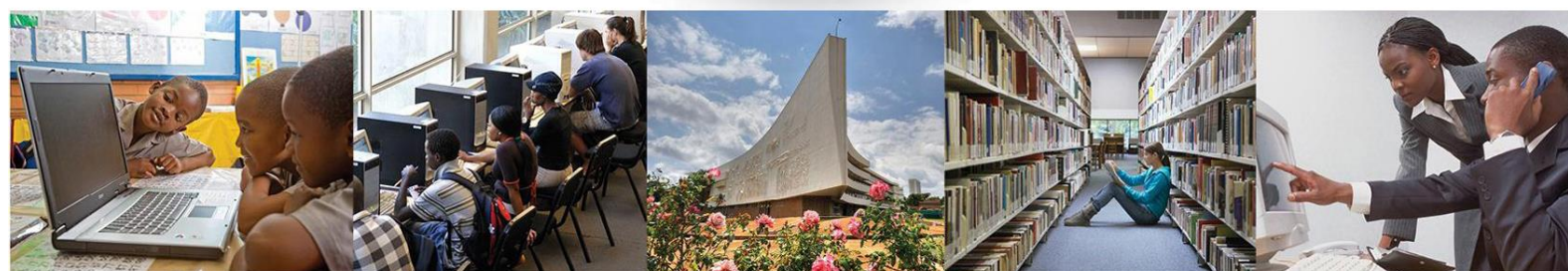


# African Centre of Excellence for Information Ethics

## Annual Report 1 January - 31 December 2011



United Nations  
Educational, Scientific and  
Cultural Organization



Information for All  
Programme  
National IFAP Committee  
for South Africa



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telecommunications  
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Department:  
Telecommunications and Postal Services  
REPUBLIC OF SOUTH AFRICA

**African Centre of Excellence for Information Ethics**

IT 6-46.1 • Department Information Science • Information Technology Building  
University of Pretoria • Private Bag X20 • Hatfield • 0028 • South Africa  
Tel: +27 (0)12 420 5218 • E-mail: [aceie@up.ac.za](mailto:aceie@up.ac.za)

[www.up.ac.za/aceie](http://www.up.ac.za/aceie)



# 2011 Annual Report

## Report period: 1 January to 31 December 2011



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African Centre of Excellence for Information Ethics  
IT 6-46.1 • Department Information Science • Information Technology Building  
Univerisiteit van Pretoria • Private Bag X20 • Hatfield • 0028 • South Africa  
Tel: +27 (0)12 420 5218 • E-mail: rachel.bothma@up.ac.za

[www.up.ac.za](http://www.up.ac.za)



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## Background

This report focuses on the activities completed and launched by the Africa Network for Information Ethics (ANIE) during 2011. These activities relate to the participating parties; UNESCO and the University of Pretoria. The activities include the management and financial matters relating to the UNESCO and University of Pretoria contract; and the compilation and distribution of the Information Ethics Curriculum to various universities in Africa.

### 1. Background on UNESCO participation

The Financing Activities Contract was signed on the 17<sup>th</sup> of May 2011 by Prof TJD Bothma. This contract enabled a high-level research workshop on *Developing Information Ethics in Africa* that was held at the University of Pretoria from the 4<sup>th</sup> to 5<sup>th</sup> of July 2011. ANIE hosted and organised the two day focus group meeting to design a research framework on the development of a toolkit for curriculum design in Information Ethics for African Universities. This workshop was also in line with the ANIE objective to organise an annual research workshop that will focus on relevant information ethics matters in Africa.

### 2. Introduction to the Workshop

The 2011 ANIE Research Workshop was based on the need that was identified during the conference on *‘Teaching Information Ethics in Africa: Current Status, Opportunities and Challenges’* that took place in Gaborone, Botswana during September 2010. Presentations during that conference indicated that Information Ethics is not mainstreamed across tertiary education institutions, but that elements of Information Ethics are only present in several courses in Library and Information Services. Participants at the Botswana event also called for more research to be done in constructing a particular curriculum on the subject taking into account theories, key concepts and history, African Philosophy, case studies and analysis of the case studies. The first ANIE Workshop was held in 2007 and the second in 2009. The outcomes of both workshops are available on the web at <http://www.africainfoethics.org/index.html>. ANIE is a pilot project compiled of 12 identified

participants from African Universities who will work in close consultation with the collaborating partners.

