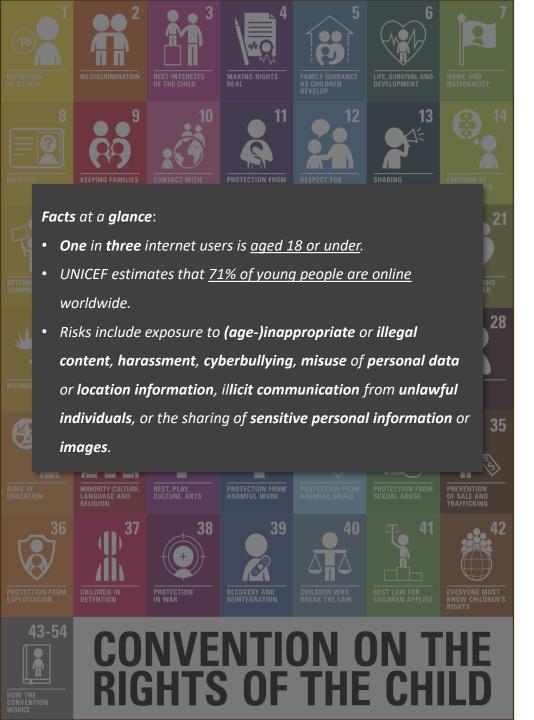
Revision 1 to Document CWG-COP-20/INF/2 22 January 2024 English Only

Contribution by the United Arab Emirates ONLINE CHILD PROTECTION IN THE CURRICULUM

Action required

This report is transmitted to the Council Working Group on Child Online Protection for information.





Introduction

The second half of the 20th century saw an increased focus on children's rights, culminating in the **UN Convention on the Rights of the Child**.

- The resulting treaty was made available for signatures on 20 November 1989 and went into force on 2 September 1990.
- It is the most ratified human rights treaty in the world.
- As of 14 January 2024, 196 countries are party to the treaty, including all UN member states (excluding the US).

Child protection, though, goes *beyond* law enforcement. There are a number of initiatives worldwide and from a variety of entities, including **governments**, **governmental entities**, and **NGOs**, which provide assistance, tools, and information to young people, parents/guardians, educators, industry, and policymakers.



International Initiatives

National Models

- The Age-Appropriate Design Code – UK
- The Harmful Digital Communications Act – New Zealand
- The eSafety Commissioner Australia
- Rwanda Child Online Protection Policy — Rwanda

National Organisations

- Canadian Centre for Child Protection –
 Canada
- National Society for the Prevention of Cruelty to Children – UK
- Ghanaians against Child Abuse (GACA)
 Ghana

Transnational Models

- The WePROTECT Global Alliance
- The Global Partnership and Fund to End Violence Against Children

International Organisations

- Organisation for Economic Cooperation and Development (OECD)
- UNICEF
- International Telecommunications Union
- The World Childhood Foundation

Key considerations:

Digital literacy is a key educational component in society today. Therefore, despite possible dangers, young people should not be denied the right – through online means – to obtain information, be creative, express themselves, interact with peers and family, and play.

