

Annual Report 2014 - 15



Arpan and It's Journey of Hope





As we conclude another year at Arpan, we take the opportunity to share our achievements and challenges of the year, which helps us with more nuanced learnings of our own work we took on with much passion and commitment.

This year was one of consolidation unlike the last, we did not see a large increase in number of children, parent or teachers that we were able to reach out to. However, it translated into a year of transformation, full of doing things differently.

The year was filled with numerous special moments which we derived and thrived on from our direct work with children, their parents, teachers and adult survivors of sexual abuse. This helped us build our work further while we continued to make our roots stronger.

It has been about doing those things that looked similar, yet doing them differently, with greater

deliberation, greater focus, a greater eye for detail and as always keeping the child in the centre of all decision making processes.

Every year our most valuable teachers are the children and adult survivors. The lessons we learned helped us to think differently and better respond to the challenges that the issue, as well as the external environment, posed relentlessly.

Through this report we hope to open little windows for our readers to provide glimpses into the year's work. Happy reading!

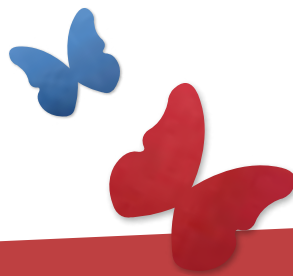


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CEO's Foreword



This year was a great year of learning and reflection. We were able to evolve as an agency of change beyond the 'numbers game' that most organisations get trapped in. We acknowledged that quality matters as much and we should deploy more resources, more time to improve the services that we already provide.

It was a year where we made decisions based not on the targets we had to achieve but on doing things 'better'; by spending more time counselling children in schools; by putting our 'foot in the door' with some schools who didn't want us to counsel the children at all, as they were more worried about academic time being lost or worried about their reputation as a school because of cases that might come up; by building the capacity of our team members through continuous learning so that they can bring out their best. During the year we transcended into looking at completion of processes more seriously and delivering our services more qualitatively. We reached out to over 30,000 children and adults with our services.

We also took some time to step back in the last quarter to reflect and evaluate where, as an organisation, we are journeying to address the issue of Child Sexual Abuse. What have we done so far? What has the experience and impact been? Which path should we take in the future? We have always been grappling with the issue of scale and so do we now see any solution ahead? We realized that we do not yet have a solution. We are still debating how we can most effectively share information and skills with millions of children and adults in a way that will maximise impact. While varied methods can be deployed to 'reach out to' a certain size of audience does that outreach finally convert into the prevention of Child Sexual Abuse by a child recognizing an unsafe touch/situation and seeking help from an adult? Will it mean better and appropriate support from the parent or teacher to the child who has experienced abuse? These are the key questions to answer.

We also recognised the difficulty in maintaining the sanctity of the 3 year roadmap we built. Each year teaches us new things, provides new experiences and gives us a better understanding of the ground reality of people's attitudes and each year we adapt to continue to pave a better, more discerning path. It seems this is the journey it's going to be, as we keep paving the path of working on an issue this nascent in our country we will need to keep reflecting, questioning and evaluating every single thing we do. Working in this evolving landscape and, at times, with some self-doubt hasn't been easy and will continue not to be. We'll fall and fail. But we'll keep getting up, learning and walk again.

This strength comes from having respect and empathy for children and adults in the choices they make for themselves. This strength comes from humility, of knowing we don't have all the answers and from the acceptance of a very complex issue. There are, in fact, no black and white answers.

In all of this, passionate individuals have given their all despite the difficulty in working in so many grey areas, in not knowing all answers. We saw significant attrition this year amongst our trainers and counsellors. We learnt and are trying to find ways in which we can support each other's journey better. Clearly there are years of learning ahead.

We feel supported in this learning by all our donors, supporters, wellwishers and mentors who continue to motivate us and lift us along on this expedition. I am very pleased to share our work in this report for the year 2014-15, our successes and our challenges, with stories of hope.

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 Jhunjhunwala, Mr. and Mrs. James Marshall whose year on year support has been invaluable.

We look forward to working with yet another 30,000 children and adults this year. We have charted some methods to experiment and see whether they can lead us to the 'solution' to the challenge of scale. In the coming year we will focus on increasing home based prevention methodologies, creating better access to our resources offline and online so that parents can more easily play a key role in the safety of their children, long term alliances and capacity building with interested professionals so that we do see final conversion of the training into implementation.

We are feeling motivated for some more experimentation in this expedition we have embarked on.



Pooja Taparia

Founder and Chief Executive, Arpan

Board Member's Foreword



Safety of students is always a priority in a school, and student safety took a new meaning for me and my work with my interactions with Arpan. My association with Arpan began in 2008 when some of teachers from our schools attended a training session and came back and shared their learning. They were very motivated and were keen to look at safety measures that would keep children safe in our schools.

Later Pooja approached the BCG schools with the proposal of a pilot project to implement the PSE programme in our schools. We began in one of our schools with a little bit of trepidation. There were questions, doubts among the teachers, the HMs and the parents, but with the belief that Personal Safety Education (PSE) is essential for students' safety we continued with the programme. We spent time to answer questions, clarify doubts and reassure parents with the benefits and value of teaching our children PSE.

In the following year, the BCG schools decided to take the programme to all the five schools. This was a huge project and Arpan supported and facilitated this by providing training for admin, teachers, and counsellors. The staff of Arpan went to class and conducted the PSE sessions, met individual students with concerns, and guided counsellors and parents to address the issues faced by the children. This intervention by Arpan gave an opportunity to the all the staff of BCG to understand the essence and requirements of the PSE programme.

I was also asked to be on the advisory panel, which helped to review the content of the PSE modules and looked at the impact of the pilot programme. Sitting through the meetings, gave me an insight into the working of Arpan. It is here that I saw the passion with which the small team worked. The effort to review, detail modules, document and analyze data, all done carefully to consolidate the PSE programme. Participating in discussions conducted by Arpan strengthened my belief in the importance of having a preventive programme in the school for safety of students. In 2009 we worked towards integrating the PSE programme into the school curriculum, Since then we have been able to ensure that all students in BCG build their capacity to take care of themselves from abuse and also reach out to adults if they feel unsafe or are in any kind of trouble.

I have continued with my association with Arpan and have seen the phenomenal work that they have done. They have reached out to large number of children across all strata, created awareness among parents and key stakeholders in schools and other professions. What is truly amazing is the growth of Arpan over the last few years. I think it is the outcome of simple and clear vision and the effort to make it happen! All actions are carefully thought about, and every programme is detailed with care. Efforts to build up a dedicated team who believe in the cause, and work constantly to develop their skills in their areas of specialization has been of great value. Connecting with relevant people and participating in various events and platforms has helped to sustain the growth at Arpan. Acknowledgements at state, national and international forums has been a clear indicator of the progress and the impact that Arpan has created in the social sector. I am glad that BCG took the initiative to take on the pilot programme, the schools have greatly benefitted, and our ability to provide a safe environment for our students has been strengthened.

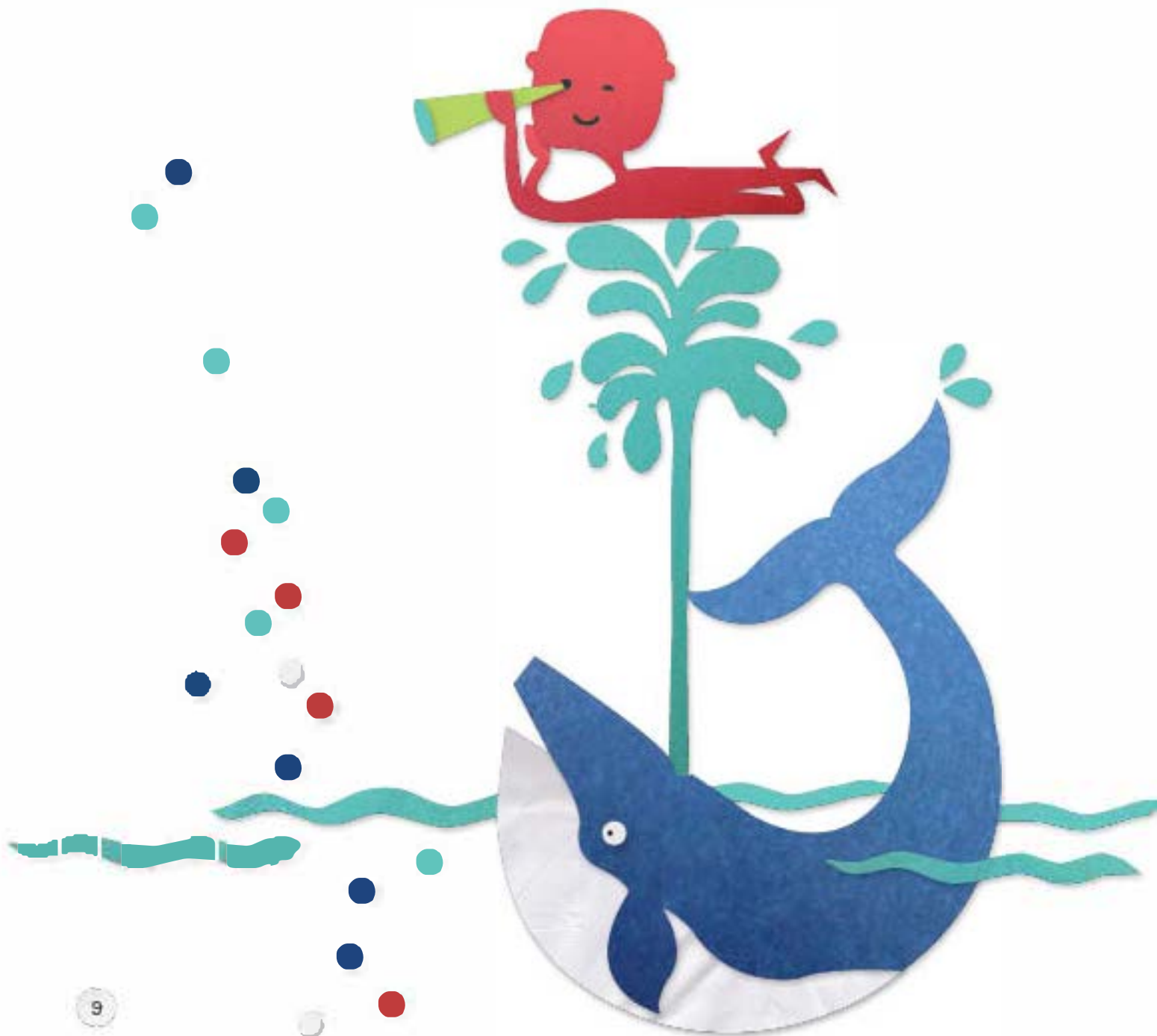
“When we love, we always strive to become better than we are. When we strive to become better than we are, everything around us becomes better too.” Paulo Coelho, The Alchemist



Achama Matthew

Trustee, Arpan

Our Intervention Strategies and Projects



A dream
written down
with a date
becomes a
goal. A goal
broken down
into steps
becomes a
plan. A plan
backed by
action makes
your dreams
come true.

Greg Reid

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 plays their role, either in the prevention of Child Sexual Abuse or in the reduction of the same. 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:

1 Strategy

Advocacy

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.

2 Strategy

Program

To deliver programmes 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 Programme 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:

1 Sub Strategy

Public and Policy Advocacy

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.

2 Sub Strategy

Prevention and Intervention

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 a safe and supportive environment.

3 Sub Strategy

Training and Capacity Building

Training and Capacity Building of relevant stakeholders in order to replicate the preventive and intervention based strategies of Arpan.

4 Sub Strategy

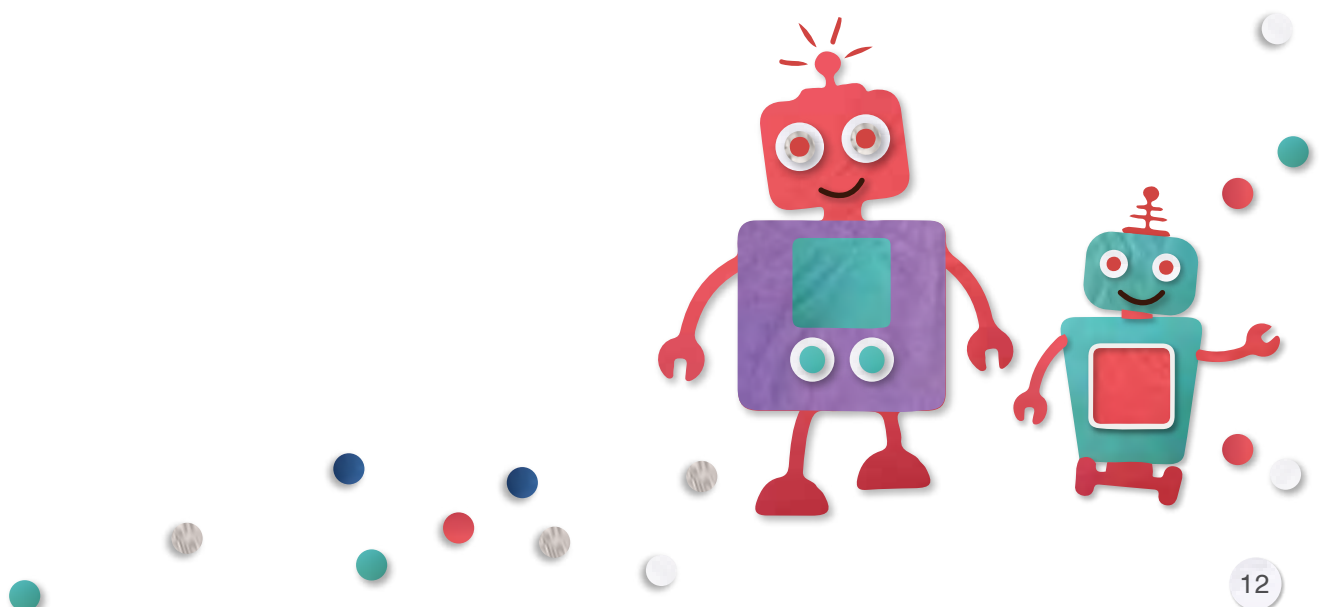
Research and Development

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 programmes, sub-strategies and strategy are further streamlined into specific projects, which are diagrammatically represented below:

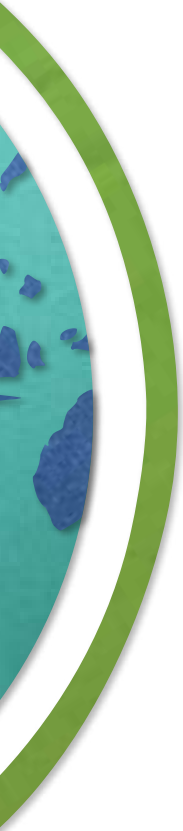
Diagrammatic representation of Arpan's Strategy, Programs and Projects

▶ Strategy 1 Advocacy	▶ Sub Strategy 1 Public and Policy Advocacy	▶ Projects 1. Sensitization of Public at large 2. Policy Advocacy
▶ Strategy 2 Programmes	▶ Sub Strategy 2 Prevention and Intervention Services	3. Personal Safety Education 4. Awareness Sessions 5. Counselling and Psychotherapeutic Services
	▶ Sub Strategy 3 Training and Capacity Building	6. Training and Capacity Building
	▶ Sub Strategy 4 Research and Development	7. Primary and Secondary Research 8. Resource Development



The Year at a Glance





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

Programmes and Advocacy

This year has been significant in terms of having deeper focus, a more integrated approach and looking at current interventions differently to make them more comprehensive. We strove to be able to bring in more depth to our interventions and increased support to our key stakeholders. This year Arpan reached out to **32,841** children and adults directly.

