

African Centre of Excellence for Information Ethics

Annual Report 1 January - 31 December 2013



United Nations
Educational, Scientific and
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Information for All
Programme
National IFAP Committee
for South Africa



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UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA



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

www.up.ac.za/aceie



2013 Annual Report

Report period:

1 January to 31 December 2013



UNIVERSITEIT VAN PRETORIA
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Purpose of Document

1.1. Background to the Report

This report focuses on the activities planned and completed by the African Centre of Excellence for Information Ethics (ACEIE) during 2013. These activities relate to the participating entities that include the Africa Network for Information Ethics (ANIE), United Nations Educational, Scientific and Cultural Organisation (UNESCO), the Department of Communications (DoC) and the University of Pretoria (UP). This report include the management and financial matters relating to the contract between the University of Pretoria and the Department of Communications; the compilation and distribution of the Information Ethics Curriculum to the participating universities in Africa; various workshops and Information Ethics research projects.

Background on the establishment of the ACEIE

The ACEIE activities are all based on a formal Memorandum of Agreement (MoA) between the South African Department of Communications and the University of Pretoria. The ACEIE is based at the Department of Information Science within the Faculty of Engineering, Built Environment and Information Technology at the University of Pretoria and is managed according to the policies and procedures of the University of Pretoria. The ACEIE was established according to a UP Senate decision on 17 May 2012.

1.2. Information Ethics Purpose Statement

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.

The following definition of Information Ethics appears in the *Concepts in Information Ethics, An introductory workbook* edited and developed by le Sueur, C., Hommes, E. & Bester, B.C. (2013).

[Information Ethics is a] branch of applied ethics that studies what is morally good or bad, specifically in the context of the handling of Information, and the Information Age.

Information Ethics is a branch of applied ethics.. IE deals with issues like justice, fairness, freedom and human dignity and what is morally right or wrong on three levels:

- (1) Macro level: The broad social and environmental issues attributed to the features of the Information Age (like the Digital Divide and e-Waste),
- (2) Meso level: Questions arising in the sphere of public policy, discourse and regulation of information (like Censorship), and
- (3) Micro level: The day-to-day handling of information throughout the Information life-cycle (like Plagiarism).

IE topics include *Information and ICT based*:

- *conditions* (information- poverty, literacy, access)

- *crimes* (cracking, identity theft/fraud)
- *experiences* (information- overload and anxiety, cyberbullying)
- *rights and responsibilities* (information privacy, cyber-citizenship, social responsibility, accountability etc.)

According to the African Network for Information Ethics, “Information Ethics is a relatively new concept that developed as part of the growing availability and use of ICTs [and studies] the changes in the relationship between people and the world due to information and communication technologies”. Essentially, ancient, modern and contemporary approaches to ethics are employed to address current, developing and foreseeable ethical issues that arise with the increasing prominence of the role of information and ICTs. ¹

1.3. Main focus points of the MoA

- 1.3.1. promote academic research in the field of Information Ethics;
- 1.3.2. develop tools for the practical application of ethical reasoning;
- 1.3.3. ensure that the opportunities offered by the developing Information Society are effectively utilised for socio-economic advancement and a better life for all;
- 1.3.4. establishment an office and manage the administrative operations of the ACEIE;
- 1.3.5. support establishment of other Ethics Centres in Africa through the African Ethics Research Centre Network;
- 1.3.6. convening, coordination and administration of Ethics Conferences, and follow-up implementation of the conference resolutions;
- 1.3.7. hosting of Ethics Award Ceremonies in collaboration with other partners as determined;
- 1.3.8. the Centre will focus on research and training in Information Ethics; and
- 1.3.9. ensure research and publication of Information Ethics Journals.

¹ le Sueur, C., Hommes, E. & Bester, B.C. (2013). *Concepts in Information Ethics, An introductory workbook*. Pretoria: African Centre of Excellence for Information Ethics.

1.4. ACEIE Objectives

Below follows an overview of the objectives of the African Centre of Excellence for Information Ethics (ACEIE) for the period of the Memorandum of Agreement.

1.4.1. ACEIE OBJECTIVE 1

Development of Information Societies

To create an awareness of the importance of information in different communities and amongst responsible persons and information practitioners, in terms of where to access information and overcome inequalities in the access to information, how to integrate it, and to create awareness of societies' dependence on information.

This objective was met on 30 accounts. Each activity undertaken by the ACEIE endeavoured to raise awareness on Information Ethics and actively promoted the objectives of the ACEIE.

1.4.2. ACEIE OBJECTIVE 2

Provide training to government officials

To provide training for government officials in different areas of government with respect to ethical reasoning applied to e-government; and ensuring awareness of ethical issues arising from the management of information amongst information practitioners.

This objective was met on 10 accounts. Activities involving government officials took place predominantly during local government and workshops and international events, such as UNESCO activities and Information Ethics Workshops. Both international workshops, in Uganda and Tanzania, involved not only academics, but also government officials. The participation was unexpected and yet contributed immensely to collaboration opportunities between government and academic attendees.

1.4.3. ACEIE OBJECTIVE 3

Education in information ethics

To develop short courses to enhance ethical reasoning amongst information practitioners.

This objective was met on 12 accounts. Although all the workshops focussed on the roll-out of an Information Ethics curriculum at African universities, the workshops also necessitated the discussion of shorter, more implementable, courses on Information Ethics which can be used by all information practitioners.

1.4.4. ACEIE OBJECTIVE 4

Community development activities

To promote the effective and ethical use of information for different communities, such as ensuring SMMEs are aware and able to handle responsibly information flows using ICTs, such as for access market information, business marketing, and in running businesses.

This objective was met on 6 accounts. Certain workshops, such as the Limpopo Provincial Workshop and Tanzania Workshop, involved members of local community forums. In addition, the ACEIE was invited by community institutions, like the Maria van Riebeeck Club, to present at and attend their events.

1.4.5. ACEIE OBJECTIVE 5

Knowledge distribution

To ensure the development of the information ethics teaching curriculum amongst 12 African universities participating in the teaching of Information ethics.

This objective was met on 11 accounts. This objective is the focal point of all ACEIE activities, during workshops and meetings alike, since it seeks to address the need for an Information Ethics Curriculum and also to stimulate research on Information Ethical issues.

1.4.6. ACEIE OBJECTIVE 6

Internationalisation of Information Ethics policies and practises:

To promote key proposals and research as agreed concerning the research on Information Ethics and its application, for consideration within African and International inter-governmental organisations, such as the AU, African Regional Communities and UNESCO structures.

This objective was met on 10 accounts. Various African countries were visited and workshops were conducted in each country. These workshops were attended by academic personnel, government officials and students. The expansion of the African Network on Information Ethics (ANIE) has now been expanded to 12 African countries within 35 academic and non-academic intuitions.

Research Activities 2013

Information Ethics in Africa – Cross-cutting Themes

The Handbook for Information Ethics was compiled by international recognised academic role players. These acclaimed academics contributed chapters to the Handbook for Information Ethics on topics that are both practical and relevant for researchers and students in Information Ethics. The Handbook for Information Ethics is aimed at the learning and teaching environment as well as the research as post graduate fraternity. The ACEIE envisaged the inclusion of this Handbook for Information Ethics to form an important part of the learning, teaching and research activities for Information Ethics in Africa.

Ocholla, D.N., Britz, J.J., Capurro, R., & Bester, B.C. (eds) (2013). *Information Ethics in Africa: Cross-cutting Themes*. Pretoria: African Centre of Excellence for Information Ethics (ACEIE).

Concepts in Information Ethics – an Introductory Workbook

This workbook in the format of a lexicon was researched and compiled to address the need for easy reference on the use and meaning of concepts in Information Ethics. More than 65 concepts were prioritised and alphabetically listed in the workbook. This workbook is aimed at non-professional information practitioners and students who enter the field of Information Ethics.

le Sueur, C., Hommes, E., & Bester, C. (Eds). 2014. *Concepts in Information Ethics - an introductory workbook*. Pretoria: African Centre of Excellence for Information Ethics (ACEIE).

Innovation Journal on articles related to Information Ethics in Africa

The July/August 2013 edition of the Innovation Journal was dedicated to academic articles related to Information Ethics in Africa. The Africa-focused content holds 14 peer reviewed academic articles that will form a research base for students interested in Information Ethics. This journal was compiled under the auspices of the Africa Centre of Excellence for Information Ethics. Articles were published by the University of Pretoria personnel as well as by renowned researchers commissioned by the ACEIE.

Contents:

Chronological discussion of ANIE events 2007- 2012

Coetzee Bester and Rachel Bothma

University of Pretoria personnel

Medicine 2.0: Reflections on a pathology of the information society

Rafael Capurro

Commissioned by the ACEIE

When the last mile becomes the longest mile: a critical reflection on Africa's ability to transform itself to become part of the global knowledge society

M Holmner and J J Britz

University of Pretoria personnel

Electronic waste: the leading information ethical concern of the information age

Marlene A. Holmner and Laetitia Marais

University of Pretoria personnel

Trends in transition from classical censorship to Internet censorship: selected country overviews

Constance Bitso, Ina Fourie and Theo J.D. Bothma

University of Pretoria personnel

Intelligent Transport Systems: privacy, security and societal considerations within the Gauteng case study

E Hommes and M Holmner

University of Pretoria personnel

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

1.5. Institutions that comprise the support structure of ANIE and the ACEIE:

- 1.5.1. UNESCO
- 1.5.2. South African Department of Communications
- 1.5.3. University of Pretoria, South Africa
- 1.5.4. University of Wisconsin Milwaukee, United States of America
- 1.5.5. University of Zululand, South Africa
- 1.5.6. The Capurro-Fiek Foundation (Europe)
- 1.5.7. The Management structure of ANIE includes the ANIE Academic Board, ANIE Management Executive Committee and ANIE Information Ethics Curriculum design committee.

1.6. 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 contributed to the establishment of the African Centre of Excellence for Information Ethics (ACEIE) as well as the implementation of the Information Ethics curriculum at 12 participating universities in Africa.

Participating Institutions and ACEIE Activities of 2013

1.7. Current participating (non-)academic institutions in Africa

- 1.7.1. North West University, South Africa
- 1.7.2. University of the Free State, South Africa
- 1.7.3. Cape Peninsula University of Technology, South Africa
- 1.7.4. University of Zululand, South Africa
- 1.7.5. University of Pretoria, South Africa
- 1.7.6. Tshwane University of Technology, South Africa
- 1.7.7. Central University of Technology, South Africa
- 1.7.8. University of Fort Hare, South Africa
- 1.7.9. Rhodes University, South Africa
- 1.7.10. University of Limpopo, South Africa
- 1.7.11. University of KwaZulu-Natal, South Africa
- 1.7.12. National Institute for the Deaf, South Africa
- 1.7.13. Monash University, South Africa
- 1.7.14. Intel, South Africa
- 1.7.15. University of Botswana, Botswana
- 1.7.16. University of Technology, Bulawayo, Zimbabwe
- 1.7.17. University of Ghana, Ghana
- 1.7.18. Kenya Polytechnic University College, Kenya
- 1.7.19. University of Nairobi, Kenya
- 1.7.20. Kenyatta University, Kenya
- 1.7.21. Moi University, Kenya
- 1.7.22. Marist International University College, Kenya
- 1.7.23. Mount Kenya University, Kenya
- 1.7.24. University of Ibadan, Nigeria
- 1.7.25. Somalia University, Somalia

- 1.7.26. Sudan University of Science and Technology, Sudan
- 1.7.27. State University of Zanzibar, Tanzania
- 1.7.28. Zanzibar Institute of Financial Administration, Tanzania
- 1.7.29. University College of Education Zanzibar, Tanzania
- 1.7.30. Nelson Mandela African Institute of Science and Technology, Tanzania
- 1.7.31. University of Zanzibar, Tanzania
- 1.7.32. Tumaini University, Tanzania
- 1.7.33. Makerere University, Uganda
- 1.7.34. Uganda Christian University, Uganda
- 1.7.35. University of Zambia, Zambia

Management Structures

1.8. Advisory Board

- 1.8.1. Prof Roelf Sandenbergh (Chairperson)
- 1.8.2. Prof Theo Bothma
- 1.8.3. Prof Rafael Capurro
- 1.8.4. Prof Dennis Ocholla
- 1.8.5. Prof Stephen Mutula
- 1.8.6. Dr Constant Okello-Obura
- 1.8.7. Mr Themba Phiri (or representative)
- 1.8.8. Ms Nozipho Sihlahla
- 1.8.9. Mr Lucky Musi
- 1.8.10. Mr Coetzee Bester
- 1.8.11. Ms Candice le Sueur
- 1.8.12. Ms Rachel Bothma

1.9. ACEIE Office Personnel

- 1.9.1. Mr Coetzee Bester (Director)
- 1.9.2. Mr Hercules Boshoff (Junior Research Officer)

- 1.9.3. Ms Rachel Bothma (Junior Research Officer)
- 1.9.4. Candice le Sueur (Junior Research Officer)
- 1.9.5. Ms Thoriso Maloka (Office Assistant)

1.10. UP Management Committee

- 1.10.1. Prof Theo Bothma
- 1.10.2. Mr Coetzee Bester
- 1.10.3. Ms Rachel Bothma

1.11. DoC Project Management Committee

- 1.11.1. Ms Nozipho Sihlahla
- 1.11.2. Mr Lucky Musi
- 1.11.3. Ms Ledile Makgoale
- 1.11.4. Mr Coetzee Bester
- 1.11.5. Ms Rachel Bothma
- 1.11.6. Ms Candice le Sueur
- 1.11.7. Ms Thoriso Maloka

Dates of the ACEIE activities – 2013

NAME OF INSTITUTION	NAME OF EVENT	DATE	VENUE	ACEIE Objective/s
1.12. University of Pretoria, Department of Communication	PMC meetings	Monthly and when required	ACEIE at Univ. of Pretoria or DoC offices	1
1.13. University of Limpopo	Preparatory Meeting	28 January 2013	Univ. of Limpopo	1
1.14. Universities of KwaZulu-Natal and Zululand	Preparatory Meeting	9 February 2013	Univ. Pretoria	1
1.15. University of North West	Preparatory Meeting	15 February 2013	Univ. Pretoria	1
1.16. WSIS +10 Meeting	Summit	25 to 28 February 2013	Paris	1, 2, 6
1.17. University of Free state	Provincial workshop	15 March 2013	Univ. of Free State	1, 3, 5
1.18. ICT 4 Higher Education	Summit	18 and 19 March 2013	Johannesburg	1, 3
1.19. Universities of KwaZulu-Natal and Zululand	Provincial workshop	26 March 2013	Univ. of Zululand	1, 3, 5
1.20. Lex Informatica/Cyberlaw/IE	Conference	4 and 5 April 2013	Univ. of Pretoria	1, 2
1.21. PPA Conference	Conference	7 April 2013	Monash University	1
1.22. University of Limpopo	Provincial workshop	12 April 2013	Univ. of Limpopo	1, 2, 3, 5

1.23. Research Ethics Integrity and Quality Assurance	Conference	18 and 19 April	Johannesburg	1, 3
1.24. SASA Conference	Conference	25 to 28 April	Univ. of Limpopo	1, 2, 6
1.25. Cape Peninsula University of Technology	Preparatory Meeting	13 May 2013	Cape Peninsula University of Technology	1
1.26. Maria van Riebeeck Club	Annual Event	21 May 2013	Johannesburg Country Club	1, 4
1.27. University of North West	Provincial workshop	24 May 2013	Univ. of North West - Potchefstroom	1, 3, 5
1.28. University of Pretoria	Undergraduate Student Conference	28 to 30 May 2013	Univ. of Pretoria	1, 3
1.29. e-Learning Summit	Summit	28 May to 1 June 2013	Windhoek, Namibia	1, 3, 6
1.30. ANIE Workshop Uganda	Workshop	29 June to 2 July 2013	Makerere University	1, 2, 5, 6
1.31. Cape Peninsula University of Technology	Provincial workshop	30 July to 1 August 2013	Cape Peninsula University of Technology	1, 2, 3, 5
1.32. Curriculum Meeting	ACEIE meeting	2 September 2013	Univ. of Pretoria	1,3
1.33. University of Zululand	Information Ethics Conference	4 to 5 September 2013	Univ. of Zululand	1, 6
1.34. University of Zululand	Student Workshop	6 September 2013	Univ. of Zululand	1
1.35. Advisory Board Meeting	ACEIE meeting	9 September 2013	Univ. of Pretoria	1

1.36. Information Ethics Colloquium	Academic Colloquium	11 September 2013	Univ. of Pretoria	1
1.37. University of Pretoria	Provincial workshop	13 September 2013	Univ. of Pretoria	1, 2, 3, 5
1.38. South African National Defence Force	ACEIE Marketing Activity	10 October 2013	SANDF venue	1, 2, 4
1.39. ANIE Workshop Tanzania	Workshop/ Curriculum	22 to 29 October 2013	Universities of Dar Es Salaam and Zanzibar	1, 5, 6
1.40. South African NatCom	Unesco General Meeting	9 to 14 November 2013	Paris, France	1, 2, 6
1.41. ACEIE Planning meetings for 2014 <ul style="list-style-type: none"> • UNESCO SANatCom • Parliamentary Portfolio Committee of Communication • National Institute for the Deaf • Intel 	Awareness and planning meetings	2 to 5 December 2013	Cape Town and Worcester	1, 3, 4

Brief report of activities between December 2012 and December 2013

NAME OF INSTITUTION	NAME OF EVENT	DATE	VENUE	Addenda
1.1 University of Pretoria, Department of Communication	PMC meetings	Monthly and when required	ACEIE at Univ. of Pretoria or DoC offices	A
1.2 ACEIE	Website update	When required	ACEIE office	B

1.3 University of Limpopo	Preparatory Meeting	28 January 2013	Univ. of Limpopo	A
1.4 Universities of KwaZulu-Natal and Zululand	Preparatory Meeting	9 February 2013	Univ. Pretoria	A
1.5 University of North West	Preparatory Meeting	15 February 2013	Univ. Pretoria	Telephonic no minutes
1.6 WSIS +10 Meeting	Summit	25 to 28 February 2013	Paris	C
1.7 University of Free state	Provincial workshop	15 March 2013	Univ. of Free State	C
1.8 ICT 4 Higher Education	Summit	18 and 19 March 2013	Johannesburg	
1.9 Universities of KwaZulu-Natal and Zululand	Provincial workshop	26 March 2013	Univ. of Zululand	C
1.10 Lex Informatica/Cyberlaw/IE	Conference	4 and 5 April 2013	Univ. of Pretoria	C
1.11 PPA Conference	Conference	7 April 2013	Monash University	C
1.12 University of Limpopo	Provincial workshop	12 April 2013	Univ. of Limpopo	C
1.13 Research Ethics Integrity and Quality Assurance	Conference	18 and 19 April	Johannesburg	C
1.14 SASA Conference	Conference	25 to 28 April	Univ. of Limpopo	C
1.15 Cape Peninsula University of Technology	Preparatory Meeting	13 May 2013	Cape Peninsula University of Technology	A
1.16 Maria van Riebeeck Club	Annual Event	21 May 2013	Johannesburg Country Club	C

1.17 University of North West	Provincial workshop	24 May 2013	Univ. of North West - Potchefstroom	C
1.18 University of Pretoria	Undergraduate Student Conference	28 to 30 May 2013	Univ. of Pretoria	C
1.19 e-Learning Summit	Summit	28 May to 1 June 2013	Windhoek, Namibia	C
1.20 ANIE Workshop Uganda	Workshop	29 June to 2 July 2013	Makerere University	C
1.21 Cape Peninsula University of Technology	Provincial workshop	30 July to 1 August 2013	Cape Peninsula University of Technology	C
1.22 Curriculum Meeting	ACEIE meeting	2 September 2013	Univ. of Pretoria	D
1.23 University of Zululand	Information Ethics Conference	4 to 5 September 2013	Univ. of Zululand	C
1.24 University of Zululand	Student Workshop	6 September 2013	Univ. of Zululand	C
1.25 Advisory Board Meeting	ACEIE meeting	9 September 2013	Univ. of Pretoria	A
1.26 Information Ethics Colloquium	Academic Colloquium	11 September 2013	Univ. of Pretoria	C
1.27 University of Pretoria	Provincial workshop	13 September 2013	Univ. of Pretoria	C
1.28 South African National Defence Force	ACEIE Marketing Activity	10 October 2013	SANDF venue	
1.29 ANIE Workshop Tanzania	Workshop/ Curriculum	22 to 29 October 2013	Universities of Dar Es Salaam and Zanzibar	
1.30 South African NatCom	Unesco General Meeting	9 to 14 November 2013	Paris, France	

1.31 ACEIE Planning meetings for 2014 1.32 UNESCO SA NatCom 1.33 Parliamentary Portfolio Committee of Communication 1.34 National Institute for the Deaf and Intel	Awareness and planning meetings	2 to 5 December 2013	Cape Town and Worcester	
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Way Forward

During the past three years the ACEIE established a structure to represent South Africa and the African continent within the new science of Information Ethics, the UNESCO WSIS objectives and more specifically, with the WSIS Action Line C 10. These results created an opportunity to support the Department of Communications in its research and development objectives in serving the South African Information and Knowledge Society as well as the Communications and Information community in Africa.

According to UNESCO WSIS Action line C10 the Information Society should be subject to universally held values and promote the common good and to prevent abusive uses of ICTs. In order to achieve this the ACEIE will continue during 2014 with its objectives to create awareness on Information Ethics and sustain the current research and development programmes that include the design and implementation of a curriculum to teach Information Ethics at universities in Africa. These programmes will include workshops, research and publications as well as the 4th ANIE International Conference on Information Ethics that will be held in Uganda.

The next phase of the work on Information Ethics in Africa is envisaged to include the Department of Communications, UNESCO and the ACEIE as a team with knowledge, skills, commitment and resources to continue with research on matters of policy and governance of matters related to the Information Society. The period from 2015 to 2019 will focus on WSIS 2015 and a consolidated effort to create ethical behaviour in the management of the information life cycle in Africa. The focus will be on youth, women and rural communities and will address their responsibilities, challenges and opportunities to become part of and operate in the information society both locally and internationally.

The ACEIE 2012 to 2014 period created structures, knowledge and practical skills on topics that were not yet fully embraced in Africa. During this time the ACEIE, DoC and other role players developed a respected platform for Information Ethics in Africa, UNESCO and the international information society. In the 2015 to 2019 period the ACEIE will use this platform to further research, disseminate knowledge and put Information Ethics as an ability and expertise in the hands of the governments, countries and communities as well as households and individuals all over Africa. During this time research will focus mainly on matters related to WSIS 2015 outcomes as well as Big Data, cyber security and ways to escape cybercrimes.

The ACEIE looks forward to include government, the DoC, UNESCO, academic institutions and the private sector in a formidable team with knowledge and resources to further build on ethical behaviour in the knowledge and information society in Africa.


Vote of Thanks

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

- 1.35 All the stakeholders at above-mentioned universities and institutes;
- 1.36 The United Nations Educational, Scientific and Cultural Organization (UNESCO);
- 1.37 The University of Pretoria (UP);
- 1.38 The University of Wisconsin-Milwaukee (UWM);
- 1.39 ANIE Executive Members; and
- 1.40 Department of Communications (DoC), South Africa.

Addendum A

Agenda and Minutes



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Agenda & Minutes

PMC Meeting

15 January 2013

09:30-11:00

PNC-ISAD, DoC



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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

www.up.ac.za/aceie

Agenda

1. Welcoming
2. List of presence
3. Approval of the minutes
4. Finances
 - a. Finalisation of Financial 2012 Report
 - b. March 2013; next DoC payment
5. ACEIE Annual Report 2012
6. WSIS Process Paris
 - a. Contribution towards the report
 - b. Attending the meeting in Paris, 25 – 27 February 2013
7. ACEIE 2013 activity planning:
 - a. Meeting with Mrs Nhlapo
 - b. Provincial workshops' update
 - c. June 2013 Journal, action to be taken in January
 - d. Department of Basic Education/Department of Higher Education and Training
 - e. Compile and publish 2nd Information Ethics Reader based on 3rd ANIE Conference, September 2012
 - f. Student conference
 - g. University visits
 - h. Africa workshop
 - i. Prof Capurro visit November 2013
8. Matters to be registered on the agenda for the next meeting
9. Date, time and venue of the next meeting
10. Concluding remarks.
11. Closing

Minutes of the meeting that took place on 15 January 2013 at 09h30.

1. Opening and welcoming

- Meeting commences 09:30.

2. List of presence

- Nozipho Mashiyi (NM), Position: Director e-Education
- Lucky Musi (LM), Position: Deputy Director e-Education
- Coetzee Bester (CB), Position: Executive Director of the ACEIE.
- Rachel Bothma (RB), Project Coordinator.
- Thoriso Maloka (TM), Office assistant: ACEIE

3. Approval of Agenda

- There is an added point on the Agenda: Mr Nischal Jeram (NJ).
- LM's duplication approved and adopted

4. Mr Nischal Jeram (NJ).

- Nischal has been appointed to support with database development as well as research.
- He will assist with the academic database, he will also capture and categorise information of all presentations, all video clips etc.

5. Finances

- a) 2012 Financial Report

CB-

- Financial report 2012 will hopefully be completed by the end of January.

NM-

- Use the format that was provided by UP Advisory Board.
- Submitting by month end will allow the processing of the next DoC payment.

6. Annual Report

CB-

- Consider a format that is similar to the DoC report.
- There should be a content agreement before design and printing.
- We must also look at specific in house formulation, whereby the DoC's input will be requested.

NM-

- The draft of the initial report should be in by the 22nd, as it will be needed for the ad-hoc meeting.

RB-

- Rachel to send the report to UP and DoC.

NM-

- The next payment will take place on the 31st of March 2013.

CB-

- The Legal position of when the MoA will come to an end- possibility to extend objectives, time and budget.

LM/NM-

- This matter will be discussed again.
- Nozipho and Lucky to meet with the legal and finance department

7. Matter has been registered under point 7

8. 2012 Activity Planning

- To call Mrs Nhlapo and arrange a date to meet with her.
- Update: Methodology and guidelines of MoA. **NB:** government officials must attend.
- KZN - University of Zululand and University of Kwazulu Natal
 - The event will still be finalised during a pre-workshop meeting with Prof's Mutula and Ocholla.
 - Agenda:
 - 1) Handbook
 - 2) Format
 - 3) Workshop
 - 4) Student Conference
- Free State: 15 March 2013
 - The event may take place with or without Vodacom.
 - Budget approximately 51K.
- Eastern Cape
 - More Universities; Walter Sisulu+ Nelson Mandela Metropolitan.
 - Venue: Fort Hare University.

- Gauteng
 - Other events - organise the event in concurrence with other events.
 - Snail attorneys - perhaps pre-conference workshop?
- North West
 - Workshop perhaps on the Mafikeng campus of the North West University. Dates and venue still to be confirmed.
- Western Cape
 - CB has a scheduled meeting with the Minister of Education.
- Mpumalanga
 - TUT - Nelspruit
- Northern Cape
 - No contacts yet
- Limpopo
 - Phillip Venter (April)
- Eastern Cape
 - The DG has shown interest, and Nozipho will be the contact person between ACEIE and office of the Premier.
 - The workshop will remain at Fort hare.

LM/NM-

- b) Journal - Abstracts are being collected for the Journal.
- c) Involvement of the Department of Education and Department of Higher Education and Training.
 - Ready for meeting.

CB-

- The two departments have to be informed.
- d) 2nd Reader
 - There will be no duplication of between the 2nd Reader and the Innovation Journal. The format and content will differ.
- e) Student conference
- f) Africa visits: Nigeria; Ghana, Uganda, Tanzania

- Africa workshops for those living in the country. ACEIE is not paying for flight tickets.
- We need to manage the process and plan according to the MoA.
- There is a concern of not having any events in SADC.

g) Prof Capurro – During November 2013

9. WSIS +10

- NM to follow up with Jim Patterson with programme of WSIS.
- UNESCO general conference will take place in Sept/Oct 2013.
- Jim Paterson to give guidance.

10. Next Meeting

- Date: 6 February 2013
- Time: 09:00
- Venue: PNC- ISAD

11. Other Matters

- Nemisa - Meeting Thabang on Friday at 09:00

12. Closing

- Meeting ends at 10:40

Minutes

28 January 2013

Meeting with the University of Limpopo

10:00



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1.Opening and welcoming

- Meeting commences 10:20.
- Professor Sibara welcomes attendees.

2.List of presence

- Prof Sibara (PS), University of Limpopo
- Dr Sing (DS), University of Limpopo
- Lucky Musi (LM), Position: Deputy Director: e-Education.
- Coetzee Bester (CB), Position: Executive Director of the ACEIE.
- Rachel Bothma (RB), Project Coordinator.
- Thoriso Maloka (TM), office assistant: ACEIE.
- Absent: Prof Venter.

3.Approval of Agenda

- No amendments to the agenda.

4.Center Background

CB-

- The center was started by academics. It was decided that the center should be housed at the University of Pretoria, and it isn't necessarily a UP initiative.
- The focus is on Action line C10 provided by WSIS.
- The involvement of African Universities is mentioned.
- The objectives of this meeting;
 - To involve the University of Limpopo through any given faculty.
 - To create awareness among the people.
- Provincial workshops will be organised by the participating Universities within the provinces
- The aim of these workshops is to bring in community role players, and also important to include students.
- Request that the workshop should be done with the contribution from UL

5. Curriculum

PS-

- Development of the curriculum: is it a module that is offered at higher learning institutions?

CB-

- Part of the Job is to teach IE within the African context, how and why it will be practical in Africa.
 - Create a curriculum that will teach IE.
 - Important themes were put together in 2011 as a proposal.
 - CB/RB to send the proposed document.
- Universities have been given tasks to take on the concept and decide how it will be implemented within their Universities.

CB/RB-

- It is an interesting field which can attract people from different spheres, and also a great opportunity which can teach ethics across different levels.
- The textbook is currently under construction, and different articles are also available.

PS-

- What are the requirements needed to join?

DS-

- All that is required is for an organisation to show interest; a workshop will then be organised to give a more detailed understanding.

6. Provincial Workshop

- It would be great to first have an idea before involving other members from UL.
- Great suggestions. To decide in a date whereby the workshop can be held. ACEIE will work out a programme and ensure that other role players are involved.

- Venue is important and appropriate to host on campus, the object is to have atleast 25-50 people
- It would be more appropriate to host it at the Turfloop Graduate School of leadership.

a) Budget

- UL to supply venue and parking and venue.
- ACEIE will pay for refreshments (must be registered on a UP database).
- ACEIE brings files and documentation.
- UL is welcome to provide stationery.

b) Workshop Invitation

- Indication of outgoing invites
 1. DoC- IGR (invites government officials within Limpopo)
 2. Center- Very few from this side
 3. University of Limpopo- NGO's within the province (Community role players etc.)
 4. UL to invite satellite dishes such as TUT, UNISA etc.
- It is necessary to have a RSVP place.

DS-

- To give a list of registered people and create name tags for participation.

c) Branding

- Center has own pull up banners. Other partners will also bring.
- UL will also bring branding material.

d) Date

- Prof Venter suggested that an extra day to be added to the SASA conference.
- ACEIE to identify a few dates then will be decided on at a later stage.
- RB to put SASA dates on there in case UL decides to have separate dates.
- Date should not be later than June.
- Prof Sibara confirms that partnering with the center will still be possible.
- CB acknowledges Prof Venter for his interest and approach.

7. Expectation of strategic partners

- Vodacom is one of the participants.

- They will decide whether they will participate or not.
- FPB, Intel and DoJ.

8. Other Matters

- Prof Sibara to sort out own staff as to who will attend, although there will be a necessary measure to make aware of UL staff.
- Center will bring copies textbook and reader.
- DS will check the availability of the venue, after dates have been identified.

DS-

- Choosing the date will not be a problem, but not sure whether it will be a good idea to link with the SASA conference.
- DS to create general invitations.
- LM is happy with the arrangements, and acknowledges that it is money well spent.
- DS is happy with the development of the curriculum, as students can carry it out and implement in industry.
- UL should be registered on the UP database as one of the participants.
- DOC and University (UL) marketing and communications to organise at least a newsletter and a united newsletter.
- LM suggests that UL should invite their media studies students.
- DS will alert the UL media department

9. Closing

- Meeting ends at 11:20

Agenda & minutes

PMC Meeting

6 February 2013

10:00-10:40

PNC-ISAD



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Agenda

1. Welcoming
2. List of presence
3. Approval of the previous minutes
4. Amendments to the agenda
5. Finances
 - a. Finalisation of Financial 2012 Report
 - b. March 2013; next DoC payment
6. ACEIE Annual Report 2012
7. WSIS Process Paris
 - a. Contribution towards the report
 - b. Attending the meeting in Paris, 25 – 27 February 2013
8. ACEIE 2013 activity planning:
 - a. Meeting with Mrs Nhlapo
 - b. Provincial workshops' update
 - i. Freestate, 15 March 2013
 - ii. Limpopo, 12 April 2013
 - c. June 2013 Journal, action to be taken in February
 - d. University visits
 - e. Africa workshop
 - f. Other activities:
 - i. 4th ICT in Higher Education Summit, 18 – 19 March 2013
 - ii. Cyberlaw/Cyber ethics Workshop, 4 – 5 April 2013
 - iii. SASA Conference, 25 – 28 April 2013
9. Matters to be registered on the agenda for the next meeting
10. Date, time and venue of the next meeting
11. Concluding remarks.
12. Closing

Minutes of the meeting that took place on 6 February 2013 at 10h20.

Opening and welcoming

- Meeting commences 10:20.

List of presence

- Nozipho Mashiyi (NM), Position: Director e-Education.
- Lucky Musi (LM), Position: Deputy Director e-Education.
- Coetzee Bester (CB), Position: Executive Director of the ACEIE.
- Rachel Bothma (RB), Project Coordinator.
- Nischal Jeram (NJ), Research assistant: ACEIE.

Approval of minutes

- Minutes have been approved.

Approval of Agenda

- No amendments to the agenda.

Finances

h) 2012 Financial Report

- Finalisation of the 2012 financial report. The original report is still with TB, but it is to be submitted together with the report for new application for last payment - March 2013.
- Take up: income – R4 782 546.
- RB
 - Copies of the requested amounts to DoC and what was paid over.
 - Income to audited report.
 - Payment schedule.
 - Request for payment (UP- DoC).
 - Actual payment (DoC-UP).
- How to account for money spent until 28 February 2013?
- Link with final request: R2, 100, 000.

- Final request to be linked with planned expenditure until 2014.
- Must finalise with legal department when the MoA officially starts and officially ends.

NM/LM-

- Financially active from when? Look at financial years(2011-2012; 2012-2013)
 - March 2012 (money for two years, 3 payments in one year)

NM-

- March 2013 (payment for 2nd year)
- March 2014 (3rd and final payment)

- Request on account of description date of signing versus actual date of payment.
Attach date of transfers to MoA.

- To work with flow of money.
- Letter to Director General.

NM-

- Submission and financial implications.

- Indicate dates of received finances.

CB-

- Indicate dates of expenditure.

NM-

- Indicate planned activities for the year until end of the next financial.
- Committee to be assertive in terms of planning and accounts.
- Due date: 15th February 2013(Documents to be ready).

NM-

Annual Report

TB-

- Prof TB's comments
 1. Document to serve official purpose.

CB -

2. All activities to connect with objectives.

NM-

- Reflect and report back on report to finalise – 15 February.
- Report to report to website.

Prepare a complete report containing all the minutes and agenda and reports of other activities.

WSIS +10

- Had a meeting with Mr Jim Paterson, and he gave good guidelines for WSIS.
- Not certain about DoC's participation.
- If NM goes, she might partake in the ACEIE/IE activities.

NM-

- There are multiple themes which require attention, not only IE.
- NM will endeavour to participate.

ACEIE Activity Planning

- Mrs Nhlapo indicated that she will inform us of a more suitable time.
- PW- Free state Friday 15 March (UV), Limpopo Friday 12 April 2013(UL).
 - Struggling with involving and inviting government officials.
- Journal on track as well as the Handbook.
 - Finalise the process on coming meeting, 9 February Saturday.
 - May need to follow up with NEMISA.
 - Rather not. We will need to get the copies from them first
 - CB to write a letter, which will entail the impression created, as well as job completion status.
- University visits - in contact.
- Africa workshop - Uganda 22 June to 6 July.
- Other activities
 - i. 4th ICT Summit, 18-19 March 2013.
 - ii. Cyberlaw/ Ethics, 4-5 April 2013.
 - iii. SASA conference, 25-28 April 2013.

Next Meeting

- Date: 13 February 2013
- Time: 14:00
- Venue: UP

Other Matters

- Next meeting- 15 February 2013. Report and Finances.

Closing

- Meeting ends at 10:40

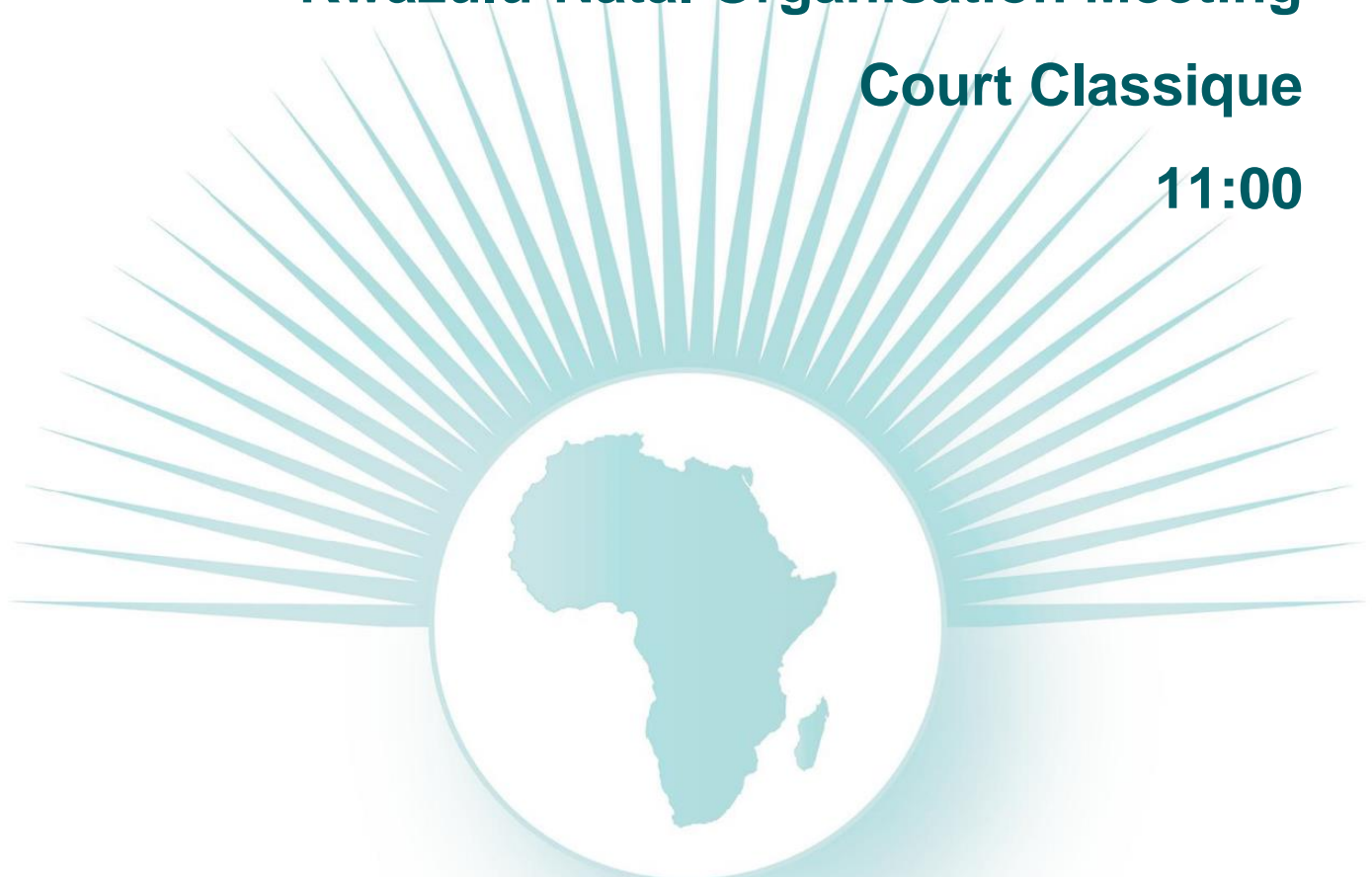
Minutes

9 February 2013

Kwazulu-Natal Organisation Meeting

Court Classique

11:00



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Minutes of the meeting that took place on 9 February 2013 at 11h00.

Opening and welcoming

- Meeting commences 14:10.
- Coetzee Bester welcomes attendees.

List of presence

- Prof Stephen Mutula(SM), University of Zululand.
- Prof Dennis Ocholla (DO), University of KZN.
- Coetzee Bester (CB), Position: Executive Director of the ACEIE.
- Rachel Bothma (RB), Project Coordinator.
- Thoriso Maloka (TM), office assistant: ACEIE.

Approval of Agenda

- No amendments to the agenda.

IE handbook

- DO- • There has been progress although there has been a slight delay
- The final version of the handbook is still under process.
- There is question as though whether or not the book should still be called a handbook.
- The decision to call it a “handbook” will depend on the contents of the book.
- DO- • The national library will provide the ISBN for the book.
- a) Title
- All parts of the title will remain. Spelling to be confirmed.
- CB- • It was decided to use the title “cross cutting” as part of the title, as it gives the idea that a series will follow.
- DO- • IE in Africa is an excellent title, but we may need another title for the series.
- Proposal: IE could be a wide title that will be followed by subtitles.
- With Google Scholar the title and subtitle may appear as one which may cause
- TB- complications.
- TB- • It has been agreed that the book will have a creative commons license.
- Each series will require an ISBN. The national library will be contacted on this regard.
- SM- • It may be difficult to sell the book, as the infrastructure may cost slightly more.

- In terms of sustainability, there will be enough resources. It may even be possible to produce volume 2.
- TB-
- Electronic copies will be made available on the ANIE website. There will be a full version
- TB-
- as well as a broken down version.
 - The sequence of the names will also remain.
- b) Cover
- TB-
- The cover isn't satisfactory, thus the current copy should be regarded as an unaccepted copy.
 - Ethics in an interpretation of situations, thus we could have black, white and grey; alternatively we could have 3 circles that cross across each other.
- CB-
- The ACEIE will publish the book.
- CB-
- We may have many options, but ACEIE's logo could be used as a form of identity.
 - The ACEIE colour will also be used.
- TB-
- There will be four different version of the book from the side of the ACEIE
- c) Format
- SM-
- It could be the size of the IFLA book which is slightly smaller than A4.
 - The cover shouldn't be too soft.
- CB-
- Aspects such as copyright have to be added onto the PDF that will be given to the publishers.
 - DO to send a copy to TB
- d) Final version of the book
- CB-
- The final version of the book is still to be discussed.
- TB-
- The book will be made available on the web and otherwise.
 - CB to state that the book was peer reviewed.
 - The book will be primarily for research.
 - The publication year will be confirmed at a later stage.
- DO-
- Note: if the book is published under the year 2012, then Mutula will not receive subsidy
- SM-
- due to University regulations.
- a) Identify printer
- TB-
- The ACEIE will take care of 500 copies.
 - Each author will receive copies.

- There will be an equivalent share between UP, UKZN and Zululand.
 - The books will be indexed.
- b) Honorariums to authors.
- RB sent out forms and received feedback from Prof Mutula, Prof Ocholla as well as.
 - Prof Underwood is out of office.
 - Each author will receive R 7 000 per chapter contributed, also depending on cost and funding the funding may be raised to R 8 000.
 - The university will subtract 25% for tax.
 - All the service providers will also be paid.
 - CB acknowledges Prof Ocholla for compilation, and Prof Mutula for his two chapters that he has provided.

Interval

13. Innovation Journal

- SM- • SM had an agreement that the abstracts should be submitted by the end of December, but there extension has been made to the end of January.
- SM- • The date of the conference is still to be confirmed by DO.
- DO- • One paper has been received from UP “Issues of Access”, which is a separate paper from what was supposed to be submitted by Dr Bitso.
- SM- • The objective is to have at least 10 papers that have been peer reviewed etc.
- SM- • 16 abstracts have received in total, and the full papers are still to be handed in besides from Prof Ina Fourie as a well as Prof Capurro.
- TB- • RB to send the translated manuscript to Prof Mutula as it is an important article that should be published.
- TB- • Any other article by Prof Capurro should be under the ACEIE’s name.
- SM- • Although a number of papers will be received, it is important to note that some will be rejected.
- TB- • Can there be a special issue for those that have been rejected?
- That will depend on the reasons of rejection, although it will be a bad idea to publish in a non-subsidised journal.

- To consider the editors decision to accept papers that might have been rejected due to inconsistency of comments.
- SM-
- The methodology will be discussed with Prof Ocholla.
- CB-
- A follow up meeting will be arranged to show which of the 16 papers have been accepted, those that will be used by default as well as those that will not be used at all.
 - Papers that are outside the conference, but are within the scope of IE will be accepted.
- a) Honorarium to authors recruited by ACEIE
- The amount will be about R5000.
 - Both Africa Journal and innovation do not have page fees.
 - The aim is to get as many articles as possible.
- CB-
- The pages will range from R1200.
 - There will be funds available for external personnel.
 - It may be necessary to be slightly lenient when screening, some people's content is interesting, but they still need assistance.
- DO-
- The ACEIE is trying to get more people involved/ e.g. Vodacom workshop.
 - The ACEIE is currently into other fields such as education, agriculture (food security), as well as sport. The IE part will always be emphasised regardless of the field.
- CB/TB-
- The aim is to think interdisciplinary.
 - The ACEIE has been requested to do a workshop between Vodacom, Fpb and DoC on POPI, and another one with the University of Limpopo.
- CB-
- RB mentions the Cyberlaw conference that will also be taking place.

Agenda & minutes

PMC Meeting

6 March 2013

10:00-11:30

ACEIE office, UP



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Agenda

1. Welcoming
2. List of presence
3. Amendments to the agenda
4. WSIS+10 discussion
5. Provincial workshop discussion
6. Methodology of provincial workshops
 - a. Purpose of the workshop
 - b. Strategic partners
 - c. Budget
 - d. Role of the office of the Vice Chancellor
7. Draft workshop programme and role players
8. Workshop participants
9. Expectation of strategic partners
10. Role of the DoC
11. Matters to be registered on the agenda for the next meeting
12. Date, time and venue of the next meeting
13. Concluding remarks.
14. Closing

Minutes of the meeting that took place on 6 March 2013 at 10h00.

Opening and welcoming

- Meeting commences 10:00.
- Coetzee Bester welcomes attendees.

List of presence

- Nozipho Mashiyi (NM), Position: Director e-Education.
- Lucky Musi (LM), Position: Deputy Director e-Education.
- Coetzee Bester (CB), Position: Executive Director of the ACEIE.
- Candice le Sueur Coetzee (CL), Research.
- Rachel Bothma (RB), Project Coordinator.
- Thoriso Maloka (TM), office assistant: ACEIE.

Amendments to the agenda

- Matters have been added to the agenda
 - Nozipho Mashiyi's wedding
 - Thoriso Maloka's birthday
 - Nishal Jeram's Resignation
 - Candice le Sueur Coetzee's appointment

WSIS+10 Discussion

Provincial workshop

- CB-
- The focus of this meeting is on the Provincial workshops.
 - The workshops should be organised with the idea of meeting the needs of the different provinces.
 - There is a need to amend the concept of the provinces and not of the MoA.