### **3. Participants**

The list of attendance included;

- Mr Coetzee Bester – University of Pretoria
- Prof Theo Bothma – University of Pretoria
- Ms Rachel Bothma - University of Pretoria
- Prof Hannes Britz – University of Wisconsin-Milwaukee
- Prof Isaac Bukenya – Makerere University
- Prof Rafael Capurro – STI-IE
- Prof Elsabe Coetzee – Tshwane University of Technology
- Dr Lawton Hikwa – University of Science and Technology, Bulawayo
- Ms Nozipho Mashiyi – Department of Communication
- Mr Lucky Musi - Department of Communication
- Prof Stephen Mutula – University of Botswana
- Dr Cecilia Penzhorn - University of Pretoria
- Dr Marlene Holmner - University of Pretoria
- Ms Shana Ponelis - University of Wisconsin-Milwaukee
- Ms Jeannie Snyman - Tshwane University of Technology

In addition, the following institutions also contributed to the workshop content:

- Dr Akakandelwa Akakandelwa – University of Zambia
- Ms Kimberly Lynn Douglas – University of Tennessee
- Ms Sarah Kaddu – Uganda Christian University
- Prof Dennis Ocholla – University of Zululand
- Ms Perpetua Dadzie – University of Ghana

### **4. Background to the curriculum research process**

**The June 2011 Workshop on a curriculum for teaching Information Ethics in Africa**

The Africa Network for Information Ethics (ANIE) organised the 2011 ANIE Research Workshop that took place on 4 and 5 July 2011 at the University of Pretoria in Pretoria, South Africa.

The 2011 ANIE Research Workshop focused on activities to develop elements of a curriculum for teaching Information Ethics in Africa. The workshop debated different concepts from the questionnaires that are related to the envisaged curriculum. The questionnaires were received from various participating universities in Africa. The focus of the deliberations was on an African perspective and an Africa-oriented teaching agenda on Information Ethics. The workshop provided guidelines to produce a structured curriculum for the teaching Information Ethics in Africa and identified guidelines towards related learning objectives.

ANIE is involved with the following institutions: UNESCO, the South African Government (Department of Communications), Presidential National Commission on Information Science and Development, University of Pretoria, the Tshwane University of Technology, Moi-University of Kenya, Kenya Polytechnic University College-Kenya, University of Ibadan, Nigeria University of Zululand, University of Botswana, University of Ghana, the National University of Science and Technology in Zimbabwe, Uganda Christian University, University of Zambia, EASLIS Makerere University as well as the University of Tennessee, the University of Wisconsin-Milwaukee, the Capurro-Fiek Foundation (Europe) and the European-based International Centre of Information Ethics.

## **5. Outcomes**

- Media Statement
- Purpose Statement
- Identified Themes
- Research Topics
- Orientation of Lecturers
- Examination
- Curriculum Structure

## Media Statement

It seems that the dilemma with the Information (secrecy) Bill in South Africa is wider than the discussions between South African politicians.

An academic workshop on Information Ethics at the University of Pretoria concluded that part of the problem is that the morals of society are challenged in the process. During these deliberations it was in particular highlighted that a government has an ethical responsibility related to the information rights of its citizens. For example the right of access to information, censorship and the right of privacy. Other issues discussed included social media and ethics, information poverty as well as the impact of intellectual property rights on access to information.

The Africa Network for Information Ethics (ANIE) organised the event that took place on 4 and 5 July 2011 at the University of Pretoria. For this purpose a number of delegates from universities in Africa, Europe and the USA gathered to discuss the principles related to the development of a curriculum for teaching Information Ethics in Africa. The workshop was sponsored by UNESCO, the University of Pretoria and the University of Wisconsin Milwaukee.

This Workshop was the fourth event of its kind dealing with ethical challenges posed by modern information technology for the African continent. The South African Department of Communications is also a major stakeholder in the development of this new and exciting field in Africa. The delegates approved the following statement regarding Information Ethics in Africa:

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.



## Purpose Statement

Information Ethics in Africa is a relatively new field in terms of academics and science. It seeks to establish a discourse regarding the impact that technology has on the life world of Africa's inhabitants and the impact it has on their implementation of technology. Although research has been done, there is a challenge to translate the research into teaching. This is the aim of ANIE; to introduce Information Ethics in a structured curriculum to various identified participant universities. To establish this aim, it is necessary to have a clear understanding of what Information Ethics entail.

As a descriptive theory IE explores the power structures influencing informational and communicational attitudes and traditions in different cultures and epochs. As an emancipatory theory IE develops criticisms of moral, i.e., life-world attitudes and traditions in the information and communication field at an individual and collective level. It includes normative aspects.

