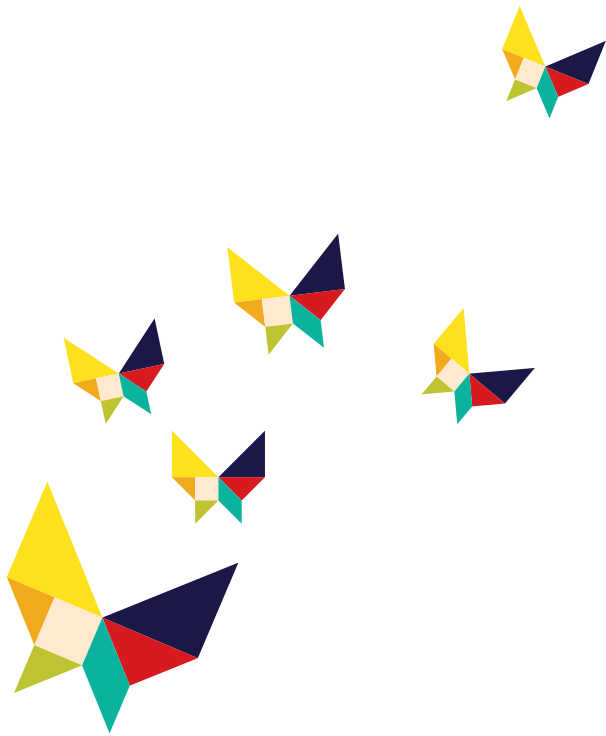






The seed of Arpan was planted way back in 2006. Since then, the journey of Arpan resembles the growth of the 'Moso Bamboo tree' which needs watering every day with no noticeable growth for some time. That does not dampen the spirit of the gardener and the watering of the plant continues. One day, it opens up, catches its first ray of sunshine and away it goes. Arpan's story of growth has mirrored this. While the initial few years were about building a strong foundation, the last couple of years have seen amazing growth, taking Arpan to new heights. As much as this process has been organic, it would not have been possible without a focused, conscious and deliberate growth and a recognition that this transition is a trade-off between the present and the future. Allied with this, has been the realization that navigating this transition would mean to look at Arpan through a different lens as strategies that were promising for a small scale organization can hinder the growth and sustainability for a larger organization. With Arpan's maxim, that **'being better is more important than being bigger'** the continuous challenge has been to ensure that the growth does not jeopardize Arpan's culture, significance of its beneficiaries, its people, its execution processes, and its quality and controls.

Arpan's story of growth is as much a story of the organizations scale of work as well as growth in each of its clients as well as its team. Given the nature of intervention at times, growth can be momentary, transitory, intangible and not apparent. However, Arpan's story is incomplete and futile without mapping the growth and change that happens in the life of its beneficiaries. This Annual Report 2013-14, will present the growth of individuals and their journey from being victims to survivors, from vulnerable children to empowered beings participating in their own safety, from unaware caregivers to endowed individuals creating a safety net. Integral to this journey is the growth of Arpan's practitioners' who evolve to become more empathetic and compassionate in their approach through their experience and interaction with beneficiaries and their lived realities.

Contents

03	CEO's Foreword
06	Our Intervention, Strategies and Projects
10	Our Impact during 2013-2014
18	Project Wise Impact 2013-2014
64	Challenges encountered during the year
67	Our Financial Performance
69	The Future
73	Our Identity and Values
78	Our Partners
80	Thank You!





CEO's

Foreword



Another exciting year has gone by, a year that marked tremendous growth in all aspects of our work. We grew significantly as a team, set up a Research and Development group in the organisation, our direct outreach of Programs grew by 90%, we took the Personal Safety Education Program to rural areas of Maharashtra, we piloted modules on personal safety for Grade 7 and 8 children, and more than anything we grew as individuals and as professionals.

In every interaction with a child or an adult, their questions and thoughts, made us think, made us look for answers that we had maybe never thought of before. In seeking those answers we grew as professionals. In situations where adults shared their helplessness in taking appropriate action, children shared their reluctance to talk to adults about their issues, we in our understanding and respect towards their ground reality and challenges grew as individuals.

In the rush to address, solve this overwhelming issue of Child Sexual Abuse, one tends to lose perspective on what we have set out to do. Are we solving the issue or are we empowering others to do so? If we are empowering others then our tools and modalities of working with people have to be those that truly induce growth and change. Quick fixes are not the pathway to success. Slowly but surely, changing attitudes and supporting people to take on the onus of change are. Therein lies empowerment. Therein lies the answer to sustainable change and growth. And that's Arpan's mission.

I am very pleased to share our work for the year 2013-14, our successes and our challenges, with stories of growth and empowerment. I do hope you enjoy reading them.

I would like to thank everyone who has supported us, financially and in all manner of other ways. I would especially like to mention the names of Mr. Karl-Johan Persson, Mr. Rakesh and Mr. Rajesh Jhunjunwala and Mr. and Mrs. James Marshall who have contributed significantly to the growth of Arpan year after year.

We look forward to working with yet another 30,000 children and adults this year, creating more transformative stories of growth and change, making headway to fulfilling our mission of empowerment.

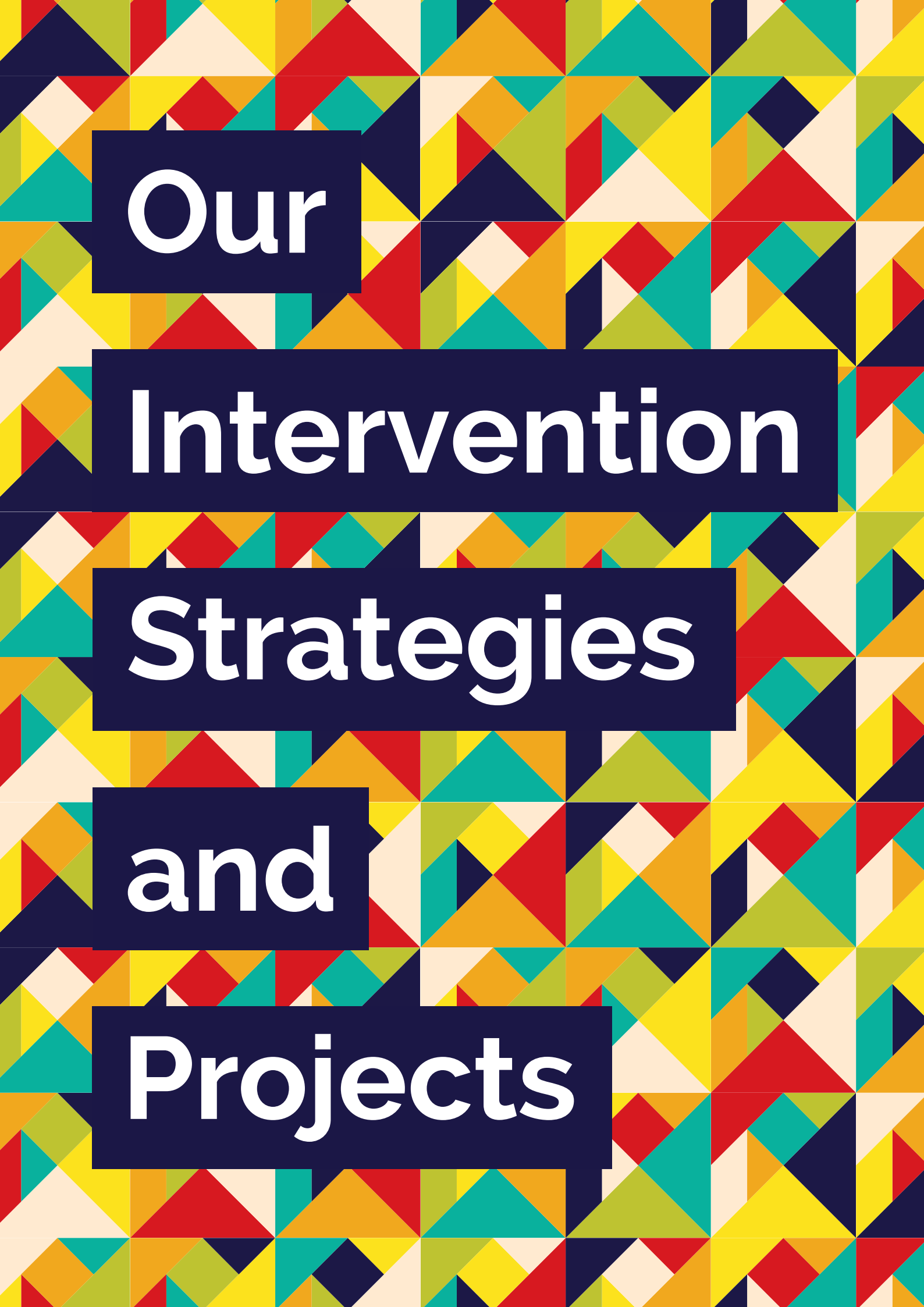
Pooja Taparia

Founder and Chief Executive Officer, Arpan



“There’s only one growth strategy: work hard.”

William Hague



Our

Intervention

Strategies

and

Projects

Our Vision and Mission

Vision: A world free of Child Sexual Abuse

Mission: To empower individuals, families, communities and societies 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 the prevention and intervention of Child Sexual Abuse are interrelated. This shapes Arpan's philosophical base which aims to strike a balance between advocacy and service delivery, prevention and an intervention based strategy. Arpan takes a multi-level approach to achieve this, routing it to the person in environment model which proposes everyone to play his/her 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 and respecting and acknowledging their needs, perceptions and uniqueness is important for the organization.

The core interventions of Arpan are guided by the vision and mission of the organization which is realized through the following Advocacy and Program strategy:

- To advocate for both public and policy level changes in order to reduce the occurrence of Child Sexual Abuse, heal its impact and create safe and supportive environments for children and adult survivors of Childhood Sexual Abuse.
- To deliver Programs geared towards preventive and intervention services, training and capacity building and research and development in order to reduce the occurrence of Child Sexual Abuse, heal its impact and create safe and supportive environments for children and adult survivors of Childhood Sexual Abuse.

The Advocacy and Program strategy emphasizes a holistic multilevel model in order to deal with the issue of Child Sexual Abuse which is a highly sensitive and socially taboo issue in Indian society.

The Advocacy and Program strategy is further broken down into the following interdependent sub strategies:

Sub Strategy I: **Public and Policy Advocacy** is geared towards creating sensitization on Child Sexual Abuse with the public in order to create more visibility and awareness about the issue of Child Sexual Abuse. In addition, an advocacy framework is geared towards lobbying for policy level and systemic changes at the local, state and national level. The aim of advocacy at Arpan is to create a legally and politically supportive environment for prevention and intervention of Child Sexual Abuse and sustain the social impact of Arpan's work.

Sub Strategy 2: **Prevention and Intervention** services for children and adult survivors of sexual abuse and their families in order to reduce the occurrence of Child sexual abuse heal its impact and create

safe and supportive environment.

Sub Strategy 3: **Training and Capacity Building** of relevant stakeholders in order to replicate the preventive and intervention based strategies of Arpan.

Sub Strategy 4: **Research and Development** is focused on developing an authentic and holistic knowledge base on the issue of Child Sexual Abuse to create further awareness and sensitization within the larger society as well as to advocate for local, state and national level changes pertaining to the issue. Along with this knowledge development, Arpan is also designing various tools, resources and modalities to scale and replicate their services across geographies and socio-economic and cultural groups.

The four sub-strategies of Arpan are implemented through the eight projects. The programs, sub-strategies and strategy are further streamlined into specific projects which are diagrammatically represented below:

Diagrammatic representation of Arpan's Strategy, Programs and Projects





“A life is not important except in the impact it has on other lives.”

Jackie Robinson



Our

Impact

in

2013-

2014

The Year At A Glance

2013-2014 has been an enthralling and stirring year for Arpan. We share with you our achievements and endeavours. This year has been one of unfaltering growth taking Arpan's outreach to more than **65,000** individuals directly in last 7 years with an average growth of **91%**.

We reached out to over **31,000** children and adults in the year 2013-14 through our programs against an estimated target of **14,000**. In addition, we reached out to **11,000** individuals through public advocacy and **38,000** individuals through social media.

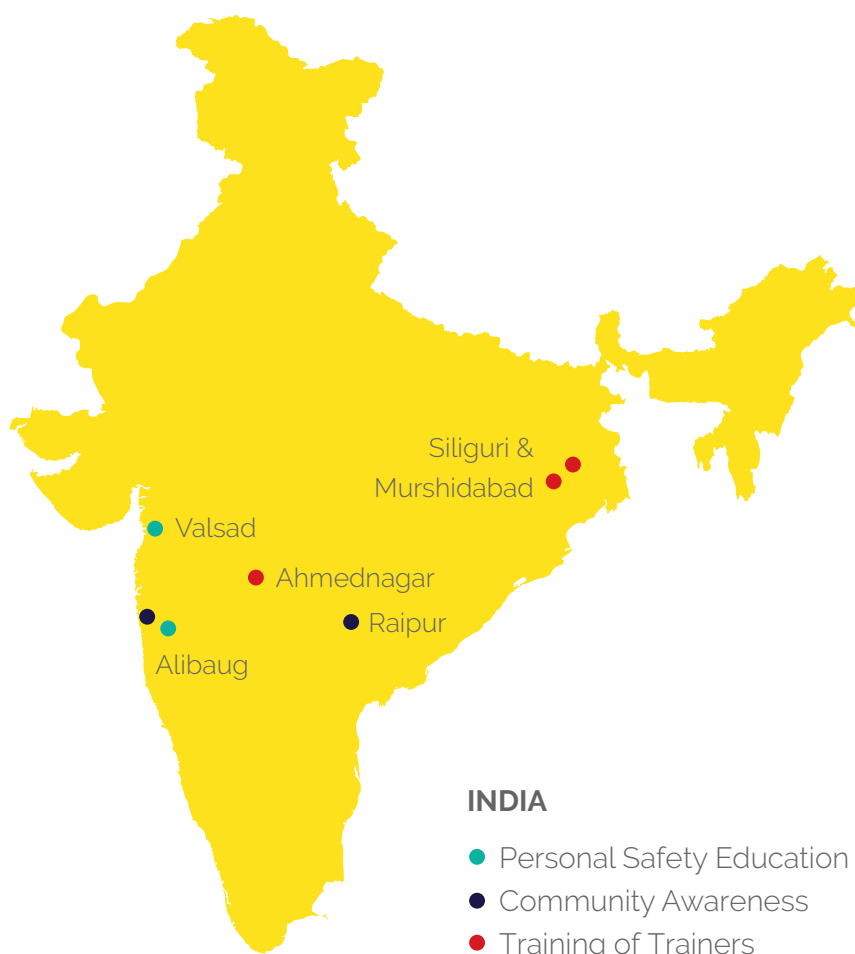
To increase Arpan's visibility in the virtual space, the new Arpan website (www.arpan.org.in) was launched.

Arpan performed a street play titled 'Vikram and Vetal' on the issue of Child Sexual Abuse at railway stations, which evoked a marvellous response from the common man on the street.

Arpan was invited to a National level consultation by the Ministry of Women and Child Development in New Delhi to discuss the rules and guidelines of the POCSO 2012.

Arpan stepped out of Mumbai to implement the Personal Safety Education program in Valsad, Gujarat and Alibaug, Maharashtra. We conducted Training of Trainers sessions in West Bengal and Ahmednagar, Maharashtra and awareness sessions in Alibaug, Maharashtra and Raipur, Chhattisgarh.

Arpan initiated implementation of the Personal Safety Education program in the rural outskirts of Mumbai and piloted the Personal Safety Education module for Grade 7-8 along with the ongoing school based program which took off successfully.



Arpan reached out to 27,000 children and adults through the Personal Safety Education Program against a target of 11,650; among these 14,800 were children marking a year-on-year growth of 188%.

Arpan handled 1,384 cases of Child Sexual Abuse and inappropriate behaviour by providing 1,742 counseling sessions.

Arpan conducted community awareness sessions with 3,800 parents, teachers and other adults through our awareness sessions, which included over 1,400 police cadets and police officials all against a target of 2,500.

Arpan trained 280 teachers, social workers, NGO professionals, counsellors for mainstreaming Arpan's modules of prevention and intervention.

Research and development evolved as a separate vertical due to the growing demand for research and development work.

This year, Arpan published a research report, 'An Analysis of Media Reportage on Child Sexual Abuse', a handbook, "My Personal Safety Workbook" in English, a book on "Understanding Child Sexual Abuse: Frequently Asked Questions", an instructional manual for "Teaching Personal Safety Education for Grade 5".

A plethora of internal capacity building workshops on various topics - Sex and Sexuality, Values and Philosophy of Arpan, Dream Analysis, Trauma and Attachment, and Leadership were conducted for honing the skillset of the staff.

There has been increased media reporting wherein Arpan and its work on Child Sexual Abuse have been featured in both English and Marathi newspapers and magazines namely, New Indian Express, Asian Age, Times of India, DNA, Mid-day, Child Magazine, Nirbhid Lekh, Raigad Nagri, Karnala Publication, Viswaroop and Sakal.



Personal Safety Education Program at a community



'Unsafe Touches' art installation at Kala Ghoda



Awareness Session with Police



Street Play 'Vikram and Vetal' by Arpan Team



Awareness Session with Police



Awareness Session with Parents



Personal Safety Education Session with Teachers

GENDER

A new sensitization kit, which is going to be introduced in schools across the city this month, aims to change mindsets and shatter stereotypes

FATIMA PITTAUWALA
fatimaw@rediffmail.com

THE heinous gang rape and murder in Delhi last year, the infamous Nirbhaya case, brought additional focus on dangers faced by women and girls. Besides stepping up safety measures, there was an outcry for changing mindsets towards women.

Five members of the Awhi-Ahacus Project, an educational non-governmental organization in Mumbai, have developed a gender sensitization kit for schools. This kit, containing a manual for teachers, session plans, worksheets and stories, is to be introduced in STD VII and VIII in 132 aided and non-aided schools across Mumbai.

"We plan to hold teachers' orientation and workshops in Mumbai from July 25, and this kit will be officially introduced in schools in August. Once the initial introduction of the kit is done, we plan to introduce it in more schools across the city," says Neelha D'Souza (59), an Awhi-Ahacus member.

This kit aims to focus on the construction of gender identities, issues related to discrimination, stereotyping and growing up, with an idea to lay stress on the more important need for long-term measures and being about an enduring degree of change in society.

Concern
In the wake of the recent rise in the number of rape cases reported on a daily basis, Awhi-Ahacus member Sunamini Dhuru (48) says that it shows how such aberrations have been happening, but were not reported as they were not "news-worthy". Gender sensitization is a matter of crucial importance in the changing milieu of our society.

Attitudes, habits and the mindset of a person are set from an early age. Major factors that greatly influence the thought process of a child are home and school. While homes can be difficult to change, a qualitative change can be brought in schools. Here, what the kids learn in their early-infused childhood years will stay with them forever.

Tolerance

The Awhi-Ahacus project started in 1990 and, through its Sangati (for children's development) curriculum, has already reached over 900 schools and 10,000 teachers, in the



START EARLY: Swati Popat Vats of Podar school, Mumbai. PIC/ ABHINAV KODHAKSAR

last 13 years. Popular theatre actor and Awhi-Ahacus member Ratna Pathak Shah (56) says, "We are particularly intolerant today in our society. We don't want to hear what other people are saying, whether it is to do with religion, gender, or politics. Our positions have become increasingly rigid, so how does one tell children that it is ok to voice your opinion?"

Need
Nandini Parandore (53) of Awhi-Ahacus says, "In our Sangati programme, we touched on gender sensitization but after the Nirbhaya incident, the need for this has increased. Children today need to be gender-sensitive." To which Dhuru adds, "What we do should not be relegated only to a few schools and institutes. We feel it should be taken up at a national level and as part of the education policy, and we have been moderately able to go ahead in that direction."

Dhuru adds, "We are not only talking about sexual harm done. We are talking about how we grow up in our society as girls and boys. We feel that only talking about molestation and rape, is simply the tip of the iceberg. One needs to understand why girls and boys are discriminated against in different spheres of life. We need to change mindsets in society and that is what we are trying to do through this kit."

Idea
Though the kit was developed by the team of Awhi-Ahacus, the idea for it originated from the women's

commission of the Archdiocese of Bombay. Mumbai-based feminist, mother and member of the women's commission Dr Arndt Lobo Gajiwala says, "After the Delhi gangrape there was an outcry and people wanted to do something. We all get conditioned into ways of looking at ourselves. Unless we question them, we take things for granted. You see a lot of things in films, TV and the internet, and children are accessing all this without any supervision. There is no critical and adult supervision. So we thought that if we have this (the kit) in schools, we could have children look at things with a proper perspective."

She continues, "Simple things like inclusive language, the way you treat men and women, comparisons made between men and women, how men are seen as superior and women considered inferior in society. All these things are to be questioned and new paradigms have to be put in place. Like education, or anything else. Even in books for children, boys are usually portrayed in a stronger way than girls. Then, of course there is our language where we always refer

to a person as a 'he'. Once children become conscious of this, when they grow up they will be able to see women as equal and there is a better sense of respect for men, women and human beings in general."

Beneficial
When asked whether this kit could be one of the many answers to the call for change, Dr Gajiwala says, "I can't say if this kit will succeed in demolishing inequalities between the genders, because this is an experiment. But I can say that it definitely has a good chance of changing mindsets so that we can move towards being a more equal society. It is a beginning, and I

would love to see women in our country live their life without fear."

Change

Father George Ashade, Principal of St Michael High School in Mahim, one of the 132 schools where the sensitization kit is going to be introduced, says, "Given the recent unfortunate incidents involving women and minors in our country, we were concerned about the views that boys in our school develop towards women. We want to look at women with respect and look at them as people, not differentiate based on gender. Therefore, we are introducing a programme in schools today. So like gender sensitivity has been with their teachers and our concepts better. There is an element of trust, and children will accept and understand the idea of gender sensitivity from their teachers."

Beginnings

Swati Popat Vats, President of Awhi-Ahacus, says, "We are (W), says that there is a gender sensitization, but it is better to start at a young

"Instead of starting at VII, which I think is a sensitization should start early. I feel it is with in different age groups, it all content and how is the kids. With added to present gender more drama. If the kit has answer sheets, worksheets and mere lessons, it is going to be very boring for the older kids."

She adds, "It all starts with parents and teachers. Sometimes I have

other sex rather than being aggressive or passive. Gender sensitization helps children to understand and move beyond stereotypical gender roles — that boys need to be aggressive, masculine and girls need to be passive and victim-like."

one, Shah says, "Gender cannot become a thing to be taught by itself. It is a part of our lives. We cannot have an equitable society if we look at ourselves separately. We start with children, but our audience is teachers too. If we want to change gender stereotypes, we

so, to accept that is a gender issue. We should understand the problem and find solutions to the men and implement them. We are not very patient but we earn to be so. We cannot just rant on the street and say 'row I want a law that can solve this'."

Inspection

to explain, "Our problem is that ways like 'them', but we have not looking at ourselves now. We have a career, the result of a life. It is a process and one must be to the project."

WISE THOUGHT: Dr Arndt Lobo Gajiwala, PIC/DAT 1 KUMBHAR



THE OTHER SIDE: A man stands in front of rally posters in New Delhi. PIC/ AP

WHAT THE KIT IS

The kit, meant for girls and boys study Classes VII and VIII, consists of a manual for teachers, containing session plans, worksheets, fact sheets, stories/handouts along with a CD containing visual aids for conducting sessions. The kit begins with workshops for teachers. You would be sensitized then as they are the prime up this change of mindset. This activity-like will be later carried forward to the d

Recent minor-rape cases

On July 2, a nine-year-old girl's body found, 100 metres from her home in W was declared dead on arrival at the hospital and medical test confirmed rape. The p said that when her family woke up and look for her, they stumbled over her body their home. A case of rape and murder been registered against the unidentified culprit.

Four teenagers sexually assaulted a 10 old child after luring her with petty cash Mumbai. Some 10 days later, on June 26 child succumbed to her injuries in a hos Mumbai. All four accused have been ar

On April 27, a 40-year-old man was ar for raping his nine-year-old stepdaughter repeatedly in her mother's absence after threatening her at knifepoint. The accus identified as Mukhtar Shahid, raped the five times in the last month, seizing the opportunity whenever her mother steps

Current rape statistics

According to statistics on the Mumbai website, www.mumbaiapoll.com, this year until June, a total of 196 cases of rape have been registered (unsolved) and 179 rape detected (solved) in Mumbai. Among the minor-rape cases have been registered, minor-rape cases have been detected.

d during a demonstration against the rape of a five-year-old in Delhi. PIC/AP

festivities

For a good cause or a good crack?

The artwork at KGAF is proving popular but are people losing out on the social messages in favour of a good photo, asks Anam Rizvi

An installation indicating the importance of protecting children from sexual abuse

Our cut-out figures of children enveloped in bubble wrap hold hands as they are placed in a circle. People glance at the figures, laugh, joke, pose with them and move on. Volunteers beckon, trying to educate the youngsters about the gravity of protecting children from sexual abuse, a concern the installation represents by showing how a bad touch

lights female foeticide giving out the message that one should not discriminate against the girl child. Fine arts students Saviya Lopes and Shriya Nair have created 'Imbalanced Justice' which features law books and the gender symbol for women in a weighing scale. The scale is tipped in favour of the law depicting how the law is not neutral towards women. Women from

spotlight

Now, that's a shocker!

With child abuse cases on the rise, is there enough awareness about the issue in our country? Sharmila Chakravorty finds out.

says, Mumbai-based NGO Arpan works towards prevention of child sexual abuse and healing those who have been affected by it. Pooja Taparia, CEO and founder of Arpan, feels most cases of child abuse are lost in a limbo because of inadequate awareness. "Awareness is important because without information appropriate action can't be taken. Our work is not limited to sensitisation on the issue of child sexual abuse, but to build appropriate knowledge, skills and attitude to help children and adults deal with the issue — both at the level of prevention as well as intervention. Arpan teaches children personal safety skills and trains teachers, parents, caretakers, the police and various other stakeholders," she informs.

People don't talk about it as sometimes a family member is involved

the child aware of this? body and to not accept any inappropriate contact. It is not necessary that the child has to be aware of this. It is more of a general awareness to tell their sons a healthy respect of gender equality when they grow up."

every child's right to be safe and protected with protective environment to prevent and prevent the abuse, violence or exploitation. In order to protect children from sexual abuse, it is a great need to create a safe environment that allows for people to break their silence and to break their silence. This is a positive change in the overall attitude and approach of both the state as well as the society towards protection of children's rights, which, each and every one of us can contribute to.

Six-year-old Aman* was excited about his tennis lessons. Everything was fine until about the fourth week. He spiked a fever on the day of the tennis lesson, but on the following day he was okay. The next week the same thing happened. But when he started running a fever again in the third week, his mom became suspicious. On questioning her son, she found out that Aman was being sexually abused by the tennis instructor. She immediately cancelled the tennis lessons and took her son to a therapist.

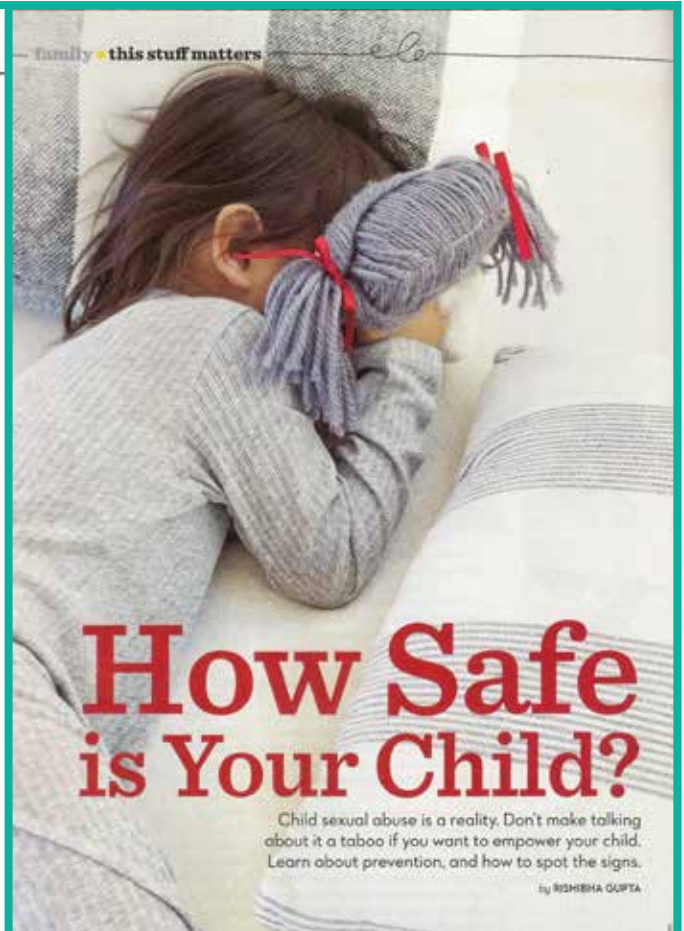
According to the World Health Organization, India has the largest number of sexually abused children in the world. The National Study on Child Abuse in April 2007, conducted by the Ministry of Women and Child Development, revealed that 53 per cent of kids are abused in our country before they turn 12. Moreover, "kids often are too young to realize that they have been abused. Many a times they are told 'it's a game'," says Louise Anita Williams, Founder, Love Humanity International (LHI), a charitable trust that believes in empowering children for positive change. Your best bet as a parent, is prevention. Here's what you need to know about abuse—so you can prevent this heinous act and also identify if your child is a victim.

a universal threat

The Myths "Most urban educated families have a false sense of 'security' that nothing can happen to their child. Every child is vulnerable to abuse," says Vidya Reddy of Bengaluru-based NGO Tulir: Centre For the Prevention & Healing of Child Sexual Abuse. Also, "Child abuse is not confined to any particular class. It's just that in upper and middle class families, it's brushed under the carpet," adds Dr. Manjeer Mukherjee, Research and Development Manager at Arpan, a Mumbai-based NGO working towards freedom from child sexual abuse. Child abuse is not confined to a particular gender either. "Kids are kids, and they experience the same trauma. Usually no safeguard is provided for boys as it is believed they are not vulnerable. Patriarchal notions like 'Oh, my son won't get pregnant' are a huge hindrance for protection," says Reddy.

The Checks "Do not be afraid to talk about abuse with your child. Parents need to teach their children about anatomy using the right names for body parts," says Williams. Take the help of books to teach kids about their bodies. "Simple and straightforward illustrations will help parents make their kids understand sensitive content better as children decipher, memorize and remember pictorial descriptions easily. Honest human illustrations will ensure similarity, remove shyness

* Name changed on request.



How Safe is Your Child?

Child sexual abuse is a reality. Don't make talking about it a taboo if you want to empower your child. Learn about prevention, and how to spot the signs.

by RISHIKA GUPTA

Protection by Law

"The Protection of Children from Sexual Offences Act 2012 is path breaking in safeguarding kids. Use the law," says Louise Anita Williams of LHI.

SPECIAL COURTS The Act protects children from offences of sexual assault, sexual harassment and pornography, and provides for the establishment of special courts for quicker trials.

NON-CONTACT ABUSE The ambit of sexual offences is not just confined to touch or penetration of body parts. Using a child for pornographic purposes, asking the child to undress, or become a spectator of sexual activity etc. too are defined as sexual offences.

CHILD FIRST To make the legal procedure less daunting for the kid, the police officer or the Magistrate records the statement in a familiar environment like the home, or a place of the child's choice. The child's identity cannot be revealed by the media, until permission has been taken by the special court.



“Don’t be a pepper on the eyes of people; rather be the salt on their tongue and make a difference that influences their sense of belonging to the earth.”

Israelmore Ayivor



Project

Wise

Impact

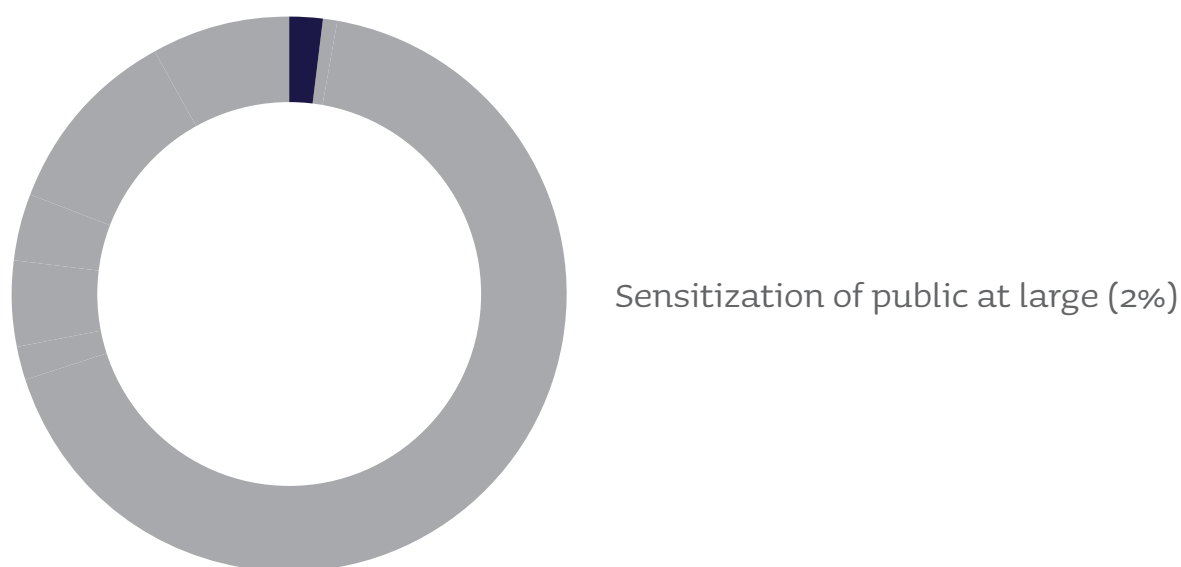
2013-

2014

Project 1: Sensitization of Public

The first wheel in the circle of intervention at Arpan 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, college events) representing Arpan on social media and participating in exhibitions and conferences. Arpan organizes, initiates and participates in these activities to create greater sensitivity and visibility about the issue of Child Sexual Abuse and Arpan's programs.

This project comprises 2% of Arpan's activities



11,000 individuals were sensitized on Child Sexual Abuse through various Civil Society Events and NGO exhibitions. This achievement surpassed the annual target of **8,000**. Arpan also reached out to **42,500** individuals through social media platforms.

- Arpan conducted 4 street plays on Child Sexual Abuse in prominent stations of Mumbai and Navi Mumbai namely Dadar, Goregaon, Vashi, CST, titled 'Vikram and Vetral' based on Hindu Mythological characters and reached to **2,500** individuals. It helped to take the issue to the common man who would rarely experience sensitization and knowledge creation.
- Arpan showcased an Art Installation on 'Unsafe Touches' in the Kala Ghoda Festival (10 day Arts Festival in South Mumbai). The installation (large cutouts of children playing ring-a-ring-a-roses in bubble wrap) was symbolic of the fragile and innocent childhood that needs protecting. When a person touched the bubble wrap the bubble would burst, thus highlighting how easy it is for a child's life to be shadowed and inundated. More than 8,000 people came forward and collected more

STORIES OF GROWTH

A journalist with a leading regional newspaper was on his way to his office when he stopped to watch Arpan perform a street play. He was overwhelmed by the play and told us that as parents, even an educated parent like him, at times is completely unaware of the issue and does not know the effective way to respond. He was touched by the play as it had given him the opportunity to learn the importance of open communication on this issue with his children.



Street play at Vashi station



Marathon



NGO India Exhibition



Art installation at Kala Ghoda

information and discussed various networking, partnering and volunteering opportunities. It was widely covered in the print media.

- Arpan was part of the NGO India Exhibition in June 2013, a platform where NGOs from all over India participated and exhibited their cause.
- Standard Chartered Mumbai Marathon 2014 provided Arpan with a fundraising opportunity when 11 people raised funds by participating in the full and half marathon category for the cause of Child Sexual Abuse.
- Arpan's stirring video on Child Sexual Abuse titled "A secret game" were viewed and liked by 28,380 individuals.
- Ms. Pooja Taparia, Founder and CEO, Arpan, was nominated for Mumbai Heroes and she spoke about Arpan's Personal Safety Program on Radio One FM 94.3.
- Women Thrive Worldwide, an advocacy agency based in Washington DC chose Ms. Pooja Taparia, Founder and CEO, Arpan, as one of the 4 inspirational women whom they portrayed for the Mother's Day worldwide campaign.
- Ms. Pooja Taparia Founder and CEO, Arpan was also listed as one of the 14 influential women to look out for in 2014 by a US based website Buzzfeed Community.

The following testimonials reflect some responses to the art installation at Kala Ghoda:



"Congratulations on your effort! Very few in the country address this issue with sensitivity the way Arpan does. Using the bubble idiom at Kala Ghoda – what a novel way to highlight the innocence that is shattered when the bubble bursts."

-Social worker who saw the installation and wrote to Arpan.

"I know about Arpan, your team had recently conducted Personal Safety Education program at my child's school. In today's time it is so important for children to know about Safe and Unsafe touches and your team does a great work."

-A mother who was visiting Kala Ghoda with her children.



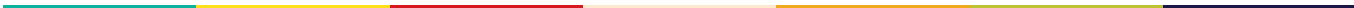
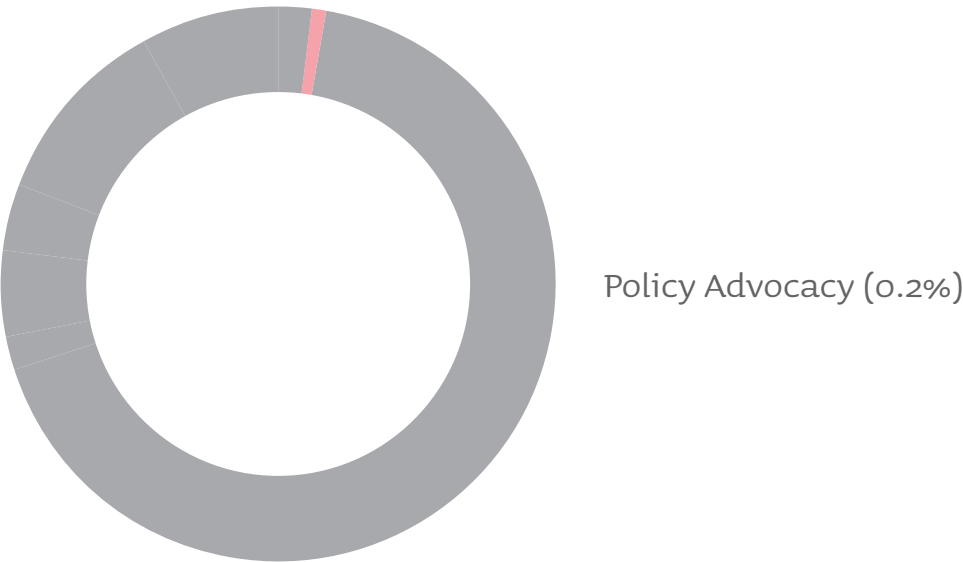
"When you have it in you, you have a long way to go!!!! Build! Achieve! Dream! Dare! Take the world by storm!! OR simply put, extend your heart out, spread your hands far and wide to those crying in need, silent tears, who see in YOU their future "hope" to build their dreams. Much Salute!!"

-The testimonial from a Facebook follower.

Project 2: Policy Advocacy

In order to create a sustainable and scaleable model of intervention, Arpan understands the importance of systemic level advocacy at local, state, and national level with various stakeholder groups like Education systems, the Law Ministry, Women and Child Development departments.

This project comprises 0.2% of Arpan's activities



The advocacy effort has been twofold:

To critique and constantly review and provide recommendations on existing or new laws with regard to CSA in order to develop a legislative system (both substantial and procedural) which will act as a deterrent to potential abusers and create conducive environment for prevention and intervention of CSA. This year, Arpan has emerged as a strong advocate against the Mandatory Reporting clause of the "Protection of children from sexual offence, 2012". Given the context of Child Sexual Abuse in India which is still shrouded in silence and only a little murmur has started to erupt – this clause will deter access to therapeutic services in the fear of being reported to the criminal justice system as well as close doors for prevention work. Arpan has flagged the ground realities in every relevant platform including the National Consultation organized by 'The Ministry of Women and Child Development' to formulate Draft Model Guidelines and obtain comments and input from various stakeholders including representatives of Ministries, State Governments, NGOs and child experts in connection with POCSO Act 2012.

To advocate with the National Council for Education Research and Training (NCERT) and schools for making curriculum improvisations and changes within the current educational and schooling system and incorporate Personal Safety Education Module as an integral part of the school curriculum. Arpan has also advocated with 690 school personnel for promoting the Personal Safety Education Program in their school set up as the first step towards safe school advocacy.

This multifaceted effort is geared towards making the national, local and state bodies incorporate the Personal Safety Education Program within the School curriculum as well as bring in required legislative and policy level change. This lobbying can initiate changes that will not only respond and intervene in cases of Child Sexual Abuse but will be instrumental in preventing it.

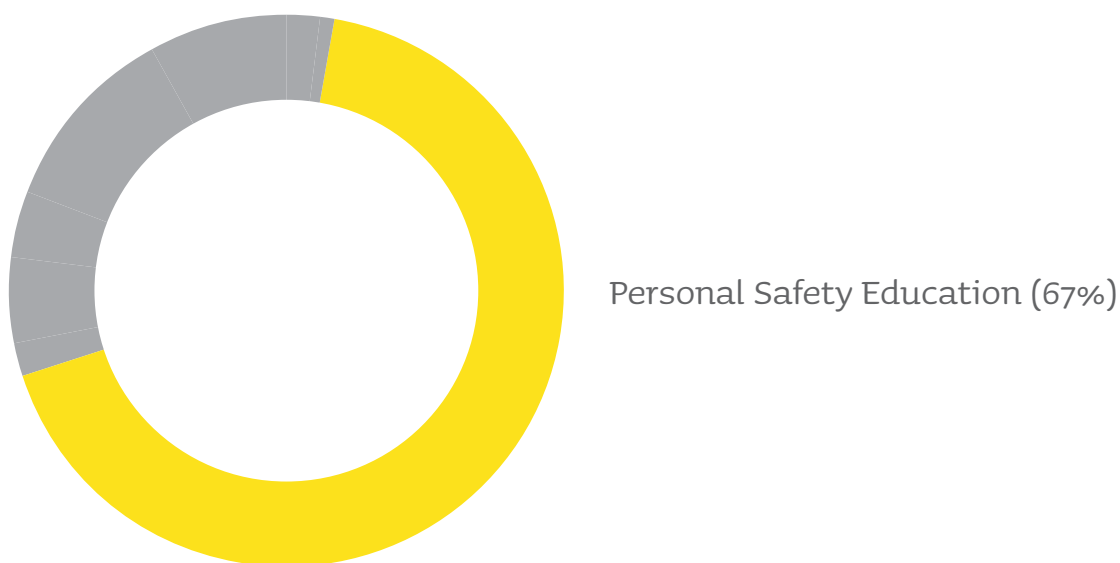
Project 3: Personal Safety Education Project (PSE)

The Personal Safety Education (PSE) project is one of the core interventions of Arpan. The project includes the implementation of a life skills module that has been developed by Arpan to prevent the risk of Child Sexual Abuse and seek support in case of violation. Arpan conducts this module with children in privately owned and government schools as well as with highly vulnerable groups of children through NGOs, children's homes and communities. The PSE project also involves 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.

STORIES OF GROWTH

- Three days after the initiation of the PSE Program, a child was waiting at the bus-stop alone. A 17 year old stranger took him to a park by force and showed him nude pictures on the phone. The child threw the phone and ran away. He informed his parents who filed a complaint at the police station. This assertive behaviour of the child and the comfort in seeking help is an indicator that the child has developed skills to participate in his own safety.
- One boy was told by his friend to kick one girl on her buttocks. The boy refused to do it because he remembered what the trainer had taught them about 'Touching rules'. He told him 'No' and also informed his mother. This assertive behaviour of the child in responding to peer pressure to act inappropriately shows that child internalized empathy and assertive skills.
- A child with speech and hearing impairment was part of a class in which PSE was conducted. On the first day of the lesson the child did not participate in any activity. On the second day while the trainer introduced feelings the child started paying focused attention and was observing carefully. On the third lesson plan, as private body parts were introduced the child was animated, expressive and was confident of expressing herself.

This project comprises 67% of Arpan's activities



In 2013-14, Arpan reached out to:

- 27,000 individuals (with an annual target of 11,650 individuals) including 14,800 children in 22 schools and institutions; making a year on year growth of 188%.
- All the 14,800 children were provided with an individual space with the trainer so that they could talk about any experience of abuse.
- 1,545 counselling sessions were provided to 1,187 children and their families after their disclosure of either Child Sexual Abuse and/or inappropriate behavior.
- The before and after- tests with a representative sample of children from Grade 1- Grade 6, reported the following impact in retention of personal safety messages and the knowledge, skill and attitudinal shift with regard to Child Sexual Abuse and reporting of the same. The enhancement of knowledge and children's capacity of naming and identifying Private Body Parts has been the most significant shift across 3 categories of schools: 86.45% in Low Socio-Economic Schools (SES); 79.11% in Middle Socio-Economic Schools and 39.31% in High Socio-Economic Schools.

The graph below indicates the average shift in knowledge, attitude and skills in Low Socio-Economic, Middle Socio – Economic and Low Socio-Economic schools:

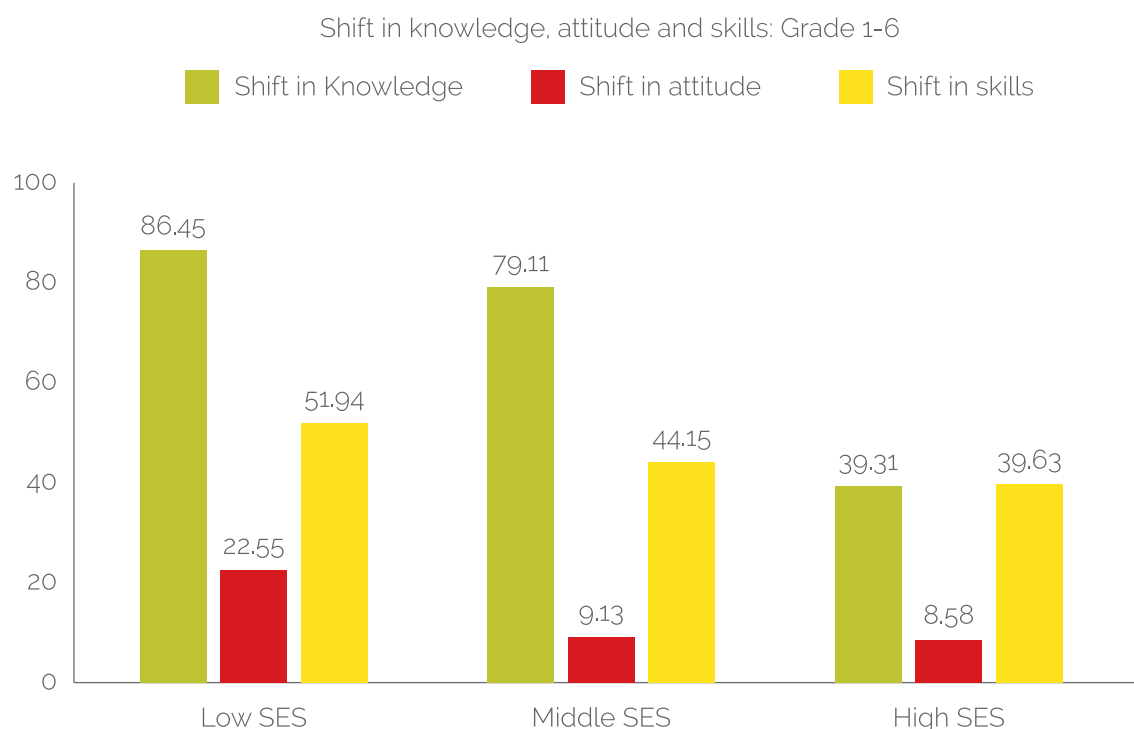


Figure 1.1: Knowledge, Attitude and skill shift among children (Grade 1-6) in Low, Middle and High Socio-Economic Schools

- This year, Arpan piloted the Personal Safety Education Module for Secondary classes namely Grade 7 and Grade 8 with a population of 1,400 children in 10 schools across three categories of school – Low, Middle and High Socio-economic schools. The grade 7-8 children presented itself as a unique population quite distinct from their juniors in class 5 and 6. Though the exposure of children varied depending on their socio-economic context, in general children in Grade 7 are going through a transitional time when they are leaving their childhood behind and looking ahead to becoming adults. Their lives are changing, their bodies are changing, and so are their priorities. These graders thus hardly had any adults as trusted adults and whose life revolved around friends and intimate relationships. There was also stark difference in receptivity and demeanour among boys and girls – boys were more forceful as well as sexually explicit in their behaviour; girls were embarrassed to discuss personal safety and private body parts. They were thus presenting themselves as miniature versions of men and women conforming the patriarchal stereotype.
- The before and after- tests with a representative sample of children from Grade 7-8, reported the following impact in retention of personal safety messages and the knowledge, skill and attitudinal shift with regard to Child Sexual Abuse and reporting of it. Unlike the primary grades, the

augmentation of knowledge, skills and attitude had been almost at the same level for all 3 categories of school and across the three parameters; the exception has been the Middle Socio-Economic School where knowledge escalated to more than 50%.

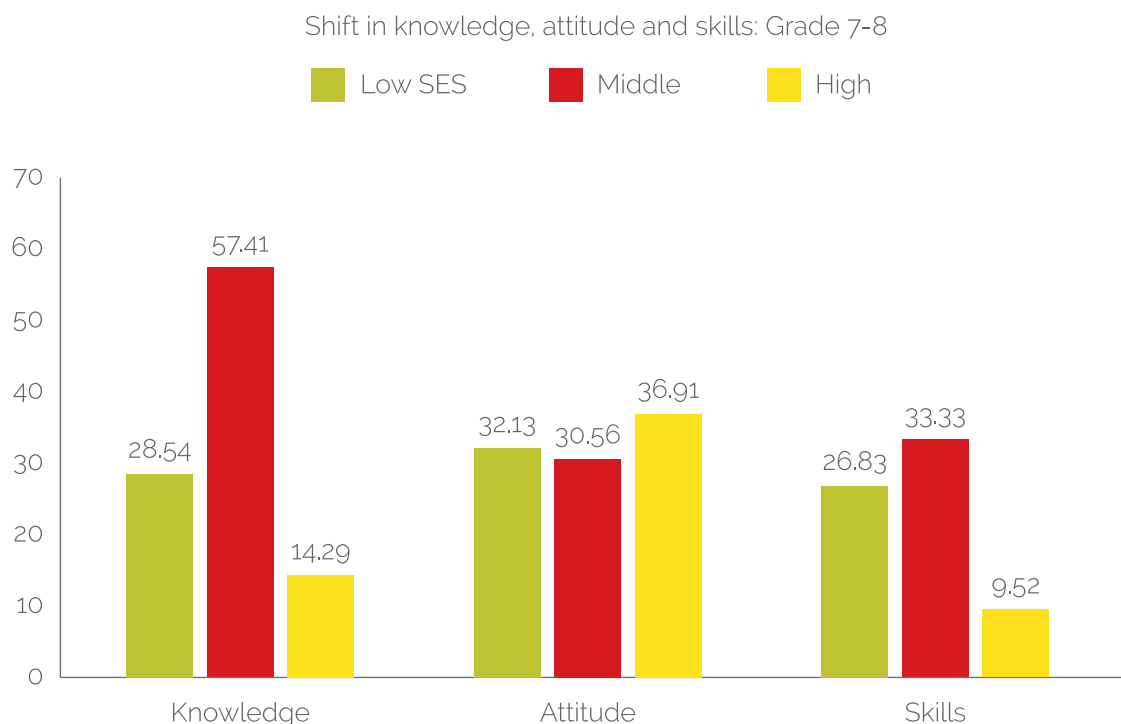
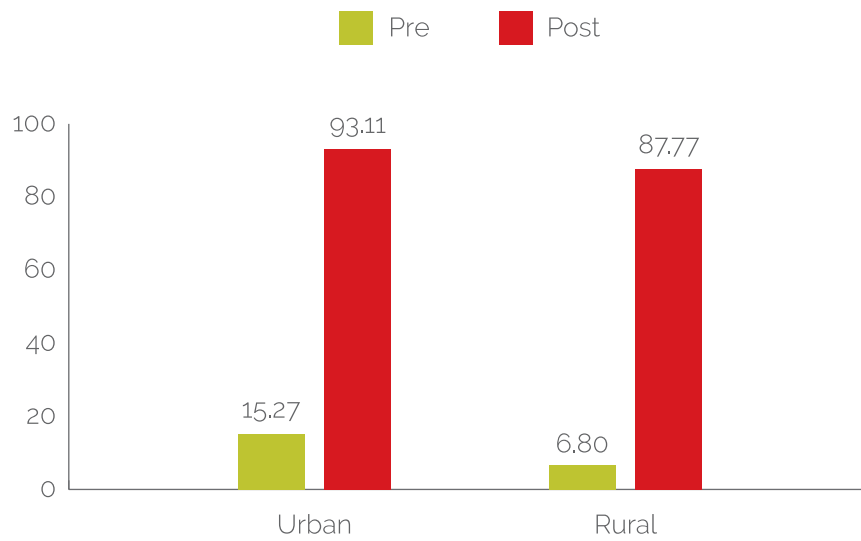


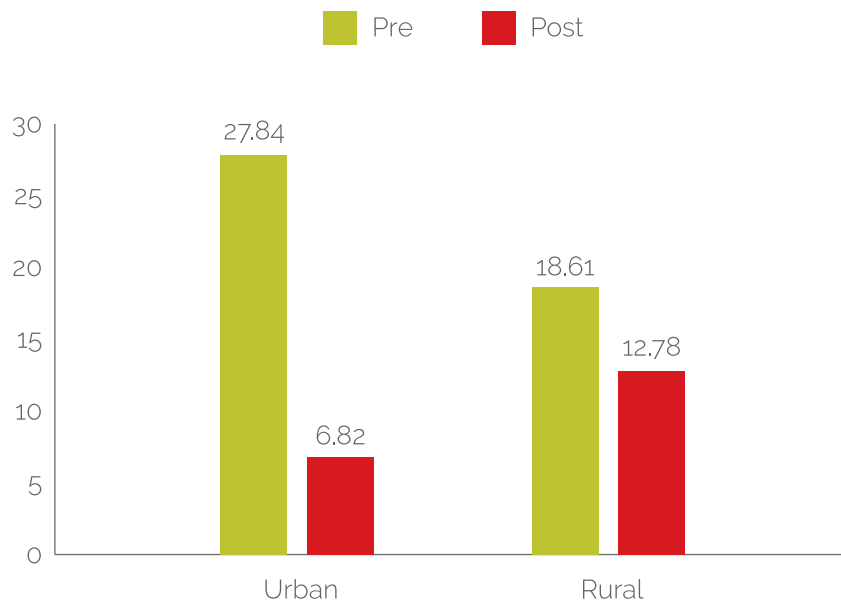
Figure 1.2: Shift in Knowledge, attitude and skills among children in Grade 7-8 in Low, Middle and High Socio-Economic Schools

- Arpan also implemented the Personal Safety Education Program in 3 rural schools in Maharashtra catering to 390 children; 2 of these schools had proper buildings and one was a hutment. Children were primarily from fisherman families and people working in the tourism industry. This exposure made Arpan trainers come to terms with a different socio cultural context compared to its urban counterpart. The rural milieu was characterized by strong kinship ties, different cultural norms for sexuality and sexual exposure of younger children; early marriage and exposure to the outside world to a large extent dominated by visual media, primarily television.
- A comparison of the before and after tests with a representative sample of children of grade 2-4 from urban and rural areas belonging to the same socio-economic strata brings up interesting trends regarding knowledge, skill and attitudinal shift with regard to Child Sexual Abuse and reporting of it. While pre-existing knowledge and naming of Private Body parts is high among children from urban areas; rural children's comfort with private body parts and skills on appropriate behaviour is higher compared to their counterparts.

Knowledge of Private Body Parts



Level of embarrassment in Articulation of Private Body Parts



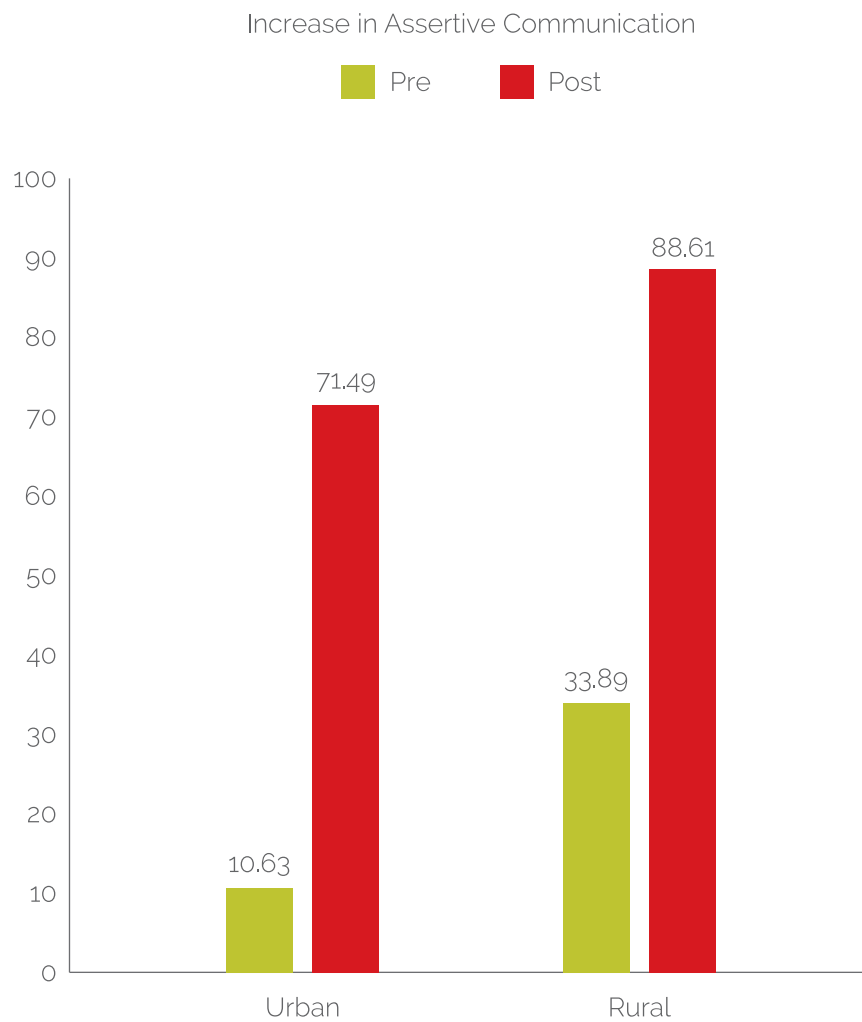
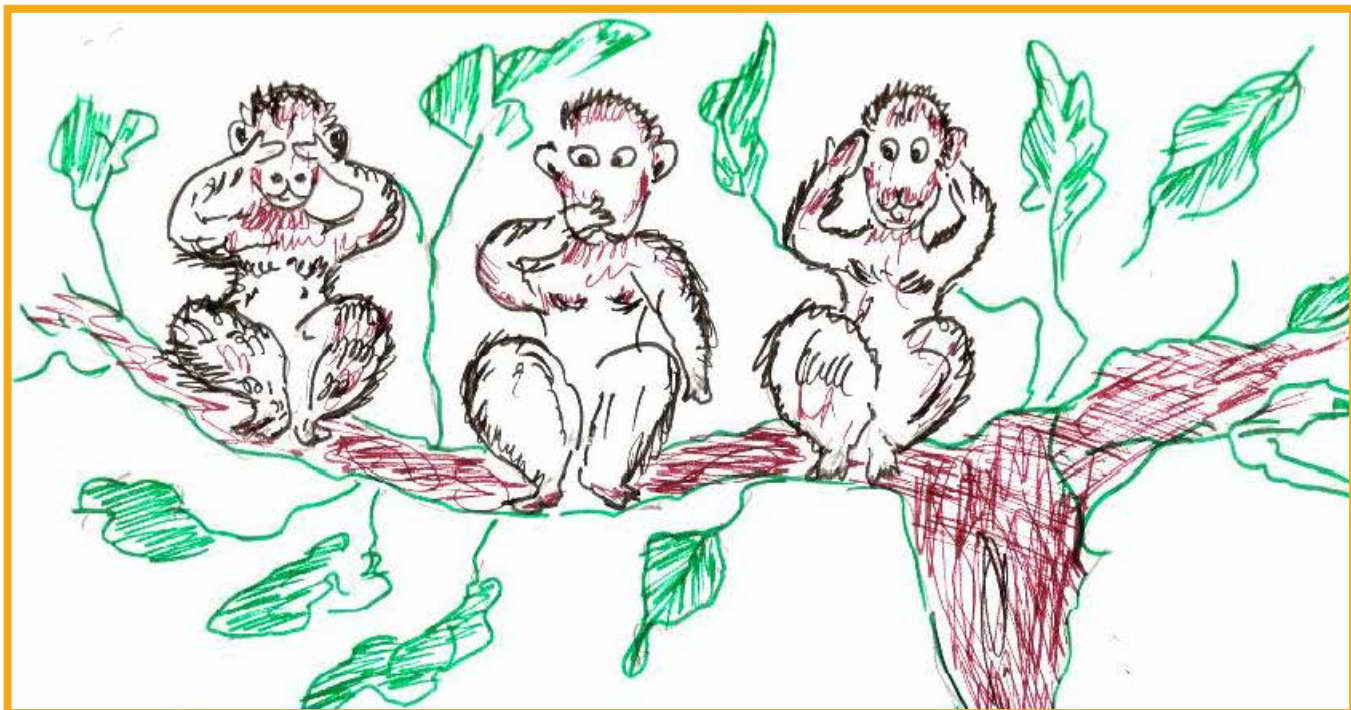


Figure 1.3-1.6: Comparative Shift in Knowledge, Attitude and Skills among Children in Urban and Rural Schools

Children's testimonials showed their appreciation for the program:

Following the PSE program a child expressed his understanding of the "Touching Rule" through this illustration. This bears witness to the fact that children are internalizing the concepts of personal safety rather than limiting themselves to rote learning.



A child's pictorial representation of Safety Rule No. 1: "It is never alright for someone to touch, look or talk about my private body parts"



Another child projected her understanding of safe child through coloring.



Individual Session Post Personal Safety Education Program



Personal Safety Education Program with community children



Personal Safety Education Program at school

The children from Secondary Section verbally articulated their responses:



"Whatever information we got from Arpan organization, it is very important for us. When I told my mother about this, she liked it. All this information my parents are not able to give. Information about boundaries, relations, friendships is really good. Thank you for giving this information to us."

– A child of grade 7 after participating in PSE.

"Thank you for teaching us about PSE. Whatever you taught us was good. You should go to every school and teach this Program"

– A child of grade 8 post undergoing PSE.

The children also presented the trainers with a token of gratitude and appreciation:

Personal Safety Education - Psychotherapeutic Services

After the Personal Safety Education Program:

- 1,057 children shared their experiences of inappropriate behavior and 130 children disclosed about experiences of Child Sexual Abuse. 8% of the children with whom we conducted the Personal Safety program reported experiencing sexual abuse and/or inappropriate behaviour. These children were supported through 1,478 counseling sessions; 65 family members were also provided psychoeducation through 65 sessions.
- Among children who reported experiences of sexual abuse, 32% were male and 68% were female. However, children who reported experiences of inappropriate behaviour had a higher percentage of boys (68%) compared to girls. The pie chart below shows the percentage of girls and boys offered counselling services after the PSE Program.
- The children receiving counselling support following the Personal Safety Education Program reported experiencing a diverse range of inappropriate behaviour and Child Sexual Abuse. This included children who were bullied, experienced inappropriate behavior from adults, were engaged in peer exploration and touching, faced multiple sexual abuse, experienced both inappropriate behaviour and

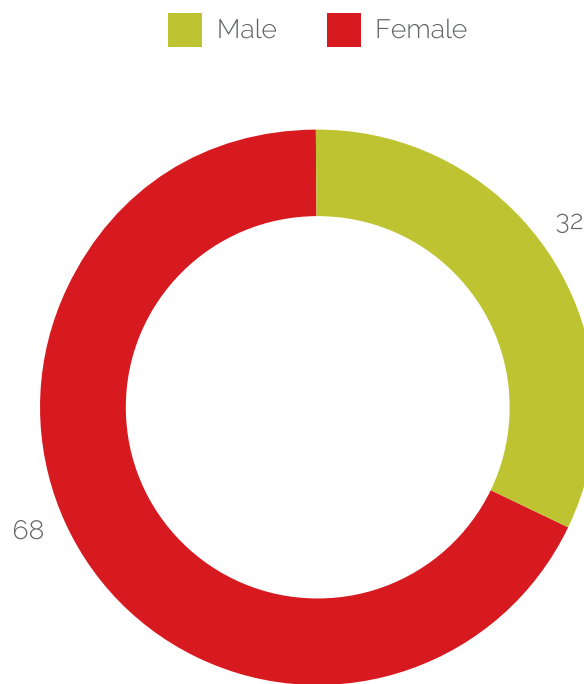
STORIES OF GROWTH

Seven children from a grade 3 class were found to be indulging in a gamut of inappropriate behaviors like touching each others PBP's, asking each other to take their penises in each other's mouths and using sexually abusive language. One of the children was being forced into doing this. The school supervisor contacted Arpan as well as parents of these children and the children were punished in front of the parents and the teachers. Arpan's counsellor conducted individual sessions with all the seven children to build a safe space for the children to disclose the incident and to reduce the anxiety associated with being punished for the incident. The counsellor then conducted group sessions with the entire class to reiterate and reinforce personal space as well ensure positive integration. The individual sessions focused on building empathy. In the following sessions children gained the courage to disclose the incident, take responsibility for their behavior. One of the children also shared about an adolescent boy from the vicinity having shown the child a pornographic film with 'gandi cheez' and exhibiting his private body parts. The children were scared to disclose it to their parents for the fear of being beaten up by this boy and his "gang". The counsellor validated his feelings and discussed strategies to deal with the situation and other possible options of a supervised play, choosing a different area of play, immediately informing the parent if the boys tried to trouble the children. After this, the counsellor conducted individual sessions with the parents to discuss the source of the inappropriate behavior, discussed strategies to deal with the situation and on handling disclosure with the child. The counsellor focused on the child who was being bullied into the act and validated and normalized the child's feelings and explored strategies to use assertive behavior in day to day life along with building a support system by talking to his mother. This collaborative work allowed the child to understand his actions in a broader perspective. Alongside the sessions with the mother focused on ways to create space for the child to open up and have direct communication without any fear of being punished. Thereby the prior mother-child equation which made the child feel distant from his mother was modified into a positive, comfortable and open relationship. The teachers and supervisors were psycho-educated on the manner in which the incident was dealt with and the impact on the children. Strategies to manage and respond to the children, was discussed with them so that the children were integrated with the rest of the class while monitoring their behavior and discussing rules and consequences of certain behaviors with the children. The counsellor observed greater use of appropriate vocabulary, greater confidence in reporting, open empathetic and affirmative communication between children and parents, positive integration of the children in the class.

STORIES OF GROWTH

A 13 year old girl from institution with history of rape was referred when she disclosed a recent incident of sexual abuse. The girl visited another institution a few months ago and a staff member tried to put his hand up her frock and touched her vagina. The child tried to get away from him and immediately informed her care taker. The child was extremely polite but anxious during the first session. In the next couple of sessions the child disclosed about the recent incident of abuse. The child shared her feelings and emotions around it, how she tried to cope with it and how she is managing right now with her resources. The process of the sessions included focusing on emotions of anger, fear and sadness that the child presented during the session. The feelings that the child was facing after the incident were acknowledged, validated and normalized. In the following sessions one emotion was picked up and was worked on to achieve positivity and comfort around it using activities like art and play and relaxation techniques. The focus was also to work on communication skills and assertiveness. The outcomes of the sessions were that the child could express herself more comfortably and openly with other resident girls. There was a shift from being passive aggressive to being affirmative and assertive. Lot of exercises and role plays made it possible for her to be able to empathize with other residents and value others' as well as her own space.

Sex segregated data for CSA cases reported post PSE



Sex segregated data for inappropriate behavior cases

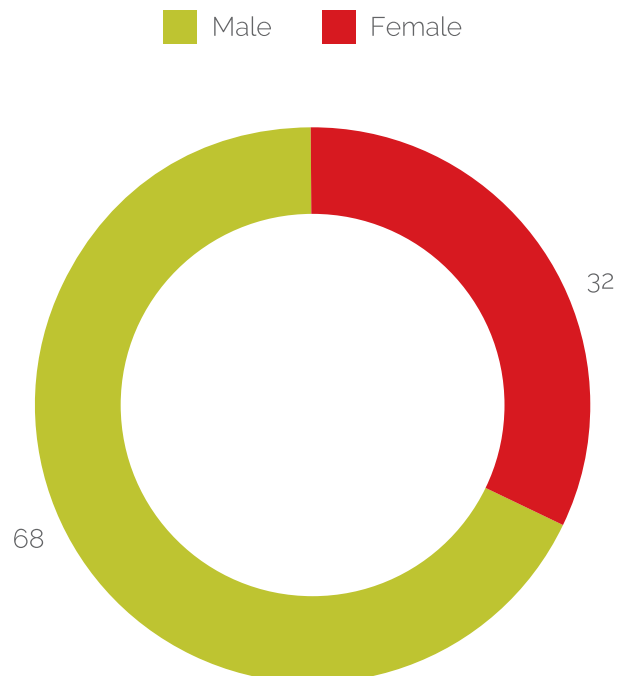


Figure 1.6-1.7: Distribution of children in PSE program who have undergone counselling by counsellors at Arpan



Figure: 1.8: Relationship of abusers with children who disclosed experience of sexual abuse post the programme

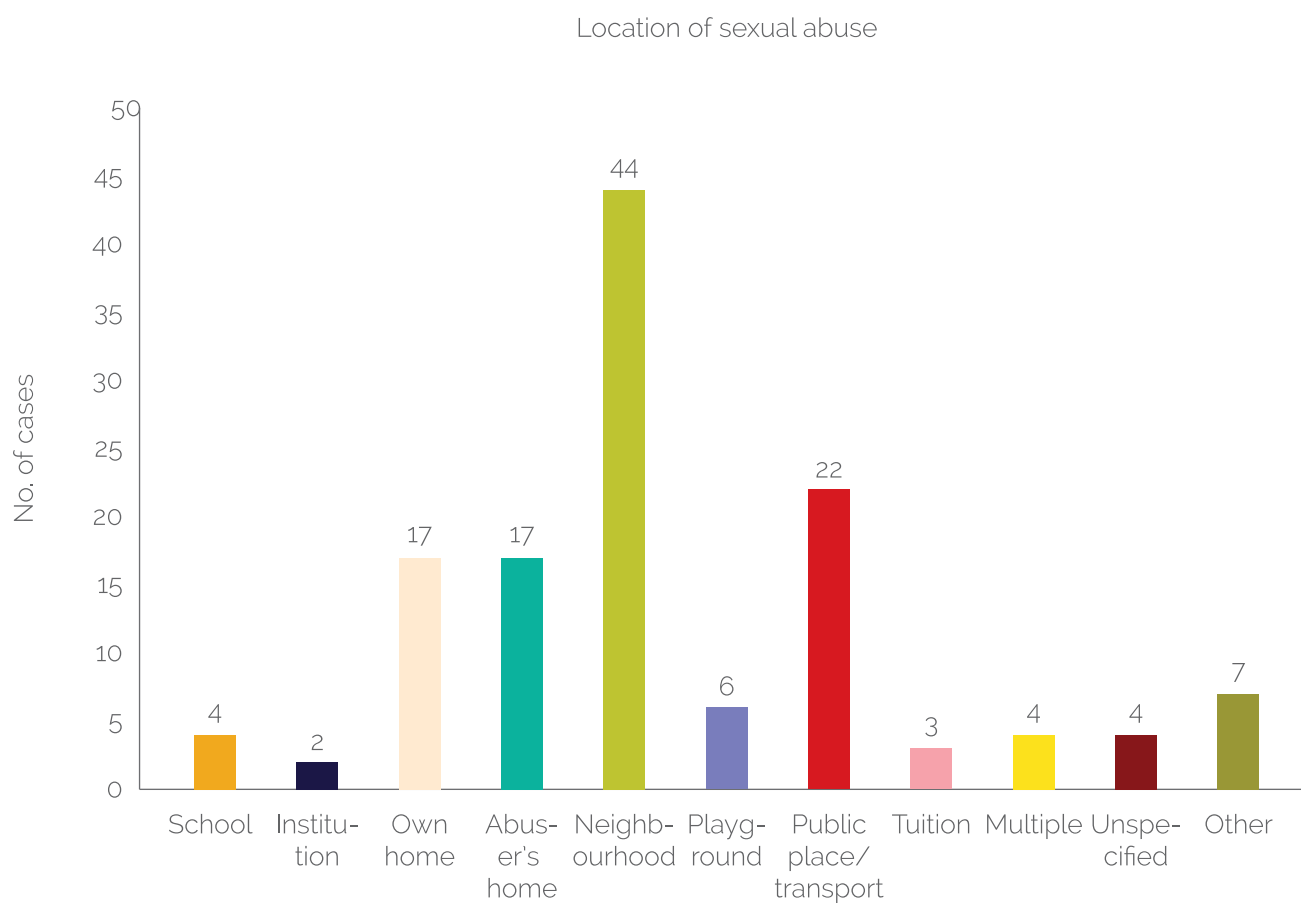


Figure: 1.9: Location of sexual abuse

sexual abuse. Children were sexually abused predominantly by family members and people known to them and mostly in their own neighbourhood as depicted in graphs 1.8 and 1.9 respectively. Arpan also handled 38 children who indulged in sexual misbehaviour. The focus of the counselling sessions for the former group has been to create a safe space, validate children's emotions, create strategies to stop the abuse or inappropriate behaviour, inculcate skills of being assertive, build and strengthen their support network and build resources so that children are not revictimized. The strategy for the latter group has been to create a safe space through non-judgmental acceptance so that they feel confident to share and own up to the act, probe whether the misbehaviour is an expression of sexual victimization or exploration, inculcate skills for impulse control, empathetic understanding and personal boundaries as well as equip primary caregivers to respond appropriately.

Excerpts of children's experiences of being in therapy:



A 4th standard girl from a private school in Mumbai, stated in one of the initial sessions,

"None of you understand me. I don't tell my mother about the abuse because she is a heart patient and if I tell her this, she will die of heart attack and my father is too busy taking care of her. "

After few sessions the child stated that:

"I told my mother what happened in short, she heard me out and hugged me after that. She told the incident to my father and he told me that he will be there for me always. I felt so relieved that they supported me and didn't get hurt by it."



A girl from 3rd standard stated at the end of the session,

"Of course I will say 'NO' and tell my parents about it. People keep quiet about it which makes this worse. I too want to work like you do, so I completely understand what you are saying."

Personal Safety Education - Awareness Sessions with Parents and teachers

- **11,000** parents and teachers were reached out through the PSE program against a target of 3,250 through 100 awareness sessions to create a strong safety net around children. These sessions aimed at providing information on Child Sexual Abuse to parents, the Personal Safety Program and the role they could play as a support network for their children.
- The figure below shows the immediate outcome of the awareness session with teachers of Middle Socio - Economic School. A significant increase in knowledge, comfort in talking to children and other adults on personal safety was seen.

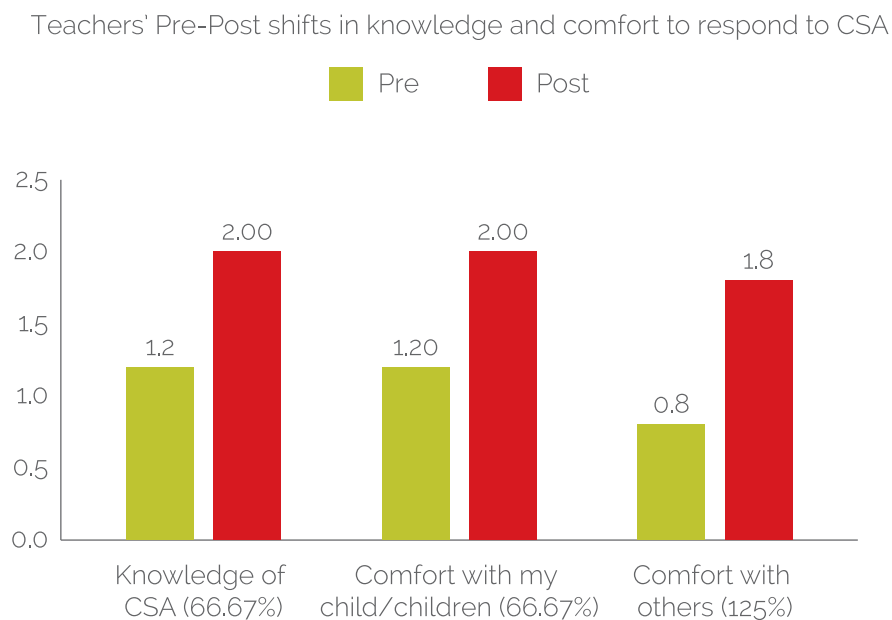


Figure 1.7: Knowledge, comfort among teachers in Middle Socio-Economic Schools before and after the session.

STORIES OF GROWTH

A child from Grade 7 informed his father after the 3rd lesson plan of PSE, that he and his friends were showing their penis to each other. The father got angry, scolded him and did not allow him to go out of the house. He also stopped talking to the child. After the awareness talk by Arpan, the father realised his response was not appropriate. He took this learning and worked at building a good rapport with his son. He believed that the program had opened up the communication channel with his son and given him skills to respond to such sharing rather than reacting to it.

Some testimonials from parents:



"My son came back home from school and told me that he is very special and there is no one like him in this world. What we as parents should ideally say was fortunately taught to him by Arpan trainers."

– A parent who attended Parents session after PSE implementation.

"This program was very helpful for my child and that has made our children more confident and open."

– A father who attended the Parents session post PSE implementation.

"My daughter would run out of the bathroom without any clothes on, but now she makes sure that her Private Body Parts are covered before stepping out. Now we can talk about almost everything very easily and that's because of your program. The worksheets have really helped build a new and open environment in our home."

– A mother who attended the Parents session post PSE implementation.

The management and the teachers' reflections on the PSE program in their schools also flagged the imprint this program has created in a space where there was dearth in knowledge and skills regarding the Personal Safety of children. Some testimonials from Teachers:



"I see myself talking to children who are shy, introvert and taking interest in their behaviour and changes in moods."

– A teacher after attending the session on Child Sexual Abuse and Personal Safety.





"I got to know the exact way to introduce the concept among children and also got knowledge to deal with such problems. I can easily guide my students about their safety."

– **A teacher after attending the session on Child Sexual Abuse and Personal Safety.**

Project 4: Awareness sessions

Arpan conducts regular awareness sessions with various stakeholders (for example Teachers, Parents, Caretakers, NGO Professionals and Staff, Social Workers, Police Officials and Health professionals) in order to create greater sensitivity and awareness about the issue of Child Sexual Abuse.

This project comprises 2% of Arpan's activities.



- Awareness talks were conducted with over 3,800 individuals, against an annual target of 2,500.
- 1,400 police cadets and officials, 1,500 parents, 500 teachers and over 150 NGO professionals and

community workers were addressed through various platforms. Arpan also conducted awareness sessions outside Mumbai in Raipur which gave Arpan an exposure to work with a population from a non-metro location.

- After the Program, among the police officers and cadets knowledge on Child Sexual Abuse enhanced significantly along with their knowledge of POCSO (Prevention of Child Sexual Offense, 2012) and Criminal Amendment, 2013. This is noteworthy given that only 149 out of 1463 Police personnel were aware of the POCSO Act 2012 prior to the session.

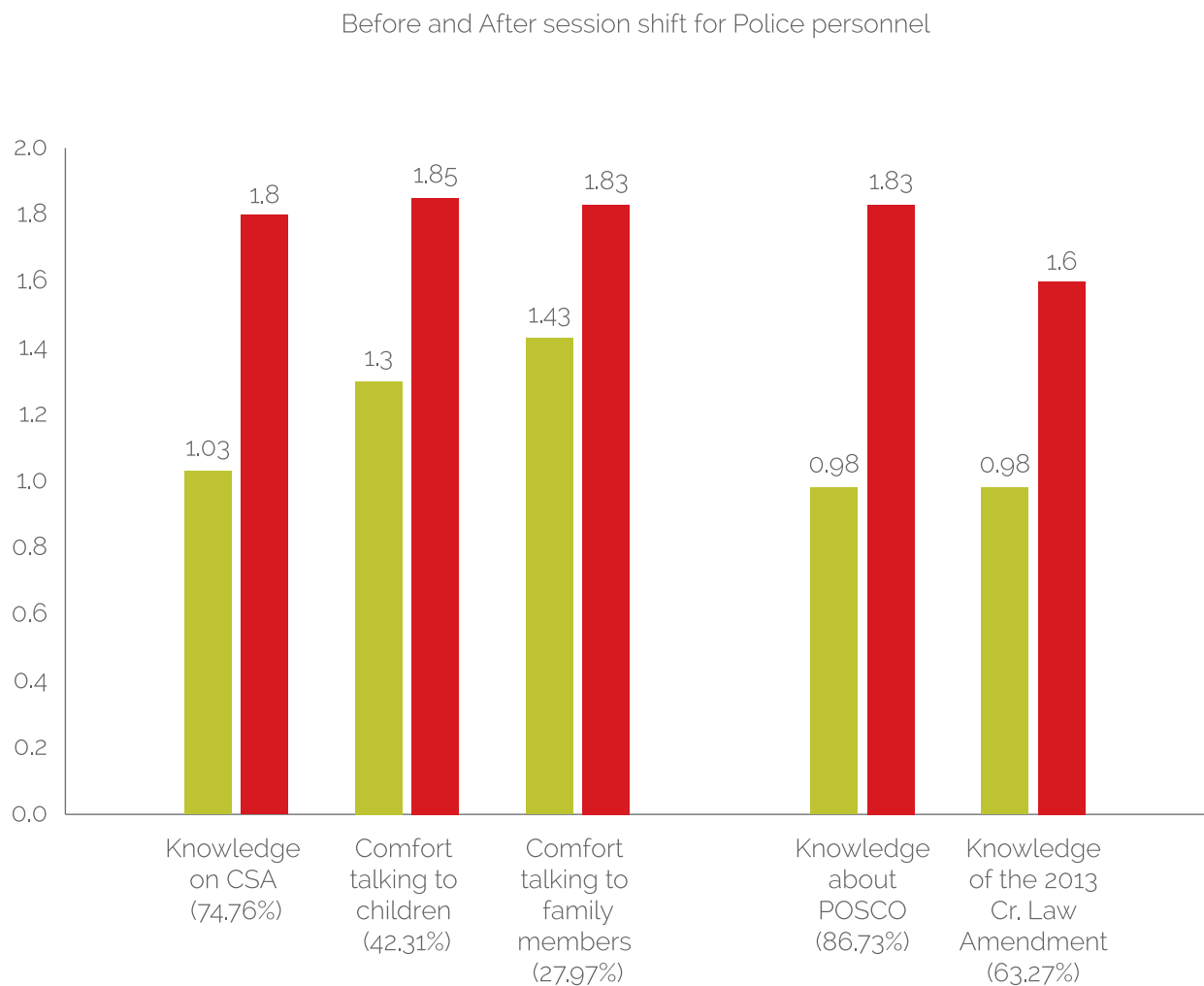


Figure 5.1: Knowledge and comfort among Police officials and Cadets before and after the session

The graph below maps 50% average increase in Teachers' knowledge, comfort in talking to children and comfort in talking to other adults post the sessions.

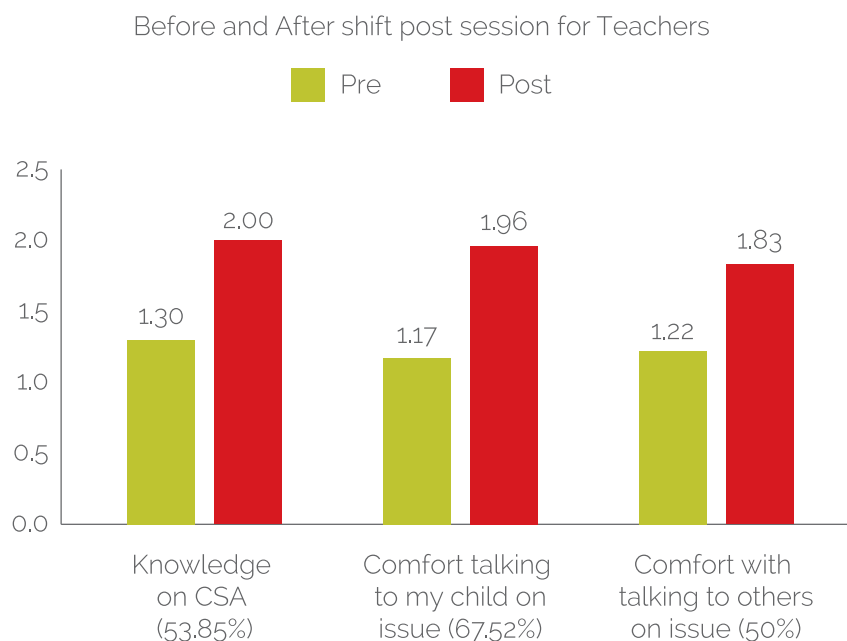


Figure 5.2: Knowledge and comfort among teachers before and after the sessions

The participants shared their feedback on the awareness sessions:



"I have learnt a lot. I'll try myself to convey the information. It is also very important to convey this information firstly to our family members and then to others."

- Community Woman.

"The session was conducted with lot of ease with simple language. I didn't feel threatened but hopeful that I can take care of my child no matter what happens to her."

- A parent.





STORIES OF GROWTH

- Before the session I was confused as to how to explain such things to children, how to start and from where to start. But now I got the courage to openly bring up such topics with children and learnt that we should be careful even at school. It gave lot of understanding on the issue, specially to understand the children who have undergone similar situations. It brought awareness about extreme cases.
- In my childhood I used to hide secrets from my parents because I was scared. If today my children are doing the same then somewhere as a parent I have failed to create that space for them. This is the realization that came to me and will prod me to grow as a secured parent.



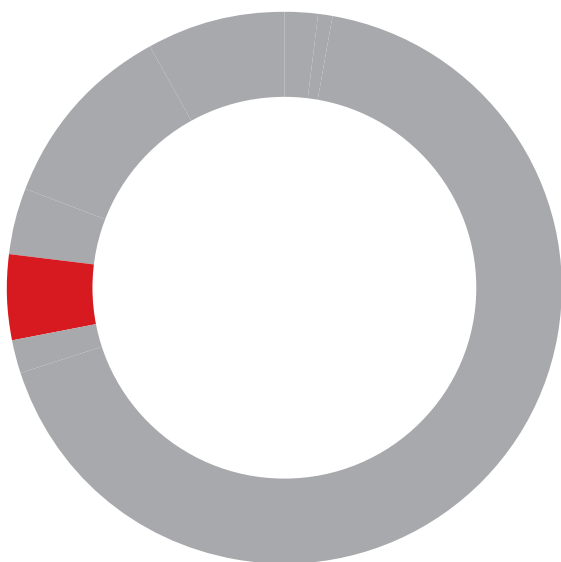
"CSA is happening left, right and centre, you are doing a good job"

– **A parent of a pre-schooler.**

Project 5: Counselling and Psychotherapeutic Services

The Counselling and Psychotherapeutic services aim at facilitating a journey of healing which will restore the sense of self-worth, trust and dignity for every child and adult survivor of childhood sexual abuse. This project incorporates three different activities namely, 'Long-term Counselling and Psychotherapeutic services' aimed at rescued minors within institutions, 'Counselling and psychotherapeutic services' provided to children and adult survivors of Child Sexual Abuse and 'Psychoeducation to the family members' so that they can act as a support network for the child and respond effectively.

This project comprises 5% of Arpan's activities.



Counselling and Psychotherapeutic Services (5%)

- Arpan provided long term psychotherapy to 52 children who are rescued from the sex trade, unsafe homes or have been in unsafe relationships in 2 institutions in Mumbai and Thane. Arpan provided healing support through 169 group sessions and 197 individual therapy sessions. 22 sessions for capacity building were also conducted with caretakers.

- The long term psychotherapeutic intervention yielded the following result among clients:
 - Ability to ask for help within and outside the session increased
 - Skills to deal with unpleasant emotions and talk about it rather than suppressing it
 - Skills to share their difficulties without hesitation and find safe ways to deal with their everyday challenges
 - Instilled hope on future leading to clients taking up studies and vocational training with interest.
 - Decrease in mutual blaming and increased in mutual support and being sensitive to each other's need
 - Reduction of self-harm behavior
- Arpan conducted counselling sessions with 34 children and 13 adult survivors who have experienced Child Sexual Abuse and provided psychoeducation to 9 family members. This included both male and female adults as well as children. The cases included long term abuse by a maternal uncle, cousin and multiple sexual abuse. The adult clients generally approached counselling for presenting concerns around relationship with partners, children, amnesia, nightmare, dissociation, sleeping problems, sexual frigidity, homosexuality, trichotillomania (the compulsive urge to pull out one's own hair leading to noticeable hair loss, distress, and social or functional impairment. It is classified as an impulse control disorder by DSM-IV) and gynophobia (an abnormal fear of women).

Some of the clients also shared their experiences of the counselling sessions and how it has become a turning point in their lives:



"You have helped me a lot through my tough time in life and I highly appreciate your consideration. You have saved me from an almost certain fall and developed me to the extent of sustainable survival. Your high level of involvement, commitment, dedication, empathy, confidence, and trust towards me is very commendable. Your adjustment and adaptation from a generic text book opinion about clients and disorders to an acknowledgement about my case being a new unique phenomenon, i.e. not labeling and not indulging in just countering prior labels, has enabled a balanced perspective of me and towards others in life".

– An adult male client.

STORIES OF GROWTH

A 37 year old woman came to seek therapy at Arpan because of some recent incidents that took place in her life. She was seeking counselling support when she came across Arpan's number on a social media site and got in touch. The initial sessions revolved around venting out as she could just not stop crying and catharsis was used as a therapeutic tool. As sessions progressed, she felt confident to talk about her past sexual abuse inflicted in her own house by her own maternal uncle since she was 6 years old. Belonging to a very conventional family, she was surrounded with adults who were rather conservative and hence unapproachable. Her abuse continued for many years until she stepped out of her home for further studies to another city. Presently she is married and has two kids. The concern that brought her to therapy was her challenge to have a fruitful relationship with her 9 year old daughter. She feared that her daughter resembles her as she was growing up to be submissive, disassociated and gullible. The client would snap on her daughter over small issues and felt emotionally disconnected. During the sessions, the Counsellor observed some other concerns namely her stammering problems, insomnia and amnesia and she put those across to her. The client agreed that these issues had been around for a very long time. Psycho education on trauma and its symptoms, dissociation and early attachment pattern helped in understanding the reason for her behaviours and emotional outbursts towards her daughter which then helped her to regulate them. Practicing certain grounding exercises, breathing techniques and yoga helped her monitor and regulate her behavior patterns. She also reported improvement in her sleep patterns as she was able to sleep for 5 hours at a stretch which was an achievement as she had insomnia since her childhood. This amnesia was a result of being sexually abused as a child. Her uncle would suddenly come in the middle of the night and abuse her. Her journey towards healing and her growth as an individual free from her past baggage is a process but she has started walking on the path with these positive indicators.

STORIES OF GROWTH

A school, where Arpan conducted PSE program a year ago, connected with Arpan's counsellor for an emergency. A 15 year old girl from 10th standard had started feeling very weak, nauseated and dizzy. After much coaxing, she revealed to her friend and teacher that someone at home had been touching her. The girl's parents live in Uttar Pradesh and she has been staying with her paternal aunt and her extended family. In therapy, she disclosed that her aunt's son, her cousin was molesting her. She also revealed in a later session that the nausea was due to the fact that she had consumed a number of pills as she could see no other way out. She had no support system, as her parents were in the village and none of the relatives from her home in Mumbai were ready to listen to her. The first step was to stop the ongoing abuse and inculcate assertive skills as well as work on her suicidal ideation. It was stressed that the client's life and safety were of pivotal importance. The counsellor made a safety contract with her so that she does not harm herself and built resources as well as gave skills for impulse control. The client's board exams were within a month and she was not able to concentrate on her studies because of intrusive thoughts. Relaxation exercises were used to soothe her. Once the client was stabilized, the counselling process focused on her support system. The client did not want to tell anyone about it as she was scared that she will be blamed and the family will split. The counsellor used the pros and cons grid activity to help her understand the consequences of non-disclosure. The counsellor also emphasized that it was neither her obligation to keep the family together nor her responsibility if the family breaks up. After the sessions, the client was able to say "no" to the cousin. She was able to reveal what was happening to her father and aunt and seek their help. The abuse stopped as a result of this. The client did not report any more suicidal thoughts and was feeling more hopeful and supported. A support system was created for her comprising of one of her friends and her teacher who were empathetic towards her. She was also able to successfully appear for her board exams and reported that she was able to concentrate better on her studies after the sessions.

Project 6: Training and Capacity Building

Intensive workshop/s are conducted with diverse stakeholders: Teachers, counsellors, NGO professionals, para professionals and social workers with an aim to empower them with knowledge and enable them with skills, attitude and tools to address Child Sexual Abuse prevention and healing strategies into their existing interventions and systems. Training and Capacity Building includes training diverse stakeholders on developing capacities of Trainers (Training of Trainers) capacities to implement Personal Safety Education (PSE) in their own set-up; developing capacities of social workers and NGO professionals to be equipped to respond to Child Sexual Abuse and become effective support personnel; training of Mental Health Professionals and Social Workers to build capacities to handle trauma cases in general and Child Sexual Abuse in particular; building capacities of institutional caretakers so that they are equipped to handle children with traumatic past.

This project comprises 4% of Arpan's activities



Arpan trained:

- A total of **280** teachers, NGO professionals, counsellors and freelancers from India and abroad to implement Personal Safety Education.
- **111** teachers and NGO professionals were trained to implement Personal Safety Education Program; **127** social workers and counsellors were trained on different counselling modalities including basic counselling skills, Play and Sand therapy, and Narrative therapy; **37** NGO professionals were trained to become effective support personnel and **5** institutional staff.

- This year Arpan conducted three training sessions in West Bengal along with TOTs (Training of Trainers) in Mumbai, Siliguri, Mushidabad and Calcutta. These trainings gave Arpan the exposure to work with community organizations working in rural interior set up and with vulnerable population like drop out children, children of sex workers, children of marginalized communities.
- Post our TOT conducted in 2012-13, Bombay Cambridge Gurukul Schools and Zee Learn have in turn implemented Personal Safety Education with more than 40,000 individuals.
- The chart below indicates the average shift in knowledge and attitude among the participants of a Training of Trainers workshop at one of the organizations working with vulnerable population in West Bengal. These practitioners though had familiarity of working with children experiencing sexual abuse there were some distorted beliefs which were hindering their response in a systematic fashion. The framework provided by Arpan equipped them to teach children personal safety skills and sensitize adults about their role in keeping children safe effectively.

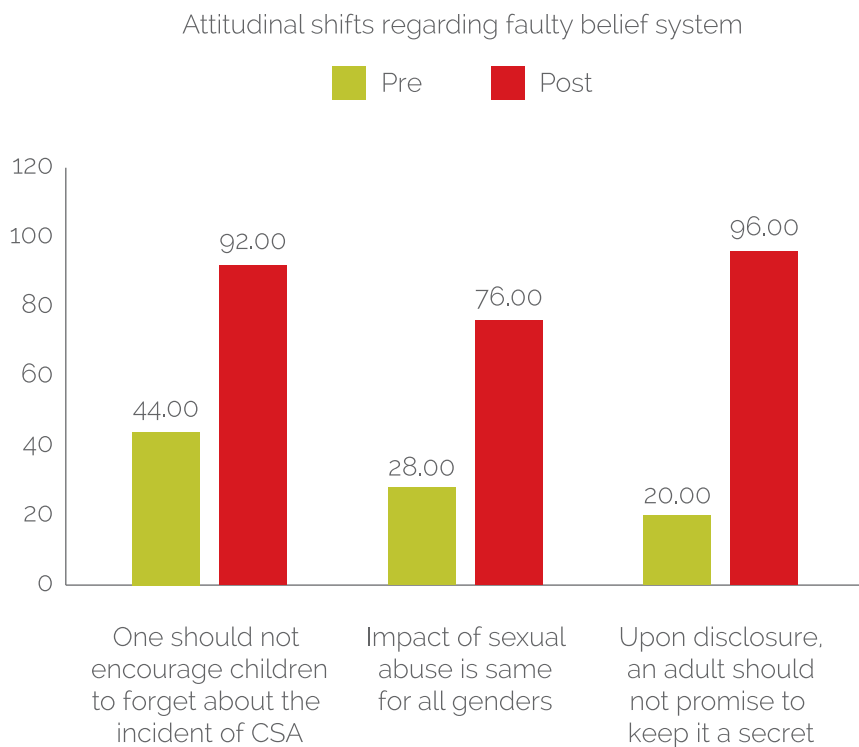


Figure 6.1: Knowledge and comfort among participants' before and after the sessions

The participants shared their impression of the training programs and how the process helped them to be more self-aware, have better skills as well as grow as professionals.

STORIES OF GROWTH

"Initially if the child would disclose about the abuse I would not be able to control my emotions but after training I know how to take care of my emotions and not show it through my facial expression and body language."

-by a participant at an Arpan training session.

"The study group has prepared us so well. I remember coming back home after my first visit from an institution that housed sexually abused girls. I wrote a mail to the facilitator. I felt so good about myself because whatever the study group informed us about not to go after stories, how to focus on present and how to aid the girls made me a therapist who has realistic understanding of her own capacity."

-by a participant from Arpan's working group of trauma.



"I found this workshop very informative and helpful. I got to understand how to speak with children about keeping them safe. I also understood the limitations of the parents. People from my team have already started planning how to introduce and start the program at my place/centre"

– A participant after attending 5 day TOT for implementing Personal Safety Education.

"For the first time I realized I need to take care of myself. If I cannot do something I can say no. The thought itself is relaxing"

– A participant after attending 5 day TOT for implementing Personal Safety Education.

"A great role model for how a counsellor could be. The facilitation skills, your suggestive tone, non-intrusive being and respect for the space of an individual is truly one that I will emulate"

– Participant attending Play Therapy workshop.

"In the workshop, the basics of narrative therapy and explanation of complex terms in theory given were simplified and it helped a lot. The techniques discussed were also very helpful as it would help me function effectively in therapeutic session"

– A participant from the Narrative Therapy Workshop.



"Dreams can be beautiful but at times can also be very disturbing. When we discuss it with our friends and the known near ones, most of the times they would relate it to something that is probably very supernatural in nature. But dreams are the reflection of whatever is happening in our lives. The dream analysis workshop helped me a lot in self -reflection. It was very interesting to understand the different symbols that we see in our dreams and its interpretation and meanings. Over all it was a very enriching experience and full of learning"

– A participant from the Dream Analysis Workshop.





Project 7: Primary and Secondary Research

This Project focuses on knowledge development through primary and secondary research that feeds into Arpan's interventions. The idea for research is to search, capture, store and share knowledge so as to learn lessons from our experiences and interactions as well as through established knowledge – overcoming the boundaries posed by time and space. The activities under this project are monitoring of data and evaluation of outcomes, conducting Primary and Secondary research..

This project comprises 11% of Arpan's activities



Arpan is emerging as an organization with a distinct unit dedicated to Research and Development along with prevention and intervention services and capacity building. This growth is indicative of Arpan's zeal to evolve as a resource agency focusing on developing an authentic and holistic knowledge base on the issue of Child Sexual Abuse to understand the phenomenon and create appropriate intervention. A well-developed knowledge and learning strategy for a development and humanitarian organization like Arpan will identify ways to improve how current and historical knowledge is used both within the organisation and outside it.

This year has been witness to certain significant processes being introduced for honing the evaluation and monitoring system so that it is at par with the Arpan's scale of services; as well publication of research studies that will help to demystify the issue and define the existing Programs. The significant outcomes for this project for the year have been:

- With Arpan's core Program, namely Personal Safety Education, being scaled by **188%**, there was a huge need to efficiently handle this growth and streamline information. Hence a Management

STORIES OF GROWTH

Arpan is emerging as an organization with a distinct unit dedicated to Research and Development along with prevention and intervention services and capacity building. This growth is indicative of Arpan's zeal to evolve as a resource agency focusing on developing an authentic and holistic knowledge base on the issue of Child Sexual Abuse to understand the phenomenon and create appropriate intervention. A well-developed knowledge and learning strategy for a development and humanitarian organization like Arpan will identify ways to improve how current and historical knowledge is used both within the organisation and outside it.