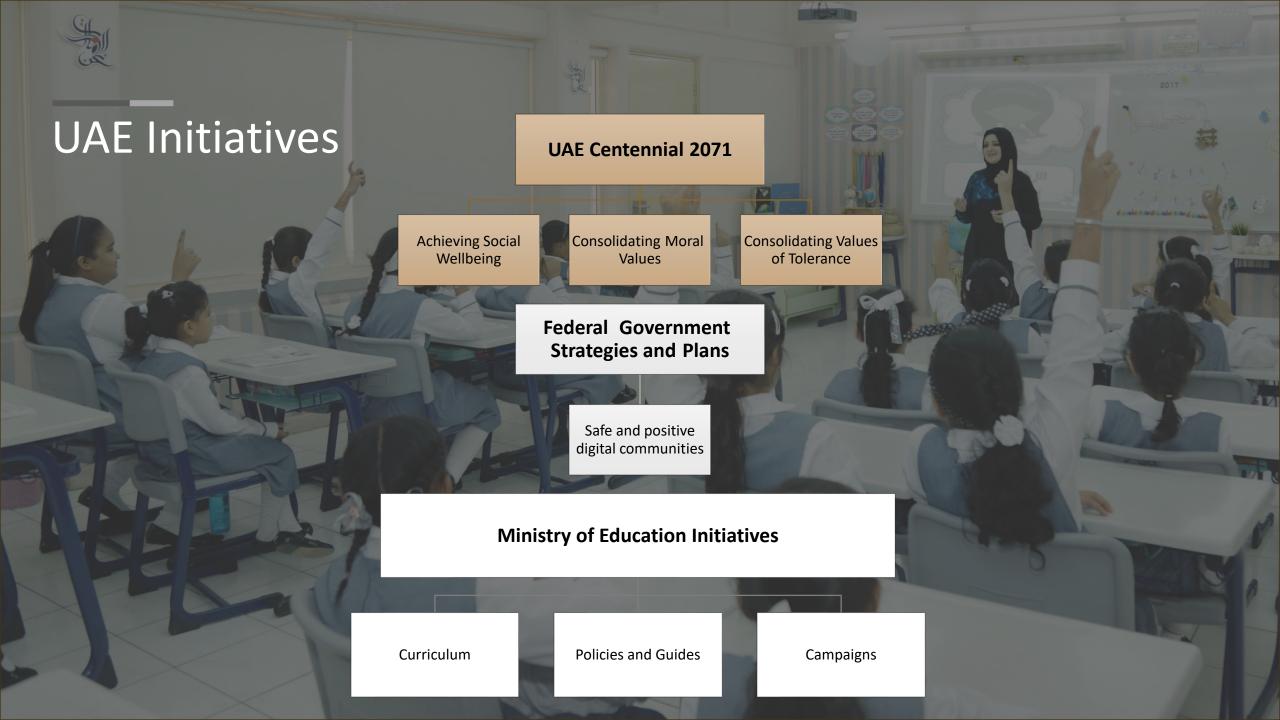
The Internet of Things (IOT) is increasingly more of a reality, now incorporating many kinds devices connected to the internet, such as toys and baby monitors, which form a part of young people's lives in the 21st century.

Young people should be educated on how to avoid pitfalls and dangers online and be made aware of the digital footprint they leave behind.

Resources and educational materials should be made available to young people, parents/guardians/educators, and industry in order to promote COP and provide guided steps to take and assistance in the case of any breach of online safety.

Companies should be responsible for and held accountable to protect young people online, providing any safety protocols needed to ensure a protected user experience.

All stakeholders should collaborate together to ensure young people are increasingly protected and technology advances and becomes an ever more integral part of daily life.



Curriculum and Guides Overview

Digital Literacy Cross-curricular Framework

The purpose of the Digital Literacy Framework is to provide stakeholders with an outline of the importance of digital literacy and how its related concepts, skills, and values can be incorporated across all subject curricula. The framework provides a set of stage-appropriate goals aligned to national and international frameworks, which are informed by United Arab Emirates (UAE) national policies, the UAE Centennial 2071 pillars, and the Ministry of Education (MoE) Computing, Creative Design, and Innovation (CCDI) subject. The skills embedded within the Digital Literacy Framework act as indicators for academic readiness and build a strong foundation for entry into Higher Education institutions and future careers. Within the Digital Literacy Cross-curricular Framework, there is a domain that explicitly focusses on citizenship and protection.

Safe Education and Anti-Cyberbullying Guide

A guide that includes practical steps taken by the student, guardian, and school to achieve a safe educational environment from cyberbullying including online gaming.

Online Safety Curriculum Content

The UAE Ministry of Education strategically incorporates online safety lessons throughout various subjects, aligning with the Digital Literacy Framework's goals. This integration ensures students acquire crucial technology skills while fostering a deep understanding of responsible online practices. By drawing on national policies, the UAE Centennial 2071 pillars, and the Ministry's CCDI subject, the curriculum equips students to navigate the digital landscape competently and conscientiously. This approach not only prepares them for academic success but also instills the essential tools for thriving in our digitally interconnected world, aligning with the broader goals of the UAE's educational vision.

Digital Security Guide

A guide designed for academics, professionals, and social workers to promote awareness regarding digital protection, aiming to assess the skills students acquire for safeguarding themselves against virtual threats.