We reached out to **25,098** individuals directly through Personal Safety Education (PSE).

686 children and their family members were provided psycho-education and psychotherapeutic support through **1,677** individual and **191** group sessions through the school, community, institutions and centre-based programmes. We reached out to **6,165** adults through community awareness, which included police cadets, community workers, parents and teachers.

This takes Arpan's overall outreach to **99,966** individuals directly, since inception and indirect outreach to over **2,22,095** individuals.

Arpan was invited by the Ministry of Women and Child Development of Delhi and engaged in an intensive process of developing modules on Personal Safety Education for children residing in government-run shelter homes.

Arpan made a presentation at the International Seminar on Art and Expressive Therapies for Trauma: Indian and US Perspectives at Nagindas Khandwala College, Mumbai. The topic of the presentation was '**Arts based means for therapeutic ends and everything in between**'- A glimpse of Arpan's psychotherapeutic interventions while addressing Child Sexual Abuse. The seminar was attended by more than **150** participants and drew a lot of appreciation, visibility and support for Arpan. It was co-organized by N.K College and Indiana State University, Indiana, USA.

We published two research studies, '**Recounting Abuse, Reporting Abusers: Reflections from Survivors on Mandatory Reporting**' and '**Rescue and Remedy: A Process Documentation of Psychotherapy with Children in Institutions.**'

A synopsis of Between the Lines- An analysis of Media Reportage on Child Sexual Abuse was also published for the first time in the newsletter of an International forum called ISPCAN, International Society for Prevention of Child Abuse and Neglect.

The year also gave us a different kind of an opportunity through two television shows that we became a part of - Shakti on DD National and Tara Sharma Show on Star World. The issue of CSA as well as Arpan's work reached to over 15 lakh people.



Pooja Taparia was invited on a panel in London to discuss common challenges that organizations working on the issue Child Sexual Abuse faced in the UK as well as India.

She was also interviewed on BBC Radio for her views on the controversial documentary '**India's Daughter**' and the work that Arpan does.

Arpan bagged two significant awards this year: Global NGO Excellence Award in the category of '**Child Rights**' and Dasra Girl Power Award in the category of '**Safety and Mobility**'.

The Global NGO Excellence award is a facilitator that provides a platform to connect, sustain and build on interactions aimed at positive social change. The NGO Awards is a first of its kind initiative to recognize the best practice in the NGO industry.

The Dasra Girl Power Awards is an initiative that recognizes impactful and innovative programs that work with adolescent girls in three distinct areas of interventions – **Health, Education and Life Skills**.



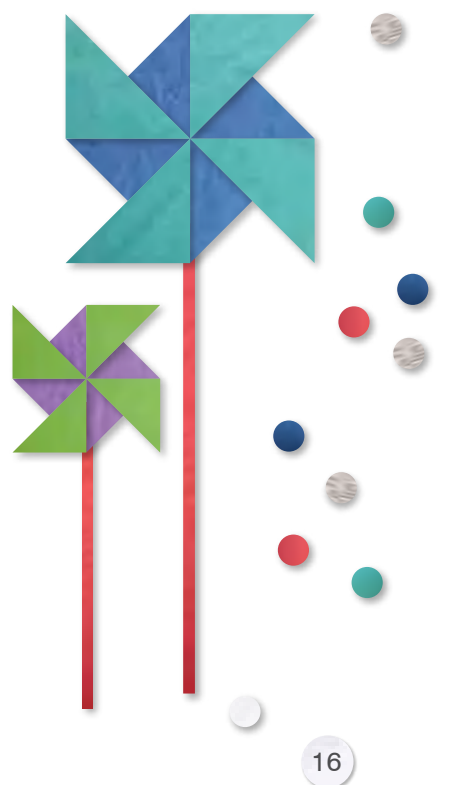
Doing things differently

The year was marked with new possibilities and initiatives within the existing programs to make them more holistic and inclusive.

- Initiating awareness sessions with service staff in schools to be able to address all stakeholders in the school space in a comprehensive way.
- Pairing a trainer with a counsellor in teacher and parent awareness sessions.
- Post-teachers' session after PSE implementation in school.
- Distributing Arpan's reading resources in awareness sessions, to make these more available to people to access and connect with.
- Going back to all the schools that we have intervened in to date and putting up posters with key personal safety messages with an objective of consistent recall and a readily available resource for children to access in very non-threatening ways.
- Initiating intensive capacity building over a period of time through multiple phases of trainings. This process of handholding has made partner organizations more confident of mainstreaming child protection. Arpan wants to sustain this process and build long-term alliances and do more intensive capacity building in 2015-16.

Organizational Development Process

The organization engaged in a very detailed, fascinating and reflective process in the last quarter where we looked at areas we would want to start focusing on more deliberately than we have in the past. We arrived at the conclusion that while direct services would continue to be our main focus, we will also channel efforts towards making access to resource possible and build more long-term alliances with organisations to see better impact.



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NGO Excellence Award 2015 - World CSR Congress



Dasra Girl Power Award 2014-15



Personal Safety Education Program in School



Personal Safety Education Program in School



Parents Awareness Session



Awareness Session

Outreach and Outcomes by Project



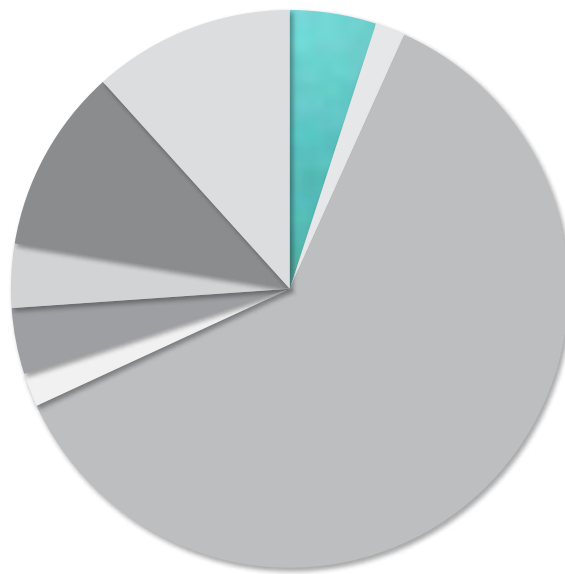


Alone we
can do so
little;
together we
can do so
much

Helen Keller

Project 1: Sensitization of Public

Child Sexual Abuse (CSA) is a phenomenon that is prevalent across societies due to reasons that need attention and intervention. The society at large not only becomes a physical space for CSA to occur but also makes available mechanisms to perpetuate the issue; silence, ignorance and denial are some of these. The very same society therefore also becomes a space to effectively intervene and respond to these perpetuating mechanisms and explore ways and means to keep them in check. Affirmative interventions around CSA become much more possible and supported when the society at large has tools of awareness, communication, acceptance of its own strengths and challenges they face.



This project comprises 5% of Arpan's work.

Hence Arpan is mindful that while we focus on every child and parent we work with, we also work towards impacting the macro environment that can better support these children and parents in more meaningful and sustainable ways. We attempt to achieve this through civil society events (NGO events, corporate events and college events), representing Arpan in social media and participating in exhibitions and conferences.

Arpan reached out to 1,210 individuals through Civil Society events like Dirty Talk, Standard Chartered Marathon and Street plays.

Arpan was the charity partner of Dirty talk 8.0, a Fund Raising event organized by the Gaysi Family, an LGBT forum, a space where the Indian-Gay community comes together and shares personal stories, their triumphs and failures, their struggles and their dreams, their hopes and despair. They raised around 50,000 INR to support Arpan.



Standard Chartered Mumbai Marathon 2015 held on 18th January, 2015 had 11 supporters running for Arpan and they raised 88,000 INR for Arpan.

Pooja Taparia, Arpan's Founder and CEO was invited on a panel in London to discuss common challenges that organizations working on Child Sexual Abuse in the UK as well as India face and how they respond to these.

Arpan performed a street play titled 'Vikram aur Vetaal' in locations around Powai and Goregaon in Mumbai to commemorate 19th November, World Day for Prevention of Child Abuse. The play talks about the issue of Child Sexual Abuse through stories exchanged between these two mythological characters. The simplicity of its delivery combined with the complexity of the issue has generated a lot of discussion in public spaces.

On Arpan's proposal, Michael School in Kurla, which had previously run Personal Safety Education (PSE) programme with its children, exhibited different kinds of artwork such as posters, greeting cards and banners based on Personal Safety, created by children. DNA and Times of India newspapers covered this.

We reached out to 1,802 individuals through Exhibitions/Conferences/Consultations

NGO Asia Expo and NGO India Exhibition became great platforms where Arpan and other NGOs exhibit their work and are able to reach out to like-minded people and create awareness on quintessential causes.

National Stock Exchange (NSE) invited Arpan at Bal-Mahotsava 2014 as a part of their work involving bringing together NGOs working on Child Development, to showcase their work and educate NSE's employees on social realities.

Social Media Outreach through Twitter, Facebook was 1,29,538

Arpan has been visible on different social media platforms through Facebook and Twitter. This space has been used to create visibility on the issues of CSA through articles, photos, posters as well as to showcase Arpan's programs and outcomes.

Feedback on Facebook

"Thank you Arpan for your time and for listening to my problems. I will always remember the person who assisted me on helpline with her valuable time all my life cause when I found no one she extended her help to me. I appreciate her as I think there is a god somewhere who is watching over me. Thank you once again god bless her thank you Arpan will never forget you!"- Testimonial from a client who availed of counselling services on Arpan's helpline.

Traditional Media visibility gained this year

This year Arpan was part of two prominent shows on DD National and Star World, which created awareness on the issue of Child Sexual Abuse and how Arpan plays a significant role in helping create the change. The outreach through these two shows has been significant amounting to over 15 lakh views.

‘Tara Sharma Show’ is a parenting show on Star World that focuses on children and parents. The episode aired on 18th January, 2015. Tara aimed at creating awareness on Child Sexual Abuse. The show also drew attention to the importance of sexuality education as part of the educational system. It showcased the importance for children to understand and differentiate between safe and unsafe touches, as well as open communication between parents and children. Shubhangi Shinde, Arpan’s Prevention Services Coordinator was filmed in one of the schools imparting the lesson plans to children and the important concepts covered.

The episode can be watched here - <https://www.youtube.com/watch?v=sZg-hlBrvI8>

‘Stree Shakti’ literally meaning women’s empowerment, on Doordarshan National television, focuses on women-related issues. The show aired on 22nd February, 2015 highlighted the issue of Child Sexual Abuse. The show covered Arpan’s Personal Safety Education programme. Radhika Sharma, Arpan’s Healing Services Manager gave a background to Arpan and spoke on the issue and its impact on society. Sonali Parab, Arpan’s Prevention Services Coordinator was filmed in one of the schools where we conducted the programme.

The episode can be watched here - <https://www.youtube.com/watch?v=CgmMB7l4nmw>

Pooja Taparia, Arpan’s Founder and CEO was interviewed on BBC Radio for her views on the controversial documentary **‘India’s Daughter’** and the work that Arpan does.

Some of the challenges faced

One of the biggest challenges this year was not been able to participate in the Kala Ghoda Arts festival. The Kala Ghoda Arts Festival is an annual festival, nine days long, that happens in February in the Kala Ghoda area of South Mumbai, India. The festival attracts a huge visitor base. This is one of the platforms through which Arpan reaches out to a very significant number of people. However, this year due to Kala Ghoda association’s terms, which does not allow organizations to present their work for more than consecutive 2 years, we were unable to participate. As this was communicated to us at a very late stage we were unable to generate enough alternative options to sustain our outreach.

Story of Hope

“I saw a street play like this for the very first time. It was quite an eye-opener and very informative. When we travel in public transport, we are often subjected to inappropriate behaviour. From now on, if I see something like this happening to anyone, I will take action and try to save the victim,” said a 17-year-old, who was present at the Galleria Mall in Powai where the play was staged.



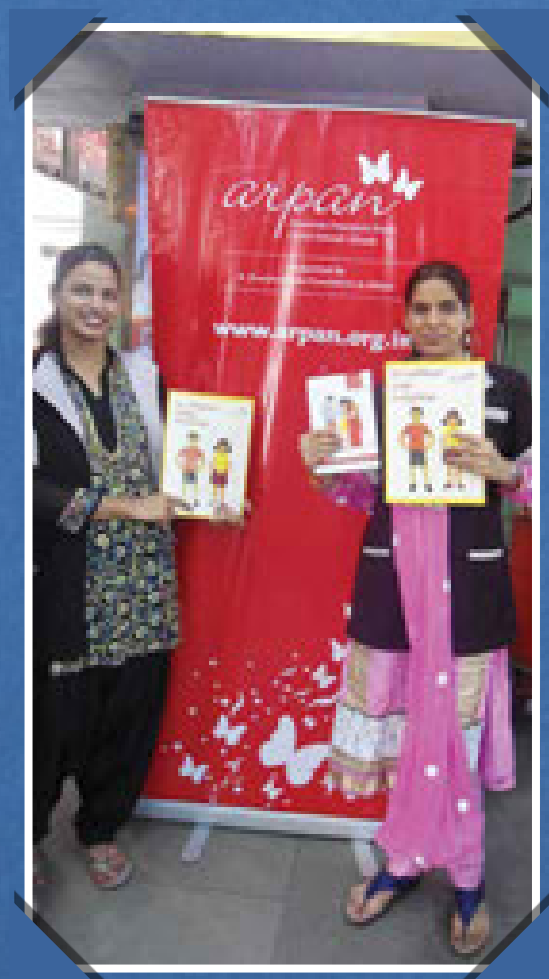
Fund-Raising Event 'Dirty Talk'



Standard Chartered Mumbai Marathon 2015



Street Play



Michael School Exhibition



Arpan at Exhibitions



Arpan at Exhibitions



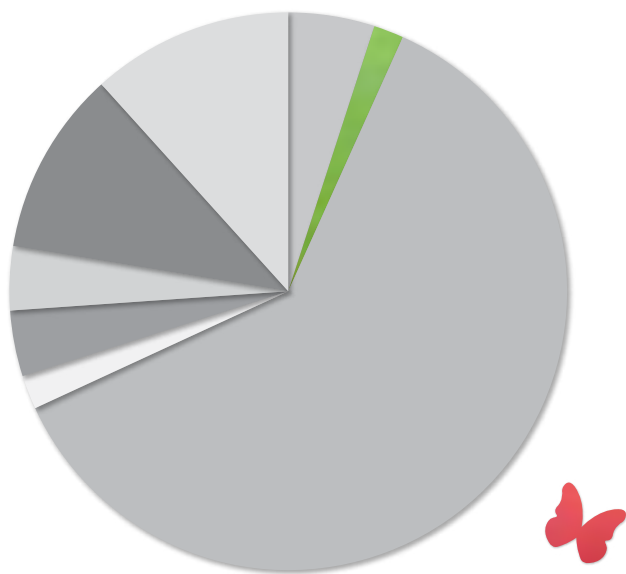
Arpan at Exhibitions

If you want
to go fast....
go alone. If
you want to
go far...go
together.

African Proverb

Project 2: Policy Advocacy

At Arpan, we value this philosophy of working with multiple stakeholders, from the government as well as the non-government sector, to initiate processes of desired goals that we hope to achieve on the policy front. The basic nature of this work is collaborative, democratic, proactive and detail-oriented.



This project comprises 2% of Arpan's work.

