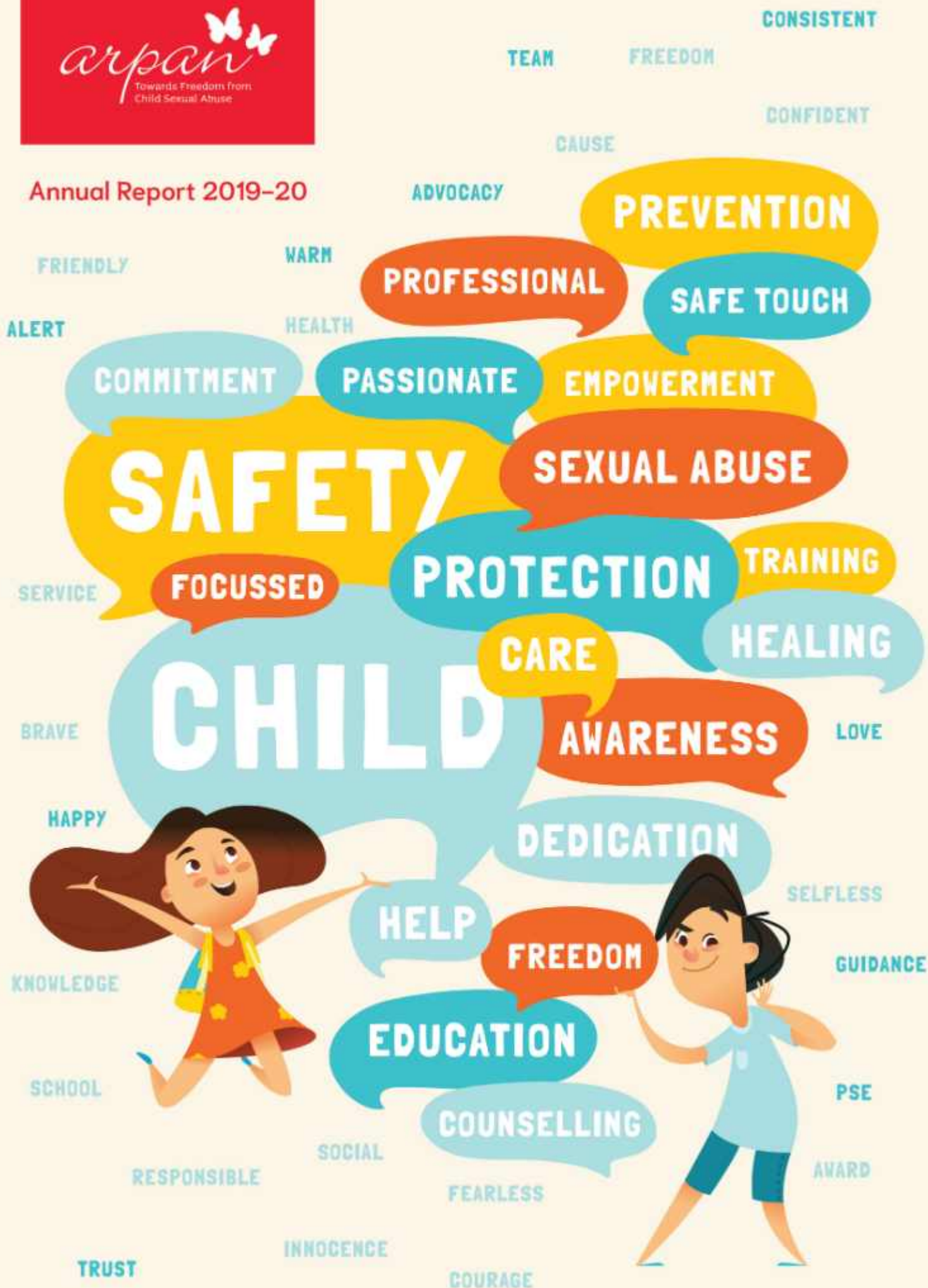


Annual Report 2019-20



ANNUAL REPORT 2019–20



CEO'S FOREWORD



Pooja Taparia

I am so pleased to share the Annual Report of 2019–20. It was a fantastic year for us, full of growth, learning, recognition and also taking up new initiatives.