Awareness campaigns in the field of digital protection

| Awareness workshops for parents to educate them about the available digital prevention methods so that they can benefit from this knowledge to protect their children from any electronic danger. | Digital prevention educational campaign |
|---|---|
| Celebrating World Cyberbullying Day by launching a guide to preventing cyberbullying and a video recording for training (workers in the field of social care, counselling, mental health, child protection, and special needs) to be used while working with students in the field of awareness, case studies, and treatment. | World Day for the Prevention of Cyberbullying |
| A national campaign to raise awareness and prevent cyberbullying and its signsIts effects and the correct procedures followed to prevent, reduce, and treat its effects in a manner appropriate to different ages, in cooperation with the National Committee for the Prevention of Bullying in the School Environment, | National Bullying Prevention Week Campaign (Cyberbullying) |
| An awareness cartoon series consisting of four episodes that addresses a number of dangers facing children in the digital world and introduces the appropriate ways of behaving . | The cartoon series "A Happy Student in the Digital Environment" |
| An awareness workshop targeting students in the second and third cycle to raise awareness about the risks facing children in the digital world and how to confront and prevent them. Through the workshop, students are also introduced to the relevant authorities to support and protect children. | Awareness in digital protection |
| Training for parents to raise their awareness about child protection in all aspects, based on the national policy for child protection in educational institutions. | The role of the family in child protection |
| Electronic family consultations for parents in order to enhance family stability in building a student with psychological and social balance by providing family support to parents regarding the problems that hinder them from achieving family stability. | Family Counseling Initiative |

| Number of partners | Numbers of events | Numbers of beneficiaries | |
|--------------------|-------------------|--------------------------|--|
| | | | |
| 32 | 283 | 243,032 | |



Digital Literacy Cross-curricular Framework

Example of the Citizen and Protection Domain

Citizenship and Protection

Table 4: Citizenship and Protection Level Progression

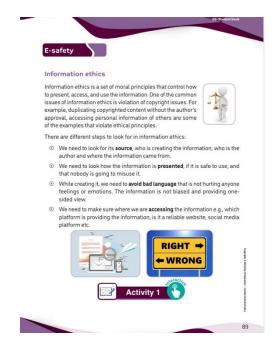
Citizenship and Protection

Digital citizenship refers to responsible positive engagement with digital technology and devices, and includes ensuring one's own wellbeing, respecting the rights and dignity of other users, and being mindful of the effects of online actions on oneself and others. Digital protection complements digital citizenship by providing strategies for implementing security measures to protect devices, oneself, and other users from potential online risks. Students who are knowledgeable about their digital well-being, positive digital footprint and reputation, online privacy and security, and IPR ensure their health, happiness, and quality of life in relation to their use of technology and digital devices. Students who are information and Al literate can become more effective learners who are critical consumers of information and technology, empowered to make informed decisions and to participate effectively in a rapidly changing world. This domain and its strands permeate through all other domains.

| Strand | Level | Knowledge | Skills | Attitude/Value |
|--|-------|--|---|---|
| Wellbeing By practicing good digital well-being habits, students can enjoy the benefits of technology while maintaining physical | L1 | Mental: screen time, mindfulness and relaxation Physical: physical activity, posture Potential risks: Cyberbullying, addiction, eye strain, sleep disruption | Follow allocated screen timings and adhere to adult guidance when using technology. Recognize the potential impact of technology on personal well-being. Prioritize physical activity over online | Respect allocated screen timings. Appreciate physical activity and its benefits. . Acknowledge the significance of seeking assistance during periods of mental or physical strain. |
| safety and good mental and emotional health. | | | gaming. Identify instances of cyberbullying. | Encourage reporting of cyberbullying incidents. |
| Students must develop the ability to manage their online presence with their physical and mental health in mind, understanding that cyber risks can have | L2 | Mental: digital distractions (links, pop-ups, ads, games, clickbait, nudging), mindfulness and relaxation Physical: lighting, positioning of devices, typing and clicking | Practice responsible digital behavior to avoid addiction and manage distractions. Prioritize mindfulness and relaxation techniques to maintain overall wellbeing. | Resist the urge to use technology. Appreciate that cyberbullying is a collective responsibility. |

Creative Computing, Design and Innovation Curriculum

Examples of lesson on **Online Safety** and **Ethics**



6th Grade lesson on **Online Safety**



6th Grade lesson on Online Safety

Health Sciences Curriculum

Examples of lesson on Digital Health



9.2 Negative effects of social media

9.3 Social media and healthcare

9.4 Online presence and digital footprint

9.5 Finding reliable online information

Social media are websites and apps that let people connect with others. They are beneficial for sharing information and helping people to communicate, but they can have disadvantages too when they are used in the wrong way.