IE explores and evaluates:

- the development of moral, i.e., life-world values in the information and communication field,
- the creation of new power structures in the information and communication field,
- information and communication myths,
- hidden contradictions and intentionalities in information and communication theories and practices,
- the development of ethical conflicts in the information and communication field.

As a philosophic discipline, IE takes a holistic view on the phenomenon of human communication as based on the relationship between man and world. This holistic view provides a ground for the integration of other disciplines dealing with information and communication such as anthropology, sociology, political science, information studies, media studies, computer science, social informatics, law and the liberal arts. 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 the African Continent.

This vision will be realised in the implementation of identified themes and topics in a structured Information Ethics curriculum.

## Identified Themes

### 1. Introduction

- Philosophy and Ethics
- The Value, objectives and purpose of IE
- Can you teach IE?

### 2. Moral Values

- UDHR
- Social justice
- Power
- Politics
- E-democracy / e-government

### 3. Privacy

- Surveillance
- Trust

### 4. Information

Security

#### Access

- Information poverty as social dimension of IE
- Digital Divide
- Freedom of Information
- Gender issues

### 5. Cultural issues

- Indigenous Knowledge

### 6. Accuracy and Quality

- Plagiarism

## **7. Intellectual Property**

- Copyright
- Fair dealing and Fair use

## **8. Legislation**

- Ethical reflection on existing legislation in Africa

## **9. Emerging trends and technologies**

- E-waste
- Robotics
- Information and cyber warfare

## **Research Topics**

### **➤ Teaching & learning**

- Research in Teaching of Information Ethics
- Teaching Information Ethics (IE)
- Research in Teaching of IE
- Information ethics teaching and learning
- Curriculum Development
- IE Curriculum Development
- Distance education
- Training lecturers

### **➤ IE and other academic related issues**

- Information ethics and academic disciplines
- Alumni feedback on the value of having taken an information ethics course

### **➤ In the Workplace**

- Ethics in the application of ICTs in the LIS profession
- Information Ethics (IE) challenges in the Workplace
- Service learning

### **➤ IE & Technology**

- Information Ethics in the 21<sup>st</sup> Century
- Ethics in the electronic age
- Ethical issues and emerging technologies
- Converging technologies and their impact on information ethics
- Surveillance and its impact on information ethics
- E-Waste versus information ethics
- Information ethics and technological issues – internet/cyberethics
- “Softer” issues around information security (not computer security)

➤ **Ethics, morals, philosophy etc.**

- Types of ethics
- Moral philosophy
- Natural law
- Philosophical foundation of ethics
- Information ethics philosophy

➤ **Other topics**

- African ethics –Ubuntu
- Information ethics research and activities in Africa and the developing countries
- Information ethics cultural studies
- Information poverty
- Trust
- Privacy
- Freedom of information

### **Orientation of lecturers.**

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.

### **Information Ethics Examination**

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).

## **7. Outcomes of the 2011 Workshop**

Following on the formal feedback various universities however requested a formal report on the progress on the wider spectrum of the ANIE activities to be used by them as part of their annual reports. The curriculum attempts to address different needs for participating universities. Following on the interaction with the universities in Africa who participates in the development of the curriculum to teach Information Ethics in Africa we realised that each university might have its own current position in the process of teaching Information Ethics. These positions could include:

- Universities that are currently teaching full courses in Information Ethics



- Universities who currently teach Ethics in different faculties but wish to include Information Ethics as an academic orientation programme
- Universities who are teaching Information Ethics and wish to standardise content according to the ANIE guidelines
- Universities who wish to start teaching Information Ethics and want to use the ANIE Curriculum guidelines
- Universities who are investigating the possibility to in future teach Information Ethics

## **8. Outcome of the follow-up discussions on the curriculum for teaching Information Ethics that was held between 22 and 27 September 2011 at the University of Wisconsin Milwaukee (UWM)**

The UWM follow-up discussion took place under the auspices of the UWM Vice Chancellor and Provost Prof Johannes Britz. This discussion aimed to add value to the curriculum guidelines that were developed during the ANIE Information Ethics Workshop that took place at the University of Pretoria on 4 and 5 July 2011. The purpose of the UWM discussion was aimed at listing and structuring of concepts for the layout of a proposed curriculum to teach Information Ethics at universities in Africa.

The discussions and workshop were attended by representatives of the following institutions:

- Office of the Provost and DVC at UWM
- University of Zululand
- Tshwane University of Technology
- University of Pretoria
- School of Philosophy UWM
- School of Information Science UWM
- Centre for 21<sup>st</sup> Century Studies UWM

The participants were unanimous that the focus of the content should be on the student and the creating of the awareness of the student towards Information Ethics. Once this has been achieved the further academic development of the student can take place.

