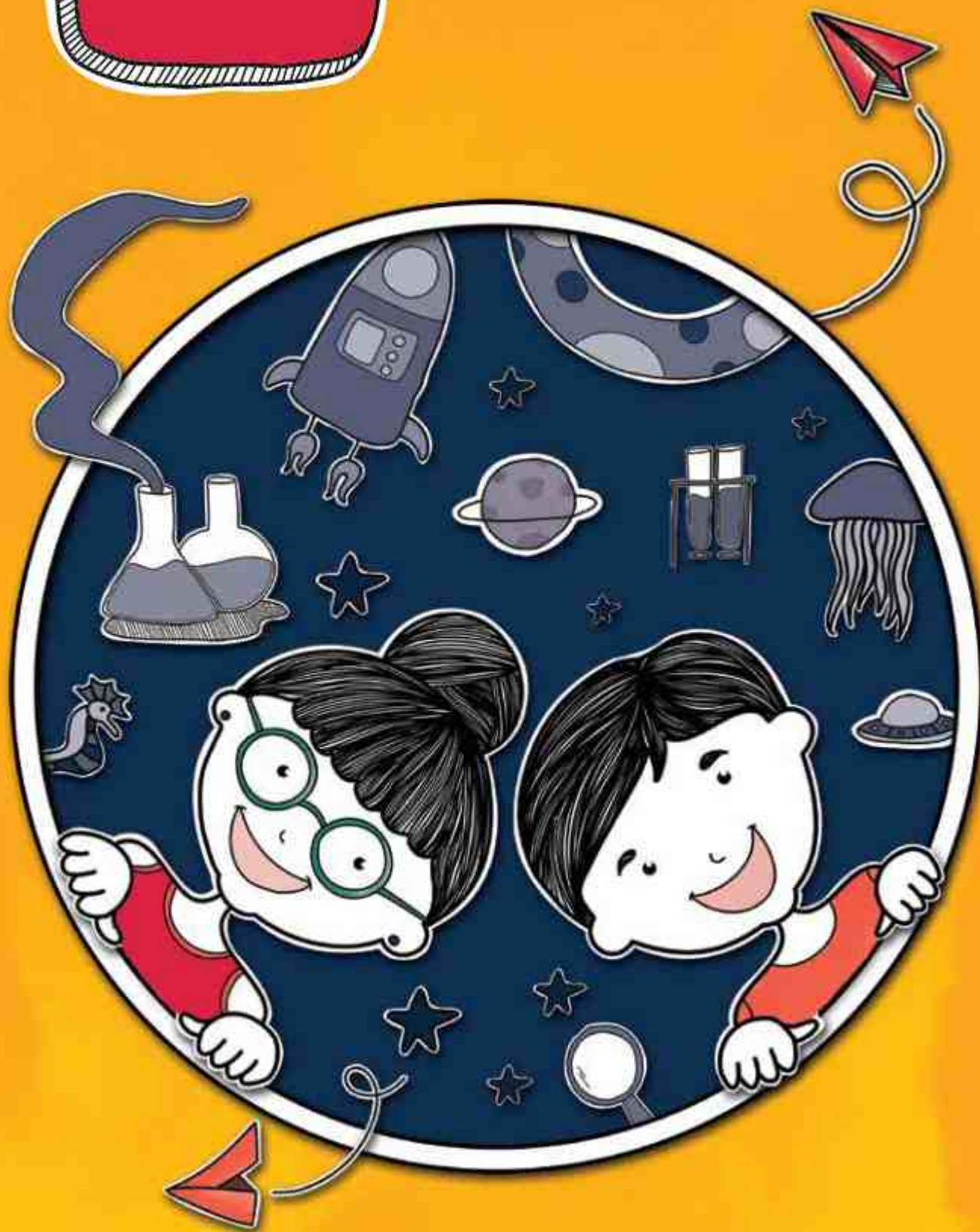




ANNUAL REPORT 2016-2017

ARPAN MY WAY OF LIFE

Well, everyone has their own work story,
Mine is unique; it has its own glory.
Knock, Knock came Arpan's call
With my arms open, I chose to evolve.
Where every day dances to the tunes of jive,
It's the way of life, not just a means to thrive.
The culture so unique and refined,
Enriching ideas and ethics defined.
Entrenched values, reflects on our every task,
Supreme transparency is what we bask,
With colleagues who make work seem like play,
Compete and challenge in an assertive way.
Isn't it amazing to work with children every day?
And help them to put all the worries and sorrows at bay.
Because it is not a short-lived goal,
Every nerve linked to the child is to behold.
Guiding folks, pals and teachers alike,
Healing across when the tragedy strikes,
Mending taboos through an essence of effective communication,
Uplifting society, and igniting a profound revolution,
Striving to achieve more and more,
It's pay-back time to the society, and Arpan grants me the floor.
The power of unity is always in action,
And probably that's what helps me end my day with satisfaction.

-Bijal Sheth, Counselor, Healing Team



ACRONYMS AND ABBREVIATIONS USED

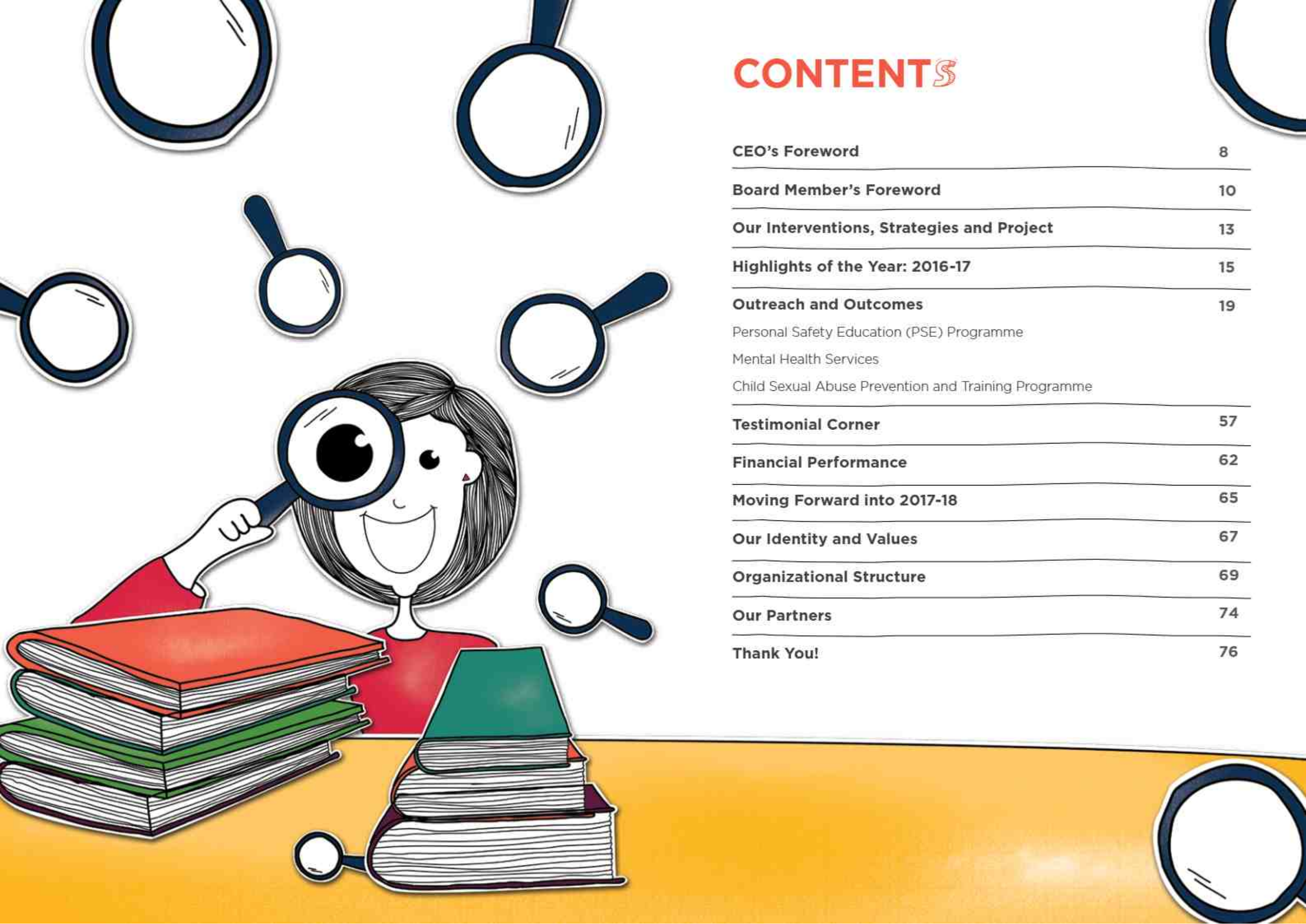
BMC – Brihan Mumbai Municipal Corporation
CAW – Crime Against Women Cell
CBO – Community Based Organization
CEHAT – Centre for Enquiry into Health and Allied Themes
CEO – Chief Executive Officer
CHIP, Mumbai – Children in Pain, Mumbai
CORO – Community of Resource Organization
CSA – Child Sexual Abuse
CSR – Corporate Social Responsibility
DCPU – District Child Protection Unit
DNA – Daily News and Analysis
DWCD – Department of Women and Child Development
FLO – FICCI Ladies Organization
IJM – International Justice Mission
IMRB – International Market Research Bureau
ISPCAN – International Society for the Prevention of Child Abuse and Neglect
JJ Act – Juvenile Justice (Care and Protection of Children) Act
M & E – Monitoring and Evaluation
NCS – Navy Children School
NGO – Non Governmental Organization
NLK Group of Schools – Nand Lal Khanna Group of Schools
PHFI – Public Health Foundation, India
POCSO Act – Protection of Children from Sexual Offences Act
PSE – Personal Safety Education
REBT – Rational Emotive Behaviour Therapy
UNICEF – United Nation International Children's Emergency Fund
YUVA – Youth for Unity and Voluntary Action

THE YEAR OF LEARNING AND EVOLVING

“When we are no longer able to change a situation, we are challenged to change ourselves.” -Viktor E Frankl

The year 2016-17 for Arpan has been a year of experimentation, learning and evolving. The year threw up many challenges, prompted us to push ourselves to new limits, become innovative and emerge with new insights. It made us face many situations where we were challenged to change, modify or recreate the modality to work with our beneficiaries. However, what did not change for us is our zeal to create a 'World free of Child Sexual Abuse'. The path for this work has never been smooth, and we have faltered, learnt and evolved into being more rooted and compassionate. We are delighted to have exceeded our targets across all of our programmes. We have also strengthened and streamlined our interventions through regular monitoring, evaluation and timely strategic decision making throughout the organisation. In times of crisis and pain, what has helped us stay the course is the faith that has been bestowed on us by our beneficiaries, partners, funders and well-wishers. Amidst all of this, we are kept motivated when the children we work with emerge as champions and participate in their own safety. This year we were fortunate enough to see many such moments, and we would like to give you a glimpse of these through this annual report.





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CEO's FOREWORD

"The stories that emerged as we returned to the children we had worked with in the past were heartening and has strengthened conviction that prevention is possible and that our model has the power to bring about real change." -Pooja Taparia

I look back at 2016-17 and the one word that describes the year is 'fantastic'. It has been a year of experimentation, trying new methods and modules, despite experiencing push back from some schools to return and repeat messages of personal safety with children it was fantastic. The team demonstrated more tenacity than ever to handle the push back and the challenges in the field and we found ourselves innovating to enter schools. As a team, we all held firm in the belief that no child should be left out. We need to reach every child in any way possible. This unified goal had such power that we exceeded our expectations by a considerable margin and reached out to over 22,000 children compared with our initial estimate of 15,000 - 20,000 children. I feel extremely proud of the team for giving their very best to do more than we imagined.

The stories that emerged as we returned to the children we had worked with in the past were heartening and has strengthened conviction that prevention is possible and that our model has the power to bring about real change. Numerous children shared how they used the personal safety messages to participate in their own safety, were able to prevent abuse and they sought help and reported to adults. Trainers came back after sessions sharing that children remembered the personal safety messages and names of private body parts even though the program had been conducted in some schools more than 3-4 years ago. My heart swelled with pride, happiness and relief. It works. The model works and our content is appropriate. We embarked on qualitative research and those results corroborate with these experiences. We will soon be publishing the study to share the evidence.



The year also saw us making an impression in the international community. Arpan distributed its resources at the Women Deliver conference in Copenhagen, Denmark and was appreciated for its work tremendously. I was invited to speak at the Closing Plenary in front of over 2,500 delegates which was a once in a lifetime opportunity to bring Arpan to the forefront and share our path breaking work amongst state heads, politicians and professionals. It was met with a great reception.

Arpan was awarded its first international award, the C. Henry Kempe Award for doing significant work in the area of Child Abuse by ISPCAN

(International Society for the Prevention of Child Abuse and Neglect). The award ceremony took place in Calgary, Canada at the ISPCAN Conference amongst much appreciation and applause by professionals from all over the world.

This year saw us investing in building Arpan's senior leadership and our panel of Advisors; experts from various fields advising us on the way forward in various domains such as Technology, Programmes, Fundraising and Marketing.

We look forward to 2017-18 with an aim of 50% operational growth, rolling out the Step up program with more confidence and experience, building our Management Information System to evaluate and analyze our data to guide the strategic direction of Arpan, building stronger processes within programmes and reiterating and demonstrating the values and culture of Arpan on a daily basis.

Over the next 3 years we plan to advocate more strongly for policy changes at the local, state and national level to incorporate child protection mechanisms, create long term partnerships with schools and NGOs to train and have a larger outreach to children, digitalise all our materials for people to access from anywhere in the world and start building our Personal Safety Education Champions for scale.

A huge Thank You to all our co-travellers; our donors, advisors, Board members, volunteers, well-wishers and interns for traversing a path with us that is not very easy and with faith and conviction to one day see a world free from Child Sexual Abuse. I would especially like to mention the names of Mr. Karl-Johan Persson, Mr. Rakesh Jhunjhunwala, The Marshall Foundation, Goldman Sachs and Eros International for their continued support year on year.

Pooja Taparia
Founder & CEO



BOARD MEMBER'S FOREWORD

From an operational perspective, this year can be best described as a year of deep inward focus.

- Arjun Raychaudhuri

During the last three years, we have seen Arpan make steady progress in moving from an energetic start-up to a mature process driven organization. The CEO and the Board's main area of focus has been to ensure this transition in an effective manner that enables us to get ready to scale Arpan's operations to the next level, while retaining our core DNA that has been so vital to the impact we generate.

As part of this journey, Arpan has focused on expanding our leadership team to help us drive operations and build a highly process driven organization with skilled people in Monitoring and Evaluation and Public Engagement.

This investment in resources has occurred not just at the management level but also at the Board and Advisor level. Arpan's Advisory committee has been expanded to include business leaders who have experience of running and scaling large organisations. In particular, Sarath Divella from Lionbridge has been providing extensive guidance on helping us build a data driven organisation, and Sonjoy Chatterjee from Goldman Sachs has been instrumental in sharpening our focus on fundraising and execution. Dr. David Finkelhor, world renowned researcher on the issue of Child Sexual Abuse and Kiran Khalap have also helped to guide programmes and public engagement respectively.

From an operational perspective, this year can be best described as a year of deep inward focus. With 10 years under Arpan's belt, the onboarding of new talent with different perspectives, and most importantly, the 70,000 children that we have worked with, Arpan has invested time to



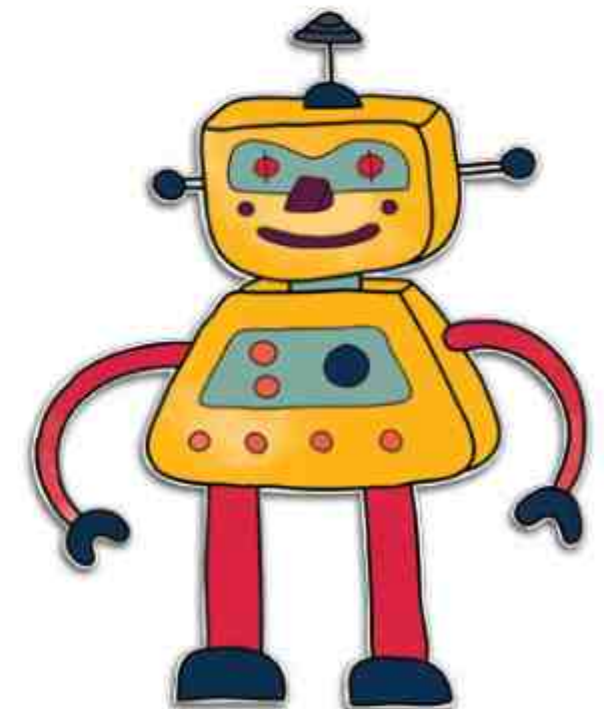
ask what has worked well, and what should be the area of focus in the next decade. This has led to some exciting and critical initiatives, like re-training the students Arpan has worked with in earlier years. Strategic shifts such as these represent Arpan's commitment to "real impact".

The existing team and the new members of the Arpan community have worked together to assess operational improvements that can strengthen Arpan's ability to scale across India. We expect these initiatives to come to fruition in the next few years, as our CEO Pooja Taparia and her team are committed to creating data driven streamlined management processes.

This has been a fantastic year for Arpan. As an organisation, we have been able to successfully focus on strategic deep-work, operational retooling whilst simultaneously maintaining our impact. During this year, the Arpan team has beaten all of their major performance goals, while reducing overheads and at the same time, increasing our sources of funding. This strongly sets Arpan up for a very impactful 2017-18, and we are all very excited to see Arpan move forward into the next decade.

A handwritten signature in black ink, appearing to read 'Arjun Raychaudhuri'.

Arjun Raychaudhuri
Trustee, Arpan





OUR INTERVENTIONS, STRATEGIES AND PROJECTS

“The essence of strategy is choosing what not to do.”

