Africa Network on Information Ethics (ANIE)

Information Ethics Research Workshop

University of Pretoria

Programme: 4 – 5 July 2011

Sunday 3 July 2011

Guest will start to arrive in Pretoria

Day 1: Monday 4 July 2011

08:30   Arrival at the Department of Information Science on the 6th floor of the Information Technology building at the University of Pretoria in Lynnwood road, Pretoria.

Registration and refreshments

09:00   Welcoming remarks   **- Prof Theo Bothma**
- ANIE structures and agreements
- ANIE projects
o 2007 – First ANIE Workshop, the outcomes are on the web.
o 2009 – 2nd ANIE Workshop, Gaborone, Botswana. A number of decisions were taken then; outcomes are also available on the web.
o The main component of ANIE is a small group, but specialized participation.

- Workshop methodology
o Dinner will be held at Cynthia's Indigo Moon. Lunch will be served at Burgundy's both on Monday and Tuesday.

o　　　　　It is a pilot project compiled of 12 Universities.

o　　　　　The questionnaires were sent out to these universities to ascertain contact of the particular lecturers/academics and to their PA's and secretaries such that they can be reached at all times. The lecturers come from diverse departments and their current positions compared to the others are also different. The thus form the first group of participants.

o　　　　　The second group of participants actually teach Information Ethics. They are therefore the global specialists of the field and include Prof Theo Bothma; Prof Rafael Capurro; Prof Hannes Britz.

o　　　　　The attendees have the ingredients to make the ANIE initiatives work.

- Coetzee Bester specifically refers to the programme and focuses his discussion on Ms Nozipho Mashiyi as representative of the Department of Communication. The Department of Communication is the first substantial funder and participator of ANIE. They have a formal agreement and foster a close relationship with the University of Pretoria. The University of Pretoria will function as the Centre of Excellence for Information Ethics in Africa.
  - Introduction of guests and participants   - Group
  - Guests Present:
    o Mr Coetzee Bester
    o Prof Theo Bothma – University of Pretoria
    o Ms Rachel Bothma - University of Pretoria
    o Prof Hannes Britz – University of Wisconsin-Milwaukee
    o Prof Isaac Bukenya – Makerere University
    o Prof Rafael Capurro – STI-IE
    o Prof Elsabe Coetzee – Tshwane University of Technology
    o Dr Lawton Hikwa – University of Science and Technology, Bulawayo
    o Ms Nozipho Mashiyi – Department of Communication
    o Mr Lucky Musi - Department of Communication
    o Prof Stephen Mutula – University of Botswana

- o Dr Cecilia Penzhorn - University of Pretoria
- o Dr Marlene Holmner - University of Pretoria
- o Ms Shana Ponelis - University of Wisconsin-Milwaukee
- o Ms Jeannie Snyman - Tshwane University of Technology

09:30 **Session 1**

Workshop objectives - **Prof Johannes Britz**

This international conference and project is unique in terms of Academics and Science. Why is it unique? It leads the discourse in Information Ethics in Africa and combines various institutions, i.e. TUT, UP, UWM, D.o.C. Basically, Europe and America are jealous of what is achieved here, for this forms part of the hermeneutics in Information Ethics.

First came across an article on Information Ethics in 1978, written by Bob Oldman and Rafael Capurro. The representation of Africa was much less then compared to now. However, during a coffee session in 2005 Britz and Capurro had a discussion about Africa and its situation regarding Information Ethics. The discussion's participation later included Coetzee Bester.

However, it is unfamiliar enterprise of any Government to sponsor Information Ethics in Universities; therefore, it is necessary to tap into academic resources to encourage these initiatives to grow.

In 2009, for an Information Society Project, Prof's Britz, Capurro and Mutula were invited to Yale. The main areas of focus of this project were on African Information Ethics. They could represent African Network of Information Ethics (ANIE) at the American Society of information Science.

We are therefore building towards a global, intercultural Information Ethics society which UNESCO also supports in its Section C3; Information Ethics for a Global Society.

