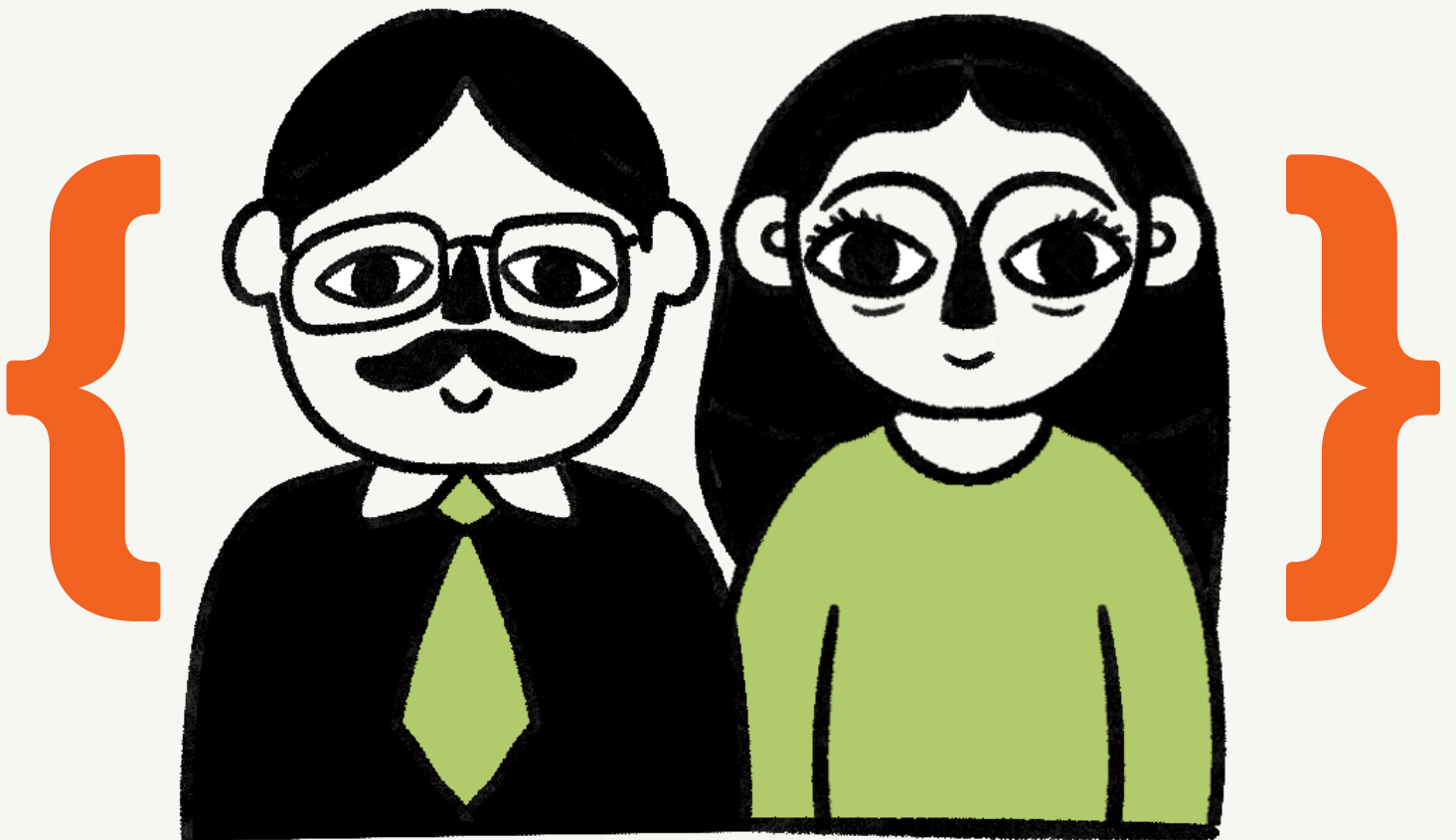


Amazon Future Engineer

{ Teachers } **Training Module**

[on Child Safeguarding]



Amazon Future Engineer

{ Teachers } Training Module

[on Child Safeguarding]