Most people use at least one type of social media every day, and they are also increasingly used in healthcare by patients and healthcare providers to find and share health

In this unit you will learn about what social media is and how it is used in healthcare. You will study some of the positive and negative points of social media and learn how to stay safe online. Finally, you will learn how to search for reliable online information.



9.4 Online Presence and digital footprint

Personal eSafety

As well as protecting your personal information, it is just as important to protect yourself and your online profile.



Discussion: Protecting yourself online

Can you think of any reasons why using the internet might not always be

You have already learned that using the internet and social media can be a good way to share information and meet people. However, it can also be harmful because people can use the internet and social media to bully or hurt others. Your own personal use of the internet can harm your online profile too.



Digital safety services in the UAE

Computer Emergency Response Team (aeCERT)

The UAE has the Computer Emergency Response Team (aeCERT) which aims to improve information security in the UAE and protect the IT infrastructure from potential risks, aeCERT aims to ensure a safer cyberspace in the UAE. You can report cybersecurity concerns



The UAE Computer Emergency Response Team (aeCERT) launched the initiative Salim, which is an online cybersecurity advisor, with the slogan 'Towards a safe cyber culture'.

The goal of this initiative is to spread knowledge about cyber safety to the community and have a generation that has knowledge about information security and is careful



Cyber C3

C3 is designed to produce digitally literate and responsible UAE citizens, who are able to benefit from online participation, while taking responsibility for their online behaviour. Cybercitizenship is not only about safety and risk, it also encourages positive engagement in the online



11^h Grade lesson on

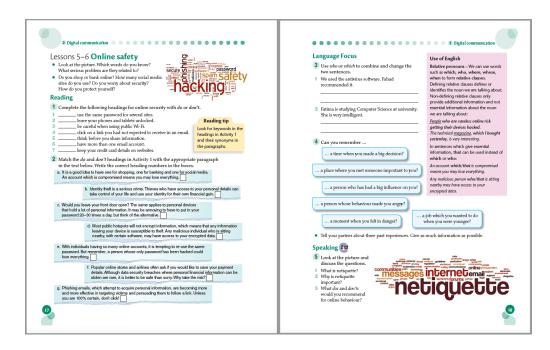
Digital Health

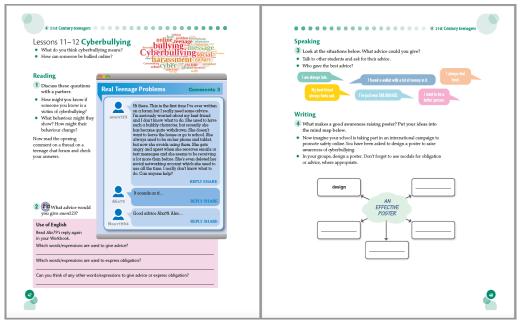
11th Grade lesson on

Online Presence and Digital Footprint

English Curriculum

Examples of lesson on Online Safety and Cyberbullying





12th Grade lesson on **Online Safety**

12th Grade lesson on **Cyberbullying**

Arabic Curriculum

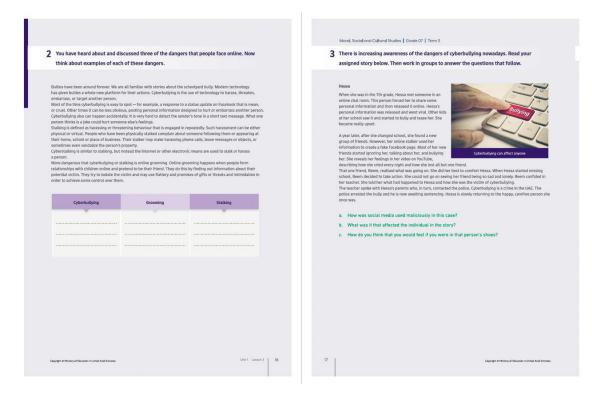
Examples of lesson on Cyberbullying



4th Grade lesson on

Moral, Social and Cultural Studies Curriculum

Examples of lesson on Cyberbullying



7th Grade lesson on **Electronic Abuse**

Islamic Education Curriculum

Examples of lesson on Cyberbullying



Thank you











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