- Michael Porter

OUR VISION

A world free of Child Sexual Abuse (CSA)

OUR MISSION

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

A nuanced issue like Child Sexual Abuse calls for a multifaceted response. Arpan believes that every single child has the right to be safe. Arpan's strategic approach is to provide a comprehensive and holistic prevention model to respond to Child Sexual Abuse by delivering direct services to children and adults to prevent Child Sexual Abuse and appropriately deal with disclosures of children. Arpan also provides direct services by providing psychotherapeutic services to survivors of Child Sexual Abuse, both adults and children and support them in their healing journey. Arpan also develops age appropriate and customised resources for relevant stakeholders and conducts training for relevant stakeholders to incorporate Child Protection mechanisms in their environments. Arpan does policy advocacy to bring in systemic change that will appropriately respond to the needs of children.

These strategies are implemented through the following 3 Programmes:

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



HIGHLIGHTS OF THE YEAR: 2016-17

"The biggest happiness is when at the end of the year you feel better than at the beginning".

- Henry David Thoreau

As we look back at the year 2016-17, we find ourselves being more grounded, more articulate about our non-negotiables and more adaptive to external situations. It has been a year where we have achieved our targets amidst challenges. Responding to challenges has strengthened our resolve to respond to any situation and take it in our stride.

In the year 2016-17, Arpan has been able to touch the lives of 44,710 individuals including 22,425 children and 22,285 adults. This takes Arpan's overall outreach to 160,488 individuals directly, since inception and indirect outreach to over 461,525 individuals. Our growth rate hit 13% this year.

We empowered 39,643 individuals including 22,378 children and 17,265 adults through Personal Safety Education (PSE) through 73 schools and two community set-ups. Post PSE, 1,379 children were referred for counselling. Psycho-education and psychotherapeutic support were provided to these children along with 472 of their family members.

Arpan hosted the Personal Safety Education (PSE) Conference on 1st December 2016 and released the first ever, cutting edge, socio-culturally appropriate, and comprehensive Personal Safety Education Kit for Grades 1 to 6, in English, Hindi and Marathi. It is the culmination of our experience of working with thousands of children in numerous schools, from varied economic strata and religions. The development and the release of the kit was a landmark in Arpan's journey.

Arpan trained 630 individuals on prevention and intervention models to respond to CSA through training and capacity building of 174 duty bearers including caretakers, counsellors, probation officers and superintendents of 15 institutions in Konkan Zone. We also trained 172 teachers from different schools and 236 social workers, counsellors, paraprofessionals and NGO staff. After the training, these professionals and paraprofessionals have in turn reached out to more than 28,142 children and adults.

Creating mass awareness on the issue of CSA has always been a critical aspect of our work at Arpan. We reached out to 4,363 individuals through a diverse range of awareness sessions.

Arpan also participated in various national and international events and conferences, including:

- 4th Global Conference of Women Deliver in Copenhagen.
- 21st ISPCAN (International Society for the Prevention of Child Abuse and Neglect) conference, Calgary 2016.
- NGO Expo Event.
- CSR summit.

Arpan reached out to 1,474 individuals through these platforms and flagged child protection as an important agenda both in government, corporates as well non-governmental spaces. Arpan's CEO, Pooja Taparia, was invited to speak at the closing plenary of 4th Global Conference of Women Deliver as well as the opening plenary of the 21st ISPCAN conference.

Our outreach through social media platforms like Twitter and Facebook has been 27,142. This space has been used to create visibility on the issues of Child Sexual Abuse through articles, photos and posters as well as to showcase Arpan's programmes and outcomes.

Arpan has also gained visibility through both print and visual media. We received notable mentions in: The Logical Indian, DNA, Centre for Advancement of Philanthropy's Magazine, Rajasthan Patrika and Jagoo Re. Sonali Parab, Senior Training Executive, was invited to join the panel for a programme titled, 'Akarmaktechach Bagli Mule' (Aggression: leading to the victimisation of children) aired on 4th June 2016 on Doordarshan Sahyadri. Sushant P. K., Coordinator-Prevention Services was invited as a panellist on 'Aajcha Sawaal' (Today's Question) aired on 5th July 2016 on Maharashtra One.

Arpan received its first international award, the C. Henry Kempe Award by ISPCAN, USA for 'Significant Contribution to the Field of Child Abuse and Neglect'. The award is given every two years by ISPCAN, to a professional or organisation working in any discipline in the field of child abuse and neglect that has contributed substantially to the community on behalf of children. Pooja Taparia, Arpan's CEO and Founder received the award on behalf of Arpan.

The Early Childhood Association, awarded Arpan, "The Most Committed NGO" in Early Childhood Care and Education, 2017. It is an association that empowers parents, teachers and others to explore and develop holistic programmes for children that will look after their well-being, relationships, family and community. Sharalene Moonjely, Arpan's Public Engagement Director, received the award on behalf of Arpan.

We are also proud to share that Arpan received the 'Guidestar Transparency Award' in the 'Platinum Category' for the year 2015-2016. GuideStar India launched the GuideStar India NGO Transparency Awards to recognise organisations who voluntarily demonstrate their transparency and accountability in the public domain. They received 717 applications, of which 307 were declared winners. The best 14 were then selected for the Platinum category. Hemesh Seth, Arpan's Director Operation received the award on behalf of Arpan.

Hemesh Sheth - Director Operations, Arpan received the 'Guidestar Transparency Award' for the year 2015-2016 on our behalf.



Sharalene Moonjely - Director Public Engagement receiving the award for "The Most Committed NGO" in Early Childhood Care and Education, 2017



Pooja Taparia CEO & Founder, Arpan speaking at the 4th Global Conference of Women Deliver in Copenhagen





OUTREACH AND OUTCOMES

“However beautiful the strategy, you should occasionally look at the results.” – Sir Winston Churchill

PROGRAMME 1: PERSONAL SAFETY EDUCATION

The Personal Safety Education (PSE) Programme works at multiple levels, engaging different stakeholders so that it can respond to the cause of Child Sexual Abuse at the level of the child and the immediate environment. This life skill education module developed by Arpan is implemented in schools to empower children from Grade 1-10 to prevent instances of CSA as well as to seek support when such an incident occurs. It is built on the core life skills of decision making, problem solving, critical thinking, interpersonal relationship management, self-awareness, resilience, empathy building and de-stigmatization. The programme also works with adult caregivers so that they can create a safe environment for children and respond effectively.

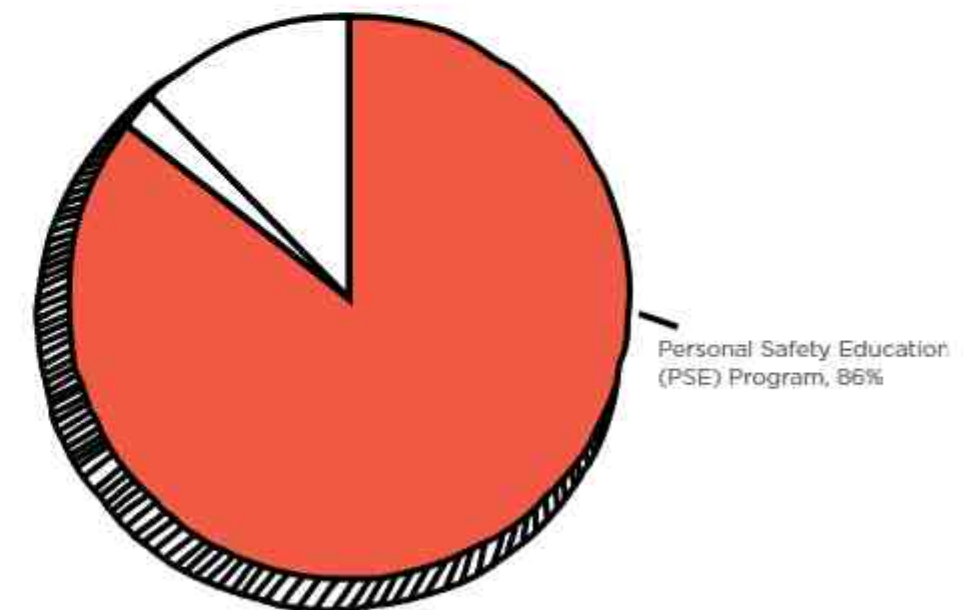


Fig 1: This Project comprises of 86% of Arpan's work and budget



Story of the Year

*Identifying details in 'story of the year' involving children have been withheld or changed for providing anonymity

A child who had gone through Personal Safety Education was in their family shop along with her elder sister. The child noticed that a call came on the landline number, her elder sister answered the call but disconnected without saying anything. After a while, the elder sister kept the phone off the hook to avoid further calls. The younger sister guessed that something was wrong and put the phone back in place. The call came again, and this time the younger sister answered it. A man spoke on the call using sexually abusive language and offering her money if she allowed him to touch her private body parts. The child was very scared and angry at that moment, but she shouted back at him and disconnected the call. The younger sister shared the incident with her elder sister. The elder sister disclosed that these calls were coming since last 15 days and she had been very scared and embarrassed to talk about it. In the evening, the younger sibling called all the family members together and told her father about the anonymous phone calls that they were receiving. The family members were shocked, and the father asked the child as to how did she garner the courage to share about this incident. The child said, "It was because of Arpan, if they would not have come to our school and taught us about personal safety, I would not have had the courage to share it with my trusted adults." – Girl, Grade 6



1.1 Challenges prompting Creativity and Action

In 2016-17, the focus for Arpan's Personal Safety Education Programme was to revisit the schools where we had facilitated Personal Safety Education (PSE) in the past through a Step up programme. This initiative is the outcome of our external and internal evaluations as well as consistent feedback from our beneficiaries and stakeholders. The focus was to provide age appropriate updates on personal safety as well as to refresh and re-assess basic skills, knowledge and understanding. Going back to the children we worked with was not an easy task. Firstly, we needed a module with which we would be able to facilitate a discussion on personal safety with children in grade 9-10. Existing modules at Arpan catered to children from Grade 1 to Grade 8. This task had to be completed during the first six months of the year as the access to children in these grades would be challenging in the second half of the year because of exams. We dedicated ourselves to developing a module, piloting it and simultaneously rolling out a 4-hour module.

When we started advocating for the Personal Safety Education programme in schools we faced a situation where at least 30% of schools were reluctant to accommodate an intensive programme like PSE, as children were now in the higher grades. We were not comfortable letting go of these children given that Arpan strongly believes that every child is important. We had no choice but to be innovative. We came up with one-hour modules in a story format. This shift in methodology ensured that we could take relatively less interaction time with children and still provide an opportunity for children to interact, participate and make their voices heard. There were still some schools who were unable to give us this reduced time. To be able to reach out to those children we created leaflets with our key messages and disseminated them in school so that children at least have a ready reckoner of Personal Safety messages. Once we conducted the Personal Safety Education programme, there was also an upsurge of cases that were disclosed by children as we were working largely with adolescents. At one point, each of our counsellors was addressing an average of 90 cases. It was overwhelming. This was coupled with challenges of recruiting counsellors because of the dearth of counsellors who

are skilled in handling cases of trauma. To reduce the load on each counsellor and to ensure effective intervention, Arpan made a conscious decision to reduce one phase of conducting Personal Safety Education lesson plans with children. Due to this strategic decision, we reached out to one thousand fewer children in this year; however, it ensured that we reached out to all children who disclosed in an effective and timely manner. We also decided to hire social workers and train them with counselling skills to close this gap as well as look at the internal reallocation of team members to respond to this challenge. To take care of counsellor's emotional wellbeing and guarantee effective intervention, focused supervision on every case was provided to each counsellor. Supervisors observed the rapport-building sessions to monitor the effectiveness of sessions without compromising on ethical standards. We also created separate process documents to track all ongoing cases and evolved a parameter around an optimum number of cases that a counsellor will handle at a given point of time. While these challenges at times left us confused and anxious, they gave us opportunities to learn, strengthen processes and spurred creativity and innovation. What made us sail through these challenges and emerge with flying colours was Arpan's team spirit, the zeal to stand together and work towards our common goal.

PSE Lesson Plan



1.2 Advocacy: Policy and Public Advocacy

Arpan advocates the Personal Safety Education programme as well as institutionalisation of child protection policies in diverse settings through policy level advocacy with schools, organisations and institutions. As any interaction with children is possible if we have schools and other networks provide us spaces and create opportunities for us to interact with children.

In 2015-16, one of the key spaces for advocating the Personal Safety Education programme had been through the Personal Safety Education Conference. Arpan launched the Personal Safety Education (PSE) kit for grade 1 to 6, on 1st December, 2016 at YB Chavan Centre, Mumbai. It is a feature-rich set of tools and instructional guides to help school authorities, government and institutional caregivers to spread the message of Personal Safety to children, parents, teachers and the community at large, thus safeguarding children from sexual abuse.

The conference was attended by 117 participants comprising of teachers, principals, NGO professionals and duty bearers. At the event, Arpan organised a children's panel to create inclusive spaces for children and having their voices heard. Children from BMC Andheri Dawoodh Baug MPS School, Shree Ekveera Dhyani Prasarak Mandal's Mother Teresa Primary School, R. M. Bhat High School, Paranjape Vidyalaya, St. Anthony High School, Pradnya Bodhini School and Dr Sarvapalli Radhakrishnan Vidyalaya were the panelists. Children spoke highly about the Personal Safety Education programme. In their opinion, this programme has helped to stop sexist bullying and teasing in their schools. It has also created safe spaces for children and identified the "PSE teacher" as the support personnel to whom children can reach out in case they face an unsafe situation.

The Principal and NGO panel was represented by Ms. Walijkar, Principal, Paranjape Vidyalaya, Ms Meera Kothari, CEO Goenka Group of schools, Ms Nalini, Vice Principal, NCS, Ms Manisha, Dr Sarvapalli Radhakrishnan Vidyalaya and Mr Vijay Khara, Sr. Project Coordinator, Yuva. One of the Principals expressed that post-PSE, "children have very high self-esteem, and they can express themselves very openly". The administrators felt that this is fundamental as enhanced self-esteem will support children not only in situations of abuse but whatever they do in life. Dr Lois Engelbrecht (Founder Trustee, Centre for Prevention and Treatment of Child Sexual Abuse, Philippines), Ms Achama Matthew (CEO, Bombay Cambridge Gurukul Schools, Bombay), Mr Sonjoy Chatterjee (Chairman and Co-Head, Goldman Sachs India) and Ms Rajeswari Chandrashekhar, Chief of Field Office, UNICEF, Maharashtra were the panelists for the speakers panel. Arpan also advocated the Personal Safety Education programme with 254 teachers, principals and representatives of school management through individual interaction and advocated with 195 stakeholders for resource dissemination of Personal Safety Education.

Launch of Personal Safety Education Training Kit



Ms. Rajeswari Chandrashekhar - Chief of Field Office, UNICEF Maharashtra addressing the audience at the PSE Kit launch



Mr. Sonjoy Chatterjee - Chairman and Co-Head, Goldman Sachs India addressing the audience at the PSE kit launch



1.3 Delivering Personal Safety Education Programme

1.3.1 Personal Safety Lessons with Children

In 2016-17, we conducted Personal Safety Lesson plans with 22,378 children from grade 1 to grade 10 in both step up schools and new schools. The breakdown is as follows:

1. Personal safety concepts were repeated with 10,538 step up children through an intensive module
2. Personal safety concepts were repeated with 389 step up children and 197 new children in step up schools through one hour story based sessions
3. Leaflets, a collation of key messages, were disseminated to 485 step up children and 69 new children in step up schools
4. Personal safety lessons were conducted with 3,069 new children in step up schools and 7,296 new children in new schools
5. Personal safety intensive modules were conducted with 335 new children through community set up.

After the programme; children showcased on an average 27.60% shift in knowledge, 22.83% shift in attitude and 14.60% shift in skills both new and step up schools taken together.

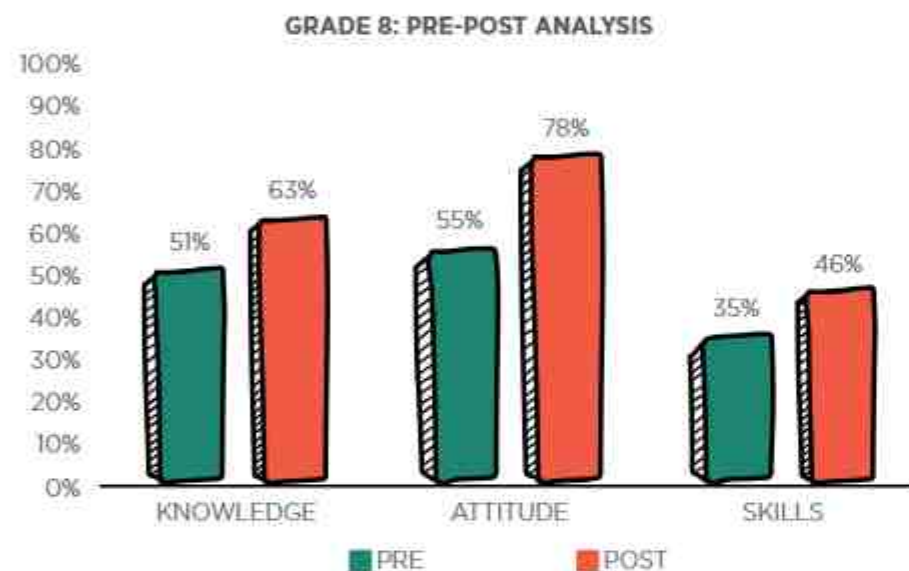


Fig 2: Illustrative examples of the Shift in knowledge, skills & attitude of children in Grade 8

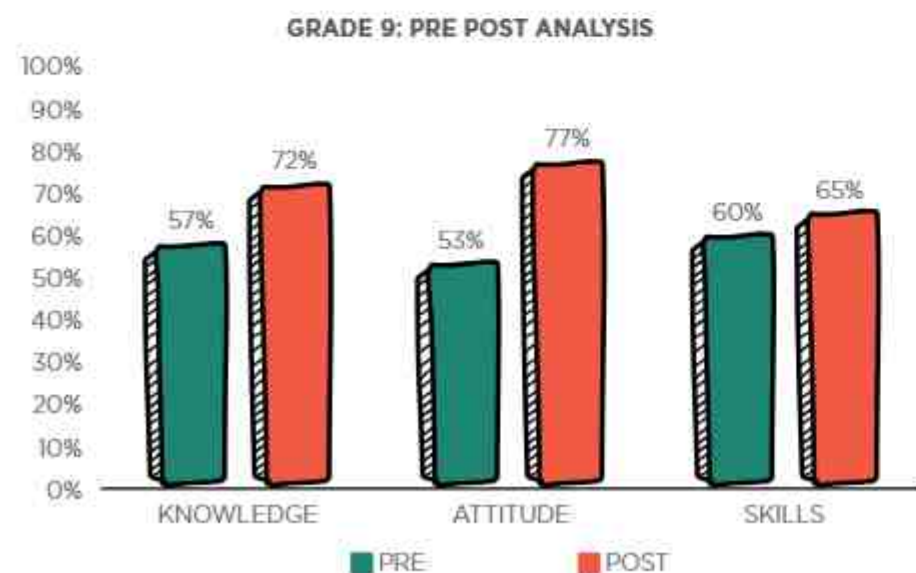


Fig 3: Illustrative examples of the Shift in knowledge, skills & attitude of children in Grade 9



Story of the Year

*Identifying details in 'story of the year' involving children have been withheld or changed for providing anonymity

After the implementation of Personal Safety Education, during the individual sessions, a group of girls from grade 8 went to the trainer and said that they wanted to share an incident that had happened two years earlier. They shared that one of their male teachers used to find opportunities to touch and talk to the girls inappropriately. For instance, he would drop a coin and would ask a girl to pick it up and passed comments about her breast. Also, whenever things were lost in the class, this teacher would personally check children and would touch their body inappropriately. Once after such an incident, a group of girls got together and told the teacher assertively that they would mutually check each other and would not like the teacher checking them. But the teacher refused to listen to them. One of the students from the group informed her mother. The mother immediately complained to the Principal. The principal took the decision to rusticate the teacher. The girls while sharing the incident mentioned that it was because of the Personal Safety programme that was conducted with them in the past that they were able to stand up for themselves and help others in the class. They were confident that they would be able to seek help from their trusted adult in any unsafe situation in the future. – **Group of girls, Grade 8**



PSE Lesson Plan with children in community



1.3.2 Awareness sessions with parents, teachers and non-teaching staff

In 2016-17, we empowered over 17,265 caregivers including parents, teachers and service staff through step up and new schools as part of the PSE programme. The breakdown is as follows:

- 7,875 parents, 879 teachers, 172 service staff were made aware of CSA and PSE through Step Up Schools
- 7,193 parents, 371 teachers, 88 service staff were made aware of CSA and PSE through New Schools
- 514 parents and 6 teachers, 47 staff were made aware of CSA and PSE through community set up

PSE Awareness Session With Parents



Story of the Year

On the first day of implementation, the trainer was introducing Personal Safety Education in grade 2 in one of the schools. As a response to the trainer's query about the meaning of Personal Safety Education, a child responded, "No one should touch our private body parts, and we have to keep them safe." The child went on to elaborate further and spoke about safe and unsafe touches and feelings. The trainer was amazed at the knowledge of such a young child in a new school. The child informed the trainer that his parents had informed him about personal safety by reading the "red book" [referring to booklets on CSA] that they had received during Arpan's parent awareness session. The incident shows the impact that parent's awareness session has in igniting knowledge and skills in parents to create a safe environment for their children and initiate conversations on personal safety. - Parent

Story of the Year

After Personal Safety Education implementation, around 30 students were absent for individual sessions across grades in both primary and secondary section. The trainer wanted to ensure that she met all of the children individually and approached the teacher. The teacher volunteered to call up the absent students. The trainer was able to meet 10 of these children because of the teacher's calls. To ensure that the trainer had access to rest of the children, the teacher along with the Principal decided to go into the community and do home visits. They spoke to the family members of these children and encouraged the children to come to school and meet the Arpan trainer. They reiterated the importance of Personal Safety Education to the family members of these children. This initiative and proactivity allowed the trainer to complete the individual sessions and reach out to each student in the school. The teacher's gesture demonstrated her commitment to her role as well her investment in child care and protection. The teacher however communicated that she was motivated to take an extra step after being inspired by Arpan's work in the field of Child Sexual Abuse. - Teacher

PSE Awareness Session With Teachers



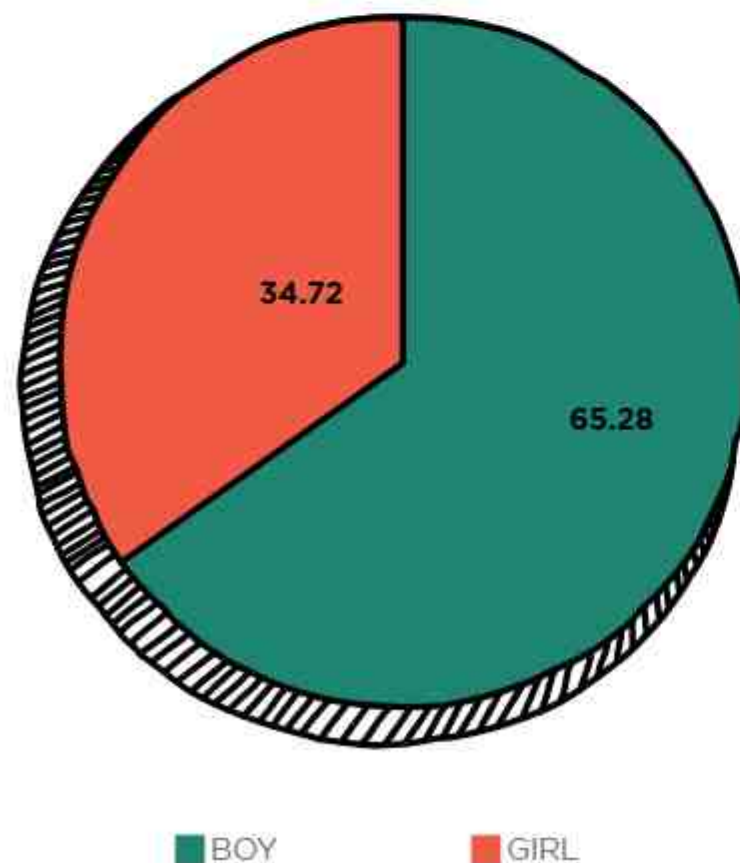
1.3.3 Psychotherapeutic Services with children after PSE

In 2016 -17, after Personal Safety Education programme children who reported instances of Child Sexual Abuse and indicated the need to undergo therapeutic intervention were referred for psychotherapeutic support to Arpan's in-house counsellors:

- 277 cases of inappropriate behaviour were addressed by the PSE facilitators as it did not require referrals
- 1,379 cases were referred for counselling which were handled through 3,906 individual sessions and 59 group sessions. Of these, 1,296 cases were referred following PSE this year; 83 cases were being continued from last year
- Of these 1,379 cases, 645 were identified as cases of Child Sexual Abuse, 530 as cases of inappropriate behaviour
- 175 cases post referral, were identified as having 'no touching problem' though they had other concerns
- 472 family members of these children were also provided psycho-education and support through 534 sessions; of these 18 family members have been supported since last year

The gender-segregated data for inappropriate behaviour shows 65.28% boys reported experiencing inappropriate behaviour. However, in the case of reporting of sexual abuse; of the total 80.6%, girls reported being sexually abused. The pie charts below illustrate the gender differentiated experiences of sexual abuse and inappropriate behaviour.

Gender Segregated Data for Inappropriate Behaviour Reported in Schools



Gender Segregated Data for Sexual Abuse Reported in Schools

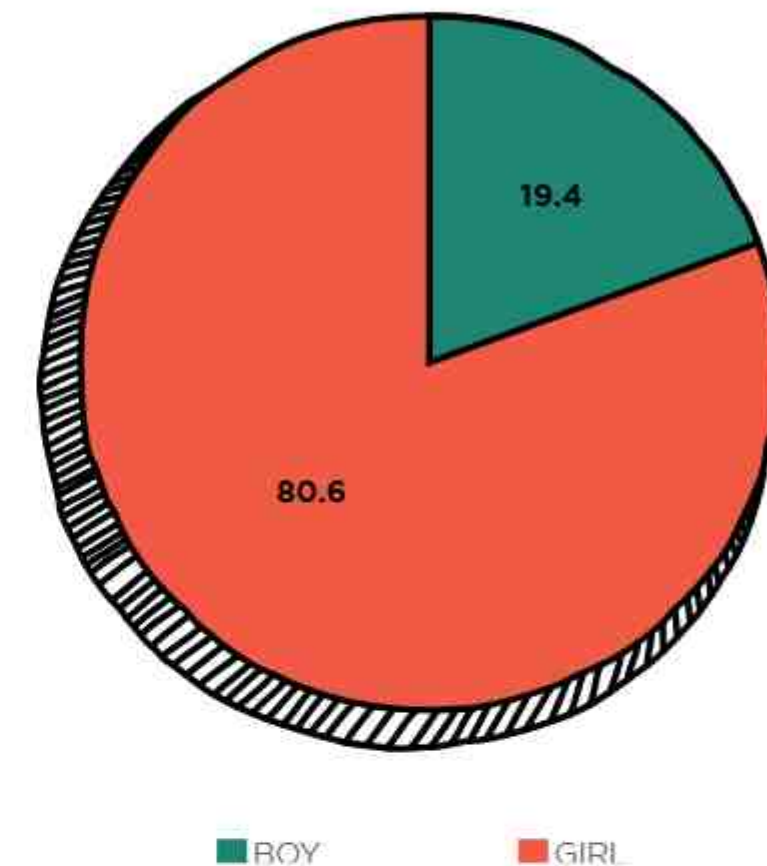


Fig 4 and 5: Pie-Chart showing Gender wise segregation of Inappropriate Behaviour and Sexual Abuse reported in schools

Inappropriate behaviour cases reported by children included bullying, peer touching and behaviour by adults which did not have a component of sexual gratification but made children feel uncomfortable. Bullying was the most predominant inappropriate behaviour faced by children of this age followed by peer touching. As cases of inappropriate behaviour included children indulging in sexual misbehaviour, Arpan's intervention included working with children who had experienced inappropriate behaviour, children who had indulged in sexual misbehaviour and children who had both been impacted and had indulged in offending others. This intervention is a critical step towards inculcating empathy, respect and personal boundaries in children as well as providing them with skills for impulse control. This intervention has the potential to stop reoffending and ensure children do not grow up to be abusers in future.

Sexual abuse can be physical, verbal or emotional and includes both contact and non-contact abuse. There is no watertight compartmentalization between contact and non-contact abuse as often on a continuum of sexual abuse, the abuse starts with unwanted attention and touching and gradually can lead to penetrative sex. Among children who reported sexual abuse, most cases were of sexual assault (contact abuse) followed by sexual harassment (non-contact abuse). People with whom the child is familiar, including family members, account for more than half of all abusers. It is a glaring reminder that in an overwhelming majority of cases of Child Sexual Abuse, the victims know the accused. This claim is in congruence with various international and national studies which show similar findings. The abusers in reported cases of Child Sexual Abuse have been predominantly male. It cannot be ascertained with certainty whether this fact truly reflects a relative under-occurrence or if female sex offending is simply under-recognized and underrepresented. Though this still holds true in Arpan's experience; however, this year we have seen an increase in the percentage of abusers who were women. It is significant given that women have infrequently been mentioned as an abuser or an accomplice.

Individual session with children after PSE



Psychotherapeutic Services with children after PSE



Story of the Year

*Identifying details in 'story of the year' involving children have been withheld or changed for providing anonymity

An 8-year-old girl shared with Arpan's trainer post-Personal Safety Education programme that she was abused by an 11th-grade boy living in the vicinity. The boy had been living alone for a few days as his parents had gone to their village. In his parents' absence, the boy would ask the girl to come to his house for playing and would touch her private body parts as well as show her porn videos. The child was feeling very scared and guilty and was scared to communicate this to her parent as the boy had threatened her with dire consequences. The child was referred for counselling.

In the initial session, the counsellor found it challenging to build a rapport with the child as she would choose not to communicate. The child was observed to be scared, even of the counselling process. The counsellor used various strategies and involved the child in her favourite activities like drawing, acting and painting. Gradually, the child seemed to get comfortable with the counsellor during the sessions. However, the counsellor observed that whenever there was any reference to the sexual abuse her body language would become stiff indicating her discomfort to talk about it. To respond to this, the counsellor used toys as they can be an effective tool for projection. The child chose her favourite toys, named them as per the situation, communicated her feelings through them and narrated the entire abuse situation by projecting it on the toys. The counsellor continued to use these tools to empower the child about safe and unsafe situations, and safety planning was done through this. Towards the end of the therapeutic process, the child's narration moved from vulnerability and victimisation to empowerment. The child also started communicating with the counsellor directly and did not need the toys for communication, anymore. This case is a classic example that play sessions that are nondirective and that require little verbal information from the child are most beneficial for young children. -3rd-grade child



Story of the Year

*Identifying details in 'story of the year' involving children have been withheld or changed for providing anonymity

A twelve-year-old boy studying in 8th grade reported an incident of past abuse by his grandfather. When he was in his 6th grade, his grandfather had touched him inappropriately. During that time, Personal Safety Education was conducted in this school for the first time. After the PSE session, the child became confident to disclose the incident of ongoing abuse to the Arpan trainer and was referred for counselling. The counselling empowered the child to report it to his mother. The mother stepped in proactively and addressed his concerns with his grandfather and ensured that the abuse stopped. This year, while PSE was repeated as part of the PSE Step up the programme, the child again spoke to the trainer about his experience of abuse and was referred for counselling. The child communicated that PSE in the past had helped him talk about the abuse, sought help and stop the abuse; however, he wanted to have a dialogue with his mother about his feelings. Although, his mother had ensured that the abuse stopped in the past, she had chosen not to speak much to the child about the incident and hence the child was forced to bottle up his emotions. She also directed her child not to speak about it to anyone else. It was bothering the child, and hence the goal of the session was to improve communication between parent and child with enhanced coping skills. The counsellor, through the help of role play and situational examples, helped the child to put his thoughts and feelings forward to his mother and communicate effectively. The counsellor simultaneously had a session with the mother. The focus of the session was to appreciate her for keeping the child safe as well as psycho educate her for the emotional wellbeing of the child. Towards the closure of the sessions, the child was able to share his concerns with his mother. The mother also communicated that it was only because of the PSE programme she became aware of the abuse in the past. With the present intervention, she was beginning to form a more enhanced parent-child relationship. This case also flags the need for multiple interventions as Child Sexual Abuse in itself is a nuanced and layered phenomenon. – 8th-grade child

1.4 Research and Development

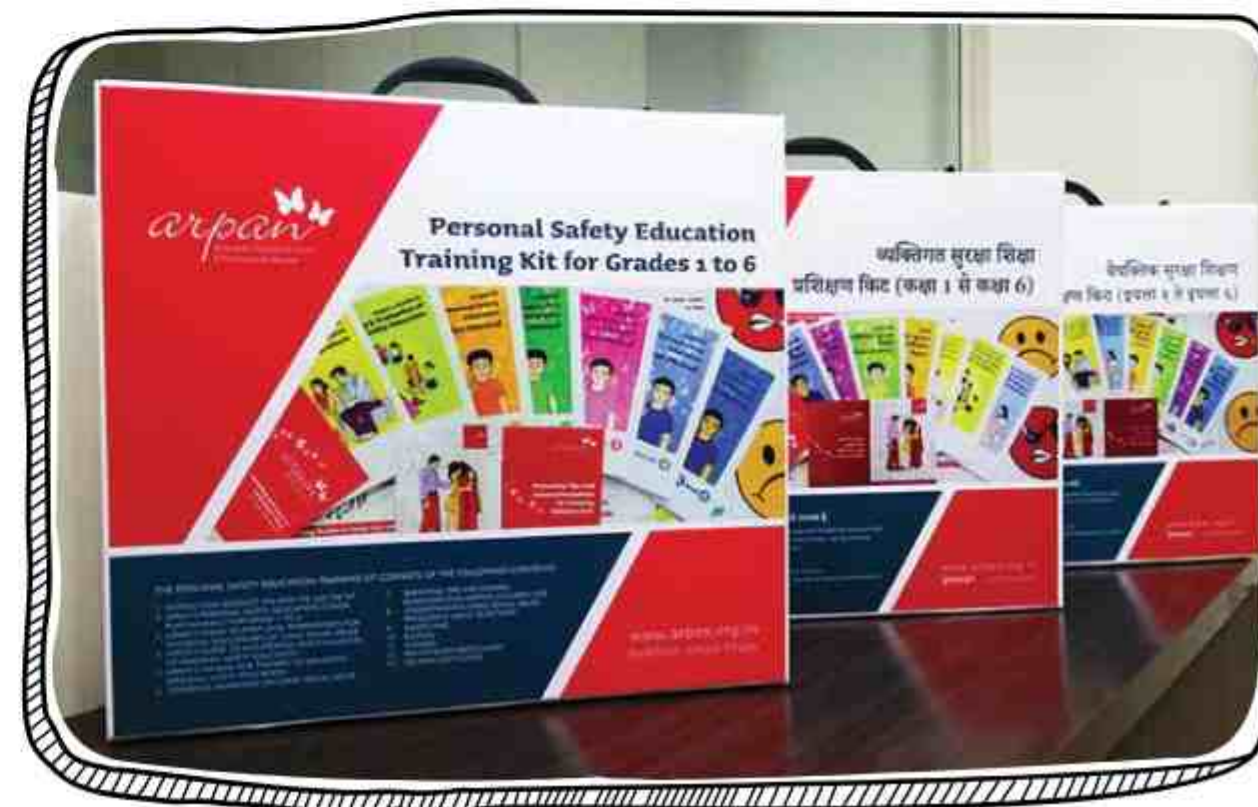
Research and development is an integral part of programmes at Arpan. Research and development help us to consolidate and standardise the work that we do as well as support strategic decision making.

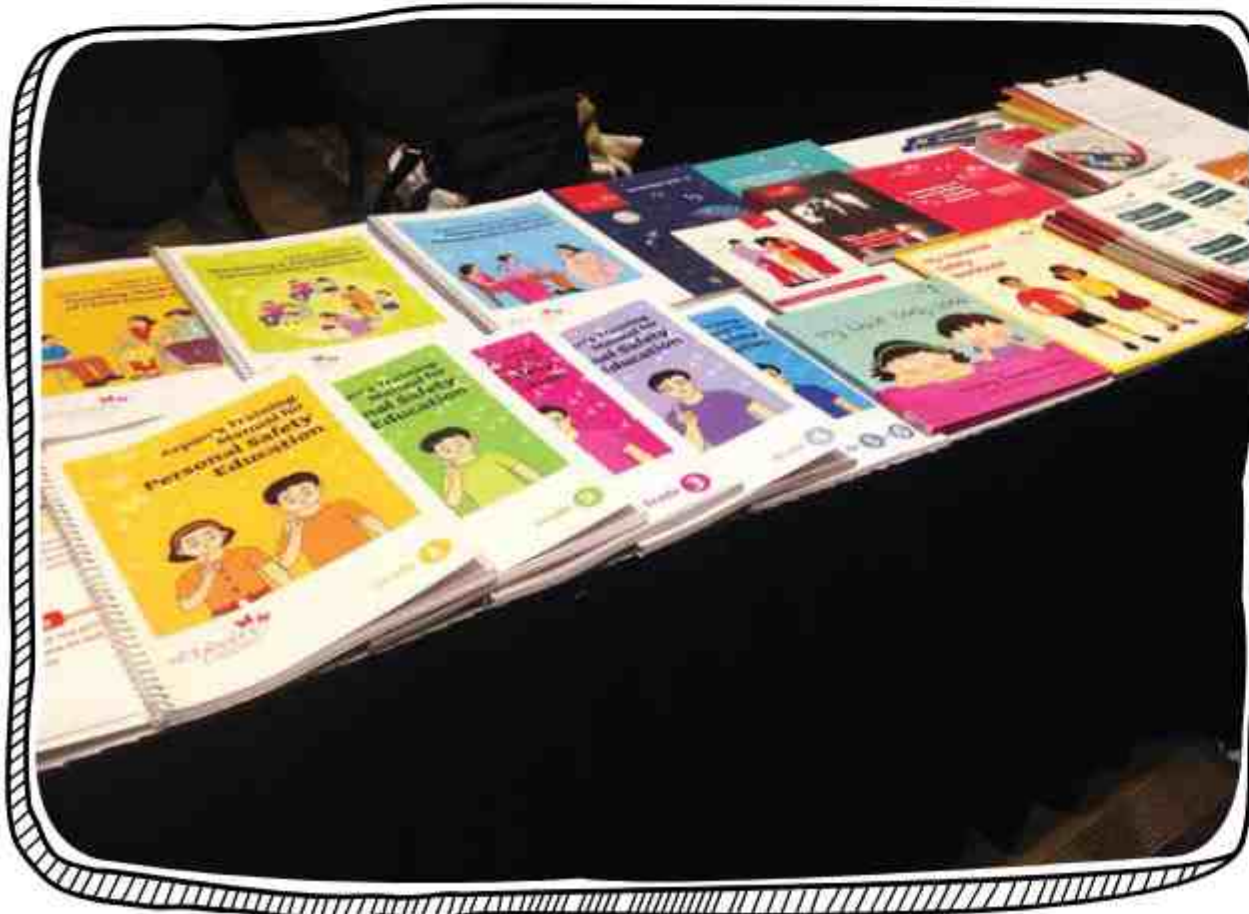
As mentioned above, this year, we have been able to pilot the content for the Personal Safety Education Modules for the Grades 9th, and 10th with 5,085 children both in new and step up schools. As the focus of the project was to revisit children with whom we had worked in the past, we needed to develop the module for this age group as otherwise, we would have lost the opportunity to work with them. Along with this, the grade 7-8 module has been re-piloted with 6,760 children to bring in consistency between the modules across grade 7-10. Working with 11,845 adolescent children in Grade 7-10 has been a different and rewarding experience. We also developed story-based modules to facilitate discussion of personal safety concerns and messages with each age group to cater to schools that could not accommodate a more intensive programme. We also developed leaflets with key messages of personal safety with Arpan's helpline number so that children can reach out to us in case they faced any unsafe situations.

The Personal Safety Education Kit for Grade 1 to 6 in 3 languages was developed this year. The kit consists of modules, manuals and teaching aids for implementing and integrating the Personal Safety Education programme and will become a ready reckoner to conduct the Personal Safety Education Programme and integrate Child Protection mechanisms. The key tools include 'Arpan's Training Manual for Trainers to Implement Personal Safety Education' which will help to contextualise the Personal Safety Education programme as a prevention strategy in the context of the larger normative framework of gender, power and sexuality. The additional resources in the kit which will help garner further knowledge on the phenomenon of Child Sexual Abuse and also conduct adult awareness sessions are: 'Booklet on Child Sexual Abuse', 'Parenting Tips and General Guideline for Keeping Children Safe' and 'Understanding Child Sexual Abuse: Frequently Asked Questions'. The kit also includes, 'Arpan's Personal Safety Education Lesson Plan Manual' (Grade 1 to Grade 6) as it will help teachers to prepare for lesson plans with children. The additional resources in the kit that will support class or group implementation are 'Emoticons', 'Charts of Private Body Parts', 'Stickers' and 'Posters'. It also includes, 'Arpan's Guide to First Level Intervention for Handling Disclosures of Child Sexual Abuse' which will help facilitators of Personal Safety Education programme to conduct individual sessions with children after group based lesson plans on Personal safety. It will also empower them to handle disclosures of CSA. To ensure M & E (Monitoring and Evaluation) mechanism is in place which will help to assess the programme efficacy and goal attainment, the kit includes 'Arpan's Guide to Monitoring and Evaluation of Personal Safety Education'. Since then, the kit has been provided to 136 individuals, and it has evolved as a critical tool for child protection. Simultaneously, 250 soft copies of the kit have also been distributed. We have distributed our resources both nationally as well as to organisations and individuals in 56 countries through international conferences.

The evaluation of Personal Safety Education programme and its long-term impact on children in Bombay Cambridge Gurukul schools which had integrated the programme following Arpan's training had been undertaken last year as a logical continuation of the previous research, Evaluation of PSE programme (Arpan, 2014; through IMRB). The objective of the study was to understand the process of implementation of the PSE Programme, about goals and aspirations for institutionalisation and challenges faced; and to recognise and understand the impact and perceptions of school authorities, namely principals, teachers and counsellors, children and parents with regards to the PSE programme. The study was expected to be completed last year; however, there were some significant data gaps which were identified during analysis. Additional interviews were conducted in 2016-17 to address these gaps. The report is currently being prepared for publication.

Personal Safety Education Kit





PROGRAMME 2: MENTAL HEALTH SERVICES

Low perceived need, attitudinal barriers and social stigma are the major obstacles for seeking help, accessing mental health services and sustaining healing journey. In the context of Child Sexual Abuse (CSA), the survivor is doubly stigmatised as the fact that CSA can leave a residual impact on emotional wellbeing is denied or overlooked. We work at various levels to facilitate healing and accompany the client and the family in their journey. The mental health services are focused towards providing **'Long-term Psychotherapeutic Services with rescued minors in Institutions'** and **Counselling and psychotherapeutic services to children and adult survivors'**.

The children catered through an institutional set up are doubly disadvantaged due to their vulnerable and stigmatised social status. Providing adequate care and support to this target group becomes important to help them overcome the trauma of their past lives. The programme also works with caretakers, institutional staff, teachers and aim to create a trauma-informed institution which will foster children's overall wellbeing.

Children when sexually abused can suffer from its residual impact even as adults if they do not receive support to heal. Counselling and psychotherapeutic services aim to facilitate the healing journey of survivors by overcoming the trauma of sexual abuse and leading a fulfilling life. These services are offered within the Arpan centres and at the community level with the support of NGOs and social service organisations. Arpan also provides its services to the family members so as to respond to the family's emotional crisis as well prepare them to respond to the child effectively and create a support network for the child.

Mental Health Services 2%

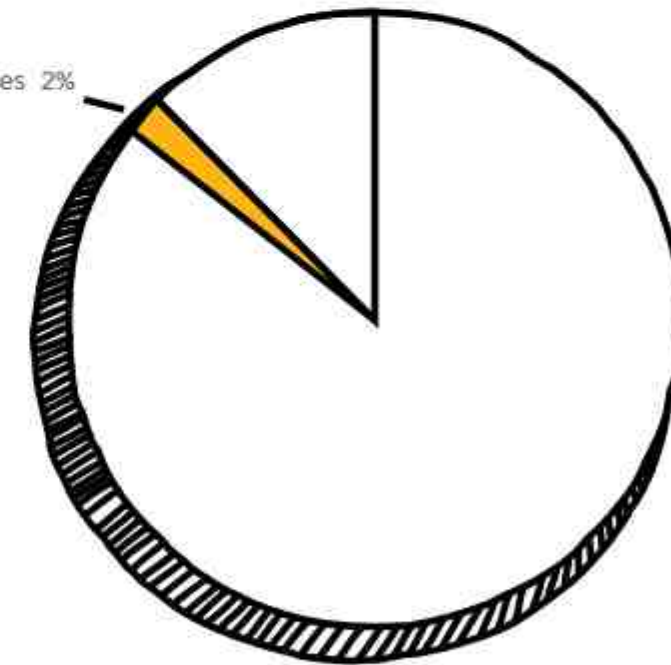


Fig 6: Project comprises of 2% of Arpan's work and budget

Story of the Year

A 19-year-old woman from a joint family wanted to take control of her life by healing herself from the impact of her past abuse. She was searching for therapeutic support and came across Arpan. When she was 13 years of age, her cousin sexually abused her. The abuse continued for a year and abruptly stopped one day. She reported feeling anger, guilt and irritation, and experiencing nightmares, disturbed sleep and inability to concentrate in studies as her presenting concerns. As much she was affected by the abuse; what equally caused her pain was her parent's response to it. The client had a strong expectation that when she revealed the incident to her parents, they would sever all ties with the cousin's family and erect a partition in the home to cut them off physically as well.

In the first session itself, the client articulated that she would not like to talk about what had happened to her in her childhood. Therefore, the initial sessions focussed on making the client feel comfortable, giving her space to help build trust and to streamline her daily functioning without delving into the past. The session focused on psychoeducation on CSA, trauma and neurobiology. By the third session, the client was more comfortable and expressed the need to share her past experiences. In this session, the client also mentioned that she hated to cry but being able to cry in this safe, therapeutic space helped her release a lot of bottled up emotions. Since the client had been cognitive in her approach and trying to use her rational mind to deal with her abuse; rather than focusing on her emotions the counsellors also followed the same trajectory to help the client talk about her feelings. David Finkelhor's model to understand the causality of Child Sexual Abuse helped the client understand the cousin's behaviour. She took a deep breath and said, "I liked the way my story perfectly fits the model". Through the Rational Emotive Behaviour Therapy (REBT) she was supported to realise the core issues which were bothering her as REBT is an action-oriented approach and proposes that largely our thinking about events leads to emotional and behavioural concern. Given that the client had the space to lead the session led to amazing shifts making her calm and in control. The client also reported feeling safe at home, her issues with her parents started resolving too and she was able to respond rather than react to situations. The client's feelings of guilt and shame had reduced significantly, her concentration to study had improved, she was more aware of her inhibitions and nightmares of the memory traces of the abuse that disturbed her sleep had also stopped. While there is still a long way for the client to process her past trauma but these small improvements do offer hope and urge to be persistent as in trauma work slow is fast.



2.1 Challenges prodding Creativity and Action

Arpan is one of the few organisations working with rescued minors in institutional settings. Arpan has been providing psychotherapeutic intervention in the institutions housing rescued minors for the last seven years. The psychotherapeutic intervention includes group sessions and individual therapy with clients and capacity building sessions with caretakers. Over the years, children in therapy have shown considerable improvement and have been able to shape their life in unthinkable ways. The model that we have been able to develop has been proved to be effective. However, this year the psychotherapeutic work in the institution threw fresh challenges for us. We found that in spite of the ongoing therapy there were sudden emotional outbursts that children were going through leading to an increased need for crisis intervention. As we probed more to understand the situation which was making the therapy counterproductive we realised that there were one group of people who were in regular interaction with children, however, the present model was not tapping them for capacity building. These were the group of teachers who were working with children to helping them with their studies or vocational training. In their interaction, these teachers were enquiring about children's past, labelling and ridiculing them. These unhealthy interactions were triggering children who have a traumatic past and were leading to emotional outbursts as well as increased conflict. To resolve this, Arpan made it a mandate to psycho educate any professional or paraprofessional involved with children in the institutional setting so that they can demonstrate safe adult behaviour. This addition to the model of psychotherapeutic intervention in the institutional setting will make the model more robust and effective. One of the other challenges was to help the caretakers at the institution to sustain a healthy and compassionate line of communication with the girls. It was observed that with new caretakers joining and change in leadership, caretakers' communication with children were not trauma-informed. We took cognizance of this and brought it to the caretakers' awareness as well as flagged it with higher authorities. Since then; we have been able to witness a positive change. We have also initiated a process to support the management to evolve the Child Protection Policy which will ensure that certain quintessential child-friendly practices are not people dependent but are systemic in nature.

2.2 Delivering Mental Health Services

2.2.1 Long term Psychotherapeutic Services with rescued minors in institutions

In 2016-17, Arpan has worked with two institutions, namely Advait and Transition home in Vasai and reached out to:

- 31 adolescent girls from Advait through 53 group sessions and 291 individual crisis intervention sessions. Of these, 22 girls had been receiving therapy from last year.
- 8 girls from Transition home through 1 group sessions and 35 individual crisis intervention session. 7 of these 8 girls had moved from Advait last year once they had attained maturity and still could not be reintegrated to their family because of safety concerns. This year, 1 girl was shifted from a different home to Transition home.
- 4 caretakers and 4 other professionals were provided capacity building with 8 and 5 sessions respectively

The impact assessment was conducted at the end of the year in both homes to assess the impact of the therapy session. The impact assessment in Advait and Transition Home indicated that therapy has been able to impact children's emotional wellbeing in a significant way. Children were more self-aware, confident of using skills of anger management, inter personal relationship management, coping with negative emotions and safety assessment. The clients at Advait assessed anger management as the most valuable skill followed by setting boundaries. Putting up a chart displaying the anger management techniques in the Home helped the girls master the skills and discuss these among themselves.

Group Therapy activity with rescued minors in institutions



Story of the Year

A 15-year-old girl was rescued from commercial sexual exploitation and was placed in the institution. Before coming to the institution, the girl used to stay with her mother and maternal aunt, both of whom used their residence as a brothel. The child had faced multiple episodes of physical and sexual abuse. However, when she was rescued and placed in the institution, she had outbursts of anger as she was torn between longing to go back to her home which, though unsafe was familiar and the institution which, in spite of being safe was new and alien. She was feeling responsible for the hardship and the financial crisis her family was going through as she could not earn any more and her mother was in custody. At the same time, she felt betrayed by her mother because she had used her. Due to this inner turmoil and self-blame, she would oscillate from having frequent fights with other residents to being numb and lonely. The girl attended group sessions each week as well as attended individual crisis intervention sessions as the disturbance she was expressing was high. The crisis intervention focused on her blaming herself which resulted in anger, a sense of betrayal, being lonely and sad, hyperactivity, impulsivity, triggers, nightmares, self-harm, emotional attachment towards a few girls and over responsibility. Grounding techniques along with imagery were used with the objective of relaxation, creating a safe space for the child, calming her and making her more aware of herself. It helped the child to be anchored in the present and articulate her feelings and thoughts without being triggered by her past. The child was also introduced to the concept of the circle of control; through this experiential activity, the child realised that she was not responsible for her mother's situation. It also helped the client to understand and create personal boundaries which would be a critical tool in being safe. The child also flagged how she gets triggered when her fellow mates with whom she is attached talk to other residents. This feeling of isolation was leading her to self-harm. The counselling process psycho educated her about self-harm and also helped her build resources by preparing a Survival Kit. The objective of the kit was to have resources handy when she had the urge to self-harm and provided her with alternatives to soothe her emotional turbulence. The kit included pieces of paper on which was written 'speak to someone', 'write in the diary' and a few positive messages. It also included newspaper to tear to release and vent frustration and some common objects like a pencil, eraser, "PONDs" powder, a photo which had a soothing effect on her because of positive associations with these objects. The child reported using the kit and felt happy that she was able to take the lead in managing her life. She is now more aware of her feelings, thoughts and actions, can identify certain trigger areas, uses the resources whenever required and also has been able to maintain boundaries. Though this is just the beginning of a long road ahead this transition in itself is a huge step towards stabilisation.



2.2.2 Counselling and psychotherapeutic services provided to children and adult survivors and Psycho-education to the family members

In 2016 -17, Arpan provided counselling to:

- 16 children through 42 individual sessions; of which two children had been supported since last year
- 10 adult survivors of Child Sexual Abuse through 21 sessions; of which 3 adult survivors were supported since last year
- 8 family members were psycho-educated through 12 sessions; of which 2 family members of children were supported since last year

These clients reached out to Arpan directly either by hearing about Arpan through word of mouth or found Arpan in their search for a safe therapeutic space in the virtual world. In the case of younger children, their parents reached out, or other NGOs referred them. In some schools where we had conducted the Personal Safety Education programme, we also had some children refer their siblings or friends whom they thought need therapeutic help. It is heartening to see children referring other children and more survivors accessing therapeutic support and taking small steps towards self-empowerment.



PROGRAMME 3: CHILD SEXUAL ABUSE PREVENTION AND TRAINING

Arpan through its Child Sexual Abuse Prevention and Training Programme advocates for robust child protection mechanisms at the systemic level to address the deficiency both at the policy level and about interventions on the ground. At the policy level, Arpan works on a collaborative model with government bodies, including; the Department of Women and Child Development and the Department of School Education and Literacy. Simultaneously, Arpan wants to build professional capacity for Child Protection by conducting training and capacity building initiatives with NGO professionals, school teachers, institutional staff, mental health professionals and duty bearers. The advocacy efforts focus on policy-level change resulting in making an environment which is protective of children from sexual abuse, where every actor does his or her part and responds effectively to any violation. The Training and Capacity building focuses on creating the safety net around children by equipping adults with knowledge, attitude and skill to prevent and respond to Child Sexual Abuse. This training and capacity building include components on prevention, detection, reporting, intervention especially effective handling of disclosure and providing first level healing support and referral. It will ensure that a band of professionals are available to prevent the risk of Child Sexual Abuse as well as intervene in instances of violations with the required skill set and attitude. This programme encompasses:

- **Conducting Awareness talks on CSA with Specific Stakeholders** focuses on raising public awareness to address the phenomenon of Child Sexual Abuse.
- **Training and Capacity building of Teachers to Implement Personal Safety Education** aims to impart knowledge and skills for facilitating Personal Safety Education and familiarises teachers with the dynamics of Child Sexual Abuse.
- **Training and Capacity Building of Counsellors, Professionals to provide Effective Psychotherapeutic Services** aims to develop mental health professionals equipped to effectively respond to survivors of Child Sexual Abuse to facilitate their journey of healing.
- **Training and Capacity building of Community Based Organization (CBOs) and Individuals** is focused on integrating prevention and intervention modalities to respond to Child Sexual Abuse in diverse settings and mainstream child protection.
- **Training and Capacity building of Duty Bearers** focuses on methodically working towards making inroads in systemic spaces and training duty bearers so that they evolve to become effective child protection support personnel.

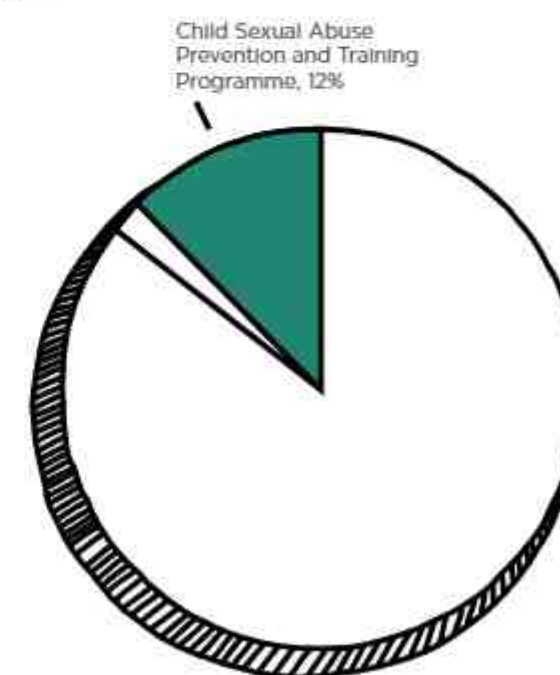


Fig 7: Project comprises of 12% of Arpan's work and budget

3.1 Challenges prompting Creativity and Action

Arpan's Training and Capacity building initiative started to collaborate with systemic government bodies from 2015 through its work with the District Child Protection Unit (DCPU) which was then an independent unit. However, due to structural changes at the systemic level, the DCPU was merged with the Department of Women and Child Development (DWCD). We were left with the choice to either discontinue our work with the duty bearers or reinstate the process to start working with them through the DWCD. We chose to continue to work with duty bearers. It meant starting afresh – identifying key stakeholders, networking with them, seeking fresh permissions and rebuilding relationships. It took us around six months to get permission to work with the DWCD. But finally, just being persistent and open to exploring an uncharted path helped us begin the training with caretakers, counsellors, probation officers and superintendents of 15 institutions in Konkan Zone so that they could become effective support personnel and active agents in creating safe spaces for children.

The other challenge that we faced was in our long-term collaboration with NGOs (Non-Governmental Organisations) and CBOs (Community Based Organisations) to train them on prevention and intervention of CSA and handhold them to implement and mainstream child protection in their settings. At the beginning of the year, we predicted which organisations we expected to do long-term multi-level work based on their commitment and interest and charted our plan accordingly. However, through the year we realised that whether we will engage with a partner on a long term or short term basis was difficult to predict. Some organisations committed to long-term partnership; however, because of internal challenges within the partner organisation, the long term relationship or integration of child protection mechanism could not be sustained. Many organisations started with short term training but were later involved with repeated long-term engagement. They had incorporated some component of child protection work in their existing setup. Given this reality, Arpan had changed the nomenclature of qualifying any partnership as short term or long. It had also left us with the realisation that the training space is volatile and largely dependent on the external environment. It has lead us to develop the next year's training plan to be more flexible, adaptable and accommodative at the same time ensuring that quality of the training is monitored and sustained.

3.2 Policy and Public Advocacy

To develop a vocabulary on child protection and create a voice on the issue of Child Sexual Abuse, Arpan advocates for the prevention and intervention of CSA both at public platforms and at the policy level. Arpan participates in civil society events (NGO events, corporate events and college events), marks its presence on social media and participates in various exhibitions. We also actively participate in conferences on child protection and showcase our work both in India and globally. To create a sustainable and scalable model of intervention, Arpan also advocates for systemic change at local, state, and national level with various stakeholders including Department of Women and Child Development and Department of School Education and Literacy.

In 2016-17, we have reached out to 1,474 individuals by participating in various events across diverse platforms. Also, we advocated with 598 individuals for creating safe schools, mainstreaming child protection in community-based organisations and government institutions. One of the key events has been Arpan's participation in the 21st ISPCAN, Calgary 2016 titled '**Protecting our Children, Protecting our Future**'. It was a stimulating event where professionals came together from all over the world to consider how best to protect children from being maltreated and maximise their wellbeing. Arpan's CEO and founder, Ms Pooja Taparia spoke at the opening plenary after receiving the prestigious C. Henry Kempe Award 2016. Her powerful and passionate address is reproduced on the next page:

Pooja Taparia - CEO & Founder, Arpan receiving the C. Henry Kempe Award by ISPCAN in August 2016



Thank you so much ISPCAN for honoring Arpan with the prestigious C. Henry Kempe Award 2016. I feel exhilarated at receiving this award on behalf of my 65 member team. It is our first international award and this gives us more motivation to continue to do, the difficult work we do in the area of Child Sexual Abuse in India.

I am feeling as thrilled as receiving an Olympic medal. However what is different from the Olympics is that we as countries are not competing with each other but helping and supporting each other. Arpan's journey is a testimony to that. Whilst an Indian founded Arpan, a British and an Indian started an organization to support social entrepreneurs in India and helped build Arpan. A German American showed us the path with her tremendous experience in the field of Child Sexual Abuse and shared her knowledge, insights, and materials for us to freely use it and build our body of work in our country. Some of our most significant funders along with Indians are Swedish, British and North American.

Our area of work is work without borders. I stand today to honour this spirit of the international community and what I see first-hand in the area of child protection. Having worked directly with over 140,000 children and adults, Arpan has started sharing its work and experience with the world for many other organisations and professionals to use.

We can visualize millions of children and adults being reached out to across the world with violence prevention skills and intervention support over the next few decades.

In our very own country, over the next 5 years we estimate to impact over 10 million children.

I take this opportunity to thank all our donors, advisors and supporters for being our co-travellers in this journey.

Once again, thank you ISPCAN for this award.

Some of the other events and platforms that Arpan participated were:

- Ms Pooja Taparia presented at the closing plenary of the 4th Global Conference of Women Deliver in Copenhagen in May 2016 alongside notable guests like Jessica Biel, Kate Gilmore, Francoise Girard, Tim Evans, Graca Machel to name a few. It is one of the world's largest global conferences on the health, rights, and well-being of girls and women in the last decade. We have disseminated Arpan's resources to 56 countries through the ISPCAN and the Copenhagen conference.

- Ms Sharalene Mooniely, Director – Public Engagement spoke at the Screening of "Half the Sky: Turning Oppression into Opportunity for Women Worldwide". This event was organised by the US consulate in collaboration with FICCI Ladies Organization (FLO) and Community of Resource Organization (CORO).

- Lions Club of London Kingsbury hosted a Christmas Mehfil (Event) evening to raise funds for Arpan. The evening started off with a short video of Arpan's activities to help children and parents prevent Child Sexual Abuse. This was a very moving and emotional presentation that emphasized the importance of raising funds for the work Arpan is doing. Fundraising took place in the form of donations and raffle prizes and Lions Club of London Kingsbury raised £8,500 for Arpan.

- Steps to Smiles Challenge was an initiative by Mobiefit Technologies; a start-up focused on fitness centred mobile apps. The Challenge was open from 7th to 22nd March. Mobiefit Technologies pledged to donate 50 rupees on every km run by a person using the mobiefitRUN app to Arpan. It was an unexplored space for us, and we were excited about it. We promoted the Challenge on social media platforms and urged people to support the cause and raise funds. The initiative was a huge success. We are surprised and overwhelmed with the response and support we received. It fills our hearts with hope that over 900 people joined the Challenge and covered over 5000 km. One of the most prominent advocates had been Anuja Mudda, a runner, who ran from 8th to 17th March covering 450 km from Pune to Goa, touching three states and six cities in 10 days. Apart from supporting us through her ultra-run, she also encouraged many runners to join the challenge.

Steps to Smiles Challenge torchbearer Anuja Mudda along with her team



- NGO Expo is one of the leading international events for professionals in aid and development. Arpan participated in this event by having a booth at the NGO Expo. It was a great platform to talk about Arpan's work and spread awareness about the issue of Child Sexual Abuse.

- India CSR Summit & Exhibition is one of the biggest CSR events in India, bringing together companies, NGOs, Government agencies, social enterprises and advisory organisations to share and learn. It is a platform to showcase projects and programmes, learn from peers and initiate new partnerships. Arpan had a booth at the event to share our resources and network with potential funders.

- For the first time in Mumbai, there was a festival of literature and storytelling for children and young adults at Mount Litera School. Arpan participated in the event by having a booth to share information on Child Sexual Abuse. Both Arpan's resources were distributed through this event, and one on one interaction was conducted with interested attendees.

- Arpan participates in the Standard Chartered Mumbai Marathon every year, which serves as a platform to showcase Arpan and walk for the cause along with like-minded people. This year four donors ran in the Mumbai Marathon 2016 for Arpan. Arpan had also actively participated and organised spaces of networking for advancing positive changes at the systemic level.

- Arpan organised an NGO meet to bring together organisations working on the issue of Child Sexual Abuse and Exploitation. The meet was attended by Aarambh, Jeevan Aadhar, Paani Foundation, Rubaroo, Child Worth Foundation (CSA prevention), The Foundation / HEAL, School of Life – Gurgaon, CEHAT (Centre for Enquiry into Health and Allied Themes), Prerana, Bal Prafullita, Childline, YUVA, Majlis and IJM (International Justice Mission). The objective of the meeting was to delve into what each organisation is focusing on and what support they need from each other. After the meeting, a

Arpan's Stall at Expo & Exhibition



document highlighting the functional areas of work for each organisation along with their expertise and collaboration interests was circulated to the group. The plan is to meet at regular interval so that organisations working on child protection can draw from each other and emerge as a strong network to advocate for conducive changes at the systemic level.

- Online child sexual exploitation is one of the many forms of violence against children. While the exact scope of the problem is difficult to determine, cyberspace is home to more than an estimated 1 million images of tens of thousands of children being subjected to sexual abuse. India, despite low internet penetration rates, is the third largest user of the Internet in absolute numbers, amplifying the threats and risks children are exposed to on a daily basis. To respond to this emerging concern a roundtable conference entitled, "Not Everyone Plays By The Rules On The Digital Playground: Addressing Online Child Sexual Exploitation" was organised in New Delhi by the International Centre for Missing & Exploited Children and TULIR - Centre for the Prevention & Healing of Child Sexual. Arpan participated in this roundtable discussion which focused on bringing together a group of diverse stakeholders to create awareness and a common understanding of online Child Sexual Abuse and related crimes, the extent and scope of which are as yet unknown in India.

- The Ministry of Human Resource Development released a draft of the New Education Policy, 2016. This policy had been envisioned as a comprehensive blueprint to steer India's education ecosystem—its priorities, mechanisms and possibilities in the coming decades. Mr T.S.R. Subramanian heading the Subramanian Committee, entrusted with preparing the New Education Policy connected with Arpan. Arpan provided an understanding of Arpan's Personal Safety Education programme which was later incorporated and submitted by the Committee in its report to the government suggesting measures that the country must take. The draft was open for public review, and the MHRD had invited comments and recommendations. Arpan participated in the discussion titled, "The New Education Policy: An Investors Roundtable" organised by the Centre for Civil Society. The roundtable aimed to bring together philanthropists, and corporate and business leaders to have dialogue on the proposed policy and to identify and build consensus on issues of common concern. We provided our feedback and advocated for the inclusion of the Personal Safety Education curriculum in education policy and contributed to putting together a comprehensive critique of the New Education Policy 2016. We also flagged our recommendations on the MHRD website and connected with Ms Anu Aga, MP, nominated to the Rajya Sabha so that she can include Arpan's recommendations in her suggestions to the MHRD.

Arpan's booth at Mount Litera School



3.3 Delivering Child Sexual Abuse Prevention and Training

3.3.1 Conducting Awareness talks on CSA with Specific Stakeholders

In 2016-17, Arpan conducted awareness talks on Child Sexual Abuse with 4,363 diverse stakeholders of which,

- 2,698 were parents,
- 109 teachers,
- 104 college students,
- 136 health professionals,
- 980 police cadres,
- 78 community workers and NGO staff
- 258 other individuals.

After Arpan conducted an awareness session with students at Vinayak Ganesh Vaze College of Arts, Science and Commerce (Kelkar College), Mulund, Mumbai in collaboration with Crime Against Women Cell (CAW) Mumbai; the students from this college, with support from Arpan, performed street plays in the community at 5 different railways stations, Mulund, Dadar, Byculla, CST and Churchgate to spread awareness of Child Sexual Abuse. The street play was received very well. It is heartening to see how an awareness session can have a snowball effect in creating a dialogue on the issue and inspire action.

Students of Kelkar College (Mulund) performing street play



3.3.2 Training & Capacity Building of Teachers to Implement Personal Safety Education

In 2016-17, we conducted Training and Capacity Building with:

- 172 teachers through 9 schools namely, Navy Children School, Paranjape Vidyalaya, Dharmaprakash Shrinivasaya (DS) High School, Mumbai and seven schools from NLK group of Schools, Kanpur.
- Of these, 18 teachers from Navy Children School (NCS) at Colaba, Mumbai were trained last year and handheld this year to conduct Personal Safety Education in their setting.

We completely understand that teachers in formal or non-formal schools have a busy schedule. Hence, the personal safety lessons by Arpan have been developed in a way that is teacher friendly. Most teachers once they had overcome their initial inhibition and prepared themselves to conduct the session with children, shared that PSE helped them deepen their bond with their students. The training not only provided them with skills to prevent and intervene in cases of CSA but also provided them with skills to be empathetic with children leading to better class management which was an unforeseen outcome of the training. A graph showcasing shifts in knowledge, attitude and skills of teachers is given below:

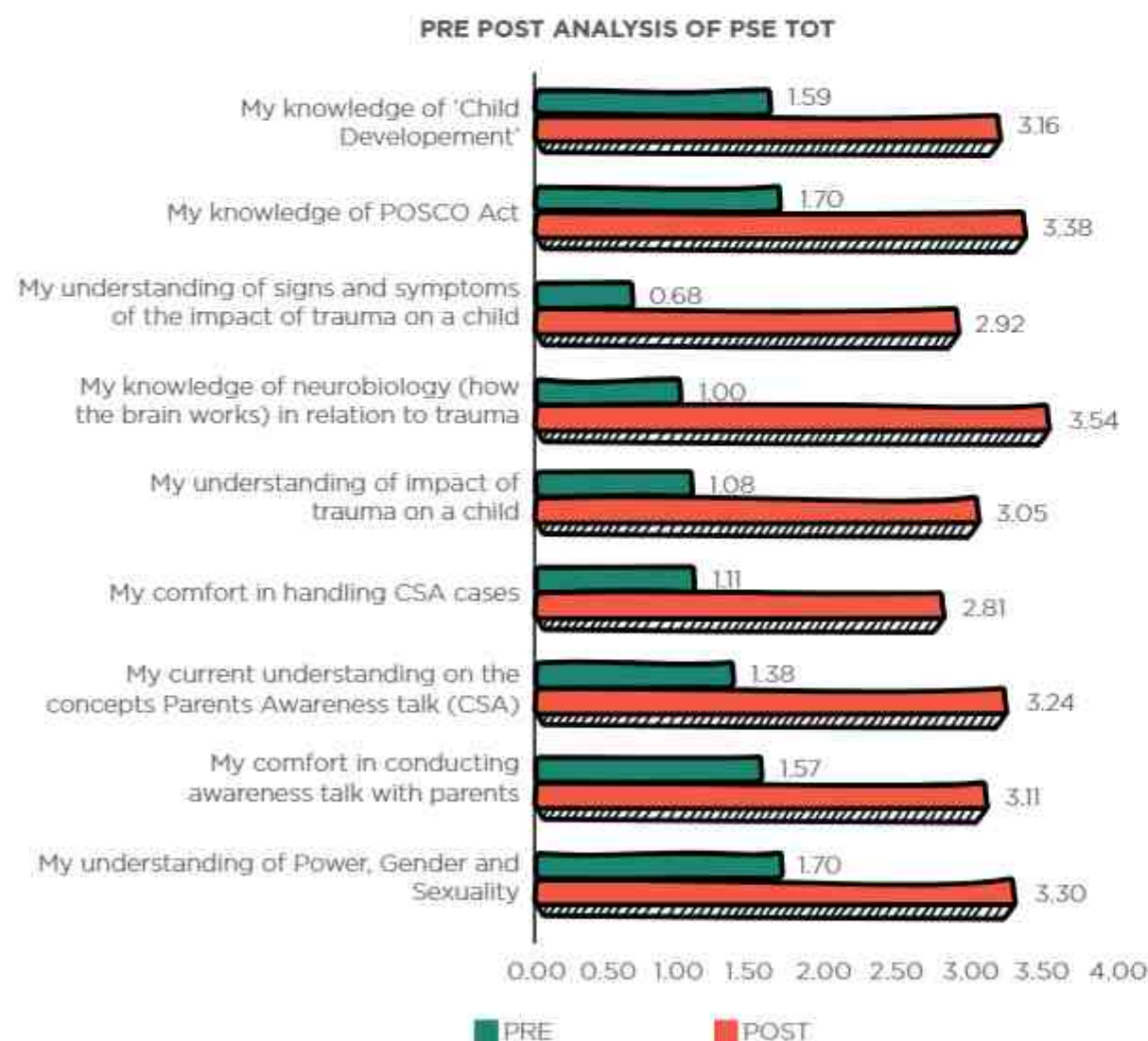


Fig 8: Graph Showcasing Shift in knowledge, skills & attitude in trainees attending PSE TOT

An Amazing Training Experience

Organising a 5-day training of teachers on a topic like Child Sexual Abuse is in itself commendable for a school management which caters to children from lower and middle socio-economic background in a city which is very strongly rooted in patriarchal norms. On the first day of the training, the hesitation of the participants was apparent given that most of them were engaging in a dialogue on the issue for the first time. However, towards the end of the training especially during the Personal Safety Education sessions, teachers' enthusiasm soared, and they were invested in bringing out their best. One of the Principals, who attended the training mentioned **"When I attended the first day of the training, and there was a discussion on gender and sexuality; I felt uncomfortable but later in the training I understood the rationale of delving into these topics. These discussions helped me gain a deeper understanding of the issue of CSA"**. Another teacher shared, **"Understanding and learning PSE messages is new for me and so yesterday after going home I shared the same information with my nine-year-old daughter to see if I can convey the messages in a clear manner. And in doing so, I found more confidence in being able to deliver the content in the future"**. The training did not stop at only increasing teacher's knowledge and skills on the issue, but it enabled them to conduct the Personal Safety Education programme with 2,209 children across NLK group of schools and create awareness amongst 1,629 caregivers. It is motivating to see teachers battling their discomfort to talk about the issue and evolving to become empowered facilitators geared towards child care and protection. It goes without saying that schools who have been able to implement the programme are the ones who have proactive management, enthusiastic teachers, upbeat in battling their inhibitions and taking it in their stride.

TOT session with Break Through Delhi



3.3.3 Training and Capacity Building of Counsellors, Professionals to provide Effective Psychotherapeutic Services

In 2016-17, Arpan reached out to:

- 29 mental health professionals through the Working group of Trauma; of these 15 participants had been part of the group from previous years. It is a group of mental health professionals and social workers that work in conjunction with a mentor or resource person. The group focuses on understanding the effects of Trauma and building their skills to facilitate effective healing processes for children and adults survivors of CSA and their families.
- 9 counselling and clinical psychologists of Fazlani Aishabai & Haji Abdul Latif Charitable Trust (Aishabai Education Trust) were equipped to handle disclosures and provide first level intervention to survivors of Child Sexual Abuse. The training also prepared them to work with parents. The training was received well, and one of the counsellors shared, **"My understanding on the issue of CSA has changed so much after the session. I see CSA in a different perspective altogether"**.

Training on Trauma and Impact with DCPU team



3.3.4 Training and Capacity building of Community Based Organization (CBOs) and individuals

In 2016-17, Arpan carried out:

- Intensive capacity building with 198 professionals and paraprofessionals from NGOs and CBOs; of these 10 participants had been engaging with Arpan since last year.
- Intensive capacity building with 48 individuals in mixed groups who came from different walks of lives
- We conducted training with 25 organisations including Life Trust, Vidya, PHFI, YUVA, CHIP Mumbai, Family Service Centre, Magic Bus, Breakthrough, Vatsalya Foundation and Aarambh in association with UNICEF.

Training with UNICEF Bhopal



An Amazing Training Experiences

• Aarambh an NGO based in Bhopal in association with UNICEF invited Arpan to organise a 3-day workshop on 'Basic Understanding of Child Sexual Abuse'. The training was one of its kind as it brought together members of 13 organisations from urban and rural Madhya Pradesh and created a space to engage on an issue like Child Sexual Abuse. Most of these organisations did not primarily work on CSA but were engaging with children on a regular basis. While working with children on issues like education, health and rehabilitation. They came across cases of CSA which challenged them to delve into it further. The participants brought new ideas and new perspectives to the table. They were vocal about their opinions but did not stay attached to them and were open to evolving with new learnings and insights. It is said that training is effective not only when the participants learn, but both the facilitator and participants learn from each other. This was one such training. What is amazing is that after the training all organisations took the initiative to take small steps to contribute to the domain of child protection. In this endeavour, they reached out to 1,163 children and 674 adults including parents, teachers and police.

• An unlikely group of 10 participants were brought together by a spirited and motivated individual based in London with a passion for the cause. This group consisted of ex-principals, counsellors, homemakers, ex-education officer, ex-corporate employee and a homoeopath doctor. We were a little unsure about ways in which this training would translate into actually working with children and adults in the absence of a structured organisation. However, a few months after the training we were amazed to see the group's enthusiasm to form a formal group to take the work on child protection ahead as well individual members conducting training and awareness session on the issue in their own capacity. The biggest learning this experience has brought us is that the most fundamental prerequisite to work towards child safety and protection is the motivation and the passion for initiating change, the rest just follows.

• Arpan conducted two rounds of training with Breakthrough Staff from Delhi, Haryana and UP on Child Sexual Abuse and first level response mechanism. The content included sessions on CSA, trauma and impact, POCSO Act 2012 and preparing participants to conduct an adult awareness session. The session gave an overview on CSA and equipped the team to respond sensitively and effectively in a situation of disclosure of CSA. Breakthrough had embarked on setting up a child safeguarding policy and guidelines for the organisation and Arpan's training was part of the process and contributed to setting up best practices within the organisation while working with children and adolescents. A graph showcasing shifts in knowledge, attitude and skills of trainees is given below:

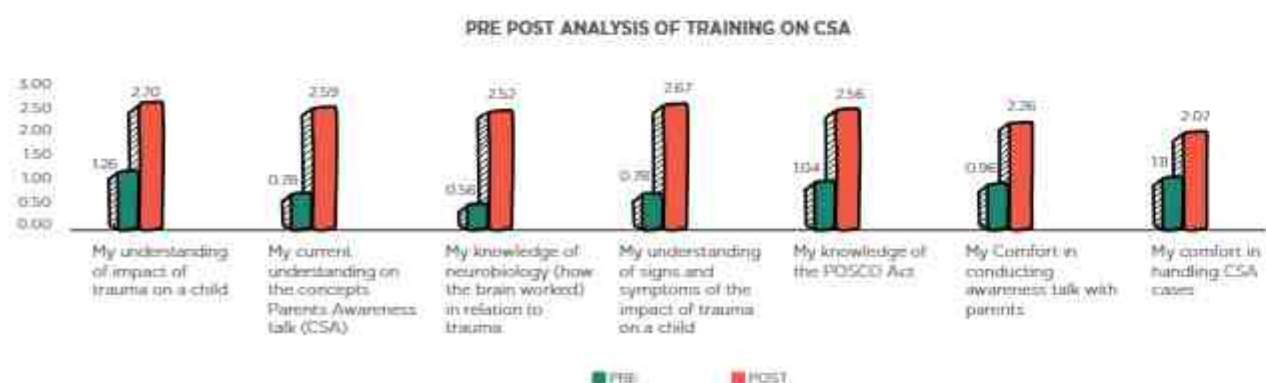


Fig 9: Graph showcasing the Shift in knowledge, skills & attitude of participants attending training on Child Sexual Abuse

3.3.5 Training and Capacity building of Duty Bearers

In 2016-17, Arpan had engaged with:

• 174 duty bearers including superintendents, counsellors, probation officers, social workers, teachers and police officials; of these 56 duty bearers had been engaging with Arpan since last year.

• This included monthly capability enhancement sessions with the entire team of caretakers, counsellors, probation officers and superintendents of 15 institutions in Konkan Zone so that they become effective support personnel and active agents in creating safe spaces for children. We completed three phases of the training with them focusing on child development, Understanding CSA, grooming, trauma, impact, neurobiology, POCSO and JJ Act. The participants found the sessions helpful as it helped them to understand children, CSA and gain clarity on the Acts which they often need to use to support children. It is just the beginning of a yearlong partnership with WCD, and we look forward to a long term association.

• Arpan also engaged with police officials from the Crime Against Women (CAW) cells to empower them to discuss personal safety with children. It was a great experience to see police officials taking on a different role and becoming child-friendly facilitators.

• Arpan had also initiated work with RMSA (Rashtriya Madhyamik Siksha Abhiyan) which focuses on quality intervention by providing in-service training to teachers and bringing in teaching learning reforms. Through RMSA, Arpan will engage with Master trainers to equip them to implement the Personal Safety Education programme who will then train teachers in BMC (Brihan Mumbai Municipal Corporation), Zilla Parishad and State level schools. Arpan has also engaged with BMC School for special children (intellectually challenged children) and will be training their teachers to equip them with knowledge and skills on prevention and intervention of Child Sexual Abuse.

Training with Police Cadets



Training session with Police department



Training session with WCD officials



An Amazing Training Experience

The Crime Against Women (CAW) Mumbai cell was set up in 2013 - after incidents such as the December 16 gang rape case in New Delhi and the Shakti Mills gang-rape case in Mumbai. The objective of this designated unit is to conduct parallel probes into major crimes in the city - rape, kidnapping, molestation and harassment and investigate cases like dowry and harassment by in-laws in a sensitive manner. While intervention has been the role that the police has always played; what is critical is that one of the tasks assigned to this unit is also prevention of crime against women. Hence, this unit conducts several programmes in schools and colleges across the city to sensitise children and inform them about what could comprise an offence under law. One such programme is to conduct awareness sessions with adolescent children (grade 6 onwards) in schools in Mumbai. To have an effective conversation with children about safe and unsafe touch and prevention of Child Sexual Abuse, Arpan was invited to conduct training sessions based on Arpan's Personal Safety Education modules. The training focused on awareness of CSA, handling disclosures and created spaces for mock presentations for participants. Senior Police Officers were encouraging their colleagues to conduct the mock sessions on personal safety. The participants displayed comfort while using names of private body parts in their mock presentation and exhibited child-friendly facilitation skills. The police officials emerged as confident facilitators of personal safety comfortable talking to children in groups. After the training, the police officers conducted awareness session with diverse groups of children across schools and empowered them with the knowledge to identify safe and unsafe touches. While teaching personal safety skills, they identified themselves as one of children's trusted adults whom children could reach out to comfortably in case of any violation. They shared their contact numbers with children so that children would have quick help if they needed it. This initiative will go a long way not only in the prevention and effective response to Child Sexual Abuse but to develop a healthy relationship between children and police.



TESTIMONIAL CORNER

“What is the one message that only you can give? It’s your story.” - J.R. Rim

Voices from the field

We are sure by now you have a sense from us about the year that it has been; we will also take you through the reflections from some of our beneficiaries, stakeholders, donors and Arpan team members.

Children Speak

“I used to feel very low and worry about the smallest things. I was so unhappy with life. I never found happiness in anything. But ever since I had a session with the counsellor, I felt so good and wanted to share everything with her. She has helped me. I see myself happier than before. I have started having an optimistic outlook. It seems my life has changed.” - **Child**

“I want the Arpan team to be in my school forever. I feel safe here. I am a PSE Champion, and I want to work at Arpan when I grow up. When PSE started, I was feeling extremely angry and later realised that just like me there would be so many people who faced child abuse. Hence I realised the value of Arpan later. I just love all the teachers from Arpan, and Didi is my favourite” - **Child**

“I used to hit other boys when angry, but after Arpan’s session and counselling, I realised what I was doing to them was inappropriate. In counselling sessions, I understood how to recognise anger and strategies to reduce anger. I am still working on it, and I know there is an improvement because other boys come and talk to me”. - **Child**

Adult Survivors Speak

“Life is important, and everyone needs counselling.” - **Adult Survivor undergoing therapy in an Institution**

“May your positive, warm, loving and sensitive presence keep affecting the world in bigger and bigger ways.” - **Adult Survivor undergoing therapy**

School Administrators Speak

“If Arpan had not walked in, I do not think BCG would be so conscious and aware of what it means to be keeping children safe. And our reach has not just been the children, all our staff and parents who would probably mean almost 25,000 families. We are proud that Arpan walked in and we sustained our relationship with Arpan”. - **Achama Matthew, CEO, Bombay Cambridge Gurukul Schools**

“The Personal Safety Education Programme has to be part of the school curriculum and the system here. In our school when Arpan started the programme two years back, it was an entire year programme. It was not a one-off session, all of the teachers were made aware, every single child was having a session in class, and then individual sessions were conducted with children. The fact that it was intensive was the reason that we were able to detect 7 cases of CSA. I was shocked beyond imagination that this was happening in my school. Because of the curriculum, because of the content

of the PSE programme, we were able to take the necessary action to stop the ongoing abuse.” - **Rafiq G. Siddiqui, Principal, Holy Mother High School**

“I needed a safe environment in my school, and that was the reason I asked Arpan to come. Arpan has such dedicated staff; you won't believe they are so professional and discrete in the way they tackle situations. Parents feedback was very positive; they were very happy with the way the team had conducted the programme.” - **Annette Koshy, Principal, MVM School**

“The work that Arpan had done for our students is priceless, and their work is commendable. We would like to thank Arpan for it. Because of this organisation, the confidence and self-esteem of our children have increased, and they can keep themselves safe. This programme has increased their decision-making capabilities as well.” - **Shraddha Trimbakkar, Principal, Vidya Vikas Mandal Primary School**

“Before Arpan conducted the awareness session with us, we didn't know how to teach children about CSA. But Arpan's trainers beautifully explained how to teach children and handle their responses. That's how we understood how to bring this issue in front of children.” - **Smita Rajan Patil, Teacher, Ravindra Baal Vidhyaniketan**

Caregivers Speak

“The children's and parents' feedback that we have got for conducting Personal Safety Education Programme in the last five years is very positive. In fact, parents have stated that children are no longer feeling awkward talking about personal safety or sexual abuse. Instead, they are comfortable talking about it and find it easy to report to their trusted adult. We have seen that kind of a shift in them.” - **Smita Joshi, Counsellor, Yashodham High School (conducting PSE in the school after Arpan's training)**

“I have experienced CSA in my childhood but I did not tell my parents about it. After this, I strongly felt that my daughter should not experience what I had to go through. That is why I wanted to talk to her. But I was not able to communicate this properly. Arpan made this task happen!!” - **Parent, Ravindra Baal Vidhyaniketan**

“No one had spoken to our children on this topic, neither did we have a discussion regarding it. The awareness session conducted by Arpan has been very helpful for our children. Talking about private body parts and related topics made us anxious, and we also felt shy to talk about it. But Arpan trainers spoke about it openly. The homework sheets that children were asked to complete had opened communication channels between our children and us and has helped us a lot.” - **Parent, Vidya Vikas Mandal Primary School**

Training Participants Speak

“I am very happy that I could attend this session [on CSA]. Thank you, Arpan for conducting such a difficult session with so much ease and comfort. Addressing all our questions with such ease and never did I feel uncomfortable in these three days. We all came from different organisations but by the end of three days, we all have become like one group.” - **Participant at Aarambh in association with UNICEF Training of Trainers programme**

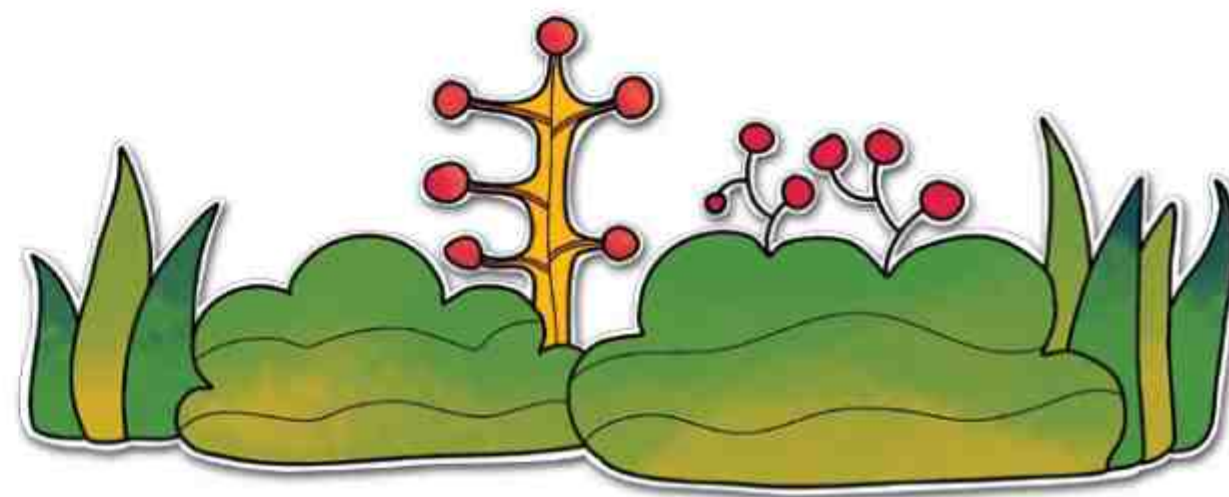
“Talking about 'sex', 'private body parts' and 'sexual relationship' is a taboo in our society but we realise that there is a need to break the silence as more and more cases of children being sexually abused are emerging around us. We care for our children and their safety, and so we have invited Arpan to train our teachers who will then teach children on how they can take care of themselves from such abuse.” - **Mr Abhishek Chaudhary, NLK Group of Schools, Kanpur where Arpan conducted Training of Trainers**

Donors Speak

“I commend the charity Arpan for its high standards and excellence. Arpan is a great enterprise, which fulfills a necessary role in India's society. It has worked to develop a model to prevent sexual abuse of children and adolescents which can be scaled-up and used globally. The issues that Arpan is tackling are unfortunately universal. Arpan has had the courage to address them and relentlessly fight to end children's abuse and violence. I am very proud to be associated with Arpan as well as with Pooja Taparia and her colleagues.” - **Karl-Johan Persson, CEO of H&M**

