in boxes located at the Science Campus (Barney Pityana Building, G10) or Muckleneuk Campus (Library foyer and ORT, Room 139) as often as possible:

- Sanitary towels
- Face soap
- Toothpaste
- Body lotion
- Roll-on deodorant
- Body spray
- Face cloths
- Toothbrushes



Greenside High School learners with the sanitary packs

A tale of *two graduates*

True to Unisa's quest to define tomorrow, we produce graduates who are remarkable for a variety of reasons. Silindile Tshuma and Gawtum Rughoonundun are same-same, but different. Here are their stories.



Gawtum Rughoonundun

Unusual route to the next level

Age and nationality are never obstacles, but rather opportunities for those who choose to study at Unisa. Mauritian-born Gawtum Rughoonundun (47) is one of many who have benefited from Unisa's Recognition of Prior Learning (RPL) programme having recently graduated with a Bachelor of Consumer Science.

Rughoonundun was granted access to pursue his degree through RPL and when he registered for the Bachelor of Consumer Science was also granted RPL credits for a few subjects based on his experience. This resulted in a double RPL benefit for Rughoonundun: gaining access and getting his qualification in a shorter time.

He came to South Africa over 20 years ago and first studied towards a Diploma in Hotel Management with Intec College. However, Rughoonundun wanted to pursue a degree but was not entirely sure how to go about it. A friend then recommended he try the route of RPL at Unisa. This was one of the best recommendations of his life, he believes, as he stood on the stairs of Unisa's Theo van Wijk building, proudly donning his graduation gown and cap. It's a moment he will never forget he said with a huge smile.

Graduating with a Bachelor of Consumer Science from Unisa, and knowing that it all started with RPL still feels surreal for Rughoonundun. 'I'm also very excited and grateful to Unisa for the RPL programme because it has opened the door to a very bright future,' he says.

So what does the future have in store for Rughoonundun? He is confident that his new qualification will enable him to move into a higher managerial position at Transnet, where he currently works as a lodge manager, responsible for the day-to-day management of a lodge and its staff. He is accountable for budgeting and financial management, planning, organising and directing all lodge services, including front-of-house (reception, reservations), food and beverage operations, housekeeping and health and safety. Whilst this is a lot, he is ready for more and believes his qualification has come at the right time to take his career to the next level. 'I could become a regional lodge manager who is in charge of about four lodges and hostels, and it is possible because I now have the qualifications to back up my experience,' he explains.

Having taken a slightly different route than the traditional student, Rughoonundun values this degree even more. 'Having this Unisa degree now will make it easier for me to move into higher positions and even a different career field if I choose. I'm well aware that most, if not all, senior managerial positions require you to have a degree.'

Dr Marici Snyman, RPL Specialist from Unisa's Department of Tuition Support, is confident about RPL because students like Rughoonundun prove that it works. She explained that RPL allows opportunities to students with work experience, since RPL is a way of recognising relevant skills, competencies, knowledge and learning that have taken place outside the formal education system. 'This is an individualised process where we provide support throughout the process. It values learning from experience, thereby reinforcing the worth of the individual and their experience,' she said.

Unisa has a dedicated RPL academic coordinator in each college. Snyman played a key role in Rughoonundun's student journey when he did the RPL mature learner programme for access and applied for RPL credits for his Bachelor of Consumer Science degree through the College of Agriculture and Environmental Sciences.

“ Having this Unisa degree now will make it easier for me to move into higher positions and even a different career field if I choose. I'm well aware that most, if not all, senior managerial positions require you to have a degree.

ABOUT RPL

During your lifetime, you will have acquired various skills, competencies and experiences. This learning, which may have taken place outside of formal education and training, is valuable regardless of where or when it was obtained. You may have acquired skills or knowledge from a combination of training conducted while at work, experience you gained in the workplace, short courses or community work in a relevant field. RPL permits you to gain credits within formal certificate, diploma and degree qualifications offered by Unisa based on the level and extent of your knowledge. Your prior learning will be measured against specified prescribed learning outcomes. Your experience could translate into subject credits within your qualification or direct access into a post-graduate qualification.



Silindile Tshuma

Limits? What limits?

Juggling life as a student, mother, wife and employee, Silindile Tshuma (42) completed a Bachelor of Accounting Science degree with 24 distinctions within the minimum period of three years. Asked by YOUNISA how she managed to finish her degree within a record time, Silindile didn't hesitate to reveal her secrets.

'You have to be disciplined,' she says. 'You have to fulfil multiple roles and still perform well in all these areas'. Silindile's passion for accounting dates back to her days at secondary school. 'I did accounting at high school and I enjoyed it so much that I would obtain 100% in some of my examinations,' she says. 'Our school organised a career day and EY (formerly Ernst & Young) gave us a briefing on the accounting profession and from that day I knew I wanted to be an accountant. However, I could not enrol for an accounting degree then because of financial constraints, and I ended up enrolling for a professional course at the Chartered Institute of Secretaries and Administrators (CIS). I then embarked on a career in the field of accounting.'

