



Knowledge hub
-
Collection of best practices

Summary of the best practice

1. Title of the best practice (e.g. name of policy, programme, project, etc.) *

Online Safety Keeping Children and Young People Safe Online in Jordan

2. Country or countries where the practice is implemented *

Jordan

3. Please select the **most relevant** Action Track(s) the best practice applies to *

- Action Track 1. Inclusive, equitable, safe, and healthy schools
- Action Track 2. Learning and skills for life, work, and sustainable development
- Action Track 3. Teachers, teaching and the teaching profession
- Action Track 4. Digital learning and transformation
- Action Track 5. Financing of education

4. Implementation lead/partner organization(s) *

Ministry of Education and UNICEF Jordan.

The course was developed by Education Development Trust in conjunction with a specialist ICT centre and the Queen Rania Teaching Academy in Jordan.

5. Key words (5-15 words): Please add key descriptive words around aims, modalities, target groups etc. *

online teacher professional development, e-safety

6. What makes it a best practice? *

x

Description of the best practice

7. Introduction (350-400 words)

This section should ideally provide the context of, and justification for, the practice and address the following issues:

- i) Which population was affected?
- ii) What was the problem that needed to be addressed?
- iii) Which approach was taken and what objectives were achieved? *

Professional Development Programme for Teachers and Educators Working with Children and Young People

The training programme of "Online Safety" has been launched to keep children and young people safe online, within professional development programmes targeting teachers and educators working in the education sector. The training programme integrates self-learning, peer learning tasks and face-to-face training with a duration of 12 training hours. The Ministry of Education, with support from UNICEF, provides the training through the teacher training platform starting from March 2022 of the second semester.

This course aims to give those involved in children education the opportunity to update their knowledge of the ongoing and urgent need to keep children and young people safe online, and empower children and young people by teaching them how to keep themselves, their friends and family safe.

The training covers the definition of "Online Safety". It discusses the behaviors to be practiced and the risks to be avoided when using the Internet, and how to maintain the safety of children and young people. This course also aims to enable teachers and service providers to adapt their ideas, raise awareness among their students about the best ways and practices to deal with the digital world, and build a digital identity for students and their family so that they follow the terms of digital citizenship, which includes how to manage themselves and their time while ensuring digital safety when using this virtual world.

The Internet plays an essential role in our daily lives. We tend to look at its benefits without paying attention to its consequences. The interest in digital solutions has increased as a result of the Covid-19 pandemic. Service providers and parents have tended to support their children's learning by using social networking sites, various search engines and virtual platforms as a temporary alternative to the classroom, scientific laboratories and sometimes the school yard to integrate students into remote learning. This can be dangerous when inappropriate use or exposure to bullying or electronic abuse in addition to other risks. This is caused by children's need for continuous use of the Internet to spend their free time or communicate with their teachers or peers.

Educators and service providers will gain more knowledge about appropriate strategies to reduce risks and harm and they will learn more about taking appropriate steps to raise the level of digital awareness, within the right concepts, foundations and their applications when using the Internet. Skills and techniques needed to distinguish between reliable information and less reliable information or misleading information on the Internet, whether on websites, apps, social media or elsewhere, will be introduced, enabling students to think about the validity of the information they read on the Internet, and spreading the appropriate digital culture, whether in the school or local community.

In this interactive course, the teachers' role will be pivotal to help children and their families adopt a clear policy towards the digital world by benefiting from a variety of resources available on online safety and providing direct and specific messages that they can understand and apply in the real world. Teachers are also expected to build their knowledge by implementing some of

the examples assigned to them, carrying out various assessments, collaborating with colleagues either in pairs or groups, participating in discussions or reflection questions, discussing colleagues' opinions in a professional and constructive manner, benefiting from each other's experiences, which raise the performance level and develop a deep understanding of this course.

8. Implementation (350-450 words)

Please describe the implementation modalities or processes, where possible in relation to:

- i) What are the main activities carried out?
- ii) When and where the activities were carried out (including the start date and whether it is ongoing)?
- iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?
- iv) What were the resources needed (budget and sources) for the implementation?

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UNICEF has designed a teacher training programme which integrates self-learning, peer learning tasks and face-to-face training with a duration of 12 training hours. The course was designed with small scale funding from FCDO (DFID) in 2020/21. This is the first such online professional development available in Jordan.

The Ministry of Education, with support from UNICEF, provides the training through the teacher training platform starting from March 2022 of the second semester. To date, 26,000 teachers have completed the online training. Access is currently being arranged to the MOE online training portal for non-MOE staff, such as educators working with children and young people in community centres.

The course includes;

About this course

Introduction: risks and harm online

Safeguarding online

Thinking critically online

Teaching online safety and digital citizenship

Professional responsibilities and ongoing opportunities to reduce risk of harm

The next chapter: continue your learning

The course is intended for teachers and pre-service, as well as educators working in any education setting. It is intended to enable the participant to;

To keep children safe online, reduce risks and minimise harmful outcomes.

To develop your professional competence and confidence in this area.

To help ensure your own online safety and security as a professional.

To help you to operate in accordance with professional standards and codes of conduct.

To help you introduce or develop online safety teaching in your own practice.

To help educate students to think critically about information online.

To help educate students to be good digital (online) citizens.

9. Results – outputs and outcomes (250-350 words)

To the extent possible, please reply to the questions below:

- i) How was the practice identified as transformative? (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.);
- ii) What were the concrete results achieved with regard to outputs and outcomes?
- iii) Has an assessment of the practice been carried out? If yes, what were the results? *

It is transformative for Jordan in that the knowledge and practice of e-safety it is a critical component of remote and blended teaching during and post COVID-19. For the first time, this course has enabled all teachers to access this knowledge and so take steps to improve their learners' digital safety.

There is a course evaluation included in the online training. UNICEF will also get feedback direct from teachers in the 2022/23 academic year as part of our wider work to support effective school leadership.

10. Lessons learnt (300 words)

To the extent possible, please reply to the following questions:

- i) What were the key triggers for transformation?
- ii) What worked really well – what facilitated this?
- iii) What did not work – why did it not work? *

The shift to remote learning during COVID-19 in Jordan meant that professional development on e-safety was critical in order to ensure the safety of students when distance learning. This high quality course is now available to all teachers through the new MOE online teacher professional development portal. Being able to reach teachers with high quality online training has been transformative, compared to previous cascade approaches.

11. Conclusions (250 words)

Please describe why may this intervention be considered a “best practice”. What recommendations can be made for those intending to adopt the documented “best practice” or how can it help people working on the same issue(s)? *

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The online training modules are available in English (draft) and Arabic (designed) can be adapted to other contexts.

12. Further reading

Please provide a list and URLs of key reference documents for additional information on the “best practice” for those who may be interested in knowing how the results benefited the beneficiary group/s. *

A temporary password can be provided to the online teacher portal to view the course in Arabic. Alternatively, the slide desk in English can be shared.