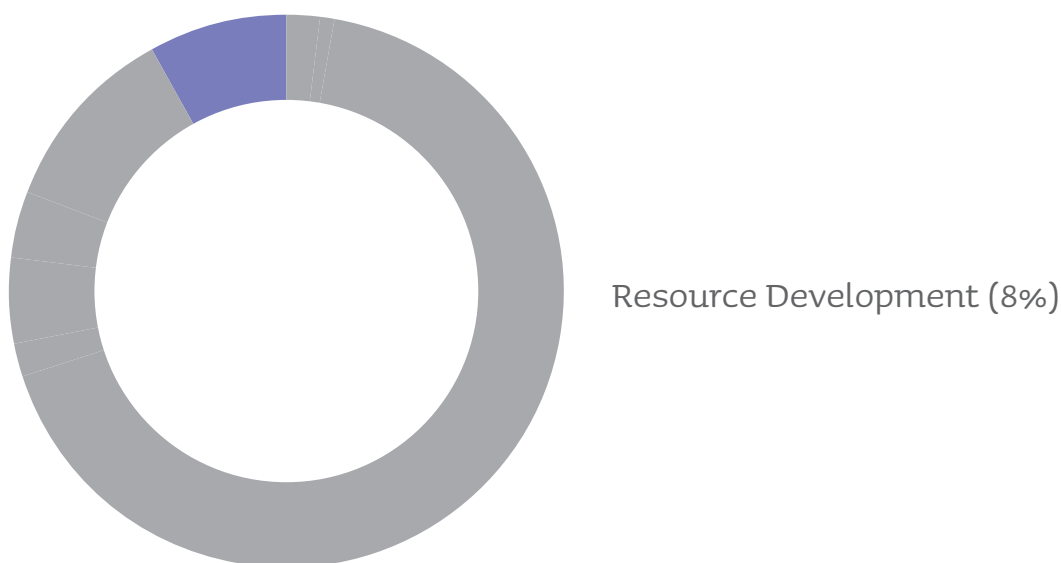
Information System (MIS) was introduced for Arpan's core Program so that systematic organization and presentation of data is possible which will in turn facilitate efficient and effective decision making.

- To determine the long term effectiveness of Personal Safety Education Program, an evaluation study of this Program was conducted by a social research agency, namely International Market Research Bureau (IMRB). The evaluation included schools where Arpan has conducted one time intervention between 2010 and 2013, schools which have adopted the Program in their annual curriculum following Arpan's intervention and Teachers' training and schools where Arpan is yet to conduct the Program. The latter was used as a control group. In total, 770 children from 9 schools were randomly chosen for the study. The evaluation tool was also administered among primary caregivers namely parents and teachers. Compared with controls, participating children demonstrated enhanced ability to recognize inappropriate touches, learned correct genital terminology, were able to recognize the inappropriateness of touch requests and demonstrated higher levels of knowledge of personal safety skills.
- Since the year 2006, Arpan has been recording and documenting incidents of Child Sexual Abuse as reported in some of the leading newspapers of Mumbai. Outcome of this process has been the recently published research, titled, 'Between the Lines- an Analysis of Media Reportage' on Child Sexual Abuse which documents cases reported between 2007 and 2011. The report features the findings on the emerging trends and patterns of reportage and also provides suggestions to facilitate more inclusive reporting of the issue. Through this research, Arpan plans to converse about, rather than critique, the way the issue of Child Sexual Abuse is represented in mainstream media.
- Arpan is also in process of finalizing two other research projects namely 'Adult Survivors' Perception of clause 19 of the POCSO Act (The Protection of Children from Sexual Offences Act, 2012) which states that every citizen is mandated by law to report cases of Child Sexual Abuse; and Process Documentation of Arpan's 'Long term Psychotherapeutic work with rescued minors in institution' to understand the role of long term psychotherapy in facilitating the healing journey of the clients.

Project 8: Resource Development

This project focuses on designing various tools, resources and modalities for all Programs and projects so that they can be institutionalized, support the scaling and replication of services of Arpan across geographies and socio-economic and cultural groups. Arpan regards resource development as a process of learning, improvisation and innovation as well as a strategy to constantly generate new knowledge and resources relevant to the social issue and the target groups. It is a critical project at Arpan to support the direct intervention as well as capacity building of professionals.

This project comprises 8% of Arpan's activities



This year Arpan has been able to diversify its publication catering to diverse stakeholders and their requisites.

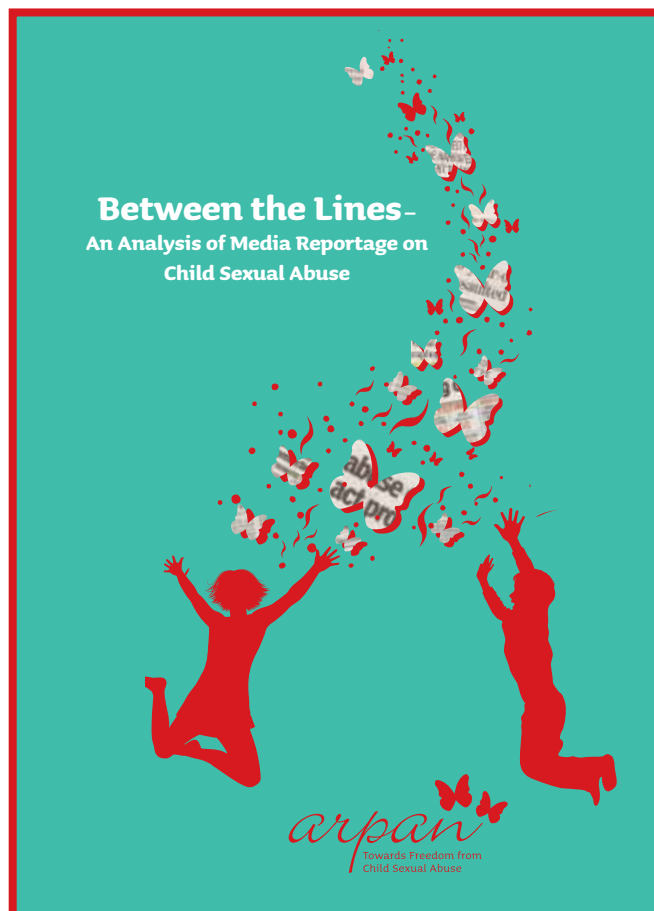
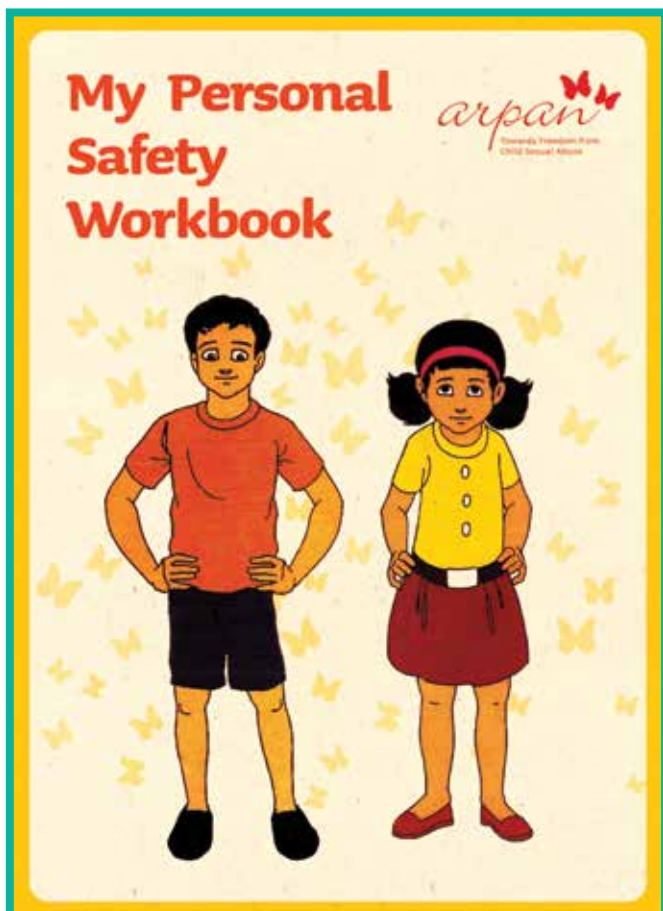
This year, Arpan has been able to publish the following resources:

- Instructional manual for Grade 5 for implementation of Personal Safety Education Program. This is the fifth in an ongoing series of training manuals which will facilitate and support trainers to implement PSE in their settings.
- A Workbook on Personal Safety Education as an alternative tool to teach children Personal Safety by parents and /or teachers.
- A book on Understanding Child Sexual Abuse: Frequently Asked Questions in English. The booklet throws light on answers to questions often asked by primary caregivers and professionals on Child Sexual Abuse and Personal Safety Education.
- Arpan also developed a module to teach Personal Safety education to children of Grade 7-8. This module at present is being piloted across schools from diverse socio-economic settings so as to arrive at a standardized lesson plan after incorporating learnings gained through its repeated implementation.
- Posters on parenting skills so as to inculcate knowledge and skills to parents through visual media.



STORIES OF GROWTH

This year Arpan has been able to diversify its publication catering to diverse stakeholders and their requisites.





“It’s the action, not the fruit of the action, that’s important. You have to do the right thing. It may not be in your power, may not be in your time, that there’ll be any fruit. But that doesn’t mean you stop doing the right thing. You may never know what results come from your action.

But if you do nothing, there will be no result.”

Mahatma Gandhi



Challenges

Encountered

During

The

Year

Arpan has been able to make significant impact in the lives of its beneficiaries and has overachieved compared to its project targets. However the past year also brought with it multiple challenges and provided many new learning opportunities. The critical challenges were:

- Public advocacy initiatives are very often dependent on external factors which are beyond our control. The administrative expenses and overheads are often high, and despite being resource and money intensive, it is difficult to discern appreciable returns in terms of awareness and outreach. Most of the events being human resource it becomes obligatory to involve the Program team in its implementation. However, the timeframe of events often overlap with school schedule of PSE implementation making it strenuous for the team to be in both spaces at the same time.
- Involving all the stakeholders like parents, teachers and staff within the school environment continues to be a challenge. The lack of sustained commitment throws school schedules out of gear leading to delays in implementation and discontinuation of the PSE program at times. Once the PSE lesson plan implementation is completed, sustained counselling needs of a few children is often a low priority for the school management. Parents and teachers are often reluctant to commit time and energy for counselling sessions. Involving parents in counselling sessions for children is also challenging as parents are not motivated or willing to attend sessions. There evolves a paradoxical relationship with some school managements as they expect counsellors to provide graphic details of cases, the disclosure of which would be unethical given that confidentiality is the edifice on which therapeutic relationship is built; on the other hand, not to do so jeopardises a conducive relationship with school management which is necessary for successful closure of PSE in general and cases in particular.
- The infrastructure of certain schools is not conducive for hosting counselling sessions. Many times there are no rooms available for conducting sessions and they have to be conducted outside the classrooms or the school. This creates distraction and disrupts the counselling process.
- As Arpan entered two unknown terrains this year namely Personal Safety Education Program in rural set up as well as conducting PSE module with Grade 7 and 8; both these interventions had their own share of challenges. While the former, was in a context which was different from its urban counterpart; in case of the latter, the children came across as a different population in comparison to their juniors.
- Awareness sessions with miscellaneous networks are stakeholder driven, hence planning and allotting resources is challenging. Maximising participation and raising awareness levels to an extent which leads to further engagement and dialogue on the issue continues to be elusive.
- Minimal awareness around mental health and the impact of Child Sexual Abuse is noticed in cases of frequent drop out of clients and the ad-hoc cancellation of counselling sessions in case of centre based clients. Long term psycho-therapeutic intervention for children in institutions becomes challenging as children move from one institution to the other or are engaged in different vocational training during overlapping counselling session. This is also compounded by the lack of sensitive staff with sufficient understanding of the issue and their failure to respond to children appropriately. This hinders the counselling process and crisis management takes up a significant share of time.

- Child Sexual Abuse is still a complex and silent phenomenon. The denial and stigma around the issue cuts across all sectors and very few organizations and schools are committed to mainstream interventions for responding to Child Sexual Abuse through sustained training and capacity building. Some organizations and schools, even after undergoing the training, are unable to implement what they learn.
- The initiation of MIS for streamlining data and coordinating with an external organization for executing it has been a process of trial and error which made it time intensive and led to discarding of a large amount of data and reinvesting time and energy in re-entering data in new formats.
- Different versions of the same software applications (namely Corel Draw and InDesign) are used by different designers. Usually, work done on a more advanced version is not compatible with more basic versions. This causes a lot of delay since the designers can only work when they have access to the appropriate software. Similarly, fonts for Hindi and Marathi documents that are also compatible with design applications are either not easily available or are not standardized across different operating systems. This causes confusion between different vendors such as designers, printers and editors as the readability of the document being worked on is affected. These all create delays in the publication process.



“Sometimes... the smallest drops in the bucket
make the biggest ripples.”

A.M. Hodgson, Sonata



Our

Financial

Performance

Overview

Arpan received a total income of Rs. 2,17,23,182 in the year 2013-14 and spent Rs.1,68,95,145 across all Programs and projects. Capital expenditure spent was Rs. 2,35,092. Total expenses being Rs.1,71,30,237.

Below is a chart showing Project wise Expenses.



- Sensitization of public at large, 309918
- Policy Advocacy, 66368
- Personal Safety Education, 10249830
- Awareness Sessions, 336874
- Counselling and Psychotherapeutic Services, 822550
- Training and Capacity Building, 538000
- Primary and Secondary Research, 1670892
- Resource Development, 1236517



The

Future

Strategic Roadmap 2014-15

Strategy	Sr.No.	Sub Strategy	Sr.No.	Projects	Target
Advocacy	1	Public and Policy Advocacy	1	Sensitisation of public at large	8,000
			2	Policy advocacy	
			Total		8,000
Programs	2	Prevention and Intervention Services	3	Personal Safety Education	27,812
			4	Awareness Sessions	3,000
			5	Counselling and Psychotherapeutic Services	85
	3	Training and Capacity Building	6	Training and Capacity Building with diverse stakeholders	380
	4	Research and Development	7	Primary and Secondary Research	
			8	Resource Development	
			Total		31,277

The strategic roadmap directs a vital scaling up in terms of increase in outreach for the coming year. It also represents the fact that Arpan is emerging as an organization with the focus on providing direct preventive and psychotherapeutic services along with building a group of professionals to create a safety and support network around children. Added to this the thrust is also to evolve as a research and development organization – thus completing the cycle of intervention and research. In 2014-15, Arpan looks forward to reaching out to over, 32,200 children and adults through Programs and 8,000 individuals through public advocacy. Personal Safety Education Program, which is Arpan's core intervention, will witness a steep scaling accounting for two thirds of the total outreach. Arpan will continue to look beyond the boundaries of Mumbai and seek new partnerships to spread the message of personal safety for children and other stakeholders in the child's life. Training & Capacity building will be a key area of focus for Arpan next year with an increased emphasis on reaching out to larger number and varied groups of stakeholders through the professionals trained by us.

In a country like India, research on this issue is still at a nascent stage; realizing the need and the huge potential for in-depth research on the issue of Child Sexual Abuse, Arpan last year had started a separate Research & Development department which is actively gearing up to understand all nuances of the issue and work towards developing multifaceted intervention and prevention modules. This year the focus will be on finalizing the MIS, publishing research on 'Mandatory reporting clause of POCSO, 2012' and 'Process Documentation of Long term psychotherapy work with rescued minors in Institution'; publish resources like instructional Manuals of Training of Trainers and Social worker, Self Help book for Adult survivors, standardize grade 7-8 module for PSE

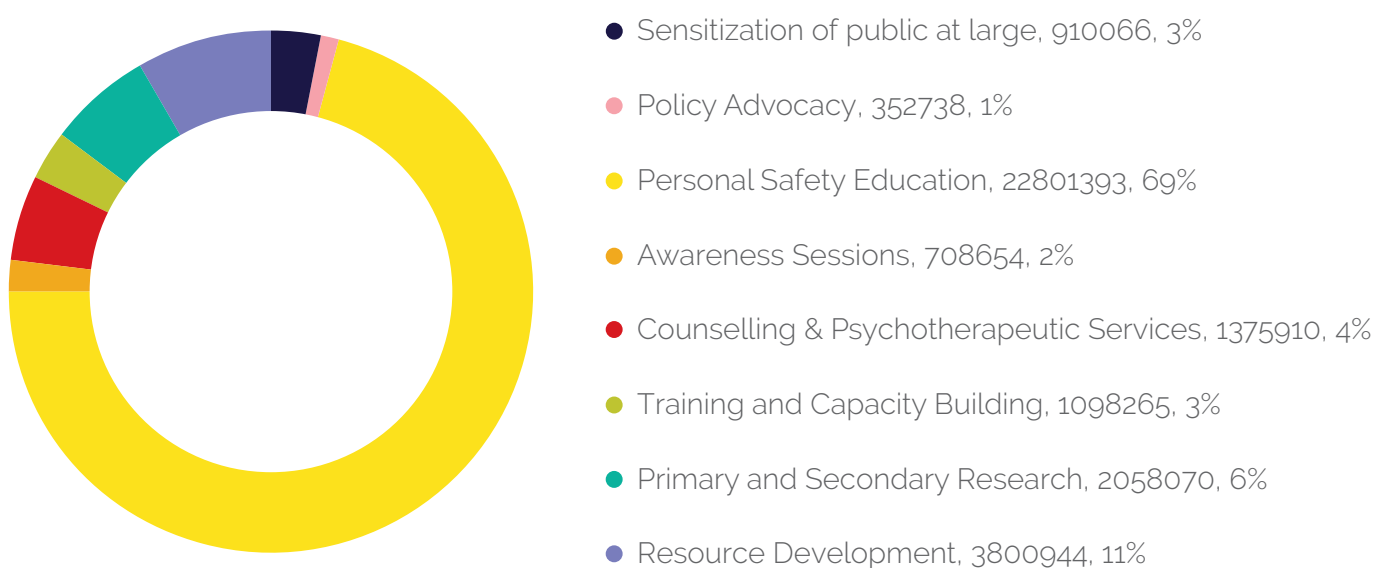
implementation and develop sequential story boards for semi-literate and illiterate parents. Arpan is also looking at increased representation at a National level for advocating on the issue and looking towards contributing towards systemic policy changes.

