



ANNUAL REPORT 2015 - 2016





# ANNUAL REPORT 2015 - 2016



# MOVING FORWARD

“We keep **moving forward**, opening up new doors and doing new things, because we’re curious...and curiosity keeps leading us down new paths.” - Walt Disney

Arpan is 9 this year, learning faster and growing rapidly, while keeping the child at the centre of everything we do. This has been our focus since inception. We are now a proud team of over 60 professionals fighting towards freedom from Child Sexual Abuse with vigour and zeal.

We embarked on this journey knowing some of the challenges; today we know a little more and there is still so much more to learn. We saw a world that was seemingly oblivious to violence against children. Something had to be done and we became conduits of the change we wanted to see. Through the years we have seen that the change has begun to happen. Though Child Sexual Abuse is as rampant as ever, we have also seen more and more people wanting to join the cause and do something in their own small way. Also, visibility and acceptance on Child Sexual Abuse as a serious issue threatening our children and society has increased over the years.






There is a long road ahead, yet this gives us hope that we may be ready for the change and break the circle of silence surrounding the abuse of children. The space is widening for working together with Schools, Communities, Institutions and Civil Society and making an indelible impact at combating the issue together. This is crucial and heartwarming. As the fulfilment of children's rights to protection will become a reality when every individual not only understands and respects their duties to children, but also acts upon it. It has been a gratifying journey of discovery and further consolidation at Arpan. In early 2015 we looked back at the years gone by and attempted to connect the dots of the past to make better strategies and plans for effectively responding to child protection. We reached out to over 18,000 children and over 15,000 parents through Personal Safety Education. We launched a book on our Psychotherapeutic Intervention in institutions and Manuals for replicating our work with other caregivers. Our founder, Pooja Taparia and Arpan's work got featured alongside work done by dynamic trailblazers of contemporary India in the book "Speak Up" authored by Mr Prashant Sinha. We also formed a new team to focus on training and capacity building and expanded the Marketing and Advocacy team.

There is so much more that we did in 2015-16. This Annual Report presents a glimpse into our growth and that of our clients as we all move FORWARD.





*" Be in it to win it. As long as  
the sun shines, so can you.  
Your best days are forward  
ahead and never behind. "*

- Timothy Pina



**CEO's Foreword** 05

---

**Board Member's Foreword** 07

---

**Our Intervention, Strategies and Projects** 09

---

**2015-16 Highlights : Moving FORWARD** 11

---

**A Step FORWARD - Outreach and Outcomes** 17

---

**Financial Performance** 57

---

**Moving Forward into 2016-17** 69

---

**Our Identity and Values** 77

---

**Our Partners** 81

---

**Thank You!** 85

# CEO'S FOREWORD

*“We are committed to bringing the voices of children to the forefront as they can often be drowned out by the views of adults.” - Pooja Taparia*

I am very pleased to share our work in this report for the year 2015-16, our successes and our challenges, with stories of change.

From a year of learning and reflection in 2014-15, this year we moved into a year of consolidation and growth. We invested in strengthening the senior leadership at Arpan to have more experienced and skilled individuals leading Arpan and we set a new benchmark for ourselves by reaching out to over 18,500 children, the first ever at Arpan. Our total outreach was about 40,000 individuals marking a growth of 25%. A team of over 50 people worked hard to stretch ourselves beyond what we thought we could do.

This year saw us establishing ourselves as an organization committed to bringing the voices of children to the forefront as they can often be drowned out by the views of adults. This year we hosted the first ever conference on Personal Safety Education and had children on a panel sharing their views.

We published unique process documentation of the long-term psychotherapeutic services provided to adolescent girls in institutions to share our journey of empowering these girls who had been either trafficked or sexually abused at home. To see them thrive with this support has given us tremendous hope that more of this work can become life changing for thousands of children in our country.

I was honoured to present Arpan's Personal Safety Education model in Kuala Lumpur, Malaysia in October 2015, which was met with tremendous appreciation from the international community working in the area of child abuse. I am excited to see Arpan at this threshold as we ready ourselves to share our experience, knowledge and skills with more organisations working with children,



the government and internationally. We've set up a dedicated team for training and capacity building, which will grow to serve more and more professionals and NGOs.

I would like to thank everyone who has supported us, financially and in all manner of other ways. I would especially like to mention Mr. Karl-Johan Persson, Mr. Rakesh and Mr. Rajesh Jhunjhunwala, Mr. and Mrs. James Marshall, Goldman Sachs India, Eros International whose continuous support has been invaluable. I would also like to thank Dr. Lois Engelbrecht and Dr. Nachiket Mor for being proactive mentors and advisors to Arpan for over 7 years and having influenced and shaped Arpan's strategic direction alongside with the Board members. We draw great strength from the support we receive on our journey from all of our donors, supporters, well-wishers and mentors who continue to motivate us.

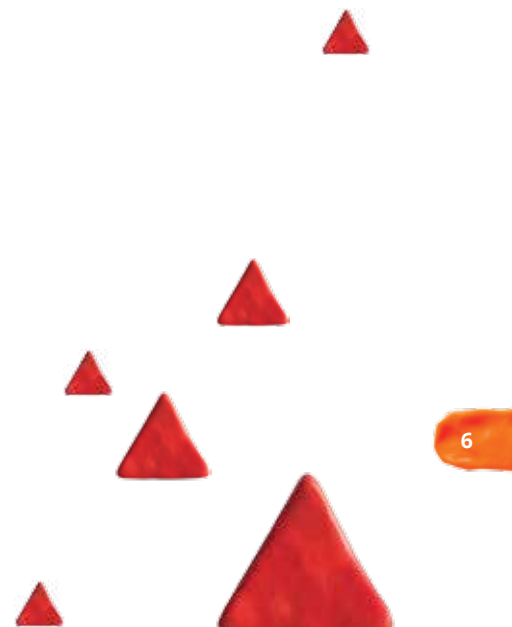
We look forward to another year as we set ourselves a new benchmark for growth and build our training and capacity building work to serve thousands more children across the country. We plan to begin reiterating the messages of personal safety to all the children we have worked with in the past and build them into Personal Safety Education Champions who'll become future advocates for the cause as young adults and in turn teach other children personal safety. Most importantly it'll help prevent Child Sexual Abuse amongst them as they continue to build more age appropriate knowledge and skills which will help them participate in their own safety whilst we simultaneously work with their primary caregivers.

I feel excited as we embark on this new expedition and see where it takes us.



**Pooja Taparia**

Founder and Chief Executive, Arpan



# BOARD MEMBER'S FOREWORD



*“Today, it gives me great pride to see that the seed sown a few years ago has now blossomed into a tree, giving shade and bearing fruits, enjoying the summers and spring and battling the winters, if I may say! But it stands where it is because of its strong, deep roots.”*

- Vaishali Kapadia

My association with Arpan goes back to 2003, before it's inception as a Child Sexual Abuse (CSA) organisation. Just out of college, Pooja and a few of us spent some time on weekends with the less privileged, younger and older generations. I think the kids brought a bigger smile to our faces than we did to theirs with the goodies that we got them. A whole lot of unforgettable memories that will always stay with us. We would collect funds from friends and family, figure out how to spend it in the best possible way, what to save for the next visit and make sure that every penny was accounted for. We called it 'Arpan'! Back then, there was already an entrepreneur in the making.

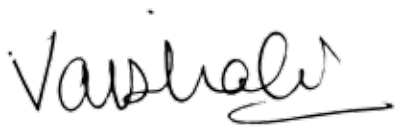
The seed of working on the cause of CSA was sown by Pooja. She'd seen Lillete Dubey's play '30 days of September' and felt very strongly about the issue. Over a period of time, it was a mutual decision to turn Arpan into an organisation that would solely focus on the issue of Child Sexual Abuse. So finally in 2006, Arpan was registered officially with this mission. Safety of children was the goal.

The main aim at that point was to spread awareness on this issue, to children, to parents, teachers and as a society to everyone around. Unfortunately, CSA does not restrict itself to a class of people, community or gender. As a society we are still unable to talk about this issue freely. Conversations related to sex and abuse are spoken in whispers and behind closed doors. The word 'counselling' has strong negative connotations. People fail to realise that counselling is treatment without physical medicine. But things are changing and there is hope. The last few years has seen a change. Heads of education institutions see the necessity to impart this knowledge to students. Knowledge is power, and with this knowledge the younger generation will have the power and confidence to protect themselves. Parents are more willing to hear things out. Survivors are more open to talking about their suffering and get help. This may be a small percentage, but it's growing.

In the last decade, Arpan has put in tremendous effort to recognise the issue, understand and accordingly take steps towards creating awareness of CSA, as well as help victims and on occasions even the

perpetrator or abuser. There has been constant research to help build their Personal Safety Education (PSE) Programme that started at Grade I and has now reached Grade 8. The PSE trainers have done a brilliant job in imparting the information in the most sensitive and mature manner. The children seem to warm to them immediately. Patient counsellors are in place to help out the survivors and pull them out of their trauma. Each specialised team is passionately working towards it's goal, in sync with the others. Their dedication to the cause is admirable. At the annual meetings, the enthusiasm of the team rubs off on you, and one gets goose pimples to hear actual incidents, which are shared with names withheld.

Arpan has come a long way since it's inception. The organisation has grown in leaps and bounds. It's being recognised in the social sector for the work it's doing, not only locally but also on an international level. Today, it gives me great pride to see that the seed sown a few years ago has now blossomed into a tree, giving shade and bearing fruits, enjoying the summers and spring and battling the winters, if I may say! But it stands where it is because of it's strong, deep roots.



**Vaishali Kapadia**

Trustee, Arpan



# OUR INTERVENTION STRATEGIES AND PROJECTS





*The wisest investments are made in...  
intervention activities.* - Ellen J Barrier

## OUR VISION

World free of Child Sexual Abuse (CSA)

## OUR MISSION

To empower individuals, families, communities and society with prevention and intervention skills to reduce the occurrence of Child Sexual Abuse and heal its psychological, social, sexual and physical consequences.

Arpan believes that Child Sexual Abuse as a phenomenon makes it imperative that, prevention and intervention are interrelated. This shapes Arpan's philosophical base that provides the required balance between advocacy and service delivery, prevention and intervention based strategizing. Arpan takes a multi-level approach to achieve this, routing it to the person in environment model that proposes everyone play a role either in the prevention of Child Sexual Abuse or in the reduction of it. This holistic intervention model also operates from the fundamental principle that every individual (child or adult) and organization that comes in contact with Arpan is a valuable entity. Thus respecting and acknowledging their needs, perceptions and uniqueness is important for the organization. Based on these premises, Arpan's work is guided by 2 strategies:

## ADVOCACY AND PROGRAMMES

We aim to provide a comprehensive and holistic intervention model with regard to Child Sexual Abuse. These Strategies are further divided into 4 sub-strategies namely:

1. Public and Policy Advocacy
2. Prevention and Intervention Services
3. Training and Capacity Building
4. Research and Development



These sub-strategies are executed through the following 3 Programmes:

1. Personal Safety Education (PSE) Programme
2. Mental Health Services and Training Programme
3. Child Sexual Abuse Prevention and Training Programme



# 2015-16 HIGHLIGHTS: MOVING FORWARD



 *It's a wonderful world. You can't go backwards. You're always moving forward.*  - Harvey Flerstein

We feel extremely grateful and a swelling sense of pride as we look back at the year 2015-16 with fondness. This year we not only achieved our targets but also grew in many ways.

In the year 2015-16, Arpan has reached out to 39,594 individuals including 18,768 children and 20,826 adults. Over 10 years, this takes Arpan's overall outreach to 138,976 individuals directly, since inception and indirect outreach to over 493,374 individuals. Our growth rate hit 20% this year!

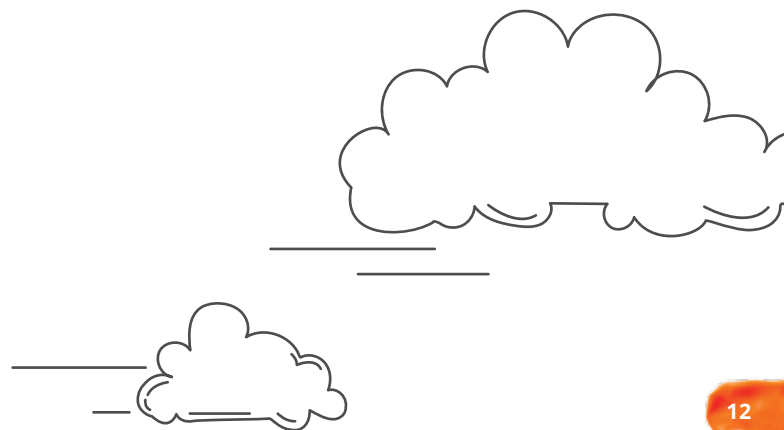
We reached out to 36,659 individuals including 18,716 children and 17,943 adults and directly through Personal Safety Education (PSE) through 45 schools, 2 community set-ups and 1 institution. Post PSE, 811 children were referred for counseling. These children along with 196 of their family members were provided psycho-education and psychotherapeutic support.

Arpan hosted its first ever Personal Safety Education (PSE) Conference to discuss and strengthen preventive strategies with School authorities on 17th December 2015. The conference also featured our 1st ever children's panel discussing the impact of PSE and ways ahead, followed by a Principal's panel. Their reflections and sharing have helped to guide the future strategic direction of the PSE Programme which will now focus on revisiting children and adult stakeholders who have been reached out to so that age appropriate updates can be provided as well as basic skill, knowledge and understanding refreshed and reassessed.

On our Research and Resource Development front, we have been able to finalize the content for the Personal Safety Education Modules for the 7th and 8th Grades. A host of new manuals namely, Guide to First Level Intervention for Handling Disclosures of Child Sexual Abuse, Training Manual for Trainers to Implement Personal Safety Education and Guide to Monitoring and Evaluation of Personal Safety Education Programme were developed. These manuals will aid the replication and standardization of Personal Safety Education Programme.

Rescue & Remedy: A Process Documentation of Psychotherapy with Children in Institutions was launched this year on 9th July 2015. For the last five years, Arpan has been conducting long term psychotherapeutic work with rescued minors living in institutions. This research is an outcome of documenting the process of this change and aims towards providing a model of psychotherapeutic intervention for working with children who have survived trauma and abuse. This publication became the starting point for intensive work with the state machinery.

Arpan has been able to train 692 individuals on prevention and intervention models to respond to CSA through training and capacity building of duty bearers like DCPOs (District Child Protection Officers) and DCPUs (District Child Protection Unit), Superintendents and caretakers and Civil society organizations including teachers, counsellors, social workers from NGOs and schools. Of these 626 individuals, the work with DCPU, Superintendents and caretakers amounts to training 334 individuals in the Konkan zone of Maharashtra which consists of 7 Districts. This is the first time we have worked with the Government so closely.



While we have been representing Arpan's work at national and global forums, this year we took a great leap as we showcased our work nationally and globally:

Ms. Pooja Taparia, Founder and CEO, presented a paper on Personal Safety Education at Asia Pacific Regional Conference on Child Abuse and Neglect (APCCAN), Kuala Lumpur in October 2015. Arpan disseminated resources to organizations in Malaysia, Pakistan, Sri Lanka & Philippines through this conference.

Dr. Manjeer Mukherjee, Director shared the process documentation of the Psychotherapeutic process in institutions at the 2nd Annual Stakeholders Conference on Child Sexual Abuse (ASCCSA). ASCCSA is a platform for organizations and individuals working on CSA nationally and internationally to come together to share, learn, work, and build on the earlier work of the experts.

Ms. Pooja Taparia, Founder and CEO, and Arpan were featured in a book by Prashant Sinha called 'Speak Up'. This book would further be used as a Case Study for Social Entrepreneurship research.

## ARPAN'S OUTREACH



Creating mass awareness on the issue of CSA has always been a critical aspect of our work at Arpan. We have reached out to 2,084 individuals through Exhibitions and conferences for example, the Daan Utsav Festival, ASSCA conference (Annual Stakeholders Conference on Child Sexual Abuse), LogicTalk at



Logicserve Navi Mumbai and Southern Gujarat Chamber of Commerce & Industry Ladies Wing conference. Our outreach through Social Media platforms like Twitter and Facebook was 31,246. This space has been used to create visibility on the issues of Child Sexual Abuse through articles, photos and posters as well as to showcase Arpan's programmes and outcomes. We also explored new opportunities to promote Mental Health and Online Safety through online campaigns in the year.

Arpan also gained good visibility through both print and visual media. Some notable mentions are The Logical Indian, NDTV 24X7, The Tribune, DNA, Times of India, MidDay, Free Press Journal, and Matrubhoomi.

In terms of our team, we have evolved with two new verticals. A Marketing and Communications team and a Training and Capacity Building team have been set up at Arpan. Overall we are a family of more than 60 members now!

### GuideStarIndia Gold Award



**dna** | **issel** | **90**

India | World | Business | Technology | Sports | Entertainment | Lifestyle | Edu

TRENDING# | surrogacy | Scorpene Submarine | PV Sindhu | Piers Morgan | Reliance Jio

Home > Mumbai

**Schools tie up with NGO to fight child sex abuse**

Members of NGO Arpan at the Personal Safety Education Conference

**DNA CORRESPONDENT** | Fri, 18 Dec 2015-08:20am | dna

According to those who have gone through the programme, lessons of safe and unsafe touches, teasing and fighting goes down in the classroom

Arpan, an NGO dedicated to fighting Child Sexual Abuse (CSA), held its first ever Personal Safety Education (PSE) conference to discuss and strengthen preventive strategies with school authorities on Thursday. The NGO has now started helping schools form a curriculum for PSE for students so that they continue to give PSE lessons to students for their safety.

**Her Courage To Dream Of Change Has Helped 130,000 Children**

Arpaniya Kapoor

2k | 13 ARTICLES

Facebook | Twitter | Email



Image Courtesy: Arpan-USA

"Entrepreneurs have a mind-set that sees the possibilities rather than the problems created by change."

This quote beautifully describes the journey and conviction of Arpaniya Kapoor, the founder of Arpan. Her courage to dream of a change which will positively affect the lives of millions of children and ensure that they are protected from malice like child sexual abuse has supported her cause to evolve from an idea to a well-structured and evolved organization with time-tested models of intervention on the issue of child sexual abuse.

She's the founder and Chief Executive of Arpan, an NGO based in Mumbai with a mission to prevent the occurrence of Child Sexual Abuse (CSA) and heal those who have been affected by it. She started work on CSA in 2006 and has grown the team from 3 to 60 professionals (the largest team in India) who run various activities, workshops, training, and counselling services to deal with CSA.

As a student, she spent much of her free time going around her circle of relatives and neighbours with a rifle, looking for the blind, the handicapped, orphanages, old age homes, etc. As she grew, she spent considerable amount of time with mentally challenged children at the St. John's School. She taught these children arts and crafts as well as basic office administration with the intention to provide them with skills to become independent. Creating small ripples of change and happiness in the lives of people in need gave immense satisfaction and personal purpose to her, which continues to be her primary motivation even today.

She's a graduate in Applied Art/Graphic Design and in Commerce. Coming from a business family she's an entrepreneur, having invested considerable time in setting up her family business and managing a number of high-profile freelance design jobs and web media projects for companies and individuals. However, she has spent most of her professional career working in social change and development. She has spent over 8000 hours working in the voluntary sector, mainly investing her time, expertise and resources with an educational institute based in Gujarat, India. Arpan has so far helped over 130,000 children and adults directly through its services and over 500,000 individuals indirectly through trainings and advocacy. Arpan has won multiple awards for its voluntary work and high organizational standards including the India NGO Award 2011, Global NGO Excellence Award 2015 and the Dharma Gati Puraskar Award 2014-15.