This year Arpan was invited to work with the Department of Women and Child Development (DWCD), Delhi to develop a compendium of Awareness Modules on Prevention of Child Sexual Abuse named 'Stay Safe'. The initiative focused on prevention and developing modules for educating children across four age groups (5-8 years old; 9-12; 13-15; 16-18). It delved into developing training modules for Housefathers, Housemothers, Caregivers and Welfare Officers along with developing a robust Child Protection Policy. The Department of WCD, Delhi Govt. took this initiative in partnership with the experts representing government, independent institutions, and civil society. The organizations which were part of this initiative were Arpan, ENFOLD, Save the Children, RAHI, School of Life, Lawyers, Supreme Court, Initiator of Chuppi Todo Campaign (Breaking the Silence) and Plan India. The series of consultations were also attended by representatives of other government bodies namely NCERT (National Council of Educational Research and Training) and NCPCR (National Commission for Protection of Child Rights). 3 core groups were constituted to work on the two different Modules and one core group to develop a Child Protection Policy.

Arpan worked in close coordination with ENFOLD and finalized the modules for children along with relevant activity sheets as well as final editing of the entire document. Save the Children finalized the module for the caretakers after a series of interactions, review and feedback with specific group members having expertise on the subject including Arpan and ENFOLD. The final draft of the Child Protection Policy document was put together by Save

the Children with strategic inputs from Director, DWCD, CPU branch of DWCD and Lawyer, Supreme Court. The final drafts of all of the above mentioned modules and the Protection Policy have been shared with all group members in order to finalize them.

Next steps will be to plan the pilot phase of implementation of the modules in the Delhi Government run Homes. This will be a critical step before mainstreaming the programme in all institutions housing children in Delhi.

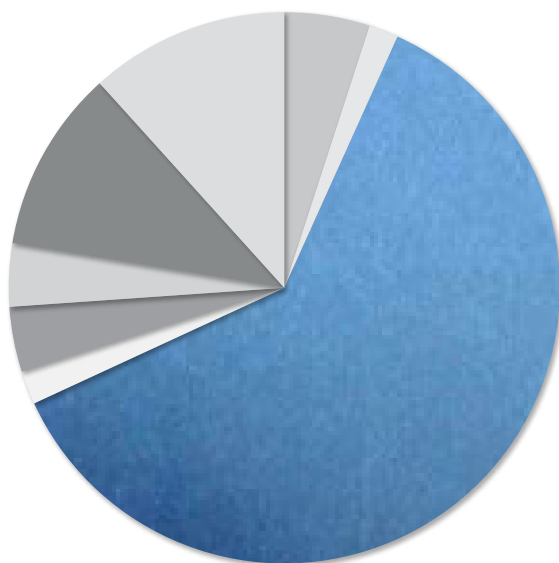


Prevention
is not better
than cure...
it is the best
cure.

Sachidanand Das

Project 3: Personal Safety Education Project (PSE)

We believe that so much is possible if children are able to have greater belief in themselves, are aware of their rights, can identify and be assertive in unsafe situations and know that they can seek help from their near and dear ones. With this belief we run one of the biggest and the core intervention of Arpan: the Personal Safety Education (PSE) project.



The project comprises 61% of Arpan's work

This includes the implementation of a life skill module that has been developed by Arpan to prevent the risk of CSA 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 NGO's, shelter homes and orphanages. 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.

This year we reached out to 25,098 individuals through the Personal Safety Education programme. A brief synopsis is below:

- 14,863 children were taught personal safety lesson plans against a target of 17,000. All of these children were provided with individual sessions to reiterate the messages of personal safety and to find out if there was any ongoing abuse or past abuse, inappropriate behaviour and or bullying.
- 597 children and their family members were provided counselling and psycho-education respectively through 1,331 sessions.
- 447 cases were of abuse or inappropriate behaviour. 156 cases of abuse and 291 cases of inappropriate behaviour. Children receiving counselling support following the Personal Safety Education Program reported having experienced a diverse range of inappropriate behaviours and Child Sexual Abuse. This included children who were bullied, experienced inappropriate behaviour from adults (behaviours that made children uncomfortable however did not have sexual intent by the adult

indulging in that inappropriate behaviour), were impacted by or indulged in peer exploration and touching. We conducted 1,119 sessions with children to address these concerns.

- 75 family members of children who had experienced the above were provided psycho-education and support through 93 sessions.
- 8,964 parents, 1,066 teachers, 205 non-teaching staff were made aware about CSA and personal safety of children.
- We put up posters in 34 schools, 6 community set-ups and 4 institutions where we had previously conducted PSE, having a potential of over 13,000 children reading those posters, aiding better recall of the personal safety messages taught to them previously.

Details and Outcomes of the Personal Safety Education Program.

Awareness sessions with parents, teachers and Non-Teaching staff

Our work with parents and teachers is actually that of weaving a solid support system for the children in order to help prevent abuse taking place in the first place. If abuse had taken place these sessions would help parents feel better equipped to respond to a disclosure in an appropriate manner. The sessions also help parents to become aware of the content of lesson plans that their children will undergo. This helps them better manage their “curious questions” without feeling overwhelmed. This makes parents the backbone of our interventions. Through our interventions with them we take the opportunity to help them realize their role in this process and how it is collaborative work where every person takes responsibility towards keeping children safe. These have been wonderful spaces for the team to know that the work they are doing with children will be supported by parents and teachers that will help children realize their potential.

Story of Hope

- After an awareness session with parents from a school that Arpan was going to implement PSE, a group of women shared that they found the session very important & useful. They further elaborated that while they watched television reporting on the issue of CSA and some TV series based on the issue it was without fully understanding what was shown or how it happens or why people do it. Now after the session they knew more about CSA & would remember what the trainer said. They said they could talk about it at least a little to their kids & even husbands. They liked how the grooming process was explained as they could now link it to what they watched. They also said that it happened both with boys & girls. Children are at greater risk from people known to them because one teaches children to not talk to/go with/take things from strangers however there is very little spoken about possibility of a known person making them feel unsafe.
- A Father of a 5th grade girl who came to an awareness session said, “We have 5 daughters in our family and we are three brothers who live together. I came to attend this on behalf of the other two also. I learnt a lot here I will go and teach other 2 also and then we will talk to our daughters. Through 2 people 8 of us can be educated imagine how our nation can learn if we all start talking about it. India will be aware about it soon. Thank you for giving such an information” “Now we are aware what steps to take if CSA happens with our children. We had some information about CSA, but its only now that we also understand the huge impact it can have on children and how important it is to give them counselling” - **Non teaching staff**



Parents Awareness Session



Awareness Session with
Non-Teaching School Staff



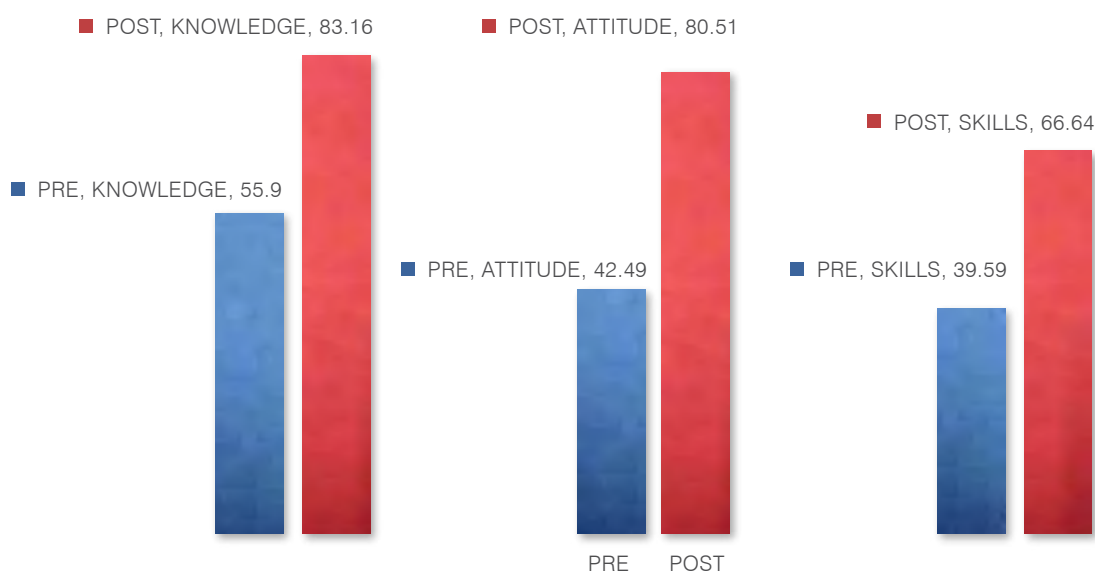
Teachers Awareness Session

Lesson Plans with Children

Systematic, studied, adequately paced, contextualized lesson plans are one of the most unique aspects of PSE. There is a consistent involvement for six days- one hour each with younger children and a four day-one hour engagement with older children to take very important messages of personal safety to them. Some of the key concepts that are woven into these lesson plans are: how every child/ individual is unique and special through messages like, **“I have a wonderful body”** and **“I am the boss of my own body”**. The lessons then focus on identifying feelings: happy, sad, angry, confused and scared. The lesson also details out how we can try and identify safe and unsafe touches and situations based on the feelings that we are identifying. For example, If I am feeling scared there is a probability that I might be in an unsafe situation. We detail anatomical names of private body parts without getting into the functionalities of them. The lessons then detail personal safety guideline and what needs to be done if a child feels someone is breaking this guideline. We end the lessons by telling the children that even if an incident took place where children felt that the guideline was broken, it is never their fault and that they don't need to blame themselves and can seek help from a trusted adult.

The objective of these lesson plans is to build on children's emotional intelligence, self-esteem, assertiveness, providing them the right information, helping them understand the touch continuum, developing the right vocabulary for private body parts and introducing safety guidelines. The lesson plans also attempt to build support systems in a child's life that will be accessible to children when the need arises and will understand and validate the child.

Mapping of immediate outcomes through pre-post tests

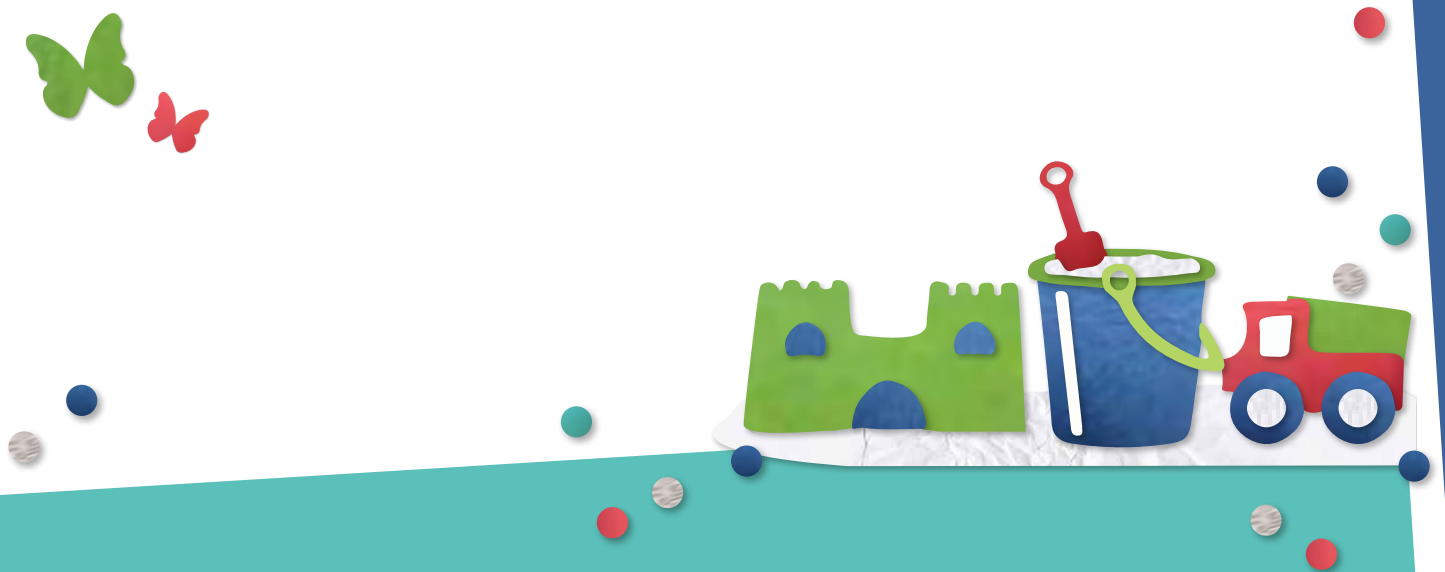


Shift in knowledge, attitude and skills post PSE for 7th and 8th graders across 10 schools.

From the year 2014-15, Arpan has been conducting pilots for 7th and 8th Grade. In the year 2015-16, we hope to finish the pilot and publish a module for these grades. As a part of pilots, Arpan conducts pre and post-tests to better understand the shift and movement in children after the programme. The graph shows some of the short term impact that we were able to map.

Individual Sessions and Counselling with children

Individual sessions are conducted with each child with an assumption that children may not disclose instances of sexual abuse in a class set up and individual sessions provide them the safe space and opportunity to interact with a professional to share about instances of abuse. The sessions are also geared towards reiterating the PSE messages and understanding how far the child has internalized the message. Children who report instances of Child Sexual Abuse and indicate the need to undergo intensive therapeutic intervention are referred for psychotherapeutic support to the Arpan in-house counsellors or school counsellors who counsel the child to reduce any ill effects of abuse, bullying and or inappropriate behaviour.



Story of Hope

- A 5th Standard girl child from a school where we were implementing PSE, was very withdrawn during the initial lesson plans. Day 4 she came to the trainer and told her that **“Jo aap ne mujhe sikhaya uske liye thank you. Mere bahut kaam aaya”** (What you taught me helped me tremendously and I want to thank you for that.) The trainer observed that the child’s body language was very different than the initial days of her interaction. When asked about how the lesson plans had helped her, she said that they had a small fair organized in their community celebrating Children’s Day. A specific ride had a man helping children get on and off the ride. He was continuously touching children’s thighs and private body parts while helping them on the ride. The child observed this, sought help from her mother telling her what he had been up to. She asked her mother to observe closely while she and another friend took the same ride. The man groped these two girls as well and the mother caught him while doing so. He was reprimanded by the security guards, taken off from that ride immediately and was not allowed to run any other rides.
- Class 7th in one of the schools where we worked had a game called **‘STD’- Stare, Truth and Dare**. This was a sexual game where children across the class stared at other childrens’ private body parts, or spoke about them or indulged in inappropriate touching. When the trainer took sessions on personal safety detailing fundamental premises of empathy, boundaries, respect, a shift was noticed gradually. One of the children later in a session with Arpan counsellor shared that the game had completely stopped.

Story of Hope

- A 10 year old girl, studying in 5th grade was referred for counselling. She shared that a stranger in the neighbourhood would touch the girls on their private body parts when they were playing in the garden. He once touched her on her vagina. The stranger continued to visit the garden every afternoon. The child reported feeling really scared and found that she was unable to follow the PSE messages of being assertive. She also wasn't able to connect to the parents and involve them when faced with an unsafe situation. She felt upset because she enjoyed playing with her friends but it also made her feel unsafe.

We engaged with the child through six sessions. The work began by looking at her emotions related to the experience and the anticipation of it happening again. A safety plan was chalked out. This was a step by step plan that she would follow if she found herself in an unsafe situation. Understanding boundaries and validating her emotions helped her in reflecting upon her experience and contain it. On reflecting upon why she found it hard to be assertive we discovered a blocking belief 'I cannot talk back to anyone who is elder to me as it will signify disrespect'. This belief kept her from being assertive in most situations. We discussed how being assertive in an unsafe situation wasn't showing disrespect but a coping mechanism. We did some role plays of how she would like to disclose this incident to her mother. Post this a joint session was conducted with the child and her mother with an aim to open communication channels and strengthen their alliances.