NM- Part of the workshop objectives, is to form interest groups in at least each province so to reserve further consultation with the members.

- Each province should be seen as different. The aim is to ensure that government officials are taking place.
- NM has met with IGR. The DG is to approve the meeting that take place in the provinces. DoC does not have provincial presence therefore it may difficult.
- It is important to be clear with what will be done in each province.

- CB-
- We will have the first round of provincial workshop, and create interest groups in whatever format. From there on, we will learn from what has been done and perhaps have conjoint provinces in future.
 - CB requests RB to look at all the Universities in the Eastern.
 - The workshop dates are as follows:
 - Free State: 15 March 2013.
 - Kwazulu Natal: 26 March 2013.
 - Limpopo: 12 April 2013.
 - North West: 24 May 2013.
 - The following provinces are still outstanding.
 - Western Cape: CB to follow up with the Minister of education in WC.

- NM-
- There might not be government participation on 15 March. There is a concern regarding the prep meeting as government would like to take part, and they would like to understand the purpose of the conference.

- CB-
- CB agrees with NM, although the prep meeting that took place was only to ensure that NW is on board.
 - The Universities have been requested to invite members of the community, and their other partners. This may serve as a way of inviting government with the provinces.
 - We should check in the next meeting whether it will be possible to have a purely government workshop.
- NM-

- CB-
- Mpumalanga does not have any universities; therefore we will have to work through government.

- Between now and May the focus will be on the four provinces.
- NM-
- NM proposes that a review session should be scheduled after April.

Methodology

- CB-
- A. Purpose
 - The purpose is clear.
 - B. Strategic Partners
 - They are on board.
 - C. Budget

- There is enough money. Catering will be organised, but participants are expected to provide their own transport and accommodation.

D. Role of the office of the VC

- All the offices are positive about the initiative.

Draft of the workshop programme

- CB-
 - Part of the plan is to fly in at least one academia. The plan is to use this as a forum, but it also means that the organising team should be comfortable when diverting.
- RB-
 - Invitations were sent out by the universities. All the RSVP's are being sent to RB. At the moment there aren't many from Free State, but about 20-30 from Limpopo.
- NM-
 - What would be the research aspects that will be gained from the workshops? The loop holes should be identified as an opportunity to interact.
- CL-
 - CL will be attending to take down notes. The aim is to gain knowledge and possibly compile a report after each workshop.
- CB-
 - CB highlights the four levels that should be taken into consideration:
 1. Organisational.
 2. Content.
 3. Feedback.
 4. Having a report after each workshop, and eventually having a master report.
- CL-
 - We would like to take academics and bridge into the real world.
- RB-
 - RB states that the Free State workshop preparations seem to be coming along well.
 - LM mentions that DoC has an intern program whereby they take students from CUT, that assists with ICT/IT issues.
- LM-
 - CB proposes if DoC could perhaps allow the interns to attend?
- RB-
 - CB acknowledges the DoC for this initiative.
 - CB requests the project proposal from the DoC that they used for program.
 - The students will be transported from Potchefstroom.

CB-

Expectation of strategic partners

- CB-
 - The centre will pay for everything. The partners will be guided for the interest groups.
 - Both Vodacom and Intel were informed; Intel is interested in working Mpumalanga.

- TM to arrange a meeting between NM and Ms Ackerman.

Role of DoC

- Must be able to explain the project.
- NM-
- It gives platform to explain all projects that the department is busy with.

Other Matters

- LM won't be attending the FS workshop.
 - 15 March – NM
 - 26 March – LM
 - 12 April – LM
 - 24 April – NM
- RB-
- There will be a Quantum for the FS workshop, DoC is welcome to join.
- CB-
- It isn't necessary for DoC to bring banners.
- RB-
- NM to give indication of how many rooms should be booked.

Date and time of next meeting

- Date: 28 March 2013
- Time: 10:00
- Venue: ACEIE, UP

Closing

- Meeting ends at 11:30

Minutes

28 January 2013

Meeting with the University of Limpopo

10:00

Minutes



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Minutes of the meeting that took place on 28 January 2013 at 10h00.

14. Opening and welcoming

- Meeting commences 10:20.
- Professor Sibara welcomes attendees.

15. List of presence

- Prof Sibara (PS), University of Limpopo
- Dr Sing (DS), University of Limpopo
- Lucky Musi (LM), Position: Deputy Director: e-Education.
- Coetzee Bester (CB), Position: Executive Director of the ACEIE.
- Rachel Bothma (RB), Project Coordinator.
- Thoriso Maloka (TM), office assistant: ACEIE.
- Absent: Prof Venter.

16. Approval of Agenda

- No amendments to the agenda.

17. Center Background

- CB- • The center was started by academics. It was decided that the center should be housed at the University of Pretoria, and it isn't necessarily a UP initiative.
- CB- • The focus is on Action line C10 provided by WSIS.
- CB- • The involvement of African Universities is mentioned.
- CB- • The objectives of this meeting;
 - To involve the University of Limpopo through any given faculty.
 - To create awareness among the people.
- CB- • Provincial workshops will be organised by the participating Universities within the provinces
- CB- • The aim of these workshops is to bring in community role players, and also important to include students.
- Request that the workshop should be done with the contribution from UL

18. Curriculum

- PS-
 - Development of the curriculum: is it a module that is offered at higher learning institutions?
- CB-
 - Part of the Job is to teach IE within the African context, how and why it will be practical in Africa.
- CB-
 - Create a curriculum that will teach IE.
- CB/RB-
 - Important themes were put together in 2011 as a proposal.
 - CB/RB to send the proposed document.
- Universities have been given tasks to take on the concept and decide how it will be implemented within their Universities.
- PS-
 - It is an interesting field which can attract people from different spheres, and also a great opportunity which can teach ethics across different levels.
 - The textbook is currently under construction, and different articles are also available.
- DS-
 - What are the requirements needed to join?
 - All that is required if for an organisation to show interest; a workshop will then be organised to give a more detailed understanding.

19. Provincial Workshop

- It would be great to first have an idea before involving other members from UL.
- Great suggestions. To decide in a date whereby the workshop can be held. ACEIE will work out a programme and ensure that other role players are involved.
- Venue is important and appropriate to host on campus, the object is to have atleast 25-50 people
- It would be more appropriate to host it at the Turfloop Graduate School of leadership.
- e) Budget
 - UL to supply venue and parking and venue.
 - ACEIE will pay for refreshments (must be registered on a UP database).
 - ACEIE brings files and documentation.
 - UL is welcome to provide stationery.
- f) Workshop Invitation
 - Indication of outgoing invites

5. DoC- IGR (invites government officials within Limpopo)

6. Center- Very few from this side
7. University of Limpopo- NGO's within the province (Community role players etc.)
8. UL to invite satellite dishes such as TUT, UNISA etc.

- It is necessary to have a RSVP place.
- To give a list of registered people and create name tags for participation.

g) Branding

- Center has own pull up banners. Other partners will also bring.
- UL will also bring branding material.

h) Date

DS-

- Prof Venter suggested that an extra day to be added to the SASA conference.
- ACEIE to identify a few dates then will be decided on at a later stage.
- RB to put SASA dates on there in case UL decides to have separate dates.
- Date should not be later than June.
- Prof Sibara confirms that partnering with the center will still be possible.
- CB acknowledges Prof Venter for his interest and approach.

20. Expectation of strategic partners

- Vodacom is one of the participants.
- They will decide whether they will participate or not.
- FPB, Intel and DoJ.

21. Other Matters

DS-

- Prof Sibara to sort out own staff as to who will attend, although there will be a necessary measure to make aware of UL staff.
- Center will bring copies textbook and reader.
- DS will check the availability of the venue, after dates have been identified.
- Choosing the date will not be a problem, but not sure whether it will be a good idea to link with the SASA conference.
- DS to create general invitations.
- LM is happy with the arrangements, and acknowledges that it is money well spent.

- DS is happy with the development of the curriculum, as students can carry it out and implement in industry.
- UL should be registered on the UP database as one of the participants.
- DOC and University (UL) marketing and communications to organise at least a newsletter or a united newsletter.
- LM suggests that UL should invite their media studies students.
- DS will alert the UL media department

22. Closing

- Meeting ends at 11:20

Agenda & minutes

PMC Meeting

30 April 2013

10:00



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Agenda

1. Welcoming
2. List of presence
3. Approval of the previous minutes
4. Amendments to the agenda
5. Financial Matters – next DoC payment
6. Innovation Journal
7. DoC Representation during IE Student Conference, 28 to 30 May 2013
8. Uganda Visit, 22 June to 6 July 2013
9. Provincial Workshops
 - i. 8 November 2013, Eastern Cape
 - ii. 15 March 2013, Freestate
 - iii. 26 March 2013, KwaZulu-Natal
 - iv. 12 April 2013, Limpopo
 - v. 13 May 2013, Western Cape Consultation
 - vi. 24 May 2013, North West
 - vii. 13 September 2013, Gauteng
 - viii. Northern Cape Consultation/Workshop (tbc)
 - ix. Mpumalanga Consultation/Workshop (tbc)
10. Natcom
11. September visit of International Academics
 - i. 1 to 15 September 2013
 - ii. University of Zululand Conference
12. Advisory Board meeting – Tuesday 10 September 2013, 14h00
13. Matters to be registered on the agenda for the next meeting
 - i. Negotiations for the extension of the MoA
 - ii. Africa Declaration on Information Ethics
 - iii. Ghana, Nigeria and Tanzania visits
14. Date, time and venue of the next meeting

15. Concluding remarks

16. Closing

Minutes of the meeting that took place on 30 April 2013 at 10h00.

23. Opening and welcoming

- Meeting commences 10:00.

24. List of presence

- Nozipho Mashiya (NM), Position: Director: e-Education
- Lucky Musi (LM), Position: Deputy Director: e-Education
- Coetzee Bester (CB), Position: Executive Director of the ACEIE.
- Rachel Bothma (RB), Project Coordinator.
- Hercules Boshoff (HB), Research assistant: ACEIE
- Apologies: TM, CIS

25. Distribution of minutes, 28 March 2013

- Minutes approved.

26. Approval of Agenda

- Correction of the date on the agenda: 30 April, not 29 April.

27. Financial matters

- LM-
- LM will be available around this week, and hopefully this week.

28. Annual report

- RB-
- Approximately 25 articles have been received and 12 will be published.
 - Innovation Journal is based in Durban.
 - Prof Stephen Mutula is selecting the articles and is also editor-in-chief.
- PMC-
- The UP Coordination team will meet with the editorial team.
 - Prof Mutula is also a member of the ANIE as well as advisory board.
- NS-
- How is the journal a product of the ACEIE? Volume - special edition - Information ethics. ACEIE negotiated to write and prepare articles.
- CB-

29. IE Student conference

- RB- • Give details on opportunity/content/programme for the minutes.
- RB- • RB to invite the DoC
- CB- • CB to prepare a short slide show on:
 - 1) Optic fibre network development.
 - 2) Policy development process.
- Other students- TUT, Unisa, UJ. NS suggests that the students should rather be invited now and not to wait for next year.
- NS- • The student conference should be extended to other universities and shouldn't be a bias of the UP only. There is a possibility to have a similar event in June/July. We should think of methods to include other students in the event.
- NS- • NS is happy with the listed partners- the DoC will prepare presentations.
- CB- • 30 May, proposal to minister to work with other interns. Available 28+29 May.

30. Uganda visit- refer to programme

- NS/CB- • Call to order and workshop objectives
- PMC only to visit from Saturday 29 June to 2 July 2013.

31. Provincial workshops

- i. EC - Reconsider as they want to be involved.
- ii. ii, iii, iv- all have been a success.
- 13 May 2013, preparatory meeting- CPUT.
- RB to make a date for the conference/workshop. We will involve CUT, WC ministry of education. Stellenbosch, UWC, SKA, Vodacom; Intel.
- CB- Bigger event, but necessary to make a footprint.
- 13 September 2013, Gauteng workshop - Groenkloof Auditorium.
- Approximately 300 people to attend. - Government officials, universities, industry, Canadian high commission.
- NB- point 14 on the next agenda.
- DG's involvement; Minister's involvement, IGR + e-skills hub.
- The conference will trace our annual conferences but will be a one day event.
- RB to make and send out invitations.
- Prof Claude Carignan- one of SKA's heads

- W.C Workshop- technological side urban.
- N.C- Workshop- Infrastructure rural.
- Mpumalanga- Sappi

32. FRIDA model

- ACEIE already has a good model.

33. NatCom- National Commission for Communication/Unesco

- Sub-commission- requires having sub-groups. S.C-ICT's general conference in November.
- ACEIE's work is relevant.
- Africa declaration -NB- document for general conference.
- CB requests NS to inform ACEIE in advance when the documents are required.

34. International visit to SA.

- Prof Rafael Capurro.
- Prof Hannes Britz.
- Refer to programme - Draft.
- Prof RC and HB to approve.

35. Advisory board meeting

- NB: Tuesday 10 September 2013, there will be an advisory board meeting.
 - PMC- Themba Phiri.
 - Prof Roelf Sandenbergh

36. Matters to be registered on the next agenda

- CB requests that meetings should be held regularly.
- Africa Declaration- Jim Patterson + NS AND ACEIE, WSIS+10 in 2015.

37. Date and time of the next meeting

- Date: 14 May 2012
- Time: 10:00
- Venue: ACEIE

38. Concluding remarks

- CB is pleased with the work and outputs of the ACEIE.

39. Closing

- Meeting ends.

Minutes
PMC Meeting
30 April 2013
10:00



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Minutes of the meeting that took place on 30 April 2013 at 10h00.

Opening and welcoming

- Meeting commences 10:00.

List of presence

- Nozipho Mashiya (NM), Position: Director: e-Education
- Lucky Musi (LM), Position: Deputy Director: e-Education
- Coetzee Bester (CB), Position: Executive Director of the ACEIE.
- Rachel Bothma (RB), Project Coordinator.
- Hercules Boshoff (HB), Research assistant: ACEIE
- Apologies: TM, CIS

Distribution of minutes, 28 March 2013

- Minutes approved.

Approval of Agenda

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Financial matters

- LM-**
- LM will be available around this week, and hopefully this week.

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- RB-**
- Approximately 25 articles have been received and 12 will be published.
 - Innovation Journal is based in Durban.
 - Prof Stephen Mutula is selecting the articles and is also editor-in-chief.

- PMC-**
- The UP Coordination team will meet with the editorial team.

- Prof Mutula is also a member of the ANIE as well as advisory board.

- NS-**
- How is the journal a product of the ACEIE? Volume - special edition - Information ethics. ACEIE negotiated to write and prepare articles.

CB-

IE Student conference

- RB-** • Give details on opportunity/content/programme for the minutes.
- RB-** • RB to invite the DoC
- CB-** • CB to prepare a short slide show on:
 - Optic fibre network development.
 - Policy development process.
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- NS-** • The student conference should be extended to other universities and shouldn't be a bias of the UP only. There is a possibility to have a similar event in June/July. We should think of methods to include other students in the event.
- NS-** • NS is happy with the listed partners- the DoC will prepare presentations.
- CB-** • 30 May, proposal to minister to work with other interns. Available 28+29 May

Uganda visit- refer to programme

- NS/CB-** • Call to order and workshop objectives
- PMC only to visit from Saturday 29 June to 2 July 2013.

Provincial workshops

- EC - Reconsider as they want to be involved.
 - ii, iii, iv- all have been a success.
 - 13 May 2013, preparatory meeting- CPUT.
 - RB to make a date for the conference/workshop. We will involve CUT, WC ministry of education. Stellenbosch, UWC, SKA, Vodacom; Intel.
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- NB- point 14 on the next agenda.
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- RB to make and send out invitations.
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FRIDA model

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- Sub-commission- requires having sub-groups. S.C-ICT's general conference in November.
- ACEIE's work is relevant.
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International visit to SA.

- Prof Rafael Capurro.
- Prof Hannes Britz.
- Refer to programme - Draft.
- Prof RC and HB to approve.

Advisory board meeting

- NB: Tuesday 10 September 2013, there will be an advisory board meeting.
 - PMC- Themba Phiri.
 - Prof Roelf Sandenbergh

Matters to be registered on the next agenda

- CB requests that meetings should be held regularly.
- Africa Declaration- Jim Patterson + NS AND ACEIE, WSIS+10 in 2015.

Date and time of the next meeting

- Date: 14 May 2012
- Time: 10:00
- Venue: ACEIE

Concluding remarks

- CB is pleased with the work and outputs of the ACEIE.

Closing

- Meeting ends.

Minutes

13 May 2013

Meeting between the WC representatives and the ACEIE

14:00



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Minutes of the meeting that took place on 13 May 2013.

Opening and welcoming

- CB welcomes attendees

List of presence

- Nozipho Sihlahla (NS), Position: Director, e-Education.
- Johanes Cronje
- Jay Barnes
- Coetzee Bester (CB), Position: Executive Director of the ACEIE.
- Rachel Bothma (RB), Project Coordinator.

Methodology of Provincial workshop

CB-

- CB elaborates more on the relationship between the DoC and UP, and that the ACEIE was the result of the MoA between the DoC and UP.

JC-

- JC acknowledges that it is important for them to be a part.

JC-

- There isn't a department of information studies, but there is a department of information technology as well as a department of journalism.
- Suitable date to be chosen at towards the end of the meeting.
- Programme: Universities find the awareness and topic of IE useful.
- It is important to bring in students as well as government officials.
- The policy development programme document envisages IE.
- The programme to be taken back to the ACEIE office for report, interpretation and implementation of programme.
 - a) CPUT- host
 - b) Strategic partners
 - 1) DoC.
 - 2) Minister of Education of the Western Cape.
 - 3) Media 24.
 - 4) SKA- W.C- Technology; information; central "creation"- Academic IT level.
Northern Cape: Kimberly.
- International ICT impact on local community- NGO's.

- Recruitment of all the stakeholders/ strategic partners to take place after the meeting.
- Request: CPUT to recruit whom they feel should be present.
- Cape Higher Consortium (CHEC).
- Nirvana/Nevana.
- Institutional Ethics board.
- Facilities: the objective is to have 60 people present.
- CHEC- 4 Universities.

JC-

- JC as Dean- Custodian of ethics faculty.
- Penry Smith: Business plan for ethics Unit. Meeting on University on Wednesday the 5th.

NS-

- Institution Ethics Board: Committee Higher degrees (Inst. Home of Research Ethics).
- IE meeting between two things- Research Ethics and Information- CHECH library consortium.

c) Budget

- To work with government finances.
- Caterer- People on CPUT's database for payment.
- JC would prefer with collaboration to only recommend but not to go through a re-payment system.
- The decision to be made: the office will help with three quotes, but the ACEIE will do the direct arrangements and payments.
- There aren't any fees that are involved with the venue.
- JC to help with parking quotes if necessary, but there is more than enough space available at the venue.
- CPUT will provide stationery
- DoC and ACEIE will provide banners and so will CPUT.

CB-

JC-

JC-

d) Proposed outcomes

- To create awareness of thinking around the management of information.
- Google forms will be used for RSVP's.

CB-

Programme

- There is a need to accommodate local VIP's as well as the interests of the interest groups.
- Start: 08:30
- Refreshments: 11:00
- CB-• Welcoming remarks and workshop objectives: JC
- Keynote: Senior person from media 24
- Dep. Minister of Education
- CB and RB to do same research and come up with draft programme.
- CHEC- 4 Universities to be represented.
- JB: Information literacy
- JC-• NS asks if there will be any involvement from civil society.
- JC-• Nesima Badja- CEO/Managing director of CHEC.
- Deputy Vice Chancellor of Research Innovation, Chris Nhlapa to attend.
- Dean to open and summarise, the aim is to have each university of the WC present.
- CB-• The aim is to have all the WC universities present.
 - 1) Workshop Concepts
 - 2) Journal Innovation- UKZN- July+ October Issue on IE.
 - 3) Textbook on IE.
 - 4) Reader on IE articles+ collection.
- CB-• CIS will do the introduction of workbook and how to use it, rather than content discussion.
- JB-• 30 students at most should be invited postgraduate students should be given priority.
- CB-• The ACEIE has budgeted for 100 attendees.
- ALI-CE-• There can also be lives stream and Twitter.
- CB-• There should be a practical discussion on twitter. Will it be possible to make a model out of that?
- JC-
- JC-• JC and alive to provide a SM presentation.

CB-

- A lecture on blog post/ ethics of SM and usage thereof, consequences and behaviour of SM users.
- Closing session re-considered.
- The ACEIE to rewrite the programme with the stakeholders involved, both student and non-student participants.
- The workshop will take place on 31 July 2013.

Rachel's Notes:

Alice Scott 082 770 0440

scotta@cput.ac.za

Agenda & Minutes

Meeting

4 June 2013

10:00-11:30



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Agenda

12. Welcoming
13. List of presence
14. Approval of the previous minutes
15. Amendments to the agenda
16. Financial Matters – next DoC payment
17. Article on Policy Development
18. Uganda Visit, 22 June to 6 July 2013
19. Provincial Workshops
 - i. 24 May 2013, North West
 - ii. 31 July 2013, Western Cape
 - iii. 13 September 2013, Gauteng
 - a. Format of the event
 - b. Guests of honour
 - c. Special activities
 - d. Invite to other provinces and IGR
 - iv. Format of workshop reports
20. September visit of International Academics
 - i. 1 to 15 September 2013
 - ii. Monday, 9 September 2013, 10h00 – 13h00
21. Negotiations for the extension of the MoA
22. Africa Declaration on Information Ethics
23. Ghana, Nigeria and Tanzania visits
24. Matters to be registered on the agenda for the next meeting
25. Date, time and venue of the next meeting
26. Concluding remarks
27. Closing

Minutes of the meeting that took place on 4 June 2013.

Opening and welcoming

- NS welcomes attendees.

List of presence

- Nozipho Sihlahla (NS), Position: Director, e-Education.
- Lucky Musi, (LM), Position: Deputy Director, e-Education
- Coetzee Bester (CB), Position: Executive Director of the ACEIE.
- Rachel Bothma (RB), Project Coordinator.
- Candice le Seuer (CIS), Research officer.
- Hercules Boschoff (HB), Research assistant.

Apologies

- Thoriso Maloka (TM), due to exams.

Amendments

- The agenda remains open for suggestion.

Financial Matters

- NS-** • There has been discussion with the finance department and all financial commitments of 2011/2012 will be honoured. The Doc appeals for patience in that regard
- CB-** • There will be an update in case there is any pressure from UP.
- NS-** • Should there be pressure from UP, a letter should be supplied for DG.
- CB-** • The ACEIE will proceed with work as planned.

Article- Policy Development

- CIS and CB have worked on Policy Development in term of IE within framework.
- The article to be in time for October edition of Innovation.
- Final date with Innovation Journal- Monday 10 June 2013.
- 2nd edition IE edition due to positive response.
- RB-** • Letters for Sizwe snail reg. (Uganda and Western Cape)

NS-

- NS and CIS can do the article if it fine. NS will require guidance on contribution and can only report in line with Minister and her announcements.
- CIS will create a framework with content, and will then request feedback.
 - a. (SS. Head/ Director of “e-commerce” commission)
- CB requests that this matter should be brought to the Minister/DG’s attention.
- CIS and NS will engage.

Visit to Uganda

NS-

- RB provides background.
- Proposal has been submitted.

Provincial Workshop

- 24 May- NWU.
- RB requests M.H for registrations.
- 31 July 2013- WC
- 13 September- Gauteng. The workshop will be a rally type with approximately 200 people attending.
 - I. VIP- Dep. Minister/Minister; Mayor; Tshwane; Mr Themba Phiri.
 - II. NS requests a formal draft invite- submission Prof Bothma.
- Provinces that indicated interest and IGR:
 - I. Home Affairs.
 - II. Dirco.
 - III. Basic Education.
 - IV. Higher Education and Training.
 - V. Science+ Technology.
 - VI. CSIR.
 - VII. Doc.
 - VIII. DPSA, Department of Public Service Admin.

- IX. Academic: Unisa, TUT, Wits, UJ, UP.
- X. Office of the Premier.
- XI. Private sector: Vodacom; FPB; Intel; PWC; Sizwe Snail attorneys.

CB-

- NS suggests a different name to be used- Seminar/ Symposium.

CIS-

- The costs will be higher. Negotiations will be made with TB. To keep in mind that Prof Britz and Prof Cappuro will be present.
- Format of W. Rep- CIS to present Format
- Reference has been made to the MoA and documentation is in line with the A.B.

CB-

- Individual event report- Western Cape Conference. There will be a final compilation of all reports.

CB&RB

- CB to write a short document to president in Malawi and also present it to Mr Phiri.
- CB and RB to conclude documentation.

=

September visit.

- The visit will take place from 1-15 September. Prof Britz and Prof Capurro will be visiting S.A.
- Any other Doc Personnel that we would like to meet with: Dr Wesso + Mr Phiri.
- The relevant person in Dep. Higher Education and Training. There is a need to strengthen these ties.
- Content Matters- See rather than support.

Africa Visits

- Tanzania- 26 October- 2 November.
- Ghana/ Nigeria- 23 Nov- 30 November
- To consider how Doc responds to Bilateral.

LM-

- Africa Bilateral- Mr Thapelo Dikotla (TD).
- LM to arrange meeting.(matter for next meeting).

- Decide on date and invite T.D. Discussion on visits: Uganda; Tanzania; Nigeria+ Ghana (Malawi).
- NS will be contact with TD.

9 July

Venue: (TD) PNC-ISAD

Time: TBA

Zululand Conference

HB-

- ACEIE affiliations.

RB-

- Policy development- Gazette not A.D.
- Guidance has been received.

Closing

- Meeting ends at 11:20

Agenda and minutes

24 July 2013

10:00

ACEIE, UP



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Agenda

- 28. Welcoming
- 29. List of presence
- 30. Approval of the previous minutes
- 31. Amendments to the agenda
- 32. Uganda Visit, 22 June to 6 July 2013
- 33. Provincial Workshops
 - i. 31 July 2013, Western Cape
 - ii. 13 September 2013, Gauteng
 - e. Format of the event
 - f. Guests of honour
 - g. Special activities
 - h. Invite to other provinces and IGR
- 34. Matters to be registered on the agenda for the next meeting
- 35. Date, time and venue of the next meeting
- 36. Concluding remarks
- 37. Closing

Minutes of the meeting that took place on 24 July 2013 at 10h00.

Opening and welcoming

- Meeting commences 10:30
- Coetzee Bester welcomes attendees.

List of presence

- Nozipho Sihlahla (NS), Position: Director: e-Education
- Coetzee Bester (CB), Position: Executive Director of the ACEIE.
- Rachel Bothma (RB), Junior Research Officer.
- Candice le Seuer (CIS), Junior Research Officer.
- Hercules Boshoff (HB), Office Assistant.
- Thoriso Maloka (TM), Administrative assistant.
- Absence: Lucky Musi

Approval of previous minutes

- Change date on item 5.

Approval of Agenda

- Add “Finances”
- Acknowledgements;
 - Nozipho’s birthday
 - Rachel’s engagement
 - Thoriso, Golden key.

Uganda visit

RB-

- RB provides feedback
- There were more than 50 attendees including guests from Tanzania and Kenya.
- The secretary of the ACCP also attended and showed great support.

RB-

- Attendees from UNIPHRI.

RB-

- The ACCP indicated that they would like to collaborate and also receive invitations for the Africa workshops.

RB-

- The main ACCP branch is situated in Kampala. Contact was received through Mr Snail, who drew attention on conference that will be taking place in August 2013.

RB-

Still to confirm whether it is for attendance or presentation.

- NS-**
 - Confirmation that the ACCP conference does not change plans to have a conference in Tanzania.
- CB-**
 - We are happy to work with ACCP and would like to see the depth of this relationship.
 - CIS added a new presentation “Traffic light 10”.
 - The idea was inspired by a Facebook article. It has so far worked positively and also received good feedback.
- NS-**
 - NS acknowledged CIS’s work on the Traffic light 10.
 - The aim is to get the project in AU space. Having a diverse group gives weight. Does the previous workshop give light to the next?
 - Reference to textbook title, it’s important to ensure that the content is of an African context.
- CB-**
 - The African agenda to be discussed with Mr Phiri. We will not go bold until it has been discussed with Mr Phiri. The book is supported by the Innovation Journal that is about to come out.
- CB-**
 - CB assures that the textbook does face African challenges.
- CB-**
 - We have an African based platform. The following to be considered
 - P. Development.
 - African Output.
 - High profile awareness creation.

31 July, Western Cape.

- RB-**
 - Programme includes participants and details.
 - All objectives to be achieved in the Western Cape.
 - Possible invitees from department’s side
- NS-**
 - Ministry of Education
 - Social development.
 - RB to send invitation to Petronelle.
 - Ledile to be invited to the office.

13 September 2013, Gauteng.

CB-

- CB would like to like to discuss policy guidelines with Mr Phiri.
- The Gauteng provincial seminar will either be strong academically or policy orientated.

CB-

- The seminar will not be a talk to students neither will be an academic event.
- The new minister would like to understand the programme.
- Foreign representative- African Embassies, whom will be invited by the Minister.
- Identified embassies- Malawi; Kenya; Tanzania; Uganda; Nigeria; Ghana; Zambia. SADC
- Notes to be sent for the Minister, confirmation documentation to be sent in week of the 7 August 2013.
- CB to have meeting with Mr Phiri in August, thereafter guest of honour.
- NB: Clarity on why African embassies should be invited also what we would like to achieve.

NS-

- a) Formal Africa event.
- b) Guests to be decided after consultation with Mr Phiri. And Prof. Capurro.
- 9 September 2013, Advisory Board meeting.
- 10/12 September- Invite Prof. Capurro to address the department.

NS-

Other matters

I. Finances

NS-

- NS met with the administrator in finance.

NS-

- Returned from Mr Phiri on 22 July 2013 and from his office to be processed.
- Processing takes approximately a week.

CB-

- CB thanks NS for her support and diligence.

II. Prof Bothma has approved printing of 500 copies.

NS requests copies of Concepts, Reader and Handbook to be kept for Mr Phiri.

- Collated workshop reports to be presented before the Advisory Board as well as to the Minister, on 13 September.

Date and time of the next meeting

- Meeting between NS, CB AND TP
 - Either 25 July 2013 or 1 August 2013.
- PMC meeting
 - Date: 7 August 2013
 - Time: 10:00-12:00

Closing

- Meeting ends

Minutes

7 August 2013

PMC Meeting

11:00-11:30

PNC-ISAD



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Opening and welcoming

List of presence

- Nozipho Sihlahla (NS), Position: Director: e-Education
- Lucky Musi (LM, Mr), Position: Deputy Director: e-Education
- Ledile Makgoale (LM, Ms),
- Coetzee Bester (CB), Position: Executive Director of the ACEIE.
- Rachel Bothma (RB), Junior Research Officer.

Approval of previous minutes

- CB-
- Page 3: Does address and support African opportunities and challenges.
 - Minutes confirmed and adopted.

Approval of Agenda

- CB-
- Agenda to be kept open
 - Payment added to agenda. It does not reflect on UP system

Feedback

- Feedback from meeting with Themba Phiri
- The following issues were discussed:
 - a) Advisory board meeting
 - b) Gauteng workshop
 - c) September programme and R.C
 - d) Policy development CICI(Policy review)
 - e) ACEIE beyond 2013
- Annual meeting with Advisors- overseers of the entire project.

The calendar invite has been submitted to the T.P

The DG to be informed at the meeting.

- T.P will be available on 13 September and feels that the Minister should be invited.
 - The document compiled to invite the minister should not be longer than 3 pages.
 - Academia, IGR and identified stakeholders are important. The portfolio committee should also be invited.
 - The ACEIE will write a letter to attend/present before the portfolio committee in Cape Town.

- Prof. Rafael Capurro- 10 September 2013.
 - PNC will inform the DG of the event. Meraha, Nemisa and SABC also to be invited.
- ICT Policy review
 - ACEIE/PMC to make a request towards the panel. Request chair then ACEIE makes presentation to the chair of panel.
 - CB will draft the letter, NS to send the letter to T.P.
 - Ledile to request the terms of reference.
- Patron for information Ethics in Africa. Someone needs to represent IE similar to Africa Desk of AU (ICT Desk).
 - The initial stage is in proposal.
 - Full protocol to be observed.
- ACEIE needs to continue. However DoC cannot necessarily provide 100% funding.
 - The ACEIE must look for other partners such as industry partners.
 - ACEIE should submit a proposal for renewal.
 - The ACEIE is an independent body/centre. The centre must proceed with the process of searching funding. For future partnerships, full protocol must be observed.
 - Should there be workshops on protocol at DoC, the ACEIE members should attend.

Western Cape Provincial Workshop.

- The workshop took place on 31 July 2013 (refer to programme).
- The Dean, CEO of NID as well as a Member of Parliament (Committee member of Communications) were all present.
- The ACEIE apologised for DoC's absence.
- Attendees of the workshop will form part of the IE interest group.

13 September 2013, Gauteng.

- CB will write a letter to Minister.
- Tuesday 13 August 2013, Letter to DDG.
- Monday 12 August, draft finalised between PMC members.
- Eastern Cape workshop
 - Colleagues in Eastern Cape would like to proceed with the workshop.

- Walter Sisulu, Nelson Mandel Metropolitan, Rhodes, Fort hare.
 - Fort Hare East London campus would be the best venue.
- CB requests internal ACEIE meeting to discuss programme.
- The draft programme to be added to invitations for Tanzania/Nigeria.
- RB to send draft invite and draft programme.
- Next meeting to involve internal branches. We will only focus on programme and content.

Payment

- NS to follow up with Finance.
- Mr Themba Phiri to speak with DDG of Finance. Prof Bothma has confirmed that payment still does not reflect.

Date and time of the next meeting

- Date: Wednesday, 14 August 2013
- Time: 09h00-11h30
- Venue: PNC-ISAD

Closing

- Meeting ends

Agenda for the meeting of the Academic Advisory Board of the

African Centre of Excellence for Information Ethics (ACEIE)

That will take place at 10:00 on 9
September 2013 in the Club House at the

University of Pretoria



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Agenda

Welcome

Constituting

- Presence
- Apologies received

Minutes of the previous meeting

- Content
- Format
- Approval

Urgent matters to be added to the agenda

Report on projects that were completed since the previous Board meeting

- Tabling of the draft report for consideration and approval
- Discussion of projects:

NAME OF COOPERATING INSTITUTION	NAME OF EVENT	DATE	VENUE
5.1. Vodacom and UP	Vodacom Workshop on Privacy	13 November 2012	Univ. of Pretoria
5.2. Cape Workshop with the Department of Education	Workshop on Education and Information Ethics	16 November 2012	Departmental Head Office, Bisho
5.3. University of Limpopo	Preparatory Meeting	28 January 2013	Univ. of Limpopo
5.4. Universities of KwaZulu-Natal and Zululand	Preparatory Meeting	9 February 2013	Univ. Pretoria
5.5. University of North West	Preparatory Meeting	15 February 2013	Univ. Pretoria
5.6. UNESCO WSIS +10 Meeting	Summit	25 to 28 February 2013	Paris

5.7. University of Free state	Provincial workshop	15 March 2013	Univ. of Free State
5.8. ICT 4 Higher Education	Summit	18 and 19 March 2013	Johannesburg
5.9. Universities of KwaZulu-Natal and Zululand	Provincial workshop	26 March 2013	Univ. of Zululand
5.10. Lex Informatica/ Cyberlaw/IE	Specialized Conference	4 and 5 April 2013	Univ. of Pretoria
5.11. PPA Conference	Conference	7 April 2013	Monash University
5.12. University of Limpopo	Provincial workshop	12 April 2013	Univ. of Limpopo
5.13. Research Ethics Integrity and Quality Assurance	Conference	18 and 19 April	Johannesburg
5.14. SASA Conference	Conference	25 to 28 April	Univ. of Limpopo
5.15. Cape Peninsula University of Technology	Preparatory Meeting	13 May 2013	Cape Peninsula University of Technology
5.16. Maria van Riebeeck Club	Annual Event	21 May 2013	Johannesburg Country Club
5.17. University of North West	Provincial workshop	24 May 2013	Univ. of North West - Potchefstroom
5.18. University of Pretoria	Undergraduate Student Conference	28 to 30 May 2013	Univ. of Pretoria

5.19. e-Learning Summit	Summit	28 May to 1 June 2013	Windhoek, Namibia
5.20. ANIE Workshop Uganda	Workshop	29 June to 2 July 2013	Makerere University
5.21. Cape Peninsula University of Technology	Provincial workshop	30 July to 1 August 2013	Cape Peninsula University of Technology
5.22. IE Curriculum development meeting	ACEIE project meeting	2 September 2013	Univ. of Pretoria
5.23. Universities of Zululand	Information Ethics Conference	4 to 5 September 2013	Univ. KZN and Zululand
5.24. Universities of Zululand	Student Workshop	6 September 2013	Univ. KZN and Zululand
5.25. Advisory Board Meeting	ACEIE management meeting	9 September 2013	Univ. of Pretoria

Discussion of remaining planned projects for 2013

6.1. Information Ethics Colloquium	Academic Colloquium	11 September 2013	Univ. of Pretoria
6.2. Gauteng Provincial Project	Gauteng Provincial Workshop	13 September 2013	Univ. of Pretoria
6.3. ANIE Workshop Tanzania	Workshop/ Curriculum	22 to 29 October 2013	Universities of Dar Es Salaam and Zanzibar
6.4. South African NatCom	UNESCO General Meeting	4 to 20 November 2013	Paris
6.5. ANIE Workshop Nigeria/Ghana	Workshop/ Curriculum	24 to 29 November 2013	Universities of Lagos/Ibadan and Ghana

Discussion of guidelines for projects in 2014

Focus:

- Information Ethics workshops in Africa (outside South Africa)
- Implementation of the proposed curriculum to teach Information Ethics at universities in Africa
- 5th ANIE Conference - 14 and 15 August 2014

Report on research and publications by the ACEIE

- Text book – Information Ethics in Africa – Cross-cutting Themes
- Workbook on concepts in Information Ethics
- Innovation Journal - July/August edition

Matters related to the Memorandum of Agreement (MoA) between the Department of Communications and the University of Pretoria

- Adoption of the change in the 3 year budget term
- Commencing of negotiations towards the extension of the MoA for another 3 years

Financial report

- 2012 audit report
- Financial planning for 2013
- Financial planning for 2014

Format of ACEIE reports and documentation

- Discussion and review of current format
- Storage of documentation

Advice and guidance to the ACEIE

- Academic guidance
- Management guidance

Urgent matters

Vote of thanks

Closing

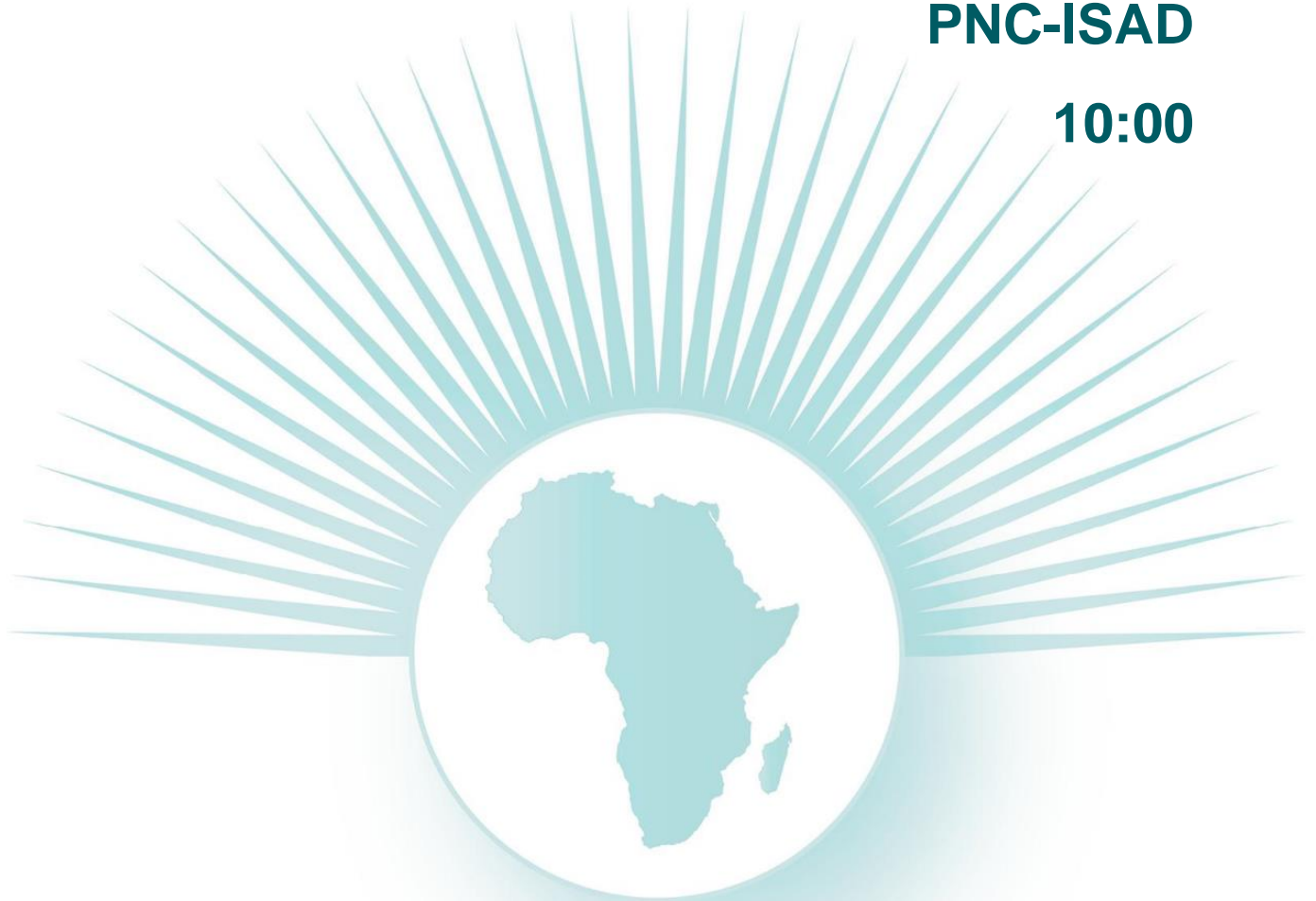
Minutes

20 November 2013

PMC Meeting

PNC-ISAD

10:00



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Minutes of the meeting that took place on 20 November 2013 at 10h00.

Opening and welcoming

- NS welcomes the attendees.

List of presence

- Nozipho Sihlahla (NS), Position: Director: e-Education
- Lucky Musi (LM, Mr), Position: Deputy Director: e-Education
- Thapelo Dikotla (DK), Position: Africa International representative.
- Coetzee Bester (CB), Position: Executive Director of the ACEIE.
- Rachel Bothma (RB), Junior Research Officer.
- Thoriso Maloka (TM), Administrative assistant.

Approval of previous minutes

- Minutes of the previous meeting approved

Approval of agenda

- The minutes will not be adopted as usual.

Activities 2013

Annual Report

- The full ACEIE team is back in the office and will be working on the annual report.
- The only document that will be outstanding from the report will be the annual report which is to be completed by the university.
- The audit certificate will be in acknowledgement by the DG of the department as well as the vice principal of the university.
- One copy will go to the DG, one to the VC, one to the centre, one to the Doc and one will remain with the advisory board.
- There is a proposed format that was put together by RB and CIS.
- The emblems of the different participants should be added on the cover page of the annual report.
- The content of the report is ready, but needs to be compiled.
- NS to circulate the Uganda report for use and example of the centre.
- The standard format is agreed to. NS proposes a standard practise of delivery of reports after every workshop. The idea is that the report should be given in after a given number of days.

Activities 2014

- Excludes work that is to be seen as UNESCO activities.
- NC-SKA to take place in April 2014.
- Members to note that the dates aren't fixed.

- The visit in January is mainly for curriculum implementation.
- Makerere to report back on implementation of the curriculum. People from Nigeria and Zanzibar to also present to give feedback on the implementation. The extraordinary Prof to also present.

Northern Cape

- NC does not have an institution, thus can the workshop be a government based workshop?
- Although the NC is distanced from everything, it should also taken into consideration that the province has amazing broadband but still faces challenges.
- RB to follow up on the Bill Gates foundation.
- Intel, UCT, SKA, Social Services, Dept. of education, Women of disabilities and children(Provincial, local, national)
- Prof Bradshaw to fly to the event.
- NC to be part of the agenda of the next meeting. RB to identify a specific date.
- The workshop should preferably not take place during school holidays.
- Mpumalanga workshop to be swopped around with Makerere.

Nigeria

- The Nigeria visit should preferably take place in the beginning of the year as it would not be advisable to have anything in SA during that time.

E-strategy

- The national development plan calls for a national e-strategy. The ICT integrated policy, reviewing of policies that are older than 5 years. Information ethics has been seen to be a part of the e-strategy. Whatever is to be added to that should be relevant for the next 3-5 years.
- CB to work on the document and also requests a template, background documents as well as the required length of the document.
- The document to be ready by 27 November 2013.

Cape Town discussion

- CB indicates that there is interest to meet with the secretary of the portfolio committee of the Cape Town office.
- A meeting will also take place in Paarl with Mr Deon de Villiers.
- Mr Dikotla is pleased and encourages NS to attend these meetings.
- The Cape Town programme is preliminary
- NS proposes Dr Wesso's presence in the meeting.
- 4th Decemeber: Secretariat and not the PCC. The idea is to contact them such that they may schedule a meeting.
- CB will have a meeting with the Malawian president where processes will be compared.
- There are currently 6 bilaterals within the government. Thus Algeria, Nigeria, Angola, Mozambique, Ghana and Egypt.

- There isn't any agreement that is prohibiting engagement with any country, thus it should be possible to communicate with any country.
- One can always contact Africa bilateral department that can liaise on behalf or in support with other countries within the continent.
- There is also ability to engage with other countries whether or not there is agreement.
- RB to submit list of countries and universities to Mr Dikotla's office.
- CB to invite Secretary General of SANATCOM, Carlton Mukwevho to attend the CPT meeting.

Matters to be registered for next meeting

- Northern Cape
- SADC office(Unesco regional office visit)

Date and time of next meeting

- Date: 10 December 2013
- Time: 10h00- 12h00
- Venue: UP

Concluding remarks

- There are possibilities of inviting Dirco to the next meeting, such that the centre's work can be introduced to Dirco.
- NS has proposed a specific meeting with Dirco.
- RB to communicate with Mr van Schalkwyk to book date and time.