**NDTV**

NEWS FLASH | Foreign Minister Sushma Swara raises with China its move to block ban on terrorist Maoist

**How This Mumbai-Based NGO Is Protecting Children From Sex Offenders**

Members of Arpan at the Personal Safety Education Conference



According to government figures, 53 per cent of children in India are affected and in half the cases, the abusers are known to the child. With child sexual abuse the rampant, programmes like these are a dire necessity.

"Initially there's a lot of discomfort when we introduce the class to topics like the private parts, good touch-bad touch. But over a period of time that changes, they learn to accept their bodies and know what's acceptable and what's not," said Rhea Goudra, a programme coordinator at Arpan.

According to Government figures, 53 per cent of children in India are affected and in half the cases, the abusers are known to the child. With child sexual abuse the rampant, programmes like these are a dire necessity.

In the past decade, Arpan has reached out to 1.25 lakh students and over five lakh people, including parents and teachers. Today, their instructors reach around 60 schools, including government and private, across Mumbai and Thane.

**THE FREE PRESS JOURNAL**  
MUMBAI | SATURDAY | JULY 18, 2015

**EVENTS CORNER**

**Healing the child within...**



Leading NGO working towards the cause of Child Sexual Abuse launches a Process Documentation of Psychotherapy with Children in Institutions in the form of a book titled 'Rescue & Remedy' on the occasion of having completed 9 years. Pooja Taparia, Founder & Chief Executive of Arpan exclaimed "The book provides a lot of hope that therapeutic support can become a powerful catalyst to healing and empowerment of children and will surely evolve as a model to help other organizations in the implementation of similar initiatives."

Arpan the NGO Global Excellence Award Winner 2015 in the category of Child Rights is an NGO working hard to address the issue of Child Sexual Abuse (CSA) in India. Based in Mumbai, Arpan is the one of the largest NGO in India in this specific area with over 50 social workers and counselors providing prevention and intervention services to children and adults. Arpan has been conducting long-term psychotherapy for the last 5 years for more than 65 rescued minor girls living in Advait Foundation, a rehabilitation home.



Daan Utsav



PSE Conference



# A STEP FORWARD - OUTREACH AND OUTCOMES



“If everyone is moving **forward** together, then success takes care of itself.” - Henry Ford

## PROGRAMME 1: PERSONAL SAFETY EDUCATION

Arpan's work is focused on achieving a world free from Child Sexual Abuse and is rooted in direct work with children and caregivers. We believe prevention through awareness and empowerment is important, and so is healing from the trauma. The Personal Safety Education Programme, one of the core programmes of Arpan is deeply rooted in this belief.

Personal Safety Education entails elements of decision making, problem solving, critical thinking, interpersonal relationship management, self-awareness and empathy building. It empowers children to take part in their own protection by providing information, building skills and awakening self-esteem. The programme caters to children in schools, state run institutions, community set ups and children who are part of NGO programmes and their respective adult stake holders.

The process starts with creating awareness amongst management, Principals, teachers, service staff, parents, and caretakers, followed by working with children in a group and later on an individual basis. Keeping in line with the ideology of equal emphasis on prevention and healing components, counselling is provided to children who have disclosed any instance of sexual abuse and/or inappropriate behaviour.

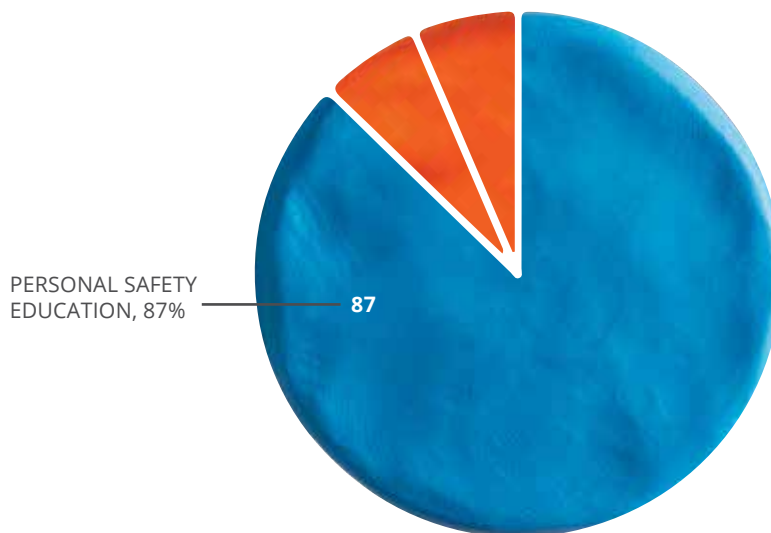


Fig 1: Programme 1 Comprises of 87 % of Arpan's budget



## ADVOCACY: POLICY AND PUBLIC ADVOCACY

No doubt, Child Sexual Abuse is a serious issue. And we realize that it is an uphill task without engagement of individuals from all walks of life. Arpan advocates the Personal Safety Education Programme as well as institutionalization of child protection policies in diverse settings through policy level advocacy with schools, organizations and institutions.

In 2015-16, one of the key spaces for advocating Personal Safety Education Programme has been Personal Safety Education Conference.

Arpan held its first ever Personal Safety Education (PSE) Conference to discuss and strengthen preventive strategies with school authorities on 17th December, 2015. Conference participants included 32 key decision makers including principals and teachers from over 19 schools of Mumbai, who have already run the PSE Programme with their children. The conference got off to start with a panel consisting of children, who spoke about the need and impact of Personal Safety Education. One of the children suggested, "Personal Safety Education should have practical assignments with the help of role plays. After six months there should be a refresher so that we remember the lessons well and are able to take the appropriate steps to keep ourselves safe." They also added, "After the lessons of safe and unsafe touches, teasing and fighting reduced a lot in the class." This was followed by a panel discussion of school principals sharing their views on the issue of CSA, ways to curb it, the importance of PSE for children and also issues schools faced while implementing PSE. One of the participating Principal said, "Generally it is seen boys don't get the opportunity to learn these aspects about Personal Safety. However, Arpan's programme in our school catered to both genders and presented [it] in lucid language for children." At the conference, one teacher said "Already Arpan is doing a fantastic job. What you are doing in schools, with the teachers and parents can quickly multiply by word of mouth. If we teachers are trained by your team to communicate to students regarding their personal safety, I am sure we can be better teachers, better parents and even better citizens." This view was also reiterated through the feedback generated after the programme, in which 65% schools have signed up for some form of step up or refresher programme and 91% schools have agreed to a teacher training programme so that they conduct PSE with children themselves. In response to these evaluation reports and recommendations, Arpan decided to revisit all children and adult stakeholders who have been reached through the PSE Step Up Programme.

## AWARENESS SESSIONS WITH PARENTS, TEACHERS AND NON-TEACHING STAFF

As a first step to the implementation of Personal Safety Education Programme, our facilitators engage with teachers, parents and caregivers on an interactive awareness session about Child Sexual Abuse and build a foundation for conducting Personal Safety Education with children. We work towards creating a strong support base for children through building awareness and inculcating skills so that adults become better equipped to reduce the risk of sexual abuse and respond effectively in case of any violation. We attempt to make adults gain insights in discovering abuse, handling disclosures in an age appropriate manner and give them space to air their own sense of possible inadequacy or helplessness in dealing with a situation such as sexual abuse.

In 2015-16, we have conducted awareness sessions with:

- 1,778 teachers against the annual target of 375
- 15,887 parents against the target of 6,000
- 278 non-teaching staff against the target of 150



## STORIES OF CHANGE

After conducting a parent's session in a school one of our facilitators hired an Auto to travel back, just like any other day. When she was about to pay the fare, to her surprise, the driver refused to accept the money. When asked the reason for refusing the fare, this is what he had to say:

"Madam, you are doing great job with children. I attended the parents' session in the school which you just conducted and felt glad about the things you do for our children. Sometimes we cannot talk on these topics easily but you are providing the platform for us to do that."

## PERSONAL SAFETY LESSONS WITH CHILDREN

The Personal Safety lesson plans focuses on the following key messages:

- Children are unique and special and hence build the self-esteem of each child
- Their emotions can help keep them safe
- Their body belongs only to them and nobody has the right to touch them in a way they do not like or understand
- Touch includes physical, visual, verbal and emotional contact
- Becoming assertive (to stand up for their own rights without violating the rights of others)
- Developing their support system and listing out trusted adults whom they can reach out to
- Only the offender is at fault for any inappropriate sexual activity or abuse of any kind
- Empathy for another person so that children do not become offenders in the future

The lessons are contextualised according to the age group that we work with. It is divided into 6 lesson plans of one hour each over 6 days for children in Grade 1 to Grade 4. For Grade 5 to Grade 10, the lesson plans span over 4 days with one hour each day. The module for grade 1 to 4 focuses on self-esteem, feelings, personal safety rules, rights and removing blame from the child. There are variations in the modules based on age. For example, in Grade 1 and 2, concepts only focus on safe and unsafe touch; whereas in 3 and 4 the focus is on wanted, unwanted touch along with safe and unsafe touch. In the case of grade 1, UN conventions are not introduced; which are introduced for older children. The worksheets for grade 1 are more pictorial compared to older children. In the case of grade 5-6; the focus is on complex feelings – for example guilt, shame, embarrassment in addition to basic feelings, happy, sad, scared and confused which is taught to younger children; the focus is also on rights and responsibilities. The personal safety rule and touching rules which are taught to the younger children are changed to guidelines with children in Grade 5-6.

In 2015-16, we have conducted Personal Safety Lesson plans with

- 18,716 children against a target of 15,120 in 45 schools, 2 community set-ups and 1 institution
- Of this, 18,563 children have been reached through schools
- 75 children through institutions
- 78 children through community set-ups

With the understanding that the needs for children in their pre-teen and teen age / adolescent years are very different from that of the children in primary school years, Arpan has improvised and adapted the grade 7th & 8th modules. In grade 7-8, the modules make a shift towards addressing self-awareness, self-esteem, boundaries, privacy, feelings, thoughts, and behaviour. The shift is also made in terms of accessing help and

the focus is on helping adults and not trusted adults as well as the buddy system. The emphasis is on 'action plans' to safeguard themselves rather than on rules or guidelines. The module also aims to equip children to deal with some of the social and emotional challenges that come with the adolescent years and empower them with skills in decision making processes.

For the last two years, Arpan is piloting the module with Grade 7-8. This year, Arpan has piloted the module with 496 children in Grade 7-8. Mapping of immediate outcomes through pre-post tests for 7th and 8th graders showed average 20% shift in knowledge, attitude and skills.

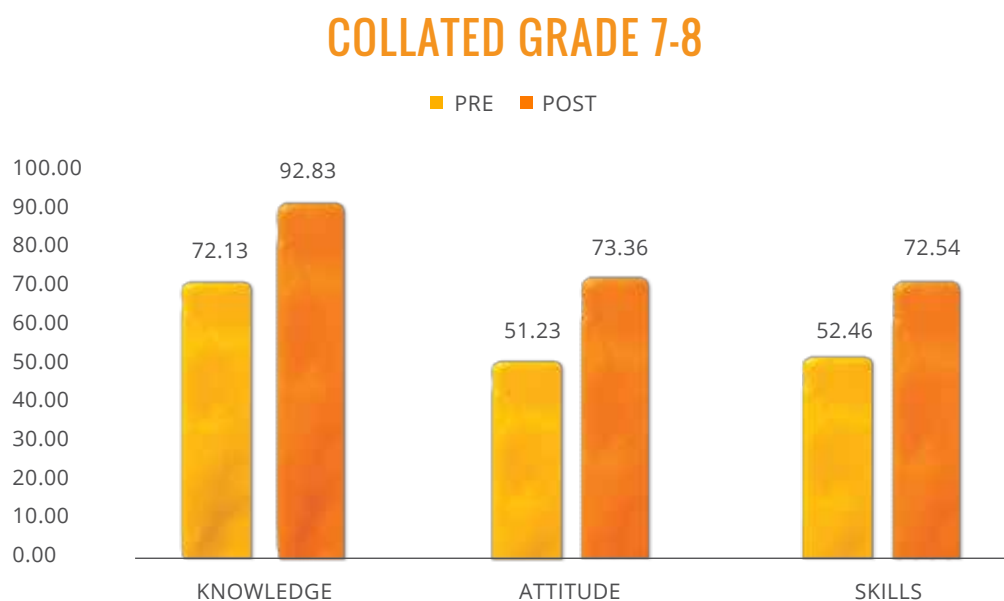


Fig 2: The graph on shift in knowledge, skills and attitude in Grade 7-8



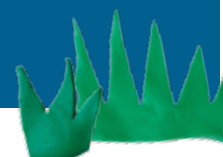


There was a child with special needs in one of the classes where the Personal Safety Education programme was conducted. Being the first day, the facilitators asked him to sit down since he was standing the whole time in class. However he did not follow the instruction. During the second day, they were taught about feelings and the child was very happy when we showed them some emoticons. He tried making the same expressions as the emoticons. That day, the session ended with a song. He wasn't dancing but he enjoyed it, watching the other children dance. We figured out that this could be one of the ways to get this child involved during the lessons. Hence the lessons that followed on personal safety included stories and songs that could help the child understand the messages. As a part of a revision, the trainer also showed a child friendly movie on Personal Safety. It was evident that the child enjoyed the movie. When the child was called for an individual session, where a child has a safe space to talk to the facilitator, the teacher said, "This child can't speak so how can you take an individual session with him?"

The trainer reassured the teacher that the least that we can do is try. In the individual session, the child responded to the trainers' questions and visuals with affirmative sounds like "hmmm". When the child wanted to express more, his expressions would change and his "hmmm" would get stronger and louder. The trainer and the child evolved a language to communicate and to express his understanding of personal safety. When the trainer completed the individual sessions with all children and went to confirm if any child was remaining, the whole class greeted the facilitator. This child too suddenly stood up and greeted the facilitator with his hands in the air.

In a 4th grade classroom, when the facilitator walked in, she saw a bunch of curious eyes staring at her. She was struck by a boy standing against the blackboard and the facilitator casually requested him to go back to his seat. He confidently replied, "This is my place, I am a nuisance to all my teachers". This response from a 9 year old, the result of continuous labelling, made the facilitator pause. The facilitator asked the child to sit with his classmates during the Personal Safety lesson. His eyes widened and it felt like no one had told him such a thing before. It seemed to him that he had been given a magnificent gift. The next day he was standing by the door and immediately negotiated saying "May I sit with my friends". Yes, it is important to feel safe, but it is equally important to feel special, unique and happy and to belong.

After the completion of individual sessions with all children in a 5th grade classroom, the facilitator went to the class for a final check to ensure that every child had completed their individual session. On enquiring, one of the children said that she was absent for all lessons. The trainer interacted with the child on an individual level and facilitated a discussion on the key concepts of Personal Safety Education. As a closure, she also checked with her about any experience of facing an unsafe situation. The child said, "No, nothing has happened!" However from the body language of the child the facilitator could pick up that there was something which was making the child uncomfortable. The facilitator told the child that she is in the school till 5pm and if the child wants she can always come back and talk to her. She left the child by reiterating the message that she is now aware of how to keep herself safe and she knows it is important to share any incident of Personal Safety Violation to a trusted adult. After a few hours, the child returned to the trainer and shared her experience of Personal Safety Violation and sought help.







## PSYCHOTHERAPEUTIC SERVICES WITH CHILDREN AFTER PSE

Children who report instances of Child Sexual Abuse and indicate the need to undergo therapeutic intervention are referred for psychotherapeutic support to Arpan's in-house counsellors. The focus of the counselling sessions is to stop the abuse or inappropriate behaviour, facilitate the process of healing for the child and family, help children overcome the effects of abuse, bullying and or inappropriate behaviour.

In 2015-16, post Personal Safety Education Programme:

- 459 cases of inappropriate behaviour were addressed by the PSE facilitators as it did not require referrals
- 804 cases were referred for counselling which was handled through 1,969 sessions
- Of these 286 were identified as cases of Child Sexual Abuse
- 316 as cases of inappropriate behaviour
- 202 cases which were referred were later identified as having 'no touching problem' though they had other concerns
- 196 family members of these children were also provided psycho-education and support through 209 sessions
- As an extension of Personal Safety Education, group psychotherapeutic work was done with 29 girls, of which there were 7 disclosures at Snehasadan - Home for Homeless Children.

61.53% of all sexual abuse cases were reported by girls and 38.46% by boys. In comparison, 65.19% of all inappropriate behaviour cases were reported by boys and 34.81% by girls.

### GENDER-WISE SEGREGATION OF CASES

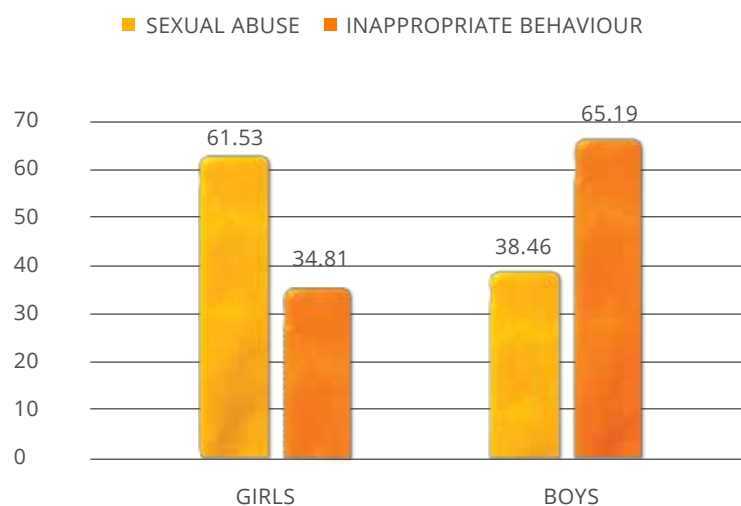


Fig 3: Graph showing gender wise segregation of sexual abuse and inappropriate behaviour cases

Of all sexual abuse cases, 49.3% were cases of sexual assault (contact abuse), 37.06% were sexual harassment (non contact abuse), 5.59% were penetrative sexual assault, 5.94% were attempted and around 2% comprised of suspected cases and cases where nature of abuse was not specified.

## NATURE OF SEXUAL ABUSE CASES

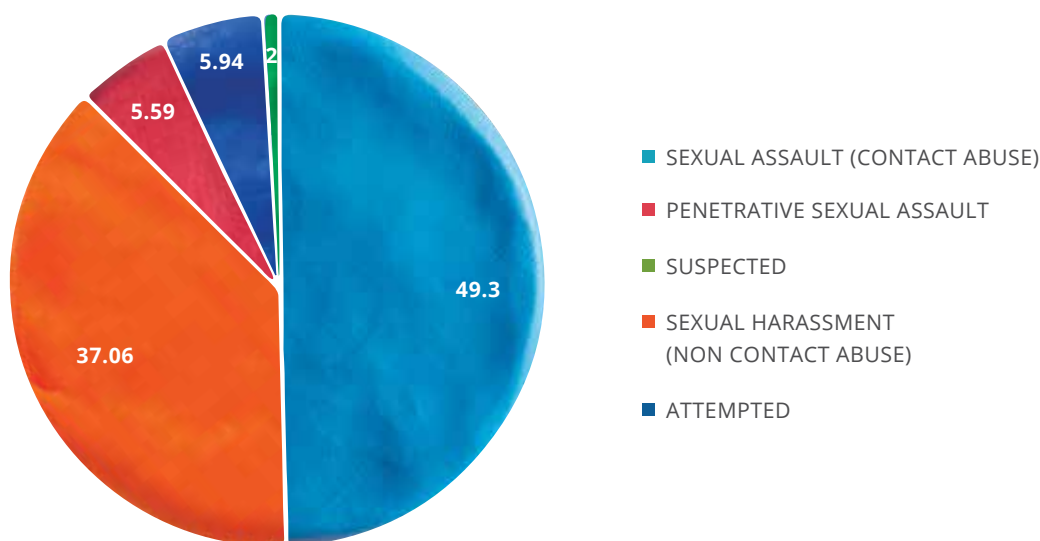


Fig 4: Graph showing nature of sexual abuse cases reported

In 65.38% cases the abuser was a family member or a known person and in 34.27% cases they were strangers; 0.35% cases the relationship with the abuser was not disclosed. The abuse primarily took place in abusers' house (20%), children's own home (16.08%) and in the neighbourhood (31.82%).