{ CONTENTS }

01

**Background
of the Module**

2.1

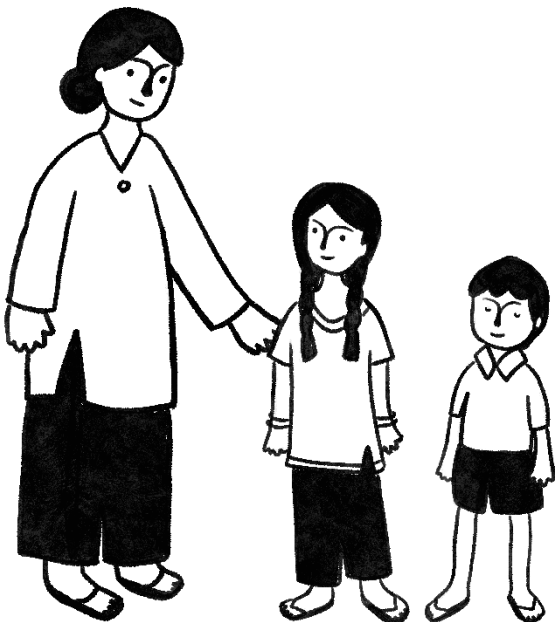
Batch Size and Duration

02

**Objective
of the Module**

2.2

Agenda





03

Session 1
Introduction and Brief
of the Module



04

Session 2
Introducing Child
Safeguarding and Norms
of Working with Children

05

Session 3
Making School a Safe
and Inclusive Space

06

Session 4
Introduction to
POCSO ACT and JJ Act

07

Session 5
Wrap up and Q&A



{ Background } of the Module

Teachers are an integral part of the **Amazon Future Engineer (AFE)** program. The program works closely with teachers to build their capacities with professional development support and teaching resources. In all direct interactions that AFE staff has with students, teachers remain key stakeholders. Amazon is deeply committed to safeguarding children in all their engagements.

As teachers play a crucial role in this effort, this training module aims to enhance their understanding of **child safeguarding** and their responsibilities in ensuring a safe and inclusive school environment for every child.



{ Objectives }

of the Training



To introduce the concept of child safeguarding and its importance to teachers.



To inform the teachers of the role that they can undertake to ensure the school is a safe and inclusive space for every child.



To orient the teachers on the Protection of Children from Sexual Offences Act, 2012 (POCSO Act), and the Juvenile Justice (Care & Protection of Children) Act (JJ Act), 2015.

[Batch Size and Duration]



***/ Mode of Training /**

- > Online Training done in webinar style for large groups.

***/ Batch Size /**

- > The module is designed to be informative and participative with Q&A, responses and idea generation.



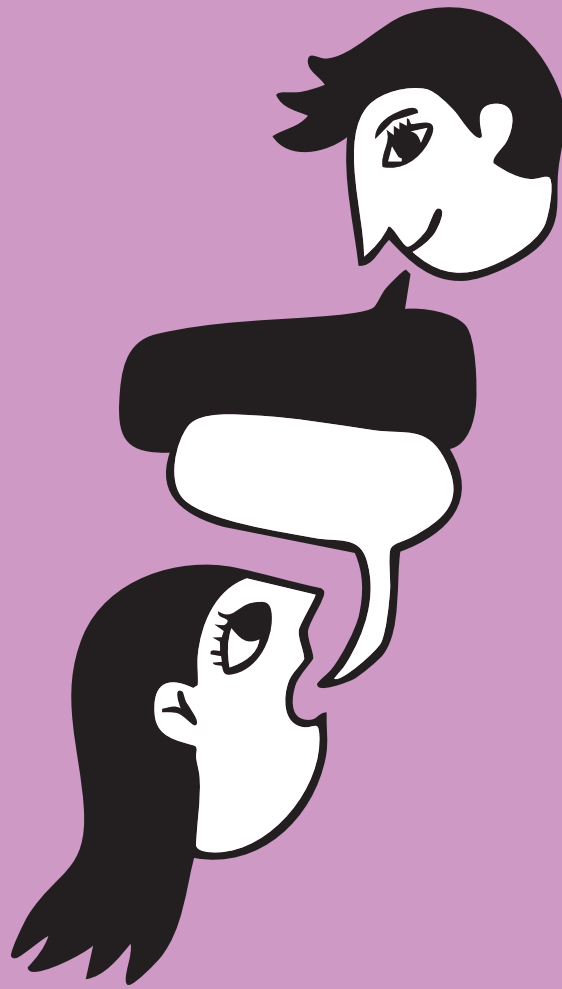
***/ Duration /**

- > One hour

* Agenda

Session	Duration	Details
Session 1	10 minutes	Brief Introduction of the Training
Session 2	20 minutes	Introducing Child Safeguarding and norms of working with children
Session 3	20 minutes	Making school as safe and inclusive space
Session 4	30 minutes	Sensitization on the basics of POCSO Act and JJ Act
Session 5	10 minutes	Q & A and wrap up