I am particularly pleased about 2 things.

1. Personal Safety Education content is now a part of India's National Life skills curriculum! The life skills content we worked with NCERT on was finalised and launched by The Union Ministers of both the Ministry of Health and Ministry of Education in February 2020. Arpan has been part of a Life Skills think-tank initiated by the Ministry of Education since 2017–18, working closely with the National Council of Educational Research and Training (NCERT) and Central Board of Secondary Education towards creating a content framework for a curriculum on Life Skills. Arpan worked closely with NCERT on the curriculum especially the module for Safety and Security against Violence and Injuries and the module for Promotion of Safe Use of Internet, Gadgets and Media for Health and Wellness of school-going adolescents under the aegis of the school health programme of Ayushman Bharat – an initiative by the Ministry of Education and the Ministry of Health and Family Welfare. This content if taken up by all states and UTs has the potential to reach 260 million children across the country. I do hope we can see this happen over the next few years.

2. We launched Child Safety Week (14th – 20th November) – an initiative towards building a people-led movement for collective action for change towards addressing concerns of Child Sexual Abuse by dedicating a concentrated time annually for conversations, actions and change efforts for child safety. Through the week that followed, we saw 123 organisations come together to drive change. 90,666 pledges were taken and appeals were made for child safety. 196 activities took place during Child Safety Week, with our digital reach being over 600,000 people. It was great to see a wide range of organisations coming together – government bodies, corporates, not for profits and schools to lend their voice to the issue of Child Sexual Abuse.

Continued Training and Advocacy lead us to make more inroads at the local, state and National level for training stakeholders to further the issue of prevention of Child Sexual Abuse.

Our Digital Learning Programme strengthened and we now have personal safety courses in different languages.

We undertook a Strategy Review exercise this year which was very exciting and we identified our Key Strategic Moves over the next 5 Years. Having demonstrated a significant growth trajectory in the last decade with an average of 20% growth in reach in the last 5 years, we are ready to make the next leap in scale. We will:

- Expand from a regional to a national level by transitioning into a National Resource and Training agency addressing the issue of CSA.
- Transition our resource focus from PSE towards training and capacity building and policy advocacy.
 - We will, however, continue to work directly with at least 15,000 children and adults every year so that our programmes are grounded in field reality.
 - We will also diversify our beneficiaries and develop customised content for them.
- We will leverage digital technologies to scale reach both nationally and internationally.
- We will invest in pioneering new research in the field of CSA to guide strategic direction of Arpan, its programmes and its partners and collaborators at both delivery and system levels.

I am very happy to share that Arpan won the WISE Award 2019 by Qatar Foundation, our second International level award. The WISE award recognizes educational models for their creative approach, their positive contribution, and their potential for scalability and adaptability. This award reiterates our faith in the impactful, innovative work Arpan is doing.

I am writing this during Covid times and have to mention how proud I am of the whole team for building an agile and resilient organisation. It was a tough year full of a lot of uncertainty and anxiety but we have got through it fairly smoothly and not only did we continue the work we do but we took opportunities to innovate quickly, go digital and scale rapidly. We focused on taking care of our team in multiple ways and securing all of their jobs and income during this difficult phase. We stretched ourselves to help our beneficiaries in different ways by providing grocery kits to ensure food security and opened up our helpline to address individuals dealing with stress and anxiety.

This Annual Report focuses on what our stakeholders think of us. Please do take the time to read their thoughts.

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 & Chief Executive,
Arpan

"The teachers at Arpan are warriors so kind,
Making sure they don't leave any child behind.
They help protect children from sexual abuse,
By giving them the knowledge and skills they can use.
They work very hard with a lot of passion,
Whilst making sure they don't lose direction.
Counsellors help so many children heal,
Making sure happy and safe they feel.
Our trainers train adults all over the country,
Spreading our message of protection and safety.
Thank you Arpan warriors for all that you do,
This world is better because you are you."