## STORIES OF CHANGE

A boy, aged twelve, shared that four boys in his neighborhood touched his private body parts when he was on his way back home in the evening. He had not informed anybody about the incident so far. After attending the Personal Safety Education (PSE) Programme, he decided to disclose this incident during the individual session to the trainer. During the first session with the counsellor, he appeared shy while talking about the incident. Play therapy techniques like puppets were used as different characters to form a story through which the child was able to narrate the incident and his feelings associated with it. The child was able to share that he felt angry and sad. The main focus of the therapy sessions was to stop the abuse. The child's safety mechanisms were assessed. It was understood that the abuse used to happen late in the evening, in an area that was empty after 7 pm. Safety planning was done and resources built so that the child understood that he should not venture in such areas alone and how he can face such situations in future. The next critical step towards achieving this was to inform the child's parents about the incident. The child lives with his grandparents. The child's mother is in a village and his father lives in the neighborhood and meets the child once a week. The child felt deprived of love at his grandparent's house. The child decided to tell his father about the abuse, who then met the boys who were abusing his son. The abuse stopped after the father intervened and spoke to the boys and their parents. Through art activities and relaxation techniques the child was able to work on his anger and sadness. It was also important to address the child's feeling of being unloved at his grandparent's house. The counsellor had a session with the grandmother to make her aware of the child's insecurity and enable her to support the child and help him deal with the trauma related to abuse. A joint session between the child and his grandmother enabled the child to identify his grandmother as his support system. As an outcome of the sessions it was observed that the child could express himself, identify support systems and access it to seek help.





## STORIES OF CHANGE

In the individual session after the Personal Safety Education lesson plans were done, a girl aged fourteen, studying in Grade VII mentioned to the facilitator that she was abused by her father. The child was glad that her mother supported her. While the child was talking about the incident, she was constantly fidgeting and was not maintaining eye contact. Art based activities, for example, drawing her home with a focus on safe spaces was conducted. She highlighted a specific corner where she could avoid her father. This helped to build a rapport and to explore the safety circle of the child in a non-threatening way. As the child got comfortable with the counsellor, she could narrate her thoughts and feeling of shame and helplessness. The counsellor explored the child's coping strategies to keep herself safe. The child spoke about how she tried to harm herself when her mother taunted her. The counsellor probed further to understand the frequency of these negative thoughts. The counsellor encouraged the child to call her mother for a session as, initially, the child was not ready. During the session, the mother shared that she did not want the counselling sessions to continue as she was planning to take her daughters and move to the village while the father was going abroad to work. The mother was also very angry with the child for disclosing the incident to the counsellor. The mother was holding the girl responsible for inviting the abuse. Such a response to disclosure of abuse could result in the young girl undergoing greater trauma than was caused by the abuse itself. In the following session, the child shared that she felt scared as her mother was angry but she also maintained that she didn't feel it was wrong to disclose the incident to the counsellor. The counsellor appreciated her resilience and validated her feelings. Counselling sessions continued with the girl to help her deal with the trauma and reduce the impact of abuse as well working on her feeling of fear and anger. It was also essential to ensure that the child was safe and there was no chance of harm to the child again. During the art activity, as the child had mentioned that she was close to her maternal uncle, he was also involved in the counselling process.. During one of the sessions, the girl expressed the desire to punish her father and take a legal course of action. The counsellor explained the process to her and provided complete information. The counsellor gave her time to think about it. Meanwhile, the girl's mother and maternal uncle were ensuring that the safety of the girl was maintained. The family decided to keep the girl away from the father. The father was asked to move to another town. Further, the girl chose not to pursue a legal course of action as she felt that there can be many ramifications to the family's general wellbeing. Considering the family's and child's decision, the counsellor supported them.

The child was feeling guilty for the father's relocation but at the same time she shared that she felt safe physically as well as emotionally. The counsellor used storytelling to make her understand her need for being secure. The counsellor continued to follow-up telephonically once the school closed for vacations. The child has consistently shared that she is safe and is feeling better now. She also shared that her relationship with her mother had improved. The child along with her mother and sisters have now moved to the village.



A boy in 4th grade appeared to be terrified when the counsellor first asked for him in class. To calm the child down his hobbies and likes and dislikes were discussed. The focus was to build a level of comfort for the child to talk to the counsellor. In the next session he shared that a few months ago 3-4 boys of his age came to the neighborhood. They had pornographic videos on their phone which they would show the boys and would tease girls in their locality creating disturbance. After receiving an earful from one of the parents in the community these boys haven't returned. But the child continued to stay haunted by images of the 'adults without clothes' he saw and even after sharing this with his parents, these images followed him especially at night and he finds it difficult to sleep. To deal with the disturbing images, an art-based therapeutic activity was used. Birds were used as a metaphor for the disturbing images which were trapped in his mind. The counsellor and the boy would try to set those birds free by drawing them on a paper so that birds fly to the paper from his mind. In the subsequent image that he drew, he depicted himself and a man with a prominent penis. He took his time detailing the image and later added elements of his home. After the image was complete, he was encouraged to destroy the drawing in a way he chose to help him get rid of the images. He chose to tear the drawing in a methodical manner into tiny squares and threw it in a gutter where he said it will become smaller and smaller till it disappears from his life. During closure when asked about the images, he shared that they have floated away and he feels relieved of them.

## TRAINING & CAPACITY BUILDING OF TEACHERS TO IMPLEMENT PERSONAL SAFETY EDUCATION IN THEIR SCHOOLS

Building capacity of teachers to work with children on facilitating 'Personal Safety Education' Programme is the objective of Personal Safety Education Training of Trainers programme. The training helps teachers gain knowledge and skills to facilitate Personal Safety Education and gain comfort and confidence to handle disclosures of Child Sexual Abuse (CSA) cases as and when reported by the children in school. Training Manuals are provided to participants as ready reference to enable them to implement the Personal Safety Education Programme with ease.

In 2015-16 Training and Capacity Building were conducted with 63 teachers from 2 schools named Atul Vidyalaya at Valsad and Navy Children School (NCS) at Colaba, Mumbai so that they are equipped to conduct PSE in their school. After implementing the PSE Programme with children from these schools, the management felt that the messages to the children should be reinforced on an annual basis. To come up with a sustainable plan, the idea of training their teachers was agreed upon as they can continue conducting these sessions with children, thereby meeting the objective and also building greater awareness among teachers. While Atul Vidyalaya is in the phase of planning to institutionalize the programme in their school; NCS has sought further support from Arpan. At NCS, we are planning to further support the teachers who have completed the training and will implement the PSE lessons in their school under Arpan's supervision in the coming academic year. The following graph maps the increase in knowledge in a group of teachers to be in the range of 2.53 to 3.35 on a scale of 1 to 5; and skills and comfort in conducting awareness session with parents and comfort in handling CSA cases as 3.47 and 2.47, respectively.

## KNOWLEDGE, SKILLS AND ATTITUDE AMONG TEACHERS

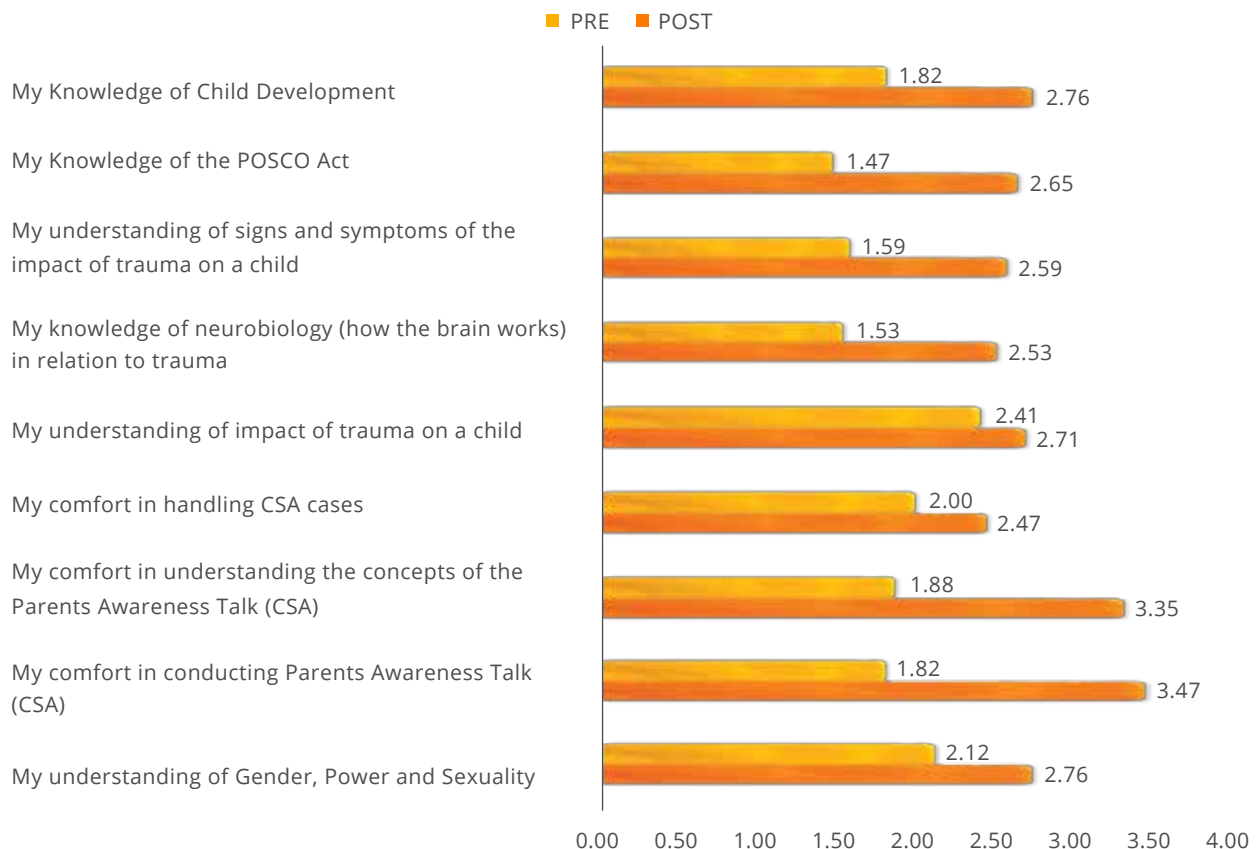


Fig 5: The graph on shift in Knowledge, Skills and Attitude among Teachers

## RESEARCH AND DEVELOPMENT

Research and development is an integral part of all the three programmes at Arpan. Research and development helps us to consolidate and standardize the work that we do as well support strategic decision making. It also helps us hone our programmes and provide strategic direction.

As mentioned earlier, this year, we have been able to finalize the content for the Personal Safety Education Modules for the 7th and 8th Grades. This module is now ready to be rolled out in the coming academic year through direct work. This starts off Arpan's work with adolescents.

We believe in constant review and evolution, and the Personal Safety Education Modules for the 1st to 6th Grade have been revised in keeping with children's current needs and trainers' feedback. Resource development for this project also has been about evolving and consolidating training manuals that can assist trainers across organisations in understanding Child Sexual Abuse as an issue and support organizations and institutions to take up the work on Personal Safety Education. Arpan's "Training Manual for Trainers to Implement Personal Safety Education" was created to aid facilitators' understanding of the issue of CSA and facilitate their PSE implementation. This will also lend a hand to the master trainers in training other professionals as a ready guide in understanding CSA as an issue and Personal Safety Education. This manual is made available after the PSE Training of Trainers Programme.

Arpan's Guide to First Level Intervention for Handling Disclosures of Child Sexual Abuse was also created. This manual focuses on building the knowledge and skills needed to support the healing of a child who has already been traumatized. It is meant to facilitate effective and adequate responses that can be provided to the child who discloses about any experience of sexual abuse or inappropriate behaviour. Arpan strongly



believes that giving children information about personal safety alone is not sufficient in empowering them and it is critical to complete the loop by providing the support to heal from its ill effects. This year two critical evaluations were conducted. One was to understand the efficacy of Personal Safety posters as a recall aid as well as to understand the impact of institutionalization of Personal Safety Education Programme in Bombay Cambridge Gurukul schools which is conducting the programme for the last 5 years after training from Arpan.

## INSIGHTS

The Personal Safety Education Programme must be an ongoing process, not just once but constant reinforcement and modelling are needed. Posters on Personal Safety Education (PSE) are one such tool that helps Arpan spread its message in a more creative way and on an ongoing basis. Since 2014-15, we started putting posters of our PSE messages in the schools where we have already implemented the PSE Programme. In 2015-16, we conducted an efficacy study in 5 schools and conducted interviews with 152 children and 31 adults. The objective of the study was to assess firstly whether reinforcement of PSE messages was done by teachers and whether the children were able to look at the posters and relate to them; secondly, whether posters can become an effective tool for recall and act as a refresher. Based on the responses from children and adults collated during the assessment, the following conclusions were drawn: 45% of children, 50.41% of parents and 100% of teachers thought that PSE sessions need to be repeated as a refresher. These findings became one of the key factors in shaping the trajectory of Arpan's PSE strategy. In future the focus will be to engage the children we have already reached out through in the Step Up Programme.

The evaluation of Personal Safety Education Programme and its long term impact on children in schools that have integrated the programme following Arpan's training is a logical continuation of the previous research, Evaluation of PSE Programme (Arpan, 2014; through IMRB) intended to assess the change in knowledge and self-protection skills of children. The previous study, found that awareness around personal safety and knowledge of responses is significantly higher in children who have attended the PSE Programme, and even higher in children from schools that have institutionalised the PSE Programme. The previous study showcases institutionalisation as the way forward in empowering children. This study further delved into the process of institutionalisation. The objective of the present study is thus to understand the process of implementation of the PSE Programme with respect to goals and aspirations for institutionalization and challenges faced; and to recognize and understand the impact and perceptions of school authorities, namely principals, teachers and counsellors, children and parents with regards to the PSE Programme. The study has been completed and the report is due to be published.

## CHALLENGES ENCOUNTERED

We strive to ensure that we reach out to the maximum number of children without compromising on the quality of our work. However, there are many factors that become major hurdles. When we pitch the programme to schools, we generally do not receive confirmation promptly. Due to delayed confirmations, it becomes challenging for us to plan effectively. Authorities in some schools do not have positive views about the Personal Safety Education Programme because they are worried about tarnishing their image if any Child Sexual Abuse case is reported. Religious and societal preconceptions may cause authorities to have a negative perception of the PSE Programme. Another major challenge we face is from teachers as they are not willing to give up their teaching time for Personal Safety Education lesson plans and individual sessions. In many cases, schools lack the necessary infrastructure, hence conducting sessions becomes a challenge. Also, schools limit the time available to conduct counselling sessions. We face opposition from parents in some schools as parents have inhibitions around issues of sexuality. Teachers are hesitant to provide extra time for training and capacity building. Even when there is eagerness to take up the training, translating the training into actual implementation of the programme becomes challenging.

## Personal Safety Education - Teachers Sessions



## Personal Safety Education - Parents Sessions





## Personal Safety Education in Communities



## Personal Safety Education - Parents Session in Communities



## Personal Safety Education - Parents Sessions



## Personal Safety Education - Parents Session in Schools





Personal Safety Education - Parents Session in Schools



## PROGRAMME 2: MENTAL HEALTH SERVICES AND TRAINING PROGRAMME

There is a lot of social and cultural reservation around access to support for mental health concerns. In the case of Child Sexual Abuse (CSA), the survivor is stigmatized all the more by society and at the same time faces constraints to access counselling services. We work at various levels to help the client and the family to restore the sense of self-awareness, self-worth, create safe and supportive environments, help the client to stabilize, process the trauma and attain reintegration.

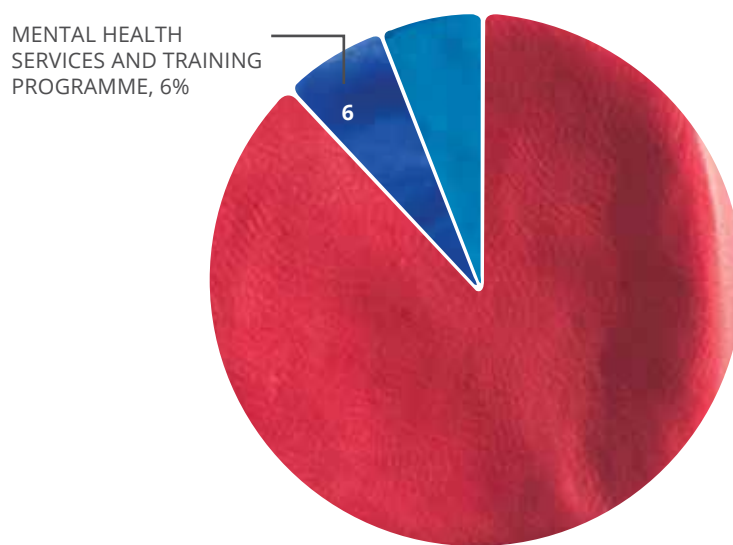


Fig 6: Programme 2 Comprises of 6% of Arpan's budget

### ADVOCACY: POLICY AND PUBLIC ADVOCACY

Arpan advocates the Mental Health Services and Training Programme in diverse settings through policy level advocacy with institutions, duty bearers and mental health professionals.

In 2015-16 Arpan has organized a conference to advocate mental health services in institutional set ups. This was done through the launch of 'Rescue and Remedy: A Process Documentation of Psychotherapy with Children in Institutions' on 9th July 2015. This event marked six years of psycho-therapeutic work with rescued minors living in institutions. The event showcased a video of the work done in the institution named Advait in Vasai and the survivors' narratives of the shifts that they see in themselves on their journey of healing. This was followed by a panel discussion on psychotherapeutic intervention in institutions. The esteemed panel consisted of Ms. Sangeeta Punekar, Advait; Dr. Rani Raote, eminent psychotherapist; Mr. Onir, filmmaker; and Dr. Manjeer Mukherjee, Director, Arpan. The panel was moderated by Ms. Pooja Taparia. The panel provided extremely valuable insights on pertinent areas such as the need and scope for such work in institutions, the manifestation of trauma and psychotherapy as a powerful tool in rebuilding lives, the possibility of working with boys in similar circumstances. Lillete Dubey who was also a part of the event, shared her journey of being associated with the play '30 days in September' and Arpan. After the panel discussion, messages from Mr. Sonjoy Chatterjee, Chairman and Co-Head of Goldman Sachs (India) Securities Private Limited and Ms. Pankaja Munde, Hon. Minister, Women and Child Development of Maharashtra were shared with the audience. They were unable to attend the event due to unavoidable circumstances, yet they sent messages reiterating the need for therapeutic work in institutions. This



event was attended by 100 participants from the NGO sector, CWC (child welfare committee) members and superintendents of the homes with resident children. An overwhelming call to intervene in children's institutions on the issue of CSA was highlighted in the smaller group discussion after the programme. This became the starting point for intensive work with State machinery.

