



# Evaluation of Personal Safety Education Programme

Conducted by Arpan

June 2014

# Background

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The '**Personal Safety Education Project**', is one of the core interventions of Arpan.

The project aims to involve awareness building and skill enhancement of adults like parents, teachers and institutional caretakers who are the primary stakeholders and caregivers in a child's life. There are 3 major levels of prevention which the project aimed at:

- **Awareness generation** among children about various aspects of personal safety.
- **Empower the children** by enhancing their skill in handling sexual abuse situation. This includes-
  - ✓ Identification
  - ✓ Seek Support
  - ✓ How to get safe/leave the situation
- **Support and care** provided to the child post disclosure.

# Research objectives

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- To understand the awareness of children and their teachers about Personal safety programmes conducted by the client or any other programme that they have attended.
- Assessing the impact of these programmes on the following parameters –
  - Children – Knowledge, Skill to respond to CSA and seek help in case they have faced any violation.
  - Teacher & Parents - Awareness of the issue, comfort in talking to children and other adults, helping children.
- To assess the programme on the following parameters –
  - Reach
  - Shared knowledge with others
  - Recommendation of programme to others
  - Perceived importance of the programme
- Use of the skills/ knowledge in any real life situation.

# Schools and sample size covered

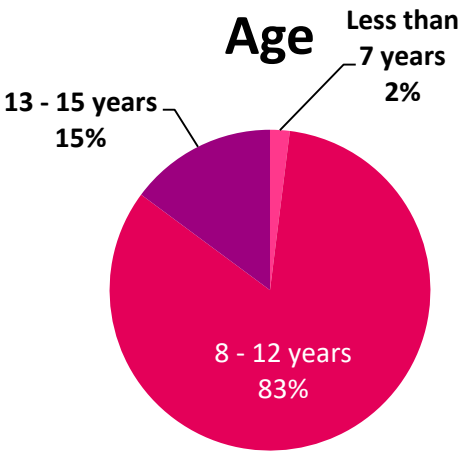
Students

Teachers  
and Parents

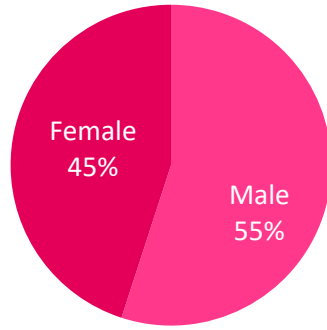
Type of Schools	School	Sample Size	Total	Teachers	Parents	Total
Institutionalized	Vbs BCG Andheri	90	220	15	13	28
	Vbs BCG Borivalli	130				
One - time intervention	Nakwa high school	75	400			
	People’s education	25				
	Lion’s Pioneer	110				
	Al-Muminha, Masjid	80				
	Holy mother school	110				
New School	New English school, Thane	75	150			
	D. S. School, Sion	75				
Total		770	770			

*\*Grades covered: 2 to 7*

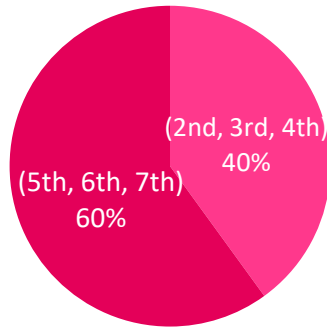
# Profile of students covered



### Gender



### Grades Covered



Base: All respondents: 754

# A note on reading the data

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Some of the meanings of common terms used in the presentation are given below for reference.

## Type of Schools

1. **New School:** Schools where Arpan is yet to conduct a programme on personal safety education.
2. **One time intervention:** Schools where Arpan has conducted the programme only once.
3. **Institutionalized schools:** Schools where Arpan has institutionalized the programme.

## Grades

Primary refers to grades 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup>

Secondary refers to grades 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup>

## Top breaks

- The data has been shown by different cuts. These cuts are called the Top breaks. So we have covered the following top breaks—
  - Gender
  - Age group
  - Schools
  - Grades
  - Schools X Grades (wherever relevant)

# A note on reading the data – Significance testing

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- **Statistical** significance is the probability that an effect is not due to just chance. It is an integral part of statistical hypothesis testing where it is used as an important value judgment.
- In statistics, *a result is considered significant not because it is important or meaningful, but because it has been predicted as unlikely to have occurred by chance alone.*
- A significance test is a way of working out if a particular difference is likely to be meaningful or a fluke.
- Let's look at an example in order to understand the concept better.

# Sampling error



Imagine doing a study on 200 consumers to find their soft-drink preferences . Let's say the study was repeated three times.

And this is the result we got-

- In the first study Coca-Cola was the favourite drink of **41%** of respondents.
- In the second study Coca-Cola was the favourite drink of **40%** of respondents.
- In the third study Coca-Cola was the favourite drink of **43%** of respondents.

**There are two possible explanations for the variations**



# Sampling error – Contd.

- **Explanation 1:** The world changed in some way between each of these studies and the proportion of people preferring Coca-Cola dropped a little and then increased (i.e., moved from 41% to 40% and then up to 43%).
- **Explanation 2:** The difference between the two studies is just random noise. More specifically, as each study only sampled 200 people it is to be expected that we should get small differences between the results of these. Or, to use the jargon, there is *sampling error*.

## Significance tests

- A *significance test* is a rule of thumb that is used to help to determine whether a difference between two numbers is likely to reflect a meaningful difference in the world at large (i.e., explanation 1 above), or, is merely a fluke caused by sampling error (i.e., explanation 2).
- While there are lot of significance tests available, the one we use is called column comparisons.

# Significance testing – Column Comparison

## Let's look at an example of column comparison

- Let's assume we got the following data from the coke study

(Age groups)	18 – 24	25-34	35-44
I Prefer Coke	52	44	41
I prefer Pepsi	44	56	65

- As we can see score for respondents in the age-group of 18 – 24 for preferring coke is marked as being significantly high which means that the score is high not because of a sampling error but because it truly represents the difference in population at large.
- Please note here that the difference between the score 52 and 44 is not the same as the difference between 65 and 56. The difference between two scores might be as low as 1 but still one score could be significantly higher than the other.
- Thus all significance tests are guides on how to interpret the differences in data. The calculations for column comparison involves complex mathematical analysis, which is out of the scope of this session.
- Similarly a ■ means that the score is significantly lower than the other top break.

# Flow of the Presentation - *We will be evaluating the programme on various levels as shown below -*

## Recall of Programme

How many attendees recall the programme

## Evaluation of the Programme

On certain parameters by those who attended it

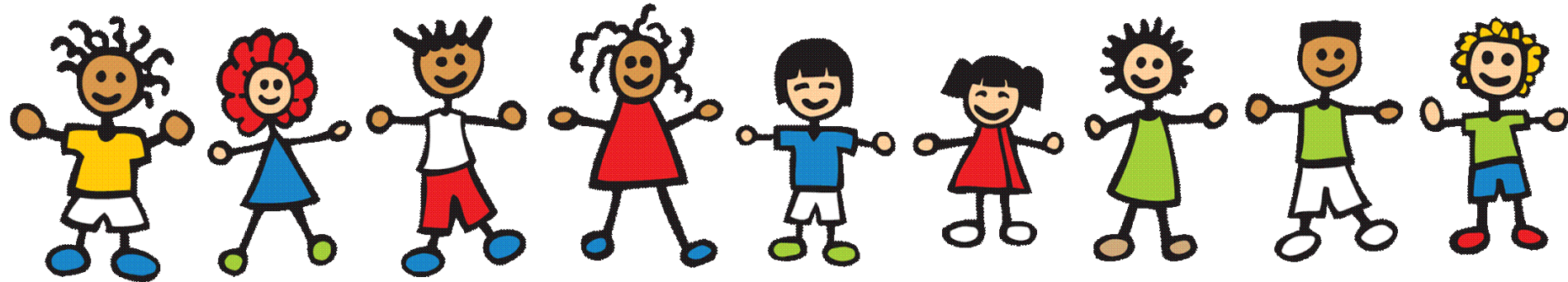
## Learning from the Programme

We will be comparing it with a control sample of kids who have not attended the programme

## Way forward

# RECALL OF THE PROGRAMME

How many attendees recall the programme?



# Recall of the Programme

All fig in %

We checked the recall of the programme at two levels –

- Spontaneous – without prompting them with the name of the programme and generally asking tell us the various programmes that you have attended in your school.
- Aided – when we specifically asked them, have you attended Personal safety programme in your school or not.

At a spontaneous level, only 20% recalled the programme and this recall is **higher among institutionalized schools** compared to the schools with one time intervention. Also the spontaneous recall is higher among boys

	Total	Schools		Grades		Gender	
		Inst.	One time intervention	Primary	Secondary	Boy	Girl
Base(All attended)	604	220	384	225	379	331	273
Personal safety education	20	25	17	20	20	25	14

Spontaneous Recall

Aided recall was 100% for all the schools across grades and gender

Recall in BCG Andheri (46%) is significantly higher as compared to BCG Borivali (11%)

Recall in Lion's pioneer(48%) is the highest among all the schools

Sometime there are different programmes run by the school to make you learn new things, like a drama class or a dance class etc. Try and remember and tell me the different programmes that you have attended in your school in the last 2 – 3 years?

# Recall of the programme

Kids are only recalling the programme when prompted about it. Spontaneous recall is much lower compared to other programmes like annual days, drama class etc.

Spontaneous recall is high in institutionalized schools, which means that the frequency of programme has an effect on the recall, but is it enough?

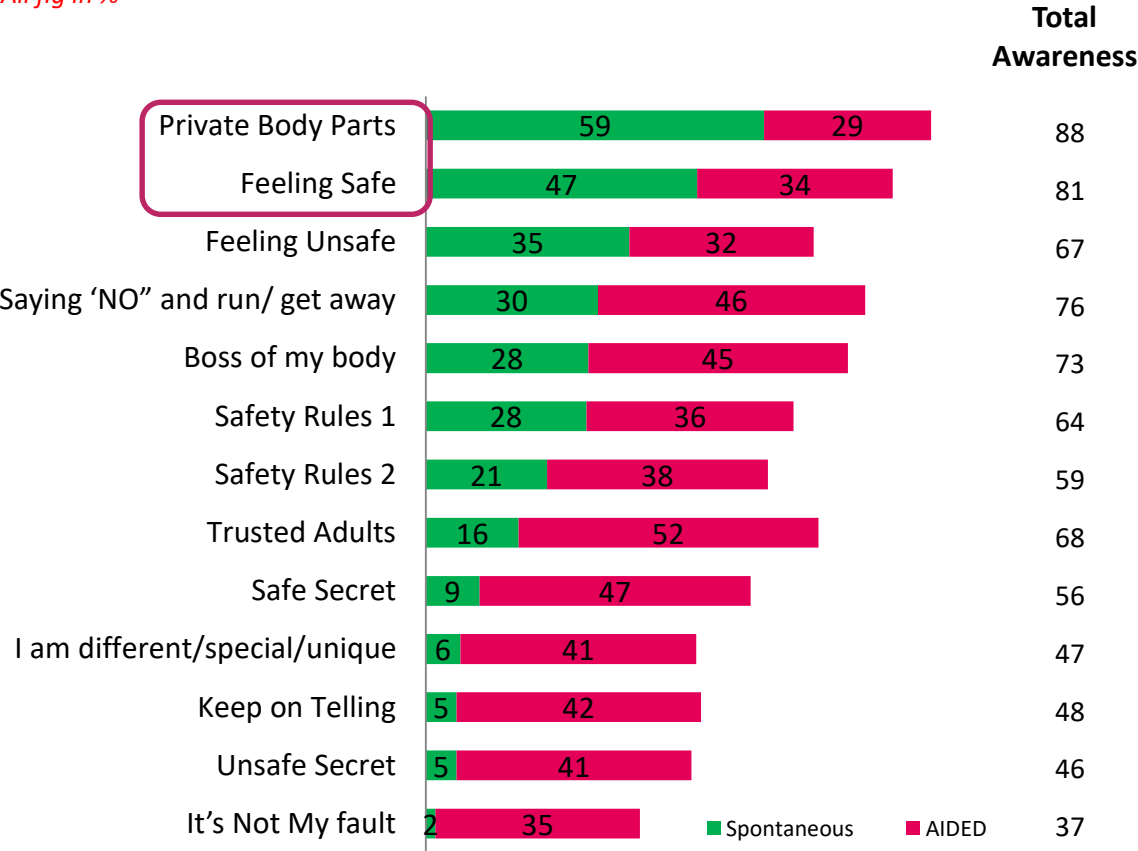
The other events like annual programme or sports events have much higher recall, may be because it's an in-school event and hence students keep hearing about it and hence a higher mind share among kids.

Hence, it is important that kids should have constant connection with the programme.

So sending materials to read, conducting mini workshops in between the programmes, can help maintain the programme at the top of students memory.

# Recognition of various elements of the programme

All fig in %



“Private body parts” and “Feeling safe” are the two most recalled phrases from the programme.

Total awareness of all the phrases are significantly higher in institutionalized schools as compared to schools with one time intervention

I will now read out some words to you. Please tell me if you remember about these words from the personal safety programme? There are no right or wrong answers, just tell me if you remember the trainer talking about these words?

# Recognition of various elements of programme

We can see that the components recalled the most spontaneously are private body parts, feeling safe etc.

These are points that can be learned like a text book lesson, whereas the other elements of the program, for which the spontaneous recall is much lower, like “I am different/special/Unique” and “It’s not my fault” work at a subconscious level.

These elements could be the emotional/psychological outcome of a event rather than the top learning elements from a programme which is more likely to be textbook elements like Private body parts and Feeling safe.

This can be seen from the fact that recall of these elements go up significantly in aided recall.



# Recognition of various elements of programme – Total Awareness

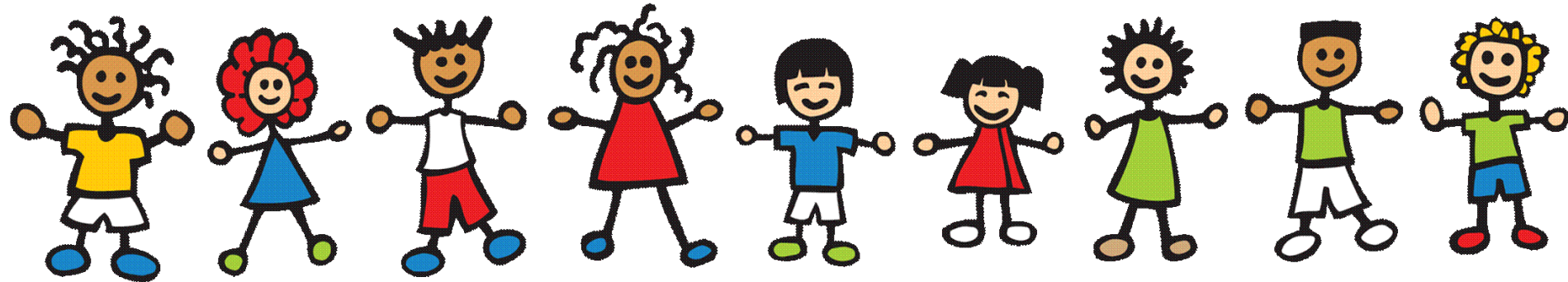
All fig in %

	Total	Schools		Grades		Gender	
		Institutionalized	One time intervention	Primary	Secondary	Boy	Girl
<b>Base(All attended)</b>	<b>604</b>	<b>220</b>	<b>384</b>	<b>225</b>	<b>379</b>	<b>331</b>	<b>273</b>
Private Body Parts	88	95	83	83	90	86	89
Feeling Safe	81	93	74	78	83	79	83
Saying 'NO' and run/ get away	76	93	67	69	80	73	80
Boss of my body	73	90	63	65	78	72	74
Trusted Adults	68	90	55	57	74	64	73
Feeling Unsafe	67	88	55	65	68	66	68
Safety Rules 1	64	89	49	54	69	63	65
Safety Rules 2	59	80	47	51	64	57	62
Safe Secret	56	80	43	44	63	53	60
Keep on Telling	48	78	30	39	53	42	55
I am different/special/unique	47	70	34	40	51	33	63
Unsafe Secret	46	77	28	33	54	40	53
It's Not My fault	37	59	24	29	42	31	45

At a total level institutionalized schools have significantly higher recall as compared to schools with one time intervention.

The recall of most elements is also higher among secondary grade students and among girls.

# EVALUATION OF PROGRAMME



# Evaluation of Programme

## 1 Word of Mouth

**100%** of kids talked about the programme after attending it.

*Among this 75% talk to their mother about this.*

%		Schools		Grades		Gender	
		Institutionalized	One time intervention	Primary	Secondary	Boy	Girl
<i>Base (All attended)</i>	<i>604</i>	<i>220</i>	<i>384</i>	<i>225</i>	<i>379</i>	<i>331</i>	<i>273</i>
Mother	94	97	92	95	93	92	95
Father	72	80	68	79	68	75	70
Brother/Sister	12	11	13	12	12	14	10
Friends	10	9	11	8	12	11	8

Students in institutionalized schools talk more about the programme to their parents as compared to students in schools with one – time intervention.

# Evaluation of Programme

## 2 Intention to attend again

**100%** of kids said that they would want to attend the programme again  
*This number is significantly higher among the older age group (13- 15 yrs)*





The Intention to attend the programme and the word of mouth has a perfect 100% signifying the programme has been received very well by the students.

# Evaluation of Programme

## 3 Trainer

**93%** of kids liked the trainer.

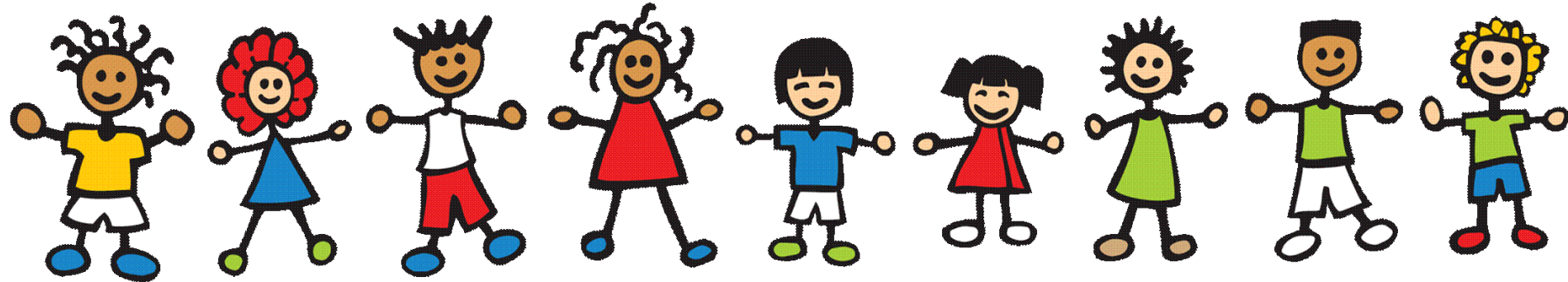
The trainer is liked more among the secondary grades as compared to primary ones.

%	Total	Schools		Grades		Gender	
		One time intervention	Institutionalized the programme	Primary	Secondary	Boy	Girl
<i>Base (All attended)</i>	<i>604</i>	<i>384</i>	<i>220</i>	<i>225</i>	<i>379</i>	<i>331</i>	<i>273</i>
	21	19	24	16	26	21	22
	72	75	71	77	70	71	74
	4	5	4	5	3	5	3
	1	1	2	2	1	2	1

No significant negatives were mentioned about the trainer by the students.

# LEARNING FROM THE PROGRAMME

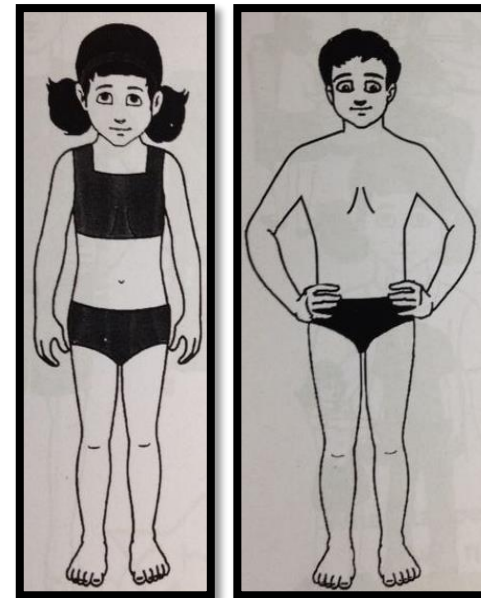
Compared with control sample of those who have  
not attended the programme



Knowledge about Private  
body parts

# Identifying the Private body parts

%	Total	Inst.	One time intervention	New Schools
<i>Base(All Respondents)</i>	<i>754</i>	<i>220</i>	<i>384</i>	<i>150</i>
Chest	50	56	39	68
Buttocks	45	65	41	26
Penis	44	65	43	17
Anus	41	51	34	45
Testicles	39	68	36	4
Hips	34	49	26	31
Vagina	29	47	24	17



**Institutionalized schools have significantly higher scores** on recall of almost all body parts while scores for new schools are significantly lower.

*\* This includes recognition of the body part by the kids in their local language*



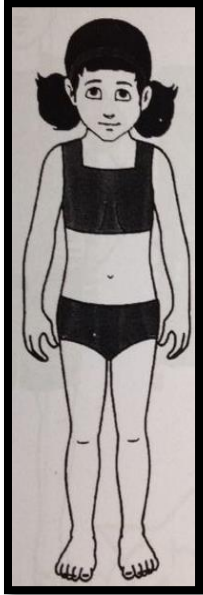
# Private Body parts – Identification

%	Institutionalized					One – Time Intervention					New School				
	Total	Primary	Secondary	M	F	Total	Primary	Secondary	M	F	Total	Primary	Secondary	M	F
<i>Base</i>	<i>220</i>	<i>75</i>	<i>145</i>	<i>117</i>	<i>103</i>	<i>384</i>	<i>150</i>	<i>234</i>	<i>214</i>	<i>170</i>	<i>150</i>	<i>75</i>	<i>75</i>	<i>81</i>	<i>69</i>
Chest	56	7	82	44	69	39	9	58	29	52	68	77	59	59	78
Buttocks	65	51	72	62	65	41	8	62	44	41	26	29	23	26	6
Penis	65	39	78	59	79	43	38	46	33	41	17	12	21	6	1
Anus	51	0	77	46	54	34	1	55	28	41	45	28	61	46	43
Testicles	68	66	69	42	55	36	42	33	17	39	4	1	7	26	36
Hips	49	0	75	47	83	26	0	43	40	44	31	23	39	25	28
Vagina	47	36	53	25	73	24	1	38	12	40	17	8	25	16	17

As we look at the recognition at a school level, students in secondary grade (5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup>) have significantly higher recall for most of the body parts. This is true for all three schools. The recall is also higher among girls for most of the body parts.

As we look at some of the more important body parts like Vagina, Testicles, Penis and Buttocks we see that the recognition is much higher in the institutionalized and one-time intervention schools as compared to new schools.

# Private body parts



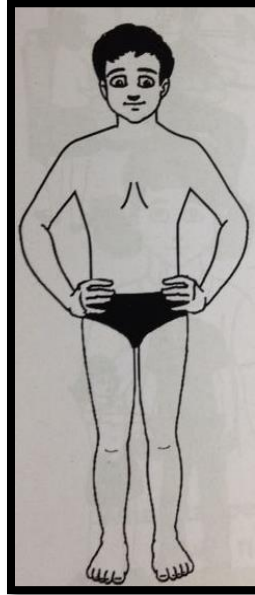
We asked the kids if they can name the private body parts.

Close to 40% did name the private body parts – Chest, buttocks, Anus & Penis. But this includes the names in local language or the name by which they refer to these body parts.

So while we cannot say that if they know the words anus, penis etc, but 40% did mention that they know the names of these body parts, whereas 60% did not say that also.

Clearly more kids from the institutionalized schools could name the private body parts.

Especially in case of parts like Testicles and Vagina, the difference is much higher between institutionalized and new schools.



Safe – Unsafe situations

# Safe-Unsafe Situations – Comparison between Schools

%	Safe				Unsafe				Inform Adults - Yes				Inform Adults - No			
	Total	Inst.	OTI	New	Total	Inst.	OTI	New	Total	Inst	OTI	New	Total	Inst.	OTI	New
Chow Chow is 7 years old. Whenever her uncle comes home in the absence of her parents, he kisses her on her lips.	5	6	2	9	95	94	98	91	97	99	99	91	2	1	1	3
Ga Ga is in 3rd std. His tuition teacher touches his private body parts while teaching him about Human body parts.	2	2	1	5	98	98	99	95	98	100	100	93	1	0	0	3
Sui Sui got hurt on her private body part and was taken to a doctor for the same. The doctor asked everyone to leave the room.	28	50	15	32	72	50	85	68	85	68	97	79	6	15	3	2

In assessing safe – unsafe situations, new schools are performing as well as the schools where the programme has been conducted before.

But when it comes to action to be taken for it in terms of informing adults, the new schools are slightly lagging behind the old schools.

Base: All respondents (754)

# Behavior Evaluation – Passive/ Assertive/ Aggressive

# Behavior Evaluation – Passive/Aggressive/Assertive

Your class mate takes your pen without your permission

%	Total	Institutionalized	One – time intervention	New School	Boy	Girl
<i>Base (Only secondary grade)</i>	<i>454</i>	<i>145</i>	<i>234</i>	<i>75</i>	<i>226</i>	<i>228</i>
<b>Assertive Behavior</b> (Will warn him, tell the teacher, should ask before touching etc.)	<b>79</b>	84	74	87	76	83
<b>Aggressive Behavior</b> (Will take it back, will fight, will take his pen and break it etc.)	<b>17</b>	12	21	12	19	14
<b>Passive Behavior</b> (It's ok, friends return pens by themselves, etc.)	<b>3</b>	1	6	-	2	4

While assertive behavior is seen across different types of schools.  
Aggressive behavior is seen slightly more among Boys.

# Behaviour Evaluation – Passive/Aggressive/**Assertive**

A stranger shows you a picture of woman/man without clothes

	Total	Institutionalized	One – time intervention	New School	Boy	Girl
<i>Base (Only secondary grade)</i>	454	145	234	75	226	228
<b>Assertive/Say No/Inform others</b> (Avoid looking at the picture, run away, say no, close eyes, etc.)	95	99	97	93	97	97
<b>Aggressive</b> (Will beat him, hit him, slap him, will fight him, etc.)	5	1	8	1	4	5

Say No/ Run away is the most strongest reaction and it is significantly higher among institutionalized and one – time intervention schools.

# Behaviour Evaluation – Passive/Aggressive/**Assertive**

Your friends make a plan to tease one of your class mates by making fun of their private body parts.

%	Total	Institutionalized	One – time intervention	New School	Boy	Girl
<i>Base (Only secondary grade)</i>	<i>454</i>	<i>145</i>	<i>234</i>	<i>75</i>	<i>226</i>	<i>228</i>
<b>Assertive/Say No/ Inform others</b> (Will complain to teacher, complain to family, tell others, etc.)	<b>73</b>	80	71	68	80	67
<b>Aggressive</b> (Will not allow to touch, will stop them.)	<b>24</b>	26	24	21	19	29
<b>Passive</b> (Not feel good, ignore.)	<b>3</b>	4	2	1	1	4

Assertive behaviour is clearly higher among institutionalized schools and the lowest is among new schools



# Behaviour Evaluation – Summary

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- In the first situation (classmate taking pen) , which is more common among all the schools, not much difference is seen between the scores for new school and institutionalized schools in their respective responses. Majority of the responses fall under the **assertive** bracket. The scores for the new school aren't surprising because of the commonality of the situation.
- Let's look at the second and the third scenario which has a sexual connotation attached to it.
  - In the second scenario the desired behaviour of **“Saying No/ Running away”** is significantly higher in institutionalized and one – time interventions schools when compared to new schools.
  - Even in the third situation, the desired behaviour of assertiveness (informing others) is higher among the institutionalized and one –time intervention. Though the differences are not significant, directionally the data supports the fact that the behaviour is more among the institutionalized schools.
- The learning have been picked up in the second and third situations which is more important from the point of view of Personal Safety Education

# Fault Evaluation in different situations

# Who's fault is it?

KuiKui's uncle always comes home to visit him and gets gifts for him. One day when no one was at home he came to visit him. He got a new laptop and told him he has something special to show him and asked him to come closer. When KuiKui came close to see, he showed him pictures of people without clothes. KuiKui looked at the pictures, so is it KuiKui's fault?

%	Total	Institutionalized	One – time intervention	New School	Boy	Girl
<i>Base</i>	454	145	234	75	226	228
Kui Kui's Fault	9	5	10	16	12	7
Uncle's fault	91	95	90	84	88	93

Majority of the kids identified that it was the Uncle's fault and not Kui Kui's.

This correct identification is higher among the kids in the institutionalized school.

While travelling by school bus Mai Mai was the last student to be dropped home. When she was alone in the bus the conductor of the bus put his hand under her skirt. Mai Mai did not tell anyone about this incident. Is it her fault?

%	Total	Institutionalized	One – time intervention	New School	Boy	Girl
<i>Base</i>	454	145	234	75	226	228
Mai mai's Fault	37	28	38	52	40	35
Conductor's fault	63	72	62	48	60	65

The correct identification of the Conductor's fault is only 63% which is lower than the previous study

But again, this correct identification is higher among the kids in the institutionalized school and lower in the new school.

Helping a friend in an  
unsafe situation

# Scenario Evaluation – Helping a friend

If your friend tells you about his/ her uncle, who comes to their house when no one is at home and touches his/ her buttock. Your friend feels bad about it. Your friend has also asked you to promise them not to tell anyone or they will break their friendship with you. In this situation, what will you do?

1 Inform parents

76% of kids said they would be complaining about this to their friends’ parents.  
*The number is lower in New schools and slightly higher in other schools.*

2 Inform teacher

7% of kids said they would be complaining about this to their teacher.

2 Tell a trusted adult

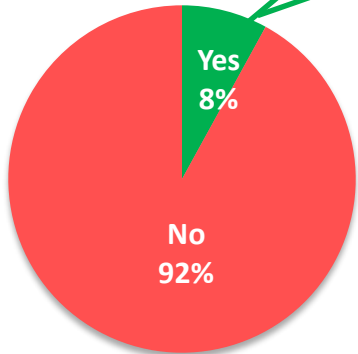
6% of kids said they would inform a trusted adult. This is mainly driven by kids of institutionalized schools.

%	Total	Institutionalized	One – time intervention	New School	Boy	Girl
Base	454	145	234	75	226	228
Complain to Parents	76	74	80	64	67	84
Inform teacher	7	3	8	13	8	7
Tell a trusted adult	6	19	1	0	11	2

What to do in case of an  
actual experience of  
unsafe situation

# Experience of Unsafe Situation

Did they experience an Unsafe situation?



Base: All respondents: 754

Among those who have faced the situation- 90% said that they were able to seek help from an adult.

If faced, what measures were taken?

%	Total
Base	59
Told her uncle & aunty	41
Run away	29
I complained to the teacher	15
I informed my mother about it	10
I was very scared	5
Informed people nearby	3

90% of those who faced an unsafe situation were able to seek help from an adult.

The most common reaction of such incidents is informing adults mostly parents and teachers.

Help from surroundings is most relied upon by students in such a situation through actions like shouting, informing other people etc.

There have been instances of children acting out of fright like hiding, avoiding, and in some extreme cases changing their tuition class because of the incident.

In case of an unsafe situation, informing an adult as well as running away are the top two measures taken which are the desired ones. Again institutionalized schools have higher than average scores on informing the adult front.

Have you ever experienced a situation or touch where you felt it was Unsafe?  
Were you able to protect yourself in such a situation? Can you please give us more details about it?  
Were you able to seek help from an adult in such a situation?





# Experience of an unsafe situation – What action was taken?

%	Total	%	Total
<i>Base</i>	<i>59</i>	<i>Base</i>	<i>59</i>
Told her uncle & aunty	41	Avoiding	2
Run away	29	I changed my tuition class	2
I complained to the teacher	15	Teacher did not listen	2
I informed my mother about it	10	Told to go back to your place	2
I was very scared	5	Teacher scolded him	2
I will shout	3	We told everyone in school	2
Inform surrounding	3	By hiding	2
I just went off from there	2	Called the Police	2

As seen from the data seeking help from adults and surroundings are the top actions taken when children were faced with an unsafe situation.



A comparison between old schools and new schools on various learning parameters

%	Institutionalized	One Time Intervention	New schools
Average recall of private body parts	68 	42	30
Correctly identified the unsafe situation Average of multiple situations	80	94 	84
Correct Fault evaluation	84 	76	66
Behavior	76 	72	58

Definitely the schools where Arpan has conducted the programmes are performing better than the new schools.

This pattern can be seen in behavior evaluation, fault evaluation and recall of private body parts.

# Comparison of schools

We saw that the institutionalized schools are ahead of new schools in terms of Pprivate body parts identification, assessing unsafe situations, understanding who's fault it is in case of un-safe situations.

But we also see, that new schools are not doing very bad either.

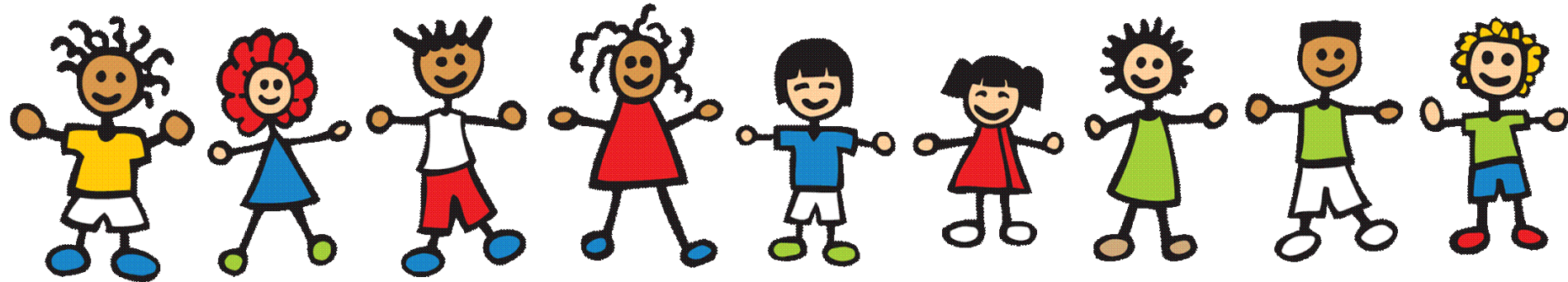
If we look at new school's scores in isolation, a substantial % is able to asses the safe, unsafe situations, they know that they should inform the adults in such situations.

So kids today have some idea in assessing situations – what is safe/ not safe, what should they do.

The programme should aim to provide them with the right skills to handle such situations.

# WHAT DO TEACHERS & PARENTS HAVE TO SAY ABOUT THE PROGRAMME

We did a small qualitative exercise among the  
parents and teachers we went to





# Teachers

- Teachers feel that their students are less knowledgeable about personal safety.
- They feel that students are shy while talking about personal safety.
- Few feel that students are under-aged for such knowledge and others feel that the students are capable of understanding the information in the programme.
- They feel that if children are provided knowledge through such programme, they would have the required skill and the right attitude. It would be beneficial to them.
- Few feel that some students are shy and their application depends on their nature.
- They speak to their students about personal safety. They give guidelines like children should speak to trustworthy adults and their parents about their state of mind, children shouldn't speak to strangers or receive things from them. They also make their students aware by updating them with current news on such issues.
- They feel that such programmes are extremely important.

# What is the current scenario?

### From One-time interventions schools

- Teachers said that though initially the session was little awkward it gradually became more comfortable and was received positively. Students gained knowledge, learned to become more alert, more informed on how to deal with abnormal situations and speak to their parents and trustworthy adults. Students did understand the vocabulary of private body parts. Post this programme they are comfortable and do not feel shy while talking about PSE.

### From OTI & Institutionalized schools

- They mentioned many things about PSE namely; good teaching technique and methodology used. Students were more confident as they had knowledge about what is right and wrong and they were given good vocabulary which they can use confidently while explaining about private body parts. Also individual sessions helped students to get comfortable and share about whatever they felt.
- They said that students did revert to them after the session and spoke to them comfortably about personal safety and private body parts. They also came across one incident where the girl student was being verbally abused by a boy in her society. After knowing this the teacher addressed this issue to her grandparents.
- They felt that students were comfortable while speaking about this programme.

# What do they have to say about the programme?

## From OTI & Institutionalized schools

- Teachers observed that students discussed the same queries and content in the programme. They also observed a girl discussing with her friend about this programme when a stranger approached her.
- They said that the programme has affected the students positively leaving them more confident, more mature and knowledgeable, compassionate, more alert about personal safety and private body parts and less hesitant while sharing incidents and talking about it with their parents
- They mentioned that students have become comfortable post this programme when talking about private body parts.
- They mentioned about the changes in behavior and stated few incidents like refusal when opposite gender students touches them, also when teachers keep their hand over their heads they express refusal through their expression.
- They have mentioned about students coming and sharing unsafe touch situations specially when standing in a queue or while playing games. Students have become more matured and compassionate.

# What do they have to say about the programme?



#### From One Time Intervention school

- Few of the dislikes mentioned by teachers were that - questions were asked in the programme that made students uncomfortable;

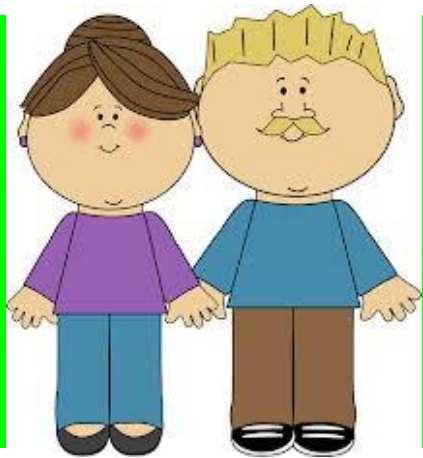
#### From Institutionalized schools

- Few articles presented in the programme, they felt, were not necessary.

#### From New schools

- Some additional topics to the programme were suggested like issues related to personal hygiene. Also, teachers were of the view that children should be given such knowledge along with their parents, as they feel that parents are the first source of information.

## Suggestions/ Improvements



Parents

- Parents feel that few students directly talk to them about personal safety but many do not.
- They feel children are comfortable talking about personal safety, but very few parents talk to their children about personal safety.
- Parents feel that it's the appropriate age for their children to educate them about personal safety.
- They feel that if children are provided knowledge through such programme, they would have the required skill and right attitude and can better apply the learnings in real life.
- They think the content of PSE is sufficient for making their children understand about personal safety.

# What is the current scenario?

- Parents mentioned that their children did speak about the programme and learnt about personal safety, private body parts, safe and unsafe touches and what measures should be taken during unsafe situation.
- They feel that the programme conducted by Arpan is good and helpful.
- They said that the children were comfortable when talking about the programme.
- Parents mentioned that they did notice changes in behavior. Children were more comfortable, knowledgeable and more alert about personal safety.

**What do they have to say about the programme?**

### From Institutionalized schools

- Few of them felt that the worksheets should be distributed considering the age of the students.

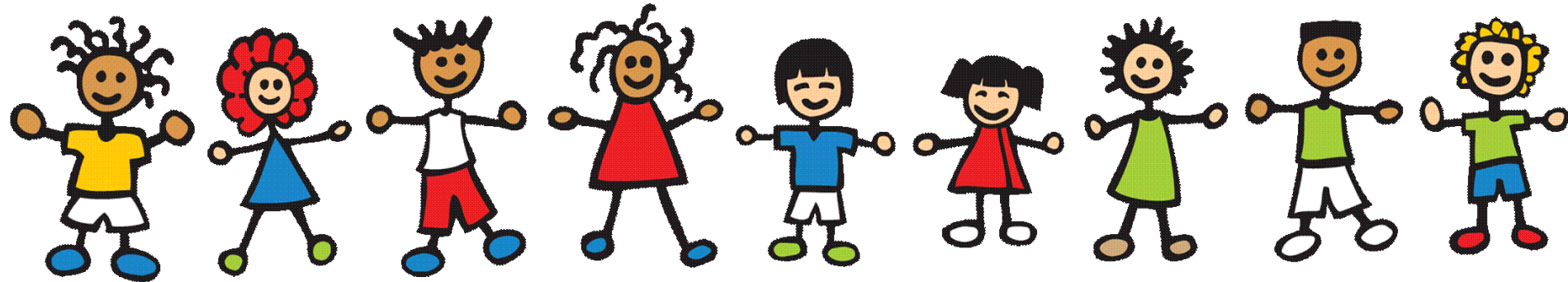
### From OTI & Institutionalized schools

- Parents also felt that the programme should be conducted frequently and regularly.
- Parents feel that the programme should be updated regularly as students tend to forget after a long gap.

# Suggestions/ Improvements

# WAY FORWARD

Points of improvement and Recommendations



# Recommendation

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## More focus on skill building

- While the theoretical parts of the programme like recall and recognition of private body parts has been definitively picked up, students have shown hesitation in the practical part (safe/unsafe situations).
- The data with respect to practical scenarios (safe/unsafe situations) indicate that new schools are performing equally well. While the learnings have been picked up, the application of learnings in real life scenarios is moderate.
- Hence more focus on skill building with respect to practical scenarios is the need of the hour.

# Recommendation

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## Increase in the frequency of the programme

- The most important and most frequent input from the qualitative part has been to increase in frequency of such programmes.
- There has been a constant call from both parents and teachers to increase the frequency of such programmes. This essentially means that the word-of-mouth from the students to teachers and parents has been positive.

## Intermittent intervention through study materials

- Parents and teachers have mentioned that students tend to forget the lessons after a while. Since this is a yearly programme, sending materials/tests to students at different points in a year will help them recollect the lessons as well as keep PSE at the top of their minds.