The child reported feeling confident to be able to be assertive. She also stated that she would now share the techniques and strategies that we discussed in our sessions with her friends. She wanted to equip them with similar assertive techniques for any unsafe situations. She also shared how she felt more comfortable and safe in asking her mother for help. The mother also reported saying that she was noticing these differences in the child's behaviour. The mother felt lesser need to constantly guard her or keep a check on her as the child herself had started being more open about her daily activities.

- A 9 year old girl, studying in 4th standard had been shown a pornographic video by her neighbor who used to be treated as a part of the family. He had further asked her if he can touch her and had attempted to do so. The family who were extremely considerate and cognizant of their child's safety and welfare had filed a police complaint against him. Legal proceedings followed.

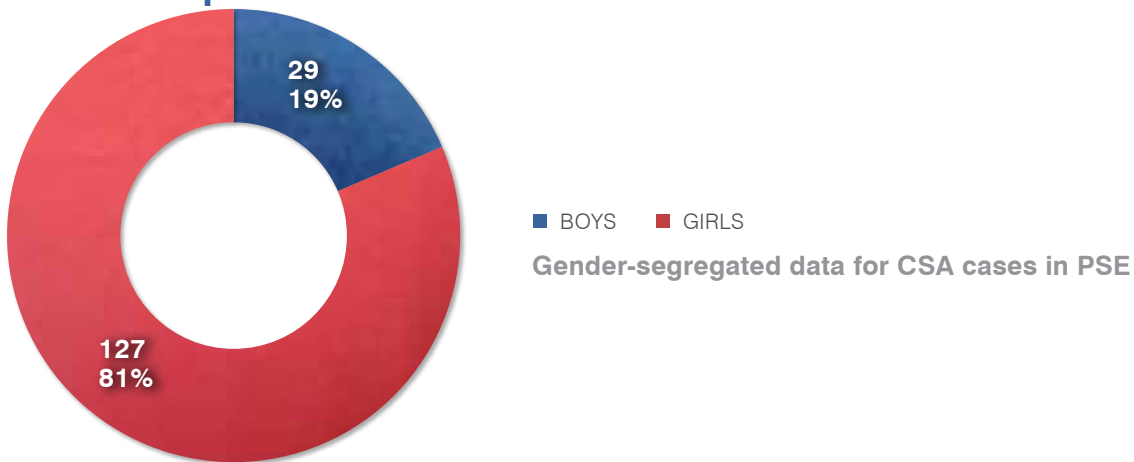
The child reported feeling very afraid after this incident. She mentioned that she didn't want her parents to engage in the act that she had seen in the pornographic video. Any close contact between her parents would remind her of the video and she would feel extreme shame, embarrassment and fear.

PSE rules and lessons were revised. After assessing her current safety, the child was helped to explore her safety network by identifying her trusted adults. Strategies to regulate the overwhelming fear, shame and embarrassment were discussed and explored. Psycho education was used to address her fear about the nature of interaction between her parents.

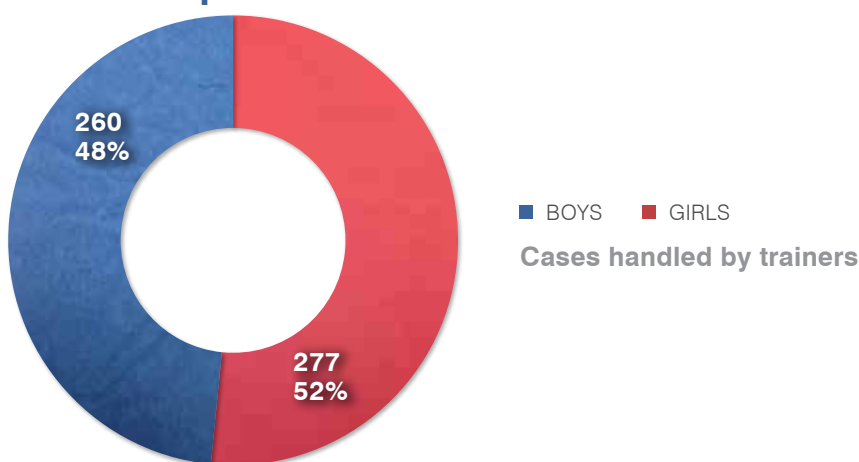
Her father came to meet the counsellor and pledged any support that would help the child to feel better after this incident. Concerns on how they as parents could deal with situations where the child was afraid of their interactions were explored and strategies were discussed.

The child reported feeling much more confident about herself. She mentioned that the overwhelming fear which had engulfed her interactions with others, changed for the better. She also realized that certain behaviours may be appropriate for certain ages. The strong belief that her parents would not engage in any behaviours that harmed her in any way helped her cope. Their constant support helped her realign to her environment.

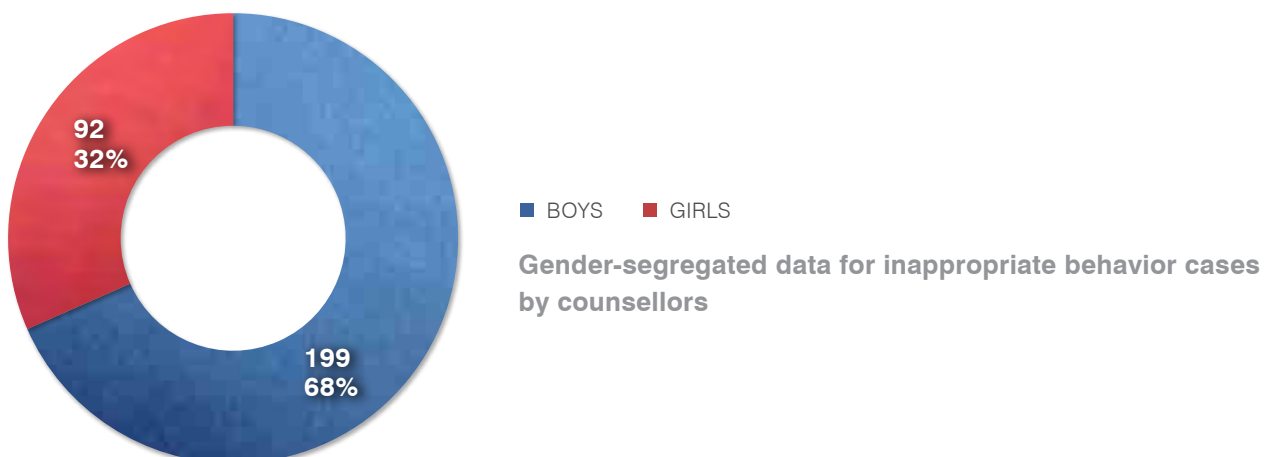
The graph below details Gender-segregated data for CSA cases reported under PSE



Gender-segregated data for inappropriate behaviour cases reported under PSE

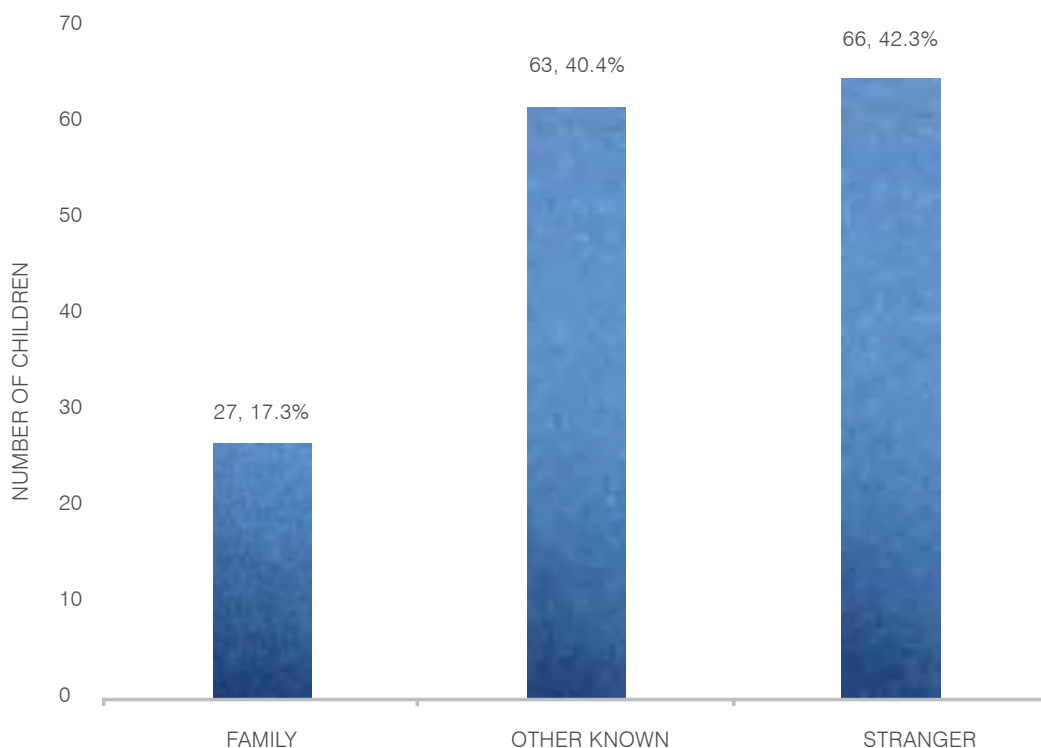


Cases of Inappropriate behaviour handled by Counsellors





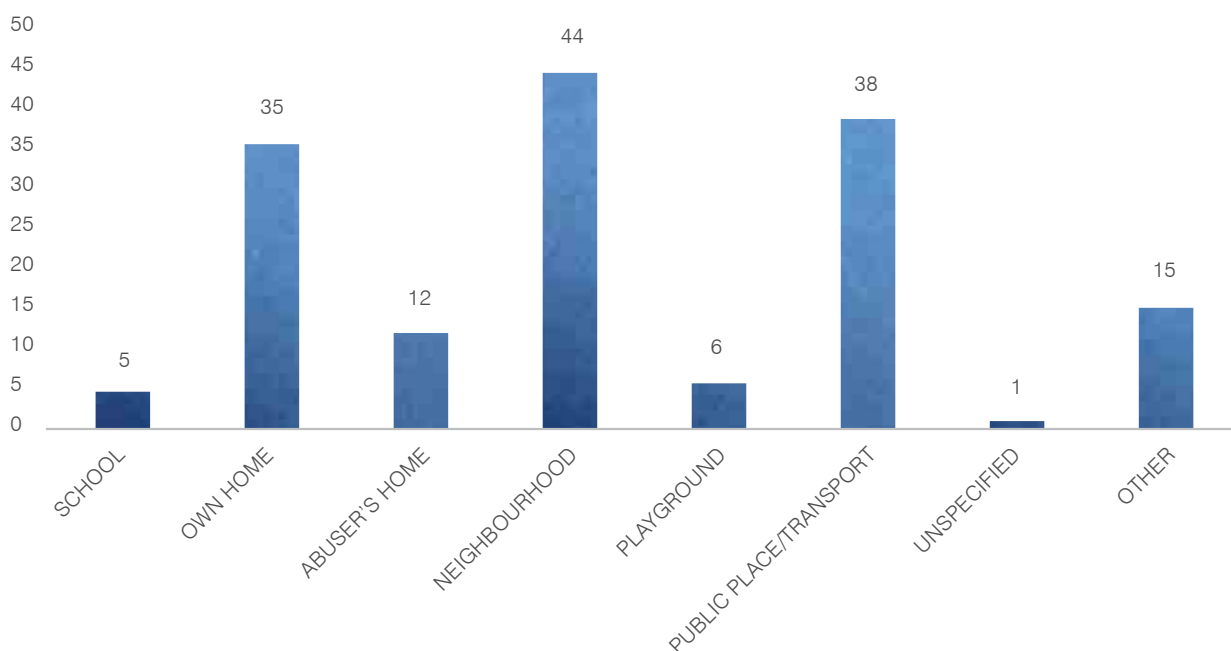
Relationship of the abuser with the child



Data indicating Relationship of the child with the abuser

The graph indicates that about 57.7% of abusers were known to the child

Chart Title



The graph is indicating the place where abuse happened

3 most common places where children reported abuse took place were Neighborhood (44 children), Public places/Transport (38 children) and Own home (35 children)

Psycho-education with parents

While undergoing CSA for children is traumatic and overwhelming, it is also a very challenging time for parents to accept, acknowledge and then support their children through their journey. We have noticed many parents going through bouts of self-doubt about their parenting capabilities, balancing their time between work and making themselves available for children and challenges around open communication with the children. We believe that once parents are better able to manage these concerns they are able to support their children in much more open and confirmatory ways at times almost also realigning their parenting styles to better understand the needs coming from their children.



Story of Hope

A 10 year old boy coming from an affluent family, disclosed that the family driver was touching his penis while dropping him for classes on regular basis. The child was validated and the PSE messages revised. He had a high recall of the messages, which helped him in disclosure as well as in taking care of himself in this process. Once adequate rapport and comfort was built, it was shared that we would need to work with his parents so that they are able to support him. He agreed to this and his mother was invited to the school for a session with the counsellor. When this was shared with the mother she was overwhelmed with the information as well as how it could be impacting her child.

Over two sessions were spent in validating her parenting questions and supporting her through the child's disclosure. She was gradually able to come to terms with this and acknowledging her role as a trusted adult but also to accept that she could not keep a tab on her child at all times. She realized the importance of open communication so that her child could feel comfortable to reach out whenever he felt the need, not just around abuse but also other important concerns that he might have. The parent towards the end of these sessions was relieved and thankful that the PSE programme was run in her child's school. She shared that there were 5 children in the house and that she would take messages of personal safety to all of them.

New Initiatives in the Personal Safety Education Program

- This year we paired a trainer with a counsellor in teacher and parent awareness sessions. It was observed that in some situations, parents felt overwhelmed with the content we introduced to them, either due to their own possible abuse in the past or feeling that “the world is not a safe place for children anymore”. Under both circumstances, Arpan tried to support them in more therapeutic ways to be able to help them manage this emotional content in more hopeful ways. This brought us disclosures, and we took validation and reassurance to them in return.
- By mid-year, we started to distribute Arpan’s reading resources in awareness sessions, to make these more available to people to access and actively start to use it with children. The resources include: Arpan’s publications, those being, Parenting booklets, personal safety workbook that encourages home-based prevention, booklets on basic information on Child Sexual Abuse and FAQs on Child Sexual Abuse
- As a part of new initiatives to be able to intervene in a more holistic way into the school’s ecosystem we started awareness sessions with the service staff. The idea occurred to the team when some children identified school helpers as their trusted adults while reporting cases of abuse. It therefore became important to engage with them, actively helping them identify their role in children’s safety.
- We also started Post-teachers’ session after PSE implementation in schools. We were doing post implementation session with parents already but added teachers. This was with the hope of reaching in more comprehensive ways by sharing experience of both trainers and teachers support them in handling disclosures.
- We started to share reports with schools after completion of our work with them. The reports included detailing numbers like number of children with whom we conducted the programme, the number of children who were referred for counselling, the nature of support that Arpan received from the school, any other significant knowledge that we felt emerged from the work that we did in that particular school.