Silindile says that in 2013 her husband convinced her to enrol at Unisa, and her journey at the university began. She describes her time at Unisa as remarkable and singles out her lecturers for helping her to achieve her goal. 'It was quite an interesting journey for me as I gained exposure to the dynamics of education and learned about the relevance of my studies to the country's current economic needs,' says Silindile. 'I soon realised that I could go all the way and achieve my dream of being a chartered accountant. My next goal is to become a chartered accountant within the next five years, and beyond that I intend to be an entrepreneur and remain relevant by continuously learning until I have my PHD in Accounting.'

College of Education tackles *supply-demand gap*

During the spring graduation period, Unisa's College of Education (CEDU) awarded 5 588 qualifications, and, in so doing, contributed significantly to address the country's teacher supply-demand gap. CEDU is not only the biggest college in terms of student enrolment within the university, but has the highest combined undergraduate pass rate of 83,9%.

According to CEDU's Executive Dean, Professor Veronica McKay, one of the major challenges facing the education system is that teachers often teach out of school phase, or teach a subject for which they have not been trained. 'As a college, like other faculties of education in the country, we need to focus

on the quality of the teachers we produce and ensure that our quantitative supply of graduate teachers meets the requirements and needs of the basic education system,' she said.

The Department of Higher Education and Training regularly provides statistics that inform enrolment targets for universities and the department's Medium Term Strategic Framework 2014-2019 states that public universities are expected to graduate 20 000 new teachers by 2019. The targets may prove to be challenging; however, CEDU is halfway there and this ensures that Unisa remains a committed partner to achieving national imperatives.

As a college, we need to focus on the quality of the teachers we produce and ensure that our quantitative supply of graduate teachers meets the requirements and needs of the basic education system. ”



SPRING GRADUATIONS AT A GLANCE

During the spring graduation ceremonies, Unisa awarded a total of **15 225** qualifications. This represents a **17.9%** increase compared to the 2015 spring graduations (**12 991** qualifications).

The biggest qualification category was that of one- and two-year undergraduate diplomas and certificates (**4 524**) followed closely by three-year bachelor's degrees (**4 427**) and four-year bachelor's degrees (**2 834**).

745 honour's degrees were awarded, **295** master's degrees and **120** doctorates.

Compared to the 2015 spring graduations, the College of Agriculture and Environmental Sciences showed the biggest increase in qualifications (**60.1%**), followed by the College of Education (**33.1%**) and the College of Law (**25.4%**).

The College of Education awarded the most qualifications (**5 588**) followed by the College of Economic and Management Sciences (**3 957**) and the College of Human Sciences (**2 229**).

Dr Claudelle von Eck

Dr Claudelle von Eck
pictured with Prof.
Mandla Makhanya
(Principal and Vice-
Chancellor at Unisa).

'It is impossible to predict every situation, but when something does happen, are we ready to move?' Posing this important question was Dr Claudelle von Eck, CEO of the Institute of Internal Auditors of South Africa at a Unisa Risk Management Seminar on 8 September 2016.



Von Eck, who is a Unisa alumna as well as former President of the Unisa Convocation and Council member had the challenge of discussing whether internal audit is a hindrance or enabler. No doubt the masses are divided on this.

Fluid dreamers who can re-imagine

With the evolution of technology, and other factors, it seems that the corporate accounting profession is having second thoughts about the use, or even value, of internal auditing. All is not lost, though, and von Eck believes it's time for internal auditors to reinvent themselves and the profession. 'Internal auditors must have "beyond business acumen". They need to be fluid dreamers who can re-imagine and move into a higher order of thinking,' she said. She pointed out that internal auditing initiates change so there is an expectation for internal auditors to understand the landscape and players. 'They need to understand the organisation like the palm of their hand and it is important that they play a role in the strategic and operational space, too.'

When it comes to enabling intelligent risk taking, von Eck said internal auditors need to start questioning if there are enough controls in place, or if there are indeed too many. 'We also need to question whether risk warrants the controls in place, or if we are adding unnecessary brakes,' she said. 'While we are doing all this, it is imperative that we also look into the reduction of costly bureaucratic processes, challenge management's appetite for risk and

encourage an adaptive strategy – have we got enough nimbleness built into it?,' she added.

