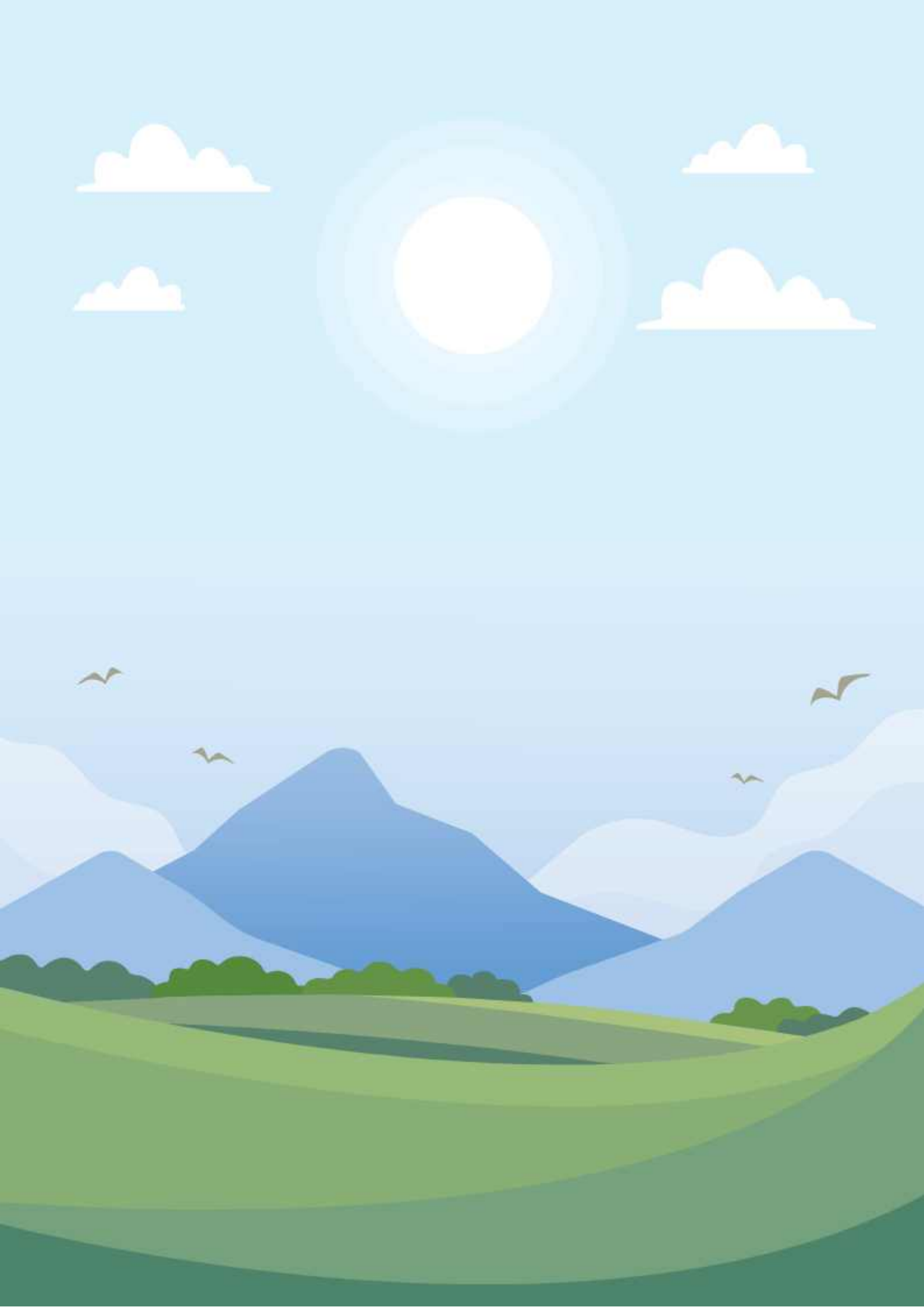


# New Milestones. New Horizons.

Annual Report 2018 - 19





# ABBREVIATIONS AND ACRONYMS

**BEPC** - Bihar Education Project Council

**BMC** - Brihanmumbai Municipal Corporation

**CBSE** - Central Board of Secondary Education

**CEO** - Chief Executive Officer

**COE** - Centres of Excellence

**CPP** - Child Protection Policy

**CSA** - Child Sexual Abuse

**CSO** - Civil Society Organizations

**CWC** - Child Welfare Committee

**ECA** - Early Childhood Association

**EMDR** - Eye Movement Desensitization and Reprocessing

**IB** - Inappropriate Behaviour

**ISPCAN** - International Society for the Prevention of Child Abuse and Neglect

**JJ Act** - Juvenile Justice Act

**MIS** - Management Information System

**MSCERT** - Maharashtra State Council of Education, Research and Training

**NCERT** - National Council of Educational Research and Training

**NCPCR** - National Commission for Protection of Child Rights, Government of India

**NGO** - Non-Governmental Organization

**NMIMS** - Narsee Monjee Institute of Management Studies

**POCSO Act** - The Protection of Children From Sexual Offences Act

**PSE** - Personal Safety Education

**PTA** - Parents Teacher Association

**R, M&E** - Research, Monitoring and Evaluation

**SRF** - Social Responsibility Forum

**UNICEF** - The United Nations Children's Fund

**WCD** - Women and Child Development

# CEO'S FOREWORD



*Pooja Taparia*

I am pleased to share the Annual Report of 2018-19. This year was another enriching experience as we launched our Online elearning platform; [www.arpanelearn.com](http://www.arpanelearn.com) which will be the first step in making lessons from our flagship programme, Personal Safety Education available online to an audience of immense scale. We have always felt challenged by how we take personal safety messages to millions of children across India. Whilst our Training and Capacity Building is growing considerably there is a limitation to how many stakeholders we can train and the capacity that we can build. However, the online platform opens access to thousands of people at one time. With this vision in mind we have launched courses for 8-10 year-olds and a flip book for 4-7 year-olds. A lot of other resources also have been created into

e-books. We will be launching courses for older age groups and test the efficacy of these modules as a tool for prevention over the coming years.

As we move ahead in the online space we expect to face challenges of scale, however we are determined to overcome them, identifying the best solutions to scale with efficacy.

Our work with children maintains amazing direct impact and enriches us as an organization. It continues to be our laboratory to remain connected on the ground, listen, understand, innovate and allow us to stay relevant as an organization that is periodically reviewing all content to give the best age appropriate messages to children. Our Training and Advocacy strengthened this year which resulted in varied partnerships with the Govt. at the district and state level and with NGOs and schools pan India.

It's been heartening to see the international community paying some attention to the issue of Child Sexual Abuse with the launch of a global index by The Economist Intelligence Unit, which benchmarked 40 countries on their response to the issue of Child Sexual Abuse. I am hoping this will lead to increased acknowledgement and investment in the space and give impetus for much more work to happen globally which is the need of the hour.

I am pleased to share that celebrated actor Vidya Balan joined Arpan as its 'Goodwill Ambassador'. Her performance in the movie Kahaani 2 was outstanding and helped millions of people get an understanding on the issue of Child Sexual Abuse. She believes prevention of Child Sexual Abuse is absolutely critical and that has been very encouraging for us.

At Arpan our strength and achievements come from our incredible team. We work to foster an environment in which each of us can excel. We have spent considerable time in capacity building of our team to evolve as professionals and get better at what we do. I am proud that this year we were certified as a 'Great Place to Work' and I am glad we are an organisation where people find meaning and feel looked after as we collectively traverse a path that, while not always the happiest can be very fulfilling.

We strengthened our Research, Monitoring & Evaluation team this year. We increased the size of our team as well as building blueprints of all the evaluations we envisage doing for all our programmes along with the Theory of Change and started conducting some of them. This aligns with our commitment to continuously test the efficacy of our work and guide our strategy.

I look forward to the year 2019-20 which is going to be about exploring new paths and horizons. It's a year of innovation, testing scale methodologies and strengthening processes internally so that we make our foundation stronger as we keep growing.

A huge Thank You to all our Board members, Advisors, Donors, Partners, Volunteers and Well-wishers for being co-travelers on this journey.



Pooja Taparia  
Founder & CEO  
Arpan

# BOARD MEMBER'S FOREWORD



*Arjun Raychaudhuri*

Arpan steps into its 12th year in an environment that is beginning to see increasing public attention to the issue of Child Sexual Abuse. Over the last few years, Arpan has been in a privileged position of receiving significant interest in the work we do, with requests from across different stakeholders and states in India for support on issues relating to Child Sexual Abuse. From a strategic perspective, it was important to select avenues that would simultaneously enable scale, but also inform the way in which pedagogy is constructed and policy is formulated.

In order to achieve these twin goals, Pooja and her team at Arpan have augmented their program in two important and strategic ways. First, it has

started to build up an online platform *arpanelearn* that will, over time, allow Arpan to reach a broader national audience, and hopefully reach students and parents who do not currently have access and/ or awareness of the resources provided by Arpan to the community. The second is an increased focus on government driven initiatives, aimed at training the teachers and incorporating knowledge within the syllabus, rather than as a bolt-on to the existing educational system.

The team has diversified, with Arpan now being engaged in projects across multiple states. While these changes are still nascent, and would continue to be so for the next few years, we see Arpan building a foundation for our next phase, as a national resource for the Prevention of Child Sexual Abuse.

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

Arjun Raychaudhuri  
MD & CEO,  
MMTC-PAMP India Private Limited

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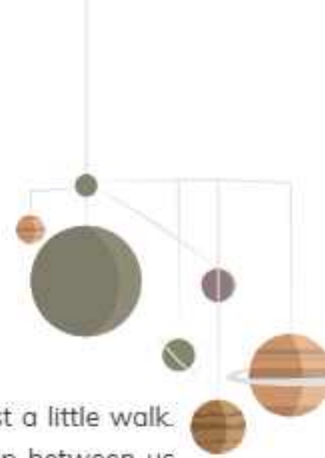


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# INTRODUCTION



When we hike the mountain, we often think that the next peak is right in front of us, just a little walk. And all of a sudden, when reaching a little hillock, we discover that there is another dip between us and the peak, which we have to get down to before we can walk up again. Our journey in creating and sustaining a movement against Child Sexual Abuse had been almost like this. When we started in 2008 and travelled this uncharted path, the 10th year was a milestone we always looked forward to as it felt like an achievement. The first 10 years were about developing a quality tested model, building content, working with children and adults from diverse background and map impact so that we can offer a model that works. However, now that we have crossed it in 2017-18 and a year has gone by, the next rise is already visible and we are in search of touching the new horizon and creating new milestones. In this next leap, our focus is to go beyond being localized and transitory. It is to explore and sustain ways to scale and replicate a tested prototype programme so that we can take it to each and every child and move closer to creating 'A World Free of Child Sexual Abuse'. The seed of this new beginning had already been sown in our work in 2018-19. There remains, however, much more work to be done as sexual violence prevention and intervention have arrived at a crucial turning point in the global environment. If we want meaningful, real change, we must open our eyes, our minds, our hearts, and sustain the conversations that we have initiated. We must listen even if we disagree. Our focus is to find the path through which years of advocacy, normative guidance and the planting of programme seeds can give way to scaled-up nationwide implementation, accompanied by a concerted effort to measure the effectiveness of interventions using the outcomes that really matter and a collaborative voice to bring child protection to the forefront.

It is this new beginning, the urge to touch the new horizon and create new milestones is what characterizes our journey of 2018-19. It was a year where we pushed ourselves to be innovative, explored uncharted pathways, became more thoughtful and strived to be better than what we were before by challenging assumptions and demonstrating agility and sustaining our efforts to create 'A World Free of Child Sexual Abuse'. We are forever hopeful and positive that whatever will emerge from this will be even deeper and more profound.





# OUR INTERVENTIONS, STRATEGIES AND PROGRAMMES

## 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 **offline and online services directly** 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 stakeholders to incorporate Child Protection mechanisms in their environments through **training and capacity building** initiatives. Arpan does **policy advocacy** to bring about systemic change that will appropriately respond to the child protection needs at the city, state and national level.

These strategies are implemented through the following 4 Programmes:

- Personal Safety Education (PSE) Programme
- Mental Health Services
- Child Sexual Abuse Prevention and Training Programme
- Online Learning for Awareness and Prevention





# VALUES AND CULTURE AT ARPAN

The values that have guided Arpan as an organization, helped us make decisions in most challenging situations and navigate through the phenomenon of violence and abuse are as follows:

## Respect

We respect ourselves, express our opinions, suggestions and feelings with dignity; we listen and welcome diverse perspectives and have deep regards for others even when their belief is different from our own.

## Accountability

We do what we have promised to deliver, we take responsibility for our own actions and outcomes; we are responsible towards ourselves, the organisation and all internal and external stakeholders.

## Transparency

We are transparent about our values and policies, our failures and mistakes and openly share our ideas and knowledge with all internal and external stakeholders.

## Integrity

We value being honest and true to ourselves and being authentic and consistent in our behaviour, actions and words.

## Quality-Driven Excellence

We strive to be better than what we are today by challenging assumptions, demonstrating agility, being thoughtful. We are forever learners and relentless in the pursuit of maintaining quality and evolving creative and innovative solutions that work.

## Passion

We are a passionate group of people who are not afraid to be hopeful and demonstrate enthusiasm and standing by our belief of an abuse-free world for children.

## Perseverance

We believe everyone who takes an idea and makes it into something meaningful does it through hard work, tirelessness and sheer diligence. We stay undeterred as we navigate through the phenomenon of violence and abuse undamped by discouragement, opposition or failure.

## Empathy

We work towards creating a caring environment internally and externally – we connect, listen, think and respond deliberately by understanding diverse perspectives and circumstances.

## Compassion

We take an effort to know our external stakeholders and act on that knowledge with positive intent to support them in their journey of healing.

## Fairness

We put in the effort, time and resource required to take a just and equitable decision for all internal and external stakeholders.

## Trust

We have faith in human potential – both in being able to initiate change and to be resilient in the face of adversities.





# HIGHLIGHTS OF THE YEAR.

**2018-19** had been a year where we had move towards creating new milestones and aspired to reach new horizons. We feel a swelling sense of pride and gratitude as we look back at the year.

In the year 2018-19, Arpan had touched the lives of 70,013 individuals including 33,770 children. This takes Arpan's overall outreach to 240,719 individuals directly, since inception and 1,014,882 individuals through our partnerships. Our growth rate hit 23% this year.

We empowered 63,836 individuals including 33,488 children and 30,348 adults through Personal Safety Education (PSE) through 117 schools and eight community setups. Counselling services were provided to a total of 1,352 children through 5,315 Individual sessions and 110 group sessions, including cases which continued from last year. Psycho-education and psychotherapeutic support were also provided to 550 family members of these children through 748 individual interaction and 35 joint sessions.

Arpan trained 2,002 individuals on prevention and intervention models to respond to CSA through training and capacity building of 1,100 teachers, 562 social workers and NGO staff, 111 mental health professionals, 110 police officials and 119 other individuals. This year, professionals and paraprofessionals trained by Arpan have in turn reached out to 112,890 children and adults.

Arpan's pathway to scale is to advocate towards the much needed strengthening of systems at governmental and institutional levels and training professional and paraprofessional in the government system to mainstream child protection as an agenda. This year 55% of training participants were from government departments and institutions. Some of the key government partnerships for this year had been with:

- Centres of Excellence (COE), CBSE to conduct training for teachers on Personal Safety Education.
- Chandrapur Municipal Corporation, Kolhapur Municipal Corporation, Kolhapur Zilla Parishad and Thane Municipal Corporation in Maharashtra for the training of teachers and counsellors.
- Bihar Education Project Council to train Master Trainers across all 38 districts.
- Continued engagement with NCERT for finalisation of the curriculum for Health and Wellness of school aged adolescents under the aegis of the school health programme of Ayushman Bharat.
- Continued engagement with CBSE for reviewing and recommending on the Guidelines/Protocol for Child Protection. This is currently in the process being adopted by the Bihar Education Department.

Arpan also advanced the issue of child protection by participating in various conferences and roundtable discussions:

- Ms Pooja Taparia, CEO and Founder, spoke about Sexual Abuse Prevention in the 'Principals Conclave', an event organized by Times of India in Mumbai.
- Ms Pooja Taparia spoke about Child Sexual Abuse at the 1st International Conference in Education organised by the Department of Special Education SNDT on 'Equality and Equity in Education' in Mumbai.
- Ms Pooja Taparia spoke at She/Talks by SheThePeople on 'Child Sexual Abuse: Prevention and Intervention.'
- Ms Abhilasha Rawat, Deputy Director Healing Services, spoke about the "Role of the Internet and Cyber Technology in POCSO Crimes - Suggested Measures to Prevent Child Pornography" in the National Conference on Protection Of Children From Sexual Offences Act (POCSO) organized by Maharashtra State Women's Commission at Aurangabad.
- Ms Juanita Kakoty, Senior Manager, Training, was invited as a panellist for the 'State Level Workshop on Prevention and Response to Combat Child Trafficking in Assam', which was organised by the Assam State Commission for Protection of Child Rights (ASCPCR) in Guwahati.
- Ms Aditi Ray, Director Training actively participated in various consultations initiated by the National Commission for Protection of Child Rights (NCPCR) on the prevention of sexual abuse and presented Arpan's model of prevention and intervention.
- Ms Sonali Parab, Manager, Training and Advocacy presented about Arpan's work in a workshop on 'Child Safety and Mental Well-being of Children' organized by Maharashtra government in partnership with UNICEF. This was attended by Senior and Mid-level officials of the Department of Education, Maharashtra along with few CSOs including Arpan, Aarmabh, Responsible Netzsism and Muskan.
- Ms Aditi Ray, Director Training, presented Arpan's Personal Safety Education curriculum which addresses the component on online safety in a consultation on 'Smartphones and Adolescents' organised by TISS and UNICEF.
- Ms Juanita Kakoty, Senior Manager, Training was invited to the UNICEF state level consultations at Guwahati, Lucknow and Chennai to address the issue of child protection.

Arpan had introduced a new programme titled, 'Online Learning for Awareness and Prevention' which will solely look at developing a comprehensive online child protection curriculum and explore its reach and efficiency. As part of this initiative, Arpan launched an interactive website - [www.arpanelearn.com](http://www.arpanelearn.com) to reach out to millions of children and adults and engage with them in order to create a safe, abuse-free environment for children. The platform was officially launched at 'EarlyEd Asia 2019' held at Jaipur by Mr Kunal Chawla, Arpan's Director for Online Learning for Awareness and Prevention. The website hosts the Personal Safety Education Course for 8-10-year-old children in English and Hindi which will help them identify safe, unsafe situations and touches, refuse those and seek help. The website also hosts facilitators' course for parents and teachers of 8-10 year-olds so that they can support children in this process.

We also reached out to 3,845 individuals through a diverse range of awareness sessions. We hosted the play '30 days in September', a powerful and gripping tale of a complex mother-daughter relationship scripted by Mahesh Dattani and directed by Lillete Dubey to spread awareness on the issue for the 3rd time. As always it gave brilliant insight to viewers on the trauma faced by an adult survivor.

It is an honour for Arpan to have a celebrated actor like Ms Vidya Balan join us as our Goodwill Ambassador. With Ms Vidya Balan supporting the cause, we are hoping that it will help to bring wider attention to the phenomenon of CSA and amplify conversations.

We have also reached out to 8,236 individuals by organizing and participating in various events across diverse platforms and flagged child protection as an important agenda. Some of the critical spaces have been collaborating with Nickelodeon, a renowned kid's franchise for their global pro-socio initiative "Together For Good", participating in Windmill Festival, one of the few international festivals conducted in India that is solely dedicated to children and participating in social marathon organized by Social Responsibility Forum (SRF), a club of NMIMS and Tata Mumbai Marathon.

We launched the new look of our website. The website will be the ultimate guide on the issue of Child Sexual Abuse. Please pay us a visit at [www.arpan.org.in](http://www.arpan.org.in)

Our outreach through Social Media platforms like Twitter and Facebook had been 36,238 views and interactions. This space had 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 developed a host of resources and handy tools for adults to understand Child Sexual Abuse as well as teach children personal safety. 80,069 of these items were distributed.

This year Arpan Piloted Personal Safety Education Pre-primary curriculum with kindergarten children. With this curriculum, Arpan's school-based prevention model will be available from pre-primary to grade 10 children.

United Nations Population Fund in Guatemala, had printed 6,000 copies of the 2nd edition of our "My Little Body Book" in Spanish and Maya Mam. My Little Body Book is a storybook teaching young children about keeping themselves safe. The books will be distributed by Asociación Pop No'j and the United Nations Population Fund in the public schools they work with through the Ministry of Education.

Arpan gained visibility through both print and visual media. We received notable mentions in 124 news features which are a significant increase compared to last year where we had 18 mentions. Of these 76 were in print media, 43 in online media and 5 in audio-visual media. Some of the notable mentions are Mid-Day, Times of India, The Hindu, The New Indian Express in English, Lokmat and Loksatta in Marathi, Dainik Bhaskar and Dainik Jagran in Hindi, Divya Bhaskar and Ahmedabad Express in Gujarati.





'Out of the shadows: Shining light on the response to child sexual abuse and exploitation' is an Economist Intelligence Unit research programme supported by the World Childhood Foundation and the Oak Foundation with additional support from the Carlson Family Foundation. It is based largely on a country-level benchmarking index that evaluates how stakeholders are responding to the scourge of sexual violence against children in 40 selected countries, including India. This report quotes data from a study by Arpan on Media reporting of CSA cases in 2014 and includes Ms Pooja Taparia's opinion on media engagement.

An article titled 'Rescue and Remedy: A Process Documentation of Psychotherapy of Children in Institutions' was authored by Dr Manjeer Mukherjee, Senior Advisor in the International Journal on Alternative Care, 'Institutionalized Children – Explorations and Beyond' volume 6, No 1, March 2019. In the same journal, an opinion piece was authored by Ms Shubhangi Shindhe, Senior Training Executive on 'A Plea to Use Terms 'Safe Touch' and 'Unsafe Touch' Instead of 'Good Touch' and 'Bad Touch' in Personal Safety Education.

We are proud to share that our founder and CEO Pooja Taparia was awarded the 'Inspire Parivartan Award 2018-19' by Brit Worldwide Global. The award recognises successful social entrepreneurs working on varied issues. The award was a recognition of her leadership and the impact she has created on the issue of prevention of Child Sexual Abuse in India. She addressed 2,500 business entrepreneurs and shared her challenges and experiences.

Arpan had also been awarded and certified with the following:

- A badge from GlobalGiving which acknowledges that Arpan is vetted and was actively engaged in the Global giving community in 2018-19.
- The GuideStar India Champion level Platinum certification which is a seal issued after thorough due diligence of an organisation for legal and financial compliances and a certification that the organisation is transparent and holds itself accountable to not just its stakeholders but also to the general public.
- Great Place to Work certification which showcases that our team members appreciate and enjoy the 'space' that all of us have co-created. The Great Place to Work Model is built on 25 years of research and surveys of millions of employees. Great workplaces demonstrate better performance, present a stronger employer brand, and more.



*National Conference On Protection Of Children From Sexual Offences Act (POCSO)*



*Vidya Balan joins Arpan as a Goodwill Ambassador*



*Ms. Pooja Taparia receiving the Parivartan Award 2018-19*



Windmill Festival 2019

## उह से आठ दिसंबर तक प्रशिक्षण कार्यक्रम का होगा आयोजन मॉड्यूल बनाकर दी जाएगी बाल शोषण की जानकारी

अनार/करीमनगर

अनार में स्कूल बच्चों में बाल शोषण की पहचान होती है। कभी पिछले साल की प्रशिक्षण का विषय था कि बच्चों के शोषण का नाम भी जानें। फलतः शोषण के साथ स्कूलों में शैक्षणिक प्रोग्राम की भी पहचान करने लगी है।

इन सभी चीजों के प्रति बच्चों को अवगत हो, इसके लेबर लव स्कूलों और घर में शोषण के लिए बाल शोषण (चंद्रकला) बनाकर अलग। मॉड्यूल के अनुसार ही बच्चों की जानकारी दी जायेगी। स्कूल के शिक्षक को मॉड्यूल बनाकर अलग। इसके लिए प्रशिक्षण का आयोजन अब से आठ दिसंबर तक होगा। अन्य शिक्षक को भी इसका एक कार्यक्रम में प्रशिक्षण दिया जायेगा। स्कूलों

काई स्कूलों में हुई है सदन

विशेष रूप से आज की बातें की गईं। स्कूलों में बाल शोषण की पहचान के कारण बाल शोषण के प्रति बच्चों में जागरूकता बढ़ाने के लिए प्रशिक्षण का आयोजन किया गया। इससे अलग बाल शोषण के प्रति बच्चों में जागरूकता बढ़ाने का उद्देश्य है।

इस बारे में हमें जानकारी

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Arpan News article

**T**he Mumbai Marathon on Sunday was flooded with social messages from prevention of child sexual abuse to keeping the city clean. Demonstrating their strength, confidence and determination, a group of physically-challenged participants completed half marathon taking many by surprise.