{ SESSION 1 }

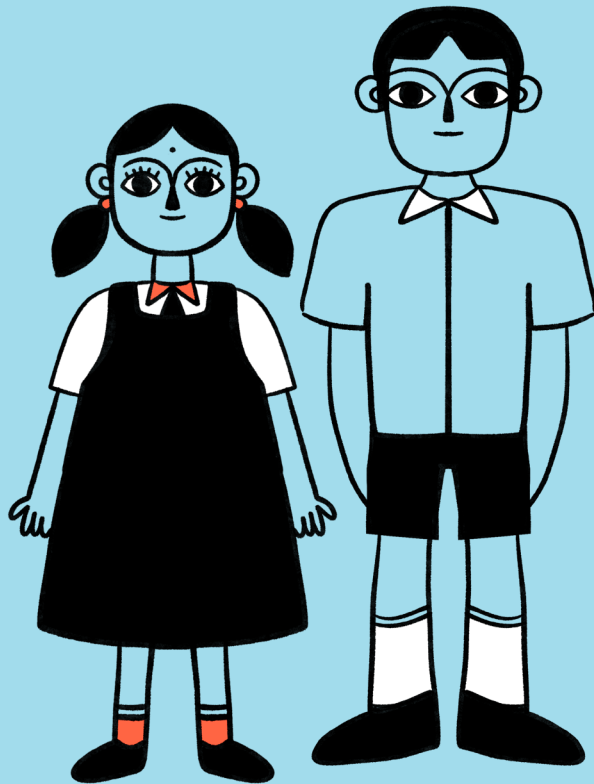


**Introduction and Brief
of the Module**
(10 mins)

- Begin by welcoming the participants and introducing yourself, as well as the purpose of the training.
- Share that children spend a significant amount of time in schools, and the engagement, the environment, and their experiences in school have a substantial impact on their lives.
- The training covers child safeguarding, the importance of safe and inclusive schools, and the legal provisions that schools must follow in case of any safeguarding concerns or reporting.
- The session may have more than 50 participants, and therefore, personal introductions are not possible. Request participants to add their introductions in the chat box.
- Share the ground rules. Emphasize mutual respect, giving people the space to share their views, and maintaining the confidentiality of conversations during the training. Everyone has a role in making the sessions a safe space.
- Request participants for their expectations. These could also be listed in the chat.



{ SESSION 2 }



Introducing Child Safeguarding and Norms of Working with Children (10 mins)

- Share the case mentioned in the table below and ask the participants the questions below:

/ Cases for Discussion />

< Case 1 >

Sumit is scolded most of the teachers at school and is often asked to stand outside the class because he is very naughty, often distracts the class and never finishes his homework. His father is an alcoholic who often beats him and his mother.



“Do you think that a child/ children could be harmed in such situations?”

< Case 2 >

Due to heavy rain, water has collected in the school corridor. As soon as the last bell rings, children run out of the class, and a few children felt electric shocks because there was a naked wire hanging at a low height.



“Do you think that a child/ children could be harmed in such situations?”