Poem written for Teachers Day 2020 by Pooja Taparia.



BOARD MEMBER'S FOREWORD



Achama Mathew

Arpan's steady progress over these years and its remarkable outreach at the individual level as well as being able to contribute to the discourse at the national and international platforms in a span of a decade is commendable. This has been possible because Arpan has been able to demonstrate stability and adaptability. Arpan has evolved an organisational culture of care and leadership that shows care and concern for all and strives towards the empowerment of everyone.

In this 'new normal' Arpan has been able to make a smooth transition from offline to the online mode of delivery and stepped into the digital world with ease. Another key pillar of its success has been its focus on developing programmes backed up with data and research and continuous monitoring and evaluation. At the core of this, lies Arpan's utmost dedication to the cause, passion and perseverance to work steadily towards its vision of 'A World Free of Child Sexual Abuse'.

Achama Mathew,

CEO,

Bombay Cambridge Gurukul schools



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

CWC – Child Welfare Committee

HM – Head Mistress

IIPS – Indian Institute of Population Studies

ISPCAN – International Society for the Prevention of Child Abuse and Neglect

M&E – Monitoring and Evaluation

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 Organisation

NMIMS – Narsee Monjee Institute of Management Studies

POCSO Act – The Protection of Children From Sexual Offences Act

PSE – Personal Safety Education

UNICEF – The United Nations Children's Fund

WCD – Women and Child Development

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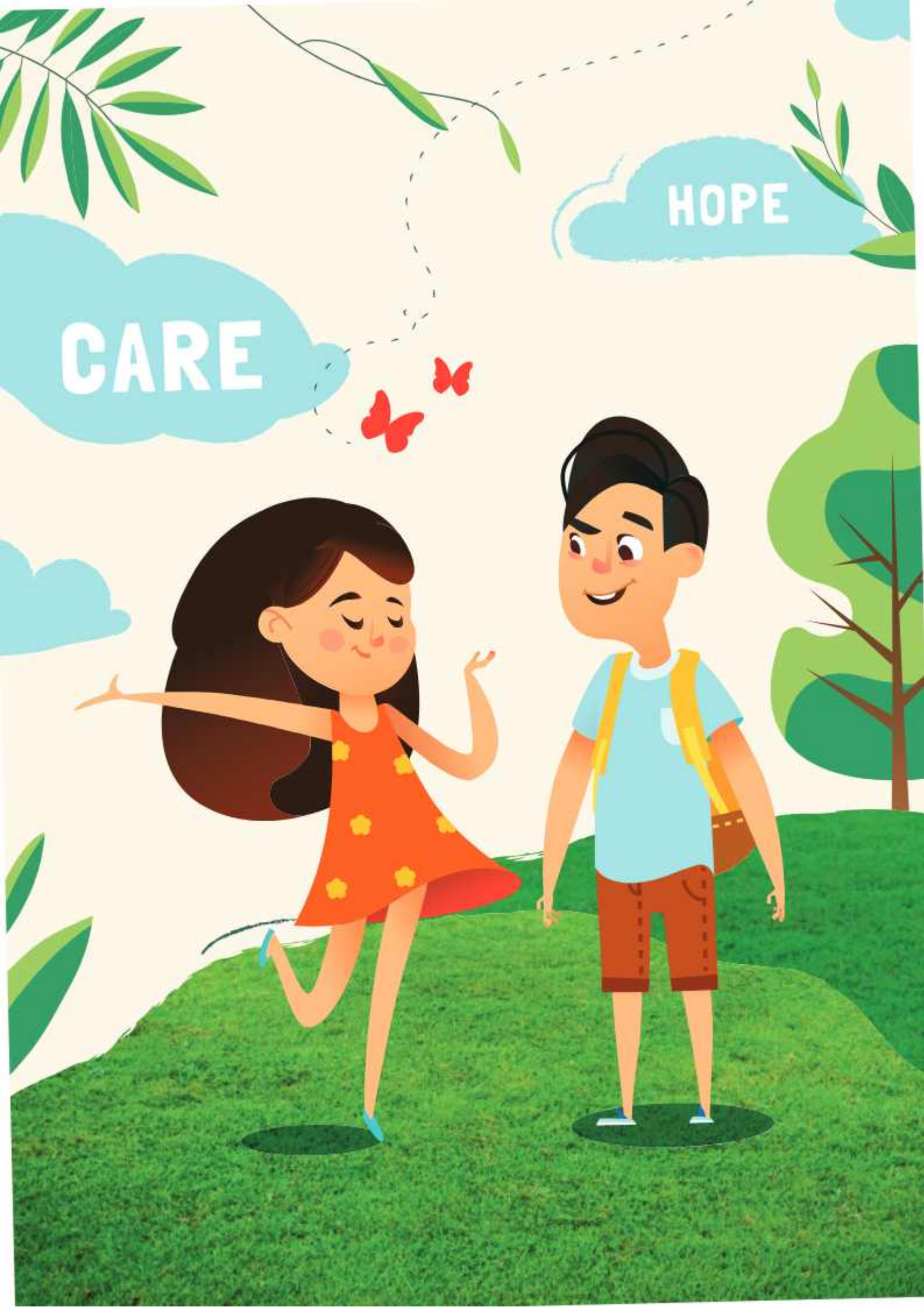
A Huge Thank
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INTRODUCTION