The UWM workshop discussed the possibilities of 2 models. The first could be described as a holistic overview with a general awareness of Information Ethics as the main objective, while the second, could be aimed at specific target groups and themes. The first could be a model with focused short courses reflecting the general content of the Information Ethics content. The second will focus on specialised groups with skills towards application as the objective. All undergraduate participants will focus on the level of awareness and the definitions of concepts.

The participants identified a few 'informal' levels of outcomes for the students who were exposed to the content of Information Ethics. These levels include that the students:

- become interested in the content
- must be aware of the content
- must know the content
- must understand the content
- must be able to interpret the content
- must be able to apply the content
- must be able to create new content

### **Finalising the proposed curriculum to teach Information Ethics in Africa**

The outcome and results of the UWM Information Ethics workshop was handed to the ANIE management towards the next step in creating a structure for the curriculum to teach Information Ethics in Africa. The preliminary curriculum was designed and distributed to at least 12 universities across Africa.

ANIE is convinced that the development of the field of Information Ethics is now on a sustainable road that will allow the teaching thereof in Africa and we once again want to thank all those who were committed to make this possible.

The final report is available under Addendum A,

## **9. Conference, AFRICOMM, Zanzibar, November 2011**

Mr Coetzee Bester presented a poster session on the development of Information Societies.

The following were the points of focus of his presentation:

**1. Development as an ICT focus**

**2. Development as an Information Ethics focus**

- Opportunities
- Dangers
- Ethical Monitoring Mechanisms
- Community, culture and humanity involvement

**3. Operational framework to support development initiatives**

- Establishment of the Africa Network on Information Ethics (ANIE)
- Establishment of the Centre of Excellence for Information Ethics in Africa with the support of UNESCO and the Department of Communications in South Africa
- Research projects and Information sessions
- Development of a curriculum to teach Information Ethics in Africa - Pilot Project: 12 universities in Africa
- Information Ethics Advisory Board to support Government and Private Sector development initiatives

### **The support structure of the Africa Network for Information Ethics (ANIE)**

UNESCO

South African Department of Communications

University of Pretoria, South Africa

University of Wisconsin Milwaukee, United States of America

University of Zululand, South Africa

The Capurro-Fiek Foundation (Europe)

The Management structure of ANIE includes the ANIE Academic Board, ANIE Management Executive Committee and ANIE Information Ethics Curriculum design committee.

## **Resources to support the management of the ANIE activities**

As a signatory to the UNESCO and WSIS agreements, the South African Government via its Department of Communications and the Presidential National Commission on Information Societies and Development was amongst others sponsors involved in the support of the Information Ethics in Africa since 2007.

The continuous support culminated into negotiations to ensure the sustainability of the ANIE activities and the implementation of projects in South Africa and other African countries. The negotiations started in 2009 and concluded in 2011 with the approval of an R 7.4m (about \$1m) budget over 3 years according to a Memorandum of Agreement between the University of Pretoria and the Department of Communications. The agreement inter alia envisages a Centre of Excellence for Information Ethics in Africa as well as the implementation of the Information Ethics curriculum at 12 participating universities in Africa. Participating universities will soon be informed about the projects related to the implementation of the curriculum.

## **10. Vote of Thanks**

ANIE would like to express their gratitude towards the following parties for their continuous support;

- The United Nations Educational, Scientific and Cultural Organization (UNESCO);
- The University of Pretoria (UP);
- The University of Wisconsin-Milwaukee (UWM);
- ANIE Executive Members;
- Department of Communication, South Africa.

# Addendum A

## Workshop report





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## 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 6 <sup>th</sup> floor of the Information Technology building at the University of Pretoria in Lynnwood road, Pretoria.
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## Registration and refreshments

09:00	Welcoming remarks	- Prof Theo Bothma
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- ANIE structures and agreements
- ANIE projects
  - 2007 – First ANIE Workshop, the outcomes are on the web.
  - 2009 – 2<sup>nd</sup> ANIE Workshop, Gaborone, Botswana. A number of decisions were taken then; outcomes are also available on the web.
  - The main component of ANIE is a small group, but specialized participation.
    - Workshop methodology
  - Dinner will be held at Cynthia's Indigo Moon. Lunch will be served at Burgundy's both on Monday and Tuesday.
  - It is a pilot project compiled of 12 Universities.