< Case 3 >

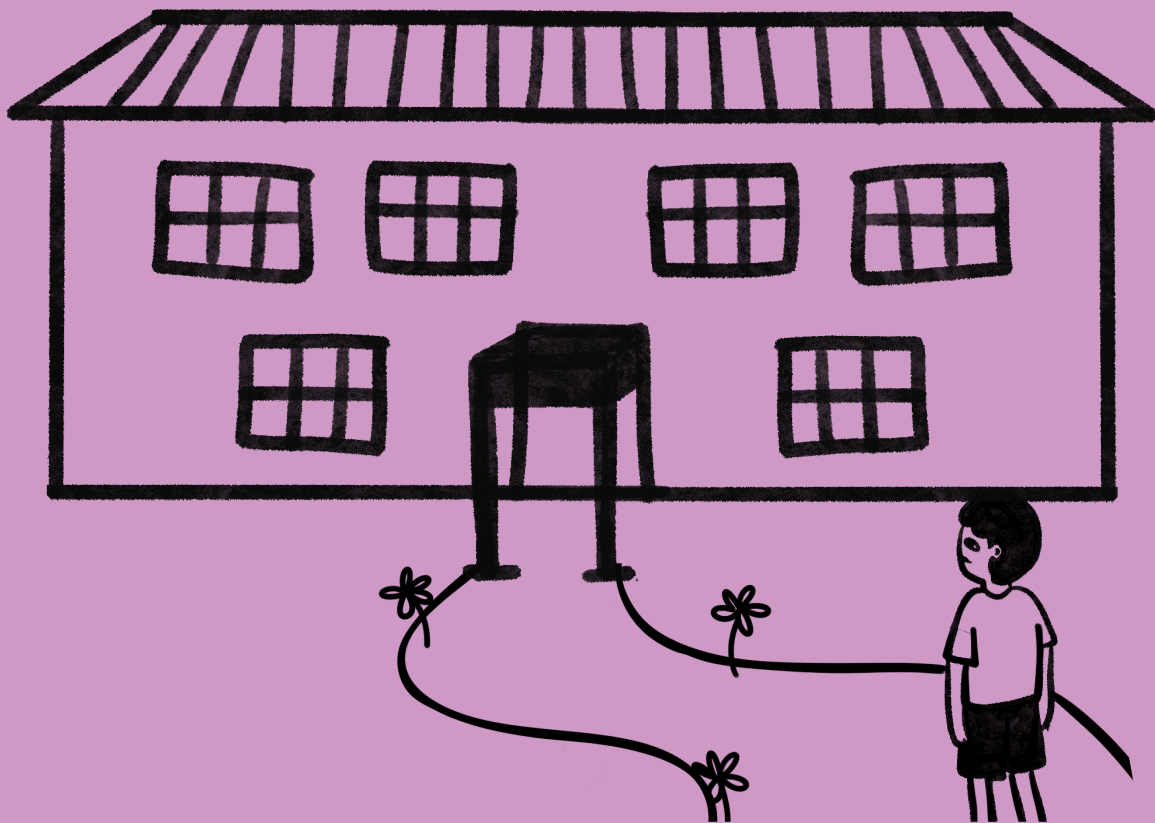
Reena is in class nine and has reported that she was inappropriately touched by the teacher. Post inquiry, the said teacher was transferred, but other teachers feel offended. Reena feels bad because many teachers do not speak properly to her.



“Do you think that a child/ children could be harmed in such situations?”

- Once the participants have shared their views, wrap up the session with the following:
 - > There are various possibilities of harm to children in schools/institutions from adults, infrastructure. This harm could be intentionally caused or may be unintentional.
 - > Recognize these risks proactively and ensure adequate steps are taken to prevent or mitigate the risk to children; it is core to safeguarding.
- Start with the literary meaning of the word “SAFEGUARDING”. It’s made of two words, “safe” and “guarding”.
- Use the attached presentation as Annexure 1 to discuss the concept and importance of Safeguarding further.
- Amazon and AFE partners recognize such risks, and therefore, they have a code of conduct for all staff and visitors who visit the school, which is shared with every school.
- AFE partners also have a complaint mechanism, which shall be duly introduced to the school and to the students.
- If you notice that the behavior of any staff contravenes the code of conduct or the behavior is not conducive to children, you can report to the safeguarding points person. Children will also have the option of reporting to you or to the AFE safeguarding points person.

{ SESSION 3 }



Making School a Safe and Inclusive Space (10 mins)

- Share with teachers that the Supreme Court, in its several judgments, has reiterated the need for schools and the education department to take action to ensure schools are a safe and inclusive space.
- The Ministry of Education (MoE), Government of India, recommended the Guidelines on School Safety and Security (2021), aiming to fix the accountability of the School Management in the matter of the Safety of Children.
- In this session, we will briefly discuss behavioral norms and other actions that can help schools become safe and inclusive for children.
- Safety of children includes dimensions of physical, emotional, psychological and sexual safety.
- Briefly discuss physical safety, emphasising how the state of infrastructure in schools, classroom equipment, sports equipment, fire safety, disaster planning and safety from hurt and injury are an important part of physical safety. Reiterate the need for periodic assessment of physical risks, including building, electric wiring, painting, etc.
- Also, there are physical hazards possible due to corporal punishment, fights between students, etc.
- Further, use questions as a poll. Let teachers respond. Use the explanation for further discussion.