Do we (the ANIE participants) realise how important this is? It is fairly unique and is also very fundable. We need a reality check. Consequently, society has changed. We have to be aware of the current changes in Northern Africa and the impact that social media and digital technology have on social, economic and political behaviour. How do we reflect from a moral perspective? How do we react when confronted by this information? If we compare the 'riots' in Northern Africa with Apartheid South

Africa; how has ICT's influenced the way in which we perceive such events and how we react to them.

This also introduces a dynamic discussion regarding Privacy, i.e. the new Protection of Privacy Bill in South Africa. The possible tensions arise because South Africa used Western legal legislation whilst being situated in Africa. How do you contextualise such phenomena situated within African privacy issues, traditions, etc.? How do we make the ethical discourse compatible?

Then we also encounter the phenomena known as the Brain drain. We can view this in a positive light, as tapping into Africa's resources, not natural, but intellectual. Development in Africa is a field to explore and experiment on. We therefore need solutions by Africa for Africa. Therefore, we first need to contextualise, then to make it compatible, and lastly the knowledge should be exported. Together with this we need a holistic perspective and clearer view of African Information Ethics. I mention the Sarah Palin Problem who referred to the 'country Africa'. Her ignorance creates the imperative to contextualise Information Ethics to different cultures.

One of the challenges is relating teaching to research. Which are the latest areas of development? Biomedical research. We have to foresee what is next on the research horizon and be on the forefront to research it and introduce it into teaching. There is a dynamic between Research and Teaching which introduces the opportunity to identify themes, i.e. Robotics; this can be a lead in Africa if well researched in Africa.

It is a good thing to work in a group; to be committed and engaged in a similar field to which everyone can contribute. The mindset of isolation needs to be broken for the world has become unbundled.

The expectations are; financial, political and ethical support for this to be successful.

End of Session 1.

Coetzee thanks Hannes for his contribution; for the overview and historic perspectives. We are on the brink of something bigger; together with TUT, we will be successful. Professor Stephen Mutual is introduced.

10:00   **Session 2**

Information Ethics Environment   - Prof Stephan Mutula
- Botswana ANIE Conference feedback

- Opportunities
- Challenges

End of Session 2.

11:00   **Session 3**

Information Ethics – Objectives towards Curriculum Development

- Prof Rafael Capurro

- **Introduction**

It is a pleasure and an honour to be here at the 2011 ANIE Workshop. It was a dream to create Information Ethics and its foundations. There are two suggestions;

The first is to create an ANIE award for Library and Information Scientists, is should be discussed to whom it will be given – the criteria.

The second is the 3rd Conference for Information Ethics in Africa in 2012. They should focus on Social Networks in Africa, Facebook and Twitter, and the necessary critical reflection of its impact on Africa.

For example, Bio-Ethics, which is a big current problem, led to a group meeting in Addis Ababa, Ethiopia. This is connected to Information Ethics; it is very interrelated; the body and dissemination of information is close. It is necessary to do something at this level of Bio – and Information Ethics. The needs of the people require academic reflection. This is a social challenge calling for thinking and the invention of a new field. The essence of science and philosophy answers a call between man and the world; however, the cause is different. The cause that is calling you is different. But the problem is common and the answer is singular to the people; i.e. Reflecting on the impact of Social Networks on the youth/children of Africa. When one compares African societies one can see the similarities and differences. However, deeper questions arise such as, can ethics be taught? Or is it something that is already seated in one's personality? It is essential in an academic field to constantly think and question.

Referring to the structure proposed by Coetzee, I responded to Coetzee's structure, which is the following;

- **Inter-disciplinary thinking**

The Introduction thereof is the definition of Information Ethics. What does the *Descriptive* and *Emancipatory* mean? One should describe and be critical, i.e. earthquakes are described by geology. Those are rules that govern nature. Ethics are part of rules governing human society. But rules can be changed. The discovery and understanding of human behaviour enables questioning of what can be changed; some changes are possible whilst others are subject to nature. Ethics belong to the middle field;

IMPOSSIBLE

POSSIBLE ⇐   Ethics   ⇒ NECESSARY
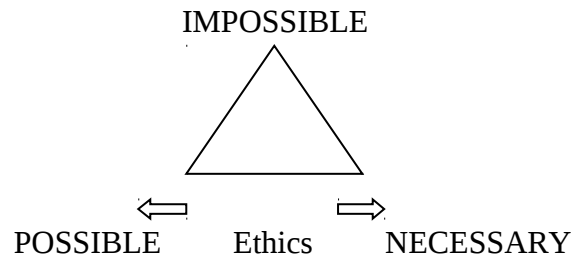
Even though there are laws; behind human freedom we can be changed. Some laws are imposed by force, whereas others are open to change. Ethics should not be made a legal issue; else legislation becomes a 'jail'. As soon as people are forced to do something it loses the space of freedom.

Ethics is also related to communication and information. When it is reduced pragmatically does it lead to physical entropy? Is it bad? It makes no sense to implement in a curriculum. Can one reduce it to ICT? Now, this is a big subject. Maybe we should describe how the ICT rules were in different generations and countries; such as oral traditions of ethics. The phenomena (oral traditions of ethics) was there, or wasn't it? Therefore, we need critical thinking on ethics, i.e. in Chinese or Japanese societies and histories.

The first Western sources of ethics is a critical discussion by Plato, it was written and a dialogue. We have a long tradition of ethics; Kant, Voltaire, especially regarding the Enlightenment with its censorship. The Enlightenment led to a critical reflection on ethos and power.

I have a question; is this what we have in Europe? Africa? Asia? If not, let's discuss this. For example in Ancient African societies, there must be traces in behaviour. For example 100, or 500 years is nothing in Geology. We need to create a critical atmosphere. In Germany there were discussions regarding atomic energy for the past 40 years; the plan has now been abandoned, but this is due to 30/40 years of critical

thinking. This is the same with ICT rules, we need critical thinking. But we must also be aware that it does take time.

Regarding the Emancipatory theory – it is life world attitudes which lead to societal conflicts. We can change the norms, the laws. But it is impossible to effect change without critical thinking. We need Universities and Institutions to support this thinking.

Information Ethics explores and evaluates. We have big players now such as Google and Facebook and Twitter. We are playing with a lot of power in the academic world; politics and academics work well together. Information Ethics give politics good arguments to change laws. However, thinking and laws take time. And when we use those we can provide good arguments. We should analyse and identify myths and have discussions on privacy issues. This field is exploding and therefore we need analysis to make decisions; ethical analysis is important. What can be done differently? Do not impose moral laws, analyse, read abstracts, think critically, encourage these discussions in parliament.

Information Ethics are not moral bodies. They are critical thinking bodies. It is the holistic view of the good life. It is interdisciplinary thinking; what unifies all the different ethics? I.e. Information Ethics, Business Ethics, etc.

- **African context and framework**

Information Ethics is a new research field in Africa and it requires patient research. It is present in Egypt which contains over complex cultures. But there must be guidelines; society should have Information Ethics rules and guidelines. It is a fascinating field from a historic point of view. There are however general goals; the African identity is an African identity. It is a product of the past, of human identity; it contains over different flavours which are not contradictory but rather complementary. Therefore, we should take cultural diversity in consideration. We have to make these identities clear and sometimes we have to coordinate. This opens up the space for a Multi-Cultural Framework.

- **Multi cultural framework**
- **Content positioning**

There are different needs from the different countries; some needs are global, such as electronic waste (see YouTube videos of American electronic waste which is shipped to Africa). We need to react to that for they are political, legal and ethical problems. Histories are important to understand and inform laws.

- **Focus of content**

Issues of minorities are important. Also, privacy, safety, security and secrecy.

There are also issues of knowledge sharing and copyright.