- 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. They thus form the first group of participants.
  - 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.
  - 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:
      - Mr Coetzee Bester
      - Prof Theo Bothma – University of Pretoria
      - Ms Rachel Bothma - University of Pretoria
      - Prof Hannes Britz – University of Wisconsin-Milwaukee
      - Prof Isaac Bukenya – Makerere University
      - Prof Rafael Capurro – STI-IE
      - Prof Elsabe Coetzee – Tshwane University of Technology
      - Dr Lawton Hikwa – University of Science and Technology, Bulawayo
      - Ms Nozipho Mashiyi – Department of Communication
      - Mr Lucky Musi - Department of Communication
      - Prof Stephen Mutula – University of Botswana
      - Dr Cecilia Penzhorn - University of Pretoria
      - Dr Marlene Holmner - University of Pretoria
      - Ms Shana Ponelis - University of Wisconsin-Milwaukee
      - 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 Mutula 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 3<sup>rd</sup> 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

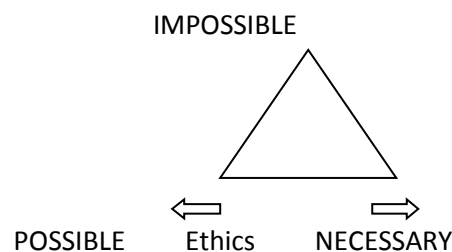


information is close. It is necessary to do something at this level of Bio – and Information Ethics. The needs of the people require academic reflection. This is a social challenge calling for thinking and the invention of a new field. The essence of science and philosophy answers a call between man 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;



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 University of Pretoria. The dynamic is not to redesign, but to redefine. This needs true African reflection, recourse to African philosophy. Ethical discourse should be built 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.

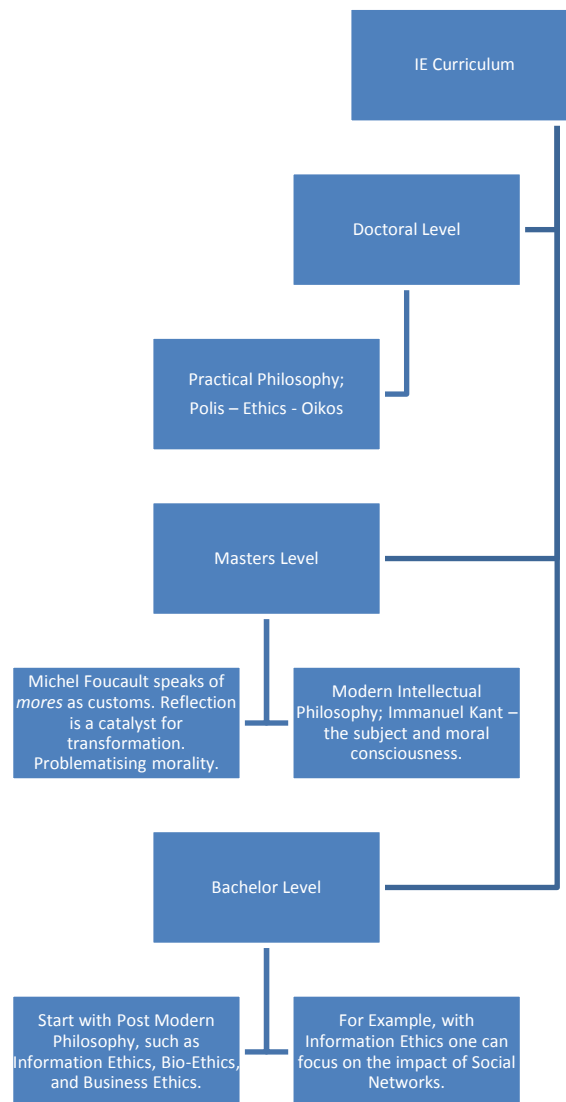
**Coetsee Bester:** We would have to think practically, for example, have 20 topics. It should be part of an Information Ethics teaching programme; maybe focus on short courses for government officials such as police officers, teachers, etc. And then start teaching pre-graduates. Is that a practical 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 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> 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 than 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 in such a way as to provide opportunities for critical reflection, i.e. the crises of Germany.





**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.saqsa.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)

**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 introduced 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;

11. Continuous Evaluation Assessment Opportunities;
12. Discussion groups, case studies and fieldwork for during the semester;
13. One final exam per semester;
14. Bonus points (which do not negatively affect those who didn't do it, but affect those positively who did);
15. Core and Elective courses;
16. 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 examiners. 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. In 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