* Suggested Poll Questions

Poll Question	Poll Options	Explanation
Teachers are humans, and they tend to have biases. To what extent do you think teachers' biases impact students' experience in schools?	1. High impact 2. Moderate impact 3. No or minimal impact	Teachers' biases have a substantial effect on the learning experience of children. A teacher's bias can make a child feel excluded, discriminated or ignored. Teachers' behavior also impacts the behavior of other children.
How effective do you think fear of adults and scolding is in helping children (who do not follow norms and rules) develop compliance and good habits?	1. Fear of adults and scolding substantially support compliance and good habits . 2. Fear of adults and scolding enables compliance and good habits sometimes. 3. Fear of adults and scolding does not enable good habits in children in the long term.	Fear can support change in a person in the short term, but it does not change people in the long term. Children who are disciplined by fear are more likely to have low self-esteem, lower risk-taking in life and are more likely to exhibit aggressive behavior. Also, share that the adult-child relation in India is instructional, and it is expected that children shall obey adults. It is important to acknowledge that children are also individuals and education should enable them to express their opinions and decisions rather than just following adults.

Poll Question	Poll Options	Explanation
Teachers and the school take photos of children during various activities on personal phones. Do these photos create a risk for children?	1. Photos can create a substantial risk if not handled safely. 2. Photos can pose risks if not handled safely. 3. Teachers are responsible adults, and photos are safe with them.	Photos are sensitive personal documents. There is a risk that photos are morphed, used as profile images for sexting, etc. The risk is even higher in the present Age of AI, where apps can sexualize images. Yes, photos can be sexualized through AI apps, leading to Non-Consensual Image-Based Abuse. The technology, often via “nudify” apps, makes it incredibly easy for anyone to create realistic fake explicit images from a single, ordinary photo without the subject’s consent or technical skill. This is a profound violation of privacy and body autonomy.
Sohan is very bright, but his younger brother Mohan is not good at studies. Teachers keep comparing the two and ask him to become like his brother.	1. Such a comparison is healthy as it can substantially improve performance. 2. Such a comparison is fine as it provides Mohan with a role model to follow. 3. Such a comparison can be detrimental as it may lower Mohan’s self-esteem and confidence.	Each child is unique, and their growth and development follow their individual milestones. Their individual strengths should be promoted rather than suggesting that they become like someone else. The school experience should be enabling and should lead to confidence, improved self-esteem and self-efficacy.

Poll Question	Poll Options	Explanation
Rani, a class 10th student in a remote village of Maharashtra, has stopped coming to school. On checking, one of her friends said that her marriage is fixed. The teacher tried calling the parents, but they showed no interest in engaging.	1. Teachers can have a substantial role in stopping a child marriage of a girl student. 2. Teachers can sometimes have a role in stopping child marriage of a girl student. 3. It is difficult for teachers to have a role in stopping child marriage of a girl student.	It is not easy for teachers to play a part in stopping child marriage of students from their school or their class. However, their role can be belief-changing for the child and can change their future forever. There are various ways in which you could support the girl. > Intervene directly with parents or through the community or the School Management Committee. > Inform the Child Welfare Committee of your district who would take a proactive, prevention action, rather than a criminal action. > Inform the Child Marriage Prohibition Officer of the area who is mandated to intervene with the parents proactively. Continuous communication and building the life skills and agency of girls can strengthen their ability to negotiate about their life decisions.

Poll Question	Poll Options	Explanation
Hari's 6-year-old brother, who studies in the same school, came crying one day. The Mathematics teacher took him on his lap to comfort him.	1. Physical touch, like placing a child on the lap, provides emotional support and is a recommended behavior. 2. Physical touch should be avoided, as many children may not like it. 3. Physical touch should be minimized because it exposes children to risk of abuse.	Trust is an integral part of the teacher–child relationship. However, a lack of boundaries around physical proximity and touch can create an enabling environment for abusers or individuals with ulterior motives. Children are often unable to recognize or report such behavior and may face an increased risk of further abuse.