Are these issues specific to Africa? We need to identify problems that are different and similar to the global context. Regarding Curriculum Development; we have to decide on the manner on what needs to be done, how it will be done, and how it can be done. There is a relationship between interdisciplinary and interfaculty application, because Information Ethics can be put in different disciplines. In these cases the curricula should be adjusted according to different needs and backgrounds. Therefore, it is very important to know where we will focus Information Ethics curricula in different disciplines.

End of Session 3.

11:30   **Session 4**

Curriculum Development in Africa: Theory and Practice – TUT Directorate: Curriculum Development and Support.

Coetzee Bester introduces the session and Ms Jeannie Snyman. ANIE will take Prof Van Staden's instruction together with Prof Elsabe Coetzee's. If we bring the content, they, TUT, will fit it into a curriculum. They will also address the technical issues. Ms Jeannie Snyman will do the presentation.

Jeannie Snyman: Curriculum design is a well researched documented field. I will start with a few definitions. We will need to clarify what it is we are developing and decide what it is we will want to do.

- Most recent research
- Guidelines

- Methodology
- Practical Steps

End of Session 4.

13:30   Panel discussions based on Sessions 1 to 4
Panel:
➢ Prof Hannes Britz
➢ Prof Stephen Mutula
➢ Prof Rafael Capurro
➢ Ms Jeannie Snyman

Question:

Dr Hikwa: I have two issues; to reinvent the wheel and to find common ground. How best can one disaggregate between the two levels? To take a South African example, there is amongst Universities a formidable resistance to freedom, to teach what we believe to teach.

Answer:

Prof Britz: There is integration, a revaluation of what is happening at the Univeristy of Pretoria. The dynamic is not to redesign, but to redefine. This needs true African reflection, recourse to African philosophy. Ethical discourse should be build upon that. European ethical discourse's foundations are on Kant, Heidegger, etc.

Prof Capurro: Firstly, what we are doing here, it is just a proposal, maybe compile a small booklet of ideas. There are different options which are complex all the time. By reinventing the wheel we have now Computer Ethics, Medicine Ethics, Business Ethics, etc. Secondly, it is completely up to you to what you want with your freedom.

To reduce ethics of medical doctors to doctors is not realistic; ethical issues go to society, i.e. Abortion. The whole society, Interdisciplinary/Multidisciplinary topics are changing every day. And so is the application thereof in academic fields. There is the pragmatic and the phenomenal; practical agendas can be different.

You have to make your own choices.

Question:

Prof Mutula: I share the sentiment of my colleagues; Information Ethics in Africa is formalised and spread through so many courses. There are plus minus 40 Library schools in the entire Africa. One should look at what is being done in terms of labels; i.e. Undergraduate, Postgraduate and whether it is offered as courses or stand-alone. It is currently infused at all levels.

Answer:

Ms Jeannie Snyman: Before we lay things in certain ways, it can still be changed; we can package the content, put apples with apples. Thereafter it can be registered at SAQA. Today it is easier than in the past.

Question:

Prof Bukenya: The structure is the same; the problem is content at his institution. There are individual whims, whereas others are not wholly incorporated. What is the content of an Information Ethics programme? Also, another aspect is assurance. Where do Ethics feature in ICT's?

Nozipho Mashiyi: Regarding the presentation, the workshop in Botswana. Information Ethics on what? Is this issue clear? Ethics on…culture, educations, and societies? Will it focus on all areas or will it be crafted, boxed into a particular direction? Or will it be accommodated?
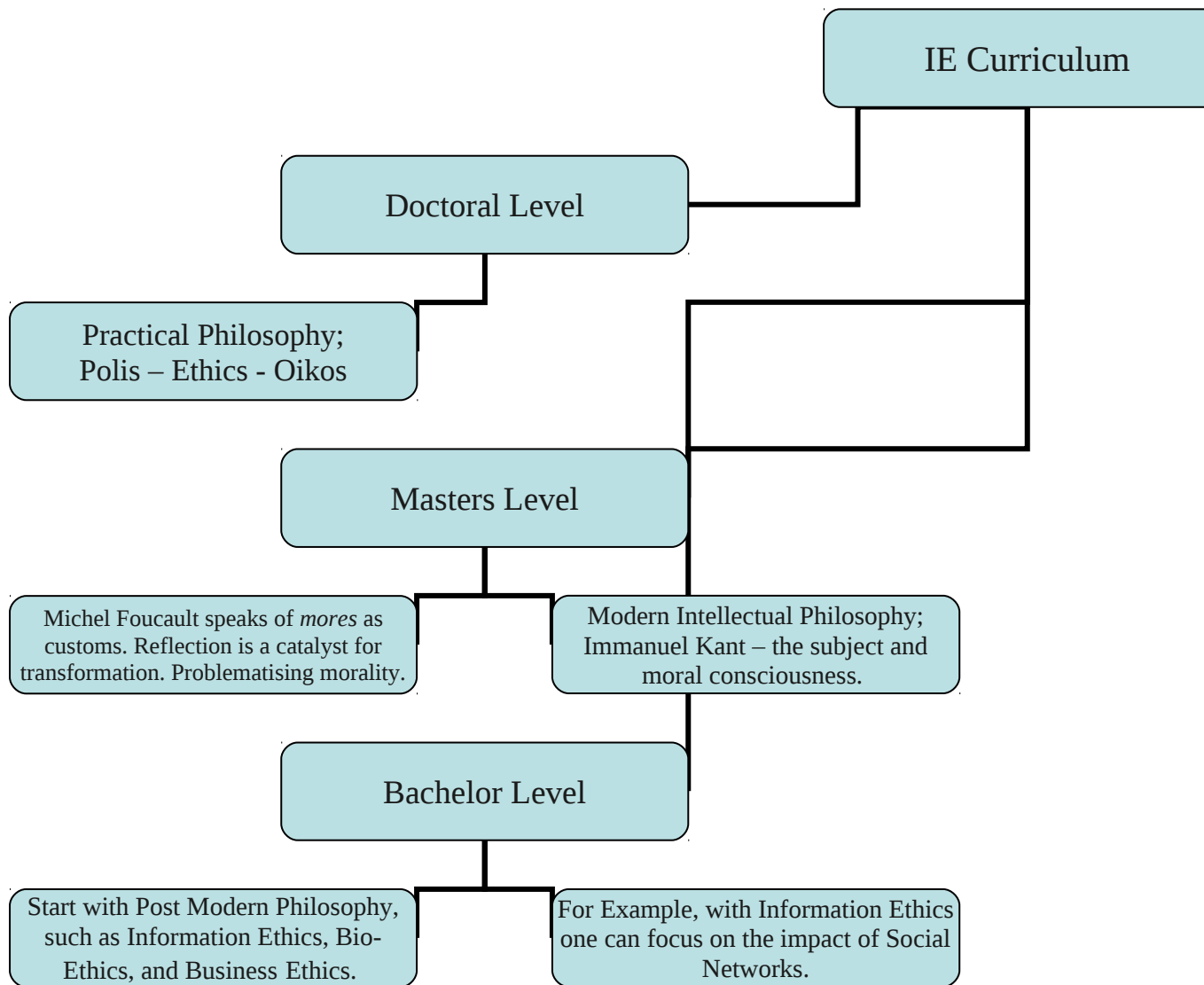
Prof Bukenya: Define what Ethics, Information Ethics is universally.

Coetzee Bester: We would have to think practically, for example, have 20 topics. It should be part of an Information Ethics teaching programme; maybe focus on short courses for government officials such as police officers, teachers, etc. And then start teaching pre-graduates. Is that a practical guideline to the workshop, Jeannie? Or are we misleading? Or should we create courses on first, second and third year levels?