## LONG TERM PSYCHOTHERAPEUTIC SERVICES WITH RESCUED MINORS IN INSTITUTIONS

Arpan is one of the few organizations working with rescued minors for the last five years in institutional set up providing long term and intensive individual and group psychotherapeutic services. The group includes street children, orphans and adolescents from lower socio-economic groups and is doubly disadvantaged due to their vulnerable and stigmatized social status, rehabilitation becomes very difficult. Providing adequate care and support to this target group becomes mandatory to help them overcome the trauma of their past lives so that they can lead dignified and productive lives. The programme works with caretakers, institutional staff and children simultaneously, creating trauma informed institutions which will foster children's overall well-being.

In 2015-16, Arpan has worked with:

- 41 adolescent girls from Advait through 125 group sessions and 168 on-demand individual crisis intervention sessions.
- 9 girls through 30 group session who have moved to a Transition home from Advait once they have reached the age of 18 and still cannot be reintegrated to their family because of safety concerns.

An impact assessment was conducted to map the impact of the therapy process in the Advait and Transition homes. The key findings at the Advait home are:

- 78.26% of the girls reported feeling happy or good as their primary emotional state when asked about their emotional status these days. 8.6 % reported feeling sad as well as happy at times. 4.34 % of the girls felt scared, and the same percentage of girls felt angry and irritable. This compares to 47.8% of girls who reported feeling sad, 30.4% of girls who reported feeling scared and 30.4% of them reported feeling angry at the initiation of therapy.

## EMOTIONAL STATE PRE AND POST THERAPY

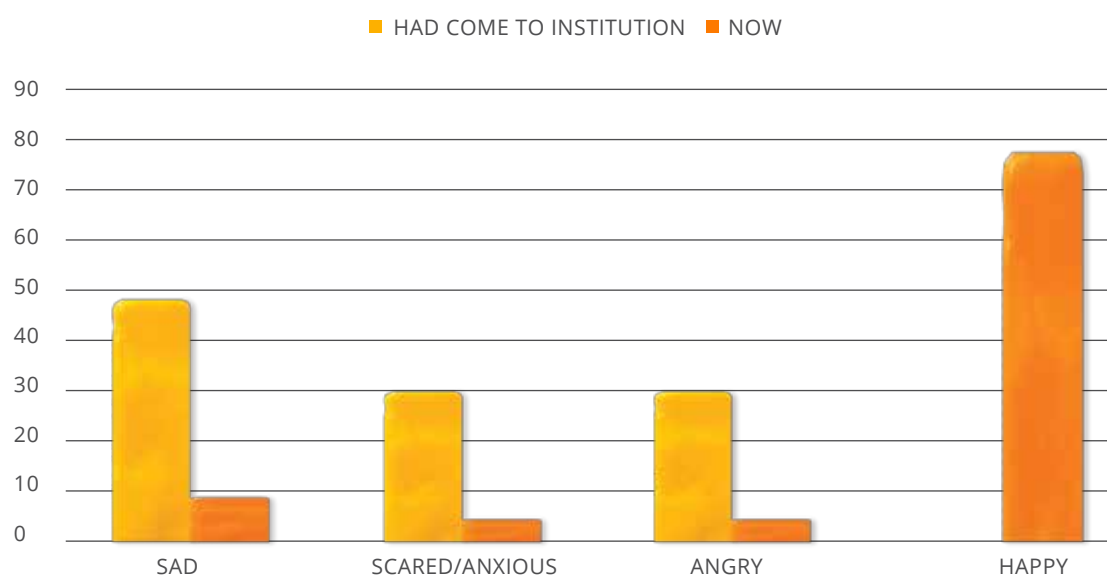


Fig 7: Graph indicating shift pre and post therapy

- The most common gain from the sessions has been the ability to manage anger better with 52.17% girls reporting this. This is in alignment with the finding that 78.26% of the girls mentioned this session in spontaneous recall. Putting up the anger management techniques on a chart in the institution also added to the reason for this being cited as the most recalled and effective session.

The key findings at the Transition home were:

- 37.5% girls reported feeling happy when asked about the emotional state they are in these days. 37.5% girls reported feeling sad & lonely when their family did not appreciate their decision to stay in the Home, or when everyone is busy in their own work & not interacting, or when they think about their course/ training ending and they will be sitting home. 25% girls felt angry when there would be fights in the Home and when other girls are making certain repetitive mistakes which may have an impact on all girls. This is in comparison to 37.5% girls who reported feeling happy and excited when asked about the feeling when the first came to transition home as they would have some freedom to go out and also have mobile phones. They were looking forward to new opportunities & challenges; 50% girls felt sad as they were having difficulty to adjust initially and missed their friends from Advait. Some would have liked to go back to their family but chose to stay in transition home as they were aware of their own home being unsafe. 12.5% girls felt anxious when they moved to transition home. The following graph represents the movement:

## EMOTIONAL STATE PRE AND POST THERAPY



Fig 8: Graph representing shifts pre and post therapy

- 75% of the girls shared that they will communicate and express their feelings to the other person to solve the problem. 62.5% of the girls shared that they will take help from caregiver or therapist if they have any problem in future. 37.5% girls shared that they used to get upset when someone used to give them any feedback but now they takes feedback positively. 50% girls shared that they used to get angry but now they can see feedback as an area of improvement or if they disagree with feedback they try and speak to that person. 12.5% girl shared that they take the feedback positively.

## STORIES OF CHANGE

A 16-year-old girl was sexually abused by her stepfather for 8 years. As an adolescent, she engaged in severe substance abuse and found reduced interest in any activities especially studies. In her addictive state, she was sexually abused by other men. When she was sent to an institution, she interacted with other girls and was able to do her daily tasks. However, as time passed, she started getting in touch with her core feelings. She complained of increased appetite, lack of concentration and disinterest in studies and hating herself. She shared that she started hitting and verbally abusing herself. Some days she felt she was doing better at the institution while on other days she felt she wanted to go back outside and continue with her addiction and be sexually abused. She started avoiding interacting with peers. In counselling sessions, the counsellor and the survivor worked on exploring her identity. She complained of not being able to look at herself. Together, they worked on seeing herself in the mirror and slowly giving positive affirmations to herself. The survivor was confused about wanting to stay in institution or being in the outside world as she felt torn between the two. Through an activity the girl was able to note down the pros and cons of each. After this the counsellor facilitated a dialogue between her current self and her future self. The girl was asked to imagine herself as a 25 year old and write a letter to her current, 16 year old self about how she overcame her problems. This activity gave her the confidence to overcome her troubles. She now recognises the importance of staying in the institution. In one of the following sessions, she drew an image which portrayed her outside world of abuse. She said "I can see this image now and not feel overwhelmed about my past." Now she is able to rationally make decisions in conflicts. She is recalling parts of her past trauma but also able to use her resources to stabilize herself. She is more participative in group sessions. She uses the activity of dialogue between her current self and her future self to cope with her problems.



## STORIES OF CHANGE

A 16-year-old girl, now based at an Institutional home, used to live with her husband and one-year-old daughter. She worked as a sex worker while her husband would pick pockets or steal money. She also engaged in substance abuse before her daughter was born. She had experienced neglect since early childhood and showed defiant behaviour. She used to run away from home regularly and not go to school frequently. She did not stay in touch with her mother and step-father after the age of 11. She was sexually abused since the age of 10-11 by strangers. She has suffered multiple trauma incidents such as being held captive by a family where she was sexually and physically abused, her struggle with pregnancy, giving birth on the street and feeding the baby. Slitting her wrist has been her primary coping mechanism. During the initial days of therapy, it was observed that the girl was playful and used humour as a defence mechanism. She would constantly laugh while speaking, but would feel frustrated that other people would not take her seriously. After a few months, she seemed emotionally low and irritable. She cut herself once and wished to meet her child who is at another Institutional home. She blamed herself for keeping her husband in distress. She believed that her husband must be visiting the office of the Child Welfare Committee to know her location. A few sessions were spent in understanding her coping strategies and introspection over her strategy of self-harm. A drawing activity was conducted to help her identify people who she trusted and felt safe with. The counsellor supported her towards building and enhancing healthy resources as coping strategies instead of self-harm behaviour. She believed that the colour of blood calms her down. The counsellor suggested that she could make lines with a red sketch pen on her arm instead of cutting herself. After a long time, she accidentally scratched herself with a red pen. She shared this with the counsellor and said that she could now associate with the counsellor's suggestion of healthy coping mechanism in place of harming herself. She started showing interest and attention in her studies. She would ask questions to clear her doubts in counselling group sessions. She would approach the counsellor when she felt that she needed help. She is assertive when communicating with the other girls and her attempt at using laughter as a defence mechanism has reduced to a great extent. Recently, she also decided to give her child up for adoption as she realised that she will have a lot of difficulty in providing a safe future for her child. She felt very relieved when she made this decision as she could articulate for herself that she wanted to go back to her husband only because she wanted her child to have a father. She realises that she can look after herself now and concentrate on bringing about a change in herself and hence change her future.



## Psychotherapeutic work in institutions





## COUNSELLING AND PSYCHOTHERAPEUTIC SERVICES PROVIDED TO CHILDREN AND ADULT SURVIVORS AND PSYCHO-EDUCATION TO THE FAMILY MEMBERS

Children when sexually abused can suffer from its clutches even as adults, if they do not receive support to heal. Counselling and psychotherapeutic services aim to facilitate the healing journey of survivors by overcoming the trauma of sexual abuse and lead a life with radiance. Mainstream and alternative therapeutic services are provided to children and adult survivors of childhood sexual abuse with an aim to heal the psychological, social, sexual and physical consequences of Child Sexual Abuse (CSA). These services are offered within the Arpan centres and at the community level with support of NGOs and social service organizations. Arpan also renders its services to the family members so as to respond to the family's emotional crisis as well and prepare them to respond to the child effectively and create a support network for the child.

In 2015 -16, Arpan provided counselling to:

- 11 children through 74 individual sessions
- 10 adult survivors of Child Sexual Abuse through 98 sessions.
- 6 family members through 17 sessions.

### STORIES OF CHANGE



The boy child, aged six years, along with his mother and 2 more family members approached Arpan as the child's uncle had been abusing him for over a year. The mother after knowing about abuse from the child had taken steps to stop it by keeping the child away from the abuser. The abuse used to happen when the mother would leave the child at her in-law's house while she went to work. After the disclosure, the mother spoke to the in-laws and took a protective stance towards the child. At that time, the in-laws were supportive of the mother and had visited Arpan to understand the future course of action. They were also referred to another organisation so that they can seek further advice on the legal aspects. The mother chose to go ahead with reporting as she feared that other children in the locality will be at risk if the abuser was not reported. However, her in-laws and her husband (brother of perpetrator) were not willing to go ahead with that plan. The mother went against everyone and reported the case to the police. Following that the family broke all ties with her. The husband, who was staying abroad, kept in communication with his family and pressurized his wife to take back the report. After the legal process was initiated, the perpetrator was put in jail. Once the counselling session was initiated, the goal of therapy was to extensively work with the child and the mother and support them to sustain in the crisis situation. Initial sessions with the mother focused on developing resources to deal with the emotional pressure that the mother was facing and strengthening the long distance communication with her husband. During the process it was also found out that the mother was also a survivor of CSA and had a very difficult childhood. This gave the therapist a new goal, to work with the mother separately for her own trauma that she had not yet resolved. Working on this aspect was important so that her responses towards the child and the accused don't come out as reactions to the triggers that she was facing from her past. The focus was only stabilization

for both mother and child as there wasn't enough environmental support for 'processing' the trauma. Through the role-plays during the sessions the mother was finally able to talk to the father and convince him to meet the therapist. Through this session, the father was able to get a lot of insight into the impact on his child. The specific symptoms that the child was showing at the time of reporting were nightmares, bedwetting, extreme aggression towards others, self-centered behaviour, extreme withdrawal, drop in grades, clingy behaviour, re-enactment of the abuse using pillow at night, crying spells and tantrums. The father was now able to connect the child's symptoms to the patterns of abuse. After this realization, the father's feeling of hurt was addressed and finally both the parents were aligned. This change of behaviour gave the mother the strength to continue the fight.

Sessions with the child were aimed at working on the emotional distress and symptoms that the child was displaying. It was also extremely important to work on the child's confidence and prepare him to speak in court. The child demonstrated a lot of unresolved aggression towards the abuser and also towards both parents. He felt that even his mother took long to realise that he was in pain. Art therapy like storytelling was used to release anger; painting was used to resolve it. Use of clay was included to work on pain through projection. Slowly, the child started expressing himself and discussing his areas of concerns like his fear of the abuser coming back and taking revenge. The child was finally able to give a statement to the magistrate in a fearless manner. The mother said that she couldn't believe how confident the child was in front of the magistrate while she herself was scared of the process. After this step, the child started showing lot of improvement in his symptoms. With time he learnt safe ways of communicating and his expressions of anger reduced. Now he would ask for things stating a reason why he wants it rather than yelling and throwing things. At school, there were positive reports from his teacher. The other symptoms also reduced eventually as the child wasn't bedwetting anymore, re-enactment also stopped, nightmares became rare and he became empowered to seek help when he felt distressed. The abuser is in jail and court proceedings continue. The child has been referred to the school counsellor after stabilization. The father is extremely supportive and the relationship between the child and father has improved. All the follow-up sessions were positive and the child demonstrated significant progress.



## TRAINING AND CAPACITY BUILDING OF COUNSELLORS, PROFESSIONALS TO PROVIDE PSYCHOTHERAPEUTIC SERVICES

It is imperative that Mental Health Professionals working with survivors of Child Sexual Abuse are effectively oriented in working with trauma, and issues specific to Child Sexual Abuse. Arpan organizes and conducts training sessions and workshops for mental health and social service professionals on trauma and alternative psychotherapeutic intervention to efficiently work with survivors to help through their journey of healing. Dance Movement Therapy, Play Therapy, Group Therapy and Trauma Resolution therapies like Somatic Experiencing and Psychodrama are strategies that can empower survivors to deal with CSA cases effectively. Arpan also runs a successful Working Group on Trauma. This is a group of mental health professionals and social workers that work in conjunction with a mentor or resource person. The group focuses on understanding the effects of Trauma and building their skills to facilitate effective healing processes for children and adults survivors of CSA and their families.

## Counsellors Training Session



## Training and Capacity building of Counsellors



In 2015-16, Arpan reached out to 23 counsellors and mental health professionals from Bombay Cambridge Gurukul group of schools (who have institutionalized PSE Programme after Arpan's training) with an objective to refresh information on trauma, impact of CSA and role of neurobiology and hone their skills on handling 1st level disclosure.

The school counsellors were receiving cases of CSA at school but felt roadblocks in addressing those and hence reached out to Arpan for support. The session was a blend of theoretical knowledge sharing as well as practical exposure to handling cases through role plays and case discussion to get clarity on translating theory into practise. Counsellors were also equipped to use traumagenic dynamic as an assessment tool to assess the level and nature of impact post CSA as well as stage specific model which focuses on short term and long term intervention while responding to children who have faced CSA.

## STORIES OF CHANGE

After a session the counsellors shared that they feel more equipped to handle the CSA cases that come up in their respective schools and were able to garner many ideas in how to deal with CSA and trauma cases in general. Before the session, the understanding they had was on a surface level but by the end of the training they shared that they understand the issue at a much deeper level. Some counsellors were able to directly relate to their experiences during sessions with children with what was being discussed in the session and gave them a fresh perspective of looking at the therapeutic process and aid in planning intervention better. The case based role play activity at the end of the session helped them gain insight into how to conceptualize and plan intervention in such cases in a more specific manner. They also felt more confident in handling their own anxieties as a counsellor when meeting a child with a possible history of CSA.

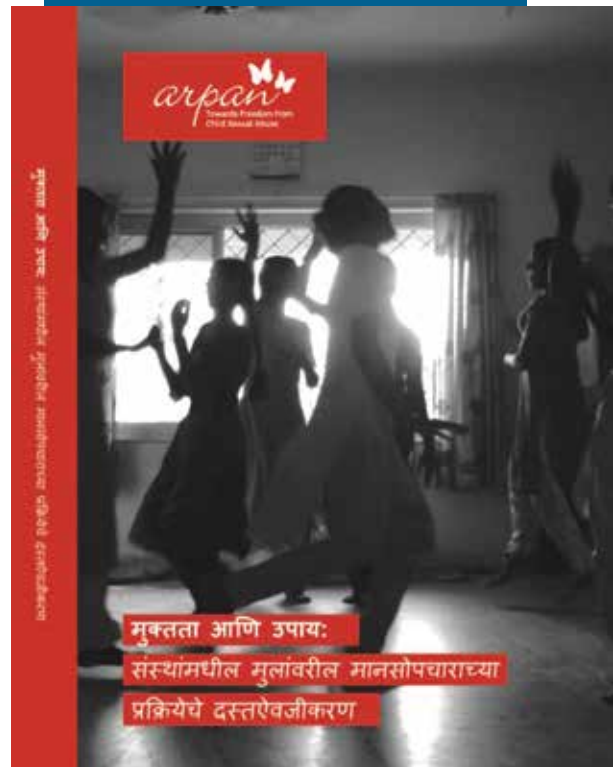




## RESEARCH AND DEVELOPMENT

Research and development in the area of mental health services is critical in order to hone our programmes and enhance their effectiveness. It is also critical to showcase models of good practise so that it can be replicated by other organizations and institutions as there is dearth of mental health research and development in the Indian context. For the last five years, Arpan has been conducting long term psychotherapeutic work with rescued minors living in institutions. Through sustained individual therapy and group sessions, we have seen the girls make remarkable journeys towards healing and self-actualization. This research titled, "Rescue and Remedy: A Process Documentation of Psychotherapy with Children in Institutions" is an outcome of documenting the process of this change and aims to provide a model of psychotherapeutic intervention for working with children who have survived trauma and abuse. Rescue and Remedy is translated in Marathi and Hindi for a wider reach. Process Documentation of Psychotherapy with Children in Institutions was launched on 9th July 2015 which became the starting point for intensive work with the state machinery.

### Rescue and Remedy translated



### The launch of 'Rescue and Remedy'





## STORY OF CHANGE

"Earlier .... (she laughs)...when I was sad I did not understand...I did not understand what I am going through. I used to run away from my feelings. I used to fight with people, get irritated at the smallest things, did not speak to anyone. When I was angry I used to harm myself, I have done that often, I even tried to commit suicide by turning on the gas...I was angry and used to blame myself. I used to ask "why did it happen". But nowadays I don't do all these things. Sometimes thoughts do come, but then I talk to myself, I listen to music, I dance as it's my passion, I write journal and all of these settle me. Before counselling if someone was angry with me I would also be angry with that person and will get into a fight. This is not to say I never have fights; but largely I understand she is not angry with me, may be the reason of anger is in her past and deep inside her. I can do this because now I understand every human being has these feelings and all feelings are normal. I realize we need not run from our feelings, we need to face our feelings as feelings surface to keep us safe. If we run from feelings then they will surface further and if we suppress and silence them, then we might end up making wrong decisions and committing wrong actions. "I have fallen down many times; I have stood up as well. There are many girls in my situation who think there is no way out and they commit suicide. I think even God gives us many chances to get up and we should not give up. I feel this strongly. Whenever I look back at my life I have seen drastic changes in me. At times I can't even believe that this is what I am today. I think some miracle might have happened. At times I think – I am a girl coming from the slum and today I am working with an organization. Sometimes I ask myself is it a dream? Has some angel come in and changed my life with the swipe of her wand? At other times I know I have been witness to this gradual process of change. I have contributed some, some has been contributed by adults around me through their support. This has made me realize that every individual has the ability in them to recreate and reshape their life."