Without daily practice, Amarjeet Chawla, 63, from Karadivali, who is visually-challenged, completed his 101st half marathon with the help of his escort, Rahul Ibrahim. With the help of his escort, Rahul Ibrahim, the marathoner was very happy at his achievement.

"I feel great after completing my 101st half marathon. The only challenge was the humid weather," Chawla, an insurance agent, said.

As getting help for practice every time is difficult, Chawla prefers working out at home and doing Pranayam to gain stamina. He suggested that the organisers should help in providing some facilities like escorts, concession to entry fees to encourage more people like him.

Spreading the message of preventing child sex abuse, about 20 'warriors' from NGO Arpan participated in the marathon. "Together we can change and create a world free from child sexual abuse," said one of the volunteers. They were carrying placards, which read, "When child sexual abuse is not believed."



'Warriors' of NGO Arpan spread the message on preventing child sexual abuse

### Emotional stories

There were some emotional stories too in the marathon. It was a special event for Shibani Gulati, 39, from Delhi and her brother Varun Mulhotra, 35, from Hyderabad. Varun was running for the first time while it was Shibani's 10th half marathon. Varun at the age of 26 had donated his kidney to Shibani that made their bond even thicker.

"After the kidney transplant in 2010, I slowly started taking part in the marathon that boosted my confidence level. Looking at my fitness, confidence, Varun too decided to participate this time and that made the run special for me," Shibani said.

The residents of Worli too had come to the marathon with banners opposing the plan to destroy their promenade to make way for the coastal road. They stood silently



Shibani Gulati



Arpan News article





# OUTREACH AND OUTCOMES

## PROGRAMME 1 PERSONAL SAFETY EDUCATION

**Personal Safety Education (PSE) Programme** is a comprehensive life skill education programme that approaches Child Sexual Abuse with a preventive and healing lens. It is conducted in schools and community set-ups with children from Grade 1 -10 to provide them with knowledge and skills to prevent instances of CSA and to seek support if an incident occurs. Arpan also works with adult caregivers to help create a safe environment for children. The programme enables children to effectively master social-emotional competencies, facilitates open communication between children and adults (parents, teachers, school management, support staff), and strengthen interpersonal relationships. It creates a safe, positive and caring learning environment. As relationships and emotional processes affect how and what we learn, the programme raises socially and emotionally empowered children, which is directly associated with greater wellbeing and school performance and is a prerequisite for inclusive and equitable education.

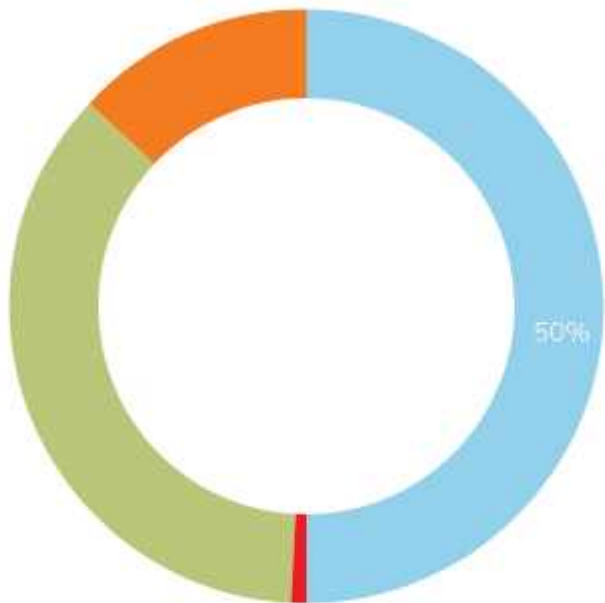
For the last decade, Arpan's PSE programme has been offering direct preventive services to children across schools, communities and institutions. Empowering them with the necessary information and skills needed to protect themselves from instances of sexual abuse. Over the years, the programme had been successful in enabling child survivors of sexual abuse to seek the necessary psychotherapeutic support and in healing them from the psychological, social, sexual, emotional and physical consequences of the abuse. Till date, Arpan has reached out to 110,041 unique children and 83,970 unique adults through 190 schools, 22 community set-ups and 6 institutions.

### 1.1 New Milestones, New Horizon

Arpan has been successfully conducting the Personal Safety Education programme for many years. This year Arpan reached a new milestone as we crossed the 100,000 threshold and became one of the few organizations having the experience to touch the lives of thousands of children with our violence prevention programme and supported them to cope with the aftermath of their experience through services established as part of the prevention programme. This footfall in a country where there is a tremendous social and cultural taboo around sexuality, the dialogue around sexuality is almost non-existent and 1 in 2 children are sexually abused. This year Arpan also took up a new initiative and started designing and piloting the Personal Safety Education programme for pre-schoolers. Having reached this age group, Arpan will now be able to offer the prevention programme for all children across grades in the school system until Grade 10. As for the curriculum development for rest of the age groups, the curriculum for pre-primary children will go through successive rounds of piloting with children from diverse backgrounds, advisory feedback, and will draw from experiences and interactions in the field. This is based on our learning that if the focus is to develop scientifically researched intervention and equal effort is invested

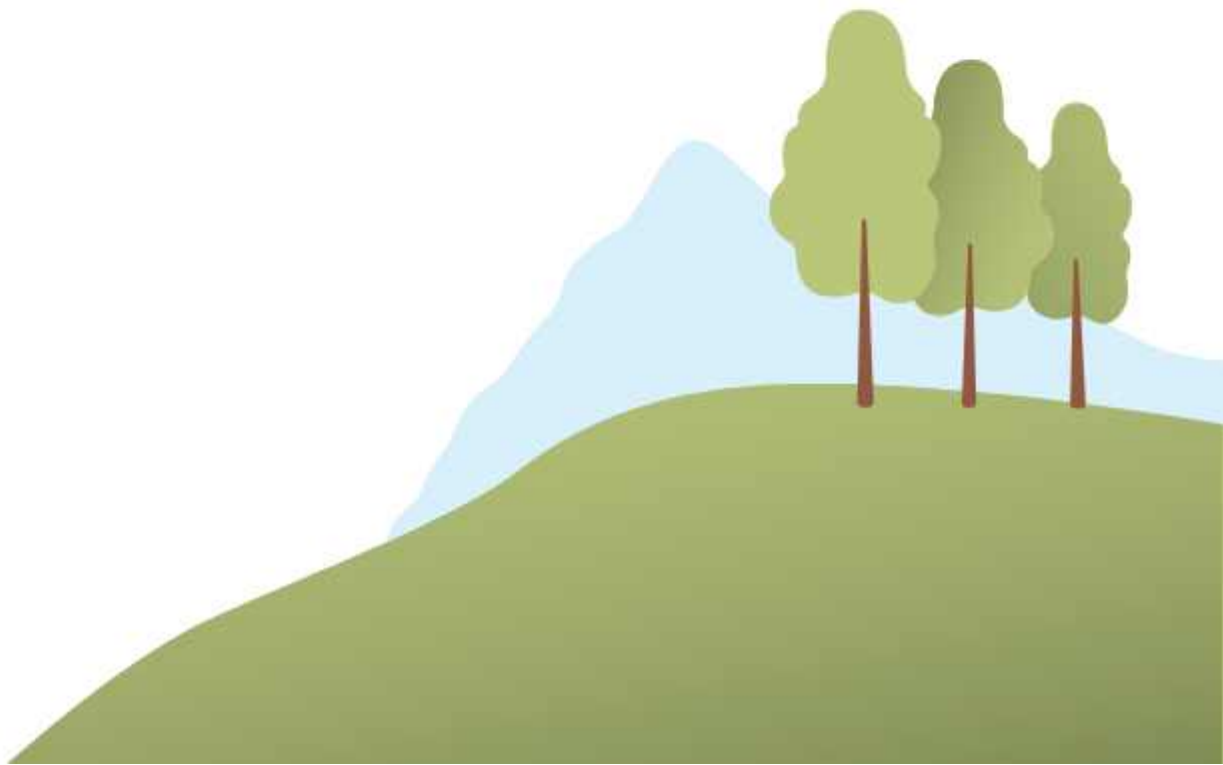


to monitor and capture the impact of these interventions then it helps us build confidence, and in turn, influence the political commitment and momentum required to intensify and expand the prevention of violence. We have been fortunate to witness the fruit of this approach as this year BMC on their own, based on the recommendation of fellow principals, approached us and provided the opportunity to work with a wide range of Municipal Corporation schools in Mumbai.



**PERSONAL SAFETY EDUCATION PROGRAMME**

**PROGRAMME 1 COMPRISES OF 50% OF ARPAN'S BUDGET**



## 1.2 Delivering the Personal Safety Education Programme

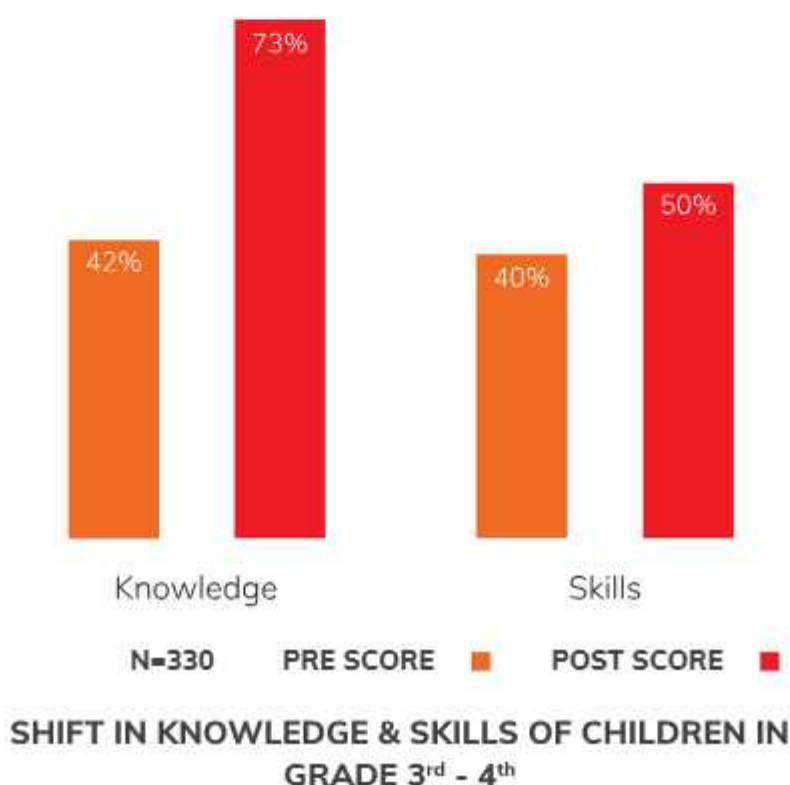
### 1.2.1 Personal Safety Lessons with Children

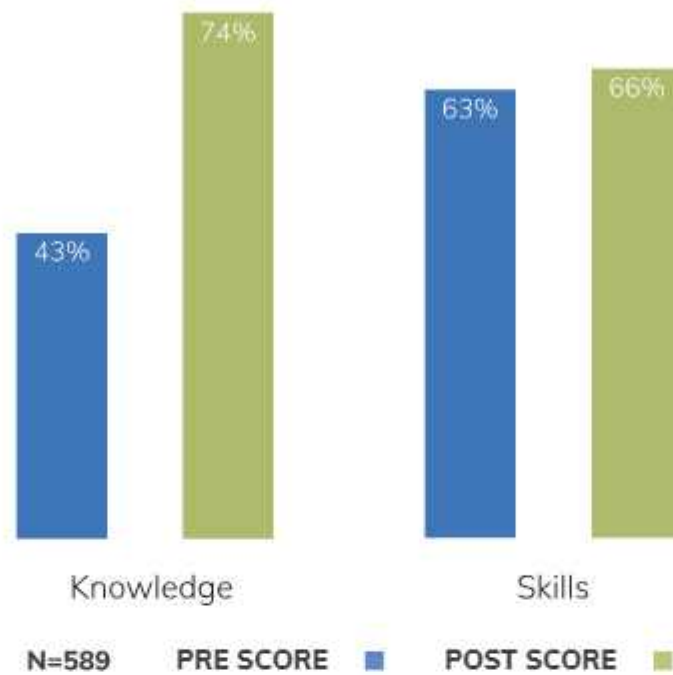
In 2018-19, we imparted Personal Safety skills to 33,488 children from grade 1 to grade 10 in 117 schools including both Step Up schools and new schools and 8 community set-ups through diverse modalities based on time availability from schools. Step Up schools are those where we had facilitated Personal Safety Education (PSE) in the past and are revisiting them to provide children age-appropriate updates on personal safety as well as to refresh and reassess basic skills, knowledge and understanding.

The breakdown is as follows:

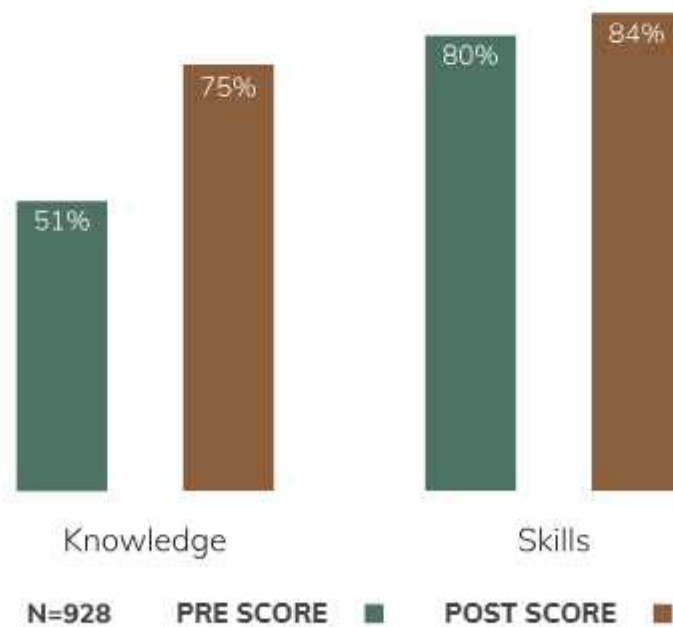
- Personal Safety intensive modules were conducted with 16,621 children in schools and community set-up.
- Personal Safety intensive modules were repeated with 5,617 Step Up children in schools and community set-up.
- Personal Safety concepts were repeated with 5,596 Step Up children and introduced to 5,185 new children through one hour story based sessions.
- Leaflets, a collation of key messages, were disseminated to 369 Step Up children and 100 new children in Step Up schools.

Pre and post evaluations with a sample size of children (1,847 children) were conducted to assess the shift in their knowledge, attitude and skills related to Personal Safety. The results showed a significant upward shift in the scores achieved by children in the post-test as compared to pre-test across all age groups. The rate of shift is 71% for knowledge and 24% of skills for Grade 3 and 4, 74% for knowledge and 5% of skills for Grade 5 and 6, 46% for knowledge and 5% of skills for Grade 7 to 10. 'Rate of shift' (rate of change OR relative change)' is used to map shift as opposed to 'net shift (absolute change)' as the former is a standardized way of calculating 'the magnitude of change in scores in percentage terms'. The knowledge and skill enhancement for grade 3-4, 5-6 and 7-10 are reproduced in the graphs below:





**SHIFT IN KNOWLEDGE & SKILLS OF CHILDREN IN  
GRADE 5<sup>th</sup> - 6<sup>th</sup>**



**SHIFT IN KNOWLEDGE & SKILLS OF CHILDREN IN  
GRADE 7<sup>th</sup> - 10<sup>th</sup>**



## Story of Change

Identifying details in all 'Story of Change' involving children have been withheld or changed to protect the identity of the children.



Arpan had conducted the Personal Safety Education programme with a Mumbai based school when the child was in 5<sup>th</sup> grade. Arpan again revisited the school as part of its Step-Up initiative when the child was in 7<sup>th</sup> grade. The child shared that when he was in grade 6, he had visited a hospital in Chennai to see a relative. One of the doctors touched the child's Private Body Parts. The child felt very uncomfortable and told assertively "Please doctor, don't touch me!" His voice was loud and clear and his mother heard him. The doctor refused and said, "Don't blame me, I have not touched you anywhere". The mother, however, believed the child and called the police. The police as part of their investigation reviewed the CCTV camera footage and found that the child was being touched inappropriately. Everyone applauded and appreciated the child for being so confident and alert. When children can identify, refuse and seek help in an unsafe situation, the Personal Safety Education programme achieves its objective. – **Child, 7<sup>th</sup> grade**



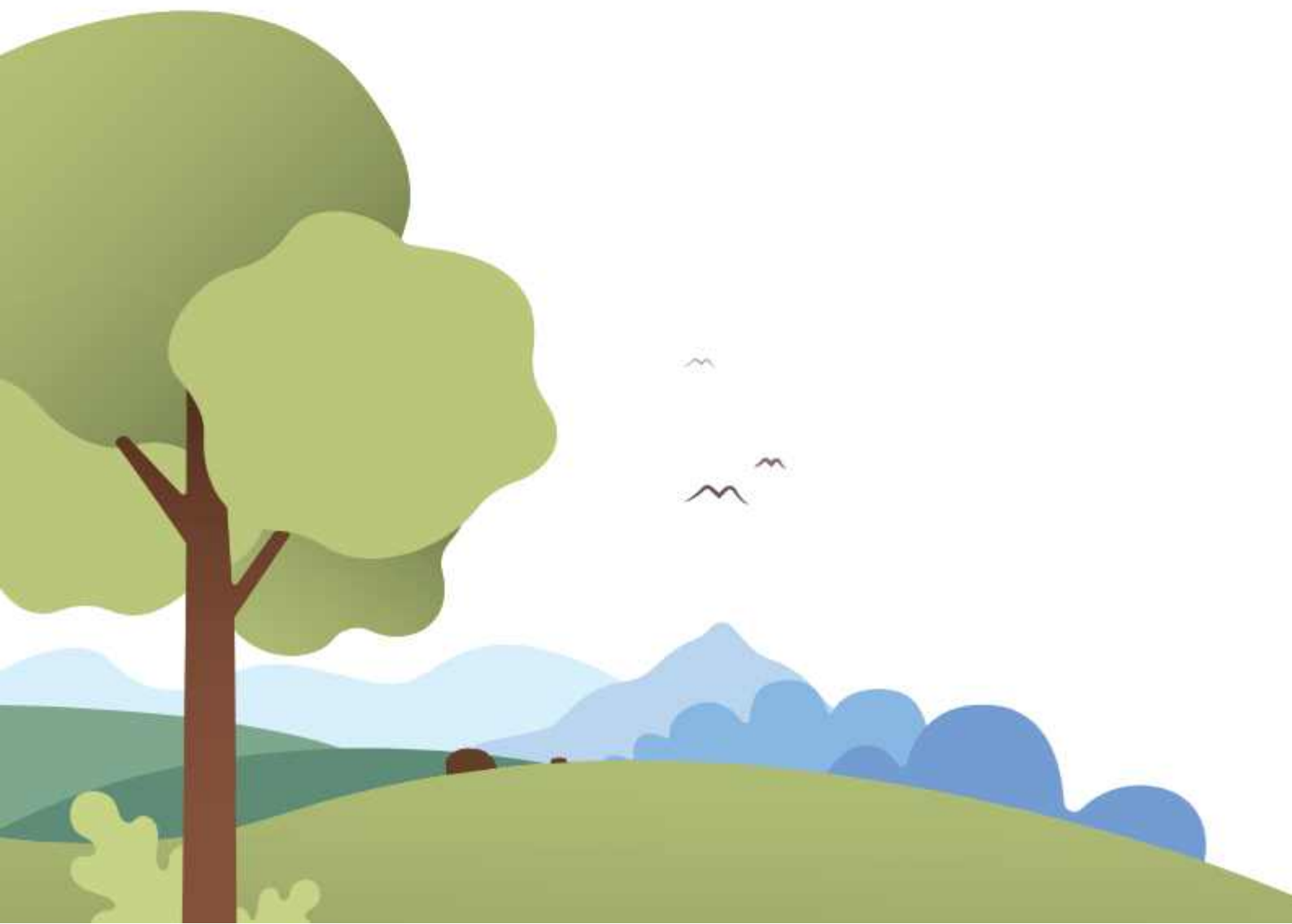
A girl in 8<sup>th</sup> grade spoke to the facilitator of the Personal Safety Education programme during the individual session that is conducted after the completion of the lesson plan based sessions. Initially, she was sceptical to share about her abuse as she wasn't sure if Arpan would provide enough help. She thought that Arpan was one of those organisations who would just come to the school, conduct sessions and then leave without initiating any meaningful change in their lives. After battling her initial hesitation, she shared that her uncle used to pull her cheeks and hit her buttocks. He used to do this as a joke but this behaviour made the child extremely uncomfortable. She felt that she was no longer a small girl and this touch made her feel uncomfortable. The facilitator validated her feeling and reiterated that she has the right to refuse any touch that makes her uncomfortable. This gave the girl the confidence to talk about the incident to her mother who herself is a counsellor. The girl's mother was happy that the programme helped her child to reach out and seek help. The girl also communicated that she was thankful that Arpan had come to her school and taught them about Personal Safety. – **Child, 8<sup>th</sup> grade**





After completing the Personal Safety lessons with the children, the trainer started with the individual session where she met up with each child individually. During the discussion, the child shared that when he was young, his mother had taken a video of him bathing. The child's Private Body Parts could be seen in the video. When the child saw the video on his mother's phone he wasn't too happy about it and asked her to delete it. Apparently, it was even shown to a lot of their relatives. The mother told the child that she had deleted it but actually she didn't. However, the child shared that after the session with parents by Arpan on Personal Safety Education, the mother deleted the video. When children are confident to communicate their discomfort to near and dear ones it showcases the child's internalization of PSE messages; when adults are aware and take responsibility of their action - a sexual abuse free world becomes a reality. –

**Child, 2<sup>nd</sup> Grade**



### 1.2.2 Awareness Sessions with Parents, Teachers and Non-Teaching Staff

In 2018-19, we empowered over 30,348 caregivers including parents, teachers and service staff of children with whom PSE programme was conducted through Step Up and new schools and community centres. The breakdown is as follows:

- 7,747 parents, 968 teachers, 257 service staff were made aware of CSA and PSE through Step Up Schools and community centres
- 14,641 parents, 1,112 teachers, 251 service staff were made aware of CSA and PSE through New Schools and community centres
- 5,372 adults were made aware of PSE. However, the programme is yet to be conducted with their children



Post Parent session is conducted after completion of Personal Safety Education programme with children in order to engage with parents and understand their reflection of the programme. A parent shared that the programme had made her child aware about safe and unsafe touches and given her the confidence to voice her discomfort. The parent shared that while her child was returning from school by public transport as she usually does, a conductor touched the child in a way that the child felt uncomfortable. The child immediately said assertively, "Don't touch me". At that time, all other passengers on the bus started looking at the conductor, so he didn't say anything and left the child on her own. When the child reached home, she shared this incident to her mother. The mother was relieved to know that her child had the required skill and knowledge to be safe. – **A Parent**



The facilitator was conducting Personal Safety Education in one of the schools. While conducting the Personal Safety sessions in the class, the facilitator noticed that one of the service staff members is observing the class from outside. He stood there every day but never entered the class. Arpan also conducts service staff sessions as part of the Personal Safety Education programme as the service staff are an integral part of the school system and play a unique role in the life of children. When such a session was conducted in this school, the person who was observing the lesson plans shared that whatever he heard during the session, he would go back and teach his son about it. He also said that one day when his son was walking down the road a stranger approached him. The boy remembered what his father had taught him, recognized this as an unsafe situation and sought help. He informed his parents as well. These incidents reinforce our belief that knowledge can be powerful in keeping children safe. – **Service staff member**