Closing

Meeting ends

Addendum B

ACEIE Website

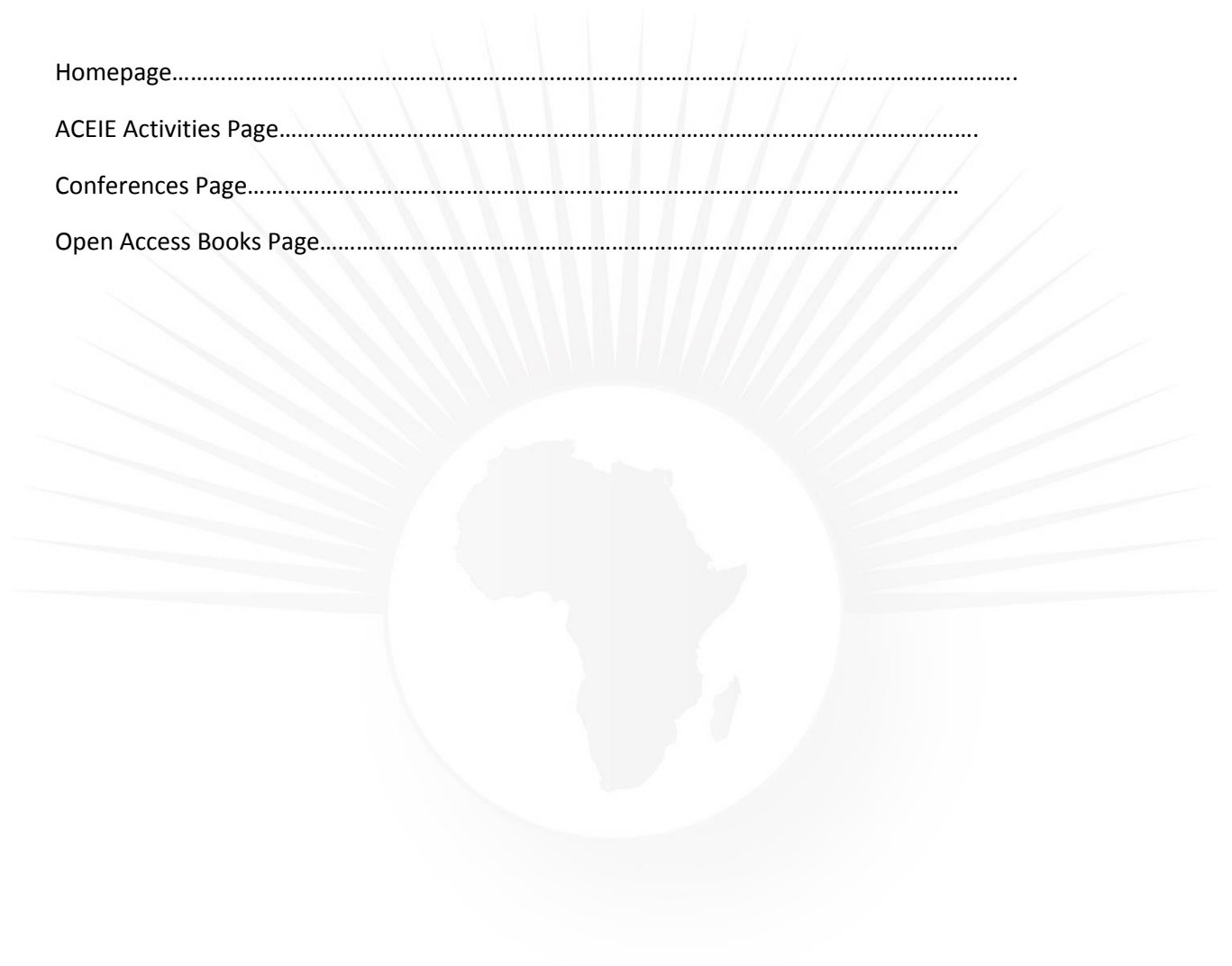


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ACEIE Activities Page.....

Conferences Page.....

Open Access Books Page.....



ACEIE Website

Screenshots

2013



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1. Homepage



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African Centre of Excellence for Information Ethics

ACEIE ActivitiesOpen Access BooksPhotosACEIE Staff

This research centre, the African Centre of Excellence for Information Ethics (ACEIE), is hosted by the Department of Information Science.

Establishment of the African Centre of Excellence for Information Ethics (ACEIE) at the University of Pretoria.

Information ethics 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. Information ethics 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. (2011 ANIE Workshop on Information Ethics in Africa)

In 2007 a group of international academics in the fields of Information Technology, Philosophy and Politics came together to form an academic network to do research on Information Ethics. This network is now known as the African Network on Information Ethics (ANIE). ANIE identified a gap in the academic representation of the African continent on the global stage, specifically pertaining to Information Ethics, and therefore started organising events to stimulate research on Information Ethics in Africa. The result of these activities and international collaboration has led to a partnership with the South African National Department of Communication, the United Nations Education, Scientific and Culture Organisation (UNESCO) and various universities across Africa. Finally, this collaboration contributed to the establishment of the African Centre Network:

- Convene, coordinate and administrate Ethics Conference and follow-up implementation of the conference resolutions;
- Facilitate the hosting of Ethics Awards Ceremonies in collaboration with other partners; and
- Focus on research and training in Information Ethics

In addition, the ACEIE will:

- Develop short courses for governmental officials in the 9 provinces of South Africa;
- Encourage Information Ethics Workshops where academics and practitioners can come together to enable the exchange of knowledge and enhance the practical dynamics of Information Ethics;
- Function as a centre where research interests can come together to endorse key proposals concerning Information Ethics and its application in African societies, governments and institutions; and
- Maintain its collaborative relationships with UNESCO; the E-skills Hub hosted by the Department of Informatics; and its host, the Department of Information Science.


Towards achieving the above mentioned goals, the ACEIE also actively researches issues pertaining to Information Ethics.


The African Centre of Excellence for Information Ethics had a successful 3rd ANIE International Conference on Information Ethics and Social Media.

For news related to the signing of the MoA, please visit:
<http://web.up.ac.za/default.asp?ipkCategoryID=8641&articleID=11383>


For more information on Information Ethics, please visit the Africa Information Ethics website:
<http://www.africainfoethics.org/>

For any queries, please contact the ACEIE at aceie@up.ac.za







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
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
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
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2. ACEIE Activities Page



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2013 ACEIE Activities

	NAME OF INSTITUTION	NAME OF EVENT	PROPOSED DATE	VENUE
1.	University of Limpopo	Preparatory Meeting	28 January 2013	Univ. of Limpopo
2.	Universities of KwaZulu-Natal and Zululand	Preparatory Meeting	9 February 2013	Univ. Pretoria
3.	University of North West	Preparatory Meeting	15 February 2013	Univ. Pretoria
4.	WSIS +10 Meeting	Summit	25 to 28 February 2013	Paris
5.	University of Free state	Provincial consultative workshop	15 March 2013	Univ. of Free State
6.	ICT 4 Higher Education	Summit	18 and 19 March 2013	Johannesburg
7.	Universities of KwaZulu-Natal and Zululand	Provincial consultative workshop	26 March 2013	Univ. of Zululand
8.	Lex Informatica/Cyberlaw/IE	Conference	4 and 5 April 2013	Univ. of Pretoria
9.	PPA Conference	Conference	7 April 2013	Monash University
10.	University of Limpopo	Provincial consultative workshop	12 April 2013	Univ. of Limpopo
11.	Research Ethics Integrity and Quality Assurance	Conference	18 and 19 April	Johannesburg
12.	SASA Conference	Conference	25 to 28 April	Univ. of Limpopo
13.	Cape Peninsula University of Technology	Preparatory Meeting	13 May 2013	Cape Peninsula University of Technology
14.	Medunsa Disheok Club	Annual Event	24 May 2013	Johannesburg Country

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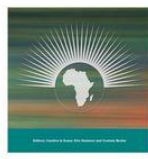
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Concepts in Information Ethics
An introductory workbook


Concepts in Information Ethics

"The aim of this workbook is to create a user-friendly reference for use in various contexts and on different levels. [The editors] have therefore compiled this workbook with simplified definitions/descriptions of some of the concepts used in discussions pertaining to Information Ethics. The aim of this workbook is to equip readers with some of the necessary vocabulary to effectively engage in such discussions. This workbook is in no way intended as an academic treatise that discusses the concepts in their comprehensive depth and breadth."

Information Ethics in Africa: Cross-cutting Themes


Information Ethics in Africa: Cross-cutting Themes

Africa Reader on Information Ethics


Africa Reader on Information Ethics

5.

Addendum C

Workshop



Local workshops

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International workshops

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Provincial Workshop Report



Free State Provincial Workshop on Information Ethics in Africa 2013



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African Network for Information Ethics

United Nations
Educational, Scientific and
Cultural Organization

IFAP
Information for All
Programme
International Committee
for Information

UNIVERSITY OF WISCONSIN
MILWAUKEE

Information for All
Programme
International Committee
for Information

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& postal services
Department
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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

www.up.ac.za/aceie

Provincial Workshop Report

Free State Provincial Workshop on Information Ethics in Africa 2013

This Workshop was one of the South African provincial workshops that the African Centre of Excellence for Information Ethics (hereafter referred to as the ACEIE) presented in 2013 in accordance with the Memorandum of Agreement signed between the University of Pretoria (UP) and the national Department of Communications (DoC).

THE WORKSHOP AT A GLANCE

Date: 15 March 2013

Province: Free State

Venue: University of Free State

Facilitator(s): Mr Coetzee Bester

Presenters: Prof. Pieter Duvenage, Ms Nozipho Mashiyi, Ms Rachel Bothma, Ms Candice le Sueur (Prof. D. Hay on programme, not available on workshop date)

ACEIE and DoC representatives present: Ms Nozipho Mashiyi, Mr Coetzee Bester, Ms Candice le Sueur, Ms Rachel Bothma

Host representative(s): Prof Pieter Duvenage and Prof. D. Hay

Number of attendees according on signatures on list of attendance (including ACEIE staff and presenters): 18

Primary local contact persons: Ms Natale le Roux and Ms Mandy Basson

Highlights:

Prof. Pieter Duvenage
(HoD) of UFS
Department of
Philosophy contributed
to our understanding of
the philosophical
foundations
underpinning
Information Ethics.

DoC interns contributed by
sharing their views on computer
literacy programmes at schools
and the use of ICTs in the local
community.

Various local tertiary institutions
and NGOs participated in the
workshop. The interdisciplinary
group of attendees included
representatives from fields such
as Town Planning, Religious
Studies, Education and
Computer Science

Appendices:

Appendix A: Workshop day programme

Appendix B: Workshop list of attendance

Appendix C: Workshop feedback

Appendix D: Workshop photos

Appendix A:

Workshop day programme

08:00 Arrival at the workshop venue

- Registration of participants
- Refreshments
- Calling to order and administrative announcements

08:30 Starting of the Workshop

- Welcoming remarks – Mr Coetzee Bester, ACEIE
- Discussion of the workshop objectives

08:40 Introduction of the theme

- Keynote Speaker

09:00 Session 1: Discussion on Information Ethics in Africa

- International guidelines – UNESCO
- IRIE
- Information Ethics in Africa – ANIE
- The Africa Centre of Excellence for Information Ethics
- Discussions

09:30 Session 2: Understanding Information Ethics

- Guidelines for Ethical thinking / ethical theories
- Understanding Information
- Ethics and Information Ethics
- Discussions

10:30 Session 3: Relevance and importance of Information Ethics

- A definition of Information Ethics
- Case studies
- Practical examples
- Discussions

11:00 Refreshments

11:30 Session 4: Information Ethics – Provincial interest groups

- Workbook on Concepts – Ms Candice le Sueur

- Training the trainers
- Provincial role players
- Provincial stakeholders
- Follow-up activities – Ms Rachel Bothma
- Discussions

13:30 Closing

- Summary of the workshop
- Vote of thanks

14:00 Lunch

15:00 End of Freestate Provincial Workshop

Appendix B:

Workshop list of attendance

Note: Participant's e-mail addresses are blocked out to protect their privacy.



African Centre of Excellence for Information Ethics

AFRICAN CENTRE OF EXCELLENCE FOR INFORMATION ETHICS

15 MARCH 2013

BOARD ROOM, GEORGE DU TOIT BUILDING, UNIVERSITY OF THE FREE STATE

NAME OF INSTITUTION	NAME OF DELEGATE	E-Mail address	Signature
Central University of Technology, Free State	Zandiswa Louw		
Central University, Free State	Moiposi Chabeli		
UFS	PETER POTGIETER		
UFS	Corene de Vries		
UFS	Andrew Barclay		
DOC	Maniraj Subbarash		
DOC	Morena David		
UFS	Inez Breidenhant		
DOC	Botumelo Matupoko		
DOC	DONASE PHOFA		
DOC	Tiisetso Thunetsi		
Central University of Technology, FS	Sonali van Heerden		
DOC	MAMOKOPE PHAMOTSE		
DOC	PROZINA MARY		

Appendix C:

Workshop feedback from feedback forms that participants completed

NOTES:

- i. *This feedback comes from the initial “concept feedback form”, which has since improved in that the form now asks the respondent to motivate his or her answers.*
- ii. *The total number of feedback forms received $n = 12$*
- iii. *Numbers may not add up in responses received, since some participants may have chosen more than one option at some questions, while others may have skipped multiple questions.*
- iv. *Grammar (and some spelling) mistakes are recorded as is.*
- v. *Where “...” is used it indicates that one or at most two words are missing because they are illegible*

Questions

1. *What did you expect to learn from this workshop?*
 - Ethics pertaining to the writing of research.
 - National and international trends in information ethics and what role academia has to play.
 - How to use information ethics in our careers and personal lives.
 - To know ABT Info Ethics. To hear how individuals understand ABT. IE.
 - Ethics concerning information on a personal level and organisational level
 - Information ethics is so huge and it should be taken into consideration.
 - To learn more about the Information Ethics
 - To understand the Information Ethics Concept in general
 - I have learned more than I expected in this workshop. I did not know what to expect.
 - General understanding of ethics on this level.
 - Learn more about Information Ethics and how make the community aware of Information Ethics
 - More details about Information Ethics. What it is, how it affects me.
2. *Did the workshop provide what you hoped for or expected?*
 - a. *Yes – it was even more than I hoped for*
 - b. *Yes – it satisfied my expectations*
 - c. *No – it did not meet my expectations*
 - d. *No – other reason, specify:*

Totals:

a	b	c	d
7	4	0	1

Comment at d:

- I did not expect it to be a 'feedback' session as I would have prepared, Better.

3. *Why did you choose to attend this specific workshop/conference?*

- The topic is interesting*
- It is free*
- I definitely need to know more about the topic to be effective in my work or community.*
- Other, specify:*

Totals

a	b	c	d
1	0	11	0

Comment at d: None.

4. *Do you think that what you have learnt here will be useful for you in future?*

- Yes – definitely*
- Maybe – I'm sure*
- No – it is not relevant*

Totals

a	b	c
12	0	0

5. *Where are you most likely to apply your new knowledge?*

- Personal life*
- The environment where I teach or provide guidance other than at work*

- c. *At my place of work*
- d. *Other, please specify:*

Totals

a	b	c	d
4	5	6	0

Comment at d: None

6. *In which medium would you prefer to have the info accessible post-conference?*
- a. *Online*
 - b. *Printed workbooks and notes*
 - c. *On a CD/DVD*
 - d. *Other, please specify:*

Totals

a	b	c	d
8	1	2	0

Comment at d: None

7. *Are you happy with how the workshop was organised in terms of communication, catering etc.?*
- a. *Yes*
 - b. *More or less*
 - c. *No*
- For b and c – please comment so that we can improve!*

Totals

a	b	c
12	0	0

Comment at b: None

Comment at c: None

8. *Are you happy with the way the programme has been designed in terms of content? Do you have recommendations in this regard?*

- a. *Yes*
- b. *More or less*
- c. *No*

For b and c please comment so that we can improve!

Totals

a	b	c
10	1	1

Comment at a: None

Comment at b:

- I think perhaps some kind of interactive activity to stimulate debate & thinking (beyond only roundtable discussion)

9. *Would you like to be added to the ANIE mailing list? If yes, please provide your e-mail address.*

- a. *Yes. E-mail address:*
- b. *No.*

(List of people/addresses to add to ANIE mailing list compiled elsewhere)

10. *Any other comments or suggestions?*

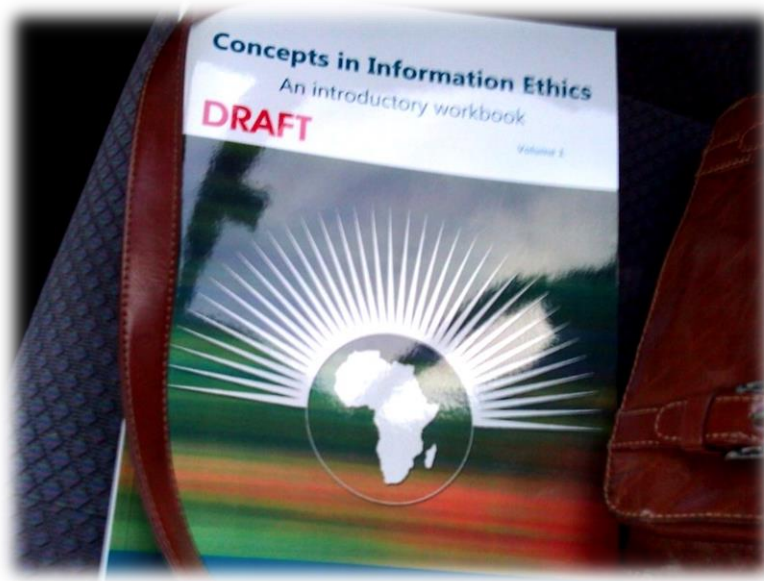
- Something needs to be added to stimulate debate (many delegates hardly spoke at all, and they need to be involved and drawn out of their 'shell'). A brief interactive activity could be designed.
- Workshop well organized.
- The workshop was very informative and I recommend that all ideas put forward be implemented at all levels. Awareness is the main concern with this workshop (affiliation [Note from data capture: This comment is complete as given in feedback form]).
- This programme / project should be ran every year and It should be publicised.
- The workshop provided me more than what I hoped for. I was my privilege to attend the workshop.
- Invit all necessary stakeholders
- I think it will be better to hold workshops like this one in rural areas because people there do not even have cellphones to access information and those who have do not know how to access it using their cellphones so it will be helpful for them.
- It is a total new concept. I would love to become more knowledgeable on the topic. Thank you for your enthusiasm and professional manner in which you presented the topic.

- Please invite or involve the Department of Education in this workshop so that what ever they learn here can be implemented at school level.
- Keep on informing the society about this, because really many people lack information, when it comes to technology.

Appendix D:

Workshop photos

No photos of the workshop were taken.



The University of the Free State and the African Centre of Excellence for Information Ethics
Invites you to an 'Information Ethics' Workshop

Theme: *Information Ethics in Practice*



Key concepts to be discussed

Privacy Moral Values Protection of Private Information Management of Private Information Information Security	Access Information poverty as social dimension of IE Digital Divide Accessibility	Cultural issues Indigenous Knowledge Local Knowledge Intercultural Information Ethics
Intellectual Property Copyright Fair dealing and Fair use Ownership of Information	Information Ethics and Governance Social Justice Information Ethics and Power E-democracy / e-government	Emerging trends and technologies E-waste Information and cyber warfare Ethical hacking

Date: 15 March 2013
Time: 08:30 -16:00
Place: Board room, George Du Toit Building, ground floor University of the Free State, Main Campus
RSVP: by Wednesday 06 March 2013 to Rachel Bothma at Rachel.Bothma@uofes.ac.za or acoe@uofes.ac.za or tel: +27 (0)12 420 5218

Invitation | Uitnodiging

T: +27 (0)51 401 9111 | www.ufs.ac.za

African Centre of Excellence for Information Ethics

Above: First draft of the Concepts in Information Ethics workbook that was introduced at this workshop – the first workshop of 2013. Below: Invitation extended by the UFS. Link to UFS newsletter:
http://www.ufs.ac.za/templates/newsletter_item.aspx?sid=1197

Provincial Workshop Report



Tanzania Africa Workshop on Information Ethics in Africa 2013



Provincial Workshop Report

Tanzania Africa Workshop on Information Ethics in Africa 2013

This Workshop was one of the South African provincial workshops that the African Centre of Excellence for Information Ethics (hereafter referred to as the ACEIE) presented in 2013 in accordance with the Memorandum of Agreement signed between the University of Pretoria and the national Department of Communications (DoC).

THE WORKSHOP AT A GLANCE

Date: 26 March 2013

Province: Kwa-Zulu Natal

Venue: University of Zululand main Campus, Arts Auditorium

Facilitator(s): Prof. Dennis Ocholla

Presenters: Prof. Rob Midgley, Prof. Dennis Ocholla, Prof. Stephen Mutula, Mr Coetzee Bester, Ms Candice le Sueur

ACEIE and DoC representatives present: Mr Lucky Musi, Mr Coetzee Bester, Ms Rachel Bothma, Ms Thoriso Maloka, Ms Candice le Sueur

Host representative(s): Prof. Dennis Ocholla

Number of attendees according to signatures on list of attendance (including ACEIE staff and presenters): 62

Primary contact person: Prof. Dennis Ocholla

Appendices:

Appendix A: Workshop day programme

Appendix B: Workshop list of attendance

Appendix C: Workshop feedback

Appendix D: Workshop photos

Highlights

In-depth discussions on cross-cutting themes in Information Ethics took place.

Discussions of Information Ethics specifically in the context of Library and Information Science took place.

Student representation was strong, with undergraduate, post-graduate, local and international students attending.

Representatives from various community interest groups were present and actively engaged in discussions.

Appendix A:

Workshop day programme

Arrival at the workshop venue

- Registration of participants
- Refreshments
- Mr Coetzee Bester - Calling to order and administrative announcements

08:30 Starting of the Workshop

- Prof. Dennis Ocholla - Welcoming remarks
- Discussion of the workshop objectives

08:40 Introduction of the theme

- Prof. Rob Midgley, DVC for Research and Innovation: Keynote Speaker

09:00 Session 1: Discussion on Information Ethics in Africa

Chair: Mr Coetzee Bester

- International guidelines – UNESCO
- IRIE
- Information Ethics in Africa – ANIE
- The Africa Centre of Excellence for Information Ethics
- Discussions

09:30 Session 2: Understanding Information Ethics

Facilitator: Prof. Stephen Mutula

- Guidelines for Ethical thinking / ethical theories
- Understanding Information
- Ethics and Information Ethics
- Discussions

10:30 Session 3: Relevance and importance of Information Ethics

Facilitator: Prof. Dennis Ocholla

- A definition of Information Ethics
- Case studies
- Practical examples
- Discussions

11:00 Refreshments

11:30 Session 4: Information Ethics – Provincial interest groups

Panel: Prof. Dennis Ocholla, Prof. Stephen Mutula, Prof. Rob Midgley and Mr Coetzee Bester

- Workbook on Concepts – Ms Candice le Sueur
- Training the trainers
- Provincial role players
- Provincial stakeholders
- Follow-up activities
- Discussions

13:30 Closing

- Prof Dennis Ocholla - Summary of the workshop
- Vote of thanks - Mr Rexwhite Enakrire (UZ – PhD Student)

14:00 Lunch

Appendix B:

Workshop list of attendance

Note: Participants' e-mail addresses are blocked out to protect their privacy.

Ms	N	Makhutla	Nthabiseng
Ms	TG	Maloka	Thoriso
Dr	D	Manicom	Desiree
	S	Mangele	S
Ms	J	Manyerere	Juliana
	S	Maphanga	S
	K	Maphanga	K
	EN	Maseh	Elsebah
	TI	Maseko	TI
Ms	P	Mayise	Princess
	N	Mbanjwa	Nokwanda
Mrs	SD	Mbokazi	SD
	J	Mbuli	J
	E	Mcwango	E
	R	Midgley	R
	N	Minenhle	N
	L	Mmakola	Lulu
	I	Moseti	Irene
	M.Z	Mthembu	MZ
	P	Mudali	Pragasen
Ms	N	Mudau	Nancy
Mr	K	Muna	Kamau
Mr	L	Musi	Lucky
	R	Mushi	Restituta

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University of Zululand
UNIZULU
UKZN
UNIZULU
University of Zululand
RMB (UKZN)

Information Ethics in Africa Workshop: 26 March 2013 (Kwazulu Natal)							
Title	Initials	Surname	Name	Office Number	Cellphone Number	E-mail address	Institution
Mr	J	Adekoya	Joseph				
	G	Agar	Gebissa				
	M	Ayoola	M				
Mr	CB	Bester	Coetzee				
	K	Bonginkosi	Mkhazayiro				UNIZULU
	K	Bongiwe	K				
Ms	R	Bothma	Rachel				
	P	Buthelezi	P				
Dr	K	Chisa	Ken				UKZN
Ms	PX	Coetzer	Patience Xolilie				
Mr	RT	Enakrire	Rexwhite				
Ms	J	Dlamini	Judy				
	L	Ewa	L				
Mr	S	Fari	Sani				
	G	Kavishe	Goerge				
Mr	L	Kilemba	Lucas				
Mr	G	Koma	Geoffrey				
Ms	C	le Sueur	Candice				
	C	Lincoln	C				
	J	Iwata	John				
	N	Makhutla	N				
	EN	Makhutla	EN				

Ms	N	Makhutla	Nthabiseng
Ms	TG	Maloka	Thoriso
Dr	D	Manicom	Desiree
	S	Manqele	S
Ms	J	Manyerere	Juliana
	S	Maphanga	S
	K	Maphanga	K
	EN	Maseh	Elsebah
	TI	Maseko	TI
Ms	P	Mayise	Princess
	N	Mbanjwa	Nokwanda
Mrs	SD	Mbokazi	SD
	J	Mbuli	J
	E	Mcwango	E
	R	Midgley	R
	N	Minenhle	N
	L	Mmakola	Lulu
	I	Moseti	Irene
	M.Z	Mthembu	MZ
	P	Mudali	Pragasen
Ms	N	Mudau	Nancy
Mr	K	Muna	Kamau
Mr	L	Musi	Lucky
	R	Mushi	Restituta

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Univ of Zululand
University of Zululand
University of Zululand
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Dr	J	Muthugi	Janet
Prof	S	Mutula	Stephen
	G	Naidoo	G
Dr	K	Naidoo	Kevin
Ms	SK	Nanyonga	Sarah
	NE	Ndaba	NE
Ms	N	Ndaba	Nobuhle
	J	Ndubaro	John
Mr	F	Ndumbaro	Faraja
Mr	N	Nkomo	Ntando
	Z	Nompumelelo	Z
	H	Ntuli	H
Mrs	L	Ocholla	Lydmila
Prof	D	Ocholla	Dennis
Dr	J	Oladosu	John
Mrs	YD	Olorunfemi	Doreen
	F	Osunsanmi	Foluso
Prof	D	Rotich	Daniel
	P	Sabele	P
	FA	Sani	FA
Ms	N	Shandu	Nonhlanhla
	M	Shariffa	M
	T	Shiweda	Tertu
Ms	I	Shubi	Irene

University of Kwazulu Nata
University of Zululand
Unizul
University of Kwazulu Natal
Unizul
University of Zululand
University of Zululand
29 42.
UKZN

Appendix C:

Feedback as captured from feedback forms that participants completed.

NOTES:

- i. *The total number of feedback forms received n = 35*
- ii. *Numbers may not add up in responses received, since some participants chose more than one option at some questions, while others skipped multiple questions. Grammar (and some spelling) mistakes are recorded as is.*
- iii. *Where “...” is used it indicates that one or at most two words are missing because they are illegible*

Questions

1. *What did you expect to learn from this workshop?*
 - To learn a lot from other colleagues and Professors about Information Ethics
 - Situations that leads to ethics application in the society let alone the academic environment
 - I wanted to know what was information ethics about.
 - The importance of applying various ethics theories in profession and personal capacity
 - To have awareness on the subject of Information Ethics and to unpack the importance of IE
 - Getting more experiences on theories and practice of IE in global and African context
 - How to understand ethics on information collected/disseminated/shared...
 - I did expect information ethics and moral values. I have learnt a lot.
 - The importance of rationalizing situations in the context of ethical values.
 - To understand information ethics especially with regard to Africa. What level of IE is being practiced?
 - Learn more about information ethics
 - To learn more about information ethics
 - About what is ethics and information. Ethics and the importance to the society.
 - How can information ethics be taught and applied in society
 - I expected to understand the concept of information ethics
 - Understanding ... ethics guiding access and use of information including Africa's Indigenous Knowledge
 - Exploring IE from the perspective of indigenous communities
 - Ethics in research and it significance in research
 - The importance of ethics, how to use them appropriately and in an effective manner.
 - To learn more about Ethics, Information Ethics in Africa
 - What information Ethics is
 - The practical part of information African ethics
 - Ethical approaches, theories and Information Ethics in relation to politics
 - I be well informed about Information Ethics and other trends that are related to IE
 - To know and be more informed about ethics and how I can relate them to my study

- Ethical issues in Information Management
- More about information ethics and its applicability in the field of information sciences
- I expected a practical session with case studies but also application of some theory
- To know more about the topic
- Ethics as it relates to information use for research and communication
- An introduction to Information Ethics
- What is the field of Information Ethics about?
- The significance of and & debates around information ethics
- Ethical issues in various disciplines; I expected to set more presenters on various topics
- As a recently retired professor, having taught I.E., I wanted to establish relevant contacts towards developing a network in order to take my academic work further.

2. *Did the workshop provide what you hoped for or expected?*

- a. *Yes – it was even more than I hoped for*
- b. *Yes – it satisfied my expectations*
- c. *No – it did not meet my expectations*
- d. *No – other reason, specify:*

Please motivate:

Totals:

a	b	c	d
17	15	1	0

Motivations for a:

- For applied ethics more can still be discussed especially because ethics sometimes need discretion application forced by the circumstances on finds him/herself in.
- It contributed positively in the reconstruction of my lines of thoughts.
- It was very informative.
- Well presented
- Well information and relevant
- It was very interesting to understand that concepts in Information ethics should be decolonized.
- I learnt a lot regarding the in depth information about ethics, moral and law.
- There were some things I never knew pertaining ethics and some I had little knowledge and that gap has been filled.
- The discussion opened my mind to the reality of the need for ethics in all spheres of life
- Thought it was restricted to Library & Information science only
- Yes, it was more than I hoped for. Not only did I make strategic contacts but gained much for clearly presented concepts and insightful discussion.

Motivations for b:

- I specifically wanted to understand how we interpret ethics and morals in universal information.
- More hand outs were given to elaborate more about Ethics and Information Ethics in Africa
- I still feel that information ethics is rooted on those who hold power yet it has to be applied for all humans
- The speakers did a commendable job
- As one Prof observed this is virgin land. Wish I hadn't selected my research topic yet!
- Key concerns and issues around definitions of info-ethics would have been interesting to discuss key info ethics issues ... & locally

Motivations for c:

- I expected much more "hands on" experience. But then, if maybe my "teacher" idiosyncrasy.

3. Why did you choose to attend this specific workshop/conference?

- a. *The topic is interesting*
- b. *It is free*
- c. *I definitely need to know more about the topic to be effective in my work or community.*
- d. *Other, specify:*

Totals

a	b	c	d
18	5	22	3

Motivations for a: None given.

Motivations for b:

- An opportunity to learn something new
- Vitally relevant

Motivations for c:

- C is OK, but will the work situation or community adhere to the ethical rules?

Motivations for d:

- I am doing PhD in an environment field that involves human beings and interaction with communities.
- The topic is interesting and my professor urged me to come and assist so that I can get knowledge

- In the world of information, anyone can benefit from knowledge about information ethics

4. *Do you think that what you have learnt here will be useful for you in future?*

- a. *Yes – definitely*
- b. *Maybe – I’m sure*
- c. *No – it is not relevant*

Please motivate:

Totals

a	b	c
28	4	0

- Comment provided without a chosen answer: It will be helpful to me because next year when I will be doing my masters.

Motivations for a:

- I think more could have discussed as this issue seemed new and people have not even noticed its importance
- From now on I have an option to make informed decision with regards to ethics
- I am now aware on the dynamics/complexity of information ethics
- Because I have been empowered to reason on lines of ethical consideration
- I will have an ethical framework on which to base my decisions.
- I will use it in my normal interaction with the Society
- Will help us understand and acknowledge that whether harm or damage is the result of absence of ethics ie. Rules and regulations that guides performance
- I have learn how to infringe my virtue in complying with ethics
- Yes – I didn’t know that information (information ethics) applies everyday knowingly and not knowingly
- I learnt some new things like the surveillance ... transdisciplinary of the study
- Of course it will be, ethics teach you more about what you believe in or how things be done, theres more to the concept than relating it to my field of study.
- I am currently pursuing a PhD degree and this is definitely useful
- The issues also a prime research area
- My views and understanding of information ethics have been confirmed and validated
- As a lecturer the discussions held will be extended to my students and also into practice.
- I want to begin to look at what of I should write of publishing on it!
- It is useful that I will try & apply it in most areas of my life

- Am in academia so will use this to assist students in large.
- Ethics is everyone's concern. As a philosophy teacher/writer I need to communicate ethics clearly and meaningfully. This workshop has contributed to that end.

Motivations for b: None

Motivations for c: None

5. *Where are you most likely to apply your new knowledge?*
- Personal life*
 - The environment where I teach or provide guidance other than at work*
 - At my place of work*
 - Other, please specify:*

Totals

a	b	c	d
16	15	15	8

Comment at d:

- My research interests
- Academic development
- Especially, when I am dealing with research activities
- Communities that I would be working in
- To both my work & studies
- In life generally (personal, work, etc)
- All the above
- Also beyond a formal workplace, to include my research audience

6. *In which medium would you prefer to have the info accessible post-conference?*
- Online*
 - Printed workbooks and notes*
 - On a CD/DVD*
 - Other, please specify:*

Totals

a	b	c	d
27	11	10	1

Comment at d:

- Verbally to those I interact with

7. *Are you happy with how the workshop was organised in terms of communication, catering etc.?*

- a. *Yes*
- b. *More or less*
- c. *No*

Please motivate:

Totals

a	b	c
24	8	2

One comment given without an answer a/b/c: It was well communicated but with catering food was not enough and crockery was not enough.

Motivations for a:

- Yes, but should be organised when it comes to food sharing.
- OK refreshments arguably not very well organized
- Conducive time/period, well organized and excellent presentors and presentations, and it was interactive.
- Absolutely yes, everything was outstanding in terms of setting & how it was structured
- But it will be great if the information or invitation is extended to our supervisors.
- Very informative presentations and enriching debates
- How time was allocated and honoured by facilitators and participants.
- All presenters were communicating with medium language

Motivations for b:

- Inadequate food to go around during tea-break
- I still feel that there are things that should be done effectively for instances, the presentation of slides and eye contact.
- Except that our surnames were called names

Motivations for c:

- State of the toilets – appalling. Venue – not good for workshop – like ... in terms of seating. Catering – crowded, not enough cups, food etc.

- Invitation didn't have information on how to get involved. Space for refreshments was too small.

8. *Are you happy with the way the programme has been designed in terms of content? Do you have recommendations in this regard?*

- a. *Yes*
- b. *More or less*
- c. *No*

Please motivate:

Totals

a	b	c
32	3	0

Motivations for a:

- Please do not use double-barrelled questions. E.g. Qsn 10 & 9. Presentations covered all but may be to zero down on certain areas e.g. knowledge management & IKS.
- Clearly planned & executed, though possibly an element of repetition was present.
- It would have been good to incorporate group discussions, if not for time constraints.
- It is promising indeed
- The facilitators were the experts in the field of information, as a result the content was clear.
- Yes, very short and informative with different discipline from different universities.
- Would have liked more time on the panel discussion.
- Case studies recorded on dvd's (dramatization) will make realization of content very actual.
- Programme was short ... for a day

Motivations for b:

- Documents handed out are clearly explained and topics are interesting
- Information legislation & policy Nationally & internationally Information Bill – S.A. England etc.

9. *Would you like to be added to the ANIE mailing list? If yes, please provide your e-mail address.*

- a. *Yes. E-mail address:*
- b. *No.*

(List of people/addresses to add to ANIE mailing list compiled elsewhere)

10. Any other comments or suggestions?

- This kind of gathering is extremely valuable, particularly as it combines the theoretical and the practical dimensions of this vitally important discipline. In this vein, however, it might also be valuable to include other related disciplines – e.g. computer scientists, or administrators of vast and strategic info systems – to participate in an even more practical and applied capacity. Thank you very much!
- Resources permitting make it a 2-day conference and invite Information Studies departments in the Province to assist with more Information & for robust discussions.
- Contemporary information issues and Ethics relevant to these issues > eg: Free access to information
- Thank you for a very day for my profession.
- A very educative and enlightening program indeed would like to participate in future.
- It seemed, judging by the speed with which we were moving, that there was an assumption of a lot of prior knowledge from the participant. How about providing a 'reading pace' [?] prior to the workshop and devoting more time to very practical case discussions.
- The workshop was well planned and well executed.
- This was a successful and an interesting workshop. I wish there could be more of these, looking at other disciplines.
- Spread the information across all human habitat if you have the means. Organize workshops for our top leaders you could think of, journalists and all those you think will benefit. I think this program and information ethics will gain momentum if it is not only labelled as an academic discipline.
- It was a wonderful workshop to attend and very informative.
- Information Ethics should be widely researched in ICTs because the future is with electronic part e.g. facebook/social media.
- No comments, except to say thank you very much.
- I would really appreciate it, if such a meeting or conference take place twice or thrice a year.
- If the information presented can also be made available to us either electronically or by the other means since we cannot cope with pace of our presenters, yet the information presented was so important, relevant and informative.
- Government perspective was missing. NRF could have been invited to give a governmental perspective on information ethics.
- Government departments should be invited on such workshops. I believe that they would enormously contribute in the execution of development initiatives that positively empower people and activities that embrace value for money and courtouscius.
- I really enjoyed the workshop at the university of Zululand. It was really a good experience attending such kind of work shop as a postgraduate student. Moreover, the issues were critical and current. If I had to say something, I want to say the time was not enough for us to catch up everything but, it was a good experience an introduction. Thank you for the golden chance you gave us.

- Thanks to all those who participated in organising for this workshop.
- The workshop has been so useful in number of ways. I would recommend in a future event like this more group works have to be done to involve participants on discussin
- This subject has a lot of potential of developing as a field of study. Most conflicts that have been seen by our country was because they failed to use ethics when passing or making information. The reason why a lot of students find it hard to apply information ethics in their studies is because they regard it as a personal attribute that cant influence professionalism. Thank you, but this needs to go even further.
- A big thank you to the Department that organised the conference. This was the first of its kind and hopefully next time more people will attend.

Appendix D

Workshop photos



All of the above: Presenters at workshop



All of the above: Workshop attendees







Organisers, officials and some participants of the workshop from the University of Zululand and the African Centre of Excellence for Information Ethics

Provincial Workshop Report



Limpopo Provincial Workshop on Information Ethics in Africa 2013

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

www.up.ac.za/aceie

Provincial Workshop Report

Tanzania Africa Workshop on Information Ethics in Africa 2013

This Workshop was one of the provincial workshops that the African Centre of Excellence for Information Ethics (hereafter referred to as the ACEIE) presented in 2013 in accordance with the Memorandum of Agreement signed between the University of Pretoria (UP) and the national Department of Communications (Doc).

THE WORKSHOP AT A GLANCE

Date: 12 April 2013

Province: Limpopo

Venue: Polokwane Royal Hotel

Facilitator(s): Prof. Philip Venter and Dr Jesika Singh

Presenters: Prof. Philip Venter, Dr Jesika Singh, Mr Coetzee Bester, Ms Candice le Sueur

ACEIE and DoC representatives present: Mr Lucky Musi, Mr Coetzee Bester, Ms Candice le Sueur, Ms Rachel Bothma, Ms Erin Hommes

Host representative(s): Prof. Philip Venter and Dr Jesika Singh

Number of attendees according on signatures on list of attendance (including ACEIE staff and presenters): 58

Primary contact persons: Prof. Philip Venter and Dr Jesika Singh

Appendices:

Appendix A: Workshop day programme

Appendix B: Workshop list of attendance

Appendix C: Workshop feedback

Appendix D: Workshop photos

Highlights

Representatives from the Office of the Premier attended and contributed to this workshop by providing structured, positive inputs and guidance.

Local Research Ethics committee members in attendance pointed out Information Ethical problem areas within Research Ethics.

Attendees provided various perspectives and insights into universities situated in rural areas and the Information Literacy problems faced.

Follow-up activities and projects were planned.

Appendix A:

Workshop day programme

08:00 Arrival at the workshop venue

- Registration of participants
- Refreshments
- Calling to order and administrative announcements: Coetzee Bester

08:30 Starting of the Workshop

- Welcoming remarks: Dr Jesika Singh
- Discussion of the workshop objectives

08:40 Introduction of the theme

- Speaker: Mr Coetzee Bester

09:00 Session 1: Discussion on Information Ethics in Africa

Chair: Mr Coetzee Bester

- International guidelines – UNESCO
- IRIE
- Information Ethics in Africa – ANIE
- The Africa Centre of Excellence for Information Ethics
- Discussions

09:30 Session 2: Understanding Information Ethics

Chair: Dr Jesika Singh

- Guidelines for Ethical thinking / ethical theories
- Understanding Information
- Ethics and Information Ethics
- Discussions

10:30 Session 3: Relevance and importance of Information Ethics

Chair: Prof. Philip Venter

- A definition of Information Ethics
- Case studies
- Practical examples
- Discussions

11:00 Refreshments

11:30 Session 4: Information Ethics – Provincial interest groups

Chair: Ms Candice le Sueur

- Workbook on Concepts
- Training the trainers
- Provincial role players
- Provincial stakeholders
- Follow-up activities
- Discussions

13:30 Closing - Dr Jesika Singh

- Summary of the workshop
- Vote of thanks

14:00 Lunch

Appendix B:

Workshop list of attendance

Information Ethics in Africa Workshop: 12 April 2013 (Limpopo)								
Title	Initials	Surname	Name	Office Number	Cellphone Number	E-mail address	Organisation	Signature
Prof	D	Afful	David				University of Limpopo	
	M	Aphane	Marota				University of Limpopo	
Mr.	BC	Bester	Coetzee				University of Pretoria	
Ms	R	Bothma	Rachel				University of Pretoria	
Ms	MM	Chueene	M.M.				U.L. AC-ZA	
Ms	M	Davids	Marion				U.L.	
Mr.	V	Egan	Vincent				Department of Economic Development, Environment & Tourism	
Prof.	P	Govender	Prem				University of Limpopo	
Dr.	A	Halajian	Ali				University of Limpopo	
Ms	J	Kaka	J					
Dr	E	Kironji	Edward				U.L. Limpopo ASD	
Ms	C	Le Sueur	Candice				University of Pretoria	
Ms	E	Ilegodi	Elizabeth				Dep of Health	
	M	Lekhuleni	Masamo				University of Limpopo	
Mr.	M	Lephondo	Mmemeru				University of Limpopo	
Mr.	N	Letebele	Norman				UNISA	
Ms	B	Mabaso	Basani				Limpopo Economic Development Agency	
	M	Machababala	Rashidi				Department of Roads and Transport	
Ms	M	Magada	M				U.L. ZA Department Sport Arts & Culture	
Ms	FD	Maguga	F.D.					
Ms	R	Mahlatji	Rachel				UNISA	

		Makgahlela	Lefose					
Mr.	S	Makwela	Solomon				University of Limpopo	
Mr.	SD	Mathebula	Solani Davi				University of Limpopo	
Dr	A	Merkestein	Aria				University of Limpopo	
	M.J.	Mohluame	Segooa				Unisa	
Ms	J	Mokobi	Joyce				U.L. ZA	
Dr	J.W.	Mostert	J.W.				Department of Economic Development, Environment and Tourism	
Mr.	L	Musi	Lucky				University of Limpopo	
Prof.	K	Nel	Kathryn				University of Limpopo	
Dr	K.A.	Nephawe	Khathutsh				Limpopo Department of Agriculture	
Mr.	V	Netshidzivha	Victor				University of Pretoria	
Adv.	P.W	Nkoana	Pheagane				University of Limpopo	
Dr.	K	Odeku	Kolawole				University of Limpopo	
Mr.	J	Rawlinson	Jakes				University of Limpopo	
	M	Salome	Mpherwan				University of Limpopo	
	D	Seloana	Dineo				University of Limpopo	
Dr	J	Singh	Jesika				University of Limpopo	
Dr	U	Smith	Ubbo					
Mr.	V	Takalo	V				Sport, Arts & Culture	
Ms	M.P.	Tingitsi	M.P.					
Mr.	M	Tshimangadze	Magadze				University of Limpopo	
Prof	P	Venter	Philip				Department of Communications	
43								

Initial	Surname	Name	Office Tel.	Cellphone	E-mail	Institute	Signature
Not confirmed:							
K	Maphoha	Khomoto					
N	Marais	Nalze				University of Limpopo	
S	Mathebula	Solani				University of Free State	
R	Vorster	Ronel				University of Limpopo	
R.R.	Ramugondo					Medunsa Oral Health Centre	
NW	MABASA					LEDET	
N N	Nkomo	Nthobu				LEDET	
I	Ntsheni	Ikem					
M S	MAKHIVHA	Steyn				Social Development	
M J	Mokgope	Jackie				LEDET	
R E	Mamekhe					Office of the Premier	
TGG	MKHATISO					University of Limpopo	
PRUP	B C N					University of Limpopo	
VS	Ntshane	Victor				University of Limpopo	
	Ntshane	Peter				University of Limpopo	
	Ramphani	Luxo				University of Limpopo	

Information Ethics in Africa Workshop: 12 April 2013 (Limpopo)							
Title	Initials	Surname	Name	Office Number	Cellphone Number	E-mail address	Organisation
Prof	D	Afful	David				University of Limpopo
	M	Aphane	Marota				University of Limpopo
Mr.	BC	Bester	Coetzee				University of Pretoria
Ms	R	Bothma	Rachel				University of Pretoria
Ms	MM	Chune	M.M.				
Ms	M	Davids	Marion				University of Limpopo
Mr.	V	Egan	Vincent				Department of Economic Development, Environment & Tourism
Prof.	P	Govender	Prem				University of Limpopo
Dr.	A	Halajian	Ali				University of Limpopo
Ms	J	Kaka	J				
Dr	E	Kironji	Edward				
Ms	C	Le Sueur	Candice				University of Pretoria
Mr	E	Iegodi	Elizabeth				Dep of Health
Ms	M	Lekhuleni	Masamo				University of Limpopo
Ms	M	Lephondo	Mmemeru				University of Limpopo
Mr.	N	Letebele	Norman				University of Limpopo
Ms	B	Mabaso	Basani				Limpopo Economic Development Agency
	M	Machabane	Rashidi				Department of Roads and Transport
Ms	M	Magada	M				
Ms	FD	Maguga	F.D.				
Ms	R	Mahlatji	Rachel				University of Limpopo

9. N.S. Surinse Vero office Tel. Cell phone Email			UNIVERSITY/INSTITUTE	SIGNATURE
Not confirmed:				
K	Maphoha	Khomotso	University of Limpopo	
N	Marais	Nalze	University of Limpopo	
S	Mathebula	Solani	University of Free State	
R	Vorster	Ronel	University of Limpopo	
N	MSKAWONG		Medunsa Oral Health Centre - Unisa	
N.S.	MABUNYANA		Unisa	
J.T.	Malshi Jerry		Unisa	
P.M.	Shisana Peter		limpopo.gov.za. DSD	
A.G.	Ishimauwe Gede		Unisa	
M.W.	MACORO MAPISI		@gmail.com - Department of Social Development. D	
I.S.	Shai Samson		com University of Limpopo	
			com University of Limpopo	

	Makgahlela	Lefose	University of Limpopo	
Mr. S	Makwela	Solomon	University of Limpopo	
Mr. SD	Mathebula	Solani Dav	University of Limpopo	
Dr. A	Merkestein	Aria	University of Limpopo	
M.J.	Mohluame	Segooa	Unisa	
Ms. J	Mokobi	Joyce	za office of the Prov	
Dr. J.W.	Mostert	J.W.	Department of Economic Development, Environment and Tourism	
Mr. L	Musi	Lucky	University of Limpopo. DOC	
Prof. K	Nel	Kathryn	University of Limpopo	
Dr. K.A.	Nephawe	Khathutsh	Limpopo Department of Agriculture	
Mr. V	Netshidzivha	Victor	University of Pretoria	
Adv. P.W	Nkoana	Pheagane	University of Limpopo	
Dr. K	Odeku	Kolawole	University of Limpopo	
Mr. J	Rawlinson	Jakes	University of Limpopo	
M	Salome	Mpherwan	University of Limpopo	
D	Seloana	Dineo	University of Limpopo	
Dr. J	Singh	Jesika	University of Limpopo	
Dr. U	Smith	Ubbo		
Mr. V	Takalo	V		
Ms. M.P.	Tingitsi	M.P.	ppc.gov.za	
Mr. M	Tshimangadze Magadze		University of Limpopo	
Prof. P	Venter	Philip	Department of Communications	

Appendix C

Workshop feedback from feedback forms that participants completed

NOTES:

- iv. The total number of feedback forms received $n = 42$*
- v. Numbers may not add up in responses received, since some participants chose more than one option at some questions, while others may have skipped multiple questions.*
- vi. Grammar (and some spelling) mistakes are recorded as is.*
- vii. Where "... " is used it indicates that one or at most two words are missing because they are illegible*

Questions

1. What did you expect to learn from this workshop?

- No expectations; more questions on information ethics
- Wasn't sure!
- Ethics in relation to research commissioning
- How does the information ethics affect me in my work environment. How do I teach students on how to assess and evaluate information. What does information ethics say about open access
- Ethical issues related to information
- More on ethics in relation to intellectual property
- To increase my knowledge on information ethics and to apply it in the workplace, by ensuring that the workplace ethics are carried out correctly
- Adding value on how to Avoid Plagiarism ... through ... and methodology.
- To learn more about law and information ethics and the impact of e-learning and ethical considerations
- To learn more about Information Ethics
- How the ACEIE fit into the overall framework & it's functions
- To understand more about information ethics
- Learn more on Information security part on confidentiality using digital technology, both too private & work related security measures.
- To better understand information ethics as a researcher, & supervisor, Social Work lecturer and also to better manage my personal details
- How people think in different sectors, as they are influenced by ethics.
- A broad understanding of Information ethics and how one can apply this knowledge in the workplace
- How to implement information ethics in my institution
- Information on Ethics

- How to apply the concept of Information Ethics with referenced to statistical Data Dissemination (HIV prevalence & Teenage pregnancy at small area levels)
- If there are any information ethics guidelines in South Africa; if there is any website for such guidelines; the main topics in info ethics
- My expectations were to learn more about information ethics much that I am able to enhance my research knowledge.
- I expected to learn how to apply ethical issues in Practice and in my work environment
- To broaden knowledge on what Inf ethics is all about and its applications\
- To increase my knowledge on Information Ethics
- Information Ethics to understand the Awareness and how do I protect information
- I expected to know more about ethics and information ethics and I got that.
- More about Info Ethics and governments role in it
- Clear descriptions and Interpretation of ethics and Information ethics
- My expectation for this workshop was to know more, about Information Ethics and other different guidelines from presenters.
- Broaden knowledge base on information ethics
- Potential challenges and opportunities of information ethics
- Information ethics in general
- A lot of extra info about the nature of ethics and its implications for individuals, organisations, government
- Ethics regarding handling of information
- What is information ethics & how it applies to my work situation
- New info
- Broaden my knowledge on Information Ethics.
- Concept of Ethics in Practices, and the control of information
- Information ethics and Governance
- More information about information ethics
- Principles of Information Ethics for application to Bioethics
- Copyrights & protection of such patents & patenting
- To understand Information Ethics
- (a) Solutions on information management especially on social networks (b) Difference between culture & ethics

2. Did the workshop provide what you hoped for or expected?

- b. Yes – it was even more than I hoped for
- c. Yes – it satisfied my expectations
- d. No – it did not meet my expectations
- e. No – other reason, specify:

Please motivate:

Totals:

a	b	c	d
16	23	3	2

Motivations for a:

- A nice balance between open discussion and practical approaches (e.g. MOVE)
- More information was gleaned from this workshop.
- Especially when the DNA & Genes were given to us I came to understand and broaden my knowledge on Information Ethics
- Knowing that information is power and more guiding on Ethics info.
- Gained ... perspectives on the concepts
- The information that was provided can be applied in my studies.
- It was more than I hoped for because I have learned more about ethics and what society is lacking.
- As a student I learned a wider perspective of information ethics.
- There are some information I did not know but am now aware
- Gave me an insight on Ethics and better understanding
- My expectations were met

Motivations for b:

- Covered the basics and there were some interesting discussions
- The workshop helped me to understand information ethic for common good and that this knowledge should be contextualised
- It covered a variety of scenarios.
- Most of the issues about information ethics were covered by different presentations
- I would have loved to hear from the Team from U.P as to what "Information Ethics" is?
- Dealing with information was well discussed.
- Yes to a particular degree. The time was rather short for such diverse topic as information ethics
- It covers what information Ethics is and how to go about it.