Risk management not a burden but a benefit

Professor Mandla Makhanya, Principal and Vice-Chancellor at Unisa, is pleased that Unisa has created a platform like this which looks at the practical implementation of issues of risk management (both externally and internally) foregrounding best practice in risk management, and the crucial role of risk identification with the concomitant opportunities that can be derived from proper risk awareness. 'As you will hear, Unisans are all being educated to become risk ambassadors, and risk champions, understanding that risk management is not a burden but a benefit,' he said. 'Good governance is an integral component of Unisa's *Leading Change* imperative for the next five years, aligned to our motto of *Define Tomorrow*. We, like all South Africans, are aware of the scourges of fraud, corruption, unethical practice, and crime and we acknowledge the crucial role of the university sector in addressing and redressing these plagues.'

Professor Makhanya genuinely believes that effective risk management has a huge role to play in the higher education space. 'Effective risk management can do much to protect universities, ensure the integrity of the academic project and support sustainability and, dare I say, prosperity, if core risks are correctly identified and mitigated,' he concluded.



W A Women in the Arts

In addition to producing women artists and art academics through its world-class Department of Art History, Visual Arts and Musicology, Unisa also celebrates and supports women artists through the acquisition of important works by its Art Gallery.



Tignon (2015)



Cimarron (2015)

Through a camera candidly

Submitted by Jacob Leboko
(Assistant Curator, Unisa Art Gallery)

One of the most exciting contemporary woman artists to feature in the Unisa Art Gallery's collection is Ayana V Jackson. Her work examines the complexities of photographic representation and the role of the camera in constructing identity. Using reportage, performance and studio-based portraiture, her practice can be seen as a map of the ethical considerations and relationships involved between the photographer, subject and viewer.

Jackson combines honed technical skills with richly laced historical allusions to create hauntingly candid portraits that depict varying constructions of African and African-Diaspora identities.

Born in the United States and based between Johannesburg, New York and Paris, Jackson has exhibited her work in association with, among others, Gallery MOMO (Johannesburg), Galerie Baudoin Lebon, (Paris), Mariane Ibrahim Gallery (Seattle) Primo Marella Gallery (Milan), Galerie Sho Contemporary (Tokyo) and The Studio Museum in Harlem (New York).

As reported in the *New York Times* of 26 May, 2016, Jackson uses her body as her visual instrument, exploring how photography shaped the narratives of African-Americans and Africans. 'In her most recent images she assumes the role of historic black women from the 19th century, including her own relatives. She relies on extensive research and often bases her images on historic photographs — some of which had been used to subjugate or stereotype black people.'

Unisa art graduate makes a splash in London

On 22 September South Africa House in London was the scene of vibrant colours, images and themes as artist Sally-Anne Flanagan firmly staked her claim in the United Kingdom's art scene at a well-attended exhibition. Flanagan graduated from Unisa in 2009 with a Bachelor of Arts, and went on to complete a Master's in Fine Arts at the University of East London.

The event, part of a concerted international fund-raising drive by Unisa's Directorate for Institutional Advancement, was hosted by the South African High Commissioner to the United Kingdom, His Excellency Obed Mlaba, who also delivered the welcome address. Participating in the programme were Dr Jackie Mphafudi, Chairperson of the Unisa Foundation Board of Trustees, and senior staff members of the Directorate for Institutional Advancement.

Flanagan has exhibited her work widely and currently lives and works in London. Speaking at the exhibition, she said that she likes to leave some of the interpretation of her work to the viewer, as some of her paintings are made as a response to observing elements in the world around her.

'My use of colour has been informed to some extent by my childhood in Africa with its beautiful diverse landscape and cultures,' said Flanagan. 'I draw my inspiration from my own spiritual journey and my work often has spiritual and prophetic meaning and symbolism.'



Dr Jackie Mphafudi, Chairperson of the Unisa Foundation Board of Trustees, congratulates Sally-Anne Flanagan at the opening of her exhibition (Photo by Tim Kavanagh)



Some of the work on display



Dedicated unit for postgrad students launched

For the first time, all Unisa students enrolled for honours, postgraduate diplomas, master's studies and doctorates have a dedicated unit looking after their needs, from registration and administration to marketing and examinations. Launched on 1 August 2016, the new home of all these students is the Postgraduate Administration Support Department (PGAD) under the College of Graduate Studies. Pictured here is La-Portia Matjila, Deputy Director of PGAD.



Top honour for outstanding PhD student

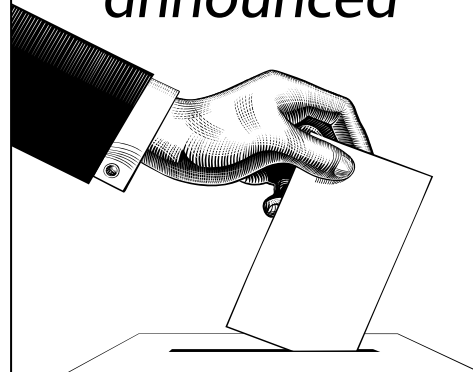
Ralph Muvhiiwa received the Henry V Kehiaian Travel Award at the 24th International Conference on Chemical Thermodynamics held in Guilin, China, from 22 to 26 August 2016. Muvhiiwa is a doctoral student at Unisa's Material and Process Synthesis (MaPS) research unit, and leader of the Engineers without Borders project attached to MaPS.

Hall of FameLab honour for Nozipho

On Friday, 30 September 2016 at the Natural Museum in London, the winner of FameLab South Africa 2016 and a Unisa researcher, 26-year-old Nozipho Gumbi, was showcased on the FameLab programme as one of six FameLab alumni speakers at the annual Hall of FameLab event. The event was streamed live and each of the six FameLab alumni gave a three-minute science talk.



Unisa SRC results announced



In September Unisa's Independent Electoral Commission confirmed the result of the 2016 Students' Representative Council (SRC) election. A total of 32 790 votes were cast regionally, and 28 632 nationally. Nationally, the South African Students' Congress (SASCO) and the Economic Freedom Fighters Students Command (EFFSC) won three seats each. The African National Congress Youth League (ANCYL) won two seats, and the Democratic Alliance Students' Organisation (DASO) one.

Theory in action experienced first-hand



With a view to providing them with an understanding of how process industries work, Chemical Engineering work-integrated learning (WIL) students visited NCP Chlorchem in Kempton Park on 22 September 2016. 'The experience was very educational, since a lot of the processes are related to the work some of us are doing,' said their lecturer, Corina Mateescu (standing, third from right). 'The best way to understand theory is seeing where and how it is applied in the industry.'



Unisa and Mogale City launch library partnership

Unisa and Mogale City has launched a library partnership at the Krugersdorp Public Library. The partnership means that Unisa students can now access services at both the Krugersdorp and Kagiso public libraries. Signing the partnership agreement are (from left) Joyce Gozo (Director of Unisa Library Client Services) and Shirley Mathebula (Executive Manager: Social Services in Mogale City).

Mbeki warns about conflicting government priorities



Former President Thabo Mbeki has warned that the provision of free education at tertiary level would inevitably result in the underfunding of other basic necessities, including health care and the provision of houses which government must provide. Mbeki was speaking during an interactive session organised by the Thabo Mbeki African Leadership Institute at Unisa on 3 October 2016.



Law students square off

From 6 to 7 October 2016 law students went head-to-head during the Unisa College of Law Inter-Regional Moot Court Competition. Participants had to display both their oral skills and a good grasp of law in their bid to win the title of the competition. Pictured here are Nicholas Kapumha (Best speaker: 2016 Unisa Inter-Regional Moot Court) and Ntombizodwa Msane (Runner-up: 2016 Unisa Inter-Regional Moot Court).

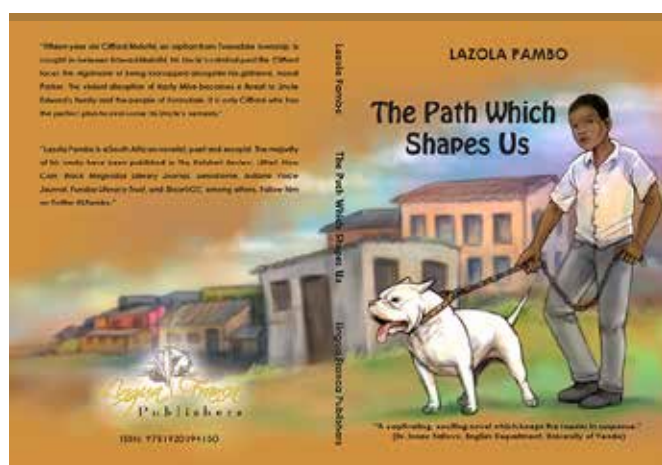
Heroes' welcome for Sundowns



Unisa Radio sports journalist Vuyo Macoba (third from left) joined Mamelodi Sundowns supporters at OR Tambo International Airport as they welcomed back their team from Egypt following their CAF Champions League triumph. 'I witnessed emotional scenes such as I had never experienced in my career as a sports journalist,' said Macoba.

Academia needs to drive innovation

'The conventional way of teaching and learning is more of a monologue where the student is just a receiver of whatever the lecturer is dishing. That needs to change.' This is according to Phumelele Nokele, the 2016 Economic and Management Sciences Student Association (EMSSA) President who was speaking the 2016 Teaching and Learning Festival at Unisa in October.



Unisa student now a published author

Final-year Unisa BA Languages & Literature (Creative Writing) student Lazola Pambo published his first novel, *The path which shapes us*, in September. The book offers an interesting account of the life of fifteen-year-old protagonist Clifford Malothi, who becomes caught up in the aftermath of his uncle's earlier criminal lifestyle, and becomes a victim while attempting to shield his uncle from trouble. Published by Lingua Franca, the young adult novel has themes such as homelessness, child abandonment, crime and violence, education, and the need to solve conflict without resort to murderous violence.

Unisa Press – A powerful force in feminist publishing

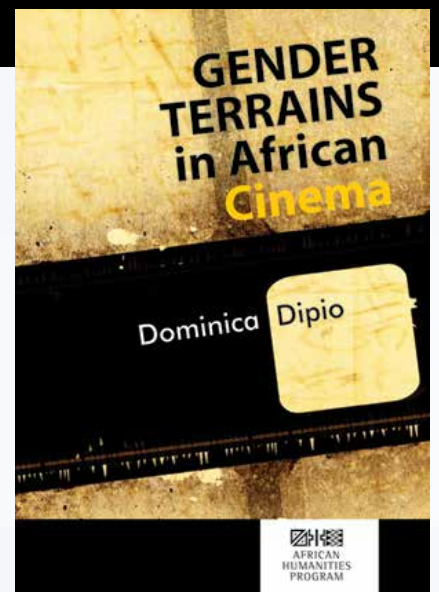
Unisa Press, South Africa's largest university press, publishes a number of titles related to gender issues as these relate to women. YOUNISA looks at four such publications.

Gender Terrains in African Cinema

Dominica Dipio

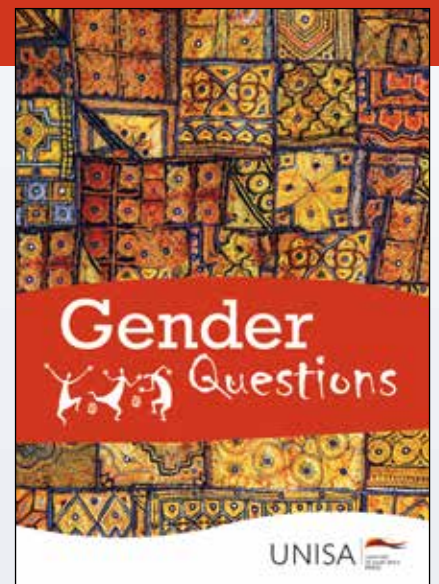
Author Dominica Dipio was inspired by a desire to undertake this study from her interest in gender and the increasing attention African cinema is drawing in the history of world cinemas. Attaining its identity in the 1960s, African cinema is characteristically a post-colonial art form. The first group of filmmakers and critics saw themselves, together with the political elite, as responsible for building their new nations. They came up with a series of statements that underline what cinema should be in their contexts: an instrument for educating, decolonising the mind, and developing critical participatory viewership. To some extent, cinema continues the role of the griot (an African tribal storyteller), with a difference.

In *Gender Terrains in African Cinema*, Dipio analyses how cinema and the filmmaker are located within the predominantly patriarchal hegemonic structure, as she addresses issues related to gender and, in particular, the representation of women in African communities. The films selected for analysis are all directed by male filmmakers that are considered representative of African filmmaking. These films span from the 1970s to the 2000s, with a comprehensive analysis of how gender relations are reflected—in the portrayal of the girl child, the young woman, the more mature woman, as well as the grandmother—vis-à-vis their male counterparts.



Gender Questions

Gender Questions is an interdisciplinary peer-reviewed research journal that publishes high-quality articles on all aspects of gender studies, including feminist research, masculinity studies and studies into alternative sexualities. *Gender Questions* seeks to contribute to South African knowledge production about gender by providing a forum for serious scholarship and rigorous theoretical engagement with Gender Studies. The journal is committed to critical thinking and evaluation, it is international in scope and it intends to make a significant contribution to the generation and dissemination of gender theory emanating from an African context. Scholarly reviews of current books in the field will appear in every issue.



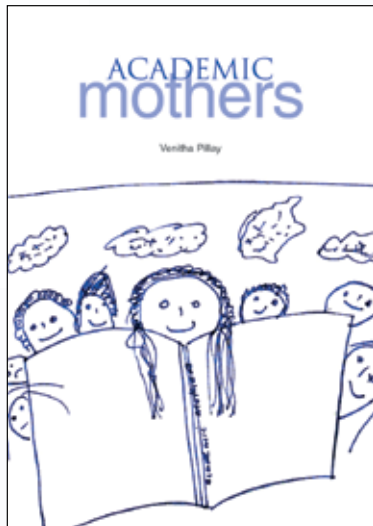


Academic Mothers

Venitha Pillay

This account of academic mothers is moving and it is also rigorously researched. It explores a significant yet virtually untouched aspect of motherhood and intellectual work and will resonate with the experience of many professional women. Academic mothers are likely to be middle class, have access to some form of child care, live in democracy and have some legal rights and protections. But the book reveals that there are freedoms such women still cannot achieve. The stories of three academic mothers in South Africa reveal so much: their ability and achievements, their concern for their families and their determination and reflectiveness.