As we start writing this Annual report 2019 – 20 in a time which is far from what we have been used to, we feel now, more than ever a sense of gratitude and honour for being destined to touch lives in a meaningful way. No doubt this pandemic is a challenge of a different order affecting thousands of people worldwide, creating panic and anxiety for health, safety, economic sustainability and for the very existence of life. However, we have no other option but to act in these difficult times as individuals, families, leaders, organisations and states.

At this juncture, while organisations all over the world are navigating ways to survive this pandemic our strength really lies in the faith that our stakeholders bestowed on us and their perception, beliefs, confidence and trust. These perceptions and insights that they have developed in their interactions move the needle for us. We are touched and humbled when we hear that Arpan in its stakeholders thoughts and perceptions is an organisation which is fearless, resilient, focussed, professional, honest, selfless, dedicated, committed, compassionate and responsible – because without our stakeholders, the brand Arpan will never be born. It is our stakeholders who own what Arpan represents and often becomes the spokesperson of what Arpan stands for. It is these voices which encourage us, support us, give us the strength to work with determination, grit and perseverance, be innovative, creative and agile and focussed on our vision to create 'A World Free of Child Sexual Abuse'. In this Annual report we focus on bringing these voices from our ecosystem and their perception about Arpan as they are the ones who motivate us to continue to work towards our shared vision, upholding the cause and playing their part in child protection.



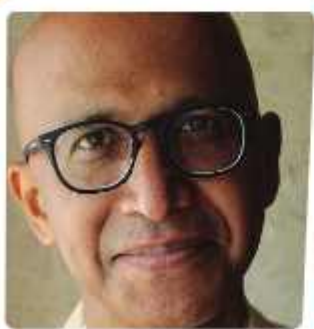
"When I Think of Arpan, I visualize them to be Fighter Forces. The word that comes to my mind is that they are a Protector because in future if anything happens to me or I become unsafe, then I don't know who will help me but Arpan. I am 100% sure that they will definitely be there to help me. The way Arpan is doing their work on this issue, it will have a lot of demand in future all over India. Arpan should make their brand bigger."

Grade 9 child



"You all are the real change agents, more power to all of you. I applaud the fantastic work that you are doing. I feel very fortunate to be able to contribute in whatever small way I can to the great work that you are all doing. These are not merely words. The passion, the honesty with which you talk about creating a world which is free from Child Sexual Abuse really does something to me. And, it is just interesting to see that you all are constantly engaged in research, trying to find better ways to communicate, also advocacy, healing, everything. Touch lives, heal lives, create a world where every child feels the safest any child can ever feel."

Ms Vidya Balan, Renowned Indian Actor and Arpan Goodwill Ambassador.



"You are solar-powered human beings. I think you all have one tiny nuclear fission somewhere fitted inside your chest. That is what drives you because you seem to be unstoppable."