Motivations for c:

- The trend and mode of the workshop was not well toned to me.
- Because I was expecting a holistic approach.
- But was most useful to understand our situation + position. The scenario presented has an overwhelming effect rather than views to develop a framework of Information Ethics.

Motivations for d:

- More or less. The workshop provided me with information about information ethics in a broader term & tools that we can apply in ethical decisions.
- It was more on discussion than giving a guideline

3. Why did you choose to attend this specific workshop/conference?

- e. The topic is interesting
- f. It is free
- g. I definitely need to know more about the topic to be effective in my work or community.
- h. Other, specify:

Totals			
a	b	c	d
9	0	33	3

Motivations for a:

- Want to do research in the field
- Office of the premier motivated us to attend
- Would like to be involved ... is about change + development

Motivations for b: None

Motivations for c: None

Motivations for d:

- As a researcher, I would like to update my knowledge
- To understand what ethics is all about

4. Do you think that what you have learnt here will be useful for you in future?

- a. Yes – definitely
- b. Maybe – I'm sure
- c. No – it is not relevant

Please motivate:

Totals		
a	b	c
40	4	0

Motivations for a:

- As member of Ethics Committee we will be able to make decision on the kind of research to take place.
- As for now I think with the hardcopy materials handed and further invitations and attendance I should be able to apply it more rigorously

- Based on the guidelines for ethical thinking and understanding information yes the information will be useful to me in future.
- Not only in personal terms but in business terms. To make better informed decisions.
- Capacitated in dealing with information
- I have really learnt that information is much broader, so will be apply to apply info at all levels
- Doing research in Genomics and Nanotechnology. Do not know how to handle ethics in these two areas
- We are living in the information age
- It will because South Africa is gradually moving fully to be an information society.
- It is because I am going to share this information to my colleagues.
- My studies deal with the topics discussed and I can also apply the knowledge gained in my profession
- I am already thinking ethically about every information both on personal & others' level.
- This will help in guiding students and will form the basis for studying ethics
- As working with information security, it will be useful in proper management of information.
- I will use the MOVE to make decisions; I will try to give free information about my Genes
- Provided some ... networking information & insights thru discussions
- Will be part of a larger group in Limpopo. Help with Research @ UL.
- I would like to implement & rectify info ethics in the workplace.
- Have learned more in terms of the guidelines of information ethics & the challenges faced by the community/organisations with regard to where we draw the line with regard to info ethics
- The thinking about "MOVE" is applicable to practical the research environment.

Motivations for b:

- Because the workshop doesn't meet my expectation
- It need to be ... made and my role specific which will eventually need more ...
- Need more on implementation.

Motivations for c: None

5. *Where are you most likely to apply your new knowledge?*

- Personal life*
- The environment where I teach or provide guidance other than at work*
- At my place of work*
- Other, please specify:*

Totals

a	b	c	d
12	10	20	3

Comment at d:

- The information Cuts across all.
- To my fellow class mates
- Hope to be further involved
- Research
- Research activities

6. *In which medium would you prefer to have the info accessible post-conference?*

- a. *Online*
- b. *Printed workbooks and notes*
- c. *On a CD/DVD*
- d. *Other, please specify:*

Totals

a	b	c	d
31	8	8	1

Comment at d:

- Email – [one participant specifically inserted his e-mail address here]
- If online not working second choice is printed workbooks & notes.
- EMAIL
- Online for further distribution, but it is nice to have a reference text available.

7. *Are you happy with how the workshop was organised in terms of communication, catering etc.?*

- a. *Yes*
- b. *More or less*
- c. *No*

Please motivate:

Totals

a	b	c
42	2	0

Motivations for a:

- The communication was excellent. The organizer responded to all my queries.
- Very, very informative.
- The presenters were all audible & they also gave us books to take with us. The catering was of good standard.
- Well organised.
- Invitations were specific and responses were acknowledged. Workshop materials good.

- All was well, but we need to learn more about time management.
- The workshop was well organised.
- Well on time and the constant reminders
- The workshop was very well organised in the sense that communication with the presenters was so easy and pleasant.
- E-mail communications happens to be the most effective way.
- Although: received the info close to workshop time and couldn't disperse it enough
- We were informed of the venue ... time in advance. We were given catering information beforehand. Water was not replenished but as we were not ... this is acceptable.
- Who can complain if it is given on a plate

Motivations for b: None

Motivations for c: None

8. *Are you happy with the way the programme has been designed in terms of content?
Do you have recommendations in this regard?*

- a. *Yes*
- b. *More or less*
- c. *No*

Please motivate:

Totals		
a	b	c
35	8	1

Motivations for a:

- It was one of those workshops you feel it was really worth attending. A brilliant workshop indeed!
- I am happy and I don't have any recommendations.
- You need more time. The workshop was supposed to be 2 – 3 days
- More focused questions + ... discussion + focus groups
- The workbooks are very insightful and provide more on the Ethics issues
- I have been focusing on Ethics from academic context only but from the workshop & understand it is beyond that.
- Time for the discussion sessions not sufficient
- The session 4 being placed before session 3 was a nice move.
- Programme was done professionally so.

Motivations for b:

- Bigger group and do not provide good opportunity for interactions if not ...

- Session 4: Did not cover issues on provincial role player, stakeholders & Train the Trainer, only covered “workbook”.
- As an introductory workshop I don’t think loading more information would’ve been helpful.
- More info was expected based on drafting guidelines & theories.

Motivations for c:

- Programme is super good.

9. *Would you like to be added to the ANIE mailing list? If yes, please provide your e-mail address.*

a. *Yes. E-mail address:*

b. *No.*

(List of people/addresses to add to ANIE mailing list compiled elsewhere)

10. *Any other comments or suggestions?*

- (1) Does the information ethics only apply to academic professionals OR to the general population as well? (2) How will the general population get the information discussed in this workshop? (3) Who should decide on the correctness of the ethics
- The programme was well presented. I am satisfied in the manner in which the presenters were present their presentation.
- Well thought of and organised. The knowledge of Ethics needs to be increased to in turn to make sound decisions thus being effective and significant contributors in our communities and growth of of Economies.
- Expand the programme and include students and learners to make sure that they are aware of Info Ethics.
- Very interesting – good to have such a wide variety of participants, knowledgeable presenters. Well organised workshop. Useful information + good presenters. However, what happens next?
- This kind of workshop are really helpful, but will everyone please not just help urban societies or cities, but go as far as the deep rural areas where we are not aware of just the simple definition of information and how it should be used. I am only aware because I moved to the city as a students, but back home I can’t apply because I can’t apply to anyone. N:B: WILLING TO HELP. Contact mamogale nurse student @ university of Limpopo :079 558 9713/074 322 9266
- Once you have structured the course, I would like to register for such course. Ask Candice to email me her presentation so that I would make informed decision when faced with a medical ethical dilemma. Thanks for the books. They would be useful. If there are articles on Ethics please e-mail me. [Solani Mathebula]
- My Suggestions is that presenters must prepare thoroughly Covering different disciplines or areas. The theme of this workshop is quite interesting to me I need to learn more from this

Centre. I suggest this type of workshop need atleast two days in order to Cover a range of topics.

- I think this should be wrapped up and channelled to specificity with the fields.
- It is a good workshop, if it can be done quarterly so that even our colleagues can have this information it helped me a lot to have discussion with academics, I would like to thank all the presenters for the good thing that they are doing to teach us in Information Ethics to that we can have a tacit knowledge in whatever we are doing and imparting that knowledge to our colleagues.
- Maybe network through social networks such as blogs to discuss more around the issue. The workshop was interactive as all participants were actively involved. I would love to be more involved in this IE concept even outside workshop context. I suggest a follow up workshops so as to be more grounded in ... for
- The time allocated to the workshop is not enough to address each topic
- In session 2, Discussion groups, was better at least have 1 from the African Center of Excellence for information ethics, to guide the discussion, add comments (but here were 5 groups and it happened in 2 groups only). I would love to hear about International ethics committees around the world, e.g. in UN the good ethical guidelines around the world already active. Any website having ethical laws
- The workshop was informative, insightful & relevant to my work related objectives
- The next workshop should have a document produced out of the workshop that can be used in real live/work scenario.
- None for now.
- University having short-course in Information Ethics. Formalising or developing Policies on Information Ethics in all Provincial Institutions to instill Ubuntu in Public Service into Public Service
- It might be useful to send an brief introduction to Information Ethics in (1) International context (2) African context (3) University and community context and definitions. And may be just some other interesting information illustrating the importance of IE.
- Need to continue from this point on to more specific aspects of Info. Ethics either Discipline Specific or Specific Topics.
- The topics was focussed around ethics that are valuable to my growth & understanding. I look forward to the course offered at UP on Ethics as I would like to have more philosophical knowledge on the topic. I thoroughly enjoyed Prof Venter's topics as we've discussed from i-cloud to genes.
- The introduction could be more valuable with a brief orientation around "Ethics", in this particular session it presupposed that the entire audience is well rooted in the field of research.

Appendix D:

Workshop photos



Above and below: Workshop participants engaged in groupwork




Above: Various workshop activities



Provincial Workshop Report



North West Provincial Workshop on Information Ethics in Africa 2013




 **UNIVERSITEIT VAN PRETORIA**
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

 **African Centre of Excellence for Information Ethics**

 **United Nations**
Educational, Scientific and
Cultural Organization

 **IFAP**
Information for All
Programme
National IFAP Committee
for South Africa

 **UNIVERSITY OF WISCONSIN
MILWAUKEE**

 **Department of
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

www.up.ac.za/aceie

Provincial Workshop Report

Tanzania Africa Workshop on Information Ethics in Africa 2013†

This Workshop was one of the provincial workshops that the African Centre of Excellence for Information Ethics (hereafter referred to as the ACEIE) presented in 2013 in accordance with the Memorandum of Agreement signed between the University of Pretoria and the national Department of Communications (DoC).

THE WORKSHOP AT A GLANCE

Date: 17 May 2013

Province: North West Province

Venue: North West University, Potchefstroom campus

Facilitator(s): Mr Coetzee Bester

Presenters: Ms Nozipho Sihlahla, Mr Coetzee Bester, Prof. Lucas Venter, Dr Beverley Malan, Mr Theo Bekker, Ms Candice le Sueur

ACEIE and DoC representatives present: Mr Coetzee Bester, Ms Candice le Sueur, Ms Rachel Bothma, Ms Nozipho Sihlahla, Dr Beverley Malan, Mr Lucky Musi, Mr Hercules Boshoff.

Host representative(s): Ms Marietjie Halgryn

Number of attendees according on signatures on list of attendance (including ACEIE staff and presenters): 31

Primary contact person: Ms Marietjie Halgryn

Appendices:

Appendix A: Workshop day programme

Appendix B: Workshop list of attendance

Appendix C: Workshop feedback

Appendix D: Workshop photos

Highlights

The workshop resulted in the establishment of an Information Ethics workgroup with representatives from the various North West University (NWU) campuses.

Attendees from the NWU research office contributed to discussions on Information Ethics in research and data collection, pointing out that the reconstitution of 'anonymous' data can still identify individuals.

Representatives from the field of Law contributed to the workshop discussions by sharing legal perspectives on Information matters.

Appendix A:

Workshop day programme

08:00 Arrival at the workshop venue

- Registration of participants
- Refreshments
- Calling to order and administrative announcements

08:30 Starting of the Workshop

- Speaker: Welcoming remarks
- Discussion of the workshop objectives

08:40 Introduction of the theme

- Keynote Speaker

09:00 Session 1: Discussion on Information Ethics in Africa

- International guidelines – UNESCO
- IRIE
- Information Ethics in Africa – ANIE
- The Africa Centre of Excellence for Information Ethics

09:30 Session 2: Understanding Information Ethics

- Guidelines for Ethical thinking / ethical theories
- Understanding Information
- Ethics and Information Ethics
- Methodology
- Discussion
- Group work

10:30 Session 3: Relevance and importance of Information Ethics

- A definition of Information Ethics
- Case studies

- Practical examples

11:00 Refreshments

11:30 Session 4: Training the Trainers – discussion of concepts

- Discussion according to the Workshop Workbook

13:30 Closing – Theo Bekker

- Summary of the workshop
- Vote of thanks

Appendix B:

Workshop list of attendance


Note: Participants' e-mail addresses are blocked out to protect their privacy.

Name of workshop: Information Ethics
African Centre of Excellence for Information Ethics
2013/05/24 Room 135 Building C1

NORTH-WEST UNIVERSITY
 FAKULTEIT VAN KENNIS-OPWIKING
 NORDKAPES UNIVERSITEIT
 INSTITUTIONAL OFFICE

No	Pers.nr	Van / Surname	Voorlet/ Init	Titel /Title	Naam	Posbenaming / Job title	Dept/Skool / Dept/School	Handtekening
1		Babalola	✓ O	Prof				
2		Bekker	✓ T					
3		Bester	C					
4		Boshoff	H	Mr. Hercules	Research		UP/ACEIE	Boshoff
5		Botes	R					
6		Botha	R	Ms Rachel	Research		UP/ACEIE	Botha
7		Coetzee	J					
8		du Toit	P	Prof	Petrus	Ass. prof	Sc	P. du Toit
9		Ekabua	O	Prof				
10		Eric-Nwanye	NC	Ms				
11		Erlank	W	Dr	WIAN	Senior Lektor	Rejete	Erlank
12		Geduld	A		Adrian	Junior Lektor	Rejete	Geduld
13		Gopane	R	Dr				
14		Grobler	H	Dr	Ideman	Sen. Lektor	SKJF	Grobler
15		Halryn	HM	Mrs	Mandy	Sen. Res. Support.	Inf. Nav. Ond.	Halryn
16		Havenga	M	Dr	Mandy	IT	Computer	Havenga

Name of workshop: Information Ethics
African Centre of Excellence for Information Ethics
2013/05/24 Room 135 Building C1



NORTH-WEST UNIVERSITY
 YUNIBESITHI YA BOKONE BOCHIRMANA
 KUNYUNYENESITHI YAMAGATHI
 INSTITUTIONAL OFFICE

No	Pers.nr	Van / Surname	Voorlet/ Init	Titel /Title	Naam	Posbenaming / Job title	Dept/Skool / Dept/School	Handtekening
17		Kahl	C					
18		Keyser	E	Dr	Elzabe	Snr. Dosen-t	Arbeidsverhoudinge betuur	Keyser
19		Kotole	S					
20		Le Suer	C					
21		Loubser	A	Dr				
22		Lubbe	W	Dr				
23		Malan	B	Dr				
24		Meintjes	M	Mrs	MPE	Navorsingsondersteunings beaupite	Navorsingsondersteunings beaupite	Meintjes
25		Mwanza	M	Dr	✓			
26		Sehularo	L					
27		Setlare-Mellor	R	Ms	Rubina	Lecturer	Educational Psychology	Setlare-Mellor
28		Sihlahla	N					
29		Sithebe	T	Dr	THANI	LECTURER	SCIENCE	Sithebe
30		Smit	MC	Ms	Mari	Navorsingsondersteunings Assistent	Research Support	Smit
31		van Reenen	M					
32		van Vollenhoven	W	Prof	✓			

Name of workshop: Information Ethics
African Centre of Excellence for Information Ethics
2013/05/24 Room 135 Building C1



No	Pers.nr	Van / Surname	Voorlet/ Init	Titel /Title	Naam	Posbenaming / Job title	Dept/Skool / Dept/School	Handtekening
33		van Zyl	C	Mrs	Carolien	Admin Assistant	ALITHOR	
34		Victor	D	Mrs	Dedre	lekker	OPV	
35		Watson	F	Prof	Frances	lechner	deusing	
36		Watson	M	Dr				
37		v d. Merwe	Y	Mrs	yvette	Admin Assistant	Focusarea: Social Transformation	
38		Musi	SJ	Mr	JOSEPH	DEPUTY DIRECTOR: EDUCATION		
39								
40								
41								
42								
43								
44								
45								
46								
47								
48								

Appendix C

Workshop feedback from feedback forms completed by participants

NOTES:

- viii. *This feedback comes from the initial “concept feedback form”, which has since improved in that the form now asks the respondent to motivate his or her answers.*
- ix. *The total number of feedback forms received n = 17*
- x. *Numbers may not add up in responses received, since some participants chose more than one option at some questions, while others skipped multiple questions.*
- xi. *Grammar (and some spelling) mistakes are recorded as is.*
- xii. *Where “...” is used it indicates that one or at most two words are missing because they are illegible*

Questions

1. What did you expect to learn from this workshop?

- Ethical issues & dilemmas with the use of information
- How to integrate information ethics in my own Reading[?] programmes
- The How-To of IE
- The relationship between info ethics & research ethics
- Exchange information and especially get new insights from across disciplinary perspective
- A better understanding of information ethics
- I honestly didn't know – although I hoped it would be practical and improve my own ethical behaviour in every aspect of my life.
- Issues on ethics
- Traditional information, But this was presented in a new interesting informative way
- Ethics informations within the employment relations
- What kind of information?
- More about Info Ethics and how it can be taught/implemented in Univ.
- Know more about info-ethics & plagiarism as well as intricacies of aspects of health research ethics on vulnerable groups, i.e. HIV/AIDS, poverty and homelessness
- Basic ethic principles & practices
- Exactly what was discussed
- Bring “ethics” (i.e. ethics and research “...” to the “real world”
- To improve my knowledge on Ethics in general, protection and management of information, and information security

2. Did the workshop provide what you hoped for or expected?

- f. *Yes – it was even more than I hoped for*
- g. *Yes – it satisfied my expectations*

- h. *No – it did not meet my expectations*
 i. *No – other reason, specify:*

Totals:

a	b	c	d
11	7	0	0

Motivation at a:

- IE is much more entangled into our everyday lives
- Thank you!
- I am very excited about the discussions.
- (This respondent chose a and b) Ability of presenters to break down into digestible, tangible examples of complex abstract concepts was impressive
- Was expecting something “educational”, but I was touched on a personal level.

Motivation at b:

- I would like to hear/learn more of information administration ethics
- It was good to engage in discussions
- Interesting discussions, receiving a reader, workbook

3. *Why did you choose to attend this specific workshop/conference?*

- i. *The topic is interesting*
 j. *It is free*
 k. *I definitely need to know more about the topic to be effective in my work or community.*
 l. *Other, specify:*

Totals

a	b	c	d
4	1	15	0

Comment at d: None.

4. *Do you think that what you have learnt here will be useful for you in future?*

- a. *Yes – definitely*
 b. *Maybe – I’m sure*
 c. *No – it is not relevant*

Totals

a	b	c
17	0	0

Motivations at a:

- As researchers and lecturers
- This is linking with all types of Ethics and is very important
- During discussion talks and stakeholder negotiations could be a very useful tool to bring back focus where discussions expand beyond goal at hand
- Helpfull in administrating applications for ethical approval of research projects

5. *Where are you most likely to apply your new knowledge?*

- Personal life*
- The environment where I teach or provide guidance other than at work*
- At my place of work*
- Other, please specify:*

Totals

a	b	c	d
5	9	11	1

Comment at c:

- As research psychologist in health research

Comment at d:

- Research

6. *In which medium would you prefer to have the info accessible post-conference?*

- Online*
- Printed workbooks and notes*
- On a CD/DVD*
- Other, please specify:*

Totals

a	b	c	d
11	7	4	0

Comment at d: None.

7. *Are you happy with how the workshop was organised in terms of communication, catering etc.?*

- Yes*

b. *More or less*

c. *No*

For b and c – please comment so that we can improve!

Totals		
a	b	c
14	3	0

Comment at a:

- Thank you!
- Very effective
- Well organised workshop

Comment at b:

- There were no morning refreshments (it said so on the programme)
- Filter coffee please ☺

8. *Are you happy with the way the programme has been designed in terms of content? Do you have recommendations in this regard?*

a. *Yes*

b. *More or less*

c. *No*

For b and c please comment so that we can improve!

Totals		
a	b	c
13	2	2

Motivation at a:

- Actually liked deviating from it and that some concepts/aspects are left as personal responsibility

Motivation at c:

- The programme structure created expectations which were not met – a lot of info as on the programme were not presented. Only an introduction was given and then Candice – nothing in between on the programme was dealt with.

9. *Would you like to be added to the ANIE mailing list? If yes, please provide your e-mail address.*

a. *Yes. E-mail address: No.*

(List of people/addresses to add to ANIE mailing list compiled elsewhere)

10. Any other comments or suggestions?

- More information discussion groups
- Thank you so much for this insightful workshop. I suppose we should have more of these workshops.
- Thank you for all the effort.
- Consider informing attendees/delegates that the workshop will be a pre-amble colloquium. It would encourage open discussion on some ethical concerns/dilemmas/challenges. On the other hand the spontaneous nature of discussions and critical reflection was appreciated.
- Not at the moment.

Appendix D:

Workshop photos



Above: Workshop panel from left to right: Mr Coetzee Bester, Prof. Lucas Venter, Ms Nozhipo Sihlahla. Below: Workshop participants.

Provincial Workshop Report



Western Cape Provincial Workshop on Information Ethics in Africa



Logos of partner organizations:

- UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
TUMBUKUTU: TA PRETORIA
- African Centre for Information Ethics
- United Nations
Educational, Scientific and
Cultural Organization
- IFAP
Information for All
Programme
National eIMP Coordinator
for South Africa
- UNIVERSITY OF WISCONSIN
MILWAUKEE
- UNIVERSITY OF PRETORIA
- telecommunications
& postal services
Department
Telecommunications and Postal Services
REPUBLIC OF SOUTH AFRICA

African Centre of Excellence for Information Ethics
IT 8-46.1 • 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

www.up.ac.za/aceie

Provincial Workshop Report

Tanzania Africa Workshop on Information Ethics in Africa 2013

This Workshop was one of the South African provincial workshops that the African Centre of Excellence for Information Ethics (hereafter referred to as the ACEIE) presented in 2013 in accordance with the Memorandum of Agreement signed between the University of Pretoria (UP) and the national Department of Communications (DoC).

THE WORKSHOP AT A GLANCE

Date: 31 July 2013

Province: Western Cape

Venue: Cape Peninsula University of Technology

Facilitator(s): Mr Coetzee Bester, Prof. Johannes Cronjé, Mr Jay Barnes, Ms Rachel Bothma

Presenters: Ms Juli Kilian MP, Ms Alice Scott, Mr Coetzee Bester, Mr Deon de Villiers, Ms Erin Hommes, Ms Candice le Sueur

ACEIE and DoC representatives present: Mr Coetzee Bester, Ms Candice le Sueur, Ms Rachel Bothma, Ms Thoriso Maloka, Ms Erin Hommes

Host representative(s): Prof Johannes Cronjé

Number of attendees according on signatures on list of attendance (including ACEIE staff and presenters): 30 (estimate)

Primary contact person: Prof. Johannes Cronje

Appendices:

Appendix A: Workshop day programme

Appendix B: Workshop list of attendance

Appendix C: Workshop feedback

Appendix D: Workshop photos

Highlights

The parliamentary portfolio committee of Communications was involved.

Ms Juli Kilian MP presented a constitution-based overview of relevant matters.

The National Institute for the Deaf was represented.

Practical examples of the purpose of the protection of personal identity on online platforms were discussed at length.

Appendix A:

Workshop day programme

08:30 Arrival at the workshop venue

- Registration of participants
- Refreshments
- Calling to order and administrative announcements

09:00 Introduction of the theme

Facilitator: Coetzee Bester

- Welcoming remarks and academic background – Prof Johannes Cronjé
CPUT Dean of the Faculty of Informatics and Design
- Parliamentary background – Ms Juli Kilian MP
MP and Member of the Parliamentary Portfolio Committee on Communications
- Discussion of the workshop objectives

10:00 Session 1: Discussion on role of Social Media

Facilitator: Prof Johannes Cronjé

Presenter: Ms Alice Scott

- Presentation on the role of Social Media
- Discussions

10:15 Session 2: Discussion on Information Ethics in Africa

Facilitator: Prof Johannes Cronjé

Presenter: Mr Coetzee Bester

- International guidelines – UNESCO and WSIS
- Information Ethics in Africa – ANIE
- The Africa Centre of Excellence for Information Ethics – ACEIE
- Discussions

10:30 Session 3: Information Ethics – A Practical Perspective

Facilitator: Mr Coetzee Bester

Speaker: Mr Deon de Villiers, National Institute for the Deaf (NID)

- Challenges regarding the implementation of ICT's (NID)
- Provincial role players and stakeholders
- Follow-up activities
- Discussions

11:00 Refreshments

11:30 Session 4: Relevance and importance of Information Ethics – Provincial interest groups

Facilitator: Mr Jay Barnes

Speaker: Representative of Cape Higher Education Consortium

- Panel/round table discussion between participants
- Discussions

12:30 Lunch

13:30 Session 5: Understanding Information Ethics and Current Issues

Facilitator: Ms Rachel Bothma

Presenter: Ms Erin Hommes on behalf of Dr Marlene Holmner

- Current issues – Information Ethical implications of e-Waste
- Discussions

14:00 Session 6: Information Ethics – A Practical Perspective

Facilitator: Ms Rachel Bothma

Presenter: Ms Candice le Sueur

- Workbook on Concepts
- MOVE Decision-making tool
- “Traffic light Ten” general evaluation of popular internet information
- Practical exercise – application of “Traffic light Ten”
- Discussions

15:30 Closing

- Summary of the workshop: Prof Johannes Cronje
- Vote of thanks: Mr Coetzee Bester

16:00 Refreshments

Appendix B:

Workshop list of attendance

Note: Participant's e-mail addresses are blocked out to protect their privacy.

Information Ethics Workshop: Western Cape 31 July 2013							
Title	Initials	Surname	Name	Position/Department	Office Number	E-mail address	Organisation
Mr	J	Barnes	Jay	Chair of FID REC	0214647210		CPUT
Mr	C	Bester	Coetsee	Information Science			UP
Ms	R	Bothma	Rachel	Information Science	012 420 5218		UP
		Coughlan	Wayne				CPUT
Mr	D	de Villiers	Deon				
	P	Engel-Hills	Penelope				CPUT
Ms	E	Hommes	Erin	Information Science			UP
	F	Isaacs	Ferial	Lecturer: Radiology			CPUT
Mr	P	Kilian	Petrus				
Ms	J	Kilian	Juli	MP			
	L	Kleinveldt	Lynn	Librarian			CPUT
Ms	C	Le Seuer	Candice	Information Science			UP
Mr	B	Makwambeni	Blessing	Lecturer	0718637132		CPUT
Ms	T	Maloka	Thoriso	Information Science	012 420 3669		UP
Mr	M.T.	Mandioma	Martin	Lecturer			CPUT
Mr	IACM	Meyer	Irvine	Lecturer			CPUT
	V	Naidoo	Veda	Postgraduate Office			CPUT
Prof	C	O. K. Allen-Ile	Charles	Human Resource Management De	021 460 3293		CPUT
	A	Scott	Alice	research assistant	0827700440		CPUT

	J	van Dugteren	Jill	Lecturer			CPUT
Prof	A	van Graan	Andre	Head of Dept. Architectural Techn	021-440 2228		CPUT
	J	van Niekerk	Johan	Industrial Design Department	021 460 3670		CPUT
	B	Verster	Belinda	Department of Town and Regiona	021-440 2258		CPUT

Appendix C:

Workshop feedback from feedback forms that participants completed

NOTES:

- i. *This feedback comes from the initial “concept feedback form”, which has since improved in that the form now asks the respondent to motivate her answers.*
- ii. *The total number of feedback forms received $n = 5$*
- iii. *Numbers may not add up in responses received, since some participants may have chosen more than one option at some questions, while others may have skipped multiple questions.*
- iv. *Grammar (and some spelling) mistakes are recorded as is.*
- v. *Where “...” is used it indicates that one or at most two words are missing because they are illegible*

Questions

1. What did you expect to learn from this workshop?

- To learn about the work of the Centre and its programmes.
- To learn about what I.E. is and its position in society
- I expected/hoped that persons with hearing loss/deaf persons could benefit from the workshop.
- Information Ethics Issues
- Raised awareness on IE

2. Did the workshop provide what you hoped for or expected?

- j. Yes – it was even more than I hoped for
- k. Yes – it satisfied my expectations
- l. No – it did not meet my expectations
- m. No – other reason, specify:

Totals:

a	b	c	d
3	1	1	1

Motivation at a:

- I am not knowledgeable in Ethics but learn that disabled/Deaf persons also should be involved.
- I didn't come with expectations

Motivation at b: None

Motivations at c: None

Motivation at d:

- We didn't clearly stick to IE.

3. Why did you choose to attend this specific workshop/conference?

- b. The topic is interesting
- c. It is free
- d. I definitely need to know more about the topic to be effective in my work or community.
- e. Other, specify:

Totals

a	b	c	d
1	0	5	0

Comment at d: None

4. Do you think that what you have learnt here will be useful for you in future?

- f. Yes – definitely
- g. Maybe – I'm sure
- h. No – it is not relevant

Totals

a	b	c
5	0	0

Motivations at a:

- I hope/trust that NID could liaise more with/about ethics to add value to the information NEEDS for Deaf.
- I will use the case studies

5. Where are you most likely to apply your new knowledge?

- i. Personal life
- j. The environment where I teach or provide guidance other than at work
- k. At my place of work
- l. Other, please specify:

Totals

a	b	c	d
1	4	4	2

Comment at d:

- I learn/empower persons with the ethics/information of life

6. In which medium would you prefer to have the info accessible post-conference?

- m. Online
- n. Printed workbooks and notes
- o. On a CD/DVD
- p. Other, please specify:

Totals

a	b	c	d
4	1	0	0

Comment at d: None

7.Are you happy with how the workshop was organised in terms of communication, catering etc.?

- q. Yes
- r. More or less
- s. No

For b and c – please comment so that we can improve!

Totals

a	b	c
5	0	0

Comment at a: None

Comment at b: None

8.Are you happy with the way the programme has been designed in terms of content? Do you have recommendations in this regard?

- t. Yes
- u. More or less
- v. No

Totals

a	b	c
5	0	0

Motivation at a: None

Motivation at c: None

9.Would you like to be added to the ANIE mailing list? If yes, please provide your e-mail address.

(List of people/addresses to add to ANIE mailing list compiled elsewhere)

10. Any other comments or suggestions?

- Thank you for adding value to the lives of Deaf persons!
- Thank you

End of document

Appendix D:

Workshop photos



Above and below: Workshop attendees



Above and below: Workshop organiser and presenters



Above and below: Workshop presenters



Above: Workshop organisers and presenters


Provincial Workshop Report




Gauteng Provincial Seminar on Information Ethics in Africa 2013




 **UNIVERSITEIT VAN PRETORIA**
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

 **African Centre of Excellence for Information Ethics**

 **United Nations**
Educational, Scientific and
Cultural Organization

 **IFAP**
Information for All
Programme
Partnership Committee
for South Africa

 **UNIVERSITY OF WISCONSIN
MILWAUKEE**

 **telecommunications
& postal services**
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

www.up.ac.za/aceie

Provincial Workshop Report

Tanzania Africa Workshop on Information Ethics in Africa 2013

This seminar was one of the provincial workshops (where this event took on a seminar format) that the African Centre of Excellence for Information Ethics (hereafter referred to as the ACEIE) presented in 2013 in accordance with the Memorandum of Agreement signed between the University of Pretoria (UP) and the national Department of Communications (DoC).

THE WORKSHOP AT A GLANCE

Date: 13 September 2013

Province: Gauteng

Venue: UP Groenkloof campus Auditorium

Facilitator(s): Ms Nozipho Sihlahla, Mr Coetzee Bester

Presenters: Ms Nozipho Sihlahla, Prof. Rafael Capurro, Prof. Stephen Mutula, Dr Beverley Malan, Dr Khomotso Kganyago, Mr Lucky Musi, Ms Rachel Bothma, Mr Tshifhiwa Netshituni, Mr Russell Nel, Mr Kgosi Maepa, Ms Susanna Ackermann

ACEIE and DoC representatives present: Prof. Theo Bothma, Ms Nozipho Sihlahla, Mr Coetzee Bester, Dr Beverley Malan, Mr Lucky Musi, Ms Ledile Makgoale, Ms Rachel Bothma, Ms Candice le Sueur, Ms Thoriso Maloka, Ms Erin Hommes, Mr Hercules Boshoff

Host representative(s): Ms Nozipho Sihlahla and Mr Coetzee Bester

Special guests: Prof. Rafael Capurro (Founder and director of the International Centre for Information Ethics and co-founder of the Africa Network for Information Ethics), Prof. Stephen Mutula (Head of Information Studies programme at University of KwaZulu-Natal), Dr Khomotso Kganyago (Microsoft), Mr Russell Nel (PwC), Ms Susanna

Highlights

The workshop was presented in the form of a seminar to accommodate the high-level special guests who presented at the event.

The seminar served as a platform for participation from various government departments.

Undergraduate students who are interested in Information Ethics voluntarily attended and addressed the seminar.

The seminar boasted a rich, multi-disciplinary approach to Information Ethics.

Ackermann (Intel), Mr Tshifhiwa Netshituni (South African National Commission for UNESCO)

Number of attendees according to signatures on list of attendance (including ACEIE staff and presenters): 39

Primary contact person: Ms Rachel Bothma

Appendices:

Appendix A: Workshop day programme

Appendix B: Workshop list of attendance

Appendix C: Workshop feedback

Appendix D: Workshop photos



This report has been compiled in fond memory of

Dr Khomotso Kganyago, 1970 – 2013

who was the Chief Security Advisor at Microsoft SA and had been appointed as a founder member of the National Cyber Security Advisory Council. He graced the ACEIE 2013 Gauteng workshop with his eloquent, enthusiastic and enlightening presentation on matters relating to Information Privacy. He will be sorely missed by the Information Ethics community.

Image source: <http://www.itweb.co.za/?id=65286:SAPO-joins-info-security-game>

Appendix A:

Workshop day programme

09:00 Arrival at the seminar venue

- Registration of participants
- Refreshments
- Calling to order and administrative announcements

09:30 Introduction of the Guests of Honour and Participating Stakeholders

- Ms Nozipho Sihlahla: Director of e-Education, Department of Communications

09:40 Welcoming remarks

- Brief overview of the African Centre of Excellence for Information Ethics
- Discussion of the seminar objectives

10:00 Introduction of the theme

- Keynote Speaker

10:30 Session 1: Information Ethics in a Digital Era

- Prof. Rafael Capurro: Chairperson of the Capurro Fiek Foundation for Information Ethics; President, International Center for Information Ethics (ICIE); Director, Steinbeis-Transfer-Institute Information Ethics (STI-IE); Editor in Chief, International Review of Information Ethics (IRIE)

11:00 Refreshments

11:30 Session 2: The relevance of Information Ethics in Africa

- Prof. Stephen Mutula: Acting Dean/Head of School of Social Science, the University of KwaZulu-Natal

12:00 Session 3: The importance of teaching Information Ethics

- Dr Beverley Malan: Educationalist and Curriculum Design expert

12:30 Session 4: Panel Discussion – Raising awareness on Information Ethics

- Introduction of publications
 - Ms Rachel Bothma: Junior Research Officer, ACEIE
- Facilitator of Q&A session
 - Mr Lucky Musi: Deputy Director e-Education, ISAD at DoC
- Discussions

13:00 Lunch

14:00 Session 5: Presentations by Stakeholders on Practical Considerations of Information Ethics

- South African National Commission for UNESCO
 - Presenter: Mr Tshifhiwa Netshituni
 - Title: South African National Commission for UNESCO
- PriceWaterhouseCoopers
 - Presenter: Mr Russell Nel
 - Title: Privacy? In this day and age?
- Microsoft
 - Presenter: Dr Khomotso Kganyago
- University of Pretoria
 - Presenter: Mr Kgosi Maepa
 - Title: Information Ethics in a Business and Public Sector Environment

15:15 Closing Session

- Intel
 - Presenter: Ms Susanna Ackermann
- Vote of thanks
 - Ms Nozipho Sihlahla

Appendix B:

Workshop list of attendance

Note: Participants' e-mail addresses have been blocked out to protect their privacy.

Information Ethics Gauteng Seminar 13 September 2013									
Title	Initials	Name	Surname	Number	E-mail address	Institution	Position	ANIE	Signature
Ms		Susanna	Ackerman			Intel	Education Manager		Ackerman
Miss	A	Anita	Acon			University of Pretoria	Assistant Lecturer	Yes	
Mr	C	Coetzee	Bester			University of Pretoria	ACEIE Director	Yes	Bester
Ms	R	Rachel	Bothma			ACEIE/University of Pre	Junior Research Officer	Yes	
Prof	T	Theo	Bothma			University of Pretoria	Head of Department	Yes	Bothma
		Iain	Campbell					Y.	
Prof		Rafael	Capurro			ICIE		Yes	
Mr	A	Sani	Fari			University of Zululand	PhD Student/Informati	Yes	
Miss	N	Niret	Grobler			UNISA	Tuition and Facilitation	Yes	
Dr	e	Elsabé	Keyser			North-West University	Senior Lecturer	Yes	Keyser
Dr		Khomotso	Kganyago						
Miss	MR	Masego	Kubu			University of Pretoria	Information Science	Yes	
Ms	C	Candice	Le Sueur			University of Pretoria	ACIE	Yes	
Ms	SN	Siphelele	Mabaso			University of Pretoria	Information Science (P	Yes	
Mr	OB	Oscar	Mabena			University of Pretoria	Student/ Department c	Yes	
Miss	D.M	Dineo	Mafa			University of Pretoria	Student	Yes	
Miss	DM	Dimakatso	Maja			University of Pretoria	Information Science	Yes	
miss	KD	Kopano	Makanatle			University of Pretoria	Student	Yes	
Mr	M.S	Muthuhadi	Makhuvha			LEDET	Economist	Yes	
Dr	B.M.	Beverly	Malan			Consultant	Curriculum		Malan

Information Ethics Gauteng Seminar 13 September 2013

Title	Initials	Name	Surname	Number	E-mail address	Institution	Position	ANIE	Signature
Ms		Susanna	Ackerman						
Miss	A	Anita	Acon			University of Pretoria	Assistant Lecturer	Yes	
Mr	C	Coetzee	Bester			University of Pretoria	ACEIE Director	Yes	
Ms	R	Rachel	Bothma			ACEIE/University of Pretoria	Junior Research Officer	Yes	
Prof	T	Theo	Bothma			University of Pretoria	Head of Department	Yes	
		Iain	Campbell						
Prof		Rafael	Capurro			ICIE		Yes	
Mr	A	Sani	Fari			University of Zululand	PhD Student/Informatic	Yes	
Miss	N	Niret	Grobler			UNISA	Tuition and Facilitation	Yes	
Dr	e	Elsabé	Keyser			North-West University	Senior Lecturer	Yes	
Dr		Khomotso	Kganyago						
Miss	MR	Masego	Kubu			University of Pretoria	Information Science	Yes	
Ms	C	Candice	Le Sueur			University of Pretoria	ACEIE	Yes	
Ms	SN	Siphelele	Mabaso			University of Pretoria	Information Science (P)	Yes	
Mr	OB	Oscar	Mabena			University of Pretoria	Student/ Department c	Yes	
Miss	D.M	Dineo	Mafa			University of Pretoria	Student	Yes	
Miss	DM	Dimakatso	Maja			University of Pretoria	Information Science	Yes	
miss	KD	Kopano	Makanatle			University of Pretoria	Student	Yes	
Mr	M.S	Muthuhal	Makhuvha			DEET	Economist	Yes	
Dr		Beverly	Malan						

Mr	Ss	Siphelele	Malo			University of Pretoria	student/School of IT	Yes	
Miss	TG	Thoriso	Maloka			ACEIE	Administrative assistant	Yes	
Miss	NS	Noipate	Manaka			University of Pretoria	Information Science de	Yes	
Miss	NS	Nokuthula	Manana			University of Pretoria	Information Science	No	
Mr	T	Tlou	Mashalane			University of Pretoria	Information Science De	Yes	
Dr		Lincoln	Michell						
Mr		George	Molepo			NATCOM			
Meneer	SR	Stephen	Mooke			University of Pretoria	Faculty Chairperson	No	
Mr	TNP	Tumelo	Mothapo			University of Pretoria	Student	Yes	
Ms		Amolemo	Mothoagae						
Miss	B	Bathandile	Mthombeni			University of Pretoria	Engineering, Built Envir	Yes	
Mr		Carlton	Mukwevho				Secretary Genaral		
Prof		Stephen	Mutula			UKZN	Head of School of Social	Yes	
Mr	V	Vhuthu	Nefale			University of Pretoria	Information science	Yes	
Mr		Russel	Nel						
MS	MM	Mukovhe	Nemakhavhu			university of pretoria	information science	Yes	
Mr		Tshifhiwa	Netshituni						
Mr	KPA	Kgothatso	Ngako			University of Pretoria	Undergraduate	Yes	
Miss	PH	Pertunia	Ngobeni			University of Pretoria	Student	Yes	
miss	MV	Makelle	Ntshetjeng			University of Pretoria	Department of Informa	Yes	
Dr	C	Cecilia	Penzhorn			University of Pretoria	Dept of Information Science		
MR	TM	THABANG	PHAKWAGI			University of Pretoria	student	Yes	

Mr	Ss	Siphelele	Malo		University of Pretoria	student/School of IT	Yes	
Miss	TG	Thoriso	Maloka		ACEIE	Administrative assistant	Yes	
Miss	NS	Noipate	Manaka		University of Pretoria	Information Science de	Yes	
Miss	NS	Nokuthula	Manana		University of Pretoria	Information Science	No	
Mr	T	Tlou	Mashalane		University of Pretoria	Information Science De	Yes	
Dr		Lincoln	Michell					
Mr		George	Molepo		NATCOM			
Meneer	SR	Stephen	Mooke		University of Pretoria	Faculty Chairperson	No	
Mr	TNP	Tumelo	Mothapo		University of Pretoria	Student	Yes	
Ms		Amolemo	Mothoagae					
Miss	B	Bathandile	Mthomber		University of Pretoria	Engineering, Built Envir	Yes	
Mr		Carlton	Mukwevh			Secretary Genaral		
Prof		Stephen	Mutula		UKZN	Head of School of Socia	Yes	
Mr	V	Vhuthu	Nefale		University of Pretoria	Information science	Yes	
Mr		Russel	Nel					
MS	MM	Mukovhe	Nemakhav		university of pretoria	information science	Yes	
Mr		Tshifhiwa	Netshituni					
Mr	KPA	Kgothatso	Ngako		University of Pretoria	Undergraduate	Yes	
Miss	PH	Pertunia	Ngobeni		University of Pretoria	Student	Yes	
miss	MV	Makelle	Ntshetjeng		University of Pretoria	Department of Informa	Yes	
Dr	C	Cecilia	Penzhorn		University of Pretoria	Dept of Information Science		
MR	TM	THABANG	PHAKWAG		University of Pretoria	student	Yes	

Mr	Ss	Siphelele	Malo		University of Pretoria	student/School of IT	Yes	
Miss	TG	Thoriso	Maloka		ACEIE	Administrative assistant	Yes	
Miss	NS	Noipate	Manaka		University of Pretoria	Information Science de	Yes	
Miss	NS	Nokuthula	Manana		University of Pretoria	Information Science	No	
Mr	T	Tlou	Mashalane		University of Pretoria	Information Science De	Yes	
Dr		Lincoln	Michell					
Mr		George	Molepo		NATCOM			
Meneer	SR	Stephen	Mooke		University of Pretoria	Faculty Chairperson	No	
Mr	TNP	Tumelo	Mothapo		University of Pretoria	Student	Yes	
Ms		Amolemo	Mothoagae					
Miss	B	Bathandile	Mthomber		University of Pretoria	Engineering, Built Envir	Yes	
Mr		Carlton	Mukwevh			Secretary Genaral		
Prof		Stephen	Mutula		UKZN	Head of School of Socia	Yes	
Mr	V	Vhuthu	Nefale		University of Pretoria	Information science	Yes	
Mr		Russel	Nel		PWC	Privacy		
MS	MM	Mukovhe	Nemakhav		university of pretoria	information science	Yes	
Mr		Tshifhiwa	Netshituni		NATCOM	Programme of		
Mr	KPA	Kgothatso	Ngako		University of Pretoria	Undergraduate	Yes	
Miss	PH	Pertunia	Ngobeni		University of Pretoria	Student	Yes	
miss	MV	Makelle	Ntshetjeng		University of Pretoria	Department of Informa	Yes	
Dr	C	Cecilia	Penzhorn		University of Pretoria	Dept of Information Science		
MR	TM	THABANG	PHAKWAG		University of Pretoria	student	Yes	

Mr		Themba	Phiri		DDG	DoC		
		Zanele	Rakumako					
miss	mo	mpho	ramphisa		University of Pretoria	student	Yes	<i>Ramphisa</i>
		Ordain	Riba					
Mr	DG	Danie	Saayman		CityScope Town Planner	Director	Yes	
Mr		Edward	Salomane		NATCOM			
Mr	MG	Motsitsirip	Sefako		University of Pretoria	Student	Yes	
Ms	K R	Kuni	Sehole		University of Pretoria	Student	Yes	
Miss	P	Precious	Shabangu		University of Pretoria	Information Science	Yes	
Mr	N.T.N	Nkanyiso	Shezi		University of Pretoria	EBIT Comittee Member	Yes	
Mr	N.M	Ntokozo	Sindane		University of Pretoria	Computer Science Dep	Yes	
Dr.	A.G	Abraham	van der Vy		Monash SA	Senior lecturer	Yes	
Miss	TCP	Thandeka	Zulu		University of Pretoria	Information Science	Yes	<i>Pulu</i>
Ms	M.N	Noxolo	Xhalabile		University of Pretoria	Information Science	Yes	<i>M. Noxolo</i>

Mr		Themba	Phiri		DDG	DoC		
		Zanele	Rakumako					
miss	mo	mpho	ramphisa		University of Pretoria	student	Yes	
		Ordain	Riba					
Mr	DG	Danie	Saayman		CityScope Town Planner	Director	Yes	
Mr		Edward	Salomane		NATCOM			
Mr	MG	Motsitsirip	Sefako		University of Pretoria	Student	Yes	
Ms	K R	Kuni	Sehole		University of Pretoria	Student	Yes	<i>SEHOLE</i>
Miss	P	Precious	Shabangu		University of Pretoria	Information Science	Yes	
Mr	N.T.N	Nkanyiso	Shezi		University of Pretoria	EBIT Comittee Member	Yes	
Mr	N.M	Ntokozo	Sindane		University of Pretoria	Computer Science Dep	Yes	
Dr.	A.G	Abraham	van der Vy		Monash SA	Senior lecturer	Yes	
Miss	TCP	Thandeka	Zulu		University of Pretoria	Information Science	Yes	
Mr		<i>Themba</i>	<i>Sebnane</i>		<i>University of Pretoria</i>	<i>Information Science</i>		
Mr		<i>Themba</i>	<i>Ko Kani</i>		<i>"</i>	<i>Information Science</i>		<i>Sebnane</i>

Mr		Themba	Phiri		DDG	DoC		
		Zanele	Rakumako					
miss	mo	mpho	ramphisa		University of Pretoria	student	Yes	
		Ordain	Riba					
Mr	DG	Danie	Saayman		CityScope Town Planner	Director	Yes	
Mr		Edward	Salomane		NATCOM			
Mr	MG	Motsitsirip	Sefako		University of Pretoria	Student	Yes	
Ms	K R	Kuni	Sehole		University of Pretoria	Student	Yes	
Miss	P	Precious	Shabangu		University of Pretoria	Information Science	Yes	
Mr	N.T.N	Nkanyiso	Shezi		University of Pretoria	EBIT Comittee Member	Yes	
Mr	N.M	Ntokozo	Sindane		University of Pretoria	Computer Science Dep	Yes	
Dr.	A.G	Abraham	van der Vy		Monash SA	Senior lecturer	Yes	
Miss	TCP	Thandeka	Zulu		University of Pretoria	Information Science	Yes	
Mr	M.S	STEVEN	MAKHURIRI		LEO ET	Economist		
Ms.	N.	SITHATHA			DOC.	DOC.		
Ms	L	MAKHURIRI			DOC	DOC		
Mr.	SJ	MUSI			DOC			
Ms	SB	Suna	Redding		UP HS Fac	Research Officer	Yes	
Prof	SM	Mushe			V K ZU			
Prof	R	CAPURRO						
Ms	B.	MUNDY			DOC			
Ms	K	Hlabatsi			DOC			

Mr	B	Mago			UP	FRT Student		
Ms	B							
Mr	K	Maepa						
Ms	L	Makhuriri						

Appendix C:

Feedback as captured from feedback forms that participants completed.

NOTES:

- i. The total number of feedback forms received n = 17*
- ii. Numbers may not add up in responses received, since some participants may have chosen more than one option at some questions, while others may have skipped some questions.*
- iii. Grammar (and some spelling) mistakes are recorded as is.*
- iv. Where [...] is used it indicates that one or at most two words are missing because they are illegible*

1. What did you expect to learn from this workshop?

- A perspective on information Ethics
- More explanation about the concept of information ethics and Information cultures in Africa.
- Knowing where the level of Information Ethics to this day
- What exactly Information Ethics is and how to apply it
- How important information ethics is. Broader global framework.
- Information ethics, particularly on how to practice and teach the concept of information ethics
- To get clarity of what Information Ethics is and how does it relate to individuals personal information.
- The relevance of ethics with regard to info in todays society
- More knowledge on information ethics. Acquire what I may refer to as a specialized knowledge from presenters.
- Precautions that are taken to try and protect information, especially private and personal information.
- To learn how to protect ourself against incorrect information ethics
- I expect to hear more about the usage of ICT in business environment
- What initiatives are currently underway in this field, both in South Africa as well as Africa.
- I have learned that we need to know/have knowledge of the ethnicity use of information in a community.
- Understanding of Information Ethics within context of digital era.
- The use and abuse of information in our everyday life and workplace.
- Understand ethics in the context of Information in Africa.

2. Did the workshop provide what you hoped for or expected?

- n. Yes – it was even more than I hoped for
 o. Yes – it satisfied my expectations
 p. No – it did not meet my expectations
 q. No – other reason, specify:

Please motivate:

Totals:

a	b	c	d
8	9	0	0

Motivations for a:

- Development of curriculum – excellent!
- The workshop was fully developed and well-balanced.
- I got even more information because some concept were explained and even given recommendations
- I gained more through the sharing of knowledge about ICT
- They explained the meaning of ethnicity in a more sensible manner & the importance of information ethics in Africa.
- We had international, national and local perspective of info ethics.

Motivations for b:

- I have gained a viewpoint, although weak, on IE and its importance on Africa and the global market as a whole.
- Yes, especially when Dr. Malan talk about the carriculum that they are about to introduce.
- My curiosity has been satisfied. My pessimism with regard to IE is somewhat eliminated.
- The workshop has awesome presentations, especially on the information ethics and the curriculum
- But some like UNESCO still remained unclear to me
- Interesting ideas were presented and I definitely have a better awareness of info ethics initiatives as well as ideas as to how I can be more involved.
- Impressed w/the introduction of a curriculum framework.
- I got to understand the concept of information ethics in different contexts.

Motivations for c: None

Motivations for d: None

3. Why did you choose to attend this specific workshop/conference?

- m. The topic is interesting*
- n. It is free*
- o. I definitely need to know more about the topic to be effective in my work or community.*
- p. Other, specify:*

Totals

a	b	c	d
3	1	14	2

Specifications for d:

- My friends came, so did I
- I want to understand the topic further for my academic purposes & future purposes.

4. Do you think that what you have learnt here will be useful for you in future?

- a. Yes – definitely*
- b. Maybe – I'm sure*
- c. No – it is not relevant*

Please motivate:

Totals

a	b	c
16	1	0

Motivations for a:

- The world is digitising, we need to keep up with the times
- Yes, if Africans can be more aware of the importance of information ethics or how to use information in a responsible way.
- I know what to put more focus on to be relevant in my future works
- It has given me a platform from which to start.
- Research and ethics is cardinal in my work with research in the faculty of Health Sciences
- Because in a corporate world information is used as much as it is used now. Any company that I would be working for will be using information. It is good to know about things such as

privacy, security censorship, whistle blowing and my rights in terms of accessing information.

- I want to be an entrepreneur and so I have to respect ethics – business ethics & info ethics
- As a student, and as an individual who is interested in pursuing a research, the workshop is of utmost significance.
- Even though there is not much I can change, but will change what I can and be aware of what I can't really change and take possible precautions
- I may know how to tackle some issues in the future
- Always great to have a bigger picture view
- Yes – I now understand the context & issues of how we behave in the use of information on all levels.
- I am the communication and information sector programme [err...]; the info will come in handy.

Motivations for b: None

Motivations for c: None

5. Where are you most likely to apply your new knowledge?

- Personal life*
- The environment where I teach or provide guidance other than at work*
- At my place of work*
- Other, please specify:*

Totals

a	b	c	d
8	4	9	4

Specifications for d:

- [illegible comment]
- As far as the life as a student is concerned
- Throughout my learning/academic environment
- Academic work

6. *In which medium would you prefer to have the info accessible post-conference?*
- Online*
 - Printed workbooks and notes*
 - On a CD/DVD*
 - Other, please specify:*

Totals

a	b	c	d
13	6	4	1

Specifications for d:

- Email: grobIn@unisa.ac.za

7. *Are you happy with how the workshop was organised in terms of communication, catering etc.?*
- Yes*
 - More or less*
 - No*
- Please motivate:*

Totals

a	b	c
16	0	0

Motivations for a:

- The corporate standard was sufficiently high
- People who attended where open a chance to participate in the program
- Everything was excellent. Thank you!
- Beautiful flowers. Good venue. Friendly, helpful people.
- The venue was nice, audience could hear what the presenter was saying the alignment of the chairs was good, we can all see the slides on the projector.
- Food was awesome.
- Perfect communication which is [...] effective and catering met unexpected expectations.

- Communication was excellent and the food was great 😊
- The food were well prepared & the workshop was well structured, one could feel that the environment is professional and of academics.
- Hospitality was good and the venue was great

Motivations for b: None

Motivations for c: None

8. *Are you happy with the way the programme has been designed in terms of content? Do you have recommendations in this regard?*

- a. *Yes*
- b. *More or less*
- c. *No*

Please motivate:

Totals

a	b	c
14	2	1

Motivations for a:

- It is user friendly
- Perhaps add a research output/library component on search engines, databases for study.
- Because the programme covered a whole lot of aspects concerning info. It was really informative.
- It is always an eye opener to get latest update and the worldview with regard to info ethics from professionals
- I think the content was detailed, easy to follow on representations.

Motivations for b: None

Motivations for c: None

9. *Would you like to be added to the ANIE mailing list? If yes, please provide your e-mail address.*

- a. *Yes. E-mail address:*
- b. *No.*

Answers elsewhere on database.

10. Any other comments or suggestions? General feedback as well as feedback on specific sessions on the programme would be highly appreciated.

- The Event should be broadcasted not only to current industry mogals and magnates but also to the up-coming students who have a direct influence on the future of Digital media and its relevance to progression. Socially and professionally.
- Information ethics education is very important for Africans, especially through African ways of teaching and learning because [I?] think is where most people will understand the concept in more details.
- It's all good
- I would like to stay in touch with Dr. Beverley Malan with regards to the development of a curriculum with UNISA. Thank you! Niret Grobler.
- Perhaps hold a roadshow at UP in terms of visiting the UP libraries and Faculty Ethics Committees.
- Stick to time.
- Time management is a crucial factor to be considered. The programme has taken more than the allocated time of which ranged between 45 minutes to 65 minutes. My recommendations are that time should be [...] very thoroughly and stick to the allocated time as for the future reference.
- I feel like more people really wants to know a lot about Information Ethics. And I believe more awareness could have improved the attendance and mostly, the convinient time for everyone to avail themselves. For example if some of the questions addressed in the conference be asked in the test, I am sure more people would or could attend and they will be taught about Information ethics
- Timing is very important at a workshop of this nature: particularly STARTING on time as well as scheduled lengths of speaker presentations.
- I suggest that the centre should not only focus on the western community but also focus on the African/cultural citizens in terms of service provision. For example they must make sure that the gap of accessing information should be closed especially in very rural areas. Also the people should also be given information like they should have full control of their personal or private information. And they also should get full information for participation in the society e.g. for them to vote they need info to make the right choice.
- Quite an informative platform which needs to be spread throughout the country for further engagement.

Appendix D:

Workshop photos



Above: Presenters addressing the Gauteng seminar



Above and below: Part of seminar audience



All of above: Various speakers addressing the Gauteng seminar



All of above: Various speakers addressing the Gauteng seminar

Awareness Activities Combined Report



Awareness raising activities in collaboration with external role-players 2013

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

www.up.ac.za/aceie

Awareness Activities Combined Report

Tanzania Africa Workshop on Information Ethics in Africa 2013

This document reports on activities aimed at creating a wider awareness of Information Ethics, which the ACEIE organised and executed in collaboration with external roleplayers.

REPORT CONTENT

1. UNESCO WSIS +10 Review
2. ICT in Higher Education Summit
3. Lex-Informatica Conference
4. Post-graduate Philosophy Association Conference
5. Research Ethics Conference
6. Society for the Advancement of Science in Africa
7. Maria van Riebeeck Club Annual Event
8. Undergraduate student conference on Information Ethics
9. Conference on ICT for Development, Education and Training
10. University of Zululand Annual IS Conference
11. Student workshop on Information Ethics
12. Information Ethics Colloquium
13. Report writing course for the SANDF
14. UNESCO 37th General Conference

Highlights

Creating awareness with structures and interest groups outside of the formal ACEIE activities, according to the MoA, involving both academic and non-academic organisations.

Special activities or projects took place in collaboration with other organisations.

Encouraged participation at conferences.

Engaging with industry, SANDF and external participants.

1. UNESCO WSIS +10 Review

Event: The first multistakeholder review of the World Summit on the Information Society (WSIS +10) achievements: “Towards Knowledge Societies, for Peace and Sustainable Development”

Date: 25 – 27 February 2013

Venue: UNESCO headquarters, Paris, France

Organiser(s): UNESCO, with ITU, UNDP, UNCTAD

Contact person(s): Mr John Crowley

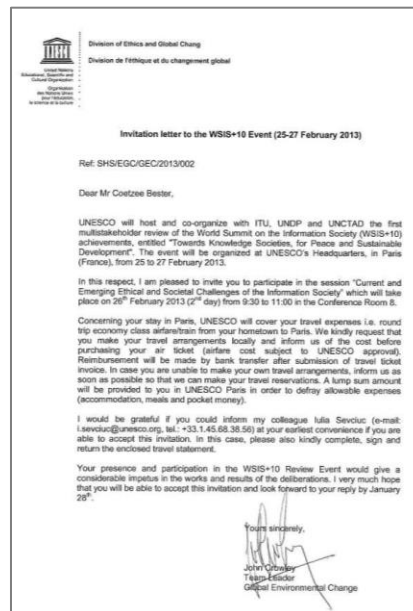
ACEIE representative present: Prof. Theo Bothma, Prof. Johannes Britz, Prof. Rafael Capurro, Mr Coetzee Bester

Purpose of engagement: Marketing and creating awareness of the ACEIE and its activities related to UNESCO objectives

Contribution of ACEIE to event: ACEIE representatives contributed to discussions on emerging ethical and social challenges in the Information Society.

What the ACEIE gained from the event: Participation in UNESCO activities related to the objectives of the ACEIE.

Supporting documents: Letter of Invitation from the UNESCO division of Ethics and Global Change



2. ICT in Higher Education Summit

Event: 4th Annual ICT in Higher Education Summit

Date: 18 – 19 March 2013

Venue: Indaba Hotel, Fourways, Johannesburg

Organiser(s): Amabhuesi Conferencing RSA

Contact person(s): Trisha Authar

ACEIE representative present: Mr Coetzee Bester

Purpose of engagement: Creating awareness of Information Ethics and the existence of the ACEIE. Community engagement.

Contribution of ACEIE to event: Mr Coetzee Bester served on the Expert Speaker Panel and presented on the topic: "Information Ethics as a supporting instrument towards ICT in higher education in Africa".

What the ACEIE gained from the event: Networking

Supporting documents available: Programme, letter to Mr Coetzee Bester from Amabhuesi Conferencing

4TH Annual ICT in Higher Education Summit 2013
18-19 March 2013 • The Indaba Hotel Fourways -Johannesburg RSA

Keynote presentations and an insight into the latest trends, strategies and groundbreaking ICT case studies. Expert Speaker Panel includes:

- Dr Abdul Wahid Khan - Former Assistant Director-General for Communication and Information of United Nations Educational, Scientific and Cultural Organisation (UNESCO)
- Dr Cheryl Brown - Chief Lecturer education technology University of Cape Town
- Professor Johannes Crepe - Dean of Informatics Open Peninsula University of Technology
- Karin Chow - Research Infrastructure and Cloud Computing expert - European Commission - Frontier - Cloud Era Ltd
- Dr David Davies - President chane Takekoma University
- Koushik Pathi - Managing Professor of Curriculum Studies, Chennai Department of Education State in chief, Journal of higher education curriculum David Beharmer University Inc

Exclusive highlights ICT 2013

Be part of this event that offers you:

- Expert presentations key case studies and practical solutions showcased by UNESCO, Ghana Technology University, Botswana, University of Johannesburg, Sheikh Beharmer University Inc, and University of Tshwane
- Today's "cloud powered" higher education institutions can gain significant flexibility and agility ICT in the cloud Workshop
- What the cloud can do for higher education, these concepts to applications presented by Karin Chow delegates will receive certificates on attendance
- Key note presentation by former UNESCO director general Dr Abdul Wahid Khan Building inclusive Knowledge Societies: Imperatives of ICT Application
- Don't miss out on the latest in social media concepts explored meaning - Tables or pods?
- First presenter of Curriculum development in higher education, the use of technologies to support teaching and learning and curriculum studies in workplace learning and professional development - Challenges and solutions
- Presentations received on a USB

Sponsored by edSocial The education social network

4TH Annual ICT in Higher Education Summit

The objective of this summit on ICT in higher education is to identify trends in ICT Education and promote innovations of ICT Education, focusing on the following topics:

18-19 March 2013

18:00-18:45 - Information Ethics as a supporting instrument towards ICT in Higher Education in Africa

18:45-19:15 Afternoon tea

19:15-19:45

19:45-20:15

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3. Lex-Informatica Conference

Event: Lex-Informatica 2013: Cyberlaw/ ICT law/ Information Ethics conference. Theme: “Advancement of Cyberlaw and Information Ethics in Africa and Globally”. Hosted in collaboration with Sizwe Snail Attorneys.

Date: 4 – 5 April 2013

Venue: Groenkloof campus, University of Pretoria

Organiser(s): ACEIE and Sizwe Snail Attorneys

Contact person(s): Ms Rachel Bothma and Mr Sizwe Snail

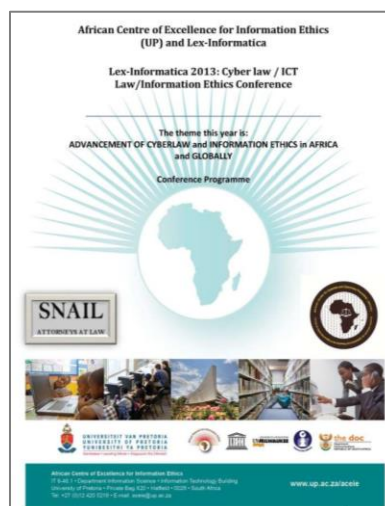
ACEIE representative present: Mr Coetzee Bester, Ms Rachel Bothma, Ms Candice le Sueur, Ms Thoriso Maloka, Mr Hercules Boshoff, Ms Erin Hommes

Purpose of engagement: This workshop created an opportunity to engage with the legal fraternity on the topic of Information Ethics, which supports the objective of the ACEIE to encourage the development of a multi-disciplinary approach to Information Ethics.

Contribution of ACEIE to event: The ACEIE contributed by booking a venue and catering; setting the programme; liaising with speakers; marketing the event and providing branded folders with programmes, pens and notepads. Mr Coetzee Bester chaired sessions in the programme and was available for a panel discussion.

What the ACEIE gained from the event: Exposure through branding, making contacts, insight into recent developments and needs where cyberlaw meets information ethics. Learning from experts from industry and practice.

Supporting documents available: Programme and call for papers



4. Post-graduate Philosophy Association Conference

Event: 8th Conference of the Postgraduate Philosophy Association (PPA) of South Africa

Date: 6-7 April 2013

Venue: Monash University, Roodepoort, Johannesburg

Organiser: Mr Charles Villet

Contact person(s): Mr Charles Villet


ACEIE representative present: Ms Rachel Bothma, Mr Hercules Boshoff

Purpose of engagement: Keeping in touch with the philosophical community to enhance the philosophical integrity of the ACEIE.

Contribution of ACEIE to event: Ms Rachel Bothma and Mr Hercules Boshoff each presented a paper at the conference.

What the ACEIE gained from the event: Networking

Supporting documents: Programme

 MONASH South Africa <small>A campus of Monash University Australia</small>	
8TH ANNUAL CONFERENCE OF THE POSTGRADUATE PHILOSOPHY ASSOCIATION (PPA) OF SOUTHERN AFRICA	
<i>Hosted by the Philosophy Department at Monash South Africa</i>	
6 – 7 April 2013	
Venue: Monash Africa Centre (Building F)	
SATURDAY, 6 APRIL 2013	
8h30 – 9h00	REGISTRATION & COFFEE
9h00 – 9h45	Session A (Lecture Theatre 7): Spheres and Dichotomies: The Pillars of Modernity Jean De Tied (North West) Teilhard De Chardin as Response to Modernity's Nature-Human Dichotomy: A Philosophical-Critical Study
9h45 – 10h30	Session B (Lecture Theatre 8): Deep or Shallow: Legitimate Knowledge Chris Innes (UP) Pragmatic Non-Realism Curtis Robinson (UKZN) The Extensional Entailment of Shallow Meaning Facts
10h30-11h00: COFFEE	
11h00 – 11h45	Session A (Lecture Theatre 7): Spheres and Schemes: Politics through Aesthetics and Archaeology Mathias Pasewitz (UP) Art and Politics Beyond The Spear? A Critique of Jacques Rancière's Metapolitics of Aesthetics
11h45 – 12h30	Session B (Lecture Theatre 8): Mind your Head: Rationality and Intentionality Claud Brink (Wits) The Role of Normativity and Rationality in Establishing Mental Anomalism Matthew Mumford (UKZN) Toxic Problems for Hobbes
12h30-1h30: LUNCH	

5. Research Ethics Conference

Event: Research Ethics, Integrity and Quality Assurance Conference 2013

Date: 18 – 19 April 2013

Venue: Hackle Brooke Centre, Craighall, Johannesburg

Organiser(s): Creative e-concepts training

Contact person(s): Mr Nathan Mlambo

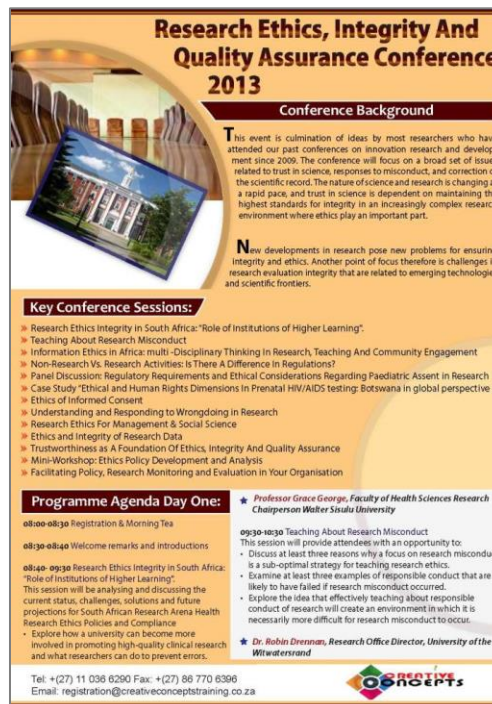
ACEIE representative present: Mr Coetzee Bester, Ms Rachel Bothma

Purpose of engagement: To do a presentation, network and create awareness of the ACEIE

Contribution of ACEIE to event: Mr Coetzee Bester delivered a presentation titled “Information Ethics in Africa: multi-disciplinary thinking in research, teaching and community engagement”, as well as facilitating sessions.

What the ACEIE gained from the event: The opportunity to distribute copies of the *Africa Reader on Information Ethics* and to create awareness of the work of the ACEIE

Supporting documents available: Conference programme



Research Ethics, Integrity And Quality Assurance Conference 2013

Conference Background

This event is culmination of ideas by most researchers who have attended our past conferences on innovation research and development since 2009. The conference will focus on a broad set of issues related to trust in science, responses to misconduct, and correction of the scientific record. The nature of science and research is changing at a rapid pace, and trust in science is dependent on maintaining the highest standards for integrity in an increasingly complex research environment where ethics play an important part.

New developments in research pose new problems for ensuring integrity and ethics. Another point of focus therefore is challenges in research evaluation integrity that are related to emerging technologies and scientific frontiers.

Key Conference Sessions:

- Research Ethics Integrity in South Africa: "Role of Institutions of Higher Learning".
- Teaching About Research Misconduct
- Information Ethics in Africa: multi-Disciplinary Thinking In Research, Teaching And Community Engagement
- Non-Research Vs. Research Activities: Is There A Difference In Regulations?
- Panel Discussion: Regulatory Requirements and Ethical Considerations Regarding Paediatric Assent in Research
- Case Study: Ethical and Human Rights Dimensions In Prenatal HIV/AIDS testing: Botswana in global perspective
- Ethics of Informed Consent
- Understanding and Responding to Wrongdoing in Research
- Research Ethics For Management & Social Science
- Ethics and Integrity of Research Data
- Trustworthiness as A Foundation Of Ethics, Integrity And Quality Assurance
- Mini-Workshop: Ethics Policy Development and Analysis
- Facilitating Policy, Research Monitoring and Evaluation in Your Organisation

Programme Agenda Day One:

08:00-08:30 Registration & Morning Tea

08:30-08:40 Welcome remarks and introductions

08:40- 09:30 Research Ethics Integrity in South Africa: "Role of Institutions of Higher Learning". This session will be analysing and discussing the current status, challenges, solutions and future projections for South African Research. Kenya Health Research Ethics Policies and Compliance

- Explore how a university can become more involved in promoting high-quality clinical research and what researchers can do to prevent errors.

09:30-10:30 Teaching About Research Misconduct This session will provide attendees with an opportunity to:

- Discuss at least three reasons why a focus on research misconduct is a sub-optimal strategy for teaching research ethics.
- Examine at least three examples of responsible conduct that are likely to have failed if research misconduct occurred.
- Explore the idea that effectively teaching about responsible conduct of research will create an environment in which it is necessarily more difficult for research misconduct to occur.

★ Professor Grace George, Faculty of Health Sciences Research Chairperson Walter Sisulu University

★ Dr. Robin Drennan, Research Office Director, University of the Witwatersrand

Tel: +(27) 11 036 6290 Fax: +(27) 86 770 6396
Email: registration@creativeconceptstraining.co.za

CREATIVE CONCEPTS

6. Society for the Advancement of Science in Africa

Event: Inaugural meeting & first international conference of the Society for the Advancement of Science in Africa (SASA): “Pushing the Frontiers of Science in Africa”.

Date: 25 – 28 April 2013

Venue: Polokwane Royal Hotel

Organiser(s): SASA

Contact person(s): Prof. Philip Venter, Dr Antonel Olckers

ACEIE representative present: Mr Coetzee Bester, Ms Rachel Bothma

Purpose of engagement: To advocate the role of Information Ethics in pushing the frontiers of science in Africa

Contribution of ACEIE to event: Mr Coetzee Bester presented a paper in collaboration with Prof. Elsabe Coetzee. Title: "Dissemination of science into developing communities: Community engagement by higher education institutions - A practical model and guidelines".

What the ACEIE gained from the event: Networking with other institutions and organisations in Africa

Supporting documents: Programme and abstract



7. Maria van Riebeeck Club Annual Event

Event: Maria van Riebeeck Club Annual Event

Date: 21 May 2013

Venue: Johannesburg country club

Organiser(s): Maria van Riebeeck club

Contact person(s): Ms Rachel Bothma and Ms Jeanne Louw

ACEIE representative present: Mr Coetzee Bester, Ms Rachel Bothma, Ms Candice le Sueur

Purpose of engagement: Community engagement and creating awareness

Contribution of ACEIE to event: Mr Coetzee Bester, as keynote speaker, delivered a presentation as a service to a community based organisation.

What the ACEIE gained from the event: Exposure, insight, awareness

Supporting documents available: Correspondence and e-mails



Above: The Maria van Riebeeck club logo

8. Undergraduate student conference on Information Ethics

Event: Undergraduate Student Conference on Information Ethics for INL 240 students at UP

Date: 28 – 30 May 2013

Venue: University of Pretoria

Organiser(s): Ms Rachel Bothma and Ms Erin Hommes

Contact person(s): Ms Rachel Bothma and Ms Erin Hommes

ACEIE representative present: Ms Rachel Bothma, Mr Hercules Boshoff

Organisers: Ms Rachel Bothma and Ms Erin Hommes

Purpose of engagement: Creating awareness of the topics related to the work of the ACEIE among under-graduate students.

Contribution of ACEIE to event: Funding, organisational support, the distribution of branded materials.

What the ACEIE gained from the event: Delivering on set objective regarding multi-institutional student involvement.

Supporting documents: Invitation

Uitnodiging • Invitation • Taletšo



 **UNIVERSITEIT VAN PRETORIA**
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Engineering, Built Environment and Information Technology

28–30 Mei • May • Mapotlo 2013

Die Departement Inligtingkunde, in samewerking met die Afrika-sentrum vir Uitnemendheid vir Inligtingsetiek (African Centre of Excellence for Information Ethics –ACEIE), roep u om aan die Loodskongres vir Tweedejaar Inligtingsetiekstudente deel te neem.

Tema: #I240 inligtingsetiek-studentekongres
Datum: 28–30 Mei 2013
Lokaal: Konferensiesaal 100 (Lokaal vir 30 Mei moet bevestig word)
Tyd: 08:00–17:00
 RSVP: teen Vrydag 24 Mei, erin.hommes@up.ac.za
Navraag: Erin Hommes, 012 420 2230

The Department of Information Science, in cooperation with the African Centre of Excellence for Information Ethics (ACEIE), invites you to take part in the pilot Second Year Information Ethics Student Conference.

Theme: #I240 Information Ethics Student Conference
Date: 28–30 May 2013
Venue: Conference Hall 100 (Venue for 30 May to be announced)
Time: 08:00–17:00
 RSVP: by Friday 24 May, erin.hommes@up.ac.za
Enquiries: Erin Hommes, 012 420 2230

Igona ya Seense ya Tshedimoko, ka tirilano le Senthara ya Afrika ya Botse tja go heliso ka Mathlwara a Tshedimoko (African Centre of Excellence for Information Ethics –ACEIE) ba go latelisa go ba karolo ya Kongresense ya Bothuli ka Mathlwara a Tshedimoko ya Ngwaga wa bobedi.

Tašatšaga: Kongresense ya Bothuli ka Mathlwara a Tshedimoko ya #I240
Tšatšigwe: 28–30 Mapotlo 2013
Lefela: Halo ya 100 ya Dikongresense (Lefela ka 30 Mapotlo le fa taabogatlwa)
Nako: 08:00 go tšha ka 17:00
Phetiso: Ntle go ka latelana 24 Mapotlo, erin.hommes@up.ac.za
Dipatlisisa: Erin Hommes, 012 420 2230

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Pretoria • Republic of South Africa • 001
South Africa • South Africa • Africa Bona
Tel: +27 12 420 4111 • Fax: +27 12 420 4555
www.up.ac.za

9. Conference on ICT for Development, Education and Training

Event: 8th International conference on ICT for development, education and training

Date: 29 May 2013 – 31 May 2013

Venue: Safari conference centre, Windhoek, Namibia

Organiser(s) / Contact person(s): Ms Rebecca Stromeyer

ACEIE representative present: Mr Coetzee Bester

Purpose of engagement: Participation in working sessions, creating awareness, networking, supporting Intel activities

Contribution of ACEIE to event: Distribution of ACEIE material

What the ACEIE gained from the event: Contacts in various African and European countries

Supporting documents available on request: Programme



10. University of Zululand Annual IS Conference

Event: University of Zululand 14th Annual Information Science conference. Theme: Information Ethics in Africa

Date: 4 – 5 September 2013

Venue: Arts Auditorium, University of Zululand

Organiser(s) / Contact person(s): Prof. Dennis Ocholla, Prof. Janneke Mostert

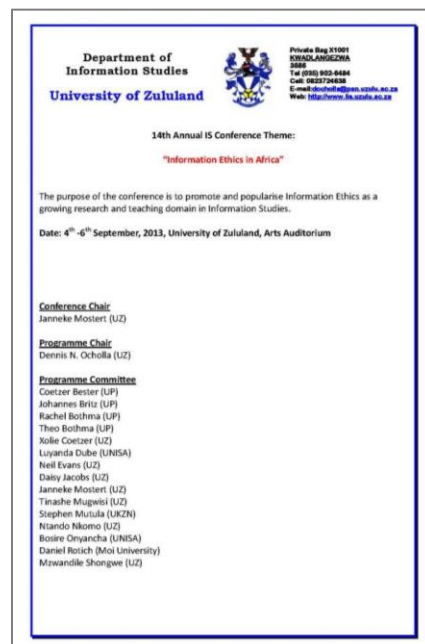
ACEIE representative present: Mr Coetzee Bester, Ms Rachel Bothma, Prof. Theo Bothma, Ms Candice le Sueur, Mr Hercules Boshoff

Purpose of engagement: Academic involvement

Contribution of ACEIE to event: Academic presentations delivered by Ms. Rachel Bothma, Ms Candice le Sueur, and Mr Hercules Boshoff

What the ACEIE gained from the event: Papers published in Innovation Journal. Learnt about IE from other scholars. Creating awareness of the existence of the ACEIE.

Supporting documents: Invitation and Programme



11. Student workshop on Information Ethics

Event: Student workshop on Information Ethics

Date: 6 September 2013

Venue: University of Zululand

Organiser(s) / Contact person(s): Prof. Dennis Ocholla

ACEIE representative present: Ms Rachel Bothma, Ms Erin Hommes, Mr Hercules Boshoff

Purpose of engagement: Raising awareness of Information Ethics

Contribution of ACEIE to event: Sponsored a group of under-graduate UP INL 240 students to attend the conference in order to present a research paper.

What the ACEIE gained from the event: Research opportunities, networking, engaging with other South African tertiary institutions

Supporting documents: Programme



Above: Students at the workshop

12. Information Ethics Colloquium

Event: Information Ethics Colloquium: “Creating African identity in the digital age: an Information Ethics perspective”

Date: 11 September 2013

Venue: Library auditorium, University of Pretoria

Organiser(s): Mr Hercules Boshoff

Contact person(s): Mr Hercules Boshoff

ACEIE representative present: Prof. Rafael Capurro, Prof. Stephen Mutula, Mr Coetzee Bester, Mr Hercules Boshoff, Ms Rachel Bothma

Purpose of engagement: To encourage thorough academic debate on Information Ethics topics by creating a platform for local students to engage with Prof. Rafael Capurro.

Contribution of ACEIE to event: Setting up of programme and providing branded paper folders.

What the ACEIE gained from the event: Event was attended by academics and post-graduate students

Supporting documents: Poster invitation

Die Departement Inligtingkunde, in samewerking met die Afrika-sentrum vir Uitnemendheid vir Inligtingsetiek (African Centre of Excellence for Information Ethics –ACEIE), rooi u uit om deel te neem aan die tafelgesprek met Prof Rafael Capurro: Konstruksie van Afrika Identiteit in die digitale era: uitdagings vanuit 'n inligtings-etiese perspektief.

Tema: Afrika Identiteit in die Digitale Era
Datum: 11 September 2013
Lokaal: Biblioteek Vlak 3 Ouditorium
Tyd: 14h30 – 19h00
RSVP: Teen Dinsdag 10 September 2013
Navrae: Hercules Boshoff 012 420 3669

The Department of Information Science, in cooperation with the African Centre of Excellence for Information Ethics (ACEIE), invites you to take part in the colloquium with Prof Rafael Capurro: “Creating African Identity in the Digital Age: an Information Ethics perspective”.

Theme: Creating African Identity in the Digital Age
Date: 11 September 2013
Venue: Library Auditorium Level 3
Time: 14h30 – 19h00
RSVP: By Tuesday 10 September 2013
Enquiries: Hercules Boshoff 012 420 3669

13. Report writing course for the SANDF

Event: Section on Information and Communication Ethics in the Advanced report writing skills course for the South African National Defense Force (SANDF) College of Educational Technology

Date: 10 October 2013

Venue: SANDF College for educational technology

Organiser(s): SANDF

Contact person(s): Dr Marlene Holmner (UP)

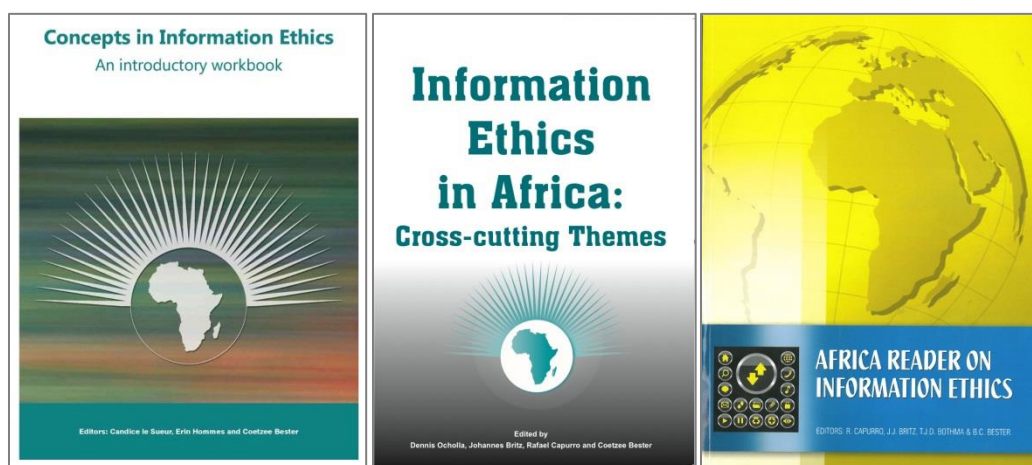
ACEIE representative present: Ms Erin Hommes

Purpose of engagement: Creating awareness of the ACEIE. Contributing materially to the growing awareness of Information Ethics within the Defense Force.

Contribution of ACEIE to event: ACEIE branded book bags with copies of *Africa Reader on Information Ethics* and *Concepts in Information Ethics: An introductory workbook*, as well as *Information Ethics in Africa: Cross-cutting themes* handbook. The Centre also provided feedback forms and captured the data from the feedback forms.

What the ACEIE gained from the event: Exposure to needs and opportunities for research in Information Ethics in alternative environments, via Information Science colleagues.

Supporting documents: Programme and letter from SANDF to Dr Marlene Holmner



14. UNESCO 37th General Conference

Event: UNESCO 37th General Conference: Communication and Information Commission

Date: 4 – 20 November 2014

Venue: UNESCO headquarters, Paris, France

Organiser(s) / Contact person(s): Dr. S. Romi Mukherjee

ACEIE representative present: Ms Nozipho Sihlahla, Mr Coetzee Bester

Purpose of engagement: Networking as well as participation in discussion sessions and work groups on UNESCO activities related to Information Ethics.

Contribution of ACEIE to event: Discussions on draft resolution for Major Programme V – Sustaining peace and development through freedom of expression and access to knowledge. Discussion of matters related to objective 9: Promoting freedom of expression, media development and access to information and knowledge.

What the ACEIE gained from the event: Contact with senior UNESCO officials, as well as SANATCOM officials.


Supporting documents: UNESCO letter of invitation to 37th general conference



Africa Workshop Report



Uganda Africa Workshop on Information Ethics in Africa 2013



UNIVERSITAT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

African Centre for Information Ethics

United Nations
Educational, Scientific and
Cultural Organization

IFAP
Information for All
Programme
Regional Office for Southern Africa

UNIVERSITY OF WISCONSIN
MILWAUKEE

telecommunications
& postal services
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

www.up.ac.za/aceie

Africa Workshop Report

Tanzania Africa Workshop on Information Ethics in Africa 2013

This Workshop was one of the two Africa workshops (outside of the Republic of South Africa) that the African Centre of Excellence for information Ethics (hereafter referred to as the ACEIE) presented in 2013.

THE WORKSHOP AT A GLANCE

Date: 1 July 2013

Country: Uganda

Venue: Metropole Kampala Hotel

Facilitator(s): Dr Constant Okello-Obura and Mr Coetzee Bester

Presenters: Prof. Isaac Kigongo-Bukenya, Dr Constant Okello-Obura, Dr Marlene Holmner, Dr Patrick Mwaita, Dr Sarah Kaddu, Dr Shana Ponelis, Mr John Kisembo, Mr Coetzee Bester, Ms Candice le Sueur

ACEIE and DoC representatives present: Mr Coetzee Bester, Ms Candice le Sueur, Ms Rachel Bothma, Mr Hercules Boshoff

Host representative(s): Dr Constant Okello-Obura

Number of attendees according on signatures on list of attendance (including ACEIE staff and presenters): 53

Primary contact person: Dr Constant Okello-Obura

Appendices:

Appendix A: Workshop day programme

Appendix B: Workshop list of attendance

Appendix C: Workshop feedback

Appendix D: Workshop photos

Highlights

The ACEIE met with the African Centre for Cyberlaw and Cybercrime Prevention at this workshop and discussed possibilities for future collaboration.

The Carnegie grant MIT students from UP attended the workshop and contributed enthusiastically to workshop exercises.

Various topics were addressed but the topic of e-waste was especially well received and discussed.

Appendix A:

Workshop day programme

Programme for the 1-day ACEIE Africa Workshop at the Metropole Hotel in Kampala, Uganda.

08:00 Arrival at the workshop venue

- Registration of participants
- Refreshments
- Calling to order and administrative announcements
 - Mr Coetzee Bester, Director ACEIE, University of Pretoria.

08:30 Starting of the Workshop

- Speaker: Welcoming remarks
 - Dr Constant Okello-Obura, Dean EASLIS, Makerere University.
- Discussion of the workshop objectives

08:40 Introduction of the ACCP

- Keynote Speaker
 - Mr John Kisémbó, Acting Director of the United Nations African Institute for the Prevention of Crime and the Treatment of Offenders (UNAFRI).

09:00 Session 1: Discussion on Information Ethics in Africa

Chair: Mr Coetzee Bester

- International guidelines – UNESCO
- Information Ethics in Africa – ANIE
- The Africa Centre of Excellence for Information Ethics
- Discussions

09:30 Session 2: Presentation on understanding Information Ethics

Chair: Dr Marlene Holmner

Speaker: Prof Isaac Kigongo-Bukenya, Makerere University

- Guidelines for Ethical thinking / ethical theories
- Ethics and Information Ethics
- Discussions

11:00 Refreshments

11:30 Session 3: Emerging Topics in Information Ethics - Relevance and importance

Panel: Dr Patrick Mwaita, ACCP;

Dr Sarah Kaddu, Uganda Christian University;
Dr Shana Ponelis, University of Wisconsin-Milwaukee;
Dr Marlene Holmner, University of Pretoria.