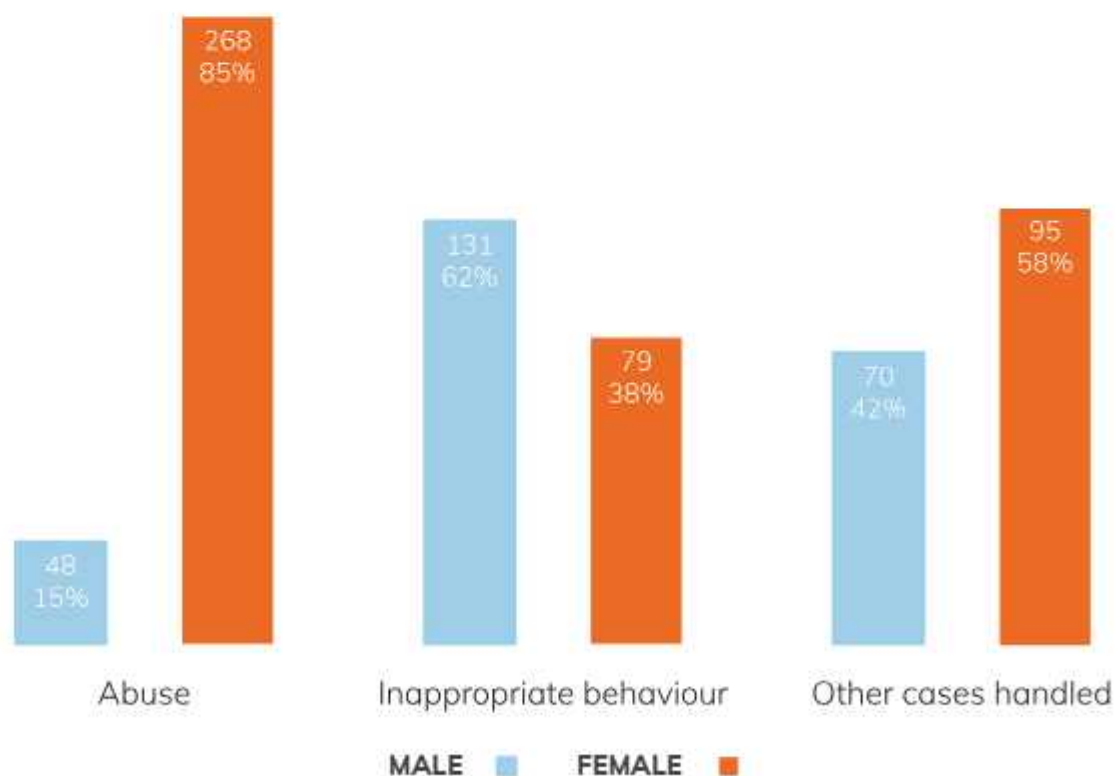


### 1.2.3 Psychotherapeutic Services with children after PSE

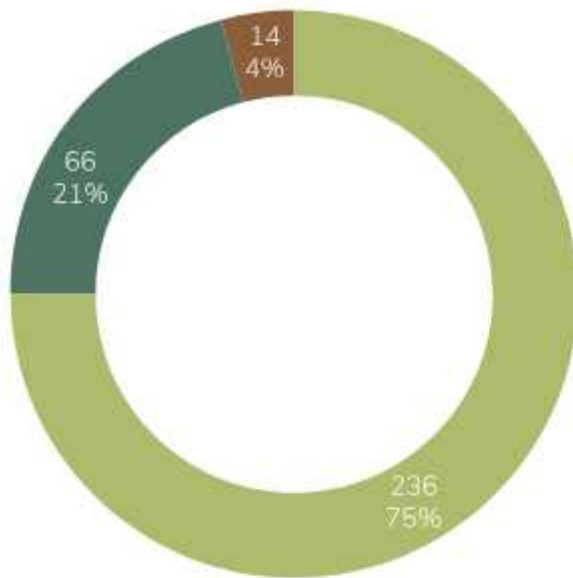
In 2018-19, after the Personal Safety Education programme children who reported instances of Child Sexual Abuse and indicated the need to undergo therapeutic intervention were referred for psychotherapeutic support to Arpan's in-house counsellors:

- 1,352 cases were supported with 5,315 individual and 110 group counselling sessions. Of these, 1,250 cases were referred following PSE in 2018-19; 102 cases were being continued from 2017-18.
- 550 family members and carers of these children were supported with psycho-education and psychotherapeutic support through 748 individual and 35 joint sessions.
- Of the 1,352 children, 691 cases have been closed and counselling services are ongoing with the remaining 661 cases. Most of these cases will be concluded by April 2019 which is the academic year end for schools unlike March 2019 which is the financial year end for Arpan.
- Of these 691 closed cases, 316 were identified as cases of Child Sexual Abuse and 210 as cases of inappropriate behaviour.
- 165 'Other Cases' were handled. These children have not experienced sexual abuse but were referred either for psychoeducation, false alarm or suspected abuse, other forms of abuse, vicarious trauma where the child has heard or witnessed someone else being sexually abused or crisis intervention for any concern that the child was exhibiting.

The gender-segregated data for inappropriate behaviour shows 62% of boys reported experiencing inappropriate behaviour. However, 85% of girls reported being sexually abused. This is a trend which is consistent over the years. 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.



**GENDER SEGREGATED CASE BIFURCATION**

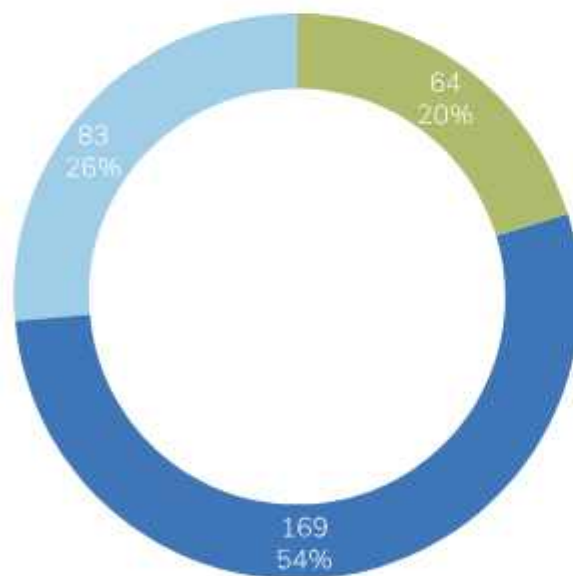


CONTACT ■ NON CONTACT ■ OTHERS ■

### TYPES OF ABUSE

There are two types of Child Sexual Abuse - contact abuse and non-contact abuse. Contact Sexual Abuse can be defined as physical sexual contact with a child with the intent of sexual gratification. Non-Contact Sexual Abuse involves unwelcome sexual advances, requests for sexual favours, and other verbal and non-physical sexual conduct with a child with the intent of sexual gratification.

Among children who reported sexual abuse, 75% of cases were of sexual assault or contact abuse and 21% of cases were of sexual harassment or non-contact abuse. Penetrative Abuse comprised 6% of all abuse cases and 9% of contact abuse cases reported. Penetrative abuse included peno-vaginal penetration, sodomy and digital penetration. Sodomy refers to anal or oral sex and digital penetration means the use of fingers to penetrate the vagina or the anus. 83% of cases were related to fondling of the child's Private Body Parts. In the case of non-contact abuse, 61% of cases were of showing pornography to children.



FAMILY MEMBER ■ OTHER KNOWN ■ STRANGER/ UNSPECIFIED ■

### RELATIONSHIP OF THE ABUSER IN CASES OF SEXUAL ABUSE

People with whom the child is familiar, including family members, accounted for 74% 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 is another parameter that had shown the same trend over the years.



## Story of Change

Identifying details in all 'Story of Change' involving children have been withheld or changed to protect the identity of the children.



A girl child in 9th grade shared that a few months before she participated in the Personal Safety Education programme, her father's friend touched her Private Body Parts and she felt uncomfortable. After some time, this got repeated again. The child shared it with her mother who in turn informed the father. The father ensured that his friend does not visit their home again. The child also shared that in another incident, a 10th grade boy from the neighbourhood passed an abusive comment and touched the child. The child reported it to her mother. Her mother spoke to the boy's mother and there was a fight. In the counselling session, the child disclosed that she was feeling unsafe while going home as she feels the boy and her family can trouble her again.

A detailed safety plan was drawn and it was decided that the child will go back from school in an auto with her friend. The child was feeling extremely guilty about what has happened. She was feeling angry and rated her anger at 7 on a rating scale of 0 to 10, where 0 is no feeling of anger to 10 which is feeling extremely angry. The incident also left the child helpless, she was having nightmares and also had suicidal thoughts. In order to respond to her guilt, the therapy process focussed on making the child internalize that it was not her fault. Psychoeducation was also done with her to explain her about the neurobiology of brain and the 3 types of responses (Fight, Flight and Freeze) that we unconsciously revert to during an unsafe situation. In order to help her cope with her anger issues in a positive manner, she was introduced to anger management strategies for example - counting backwards, drinking water and journal writing as well as releasing anger through art. Relaxation and grounding techniques like deep breathing, tapping was introduced which helped her deal with flashbacks, nightmares and suicidal thoughts, process the bottled up memories and stabilize the residual impact. Through successive sessions, the child was assessed to be feeling safe with absolutely no fear of the incident, confidence to participate in her safety and no residual feeling of shame and guilt or self-harm behaviour. As the therapy helped the child to resolve the trauma, the event was remembered by the child, but the attendant feelings were neutralised, and control of the anxiety generated by the event was achieved.



A 14-year-old girl child shared that she had been inappropriately touched by her sister's husband. The elder sister and her husband stayed with the child and her mother. The family was dependent on the sister's husband as he was the sole breadwinner of the family. The incidents took place when no one was around. The child was reluctant to disclose it to her sister or mother as the sister was pregnant and mother had eyesight problems. The brother-in-law had been also offering gifts to the child and the child felt that it was her responsibility to keep him happy. This was a classic case which showed how abusers use the vulnerability of the child and groomed them to keep the abuse a secret.

The focus of therapy was to ensure the safety of the child, identify the child's support system, work on the child's feeling of being scared, help the child with resources to maintain her boundary and work on her misjudged sense of responsibility of keeping the brother-in-law happy. In order to strengthen the child's support system and involve the mother in safety planning, a joint session was conducted. In the joint session, the child disclosed the incident to her mother. The mother was psycho-educated on CSA and its impact and it was mutually decided that she will ensure that the child will be kept safe and the brother-in-law will be kept at a distance from the child. Home visits were also conducted to ensure the safety of the child and the brother-in-law was also spoken to about the implications of his action. Therapy focussed on to work on the child's feeling as the child reported to be feeling scared at the level of 5 in a 10 point rating scale with 10 being highest and 1 being least. As the child's feeling of being scared was rooted in her fear of revictimization, the counselling process worked towards creating safety plan as well as inculcating assertiveness so that the child had the skills and the emotional strength to resist any abusive situation in future. In order to help the child demonstrate assertive behaviour, role play was introduced so that the child can master the technique of assertive communication. The child was also taught the function of the brain and the sympathetic nervous system, which stimulates the fight, flight or freeze response in situations of crisis and threats and takes control of the body. Understanding that it was not her fault that she succumbed to the abuse was critical in her recovery. So was conducting the activity titled 'Circle of control' which helped her realize that the abuse was not in her control, however, how she chose to respond to the abuse would depend on the choices she made.

As often the most simple of messages and learnings can have a profound impact on someone's life such was the case with this child. When the child internalized through therapy that it is absolutely okay for her to be assertive with her brother-in-law, maintain her boundaries and refuse any unsafe touch; and just because she had accepted the gifts or her brother-in-law took care of them, it did not entrust her with the responsibility to meet his demands – there was a magical impact on her feeling of fear and it subsided completely. In the successive sessions, it was ensured that the abuse had stopped, the mother is more aware of her child's whereabouts, the child had developed assertive skills and was empowered to respect her personal boundaries.





After Personal Safety Education lesson plan based intervention with children, a few children in the individual sessions reported some classmates were teasing each other by name calling, as well as a couple of them would touch the Private Body Parts of children and run away. As this behaviour involved all children in this particular class, PSE was followed up with a classroom-based intervention which reiterated the messages of PSE around empathy, the need to maintain and follow safety guidelines for keeping themselves safe as well as the impact of these on others. However, even after this intervention, some children reported that though this behaviour had significantly reduced in the classroom, a group of 5 children were still continuing it. In order to address this group of children, they were referred for counselling. In the first session, it was observed that children in this group were also teasing each other using inappropriate language. The focus of the session was to build empathy and help them demonstrate respect for other's boundaries. The session was planned in a way where the therapist also demonstrates empathy rather than using the space for confrontation and blaming as this will help them take responsibility of their action and steer their behaviours in a positive way. The activity based session revolved around children trying to reflect on how others feel when they are bullied by being in their shoes. This helped the children open up and speak about how their behaviour might have affected others and made them feel scared and sad.

In order to work on boundaries, an activity was introduced where a big sheet of paper was given and was divided into 5 parts by folding it and each part belonged to one child. The instruction was that they need to fill their respective parts simultaneously by drawing or writing and ensuring that they don't scribble in someone else's part. Once the children finished, a self-reflective discussion was carried out in which children communicated how they felt irritated when someone scribbled on their part of the paper. The children spoke about how their behaviours might have harmed somebody as they also crossed other children's personal boundaries. Once this realization struck them, the children showed significant movement in demonstrating respect, empathy and taking responsibility for their actions and repairing the harm done. Simultaneously, therapy was continued with the children who were impacted by the inappropriate behaviour. This group of children also reported how their interaction with these five children had become positive, respectful and is moving towards becoming a healthy relationship.



### 1.3 Resource Development

Resource development is an integral part of all programmes at Arpan. While we had focussed on the Personal Safety Education programme for children in grade 1 to 10 until last year, in 2017-18, we published 'My Safety Book' which is a colourful, pictorial book for young children to learn about Personal Safety. This was launched at the 6th Early Childhood Association Conference and was well received by the participants at the conference comprising of parents, teachers, schools and organisations which are working with young children. After a few months, we connected with the participants for their feedback on the book. Through this process, what we learnt that the book was being used to teach children personal safety in classrooms as well. This was not something we had thought of while developing the book and conceived it primarily as a home-based prevention tool. We loved this idea and worked towards developing a lesson plan based module for pre-primary children using the concepts from the book and its central characters Tia and Sid, two young children.

We have piloted the module with 394 children from junior and senior kindergarten. We also conducted awareness sessions with the parents and teachers of these children. The children actively participated in the lesson and identified themselves with the central characters of this story based module. We are really happy to take the pilot ahead and work with a significant number of children before we finalize the module.

Over the past few years, while working with Grades 7 to 10 we encountered adolescents frequently asking us questions on sexual abuse, relationships, sexuality, puberty and internet safety. We created a response pool for our facilitators of Personal Safety Education programme to respond to these questions effectively. However, these responses were only being provided to children whom we reached out through our Personal Safety Education programme. We felt the need to create a book on these FAQs which will become a handy resource for all adolescents.

While it is ideal for children to go through the intensive four or six hour PSE programme based on their grade, it is challenging for some schools to dedicate this much time for it. With the need and requests for a shorter version of the programme increasing, a condensed version of the PSE lesson plans which can be completed in around an hour is being developed and piloted. To make this version interactive especially for the younger grades, the lesson plan was created using storytelling as a methodology. Children responded well to this methodology and were able to understand the messages being delivered easily. We have piloted this module with 3,288 children across grades 1 to 6.



## 1.4 Monitoring and Evaluation

Attempts to document the number, nature and scope of community-based violence prevention programmes suggest that while many such programmes exist, there are very few that have used scientific data and evidence to inform their design. Arpan has believed since its inception that prevention investment must include greater provision for scientifically rigorous, large-scale outcome evaluation studies. This is especially relevant in a country like India where Arpan works as both the burden of violence and the cost of failure to invest in effective prevention are highest.

Arpan recognizes the importance of having a robust system to streamline the data. A major focus for us last year had been on establishing a Management and Information System (MIS) that can integrate information of all the programs in a computer-based system for a more efficient and effective monitoring process. Primarily in 2018-19, the input screens for the PSE programme was developed and finalized through a process of validation and pilot runs, where its complex linkages and data dashboards were fine-tuned to capture all aspects of the dynamic program. This is now being fed with live programmatic data on the portal on a daily basis. The MIS for the prevention programme also comes with the provision of creating summary reports, which immensely simplifies the regular monitoring process. To make the system more robust, we also began the process of migrating the complete programmatic data from previous financial years.

## 1.5 Challenges Encountered

We strive to ensure that we reach out to the maximum number of children without compromising on the quality of our work. However, there are many factors that are roadblocks to programme delivery. One of the biggest roadblocks faced this year was challenges in scheduling PSE lesson plans in schools due to the unplanned baseline exam that was announced last minute as well as the sudden announcement of administration of Rubella vaccination in all schools.

## 1.6 Voices from the field

"Arpan teaches about Personal Safety Education, the importance of our relationship with others – it is not that simple. You gave information about section – 34 [Article on Right to be Protected from Sexual Abuse]. If you hadn't told us we would never have understood this. If such incidents happen with my friends or with me I can avoid it." – **Student, Grade 10**

"No doubt that the session was well conducted, but sometimes we the children feel guilty and shy. But now through this session, I got the confidence to share our problem with adults." – **Student, Grade 9**

"Dear Miss, I am happy to meet such a wonderful teacher like you who has helped me through so much. Earlier I would harm my self but now after meeting you and going through counselling I have understood about self care. I want to Thank You and people of Arpan who connected me with you. You have been a great support and have understood my feelings and taken care of me so much. Thank You Miss and Arpan Team. – **A child**

"Thank You didi, for understanding and helping me through my problem. I was able to understand a lot about myself through counselling. The support that I got from you has been immense. I don't know if I will ever meet you again but what ever you have taught me will remain with me forever. I know even you would remember me as well. Miss you dear didi. Will really miss you. "Fall to the ground like a seed to grow. If there is a fall there is also a chance to rise up." Good Bye." – **A child**

"Thank You, Didi. Thanks for meeting me and providing me with knowledge about Personal Safety. I was able to communicate with you better because you spoke with me as a friend. It gave me a lot of confidence to stand up for myself and say NO in an unsafe situation. Because of you I was able to be overcome my fear and even garner the courage to speak with my mother. The things you have taught to me will help me in facing such challenges in life". – **A child**



"We have been associated with Arpan for the last five years. Our student who was earlier hesitant to talk about the problem (Child Sexual Abuse) with their parents is now able to speak about their concern. They wait for Arpan didi [Arpan facilitators/counsellors] to come to school so that they can share their concerns with them. We are really humbled and privileged that we have Arpan with us. The work Arpan does is commendable. Hats off to Pooja and team for their commitment towards the cause." - **Principal, KV School, Colaba**

"Arpan has been conducting Personal Safety Education in our primary grade for some time now, from this year they started taking lessons with our secondary grades also. The name Arpan means 'to give yourself'. The trainers come with the same feeling of giving their best when they conduct the sessions in our school. Because of sudden changes in the timeline, often PSE sessions get affected. But the trainers take these challenges positively and adjust as per our schedule and requirement. In today's world when we see people getting offended and being rude for smaller things, the Arpan representatives have always been humble with us. This reflects the culture and value that the organization carries and imbibes in their team. I want to share one incident, "One day, one student was running in the corridor. I stopped him and asked him, "Why are you running?" He responded that he was looking for Arpan didi [Arpan trainer]. During the teacher session, the Arpan trainer informed us how to deal with children in such a situation. I took him aside and told him whatever you want to talk to Arpan didi, you can speak to me as well. I would do my best to support you. The child looked at me because I was an unknown person for him and responded "Ma'am I will wait for Arpan didi nothing is that urgent.". At that point in time, I was speechless to see Arpan trainer had won over a teacher. A teacher strives to make students academically strong; whereas an Arpan trainer strives to empower children with skills so that they can have a safe and secure future. I am proud to say that every child in my school is safe now because of the Personal Safety Education programme." - **School Teacher**





*PSE lesson with children*



*Parents Awareness Session in Community*



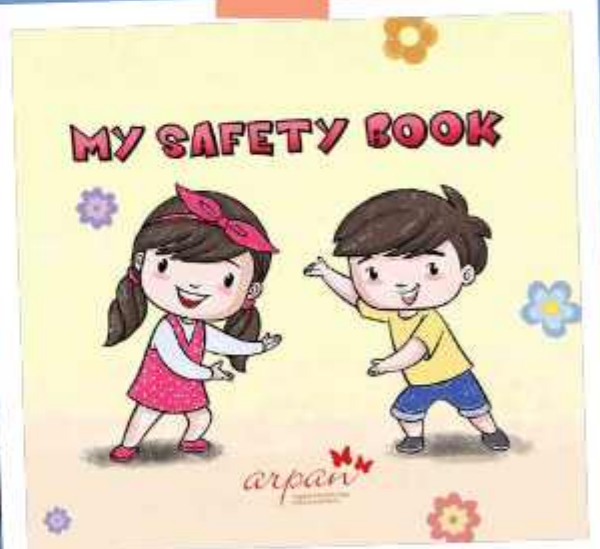
*Pre Primary lesson*



*Individual session with children*



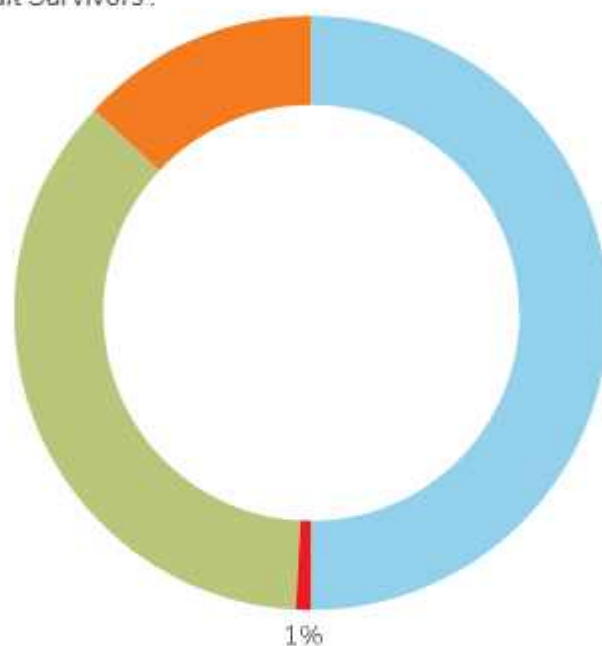
*PSE lesson with children in the community*



*My Safety Book*

## PROGRAMME 2 MENTAL HEALTH SERVICES

Child Sexual Abuse as an issue is slowly being acknowledged; however there is a long way before we develop a sustained response towards it. There is still limited acceptance that CSA can affect the mental health of the child and can continue to affect the person's life during adulthood if not healed. There is a broad variety of practical, cultural, individual and family-related barriers that restrict initialization and adherence to therapy and counselling. It takes a lot of courage for the survivors and perpetrators of sexual abuse to take the first step towards healing. Arpan is one of the few organisations working to support trauma recovery by working at various levels to facilitate healing and accompany the victims and their caregivers and families in their journey towards mental wellbeing. This is executed by providing 'Long-term Psychotherapeutic Services with Rescued Minors in Institutions' and 'Counselling and Psychotherapeutic Services to Children and Adult Survivors'.



MENTAL HEALTH PROGRAMME ■

### PROGRAMME 2 COMPRISES OF 1% OF ARPAN'S BUDGET

#### 2.1 New Milestones, New Horizon

Historical, empirical, organizational, and social factors braided together provide a complete picture of a situation. Sometimes, that is what we need in order to really create a dent in an otherwise challenging situation. In 2018-19, we came face to face with few such Child Sexual Abuse cases which pushed us to go beyond individual therapy and look at a more holistic psychosocial intervention in order to really being able to help a child. Psychosocial refers to the child's inner world and the relationship with their environment. Psychosocial support is important in order to maintain a continuum of family and community-based care and support. In one such situation, where we had a child who because of her past sexual abuse, highly dysfunctional family, psychiatric concerns, attachment issues with the mother and family apathy to support intervention started visiting Arpan office on her own and indulged in self-harm behaviour. In this situation, what was needed was an important shift in our interventions from an individualised therapeutic

approach to a community-based approach in enhancing the resiliency of the child and ensure her safety. In order to address her concerns in a holistic manner, we approached government psychiatric departments for psychiatric assessment and treatment, local police to ensure the safety of the child, Child Welfare Committee- Mumbai for being the custodian of children in need of care and protection and ChildLine for helping in need for rescue and rehabilitation. In order to ensure effective coordination, Arpan became the focal point of contact. One of the foundations of psychosocial wellbeing is to have access to basic needs together with a sense of security that comes from living in a safe and supportive environment. Hence the focus for Arpan got broadened to look at the rehabilitation of the child along with providing therapeutic intervention. This intervention was not meant to be a magic wand, rather the path had been challenging, filled with pain and failures but we needed to persevere to see the meaningful impact and addressing the basic psychological needs of competence and relatedness. At Arpan, we strongly believe that each challenging situation left us with immense learning. This was no different. Being exposed to a situation where a client was engaging in self harming behaviour in our own premises, made us introspect and delve in to strengthening our own protocol around risk management and streamline our response in case these situations repeat themselves. It also left us with strengthened partnerships with psychiatrists, police, CWC and ChildLine.

## 2.2 Delivering Mental Health Services

Some people believe that Child Sexual Abuse does not leave any impact. They normalize it like any other experience of growing up. Some, on the other hand, believe Child Sexual Abuse is not only damaging but the scars that it leaves is permanent. However, both of these notions are far from being completely true. Children who had experienced Child Sexual Abuse can suffer from trauma that can alter their life experiences, even as adults. However, it is equally true that with effective support and healing, children can live their life with dignity and can unleash their full potential.

Arpan provides psychotherapeutic intervention in the institutions Advait and Transition Home, institutions which house rescued minors and adult survivors respectively. The psychotherapeutic intervention includes group sessions and individual crisis intervention sessions with clients and capacity building sessions with caretakers, institutional staff and teachers to create a trauma-informed institution which will foster children's overall wellbeing. Counselling and psychotherapeutic services are also offered to individual clients or group of clients within the Arpan centres and at the community level with the support of other 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.

### 2.2.1 Long-Term Psychotherapeutic Services with Rescued Minors in Institutions

In 2018-19, Arpan had worked with:

- 46 adolescent girls from Advait through 33 group sessions and 186 crisis intervention sessions. Of these, 25 girls in Advait had been receiving therapy from 2017-18.
- 5 adult survivors from Transition Home through 62 individual and 18 group sessions. All these adult survivors had been receiving therapy from 2017-18.
- 12 caretakers and other institutional staff were supported with 10 capacity building sessions.



## Story of Change

Identifying details in all 'Story of Change' involving children have been withheld or changed to protect the identity of the children.



A 14-year-old girl old was cajoled by a 24-year-old man to run away and get married. The client had lost her parents at an early age and was staying with her grandmother. The child's aunt filed a missing complaint and the child was placed in Advait. The child has been residing in the institution for the last 3 years. Her presenting concerns were that she had adjustment issues with caretakers, severe anxiety, fear of failure and difficulty in studies. Adjustment disorder is an unusually strong or long-lasting reaction to an upsetting event. A client with this disorder would have a hard time coping with their emotions and become depressed and anxious, exhibit hostility, pick fights and refuse to communicate, among many possible responses. As this was creating hurdles for the child to stabilize and reconnect with the present environment it was important to pull back the layers in order to understand the core issue and help the child resolve it.

In order to achieve this, 'Float-Back and Float-Forward' techniques for linking past, present and future was used. The Float Back Technique is a powerful and efficient means used in EMDR protocol allowing the therapist to assist the client to make his or her own associations to past origins of a disturbance and present-day triggers. It is highly appropriate for use when the client is experiencing a disturbance in the present that the therapist suspects is rooted in past experiences, especially when direct questioning such as, "What is your earliest memory of feeling this way?" have not succeeded in helping the client make a connection to past events. While the therapist assessed that the client was not ready for complete EMDR based trauma processing, she used this technique in order to help the client deal with current triggers. This technique along with other stabilization and grounding techniques prepared the client not only to cope with a comment made by the caretaker that she could not be trusted because of her past behaviour of being involved with a group of fellow housemates who would bully other children. The client made an effort to connect with the caretaker and engage in a conversation so as to assertively communicate how the caretaker's behaviour had impacted and labelled her. In this entire conversation, the client was able to put her concerns across and she also used doodling a triangle in order to remain grounded and focused in the present. Along with this, the focus of the crisis intervention was to work on the child's fear to enrol herself for Grade 10 examination with the fear that she would fail. In order to help the child to deal with the failure of exams, different techniques like visualization, chunking and analogy were used for the child to remember by creating visual pictures of text she was reading, by focusing on only a couple of lines of the text and by helping her relate her study material with her every day lived experience. All of these helped her enrol for the examination.

Work was carried on with the caretakers in parallel for them to be better aware of the need of children who had survived trauma, enhance their skills to use affirmative statement rather than labelling and threats such as disciplining techniques. As the therapy progressed at the client's pace, we made her an integral part of the goal settling and simultaneously focussed on reducing triggers in the environment, it helped her develop resources which she could fall on back during a crisis and her dependence on therapy reduced significantly.

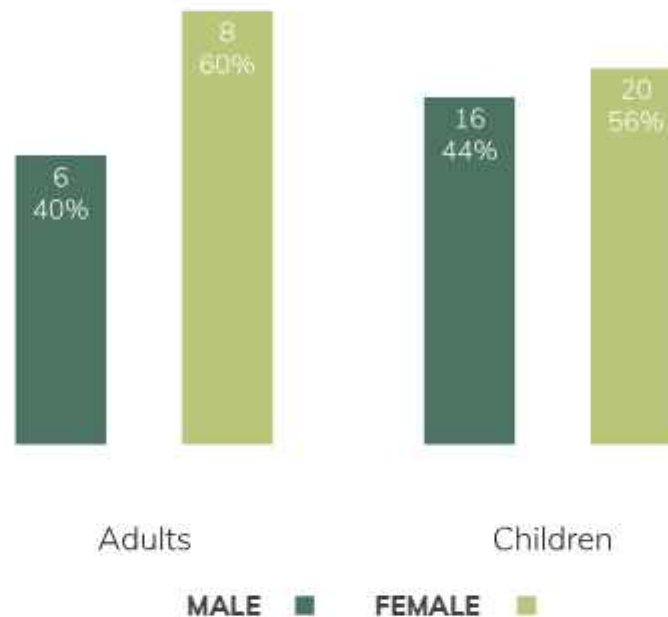


### 2.2.2 Counselling and Psychotherapeutic Services Provided to Children and Adult Survivors and Psycho-education to Family Members

In 2018-19, Arpan provided counselling to:

- 36 children through 186 individual sessions
- 14 adult survivors of Child Sexual Abuse through 63 sessions
- 9 family members were psycho-educated through 46 sessions

The gender-segregated by children and adult survivors are given below:



#### AGE & GENDER BIFURCATION OF MISCELLANEOUS CASES

These clients reach 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. Based on the graphical representation, it is heartening to see that both men and women are approaching therapy. In the case of adult survivors, the step towards healing is either guided by their need for symptom reduction that hinders their functioning, understanding how they can best disclose the incident to their family or to understand and manage triggers that remind them of the abuse and create adjustment issues. In the case of younger children, their parents reached out, or other NGOs referred them. This year we have received a significant number of cases from Teach for India who has partnered with us for supporting the children from their schools in the Western suburb of Mumbai.





A 50-year-old female from a low socioeconomic family came for therapy. Her daughter had been part of an institution that Arpan had worked with in the past. Her daughter was also currently undergoing therapy and she was the one who encouraged her mother to come in. The client had told her daughter that after hearing her daughters' experience of facing sexual abuse she recognised for the first time that she herself had been sexually abused in the past.

During the therapy session, the client disclosed that when she was a child her uncle and her cousin brother had sexually abused her. There was no distinct memory of the abuse incident hence the nature of it is unknown. The client also shared that she had always struggled to have stability in her life. She ended up with an alcoholic and abusive husband. She identified herself as someone who is submissive, passive, finds it difficult to communicate her needs and make decisions. She also reported that she has frequent crying spells and would cry herself to sleep most days. When she was on her own she had flashbacks of her husband hitting her and sometimes lost the sense of time and place and relived the past as if it was her present. Through therapeutic assessment, she was diagnosed with having dissociative spells. Dissociation is a common response to exposure to a traumatic event. It is a way of organizing information that leads to the compartmentalization of experience and interferes with the integration of the event into conscious memory because of the overwhelming nature of trauma. These individuals often mentally leave their bodies during a traumatic or threatening event, allowing them to observe the event from a distance and limit their immediate distress and pain.

The therapeutic work with this client started in 2017-18 and is continuing through 2018-19. During the initial sessions with the client, she had frequent crying spells and would dissociate in the sessions while she expressed her feelings about something painful. She came from the pain of not having anyone to listen to or to vent her feelings to. Thus, the therapy space was utilized at first to empty the cup while providing an active and empathetic listening space. The venting served as cathartic support for the client who also found a way of self-expression in the therapy. Each of the sessions of venting would start and end with a breathing exercise. This served as a ritual for the therapy space. Ritual helps in having a defined space of therapy for the clients. The breathing exercise worked as an anchored point for the client for times that she would feel anxious, had crying spells or would dissociate even outside the therapy pace. Breath-work helped her to consciously practice more calming, joyful breathing. Gradually, grounding skills were introduced like colouring, mandalas for her to engage in before she goes to sleep. Doing mandalas or colouring has a specific purpose to be focused on the thoughts and feelings that one had while doing the colouring. This not only helped her get the rhythm in the body but also in the mind that would calm the anxious thoughts and lead her to a peaceful sleep. The client has now made a ritual to colour every night before she sleeps. While engaging in resource building in the sessions, the client added chanting as one of the major resources that she used to earlier use. This was re-channelized in her life so as to help her remain calm. This along with her newly built resources have helped to reduce her anxiety attacks, crying spells and frequency of dissociative spells. However, there is still a long road ahead, as in trauma work slow is fast.



## 2.3 Monitoring and Evaluation

In April 2018, Arpan had initiated a study to map the therapeutic outcomes of long – term psychotherapeutic services provided in an institution that houses rescued minors. We have been providing therapy to survivors of trafficking, commercial sexual exploitation and victims of sexual abuse at this home since 2010. The psychotherapeutic support provided in the rehabilitation home is primarily through group sessions, which helps address most of the common concerns pertaining to their history of trauma and neglect. However, more personal concerns beyond these are addressed through crisis intervention sessions. Therapeutic progress of the 22 clients undergoing group therapy was assessed and the findings were documented in a case study of the group as a whole. Therapeutic outcomes of the group based psychotherapeutic sessions were interpreted with respect to the two domains significantly addressed through therapy; i.e. 'Stabilization' and 'Self'. Both domains comprise of a range of sub themes that were addressed either separately or together with other themes. In addition, the clients' own perceptions of the changes that they have identified with respect to the therapeutic support received and the process thereof was also construed as outcomes of the therapy.



Results had indicated that the sessions have been effective in empowering the group of trauma survivors to identify and build the resources necessary to cope with distressing situations. An increased capacity to consciously realize and understand personal triggers along with the use of self-help techniques were apparent among most of them. In the area of interpersonal relationships, the therapists were able to perceive a distinctive change in the nature of relationships the girls had begun to share with each other and with the caretakers. Self-reported accounts of improved management of impulsive thoughts, actions, emotional outbursts and other behavioural issues were commonly present in their responses. Following the extensive group sessions on the domain of self, the general awareness was found to be heightened with regards to self-care among the majority of the girls. The effect of the group sessions on group cohesion and group dynamics was also evident from their collective responses as the process of group-based therapy serves to create a sense of trust and oneness among the group members, wherein they are able to identify and associate themselves with many of the common challenges faced.

The success story of two individual cases, where the client's personal crises were addressed through repeated individual sessions over the length of their stay in the institution (a little over 2 years and close to 4 years respectively), was documented as two distinctive case studies. In their respective in-depth interviews, the strategies the client had used to address triggers, stressors and the overall benefits of these sessions perceived by them was discussed. Similar to the observations made in the group case study, these clients were observed to have a better understanding of their own triggers and an increased ability to independently build the resources necessary to cope with them. Testimonials from two clients from the study are shown below:

"When I was outside (the institution), I had a very bad habit, I used to abuse people. I used to even fight and abuse sometimes during group (therapy) sessions. Whenever I got angry, I used to abuse the sisters (caretakers) and yell at them; I was like this with the other girls too." - **Client 1 on her past conduct.**

"It was hard, but here (in the institution) a change happened in me; it was that whatever my past life was, I was out of it, out of whatever bad things I learned from there. So, I got rid of it all." – **Client 1's reflection on consciously moving ahead of her past behavioural traits.**

"I told her (the therapist) the truth about my father. I spoke the truth because I was close to her and I used to share everything with her. But this was one thing (purported innocence of the father) that I couldn't share with her initially as it was a big thing. I was so scared, but I told her the truth afterwards. I told her that I lied to you (the therapist). (I asked) how can this problem be solved? I have lied in the court, lied in the police station and lied after coming here in hostel, how I can come out of this? I was scared and had never told the truth before. I told the truth because sister (the therapist) had made me understand. I gained the strength and confidence, to tell the truth." – **Client 2 on finding the trust to open up**

Arpan had also been providing psychotherapeutic services at a sister institution of Advait named Transition Home that houses girls who are 18 years of age or above. A review assessment was undertaken to understand the clients' perception of the therapeutic support received, as well as to identify the need for further capacity building of the caretakers. Based on the findings, key recommendations for the future strategy of implementation was developed. In terms of the therapeutic approach, recommendations indicated a further need to focus on skills and resources that would be of particular importance to a client following their reintegration into society. The recommendations also mentioned that a sustainable action plan needed to be developed by working closely with the caretakers and other support staff within the institution, which could help sustain the therapeutic progress in the clients after completion of active therapeutic services by Arpan at this home. For this, specific capacity building of the new as well as existing institutional staff, to help them employ improved trauma-sensitive care and supervision, was recommended.

Along with yearly impact analysis, Arpan also tracks the progress of clients undergoing counselling at designated intervals to quantify the improvements shown by them. In 2017 – 18, a group of 8 boys in conflict with the law was referred to Arpan, who under the mandate of the JJ Act, were required to obtain counselling for their alleged involvement in a case of harmful sexual behaviour. A baseline assessment was conducted to map specific domains of their psychology, such as – empathy, feelings, sense of responsibility, anger and impulse control, support systems, and sexual triggers. The therapeutic work was largely based on the observations from this assessment and was carried out for approximately one year through weekly group-based sessions. In 2018-19, a second assessment was conducted to map their progress on the specified domains. Results indicated that in the majority of the boys, there was a visible improvement in their sense of responsibility, skills to handle a crisis, impulsive behaviour, and the ability to identify their strengths and support systems. The observation from the test was further supported by the testimony of the parents and self-reported changes perceived by the group.

## 2.4 Challenges Encountered

This year, Arpan faced challenges because of attrition of counsellors throughout the year. The cost of employee attrition is extremely high as a lot of effort, time and energy is invested in getting an employee on board, integration and assimilation with the values, culture, and working of an organization responding to a nuanced issue like CSA. The attrition happened due to personal reasons - higher education, health concerns and family relocation. Some of the staff who were freshers also left after a year to work on other issues as they wanted to gain expertise in diverse areas to eventually set up their own practice. A few counsellors also found the issue of sexual abuse overwhelming in spite of sustained efforts by Arpan on therapists' self-care and individual therapy to combat burnout.



## 2.5 Voices from the Field

"When I started the counselling session I was really scared. I was stressed thinking how will I be able to express my feelings, my concerns with anyone. But when the session started, my emotions got settled and I started speaking. As and when the sessions kept happening I was feeling more safe and relaxed in that space. I kept venting about my past. I was going back to each of the incident that happened with me and kept telling myself 'Its Not My Fault.' It is the persons' fault who did this to me. I started seeing a lot of improvement in myself after every session. I learned the technique of making the right choice for myself. And now I feel much more relaxed and confident with my life. My past emotions are not affecting the decision of my present anymore because of which now my life is much more happier". – **A client**



*Group Therapy with children from Institution*



*Psycho-education to Family Members*

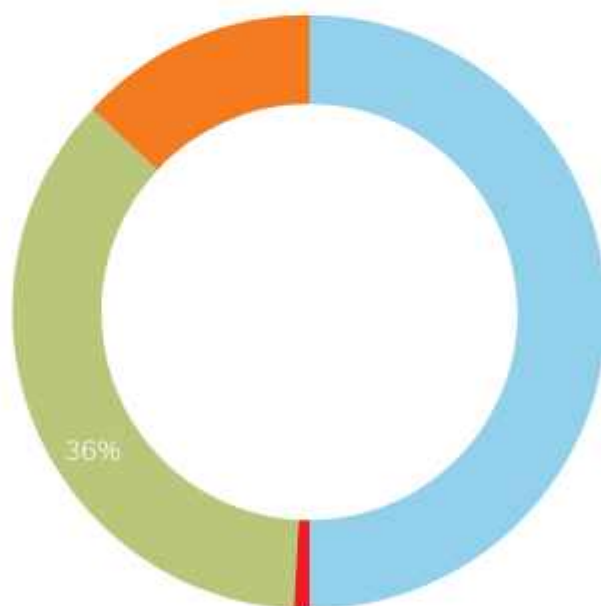


*Long-Term Psychotherapeutic Services with Rescued Minors in Institutions*

## PROGRAMME 3 CHILD SEXUAL ABUSE PREVENTION AND TRAINING PROGRAMME

With a vision of 'A World Free from Child Sexual Abuse', Arpan proposes to create awareness and sensitization through public advocacy and communication campaigns, build professional capacities through training, replicate and scale Arpan's model of prevention and intervention and advocate robust child protection mechanisms to address the lacunae both at the policy level as well as with regard to curriculum and interventions on the ground. In order to address the lack of awareness and build professional capacities of individuals, organizations and institutions on child protection, Arpan focused on training and building capacities of NGO professionals, school teachers, institutional staff, health and mental health professionals and government duty bearers. Once the training had been conducted, Arpan supported the participants in their initial implementations with an objective of handholding and confidence building, acknowledging that CSA as an issue is complex, multifaceted and dynamic.

Arpan also advocated for the replication of Arpan's prevention and intervention strategies, strengthening systems at the organizational and institutional level in order to create a safe environment for children. These efforts were directed towards the prioritization of CSA in the government mandate, integration of Personal Safety Education in the prescribed curriculum and enhancing and strengthening of Child Safeguarding policies in government bodies and government-run institutions.

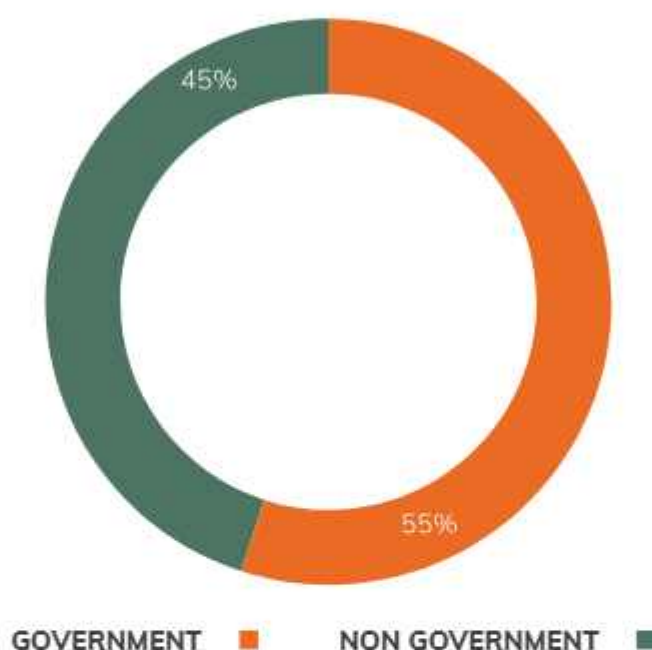


CHILD SEXUAL ABUSE PREVENTION & TRAINING PROGRAMME ■

**PROGRAMME 3 COMPRISES OF 36% OF  
ARPAN'S BUDGET**

This programme encompassed:

- Conducting Awareness talks on CSA with Specific Stakeholders focussed on raising public awareness to address the phenomenon of Child Sexual Abuse.
- Training and Capacity building of Teachers including teachers from schools, NGOs and government bodies or duty bearers aiming to impart knowledge and skills for facilitating Personal Safety Education and familiarise teachers with the dynamics of Child Sexual Abuse.
- Training and capacity building of mental health professionals aiming to equip them to effectively respond to survivors of Child Sexual Abuse.
- Training and Capacity of social workers/caregivers/support personnel/ both from NGOs and government bodies as well as police were focussed on integrating prevention and intervention modalities to respond to Child Sexual Abuse in diverse settings and mainstream child protection.



## DIVERSIFICATION OF TRAINING STAKEHOLDERS

### 3.1 New Milestones, New Horizon

At present, there is a need for mainstreaming children's protection issues into the national policy agenda. In order to do so, one of the concentrated efforts needs to be directed at Sexual Abuse prevention programmes starting in early childhood and continuing to children's growing years. Indeed, investment in children's protection in early life provides high returns for States' human and social capital and creates peaceful, prosperous societies. Sadly, however, prevention efforts to address violence against children is not systematic in nature. Hence for Arpan, this is a priority area where we remain committed to work with systemic bodies, create a dent to mainstream child protection and scale and replicate Arpan's model for prevention and intervention. To this end, policy advocacy has been pivotal as, without the strategic deployment of advocacy tactics, it will be difficult to successfully achieve the child rights agenda. In 2018-19, Arpan has been successful in making a mark and create a new milestone though the groundwork that started last year as policy change is a long process. Arpan has been part of a Life Skills think-tank initiated by the Ministry of Human Resource Development (MHRD) since last year and working closely with National Council of Educational Research and Training (NCERT) and Central Board of Secondary Education (CBSE) towards creating a content framework for a curriculum on Life skills. Arpan has been successful in ensuring that the curriculum on Health and Wellness of school-going adolescents under the

ageis of the school health programme of Ayushman Bharat not only have a component on Safety and Security but also incorporate messages of Personal Safety which will provide children with knowledge and skills to identify, refuse sexual abuse and seek support. Arpan also had the opportunity to meet Shri Vinod Tawde, the honourable minister of Maharashtra for School Education, Higher and Technical Education, Sports and Youth welfare and engage in a dialogue on mainstreaming Personal Safety Education curriculum in Maharashtra through school education.

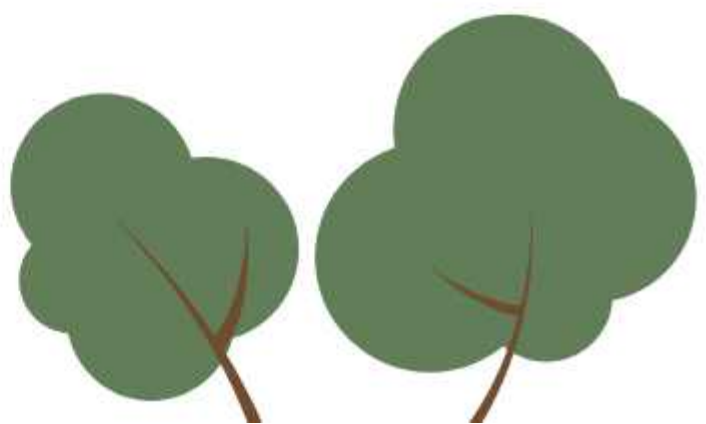
Simultaneously, we were also working on the ground with Chandrapur District Administration, Kolhapur Zilla Parishad, Kolhapur Municipal Corporation, Thane Municipal Corporation and slowly moving towards creating these as Sexual Abuse Free Districts of Maharashtra. We hope these districts will evolve to become model districts and others will follow soon. The fact that these diverse avenues have the potential to take us to each and every child in the country and will be able to initiate a seed of raising children who can participate in their own safety and adults who can initiate open communication gives us hope that prevention is possible.

### 3.2 Policy and Public Advocacy

Child Protection Policy and Public Advocacy at Arpan focus on strengthening the child protection systems both at the community and systemic level through both formal and informal spaces. As sensitization on the issue is the starting point, it is important to have a sustained community dialogue. 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. To create a sustainable and scalable model of intervention, Arpan also advocates for systemic change at the local, state, and national level. Through our public engagement activities which involves participating in various events across diverse platforms, we have reached out to 8,236 individuals.

It is an honour for Arpan to have a celebrated actor like Ms Vidya Balan as our Goodwill ambassador. With Ms Vidya Balan supporting the cause, we are hoping that it will help to have wider attention, influence many more people to speak up for prevention of Child Sexual Abuse and amplify conversations. Talking about her association with Arpan, Ms Vidya Balan said,

"I first connected with Arpan during the filming of Kahaani 2 (a Hindi film on Child Sexual Abuse) to understand the issue better and get into the skin of my role. I was amazed by the kind of work Arpan does on the issue especially working with children across age groups and their caregivers to prevent Child Sexual Abuse and heal survivors from the trauma of such an ordeal. As a society, it is critical that we look at how such social evil can be prevented and how each of us can play a role in keeping children safe. Given the current scenario in our country, now more than ever there is a need for all of us to step up and work towards preventing Child Sexual Abuse. If we "Know more about Child Sexual Abuse" we can work towards an India with "NO more Child Sexual Abuse."



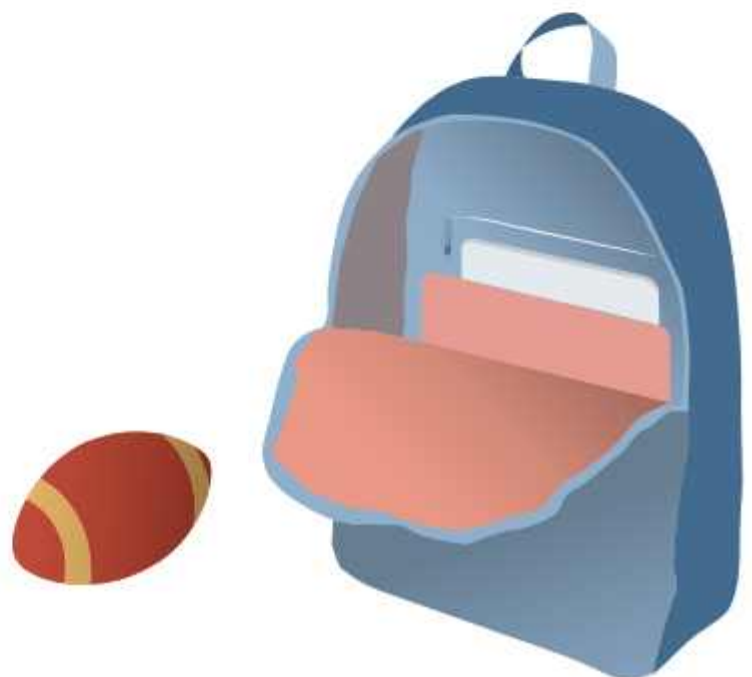


Some of the other key activities/events which Arpan organized or participated are listed below:

- Nickelodeon, a renowned kid's franchise associated with Arpan for their global pro-socio initiative "Together For Good" which addresses the issue of child safety. With increasing incidents in the realm of cyber safety, bullying, physical harassment and sexual abuse amongst kids at a young age, creating awareness about personal safety, is the need of the hour. Nickelodeon set out to curate an awareness initiative that inspires and empowers kids to say, "No to fear and yes to safety". The initiative encourages kids to identify potential risks and reach out to an adult without fear. As part of the initiative, facilitators from Arpan engaged with kids in schools through an interactive school contact programme and facilitated the sessions in four cities - Ahmedabad, Lucknow, Chennai and Mumbai. This initiative has the potential to equip millions of children with personal safety messages and bring the issue to the public domain.
- Windmill Festival is one of the few international festivals conducted in India that is solely dedicated to children. The festival showcases a variety of education, awareness and entertainment programmes conducted for children and their parents. One of the highlights of the festival this year included a component of Child Sexual Abuse awareness, organized by us. This event provided us with space to actively involve children and parents through an interactive quiz session on child safety in a fun game of darts. The quiz was an opportunity for children and their caregivers to learn about child safety while also engaging in fun questions on sports, cartoons, and geography. A book counter was also installed by volunteers of Arpan where literature on Child Sexual Abuse was distributed. Caregivers were also made aware of the issue and the need for initiating open communication channels with children on personal safety. We were also covered by the media for this unique initiative and this is available at <https://bit.ly/2YwHq8V>. Pooja Taparia, Founder and Chief Executive of Arpan said, "We saw the Windmill Festival as a great opportunity to spread our message and educate parents and children on child sexual abuse in India and ways to protect themselves. According to data released by the National Crime Records Bureau, a child is sexually abused every 15 minutes in India. We are deeply involved in solving this issue and have so far connected with more than a million people through our initiatives. We have also started publishing books to make Child Sexual Abuse prevention information easily available."
- Social Responsibility Forum (SRF), a club of NMIMS was established to contribute to society and to those who are less privileged. Aarambh, the flagship event of the Social Responsibility Forum (SRF), is a 5km Social Marathon which calls for spirit, enthusiasm, and energy among its participants. This year, SRF aimed to address the issue of 'Child Sexual Abuse' in collaboration with Arpan. Aarambh 2019 Marathon started at Taj Lands End, Bandra. Children and adults gathered in big numbers to run for a cause that needs attention and needs a voice and engaged in the fight against Child Sexual Abuse. This news was featured in <https://bit.ly/2LT7tBk>.
- Ms Pooja Taparia, CEO and Founder, Arpan and Mr Kiran Khalap, Co-founder and Managing Director, Chlorophyll as well an advisor to Arpan judged a poster competition at Sophia Polytechnic's Applied College, Mumbai. The 2nd-year graduate students participated in the competition and depicted diverse nuances of the issue of Child Sexual Abuse through their work. The students' artwork had been used by Arpan as tools to advocate for the issue.
- At Arpan, we strongly believe together we can achieve freedom from Child Sexual Abuse. Walking that extra mile to achieve the goal, employees of Arpan participated at the Tata Mumbai Marathon 2019 and raised awareness of the issue. We also got featured in Mumbai Mirror for this initiative.

This year Arpan built considerable links with diverse government bodies and this paved the way for creating an efficient systemic environment conducive to child protection. The policy advocacy focused on strengthening links with diverse government bodies like MHRD (Ministry of Human Resource Development), NCERT (National Council of Educational Research and Training) CBSE (Central Board of Secondary Education), NCPCR (National Commission for Protection of Child Rights), Government of India and MSCERT (Maharashtra State Council of Education, Research and Training) and advocated for creating safe schools, mainstreaming child protection in community based organisations and government institutions. Some of the significant efforts have been:

- Arpan has been part of a Life Skills think-tank initiated by the Ministry of Human Resource Development (MHRD) since 2017-18, working closely with National Council of Educational Research and Training (NCERT) and Central Board of Secondary Education (CBSE) towards creating a content framework for a curriculum on Life skills. Arpan had worked closely with NCERT on the curriculum especially on the module on 'Safety and Security' for Health and Wellness of school-going adolescents under the aegis of the school health programme of Ayushman Bharat.
- CBSE invited us to review their Protocol/Guidelines for Ensuring Safety of Children in Schools developed by them in 2017-18. While the document developed by CBSE is very well thought out in laying down the macro-framework for school safety, we had worked on making it more robust by drawing from the other existing national and international Child Protection policies. This document is now becoming the basis on which the Bihar Government is drafting their Child Protection Policy specifically in relation to abuse and maltreatment.
- Collaboration with Kohlapur Nagar Parishad, Kolhapur Zilla Parishad and Chandrapur District Administration to develop 'Sexual Abuse- Free Districts'.
- Continuous engagement with the Education and Sports Department, Government of Maharashtra and MCGCM, Special Needs Education Department towards ensuring that teachers across the state are trained on the issue of Child Sexual Abuse so that they can create strong safety and support networks around children in their respective environments.
- Collaboration with CBSE (COE) towards ensuring that teachers across CBSE are trained on personal safety.
- Collaboration with BEPC to train teachers across the 38 districts of Bihar.



Arpan also actively participated in diverse conferences, seminars, roundtable conferences and spaces of networking to advance positive changes at the systemic level:

- Ms Pooja Taparia, CEO and Founder, spoke about sexual abuse prevention in the 'Principals Conclave', an event organized by Times of India with an objective to create a dialogue between the educationalists and the policymakers. The first edition of 'Principals Conclave' endeavoured to explore ways in which heads of educational institutions, policymakers and thought leaders could create a conducive environment for safe and effective teaching and learning. The platform also deliberated on best practices to re-energize the Indian education system by creating the right leadership model. Arpan had also put up a stall at the venue to exhibit Arpan resources on prevention and intervention of sexual abuse.
- Ms Pooja Taparia spoke about Child Sexual Abuse at the 1<sup>st</sup> International Conference in Education organised by the Department of Special Education SNTD on 'Equality and Equity in Education'. Her speech focused on the issue, the solution and how each one of us can make a difference. She said, "You can make a difference. Be aware, know what's going on, what are the laws, what are the issues children could be dealing with, advocate for the prevention of child abuse. I think we cannot be enough, even a hundred thousand people in the country can't be enough. We all need to raise our voices for child safety."
- Ms Pooja Taparia spoke at She/Talks by SheThePeople on 'Child Sexual Abuse: Prevention and Intervention.' She spoke about how prevention of CSA is possible and healing from the residual impact of trauma is not only viable but is actually transforming. SheThePeople was organised in association with Consulate General of Canada in Mumbai and created a platform to share stories of real women with real stories and celebrated heroic women tirelessly working to have an impact in our society.
- Ms Abhilasha Rawat, Deputy Director Healing Services, Arpan spoke about the "Role of the Internet and Cyber Technology in POCSO Crimes; Suggested measures to prevent Child Pornography" in the National Conference on 'Protection Of Children From Sexual Offences Act (POCSO)' organized by Maharashtra State Women's Commission.
- Ms Aditi Ray, Director Training, Arpan had actively participated in various consultations initiated by the National Commission for Protection of Child Rights (NCPCR) prevention of sexual abuse and spoke about Arpan's model of prevention and intervention.
- Ms Sonali Parab, Manager, Training and Advocacy presented about Arpan's work in a workshop on 'Child Safety and Mental Wellbeing of Children' organized by Maharashtra government in partnership with UNICEF. This was attended by Senior and Mid-level officials of the Department of Education, Maharashtra along with a few CSOs including Arpan, Aarmabh, Responsible Netzsism and Muskan.
- Ms Aditi Ray, Director Training, presented Arpan's Personal Safety Education curriculum which addresses the component on online safety in a consultation on 'Smartphones and Adolescents' organised by TISS and UNICEF.
- Ms Juanita Kakoty, Senior Manager, Training was invited to the UNICEF state level consultations at Guwahati, Lucknow and Chennai to address the issue of child protection.
- Ms Juanita Kakoty, Senior Manager, Training, was invited as a panellist for the 'State Level Workshop on Prevention and Response to Combat Child Trafficking in Assam', which was organised by the Assam State Commission for Protection of Child Rights (ASPCR). She highlighted the interlinkages between CSA and Trafficking for Sexual Exploitation as data shows 70%-90% of children who were sexually trafficked, were sexually abused in a non-commercial manner prior to being trafficked.

### 3.3 Delivering Child Sexual Abuse Prevention and Training

#### 3.3.1 Conducting Awareness talks on CSA with Specific Stakeholders

In 2018-19, Arpan conducted awareness talks on Child Sexual Abuse with parents, teachers, principals, students, police officials and duty bearers through 40 organizations and institutions including government departments, corporate houses, schools, colleges, Universities and Non-Governmental Organizations. Some of these organizations were AdFactors PR Agency, Ashoka University, Edify International School, I call, Tata Institute of Social Science, Inner Wheel Club, Municipal Corporation Kolhapur, Prayas and WCD Konkan Zone. We reached out to 3,845 individuals through this initiative which included:

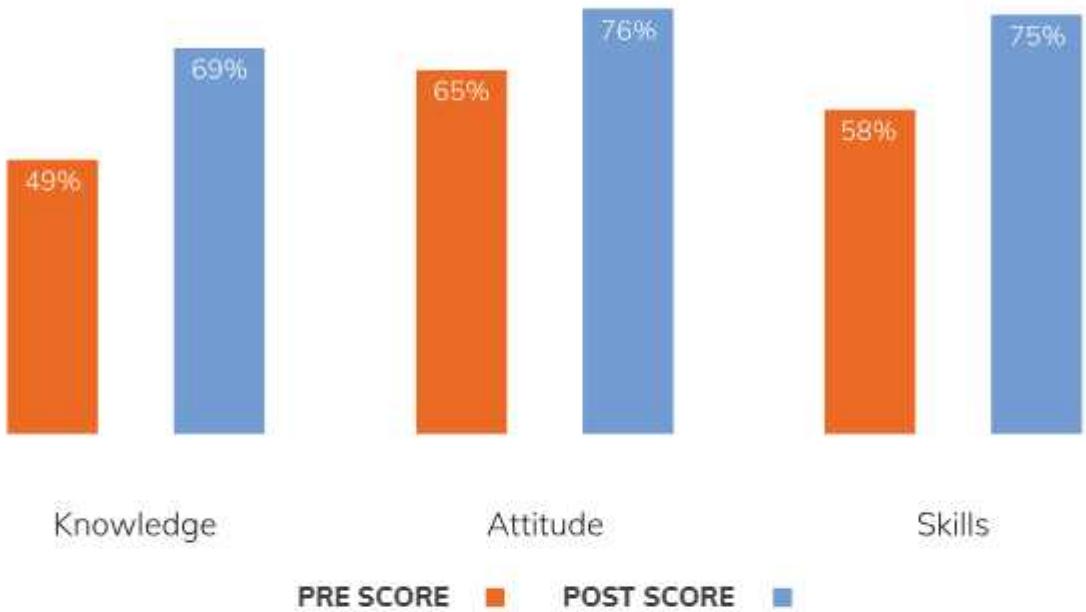
- 1,650 Parents
- 747 Teachers
- 144 Principals
- 393 College students
- 39 Corporate employees
- 5 Police officials and cadets
- 362 NGO Professionals and support personnel both from NGOs and government bodies
- 6 health and mental health professionals
- 145 Non-teaching staff
- 353 individuals from diverse backgrounds

Arpan conducts awareness sessions with these stakeholders every year. Arpan generally uses discussion based sessions to create awareness on the issue. However, Arpan has also used play and street play mediums to create awareness in the past. This year Arpan hosted 30 Days in September, a renowned play on Child Sexual Abuse. Incidentally, this is the play that inspired Ms Pooja Taparia and became the starting point of a movement on Child Sexual Abuse in India. This play is a powerful and gripping tale of a complex mother-daughter relationship scripted by Mahesh Dattani and directed by Lillete Dubey. It has completed over 200 shows around the world and travelled to cities as diverse as Mumbai, Pune, Delhi, Kolkata, Chandigarh, Bangalore, Chennai, Hyderabad, Dehradun, Ahmedabad, Colombo, Dubai, Houston, Washington D.C, New York, and Kuala Lumpur. The play has become, "a great reference point for an understanding of Child Sexual Abuse depicted with amazing sensitivity and emotional intensity". The play was originally commissioned by RAHI (Recovery and Healing from Incest), a Delhi based NGO.

#### 3.3.2 Training and Capacity building on Personal Safety Education

In 2018-19, we conducted the training and capacity building with 1,100 teachers from schools and NGOs. Some of the teachers were from schools like Anjuman Islam, Allana English School, Cosmos English Medium School, Darjeeling Public School, Holy Mother English Medium School, NLK Group of Schools, Sarvodaya High and Zeal English School which catered to diverse socio-economic strata of the society. Some of the government departments through which we trained teachers and master trainers were CBSE Centre of Excellence, Chandrapur District Administration Kolhapur Zilha Parishad, MSCERT Pune, Municipal Corporation of Kolhapur, Thane Zilha Parishad and BEPC - Bihar Education Project Council. We also trained teachers and social workers through NGOs like Aarambh Foundation, Babu Trust, Faith Foundation, Lend a Hand India and Madhya Pradesh Lok Sebhagi Sajha Manch.

The training focused on helping them understand the issue of CSA, demystify their understanding of gender, power, sexuality, training them to conduct Personal Safety Education in their settings as well as provide them with skills to handle disclosure effectively. The graph below depicts the rate of knowledge and skill enhancement and attitudinal shift of a sample of participants (N=724) who filled out the questionnaire before and after the training on Personal Safety Education:



**DISTRIBUTION OF KNOWLEDGE, ATTITUDE & SKILLS OF PARTICIPANTS BEFORE AND AFTER TRAINING**



## An Enriching Government Partnership

Arpan had partnered with Chandrapur District Administration, Maharashtra in 2017-18 and worked closely on a community-based model to create sensitisation and awareness on Child Sexual Abuse across the entire district and train and handhold teachers to conduct the Personal Safety Education Programme. One of the Chief Minister's fellow who attended an awareness session by Arpan was moved by the programme. So when she was transferred to Kolhapur, she strongly felt that the programme needs to be adopted by them as well. She introduced us to Kolhapur Nagar Parishad, a district administration in Maharashtra. To take the process ahead Arpan conducted a session with WCD members, the Mayor and other governmental representatives on the issue of CSA, PSE and the need for training and capacity building. This led us to conduct training and capacity building of 96 teachers from schools of Kolhapur Nagar Parishad on Personal Safety Education Programme and handhold them to conduct training with children as well train other teachers from their schools. The purpose of the training was to train all these teachers as master trainers so that they can take this programme forward in Kolhapur with a mission to make the district "Child Sexual Abuse free". The teachers were uncomfortable to discuss the issue openly, so much so that they struggled to make eye contact with the facilitators. However, as the training progressed, they started opening up and battled their initial inhibition, discomfort and started asking questions which they have always sought answers for but never had the opportunity to ask. One of the participants said, "I know you people must be irritated with me because I interrupted you so many times, but my intention was not to target you but get prepared as a trainer because I will be taking such training sessions in future and I should know the appropriate answer to each question which is coming to my mind."



This successful training and handholding prepared the teachers not only to gain knowledge but have the confidence to implement the programme in their setting. After the success in collaborating with Kolhapur Nagar Parishad, Kolhapur Zilla Parishad approached us to conduct a pilot programme in Karveer block and train 179 teachers. This training became another critical milestone in mainstreaming child protection in the entire district and train master trainers from all blocks. Through this partnership, we have been able to witness amazing shifts in teachers' knowledge and skills as well as their motivation to make a difference. After the Zilla Parishad training, when one of the teachers was conducting a PSE lesson with the class, she spoke on the issue of safety to the class. She emphasized the fact that every child has the right to feel safe from any inappropriate behaviour. She explained the personal safety guidelines and requested students to write a complaint and drop it in the suggestion box if anyone violated their Personal Safety Guidelines. A few days later she noticed that there was a chit in the suggestion box. It was a letter written by a 7th grade girl. She voiced her concern regarding the safety of the girls in the school. She mentioned that when girls used the toilet, one boy stood outside and peeped from above as there was no roof on the toilet. The matter was immediately discussed with the principal. The principal brought it up in front of the Sarpanch (Head of Village). The Sarpanch took immediate action and built a shed to cover the roof of the toilet. PTA members and school management came together and encouraged this action. This intervention also led to a snowball effect and the Zila Parishad is in the process of ensuring that all schools have a suggestion box in place along with mainstreaming of the Personal Safety Education programme.

In a similar incident, a teacher reported that after conducting a parents session on the subject, one of the parents confronted an 'Ice-cream wala' (ice cream vendor) who used to hit girls' buttocks and told him it's an offence to touch children on their PBP. These incredible movements and the sustaining motivation of teachers as well as administrators were possible as frequent touch points were created between Arpan

and stakeholders through follow-ups after training, regular video conferencing to address any challenges, supporting them with required field tools for implementation, on field observation and sustained advocacy with government to ensure execution of the programme. This collaboration reflects that passionate individuals, committed partnership, the power of knowledge can go a long way in creating incredible transformation and can work together to make a difference in children's lives.



## **An Enriching Non-Governmental Partnership**

A 5-Day training of Trainers session on understanding CSA and PSE was conducted with partners of Karuna Trust, a funding organization who work on building the capacity of professionals, and organizations working with children. It is a fact that in India, many of us refrain from using the names of Private Body Parts or initiating a conversation on gender and sexuality. So when the training delved into the issue of gender, power and sexuality, there seemed to be some discomfort amongst the participants. They seemed hesitant to participate in activities which involved them to let go of their inhibitions. Though this reduced over the course of the training, the facilitators left with the feeling that the participant will need significant handholding to take the programme ahead. So when we received a mail from the organizer, it boosted our confidence that we had been able to plant the desire to take this ahead. The email stated, "I have had lots of lovely feedback from the participants of the training. They said that the content was very helpful and it was facilitated in a fantastic way. I think your team have given our projects a lot of confidence to be able to talk about more taboo subjects and deliver sessions for parents and children."

In a couple of days, we received another feedback email stating, "I continue to get lots of wonderful feedback from our project partners. In particular, I think you have really had a profound impact on them at a personal level to overcome internalized shame and stigma around discussing anything related to personal body parts and sex, especially in a mixed group."

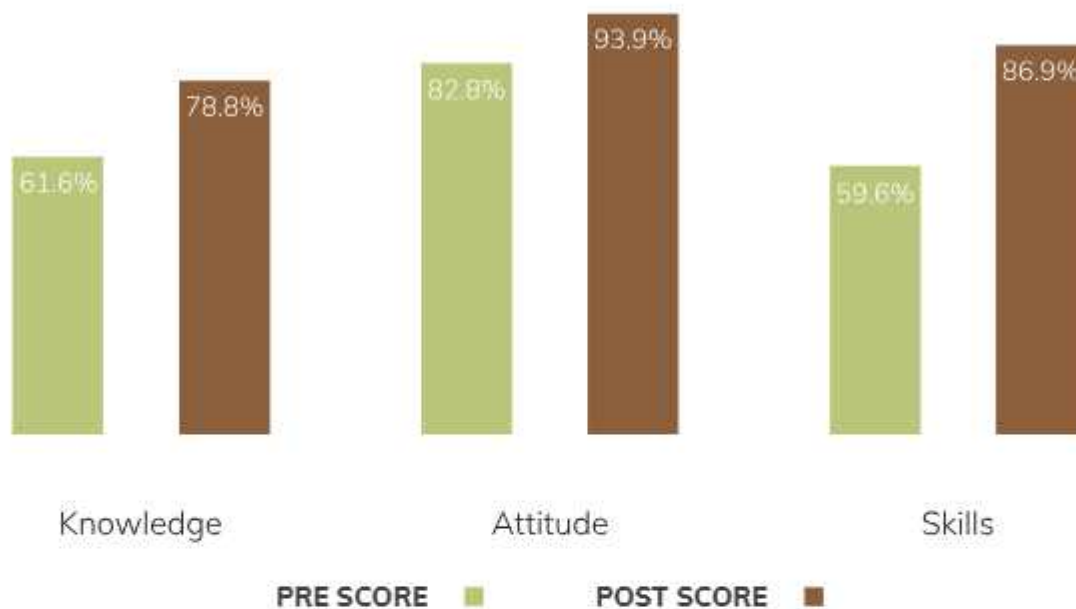
A few days later, we also had the opportunity to be present while one of the training participants was facilitating this session with his colleagues. We witnessed a huge transformation in him from someone who was a quiet participant, unwilling to interact to someone who was confident in his acquired knowledge and skills with the conviction that this issue needs to be spoken about. He connected with the group beautifully by sharing his initial discomfort and led them through the process of self-discovery. This beautiful transformation in each one around us reinforces our hope that 'A world free of Child Sexual Abuse' is possible and gives us the strength to work towards it.

### **3.3.3 Training and Capacity Building for Developing Counselling Skills**

In 2018-19, Arpan reached out to 111 mental health professionals both from private practise as well as government institutions to equip them to effectively respond to survivors of Child Sexual Abuse and facilitate survivors' journey of healing.

This component of training service focussed on training participants on barefoot counselling in order to help them become effective first respondents while handling cases of CSA. It was also directed at training counsellors and mental health professionals who have an understanding of the counselling process but needed additional inputs to support the healing journey of children and adults who are survivors of trauma. The training sessions focused on equipping professionals invested in mental health work as working with traumatized individuals requires an understanding of both the emotional or behavioural manifestations and physical impact of psychological trauma within the body. However, integrating the complex literature into actual practice is difficult. Hence Arpan's training focussed on understanding the neurobiological

response to trauma, stabilization, and defence mechanisms as this knowledge helps in understanding and appropriately respond to survivors of trauma. This year, these training sessions were conducted with counsellors, Child Protection Officers, DCPU Counsellors, government School counsellors from Kohlapur District Administration, counsellors from Chandrapur District Administration, field workers, counsellors and social workers from NGOs and private schools. The graph below shows increases in knowledge, skill and attitudinal shift of the training on 'Counselling Skills'.



### DISTRIBUTION OF KNOWLEDGE, ATTITUDE & SKILLS OF PARTICIPANTS BEFORE AND AFTER TRAINING

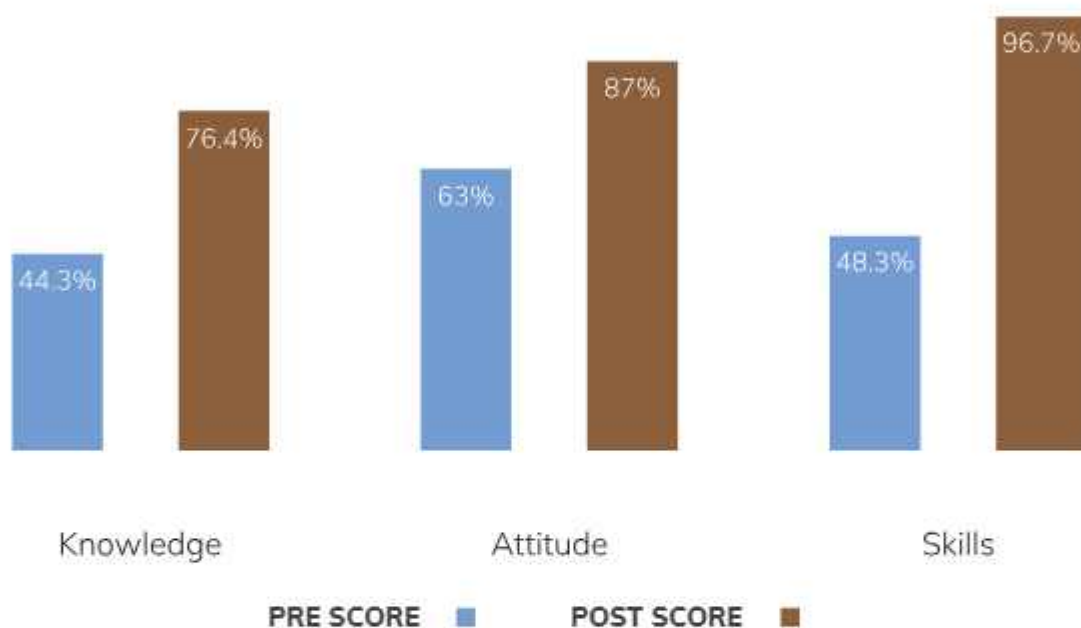
#### An Enriching Training Experience

Arpan conducted training for a group of counsellors, psychologists and professionals working towards healing of children who have faced sexual abuse. It was a mixed group in terms of experience, in which some professionals had 10-12 years experience while some were recent college graduates and were working as school counsellors as their first job. Another unique characteristic of the group was that it was a mix of participants who we were training for the first time and those whom we have trained before. While there is merit in having a diverse group of participants, it can also be challenging to be able to facilitate the training in a way that is meaningful to everyone and each member is able to contribute, learn and interact. As the days progressed and sessions were conducted, it was observed that an atmosphere of learning, empathy, interest to know more, was formed and each participant seemed at ease. At the end of the second day, a participant who had previously attended a 5-day training on CSA and PSE said, "I am so glad I came for this training session. Even though there were some topics which were covered in the previous sessions, in this training the same concepts were discussed from the lens of providing healing support to children and adult survivors. It gave me a new perspective and an in-depth understanding and I realized that there is so much new to learn. Every case and the field related challenges discussed helped in my learnings. I am taking back so much from this workshop. It has been my best learning experience and the best workshop I have ever attended until now."

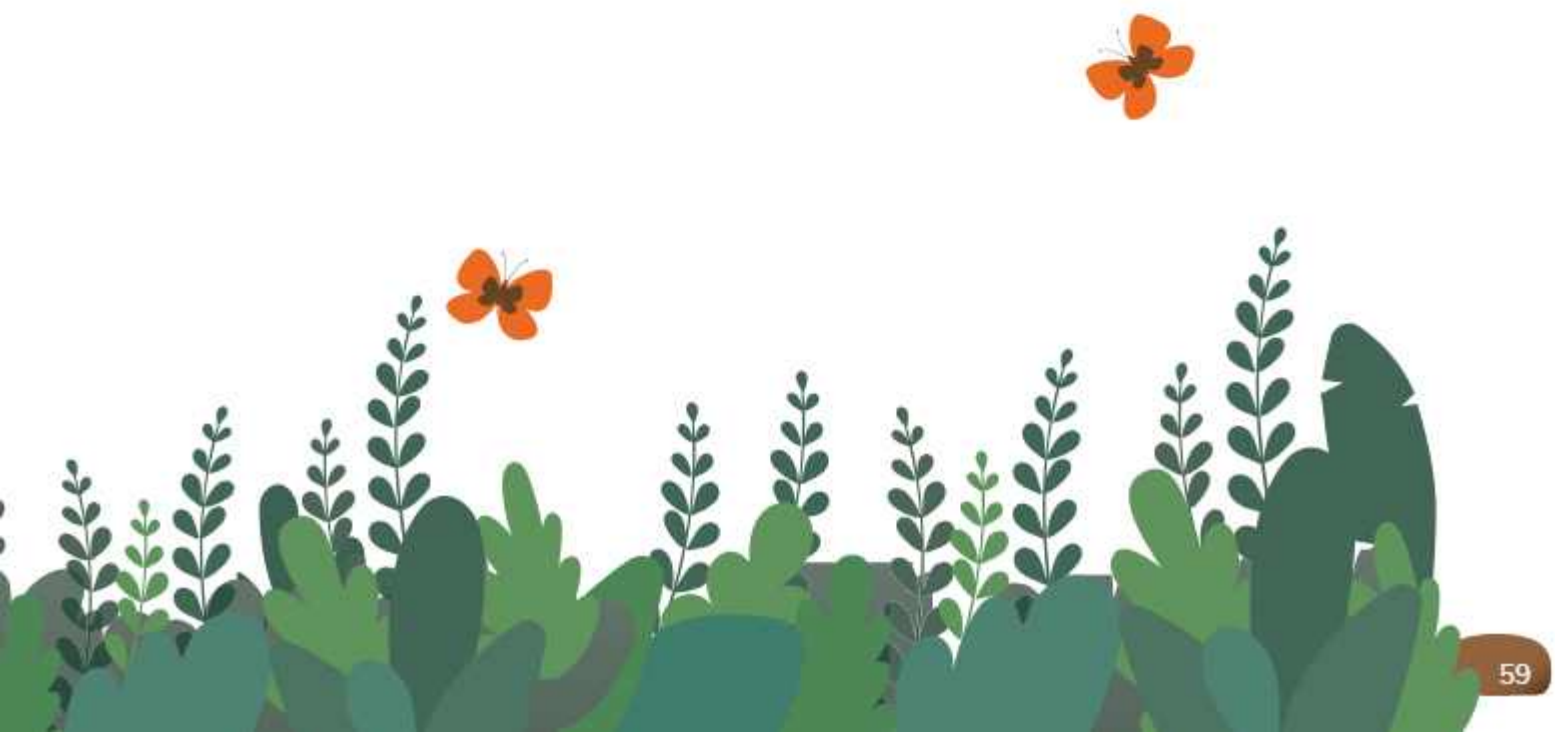
### 3.3.4 Training and Capacity for Basic Awareness on Child Sexual Abuse

Arpan engaged with 791 social workers, NGO staff, students and police to train them on the nuanced phenomenon of CSA. It included engaging with organizations like Hi5 youth foundation which trains children on basketball and life skills; SETCO Foundation, CSR and social awareness initiative by TransStadia which has entered into a project in Godhra (a city in eastern Gujarat) in association with the Sports Authority of Gujarat (SAG) in order to support youth football in the district; Inner wheel which is a women's service voluntary organisation; and Navodaya Movement, a social platform for justice.

The training sessions focused on supporting the organizations to explore the issue of CSA and understand diverse ways in which they can engage in responding to it. The graph below shows, the pre-post evaluation with a group of participants and their knowledge, skill enhancement and attitudinal shift on the issue.



**DISTRIBUTION OF KNOWLEDGE, ATTITUDE & SKILLS OF PARTICIPANTS BEFORE AND AFTER TRAINING**





In one of the training sessions, there was a discussion on prevailing myths around the issue of CSA. The participants were of the opinion that girls are more vulnerable to sexual abuse and abuse of boys is a one-off incident which can be ignored. The facilitator opened up the discussion so as to thrash out the underlying normative belief system behind this myth. As the participants delved into the nuances of the issue and there was an open discussion on incidents of boys being abused that they have heard of or read. A participant who was silent from the beginning shared that he had been one of the survivors of sexual offence as an adult and had been abused thrice by clients as he works in the hospital industry. The entire group was stunned with his sharing, the fact they had someone among them who faced it as an adult suddenly made them accept this as a reality for male children too. The fact that the training could create a non-judgemental space for a participant to open up about his own experience publicly does talk about the impact that the training created.



### 3.4 Monitoring and Evaluation

In the last quarter of 2018 -19, Arpan initiated an evaluation to understand the effectiveness of the Training of Trainers (TOT) model for training on Personal Safety Education programme. As mentioned above, through this model, we train stakeholders to implement Personal Safety Education (PSE) with children.

The aim of the study was to understand the level of implementation uptake among Arpan's trainees and the subsequent translation of this into the empowerment of children through PSE conducted by these trainees. To understand the former, the level of knowledge of PSE concepts among the trainees and their skills of handling disclosure was assessed, along with a mapping of the self-reported factors that enabled or prevented them from translating their knowledge into implementation with the children. This was done based on information collected through in-depth interviews conducted with the training participants. To gauge the effect of the implementation, the level of retention of the key PSE concepts among the children was captured through an interviewer-administered survey. The survey was carried out with children in communities as well as private and public schools within urban and rural settings, where the training participants have implemented the programme. Urban settings included the city of Mumbai, Kanpur and Bhopal; while, the rural settings included villages in the district of Raigad and Badwani, in Maharashtra and Madhya Pradesh respectively. The sample size calculations were based on the outreach achieved by the training participants in previous financial years (and reported via designed format by Arpan) that totalled to a sample of 1,172 children. The findings of the study are still being analysed and the report will be published soon. The observations from this study will help provide strategic direction for the effective use of the TOT model to scale up and replicate PSE in other geographical locations.

### 3.5 Challenges Encountered

It is widely recognised that in the context of child protection, training and advocacy is the way forward to usher changes both at the systemic and ground level. However, it is equally established that this route is not free of challenges. As the trajectory of the training initiative is externally dependent on partners, it has often been challenging this year to respond to the lack of timely confirmation or last-minute changes in the timeline of the training sessions which were resource intensive. While some partners had taken the learnings ahead by implementing Personal Safety Education in their own environment, many are struggling to fit it in their schedule. We are trying to follow-up with them and offer hand-holding support to address any initial discomfort or hesitation that they may have in rolling it out. We are also working towards helping them customise the content to adapt it to their own settings. It was also a year where the training team has grown from a team of 5 members to 16, which meant keeping up with the pace of increased external training sessions and simultaneously building capacities of the new members.

### 3.6 Voices from the Field

"Finally someone in India is making books to teach children Personal Safety. I remember when my children were growing I had got these books from London because I knew how important these messages are for our children. I would definitely pass on the message about your team to others." – **Event Participant**

"Before this training we used to get cases from children who are experiencing unsafe touch and we used to tell children that forget about this. Our intention was that the child should not overthink and get distracted. But now we understand that telling children to forget the incident is not appropriate. Our role is to understand their feelings and make them feel supported so that they can overcome the abuse."- **Training Participant**

"We were clearly trying to hide ourselves during the body mapping activity, however now we know that we need to start becoming aware of the discomfort." - **Training Participant**

"My hesitation ends here. This training should be a longer one where there is space for participants to mingle with each other and learn." - **Training Participant**

"Child Sexual Abuse which is an obstacle in today's social state and to eradicate this problem from childhood, you are organizing this campaign on school level for children under 18 years of age and creating self-awareness. For this, we are thankful to Arpan. We will definitely try to promote the useful information we got from you and will also support your work." - **Training Participant**

"Arpan works on a noble cause, protecting rights of the children is today's need. It made me aware of my social and legal role to protect children. Excellent work! Thank you, team." - **Training Participant**



"I met Pooja almost 10 years ago, we heard about the Personal Safety Education programme against Child Sexual Abuse from BCG schools. I am currently heading the Mental Health department of Goenka Schools. We have 9 schools across Mumbai and cater to over 24,000 children so when we came to know about this programme, we decided to add this to our school's mental health programme. The initial feedback from the parents that we received was that 'It was a lovely session'. They were actually waiting for somebody to break the ice and speak on such a topic with their children. Once the session was over, we received notes and letters from students appreciating the counsellors. These sessions are now part of the schools' counsellor centre's DNA. We conduct the session every year. If for any academic pressure the session timelines are delayed, there is a demand from the students, teachers and parents to conduct it. And I am thankful to Arpan for being instrumental in helping us achieve this level. The work Arpan has been carrying out is so remarkable and so heart touching." – **Ms Meera Kothari, CEO of GAET Counselling Centre, Goenka Schools, Partner**

"It has been a lovely journey with Arpan. I have been associated with Arpan for three years through my organization Zee Learn. We are about 1,800 pre-schools pan India which is over a lakh preschoolers. So what we are talking about is a big challenge for us. Dealing with those children, making these children understand who have just started to talk! Teaching them Personal Safety Education (PSE) is a huge challenge for us. But thank you to Arpan for the training that we got from them and the resources that they shared with us, we were able to deliver the messages very easily. And now PSE is part of my regular curriculum. Teachers who were once hesitant to talk about safe touch and unsafe touch, are now comfortable taking the session independently. Hats off to everyone what you are doing is a great job. It's not about how many children can you touch, it is what you are doing at the moment. The ground realities are very harsh, so let us not get bogged down by any of these. Let's just go and do it every day. Today is the moment, right now is the moment." – **Amita Vyas, Zee Learn Ltd, Partner**

"Arpan trained our urban staff from three NGOs. They took the training further into their respective communities and in one community in Dahisar, we saw a remarkable change. Women who would not discuss domestic violence or any kind of sexual abuse identified a case of Child Sexual Abuse, supported the family and got the perpetrator imprisoned. That has been a direct impact of Arpan's training with us. When I first connected with Arpan a few years back, I was super thrilled to see that they were the first organisation to use the terms Safe and Unsafe Touch where everybody else spoke about Good and Bad Touch. My daughters have gone through Personal Safety course. The interaction they had with the Arpan counsellors have motivated them so much that they now want to become counsellors. The school in which my children studied the attitude of teachers, students and school completely changed after Personal Safety Education. Arpan is doing a superb job!" – **Dr Yamini Suvarna, UNICEF, Funder**





*Ms. Pooja Taparia speaking at Principals Conclave organized by Times Group in Mumbai*



*Conducting Awareness talks on CSA with Specific Stakeholders (Police officials and cadets)*



*Aarambh 2019 Marathon in association with Arpan*



*Ms. Pooja Taparia speaking at she/talks organised by SheThePeople and Consulate General of Canada*



*Training session in Delhi*



*Training Session in Pune*



*Training Session with teacher's from Jilla Prashasan, Jhajjar*



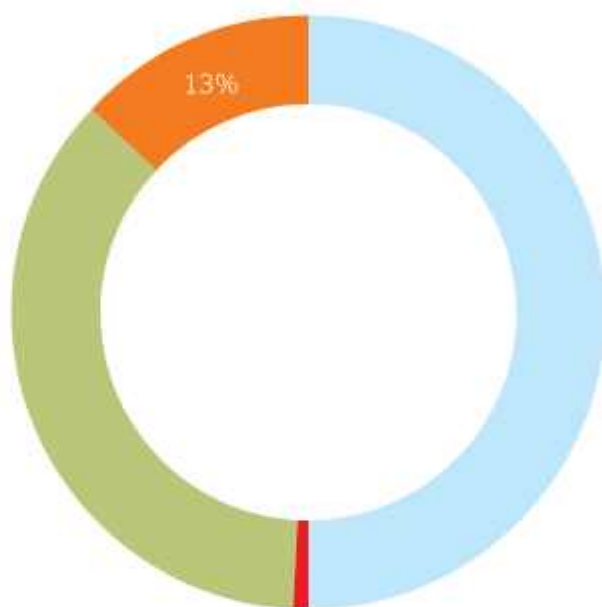
*Training Session in Kolhapur*



*Principal Awareness Session in Kalyan*

## PROGRAMME 4 ONLINE LEARNING FOR AWARENESS AND PREVENTION

In this digital age, increasingly people are turning to online platforms to access the information so there is a need to make Personal Safety Education accessible to children and their caregivers around the world. Online Learning for Awareness and Prevention is a logical progression of the offline Personal Safety Education programme to enhance Arpan's vision of 'A world free from Child Sexual Abuse' and reach out to as many children as possible beyond geographies.



ONLINE LEARNING FOR AWARENESS & PREVENTION PROGRAMME ■

### PROGRAMME 4 COMPRISES OF 13% OF ARPAN'S BUDGET

#### 4.1 New Milestones, New Horizon

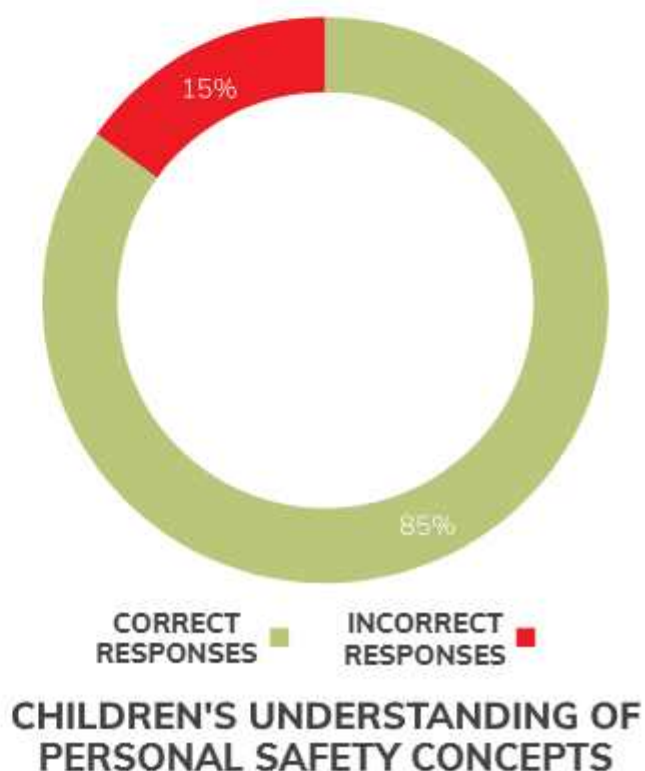
The seed for Online Learning for Awareness and Prevention was germinated in 2017-18. It was a component of the Personal Safety Education Programme and came into being as a response to the questions around scaling which we were asking ourselves. As we integrated technology into the core of our programme, we started with small steps of creating ebooks for adults on the prevention and intervention of CSA and an interactive flipbook for children aged five and above. This was a baby step towards exploring whether digitalization can enable Arpan to scale its PSE programme alongside the ongoing direct-service model. However, in 2018-19, we have been able to take the idea further and develop this as an independent programme which will solely look at developing a comprehensive online child protection curriculum and explore its reach and efficiency. Our growing confidence that through the online curriculum we will be able to reach the desired social outcome of teaching children personal safety fuelled its expansion, as initial scepticism started to falter in the face of expanding experience. With this new milestone, we are hoping we will be able to catalyse a pedagogical shift in how we teach and learn as the course had been able to shift away from top-down lecturing and passive students approach to a more interactive, collaborative approach in which students and instructors co-create the learning process and the instructor's role is more of a "guide on the side" rather than being the "sage on the stage."

## 4.2 Delivering Online Learning for Awareness and Prevention

Realising the potential of an interactive e-Learning platform as an easy and efficient learning tool to transcend geographical boundaries, constraints of bandwidth and funding we launched a responsive website [www.arpanelearn.com](http://www.arpanelearn.com), where children can learn about Personal Safety and adults, can acquire awareness about Child Sexual Abuse prevention and intervention. This website is built for scale and can handle requests from most modern browsers like Chrome, Internet Explorer and Firefox. Our website is also built with minimal design principles in mind – that means that we are using the fewest clicks to get our user from the home page to the course content. Additionally, it also uses children friendly pictures and iconography. The platform was officially launched at 'EarlyEd Asia 2019' held at Jaipur by Kunal Chawla, Arpan's Director for Online Learning for Awareness and Prevention. Conceived and presented by Early Childhood Association (ECA) and ScooNews under the patronage of the erstwhile royal family of Jaipur, this conference aimed at providing a platform for learning, networking and sharing the best practices of early childhood education in Asia.

We launched the Personal Safety Course for 8-10-year-old children in English and Hindi. It consists of 12 original videos and over a dozen quizzes. Our videos feature 3 main characters – ChiSa, Neha and Aamir. ChiSa is a charming exercise loving dog who hosts and guides the children throughout their learning experience. Neha and Aamir are two 9-year-old children who ask the questions that children are likely to have and ChiSa responds to them. Our quizzes include drag and drop game interactivity along with multiple choice quizzes through which we assess and engage our learners. Through this online course, children will learn how to identify safe and unsafe situations, refuse them and report to a trusted adult. The course also handholds caregivers by creating awareness about the issue of Child Sexual Abuse and their role in preventing it. This is executed through the facilitator's course for parents and teachers of 8-10 year-old children in English. In this short course, we familiarize our parents and teachers with what we will be teaching their children in the Personal Safety Course. We introduce our parents and teachers to the vocabulary we will be using, for example, Private Body Parts and also acquaint them with the 3 characters of the course. At the end of this short course, we urge the parents and teachers to start the Personal Safety Course along with their child.

We had created opportunities within the course and at the end of it to tap students' responses which will help to monitor the efficacy of the course. A dashboard is also created to capture data regarding access and engagement. As this is a new initiative we had also started conducting pilot tests with a select group of children and administering a questionnaire to capture their knowledge enhancement. Currently, the course had been piloted with 200 children. During the pilot the children loved not just the course but also adorable ChiSa! We discovered that 85% of the students answered the questions correctly which showed that there are significant absorption and assimilation of messages provided through the course. After the initial launch and testing of



our course, we invited several stakeholders from within the organization to take the course and to offer us feedback. We received a lot of incredible feedback from how to improve the images we use, to create more efficient ways for our students to interact with the site. We divided this feedback into two phases and plan to incorporate them into our content and website in the future.

### 4.3 Challenges Encountered

Development of a responsive site takes a lot of effort in order to ensure that it offers a bug-free experience. Thus, a lot of time had been invested in developing and testing the site. As the look and feel of the website are of critical importance for attracting traffic we were in search of an illustrator who would be able to give shape to our ideas and create a course which is appealing. Finding such an illustrator within our restricted budget was incredibly difficult, but we were able to address this.