These are only a few examples wherein teachers' behavior and conduct can make a life-changing impact on children's lives. Just like risk of harm exists from people within the school, it also exists from people visiting the school.

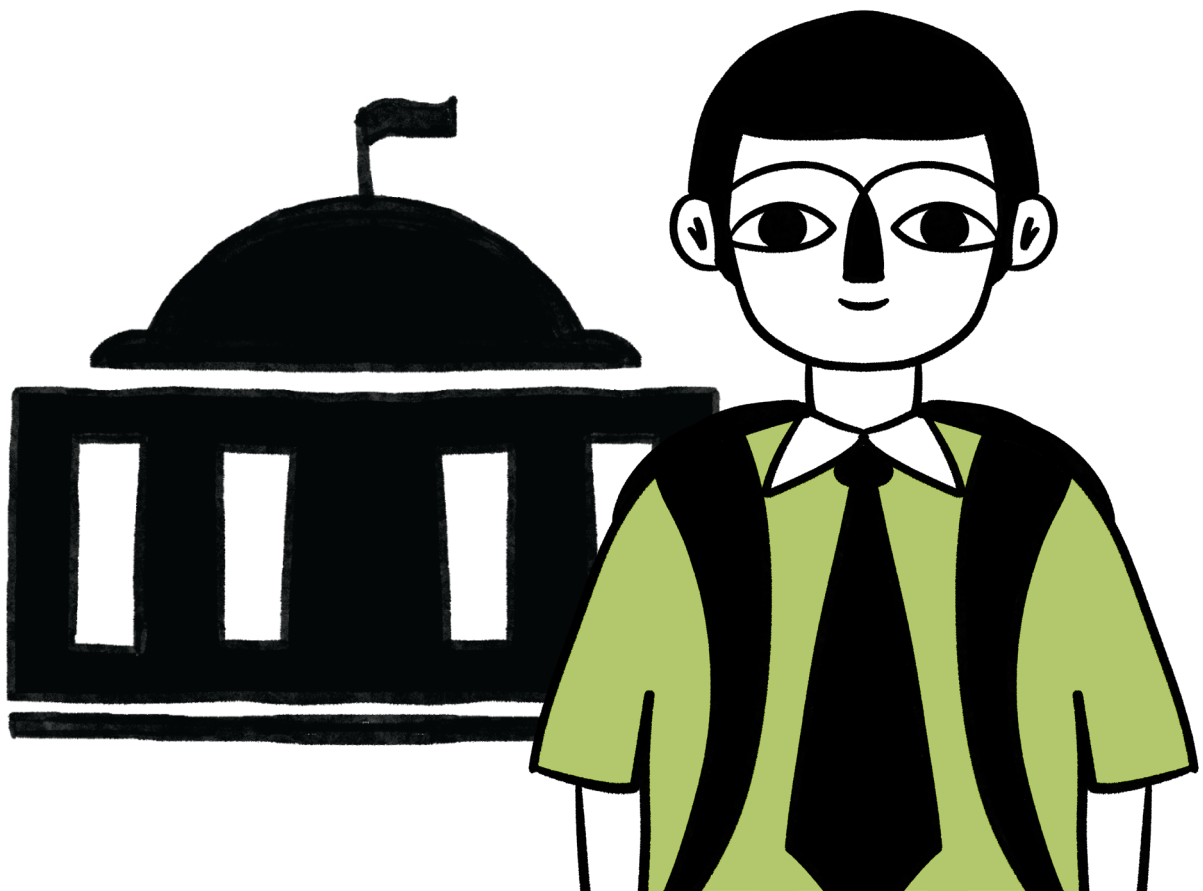
{ SESSION 4 }



Introduction to POCSO ACT and JJ Act (10 mins)

Initiate the session by sharing that protecting children is not just the responsibility of schools; it is also a legal obligation.

Introduce the Protection of Children from Sexual Offences (POCSO Act), 2012 and JJ (Care & Protection of Children) Act, 2015, and share relevant provisions of both the acts using the presentation provided.



{ SESSION 5 }



Wrap up and Q & A
(10 mins)

Provide 10 minutes for clarification of doubts and wrap up the training, acknowledging the role of teachers in the lives and well-being of children that they engage with.