Kiran Khalap, Co-founder and Managing Director, chlorophyll, and Arpan Advisor.

"The Marshall Foundation has been funding Arpan since 2012. We have been a long-term supporter because you've always been very transparent, you're always looking to evaluate how well you are doing, not with a view to just reporting numbers but out of the genuine desire to make sure you are doing good work, and we have been impressed by how you achieve impact and are continually learning. We have also been pleased to see how you have thought about scaling your work, so that over the last couple of years you have been able to expand your programme from being very Mumbai centric to covering northern and western India – many congratulations. We continue to be amazed that you are not frightened by the scale of the work ahead of you and are inspired by your persistence and resilience. Keep up the great work!"

Peter Kenyon, Marshall Foundation and Funder to Arpan.





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 is the largest NGO in India addressing this issue with over 100 professionals providing prevention and intervention services to children and adults, scaling up through partnerships with government bodies, school chains and NGOs pan India.

Arpan's key project is educating children and adolescents (4 years to 15 years) about personal safety in schools so that they can identify and seek help in unsafe situations. We recently launched www.arpanelearn.com, a free e-learning portal for children with structured online courses where all the course content traditionally delivered in the classroom is now delivered online. Alongside Personal Safety Education (PSE), Arpan also trains and empowers parents and teachers, imparting knowledge, attitude and skills to prevent and deal with Child Sexual Abuse and uses advocacy and research to push for policy and systemic change.

Our Strategies

1. **Prevention and Healing Services** for children and adults to prevent Child Sexual Abuse and provide psycho-social support. Build and design appropriate content for new demographics and expand local and international reach through digital content and multi-language translation.
2. **Training and Capacity Building of Stakeholders** to enable others to replicate and scale the delivery of CSA prevention and healing services. Grow training reach by building and delivering training through digital content and e-learning platforms.
3. **Public and Policy Advocacy** through research and representation to create mass awareness on CSA and advocate for systemic level change at the local, state and national level with a goal to integrate Personal Safety Education in school curriculum and set up standardised prevention and support services across India.

These strategies are implemented through the following 4 Programmes:

- **Personal Safety Education Programme**
- **Mental Health Services**
- **Child Sexual Abuse Prevention and Training Programme**
- **Digital Learning Programme**



VALUES AND CULTURE AT ARPAN

The values that have guided Arpan as an organisation, helped us make decisions in the 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 to and welcome diverse perspectives and have deep regard for others even when their beliefs are different from our own.

Accountability

We deliver what we have promised. We take responsibility for our own actions and outcomes. We are responsible for 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 become better than we are today by challenging assumptions, demonstrating agility and being thoughtful. We are forever learners and relentless in the pursuit of maintaining quality and evolving creative, innovative and effective solutions.

Passion

We are a passionate group of people who are not afraid to be hopeful, demonstrate enthusiasm and stand 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

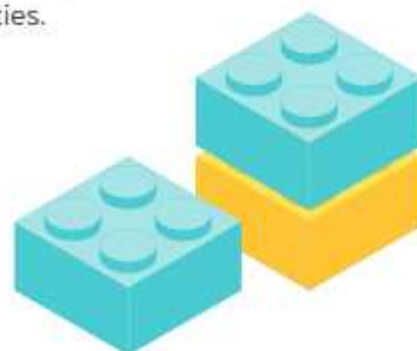
We take an effort to know our external stakeholders and act on that knowledge with positive intent to support them in their journey of healing.

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: 2019 – 20



2019 – 20 has been a year in which we have been able to consolidate the journey of the last couple of years of touching lives, being part of strategic conversations which have the potential to mainstream child protection, being agile to traverse between online and offline platforms. More than anything, this year has been able to reinstate our conviction that co-creation and continued co-travelling of passionate professionals, philanthropists, advisors, partners keeping the child in the centre can lead to impactful change.

In the year 2019 – 20, Arpan has touched the lives of 117,163 individuals including 85,643 children. This takes Arpan's overall outreach to 340,720 since inception and 1,134,800 individuals through our partnerships. Our growth rate hit 67% this year.

