

# Digital Wellness Programme

A proposed toolkit to support the promotion of Information Ethics in schools and communities across Africa



**A ROADMAP FOR CAMPUS  
COMMUNITY ENGAGEMENT**

# Digital Wellness Programme

A proposed toolkit to support the promotion of Information Ethics in schools and communities across Africa

## A ROADMAP FOR CAMPUS COMMUNITY ENGAGEMENT

The *Digital Wellness Toolkit* is dedicated as a tribute to the work in the field of Information Ethics by our Brother, colleague and friend

**Chief Michael Anyiam-Osigwe**

14 April 1959 - 29 November 2014



**telecommunications  
& postal services**

Department:

Telecommunications and Postal Services

**REPUBLIC OF SOUTH AFRICA**

This project is co-sponsored by the South African Government via the Department of Telecommunications and Postal Services

# Digital Wellness Programme – A Roadmap for Campus Community Engagement

**Oktober 2015**

**ISBN: 978-1-928377-88-2**

## **Editors**

Erin Klazar

Dr. Martina Jordaan

Dr. Beverley Malan

Coetzee Bester



This work is licensed under a Creative Commons Attribution-Non-commercial-No Derivative Works 2.5 South African Licence. Please see <http://creativecommons.org/licenses/by-nc-nd/2.5/za> for details.

## **Published By**

African Centre of Excellence for Information Ethics

Department of Information Science

University of Pretoria

South Africa

## **Printed By**

Groep 7 Drukkers&Uitgewers BK (1993/24129/23)

Posbus 14717, Sinoville, 0129

Tambotieweg 776, Kameeldrif-oos, Pretoria

[www.groep7.co.za](http://www.groep7.co.za)

# TABLE OF CONTENTS

<b>FOREWORD</b> .....	<b>1</b>
<b>BACKGROUND TO THE UP DIGITAL WELLNESS COMMUNITY PROJECT</b> .....	<b>7</b>
<b>SUMMARY OF DIGITAL WELLNESS COMMUNITY PROJECTS</b> .....	<b>15</b>
<b>PROJECT 1</b> .....	<b>19</b>
CYBER SAFETY TRAINING FOR DISADVANTAGED COMMUNITIES .....	19
CONTRIBUTORS .....	19
OBJECTIVES, CONTENT DEVELOPMENT AND GUIDING QUESTIONS .....	19
<b>PROJECT 2</b> .....	<b>21</b>
BASIC COMPUTER TRAINING IN PRIMARY AND PRE-PRIMARY SCHOOLS .....	21
<b>PROJECT 3</b> .....	<b>22</b>
MATHEMATICS, SCIENCE AND DIGITAL WELLNESS TRAINING AT SECONDARY SCHOOLS.....	22
<b>PROJECT 4</b> .....	<b>23</b>
S.T.A.R.T PROGRAM – SECONDARY SCHOOL TEACHER AND STUDENT TRAINING.....	23
<b>PROJECT 5</b> .....	<b>27</b>
COMPUTER LITERACY SKILLS AND DIGITAL WELLNESS TRAINING ON UNIVERSITY CAMPUS (FOR UNIVERSITY STAFF, STAKEHOLDERS AND COMMUNITY MEMBERS).....	27
<b>LESSONS LEARNT FROM VOLUNTEER PROJECTS</b> .....	<b>28</b>
1. KNOWING THE COMMUNITY.....	29
2. VOLUNTEER PROGRAM OBJECTIVES.....	30
3. CULTURAL AND LANGUAGE CONSIDERATIONS.....	31
4. LEGISLATIVE CONSIDERATIONS.....	32
5. STUDENT ATTITUDE .....	32
6. LECTURER / MENTOR ATTITUDE.....	33
7. EFFECT ON THE COMMUNITY .....	34
8. SUSTAINABILITY OF THE PROJECT.....	35
9. ADDITIONAL CONSIDERATIONS .....	36
<b>CONSULTED AND CITED SOURCES</b> .....	<b>37</b>



## **FOREWORD**

The continuously increasing role that digital technology plays in our daily lives cannot but have an impact on our values, behaviour and relationships with others. This is especially true with regard to the use of information communications technologies like computers and smart phones. While the older generation might approach the use of many of these technologies with some caution, the younger generation - students, learners and young adults - does not. Having been born into a world in which computers, internet and connectivity are the norm they could be regarded as 'digital natives'.

Not only are these youngsters conversant with the new technologies but they seem to have a natural aptitude for using them. Used to parallel-process and multi-task, they demand immediate information - available on an array of mobile devices and smart technology - like they would order fast food. Whether they always do so responsibly and / or ethically is not clear, though. Neither is it clear whether there is general

consensus on what is or is not regarded as responsible and/or ethical in the use of ICTs.