- Excerpts from the Process Documentation, Shared by an ex-client who was in therapy for 2 years

## CHALLENGES ENCOUNTERED

The upsurge of cases throughout the year is externally driven and hence planning resources effectively becomes challenging. At certain quarters, the team faces a challenge to respond to these demands. Qualified, experienced and skilled counsellors are difficult to find and sustain, especially to work with institutions. It is challenging to find therapists closely aligning with our organizational values. It is also difficult to locate partner counsellors in various locations of Mumbai so that cases spread out geographically can be responded to smoothly.



## PROGRAMME 3: CHILD SEXUAL PREVENTION AND TRAINING

Arpan works towards the vision to end Child Sexual Abuse (CSA). However this dream cannot be achieved by Arpan alone. We need more people to understand CSA and its implications, and actively participate in being the change we all want to see. To achieve this, awareness sessions and intensive workshops are conducted with diverse stakeholders, including teachers, counsellors, NGO professionals, para professionals and social workers. The aim is to empower individuals, community based organization (CBOs) and State duty bearers with knowledge and enabling them with skills, attitude and tools to address Child Sexual Abuse through prevention and healing strategies. The training and capacity building also focus on creating a safety net around children and contribute to making an environment, which is protective, where every actor does his or her part. The broader objectives for the interventions are to facilitate the process of mainstreaming child protection and ensuring that more professionals are available to intervene and respond appropriately in instances of Child Sexual Abuse with the required skillset and attitude.

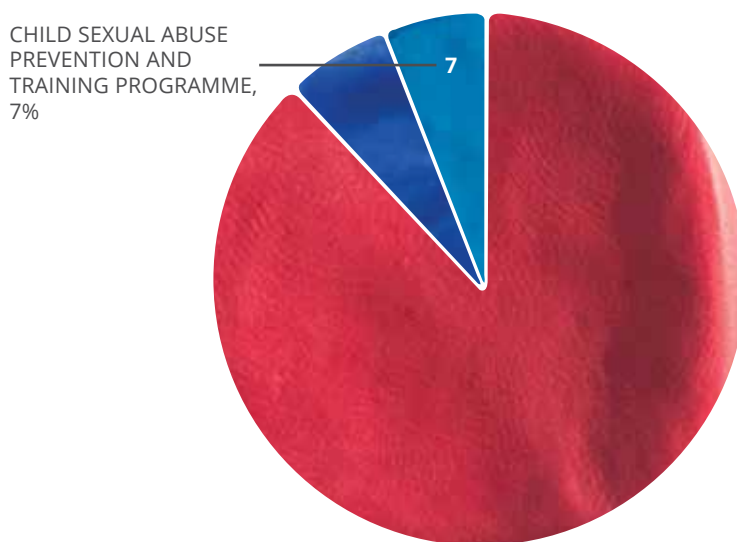


Fig 9: Programme Comprises of 7 % of Arpan's budget

## POLICY AND PUBLIC ADVOCACY

The first helm in the circle of intervention at Arpan for Child Sexual Prevention and Training is focused on unveiling the issue of Child Sexual Abuse and sensitise the public at large. This is done through the following activities - civil society events (NGO events, corporate events and college events), representing Arpan in social media and participating in exhibition and conferences. We actively participate in major events and conferences on child protection, and showcase our work both in India and globally. These are great spaces to meet individuals and spread the word on child protection. In order to create a sustainable and scalable model of intervention, Arpan also advocates for systemic change at local, state, and national level with various stakeholders like, Law Ministry, Women and Child Development and Education departments.

In 2015-16, we have reached out to 2,084 individuals by participating in various events through multiple platforms. The key events that we participated were:

- DaanUtsav, India's "festival of giving" on 7th October 2015. It was a humbling experience having the opportunity of displaying our research and publications on Child Sexual Abuse thus sharing knowledge and spreading awareness on the issue. We also arranged games for children and conducted street plays. Games increased interaction and engagement with children and we could share some key personal safety messages through these. A street play was conducted with the aim of spreading awareness and delivering

some key messages to the audience on identifying signs and symptoms of Child Sexual Abuse and responses towards prevention and intervention. Through this event we reached out to 695 individuals.

- Ms. Pooja Taparia, Founder and CEO of Arpan delivered a lecture at the Southern Gujarat Chamber of Commerce & Industry Ladies Wing organized by Veer Narmad South Gujarat University and G. D. Goenka International School, Surat. This conference catered to 500 individuals. Along with this Ms. Taparia was also invited as a speaker in LogicTalk at Logicserve Navi Mumbai, The Huddle, UnLtd India's conference for Social Entrepreneurs and Lit-O-Fest, Mumbai.

- Ms. Radhika Sharma, Arpan's Training Manager was invited to be a panellist for Swaddle, a forum for mothers to discuss sex education in school and Acceptance Meet, an LGBT community event. The two events were attended by 60 and 250 individuals respectively.

- Arpan participates in the Standard Chartered Mumbai Marathon every year, which serves as a platform to showcase Arpan and walk for the cause along with like-minded people. It also gives individuals from all walks of life an opportunity to contribute to a cause such as Child Sexual Abuse (CSA) by running for it. This year 7 donors ran in the Mumbai Marathon 2015 for Arpan.

- Arpan also organized a fundraising event through the marvellous play "Gauhar" by Lillete Dubey and the Primetime Theatre Company. The event was attended by 180 individuals.

- Arpan actively participated and organized spaces of networking for advancing positive changes in the legal framework to enable an effective response to CSA.

- Majlis Legal Centre and Arpan conducted a day-long consultation to reflect on the impact of Mandatory Reporting under the Protection of Children from Sexual Offences Act, 2012. The implementation of mandatory reporting has been a growing concern ever since the enactment of (POCSO) in 2012. The primary objective of the POCSO Act was to protect children from offences of sexual assault, sexual harassment and pornography. One of the biggest concerns of under reporting of child sexual offences, has been dealt with a clause on Mandatory reporting which mandates every citizen of India to report any knowledge of CSA; failing to do so will lead to legal proceedings being initiated. While some have hailed it as radical and believed it will increase reporting and protect children from further offences, others are wary that it would lead to breach in confidentiality as victims often speak to counsellors and doctors in confidence. Many feel that breaching this trust is a conflict of interest. The aim for the consultation was to address the experiences and challenges faced by a variety of practitioners as well as to tackle the evident loopholes in the act. The conference was attended by 65 individuals comprising of doctors, education board members, teachers, social workers, and lawyers. The end of the consultation brought about suggestions, ideas and reflections on a gamut of practices on how best to deal with the issues of Child Sexual Abuse. The overall feedback received from the consultation was positive.

### Training Caretakers





## District Child Protection Unit - Capacity Building Sessions



## District Child Protection Unit - Capacity Building Sessions



## Superintendant Training Session



## Training of Teachers in School



## Training of Teachers in Schools



## Caretakers Training Session





## Forensic investigation in POCSO cases - Training Session



## Apne Aap NGO - Training Session



- Ms. Nehal Parekh, Arpan's Manager, Prevention Services, participated in a National Level Dialogue to discuss Incest Guidelines organized by Counsel to Secure Justice ("CSJ") and HAQ: Centre for Child Rights ("HAQ"). The consultation aimed at collating inputs from organizations around India who work with CSA and incest survivors so as to strengthen the guidelines most effectively to address the issue across India. 25 key experts in the field of CSA participated in the dialogue.

## CONDUCTING AWARENESS TALKS ON CSA WITH SPECIFIC STAKEHOLDERS

Awareness is one of the essential modalities in the fight against Child Sexual Abuse (CSA). Engaging with adults from diverse fields will help in spreading the awareness on the issue and the silence around it will help to develop a vocabulary to communicate. Arpan conducts awareness sessions for adults such as police, NGOs, community workers, parents and teachers.

In 2015 -16, Arpan conducted awareness talks on CSA with:

- 2,166 individuals
- Of which, 932 are parents,
- 204 are teachers,
- 290 are college students,
- 194 are NGO professionals,
- 45 are community workers
- 501 are other individuals.



## LONG TERM TRAINING OF STAKEHOLDERS

Arpan has continuously strived to support CBOs and State duty bearers in integrating the issue of CSA in their existing work and mainstream child protection. While Arpan has been conducting training with CBOs and State duty bearers from last 5 years, this year Arpan has been able to establish a training team and also start an initiative around long term training with stakeholders. The reason to initiate this process was to ensure a long term relationship with partner organizations which will ensure that partner organizations are supported until they feel confident to take the issue up independently. Arpan generally identify motivated organizations, State duty bearers and units who want to mainstream child protection; or the organization or concerned systemic bodies get in touch with Arpan as they have identified a requirement for child protection training. After the initial connection, a meeting is arranged with the senior management or authorized decision makers for presenting Arpan's work and possibilities of future work. In further interactions future areas of work on CSA are mapped out along with discussion on how can it be taken forward and integrated into current programmes. A needs assessment with trainee groups is conducted to understand their perception of the issue and a detailed training plan is drawn out. Spaces are also created for participants to observe Arpan trainers in the field. Follow ups are done at regular intervals and support is provided when the partner organizations implement PSE or a skill given to them during training. Quarterly meetings are also organized to understand innovations they are making and challenges that they are responding to in their work on CSA. This makes the relationship sustainable where there is intensive sharing of ideas and intervention.

In 2015-16, Arpan carried out:

- Intensive capacity building of 334 State duty bearers including District Child Protection Unit (DCPU), Superintendents and Caretakers of State run institutions
- Intensive Capacity building of CBOs including Magic Bus, Life Trust, UNICEF and Apne Aap comprising of 261 individuals.

While recognizing the need to work with state run duty bearers, Arpan initiated the process by communicating the need to work with state run institutions staff comprising of Superintendents and Caretakers of Konkan zones in Maharashtra: Mumbai City, Mumbai Suburb, Thane, Ratnagiri- Sindhudurg, Palghar and Alibaug-Raigad. To understand their needs an assessment as well as basic awareness session on CSA was carried out with each of the groups. Based on the outcome a number of sessions were organized for the groups with an objective to impart knowledge and skills and inculcate positive attitude for working effectively and empathetically with children under their care and protection. Few of the topics that were covered in the sessions were; Understanding CSA, Understanding trauma, its impact & neurobiology, Handling CSA cases, Amendments in Juvenile Justice Act. This enabled them to hone their skills, thus increasing the effectiveness of their work while dealing with children in state run institutions. Following is the graph of one of such session with the Superintendents depicting the impact of the training done.

## TRAUMA & IMPACT AND JJ ACT AMENDMENTS WITH SUPERINTENDENTS

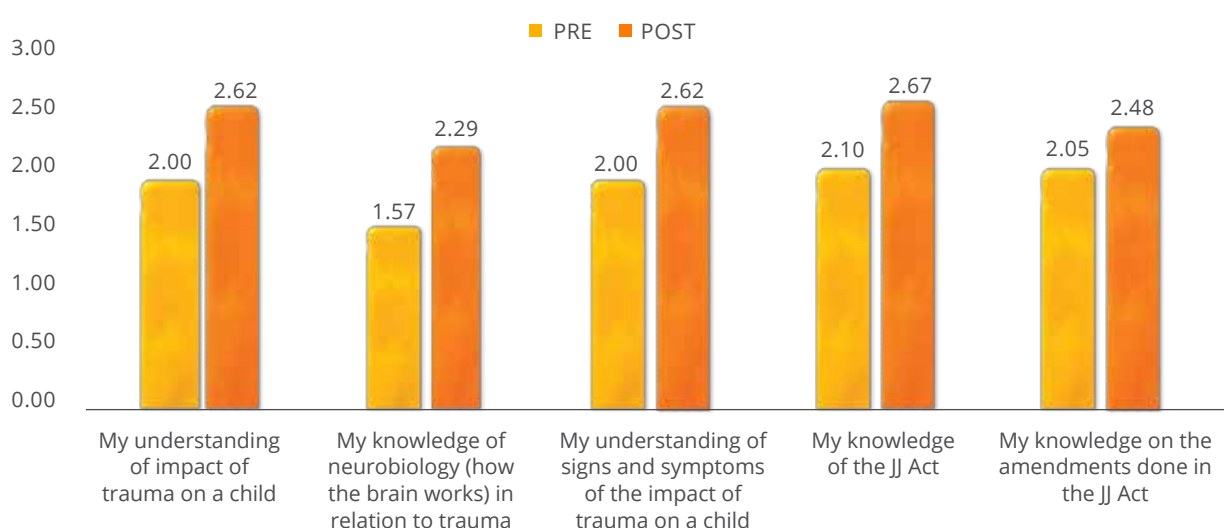


Fig 10: The graph on shift in Knowledge and Skills among Superintendents

While working with Superintendents and Caretakers, District Child Protection Unit (DCPU), a unit formed by the government to deal with Child Protection were present during the initial needs assessment - felt motivated and expressed their interest in having training on specific areas concerning CSA. The larger mandate of the DCPU is child protection and CSA forms a crucial component under the umbrella of child protection. After having an initial needs assessment session, a list of topics was identified and sessions were organized to get in-depth knowledge on the issue and gain expertise and skills to address cases of CSA and become better support personnel. Once a month session plan was formed and topics covered in these session were- Understanding POCs, their role in Manodhairya Scheme, Role of Forensic Investigations, Understanding trauma, its impact & neurobiology, Handling CSA cases and imparting Counselling skills. Arpan invited experts from various fields for these sessions so that the group could get the best of theory as well as practical field level challenges and skills to deal with the same. In the last 6 months 4 of these sessions have taken place with this group.

We have provided long term training to CBO's namely Magic Bus (Managers, TMO & Youth mentors), Life Trust and Apne Aap. Along with these UNICEF partnered with Yuva, Pratham and CCDT to conduct trainings together in one group. Life Trust is an organization with whom we have done awareness talks with all of their team members, followed by building capacities of their community sevikas (carers) to conduct awareness sessions with parents & teachers of Anganwadi centres in different communities of Mumbai. We also conducted training for their counsellors on impact and trauma, neurobiology and handling disclosure in CSA cases. These sessions were followed by a session on dealing with cases of CSA. After our training, Life

Trust has conducted awareness sessions with 1,207 teachers and staff; 2,327 parents and also had session with 2,216 children. Ongoing collaboration with them entails providing Personal Safety Education (PSE) TOT to their teachers working in Bombay Municipal Corporation (BMC) schools and further capacity building of their counsellors and sevikas (carers). Arpan worked with Apne Aap on CSA prevention and intervention and are now in the process of planning to tailor PSE modules appropriate for groups of children they work with followed by implementation of this module through the handholding process. UNICEF, based on our training on basic understanding of CSA has taken up some components of CSA from our awareness talk content and inculcated those in their awareness sessions with adults in their communities.

Magic Bus is a big organization working on varied issues related to youth and children. They have different operational levels in the organization comprising of Managers, TMOs (Training and Monitoring Officers), YMs (Youth Mentors) and CYLs (Community Youth Leaders). All these groups work in different capacity and so different needs assessment sessions were conducted keeping in mind their roles and responsibilities. As at Arpan, we organize different levels of trainings depending on the needs of the group and so an awareness session on CSA was conducted with the Managers giving them better clarity on the issue and identify areas of work to be conducted through varied trainings with varied groups of MB. A 1-day training on CSA was then conducted with TMOs and YMs as they work directly with children and youth within their respective communities. Further handholding process was taken up with few interested TMOs as a part of which they attended Arpan's awareness session with parents and teachers to get a hands on experience of working with adults on the issue of CSA. Furthermore Arpan has conducted 3 day 'Basic Understanding on CSA' with TMOs and YMs from Palghar, Thane Rural, and Nestle Mumbai group. Moving forward, we are now in talks with Magic Bus to form a core group of 30 people cutting across the three hierarchies mentioned above. Further training sessions will be conducted to build their skills to become effective master trainers and work on their implementation plan. This core group will then train the CYLs (Community Youth Leaders). After this, Magic Bus will take up CSA as one of the themes in their monthly theme based work with children and create awareness on the issue in the larger community through street plays and awareness sessions. The graph represents the shift in knowledge, attitude and skills among Youth Mentors after training on CSA.

## KNOWLEDGE, SKILLS AND ATTITUDE AMONG YOUTH MENTORS

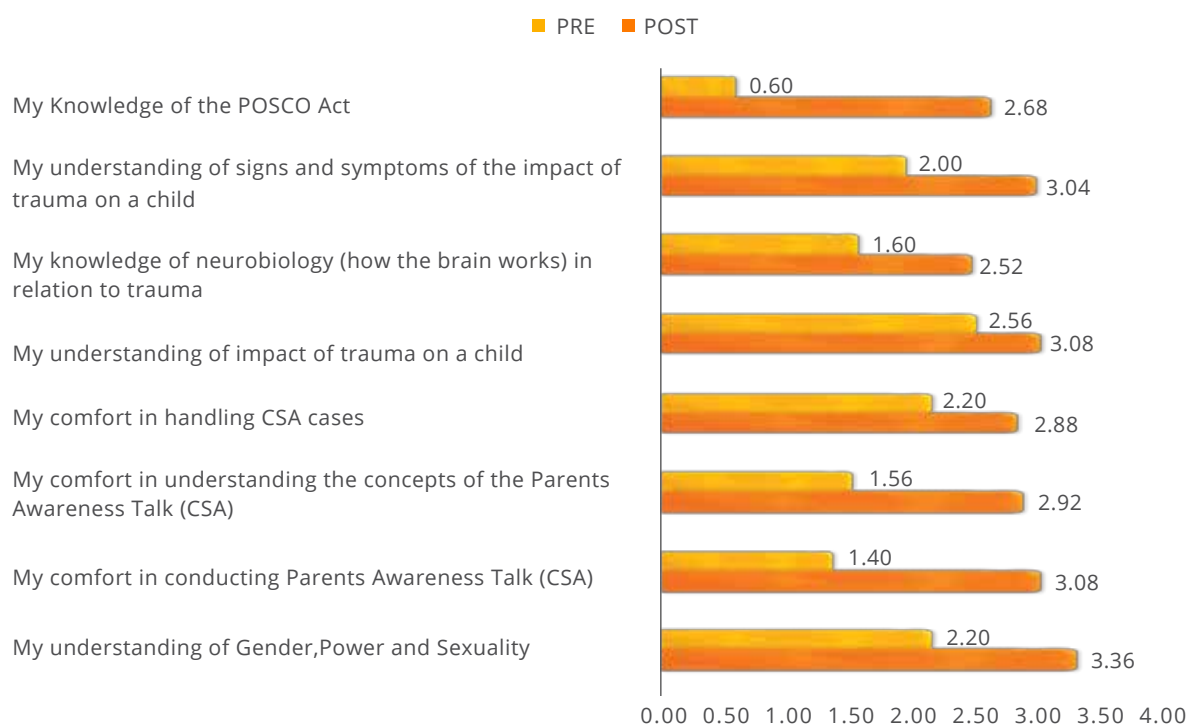


Fig 11: The graph on shift in Knowledge, Skills and Attitude among Youth Mentors



## STORIES OF CHANGE

1. After attending the POCSO training, while investigating a case, DCPO [District Child Protection Officers] realized that the way Police were reporting the case was not appropriate. Because of the knowledge received through the training session they were able to tell the Police officials confidently stating the sections that needed to be put in the FIR to make the case stronger. They were also able to give valuable suggestions to Police during the process of medical examination of the child stating that a social worker or a support person has to be present during the examination. Since whatever they were suggesting was appropriate the Police could not decline their suggestions and hence they were able to build a stronger case for the child.

2. We worked with youth from interior Maharashtra; it was extremely clear that there was discomfort in talking about bodies, or abuse. As the sessions progressed and the training sessions were intensified, a shift could be seen in the participants. Participants themselves mentioned feeling “free” in talking about private body parts amongst themselves. As one participant said, “Earlier I used to feel that my private body parts are dirty, but now I realize that it does not have to be so and that helps me accept my body and talk about private body parts comfortably.”

3. By the end of the first day of training a group of girls came to the facilitator and spoke about a boy in their office building flashing his penis to them every time they used the stairs to get to the 1st floor of their office. They came up with an action plan which included speaking to the organization head. At the end of the second day the centre manager informed the facilitators that they have taken action regarding the complaint received from their employees. She further mentioned, “I am happy to see these girls speak about the incident. As it is a big thing for them to use words such as penis as they come from rural villages where girls are not allowed to speak on any matters. I am glad this training happened as I see my staff getting empowered. It’s only when they feel comfortable and share openly about their abuse will they be able to encourage other children and stake holders to talk about their abuse.”

## CHALLENGES ENCOUNTERED

As this is a new vertical the challenge is to pave the way and collectively decide on a direction of the unit in alignment with the overall mission and strategies of the organization. It is challenging to respond to the emerging training needs with the available bandwidth given that the needs are not uniform and depend on external interests. To explore more long term work possibilities, the need is a greater commitment from partner organizations which at times can be uncertain. To evolve contextual monitoring and impact tools was also a continuous need for the newly formed unit so that the work can be mapped and critically evaluated.



## VOICES FROM THE TEAM: MOVING FORWARD IN THEIR PERSONAL JOURNEYS

While we move forward as an organization along with our beneficiaries and stakeholder; this journey is simultaneously also of the baby steps that each one of us take in our own personal lives.

"After 15 years of my journey in the corporate world, I finally answered my calling and made a choice to serve in the social sector since June 2015. Although I was always passionate about working in the social sector, there was a lot apprehension about whether I have made the right decision or not. Arpan is the first step towards fulfilling my dream. Working with children and dealing with real life issues has brought so many new learnings and added new meaning to my life. My experience at Arpan in the last year has been very fulfilling. Today, I truly feel empowered and blessed. No matter what challenges this new field brings to me, I believe I have discovered my purpose in life. I will strive to fulfill my mission and make a difference each day."

- Ms. Violet D'souza, Personal Safety Education trainer

"I would like to believe that my journey with Arpan started before I joined. I came across the study on Mandatory Reporting and was extremely happy to find a voice that has the same ideas as me. Things worked out and I started working here. As a first job, Arpan has given me more than I thought was possible - made me push my boundaries, made me feel independent and most importantly sure of myself. In the past year, I have had the opportunity to interact with the BCG schools and can really understand the kind of impact Arpan's work has had in the community. I can also see how ethics translate into the field while working on the intervention manual. The attention to detail and the focus on authenticity makes me very happy to have been a part of the work that Arpan does.

Another thing that I feel lucky for is the team. I have a team that is funny, supportive and as professional as it is dramatic. There has been immense learning in simple everyday interactions with senior members of the team. Be it about practical issues in working with CSA, or about dealing with the pressures of the job. We have a manager who really attempts at keeping the diverse team together and keeps us all running. And a director, who is present in every crisis, big, small or tiny. All in all, it makes coming to work a pleasure every day!"

- Ms. Smriti Rashmi Parhi, R&D executive

"I knew of Arpan before I joined. Arpan had conducted Personal Safety Education program in my child's school and I saw how my son felt empowered after the program. I was pursuing my B.Ed. course at that time and hoped to work for Arpan someday. The power to empower so many students, with knowledge, skills and attitude to keep one safe, was inspirational for me. On my way to college I would notice a lot of street children and be worried for their safety. This made me want to contribute to society and make a difference. My life changed when Arpan conducted an awareness session in our college and later announced campus placement openings. That immediately caught my attention and I applied. I got selected, and one of the biggest reasons for my selection was the ease with which I could connect and communicate with children. I felt thrilled. However it was while working for Arpan that I realized how stark and frightening the reality of Child Sexual Abuse is. Seldom easy, working on the issue of CSA is sometimes overwhelming, and in a few instances it shattered me. There is strength in numbers here and the united support I got from the Arpan team lifted me up and helped me stand tall.

I am proud to be part of this team that works tirelessly on the issue. With a team as committed as this, someday we may actually have a world free of Child Sexual Abuse".

- Ms. Nargis Halai, Personal Safety Education trainer

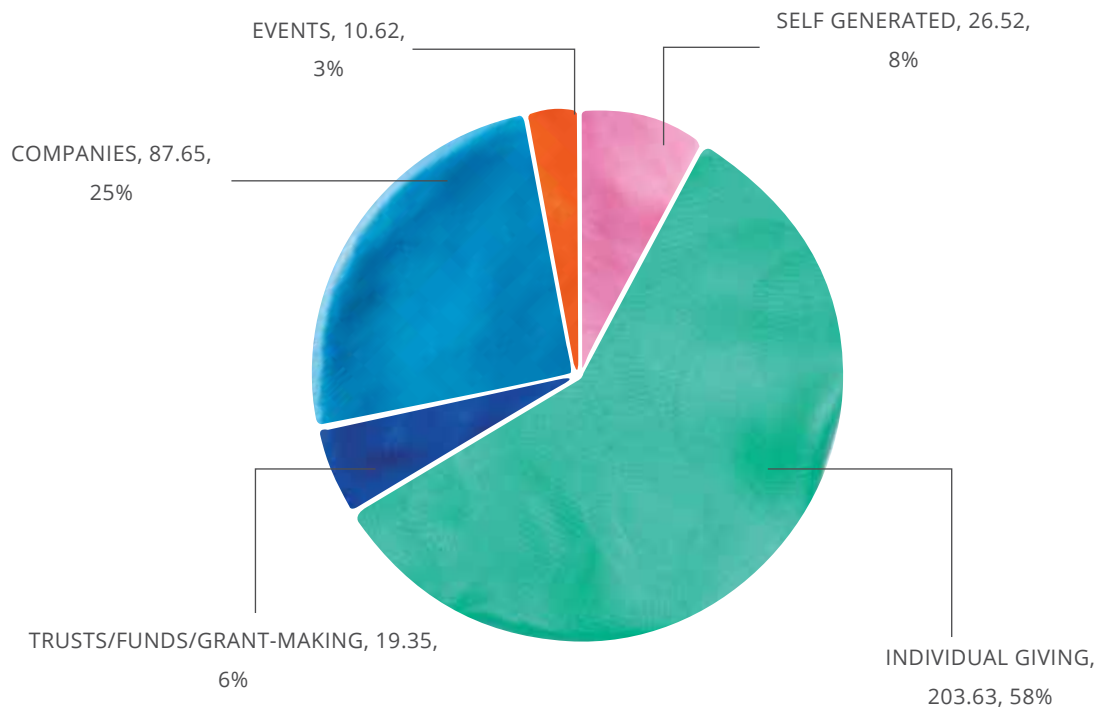
# FINANCIAL PERFORMANCE



👉 **Financial freedom is available to those who learn about it and work for it.** 👉 - Robert Kiyosaki

Arpan received an income of Rs. 3.48 crores in the year 15-16.

## BREAK UP OF SOURCES



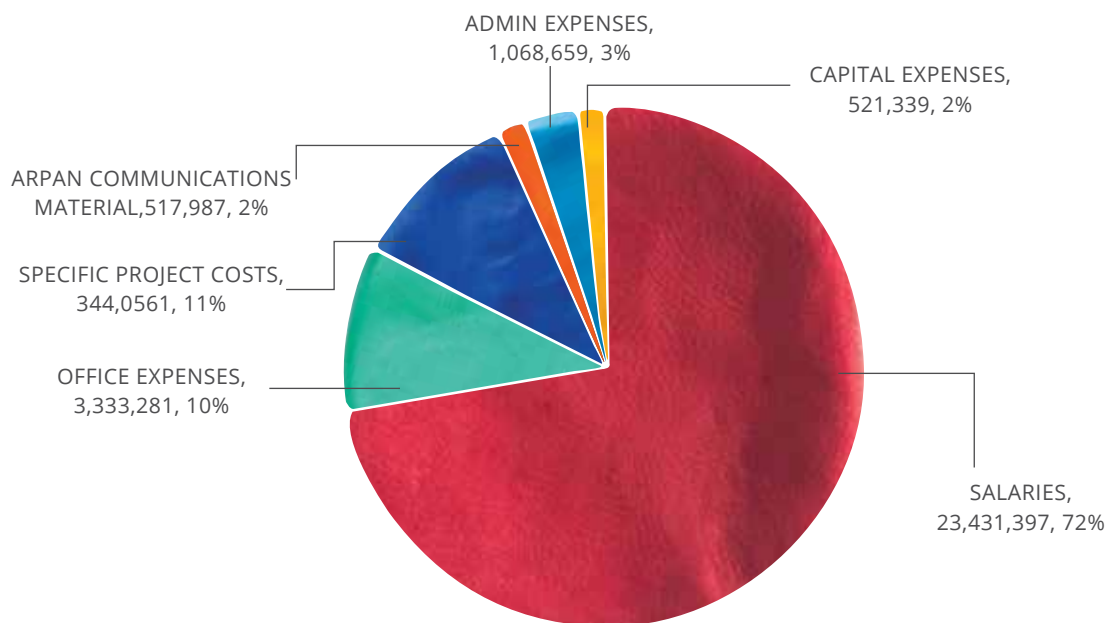
Arpan's total expenses in the year amounted to Rs. 3.24 crores in the year 15-16.

Below is a snapshot of expenses:

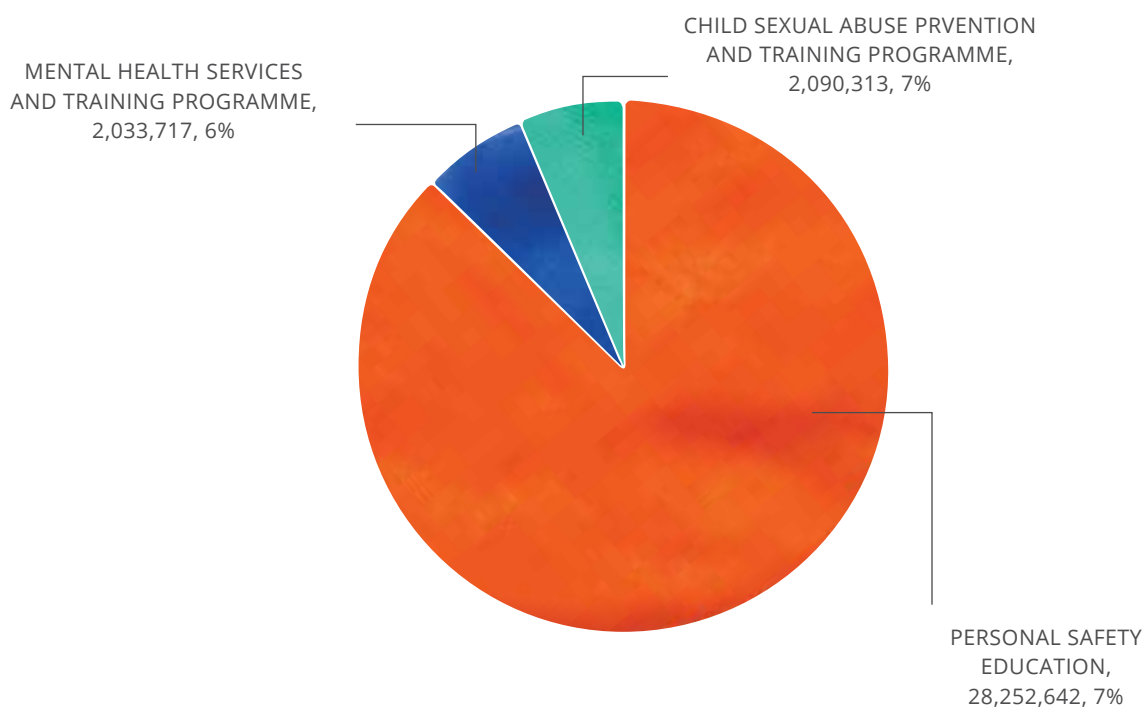
EXPENSE HEAD	AMOUNT	PERCENTAGE
Salaries	2,34,31,397	72%
Office expenses	33,33,281	10%
Specific Project costs	34,40,561	11%
Arpan communications material	5,17,987	2%
Networking & Fundraising	63,450	0%
Admin expenses	10,68,659	3%
Capital expenses	5,21,339	2%
TOTAL	3,23,76,673	100%



## VISUAL DIAGRAM OF THE EXPENSE HEADS



## VISUAL DIAGRAM OF PROJECT WISE EXPENSES



# RECEIPTS AND PAYMENTS

STATEMENT OF RECEIPTS AND PAYMENTS FOR THE YEAR ENDING 31ST MARCH 2016



RECEIPTS	RUPEES
Cash In Hand	22,151
Cash In Bank	3,225,539
<b>TOTAL OPENING BALANCE (A)</b>	<b>3,247,690</b>
Donations Towards Child Sexual Abuse Project	31,850,631
Donation - General	276,307
Awareness Talks -Workshop Fees	26,500
Counselling Fees -Workshop Fees	19,100
Ngo Training - Workshop Fees	20,000
Personal Safety Education TOT - Workshop Fees	30,000
Capacity Building Mental Health Workshop fees	27,000
Sale of Books	6,730
Sale of Play tickets	108,743
Income Tax refund	187,310
Interest on Fixed deposit with Bank	2,309,674
Interest from Bank	80,584
Advance for expenses transferred	1,000
Maturity of Fixed Deposit with Bank of Baroda	500,000
Maturity of Fixed Deposit with HDFC Bank Ltd	26,934,000
<b>TOTAL (B)</b>	<b>62,377,579</b>
<b>TOTAL RECEIPTS (A+B)</b>	<b>65,625,268</b>
PAYMENTS / EXPENDITURE	
HDFC Fixed deposit	26,460,000
Bank of Baroda Fixed deposit	3,400,000
Payment to employees- Float A/c	108,463
Purchase of Books	15,839
Purchase of Computer & Other Related Items	475,258
Purchase of Office Equipment	30,242
Content and Knowhow of PSE	2,507,344
Web Hosting Charges	88,607
Auditors remuneration	144,263
Bank Charges	6,597

Postage & Courier expenses	40,873
Internet Charges	93,205
Legal Charges	1,242
Mobile & Telephone expense	38,831
PSE Printing & Stationery	591,282
CSA Communication material	557,160
Arpan Communication material	120,730
PSE Conference expenses	228,074
Women Deliver Conference expenses	493,826
Annual Report Printing	270,660
Printing & Stationery	261,536
Recruitment & Training	452,524
Salary	21,573,663
Electricity Expenses	405,754
Newspaper, Books and Periodicals	4,518
Office Expenses	337,258
Repair & Maintenance Expenses	92,681
Consultancy Fees	389,900
Travelling & Conveyance	92,026
Networking & Fundraising expenses	521,810
Marketing and Communication	106,285
Event Expenses	709,975
Rents, Rates and Taxes	2,428,781
Play expenses	70,000
Honorarium paid	4,500
<b>TOTAL PAYMENTS (A)</b>	<b>63,123,708</b>
Closing balance	
Cash on hand	58,117
Cash in bank	2,443,444
<b>TOTAL CLOSING BALANCE (B)</b>	<b>2,501,561</b>
<b>Total (A)+(B)</b>	<b>65,625,268</b>



## BALANCE SHEET

FUNDS AND LIABILITIES	RUPEES	RUPEES	PROPERTY AND ASSETS	RUPEES	RUPEES
Trusts Funds or Corpus :-			Immovable Properties :- (At Cost)		-
Balance as per last Balance Sheet	367,061		INTANGIBLE ASSET:		
Adjustment during the year	-	367,061	Balance as per last balance sheet		
			(1) LOGO	4,375	
			Additions during the year	-	
			Less : Sales during the year	-	
Other Earmarked Funds :-			Less: Depreciation up to date	1,094	3,281
(Created under the provisions of the trust deed or scheme or out of the Income)					
			(2) WEBSITE:	30,829	
Depreciation Fund	-		Additions during the year	-	
			Less: Sales during the year	-	
Sinking Fund	-		Less : Depreciation up to date	7,707	23,122
Reserve Fund	-				
Any other Fund :	-		(3) Content & Development (Personal Safety Education):	3,554,386	
			Additions during the year	2,465,863	
Child Sexual Abuse Fund			Less: Sales during the year	-	
Opening balance	30,358,874		Less : Depreciation up to date	1,196,829	4,823,420
Addition during the year (Annexure 1)	31,568,293				
Less : Child Sexual Abuse fund utilised ( Annexure 2)	27,413,341	34,513,826	(4) Software		
			Additions during the year	120,000	
			Less: Sales during the year	-	
			Less : Depreciation up to date	15,000	105,000
			FURNITURE AND FIXTURES		
			Balance as per last Balance Sheet	891,718	
			Additions during the year	-	



			Less: Sales during the year	-	
			Less : Depreciation up to date	89,172	802,546
Loans (Secured or Unsecured) :-			COMPUTERS:		
From Trustees	-		Balance as per last Balance Sheet	83,877	
From Others	-		Additions during the year	355,258	
			Less: Sales during the year	-	
Liabilities :-			Less: Depreciation up to date	209,138	229,997
For Expenses ( Annexure 4)	47,548				
For Advances	-		BOOKS		
For Rent and other Deposits	-		Balance as per last Balance Sheet	8,030	
For Sundry Credit Balance	-	47,548	Additions during the year	15,839	
			Less : Sales during the year	-	23,869
			OFFICE EQUIPEMENTS		
			Balance as per last Balance Sheet	395,755	
			Additions during the year	32,042	
			Less: Sales during the year	1,800	
			Less : Depreciation up to date	64,035	361,962
			Loans (Secured or Unsecured) : Good / doubtful :-		-
			Loans Scholoarships		
			Other Loans		-
			Advances :-		
			To Trustees	-	
			To Employees	197,412	
			To Contractors	-	
			To Lawyers	-	
			To Others ( Annexure 5)	1,627,688	1,825,100

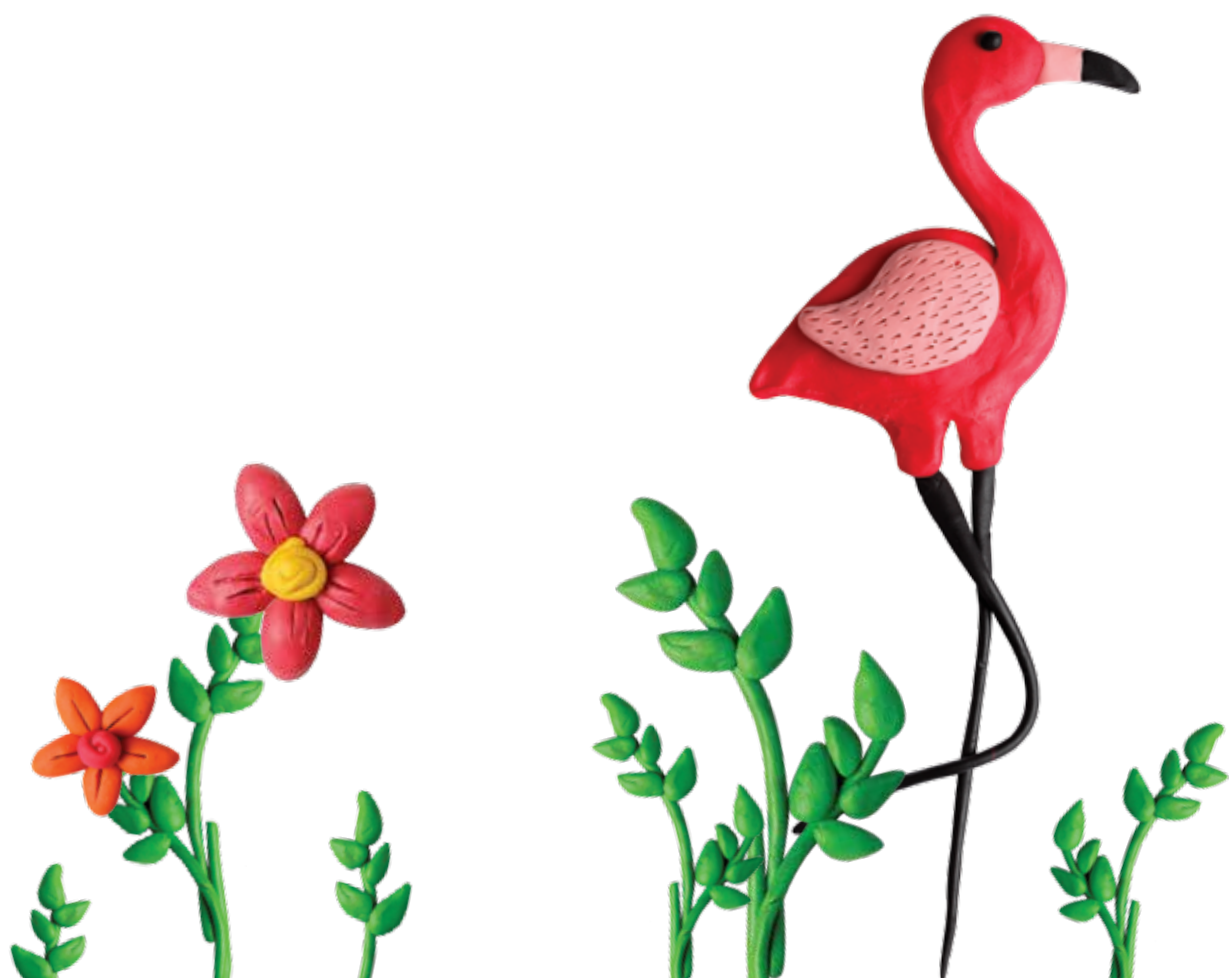
			+ Income Outstanding :-		
			Rent		-
			Interest accrued but not due		918,878
			Other Income		-
Income and Expenditure Account :-					
Balance as per last Balance Sheet	(362,916)		CASH AND BANK BALANCES		
Add/Less : Surplus / Deficit	(278,410)		(A) In Saving Account with Bank of Baroda	399,642	
As per Income and Expenditure Account		(641,326)	In Saving Account with HDFC Bank-0094	1,543,175	
			In Saving Account with HDFC Bank-8562	414,887	
			In Saving Account with HDFC Bank-4351	85,741	
			In fixed deposit with Bank of Baroda	11,800,000	
			In fixed deposit with HDFC Bank Ltd	10,868,373	
			(B) With the Trustee	58,117	25,169,934
<b>TOTAL</b>		<b>34,287,109</b>	<b>TOTAL</b>		<b>34,287,109</b>



## INCOME AND EXPENDITURE

EXPENDITURE	RUPEES	RUPEES	INCOME	RUPEES	RUPEES
To Expenditure in respect of properties :-			By Rent (realised)		-
Rates, Taxes, Cesses					
Repairs and maintenance	-				
Salaries	-		By Interest (realised) :-		
Insurance	-		On Securities	-	
Depreciation (by way of provision of adjustments)	-		On Loans	-	
Other Expenses	-	-	On Bank Account	2,390,258	2,390,258
To Establishment Expenses (Annexure 6)		1,092,305	By Dividend		-
To Remuneration to Trustees		-	By Donations in Cash or Kind		558,645
To Remuneration (in the case of a math) to the head of the math including his household expenditure, if any )		-	By Grants		-
			By Income from other sources (Annexure 7)		261,793
To Legal Expenses		-			
To Auditor Remuneration		156,413	By Transfer from Reserve		-
To Contribution and Fees		-			
To Amount written off :			By Deficit carried over to Balance Sheet		278,410
(a) Bad Debts	-				
(b) Loan Scholarship	-				
(c) Irrecoverable Rents	-				
(d) Other Items	-	-			
To Depreciation		1,582,975			
To Amount transferred to reserve or specified funds		-			
To Expenditure on Objects of the Trust					
(a) Religious	-				

(b) Educational	-			
(c) Medical Relief	-			
(d) Relief of Poverty	-			
(e) Other Charitable Objects: (Annexure 3)	657,413			
		657,413		
<b>TOTAL RS.</b>		<b>3,489,106</b>	<b>TOTAL RS.</b>	<b>3,489,106</b>





## ANNEXE OF INCOME AND EXPENSES



Name of the Trust :- ARPAN

ANNEXURE OF EXPENSES FOR THE FINANCIAL YEAR 2015-16

	PARTICULAR	AMOUNT	TOTAL
<b>1</b>	<b>CHILD SEXUAL ABUSE FUND</b>		
	Karl Johan Persson	9,865,000	
	Goldman Sachs (I) Capital Markets Private Limited	6,500,000	
	R Jhunjhunwala Foundation	5,000,000	
	Marshall Foundation	4,966,400	
	Eros International Media Limited	1,000,000	
	Share & Care Foundation	933,862	
	God my silent partner	930,900	
	Pegasus Assets Reconstruction Private Limited	750,000	
	Gopuri Charitable Trust	500,000	
	DSP Blackrock	500,000	
	Famy Energy Private Limited	300,000	
	Western Consolidated Private Limited	115,000	
	Technovinyl Polymers India Limited	100,000	
	Global Fund for Children	70,643	
	Umakanth Adiga	20,000	
	CAF India	16,488	
			<b>31,568,293</b>
<b>2</b>	<b>CHILD SEXUAL ABUSE FUND UTILISED</b>		
	Mental Health Services & Training Programme	1,661,025	
	Child Sexual Abuse Prevention & Training Programme	1,766,019	
	Personal Safety Education Programme	23,986,297	
			<b>27,413,341</b>
<b>3</b>	<b>CHARITABLE OBJECTS</b>		
a)	NGO Training : (An intensive 3 day workshop conducted with NGO with an aim to sensitize and empower their staff about CSA)		
	Honorarium paid	4,500	
	Printing & Stationery	3,151	
	Workshop Expenses	68,793	
	Travelling & Conveyance	4,320	
		80,764	
b)	Personal Safety Education TOT : (A 3-5 day training for NGO's and schools on teaching children personal safety skills as a method of prevention and healing of child sexual abuse)	1,598	

c)	Play on Child Sexual Abuse:		
	Play expenses	575,051	
		575,051	<b>657,413</b>
<b>4</b>	<b>LIABILITIES FOR EXPENSES</b>		
	Ganesh & Rajendra associates	12,150	
	Aarti Madhusudan-Consultancy fees payable	22,800	
	Limode and Co-Printing and stationary payable	12,245	
	HDFC credit card expenses payable	353	<b>47,548</b>
<b>5</b>	<b>ADVANCE TO OTHERS</b>		
	Security Deposit - office	1,020,000	
	Income Tax Refund AY 2014-15	142,865	
	Income Tax Refund AY 2015-16	152,043	
	TDS on professional fees A.Y. 2016-17	3,000	
	TDS on interest A.Y. 2016-17	230,968	
	Prepaid expenses	54,652	
	Delta Chemicals Pvt Ltd	24,160	<b>1,627,688</b>
<b>6</b>	<b>ESTABLISHMENT EXPENSES</b>		
	Salaries	328,037	
	Office Rent	315,742	
	Printing & stationery expenses	316,459	
	Mobile & Telephone & Internet expenses	23,787	
	Office Expenses	30,591	
	Postage & courier	5,313	
	Repair & Maintenance Expenses	12,048	
	Electricity Charges	55,889	
	Water Charges	3,420	
	Legal charges	161	
	Bank charges	858	<b>1,092,305</b>
<b>7</b>	<b>OTHER INCOME</b>		
	Workshop Fees received-Annexure 8	103,500	
	Counselling fees	19,100	
	Sale of Books	6,730	
	Play income	108,743	
	Interest on Income Tax Refund	23,720	<b>261,793</b>
<b>8</b>	<b>WORKSHOP FEES</b>		
	Personal Safety Education - Training of Trainers	30,000	
	Capacity Building Mental Health	27,000	
	Awareness Talk	26,500	
	NGO Training	20,000	<b>103,500</b>
<b>9</b>	<b>BALANCE WITH TRUSTEE</b>		
	Cash in hand		<b>58,117</b>

# MOVING FORWARD INTO 2016-17



***You are always a student, never a master. You have to keep moving forward.*** - Conrad Hall

## STRATEGIC PLAN

We look on 2015-16 with gratitude and fondness and take the learning from this year on board to continue improving. Through our planning exercises, we have identified the strategic goals for ourselves in the year 2016-17. The Personal Safety Education Programme is gearing up for implementing the programme with more than 26,000 children and adults of which 18,000 is children. This programme will focus on Step Up and revisiting children whom we have once reached out to through the Personal Safety Education Programme so that knowledge and skill can be updated and sustained. The Mental Health Services and Training Programme is looking forward to supporting the PSE Programme with timely intervention, while doing substantial work in the current institutions and associating with more organisations and reaching out to 55 children. Child Sexual Abuse Prevention and Training Programme is working towards introducing and integrating the issue of CSA in CBOs and systemic bodies by engaging with over 500 strategic stakeholders that work with children including government bodies, NGOs and schools. Resource development and Research will be an integral part of all 3 programmes and will focus on a study between mental health disorders and Child Sexual Abuse, finalizing the Grade 9th & 10th modules and creating and piloting Grade 7-8 sexuality module. Marketing & Communications is working on introducing a responsive Arpan Website which will enable lead generation and increased outreach as well as increase visibility of the issue and the Arpan programmes.

### Personal Safety Education Programme





The table below enumerates the roadmap for 2016-17:

PROGRAMMES	Sr. no.	ACTIVITIES	SUB-ACTIVITIES	2016-17
Personal Safety Education Programme	1	Advocating for the Personal Safety Education Programme in Schools		1. Design booth for Women Deliver Conference
				2. PSE Video for pitching in schools
				3. Release of PSE Training Kit with the Annual conference on PSE
				4. Online & offline dissemination of PSE resources
				5. Design and printing of Manuals
				6. Merchandise for Step Up Programmes
				7. Redesign of CSA booklet and Parenting tips
				8. Relevant social media campaigns
				9. Animation/PSE video for primary children in PSE
	2	Delivering the Personal Safety Education Programme to New Children	a. Awareness Sessions with Teachers (Pre Post lesson plans)	30
			b. Awareness Sessions with Parents (Pre Post lesson plans)	400
			c. Awareness Sessions with Non-teaching staff	10
			d. Lesson plans with Children	1,000
			e. Individual sessions with Children and addressing some inappropriate behaviour cases	1,000
			f. Psychotherapeutic Services with children	50
			g. Intervention with adults on some cases	10
			Total Outreach	1,440
	3	Step Up Programmes - Delivering the Personal Safety Education Programme for children who have already received PSE messages	a. Awareness session with teachers	525
			b. Awareness session with parents	7,000
			c. Lesson plans with Children	17,500
			d. Individual sessions with Children (ideal estimate)	17,500

PROGRAMMES	Sr. no.	ACTIVITIES	SUB-ACTIVITIES	2016-17
			e. Psychotherapeutic Services with children	438
			f. Intervention with adults on some cases	44
			g. Put up posters in classrooms	All schools where we do PSE
			Total Outreach	25,025
			Total Outreach of PSE Programmes	26,465
	4	Monitoring and Evaluation of Personal Safety Education in Schools		Regularly conduct quantitative studies on the PSE Programme internally to evaluate the impact of PSE. Evaluate Step Up Programmes and publications
	5	Developing new Resources for Personal Safety Education in Schools and revising resources		1. Translation in Hindi and Marathi of Grade 7 & 8 modules 2. 2nd edition of FAQ in English and Hindi 3. Translation of M&E Manual in Hindi and Marathi 4. Translation of Intervention Manual 5. TOT Manual publishing in English and Hindi 6. Developing, Piloting and finalising module for Grade 9 & 10 in English 7. Consistent Communication with Apne Aap on how their modules for children of sex workers is developing and working 8. Developing and Evaluating Trainer notes for various awareness sessions 9. New merchandise and leaflet for Step Up Programmes 10. Rework on content of CSA booklet and Parenting booklet 11. Creating and piloting Grade 7 & 8 Sexuality Education module 12. Finalising Institutions module 13. Re work on Grade 1 worksheets, touching problem sheet



PROGRAMMES	Sr. no.	ACTIVITIES	SUB-ACTIVITIES	2016-17
	6	Training & Capacity Building of teachers to implement Personal Safety Education in their schools	No. of schools where PSE is institutionalised into the school curriculum	5
			No. of teachers and other stakeholders trained to do PSE	100
Mental Health Services and Training Programme	1	Advocating for psychotherapeutic services		Social media campaigns, Chat helpline on website, Design and printing of Helpline manual and Self help book for adult survivors
	2	Providing psychotherapeutic services	a. Long term Psychotherapy within institutions with children	55
			b. Psychotherapy with children (Misc. cases)	as and how cases come
			c. Psychotherapy with adult survivors (Misc. cases)	
			d. Psychoeducation with family members, support system	
			Total Direct Outreach	55
	3	Conducting Research, Monitoring and Evaluation of psychotherapeutic services		1. Cleaning up of Healing data
				2. Correlation study between mental health disorders and Child Sexual Abuse
	4	Developing Resources for providing psychotherapeutic services		1. Self-help book for adult survivors
				2. Helpline counselling protocol document
				3. Content for healing for adult survivors
				4. Teens and tweens for the website



PROGRAMMES	Sr. no.	ACTIVITIES	SUB-ACTIVITIES	2016-17
	5	Training and Capacity Building of counsellors, other professionals to provide basic counselling to individuals affected by CSA		50
Child Sexual Abuse Prevention and Training Programme	1	Advocating for awareness on CSA amongst public at large and with specific stakeholders		1. Evaluate the website functioning 2. Social media campaigns 3. The Highway movie screening and panel discussion 4. KGAF 5. Mumbai Marathon 6. Exhibitions 7. Design and print the Arpan brochure 8. Annual Report
	2	Conducting awareness talks on CSA with specific stakeholders		3,000
	3	Conducting Research and Monitoring and Evaluation of the awareness sessions and Trainings		
	4	Developing new Resources catering to the specific stakeholders		
	5	Short Term Trainings of Stakeholders		50





PROGRAMMES	Sr. no.	ACTIVITIES	SUB-ACTIVITIES	2016-17
	6	Long Term Training of Stakeholders, Organisations and Individuals	a. Incorporating CSA/ child protection mechanisms within the NGOs, institutions, organisations	5
			b. No. of people trained on CSA	375
			c. Long term training of individuals who want to start orgs on CSA and set up Arpan like models	Start brainstorming and building a long term capacity building course/curriculum for passionate individuals who want to replicate the Arpan PSE model
				<b>30,095</b>

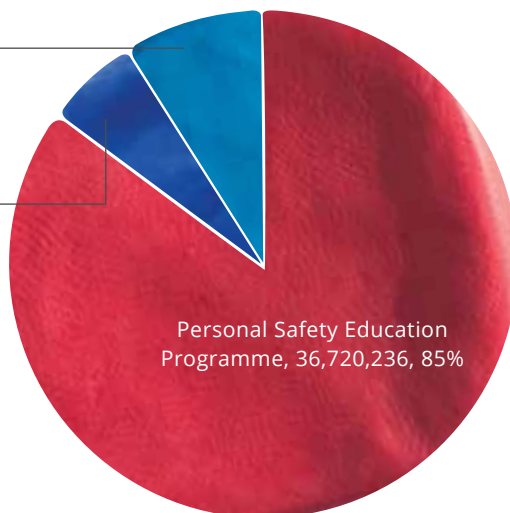
Below is the brief budget for the year 2016-17.

EXPENSE HEAD	AMOUNT IN INR
<b>OPERATING EXPENDITURE</b>	
Salaries	33,243,860
Specific Project Costs (Worksheets for Children, Publications, Events)	3,030,000
Office Expenses	3,965,139
Arpan communication materials (Arpan Brochures, Merchandise, Annual Report)	350,000
Networking & Fundraising	1,700,000
Admin Expenses	298,451
Capital expenditure	400,000
<b>TOTAL</b>	<b>42,987,450</b>

## BELOW IS A GRAPHICAL REPRESENTATION OF EXPENSES ESTIMATED IN THE 3 PROGRAMMES OF ARPAN

Child Sexual Abuse Prevention  
and Training Programme,  
3,923,056, 9%

Mental Health Services  
and Training Programme,  
2,344,158, 6%



Personal Safety Education  
Programme, 36,720,236, 85%

# OUR IDENTITY AND VALUES



 *It's not hard to make decisions once you know what your values are.*  - Roy E Disney

Arpan is a registered Public Charitable Trust by legal status and conviction.

(Registered under the Bombay Trust Act, Registration No.E24873 dated 25/03/2008)

Our projects, strategic and organizational structures and policies at Arpan are strongly guided by the following values:

## VALUES

### RESPECT

To respect each other's views and feelings within the organization and with people you work with as a representative of Arpan. To express ourselves, our opinions, suggestions and feelings in a respectful manner while regarding the dignity and self-worth of other individuals and valuing the other person's reality.

### ACCOUNTABILITY

To work with complete transparency and integrity and in a manner wherein the employee is accountable towards the organization and all internal and external stakeholders for one's actions.

### EXCELLENCE

To do everything with excellence and aspire for nothing less than excellence. To be organized in ones work while inspiring others to excel and reach the optimum levels of their potential. Excellence is also portrayed in the constant learning and evolutionary attitude of the organization and its people.

### PERSEVERANCE

To have purpose and determination to work for the set goals in spite of hurdles and challenges faced. Unwavering belief in oneself and the organizational mandate will facilitate seeing challenges as learning opportunities rather than setbacks.