We empowered 31,315 children and 25,672 adults through Personal Safety Education in 106 schools and two community setups. Counselling services were provided to 2,680 children in all, and they were supported with 7,188 Individual sessions and 213 group counselling sessions. Of these, 2019 cases were referred following PSE in 2019-20; 661 cases were being continued from 2018-19. Psycho-education and psychotherapeutic support were also provided to 844 family members of these children through 779 individual interaction and 56 joint sessions.

Arpan trained 2,422 individuals on prevention and intervention models to respond to CSA. Of these 59% were teachers, 12% were NGO professionals, 8% were duty bearers from WCD, 8% were students and the remaining 13% comprised of SCERT and DIET staff, health and mental health professionals,



"It's quite gratifying for me to see the enormous journey it has come to – from a situation where you were figuring out what to do and today to hear about your engagement at the highest levels of conversations, influencing policy, helping think about how children nationwide can be safe. You have made tremendous progress."

Nachiket Mor, Visiting Scientist, The Banyan Academy of Leadership in Mental Health Senior Research Fellow, Centre for Information Technology and Public Policy (CITAPP), IIT Bangalore and Advisor to Arpan



volunteers, principals and other administrative staff. This year, professionals and paraprofessionals trained by Arpan have in turn reached out to 60,562 children and 64,603 adults.

Arpan's strategy and scale design is geared towards strengthening of systems at governmental and institutional levels and training professionals and paraprofessionals in the government system to mainstream child protection. This year 52% of the training participants were from government departments namely the Ministry of Education, Ministry of Women and Child and Ministry of Tribal Affairs. Some of the key government partnerships for this year have been:

- Continued engagement with NCERT for finalisation of the curriculum for Health and Wellness of school-aged adolescents under the support of the school health programme of Ayushman Bharat. This was launched in February 2020. As part of the engagement, Arpan has been selected as a member of the National Resource Group to conduct training sessions for the Ayushman Bharat curriculum across India.
- Engaged with MHRD's National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA) programme by training resource persons from Childline India Foundation.
- Initiated collaboration with the Directorate of Education, Government of Delhi to train their mentor teachers.
- Engaged with the Bihar Education Project Council by conducting refresher training sessions on Personal Safety for Master Trainers.
- Integrated messages on personal safety for keeping children safe in MSCERT's child safety and security module to train Master trainers in Maharashtra.

Arpan also advanced the issue of child protection by participating in various conferences and roundtable discussions including delivering the prestigious Asha A Bhende memorial lecture at the Indian Institute of Population Studies (IIPS), participating in a closed-door consultation to debate and discuss the draft National Education Policy 2020 and being the national resource person for 'Violence Free Childhood' organised by Child Resource Centre (CRC), HCM-RIPA and UNICEF Rajasthan.

54,806 children and adults accessed Arpan's comprehensive online child protection curriculum available at www.arpanelearn.com as part of its 'Digital Learning Programme'. Arpan's online Personal Safety Education module for children and adults have been approved by CBSE and is now available on MHRD's DIKSHA platform which is an initiative to leverage existing highly scalable and flexible digital infrastructures while keeping teachers at the centre.

Arpan also reached out to 2,827 individuals through a diverse range of awareness sessions.

Arpan launched the Child Safety Week campaign from 14th to 20th November 2019 as an initiative towards building a people-led movement for collective action for change towards addressing concerns of child safety – by dedicating a concentrated time annually for conversations and actions for child safety. We are proud to say that the Child Safety Week was a huge success with 123 participating organisations, 90,666 pledges and appeals taken by adults and children, 196 offline activities and 600,000 digital reach which showcased building awareness and action on the issue of Child Sexual Abuse.

We have also reached out to 9,120 individuals by organising and participating in various events

across diverse platforms and flagged child protection as an important agenda.

Our outreach through Social Media platforms like Twitter, Facebook and Instagram had 74,975 views and interactions. This space has been used to create visibility on the issue 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 about personal safety. These include pamphlets, books and teaching aids. 98,180 resources were disseminated during the year.