It was to discuss issues like these that the University of Pretoria in South Africa, in conjunction with the University of Wisconsin-Milwaukee in the USA organized a conference on Information Ethics in 2007. During the course of this conference attending academics decided to establish the Africa Network for Information Ethics (ANIE). The Memorandum of Agreement between the University of Pretoria and the Department of Communications (signed on the 15th of December 2011) formalized the existence of the ACEIE, whose main task is to be a hub for research on Information Ethics in Africa. To this purpose the ACEIE coordinated numerous workshops in Africa and produced various books and articles aimed at ensuring that data on information ethics remain current, thought-provoking and development-oriented.

ANIE and the ACEIE committed themselves to the promotion of UNESCO activities on WSIS on the African continent, with specific reference to Action Line C10 of UNESCO's WSIS+10. This action has as its aim the promotion of the ethical

dimensions of an information society, a society that “should be subject to universally held values which promote the common good and prevent abusive uses of ICTs.” The realization of universal values will, however, only contribute to peace, shared responsibility and a respect for one another if all stakeholders and actors in an information society actively promote a critical awareness of the ethical dimensions of the use of ICTs, emphasize the role these can play in promoting the common good, and encourage or participate in continued research on the ethical dimensions of ICTs.

Over the years since its establishment the ACEIE has established itself as a hub for the networking of academics, government officials, and the private sector interested in Information Ethics issues. The establishment of this network is one of the means that the ACEIE is using to achieve its four primary aims, namely:

- (a) To raise awareness of information ethics
- (b) To share new knowledge on information ethics
- (c) To stimulate research on information ethics issues, and

- (d) To motivate universities and schools to integrate information ethics content in their courses and/curricula.

Other means used by the ACEIE in pursuit of these objectives include the compilation of a Concept Book and a series of Readers on Information Ethics matters, the facilitation of Information Ethics workshops across the continent, the design of an Information Ethics Curriculum Framework for Higher Education Institutions in Africa, and the development of a series of booklets comprising a Digital Wellness Toolkit – developed in conjunction with some of its partner organisations (Intel Education, the South African National Commission for UNESCO, the Department of Basic Education, University of Pretoria and the Department of Telecommunications and Postal Services).

This booklet is the latest addition to the Digital Wellness Toolkit. It describes a community engagement project in which Information Science students at the University of Pretoria interacted with different communities on issues related to the use of information and communications technologies. With a

view to giving prospective volunteers a sense of the challenges associated with community projects, the booklet also includes information on the nature, challenges and benefits of community projects in general and lessons learnt from this project in particular. Whereas the other booklets in the Toolkit target parents, teachers and school children, this one is written for organizations and/or institutions interested in running volunteer programmes on Information Ethics.

The Digital Wellness Toolkit, as well as the projects generated by it, was initially designed for rollout across communities and schools in South Africa. However, since much of the content in the Toolkit is generic and the issues addressed in the projects are universal, the specifics in both the Toolkit and the projects could be localised for use in other countries and contexts. With the right partners and content, they could also be scaled across multiple areas.

As it stands the booklet is a working document which, we believe, could serve as an example of a digital wellness project appropriate to communities and schools across Africa. We trust that those who use this booklet, either as is or as basis for the

development of their own booklets / outreach programmes, will find its content useful and inspiring. We urge them, moreover, to share with us the strategies they used in and the outcomes of their digital wellness projects / outreach programmes so that we can keep on improving the quality of the *Digital Wellness Toolkit* as a whole.

Special thanks to the following people for their contribution towards the community projects at the University of Pretoria, as well as the booklet:

- *Dr Martina Jordaan – Co-ordinator of the Joint Community Project, University of Pretoria*
- *Ms Erin Klazar – Junior Lecturer, Department of Information Science, University of Pretoria*
- *Dr Beverley Malan – Curriculum Specialist*
- *Mr Coetzee Bester – Director of the African Centre of Excellence for Information Ethics*
- *Ms Rachel Fischer – Research Officer, African Centre of Excellence for Information Ethics*
- *Mr Benson Lechaba – Junior Research Officer, African Centre of Excellence for Information Ethics*
- *Mr Werner van Wyk – Junior Lecturer, Department of Information Science, University of Pretoria*
- *Mrs Susanna Ackermann – Education Manager East and Southern Africa, Intel Education*

**Prof Alta van der Merwe**  
**Head of Department**  
**Department of Informatics**  
**University of Pretoria**  
**October 2015**

# **BACKGROUND TO THE UP DIGITAL WELLNESS COMMUNITY PROJECT**

The South African Council for Higher Education (CHE) requires all higher education institutions to include in their mission statements a tri-partite commitment to teach, conduct research, and render community service. Informing this requirement is the assumption that students enrolled at tertiary institutions envisage themselves as future leaders and policy makers, both in the public and the private sector. However, while they are academically schooled at university or college, they often leave without the experience of or skill to navigate the real-world issues to which they will be exposed.

Community service is seen as one way of bridging the gap between academic knowledge and real life demands: not only does it contribute to students' self-development but it also makes them aware of their civic responsibility to apply the knowledge and skills they gained through higher education in the development of communities. In addition, they would acquire multi-disciplinary life skills, such as communication, interpersonal and leadership skills.

