



# E-Safety Education for Pre-Service Teachers in Ghana's Primary Schools: An Ethnographic Study

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## Abstract

E-Safety education is crucial for pre-service teachers in Ghana's primary schools to prepare students for a digital age safely and effectively. An ethnographic approach was employed, including observations of teacher training sessions, interviews with educators, and analysis of curricula materials. Pre-service teachers expressed a strong desire to integrate digital safety into their teaching methods, with over 70% indicating an increased emphasis on E-Safety in future classrooms. The developed curriculum successfully addresses key E-Safety issues relevant for primary school students under the guidance of pre-service teachers. Further research should explore long-term impacts and sustainability of the implemented E-Safety programme within Ghana's education system. E-Safety, Pre-Service Teachers, Primary Schools, Computer Science Education

**Keywords:** *Africanization, Digital Literacy, Ethnography, Pre-Service Education, Technocultural Studies, Technoscience, Youth Engagement*

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