Arpan gained visibility through both print and visual media. We received notable mentions in 18 news features. Of these 5 were in print media, 11 in online media and 3 in audio-visual media. Some of the notable mentions are The Times of India, The Hindu, She The People, The Logical Indian, Hindustan Times, Dainik Bhaskar, Lokmat, 92.7 FM and Ishq 104.8 FM.

Ms Pooja Taparia, CEO and Founder was interviewed for various social media platforms and e-magazines including Patna Pirates and iMPACT magazine. Articles by Dr Manjeer Mukherjee, Senior Director was published in various publications including Child Abuse and Neglect, International Journal.

We are delighted to share that Arpan won the WISE Award 2019 by Qatar Foundation, Doha for its Personal Safety Education Programme. This is our 2nd international award. The World Innovation Summit for Education (WISE), an initiative of the Qatar Foundation (QF), identifies and promotes six outstanding, innovative projects representing some of the most creative and effective approaches to key global education challenges. WISE recognizes these educational models for their creative approach, their positive contribution, and their potential for scalability and adaptability.

This year, WISE received 481 project submissions and the Personal Safety Education Programme is among the six WISE Award winners.

Arpan has also been awarded and certified with the following:

- 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.
- A badge from GlobalGiving, a nonprofit organisation for actively being engaged, approved and top-ranked nonprofit in GlobalGiving's network in 2019-2020.

"Unbelievably professional from the design, the material, the strategy and at the operational level. I mean it's just staggering. You know where you are going and you will reach there."

Beatrice Bondy, Advisor to Mr Karl-Johan Persson and Funder to Arpan

Arpan receives Great Place to Work Certificate



Arpan News article



बाल लैंगिक शोषणाच्या मुक्तीच्या दिशेने..

जगतिक आरोग्य संघटनेनुसार (WHO) भारतामध्ये जगातल्या सर्वाधिक लैंगिक शोषित मुलांची संख्या आहे. प्रत्येक १५५ मिनिटांमध्ये १६ वर्षाच्या आतील बालकावर बलात्कार होतो. तर दररोज बाल लैंगिक शोषणाचा एक तरी मुद्दा नोंदवला जातो.

May 27, 2019

Arpan

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Arpan won the WISE Award 2019 by Qatar Foundation, Doha

Teachers and children holding safety butterflies during Child Safety Week 2019



Rally during Child Safety Week 2019



TATA Mumbai Marathon

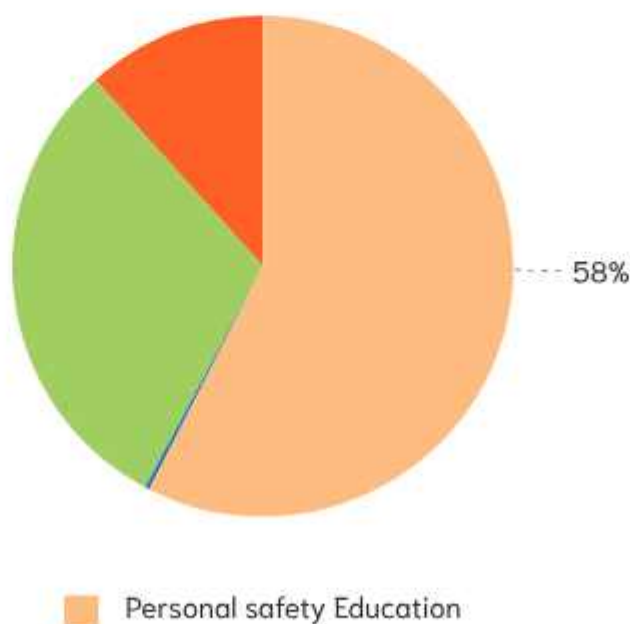




OUTREACH AND OUTCOMES

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. Over the years, the programme has 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.



