

Considering other people

AND ETHICAL IMPLICATIONS

Respect rights, dignity, integrity, justice and safety through:

- Clearly defined ways to keep children, youth and volunteers safe
- Clear ways for children, youth, volunteers and group members to identify concerns
- Age of children/youth you are involving, and permission of their parents/guardians
- Internet safety and data security
- Safe working practices

Participants need to know what they are getting involved with:

- Purpose of their involvement
- Right to decline involvement at any stage
- Risks and benefits of involvement
- How you will use names and quotes
- Privacy and confidentiality, including data sharing
- Incentives for involvement
- Who they can contact to ask questions.

Points of view

What certain people think about an issue – their opinions. Link points of view to values and perspectives. Consider:

- People involved – children, their parents
- People you wish to involve in your social action
- Other people in the community.

Values

The reasons people hold their points of view. Values are deeply held beliefs about what is important or desirable. People's values can relate to their backgrounds, jobs, or other things that are important in their lives. It is important to clearly link values to points of view.

Perspectives

Big categories that people's values might fit into. Perspectives are frameworks of ideas, beliefs, and values through which people interpret and interact with the world. Remember that people are complex and might fit into more than one category. Some examples are: greenie or conservationist, capitalist, multicultural, feminist, humanitarian. It is important to clearly link between perspectives, values and points of view.

Have people given informed consent to involvement?

How will you respect rights, dignity, integrity, justice and safety?

How will you take into account people's points of view, values & perspectives?

Considering other people and ethical implications

How will you take into account, consider, interact with, involve, and be responsible for the people who will be involved in and affected by your social action?

What will you do with information belonging to other people?

What ethical approaches can you use?

Photos

- Permission to take photos
- Permission to use photos

Information

- Where will you store information?
- Who will you share it with?
- How do you want to use names and quotes?
- What will you do with it after the social action?

Are any laws relevant?

Do the people affected by the issue and/or policy want change?

Are your facts correct?

The Privacy Act

12 principles for information privacy, which cover:

- Collection of personal information
- Storage and security
- Requests for access to and correction of personal information
- Accuracy of personal information
- Retention of personal information
- Use and disclosure of personal information
- Using unique identifiers.

See www.privacy.org.nz/the-privacy-act-and-codes/privacy-act-and-codes-introduction/

Other laws

Is your social action legal?

- School rules, policies, risk management plans
- Council bylaws
- Health and safety laws
- Education legislation <https://www.education.govt.nz/our-work/legislation/>
- New Zealand laws

Children are central to the issue

- How can you connect with the people affected by the child rights issue?
- An important ethical consideration of social action is: "Nothing for us without us".

Consider ethical methods and approaches for:

- Emails and letters
- Social media
- Questionnaires
- Interviews
- Surveys
- Other activities

Keep the focus on the issue through:

- Staying unbiased
- Sources noted and not plagiarised
- Accuracy of information