Personal Safety
Education Program



Challenges encountered

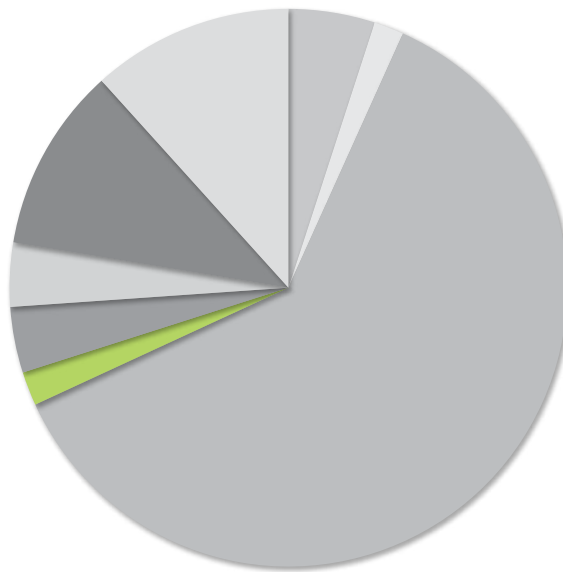
- This year we experienced significant challenges in a few schools during the implementation of PSE. While the schools seemed open to the PSE interventions at the onset, around 4 schools raised concerns around having individual sessions with children to find out about ongoing or past abuse and counselling them. The entire process, expected challenges and outcomes, based on our work in the past, had been shared with the school authorities during initial introductory meetings with them. Some schools halted our interventions while we were in the middle of therapeutic interventions with the children creating a challenging situation for both Arpan as well as the children whose best interests are at the core of all that we are and that we do.
- These experiences taught us that even while we felt that we had been very clear with our communication in schools, we needed to keep repeating it for better understanding and retention with the school authorities. We also developed a document which details every intervention of PSE and which is signed by both Arpan and the school authorities. This will help us have better negotiation possibilities when potential concerns come up.
- Absenteeism of children in government-run schools was another hurdle as having a sustained group of children across lesson plans became difficult. This meant rounds and rounds of reiteration of our messages became important so that no child missed out on the messages and we spent 50% more resources in doing so. This year we reached out to over 5,000 children in government-run schools which is over 30% of our total outreach for the year.
- State-elections cropping up mid-year during our crucial phase of work also significantly impacted our interventions. Many teachers had to go on training prior to the actual election date, which disrupted the class schedule and children not coming to school. Arpan does not conduct its lesson plans in classes where the attendance is significantly lower than the full attendance, hence many of the lesson plans had to be postponed until when majority of the children would be in school.



Project 4: Awareness sessions



Arpan conducts regular awareness sessions with various target groups: 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 CSA. These are teachers, parents with whom we are not engaging through PSE so awareness sessions here are not followed by work with children. This is what demarcates work with parents and teachers under PSE awareness sessions and non-PSE awareness sessions. Content for the sessions is similar.



The project comprises 2% of Arpan's work

The outreach of the project was a total of 6,165 adults against a target of 3,000.

- 1,497 Police officials were sensitized on Child Sexual Abuse through talks at 4 police stations and 2 police training centers
- 3,175 parents were made aware about Child Sexual Abuse and empowered with parenting skills.
- 1,200 teachers, college students, health professionals and other individuals were also made aware of Child Sexual Abuse



Awareness Session with NGO Professionals

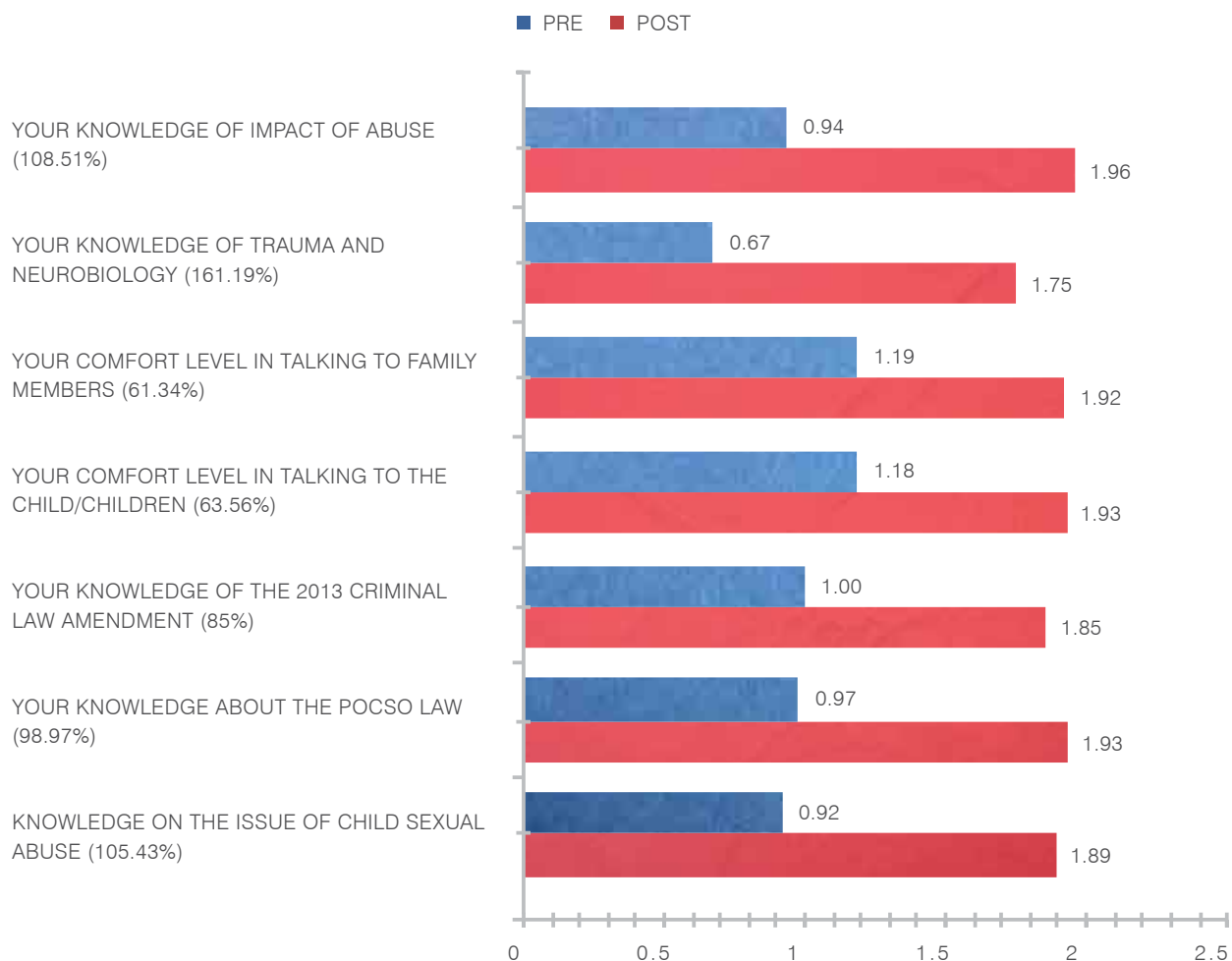


Awareness Session with Senior Police Inspectors



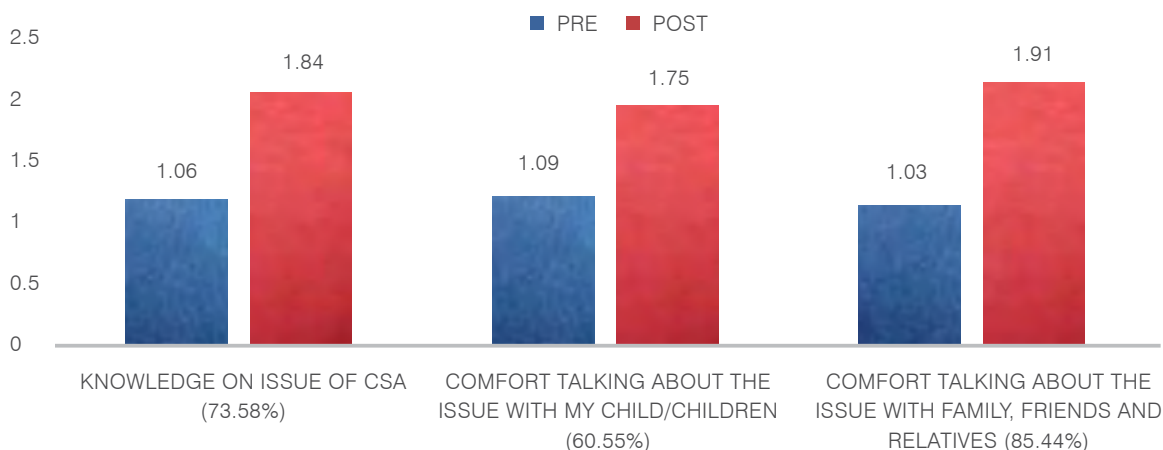
Awareness Session with Police Cadets

Awareness sessions with Police personnel



Graph indicating pre session awareness and post session shifts in our awareness sessions with Police personnel

Awareness sessions with Teachers

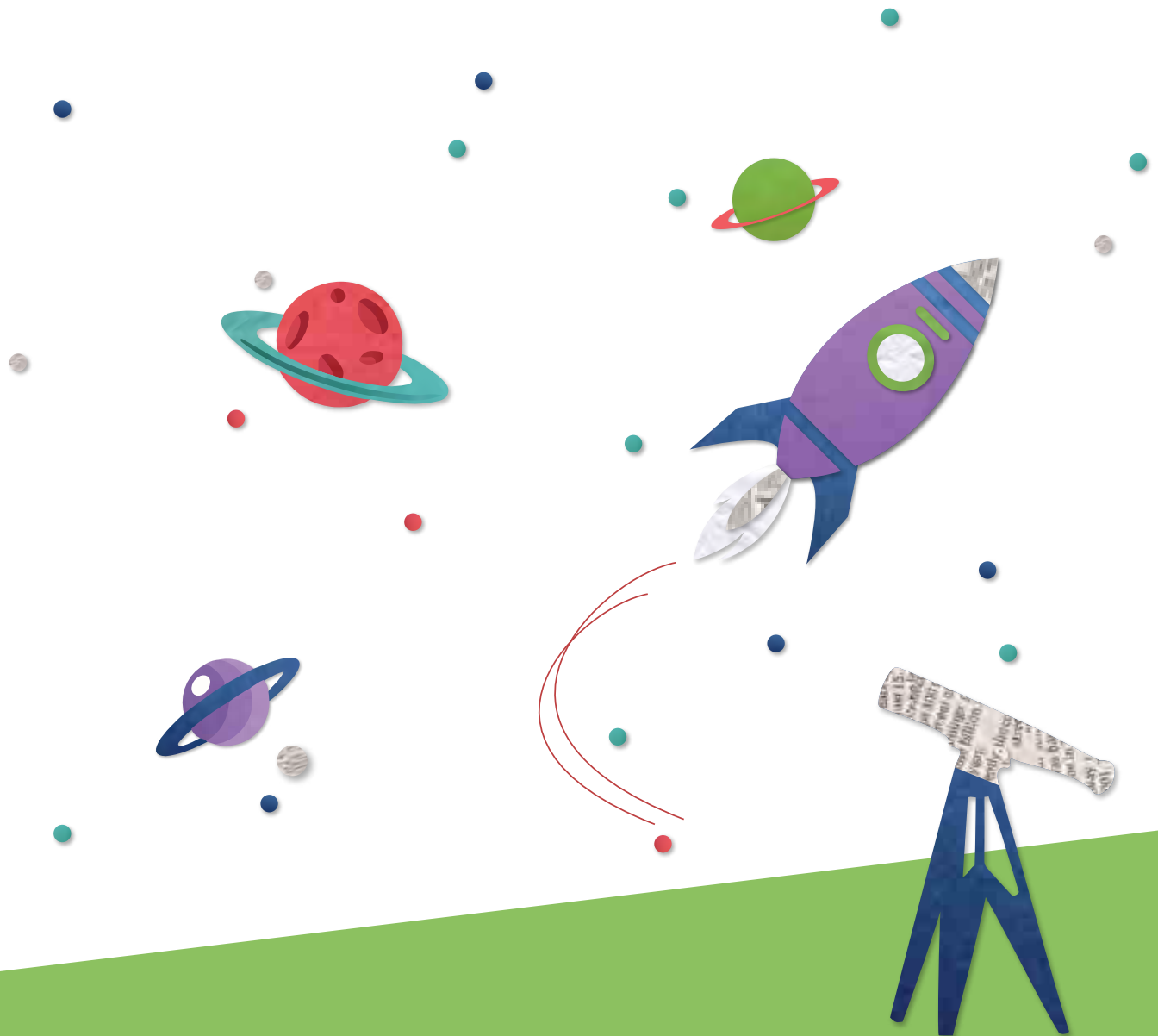


Graph showing incremental change in knowledge, attitude and skills in teachers on the issue of CSA before and after the session

Challenges encountered

Catering to the diverse requirement of beneficiaries in terms of content, questions posed in a limited time frame is challenging.

We now pair counsellors with prevention team so that both prevention and healing concerns could be addressed adequately.



Story of Hope

“Though this mail comes late but we would like to thank Arpan for putting in efforts in conducting the awareness session with the parents at Happy Minds International. It was quite an informative session with the wholehearted participation from the parents. We look forward to our association with Arpan for future programmes and would like to focus more on the preschool age group kids.” - **Happy Minds International (school)**

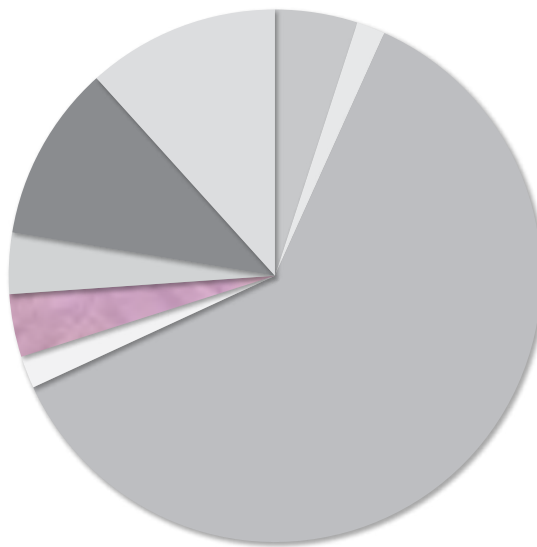
Someone who has experienced trauma also has gifts to offer all of us - in their depth, their knowledge of our universal vulnerability, and their experience of the power of compassion.

Sharon Salzberg

Project 5: Counselling and Psychotherapeutic services

The Counselling and Psycho-therapeutic 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 Psycho-therapeutic services aimed at children within institutions
- Counselling and psychotherapeutic services provided to children and adult survivors of Child Sexual Abuse and
- Psycho-education to the family members so that they can act as a support network for the child and respond effectively.



The project comprises 4% of Arpan's work

The outreach of the project has been:

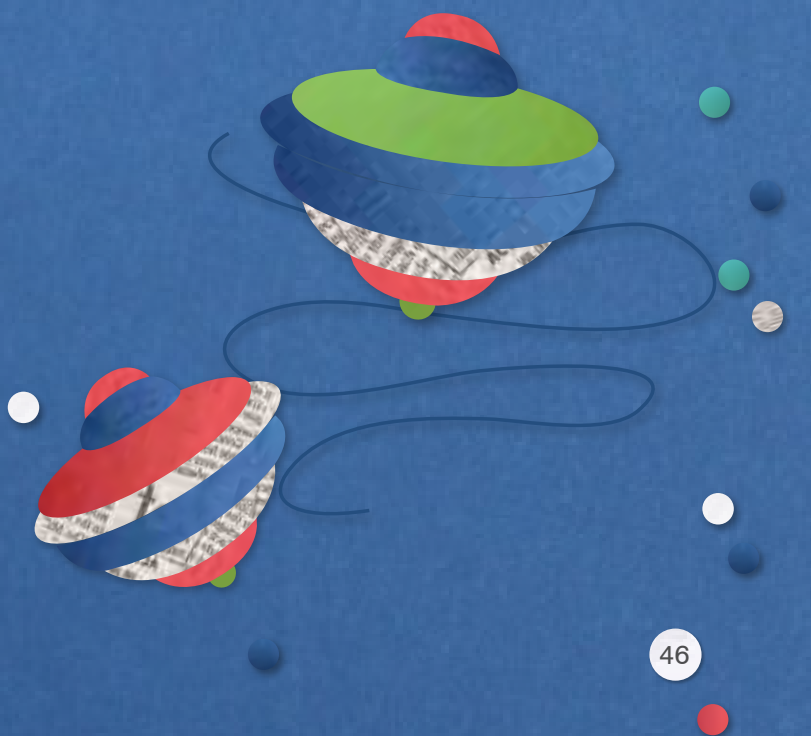
- We reached out to 89 children and adults against a target of 85 through counselling and psychotherapeutic services
- These clients were addressed through 346 individual sessions and 191 group sessions

The break up is as follows:

- Psychotherapy took place with 19 children (12 girls and 7 boys) through 95 sessions.
- Psychotherapy took place with 13 adult survivors (6 women and 7 men) through 139 sessions.
- Psycho-education was imparted to 19 family members through 26 sessions.
- Long term psycho therapeutic work was done with 38 children in institutions through 86 individual sessions and 191 group sessions.



Counselling Session



Some of the outcomes seen in long-term psychotherapeutic services with children and adult survivors are:

- Ability to ask for help within and outside the session increased
- Skills to deal with unpleasant emotions and expressing them safely
- Skills to share their difficulties without hesitation and find safe ways to deal with their everyday challenges
- In case of children in institutions, the therapy instilled hope for the future and supported clients to take up studies and vocational training with interest
- Decrease in mutual blaming and increased in mutual support and being sensitive to each others need in institutional set up
- Reduction of self-harming behaviour
- Enhancing relationship and helping to sustain it



Story of Hope

The now 18-year old client was rescued 10 months back by police from a brothel along with another 90 women. There were 14 other minors and each one was placed in a different government home. For her it was one of the regular raids and she knew that the brothel owner and her mother would rescue her in a couple of days. Her immediate family as well as her extended family has been in this trade for decades and they were quite used to these kind of raids, had contacts with police and everything was in place which would ensure her release order in a few days. The only change this time was, she got placed in “Advait” home where psychotherapy is available to the residents.

Some of the concerns that came to light were: Obedient and over compliance, panic attacks, very fearful and dissociative, overly responsible, pleasing and guilty for not being able to help her mother financially, not interested in studies although very bright, highly secretive and shameful about her past and current life, desperate to go back home and did not want to stay in Advait at all, idealizing her mother and family members.

The client always evoked uneasiness in the therapist as she always felt that the girl wanted to say something and yet was unable to say it. Her panic attacks were overwhelming for the other girls as well as the caretakers. She would get breathless and hit her chest, pour water on her head to continue breathing. She never initiated seeking help and whatever help would be offered was made available through group sessions.

Looking at her symptoms it was obvious that she was a parentified child and had learnt at a very young age to take care of her parents keeping her needs and emotions aside. Anger was completely missing from her limited list of emotions. She was also constantly struggling with her attachment needs vs. personal safety and assertiveness. Getting in touch with her emotions and needs would mean giving up on her family members and their, dysfunctional and unhealthy, love. It was a very difficult choice and the therapist could see her dilemma. She started working on her panic attacks first and helped her to express herself in a safe manner. Her panic attacks became lesser and then stopped completely.

Meanwhile her mother, for the first time, was finding it challenging to get her daughter released and started putting lot of pressure on the CWC (Child Welfare Committee) and caretakers for her release order. She was turning 18 years of age, an adult, in a few months, which meant she could no longer be kept in any homes without her consent. She was not even openly discussing what her fears were or asking for help. She insisted that she wanted to go back to her mother. The therapist started giving information on everything related to trauma like attachment, responsibility vs. over responsibility, assertiveness, constant validation of fight/flight/attach/submit response of a brain under threat. What was also used was a lot of peer support, education about how to make sense of her symptoms, helping her to visualize a safe and respectful future. After some time she started meeting the therapist after group sessions for just 10 or 15 minutes. It was a significant change and allowed her to take her time to trust the therapist. Meanwhile time was running out and her mother was putting more pressure on CWC and CWC started calling caretakers to prepare the girl for release.

The therapist asked caretakers to buy just a few more months and within that time she educated the caretakers and other resident girls, about how to handle her symptoms, her confusion, her desire to go back, her attachment issues and without any judgment accepted it as a part of trauma. The client started opening up and sharing her severe traumatic past with a few girls and eventually with the therapist and the caretakers. By this time the scenario had changed and she had decided that she did not want to go back and needed help to assert herself, from the CWC, caretaker, girls and the therapist. The client met CWC members with a letter stating her fears related to her mother and what she wants to do in the future. In front of her mother and CWC committee she shared that she would like to move to a transition home, which the caretakers were planning to start soon.

At one point she was also presented in the High Court to identify the brothel owner. She was threatened on the phone to not identify the man because all other 14 rescued minors had refused to identify him. It was her testimony, which was very important. Her mother was present there too, threatening and pleading her to let go of him. The client stood there against all the threats and went ahead and identified the brothel owner in court. Later she told the therapist, **“Didi, those 14 girls did not get counselling. They don’t know what is safe and unsafe. If they were here, they would have also identified him. So why should I do what they did not do? He had wronged and I had to say it.”**



Story of Hope

“Two years ago, this was my life: I was in a deeply destructive relationship with a boy who verbally abused me and belittled me constantly. I had had 7 abortions – after the 3rd one, as I was coming out of the anaesthesia, I had begged the nurse to “kill me..to end my pain”; after the fifth one I was numb to any kind of pain.

At work, I was so unthinkingly obsessed, I regularly spent 20 hours a day in the office and saw so little value in my work and myself that I felt I was a selfish person for taking a salary. I would work late and travel alone late at night with no thought of my own safety. I was raped once and molested another time while on office trips, and after each incident, I went back to work alongside the guy who had attacked me just a few hours earlier as though nothing had happened.

My relationship with my parents was non-existent. My father used me as a punching bag to channel the frustration he felt in his own life, reinforcing my belief that I was worthless. Towards my mother I felt so much anger, I would feel physically sick if she touched my skin. I would drink too much alcohol hoping that someone would attack me and kill me. I believed that is what I deserved. I felt deep disgust for my body and deep hatred for myself.

At social gatherings, I would freeze up and be unable to talk to anyone or even move. At restaurants, ordering a meal was traumatic and confusing and I would end up in tears. I couldn't read people or gauge danger, and I didn't understand safety or boundaries – if a stranger asked me for my address, I was unable to stop myself from giving it to him; if a stranger touched me inappropriately, I would stand still and pray for it to be over soon. I had no concept of the future. My health was destroyed. I was emotionally and physically numb. I couldn't navigate the world.

The dominant aspect of my personality was six years old (it was frozen at the age at which I was sexually abused), and I couldn't function as an adult. This six year old dominant self was scared and scarred and ashamed. She believed she was evil and that she deserved to be punished and hurt. Two years ago, I was on a path that would certainly have led to my killing myself.

My life now, in 2015, is vastly and astonishingly different. I no longer blame myself for the abuse. I no longer believe I deserve to be abused and assaulted. I no longer punish myself. I do not hate myself or feel disgust towards my body. I take good care of my health, and I feel respect and love for the body and the mind that helped me survive and kept me safe thus far. I now value myself and my life. I do not allow abusive behaviour or people around me. As a result, I have lost a few “friends” on the way, but I have forged unconditionally loving and supportive relationships with the friends that have remained. I am no longer numb. I can feel things, both good and bad. When I feel joy now, I feel it deep in my heart. When I feel pain, it doesn't destabilize me and send me in a self-destructive spiral. Emotions are not debilitating anymore.

My relationship with my parents is no longer stressful and dysfunctional. I have learnt to filter their words and to draw boundaries when I feel they are projecting their issues on to me. I no longer dread meeting them, and my mother's touch is no longer a source of disgust and shame. We have moments of real connection now.

I no longer feel lost in social situations. Meeting new people or paying my electricity bill isn't fraught with nerves and awkwardness and emotional meltdowns anymore. On the contrary, they are a fun and interesting and surprisingly happy challenges.

The future isn't an alien concept to me now. I look forward to it and I'm happy to be alive and part of it. I am part of two fledgling companies and I plan to study and travel in the future.

Now, after two years in therapy, I am no longer a traumatized six year old struggling to navigate an adult world. I am fully-functional adult who is in touch with and adores the six year old at her core; who is curious about the world and eager to learn and channels that energy into reading amazing books and studying varied subjects; who makes better decisions and can help others take better decisions; who can welcome with open arms, joy and pleasure and goodness into her life, and wants to help others do the same. I feel strong and centered and self-aware, and finally, I am at peace.” – An adult client



Arpan Counsellors participated in the International Seminar on Art and Expressive Therapies for Trauma: Indian and US Perspectives.

Arpan made a presentation: 'Arts based means for therapeutic ends and everything in between'- A glimpse of Arpan's psychotherapeutic interventions while addressing Child Sexual Abuse.

The seminar was attended by more than 150 participants and drew a lot of appreciation, visibility and support for Arpan. It was co-organized by Nagindas Khandwala College and Indiana State University, Indiana, USA.

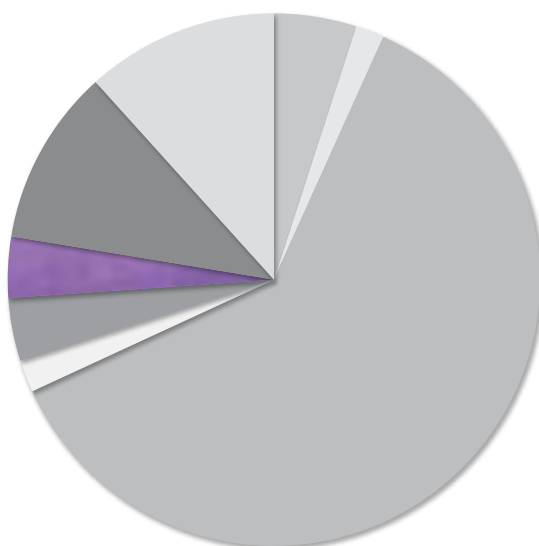
The purpose of this seminar was to bring together a wide variety of helping professionals, counsellors, psychologists, psychiatrists, social workers, psychiatric nurses, and others who work with people who have experienced trauma. Recent discoveries in neuroscience underline the importance of creative interventions for the amelioration of post-trauma concerns. Therapeutic modalities including visual arts, dance and movement, play, and other creative forms were explored. Presenters included professionals from India who are doing innovative trauma-focused work and a team of clinical mental health counselling graduate students and their professor from Indiana State University in the United States. The international aspect of this conference will add depth and interest to the techniques shared across many different cultural conditions and experiences.

In learning
you will
teach, and in
teaching you
will learn.

Phil Collins

Project 6: Training and Capacity Building

Intensive workshops are conducted with diverse stakeholders, including Teachers, counsellors, NGO professionals, para professionals, social workers, with the aim of empowering them with knowledge and enabling 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 teachers and social workers 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.



The project comprises 4% of Arpan's work



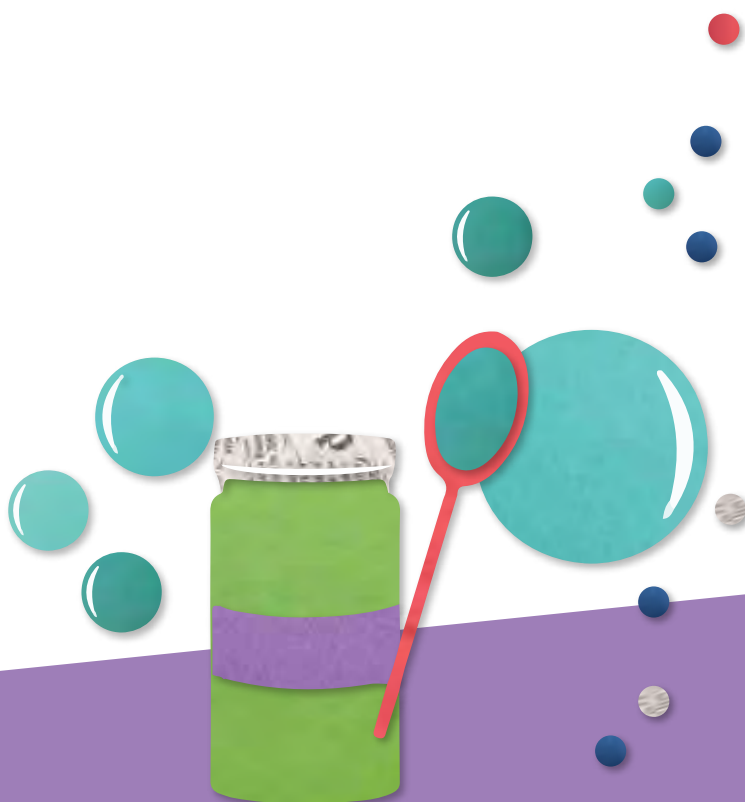
We engaged in intensive capacity building with Snehalaya, Hamara Footpath and Vardaan which was more detailed than the regular TOTs. This was the first time that Arpan provided continued inputs with these organizations on Child Sexual Abuse, Personal Safety Education and basic counselling skills. With Hamara Footpath, Arpan planned observations of PSE and shadowing all of Arpan's work for one month.

We engaged in TOTs with: Maharashtra Vidyalaya, Michael School, BMMA, Sarswati Vidyamandir, Ingrowth and Empower people.

We engaged in NGO training with Pratham.

The outreach of the project has been:

- Arpan trained 210 teachers and trainers for implementing PSE against a target of 220
- Skill building of 25 caretakers and institutional staff was conducted against a target of 10
- Arpan trained 34 counsellors and social service professionals on counselling skills against a target of 120. We conducted two training sessions one addressing suicide in the context of CSA and the other using narrative approaches while working with people who have undergone trauma.
- 41 NGO professionals were also trained on becoming effective support personnel against a target of 30
- Arpan conducted multiple skill building trainings leading to intensive capacity building with 42 social workers and field workers of 2 organizations in Ahmednagar and Nagpur



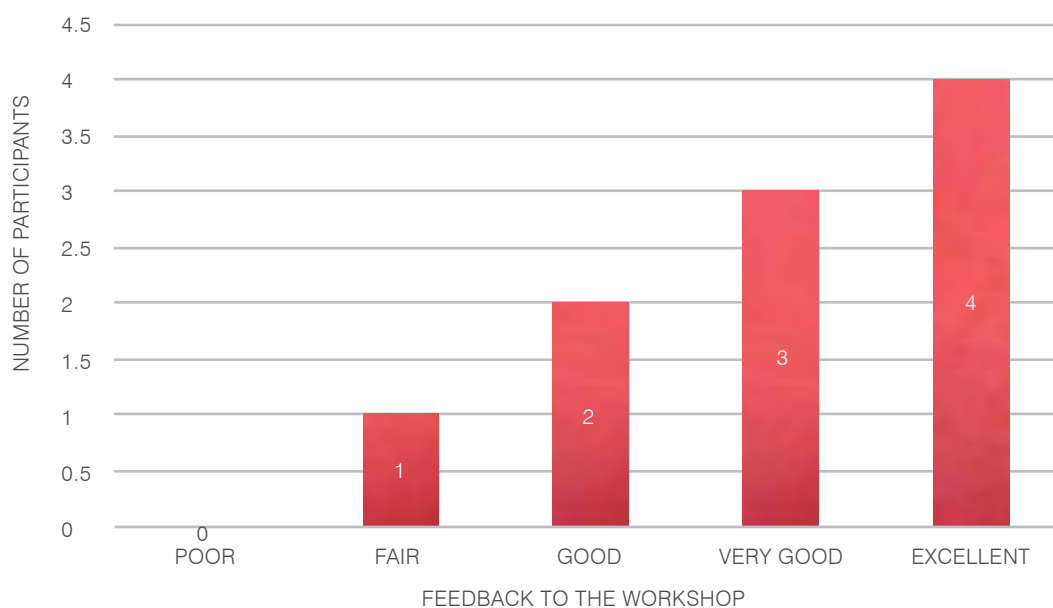
Story of Hope

- “I am glad to be the part of this training organised by Arpan. It help us to modify our thinking and explored our knowledge about Child Sexual Abuse. They not only provided us the knowledge but also trained us to handle these kinds of cases, if we come across them in future. At the end I am satisfied and comfortable about spreading this information ahead. Thank you for giving your precious time to us”. – **Participant of TOT on Personal Safety Education**
- “We got a lot relevant information that will help us while dealing with children. Some issues we are already aware of but certain other topics that you discussed, we will keep in mind while interacting with children. We would want more information about dealing with trauma and how we can help the children better.” – **Father Noel, Snehasadan, Participant of Capacity Building of Caretakers in Institutions**

Outcomes of Trainings

Narrative therapy is a respectful, non-blaming approach to counselling and community work, which centers people as the experts in their own lives. It views problems as separate from people and assumes that people have many skills, competencies, beliefs, values and commitments and abilities that will assist them in reducing the influence of problems on their lives. The workshop also provided a specific space to discuss trauma-focused approaches in narrative therapy.