### 4.4 Voices from the field

"Programme was interesting. I am eagerly waiting to tell my parents, "I will never be helpless and will help all the people to be safe. There is nothing to get confused. I completed the whole program without any mistake." – **A child**

"I like the voice, video and Chisa. It helps me to understand safe and unsafe Situation. I learn the Personal Safety Rules which we will use in an unsafe situation." – **A child**

"Geeta's story is interesting. When Geeta's uncle came to home and touches her PBP it taught me to not look at or talk about other's Private Body Parts." – **A child**

"I love all the things in this programme. There was exercise, puzzle, questions-answers to help us understand safety." – **A child**





*Children taking the online Personal Safety course in school*

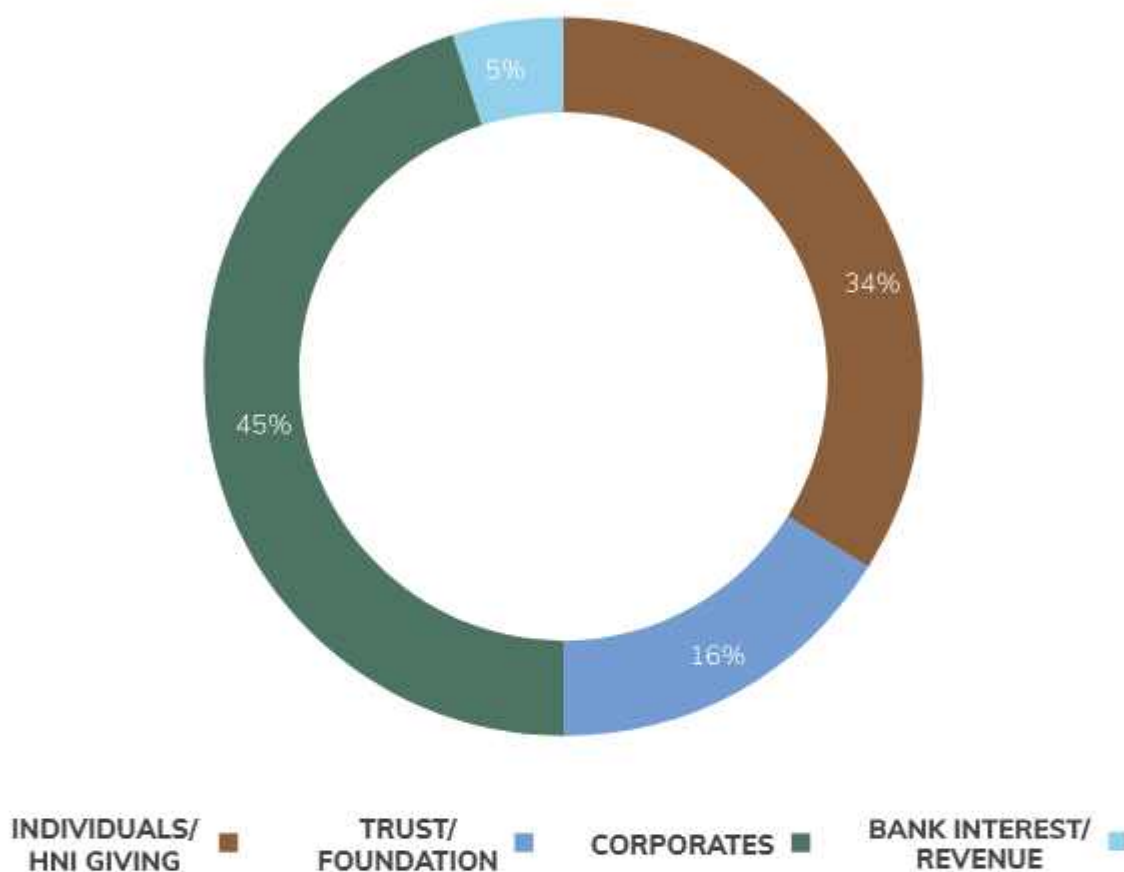


*Children taking the online Personal Safety course in school*



# FINANCIAL PERFORMANCE

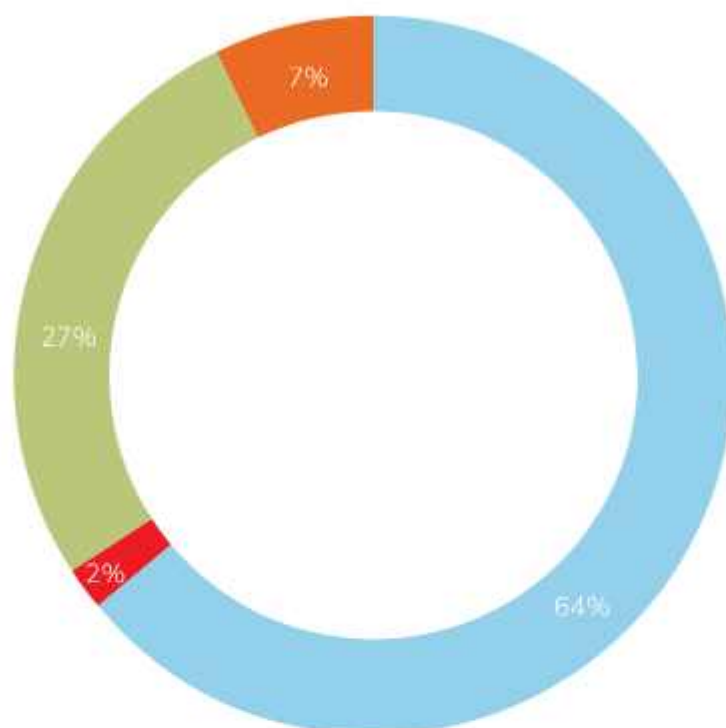
Arpan has received an income of ₹7.6 cr in the Financial Year 2018-19



INCOME PATTERN FY 2018-19

| DONOR TYPE               | AMOUNT IN LAC | % CONTRIBUTION |
|--------------------------|---------------|----------------|
| Individuals / HNI Giving | 255           | 33%            |
| Trust/Foundation         | 122           | 16%            |
| Corporates               | 345           | 45%            |
| Bank Interest/Revenue    | 41            | 5%             |

Arpan's total expenses amounted to ₹ 7.9cr in the Financial Year 2018-19



PERSONAL SAFETY  
EDUCATION

MENTAL  
HEALTH

CSA PREVENTION &  
TRAINING

ONLINE LEARNING FOR  
AWARENESS & PREVENTION

### PROGRAMWISE EXEPNDITURE FY 2018-19

| PROGRAM                   | PROGRAMWISE EXPENSES FOR<br>FY 18-19 | % CONTRIBUTION |
|---------------------------|--------------------------------------|----------------|
| Personal safety Education | 51027322                             | 64.15%         |
| Mental Health             | 1169987                              | 1.47%          |
| CSA Prevention & Training | 21514756                             | 27.05%         |
| Online                    | 5836264                              | 7.34%          |
|                           | 79548329                             |                |

## Significant Accounting Policies

### 1 Basis of Accounting

The financial statements have been prepared under the historical cost convention in accordance with the accounting standards issued by the Institute of Chartered accountants of India. All income & expenditure having the material bearing on the financial statements are recognized on accrual basis. The charitable trust conducts various projects on Child Sexual Abuse. Expenses directly connected with the project are allocated on time sharing basis, whereas indirect expenses are allocated according to the percentage of time allocated by the employees to the project. Publication expenses of Books for Child Sexual Abuse projects have been expensed out in the year of printing.

### 2 Use of Estimates

The preparation of financial statements which are in conformity with generally accepted accounting principles requires estimates and assumptions to be made that affect the reported amount of assets and liabilities on the date of financial statements and reported amount of revenues and expenses during the reporting period. Difference between the actual expenses and estimates is recognised in the period in which the results are known/materialised.

### 3 Own Fixed Assets

Fixed assets are stated at cost, less accumulated depreciation/amortisation. Cost comprises of the purchase price including expenses directly attributable to the cost of bringing the asset to its working condition.

### 4 Depreciation and Amortisation

Depreciation has been provided on Written down value method as per the rates prescribed in Section 32 of the Income Tax Act, 1961.

### 5 Foreign exchange transactions

The charitable trust receives donation from outside India in convertible foreign exchange. Foreign Currency transactions are recorded at the Bank rates existing at the date on which the transactions take place. There are no monetary assets and liabilities which need to be translated at year end. The trust has complied with FCRA regulations for foreign contributions.



## **6 Revenue Recognition**

General Donations and Corpus Donations are accounted for in the year of receipt. Workshop fees received by the trust are recorded as income when the event is completed. Interest on fixed deposits is considered on accrual basis.

## **7 Provision, Contingent Liabilities & Contingent Asset**

Provision is recognised when the charitable trust has a present obligation as a result of a past event, when it is probable that an outflow of resources embodying economic benefits will be required to settle the obligation and a reliable estimate can be made of the amount of the obligation. A contingent liability is recognised where there is a possible obligation or a present obligation that may, but probably will not, require an outflow of resources. Contingent assets are neither recognised nor disclosed in the financial statements.

## **8 Taxes on Income**

The Charitable Trust is exempt from income tax under Section 11 of the Income Tax Act, 1961 and accordingly no provision for tax is required.

## **9 Retirement benefits**

The provisions of Provident Fund Act are applicable for the charitable trust. The trust has not complied with the provisions of Provident Fund. In case of other retirement benefits like gratuity, leave encashment, etc, the charitable trust follows 'pay as you go' method.

## **10 Reserve fund**

During the year the trust has transferred an amount of ₹ Nil/- from Child Sexual Abuse Fund to reserve fund. The said reserve fund is held under fixed deposit with bank. The fund along with interest will be used by the trust for its working capital and purchase of fixed assets.





# • LOOKING FORWARD TO 2019-20

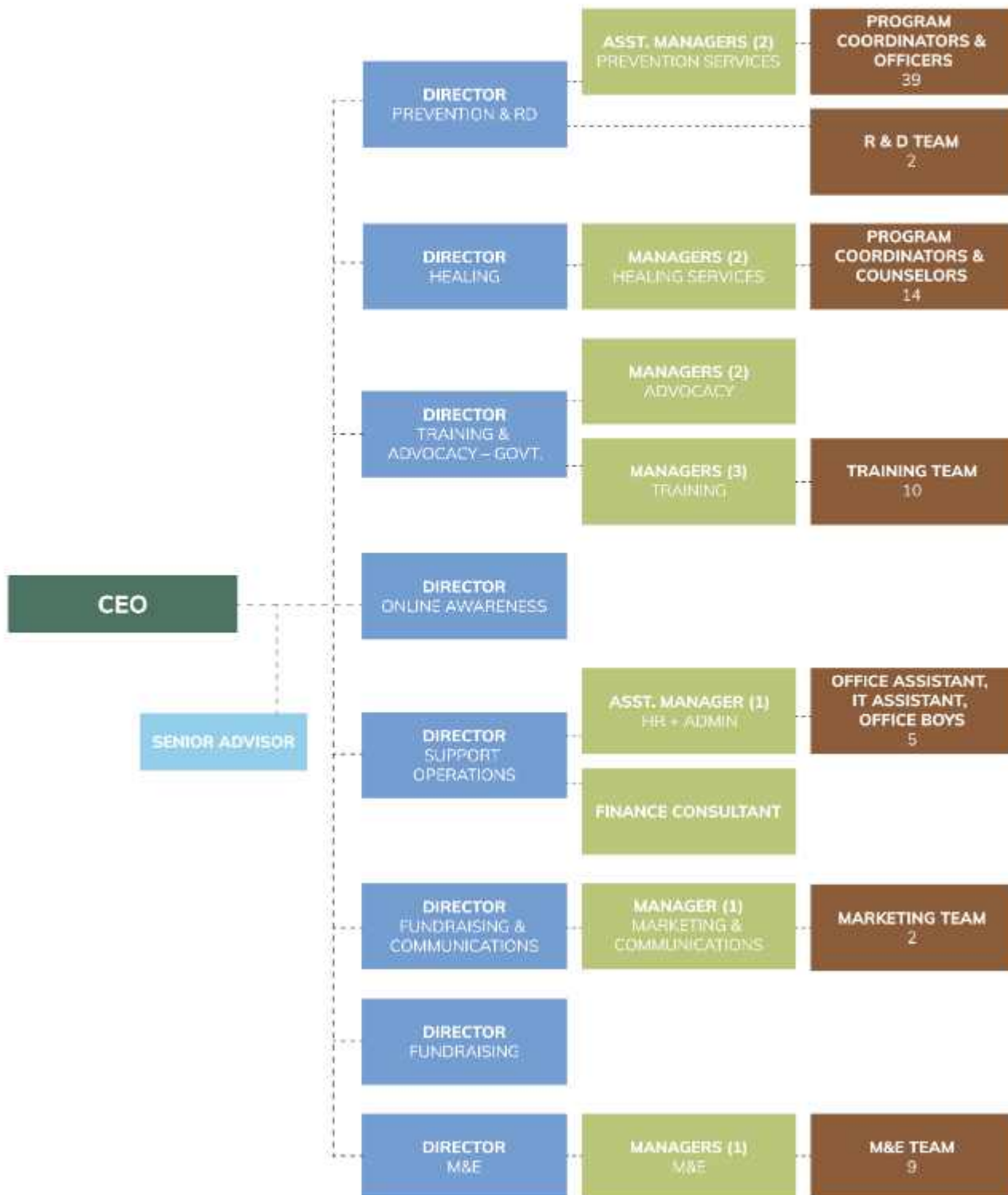
We look back at 2018-19 as a year which has been able to sustain the work of our last decade as well as created an identity for itself with the seeds of the future being sown. At Arpan, engaging in this process has always been a reflective one, which helps us with more nuanced learnings of our own work in the past year, connect the dots of the past to evolve strategies and plans that are suited to respond to the child protection needs of millions of children. We look forward to 2019-20 and welcome it with open arms and have identified these strategic goals:

- We will consolidate the **Personal Safety Education Programme** and will continue to teach personal safety skills to 30,000 children.
- We will provide **Mental Health Services** to 85 children and adult survivors and initiate to work with boys who show sexual misbehaviour.
- We will work with 2,000 – 2,500 professionals in 7 States through our **Training and Advocacy** initiative and sustain our advocacy efforts to mainstream child protection mandates at the local, state and national level.
- We will broaden the scope of our **Online Awareness and Prevention Programme** to cater to children of all age groups and will develop e-learning courses for the age group 11-13 years in English and 14-15 years in English.
- **Resource development** will focus on finalizing Personal Safety resources for pre-primary children, abridged modules for Grade 1<sup>st</sup>, 2<sup>nd</sup> and 7<sup>th</sup> to 10<sup>th</sup>.
- **Research, Monitoring and Evaluation** will focus on finalizing MIS for all programmes and conduct evaluation studies to test the efficacy of ongoing programmes.
- **Public Engagement** will focus on developing strategic offline and online alliances, invest in hosting and partnering in events to create greater visibility and diversify fundraising to be able to raise funds for a significantly large organization.



# ORGANIZATIONAL STRUCTURE

The Current team of Arpan is organised as per the following Organogram:



## The Senior Leadership

### Pooja Taparia, CEO

Pooja Taparia is Founder and Chief Executive of Arpan. She started work on the issue of Child Sexual Abuse (CSA) in 2006 and has grown the team from 2 to 105 professionals, the largest team in India addressing the issue of CSA and so far mobilized over 4 million USD (INR 28 cr) for working on CSA. As CEO she drives strategic planning and thinking, capacity building of people, ensures adherence to plans, vision, mission, value and culture of Arpan. She also focuses on public and policy Advocacy to build a larger narrative on child protection and specifically to get attention to the issue of Child Sexual Abuse.



Pooja is a graduate in Applied Art/Graphic Design and in Commerce. Pooja Taparia also has acted as a Director on the Board of UnLtd India for 6 years and played an advisory role on their strategies and programs. Pooja is a member of ISPCAN, International Society for the Prevention of Child Abuse and Neglect. Pooja has been awarded the Architects of the Future Award 2013 which recognises exemplary work done by social entrepreneurs. Her life's work has been permanently displayed as a part of the Waldzell Collection, in the Melk Abbey, a museum in Austria. She was also awarded the Karmaveer Puraskar Award in 2010 by ICONGO in New Delhi for her work on Child Abuse.

### Dr Manjeer Mukherjee, Senior Advisor – Programmes

Dr Manjeer Mukherjee is a trained sociologist working in the area of Gender, Children, Sexuality, Medicine, Technology and Abuse. She has completed a Doctorate in Sociology from Jawaharlal Nehru University, New Delhi, India. She has been working extensively in the developmental sector for the last 12 years on issues of gender, health, violence and Child Sexual Abuse. Dr Manjeer has authored and presented papers in various national and international Forums and Networks including World Social Forum, International Women's Health Meet, National Bioethics Conference and Annual Meet of Health Action International Asia Pacific and ASCCSA (Annual Stakeholder Conference on Child Sexual Abuse). She is currently associated with Arpan as Senior Advisor and works closely with the Training, Resource Development and Public Engagement teams. Dr Mukherjee has played a key role in shaping Arpan's trajectory in the last 8 years of her association and played diverse roles including directing Arpan's key programmes. She continues to provide legacy experience and guidance to Arpan's programmes as well as plays a significant role in content development.



### Hemesh Sheth, Director – Support Operations

Hemesh Sheth is an engineering graduate and senior management professional with 20+ years of experience in Sales & Distribution, Business Development and consistently attaining revenues. He has hands-on experience in the supply chain, operations & team building. He has been previously associated with Top IT & FMCG companies. He is a Channel sales expert and has a proven record in Credit



control/ Management. He has successfully developed two start-ups in his career and has strengths in Business Planning, forecasting and market understanding. At Arpan, Hemesh leads HR, Finance, Admin and IT. He ensures all statutory compliances are met, Financial management is smooth and employees of Arpan get an environment in which they can thrive.

### **Nehal Parekh, Director – Services and Resource Development**

Nehal Parekh has completed her Masters in Social Work from College of Social Work, Nirmala Niketan in 2004 and has been working in the development sector for over 11 years. She has worked with National organisations like Akanksha Foundation, Make A Wish Foundation of India and Justice and Care, mainly in the field of Child Rights and Education. She has also worked with London Borough of Ealing, Government of UK as a lead child protection practitioner for 7 years.

Nehal has a keen interest in the area of Child Protection and Child Safety. She has been actively involved in complex assessments of cases based on risk, danger, ill-treatment or neglect of children and young people. Key skills being planning and implementing care and support packages for children and families. She has experience in the areas of Program Management, Monitoring and Evaluation and Training and Development. At Arpan, Nehal leads prevention work and resource development ensuring smooth implementation of the Personal Safety Education programme.

### **Sharalene Moonjely, Director – Public Engagement**

Sharalene Moonjely has nearly 13 years of corporate experience which includes setting up of regional offices, recruiting & developing teams, running P&Ls, creating go-to-market strategies, acquiring clients and managing relationships, creating customised solutions to address client briefs and working with global teams to implement global strategies in India. With a strong inclination to work in the social sector. Sharalene completed her Diploma in Social Entrepreneurship from NMIMS, Mumbai to get a better sense of the functioning of non-profits and social ventures. It also gave her an opportunity to volunteer and consult with NGOs to develop their strategic plans, keeping all their stakeholders in mind. At Arpan, Sharalene focuses on fundraising, marketing and communications. She works towards bringing visibility to Arpan and its programmes through Public Advocacy.

### **Aditi Ray, Director – Training and Advocacy**

Aditi Ray has more than 15 years of experience across the corporate and development sectors. She spent more than a decade in the Banking & Finance industry, where she worked primarily in the private banking/wealth management space across large institutions such as Kotak Bank and Citibank. After her transition to the development sector, she has been associated with organisations such as Teach for India and Naandi Foundation. At Naandi, she managed the education portfolio in Mumbai and was responsible for setting up processes and building up two large-scale initiatives, thereby reaching out to 35,000 students



*Nehal*



*Sharalene*



*Aditi*

and 800 government teachers across 90 MCGM schools. Aditi brings value through strategic development with a strong focus on ensuring effective delivery and sustainability. She has done her graduation in Commerce from Mumbai University. Aditi leads Training and Policy Advocacy to effectively scale and replicate Arpan's programmes through partnerships.

### **Abhilasha Rawat, Deputy Director – Healing Services**

Abhilasha Rawat is a trained counsellor/therapist working in the area of trauma and holds an MBA in social entrepreneurship. She has been working in the sector for over twelve years and has experience of working with varied target groups and government and non-government stakeholders. Her key skills are planning, networking, management, developing modules, monitoring, and evaluation. In her current role, she leads a team of dedicated therapists to facilitate the healing of CSA victims. Besides her academic qualifications, Abhilasha is a natural healer and uses alternate methods and techniques of healing as and when required depending on the client's faith and belief systems as an added support to the healing process. Abhilasha leads healing services at Arpan and ensures all clients are provided psychotherapy to facilitate their healing process.



### **Praveen Singh, Director – Research, Monitoring and Evaluation**

Praveen comes with 20 years experience in programme management, monitoring & evaluation and social research in different settings – government, non-government and academia. He is well versed with the application of research tools in social research and training, advocacy, measurement of the impact of development intervention and problem-solving and policy-making. Previously, he has worked with Child Rights & You for 12 years. He has a Post-graduation diploma in Rural Management (PGDRM) from Institute of Rural management. (CRY). He is also a visiting faculty in We School Mumbai (Welingkar). At Arpan, Praveen directs the Research, Monitoring and Evaluation functions. He is associated with Arpan since 2018.



### **Priya Bhargava, Director - Public Engagement, Fundraising**

Priya has 15 years of experience spanning the development sector, management consulting and industry. She moved to the development sector in 2015 after about 12 years in the corporate world, spent across the automotive and clean energy sectors, and at organizations such as Tata Motors, ICRA Management Consulting, and MP Ensystems Advisory. Prior to Arpan, she led the Fundraising portfolio at Ummeed Child Development Sector, to support the cause of children experiencing developmental disabilities. She is passionate about niche causes related to children and women and continues to volunteer in her spare time. She is an engineer by education, with a Master's degree in Industrial and Management Engineering from Rensselaer Polytechnic Institute, NY, USA (2007) and a Bachelor's degree in Production Engineering from Mumbai University (2002). She is also a Certified Measurement and Verification Professional (2013). Priya leads the fundraising portfolio at Arpan.





### **Kunal Chawla, Director - Online Learning for Awareness and Prevention**

Kunal has made online courses with Google, Udacity and MIT that have reached over 2 million learners worldwide. He also co-founded Chalees Minute School, an online learning space for middle school students in India to learn math and science in 40 minutes or less. Prior to starting Chalees, Kunal taught 6th-grade science at a school in New Delhi, helped build Google's online education platform, and worked with an educational enterprise in rural India. Kunal has also written prolifically for education technology magazines like EdSurge and his work has been featured in the New York Times. He holds a BS in Computer Science from the University of Texas at Austin and an MA in Education Technology from Stanford University. At Arpan, Kunal is responsible for making online courses that support Arpan's mission of creating a world free from child sexual abuse. He has been associated with Arpan since 2018.

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

### **Our Board Members**

| Name               | Profession                            | Designation In Board | Area Of Competency                                                            |
|--------------------|---------------------------------------|----------------------|-------------------------------------------------------------------------------|
| Achama Matthew     | CEO, Bombay Cambridge Gurukul schools | Trustee              | Strategic Direction, Programme Development                                    |
| Arjun Raychaudhuri | MD & CEO at MMTC-PAMP                 | Trustee              | Strategic Direction, Organizational Development                               |
| Pooja Taparia      | CEO, Arpan                            | Trustee              | Administration, Operations, Communication, Programme Development, Fundraising |
| Vaishali Kapadia   | Asst. Art Director, Spento Multimedia | Trustee              | Design and Media Strategy                                                     |

### Notes on the Board of Trustees

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

In 2018-19, 4 board meetings were conducted.



*Arpan's Board and Advisors*

### Our Advisors

| Advisor             | Competencies                          | Background                                                                                                                                   |
|---------------------|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| Dr David Finkelhor  | Program Development                   | Leading Sociologist on Child Sexual Abuse                                                                                                    |
| Dr Lois Engelbrecht | Program Development                   | Founder Trustee, Centre for Prevention and Treatment of Child Sexual Abuse, Manila, Philippines                                              |
| Dr Nachiket Mor     | Org. Development, Strategic Direction | Health Economist                                                                                                                             |
| Dr Usha Ram         | Research, Monitoring and Evaluation   | Professor and Head, Department of Public Health & Mortality Studies, International Institute for Population Sciences (IIPS), Mumbai (India). |
| Kiran Kholap        | Marketing and Communications          | Co-founder and Managing Director, Chlorophyll                                                                                                |
| Sarath Divella      | Technology, Monitoring & Evaluation   | India Country Head, Lionbridge Technologies                                                                                                  |
| Shireen Vakil       | Strategic Direction, Advocacy         | Director, Policy and Advocacy, Tata Trusts                                                                                                   |
| Sonjoy Chatterjee   | Strategic Direction, Fundraising      | Chairman, Goldman Sachs (India)                                                                                                              |



# VOICES FROM THE TEAM

"Working with children has always been my interest and I am passionate to build a safe space for them. Arpan gave me the opportunity to work for children on such a sensitive issue of Child Sexual Abuse. When I go to a classroom, the sharing of knowledge and learning has always been mutual. Each of my interactions with children in either classroom or during the individual sessions gives me a sense of belonging, which keeps me going. Every time I complete my work in a school, the thought of changing someone's life uplifts my self-esteem. I have finally embarked on the path of serving safety to every child and I can see myself going to a long way from here."

**Alwin George, Program Officer - Prevention Services**



*Alwin*

"Each and every single child is precious and I always wanted to work for the wellbeing, safety of children. My engagement with Arpan, right from 2013 helped me in developing and evolving my perspective towards children, even in restraining from blaming the child in case of any instance of abuse. My re-joining Arpan in 2017 offered me an opportunity of conducting training sessions with various stakeholders to sensitize them on the issue of child sexual abuse. Interacting with these people and travelling to various places to conduct sessions exposed me to a diverse group of people. Undoubtedly the learning that I receive from these places can't be provided by any typical textbook. Now with this second innings in the organization, I am looking forward to more compelling experiences, heart-whelming interactions and immense learning."

**Nilam Khare, Training Executive**



*Nilam*

"I joined as an employee and have become a fighter against Child Sexual Abuse. Arpan has enlightened my path of motherhood, where I actually understood my child's thinking, actions, and feelings. What I could give to Arpan, is just a skill that was within me and Arpan knew how to enhance them in a better way. But what about me? What did I gain? I gained - knowledge, motivation, positive attitude, support, and growth. Today I find myself as a new person professionally as well as personally. This could only happen because of the faith this organization has put in me. And I hope to continue with the same spirit. Thank you, Arpan for giving me this wonderful opportunity. And I Pray to God to give me the courage to walk on the path that I have chosen and it leads...Towards the journey of Children's Safety from Sexual Abuse."

**Olina Almedia, Assistant Manager Resource Development, RD Team**



*Olina*



Anjana

"My journey in the development sector started while I was pursuing graduation in social work. After completing my masters I joined Arpan. Honestly that time I wasn't sensitized enough to understand the depth of the issue I will be working on. Initially what really kept me going was the instant gratification I used to receive while teaching in the class. The way children used to participate in the sessions and remember each of the key messages and used them for their safety, really fascinated me. Eventually, I understood the importance of providing a safe space for every child. Space where they can speak, share and raise their concern regarding their safety. Along with my professional growth, the work helped me to grow personally also - from a shy timid girl to a confident trainer who can facilitate an awareness session with more than 100 parents, I could see the difference in me. Now it has been 2.5 years in the organization and I can see how we all are reaching closer to our vision of creating a world free from child sexual abuse."

**Anjana Salunkhe, Assistant Coordinator, Prevention Team**



Parveen

"I did my graduation in aerospace engineering. After that, I worked in IDSA (Institute for Defense Studies and Analysis) for 2 years. I started looking into the social attributes of the nation while doing my post-graduation in public policy. That is when I took a conscious decision of being a part of the Teach For India fellowship. I used to handle a class of 120 girls in a government school in Delhi. During that time I directly handled two cases of abuse in my class. One of them was so terrified by the incident that she became extremely timid. It was difficult for me to respond to the situation with my limited knowledge of abuse. I felt restricted for not being able to empower my class on the issue of personal safety. I joined Arpan as a part of the M&E team (monitoring and evaluation). While many may question my direct involvement with the children or more importantly with CSA, I believe every single person in Arpan contributes their part to make a world free from child sexual abuse. Now not anymore I feel restricted with my knowledge on CSA. And I know with this knowledge I can empower more children and create a safe space for them in the nation."

**Parveen Bhardwaj, R, M&E Executive**



Shaista

""What is the purpose of being human and alive without doing new things? By John Sulston." My journey in the development sector started with this one question. After graduating in commerce I started working in a corporate bank. The thought of coming in the social sector never crossed my mind until I came across Arpan. I used to give tuition to children during my college days and hence I was intrigued by the idea of teaching children personal safety in schools. I joined Arpan as a program officer and started working directly with children on the issue of Child Sexual Abuse. Now when I look back, the initial apprehensions I had seem absurd. One of the major apprehension I had was teaching the names of the Private Body Parts in the class. Coming from a conservative urban Muslim family I had my own inhibitions in being comfortable with those terminologies. Thanks to the organization for equipping me with proper knowledge, training, and peer

support. Now I can clearly see my individualistic growth as a more empathetic, confident, informed and sensitized human being. With the increased knowledge of children's safety, I make sure I pass on the age-appropriate information to my own daughter. The job that I do definitely helps me to be a better person but more profoundly it helps me to be a better mother."

**Shaista Shaikh - Senior Program Officer**

"A single wish cannot make any change, a single decision cannot make any change, but your determination can change everything" Arpan drives on the same determination of keeping children safe. I am really happy to be part of the Arpan family. Thank You! Pooja Mam for giving me this opportunity."

**Dakshata Karekar - DTP Operator, Public Engagement Team**

"The best way to find yourself is to lose yourself in the service of others." - Mahatma Gandhi. It all started with tiny thoughts and huge dreams. My journey at Arpan has been that of living my dream. I knew that the journey might be difficult, as working on the issue of trauma is not so easy. But I was always determined to continue. Looking back, the time I have served here till now has been a beautiful journey. The distance of the milestones never seemed too far or too stretched. I have always let myself be open to learning, be it from successes or be it from failures. And this has all been possible because of the warmth and understanding that each of the employees here radiates. Arpan is a mission and to reach its final goal is a long journey. However, I see the mission in each and every employee, as they bring out the best of their capabilities every single day striving to realize it. Working with children taught me a lot of patience. When I work, I put my heart and soul into it, and to see that my work is making a difference in a child's life is a very satisfying feeling! My favourite moments have always been seeing the transition in children from the person he or she was when I met the child for the first time and the person that I see in the child when I terminate my sessions with them. The smile, the confidence, the stride, everything changes to something so immensely beautiful and that is exactly what keeps me going! I am very grateful to Arpan for believing in me and giving me the opportunity to make a difference in making the world free from child sexual abuse."

**Ankita Choudhury, Counsellor**

"Arpan has provided me with an opportunity to grow with every task entrusted upon me. I have been provided with the space to explore myself and find out - 'who I am.' I became more empathetic because of the children we worked with. I also ended up making strong relationships with the people I interacted; relationships that I always hold dear to my heart. I would like to express my gratitude to all my colleagues, family, friends and stakeholders for being my inspiration and empowering me to be the person that I am today. Just like the famous Rumi once said - "Let the beauty of what you love to be in what you do."

**Rehea Quadros Andrade, Assistant Manager, Training & Advocacy**



Dakshata



Ankita



Rehea



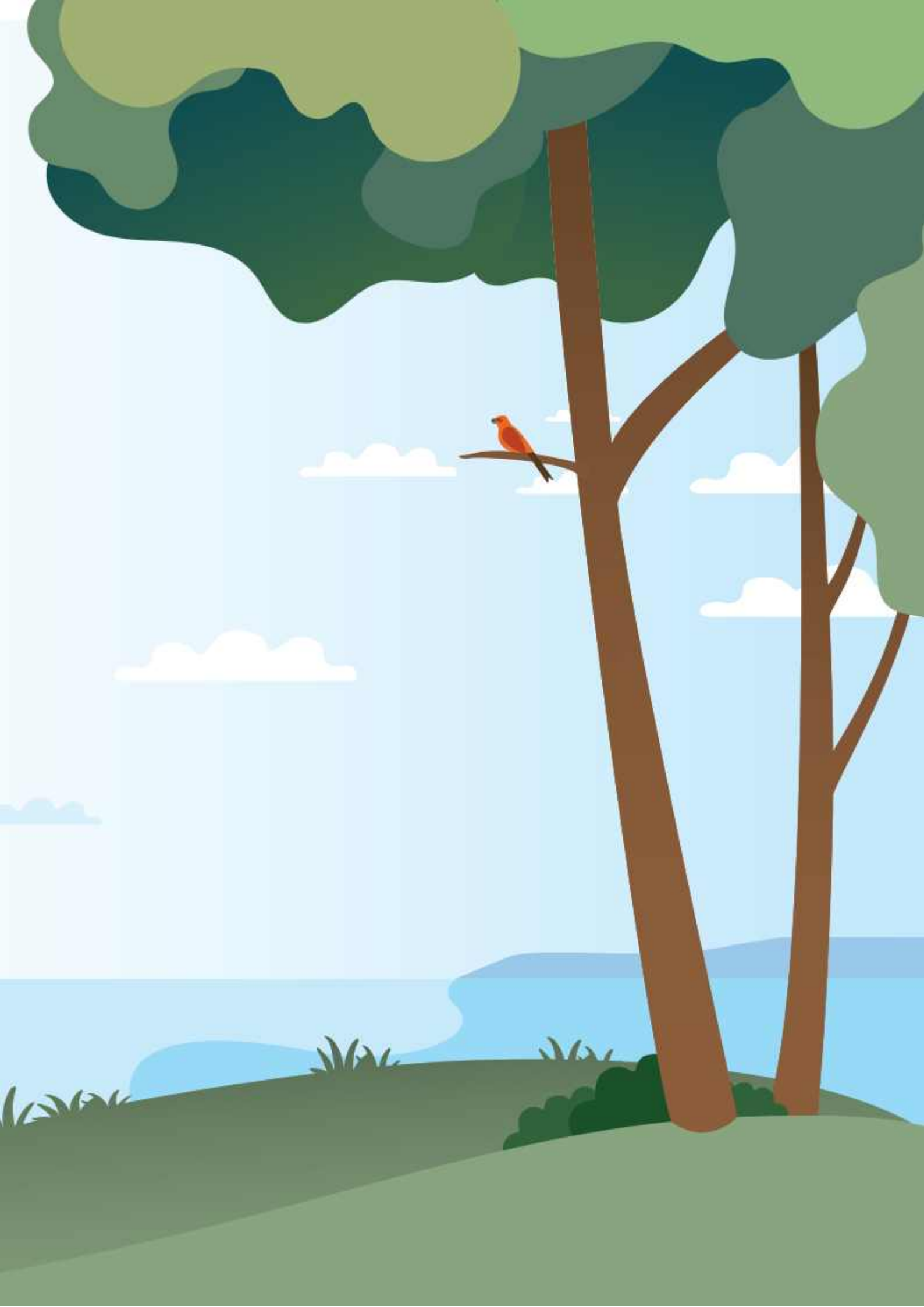
"During my stint at my previous organization, I got a chance to attend a workshop on the issue of Child Sexual Abuse. It got me into thinking about the issue and how important it is to sensitize people about it. I started conducting sessions on Child Sexual Abuse with the para-professionals and youths. But my conscience was not satisfied and I wanted to do more for the safety of our children. This desire to do more towards the cause got me to Arpan. I joined as a Program Officer and since then there is no looking back, it has been 2.5 years now, there have been changes in roles and processes but the learning has been constant. Now I manage bigger responsibilities as a Prevention Services Coordinator. Interactions with children, schools, authorities, stakeholders help me to enhance my knowledge of child safety. The transparency across the teams, non-hierarchical attitude of the organization is a motivating factor for all of us here. Arpan has a culture of 'Team Sharing', where all the employees share their emotions, work, and overwhelming experiences. This inspires me and everyone else to align with our vision of creating a world free from child sexual abuse."

**Jasmine D'Silva, Prevention Service Coordinator, Arpan**



"I am truly blessed to be a part of Arpan. Being hearing and speech impaired I had faced a lot of discrimination. But Arpan welcomed me with both hands and a big smile. I have been given equal opportunities and never been differentiated. The constant support of my team has got me going and striving for more, to do better and better in what I do. Once again a big Thank You to the Amazing Team of ARPAN."

**Pankit Dave, Data Entry Operator, Research M & E**





# OUR PARTNERS

## Schools, Colleges and Universities

Adarsh Nagar BMC Hindi School, Worli  
Adarsh Nagar BMC, English School, Worli  
Al Ittihad Urdu High School, Jogeshwari West  
Andheri (W) Mun. New Secondary school Daud Baug, Andheri  
Andheri West BMC MPS School, Andheri  
Andheri West Municipal Urdu Primary School, Andheri  
Andheri West Upper Primary Hindi School, Andheri  
Anjuman Islam Allana English School, Kurla, Mumbai  
Anuyog Vidyalaya English Medium Secondary School, Khar Road  
Anuyog Vidyalaya Marathi Medium Secondary School, Khar Road  
Bal Vikas Vidya Mandir, Jogeshwari  
Bharat English High School, Thane  
Bulbul Shikshan Prasarak Mandal Bulbul English School, Goregaon  
Chhatrapati Shivaji Vidyalaya, English, Sion  
Chhatrapati Shivaji Vidyalaya, Hindi, Sion  
Chhatrapati Shivaji Vidyalaya, Marathi, Sion  
Chhatrapati Shivaji Vidyalaya, Urdu, Sion  
Chembur Karnataka High School, Chembur  
Chembur Naka BMC MPS English Medium School, Chembur  
Chembur Naka BMC Secondary Marathi School, Chembur  
Chembur Naka BMC UP Hindi Medium, Chembur  
Chembur Naka BMC UP Marathi School – 2, Chembur  
Chembur Naka MPS English Secondary school, Chembur  
Child Academy School, Lucknow  
College of Social Work Nirmala Niketan, Church gate, Mumbai  
Cosmos English Medium School, Malad, Mumbai  
Creative Handicraft, Andheri  
Dnyaneshwar Vidyalaya, Wadala  
Dnyanprakash Vidyalaya, Ghatkopar  
Eklavya Parivartan Vidyalaya, Usgaon  
Gokhale Education Society's Parel Center Primary School, Marathi Medium, Parel  
Gokhale Education Society's Parel Centre Primary School, English Medium, Parel  
Goregaon Mun. Marathi Primary/Secondary School No 1, Goregaon  
Green Lawns School, Worli  
Guru Govind Singh T High School & Junior College of Commerce and Science, Shiwadi  
Holy Cross Convent School, Nallasopara  
Holy Mother English Medium School, Malad  
Holy Star English High School, Malad

Indian Education Society's English Primary School, Andheri-Marol  
 Indian Education Society's Marathi Primary School, Andheri-Marol  
 J.B. Khot English Primary School, Borivali  
 K. D. Gaikwad Mun. UP Hindi School No. 1, Sion  
 K. D. Gaikwad Mun. UP Hindi School No. 2, Sion  
 K. D. Gaikwad Mun. UP Marathi School No. 1, Sion  
 K.M.S Parel Primary School, Parel  
 Kendriya Vidyalaya No. 2, Colaba  
 Khernagar Municipal Secondary School No. 1, Marathi Medium, Bandra  
 Khernagar Municipal Secondary School No. 1, Hindi, Bandra  
 Khernagar Municipal U.P. Primary English school NO 1, Khernagar-Bandra  
 Khernagar Municipal Upper Primary English School No. 2, Bandra  
 Lokmanya Vidya Mandir English Primary, Andheri-Sakinaka  
 M.H. English School, Malad  
 M.K Nakhwa High School, Thane  
 M. V. Mandali's Swami Muktananda High School, Andheri  
 Maharani Saibai Vidyamandir, Malad  
 Maharashtra Vidyalaya Primary section, Goregaon  
 Matunga Lion Pioneer English School, Matunga  
 Mulanche Samarth Vidyalaya, Santacruz  
 Mulinche Samarth Vidyalaya, Santacruz  
 Nanik English High School, Thane  
 Navy Children School, Colaba  
 Nehru Nagar MPS Primary School, Kurla  
 Nehru Nagar Mun. Urdu School No.1, Kurla  
 Nehru Nagar Mun. Urdu School No.2, Kurla  
 Nehru Nagar Mun. Urdu Secondary School, Kurla  
 Netaji High School, Ulhasnagar  
 Nirmal Vidyalaya Prathamik Vibhag, Wadala  
 Nirman High School, Gujarat  
 NLK Group of Schools, Kanpur, UP  
 Our Lady of Remedy High School, Poisar  
 Paranjape Vidyalaya, Andheri  
 Parle Tilak Vidyalaya English Medium Secondary Section, Vile Parle  
 Parle Tilak Vidyalaya Marathi Medium, Vile Parle  
 People's Education Society English Medium School, Thane  
 Pragati Vidyalaya and Jr. College, English, Borivali  
 Pragati Vidyalaya and Jr. College, Marathi, Borivali  
 Pragnya Bodhini High School, Goregaon  
 R.M. Bhatt High School & Jr. College, Parel  
 Raje Shivaji Vidyalaya, English, Sion  
 Raje Shivaji Vidyalaya, Hindi, Sion  
 Raje Shivaji Vidyalaya, Marathi, Sion  
 Raje Shivaji Vidyalaya, Urdu, Sion  
 Rajendra Pal Mangala Hindi High School, Thane



Rizvi Springfield High School, CBSE Section, Khar  
Rizvi Springfield High School, SSC Section, Khar  
S.S.M. Mohanbai Chunilal Mehta Girls High School, Cotton Green  
Santacruz E BMC Secondary School, Prabhat Colony, Santacruz  
Saraswati Mandir High School, English, Mahim  
Saraswati Mandir High School, Marathi, Mahim  
Saraswati Vidya Mandir, Ghatkopar  
Sardar Vallabhbhai Patel Vividhlakshi Vidyalyaya, English, Kandivali  
Sardar Vallabhbhai Patel Vividhlakshi Vidyalyaya, Gujrati, Kandivali  
Sarvodaya High School, Kalyan, Mumbai  
Seva Sadan Society's English Medium Primary School, Grant Road  
Seva Sadan Society's Girls High School, Grant Road  
Shishu Vikas Mandir, Thane  
Shiv Samarth Vidhyalaya, Thane  
Shiv Shikshan Sansthas Secondary School English Medium, Sion  
Shivshrushti Kurla Kamgar Mun. Sec. Marathi School, Kurla  
Shivshrushti Kurla Kamgar Mun. UP. Marathi School, Kurla  
Shri Jamnadas Adukia English High school, Kandivali West  
Shri Jamnadas Adukia High School, Kandivali West  
Sir Jacob Sassoon High School, Byculla  
Smt Rajdevi Hindi High School, Kandivali  
South Indian Welfare Society (SIWS) English High School, Wadala  
South Indian Education Society (SIES College), Sion, Mumbai  
St Anthony High School, Malad  
St. Anne's High School, Borivali-West  
St. Joseph Convent High School, Vile Parle-West  
St. Theresa High School, Malad  
St. Catherine's Primary School, Andheri  
Swami Vivekanand School, English, Malad  
Swami Vivekanand School, Hindi, Malad  
Swami Vivekanand School, Marathi, Malad  
Tawheed English School, Kandivali  
Thomas Baptista Primary School, Vasai  
Vakola MCGM U.P. Hindi School No 2, Santacruz  
Vakola U.P. MUN. Marathi School No. 2, Santacruz  
Vakola U.P. MUN. Hindi School No 1, Santacruz  
Vidyadhiraja High School, Nahur, Mumbai  
Vijay Nagar high School, Borivali-West  
Vile Parle Mahila Sangh Shree Madhaorao Bhagwat High Schoool, Vile Parle-East  
Y. B. Chavan High School, Kandivali-West  
Yusuf Meherali Vidyalyaya, Tardeo  
Zeal English School, Malad



## Non-Governmental organizations

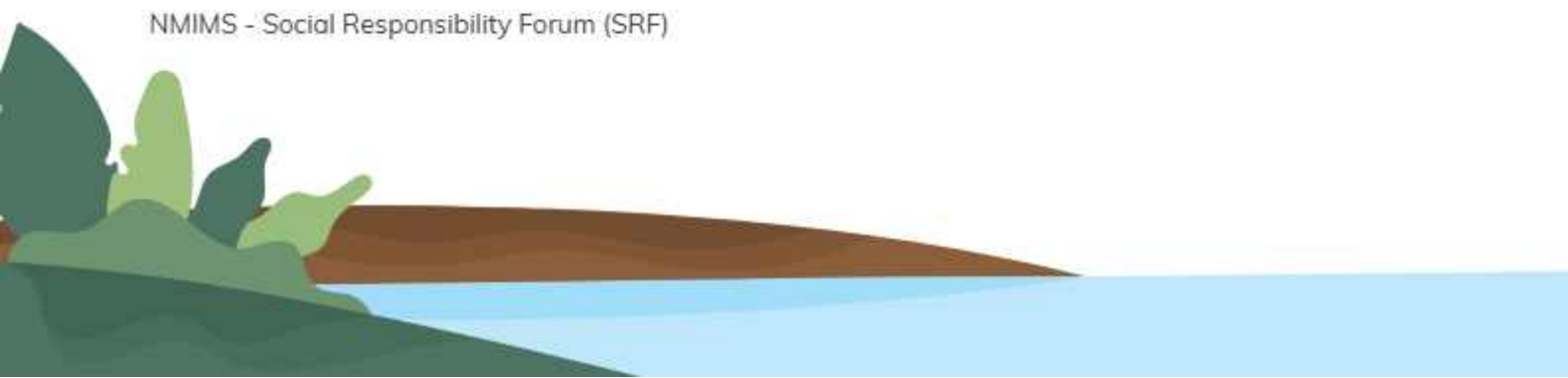
Akanksha Foundation, Pune and Khar, Maharashtra  
Anukar Projects, Hyderabad  
Bola, Pune, Maharashtra  
Child Help Foundation, Kolkata, WB  
Children of the World India Trust, Nerul, Navi Mumbai  
Forum for Sports and Freedom of Expression, Goa, Maharashtra  
Gramin Shiksha Kendra, Sawai Madhopur, Rajasthan  
Hi5 Youth Foundation, Andheri, Mumbai  
Hifazat Network, Bhopal, MP  
Inner Wheel Club, Vile Parle, Mumbai  
Jan Sahas Development society, Dewas, MP  
Karuna Trust, Pune and Nagpur, Maharashtra  
Learning Space Foundation, Hyderabad  
Move the Wheel Foundation, Hyderabad  
Navjeevan Centre, Khapari, Murbad, Maharashtra  
Navodaya Movement, Kalyan, Mumbai  
People Helping Children, Hyderabad  
Sahas Foundation (Safety Club), Hyderabad  
SETCO Foundation, Ahmedabad  
Society to Aid the Hearing Impaired, Hyderabad  
Sukhwati Foundation (Karuna Trust), Kalyan, Mumbai  
Teach for India  
Young India, Bhopal and Siliguri  
Youth for Seva, Hyderabad

## Government Departments

BEPC - Bihar Education Project Council, Rajgir, Bihar  
CBSE Centre of Excellence, Delhi  
Chandrapur District, Government, Chandrapur, Maharashtra  
District Administration and DCPU, WCD, Jhajjar, Haryana  
Kolhapure Zilha Parishad, Kolhapur, Maharashtra  
MCGM, Special Needs School Education Department, Dadar, Mumbai  
MSCERT, Pune, Maharashtra  
Municipal Corporation of Kolhapur, Kolhapur, Maharashtra  
Thane Zilha Parishad, Thane, Mumbai

## Corporates/College

AdFactors PR Agency  
Nickelodeon  
NMIMS - Social Responsibility Forum (SRF)



# THANK YOU

## Trust & Foundations



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- The Karuna Trust

## Corporates



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## Individual/ Organisation/School



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- Hemal Gandhi
- Meghna Rajadhyaksha
- Nidhi Agarwal
- Taherreh Jalali
- Universal Group of School

## Donors who contributed through GOQii Trail Walking Activity

Amit Savkur  
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Apeksha Savkur  
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Fathima Saharlal  
Harpreet Gondal  
Krishadas Pisharam  
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Vandana Juneja  
Bipin Banavalikar  
John Dsouza

## Donors who contributed to Arpan through Tata Mumbai Marathon

Batjuban Nongbet  
Diksha Dhillon  
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Rakesh Parik  
Rohit Mandhotra

## Volunteers and Interns

Adit Subaiah, Oberoi International School  
Naomi Karodt, Oberoi International School  
Vrinda Chetuvetty, Oberoi International School  
Adit Ganapathy, Oberoi International School  
Arya Jalundhwala Oberoi International School  
Aathira Nair, College of Home Science Nirmala Niketan  
Ayush, NMIMS  
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Kunal Shah, NMIMS  
Prachi Toshniwal, NMIMS  
Saniya Puneekar, NMIMS  
Sharmishta, NMIMS  
Tanmay Sharma, NMIMS

## Individuals and organisations who supported us in our Journey

- AdFactors PR Agency for supporting us strengthening our PR efforts pro bono
- Mr Amar Purohit for his continued support in helping us proofread our publications
- Mr Anil Gawade, Senior Assistant Director, Snehalaya for guiding us to understand the proceedings of CWC
- BCG Schools for their continued support
- Mr Daleep Kumar of RNA, Technology and IP Attorneys for helping Arpan to have copyrights on its publications
- Mr Dave Wallack for his support in organizational development work
- Ms Janki Shah (Sixofus Design) for her continued support with beautiful design solutions for our communication materials at subsidised costs
- Mr Shivratna Taparia for donating chairs to 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](http://www.arpan.org.in)

If you have experienced Child Sexual Abuse or know of someone who has, reach out to us on [support@arpan.org.in](mailto:support@arpan.org.in) or **+91 98 1908 6444**

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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.

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Sponsor Teaching Children Personal Safety Skills @ 1954

### **Ways to donate:**

You could send a cheque in the name of 'Arpan' to our office.

You could make an online donation on [arpan.org.in](http://arpan.org.in)

For bank transfer details contact us on [finance@arpan.org.in](mailto:finance@arpan.org.in)

You will be sent a receipt and 80G tax exemption certificate. We can receive donations from foreign individuals and organisations as well.

### **Do visit us!**

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

## **Arpan**

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