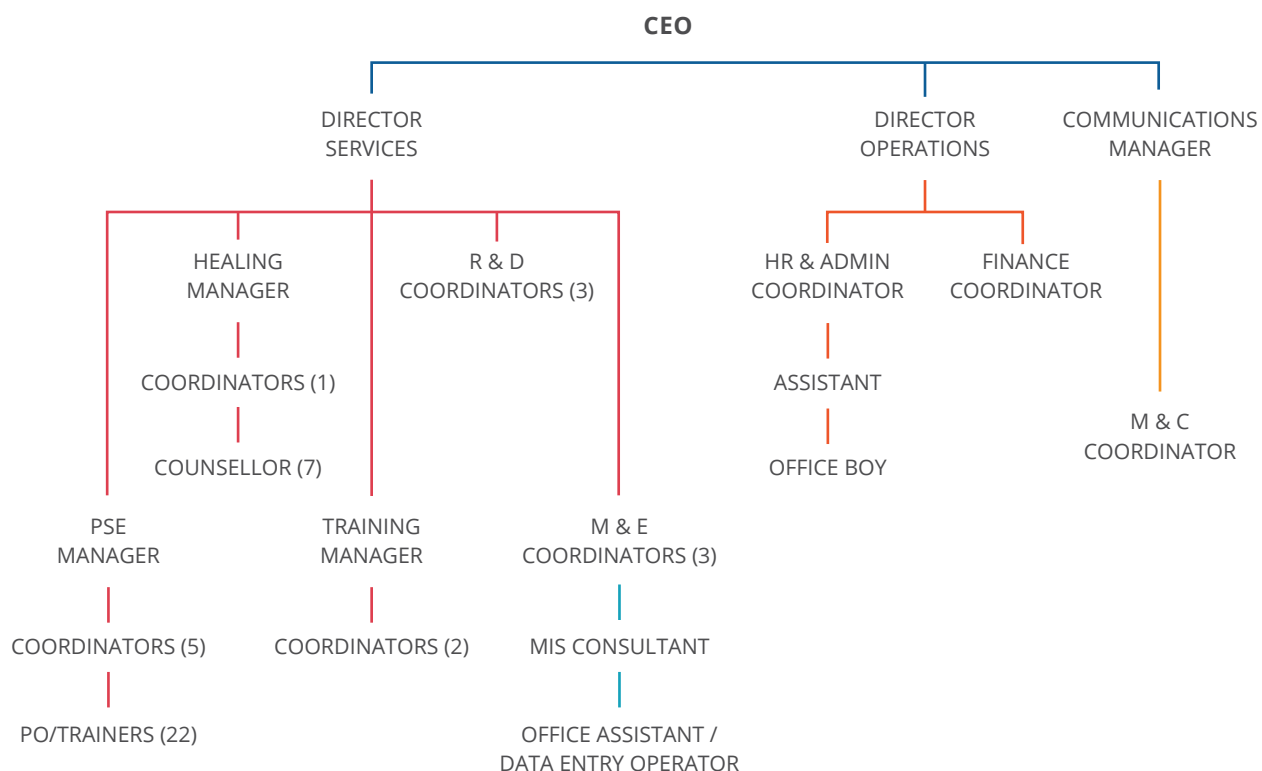
### COMPASSION

To be compassionate with each other and with our beneficiaries so that one can go beyond empathizing and can work towards alleviating the suffering. Every employee who is recruited or who continues to be a part of the Arpan family needs to strongly present and aspire to these values in their actions, ideas and expression.





The team of Arpan is organized as per the following Organogram



Distribution of staff according to salary as on 31st March, 2016

SLAB OF GROSS MONTHLY SALARY IN RS. PLUS BENEFITS PAID TO STAFF	FULL TIME	PART TIME	CONSULTANTS	TOTAL STAFF
Less than 5000	0	0	1	1
5000-9999	3	0	0	3
10000-24999	28	2	0	30
25000-49999	9	2	0	11
50000-99999	4	0	1	5
100000-199999	2	1	0	3
				<b>53</b>

#### NOTES ON STAFF

- Pooja Taparua has been paid a remuneration of Rs. 2,00,000 lakh per month as CEO.
- Remuneration of 3 highest paid staff members: Rs. 1,15,000, Rs. 95,000, Rs. 73,000.
- Remuneration of 3 lowest paid staff members: Rs. 13,000, Rs. 15,000, 17,000
- No international travel was undertaken by any staff

An esteemed and highly skilled board of trustees guides the management and staff at Arpan. The details of the trustees are mentioned below:

NAME	PROFESSION	DESIGNATION IN BOARD	AREA OF COMPETENCY
Achama Matthew	CEO, Bombay Cambridge Gurukul schools	Trustee	Strategic Direction, Programme Development
Vaishali Kapadia	Asst. Art Director, Spenta Multimedia	Trustee	Design and Media Strategy
Pooja Taparia	CEO, Arpan	Trustee	Administration, Operations, Communication, Programme Development, Fundraising
Manish Gupta	Nominee by R. Jhunjhunwala Foundation	Trustee	Strategic Direction

#### NOTES ON THE BOARD OF TRUSTEES

- None of the Board members are related to each other
- Pooja Taparia receives remuneration from the organization for working as a CEO
- No other board members have received any remuneration from the organization

In 2015-16, 6 board meetings were conducted.

#### REGISTERED OFFICE

E 2407/08, Oberoi Splendor, JVL R, Jogeshwari East, Mumbai – 400 060

#### WORKING OFFICE

1st floor, Delta Chemicals Pvt Ltd. J-1 Cama Industrial Zone, Off Val Bhatt Road, Goregaon (East), Mumbai – 400 063

#### BANKERS

Bank of Baroda, Malabar Hill, Mumbai – 400 006 and HDFC Bank, Fort, Mumbai – 400 023  
HDFC Bank, Manekji Wadia Bldg., Ground Floor, Nanik Motwani Marg, Fort, Mumbai – 400 001

#### AUDITORS

Ganesh and Rajendra Associates, 103, Madhu Industrial Park, Avadh Narayan Tiwari Marg, Mogra Village, Andheri (East), Mumbai – 400069



# OUR PARTNERS



👉 *Just one **partnership** with the right person can have an incredible impact on your ... success.* 🍊 - Janine Ogg and Jo Foster

## SCHOOLS AND INSTITUTIONS

Al-Ittihad Urdu High School, Jogeshwari (West)  
Atul Vidyalaya  
Baba - E - Koum Primary School, Trombay  
Bal Vikas Vidya Mandir  
Bassien Kerela Samajam School (English Medium)  
Bombay Cambridge Gurukul Schools  
G. J. Vartak School  
Goregaon East Hindi School No. 1 (Morning)  
Goregaon East Hindi School No. 2 (Afternoon)  
Goregaon East Marathi School No. 1  
Goregaon East Marathi School No. 2  
Goregaon Municipal Hindi Secondary School, Goregaon (East)  
Goregaon Municipal Secondary School, Goregaon (East)  
Guru Govind Singh School  
Holy Star English School, Malwani  
Indian Education Society  
Indian Education Society, Marathi Prathmik Shala  
K.M.S. Dr. Shirodkar High School (CBSE)  
K.M.S. Parel Primary School  
Lokmanya Vidya Mandir (English Medium)  
Lokmanya Vidya Mandir (Marathi Medium)  
Mother Teresa Primary School, Kandivali (W)  
Mumbai Public School, Goregaon (East)  
Navy Children School, Colaba  
Paranjape School, (Primary), And Secondary, Andheri (East)  
Parle Mahila Sangh  
Parle Tilak English Medium (Primary)  
Parle Tilak Marathi Medium (Primary)  
Powai English High School  
R. M. Bhatt School (Gokhale Education Society) English Medium Primary  
R. M. Bhatt School (Gokhale Education Society) Marathi Medium Primary  
Ravindra Baal Vidhya Niketan Marathi Primary School, Kandivali (West)  
Sardar Vallabhbhai Patel, Kandivali (West)  
Shishu Vikas Trust Primary And Secondary Vidhyalaya, Kandivali (West)  
Shree Ekveera High School, Kandivali (West)  
Smt. Rajdevi Hindi High School, Kandivali (West)  
Snehalaya English School, Ahmednagar  
St. Anthony School, Malad (West)  
St. Theresa High School  
Swami Vivekananda School, Malad (East)  
Thomas Baptista Primary School  
Vidya Vikas Mandal School, Andheri (West)  
Y.B. Chavan High School, Kandivali (West)





## INSTITUTIONS/ORGANIZATIONS

Apne Aap - Khetwadi centre, Mumbai

Gaodevi Vidyamandir Community school - Panchpankhadi, Thane(W).

Life Trust - Worli, near Doordarshan, Mumbai

Magic Bus - Lower Parel, Mumbai

Sneha Sadan Institution - Andheri East, Mumbai

Snehalaya - Ahmednagar

Unicef State office for Maharashtra - Andheri East, Mumbai

## GOVERNMENT UNITS

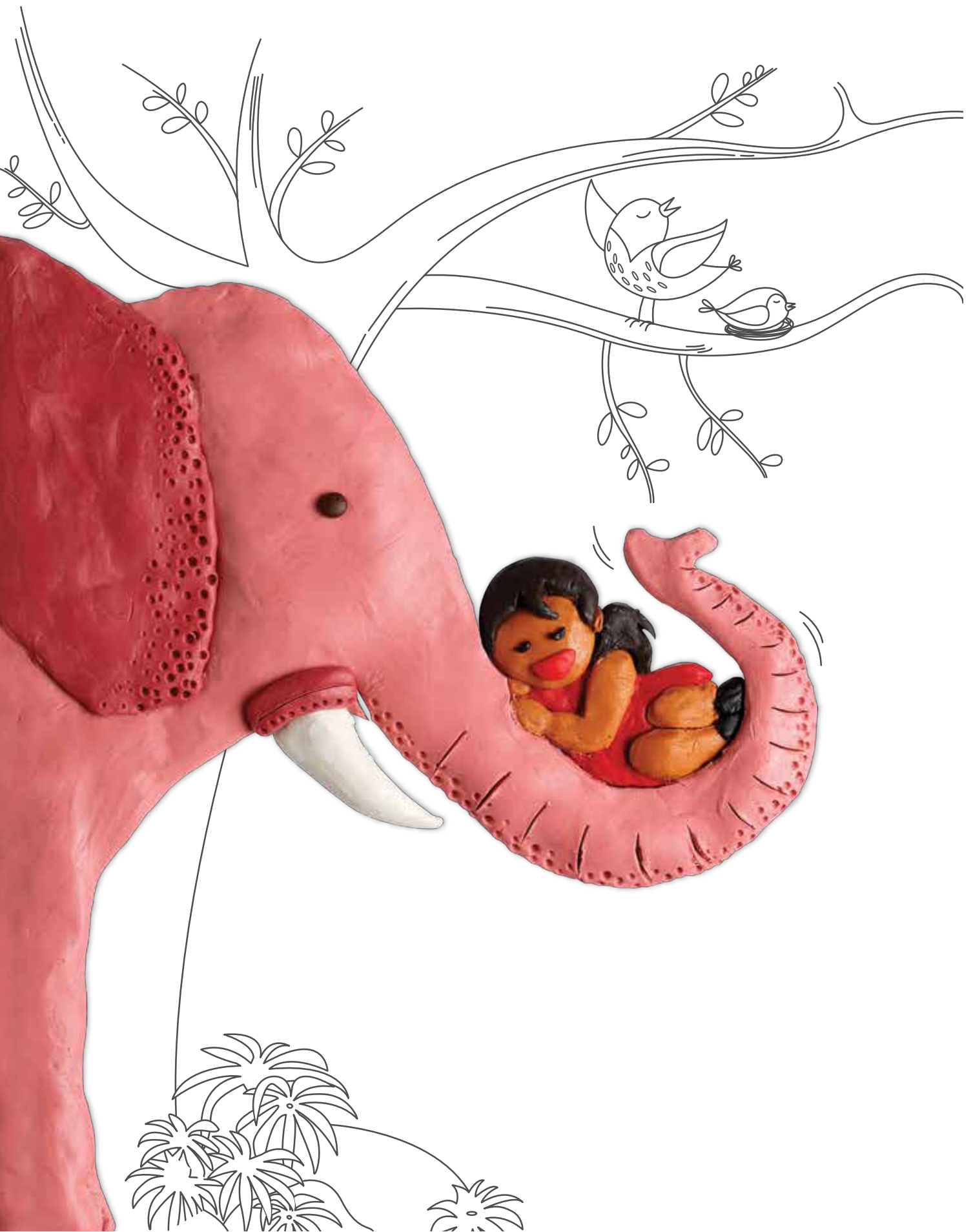
Superintendents, Caretakers & DCPU

Of 4 Zones (Mumbai, Mumbai Suburb, Alibaug/Raigad & Thane)





# THANK YOU!



 *No duty is more urgent than that of returning **thanks**.* 

- James Allen

## TRUST AND FOUNDATIONS

Charities Aid Foundation, India  
Global Fund for Children, USA  
Global Giving, UK  
GMSP Foundation, UK  
Gopuri Charitable Trust, India  
R. Jhunjhunwala Foundation, India  
Share and Care Foundation, USA  
The Marshall Foundation, France

## CORPORATE

Eros International Media Limited, India  
Famy Energy Pvt Ltd, India  
Goldman Sachs (I) Capital Markets Pvt Ltd, India  
Pegasus Assets Reconstruction Pvt Ltd, India  
Technovinyl Polymers India Ltd, India  
Western Consolidated Pvt Ltd, India

## INDIVIDUALS

Boman Moradian  
Hemesh Sheth  
John Aracapakarambli  
Kalindi Pasta  
Karl Johan Persson  
Lakshmi Venkiteshwaran  
Madhu Mehta  
Manoj Kumar  
Mrunal Lamge  
Ruchika Beri  
Saurabh Kulkarni  
Shraddha Sudhir Trimbakkar  
Umakanth Adiga

## DONORS WHO CONTRIBUTED THROUGH GLOBAL GIVING

Abhijeet Jhaveri  
Amar Purohit  
Anand Iyer  
Avinash Singh  
Bhavish Patel  
Bhavit Mehta

Bina Sheth  
Brijesh Shah  
Jessica Best  
Ketaki Pange  
Kieran Jatania  
Kunal Patel  
Manish Gupta  
Meenal Sachdev  
Mihir Shah  
Naidah Zulfquar  
Niral Patel  
Niral Shah  
Nishma Jethwa  
Parul Patel  
Pavni Lakhani  
Pooja Taparia  
Pratibha Sachdev  
Priti Raichura  
Ravi Purohit  
Ridhima Patel  
Rishi Sachdev  
Rupal Kantaria  
Shaival Jhaveri  
Sindhu R  
Smita Kapadia  
Sona Tiwari  
Sonal Patel  
Sriganesh Parthasarathy  
Suman Srivastava  
Sunanda Joshi  
Vaishali Kapadia  
Vasumathi Sriganesh  
Viresh Patel



## DONORS WHO CONTRIBUTED AND RAN IN THE MUMBAI MARATHON 2015 FOR ARPAN

Aarti Somani  
Dinesh Rego  
Gautam Nimkar  
Neeraj Deorah  
Omar Sikka  
Rushikesh Parekh  
Sumit Pal





## INDIVIDUALS AND ORGANIZATIONS THAT SUPPORTED US IN OUR JOURNEY

- Dr. Lois Engelbrecht for her continued guidance on Arpan's programmes
- Dr. Nachiket Mor for his continued mentorship to Arpan
- Mr. Arjun Raychaudhuri for his input and guidance on strategic thinking and organisational development.
- Mr. Sonjoy Chatterjee and Mr. Sarath Divella for their continued support in numerous ways to Arpan.
- Mr. Dave Wallack for his support in mentoring senior management of Arpan
- Ms. Janki Shah (Sixofus Design) for always supporting us with quick, beautiful design solutions for our communication materials at subsidized costs
- Amar Purohit for his continued support in helping us proof read our publications
- Mr. Shivratna Taparia for donating chairs to Arpan
- Lillete Dubey for her continued support to Arpan
- Eros International for making a beautiful film on our psychotherapeutic work in institutions
- BCG Schools for their continued support and for allowing Arpan to conduct the research on Personal Safety Education in their 5 schools



## YOU CAN CONTINUE TO HELP BY: TALKING ABOUT THE ISSUE

- Talk to your friends and family about Child Sexual Abuse. Learn more about Child Sexual Abuse on [www.arpan.org.in](http://www.arpan.org.in)
- If you have experienced Child Sexual Abuse or know of someone who has, reach out to us on support @arpan.org.in or 98 1908 6444
- If you see warning signs (inappropriate behaviour) in adults/older children reach out to us on support @arpan.org.in or 98 1908 6444

## VOLUNTEERING

- We need individuals with varied skills and resources to help our work grow.
- Tell people about Arpan and the work we do.
- Help us get access to networks like schools, clubs, residential societies, NGOs, any platform to talk about CSA and create awareness.

## DONATING

- Sponsor Teaching @ Rs. 2000\_\_\_\_ no. of children personal safety skills  
Ways to donate:
- You could send a cheque in the name of 'Arpan' to our office.
- You could make an online donation on [arpan.org.in](http://arpan.org.in)
- For bank transfer details contact us on [finance@arpan.org.in](mailto:finance@arpan.org.in)  
You will be sent a receipt and 80G tax exemption certificate. We can receive donations from foreign individuals and organisations as well.

**Do visit us!**

**Do call us in advance to arrange a mutually convenient time.**

### ARPAN

1st Floor, Delta Chemicals Pvt Ltd., J- 1, Cama Industrial Zone,  
Off. Val Bhatt Road, Goregaon East, Mumbai - 400 063.

Tel – 022 2686 2444 / 2686 8444 | Email – [info@arpan.org.in](mailto:info@arpan.org.in) | Website – [www.arpan.org.in](http://www.arpan.org.in)





## OUR TEAM

Aarti Shinde, Abhilasha Rawat, Amit Suvarna, Anita Kumar, Anjana Salunkhe, Anupriya Dassingh, Anupriya Singh, Archana Daiwadnya, Asha Salvi, Bhagyashree Lodha, Bhavana Joshi, Chandrika Rambiya, Daphne Fernandes, Deepali Kadam, Deepali Kharat, Dwiti Vyas, Fatima Dhaluj, Hemesh Sheth, Hetal Jobenputra, Jasmine D'souza, Kajal Singh, Karuna Mohan, Ketki Doshi, Mahesh More, Dr. Manjeer Mukherjee, Mayur Barve, Meenakshi Yamgar, Mercina Gomes, Nargis Halai, Neelam Parab, Nehal Parekh, Nilesh Kadam, Olina Almeida, Pooja Taparia, Pratibha Bhurki, Priyanka Jogde, Priyanka Sawant, Radhika Sharma, Rehea Qudros, Sadhana Bhandare, Safina Shaikh, Sayli Anavkar, Sheetal Sawant, Shubhangi Shinde, Smriti Rashmi Parhi, Sonali Parab, Sujata Dhoble, Supriya Kamble, Sushant Shinde, Suvidha Gaikwad, Swati Mane, Veena Hari, Violet D'souza

## OUR CONSULTANTS AND PARTNER COUNSELLORS

Aarti Madhusudan, Deepti Makhija, Priyanka Shah Dattani, Dr. Rani Raote, Rohit Nair, Shilpa Lahoti, Sandra Farel, Swati Deepak, Seema Dagha

## OUR BOARD OF TRUSTEES

Achama Matthew, Manish Gupta, Pooja Taparia and Vaishali Kapadia

## OUR ADVISORS

Dr. Lois Engelbrecht, Dr. Nachiket Mor, Mr. Arjun Raychaudhuri











#### **ARPAN OFFICE**

1<sup>st</sup> Floor, Delta Chemicals Pvt Ltd., J-1 Cama Industrial Zone  
Off Val Bhat Road, Goregaon (E), Mumbai 400 063, India.

#### **FOR INFORMATION**

T: 2686 2444 / 2686 8444 | M: +91 98 1905 1444 | E: [info@arpan.org.in](mailto:info@arpan.org.in)

#### **FOR COUNSELING**

M: +91 98 1908 6444 | E: [support@arpan.org.in](mailto:support@arpan.org.in)