Academic mothers are engaged in intellectual work that has traditionally been the domain of men. Thinking has been described by Western philosophers over the centuries as rational, unemotional and logical, while the mother is nurturing, loving, emotional and sensitive. The book explores how these perceived oppositional identities live within the same person.



Venitha Pillay challenges the notions of passion, affection and the body as the domain of femininity and the mind of masculinity. The intellectual, emotional and personal liberation of women and society is about far more than revised structural arrangements in the workplace: it demands reconceptualising work, the self and family.

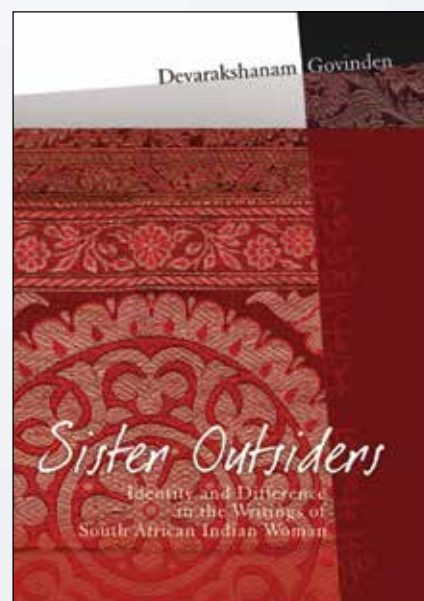
The book breaks new methodological ground for qualitative researchers, revealing the intimacy between methodological decisions and the ontology of the text. It will interest social researchers and also fill an important gap in gender studies.

Sister Outsiders

Devarakshanam Govinden

In many ways *Sister Outsiders* is a revelatory text, well worth the long wait for it. It effectively places the whole field of Indian women's writings in South Africa in perspective within the context of the country's and women's writing, thus filling a significant gap. The gap has arisen on two counts: first, Indian texts were long neglected and even suppressed by the apartheid government as many of those texts were considered subversive and second, South African women are still struggling for full recognition of their intellectual, academic and commercial efforts. Both these issues are sensitively and yet fully addressed in this work. At the same time it highlights the high quality of the prose of South African Indian women and adds to the historiography of South Africa.

Indeed, the author states that this study emerged in the context of growing awareness of exclusionary practices in women's writings in general and Indian women's writings in particular. The purpose of the work is to broaden the scope of literary criticism in South Africa by including Indian women's writings, while finding its dynamic in analyses of issues identity and difference as exemplified in the writing selected. By doing this, the author attempts, to put it in her own words, "to show the diverse nature of life under apartheid society, and the varied responses to it". She has succeeded admirably in doing this.