- Information Ethics: The African Value perspective.
- Turbulence in Information Ethics.
- The ethics of the powerful and the power of ethics.
- Electronic waste: the leading information ethical concern of the information age.
- Discussions

13:00 Lunch

14:00 Session 4: Information Ethics in Practice – Workbook on Concepts

Chair: Ms Candice le Sueur

- Introduction of Concepts in Information Ethics Workbook
- MOVE ethical decision-making model
- Practical exercise – application of MOVE
- “Traffic light Ten” general evaluation of popular internet information
- Practical exercise – application of “Traffic light Ten”
- Conclusion: Adaptation of Rawls’ ‘Veil of Ignorance’ thought experiment in relation to the Information Society

15:30 Closing

- Summary of the workshop
- Vote of thanks

Appendix B:

Workshop list of attendance

Information Ethics Workshop: Uganda 1 July 2013

Title	Initials	Surname	Name	Position/Department	Office Number	Fax Nr	E-mail address	Organisation
Ms	H	Nyakunga	Harriet	Communication Officer				Makerebe University
Mr.	M.	Peters	Meinhard	Lecturer	+276		sters@gmail.com	
Dr	M.	Holmes	Madag	UP Lecturer				
Ms	E.K	KULISOHA	EZEREA	LECTURER/ IIS				EASLIS, COSIS
Ms.	F.N	FERRIE	NKUSE	STUDENT				King. MUK
Dr.	J.K.	Kawunga	John	Lecturer				EASLIS, COSIS
MS	B.W	BIRABWA	WINIFRED	LECTURER				UCU
Ms	M.F	MUZAKI	FAIRDAH	LECTURER				Makerebe University
Mr.	B.	MWATA	PATRICK	National Coordinator				ACCP
Mr.	J	KISEMBO	John	Ag. Director UNAH				zoology, Con
Dr	S.K	Kaddu	Sarah	Lecturer				UCU
Mr	P	Adoma	Philip	Laboration/MARK				mk.mrk.co
Mr.	E.	Kaluk	Ezra	Lecturer				gmail.com UCU

Information Ethics Workshop: Uganda 1 July 2013

Title	Initials	Surname	Name	Position/Department	Office Number	Fax Nr	E-mail address	Organisation
Prof	KB	Kigongo-Bwanya	Professor					Makerere
Mrs	LM	Mutibwa	Assistant Lecturer					MUK
Ms	MM	Muzaki	Manager	Communication				Mak
Assoc Prof	DOC	Okello Ouma	Constant	Dean/EASLS				e Mak.
Ms	R	Kotera	Admin	ACCIE				
Mr	J	Tweve	Julius	Lecturer				Tumaini University
Mr	MA	Mukakama	Axel	Student				Makerere University
Prof	NIA	Mugicibi	Almas Nok	Sec Gen: ACCP				22@yale.edu.uk
Mr	MK	Kizeto	Nicholas	Lecturer				Makerere SET
Mr	J. J	Kudanya	Joshua K. Kudanya	Assistant Lecturer				ashj.mak.ac.ug
Mrs	PAI	Agabirwa	Amelia					e@easls.mak.ac.ug
Mr	M.	Nasser	Muhidin	LECTURER				lin@ss.mak.ac.ug
Mr	JP	Tunga	Peter	Lecturer				@SS.mak.ac.ug

Information Ethics Workshop: Uganda 1 July 2013

Title	Initials	Surname	Name	Position/Department	Office Number	Fax Nr	E-mail address	Organisation
DR	S R	PONELIS	SHANA	LIWM / LECTURER				wm.edu UNM
Mr	D	Thomas	David	Student (MIT)				DUT
Mr	W	van der	Werner	Student (MIT)				CP
Ms	BE	Bouché	Helene	Student (MIT)				TUT
M	US	Ukech	Susan	Student (MIT)				
Ms	JF	De Beer	Joan	UP Lecturer				UP
Ms	I.M	Mbawaki	Iseng	Student (MIT)				DUT
Mr	SR	Mandey	Sagor	Student MIT				(DUCE-UDS)
Mr.	H	DANDA	DAUDI	Student MIT				UG
Mr.	U.F.	UMAR	Idris	Student MIT				
Ms	NS	NAMUJUZU	STLVIA	Asst. Lect. Ram Dept. EASLS				EASLS(MUK)
Ms	KE	KICINCO	CHRISTINE	ASS. LECTURER				(EASLS)MUK
Mr.	FE	EKWARD	FRANCOIS	Teaching Assistant				(EASLS)MUK
Mr.		CHANGA	MARCEL	WEB Administrator				

Information Ethics Workshop: Uganda 1 July 2013

Title	Initials	Surname	Name	Position/Department	Office Number	Fax Number	E-mail address	Organisation
Mr.	L.F.K.	KIWANUKA	Francis Luke	Librarian II MAKERERE				Makerere University.
Ms	S.K.	MUGABA	SIBUSISWE	INFO SCIENTIST				Monash Uni
MR	EF	WEMA	EVANS	LECTURER UDSM				UDSM
Ms	M	LONT	Mymona	Librarian: UWC				ac.za UWC
MRS	G	BENNETT	SAMANTHA	STELLENBOSCH UNIVERSITY E-RESOURCES LIBRARIAN				sun.ac.za
Dr	MJ	VAN DER MERWE	Maria	CSIR				csir
Mrs	AB	Ntuli	Bongi	UNIZUL Library				University of Zululand zu.ac.za
Mr.	D.K.T	Bawuguzi	Diana	LECTURER - MUK/CSIR				gmail.com MUK
Mr.	G.M.	KINGORI	Library	University of Nairobi Acquisitions Librarian				university of Nairobi @yahoo.com
Ms	H.A.A.	ANUNGA	HELEA	LECTURER				yahoo.com Kenyatta University
Mr.	L.S.	BWULI	ROBERT	Senior Assistant Librarian				Kyambogo University
Ms	S.D.	PEPPER	Doris	University Librarian				St. Lawrence University
Ms	ET	Lugo	Elizabeth	HYLDOUMI				U.M.I

Appendix C

Workshop feedback from feedback forms that participants completed

NOTES:

- xiii. The total number of feedback forms received $n = 37$*
- xiv. Numbers do not add up in responses received, since some participants chose more than one option at some questions, while others skipped some questions. All responses are recorded, except where all options were chosen, since it would have no statistical significance.*
- xv. Grammar (and some spelling) mistakes are recorded as is. Some of the mistakes may not be recorded 100% as is, since we were two people working on this specific feedback collection.*
- xvi. Where [...] is used it indicates that one or at most two words are missing because they are illegible*

1. What did you expect to learn from this workshop?

- Ethical practices
- Issues to do with Ethics in managing and disseminating information in our Institutions and daily lives.
- The latest updates on information ethics
- Learn more about information ethics and how it impacts the Information Profession.
- More about Functional information ethics in institutions and if documents have been written.
- I expected more about information ethics but realized its broader effects.
- What influence ethics have on my daily life as student!
- Aspects of Information Ethics and how to apply it.
- Ethical behaviour in dealing with information.
- Various aspects about Information Ethics
- An understanding of information ethics in a highly technical & info charged world
- Ethics in general
- Information Ethics in diversity perspectives.
- How to make decisions when faced with unethical situations
- Ethics about communication/information
- New ideas about information ethics
- More about ethics + its' applicability to my area of interest.

- I expected to learn how to apply information ethics to my research
- In information possession, what to consider
- Trends in Information Ethics
- The concepts of Information Ethics and how to go about some ethical considerations within the LIS profession.
- Information Ethics & how to apply them into daily work.
- Information Ethics
- Principles and practice of Information Ethics
- Information Ethics
- Ethics of using ICT
- More information on Information Ethics
- More about Information & Ethics
- Basics regarding Information Ethics
- More about Information Ethics
- Knowledge and its relevance to my field
- I am interested in the topic and how it has changed over time.
- Information ethics
- Policies, guidelines, acts. It was much more than expected & definitely ne dimensions eg African value perspective
- About Information Ethics and how to integrate Ethics in LIS teaching and Learning.
- Knowledge of the concept "information ethics but had no idea it would be this great!
- Ethics directly related to information management.

2. Did the workshop provide what you hoped for or expected?

r. Yes – it was even more than I hoped for

s. Yes – it satisfied my expectations

t. No – it did not meet my expectations

u. No – other reason, specify:

Please motivate:

Totals:

a	b	c	d
17	20	0	0

Motivations for a:

- It opened my eyes to more [uses] regarding information ethics.

- E-Waste, IE vs national security – these are everyday issues that I hadn't related to in an IE aspect.
- I got to learn more than I had expected. I got a broad view on Information Ethics.
- Panelist discussion very educative.
- Wanted to know more on research in respect to information ethics.
- Panelists were very good.
- Traffic light Ten and MOVE.
- I did learn not only about information ethics but even waste ethics. Quite an eye opener.

Motivations for b:

- Some interesting basic theory with new developments.
- The topic focused on my expectations.
- Enjoyed the "Traffic light Ten" evaluation learnt how to evaluate online articles.

Motivations for c: None.

Motivations for d: None.

3. Why did you choose to attend this specific workshop/conference?

- q. *The topic is interesting*
- r. *It is free*
- s. *I definitely need to know more about the topic to be effective in my work or community.*
- t. *Other, specify:*

Totals

a	b	c	d
10	2	25	4

Specifications for d:

- I want to know more; I was in Uganda; feel compelled to attend.
- Community & home
- It is part and parcel of my MIT programme
- I have been part of this group and I do teach Information Ethics. The knowledge acquired will keep me abreast of the current issues in IE.
- Being an assistant lecturer this was an opportunity to learn more about ethical issues and the profession.

- Student thus mandatory for me.

4. Do you think that what you have learnt here will be useful for you in future?

- c. Yes – definitely
 - d. Maybe – I'm sure
 - e. No – it is not relevant
- Please motivate:

Totals

a	b	c
36	1	0

Motivations for a:

- The dynamics in the educational and political sectors in Kenya require that I keep updating myself to be effective in passing on the information ethics message to others beside my personal knowledge on the same topic.
- For constant renewal of my own critical thinking.
- It will apply to what I teach.
- I deal with information all the time especially in the dissemination position use it so it is vital I am up to date with IE.
- I will definitely apply it in my teaching at [...] Makerere university.
- As a tutor in a LIS profession I have been introduced to the theories of ethics so I will explore more about this and apply or teach this to my students.
- Information ethics concepts perspective of responsibility.
- The MOVE approach to IE
- I teach Information Science and Information Ethics is part and parcel of this field.
- Knowledge of power
- Being ethical is an important issue in everything that I do.
- Being an information worker knowledge of information ethics helps to boost me in decision making.
- I am an information professional thus this will help me make liaisons at much better level of understanding than before.
- With diversity of information in the information age, the topic will help me deal with ethical issues.

Motivations for b: None.

Motivations for c: None.

5. Where are you most likely to apply your new knowledge?

- f. Personal life
- g. The environment where I teach or provide guidance other than at work
- h. At my place of work
- i. Other, please specify:

Totals

a	b	c	d
7	11	17	2

Specifications for d:

- Personal, family & work environment
- Home, public places

6. In which medium would you prefer to have the info accessible post-conference?

- j. Online
- k. Printed workbooks and notes
- l. On a CD/DVD
- m. Other, please specify:

Totals

a	b	c	d
32	6	2	0

Specifications for d:

- None.

7. Are you happy with how the workshop was organised in terms of communication, catering etc.?

- n. Yes
 - o. More or less
 - p. No
- Please motivate:

Totals

a	b	c
34	3	0

Motivations for a:

- Everything was perfect and up to expected standard.
- It was interactive.
- Everything was superbly executed.
- More participatory and informative
- Much as we failed to keep time the chair was mindful about time
- Splendid
- Presenters were professionally, workshop awareness was well communicated in a short period. Catering was superb.
- You were perfect in everything including time management.
- The interaction from the participants was good and catering was ok.
- Take note of earlier communication and ensure name tags especially if someone registers.
- Yes, except for the time keeping aspect everything else like presentation and food was great, people were from various fields.

Motivations for b:

- Communication was through a [...] party; The catering was superb
- Wish the hotel had provided a public address to help with sound

Motivations for c: None.

8.Are you happy with the way the programme has been designed in terms of content? Do you have recommendations in this regard?

q. Yes

r. More or less

s. No

Please motivate:

Totals

a	b	c
33	4	0

Motivations for a:

- No everything was ok.

- I was very impressed with the broad range of IE topics presented.
- The presenter presented well researched content
- Speakers did justice to their topics.
- No comment if was sufficient.
- Circulate papers in advance such that participants participate fully.
- One day was not enough; Presenter have more to provide and audience has more to ask.
- One topic discussed leads to the next. It was logical discussion.
- The programme schedule was well followed and all sessions ended on time.
- Keep it interactive.
- The participatory [...] of the workshop especially in [...] every was great.

Motivations for b:

- I could not always hear what some of the speakers were saying.

Motivations for c: None.

9. Would you like to be added to the ANIE mailing list? If yes, please provide your e-mail address.

t. Yes. E-mail address:

u. No.

Answers elsewhere on database.

10. Any other comments or suggestions? General feedback as well as feedback on specific sessions on the programme would be highly appreciated.

- All presentations should be e-mailed to participants; MOVE tool is well presentment.
- I loved the last session most, it was practice. I learn how to decide on which source to trust. Ie. The Traffic light Ten General evaluation for popular Internet information; [illegible word] for more workshop Invitations. THANK YOU.
- The workshop created awareness on issues that were not clear before. Would like to be included in all your future seminars/workshops or conferences. Please keep up!
- Enjoyed Candice's session. She managed to explain the discipline Ethics from first basics; Also enjoyed the explanation regarding MOVE; Will utilize the "Traffic light ten" evaluation test to understand how relevant a website is before sharing is.
- Dr Marlene's presentation about e-waste was great and there is a need of awareness amongst many citizens. Please keep on sensitising people about information ethics.
- Inspiring!
- Let all presenters have ppt; Time should be adhered to; Materials be sent to participants before the workshop.

- The workshop was well arranged; Time management was observed; However, the invitations did not reach as many people as intended; Invitations could be sent earlier next time. Thank You.
- Thank you so much it was wonderful; My humble request to avail me soft copies of all presentations made today to my email address winnieburabwa@yahoo.com
- I enjoyed session 3: Emerging topics in information ethics – Relevance and importance. All the panel were very good.
- I would like to continuously & regularly participate in ANIE activities. I wouldnt mind joining you for the Ghana workshop to be among the team that will create awareness on Information Ethics. Email: sarkaddu@yahoo.com
- I personally appreciate the efforts exhibited by the organiser of this workshop and the paper presenters and the audience. My kind request, is to have the papers presented sent to the personnel e-mail provided on this feedback form.
- In future please communicate early. Some of us learned about the workshop late (last Thursday)
- Thank you for organising the workshop.
- I have learned the Ten traffic light evaluation information; Also loved the presentation on E-waste, it opened my eyes on how I need to take caution before receiving or giving some hard ICT and ICT equipment
- Good organization and preparations at short notice.
- Encourage Research on IE Topics
- I suggested the centre makes known the intended areas of research that are available.
- As already indicated, new knowledge but necessary.
- Prof. Kigongo-Bukenya's theoretical overview was very useful and served as a good contextualisation; The very practical presentation to e-waste was very informative and needs to be taken further; The very up-to-date, present-day presentation on whistle-blowing was not only informative but very interesting.
- As this field is new, more sensitization programmes are important on regular basis.
- As this is an educational training, try developing an evaluation framework for the program through action research.
- The sessions were well organised and coordinated. I now understand the subject Better. The session on E-waste was an eye-opener for me.
- This workshop was much need because it opened my min in areas of E-Waste, Ethics in Information work, whistle blowing and also most interestingly, assessment of online information before accepting and disseminating it. This knowledge obtained will be assimilated into my teaching given that I teach information technology to Records management Students.
- I enjoyed everything but would like to have more information on E-waste.

Appendix D:

Workshop photos



Above and below: Presenters addressing the participants



Above: Organisers and presenters

Middle: Workshop participants

Below: A workshop exercise in progress

Africa Workshop Report



Tanzania Africa Workshop on Information Ethics in Africa 2013



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

African Network for Information Ethics

United Nations
Educational, Scientific and
Cultural Organization

IFAP
Information for All
Programme
Regional Office
for Southern Africa

UNIVERSITY OF WISCONSIN
MILWAUKEE

telecommunications
& postal services
Department
Telecommunications and Postal Services
REPUBLIC OF SOUTH AFRICA

African Centre of Excellence for Information Ethics
IT 8-46.1 • 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

www.up.ac.za/aceie

Africa Workshop Report

Tanzania Africa Workshop on Information Ethics in Africa 2013

This Workshop was one of the two Africa workshops (outside of the Republic of South Africa) that the African Centre of Excellence for Information Ethics (hereafter referred to as the ACEIE) presented in 2013.

THE WORKSHOP AT A GLANCE

Date: 22 to 29 October 2013

Country: Tanzania

Venue: Mazsons Hotel, Stone Town, Zanzibar

Facilitator(s): Mr Suleiman Hamyar and Mr Coetzee Bester

Presenters: Honourable Nassor Ahmed Mazrui, Prof. Mustafa A. Roshash, Mr Suleiman Hamyar, Ms Nozipho Sihlahla, Mr Robert Masipa, Mr Coetzee Bester, Dr Beverley Malan, Ms Rachel Bothma, Mr Julius Tweve, Mr Robert Masipa

ACEIE and DoC representatives present: Dr Beverley Malan, Mr Coetzee Bester, Ms Rachel Bothma, Ms Nozipho Sihlahla, Mr Robert Masipa

Host representative(s): Mr Suleiman Hamyar

Number of attendees according to signatures on lists of attendance (including ACEIE staff and presenters):

23 Oct: 25 **24 Oct:** 19 **26 Oct:** 22 **27 Oct:** 21

Primary contact person: Mr Suleiman Hamyar

Highlights

The implementation of an Information Ethics curriculum in African universities outside of South Africa was discussed.

Participants included representatives of various tertiary educational institutions, interest groups as well as structures that support people with disabilities.

The establishment of the Tanzanian Chapter of the African Network for Information Ethics was initiated.

Appendices:

Appendix A: Workshop day programme

Appendix B: Workshop list of attendance

Appendix C: Workshop feedback

Appendix D: Workshop photos

Appendix A:

Workshop day programme

Programme for the ACEIE Workshop in Zanzibar, 22 to 29 October 2013

Day One: Tuesday

22 October 2013

04:00 (GMT +2) –Depart to Zanzibar, Tanzania

Day Two: Wednesday

23 October 2013 – Introduction to Information Ethics

08:30 Arrival at the workshop venue

- Registration of participants
- Refreshments
- Calling to order and administrative announcements

09:00 Introduction of the theme

- Guest of Honour: Minister of Trade, Industry and Marketing, Honourable Nassor Ahmed Mazrui.
Introduced by the Vice Chancellor Prof. Mustafa A. Roshash

09:30 Discussion on Information Ethics in Africa

- International guidelines – UNESCO
- Information Ethics in Africa – ANIE
- The Africa Centre of Excellence for Information Ethics – ACEIE
- Discussions

11:00 Refreshments

11:30 Information Ethics – Stakeholders and Role players

- Workbook on Concepts
- Non-governmental organisation (NGO's)/community based organisations (CBO's)/government structures
- Discussions

13:00 Lunch

14:00 Group Discussions

- Role of African Union (AU)
- Role of Pan African Parliament (PAP)
- Role of New Project for Africa's Development (NEPAD)
- Role of government
- Role of Non-governmental organisations/community based organisations/government structures

15:00 Refreshments

15:30 Feedback and Conclusions

Day Three: Thursday

24 October 2013 – Curriculum Day One

08:30 Arrival at the workshop venue

- Registration of participants
- Refreshments
- Calling to order and administrative announcements

09:00 Starting of the Curriculum Workshop

- Presentation by Dr Beverley Malan: ACEIE Curriculum Research

11:00 Refreshments

11:30 Participating Universities and Curriculum Frameworks

- Feedback from the participating universities
- Discussion of practical curriculum frameworks

13:00 Lunch

14:00 Implementation of Information Ethics curriculum

- University guidelines
- Curriculum content
- Best practices

15:00 Refreshments

15:30 Feedback and Conclusions

Day Four: Friday

25 October 2013 – Open Day

Day Five: Saturday

26 October 2013 – Curriculum Day Two

08:30 Arrival at the workshop venue

- Registration of participants
- Refreshments
- Calling to order and administrative announcements

09:00 Study guides and study material

- The design of a study guide
- Discussions

11:00 Refreshments**11:30 Study guides and study material**

- Discussion of study material
- Discussions

13:00 Lunch**14:00 Academic Assessments**

- Methods of assessment: assignments, case studies, examinations, etc.
- Best practices

15:00 Refreshments**15:30 Evaluation of progress at participating universities****Day Six: Sunday**

27 October 2013 – Information Ethics Presentations and Panel Discussions

08:30 Arrival at the workshop venue

- Registration of participants
- Refreshments
- Calling to order and administrative announcements

08:45 Introduction of the theme

- Mr Suleiman Hamyar, Zanzibar University: Discussion of the workshop objectives

09:00 Theme: Information Ethics Curriculum

- **Presentation 1:** Mr Julius Tweve, Tumaini University
 - **Title:** Challenges of teaching Information Ethics in Tanzania: Experience from Tumaini University
- **Presentation 2:** Rachel Bothma, University of Pretoria
 - **Title:** Information Ethics curriculum for undergraduate students

10:00 Panel Discussion

11:00 Refreshments

11:30 Theme: Information Ethical Considerations

- **Presentation 1:** Mr Julius Tweve, Tumaini University
 - **Title:** Information Ethics and Professionalism changing scenario with a national overview of Tanzania

12:30 Panel Discussion

13:00 Lunch

14:00 Theme: Information Ethics and Community Development

- **Presentation 1:** Mr Coetzee Bester
 - **Title:** Community Development in Information Societies

15:00 Refreshments

15:30 Panel Discussion

16:00 Close of Day and Tanzania IE Workshops

Day Seven: Monday

28 October 2013 – ACEIE Management Meeting

- 2014 Management Meeting
- Evaluation of Tanzania's progress

Day Eight: Tuesday









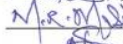

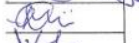











29 October 2013

13:00 – Depart to Pretoria, South Africa

Appendix B:

Workshop lists of attendance

WORKSHOP ON INFORMATION ETHICS ON 23RD OCTOBER 2013 – MAZSONS HOTEL-ZANZIBAR

S/N	NAME	ORGANIZATION	POSITION	EMAIL	SIGNATORY
1	SULEIMAN HAMYAR	ZANZIBAR UNIVERSITY	HEAD OF IT		
2	JULIUS T. TWEVE	TUMAINI UNIV.	LECTURER		
3	ABDILLAH MATHUM	MOEVT	HEAD OF TECHN.		
4	ABUBAKAR F. HAMUD	ALNOOR	JOURNALIST		
5	MUHSIN M. MUSTAFA	ZANZIBAR UNI	STUDENT		
6	RIZIKI A. HASSAN	ZHS	ASST. DIRECTOR		
7	YUSSUF MZEE	MOIC	IT OFFICER		
8	SHARIPI ISSA	UNIVERSITY COLLEGE OF EDU	LECTURER		
9	KHAMIS K. MWTUMBE	UCEZ	LIBRARIAN		
10	Kehma A. Juma	ZNZ UNIVERSITY	ASST. LECTURER		
11	Abeida R. Abdallah	DEPARTMENT OF DISABILITY AFFAIRS	DIRECTOR		
12	Richard M. Maripo	DEPT. of Communication South Africa	Dir.		
13	Nozipho Sulehla	DEPT. of Communication	DIRECTOR		
14	DENNIS KHALI	ZRC TV	REPORTER		
15	AMUNA ABDULKADUM	ZRC TV	CAMERA		
16	HAMUD KHAMIS AMEIR	SUZA	INSTRUCTOR		
17	ALIYA SALIM ABDULLAH	SUZA	STUDENT		
18	Rachel Gathma	ACCIE / UP	RESEARCHER		
19	Beverley Malan	ACCIE / UP	RESEARCHER		
20	RATNA SOLO	ZBC RADIO	JOURNALIST		
21	B.C. BESTER	ACCIE / UP	DIRECTOR		
22	Mohammed ZITHAN	ZIFA - CHRODIA	LECTURER		
23	OMAR SAID ALI	MOEVT	DIRECTOR OF ICT IN EDUCATION		




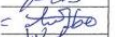

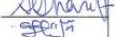

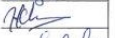
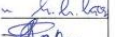

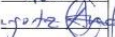

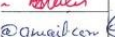
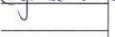



WORKSHOP ON INFORMATION ETHICS ON 24TH OCTOBER 2013 – MAZSON'S HOTEL-ZANZIBAR

S/N	NAME	ORGANIZATION	POSITION	EMAIL	SIGNATORY
1	SULEIMAN HAMMAR	ZANZIBAR UNIVERSITY	HEAD OF IT		
2	Julus T. Twene	Tumaini Univ.	Lecturer		
3	YUSSUF MZEE RAJAB	MOIC	IT OFFICER		
4	RIZIKI A. HASSAN	ZLS	ASS. DIRECTOR		
5	ABDILLAH MAHUM	MOEVT	Head of Tech. Division		
6	ALIYA SALUM ABDALLA	SUZA	STUDENT		
7	MUHSIN MUSTAFA HASSAN	ZANZIBAR UNIVERSITY	STUDENT		
8	Richard Masipa	Dept. of Communication South Africa	Dir.		
9	Rachel Bethma	ACEI, UP	Researcher		
10	MOZUPHO JILANTHA	Dept. of Communication	DIRECTOR		
11	STARLIFE ISSA	UNIV. COLLEGE OF DIST.	Lecturer IT		
12	HANAD K. AMERZ	SUZA	Instructor IT		
13	Muhammed ZATHRAN	ZIFA - Chwaka	LECTURER		
14	KHADJA Ali AWADH	DDA.	STATISTICS		
15	Beverley Malan	ANIE	Researcher		
16					
17					

WORKSHOP ON INFORMATION ETHICS ON 26TH OCTOBER 2013 – MAZSON'S HOTEL-ZANZIBAR

S/N	NAME	ORGANIZATION	POSITION	EMAIL	SIGNATORY
1	SULEIMAN HAMMAR	ZANZIBAR UNIVERSITY	HEAD OF IT		
2	Julus T. Twene	Tumaini Univ.	Lecturer		
3	MUHSIN M. HASSAN	ZANZIBAR UNIVERSITY	STUDENT		
4	Rachel Bethma	ACEI/UP	Researcher		
5	MOZUPHO JILANTHA	Dept. of Communication	Director		
6	Richard Masipa	Dept. of Communication (RSA)	Dir.		
7	Khamis H. Mwitumba	Univ. College of Dist. Zanz	Head Libr. Services		
8	ALIYA SALUM ABDALLAH	STATE UNIV OF ZANZ	STUDENT		
9	Rehma A. Jumbo	ZNU University	Lecturer		
10	Thabit Issa	ZNU University	STUDENT		
11	HUSEIN Iddy	ZNU University	STUDENT		
12	Muhammed ZATHRAN	ZIFA - Chwaka	LECTURER		
13	Riziki A. Hassan	ZLS	ASS. DIRECTOR		
14	COETZEE BESTER	ACEIE (Pta)	DIRECTOR		
15	YUSSUF MZEE	MOIC	IT OFFICER		
16	STARLIFE ISSA	UNIV. COLLEGE OF DIST.	LECTURER		
17	Beverley Malan	ACEIE (Pta)	Researcher		
18	HANAD KHAMIS AMERZ	SUZA	Instructor		
19					

WORKSHOP ON INFORMATION ETHICS ON 27TH OCTOBER 2013 – MAZSONS HOTEL-ZANZIBAR

S/N	NAME	ORGANIZATION	POSITION	EMAIL	SIGNATORY
1	SULEIMAN HAMMAR	ZU	HEAD OF IT		
2	Mohammed ZAHED	ZIFA - Chwaka	Researcher		
3	Rachel Sathya	ACEIE-UP	Researcher		
4	COETEE Bester	ACEIE-UP	DIRECTOR		
5	Khamis H. Mwijanyembe	UCEZ	HEAD LIBR-SEV		
6	HAMAD KHAMIS AMERZ	SUSA	INSTRUCOR		
7	SHARIF ISSA	University College of Edu.	Lecturer		
8	Omar Fahim Hamed	Zanzibar University	Dean, F&E		
9	TIBAHU ISSAH	Zanzibar University	STUDENT		
10	HUSSEIN Iddy	Zanzibar University	student		
11	MUHSIN MUSIABA HASAN	ZANZIBAR UNIVERSITY	STUDENT		
12	ALIYA SALIM ABDALLA	STATE UNI OF ZMB	STUDENT		
13	Rahma A. Juma	Zanzibar Uni	Lecturer		
14	Abdullah Mahzum	MOEVT	Head of Tech		
15	Julius T. Tureve	Tumamw Univ	Lecturer		
16	Beverly Nolan	ACEIE	Researcher		
17	Abaida R. Abdallah	DDA	Director		
18					
19					
20					

Appendix C

Workshop feedback from feedback forms that participants completed

NOTES:

- xvii. *The total number of feedback forms received n = 13*
- xviii. *Numbers may not add up in responses received, since some participants chose more than one option at some questions, while others skipped questions.*
- xix. *Grammar (and some spelling) mistakes are recorded as is.*
- xx. *Where “...” is used it indicates that one or at most two words are missing because they are illegible*

Questions

1. What did you expect to learn from this workshop?

- The impact of Information Age to the society
- I expected to get the concept of what this information ethics is.
- Awareness on misusing of information, all about moral conduct while dealing with information
- I expected to learn on information access and accessibility, information retrieval, information storage
- Meaning of Information Ethics, Codes & Principal. Best practice & how far Zanzibar will work on it.
- I expected to learn the better measures and conducts on how to use information.
- I was expecting to learn more on Information ethics and its applicability to society.
- IE applicability in Zanzibar & Tanzania context
- Information Ethics concepts, framework for developing curriculum for Information Ethics
- The concepts of IE and its introduction to Higher Learning Institutions
- All issues concerning Information Ethics and the related Ideas
- New things on Information Ethics and Curriculum Development.
- I had no clear idea what I would have learned as I thought I/E needs less than 2 hours to cover a whole content.

2. Did the workshop provide what you hoped for or expected?

- v. *Yes – it was even more than I hoped for*
- w. *Yes – it satisfied my expectations*
- x. *No – it did not meet my expectations*
- y. *No – other reason, specify:*

Totals:

a	b	c	d
9	4	0	0

Motivation at a:

- The workshop concurred the concern on Ethical issues that resulted from Information Age acceptance to Society
- At first I expected only to get only some few ABC on this concept of Info Ethics, but on the contrary it goes beyond my expectations, I gain more than what I expected.
- The workshop has provided more than what I hoped for because I have more about IT, it is to be provided all over Africa
- Workshop has given me more confidence on dealing with my client for providing better information services.
- Continue to conduct more workshops that will involve different people i.e. student, lectures, Government leaders etc
- The workshop was very helpfully we expect more from text and collaboration.
- I had a chance to learn curriculum design process, ne concepts in ethics and Information ethics.
- The way forward has been outlined.

Motivation at b:

- Selection of participants were live & mixed
- I have come across a number of useful issues on Information ethics.

3. Why did you choose to attend this specific workshop/conference?

- u. *The topic is interesting*
- v. *It is free*
- w. *I definitely need to know more about the topic to be effective in my work or community.*
- x. *Other, specify:*

Totals

a	b	c	d
5	1	8	1

Comment at d:

- I would like to have better society on the side of information ethic
- Share my experience on IE

4. Do you think that what you have learnt here will be useful for you in future?

- a. *Yes – definitely*
- b. *Maybe – I'm sure*
- c. *No – it is not relevant*

Totals

a	b	c
12	0	0

Motivations at a:

- This raise the concern and awareness on existing ethical matters in our society.
- What I learned here will be useful to me in the future as well as I have already get the knowledge on the Info Ethics, how info are ethical used, etc.; So whenever I decide to do something I will do it with much consideration that will not make me do or take the wrong decision.
- Now the workshop has given me much confidence & competent knowledge that will make me in my workplace.
- Understanding Information Ethics will be useful in addressing opportunities & challenges and find ways to overcome them through networking.
- I have achieved a lot that I will change my attitude of performance in the future
- Yes, I will use this four days workshop and text I have to learn it more on IE.
- IE in Tanzania has been left out.
- It will help to change the way I communicate, teach and daily activities.
- We, at Zanzibar University, are planning to introduce modules on IE besides general ethics.
- Information ethics is a vital phenomenon across all fields.
- By adjusting the organization on the ethics concepts.

5. *Where are you most likely to apply your new knowledge?*

- a. *Personal life*
- b. *The environment where I teach or provide guidance other than at work*
- c. *At my place of work*
- d. *Other, please specify:*

Totals			
a	b	c	d
4	6	5	4

Comment at d:

- To the Zanzibar community, regardless their age adult and children and their place of origin even urban and rural areas.
- Both, personal, workplace and in the community
- To the student back to my university.
- I find the knowledge apply everywhere at my work, as a parent, & community as a whole.

6. *In which medium would you prefer to have the info accessible post-conference?*

- a. *Online*

- b. *Printed workbooks and notes*
- c. *On a CD/DVD*
- d. *Other, please specify:*

Totals

a	b	c	d
10	8	2	1

Comment at d:

- Email/attachment

7. *Are you happy with how the workshop was organised in terms of communication, catering etc.?*

- a. *Yes*
- b. *More or less*
- c. *No*

For b and c – please comment so that we can improve!

Totals

a	b	c
13	0	0

Comment at a:

- I'm so happy with how the workshop was organised not only in term of communication and catterring but interms of everything.
- Since it was done as a bilateral communication where by all participants had the opportunity to comment & criticise on it.
- The certificate of "appreciat" and attendance could be given as soon as we finish the workshop.
- Accessible environment e.g Conference need to be considered to all participants.
- Please continue to organise more of workshops and maintain your quality ways of communication & catering
- The organization was perfect.
- Well-organized and "stats" has been considered.

8. *Are you happy with the way the programme has been designed in terms of content? Do you have recommendations in this regard?*

- a. *Yes*
- b. *More or less*
- c. *No*

For b and c please comment so that we can improve!

Totals

a	b	c

11	0	1
----	---	---

Motivation at a:

- It is excellent presentation, most knowledgeable and successively raise awareness on matters
- The contents meets the specified/mentioned objectives and we did enjoy the workshop a lot.
- I wish it could have been done to the university where a lot of people would have participated & gain something
- I appreciate for your services and I really enjoy it for including us students.
- We had the chance to be equipped with the materials since day one.
- From basics to actions.
- Highly qualified personnel to be involved, curriculum developers, principal secretaries etc.

9. *Would you like to be added to the ANIE mailing list? If yes, please provide your e-mail address.*

- a. *Yes. E-mail address:* _____
- b. *No.*

(Data set compiled elsewhere)

10. *Any other comments or suggestions?*

- This is most knowledgeable workshop with committed representers and excellent contributors in Tanzania. I suggest that these workshops to be conducted all over African Countries, as it build awareness on the impact of Information age. Good work and Good course. I kindly request more resources on IE.
- I suggests that the three books that we have been giving regarding the Information Ethics should also be putted on to the Universities libraries as the Universities are the main targetted goal.
- As observed previously after scientist discovered HIV virus, they came up with various precaution to prevent the society on that disease, seminars and presentations were done all over the world but still people are getting contaminated and the number keep on encreasing I am doubting that this same senario might happen after implementation of information Ethics issues in the society after having informed people in different communities.
- I would like to thank all people who make the workshop well prepared. But the materials on information ethics is not enough especially to my field of library. I would like to ask more books on Information Ethic. The more book available in library, I believe that all Z'bar community will aware on the issue of Information ethic.
- Awareness raising is required at all levels in Tanzania; Sensitization to the community on IE; simple version on IE tools is needed from Primary school; Zanzibar need to organise TOT for more ICT expertise on Information Ethics; Support upcoming events like International Day of Disabled 3rd Dec either on t-shirt or posters to create awareness on IE in Africa particular Zanzibar.

- I really acknowledge the African Centre of Excellence for Information Ethics for the first workshop to be conducted here in Zanzibar. I also recommend Mr. Bester for conducting the workshop which gathered different people from different areas, please keep it up. I suggest for (ACEIE) to conduct more workshops and public lectures to the students. We also like to invite you to Zanzibar University for another workshop.
- As a student, the workshop was very helpful because it exposed me to the very knowledgeable topic, I wish more invention and text in order to study more on this most important topic "Information Ethic".
- For the "coming" invitation should be provided early; Follow up procedures should be known and implemented.
- I wish I could have a chance to have the themes and materials for the presentations three months before; May be I could have a chance also to do presentations; If possible, the centre should provide books for my universities library; If the centre can offer a Masters In Information Ethics in online mode.
- The process needs to continue; more stakeholders – bankers, school teachers etc need to be included; local-organised workshops need to be encouraged.
- IE as a new evolving science there is really the needs on the following: (i) Training – awareness meetings. (ii) Facilities – equipment provision (iii) Exposure – learning from others (iv) Involvement of the variety of stakeholders (v) Follow up on to "sow" the program.
- The workshop should be regularly conducted to a different stakeholders in order the "information ethics" to be well understood as a result to get a well social information ethics.
- Move workshops on how to incorporate the concepts of IE on other discipline apart from IT and computer science students, at least as a topic; Curriculum Development part should be allocated more time; More training/workshops for higher learning institutions participants on the subject of IE; Support in activities such as translating buzz word as technical words into Swahili and put in a book and should be available to community; support in children user friendly books on the subject.

Appendix D:

Workshop photos



Above: Speakers and panelists

Below: Attendees



Above: Organisers, speakers and participants.

Middle and below: Participants



Above: The workshop in progress.

Below: ACEIE representatives visiting the office of the Vice Chancellor of Zanzibar University.



Above: Information Ethics Curriculum presentation

Middle: Initiation of establishment of Tanzania Chapter of ANIE

Below: Workshop participants on final day

Addendum D

Supporting Programmes



Curriculum to teach Information Ethics in Africa 3 September 2013.....	259
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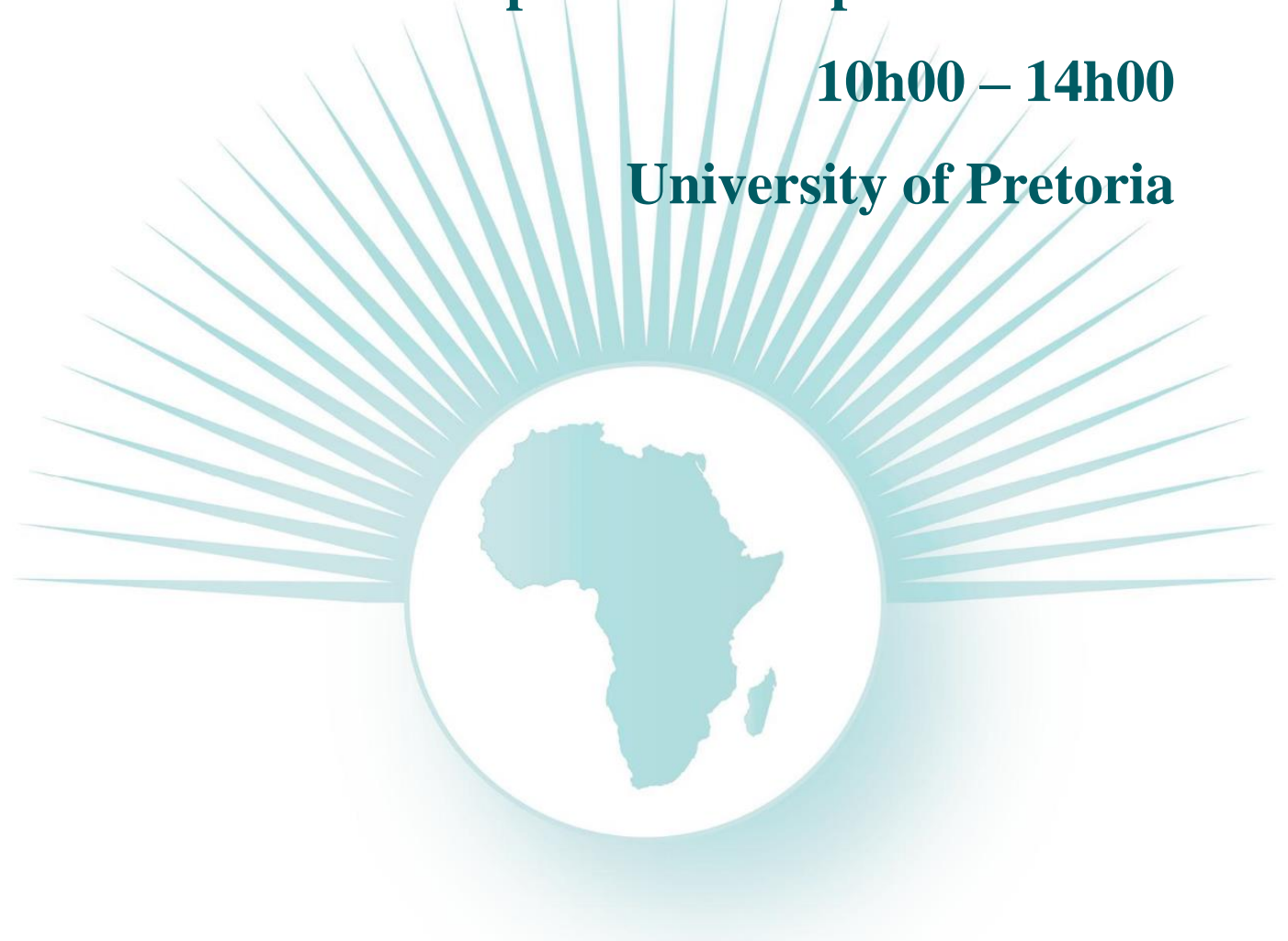


Curriculum to teach Information Ethics in Africa

Outcome of the meeting that took place on 2 September 2013

10h00 – 14h00

University of Pretoria



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Denkiers • Leading Minds • Disagopolo tla Dihaleli



United Nations
Educational, Scientific and
Cultural Organization



Information for All
Programme
National IFAP Committee
for South Africa



telecommunications
& postal services
Department:
Telecommunications and Postal Services
REPUBLIC OF SOUTH AFRICA

Curriculum to teach Information Ethics at universities in Africa

Discussion document for the workshop of the
Africa Centre of Excellence for Information Ethics
and the Makerere University in Kampala, Uganda

FOREWORD

In its draft resolution for Programme V, aimed at sustaining peace and development through freedom of expression and access to knowledge (*Document 37 C/5 – Volume 1* –on pages 31 to 33) UNESCO identifies 13 focus areas and two “main lines of action to guide its activities and reports for the period 2014 to 2017. Strategic Objective 9 of this programme focuses specifically on rules, guidelines and norms regarding the inalienable right of humans to have ***access to information and knowledge***. More specifically, the resolution deals with the ***regulation, accountability and ethical standards*** that should be applicable to the free flow of information (Section [i], the creation of an ***enabling environment*** (Section [iii]), ***gender equality*** (Section [(v)]), ***good practice and institutional excellence*** (Section [vii]), ***ability*** (Section [ix]), ***universal access*** to cyberspace and information and knowledge (Sections [x] and [(xi)]), and the need for debate on the ***ethical dimensions*** of information and knowledge societies (Section [xiii]).

UNESCO recommendations on ways in which communities could be empowered to become ethically competent knowledge and information societies include the development of curricula for training in Media and Information Literacy (MIL) (Section [vi]), as well as the imperative for the ***private sector and academic institutions*** to assist National Committees and governments - ***particularly in Africa*** - to stimulate and promote debates on the ***ethical dimensions*** of information and knowledge societies (Section [xiii]).

The development of e-competence and a commitment to the ethical use of information communications technology in Africa is dependent on the existence of ethical guidelines, the empowerment of society in the field of information technologies and the use of intermediaries as change agents.

- i) ***Ethical guidelines*** for safe existence, participation and survival in the information and knowledge society have to be researched, described and implemented through awareness campaigns, teaching and instruction.
- ii) ***Empowerment*** towards information and knowledge societies required the development and implementation of policies, investments in information communications technology infrastructure, equipment and training. Training could be formal or informal, including awareness

workshops, short courses and academic programmes for university students as well as information and knowledge practitioners.

- iii) The involvement of a range of *intermediaries* - academic institutions, private sector platforms, government structures and social media - who could assist African governments in formulating and implementing intervention strategies towards access and the safe use of information and knowledge is critical to the success of initiatives like these.

It was to address both the UNESCO objectives and uniquely African needs that a group of academics from across the globe established the African Network of Information Ethics (ANIE) in 2007. Informing the establishment of ANIE was the lack of African representation, academics in particular, at information ethics web-sites and international conferences. ANIE's mission was to turn this situation around by ensuring that African academics became part of the global discourse on information ethics through research, publications and education.

Informed by its vision, ANIE organized a number of international research workshops and conferences on Information Ethics in Africa, established a website dedicated to this topic, compiled a reader consisting of selected conference papers on Information Ethics in Africa, and initiated the development of an Information Ethics curriculum for Africa.

The network also had meetings with a range of persons who had sufficient influence to act as advocates for their mission, an initiative that led to the forming of partnerships with the Department of Communication in South Africa, with UNESCO, and with a number of universities – in South Africa, Africa and internationally. In 2012, as a result of these networking activities, the South African Department of Communications entered into a formal agreement with the University of Pretoria to establish the African Centre of Excellence for Information Ethics (ACEIE) at the university. The centre was to serve a dual purpose. *Firstly*, it had to conduct research on information ethics issues globally and locally. *Secondly*, it had to coordinate activities which would enhance the awareness and knowledge of all stake holders and role players on the matter of Information Ethics. Directed by this purpose, the ACEIE set itself two objectives namely (a) to conduct stakeholder workshops on information ethics in South Africa and in other African countries, and (b) to develop a curriculum on Information Ethics for Africa that will be piloted at selected higher education institutions across Africa.

To date the centre has convened five conferences and facilitated numerous workshops on information ethics across Africa. In addition to this the centre contracted a curriculum consultant to develop a curriculum framework on Information Ethics for Africa, using conference and workshop recommendations as well as existing research and courses as basis. Each draft of the framework was reviewed by participating academics, either at workshops or electronically. The framework, workbook, textbook and readers presented in this document are the products emerging from this joint effort. Together, we believe, these documents will not only stimulate the establishment of a discourse on the impact that the increasing use of information communications technology has on the life world of Africa's inhabitants but will also assist in the translation of existing and future research on Information Ethics into teaching and learning opportunities.

We would like to express our thanks to all those who participated in this curriculum development project, whether through financing, advocacy, organizing of conferences and workshops, research, article writing or constructive input and feedback on various drafts of the final version. Without their contributions this framework might not have materialized.

The curriculum framework, Workbook, and Readers will be distributed to all the higher education institutions selected as part of the pilot project. All of these documents will also be available for free on the ANIE / ACEIE website. Where possible the ACEIE will organize additional workshops to provide direction and assist institutions and organizations who wish to design and implement their own Information Ethics curricula.

We trust that the curriculum framework model will assist curriculum developers at higher education institutions in the development of Information Ethics curricula appropriate to their particular contexts and/or situations. We hope also that the framework will inspire those responsible for career-related training to design training programmes or short courses that will raise awareness of and commitment to the ethical use of information and information communications technology in the workplace.

COETZEE BESTER

Director: ACEIE

GLOSSARY

Information ethics offerings	Umbrella term covering the full spectrum of programmes, subjects, modules, units or short courses dealing with information ethics issues
Learners	Umbrella term referring to all those who attend education or training sessions on information ethics
Students	Term used to refer specifically to learners at an established institution of learning, usually involved in academic studies

(to be completed)

INTRODUCTION AND BACKGROUND

Information poverty (access and accessibility) remains a problem in Africa. According to Wild (2013) a comparison of Internet users across Africa, conducted by the *Mail and Guardian* in 2012 found marked differences between African countries as far as internet penetration is concerned (see Figure 1).

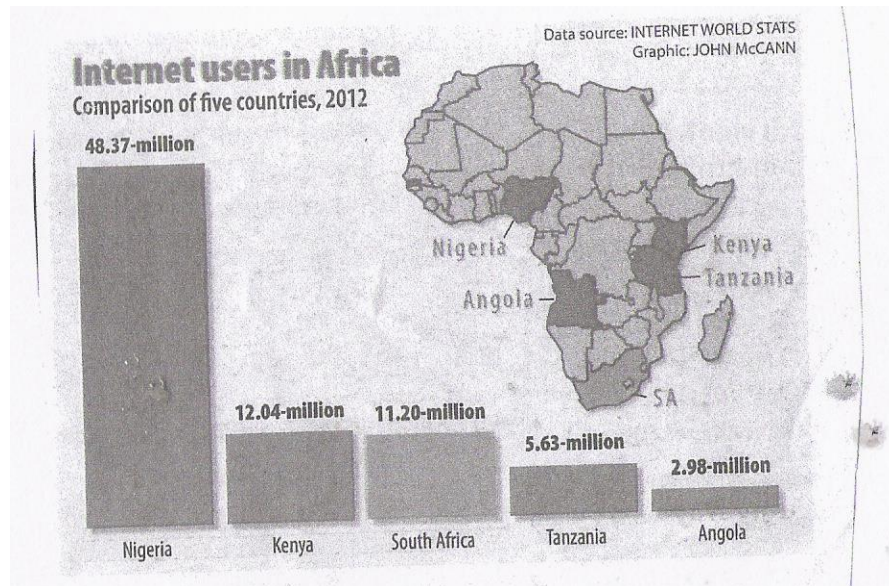


Figure 1: internet users in Africa

Whereas Nigeria seems to be experiencing “an internet boom”, mainly through the use of “cell phone technology” (Wild, 2013), the number of Angolans who are surfing the net seems minimal in comparison. Indications are that approximately 50 percent of the estimated 25 million people in South Africa have access to the Internet. Easier and cheaper access to Wi-Fi technology has led to an increasing number of schools deciding to replace learner textbooks with tablets. Moreover, the majority of higher education institutions now offers e-learning courses, communicates with students via cell phones, institutional portals or web-sites and insists that student assignments must be computer-produced rather than hand-written.

E-literacy is not only an essential component of student and workplace performance in an information society but is also a critical factor in global competitiveness, and Africa’s development as an information and knowledge society. Without access to electronic media e-learning is, however, relatively useless. This

is why the recent construction of various submarine cables, such as SEACOM, is so important: not only has it increased broadband capacity (2011 ANIE media statement) across the African continent but it has made it easier for those with the requisite skills to access and use information communications technology for Internet penetration, e-learning, and e-governance, to mention but a few.

The flip-side of the coin, however, is that the easier it is to access technology – via mobile phones, for example - and the more technically literate users of information communications technology become, the greater the likelihood that they could use e-information or Information communications technology in ways that are irresponsible or harmful to others. The occurrence of **cyber-crime** – a malpractice in which information accessed via information communications technology devices is being accessed or used for illegal purposes – is but one indication that that technology might also have a negative, even a destructive, impact on the moral fabric of society (Floridi, 2006). Organizations and governments could, for example, be accused of undermining people’s rights to privacy, confidentiality and intellectual property when collecting or releasing personal information about individuals or other organizations. Prosecution threats to journalists who refuse to reveal the names of their sources (whistle-blowers, for example) could be challenged as a violation of the human right to freedom of speech. Governments, especially, walk a fine line in balancing the need for security against the democratic principles of transparency and accountability where information is concerned. Whereas unrestricted access to all information might pose a threat to State security, restricted access or censorship might violate citizens’ rights to information and/or to freedom of speech (*adapted from 2011 ANIE media statement*)

Some of the problems caused by the legislation gap on the one hand and ignorance of information ethics on the other are information-related – questions about the reliability of sources or the accuracy of information, for example. Others are physical /structural in nature – access to and accessibility of information communications technology, being cases in point. Often, though, challenges are legal or moral in nature. Because legislation on information-related matters have not kept up with technological developments (Floridi, 2006), there is a critical need to raise awareness of the ethical problems and challenges inherent in the use of information communications technology. What is needed, so it seems, is education and training on responsible and accountable use of information on the one hand and of the technologies used to access and disseminate information in the private and public domain on the other.

Such a programme should at least address issues, moral dilemmas or questions relating to the information life cycle - i.e. the “generation, gathering, organization, storage, retrieval and use of information” (Bester & Bothma, 2010, citing Britz, 2010).

Although Information Ethics is offered in some or other form at tertiary institutions in Africa it is not currently mainstreamed (see *Appendix 1 for a summary of current information ethics offerings*). In some instances information ethics issues are addressed in existing programmes, as subject themes or components. At undergraduate level information ethics features most strongly in Library and Information Studies and, to a lesser extent in Journalism, Communication Studies, Information Sciences, Law, and Health Sciences. At post-graduate level units on information ethics typically form part of existing Information Science programmes (see *Appendix 2 for example of postgraduate module on information ethics*).

Existing stand-alone information ethics modules are usually credit-bearing whereas units or themes that form part of existing programmes carry no separate credits. Moreover, the number of credits allocated to modules with very similar content differs widely across higher education. The academic level (Year 1 to Year 4) at which specific information ethics themes or issues are addressed also differs across institutions, with year 4 sometimes being the last year of an undergraduate programme and sometimes being a post-graduate (Honours) programme. There is little evidence that information ethics is currently high on the agenda at Masters or Doctoral levels, suggesting a scarcity of research on information ethics issues.

The Curriculum Framework for IE in Africa presented in this document is meant to enhance, not replace existing university offerings on information ethics. Rather than prescribe which content should be taught in which discipline, the framework highlights topical issues, core content and generic outcomes seen as critical to the development of globally competitive but ethical African information and knowledge societies. The framework could serve different purposes: it could be used as a frame of reference for the enrichment of current curriculum offerings on information ethics; it could be offered as is in the form of academic or career-oriented short courses; it could be integrated – in part or in total – into existing academic programmes, or it could be used as basis for the development of new, cross-disciplinary programmes.

Initially the intention with the development of an information ethics curriculum for Africa was to offer it at university level only. The reasoning behind this was that, once they were convinced of the importance of information ethics and had acquired the requisite knowledge and skills, graduates would be able to

raise awareness in a range of workplace and social contexts and situations. However, given the increased use and misuse of communications information technologies in society as a whole, and the need expressed by other parties the possibility of adapting the university curriculum to the needs of different target groups - journalists, government officials, IT practitioners, and the general public – is now an option.

CURRICULUM DEVELOPMENT PROCESS

Curriculum development, as used here, is an umbrella term for four inter-related curriculum development activities, namely *information-gathering*, *design*, *delivery* and *evaluation*. The development of this particular curriculum the process was iterative rather than linear, i.e. the results of each stage not only fed into subsequent stages but also generated critical reflection of the preceding process and its outcomes (see Figure 2).

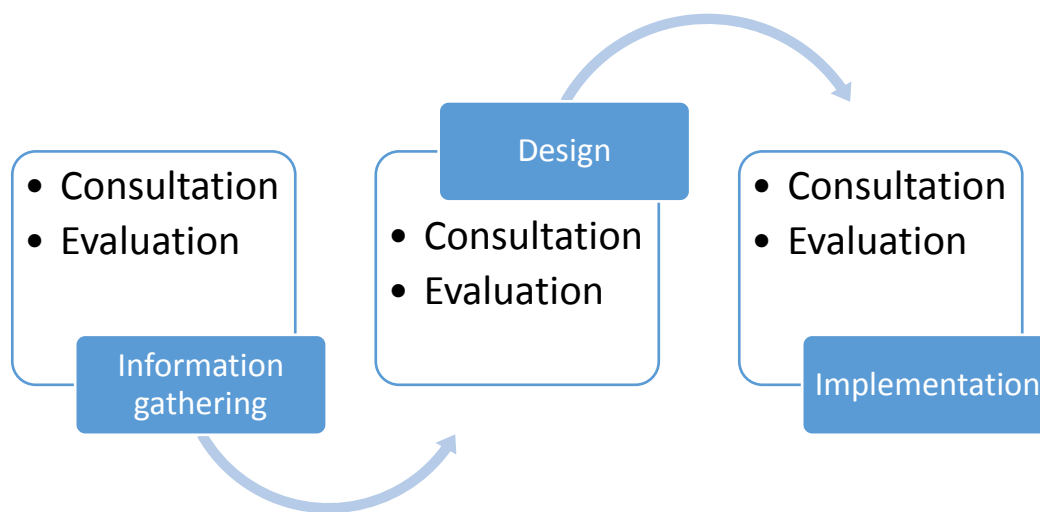


Figure 2: Iterative curriculum development process

As illustrated in Figure 2, *consultation and evaluation* occur at each stage of the process, with curriculum developers either using others as sounding-boards (*consultation*) or using empirical evidence (*evaluation*) as basis for further development. The outcomes/results of each of these two activities would determine whether or not the curriculum design and delivery should stay as is or whether they should be amended. Indications that either – the design or the implementation of the curriculum - is flawed in any way would necessitate change, thus initiating a redesign process or a changed implementation protocol. Positive

feedback, on the other hand, would indicate that the focus of further curriculum activities should be on sustainability, that is, on the provision of support and enrichment where needed.

Curriculum consultation process

Informed by the African principle of Ubuntu, which reflects a commitment to *inclusivity* and *consensus* as basis for decision-making, the first step in the curriculum development process was consultation, at conferences, seminars and workshops on Information Ethics across Africa. Delegates included academics, students, government officials, and representatives from non-governmental organizations locally and internationally (*see Appendix 3 for a list of attendees*). Post-conference communication with represented institutions was maintained, with recommendations being forwarded as a matter of course (*2011 ANIE workshop*). Consequently, the curriculum proposals contained in this document represent the consensus view of participating consultants, academics, professionals, and government officials who are interested in and/or committed to the promotion of information ethics in Africa.

The first conference was held in February 2007 in Pretoria, Republic of South Africa. Organized by the University of Pretoria, the event, which took place under the auspices of UNESCO, was sponsored by the South African Government's Department of Communications. Conference delegates included policy makers from Africa as well as academics from various universities and disciplines (Information Technology, Philosophy, Politics and Education) locally and internationally.

Informed by the Geneva Declaration of Principles, the Tunis Agenda, and the WSIS Action Line C10 on Information Ethics, conference topics focused on both the impact which the use of modern Information and Communication Technologies (ICTs) has on the African continent and on ways of promoting ethical conduct in the use of information and information technology across the continent. There was consensus that, while it was important to take cognizance of global trends in the area of Information ethics, education and training in this area should focus on local issues and needs. It was also agreed that it was important to first establish a discourse on the impact that information communications technology has on the life world of Africa's inhabitants before translating existing research on Information Ethics into teaching and learning opportunities.

Two initiatives of critical importance that emerged from this conference were (a) the formulation of the ***Tshwane Declaration on Information Ethics in Africa*** and (b) the establishment of the ***Africa Network for Information Ethics*** (ANIE).

The Tshwane Declaration noted the necessity of ethical reflection on norms and values for emerging information societies in Africa and served as basis for different interventions to educate and raise awareness on the subject of Information Ethics in Africa. The ANIE mission was to ensure that this happened by addressing uniquely African challenges and utilizing opportunities in Africa through education and training in information ethics. In doing so ANIE hoped to stimulate critical reflection on existing myths and values around the use of information technology in Africa.

The “ANIE conference” was followed by a UNESCO Training Workshop on *Information Ethics and e-governance in Sub-Saharan Africa* in February 2009 at Magaliesberg, Republic of South Africa. A major outcome of this conference, which focused on the current state and future planning of e-governance in Africa and the ethical challenges associated with planning and implementing e-governance systems and services was the production of a ***UNESCO toolkit*** for government officials and information practitioners. The next two conferences, held in Gaborone, Botswana, in September 2010, and at the University of Pretoria, Republic of South Africa, in September 2012, served to further develop insights on ways of raising awareness of Information Ethics amongst users of digital technology, policymakers and teachers gained at the UNESCO Magaliesberg Training Workshop. The information ethics research workshop, held at the University of Pretoria (South Africa), the 2011 workshop on Information Ethics in Africa, (organized by the University of Wisconsin-Milwaukee in the United States of America) and the 3rd international ICSR conference on e-infrastructure and e-services for developing countries, held in Zanzibar (Tanzania) on the 23rd – 24th November 2011 further enhanced insights into the opportunities and challenges for Africa in her development towards a fully-fledged information and knowledge society.

In 2012, as a result of ANIE networking activities, the South African Department of Communications entered into a formal agreement with the University of Pretoria to establish a centre at the university that would be known as the ***African Centre of Excellence for Information Ethics*** (ACEIE). The centre was tasked to conduct research on information ethics issues (globally and locally) and to coordinate activities which would enhance awareness and knowledge of information ethics amongst all stakeholders and role players. The first ACEIE initiative was the organization and facilitation of stakeholder workshops on information ethics in all nine provinces in South Africa as well as in a number of other African countries.

The second initiative was the development of a curriculum on information ethics for Africa which would be piloted at selected higher education institutions across Africa.

Curriculum design process

Initially the ACEIE plan was to design an information ethics curriculum aimed at university students in Africa only. Conference and workshop discussions indicated, however, that the curriculum should be flexible enough to also accommodate other interested parties (journalists, government officials, IT practitioners, and other professionals). Since the “one size fits all” curriculum envisaged for universities in Africa would not be able to do this it was therefore decided to rather design a **curriculum framework** which could serve as basis for the development of different types of information ethics offerings – units, modules, short courses and full-length programmes – appropriate to specific contexts and/or circumstances. Since a curriculum framework is descriptive rather than prescriptive it could assist institutions and organizations that wish to design their own information ethics offerings in bridging the gap between existing and envisaged information ethics offerings.

The design of context-specific information ethics curricula is the responsibility of institutions and/or organizations opting to be part of the *Information Ethics in Africa project*. In shifting the responsibility for the design of context-specific curricula to those who would be responsible for its implementation, the ACEIE hopes to minimize the gap that often occurs between the “*ideal*” curriculum (the one on paper) and the “*actual curriculum*” (the one being implemented). To assist institutions and organizations in the design process the ACEIE has, however, designed a number of curriculum models (see *Appendix 4*) that could be used as design exemplars and has produced a range of materials (see *Appendix 5 for a list of these*) which could be used in the selection of curriculum content as well as in the teaching and learning process.

Curriculum implementation process

Curriculum implementation is the stage when the curriculum, as conceptualized and designed for a specific purpose, context and target group, is delivered to targeted groups. Implementation typically involves teaching, learning and assessment. Methods used in doing so are typically selected by the

lecturer/facilitator concerned, taking cognizance of the target group, the content, the teaching style of the instructor and the learning styles of learners in the target group concerned.

The implementation of the curriculum, like its design, is the responsibility of institutions and/or organizations that “buy into” the project. If curriculum implementation is to be effective, however, it is critical that those who are going to implement it (lecturers/facilitators) are included in the curriculum design process as early as possible. This will ensure that they do not experience the curriculum as being imposed on them; rather, since they were part of its design they would be committed to making it work.

Bearing in mind the criteria used for the selection of content and activities in the framework, lecturers/facilitators should, in accordance with context-specific needs, strive to teach information ethics in ways that will provide learners with the opportunity to:

- i) Identity and describe power structures in their own country, learning or work context that influence information and communication attitudes and practices
- ii) Describe, discuss and compare different business models in the information and communications domain in their own countries and the rest of the world
- iii) Critically reflect on moral (life world) attitudes and traditions locally and internationally to determine how they influence attitudes and behaviour in the information and communications domains
- iv) Analyze/ deconstruct past, existing and emerging myths on the use of information communications technology and the information life cycle
- v) Identify /uncover and critically discuss hidden contradictions and intentions in information theories and practices
- vi) Critically reflect on the politics of Information Ethics
- vii) Relate acquired knowledge and understanding of information ethics to other disciplines – anthropology, sociology, political science, information studies, media studies, computer science, social informatics, law, psychology, liberal arts, and library science, for example - in order to acquire a holistic perspective on human communication as a phenomenon
- viii) Compare different perspectives on information ethics as reflected in, for example, natural and common law, different philosophical traditions (locally and globally), and professional codes of conduct (medicine, media, research, law, etc.)

At undergraduate level and in career-oriented instruction on information ethics, such opportunities could best be created if teaching and learning progress from discussions and/or analysis of information ethics problems, issues or dilemmas to philosophical, legal and ideological positions and perspectives, i.e. from personal experience to theory rather than the other way round. The level and the manner in which instruction takes place will, however, have to be adjusted to the needs and readiness levels of the target group concerned. At post-graduate levels, where the emphasis is on the development of analytic and evaluation skills, the starting point should ideally be case study analysis followed by guided or independent research. There is a proviso, though. The post-graduate students concerned should already have acquired the information ethics knowledge, understanding and skills required for post-graduate studies in this area.

The training of lecturers/facilitators in the use of these methodologies prior to implementation is critical. Also, given the inter-disciplinary nature of the information ethics curriculum implementation cannot be a one-person show. Given the topics covered we suggest that it would be best to train a multi-disciplinary team of lecturers/facilitators in the use of the kind of activities identified in the framework. Such a team would ideally include a philosopher, an information communications or library and information science specialist, an anthropologist or sociologist, and a person with legal knowledge and expertise. Team members should be chosen because of their interest in and commitment to the promotion of information ethics in Africa.

Time spent on each unit is not specified since this will depend on the maturity and academic levels of the learners targeted, the context in which teaching and learning will take place, the purpose (study or work-related) to be served by the unit, and the way in which it is restructured or adapted (short course, integrated/merged with other units, etc.).

For the same reasons teaching/learning resources are not prescribed either. Journal articles and other academic texts are critical to higher learning whereas workbooks and simplified readers are more appropriate for contextual training purposes. Case studies and moral dilemma scenarios are appropriate to both but need to be contextualized in terms of the needs of the target group. The ACEIE has, however, produced a range of text- and workbooks applicable to the teaching and learning of information ethics (*see Appendix 5 for a list of these*). These are available in hard copy as well as on its web-site.

Assessment of learner performance, as envisaged in the framework, is both continuous and summative. Continuous assessment (*discussion groups, case study analyses, and field work*) should serve a primarily

formative/developmental purpose. In this regard learning activities could also be used as formative assessment opportunities, with lecturers / facilitators observing and recording learners' competence as demonstrated during group work or plenary discussions. The standards and results of summative assessments (examinations) should, however, be externally monitored, ideally by other universities and/or organizations participating in the information ethics curriculum initiative.

Curriculum evaluation process

Curriculum evaluation is a process aimed at determining (a) the appropriateness of the curriculum for a particular context or target group, and (b) the effectiveness and efficiency of the process by means of which the curriculum is being implemented. While an analysis of learner performance could form part of this evaluation process, learner achievements are by no means the only, or even the most important element of curriculum evaluation. *When* and *how* evaluation takes place depends on *what* exactly it is that is being evaluated as well as on what the evaluation wants to determine, that is, the *reason* for or *purpose* of the evaluation. Whereas summative evaluation occurs at culminating points of curriculum development, illuminative evaluation is a continuous process. The purpose of summative evaluation is to determine effectiveness in terms of performance, output, or end results. The purpose of illuminative evaluation is to highlight problems, successes and other significant features of a program / curriculum (Parlett & Hamilton, cited in Ornstein and Hunkins, 1993:340) during the course of the design or implementation process.

Summative evaluation is a formal, systematic and pre-determined process. Illuminative evaluation, on the other hand, typically takes place on an *ad hoc*, *need to do* basis and consists of observation, inquiry, explanation – all of which may or may not lead to adaptation. Whereas the purpose of summative evaluation is to judge, illuminative evaluation merely describes what is happening. The 'evaluator' does not prescribe what should happen as a result of his/her evaluation: s/he shares his/her experience with the stakeholders but the decision on what to do with it rests with those who 'own' the curriculum. In our case the 'owners' will be institutional, organizational and/or workplace curriculum developers, lecturers/facilitators and quality assurers.

Also, *who* accepts responsibility for the evaluation depends on *what* it is that is to be evaluated – the design of the curriculum, the context in which it is to be implemented, or the effectiveness of the implementation – and *why* the evaluation is deemed necessary. Is evaluation aimed at determining the appropriateness of the context, the ability and/or readiness of teachers/facilitators/lecturers for the kind of curriculum proposed, or the way in which it is being implemented?

As indicated in Figure 2, replicated here for referencing convenience, evaluation should be part of every curriculum development stage/phase.

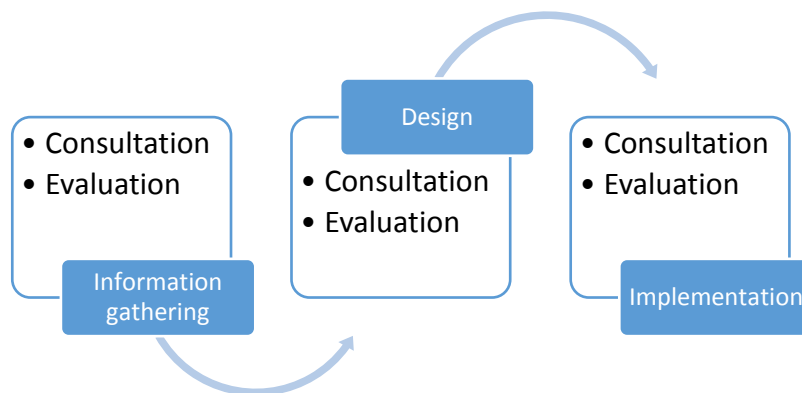


Figure 2: Iterative curriculum development process

In designing the curriculum framework proposed here, evaluation of attitudinal and institutional readiness for an inter-disciplinary curriculum on *Information Ethics for Africa* took the form of consultation – at workshops and conferences but also by means of electronic and other forms of communication. Indications from the consultation process were that information ethics teaching and learning are currently not mainstreamed across higher education institutions but that there is a growing awareness of the need for a core programme that could be offered at all universities and at all academic levels. It was also during the consultation process that it became clear that other parties – professionals, government officials, and the public at large – were also ready for education and training in information ethics.

It is the results of this ‘evaluative consultation process’ that led to the decision to develop a flexible information ethics curriculum framework rather than a ‘one-size-fits all’ curriculum. Since ensuing curriculum development actions will also occur in a “socialized context”, Ornstein and Hunkins (1993: 337ff) recommend that those responsible for initiating and managing these actions should, prior to designing or implementing any new curriculum offering:

- i) Determine the values, goals and beliefs informing the curriculum. In our case these are provided in the introduction and background of this document.
- ii) Obtain a reading of the community or target group that will be affected by the curriculum to be offered. We did this with our stakeholders: institutional and workplace curriculum developers need to do this as part of their own curriculum development process.
- iii) Get some indication of the physical facilities and budget available and necessary for the design, implementation and evaluation of the curriculum.
- iv) Judge the pressures for actions, both for and against the proposed curriculum, generated from within and without the institution or organization concerned. This includes getting a sense of the perceptions, expectations and judgments of those who will be responsible for managing and supporting the curriculum roll-out, either through teaching the content or through involvement in various curriculum activities.

UNDERGRADUATE CURRICULUM FRAMEWORK

As indicated earlier the curriculum framework presented here includes proposals for the education and training of information ethics at undergraduate and post-graduate levels. Following the recommendations of conference and workshop participants, content in the undergraduate curriculum framework is structured in the form of five stand-alone units, each addressing a different aspect of information ethics.

- i) The first unit, *Introduction and Orientation to Information Ethics*, is aimed at providing learners with an overview of information ethics as a concept and of subsequent units focusing on different aspects of information ethics as a field of study.
- ii) The next two units focus on *information Ethics and Philosophy* and *information Ethics and the Law* respectively. We suggest that in each of these the theories informing the discipline concerned should be dealt with in depth before the focus shifts to the exploration of information ethics issues from either of these perspectives.

- iii) The fourth unit, *Information Ethics in Africa*, is aimed at contextualizing the study of information ethics in Africa hence the focus is on information ethics challenges and opportunities in different African countries.
- iv) The fifth and final unit, *Information Ethics in Practice*, gives learners the opportunity to apply their knowledge and understanding of information ethics issues and the information life cycle to different contexts and situations.

All five the units are purpose-focused, and outcomes-based. The core theme of each unit serves as basis for the formulation of unit outcomes as well as the selection and structuring of appropriate learning content, instructional methodology and assessment procedures. We believe that this approach will stimulate inter-disciplinary reflection on information ethics related matters, an activity that is critical to the development of Africa as an ethical globally competitive information and knowledge society. Curriculum designers at institutions or organizations could choose whether they want to use or restructure these units as short courses, integrate them (*in part or in its entirety*) into existing subjects or programmes or further develop them into fully-fledged academic programmes.

At post-graduate levels, where the emphasis is on research, the framework proposes that, depending on the academic level concerned, the curriculum should be structured in the form course-work, a combination of coursework and guided research, or a research programme in which students are required to conduct independent research on research topics identified by conference participants (*see Appendix 6 for a list of these*), information issues particular to an area of specialization, or inter-disciplinary research on topics chosen by students in consultation with their study leaders.

At both levels (under- and or post-graduate), the curriculum should equip students not only with the kind of *knowledge, skills and attitudes* they need to responsibly use information and information communications technology in different contexts and circumstances. To ensure that this happens the curriculum has to include *conceptual* and *contextual* knowledge and has to develop learners' **cognitive** and *practical* skills (Capurro, 2007). The curriculum framework therefore specifies:

- i) Key concepts, philosophical perspectives, indigenous knowledge and value systems, information ethics issues (*conceptual knowledge and understanding*).

- ii) Themes dealing with information ethics and the law, the characteristics and development of information and knowledge societies, with specific reference to the challenges that Africa faces in this regard and the opportunities available for her to overcome these (*contextual knowledge and understanding*)
- iii) Activities in which learners have to apply their knowledge and understanding of information ethics in personal, social, academic, business, and career context and situations (***practical skills***).
- iv) Activities that require critical reflection, analysis and evaluation - of values, issues, claims and human behaviour. Learners will therefore have to constantly debate the relevance and validity of values, traditions, claims and practices, using their own experience as well as relevant literature as frames of reference (***cognitive reasoning skills***).

The content and activities included in the curriculum framework were not selected with the purpose of promoting a particular theoretical perspective but rather to integrate perspective derived from descriptive, emancipatory and philosophical theories. We believe that such integration is particularly appropriate to the study of information ethics since it creates opportunities for lecturers/facilitators and learners to:

- i) Explore power structures that influence informational and communication attitudes and traditions in different cultures & epochs - *the thrust of descriptive theories*
- ii) Critically reflect on moral (life world) attitudes and traditions in the information and communications field - at personal & collective levels (i.e. including normative aspects of such attitudes & traditions) - *the thrust of emancipatory theories*
- iii) Develop a philosophical base which integrates diverse disciplines dealing with information technology, thereby ensuring the emergence of a holistic view of human communication as a phenomenon - *the thrust of philosophy*

Unit 1: Introduction and orientation to Information Ethics

As indicated earlier the undergraduate curriculum framework is structured in the form of five stand-alone units, namely, *Introduction and Orientation to Information Ethics*, *information Ethics and Philosophy*, *information Ethics and the Law*, *Information Ethics in Africa*, and *Information Ethics in Practice*.

As indicated in its title the first of these five units, *Introduction and Orientation to Information Ethics*, has the orientation of learners to the notion of information ethics as purpose. More specifically this unit is aimed firstly at explaining what the concept, “information ethics” means, secondly at introducing learners to the notion of information ethics as a field of study and thirdly to provide them with a brief overview of the themes that will be dealt with in subsequent units.

Given its foundational nature, the first unit does not require an in-depth study of any of the themes: a brief overview of each topic would be sufficient as an introduction. We do, however, believe that the content of this unit should be covered in some or other way in all information ethics offerings since it forms the basis for a more in-depth study of subsequent themes. Informed by this assumption we recommend not only that the unit should be compulsory for *all first year university students* but also that it should be a pre-requisite for admission to all subsequent units.

Pitched at first year university level the first unit could be offered as part of academic orientation to all first year students and/or offered as a short course to government officials, information practitioners, other professionals and the public at large. In the case of university students practical application of the knowledge and skills gained could take place in the students’ field of specialization, at any or all academic year levels. In the case of learners other than university students practical application should be context or situation specific.

The primary difference between these two delivery modes would be in the way summative assessments are conducted. In the case of university students summative assessments could take the form of written examinations; practitioners would, however, have to compile a portfolio of evidence which demonstrates their knowledge, understanding and skills in the area of information ethics.

Unit purpose

The content and instructional methodologies included in this unit were selected with the aim of creating an awareness of information ethics issues, an interest in information ethics as a field of study, and an understanding of the need for information ethics in different contexts and situations. The emphasis in the unit should therefore not be on the in-depth study of any of the themes; rather, it should be on the provision of a broad overview of the themes that will be addressed in subsequent units.

Target group/s

The unit is primarily aimed at first year university students and university lecturers participating in the pilot programme but it could also be used for the in-service training of government officials, information practitioners and the broad spectrum of society.

Unit design

The design of the unit was directed by four questions:

- i) What is ethics?
- ii) What counts as information and how is it generated and accessed?
- iii) What is an information and knowledge society and does Africa qualify as one?
- iv) What do we mean when we talk about information ethics and why is the study of information ethics important for the development of knowledge and information societies?

These four questions served as basis for the formulation of learning outcomes and the selection of content. They could, however, also be used to stimulate group and/or class discussions on information ethics prior to the introduction of theoretical content and positions.

Learning outcomes

On completion of this unit learners in the identified target groups should have developed the competence described in the unit outcomes, viz.:

- A basic understanding of information ethics as a concept and a field of study
- An awareness of information ethics issues and the impact these could have on the development of their own countries as information and knowledge societies
- The ability to apply and critically reflect on the application of information ethics principles in different contexts and situations

Notional learning hours

The time required to achieve the outcomes of this unit has to take cognizance of first year students' (and other identified target groups') maturity and ability to participate in critical discussions on information ethics issues and challenges.

Teaching/learning content and activities

The selection of content was a purpose-focused activity, i.e. content was primarily selected with the purpose of introducing target groups to the notion of information ethics and raising their awareness of issues and challenges in this regard. To ensure that teaching/learning activities would contribute to the achievement of the unit purpose and outcomes we used the teaching/learning content and the identified target groups as basis for selection.

Having matched teaching/learning content and activities we arranged them in an order which we regarded as appropriate to a unit that has orientation as purpose (*see Table 2*). This order is, however, not fixed in stone, and could, if necessary, be adapted to the needs and abilities of different target groups, contexts and situations provided that all aspects are covered by the end of the unit.

Table 1: Introduction and Orientation to Information Ethics

<i>Focus</i>	<i>Content</i>	<i>Methodology</i>
<i>Defining information ethics</i>	Ethics , information and information ethics as concepts	Analyze/discuss different definitions in order to get a better understanding of the meaning of each concept
	Information Types & sources (internet, print media, statistics, word of mouth, research, social media, etc)	Compare different types of information in terms of their origin/source, type & purpose
	Evolution and value of information ethics as a field of study	Read and discuss selected texts on information ethics as a field of study

Information ethics issues	Impact of converging technologies on human conditions value systems and behaviour (Computers, Internet, cell phones, social and news media)	Narration and discussion of learner perceptions of the impact that converging technologies have on learning, work and living environments
	Misuse of information & information communications technology (in personal, academic, professional & governance, business and marketing spheres)	<p>Analysis of media articles and personal experiences with the misuse of information</p> <p>Discussion of risks involved in using information communications technology to share information (share own experiences)</p>
	<p>Principles for responsible information management</p> <p>(accuracy, transparency & accountability)</p>	<p>Critically discuss the quality, accuracy, source & function/purpose of different types of information</p> <p>Discussion of impact that poor information management has on the lives of individuals and groups</p> <p>Brainstorming ways in which information & information communications technology could be managed to minimize risks</p>
Ethical reasoning	Information ethics as a values/moral imperative	Critical discussion of the negative effect that false or misleading information could have on individuals or groups

	Philosophical perspectives on morality	Presentation & comparison of moral principles derived from different philosophical points of view
	Ethical decision-making (moral dilemma discussions , philosophical principles & MOVE, for example)	Use different ethical reasoning techniques to make decisions on information ethics matters (what to disseminate or not; to whom; why/why not; how & when)
<i>Theme</i>	<i>Content</i>	<i>Methodology</i>
Information in context	Contextual application of information ethics (personal, social, academic, work)	<p>Discuss ways in which information ethics could be applied in different real life, study and work contexts and situations</p> <p>Use knowledge and understanding of information ethics and ethical reasoning in the evaluation of real-life incidents, media reports or scenarios dealing with contentious information issues</p>
	Information ethics, globalization & the development of information and knowledge societies	<p>Share ideas on the relationship between globalization, information communications technology and the development of information and knowledge societies</p> <p>Discuss the impact that globalization and information communications technology has on African traditions and value systems</p>

		Critically discuss the value systems of reflection on the need for information societies and/or the motives of those driving development initiatives
	Information ethics and the law (synopsis of country-specific media /information laws and/ the legal consequences of breaking these)	Discussion of media articles and reports on legally contested information issues (secrecy, freedom of speech, censorship, etc.)

Explanatory notes

- Teaching and learning activities should cover all the aspects indicated in the Focus column. The order in which each receives attention would, however, differ from provider to provider. In some instances the four focus areas might even be integrated – around an information ethics news report, case study reflecting a moral dilemma or transgression of the law, for example. The onus for this kind of decision-making rests with the provider and/or lecturer/facilitator concerned.
- Content is specified in Column 2 as broad topics only. It is up to curriculum developers and lecturers/facilitators in different contexts to decide on the specifics of each of the content topics mentioned. Information could be found in the ACEIE handbooks and workbooks, journal articles dealing with these topics, the Internet, textbooks, media articles, etc. As a rule the specific content to be covered in each content category specified here would be determined by the target group, the context, the time to be spent on each aspect and the specific goal/s to be achieved.
- The teaching-learning approaches included in the methodology column are descriptive rather than prescriptive. It is assumed that lecturers/ facilitators typically find the middle ground between their particular teaching styles and the different learning styles of their target groups. What is important, however, is to ensure that teaching-learning includes talking, listening, reading and writing - individually, in pairs, in groups, and in plenary sessions. Also, as indicated in the principles informing the framework as such, the range of teaching-learning activities should create opportunities for lecturers/facilitators and learners to explore and critically analyze power structures that influence attitudes to and behaviour in the information communication technology field, to critically reflect on moral attitudes and traditions in the

information communications field and to develop a moral base for decision-making and behaviour in the use of information communication technology.

Unit 2: Information ethics and philosophy

Information Ethics and Philosophy, the second of the five units comprising the information ethics curriculum framework explores the relationship between information ethics and philosophy. The first of the five units, *Introduction and Orientation to Information Ethics*, sensitized learners to the idea that the ethical base of information ethics includes moral principles derived from different philosophical theories. Using this as its point of departure, the second unit explores the relationship between philosophy and information ethics. More specifically, it focuses on information ethics not as a philosophical theory but as an *applied philosophy*. Understanding this difference, between a pure and an applied discipline, is critical not only to the successful completion of Unit 2 but also to an understanding of the themes covered in the next three units, namely *information Ethics and the Law*, *Information Ethics in Africa*, and *Information Ethics in Practice*.

The second unit, *Information Ethics and Philosophy*, could be offered at any academic year level with the proviso that the depth and scope of content offered and the instructional methodologies used reflect the prescribed standards of the year level concerned. While the content of this unit is regarded as core knowledge, unit outcomes could be adjusted to reflect different standards. The sequence in which the unit content is offered and the way in which the unit is structured could also be adjusted to suit the needs and context of the specific university. Academics responsible for curriculum design might, for example, decide to first develop students' knowledge of philosophy and their particular country's media legislation or regulations, following this with a critical reflection on information ethics issues from both perspectives - philosophical and legal - simultaneously. Application of knowledge and skills gained could once again take place in university students' fields of specialization, at any or all academic year levels, with specific reference to the regulation of information processes in particular career fields and/or to the analysis of relevant professional codes of conduct.

Unit purpose

The content and instructional methodologies included in this unit were selected with the aim of developing in students a critical understanding of the philosophical principles informing information ethics, an understanding of information ethics as an applied philosophy, and a willingness to use and manage information, information communications technology and social media in responsible and accountable ways.

Target group/s

As it stands this unit is aimed at second year university students and university lecturers participating in this project but it could, with slight adaptations, also be offered to training facilitators, government officials and information practitioners with the requisite academic background.

Unit design

The design of the first unit was informed by four questions which could be used to stimulate group and/or class discussions on the use of ethical reasoning as basis for responsible decision-making and behaviour in the use of information and information communications technology.

- i) What does the study of philosophy entail?
- ii) In which ways could knowledge and skills a study of philosophical theories and/or principles contribute to the development of morality and critical thinking skills?
- iii) What are the similarities and differences between philosophy and information ethics as fields of study?
- iv) How could critical thinking skills contribute to the responsible use of information communications technology?

These four questions served as basis for the formulation of learning outcomes and the selection of content. The first two questions could be used to develop learners' ability to apply philosophical principles and ways of thinking about moral issues in general. The last two questions could be used to develop learners' ability to apply theoretical knowledge and understanding as basis for critical discussions and decision-making in the field of information ethics.

Learning outcomes

The theory and critical skills dealt with in this unit should assist students in the acquisition and development of:

- A moral base for decision-making and behaviour in the field of information ethics
- A critical understanding of ways in which the misuse of information and information communications technology undermine basic human rights
- Critical thinking skills that could be applied in the analysis and resolution of information ethics issues and challenges
- A commitment to the responsible use of information communications technology in different contexts and situations

Notional learning hours:

The time required to achieve the outcomes of this unit will depend on the critical reasoning ability of the students concerned as well as the format and context in which the unit is offered.

Teaching/learning content and activities

The selection of content and teaching/learning activities for this unit reflects the dual purpose of this unit, namely to develop students' critical thinking skills, and to motivate them to use information and information communications technology with due regard for societal values and the rights of others. The selection of teaching/learning activities is, moreover, based on the assumption that second-year university students have already developed some skills in abstract thinking and that have had some practice in the use of academic texts as sources of information.

The sequence in which content is presented is informed by these assumptions but, should institutional designers choose to integrate individual unit themes into other subjects or merge the contents of Units 2 and 3, the order might have to be adjusted.

Table 2; Information Ethics and Philosophy

<i>Theme</i>	<i>Content</i>	<i>Methodology</i>
<i>Philosophy past and present</i>	A mix of classical and modern philosophies relevant to information ethics issues and selected by the institution concerned.	Discussion and analysis of selected philosophies with a view to extracting generic moral principles
<i>Philosophy and critical thinking</i>	Different perspectives on and/or approaches to the enablement of critical thinking appropriate to particular target groups or institutions	Analysis and evaluation of selected philosophical arguments with reference to the premises on which they rest and the principles which they propagate
	Ethical reasoning as basis for responsible decision-making and behaviour	Construction of own philosophical arguments on different issues
<i>Philosophy and information ethics</i>	The impact of technology on human behaviour and value systems	Critical discussion of the impact of converging information communications technologies on values, human rights and human behaviour
	Violations in the use of information and/or information technology as ethical issues (e-waste, hacking Identity theft, pornography, etc.)	Critical discussion of case studies illustrating responsible & irresponsible use of information or information communications technology
	The evolution of information ethics as a practice and field of study	Review and discussion of academic texts dealing with the evolution of information ethics
	Moral / (philosophical) principles and information ethics (honesty, Integrity, accuracy , trust	Theoretical debates on the reasons for violations and ways of preventing their occurrence

	responsibility Ubuntu, social justice, etc.)	
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Explanatory notes

- Teaching and learning activities should cover all the aspects indicated in the Focus column. The order in which each receives attention would, however, differ from provider to provider. In some instances the four focus areas might even be integrated – around an information ethics news report, case study reflecting a moral dilemma or transgression of the law, for example. The onus for this kind of decision-making rests with the provider and/or lecturer/facilitator concerned.
- Content is specified in Column 2 as broad topics only. It is up to curriculum developers and lecturers/facilitators in different contexts to decide on the specifics of each of the content topics mentioned. Information could be found in the ACEIE handbooks and workbooks, journal articles dealing with these topics, the Internet, textbooks, media articles, etc. As a rule the specific content to be covered in each content category specified here would be determined by the target group, the context, the time to be spent on each aspect and the specific goal/s to be achieved.
- The teaching-learning approaches included in the methodology column are descriptive rather than prescriptive. It is assumed that lecturers/ facilitators typically find the middle ground between their particular teaching styles and the different learning styles of their target groups. What is important, however, is to ensure that teaching-learning includes talking, listening, reading and writing - individually, in pairs, in groups, and in plenary sessions. Also, as indicated in the principles informing the framework as such, the range of teaching-learning activities should create opportunities for lecturers/facilitators and learners to explore and critically analyze power structures that influence attitudes to and behaviour in the information communication technology field, to critically reflect on moral attitudes and traditions in the information communications field and to develop a moral base for decision-making and behaviour in the use of information communication technology.

Unit 3: Information ethics and the Law

Information Ethics and the Law is envisaged as the third of five units of the proposed information ethics curriculum framework. Based on the assumption that learners already know what information ethics is (*Units 1*) and have acquired the thinking skills necessary to critically engage with information ethics issues (*Unit 2*), Unit 3 focuses on the legal dimensions of information ethics. More specifically, this unit has the development of learners' knowledge and understanding of media and information legislation in their own countries as purpose.

Once learners know and understand what the law says about media and information matters they should be able to critically reflect not only on the functions served by such legislation in information and knowledge societies but also on the ways in which they either promote or undermine citizens' human rights. This unit therefore serves as a vehicle for the integration of ethical and legal perspectives on information ethics, an integration that is critical to the mastery of content in Unit 4, *Information Ethics in Africa*, and the application of learners' knowledge and understanding of information in different situations and contexts as required in Unit 5, *Information Ethics in Practice*.

Unit 3 could be offered at any academic year level with the proviso that the depth and scope of content offered and the instructional methodologies used are in accordance with the prescribed standards of the year level concerned. While the content of the unit is regarded as core, and therefore compulsory for university studies, unit outcomes could be adjusted to reflect different standards. The sequence in which unit content is offered and the way in which the units are structured could also be adjusted to suit the needs and context of the specific university.

Academics responsible for curriculum design might, for example, decide to start with a study of their own country's media and information legislation (Unit 3) before embarking on a philosophical discussion of information ethics (Unit 2), or they might decide to merge the content of Unit 2 (philosophical perspectives on information ethics) and Unit 3 (legal perspectives on information ethics) by focusing on contentious issues which reflect the differences and similarities between these two perspectives in the field of information ethics. They could also decide to discuss both the philosophical and the legal perspectives spelt out in Units 2 and 3 in African and/or workplace contexts and/or in the context of university students' academic specializations (*Units 4 and 5*). Application of knowledge and skills gained

in students' fields of specialization could occur at any or all academic year levels, with specific reference to the regulation of information processes in particular career fields and/or the analysis of relevant professional codes of conduct.

Unit purpose

This unit serves a dual purpose, namely to (a) develop students' understanding of media and information legislation in their own countries , and (b) to provide them with the opportunity to critically reflect on the need or not for such legislation in information and knowledge societies.

Target group/s

As it stands this unit is aimed at third year university students and university lecturers participating in this project but it could, with slight adaptations, also be offered to training facilitators, government officials and information practitioners with the requisite academic background.

Unit design

The formulation of learning outcomes and the selection of unit content were informed by four key questions, namely:

- i) What does the law say about the use and misuse of information and information communications technology
- ii) To what extent are philosophical/ethical principles reflected in media and information laws?
- iii) Which human rights should be protected by information and media laws and why?
- iv) To what extent are philosophical principles reflected or contradicted in information and media legislation and/or regulations?

All four questions could also be used to encourage class discussion or stimulate critical reflection on legislation and its societal functions. The first two questions could be used to determine students' assumptions about the nature and purpose of philosophy as a field of study; the first and third to determine the extent of students' philosophical and legislative knowledge and understanding prior to instruction, and the last one to determine whether or not students are able to discuss information ethics issues from more than one perspective.

Learning outcomes

On completion of this unit, students should have

- Acquired sufficient knowledge of their own country's information and media laws to know when they are being breached and what the consequences are
- Developed a critical awareness of citizens' rights and responsibilities in the field of information & information communications technology
- Become aware of tensions/conflicts in legal and philosophical perspectives on information rights and responsibilities

Notional learning hours:

The time required to achieve the outcomes of this unit will depend on students' prior knowledge of their country's legislation, the quality of their critical thinking and reasoning skills and their ability to apply these in different contexts and situations.

Teaching/learning content and activities

The selection of content and teaching/learning activities for this unit were derived from the unit purpose and outcomes which require that students should know, understand and be able to critically reflect on information legislation in their own countries. Teaching /learning activities were matched to the nature of the content as well as the assumed academic ability of the average third-year university student. The sequence in which content is presented is informed by these assumptions but, should institutional designers choose to integrate individual unit themes into other subjects or merge the contents of Units 2 and 3, the order might have to be adjusted.

Table 3: Information Ethics and the Law

Theme	Content	Methodology
<i>Information ethics and human rights</i>	Human rights declarations <i>(UDHR, National Constitution and/or Bill of Rights)</i>	Identify, list and discuss information related human rights in the United Declaration of Human Rights (UDHR) and the Constitution or Bill of Rights of the country concerned
	Information –related human rights <i>(access, human dignity, privacy, freedom of expression, intellectual property)</i>	Reflect on and critically discuss, with reference to the reading of academic texts, ways in which the use of information communications technology could affect/undermine information-related human rights
<i>Regulation of information and the media</i>	Information & media laws <i>(national & international)</i>	<p>In-depth study and discussion of legislative and other measures <i>(national & international)</i> taken to regulate access to & dissemination of information on various fronts</p> <p>Discuss typical violations of these regulations <i>(own experience or media reports)</i> and the consequences associated with <i>these (pornography, libel, character assassination, cyber bullying, hacking, etc.)</i></p> <p>Distinguish between regulatory measures that undermine and protect citizens' information-related human rights <i>(e.g. censorship, surveillance & collection & dissemination of private/personal information)</i></p>

<i>Information ethics, philosophy and the law</i>	<p>Correlation and conflict in legal and philosophical positions on information-related matters <i>(human rights versus human responsibilities)</i></p>	<p>Determine whether or not any of the philosophical principles on morality are reflected in the information & media regulations concerned (rights versus responsibilities & FAIFE, e.g.)</p> <p>Debate the extent to which the legislation concerned promotes or ignores the need for information ethics</p> <p>Critically discuss specific violations of media/information regulations that indicate possible tensions in legal and philosophical positions <i>(rights versus responsibilities, appropriateness, etc)</i> and suggest ways in which such conflicts might be resolved</p>
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Explanatory notes

- Teaching and learning activities should cover all the aspects indicated in the Focus column. The order in which each receives attention would, however, differ from provider to provider. In some instances the four focus areas might even be integrated – around an information ethics news report, case study reflecting a moral dilemma or transgression of the law, for example. The onus for this kind of decision-making rests with the provider and/or lecturer/facilitator concerned.
- Content is specified in Column 2 as broad topics only. It is up to curriculum developers and lecturers/facilitators in different contexts to decide on the specifics of each of the content topics mentioned. Information could be found in the ACEIE handbooks and workbooks, journal articles dealing with these topics, the Internet, textbooks, media articles, etc. As a rule the specific content to be covered in each content category specified here would be determined by the target group, the context, the time to be spent on each aspect and the specific goal/s to be achieved.

- The teaching-learning approaches included in the methodology column are descriptive rather than prescriptive. It is assumed that lecturers/ facilitators typically find the middle ground between their particular teaching styles and the different learning styles of their target groups. What is important, however, is to ensure that teaching-learning includes talking, listening, reading and writing - individually, in pairs, in groups, and in plenary sessions. Also, as indicated in the principles informing the framework as such, the range of teaching-learning activities should create opportunities for lecturers/facilitators and learners to explore and critically analyze power structures that influence attitudes to and behaviour in the information communication technology field, to critically reflect on moral attitudes and traditions in the information communications field and to develop a moral base for decision-making and behaviour in the use of information communication technology.

Unit 4: Information ethics in Africa

As indicated in the background description of the curriculum framework, the focus is on the development of Africa in terms of information ethics. While this African focus is implicitly addressed in the other units in terms of the use of information communications technology (*Unit 1: Introduction and Orientation to Information Ethics*), values and human rights (*Unit 2: information Ethics and Philosophy*), media and communications legislation (*Unit 3: Information Ethics and the Law*), and contextual application (*Unit 5: Information Ethics in Practice*), Unit 4 (*Information Ethics in Africa*) focuses explicitly on Africa and her needs – her context, value systems, challenges and opportunities in the field of information ethics.

In terms of the curriculum framework this unit follows the units dealing with values (Unit 2) and legislation (Unit 3). The reasoning informing this sequence was that learners have to acquire knowledge of and skills in ethical reasoning and legal matters in order to analyze and/or critically reflect on the specific values and laws being compared in Unit 4. Institutional or workplace curriculum developers could, however, decide either to integrate generic philosophical and legal themes into a unit or module on African development in the field of information ethics. Alternately they might decide to start with the unit on Information Ethics in Africa, using this as basis for the acquisition of generic knowledge and understanding on philosophical and legal matters or elements of Unit 4 could be integrated in all the other units in order to maintain contextual relevance.

Choices regarding the structuring and sequencing of content on information ethics matters are entirely in the hands of institutional and workplace curriculum developers. It is after all they who will have to account for the impact that the curriculum has on learners' eventual attitudes to and engagement with information communications technology. The only provisos are that (a) all the themes included in the framework should be dealt with; (b) teaching-learning activities should promote learners' ability to explore, describe, analyze and evaluate information ethics issues, and (c) the way in which learner performance is assessed should be aligned to the activities used in the teaching and learning of the content and skills concerned.

Unit purpose

The content and instructional methodologies included in this unit were selected with the aim of enabling students to reflect on the challenges that African countries face in their development towards becoming fully fledged information societies and the opportunities available to them to overcome these challenges.