Answer:

Jeannie Snyman: It is up to you to decide on how you want to structure this. You can use any course and pieces of structure, for example, during undergraduate you can use 1st, 2nd and 3rd year courses, or only one course taking place in one of the three years. You shouldn't be too descriptive, else it will become institutionalized. You also mustn't worry too much about the credits yet; for how will the credits be indicated? There are no rules regarding that. From my point of view I will rather focus on providing topics and deciding whether you are going deeper that what is initially taught. Therefore, you must decide.

Prof Capurro: Regarding the question concerning ethics, Information Ethics in ICT's. Ethical discourse provides arguments and need to legitimize decisions. When society is in a crisis morality is shaken. Therefore, ethics is actually the symptoms of a disease for we are experiencing crises now. We can manage the different content is such a way as to provide opportunities for critical reflection, i.e. the crises of Germany.

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                                                          │   IE Curriculum  │
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              ┌──────────────────┐
              │  Doctoral Level  │
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┌──────────────────────┐
│ Practical Philosophy; │
│  Polis – Ethics - Oikos │
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              │  Masters Level   │
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│ Michel Foucault speaks of mores as │   │ Modern Intellectual Philosophy; │
│ customs. Reflection is a catalyst for │   │ Immanuel Kant – the subject and │
│ transformation. Problematising morality. │   │   moral consciousness.       │
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              │  Bachelor Level  │
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│ Start with Post Modern Philosophy, │   │ For Example, with Information Ethics │
│ such as Information Ethics, Bio- │   │ one can focus on the impact of Social │
│ Ethics, and Business Ethics. │   │        Networks.            │
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Coetzee: So what we need are Information Ethics Antibiotics?

Jeannie: What we have there is good so far. How does it build upon each other? Should it be open? What do they, the students, need to do with it? Maybe more structure?

Prof Stephen Mutula: In times of ensuring polity, course content of Information Ethics; it is a very recent subject in Africa, from 2007? There are other places where courses have been running. We need a general framework. How do we generate content such as topics on privacy?

Coetzee: We need to decide broadly on the order and information. We will do that during the group discussions.

Elsabe: I think we have covered what we wanted to say. We need to provide a guideline and topics and the phasing in basic framework.

Prof Theo Bothma: We need to correct the method, such as ethical issues on Facebook and then work it into the structure.

Jeannie Snyman: So, you have to categorise what you have. Then the unit standards are registered. Write your topics in clear, specific language. You can also visit http://regqs.saqa.org.za for more information.

Prof Hannes Britz: We should also address issues on privacy, access and practical application. Once you have passion for a topic it is easier to address it.

14:30   Organising and objectives for parallel group discussions

14:45   **Group 1:**

Information Ethics Curriculum – objectives, structure and content.
Facilitator: Prof Johannes Britz

- Feedback from the ANIE questionnaires

- Courses / content of current teaching in Information Ethics

- Level of course material and credits

- Content of short courses on Information Ethics

- Documented input as prepared by participants

- Proposed decisions

Group 2:

Information Ethics Curriculum – study material and research topics.
Facilitator: Prof Stephan Mutula

- Feedback from the ANIE questionnaires

- Study material currently in use

- Suggested research topics – and possible authors and co-authors

- Documented proposals by participants

- ANIE Reader on Information Ethics

- Proposed decisions

(Refreshments will be available at 15:30)

16:45   **Plenary Session**: Organisational remarks and recess

19:00   Evening activities (possible evening free / Group dinner)

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Day 2: Tuesday 5 July 2011

08:00   Arrival at the Workshop venue

               Refreshments

08:15   **Plenary Session**: Group 1 and 2 report, discussions and decisions

Coetzee Bester: The programme today will include the feedback from the two groups and afterwards we will divide into two groups again. Feedback that we will need from Groups Three and Four is; we must make sure that there are teachers and lecturers in place to teach; that there are students who can be taught and then also examination activities. During lunch Prof Britz and I will sit and discuss future activities.

Dr Marlene Holmner: These are the themes that were identified for an Information Ethics Curriculum:
1. Introduction;
2. Moral Values;
3. Privacy;

4. Access;
5. Cultural Issues;
6. Accuracy and Quality;
7. Intellectual Property;
8. Legislation;
9. Emerging trends and technologies.

This is a working document and can still be changed; it is not set in stone. Students will partake in ethical discourse from different backgrounds. Though hopefully it will not go above the heads of some.

Prof Rafael Capurro: How will this then be put in a curriculum? We should understand the different levels of this in a curriculum;

- How will the students learn this on different levels?
- How do professionals, careers, country and democracy impact on the study of Information Ethics?
- There is a nice list of problems, but why is it necessary?
- How does one deal with this in your country?
- How does it impact research?
- What are the learning goals?

Coetzee: We will have study material, topics, goals, outcomes, credits and guides on examination after this workshop.

Marlene: However, this was designed to follow University of Pretoria and University of KwaZulu-Natal's structures.

Cecilia: Yes, these themes were identified in a Western manner; it is not Africa oriented. We need to change this and we need to fill in the gaps.

Coetzee: So, we should have a curriculum focus and a research focus.

Cecilia: Regarding our list, we only looked at the wishlist, but there were overlapping topics which are interesting. Prof Stephen Mutula worked from Prof Capurro's *Content Focus*, but the topic list was taken verbatim from the questionnaires. Little of it actually fit into Rafael's list, though his list is more modern, whilst this own responds to traditional issues.

Coetzee: We therefore have a complete curriculum in the questionnaires coupled with the three forms of information; Rafael, Marlene and Cecilia's list. We want to put these specific thematic and topical slots in the curriculum.

Hannes: We must ensure that those who will be teaching the course have a background in 'ethical' teaching, or at least a lot of discipline to do the reading. This however will be a huge challenge.

Rafael: This is a New Africa. Information Ethics is not just Aristotle; it is from the perspective of Information Technology. These people from Africa should teach and the students must be aware how this continent can be transformed. Innovation should be brought in behind all the topics, for it is changing the lives in Africa for better. Societies are going to be transformed.

Cecilia: Information Ethics is indeed the nicest course to teach. Because of the subject matter, the potential, the students are very excited about the course. So we can believe in this course. Especially since it also considers technology.

Elsabe: We already have the template of a possible curriculum, so this might be the way to go. The list should be finalised and we must go the thematic route. Is there anything that can be added to the lists?

Coetzee: The content, subjects/themes/topics, will be distributed to other universities and see whether they can add anything. Afterwards it will be sent to the curriculum developer and have it approved. Only then will it be presented to the students.

Rafael: This is imagining a new way of ethics and ethical living in Africa, it should not remain academic. The focus is on transforming lives; ask what information ethics is?

Nozipho: The transformation of Africa, and African Renaissance. The research topics, the themes, all these things address the African Renaissance. From the Political Eye, how will we uplift Africa? What is the African way of doing things? So, this is very unique for it creates a platform for Africa on which ANIE builds. When we begin to identify with this, when ANIE begins to identify with this; then African countries will identify with this. Therefore, we must define it;

The Information Ethics in Africa Statement (for the press release).

Information ethics (IE) is a descriptive and emancipatory discipline dealing with the study of the changes in the relationship between people and the world due to information and communication technologies.

IE in Africa provides a unique platform to build an Information and Knowledge Society driven by critical reflection on ethos and values within the African Context. It addresses opportunities and challenges unique to the development of African societies.

08:30   **Group 3:**

Information Ethics Curriculum – orientation of lecturers and recruitment of students.

Facilitator: Dr Lawton Hikwa

- Feedback from the ANIE questionnaires
- Methodology and best practices currently in use
- Student numbers – 5 year annual objectives
- Documented proposals by participants
- Proposed decisions

Group discussion 4:

Information Ethics Curriculum – examination.