Programme 1 Comprises of 58% of Arpan's Budget

1.1 Delivering the Personal Safety Education Programme

1.1.1 Personal Safety Lessons with Children

In 2019 –20, we imparted Personal Safety skills to 31,315 children through 106 schools and two community setups through diverse modalities based on time availability from schools. Step Up schools are those where we have facilitated Personal Safety Education (PSE) in the past and are revisiting them to provide children with 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 introduced to 7,242 new children and repeated with 3,544 Step Up children.
- Personal safety concepts were introduced to 14,075 new children and repeated with 6,051 Step Up children through story-based sessions
- Leaflets, a collation of key messages, were disseminated to 55 new children and 348 Step Up children.

My engagement with Arpan began in May 2019, as part of the research support that I provide to Nilekani Philanthropies' portfolio of organisations that work with young men and boys. I find Arpan's work noteworthy not only because they are tackling an important problem, but also because of their approach to working with boys and girls. By not differentiating between boys and girls in the delivery of their flagship Personal Safety Education (PSE) programme, they are reframing Child Sexual Abuse and challenging the myth that it happens only to girls. I have also been impressed by the value that Arpan places on using evidence to improve its programmes. A few aspects of Arpan's M&E system that I think have been critical to its effectiveness are evaluation use, evaluation consistency, evaluation methodology and evaluating outcomes. In my opinion, the key differentiator in Arpan's M&E system is that evaluations are designed to answer questions that are important to the organisation, and are then used to improve its programmes. To date I have worked with approximately 50 organisations (NGOs and social enterprises), and Arpan stands out among them because they measure long-term outcomes through evaluations that are conducted transparently and consistently, and use the insights gathered to improve their programmes. In my experience, contrary to common belief it is not always larger NGOs that have better M&E systems. Larger NGOs can invest greater resources in M&E, but a good M&E system requires equal measures of resources and thoughtfulness. Arpan has struck this balance between dedicated resources and thoughtfulness well, and this has resulted in an M&E system that effectively combines the four elements I have mentioned above."

Devyani Srinivasan, Probex, Professional Excellence in Business

★ STORY OF CHANGE ★

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

A child and his friends from the locality have created a group called 'Our Guidance'. It is a group of 15 boys of the same age and their objective is to help children and support them in their studies. The child shared after attending the

Personal Safety Education lessons that he wanted to become a Personal Safety Champion and share messages of Personal Safety with other children. He wanted to do so by giving them information through Arpan's Personal Safety leaflet and letting them know that they have a right to say 'No' to any unsafe touch and seek help from their helping adults. Once the child started doing this, another child approached this group for help because he was facing inappropriate behaviour. He was unable to disclose the incident with anyone. The first time he spoke about it was with this group. The child along with the other group members listened to the child and asked him to speak to a helping adult about the issue. The child was able to disclose to his parents with the support of this group. Parents took the initiative to stop the inappropriate behaviour. When children emerge as Personal Safety Champions and are confident enough to initiate dialogues on personal safety, it strengthens our belief that a sexual abuse-free world will become a reality. – **Child, Grade 8**

"Our association with Arpan started way back in 2010. It was so very exciting for me because the school in which I was working then, was in the heart of Dharavi, the biggest slum in Mumbai and the problems that children face are miserable. Every NGO, every institution starts their programme with a vision, but it's the team, the members comprising the NGO who says it all. And, I have had such a great experience with all the staff of Arpan."

Former HM of Rajarshi Shahu Nagar Municipal U.P. Primary English School, presently working as HM Khernagar Municipal Upper Primary English School.



"Whenever I hear the name 'Arpan' the first thing that comes in my mind is safety, reliability and trust. The sessions which we are attending are very helpful for our students and teachers as well. Children always associate Arpan with a very positive attitude and enthusiasm. They do not hesitate to come ahead and open up with their problems."

Principal, Shree Ekveera Dhyan Prasarak Mandal's Mother Teresa Primary English School.

"From the day I have joined Arpan, I have seen that Arpan has always been very clear about the quality of work that we do here. Values like integrity and perseverance have always been a part of Arpan and Arpan team members. Arpan thinks from the perspective of a child which means keeping the child at the centre. I have witnessed many Principals and teachers sharing and speaking highly about Arpan's work to their colleagues and other school Principals."

Nargis Halai – