



**Council Working Group
on Child Online Protection**

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ONLINE CHILD PROTECTION IN THE CURRICULUM

Action required

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



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

Safer
Internet
Day 2023

لراحة الطفل
Child Safet

الأمن الإلكتروني للأطفال Children's Cyber Safety

Online Child Protection in the Curriculum

Ministry of Education





Facts at a glance:

- **One in three internet users is aged 18 or under.**
- **UNICEF estimates that 71% of young people are online worldwide.**
- **Risks include exposure to (age-)inappropriate or illegal content, harassment, cyberbullying, misuse of personal data or location information, illicit communication from unlawful individuals, or the sharing of sensitive personal information or images.**

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*

Transnational Models

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

National Organisations

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

International Organisations

- *Organisation for Economic Co-operation 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.



UAE Initiatives

UAE Centennial 2071

Achieving Social Wellbeing

Consolidating Moral Values

Consolidating Values of Tolerance

Federal Government Strategies and Plans

Safe and positive digital communities

Ministry of Education Initiatives

Curriculum

Policies and Guides

Campaigns

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 signs its 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

32

Numbers of events

283

Numbers of beneficiaries

243,032



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

Curriculum Examples



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

Creative Computing, Design and Innovation Curriculum


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

6-6 Student book

E-safety



Information ethics

Information ethics is a set of moral principles that control how to present, access, and use the information. One of the common issues of information ethics is violation of copyright issues. For example, duplicating copyrighted content without the author's approval, accessing personal information of others are some of the examples that violate ethical principles.



There are different steps to look for in information ethics:

- ⊙ We need to look for its **source**, who is creating the information, who is the author and where the information came from.
- ⊙ We need to look how the information is **presented**, if it is safe to use, and that nobody is going to misuse it.
- ⊙ While creating it, we need to **avoid bad language** that is not hurting anyone feelings or emotions. The information is not biased and providing one-sided view.
- ⊙ We need to make sure where we are **accessing** the information e.g., which platform is providing the information, is it a reliable website, social media platform etc.



Activity 1

89

6th Grade lesson on
Online Safety

E-safety

Digital addiction and captivation

Look at the following scenarios.

- ⊙ Ahmed got a new PlayStation on his birthday and now he plays games all the time on his PlayStation.
- ⊙ Fatima uses social media platforms a lot. She got easily distracted when a notification comes on her phone.
- ⊙ Abdulla likes to watch football matches and videos. Due to his interest in football, he constantly watches football videos and clips on his tablet.



The above scenarios show an addictive behaviour. When you do not have a control over using computing devices such as mobile phone, tablets, gaming consoles etc. and spending a lot of time on social media, playing games, using the internet, watching videos. It becomes an addiction.

Spending too much time on social media, playing games, using the internet is bad. It affects your health both mentally and physically, your social interaction with family, friends and it affects your studies.

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6th Grade lesson on
Online Safety

Health Sciences Curriculum

Examples of lesson on Digital Health

Unit 9

Digital health

- 9.1 Social media
- 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

Introduction

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 information.

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.



11^h Grade lesson on
Digital Health

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 safe?

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 through aeCERT.



Salim

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 online.



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. Cyber-citizenship is not only about safety and risk, it also encourages positive engagement in the online environment.



11^h Grade lesson on
Online Presence and Digital
Footprint

English Curriculum

Examples of lesson on Online Safety and Cyberbullying

2 Digital communication

Lessons 5–6 Online safety

- Look at the picture. Which words do you know? What serious problem are they related to?
- Do you shop or bank online? How many social media sites do you use? Do you worry about security? How do you protect yourself?

Reading

- Complete the following headings for online security with *do* or *don't*.
 - _____ use the same password for several sites.
 - _____ leave your phones and tablets unlocked.
 - _____ be careful when using public Wi-Fi.
 - _____ click on a link you had not expected to receive in an email.
 - _____ think before you share information.
 - _____ have more than one email account.
 - _____ keep your credit card details on websites.
- Match the *do* and *don't* headings in Activity 1 with the appropriate paragraph in the text below. Write the correct heading numbers in the boxes.
 - It is a good idea to have one for shopping, one for banking and one for social media. An account which is compromised means you may lose everything.
 - Identity theft is a serious crime. Thieves who have access to your personal details can take control of your life and use your identity for their own financial gain.
 - Would you leave your front door open? The same applies to personal devices that hold a lot of personal information. It may be annoying to have to put in your password 20–30 times a day, but think of the alternative.
 - Most public hotspots will not encrypt information, which means that any information leaving your device is susceptible to theft. Any malicious individual who is sitting nearby, with certain software, may have access to your encrypted data.
 - With individuals having so many online accounts, it is tempting to re-use the same password. But remember, a person whose only password has been hacked could lose everything.
 - Popular online stores and airlines often ask if you would like to save your payment details. Although data security breaches where personal financial information can be stolen are rare, it is better to be safe than sorry. Why take the risk?
 - Phishing emails, which attempt to acquire personal information, are becoming more and more effective in targeting victims and persuading them to follow a link. Unless you are 100% certain, don't click!

Language Focus

3 Use *who* or *which* to combine and change the two sentences.

- We used the antivirus software. Fahad recommended it.

- Fatima is studying Computer Science at university. She is very intelligent.

- Can you remember ...
 - ... a time when you made a big decision?
 - ... a place where you met someone important to you?
 - ... a person who has had a big influence on you?
 - ... a person whose behaviour made you angry?
 - ... a moment when you felt in danger?
 - ... a job which you wanted to do when you were younger?

Use of English

Relative pronouns – We can use words such as *which*, *who*, *where*, *whose*, when to form relative clauses. Defining relative clauses define or identify the noun we are talking about. Non-defining relative clauses only provide additional information and not essential information about the noun we are talking about.

People who are careless online risk getting their devices hacked.
The technical jargon, which I bought yesterday, is very interesting.
In sentences which give essential information, that can be used instead of *which* or *who*.

An account which that is compromised means you may lose everything.
Any malicious person who that is sitting nearby may have access to your encrypted data.

Speaking

5 Look at the picture and discuss the questions.

- What is netiquette?
- Why is netiquette important?
- What *dos* and *don'ts* would you recommend for online behaviour?

Messages internet email netiquette

12th Grade lesson on Online Safety

4 21st Century teenagers

Lessons 11–12 Cyberbullying

- What do you think cyberbullying means?
- How can someone be bullied online?

Reading

1 Discuss these questions with a partner.

- How might you know if someone you know is a victim of cyberbullying?
- What behaviour might they show? How might their behaviour change?

Now read the opening comment on a thread on a teenage chat forum and check your answers.

Real Teenage Problems Comments 3

Hi there. This is the first time I've ever written on a forum but I really need some advice. I'm seriously worried about my best friend and I don't know what to do. She used to be so bubbly, energetic, but recently she has become quite withdrawn. She doesn't want to leave the house or go to school. She always used to be on her phone and tablet, but now she avoids using them. She gets angry and upset when she receives emails or text messages and the sender to be receiving a lot more than before. She's even deleted her social networking account which she used to use all the time. I really don't know what to do. Can anyone help?

REPLY SHARE

It sounds as if...

REPLY SHARE

Good advice Alia79! Also...

REPLY SHARE

2 E18 What advice would you give ams123?

Use of English

Read Alia79's reply again in your Workbook.

Which words/expressions are used to give advice?

Which words/expressions are used to express obligation?

Can you think of any other words/expressions to give advice or express obligation?

Speaking

3 Look at the situations below. What advice could you give?

- Talk to other students and ask for their advice.
- Who gave the best advice?

Writing

4 What makes a good awareness raising poster? Put your ideas into the mind map below.

- Now imagine your school is taking part in an international campaign to promote safety online. You have been asked to design a poster to raise awareness of cyberbullying.
- In your groups, design a poster. Don't forget to use modals for obligation or advice, where appropriate.