Target group/s

As it stands this unit is aimed at fourth year university students and university lecturers participating in this project but it could, with slight adaptations, also be offered to training facilitators, government officials and information practitioners with the requisite academic or background or experience in African affairs.

Unit design

The design of the first unit was informed by four questions which served as basis for the formulation of learning outcomes and the selection of content. These questions are:

- i) What distinguishes information and knowledge societies from other societies?
- ii) How do African countries compare with other nations in terms of their status as information and knowledge societies?
- iii) Which challenges do African countries face in their efforts to become fully fledged information and knowledge societies and which opportunities are available to them to overcome these challenges?
- iv) How could indigenous African knowledge and value systems contribute to the development of African countries as information and knowledge societies?

These questions could also be used to direct groups and class discussions on the topics and themes included as unit content. They could even be used as topics for written assignments and/or examinations since they provide students with the opportunity to apply their legal and philosophical insight as well as their critical thinking skills to discussions of African challenges and opportunities in the field of information ethics.

Learning outcomes

Reading and talking about information ethics issues in Africa should develop students’:

- Critical awareness of African and other knowledge and value systems as foundations for development
- Appreciation of Africa as a developing information and knowledge society
- Commitment to overcoming the challenges Africa faces in becoming an information and knowledge society

Notional learning hours

The time required to achieve the outcomes of this unit will depend on students’ knowledge of Africa and her value systems as well as their ability to honestly and objectively discuss not only their own countries’ strengths and weaknesses in the field of information communications technology and information but also the effect of myths, traditions and value systems in hindering or promoting development in this area.

Teaching/learning content and activities

Informed by the purpose of the unit, namely to reflect on the development of Africa as an information and knowledge society selected content focus on African as well as global affairs/ issues in the area of information ethics and the use of information communication technology. The selection of teaching/learning activities is based on the assumption that fourth-year university students are already able to write literature reviews of academic texts and are able to defend their own position on contentions issues with reference to such reviews. Suggested teaching/learning activities also reflect African ways of thinking and learning, much of it requiring talking, listening and working together.

The sequence in which content is presented is informed by these assumptions but, should institutional designers choose to integrate individual unit themes into other subjects or merge the content of this unit into one or more of the other units the order might have to be adjusted.

Table 4: *Information Ethics in Africa*

Theme	Content	Methodology
Information & knowledge societies	Features/characteristics distinctive of information and knowledge societies(<i>attitudes, systems, use of converging technologies</i>)	<p>Identify features (<i>attitudes, systems, use of converging technologies</i>) in academic texts on information and knowledge societies</p> <p>Critical discussion of indicators that measure and compare the status /ranking of information and knowledge societies</p> <p>Analysis of case studies (locally & internationally) that reflect the existence of different tiers of knowledge & information societies</p>
	Evolution and purposes served by information and knowledge societies in the 21 st century	Critically reflect, with reference to relevant academic texts, on the relationship between technological development, globalization and the evolution of information and knowledge societies across the world.
Africa as an evolving macro-level information and knowledge society	Current status of Africa as a whole and African countries individually as information and knowledge societies	Discussion /comparison of case studies illustrating different African countries' status /ranking as information & knowledge societies and initiatives taken towards further development

	<p>Opportunities and challenges in the development of information and knowledge societies in Africa</p> <ul style="list-style-type: none"> - African knowledge and value systems - African oral & narrative traditions - Socio-political & economic factors - Rapid pace at which information communications technology evolves and changes - Infra-structural factors 	<p>Critical reflection and discussion of the ways in which African traditions, values and knowledge systems could be used to either hinder or support the development of information and knowledge societies on the African continent</p>

<i>Information ethics in Africa</i>	<p>The use and misuse of information networks & technologies <i>in Africa</i></p> <ul style="list-style-type: none"> - Personal sphere (<i>e-mails, e-books, music, finance & entertainment</i>) - Social sphere (use of Internet & mobile devices (Skype, twitter, tweet & create face-book profiles) - Educational sphere (Internet as access to information (use of Wi-Fi technology in institutions of learning) - Business (advertising, web-sites, e-billing, property transactions, e-commerce) - Governance (e-governance, evolving data-driven systems, communication, propaganda) - Cloud computing, robotics & other emerging trends 	<p>Narration and discussion of learners' own use of and/or exposure to technologies used for these purposes</p> <p>Comparison of experiential narratives and international case studies</p> <p>Critical discussion of available statistics, media reports & other case studies</p>
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Explanatory notes

- Teaching and learning activities should cover all the aspects indicated in the Focus column. The order in which each receives attention would, however, differ from provider to provider. In some instances the four focus areas might even be integrated – around an information ethics

news report, case study reflecting a moral dilemma or transgression of the law, for example. The onus for this kind of decision-making rests with the provider and/or lecturer/facilitator concerned.

- Content is specified in Column 2 as broad topics only. It is up to curriculum developers and lecturers/facilitators in different contexts to decide on the specifics of each of the content topics mentioned. Information could be found in the ACEIE handbooks and workbooks, journal articles dealing with these topics, the Internet, textbooks, media articles, etc. As a rule the specific content to be covered in each content category specified here would be determined by the target group, the context, the time to be spent on each aspect and the specific goal/s to be achieved.
- The teaching-learning approaches included in the methodology column are descriptive rather than prescriptive. It is assumed that lecturers/ facilitators typically find the middle ground between their particular teaching styles and the different learning styles of their target groups. What is important, however, is to ensure that teaching-learning includes talking, listening, reading and writing - individually, in pairs, in groups, and in plenary sessions. Also, as indicated in the principles informing the framework as such, the range of teaching-learning activities should create opportunities for lecturers/facilitators and learners to explore and critically analyze power structures that influence attitudes to and behaviour in the information communication technology field, to critically reflect on moral attitudes and traditions in the information communications field and to develop a moral base for decision-making and behaviour in the use of information communication technology.

Unit 5: Contextual application of information ethics

The fifth and final unit, *Information Ethics in Practice*, gives learners the opportunity to apply their knowledge and understanding of information ethics issues and the information life cycle to different contexts and situations. Informed by the assumption that learners have already acquired the knowledge, understanding and skills that were the focus of the first four units - *Introduction and Orientation to Information Ethics*, *information Ethics and Philosophy*, *information Ethics and the Law*, and *Information*

Ethics in Africa – the focus of this unit is on application, i.e. using insights into ethics and the law as basis for decision-making on and use of information communications technology in general and in specific contexts. It is this kind of reasoning that led us to make this the final unit.

Institutional and/or workplace curriculum developers might well decide, however, that application opportunities should be created from the beginning. Should this be the case, cross-disciplinary integration will take place throughout the entire programme, with Unit 5 application featuring in all subject areas at all year levels. Required applications should, however, be aligned to the unit content that preceded the application exercise – for example, ethical reasoning following the development of critical reasoning skills or critical discussions of legal issues following the acquisition of knowledge and understanding of relevant laws and/or policies. Also, the kind of application required should be in line with the academic and/or practical standards required of the academic level or workplace context concerned.

While the outcomes for Unit 5 are the same irrespective of the disciplinary / work context in which application occurs, the actual content and delivery mode should ideally be determined by a team consisting of academics and/or experts in the discipline or career field concerned. In the case of university students application could be integrated into existing programmes if and where relevant at any or all academic year levels. In the case of practitioners application would happen in the workplace on completion of the first unit. The ability to apply their knowledge, understanding and skills would be assessed by their supervisors or line managers during the course of their daily work and/or in the compilation of a portfolio of evidence.

Unit purpose

This unit has as purpose the development of students' ability to practically apply their theoretical knowledge and understanding of information ethics as well as their ethical and legal reasoning skills in their own life, learning and work contexts.

Target group/s

As is the case with Unit 1, this unit could be used in the training of different target groups, with particular reference to university students, civil servants and information practitioners in a range of career fields.

Unit design

The design of this unit was informed by a single question, namely whether or not students would be able to apply the knowledge, understanding and reasoning skills they acquired during the course of their study of information ethics in their own studies, in work contexts as well as in other contexts and situations.

We assumed this could best be done if students are given the opportunity of doing so in their academic fields of specialization or, in the case of those already working, in their work contexts. Since specialists in these fields are the ones who are best equipped in determining ways in which this could be done we have left these decisions to them. What we provide them with here is a bare outline of what we think the foci how we envisage that this could be done.

Learning outcomes

Since the emphasis in this unit is on the practical application of acquired knowledge, understanding and reasoning skills in the field of information ethics students should, on completion of the unit, be able to:

- Use information and information communications technology in a responsible manner
- Act as information ethics change agents by sharing their own knowledge, understanding and skills in the field of information ethics with those in their sphere of influence

Notional learning hours:

The time required to achieve the outcomes of this unit will differ depending on the context in which application takes place

Teaching/learning content and activities

The specific content and teaching/learning activities for this unit will be determined by the academics in whose discipline the students will be applying their information ethics knowledge, understanding and skills or by workplace contexts and circumstances. What we present here are merely generic notions of the application opportunities which could be created. Approaches to teaching, learning and assessment will depend on the group targeted for application practice, the heuristics of the subject/discipline concerned or the work context in which it is to take place.

Table 5: Contextual application of Information Ethics

Theme	Content	Activities
Practical application of information ethics in different context and situations	Responsible use of information and information communications technology academic learning or career-related activities	Define ethics in terms of selected context
	Knowledge of and critical reflection on the presence of information ethics in academic protocol and/or professional codes of conduct	Develop a values-based code of conduct applicable to the profession/occupation for which this discipline/subject is a pre-requisite Describe the ethical dimensions of the processes to be followed in the development and implementation of the code of conduct

Explanatory notes

- Teaching and learning activities should cover all the aspects indicated in the **Focus** column. The order in which each receives attention would, however, differ from provider to provider. In some instances the four focus areas might even be integrated – around an information ethics news report, case study reflecting a moral dilemma or transgression of the law, for example. The onus for this kind of decision-making rests with the provider and/or lecturer/facilitator concerned.
- **Content** is specified in Column 2 as broad topics only. It is up to curriculum developers and lecturers/facilitators in different contexts to decide on the specifics of each of the content topics mentioned. Information could be found in the ACEIE handbooks and workbooks, journal articles

dealing with these topics, the Internet, textbooks, media articles, etc. As a rule the specific content to be covered in each content category specified here would be determined by the target group, the context, the time to be spent on each aspect and the specific goal/s to be achieved.

- The teaching-learning methods/approaches suggested in the **Activities** column are descriptive rather than prescriptive. It is assumed that lecturers/ facilitators typically find the middle ground between their particular teaching styles and the different learning styles of their target groups. What is important, however, is to ensure that teaching-learning includes talking, listening, reading and writing - individually, in pairs, in groups, and in plenary sessions. Also, as indicated in the principles informing the framework as such, the range of teaching-learning activities should create opportunities for lecturers/facilitators and learners to explore and critically analyze power structures that influence attitudes to and behaviour in the information communication technology field, to critically reflect on moral attitudes and traditions in the information communications field and to develop a moral base for decision-making and behaviour in the use of information communication technology.

POST-GRADUATE CURRICULUM FRAMEWORK

The premise on which the conceptualization of a post-graduate framework was based was the assumption that the emphasis of all post-graduate studies is on research. Post-graduate programmes take different forms: sometimes they consist of course-work only, sometimes as a combination of coursework and guided research and, at doctoral level, usually of independent, or sometimes, supervised, research.

Having taken cognizance of differences in the programmes offered by different universities on the African continent, we decided to include generic proposals for the design of Honours, Masters and Doctoral programmes without prescribing structure, time of delivery mode. The idea is that universities could use the proposals on post-graduate programmes as guidelines, no more, for the design of their own post-graduate programmes.

The choice of research topics is, of course the prerogative of the student and/or his/her supervisor. Conference delegates and workshop participants have, however, identified a number of areas which they

believe to be worthy of research. A list of these topics for the consideration of prospective researchers is attached to this document as *Appendix 6*.

Proposals for Honours and Coursework Masters programmes

Universities that offer Honours and coursework Masters programmes typically use these to further develop students' knowledge and understanding of their particular academic specializations as well as to introduce them to basic research paradigms and methods particular to the area of specialization.

Since information ethics is not currently offered as a programme in its own right in any university, students at Honours or coursework Masters level who are interested in information ethics issues would probably have to do so within the context of their undergraduate studies in a particular discipline. They would, however, need an additional knowledge base – Information Ethics - if they want to focus on information ethics issues in their own area of specialization.

We believe that it is possible to use the units in the undergraduate curriculum framework as basis for the development of an Honours and/or coursework Masters module/programme on Information Ethics. The topics and themes in these units could be studied in greater depth and/or approached from a different angle, with the focus being on analysis and evaluation rather than on the acquisition of knowledge and understanding only (see Appendix 2 for an example of an Honours module in Information ethics, offered by the University of Pretoria).

Included in this module/programme should be a unit on information ethics research. Since information ethics is an inter-disciplinary applied discipline we believe that research into information ethics issues should also be inter-disciplinary. Also, since information ethics education is issue-oriented, we believe that the research module should educate students in the use of different theoretical paradigms and research methodologies which they could then integrate into a methodology best suited to their own research interest at Masters or Doctoral levels.

Research Masters' and Doctoral programmes

It is our understanding that research at Masters' and Doctoral levels differ in purpose, depth and scope. Whereas Masters' research is aimed at developing and demonstrating the ability to summarize and critically analyze existing research on a particular topic or problem, using approved research methods,

doctoral research is aimed at the generation of new knowledge. Masters' students have to write a dissertation (the outcome of the programme) and doctoral students a full-length thesis, both of which must be assessed by external moderators.

Unless students at these levels have had the opportunity to study information ethics – either as part of their academic specialization or in another form – they would, in addition to the reading of literature on their topic of interest also do an in-depth study of the issues and themes included in the undergraduate information ethics curriculum framework.

We believe that in either case, students could conduct research into ethical issues related to their own academic specialization or career field or they could conduct research in one of the topics identified by conference delegates during the course of the curriculum consultation process described earlier. These include the need for research on *the design of information ethics curricula, the use of case studies in the teaching of information ethics, digital scholarship, and staff training* in the area of information ethics. Whatever the specific research topic, conference delegates agreed that research should preferably focus on four areas, viz.

- *Ethical theories in Africa*
- *Intercultural Information Ethics and information communications technology*
- *Information Ethics in predominantly oral communities / societies*
- *Information communications technology and development*

CONCLUSION

It is our expectation that the curriculum framework for Information Ethics in Africa will contribute to the development of capacity at participating universities to formally teach Information Ethics and related matters to an African audience in support of the UNESCO Strategic Objective 9. Support for this project will enhance the implementation and roll-out of Information Ethics offerings at universities and academic institutions in Africa, creating greater awareness of ***ethical guidelines***. To ensure safe existence and survival in the information and knowledge society information ethics issues and challenges need to be researched, described and implemented through awareness campaigns, teaching and instruction in Africa.

We trust that the project will directly and indirectly also address the need for **empowerment** in all sectors of the information and knowledge societies through policies and investment in ICT infrastructure, equipment and training. To this purpose curriculum development includes train-the-trainer events in each country with representatives of each participating / interested academic institution for a group of participant of not more than 25 persons (project partners included). This group will include academics and other stake holders and interested parties. Training could take place within a formal or informal environment and may include short courses and qualifications for information and knowledge practitioners.

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APPENDIX 1A

TABULATED SUMMARY OF EXISTING UNDERGRADUATE INFORMATION ETHICS CURRICULA

UNIVERSITY	DEPARTMENT	PROGRAMME	STRUCTURE	CONTENT	LEVELS	CREDITS
Tennessee	Communications	Mass communications law & ethics	Module	Electronic media (including libel), privacy, copyright, free press, free trial, government regulations of advertising, electronic media & public relations	UG	3
	Business	Business ethics		Meaning & value of work, employee rights 7 responsibilities, marketing, finance, the environment, information technology, diversity & discrimination, international business, economic globalization,	UG	3

				ethical business culture		
	Philosophy	Applied ethics		Not indicated	UG	3
	Law/Politics	Constitutional issues		Integrates law, policy & ethics in communication information	Graduate	3
Zululand	Department of Information Studies	Info Science & literacy	Integrated units	Current issues	L1	1 – 4
		Information ethics & Infopreneurship	Half semester	Legal issues – intellectual property, copyright, industrial property, licensing, contractual rights, plagiarism	L3	8
		Information ethics	Semester	Information policy Internet/cyber ethics Protection – copyright, censorship, surveillance, privacy	L4	16
		Research methodology	Integrated units	Plagiarism	L3	

		Information literacy	Integrated units	Access – rights/freedom (expression + access), digital divide, open access,	L2	
		Intro to info science & information literacy	Integrated	Introduction: purpose, history, theory of ethics & information ethics	L1	

UNIVERSITY	DEPARTMENT	PROGRAMME	STRUCTURE	CONTENT	LEVELS	CREDITS
Pretoria	Dept of information science	Information ethics	Semester modules	<p>Introduction to information & computer ethics</p> <p>Privacy issues in information & computer ethics</p> <p>Information & computer ethics & accuracy of information</p> <p>Information & computer ethics & intellectual property</p> <p>Ethical issues involving security</p> <p>Information & computer ethics & access to information</p> <p>Importance of Declaration of Human Rights, SA Constitution & various laws & legislations underlying & facilitating the practical</p>	L2	20

				implementation of information ethics issues highlighted throughout the module		
		Socio-political aspects of info in global context	Integrated in INL course	Ethical issues of access i.t.o. information poverty & the digital divide	L3	
				Privacy – privacy & the right to information; the Data Protection Bill Accuracy – ethical issues concerning digital identity management Access – ethical dilemmas associated with WikiLeaks The Consumer Protection Act Information Philosophy Information Poverty Security – Information & cyber warfare	PG (Hons)	15

				Ethical & technical issues concerning information security		
Zambia	School of Education	Library & Information Studies	Components of existing course	Intellectual freedom Censorship Copyright Plagiarism	1 - L4	Course

UNIVERSITY	DEPARTMENT	PROGRAMME	STRUCTURE	CONTENT	LEVELS	CREDITS
Uganda	BLIS [Business library information services???)	Library & information science ethics Legal & ethical issues	Course	<p>Concept & philosophy of Information Science ethics</p> <p>Tools of info ethics – professional register & code of ethics</p> <p>Ethical implications of the librarian's creed</p> <p>Dilemmas in information ethics fields</p> <p>Intellectual property</p> <p>Information access & professional ethics</p> <p>Computer ethics</p>		4
Ghana	Information studies	<p>Research methods</p> <p>Information in society</p> <p>Introduction to technology</p> <p>Copyright & censorship</p>	Integrated into different subjects	<p>Referencing</p> <p>Plagiarism</p> <p>Access</p> <p>Copyright</p> <p>Censorship</p> <p>Digital divide</p>		Course
	Communication studies	Media ethics				

	Faculty of law	Intellectual property				
Botswana	Library & information studies	Ibid	Short courses	Legal aspects of information		3 (42hrs)
	Computer science			Computer ethics		
	Law			Business ethics		
	Business			Professional ethics		
	Theology & religious studies			Moral ethics		
Bulawayo	Journalism & media studies	Media ethics	Units within modules	Ethics & law		Course
	Library & information science	Information sources & services		Objectivity, fairness, balance, accuracy, protection of source, codes of conduct, self-regulation, ownership, editorial policy		
		Information & society		Ethical provision of information services		
				Authentic sources of information		
				Social functions of libraries, archives & other information centres		

		Legal & professional issues		National information policy, legal frameworks, major contemporary issues, etc.		
Makerere	Library & information science	Information ethics & policy Information science	Subject	<p>Concept & philosophy of information ethics</p> <p>Ranganathan's & Gorman's laws of Information Science</p> <p>Basic tools of information ethics – professional register & code of ethics</p> <p>Implication of Librarian's creed to information ethics</p> <p>Problematical ethical situations</p> <p>Normative ethical frameworks</p>		4

APPENDIX 1B

Detailed information ethics curricula currently offered at universities

UNIVERSITY OF PRETORIA

FACULTY , SCHOOL & DEPARTMENT	COURSE CODE & TITLE	LEARNING OBJECTIVES	THEMES & CONTENT
Faculty of Engineering, Built Environment & Information Technology	INL 240 Information Science: Social and ethical impact	Understand the concepts of ethics, information ethics & computer ethics	<u>Theme 1</u> Introduction to information & computer ethics
School of Information Technology	(Information and computer ethics	Be able to discuss various ethical theories	<u>Content</u> Introduction to the concept of ethics
Department of Information Science		Be able to identify & describe the importance of computer & information ethics	Foundations & development of information ethics
		Understand the behavioural principles underlying information & computer ethics	Information ethics as applied ethics
			Information ethics as normative ethics
			Uniqueness of computer ethics
			Approaches to computer ethics

			<p>Information ethics as the foundation of computer ethics</p> <p>Technology & ethical behaviour</p>
		<p>Understand what law is</p> <p>Understand various concepts within the legal system</p> <p>Be able to identify important legislation in the SA Constitution</p> <p>Understand how tensions may arise between laws & ethical standards</p>	<p><u>Theme 2</u></p> <p>Ethic & the Law</p> <p><u>Content</u></p> <p>What is the law?</p> <p>The effects of jurisdiction</p> <p>Understand concepts behind law</p> <p>The SA Constitution</p> <p>Tensions between ethics & law</p> <p>Understanding the importance of ethical & legal knowledge</p> <p><i>(Plus: specific legislation pertaining to issues covered in this theme)</i></p>

		<p>Be able to define the concept privacy</p> <p>Be knowledgeable on ethical issues surrounding information privacy</p> <p>Be able to indicate in which manner information technology has influenced the right to privacy</p>	<p><u>Theme 3</u></p> <p>Privacy issues in information & computer ethics</p> <p><u>Content</u></p> <p>What is privacy/</p> <p>The concept of privacy</p> <p>Why information privacy is an issue</p> <p>Kinds of privacy</p> <p>Ethics & private information</p> <p>The impact of technology on privacy</p> <p>-The scale of information gathering</p> <p>-the kind of information gathered</p> <p>-the scale of exchange of information</p> <p><i>(Plus: specific legislation pertaining to issues covered in this theme)</i></p>
		Aware of role & importance of accurate information	<p><u>Theme 4</u></p>

		<p>Discuss the issue of accountability & responsibility for incorrect information</p> <p>Know about types of inaccurate or incorrect information – both intentional & unintentional</p> <p>Discuss the issues surrounding digital identity, identity theft & digital identity management</p>	<p>Information ethics & accuracy of information</p> <p><u>Content</u></p> <p>Authenticity, fidelity & accuracy of information</p> <p>Incorrect or missing data</p> <p>Accuracy & trust</p> <p>Accountability for errors in information</p> <p>Unintentional inaccurate data</p> <p>Intentional falsification of data</p> <p>Digital identity & identity theft</p> <p><i>(Plus: specific legislation pertaining to issues covered in this theme)</i></p>
		<p>Understand the concepts intellectual property & intellectual property rights</p> <p>Discuss the origins of these concepts & the practical issues surrounding these rights</p>	<p><u>Theme 5</u></p> <p>Information ethics & intellectual property</p> <p><u>Content</u></p>

		<p>Understand software ownership & legislation pertaining to this</p> <p>Discuss software piracy, online file sharing & plagiarism</p> <p>Describe & discuss the impact of social media on intellectual property rights</p>	<p>What are intellectual property & property rights?</p> <p>Philosophical basis of property</p> <p>-Origins of material rights</p> <p>-Material rights & intellectual property</p> <p>-Intellectual property & technology</p> <p>Understanding software ownership</p> <p>Current legal protection</p> <p>-trade secrecy laws</p> <p>-Patent protection</p> <p>Software piracy</p> <p>Online file sharing & other similar issues</p> <p>Plagiarism</p> <p>Intellectual property & social networking</p> <p><i>(Plus: specific legislation pertaining to issues covered in this theme)</i></p>
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		<p>Discuss the many issues surrounding security</p> <p>Distinguish the paradigms of information security</p> <p>Understand the application areas of information security</p> <p>Understand the changing information security culture</p>	<p><u>Theme 6</u></p> <p>Ethical issues involving security</p> <p><u>Content</u></p> <p>Introduction to information security</p> <p>Application areas</p> <p>Paradigms of information security</p> <p>Security technologies</p> <p>-encryption</p> <p>-penetration testing</p> <p>-further prevention strategies</p> <p>Privacy vs security</p> <p><i>(Plus: specific legislation pertaining to issues covered in this theme)</i></p>
		<p>Discuss the various issues concerning computer ethics & access</p>	<p><u>Theme 7</u></p> <p>Information ethics & access to information</p> <p><u>Content</u></p>

		<p>Discuss the main reasons for information poverty & the so-called digital divide</p> <p>Understand the social implications & social values of the use of IT</p> <p>Discuss the issues around censorship in relation to access to information</p> <p>Be aware of privacy issues regarding access to information</p>	<p>Technology & social change</p> <p>-the so-called digital divide</p> <p>-the Internet as democratic medium</p> <p>-the preservation of information & access to information</p> <p>Information poverty</p> <p>-what is information poverty?</p> <p>-main reasons for information poverty</p> <p>-Possible solutions to the problem of information poverty</p> <p>-Moral reflection on information poverty</p> <p>Other issues</p> <p>-free & open source software</p> <p>-censorship & access to information & expression</p> <p>-access & privacy</p> <p>-general</p>
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			<p>-access & decision-making</p> <p><i>(Plus: specific legislation pertaining to issues covered in this theme)</i></p>
		<p>Discuss the many (new) ethical issues surrounding free & open source software</p> <p>Understand moral responsibility of Internet service providers</p> <p>Understand current legal discourse surrounding Internet service providers</p> <p>Discuss various views regarding information ethics in different cultures</p>	<p><u>Theme 8</u></p> <p>Other issues around ethics & the Internet</p> <p><u>Content</u></p> <p>Moral responsibility of Internet service providers</p> <p>-what is responsibility?</p> <p>-regulation & governance of Internet</p> <p>-Policy issues</p> <p>-Code of ethics</p> <p>Information ethics & cultures</p> <p>-information ethics in Africa</p> <p>-intercultural issues & information ethics</p>

UNIVERSITY OF ZULULAND

FACULTY , SCHOOL & DEPARTMENT	COURSE CODE & TITLE	AIM	LEARNING OBJECTIVES	THEMES & CONTENT
Department of library & information Science	AINF312 Information ethics & inforpreneurship	To equip students with knowledge of the legal & ethical issues concerning information services & sensitize them to the need for observing legal & ethical requirements in information management & services	Create understanding of the concepts & theories of information ethics & inforpreneurship Provide insight into the ethical dilemma affecting information service & discuss how they can be handled Create awareness & understanding of the intellectual property issues & challenges affecting information services Discuss & understand issues 7 challenges of Internet & cyber ethics	<u>Part/Theme One</u> Information Ethics <u>Content</u> Week 1 -Understanding laws, ethics & mores as social phenomena -Understanding ethical theories Week 2 -Information policy & legislations in South Africa -understanding ethical dilemma for information services Week 3 Conceptions of intellectual property & copyright Week 4

			<p>Debate & understand the concepts of accessibility & protection of information</p> <p>Examine the current issues & challenges of information ethics including those related to IE education in Africa</p>	<p>Industrial property & contractual rights</p> <p>Week 5</p> <p>-internet ethics & cyber ethics</p> <p>-e-government ethics</p> <p>Week 6</p> <p>Accessibility (freedom of access/information/expression (UNDHR & SA Bill of Rights_ versus protection (censorship, surveillance, privacy, security, etc)</p> <p>Week 7</p> <p>Evaluation fo current issues & challenges</p> <p><u>Part/Theme 2</u></p> <p>Inforpreneurship</p> <p><u>Content</u></p> <p>Week 8</p>
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				<p>Conceptions of economics of information, information sector & inforpreneurship</p> <p>Week 9</p> <p>Inforpreneurship</p> <p>Week 10</p> <p>Understanding the value of information</p> <p>Week 11</p> <p>Costing information products & services</p> <p>Week 12</p> <p>Pricing information products & services</p>
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APPENDIX 2

CURRENT POST-GRADUATE MODULE ON INFORMATION ETHICS

(UNIVERSITY OF PRETORIA)

UNIVERSITY	DEPARTMENT	PROGRAMME	STRUCTURE	CONTENT
Pretoria	Dept of information science	Information ethics	Semester modules	Privacy – privacy & the right to information; the Data Protection Bill Accuracy – ethical issues concerning digital identity management Access – ethical dilemmas associated with WikiLeaks The Consumer Protection Act Information Philosophy Information Poverty Security – Information & cyber warfare Ethical & technical issues concerning information security
		Socio-political aspects of information in a global context	Integrated in INL course	Ethical issues of access i.t.o. information poverty & the digital divide

FACULTY , SCHOOL & DEPARTMENT	COURSE CODE & TITLE	AIM	LEARNING OBJECTIVES	THEMES & CONTENT
Department of library & information Science	AINF412 Information ethics	To equip students with knowledge of the legal & ethical issues concerning information services & sensitize them to the need for observing legal & ethical requirements in information management & services	<p>Create understanding of the concepts & theories of information ethics</p> <p>Provide insight into the ethical dilemma affecting information service & discuss how they can be handled</p> <p>Create awareness & understanding of the intellectual property issues & challenges affecting information services</p> <p>Discuss & understand issues & challenges of Internet & cyber ethics</p>	<p><u>Part/Theme One</u></p> <p>Information Ethics</p> <p>Week 1 -Understanding laws, ethics & mores as social phenomena</p> <p>Week 2 -Understanding ethical theories</p> <p>Week 3- Information policy & legislations in South Africa</p> <p>Week 4- understanding ethical dilemma for information services</p> <p>Week 5- Intellectual property</p> <p>Week 6- Copyright</p> <p>Week 7-Industrial property</p> <p>Week 8-Contractual rights</p> <p>Week 9-internet ethics & cyber ethics</p>

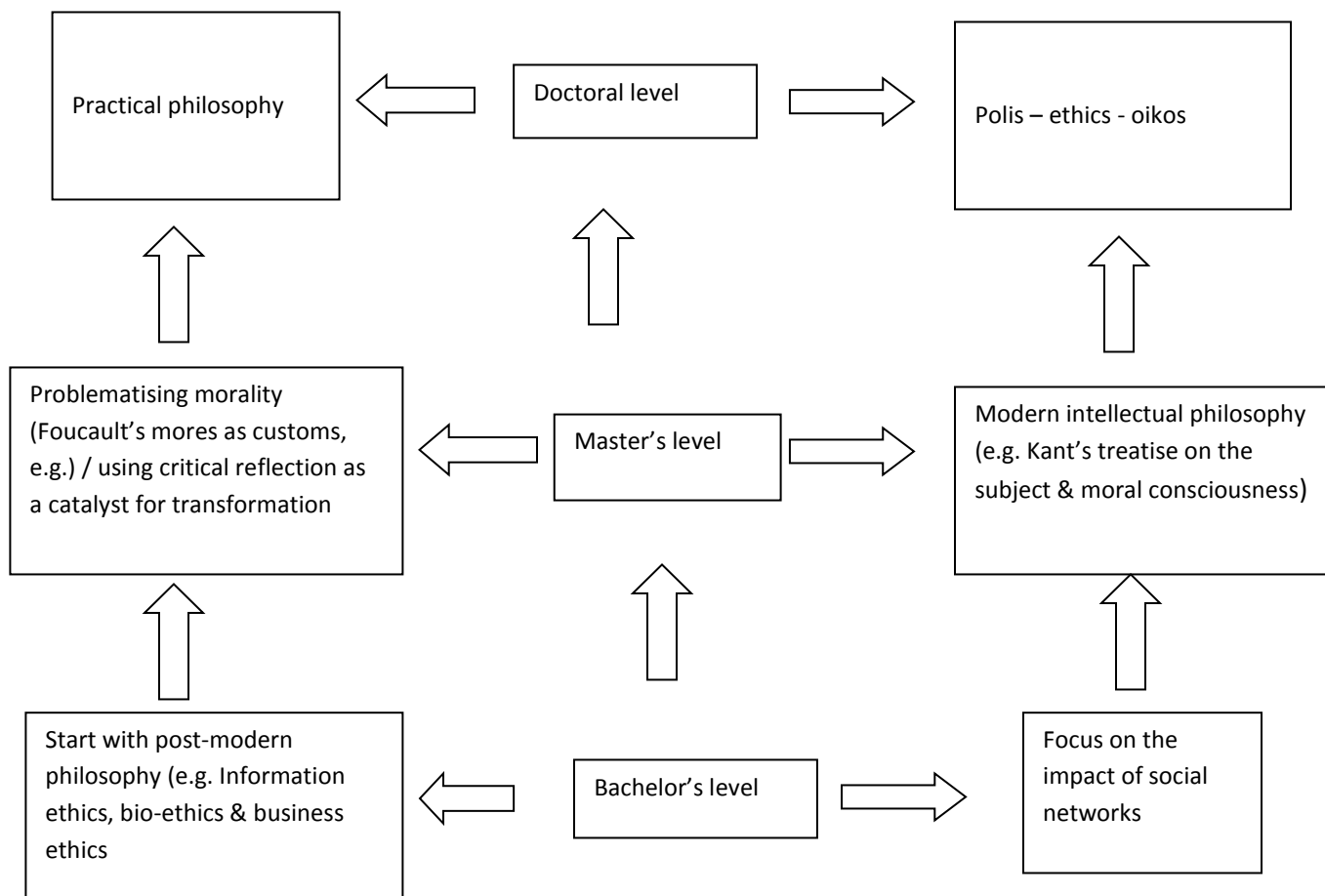
			<p>Debate & understand the concepts of accessibility & protection of information</p> <p>Examine the current issues & challenges of information ethics including those related to IE education in Africa</p>	<p>Week 10-E-government ethics</p> <p>Week 11-Accessibility (freedom of access/ information/ expression (UNDHR & SA Bill of Rights_ versus protection (censorship, surveillance, privacy, security, etc)</p> <p>Week 12-Evaluation of current issues & challenges</p> <p><u>Part/Theme 2</u></p> <p>Infopreneurship</p> <p>Week 8- Conceptions of economics of information, information sector & inforpreneurship</p> <p>Week 9-Inforpreneurship</p> <p>Week 10-Understanding the value of information</p> <p>Week 11-Costing information products & services</p>
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				Week 12 -Pricing information products & services
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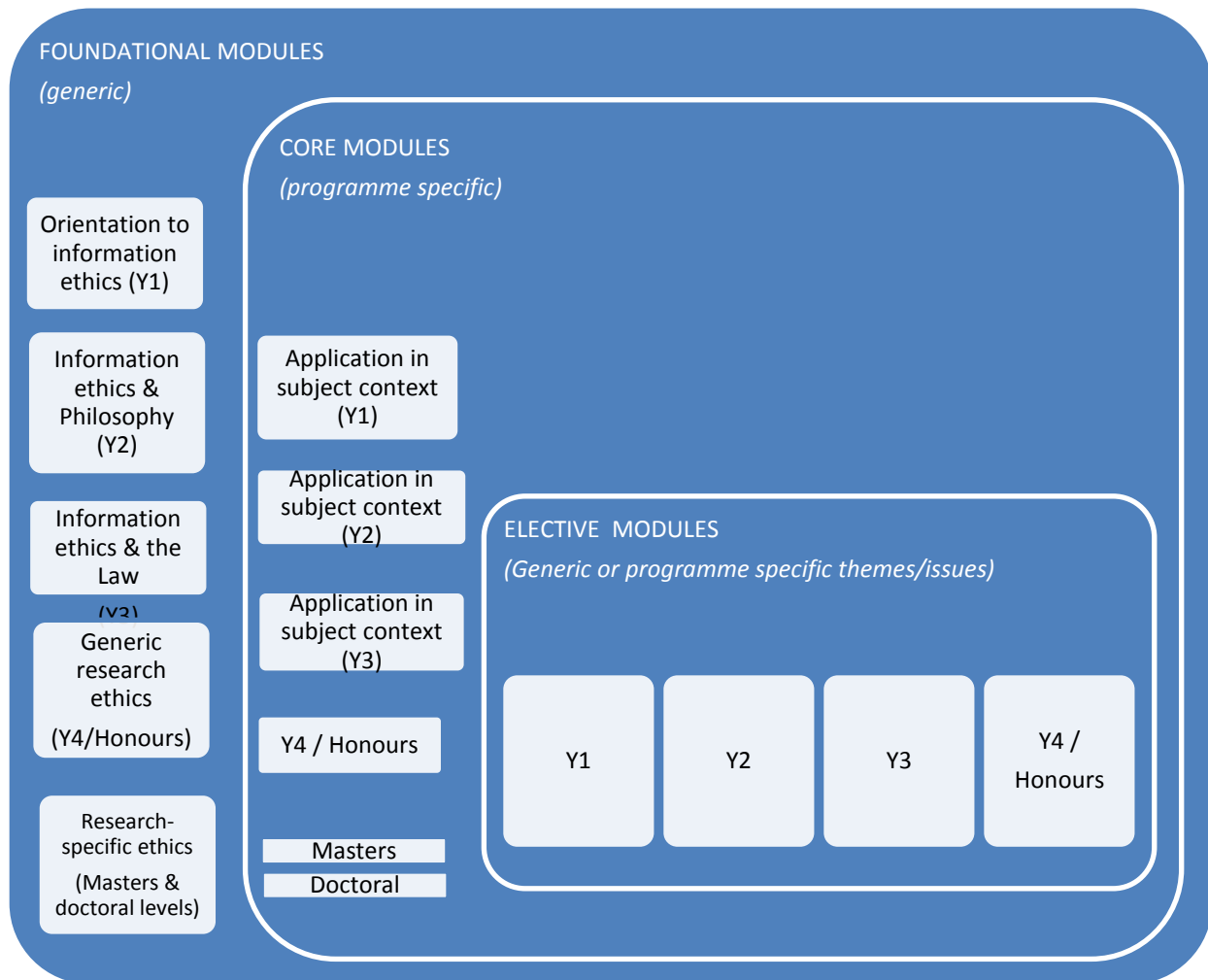
APPENDIX 4

CURRICULUM MODELS: EXEMPLARS OF POSSIBLE CURRICULUM DESIGNS

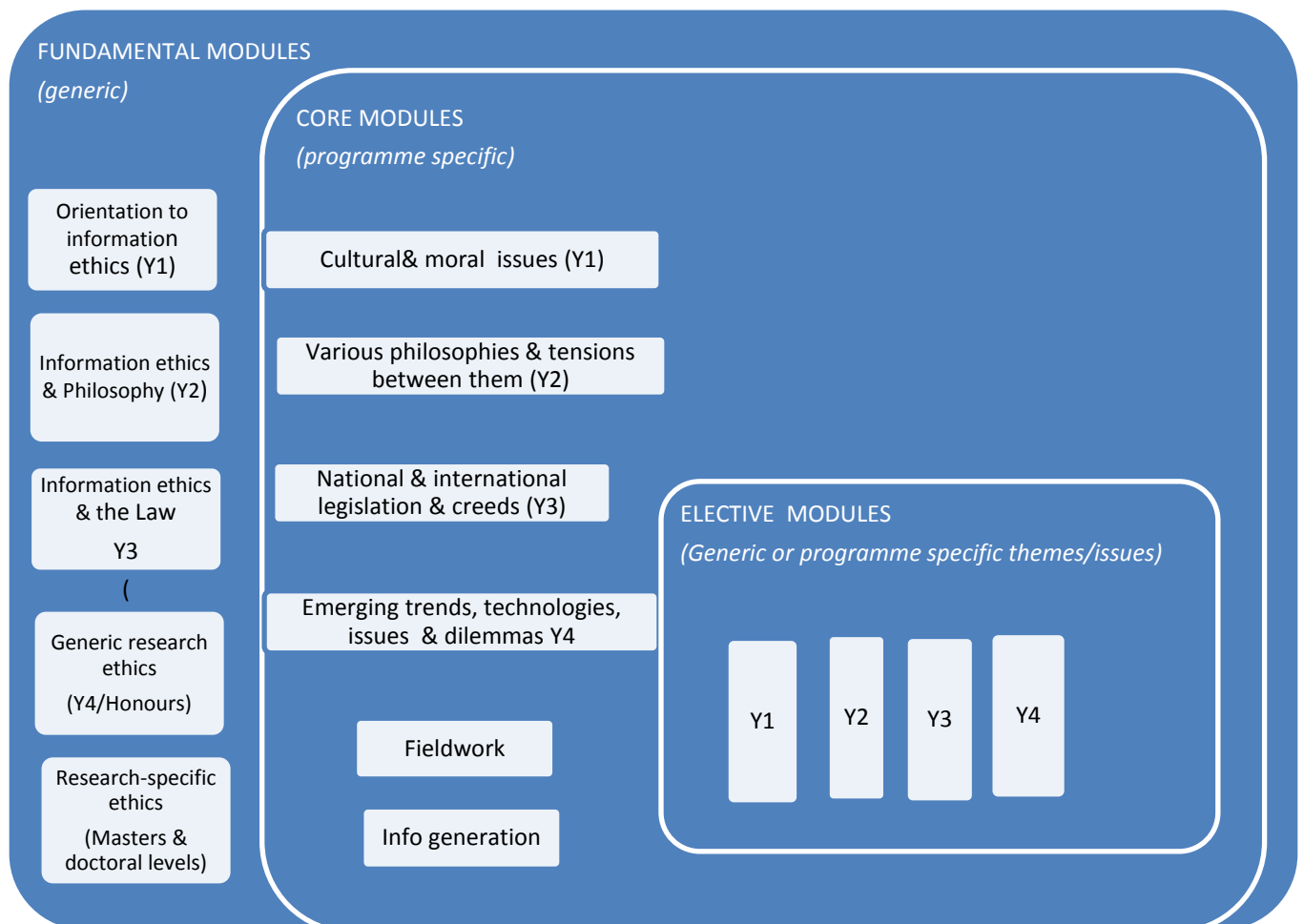
EXEMPLAR 1: PROPOSED UP CONFERENCE MODEL



EXEMPLAR 2: POSSIBLE CROSS-DISCIPLINARY DESIGN



EXEMPLAR 3: POSSIBLE CROSS-DISCIPLINARY MODEL



APPENDIX 5

ANIE/ACEIE PUBLICATIONS

Reader on Information Ethics in Africa

During the 2007 inaugural conference in Pretoria the Organising Committee decided to review selected papers by participants and to compile a book of reference on matters related to Information Ethics in Africa. This book was published on the ANIE Website as a Reader on Information Ethics in Africa (Reader). The Reader was distributed in hard copy to institutions that are involved in the design and development of the curriculum to teach Information Ethics in Africa. The Reader was compiled as a tribute to the late Mokwining Nhlapo, who as a government official was one of the visionaries for the Information Ethics project.

Information Ethics in Africa – Cross-cutting Themes

The Handbook for Information Ethics was compiled by international recognised academic role players. These acclaimed academics contributed chapters to the Handbook for Information Ethics on topics that are both practical and relevant for researchers and students in Information Ethics. The Handbook for Information Ethics is aimed at the learning and teaching environment as well as the research as post graduate fraternity. The ACEIE envisaged the inclusion of this Handbook for Information Ethics to form an important part of the learning, teaching and research activities for Information Ethics in Africa.

Concepts in Information Ethics – an Introductory Workbook

This workbook in the format of a lexicon was researched and compiled to address the need for easy reference on the use and meaning of concepts in Information Ethics. More than 65 concepts were prioritised and alphabetically listed in the workbook. This workbook is aimed at non-professional information practitioners and students who enter the field of Information Ethics.

Innovation Journal on articles related to Information Ethics in Africa

The July/August 2013 edition of the Innovation Journal was dedicated to academic articles related to Information Ethics in Africa. The Africa-focused content holds 14 peer reviewed academic articles that will form a research base for students interested in Information Ethics.

APPENDIX 6

INFORMATION ETHICS RESEARCH NEEDS

UNIVERSITY	INFORMATION ETHICS RESEARCH NEEDS
Zambia	Information ethics in the 21 st century E-waste versus information ethics Converging technologies & their impact on information ethics Surveillance & its impact on information ethics
Tennessee	Distance education Service learning Training lecturers Alumni feedback on the value of having taken an information ethics course
Uganda	Research in teaching of information ethics Information ethics challenges in the workplace Teaching information ethics Ethics in the application of ICTs in the LIS profession Information ethics curriculum development
Zululand	Information ethics teaching & learning Information ethics research & activities in Africa & the developing countries Information ethics cultural studies Information ethics philosophy Information ethics & technological issues – Internet/cybernetics

Bulawayo	<p>Information ethics & academic disciplines</p> <p>Moral philosophy, Types of ethos & Natural law</p>
Pretoria	<p>Ethical issues & emerging technologies</p> <p>‘softer’ (NOT computer) issues around information security</p> <p>Any other research relevant to what we cover in our teaching</p>
Makerere	<p>IE curriculum development</p> <p>IE challenges in the workplace</p> <p>Teaching IE</p> <p>Research in teaching of IE</p>
Ghana	<p>Fair use theory</p> <p>Freedom of information</p>
Botswana	<p>Information poverty</p> <p>Ethics in the electronic age</p> <p>Trust</p> <p>Privacy</p> <p>Freedom of information</p> <p>Philosophical foundation of ethics</p> <p>African ethics – Ubuntu</p>

Title	Surname	Name	Institution	Country
Dr	Akakandelwa	Akakandelwa	University of Zambia	Zambia
Mr	Bester	Coetzee	University of Pretoria	South Africa
Ms	Bothma	Rachel	University of Pretoria	South Africa
Prof	Bothma	Theo	University of Pretoria	South Africa
Prof	Britz	Johannes	University of Wisconsin	Milwaukee, USA
Prof	Bukenya	Isaac K	University, Uganda	Uganda
Prof	Capurro	Rafael	STI-IE, Karlsruhe	Germany
Prof	Coetzee	Elsabe	Tshwane University of Technology	South Africa
Prof	Cortez	Edwin M	University of Tennessee-Knoxville	USA
Ms	Dazie	Perpetua	University of Ghana	Ghana
Dr	du Plessis	Jacques	University of Wisconsin	Milwaukee, USA
Mr	Du Toit	Jaco	UNESCO	Nairobi, Kenya
Prof	Grusin	Richard	University of Wisconsin	Milwaukee, USA
Dr	Hikwa	Lawton	University of Technology	Bulawayo Zimbabwe
Mr	Hoffmann	Anthony	University of Wisconsin	Milwaukee, USA
Dr	Holmner	Marlene	University of Pretoria	South Africa
Ms	Hommes	Erin	University of Pretoria	South Africa
Dr	Kawooya	Dick	University of Wisconsin	Milwaukee, USA
Ms	Kibugi	Sarah	Kenya Polytechnic University College	Kenya
Ms	le Sueur	Candice	University of Pretoria	South Africa
Dr	Lin	Suyu	University of Wisconsin	Milwaukee, USA
Prof	Liston	Michael	University of Wisconsin	Milwaukee, USA
Prof	Mabowonku	Iyabo	University of Ibadan	Nigeria
Prof	Mugambi	Jesse	University of Nairobi	Kenya
Prof	Mutula	Stephen M	University of Botswana	Botswana
Prof	Neufeld	Blain	University of Wisconsin	Milwaukee, USA
Prof	Ocholla	Dennis	University of Zululand	South Africa
Prof	Otike	Japhet	University Kenya	Kenya
Prof	Penzhorn	Cecilia	University of Pretoria	South Africa
Dr	Ponelis	Shana	University of Wisconsin	Milwaukee, USA
Dr	Zimmer	Michael	University of Wisconsin	Milwaukee, USA