Aimed at simultaneously accomplishing tasks that meet genuine human needs, and serving as an educational and learning tool that equips students with a number of important life skills, community-based learning is a relatively new form of experiential learning. It differs from other types of well-known experiential learning activities, such as typical professional experiential training projects and periods, and charity-orientated community service projects, where the only objective is the provision of a service and the only beneficiary is the service recipient. In community-based learning both parties – the community where the service is rendered as well as the organization or persons rendering the service – benefit from the learning experience.

Community-based learning, or “service learning”, is a “method under which students learn and develop through thoughtfully organized service that is conducted in and meets the needs of a community and is coordinated with an institution of higher education, and with the community; helps foster civic responsibility; is integrated into and enhances the academic curriculum of the students enrolled; and includes structured time for students to reflect on the service experience” (American Association for Higher Education).

The volunteer project described in this booklet creates an opportunity for the university to simultaneously meet all three the requirements set by the CHE. Not only do student volunteers contribute to the development of communities by sharing the knowledge and skills they acquired with community members but in analysing the impact that the service rendered had on them and on the community they are conducting research. Rather than ‘servicing’ the community, volunteers are ‘engaging’ community members in their own development.

*“In essence community engagement is about civic responsibility and citizenship, and linking the best of the research and teaching skills of the staff and students to the specific needs of this diverse community, thus giving effect to the ‘public good’ of universities. In turn, student life and the attributes developed while students are at University are enriched through their service and engagement”.*

(2012 Strategic Plan of the University of Pretoria)

Whereas the emphasis in community-based learning is on the learning experience of those rendering the service, the emphasis

in community engagement is on the community development. Also, in community-based engagement both parties are accorded equal status – neither party is only the provider or the recipient of the ‘service’ rendered. Rather, according to Bester (2013), community engagement is of “*a shared vision among the community and partners in society (local, provincial, national government, non-government organisations, higher education institutions, business and donors) as equal partners*”.

A critical element of this process is a common understanding of *culture, community life and traditions* (Bester, 2007). Should this not be the case the flow of information could be hampered by misunderstanding, suspicion and/or resistance by one or more parties (*see Figure 1 and 2 for a graphic illustration of the interplay between these elements and the sharing of different types of information*).