AN EFFECTIVE POSTER

design

12th Grade lesson on Cyberbullying

Arabic Curriculum

Examples of lesson on Cyberbullying

صُورُ التَّنَمُّرِ:

يُمْكِنُ أَنْ يَظْهَرَ التَّنَمُّرُ بَعْدَهُ صُورٌ:

- التَّنَمُّرُ الجَسَدِيّ: بِمِثْلِ الضَّرْبِ وَالدَّفْعِ وَالتَّزَكُّلِ.
- التَّنَمُّرُ اللفظي: كالتَّهْمِ والتَّهْجِمِ وَالتَّهْدِيدِ أَوْ اسْتِخْدَامِ أَسْمَاءِ الأَفْرَادِ أَوْ العَائِلِيَّةِ اسْتِخْدَامًا يَلْمِ عَنِ الشَّعْرِيَّةِ وَالاسْتِهْزَاءِ.
- التَّنَمُّرُ الكِتَابِيّ: كَتَرْسُخِ مُلصَقَاتِ مُسِيئَةٍ لِالأَعْرَابِ.
- اسْتِخْدَامِ العُنْفِ، وَالتَّهْدِيدِ بِالعُنْفِ.
- التَّخَرُّشُ، وَهُوَ سُلُوكٌ مُفَرِّزٌ يُسَبِّبُ العُوقَ وَالإِهَانَةَ لِلضَّحِيَّةِ، كَمَا يَتَسَبَّبُ فِي حُدُوثِ عَقْدِ نَفْسِيَّةٍ وَأَضْطِرَابَاتِ سُلُوكِيَّةٍ لَا يَتِمَّحِي أَنزَهَا بِسُهُولَةٍ.

- التَّنَمُّرُ الاجتماعيّ: وَيَعْنِي اسْتِخْدَامَ الصَّدَاقَاتِ لِالإِهْدَاءِ، وَذَلِكَ بِتَقْبَلِ الأكاذِبِ بِعَن الأَصْدِقَاءِ وَنَشْرِ السَّائِعَاتِ، بِهَدَفِ إِفْسَادِ العِلاقَةِ بَيْنَهُمْ.
- التَّنَمُّرُ الإلكترونيّ، وَذَلِكَ بِاسْتِخْدَامِ الهَاتِفِ، أَوْ مَوَاقِعِ التَّوَاصُلِ الاجتماعيّ، أَوْ الرِّسَالِ البرِيدِيَّةِ الإلكترونيَّةِ لِلتَّهْدِيدِ، أَوْ نَشْرِ رِوَايَاتٍ مُسَيِّئَةٍ وَعُنْفٍ أخِلاقِيَّةٍ.

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Moral, Social and Cultural Studies Curriculum

Examples of lesson on Cyberbullying

2 You have heard about and discussed three of the dangers that people face online. Now think about examples of each of these dangers.

Bulies have been around forever. We are all familiar with stories about the schoolyard bully. Modern technology has given bullies a whole new platform for their actions. Cyberbullying is the use of technology to harass, threaten, embarrass, or target another person.

Most of the time cyberbullying is easy to spot – for example, a response to a status update on Facebook that is mean, or cruel. Other times it can be less obvious, posting personal information designed to hurt or embarrass another person. Cyberbullying also can happen accidentally. It is very hard to detect the sender's tone in a short text message. What one person thinks is a joke could hurt someone else's feelings.

Stalking is defined as harassing or threatening behaviour that is engaged in repeatedly. Such harassment can be either physical or virtual. People who have been physically stalked complain about someone following them or appearing at their home, school or place of business. Their stalker may make harassing phone calls, leave messages or objects, or sometimes even vandalize the person's property.

Cyberstalking is similar to stalking, but instead the Internet or other electronic means are used to stalk or harass a person.

More dangerous than cyberbullying or stalking is online grooming. Online grooming happens when people form relationships with children online and pretend to be their friend. They do this by finding out information about their potential victim. They try to isolate the victim and may use flattery and promises of gifts or threats and intimidation in order to achieve some control over them.

Cyberbullying	Grooming	Stalking
.....
.....
.....

3 There is increasing awareness of the dangers of cyberbullying nowadays. Read your assigned story below. Then work in groups to answer the questions that follow.

Hessa

When she was in the 7th grade, Hessa met someone in an online chat room. This person forced her to share some personal information and then released it online. Hessa's personal information was released and went viral. Other kids at her school saw it and started to bully and tease her. She became really upset.