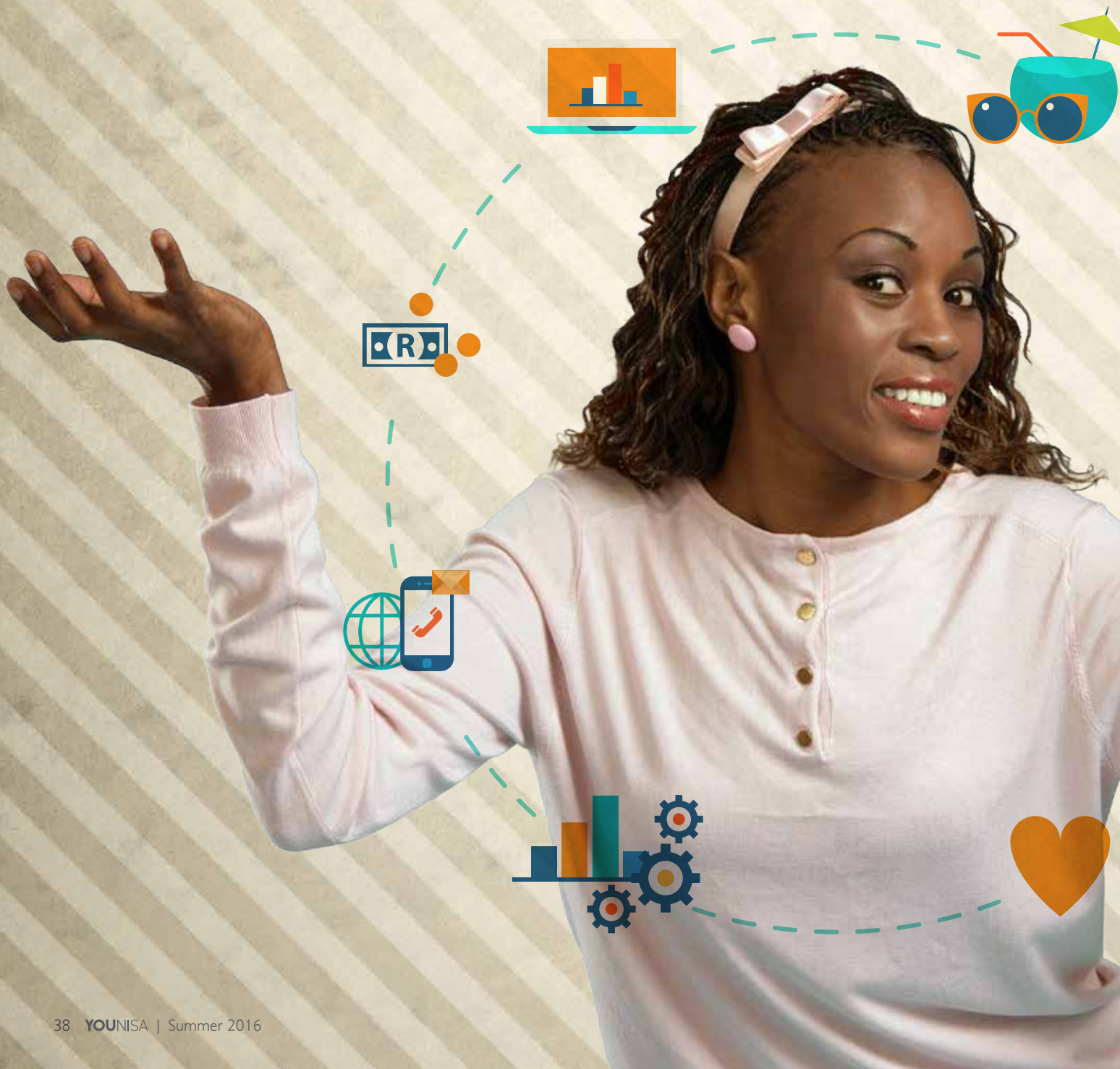


For more information on these and other publications, visit Unisa Press online at www.unisa.ac.za/press.

from the experts

Balancing *studies and relationships*

In this issue we celebrate women, and one of the key issues affecting the success of women students is how they balance the different roles and relationships – student, partner, mother and professional, to name but four – that they fulfil in their everyday lives. This article looks at how to negotiate your way to balance and success in terms of relationships. Needless to say, male students also face relationship challenges, and we hope that this article will be of use to all our readers.



Relationships can be both a building block and a stumbling block in the student experience. Our well-being is linked to the quality of our relationships at home, work, university, and in our community. Life can easily get out of balance in terms of relationships and self-care.

When challenges arise in our relationships with others, we normally would call it a 'conflict situation'. These situations lead to emotional discomfort and impact on our relationships with others.

STUMBLING BLOCKS

Students who have to balance their studies with family life often feel that when they choose to study, they are neglecting family and friends; and if they choose to socialise, they are neglecting their studies – either way they constantly are feeling inadequate. To the partner, child, parent or friend of the student it may seem as if studies has replaced them, and they feel neglected and unappreciated, especially when they take on more of the student's responsibilities as their own. If you and your partner are both students, you might be in a better position to understand the demands of academic life, but struggle to find time for each other.

> *Continued on p40*



In addition to the two-edged sword discussed above, there are a number of sources of friction that arise as a result of your responsibilities, roles and relationships:

● **Time.** It feels as if there's not enough time to get to everything; and that you waste too much time on what's not urgent or not important

● **Responsibilities/Priorities.** At times you are overwhelmed by the many responsibilities that you have to attend to, and you may find that there's a clash between your responsibilities and your priorities.

● **Unclear boundaries.** Boundary confusion arises when you are uncertain about what you can or cannot afford to do in your different roles. It is human to want to exceed expectations from the various spheres of living, but this is neither realistic nor sustainable in the long run.

● **Role reversal/Adjustment.** Add just one role to your repertoire, for example that of student, and you suddenly find that there is an unequal division of household tasks and that, as a result, you struggle to cope with the new academic demands.