Below is a graph indicating feedback that we received for the workshop

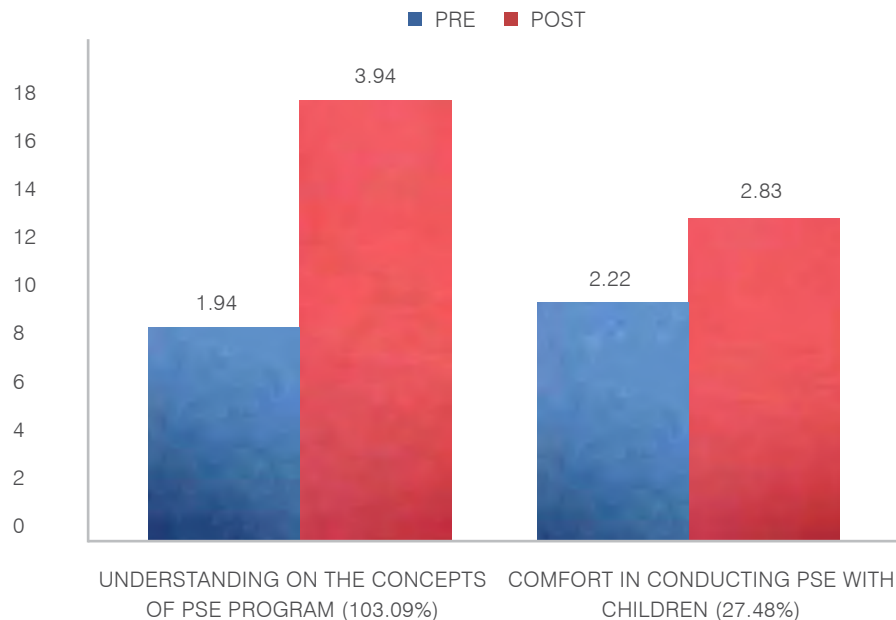


The workshop 'Addressing suicide' included: understating the concept of suicide, the hows and whys of suicide, its functioning in relation to both adults as well as children, developing the beginning skills necessary to invite people with potential suicidal concerns, to seek professional help instead of harming themselves or others.

Below is a graph indicating feedback to the workshop



"This is probably the first of its kind workshop on CSA in Nagpur, and we hope this is not the only one, it will be the first in a series." - Dr. John Menechary, Director of Varadan and Dean of Matru Sewa Sangh Inst. of Social Work



Pre-post data from Snehalaya- Ahmednagar indicating change in knowledge and increased comfort to address CSA

"You guys were amazing. You spoke so well. Since yesterday I have first been thinking about everything you said. The entire content you spoke about was so concise and comprehensive. It is really well thought of and extremely well presented. I loved it. Thanks a million. You guys are awesome."

- Organization Hamara Footpath. Arpan worked with children at Hamara Footpath and also engaged in intensive TOT with them which was accompanied by them observing PSE programme in schools.

Challenges encountered

The challenges have been to balance between time restrictions of partner organizations and inculcate self-sufficiency in organizations to adapt and mainstream child protection mechanisms in their respective settings. We have also been mindful of this challenge and we have taken it into consideration in the next year's plan by looking at more long term alliances.





Trainings / Workshops on Personal Safety
Education & Child Sexual Abuse





Trainings / Workshops
on Personal Safety
Education & Child
Sexual Abuse

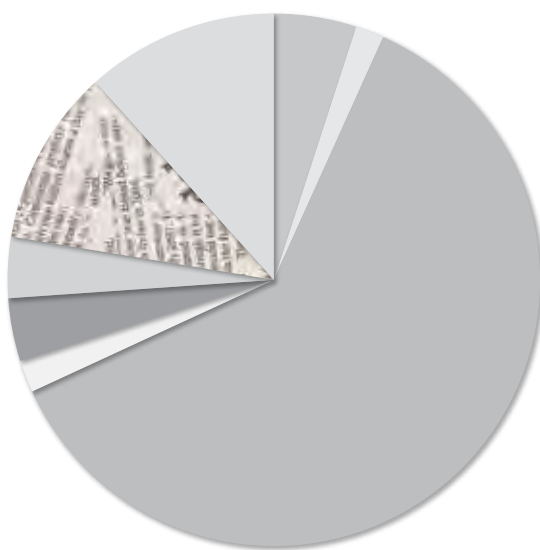


Research is
creating new
knowledge.

Neil Armstrong

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.



The project comprises 11% of Arpan's work

- Arpan published 'Recounting Abuse, Reporting Abusers: Reflections from Survivors on Mandatory Reporting'. In the year 2012, the Government of India, introduced the POCSO Act [Protection of Children from Sexual Offences Act] to combat the widespread sexual violence being perpetrated against children in the country. Most individuals and organizations working on the field have been divided regarding the merit of the clause under section 19, which states 'Mandatory reporting' of occurring and/ or apprehended sexual offences against children. Since the primary benefactors of our work, and of the POCSO Act, are those surviving sexual abuse, we felt it was most important to assess their perception of the mandatory reporting clause. In the study 62.5% respondents strongly stated that they would never be okay with mandatory reporting. The most important factor that seemed to play against mandatory reporting was that the faith in the trusted adult would be shaken if the reporting had been done without the consent of the victim survivor. The report is foreseen to be instrumental in advocating for a law that is conducive to prevention work on Child Sexual Abuse.

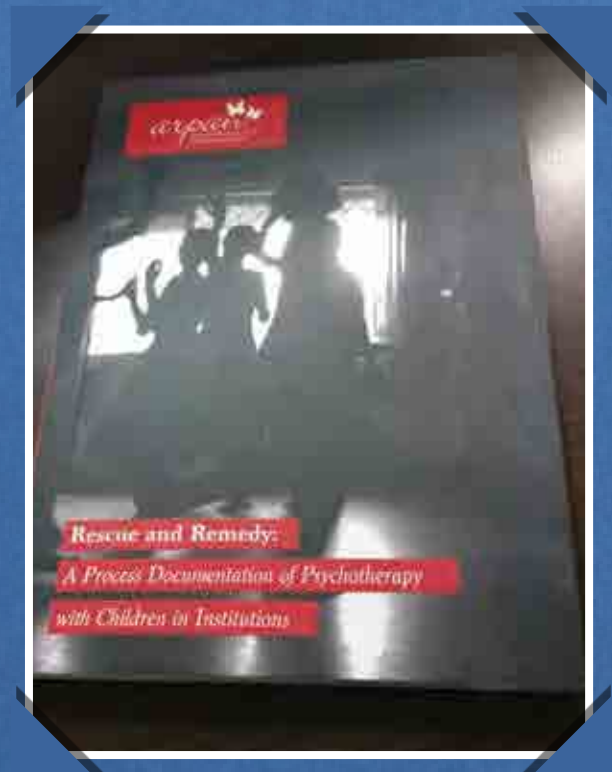
- We also published 'Rescue and Remedy: A Process Documentation of Psychotherapy with Children in Institutions.' For the last six years, Arpan has been conducting long-term psychotherapeutic work with rescued minors living in institutions. Through sustained individual therapy and group sessions, we have seen the girls make remarkable journeys towards healing and self-actualization. This research is an outcome of documenting the process of this change and aims towards providing a model of psychotherapeutic intervention for working with children who have survived trauma and abuse.
- 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. The outcome of this process was published last year, 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 reporting 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. This research appeared in ISPCAN journal this year taking it's reach to many more readers globally.

Link to read this on ISPCAN

https://c.ymcdn.com/sites/ispcan.site-ym.com/resource/resmgr/LINK/LINK_23.2.pdf



Research on Mandatory Reporting



Rescue and Remedy: A Process Documentation of Psychotherapy with Children in Institutions

Gaining
knowledge is
the first step
to wisdom...
sharing it is
the first step
to humanity

Unknown

Project 8: Resource Development

This project focuses on designing various tools, resources and modalities for all programmes and projects so that they can be institutionalized, support the scaling and replication of services of Arpan across geographies, 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.



The project comprises 12% of Arpan's work

During this year we translated the "My Personal Safety Workbook" in to Hindi and Marathi to encourage home based prevention. This user-friendly workbook will help parents to create awareness among children for Personal Safety regarding Child Sexual Abuse by following simple guidelines.

Arpan published a Trainer's Manual for conducting Personal Safety Education in school settings from Grade 1 to 6 modules in Hindi and Marathi.

We translated the FAQ book on Child Sexual Abuse and Personal Safety Education in to Hindi.

Arpan partnered with Young Zubaan, a renowned publishing house in Delhi and published 'My Little Body Book'. This illustrated book is a tool for parents to teach Personal Safety to children aged 5 years and over.

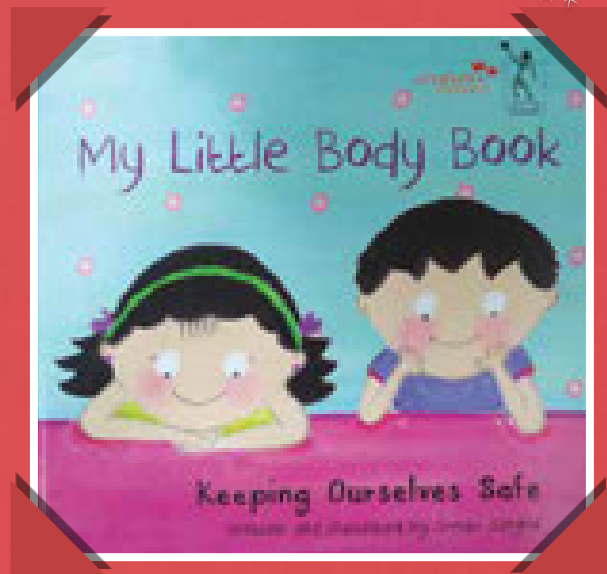
We produced bookmarks for 7th and 8th Grade in English and Hindi to aide better recall of the lesson plans as well as enabling them to access our helplines in case they are in unsafe situations.

Challenges encountered

Experienced trainers could not find the time to pilot and discuss the experiences of Grade 7th and 8th modules to be able to finalise it. We then decided to have an Advisory Board meeting but it took a long time to get the relevant professionals together to comment on our experience of Grades 7 and 8. We will now finalise the modules in the year 2015-16.



Personal Safety Education Workbook



My Little Body Book



Understanding Child Sexual Abuse – FAQ's

Financial Performance

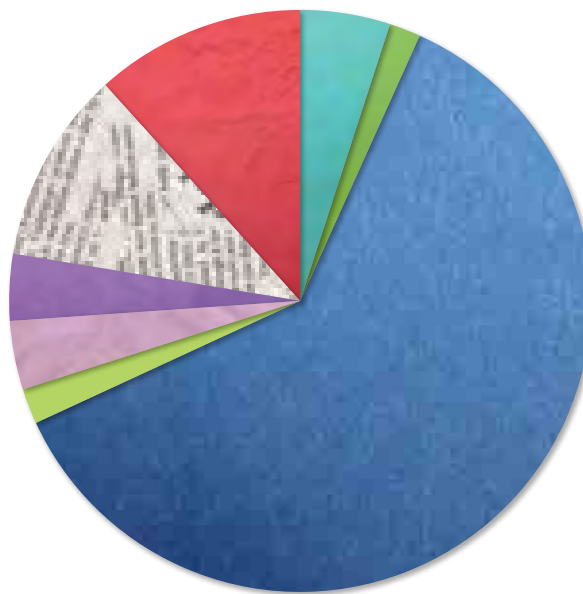


Thinking
should
become your
capital asset,
no matter
whatever ups
and downs
you come
across in
your life.

A.P.J. Abdul Kalam

Overview

Arpan received a total income of Rs. 3,53,21,965 in the year 2014-15 and spent Rs. 2,46,02,340 across all programmes and projects. Capital expenditure spent was Rs. 6,36,783 and total operational expenses being Rs. 2,39,65,557.



Below is a chart showing Project wise Expenses for the year 2014-15.

- SENSITIZATION OF PUBLIC, 1231014, 5%
- POLICY ADVOCACY, 428348, 2%
- PERSONAL SAFETY EDUCATION PROJECT (PSE), 15098318, 61%
- AWARENESS SESSIONS, 483369, 2%
- COUNSELLING AND PSYCHOTHERAPEUTIC SERVICES, 939529, 4%
- TRAINING AND CAPACITY BUILDING, 911084, 4%
- PRIMARY AND SECONDARY RESEARCH, 2635651, 11%
- RESOURCE DEVELOPMENT, 2875027, 12%



The Future



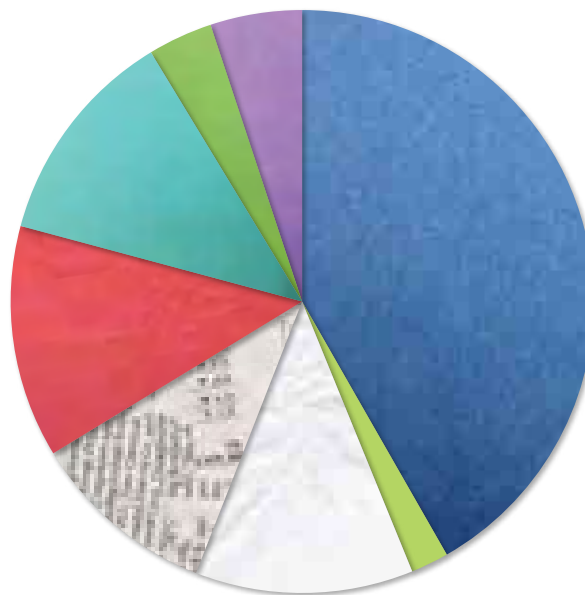
Even though
the future
seems far
away it is
actually
beginning
right now.

Matthew. J.T.
Stepanek

We engaged in an intensive process looking at Arpan's aspirations in the years to come and the goals that we would like to see ourselves achieving. Two directions that emerged from this planning exercise were: the need to create better access to Arpan's current resources and the other was of being more mindful of the trainings that Arpan conducts. Organizationally, going forward, Arpan would want to develop more fruitful engagement with the training partners and handhold them in replicating the prevention and healing models to respond to CSA.