A year later, after she changed school, she found a new group of friends. However, her online stalker used her information to create a fake Facebook page. Most of her new friends started ignoring her, talking about her, and bullying her. She reveals her feelings in her video on YouTube, describing how she cried every night and how she lost all but one friend.

That one friend, Reem, realised what was going on. She did her best to comfort Hessa. When Hessa started missing school, Reem decided to take action. She could not go on seeing her friend being so sad and lonely. Reem confided in her teacher. She told her what had happened to Hessa and how she was the victim of cyberbullying. The teacher spoke with Hessa's parents who, in turn, contacted the police. Cyberbullying is a crime in the UAE. The police arrested the bully and he is now awaiting sentencing. Hessa is slowly returning to the happy, carefree person she once was.



Cyberbullying can affect anyone

- How was social media used maliciously in this case?
- What was it that affected the individual in the story?
- How do you think that you would feel if you were in that person's shoes?

7th Grade lesson on Electronic Abuse

Islamic Education Curriculum

Examples of lesson on Cyberbullying

اختيار الجليس

أدب خيرنا:

- اكتب صحيفة تفكر توضح فيها كيفية استخدام مواقع التواصل الاجتماعي استخداما نافعا، ثم عرضها على زميلتك في الصف.
- أقيم ذاتي:**
- ما مدى التزامي بالقيم الواردة في الأدب؟

الحوال	مستوى التزامي		
	متنيز	جيد	ملاوئد
1			
2			
3			
4			
5			
6			

اختيار الجليس

أناعاون وأطبق:

كيف تصرفت في الموقف الآتي:

رسل لك لجهت كثيرا لرسلك على الوب من المدرسة فابلا إلى المدرسة لا تليد.

شاهدت زميلك يرسل رسلا سورا مجلة بالأوب من هاتفه الأكي.

وصلتك رسالة من أحد مواقع التواصل الاجتماعي تدعوك للانضمام لمجموعة غريبة مشبوهة.

أفكر وأستنتج:

أنا: مجالسة أهل السوء وفق الجدول الآتي:

من الجانب	أنا: مجالسة أهل السوء
النفسي	
الاجتماعي	
الديني	
القيمي	
الشخصي	

الأدب: الثالث

أجيب بفردي:

أشكر الطالب:

لخص شروط اختيار الجليس الصالح.

ما المؤثرات التي تؤثر على اختيار جليس ما؟

المواقع الإلكترونية اليوم من أقرب الجلساء إلنا.

بين المواصفات الإيجابية الواجب توفرها في المواقع الإلكترونية.

قال رسول الله ﷺ: **الرجل على دين خليله فلينظر أحدكم من يخالل** - (رواه أبو داود).

وقد قال الشاعر، عن العزلة لا تنال وتسل عن قريبه **فكل قرب من الشعلان يفتدي**.

وشرح العلاقة بين هذا الحديث وبين الشعر.

ما وجه ارتباطها بحديث ذرنا؟

الأدب: الثالث

أفهم حديث الرسول ﷺ:

الجلس الصالح:

يرغبنا الرسول الكريم ﷺ في هذا الحديث بختن اختيار الجليس التابع، فشبهه بحامل المشك، والمبتك من أعلى أنواع الطيب؛ لذرية وغناء الحصول عليه، وكذلك الجليس الصالح، فالإنسان لا يقدر أن يعيش مشوقا مشوقا عن أسرته ومجتمعه ووطنه؛ لأن طبعه اجتماعي، وهنا تكمن صعوبة إيجاد أصدقاء، وإن تأثر صاحب على صاحبه أكثر بكثير من تأثير الأب والأم والأخوة والمعلم مجتمعين.

والجلس الصالح نافع لتجسيه في كل أحواله، لأنه يصف بكل صفات الخير والإفاء، ولا يتعدك بصلحة ما يرى أو وسيلة ليحقق أهدافه من جلاله.

أفكر وأمثل:

للجلس بقلبي، الشاير - أي ما يكون وخفا لوجه مع الناس، وغير الشاير - أي ما يتم عزير وسائل الأصال.

Thank you



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