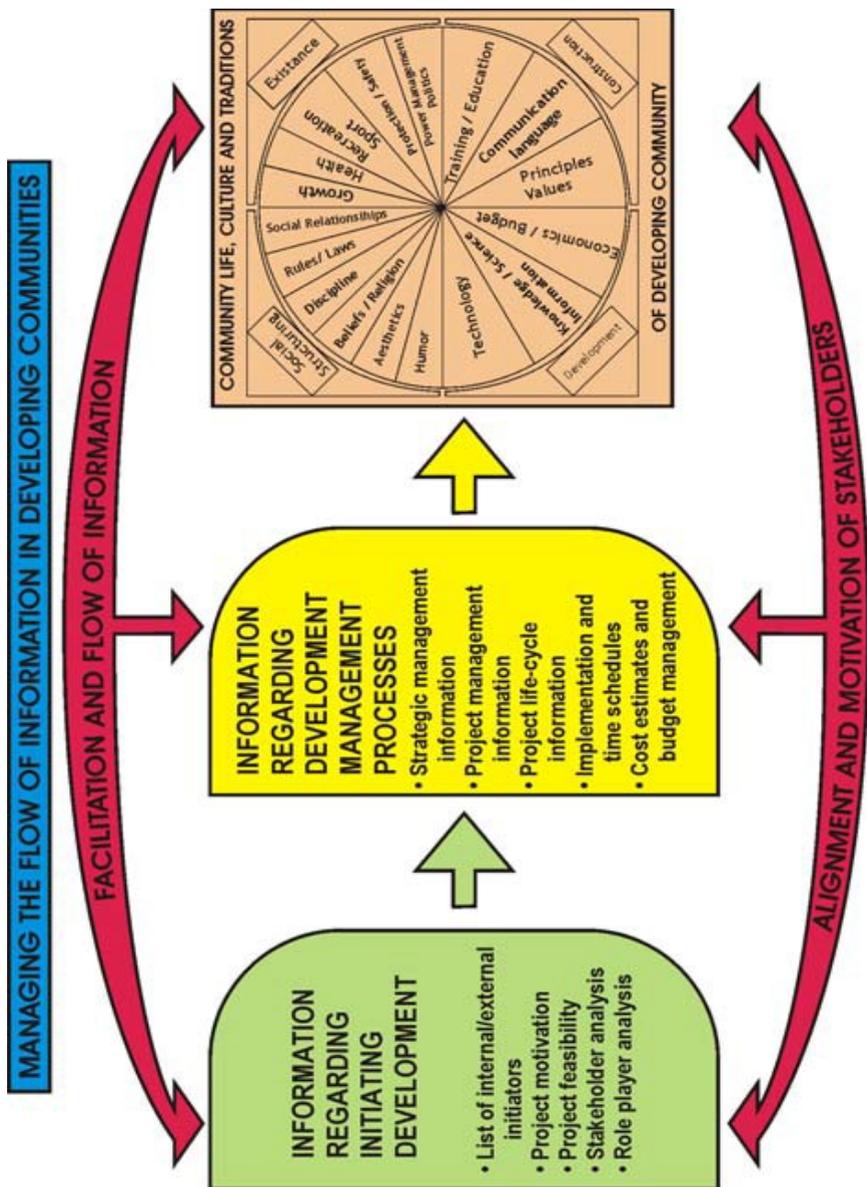


Fig 1

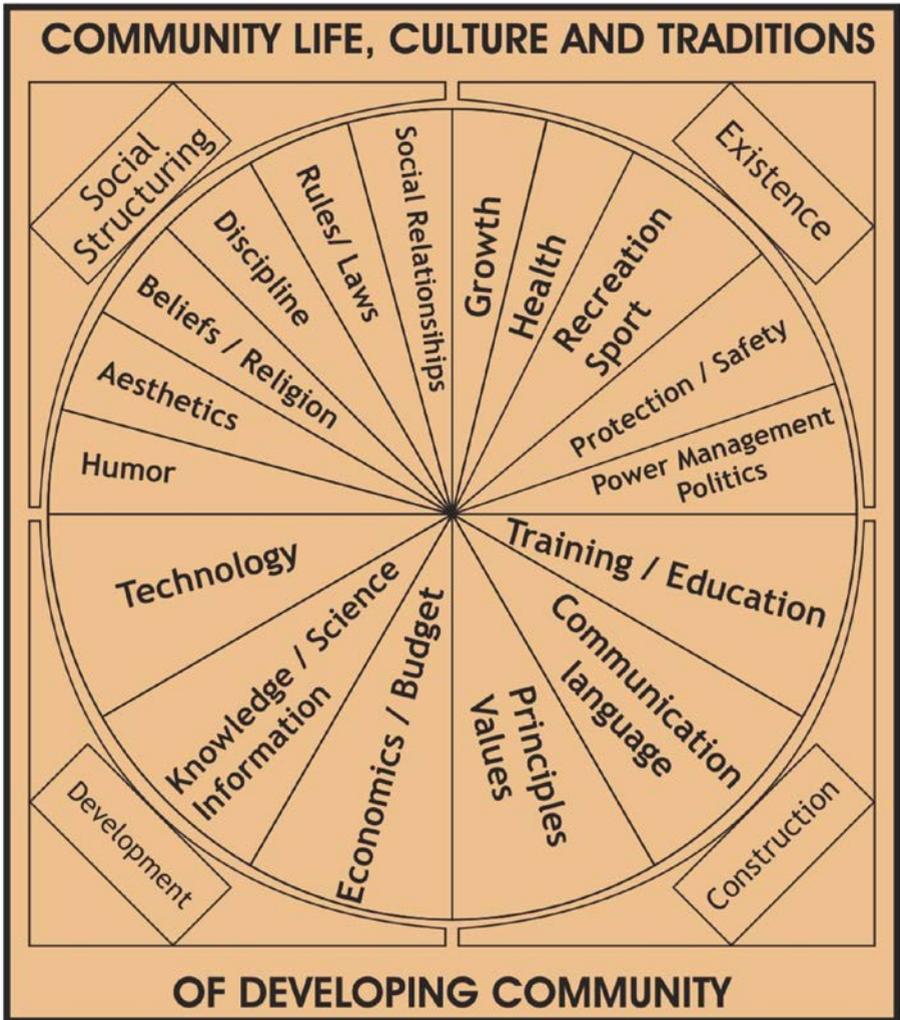


Fig 2

In other words, while the focus in community engagement initiatives should be on community development, community workers / volunteers should at no stage project their culture, traditions or perceptions of community life onto those with whom they engage. Neither should they regard themselves in any way as superior to community members – in community engagements everybody is equal thus everybody’s voice carries an equal weight. In sharing their knowledge with the community they should moreover, ensure that they help the community to acquire the knowledge and skills they need and tackle the issues relevant to them. It is only if volunteers keep this in mind that community engagement will lead to improved community conditions.

The idea for a digital wellness community project emerged during a meeting between Intel (Education and Security branches), the Department of Information Science, and the ACEIE (both at UP). Run as a pilot project, the programme would be aimed at spreading the Intel Security slogan - “**Stop, Think, Connect**” - in communities. Since university y students are required to do community service, and since the Faculty of Engineering, Built Environment and Information Technology

(EBIT) at the University of Pretoria already offered a number of Information Science modules, it was decided that the project would be hosted by UP.

Two of the compulsory modules for Information Science students are *Communication Technologies* (INL 140), and *Social and Ethical Impact* (INL 240), both of which emphasized digital wellness. Students enrolled for these modules would therefore be knowledgeable about digital wellness issues. Taking into consideration the UP's focus on community engagement rather than community-based learning / community service, the lecturers offering these modules involved the co-ordinator of the Joint Community Project module (JCP 202) in the project design process.

Having considered the topics covered in the afore-mentioned modules as well as the characteristics of community engagement as described by Bester (2007; 2013), the lecturers concerned designed an assignment which would give students the opportunity to simultaneously demonstrate their knowledge of Information Science and their commitment to the principles informing community engagement. The lecturers decided that

this could best be done if students worked in groups. Each group would have to first choose a digital wellness topic that would lend itself to the effective communication of the Intel (*Stop, Think, Act*) slogan and then create a video by means of which they could convey this message to the community with which they were going to engage.

## **Summary of Digital Wellness Community Projects**

As indicated earlier, the assignment given to students was to create, as a group, a video on a digital wellness topic that would lend itself to the effective communication of the Intel (*Stop, Think, Act*) slogan. The video had to reflect students' ability to use blended approaches to empower community members towards becoming digital citizens. To this purpose the students rephrased the Intel slogan as – 'DO NO HARM – and used this slogan as the core of the message they conveyed to the community via their videos.

In accordance with the stipulations of the Joint Community Project Module (JCP), student who volunteered to do this specific project were required to:

- Base their individual assignments on aspects such as cyber safety, gender awareness, HIV/Aids in the workplace, professional etiquette and assignments based on student experience;
- On-site assessment by a community leader and/or a mentor who, amongst others, confirms the hours the student spent on site;
- Present the outcomes of the project and content for the project supported by a PowerPoint slide shows;
- Load videos of both the project content and their experiences on YouTube,
- Compile a report of the project experience in the form of a public wiki, accessible to the volunteer network
- Record available e-mail addresses and contact details to ensure long term communication between the ACEIE, higher education institutions and the community.

The first five projects, which had to be chosen from one of the topics below, were rolled out under the auspices of the University of Pretoria and the Joint Community Project co-ordinator, Dr Martina Jordaan, in the EBIT Faculty at UP. The topics from which students could choose were:

- Cyber safety training for disadvantaged communities
- Basic computer training in primary and pre-primary schools
- Mathematics, Science and Digital Wellness Training at Secondary Schools
- S.T.A.R.T Program – Secondary school teacher and student training
- Computer literacy skills and digital wellness training on University campus for university staff, stakeholders and community members.

What follows is a brief description of each of these projects. For additional information on these (checklists, presentations, video and audio content) and/or for information on considerations critical to the planning and rolling out of a successful digital wellness volunteer program, please refer to [www.up.ac.za/aceie](http://www.up.ac.za/aceie).

- i. *For access to complementary content such as checklists, presentations, as well as video and audio content to help you set up a Digital Wellness Volunteer Program, please visit [www.up.ac.za/aceie](http://www.up.ac.za/aceie).*
- ii. *Links to volunteer networks and international resources will be made available on the ACEIE website.*

- iii. *The essential considerations for a successful volunteer program will also be part of Digital Wellness Volunteer Program Checklists. These will also be made available on the ACEIE website ([www.up.ac.za/aceie](http://www.up.ac.za/aceie)) so as to assist any student, facilitator or community to prepare more fully when rolling out a volunteer program.*

## **Project 1**

### **CYBER SAFETY TRAINING FOR DISADVANTAGED COMMUNITIES**

#### ***Contributors***

- *Project creators and facilitators (2015):* Leandi Lottering, Wynand Meiring, Carl Schutt
- *Student volunteers:* Second year students in the Department of Information Science and the Department of Computer Science, University of Pretoria
- *Supervision:* Erin Klazar and Dr. Martina Jordaan (African Centre of Excellence for Information Ethics and University of Pretoria)

#### ***Objectives, content development and guiding questions***

The aim of the project was to engage with members of the community in order to motivate them to promote “cyber-wellness” by pointing out the risks associated with the use of the internet so that they could take the necessary steps to ensure their own safety and the safety of those in their care.

This project developed from student research on the dangers of using instant messaging services like *Whatsapp* and *Snapchat*.

Using the content in the *Workshop Facilitator's Guide* (one of the booklets in the *Digital Wellness Toolkit*) and the concepts learnt in their own studies, the students created simple training presentations and videos on how community members could be “cyber safe” in their day to day lives.

**Content covered included:**

- How to avoid becoming a victim of phishing and other online scams
- What is personal information and how to protect it
- Responsible use of cellular phones and mobile devices
- How to secure your cellular phone and mobile device
- How to maintain personal safety online
  - o Choosing a secure password
  - o Understanding the importance of choosing safe password recovery questions
- The do's and don'ts of social media – safe content and safe access

## **Project 2**

### **BASIC COMPUTER TRAINING IN PRIMARY AND PRE-PRIMARY SCHOOLS**

#### ***Contributors***

- *Project creator:* Dr. Martina Jordaan
- *Supervision:* Erin Klazar and Dr. Martina Jordaan (African Centre of Excellence for Information Ethics and University of Pretoria)

#### ***Objectives, content development and guiding questions***

The aim of this project is to complement existing computer training programs in primary schools by:

- Sharing information from the *Digital Wellness Toolkit's* booklets for primary schools
- Training teachers and learners in basic computer skills as well as digital wellness.
- Attaching a digital wellness component to the existing JCP project.
- Sending students into primary schools, with the permission of the school principal, to train principals and staff members

## **Project 3**

### **MATHEMATICS, SCIENCE AND DIGITAL WELLNESS TRAINING AT SECONDARY SCHOOLS**

#### ***Contributors***

- *Supervision:* Erin Klazar and Dr. Martina Jordaan (African Centre of Excellence for Information Ethics and University of Pretoria)

#### ***Rationale, objectives and content development***

This project targets learners only, not teachers or other staff members.

- Students wanting to enrol for a degree in the EBIT Faculty require a high level of mathematics and science skills
- The level of Mathematics and Science education in South Africa is below international standards.
- Students want to offer their services in the teaching of Mathematics and Science to schools that require additional assistance
- In addition, students want to offer a digital wellness training package for secondary school students, using the digital wellness toolkit developed for secondary school children as a resource.

## **Project 4**

### **S.T.A.R.T PROGRAM – SECONDARY SCHOOL TEACHER AND STUDENT TRAINING**

#### ***Contributors***

- *Project creators and facilitators (2015):* Kgaogelo Madileng, Kgothatso Chisale, Marcel Mangwanda, Vela Sabelo
- *Student volunteers:* Second year students in the Department of Information Science, University of Pretoria
- *Supervision:* Erin Klazar and Dr. Martina Jordaan (African Centre of Excellence for Information Ethics and University of Pretoria)

#### ***Objectives, content development and guiding questions***

The development of (*START*) - a transitional roadmap to digital literacy for teachers

##### **a) S – Safety**

- i. Securing the classroom and teaching safe access to safe information.

- ii. Aspects such as cyber bullying – teachers must be trained to understand what cyber bullying is, and how to handle it (both in terms of the victim and the bully).

**b) T – Training the trainers**

- i. Training teachers in understanding new ICTs in the classroom
- ii. Training teachers to use ICTs in the classroom
- iii. Training teachers how to secure the classroom
- iv. Giving teachers the skills to handle ICT usage by learners in the classroom, and how to handle new challenges that they face

*(Extended training here – including a workshop with teachers allowing them to voice their concerns regarding technology use in the classroom. This training needs to be customised for each school / teacher group that is approached, as needs will change from region to region, school to school.)*

**c) A – Applying information and computer ethical concepts into the classroom**

- i. Making use of the Concepts booklet, teachers will be equipped to teach the information and computer ethical issues in the classroom, to empower students to be more responsible with their computer usage.

**d) R – Restriction**

*(Restriction in terms of the amount of time spent using technologies. Understanding the effects of digital addiction and other health issues related to the excessive use of ICTs)*

- i. Training teachers to understand the importance of keeping student records safe and maintaining confidentiality in all things, particularly as student and parent information is added to central databases
- ii. Understanding laws regarding photographing children, particularly with camera enabled devices.
- iii. Training teachers to understand what kind of information they can restrict and what they cannot stop students from accessing in the classroom. See legislation, such as the new censorship laws for

internet usage under the Film and Publications Board Act.

**e) T – Transform the classroom**

***ADOPT, don't adapt***

- i. Encourage teachers and staff members to embrace the change, and accept the ICTs in the classroom. Demonstrate to them how the use of ICTs can assist them with their teaching responsibilities and how they will be beneficial for all.

## **Project 5**

### **COMPUTER LITERACY SKILLS AND DIGITAL WELLNESS TRAINING ON UNIVERSITY CAMPUS (FOR UNIVERSITY STAFF, STAKEHOLDERS AND COMMUNITY MEMBERS)**

#### ***Contributors***

- *Supervision:* Erin Klazar and Dr. Martina Jordaan  
(African Centre of Excellence for Information Ethics and University of Pretoria)

#### ***Objectives, content development and guiding questions***

- Basic information technology skills training taking place on campus grounds for staff as well as community members.
- Facilitator and Participant Guides in Digital Wellness Toolkit can be used in conjunction with this project.
- Content for this project will depend largely on the audience and the purpose behind the training.

## **LESSONS LEARNT FROM VOLUNTEER PROJECTS**

The importance of digital citizenship and wellness values like respect, educate and protect formed the basis for the practical teaching project at UP. The primary purpose of the project was to equip university students with the skills needed to convert them from digital natives to digital citizens. To this purpose learning was both theoretical and practical. Moreover, the requisite values were taught in a localized South African context to ensure that students understood the immediate issues they would face in their daily interactions with technology. .

Based on the considerations identified by Bester (2007) and the feedback received during debriefing sessions conducted with students following their community experiences, the following issues have been identified as critical to the success of a community engagement project.

## **1. KNOWING THE COMMUNITY**

It is important to understand who the *community* is before initiating a digital wellness volunteer program. A *community* can be any group of people who are seeking to enhance their understanding and learning of digital wellness issues, be it in a school, community centre or training centre that can identify a service need in line with Digital Wellness.

Building up this “digital wellness community” should also equip interested parties with the skills to facilitate digital wellness training workshops in their areas, thereby spreading the word.

The most important aspect to consider is that one must be able to engage with the community, building collaborative relationships with communities, schools, organisations and officials to keep growing a network of “digitally safe” individuals.

In order to engage with the community, students must adopt a mindset of “being with the community”. They cannot merely do community service from a safe distance; rather, they have to immerse themselves into the daily issues that the communities are facing before engaging with them (Osman & Peterson, 2013).

## **2. VOLUNTEER PROGRAM OBJECTIVES**

The formulation of clear objectives is critical to the success of a volunteer project/program. The following objectives were identified as particularly important in this regard. Some of the objectives that emerged from the volunteer program as critical community engagement objectives are: that:

- Community engagements should provide students with an opportunity to simultaneously develop valuable skills for their future careers and contribute towards their self-development. By implication the skills should be multi-disciplinary life skills which include communication, interpersonal and leadership skills
- Community engagements should develop in students an awareness of their social responsibility as critical citizens, utilizing the knowledge they gained through higher education to contribute towards the development of the community.

### **3. Cultural and language considerations**

Given that the ACEIE wishes to scale all its projects and programs – including the volunteer program - across all communities in Africa, it is of critical importance to consider the accessibility of information resources in terms of differences in language and culture. According to Bester (2007), “methods used by developing communities to access, process and use information vary and reflect not only the level of education of members of the community, but also cultural attitudes. Literate community members can access text-based sources of information to find the information they need. It is also important to distinguish between access and accessibility of information. A person might have access to a book, but if the language is foreign and not understandable there is no accessibility of the content”

During the initial pilot projects in South Africa, translators were needed during community training sessions to reach all participants. Volunteers must, therefore, understand the community fully before conducting digital wellness programs. This can be done through meetings with community leaders, and by building relationships with stakeholders and champions within the community.

#### **4. Legislative considerations**

As community engagement occurs across all age groups, it is important for facilitators, mentors and supervisors to familiarise themselves with local legislation. In South Africa, for example, Section 126 of the Children's Act (Act No. 38 of 2005) prohibits the taking of any photographs of vulnerable children (e.g. those in shelters or children's homes). It is therefore important to first investigate the legislative restrictions and regulations that apply to each of the communities that are being approached before embarking on any training project.

#### **5. Student attitude**

To ensure a successful project, it is important for students to demonstrate sincere commitment to the facilitation of social change in the community. They must take on the project voluntarily, be passionate about it, and always act in an ethical manner.

Students must actively get to know their community, the way they think, what their values are, what they regard as sacred, and what they believe in. Implied in this is a commitment not to decide for the community what is good or bad, but rather to understand the effects of their own involvement in community

life. They must therefore make the effort to let the community get to know and build a relationship with them.

For students, successful projects must also contribute towards self-development, and an increased confidence in their citizenship. When they choose projects that require analysis and problem solving skills, and when there is a personal connection with the community and the task at hand, students find the projects much more meaningful.

Finally, students must accept that they will be supervised and guided throughout their project – by their lecturers, community members and other parties involved.

## **6. Lecturer / mentor attitude**

Lecturer / mentor attitudes affect the sustainability of a project and play a role in the continued involvement of higher education institutions in the community. It is therefore important to ensure that:

- Lecturers and mentors (supervisors) involved in a volunteer program are passionate about and supportive of student efforts. A great degree of empathy and involvement is required: the enthusiasm of students is often dependent on the enthusiasm of the supervisor, with both parties often

having to sacrifice of their weekend and holiday time to the project.

- Lecturers / mentors identify community facilitators and local role players identified for future networking and sustainability. These facilitators could, if they wish, be added to a volunteer network generated by the African Centre of Excellence for Information Ethics, and will be linked to one another, sharing resources and support structures through the Centre.

## **7. Effect on the community**

As previously indicated, it is important for students and supervisors to carefully consider their actions in terms of the effects these could have on the community. In this regard, the following need to be noted:

- Projects must utilise existing opportunities and facilitate new events to inform communities on and to create awareness of Information Ethics and all related digital wellness concepts.
- By unpacking the importance of Information Ethics with community stakeholders and role players, and engaging them in the pursuit of a greater understanding of their

digital wellness needs, projects have a greater chance of being both successful and sustainable.

## **8. Sustainability of the project**

If a project is to be successful it is essential that the community takes ownership of the project and continues with the training and promotion of digital wellness concepts long after the volunteer program has ended. To ensure that this happens:

- There has to be community champions who regularly harmonise new policies and facets of community life with Information Ethics matters, enhance research and teaching on the topic of Information Ethics, and identify local role players who can facilitate and manage sustainability of aspects of the project in communities
- Stakeholders should join existing volunteer networks and the ACEIE network to keep themselves and their communities up to date on the latest Information Ethics and digital wellness matters, issues and events.

## **9. Additional considerations**

Additional comments by students who were part of these volunteer projects indicate the importance of respect, two-way communication (really listening to one another) and an open attitude to new ideas and ways of doing things. Included in their comments was the critical importance of:

- Clear project orientation, objectives and guidelines;
- Maintaining networking within the community;
- Clear communication with all stakeholders;
- An acceptance of student input (allowing students to lead the project with creativity)
- Ensuring the safety of students and community (assign a security liaison)
- Debriefing with students following each experience
- Strong campus-community partnerships
- Community acknowledgement
  - o Certificates of attendance/ acknowledgement for community members and teachers
  - o Formal letters of thanks for all schools and stakeholders involved.

## Consulted and Cited Sources

### *Also recommended for further reading*

Brey, P. 2012. Anticipating ethical issues in emerging IT. *Ethics and Information Technology*, 14: 305-317.

Bester, B.C. 2007. The management of information in development projects: A proposed model for enhancing community participation in democracy and policy making in Africa. *Eur View*. 7:33-44

CHE. 2006. *Service-learning in the Curriculum: a resource for Higher Education Institutions*. Pretoria: Council of Higher Education.

Coetzee, E. 2013. Community engagement by Higher Education Institutions – a practical model and guidelines. *Africa Education Review*, 9:3, 501-517

Cyberbullying Research Centre. 2013. Cyberbullying research centre resources. [Online]. Available: <<http://cyberbullying.us/>> [Accessed 9 May 2013].

Cybercitizenship.org. n.d. What is cyber crime? [Online]. Available: <<http://www.cybercitizenship.org/crime/crime.html>> [Accessed 2 May 2013].

Cybercrime.org. 2013. Cybercrime Safety & Security guide. [Online]. Available: <<http://cybercrime.org.za/>> [Accessed 2 May 2013].

Holmner, M. 2011. E-waste opportunities and challenges from a developing perspective. [Online]. Available: <<http://www.globdev.org/files/Globdev%20ewaste%20Panel.pdf>> [Accessed 20 August 2013].

ICT4D. 2013. Information and communication technologies for development. [Online]. Available: <<http://www.ict4d.org.uk/>> [Accessed 28 August 2013].

Jordaan, M. 2013. A blended approach to service-learning. The Faculty of Engineering, Built Environment and Information Technology at the University of Pretoria. In: Osman, R. & Petersen, N. (eds.) *Service Learning in South Africa*: Cape Town: Oxford University Press.

Jordaan, M. 2012. Ensuring sustainability in a community-based module. *Acta Academica*, 44: 1.

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).

Singer, P. Ed. 1991. *A Companion to Ethics*. Blackwell Publishing.: Oxford.

UNESCO. 2013. Information accessibility. [Online]. Available: <<http://www.unesco.org/new/en/communication-andinformation/intergovernmental-programmes/information-for-all-programmeifap/priorities/information-accessibility/>> [Accessed 31 July 2013].

University of Pretoria. 2012. The vision, mission and plan of the University for 2025. [Online]. Available: <[http://www.up.ac.za/media/shared/Legacy/sitefiles/file/publications/2012/eng/strategic\\_plan\\_v11\\_13feb.pdf](http://www.up.ac.za/media/shared/Legacy/sitefiles/file/publications/2012/eng/strategic_plan_v11_13feb.pdf)> [Accessed 1 October 2015].

Webber, S., & Johnston, B. 2000. Conceptions of information literacy: new perspectives and implications. *Journal of Information Science*, 26(6): 381-397.

## Digital Wellness Programme

Intel Education and ACEIE collaborated to provide critical cyber wellness content to all citizens (students) of Africa to prepare them on the basics of safe and ethical online presence for today's digitally immersed world.

The Intel® Education Digital Wellness Programme is a free initiative that utilizes resources from Intel Security as well as Intel Education to train Communities, Parents, Educators and school aged children on ways to stay safe and secure and maintain good ethics in their online behavior.

Localization was done by ACEIE based at the University of Pretoria in consultation with the Departments of Post and Telecommunication services and Basic Education, as well as the Information for All Programme of the UNESCO office.

For more information with regards to Cybersafety, please review:  
[www.mcafee.com/onlinesafety](http://www.mcafee.com/onlinesafety)

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



Fakulteit Ingenieurswese,  
Bou-omgewing en  
Inligtingtegnologie



basic education  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