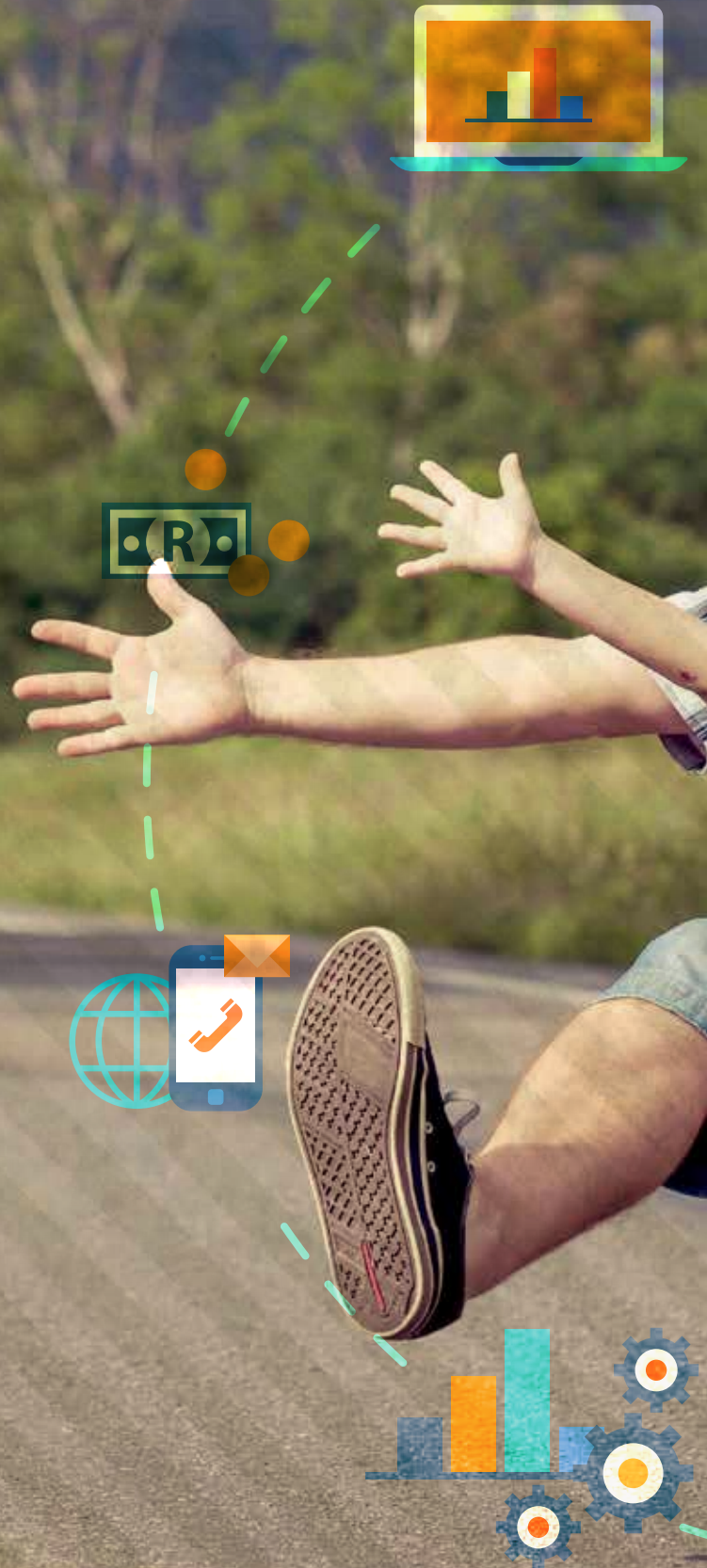
● **Crises.** Crises are difficult to deal with even under ideal circumstances. When you are juggling a number of roles and relationships, unexpected events that make even more demands on your time and energy can have a major effect on your life.



STRATEGIES FOR SUCCESS

Here are some of the things you can do to overcome the stumbling blocks discussed above.

- **Avoid tunnel vision.** Don't focus exclusively on your needs. Ensure that you consider and attend to your partner's and child's/children's feelings and concerns, even if you cannot resolve it immediately.
- **Avoid becoming defensive.** Sometimes all that is necessary (and more constructive) is just listening.
- **Manage your time effectively.** The multiple roles you have may have constantly conflicting demands; be sure make time for family and friends.
- **Reach out for support.** Find people in your networks who can support you, for example your children, church members or a close friend. Take care of business. Keep up with your share of the home responsibilities such as washing the car and packing lunches.
- **Remember to celebrate.** Devote time to celebration, for example after the exams, during key holidays and on the occasions that are important to you.
- **Share, share, share.** Share with partners, children and friends interesting facts about what you are learning. Invite them to visit the campus with you so that they don't perceive it as a strange, hostile space. Spend some time browsing the Unisa website with them.





“ Devote time to celebration, for example after the exams, during key holidays and on the occasions that are important to you.

This article is based on a far more comprehensive interactive Directorate for Counselling and Career Development presentation entitled *Your Unisa studies and your relationships: Negotiating your way to balance and success*. Visit their website at <http://www.unisa.ac.za/counselling> for a wide array of advice and self-help tools.

We are thankful
for the legacies
of the past, but
we do not receive
them without
questioning.
Questioning cannot
end, even when
victories
are won. ”

– Angela Davis