Below is a representation of resource allocation across Arpan's 4 Strategies for the year 2014-15.



Of the 75% of resources allocated to Prevention and Intervention services, 92% will be spent on Personal Safety Education.

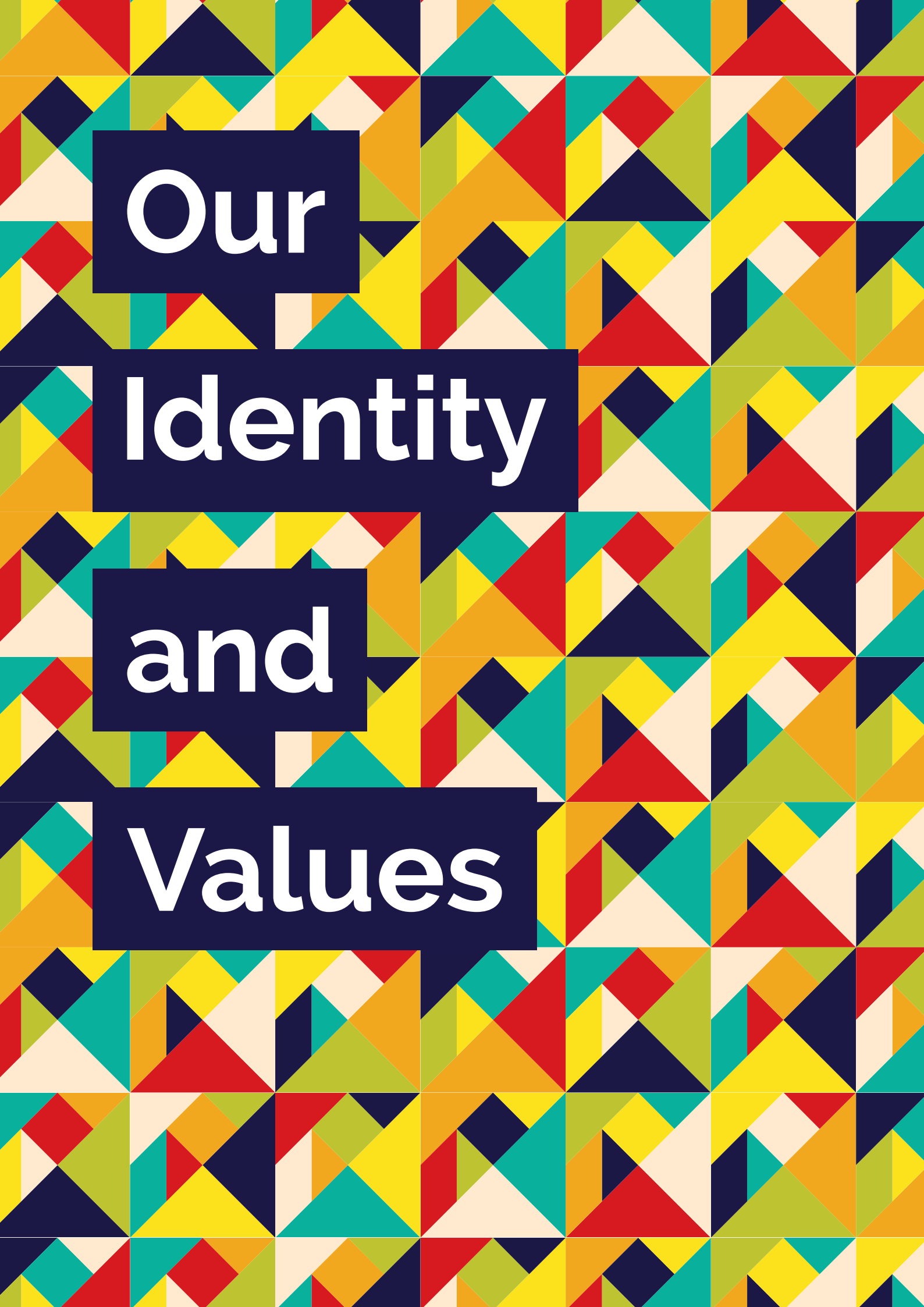
Expenses estimated Project wise for year 2014-15





“Your beliefs become your thoughts, your thoughts become your words, your words become your actions, your actions become your habits, your habits become your values, your values become your destiny.”

Mahatma Gandhi



Our

Identity

and

Values

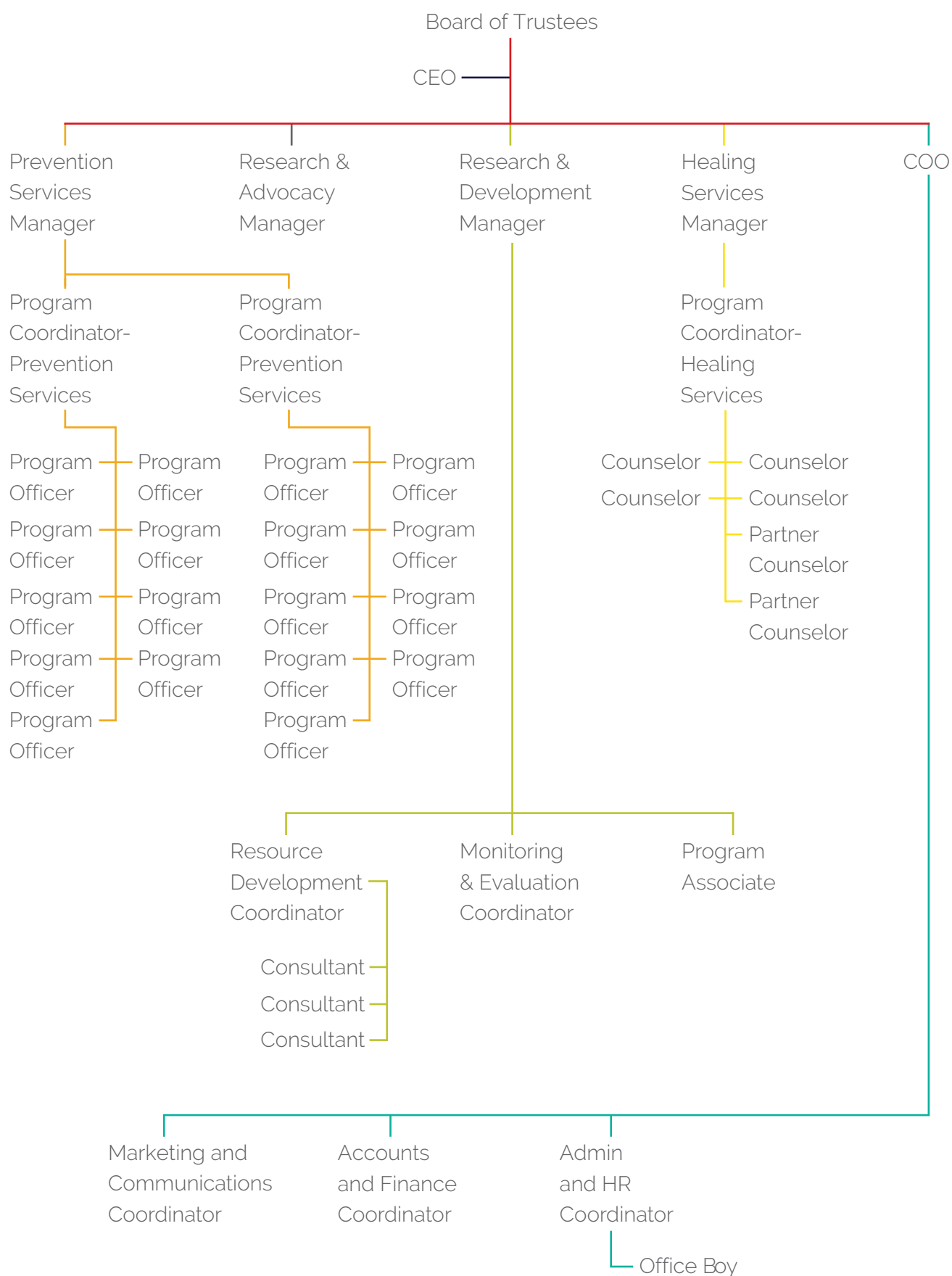
Arpan is a registered Public Charitable Trust by legal status and conviction. (Registered under the Bombay Trust Act, Registration No. E24873 dated 25/03/2008)

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

Values	Description
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 one's 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 current team of Arpan is organized as per the following organogram:



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
Suman Srivastava	Founder & CEO, Marketing Unplugged	Trustee	Strategic Direction, Finances, Marketing
Achama Matthew	CEO, Bombay Cambridge Gurukul schools	Trustee	Strategic Direction, Program Development
Vaishali Kapadia	Asst. Art Director, Spenta Multimedia	Trustee	Design and Media Strategy
Pooja Taparia	CEO, Arpan	Trustee	Administration, Operations, Communication, Program Development, Fundraising
Manish Gupta	Nominee by R. Jhunjhunwala Foundation	Trustee	Strategic Direction

In 2013-14, 6 board meetings were conducted.

Registered Office: 10, Arun bldg., 3rd Floor, 34, Narayan Dhabolkar Road, Mumbai – 400 006

Working Office: 1st Floor, Delta Chemicals Pvt Ltd., J-1 Cama Industrial Zone, Off Val Bhat Road, Goregaon (E), Mumbai 400063, India.

Bankers: Bank of Baroda, Malabar Hill, Mumbai – 400 006 and HDFC Bank, Fort, Mumbai – 400 023

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



There are so many men and women who hold no distinctive positions but whose contribution towards the development of society has been enormous.

Nelson Mandela



Our

Partners

Schools

Atul Vidyalaya, Valsad Gujarat
Balmohan, Mumbai
BMC, Andheri, Mumbai
BMC, Chembur, Mumbai
Bulbul, Mumbai
Convent of Jesus & Mary, Thane
Divine Child School, Andheri (East)
DS High School, Mumbai
Ekdara Zilla Parishad, Alibaug
Gandhi Memorial School, Mumbai
Hill Spring, Mumbai
Holy Mother, Mumbai
Manohar Joshi, Mumbai
Nagar Parishad, Murud, Alibaug
Peoples' Education, Thane
Saraswati Mandir
St. Francis, Mumbai
St. Michael, Mumbai
Vinay High School, Mumbai

Organizations and Institutions

Advait, Vasai
Akanksha, Mumbai
Aniket Home, Panvel
CINI, Kolkata
Balika Ashram, Mumbai
Bal Jeevan, Mumbai
Bharatiya Muslim Mahila Andolan (BMMA), Mumbai
Hamara Foundation, Mumbai
Kalina Police Training Center
New Hope, Mumbai
Sahaasi, Thane
Teach for India, Mumbai
YUVA, Mumbai
Corporate
Zee Learn

Government

Special Home for Girls, Deonar, Mumbai

Finally we would like to express our gratitude and regards to all our supporters and advisors.



Thank

You!

All our well wishers and donors whose support has helped to sustain and grow in our work.

Donors in alphabetical order:

Grant-Giving Trusts

Bhaarat Welfare Trust, UK
Charities Aid Foundation, India
Devi R Mehta Charitable Trust, India
Global Fund for Children, USA
Hemendra Kothari Foundation, India
Hilton Foundation, UK
Narotam Sekhsaria Foundation, India
R Jhunjhunwala Foundation, India
Sanjeevani Jyoti Charitable Trust, India
The Marshall Foundation, France
The Mehran Edulji Bilimoria Charity Trust, India

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Individuals

Aashish Bagri
Anil Sehgal
Hemesh Sheth
Karl Johan Persson
Seema Taparia
Vikas Agaarwal

Donors who contributed and ran in the Mumbai Marathon 2013 for Arpan

Full Marathon

Abhaya Kumar N S

Neville Sequeira

Half Marathon

Ashish Kabra

Ashish Vaidya

Manish Borade

Parman Naik

Rushikesh Parekh

Dr. Satyen Mehta

Sudhir Gaur

Vikram Bhikubhai Naik

Viral Barmecha

Individuals and organizations who supported us in our journey

- Dr. Lois Engelbrecht and Dr. Nachiket Mor for providing continued support and guidance to Arpan's strategies and Programs.
- Mr. Sonjoy Chatterjee for continued support.
- Mr. Minoo Bhesania for designing the interiors of Arpan's office pro bono.
- Ms. Manpreet Dhingra for being a committed volunteer and support us in streamlining our policies.
- Mr. Manish Harsh of Bios Systems for providing IT support pro bono for 9 months.
- Mr. Sarath Divella, Mr. Videh CV and Ms. Manisha Gupta of LionBridge Pvt. Ltd for developing an MIS pro bono.
- Ms. Vaishali Kapadia for supporting the designing of Arpan's media research report.
- Mr. Shivratan Taparia for donating chairs for office use.
- Ms. Rinku Jariwala and team, Open Sky Art's for designing and supporting the execution of Arpan's art installation at the Kala Ghoda Arts Festival
- Mr. Dipan for supporting us in digital marketing
- Mr. Boralkar for conducting a training with Arpan team pro bono

And of course, all our clients whose stories and lives have touched us and kept us motivated.

Thank You!

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
- If you have experienced Child Sexual Abuse or know of someone who has, reach out to us on support@arpan.org.in or 98190.86444.
- If you see warning signs (inappropriate behaviour) in adults/older children reach out to us on support@arpan.org.in or 98190.86444.

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. 1500 for no. of children to teach them personal safety skills.
- Sponsor Training @ Rs. 200 for no. of parents, teachers and other adults on Child Sexual Abuse.
- Sponsor Counselling @ Rs. 1500 per month per person for no. of survivors .

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
- For bank transfer details contact us on 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

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Mumbai 400063, India.

Phone – 26862444/ 26868444, email – info@arpan.org.in, website – www.arpan.org.in

Our team



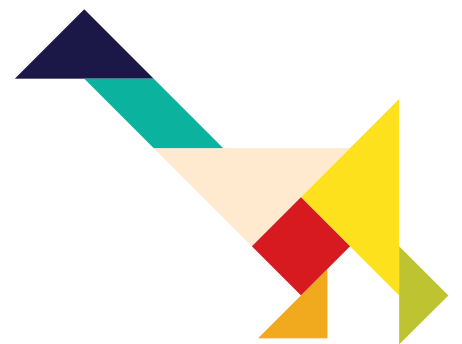
Abhilasha Rawat, Anita Kumar, Ankita Maru, Anil Saini, Carmine Khandle, Chandrika Rambiya, Chinar Banavalkar, Fatima Dhalj, Hemesh C. Sheth, Ketki Doshi, Kishore Gajghate, Mahesh More, Dr. Manjeer Mukherjee, Marieola Fernandes, Marsia Lobo, Mayur Barve, Mitali Sanghvi, Mithila Rao, Neelam Parab, Nikhil Chavan, Nilam Khare, Olina Almieda, Pallavi Xalxo, Pooja Taparia, Prajakta Hanmante, Rehea Quadros, Sachin Urade, Saloni Shah, Sayali Thakur, Shreya Sen, Shruti Limaye, Shraddha Amin, Shraddha Shiriskar, Shilpa Lahoti, Shubangi Shinde, Shalaka Kadam, Shaindra Vasava, Shefali Baviskar, Sonali Parab, Shweta Sudhir, Srabani Biswas, Suvidha Gaikwad

Our Consultants

Deepti Makhija, Dr. Rani Raote, Priyanka Shah Dattani, Parivartan, Sandra Farel, Swati Deepak, Seema Dagha and Sonali Ojha

Board of Trustees

Achama Mathew, Manish Gupta, Pooja Taparia, Suman Srivasatava and Vaishali Kapadia



“Growth is never by mere chance; it is the
result of forces working together.”

-James Cash Penney

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