“It has been an honour to be able to support Arpan to prevent the issue of Child Sexual Abuse. We are truly blessed to be associated with Pooja and her generous, compassionate and hardworking team at Arpan. The fact that 82% of adolescents experience some form of child abuse is staggering and heartbreaking. Arpan's reach has grown immensely, and they have implemented numerous training programmes successfully to empower children, teachers and parents to seek the correct help and guidance. We hope to always be a part of the Arpan family throughout the future by supporting them to grow and continuously raise awareness of this significant cause.” - **Riddhima Lulla, Vice President of Business and Content Development, Eros International**

“The Marshall Foundation has been supporting Arpan since 2012. We believe that Child Sexual Abuse is a critical issue that needs to be addressed but recognise the difficulties in tackling such a sensitive topic. We have been extremely impressed by Arpan's holistic approach, and Pooja and her team's commitment to constantly reviewing the impact of their work and making changes to how they deliver their activities to make sure that they achieve the best results. Arpan's passion, commitment and achievements to date have persuaded us to continue to support their work beyond our normal funding period. Keep up the great work.” - **Peter Kenyon, Director, Marshall Foundation**



Voices from the team

"Every child I have worked with has taught me many invaluable lessons. Not only has Arpan made me realise that my work could help facilitate positive change in people's perspectives, but more importantly, effect a paradigm shift in mine as well. It has given me an immense sense of satisfaction. Before I joined Arpan, I felt counselling was for those who were mentally ill, but that has surely changed now. I want to thank everyone who has been a part of my journey and taught me many things, especially Pooja Taparia for believing in me, motivating me and giving me ample opportunities to grow." - **Neelam Parab, Coordinator, Prevention Services**

"We believe that every child needs to be safe and strive towards making this world a place free from sexual abuse. I am just glad that I can be a part of that change-making process. The best part is that unknowingly these children become a memorable part of your life. Giving hope to someone and changing someone's life gives me the motivation to work harder. Arpan is not just a workplace; it is an emotion, mixed with happiness, excitement, wonder, love and passion. Even after almost two years of working here, I still feel the same way. I have met people who have become like family and passionate individuals who inspire me to be a better person and work hard. Given this is my first job, I will always have a soft corner for this organisation". - **Karuna Mohan, Programme Officer, Prevention Services**

"I always wanted to work in an organisation that works for children, caters to severe trauma, understands and values therapy and healing. At the beginning, I did not know what that organisation would look like - until Arpan happened. When I joined Arpan, I knew I was home. An organisation with clear goals and a holistic approach is rare to find. The child-centric approach is the backbone of Arpan, and we can go to any length to achieve that. Here, at Arpan, we feel like warriors on a mission to protect children from Child Sexual Abuse either by imparting knowledge on personal safety or by providing therapy to those who need it. Every child that goes through Personal Safety Education programme is a source of energy and inspiration for me. Although currently limited to a small geographic location, and there are so many children we still have to reach, but we are fighters and believe that one day we will achieve our vision, 'A World free from Child Sexual Abuse!'" - **Anupriya Das Singh, Knowledge Manager, Healing Services**

"It has been an honour and a fulfilling journey for me to be part of Arpan knowing that I have made some impact in the lives of some children. Sometimes as a trainer and sometimes as a therapist. Arpan provided me with the space to do this, and so did all of my co-travellers, including my colleagues, all children, parents, teachers, and adult survivors. But most importantly, what helped me in this journey is being positive, hopeful and having faith in the resilience of children and the greater good in human beings. Due to the perfect synergy between Arpan's and my values and philosophies, all of this was possible. Arpan has encouraged me to do not only meaningful work with all stakeholders but also to evolve into a strong and happy human being." - **Chandrika Rambiya, Programme Manager, Training Services**

"When my children [in Personal Safety classrooms] realise that they are special and unique, I also learn that I am special and unique. When my children realise that they can say no to unwanted touches, even I realise that I can say no. When my children learn that they can seek help, I too, learn that I can seek help. When I joined Arpan, I thought I was the trainer, and I will be teaching. What I did not know was that each class was a space for learning and all my children and I came out knowing a lot more than what we had started with." **Shubhangi Shinde, R&D Executive**

"I feel proud to be a part of Arpan. It is commendable the way Arpan functions, with perfect synergy between prevention and healing. When I think about my 4-year journey here, there are so many moments where I felt connected to the cause, both professionally and emotionally. I believe Arpan is amongst those rare organisations that allow people to be completely honest about their work. It is a place where I can express varied personal emotions freely, such as acknowledgement of my mistakes, my dislikes and my confusion. I am thankful to the team, especially my seniors for supporting me at all times. - **Suvidha Galkwad, Relationship Executive**

"My journey with Arpan has been one of the most enriching, enlightening and rewarding experiences of my life. Arpan is a fantastic place to work and over the years has become an integral part of my life. It has given me beautiful memories to cherish. The best part about Arpan is that it encourages and respects the balance between personal and professional life. It has a dynamic and supportive team. It would not be wrong to say that I found my second family here. Arpan gave me the opportunity to fulfil my potential and opened my eyes to the intricacies of child protection. Arpan is already one of the few key players in Child Protection, and I am sure it will achieve even greater heights. I am thoroughly proud to be associated with Arpan". - **Ketki Doshi, M&E Executive**

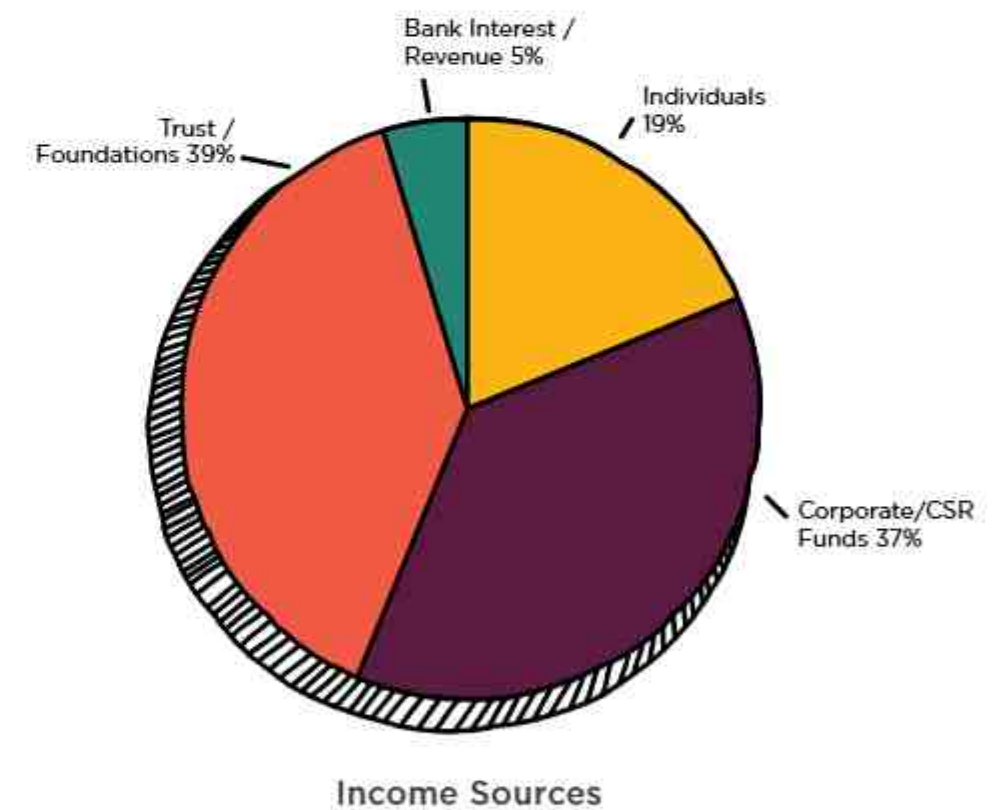




FINANCIAL PERFORMANCE

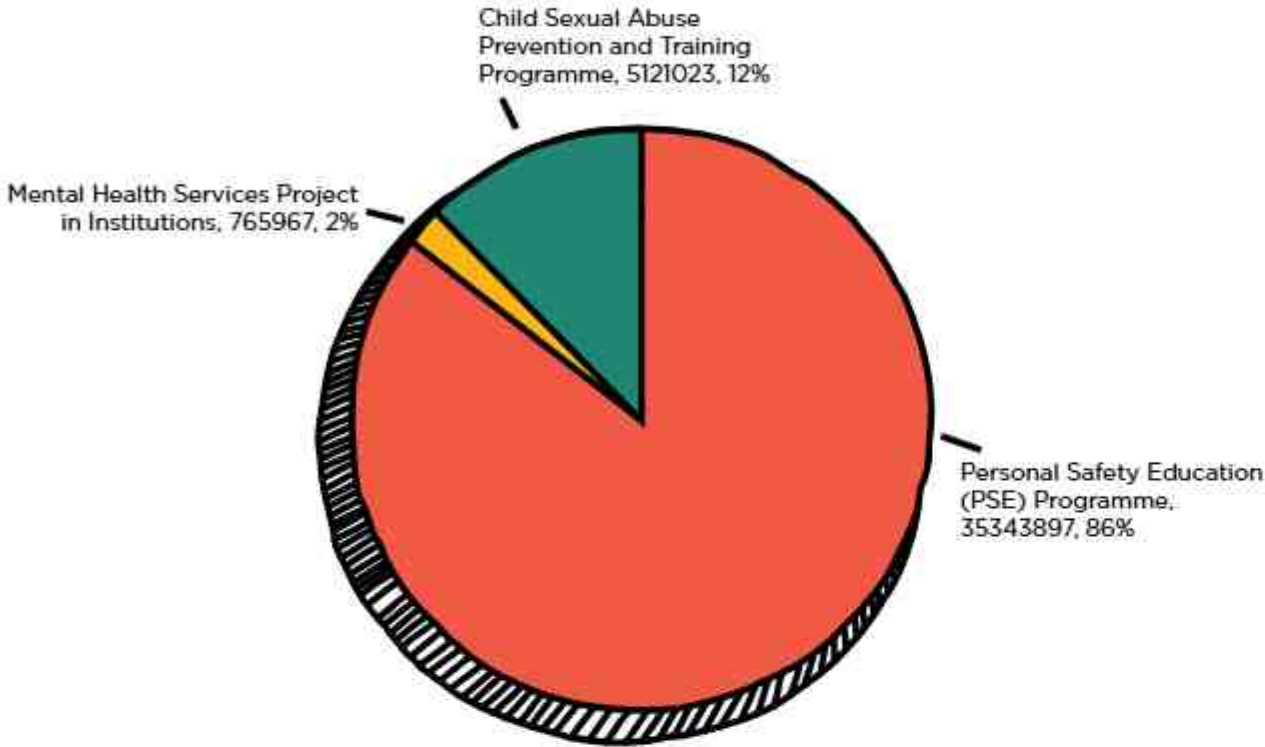
“A good financial plan is a road map that shows us exactly how the choices we make today will affect our future”. - Alexa Von Tobel

ARPAN HAS RECEIVED AN INCOME OF 5.60 CR IN THE YEAR FY 2016-17



Individuals	1,06,60,000.00
Corporate/CSR Funds	2,07,99,895.00
Trusts / Foundations	2,20,52,488.65
Bank Interest / Revenue	25,38,989.51
Total	5,60,51,373

ARPAN'S TOTAL EXPENSES AMOUNTED TO RS. 4.12 CR IN THE
FY 2016-17



Program Wise Expenditure

1	Personal Safety Education (PSE) Program	35343897
2	Mental Health Services Project in Institutions	765967
3	Child Sexual Abuse Prevention and Training Programme	5121023
		41230887



MOVING FORWARD INTO 2017-18

"Those who don't know history are doomed to repeat it."

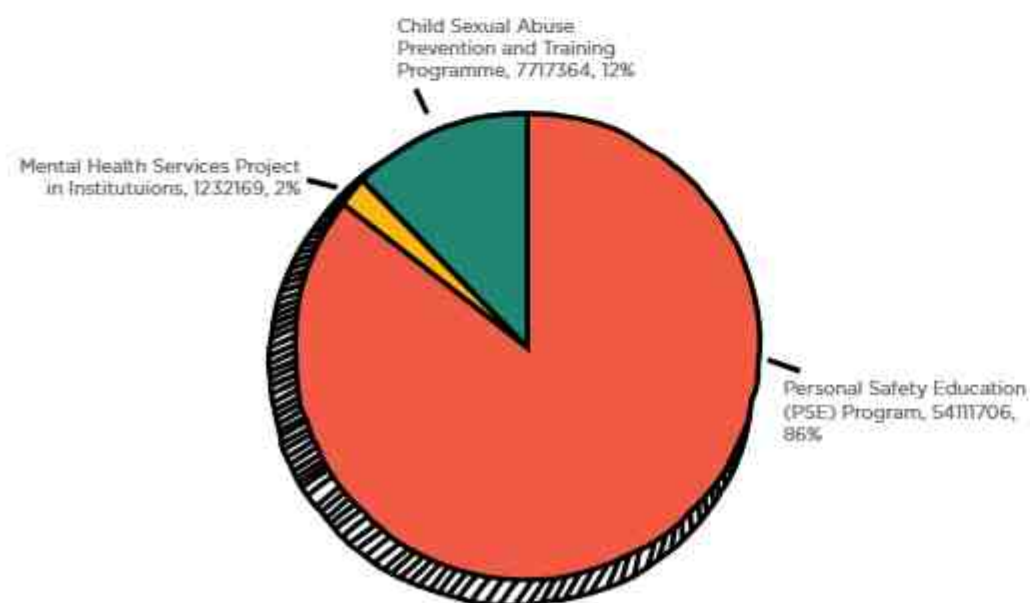
- Edmund Burke

We look back at 2016-17 with a sense of pride and achievement. We also learn from the valuable lessons that it has offered – better understanding the strengths that define us, situations that challenge us, an environment that derails us, values that invigorate us, pursuits and motivations that compel us. With all of these, we move ahead to the next year which is also marking Arpan's ten years of existence and contribution in the domain of child protection. We have identified the strategic goals for ourselves in the year 2017-18 and it is to touch the lives of 39,909 individuals.

The Personal Safety Education Programme is gearing up for implementing the programme with more than 35,480 people of which 28,000 are children. This programme will focus on Step Up and revisiting children whom we have once reached out to, through the Personal Safety Education programme so that knowledge and skills can be updated and sustained along with working with new children. Of the 28,000 children we will aim to reach out to, 10,000 are new children. **The Mental Health Services Programme** will focus on doing substantial work in the current institutions and associating with more organisations and reaching out to 70 children who have experienced sexual abuse and adult survivors with long term psychotherapy. **The Child Sexual Abuse Prevention and Training Programme** will build professional capacity for Child Protection by conducting training and capacity building initiatives with 859 NGO professionals, school teachers, institutional staff, mental health professionals and duty bearers. **Resource development and Research** will be an integral part of all three programmes and will focus on finalising the Grade 7th to 10th modules, piloting pre-primary Personal Safety Education module and one hour step up modules. It will also focus on building a long-term curriculum for training and capacity building. **Monitoring and Evaluation** will focus on building a Management Information System, initiating field surveys and developing a mechanism for assessing the impact of Arpan's Mental Health intervention. **Marketing & Communications** will be focusing on increased visibility of Arpan and the issue. We will also re-launch the Arpan website to improve user experience and ensure that the site is mobile friendly for users who access the website on their phone.

We look forward to another year of touching the lives of children and adults in a significant way!

Below is a graphical representation of expenses estimated in the 3 programmes of Arpan



OUR IDENTITY AND VALUES

"The decisions you make are a choice of values that reflect your life in every way". - Alice Waters

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).

The following values strongly guide projects, strategies, organisational structures and policies at Arpan:

Respect

To respect each other's views and feelings within the organisation 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 organisation and all internal and external stakeholders for one's actions.

Excellence

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

Perseverance

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

Compassion

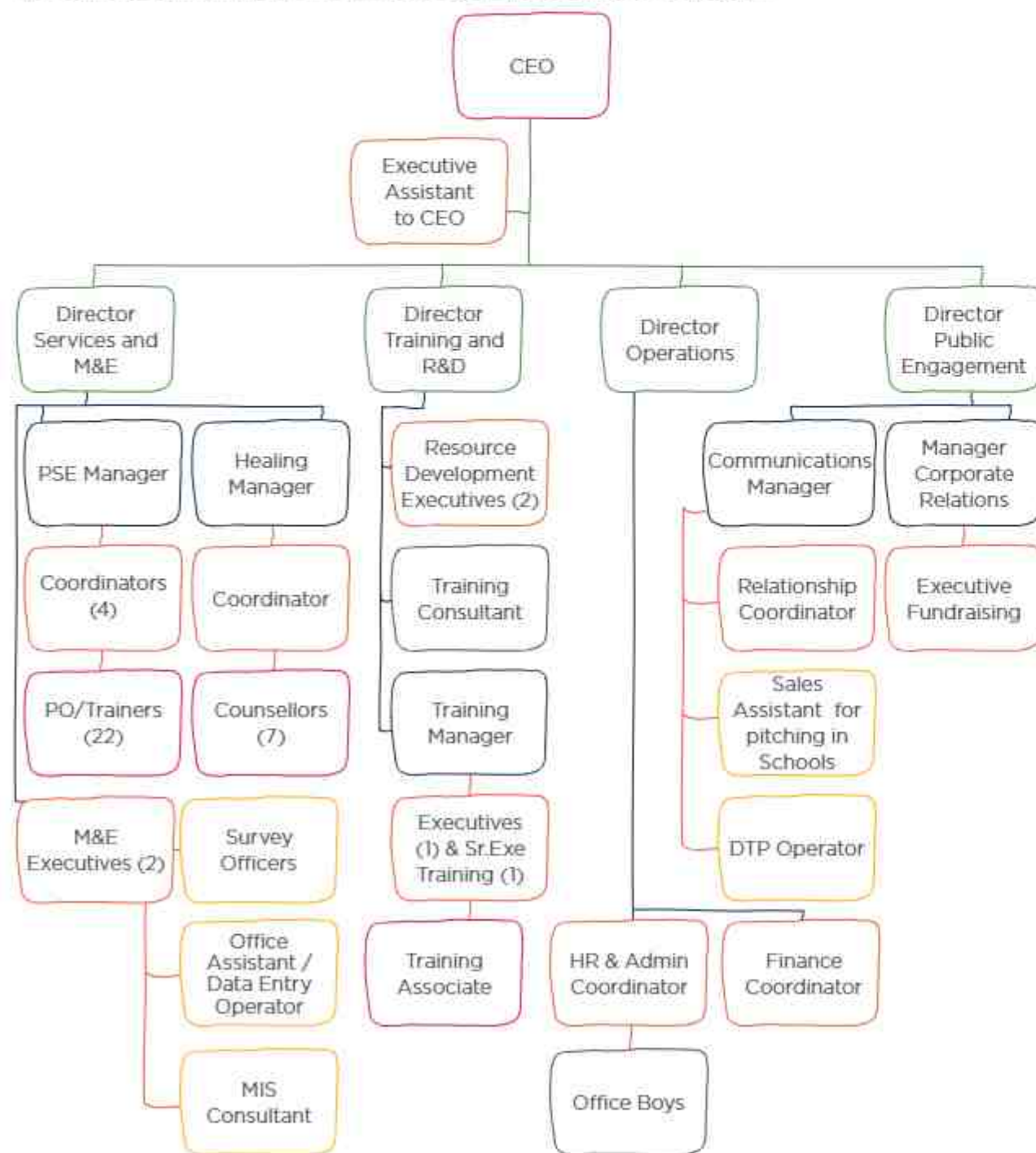
To be compassionate with each other and with our beneficiaries so that one can go beyond empathising and can work towards alleviating the suffering. Every employee who is recruited or who continues to be a part of the Arpan family needs to strongly present and aspire to these values in their actions,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



ORGANIZATIONAL STRUCTURE

“The achievements of an organization are the results of the combined effort of each individual”. - Vince Lombardi

The Current team of Arpan is organised 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 as follows:

NAME	PROFESSION	DESIGNATION OF BOARD	AREA OF COMPETENCY
Achama Matthew	CEO, Bombay Cambridge Gurukul schools	Trustee	Strategic Direction, Programme Development
Vaishali Kapadia	Asst. Art Director, Spenta Multimedia	Trustee	Design and Media Strategy
Pooja Taparia	CEO, Arpan	Trustee	Administration, Operations, Communication, Programme Development, Fundraising
Arjun Raychaudhuri	Head of Strategy and digital transformation at MMTC-PAMP	Trustee	Strategic Direction, Organizational Development
Manish Gupta	A nominee by R. Jhunjhunwala Foundation	Trustee	Strategic Direction

Notes on the Board of Trustees

- None of the Board Members are related to each other
- No other Board Members have received any remuneration from the organization

In 2016-17, 6 board meetings were conducted.

Our Advisors

ADVISOR	COMPETENCIES	BACKGROUND
David Finkelhor	Research Development	Leading Sociologist on Child Sexual Abuse
Kiran Khalap	Marketing and Communications	Co-founder and Managing Director, Chlorophyll
Lois Engelbrecht	Program Development	Founder Trustee, Centre for Prevention and Treatment of Child Sexual Abuse, Manila, Philippines
Nachiket Mor	Org. Development, Strategic Direction	National Director - India, Gates Foundation;
Sarath Divella	Technology, Monitoring & Evaluation	India Country Head, Lionbridge Technologies
Sonjoy Chatterjee	Networking and Advocacy	Chairman and Co-Head, Goldman Sachs (India)

Registered Office: E 2407/08, Oberoi Splendor, JVLR, Jogeshwari East, Mumbai – 400 060

Working Office: 1st Floor, Delta Chemicals Pvt Ltd. J-T 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 – 40006



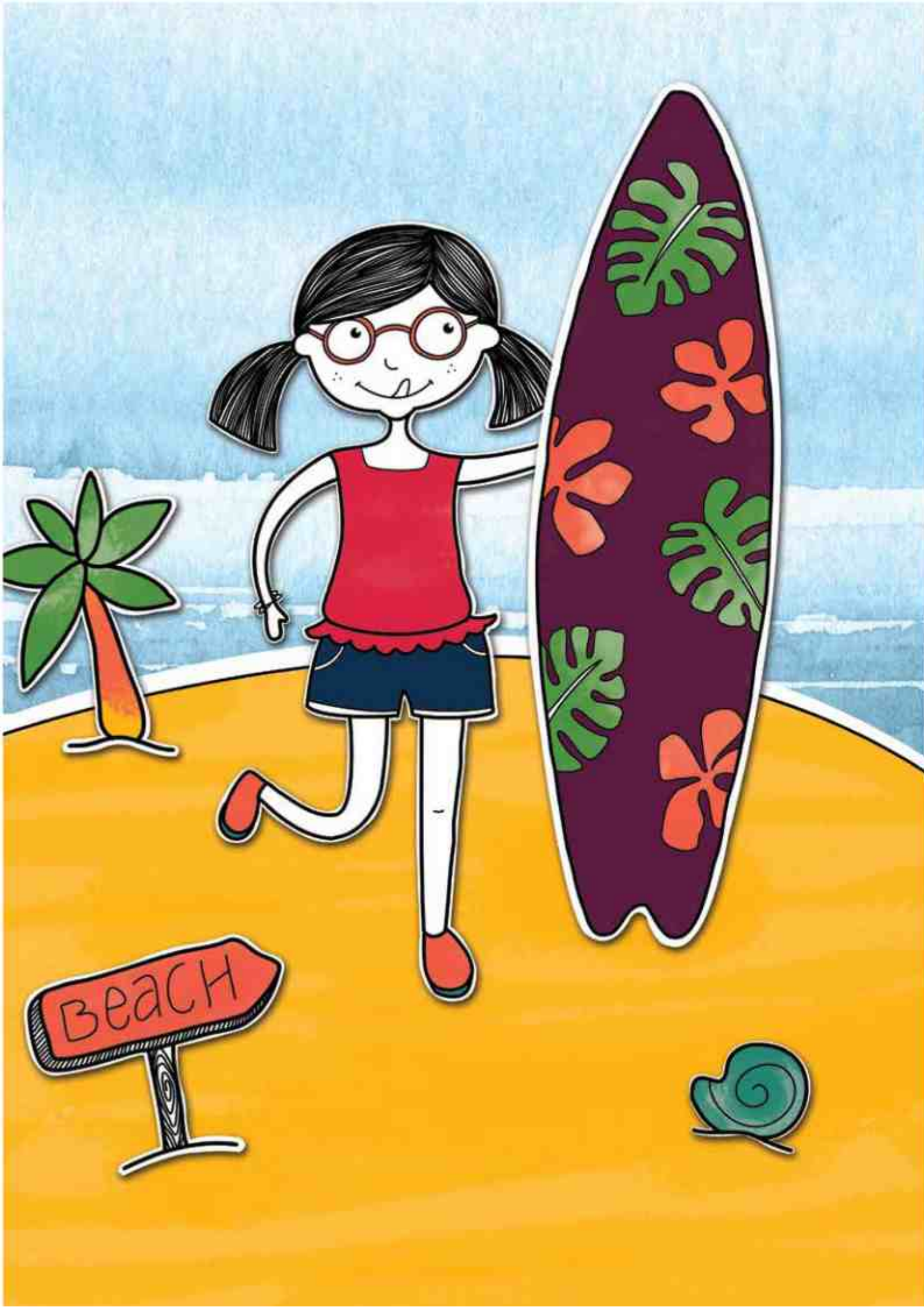
Our Team

Aarti Shinde, Abhilasha Rawat, Aditi Ray, Anupriya Dassingh, Anita Kumar, Archana Dalwadnya, Asha Salvi, Anjana Salunke, Bhavna Joshi, Bijal Sheth, Chandrika Rambiya, Dwiti Vyas, Deepali Kadam, Deepali Kharat, Dakshata Karekar, Fatima Dhaluj, Hernesh Sheth, Jasmine Dsilva, Jitendra Avhad, Kajal Singh, Khushbu Rathod, Ketki Doshi, Karuna Mohan, Kautuk Joshi, Dr. Manjeer Mukherjee, Meenakshi Poonath, Meenakshi Yamgar, Mercina Gomes, Mayur Barve, Mahesh More, Nehal Parekh, Nargis Halai, Neelam Parab, Namrata Joshi, Olina Almeida, Pooja Taparia, Priyanka Sawant, Priyanka Jogde, Pankit Dave, Pratibha Tilak, Priyanka Bramhane, Rehea Quodros, Reema Pandya, Rajnarayan Maurya, Sharalene Moonjely, Subramanian Ramanathan, Shalet Rosario, Shubhangi Shinde, Sheetal Sawant, Swati Mane, Swati Khanderao, Sujata Dhoble, Safina Shaikh, Suraj Saple, Supriya Kamble, Sonali Parab, Snehalata Burute, Swati Sable, Sushant Shinde, Suvidha Gaikwad, Sayli Anavkar, Shaista Sayyed, Tushar Ghag, Veena Hari, Violet Dsouza, Vijay Ahire

Our Consultants and Partner Counsellors

Aarti Madhusudan, Deepti Makhija, Dr. Rani Raote, Rohit Nair, Seema Dagha, Shilpa Lahoti, Sneha Janaki

Ramesh and Swati Deepak



OUR PARTNERS

“Strategic partnership is based on a shared set of values”.

- Benigno Aquino III

SCHOOLS AND INSTITUTIONS

Andheri (W) BMC Urdu School, Andheri (W)
 Andheri (West) BMC Hindi School, Andheri (W)
 Andheri BMC Marathi School, Andheri (W)
 Andheri BMC Marathi School Secondary, Andheri (W)
 Andheri West BMC MPS School, Andheri (W)
 Andheri West MUN Urdu Secondary School, Andheri (W)
 Anuyog Vidyalaya English, Thane (W)
 Anuyog Vidyalaya Marathi, Khar
 Apunka Club, Nepean Sea Road
 Atmodaya Vidhya Mandir, Kandivali (W)
 Bharath English High School, Thane (E)
 BMC Primary Hindi School Prabhat Colony, Santacruz (E)
 Bulbul English School, Goregaon (W)
 Chatrapati Shivaji Vidyalaya, Sion (W)
 Chembur Naka BMC Secondary Marathi School, Chembur Naka
 Chembur Naka BMC MPS English Medium School, Chembur Naka
 Chembur Naka BMC UP Marathi School - 2, Chembur Naka
 Chembur Naka BMC UP Marathi School No. 1, Chembur Naka
 Convent of Jesus and Mary High School, Naigaon (W)
 Creative Handicraft, Andheri
 Dharmaprakash Shrinivasaya (D.S) High School, Sion (W)
 Dnyaneshwar Vidyalaya, Wadala
 English UPS Primary Municipal School, Andheri (W)
 Gandhi Bal Mandir, Kurla (W)
 Holy Mother English School, Malwani, Malad (W)
 K. L. Mehra U.B.S. English Primary School, Bhandup (W)
 Kendriya Vidyalaya 2, Colaba
 Khernagar Mun. LP Hindi School, Bandra (E)
 Khernagar Mun. LP Urdu School no. 2, Bandra (E)
 Khernagar Mun. UP Urdu School no. 1, Bandra (E)
 Khernagar Mun. New Secondary Eng School, Bandra (E)
 Khernagar Municipal Secondary School no. 1 (Hindi and Marathi Morning Section), Bandra (E)
 Khernagar Municipal Secondary School no. 1 (Hindi and Marathi Morning Section), Bandra (E)
 Khernagar Municipal UP Primary English school NO 1, Bandra (E)
 Khernagar UP BMC Marathi School, Bandra (E)
 Khernagar UP English School No. 2, Khernagar, Bandra (E)
 Matunga Lions Pioneer, Matunga (E)
 Lokmanya Vidya Mandir, Andheri (E)
 M.K Nakhawa High school, Thane (W)
 M.V.Mandali's Swami Muktananda High School, Andheri (W)
 Mulanche Samarth Vidyalaya, Santacruz (E)
 Mulinche Samarth Vidyalaya, Santacruz (E)
 Nanik English High School, Thane (E)
 New English Secondary Dawood Baug, BMC, Andheri (W)
 Navy Children School, Colaba

NLK Group of Schools, Kanpur
 Paranjape Vidyalaya, Andheri (E)
 People's Education Society, Thane (W)
 Prabhat Colony BMC LP Marathi School, Santacruz (E)
 Pragnya Bodhini High school, Goregaon (E)
 Priyadarshani Shishuvikasini, Borivali (W)
 Rajendra Mangla High School, Thane (E)
 Sadhana Education Society's Malati Jayant Dalal High School Primary, Santacruz
 Sailee International School, Borivali (W)
 Santacruz (E) BMC Secondary School, Prabhat Colony, Santacruz (E)
 Sardar Vallabhbhai Patel Vividhlakshi Vidyalaya, Kandivali (W)
 Shishu Vikas Mandir, Kurla (W)
 Shiv Samarth Vidyalaya, Thane (W)
 Shiv Shikshan Sanstha's Secondary School, Sion (W)
 Sir Jacob Sassoon High School, Byculla
 Smt. Ramilaben Mangubhai Dattani English Primary School, Kandivali (W)
 St. Anthony High School, Malad (W)
 St. Joseph Convent High School, Vile Parle (W)
 Vakola MCGM UP Hindi School No 2, Santacruz (E)
 Vakola UP MUN Marathi School 2, Santacruz (E)
 Vakola UP MUN Hindi School No 1, Santacruz (E)
 Vijay Nagar High School, Borivali (W)
 Vinay High School, Chembur
 Vinay High School, Chembur
 Yusuf Meherally Vidhyalaya, Tardeo

ORGANIZATIONS

Aarambh in association with UNICEF, MP
 Advait, Vasai
 Breakthrough Delhi
 CHIP, Mumbai
 Fazlani Aishabai & Haji Abdul Latif Charitable Trust (Aishabai Education Trust), Mumbai
 Life Trust, Mumbai
 Magic Bus, Dahanu
 PHFI, Mumbai
 Pratham, Mumbai
 UNICEF Group, Mumbai
 Vidya, Mumbai
 YUVA, Mumbai

GOVERNMENT UNITS

Crime Against Women Cell, Mumbai
 Department of Women and Child Department (DWCD)

THANK YOU!

“Sometimes our light goes out but is blown into flame by another human being. Each of us owes deepest thanks to those who have rekindled this light”. – Albert Schweitzer

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Volunteers and Interns

Isobel Barker, Reference from British Asian Trust (from UK)
Natasha Webb, Reference from British Asian Trust (from UK)
Ninad Kirodian, Narsee Monjee Institute of Management Studies (NMIMS)
Nikhil Chawla, Narsee Monjee Institute of

Management Studies (NMIMS)
Shivraj Ahluwalia, Xavier Institute of Communications

Individuals and organisations who supported us in our journey

- Ms Janki Shah (Sixofus Design) for her continued support with quick, beautiful design solutions for our communication materials at subsidised costs.
- Elizabeth Coffey for conducting leadership workshops pro bono for Arpan staff.
- Neeraj Jain for advising on policy level advocacy.
- Amar Purohit for his continued support in helping us proofread our publications
- Mr Shivratna Taparia for donating chairs to Arpan
- Eros International for making films showcasing Arpan's work and impact.
- BCG Schools for their continued support and for allowing Arpan to conduct the research on Personal Safety Education in their five schools.
- Mr. Dave Wallack for his support in mentoring senior management of Arpan

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

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.
- Help us continue the good work by raising funds.

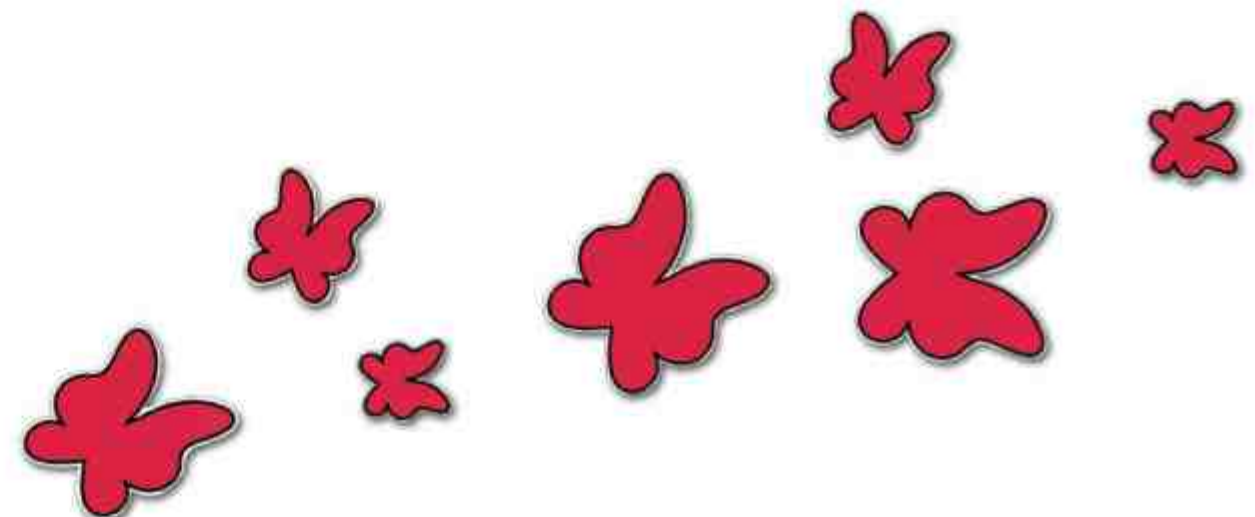
Donating

- Sponsor Teaching @ Rs 1933_____ no. of children personal safety skills:
Ways to donate:
- You could send a cheque in the name of 'Arpan' to our office.
- You could make an online donation on arpan.org.in
- 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!

Please call us in advance to arrange a mutually convenient time.







ARPAN OFFICE

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

FOR INFORMATION

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