Facilitator: Prof Isaac Bukenya

- Feedback from the ANIE questionnaires
- Methodology and best practices currently in use
- Method for keeping ANIE records on successful students
- Documented proposals by participants
- Proposed decisions

11:00   **Plenary Session**: Group 3 and 4 report, discussions and decisions

Feedback:

Group 3: Students will make use of their own experiences to inform their relationship towards information ethics. There will also be comparative studies made. The assessments will be creative in the following manners;

- The use of Social Media - Undergraduate
- The application of Theory – Postgraduate.
  - Will be more analytical;
  - Case studies will be implemented;
  - Conceptual Analysis on current issues;
  - Individual/Independent Research which will be guided;
  - Semi-structured essays.

Local arrangements will be made at each university to suit the needs and abilities of the university. Some universities do not have Library and Information Science Departments, so then the courses will be introduced within the faculty. Then it will be spread throughout institutions. Arrangement will be made at the different universities and their departments on how it will be introduces and applied; this is just a guideline, not a prescriptive structure. Note that undergraduates will focus on theory whereas postgraduates will receive the opportunity to go into the field. We all foresee that this course will be implemented on a Second-year level, for the students are not ready yet in their first years for this type of critical thinking. However, all of this will depend on the different institutions/universities on how this will be specifically implemented. Note again, this workshop offers guidelines, not rules.

Group 4:

Six principles or examination guidelines have been decided on. They are;

1. Continuous Evaluation Assessment Opportunities;
2. Discussion groups, case studies and fieldwork for during the semester;
3. One final exam per semester;
4. Bonus points (which do not negatively affect those who didn't do it, but affect those positively who did);
5. Core and Elective courses;
6. External Examinators (especially using the services of the ANIE-group).

The lecturers have much freedom to do what they believe to be the best for the course, but they have to be aware of academic guidelines, i.e. role of external examinators. There will be different approaches marked differently and continuous interaction between the members of ANIE.

13:30   **Discussion and planning of Post-workshop activities -**
               Facilitator: Coetzee Bester
- Listing of participating institutions and role players
- Envisaged support structures for the ANIE project
- Discuss controlled inputs and outputs during participation
- Schedule of visits
- Programme during visits
- Format of ANIE agreements with participating institutions

The following were discussed;

- Thanks to the organisers of the formal part of the ANIE Workshop, Professor Theo Bothma, Coetzee Bester, and Rachel Bothma.
- If UNESCO so desires, the proceedings will be formally transcribed.
- Professor Elsabe Coetzee will advise on the curriculum creation; this document will become populated.
- The content and final report will be sent to Professor Rafael Capurro.
- Afterwards the communication will be sent to the participating universities.
- Possible outcomes will be part of the continuing communication between the participating universities and the members of ANIE.

- The recommendations of this workshop will be sent and hopefully implemented at the universities. If the MOA is signed, we can go to the universities and assist with the implementation. Then we will expect from these universities to do their work, with or without our help.
- We are going to try and organise a pre-2012 ANIE Conference. This will be held for the universities and give them guidance on the type of feedback they need to provide.
- A post-Workshop press release will be made containing the Information Ethics in Africa Statement. It the release we will state what happened and what our objectives are.

I would like to thank the various participators;
- The University of Pretoria – Professor Theo Bothma and his team;
- The ANIE members – Prof's Capurro, Britz, Mutula and Ocholla.
- Tshwane University of Technology – Prof Elsabe Coetzee and Ms Jeannie Snyman.
- Professor Isaac Bukenya (KB) and Dr Lawton Hikwa.
- Our guests from America, Professor Hannes Britz and Ms Shana Ponelis.
- And the Department of Communication's representatives, Mr Lucky Musi and Ms Nozipho Mashiyi.

14:30   **Summary of Research Workshop decisions and the Way Forward – Prof Johannes Britz**

- Vote of thanks
  We should not undervalue the role of this conference; awareness of this must be raised. The value of this workshop is seated in the creation of networks – there is a difference between reading what the people say and meeting those who said it. Therefore, the reading vs. meeting. The next challenge is to focus more on North Africa. Thank you to the D.o.C. for they did not just listen, they participated.
  We had high hopes for ANIE; it has already materialised, it is happening. We are making history.

- Workshop conclusion

14:00   Departure