Looking at the strategic roadmap for 2015-16, while programs and advocacy still continue to be the 2 prime strategies, the sub strategies have gone through a change. The sub strategies for the year are direct prevention and intervention strategies, research and development, access to Arpan's Prevention and Intervention Tools, Advocacy and Training and Capacity Building. We see marketing of tools and methodologies debuting as a new project.

We will look at having similar annual targets to last year in terms of direct outreach while we work diligently towards establishing the new vertical focusing on trainings and creating better access to our resources.



Estimated expenses project-wise for the year 2015-16

- MARKETING OF TOOLS AND METHODOLOGIES, 5032131, 12%
- POLICY ADVOCACY, 1488981, 4%
- PERSONAL SAFETY EDUCATION PROJECT (PSE), 17291589, 42%
- AWARENESS SESSIONS, 869841, 2%
- COUNSELLING AND PSYCHOTHERAPEUTIC SERVICES, 5012752, 12%
- TRAINING AND CAPACITY BUILDING, 2107919, 5%
- PRIMARY AND SECONDARY RESEARCH, 4289486, 10%
- RESOURCE DEVELOPMENT, 5341074, 13%

Strategy	Sub Strategy	Projects	Activities	2015-16
Programmes	1 Direct Prevention and Intervention Services	1. Personal Safety Education	a. Awareness Sessions with Teachers (Pre Post lesson plans)	375
			b. Awareness Sessions with Parents (Pre Post lesson plans)	6000
			c. Awareness Sessions with Non-teaching staff	150
			d. Lesson plans with Children	15000
			e. Individual sessions with Children and addressing some inappropriate behaviour cases	15000
			f. Psychotherapeutic Services with children	750
			g. Intervention with adults on some cases	90
		2. Awareness Sessions	a. Conducting Awareness and basic skill building sessions with diverse stakeholders	3500
		3. Counselling and Psychotherapeutic Services	a. Long term Psychotherapy within institutions with children	50
			b. Psychotherapy with children and adult survivors	50
			c. Psychoeducation with family members	20
			Total Direct Outreach	25985
	2 Research and Development	4. Primary and Secondary Research	a. Monitoring of Direct work, Data and Evaluation of outcomes	
			b. Conducting Primary and Secondary Research with stakeholders	Qualitative Study with children to study impact of PSE (prevention and intervention). Impact study of workbooks being used by parents/teachers to teach PSE to children Two different studies to measure impact where orientation to use the workbook has happened in person by Arpan and not (only book sold without any interaction.)
			c. Conducting Secondary Research	
			d. Developing Resources for Programs	Review of Grade 1-6 modules, Grade 7 & 8 Module finalising, Institutions module piloting, PSE illustrations for worksheets, Sequence picture posters for parents,

Strategy	Sub Strategy	Projects	Activities	2015-16
				TOT Manual English finalisation and translation in Hindi, self-help book for adult survivors, PSE cases intervention Manual, Finalisation of social worker training module, Parenting Skills in Marathi, CSA Booklet in Marathi.
Advocacy and Training	3 Access to Arpan's Prevention and Intervention Tools	5. Marketing of Tools/ Methodologies	a. Events, Exhibitions, other networks	
			b. Social media, Print media, TV	
			Estimated Outcome	Disseminate 3000 personal safety workbooks, 1000 My Little Body Book for parents/teachers to teach children about personal safety
			Total Children Reached	4000
	4 Advocacy and Training and Capacity Building	6. Policy Advocacy	a. Consultations, conferences, meetings	
		7. Training and Capacity Building	a. Training and Capacity building of diverse stakeholders	Meeting 25 potential partners for long term alliances, Conducting short term trainings which have the potential to turn into long term engagement. Start brainstorming and building a long term capacity building course/ curriculum for passionate individuals who want to replicate the Arpan PSE model.
			Estimated Outcome	Train 200 socialworkers, teachers, NGO professionals, academicians, counsellors, etc.
			Possible no. of children impacted	4000
			Total no. of children impacted across strategies	23000
			Total no. of people	60
			Total Budget	4.14 cr
			Additional partners to deliver services	6 Partner Counsellors to give access to counselling services in varied parts of Mumbai, Thane

Our Identity And Values



Our mission and core values drive our culture and are the foundation of our practice. We measure each decision against these standards.

Chris Hanslik

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

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

Values

Respect

To respect each others 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 ones actions.

Excellence

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

Perseverance

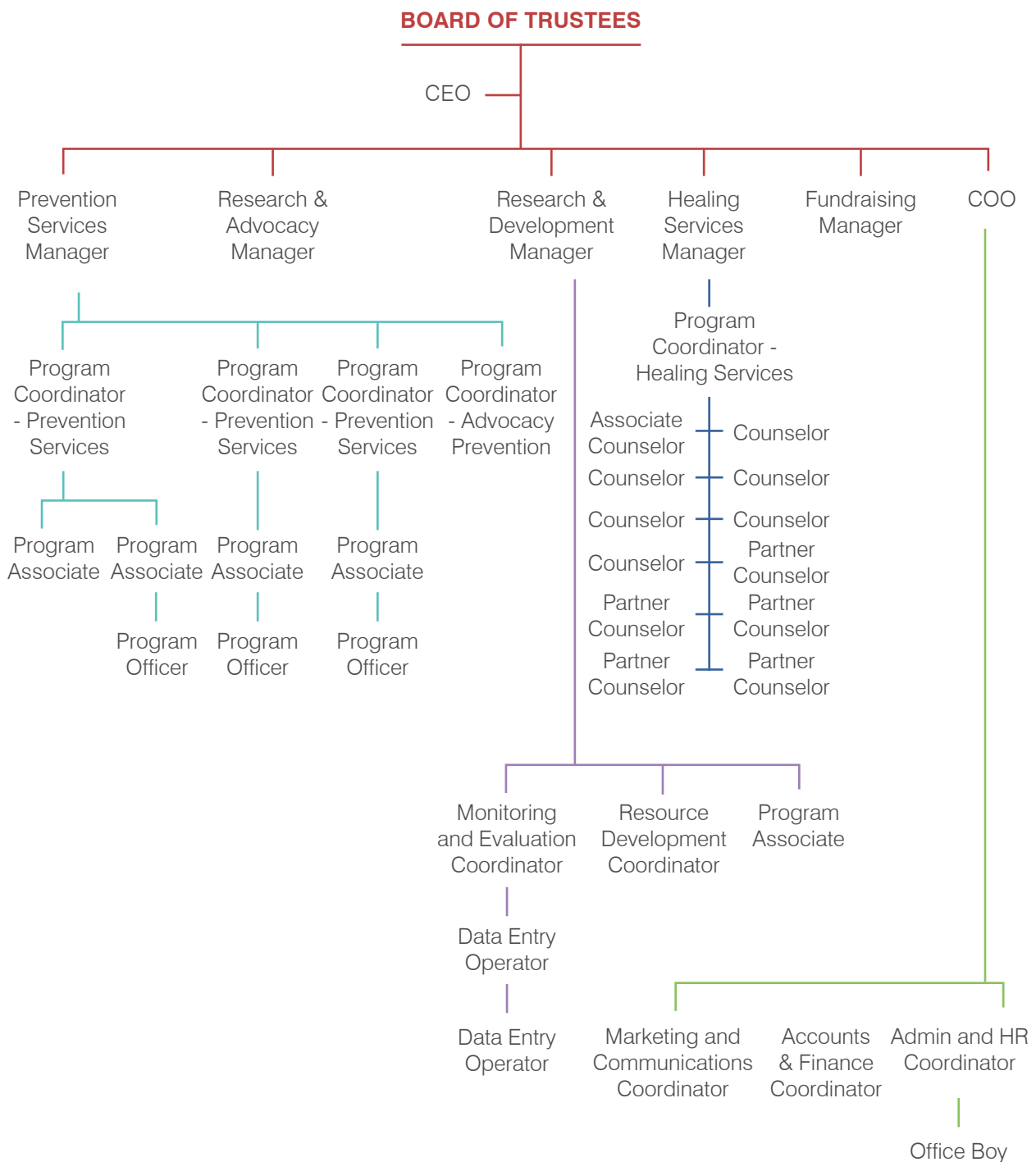
To have purpose and determination to work for the set goals in spite of hurdles and challenges faced. Unwavering belief in oneself and the organizational mandate will facilitate seeing challenges as learning opportunities rather than setbacks.

Compassion

To be compassionate with each other and with our beneficiaries so that one can go beyond empathizing and can work towards alleviating the suffering.

Every employee who is recruited or who continues to be a part of the Arpan family needs to strongly present and aspire to these values in their actions, ideas and expression.

The 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 and 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

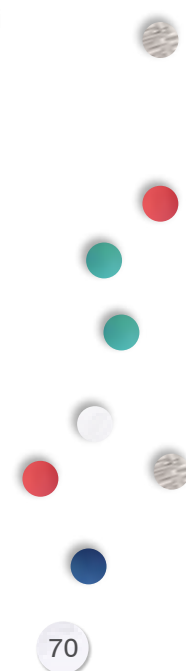
In 2014-15, 7 board meetings were conducted.

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 Bhatt Road, Goregaon (East), Mumbai – 400 063

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



Thoughts from Team Members



Children usually hold a torch to caretakers about how they need to be attended to, if only one listens to the child with faith and respect. Being a part of Arpan helped me fulfill this role, holding the utmost regard for the ways in which children have dealt with their unique concerns. At the end of the day, each encounter with the child reminded me of the little person living the reality as best as he or she can amid a myriad of challenges. This was the impetus to keep putting in my best in reaching out. It was quite an engaging journey, ripe with opportunities to learn from people who believe in the cause and keep trying, against the odds to reach their goal.

Namrata Suresh - Former Counsellor, Healing Team (2014-2015)

Arpan, to me, was not just an office space it was one big family with a vibrant and diverse set of people. Conducting individual sessions with children and awareness sessions with stakeholders were the two things I enjoyed most. During the individual sessions, I was able to step out of every other space and dedicate all of my attention to the child sharing his or her story, hoping that in the process I could provide some comfort and safety. I remember being told during our induction, that even if people move away on their own respective journeys, they always carry Arpan with them. I agree completely. I wish my beloved Arpan family the best health and all the possible luck for the superhuman work they undertake every day.

Aditi Thakur - Former Program Officer, Prevention Team (2014-2015)

The job at Arpan is my first job after college. Arpan provides a space to a child to open up and share their challenges after getting information about Personal Safety Education. As a trainer and having worked with so many children, I realised how important it is for a child to be heard. I must say Arpan gave them that opportunity. I still remember one of my toughest situation in the field in a school where, after disclosure about her abuse incident, a child asked “didi may I ask you something: Why me?” It was a tough question for me but my answer somehow made the child comfortable. That day I realised maybe we can't change the larger reality of a child's life but Arpan's work gave the child the opportunity to question the event. Sometimes a little step is necessary for bigger change and that's Arpan's work. I am glad that I am part of that step, which will keep providing space to children to open their heart.

Anupriya Singh - Program Officer, Prevention Team (2014 onwards)

The day I visited Arpan before I joined, I was surprised by the professional approach with human touch. During my journey, each day has brought a new learning. Be it around emotions, the importance of counselling, or being non-judgemental. The passion of the Arpan team is amazing. One must attend the Personal Safety Education class to see the enthusiasm and passion of the trainers, I can't explain it in words. According to me something that is really important at Arpan is “**no compromise on quality**”- be it Prevention, Intervention, R&D or even Operations; Quality matters the most!! This says it all.

Hemesh Sheth - Director, Operations (2013 onwards)

Our Partners



Coming
together is
a beginning;
keeping
together is
progress;
working
together is
success

Henry Ford

Schools

Anuyog Vidyalaya, Khar (E)
Atmodya High School
BMC Khernagar School, Bandra(E)
BMC Prabhat Colony-Santacruz (E)
BMC Vakola
Chabildas Primary School
Convent of Jesus and Mary, Naigaon
Dnyaneshwar Vidyalay
IDUBS School, Bhandup
Kendriya Vidyalaya 2, Navy Nagar
Lokandwala High School
MET School, Bandra
Navy Children School, Colaba
Navy Children School, Colaba
Our Lady of Remedy, Kandivali
Pragatik Vidyalaya
Sadhana School, Sion
Samarth Vidyalaya, Kalina
Shiv Samarth Vidyalaya, Thane
Sir Jacob Sassoon School, Byculla
SIWS School, Wadala
Yusuf Meharali School, Mumbai Central

Organizations and Institutions

Advait
BMMA
Humara Footpath
Ingrowth
Maharashtra Vidyalaya
Michael School
Pratham
Sarswati Vidyamandir
Snehalaya
Snehsadan
Vardan

Government

DWCD, Delhi



Thank You!



As we
express our
gratitude, we
must never
forget that
the highest
appreciation
is not to
utter words,
but to live by
them.

John.F. Kennedy

Trust and Foundations

Devi R. Mehta Charitable Trust, India
Gaysi Media Pvt. Ltd., India
Global Fund for Children, USA
Hemendra Kothari Foundation, India
Narotam Sekhsaria Foundation, India
R. Jhunjhunwala Foundation, India
The Marshall Foundation, France

Corporate

Eros International Media Pvt. Ltd., India
Goldman Sachs (I) Securities, India

Individuals

Karl-Johan Persson, Sweden

Donors who contributed and ran in the Mumbai Marathon 2015 for Arpan

Adarsh Somani
Ashish Vaidya
Dr. Satyen Mehta
Parman Naik
Sachin Jaju
Saurin Patel
Shobhit Khare
Sudhir Gaur
Sugam Kulkarni
Vikram Bhikubhai Naik
Viral Barmecha

Individuals and organizations that supported us in our journey

- Connect India, Meenal Sachdev, Rishi Sachdev for hosting a panel discussion in London on Child Sexual Abuse and highlighting Arpan's work
- Radhika Chandegra for helping organize the panel discussion in London
- Mr. Sonjoy Chatterjee, Chairman and CEO, Goldman Sachs India for continued support
- Mr. Shivratan Taparia for donating chairs to Arpan
- Dr. Lois Engelbrecht for the continued guidance on Arpan's programmes
- Arjun Raychaudhuri for his inputs and guidance on strategic thinking and planning
- Ms. Janki Shah (Sixofus Design) for always supporting us with quick, beautiful design solutions for our communication materials at subsidized costs
- Amar Purohit for his continued support to help us proof read all our publications
- Rinku Jariwala for conceptualizing the art installation for Arpan at the Kala Ghoda Arts Festival and Jayu from Open Sky Art for building and designing the art.
- Harish Iyer for connecting Arpan with the right stakeholders to get maximum exposure on the cause of CSA and helping us raise funds through 'The Dirty Talk'.
- Anuja and Sakshi from Gaysi Family who organized 'Dirty Talk' and chose to take up the issue of CSA for this event.
- Trupti Chengalath (Mahiti) for providing us with digital solutions at a subsidized cost and voluntarily support us on other aspects of technical learnings
- Kiran Manral for guiding Arpan team for social media marketing

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 98 1908 6444.
- If you see warning signs (inappropriate behaviour) in adults/older children reach out to us on support@arpan.org.in or 98 1908 6444.

Volunteering

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

Donating

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

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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Tel – 022 2686 2444 / 2686 8444

Email – info@arpan.org.in

Website – www.arpan.org.in



Our Team



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Our Consultants and Partner Counsellors

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

Our Board of Trustees

Achama Matthew, Manish Gupta, Pooja Taparia, Suman Srivastava and Vaishali Kapadia

Our Advisors

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





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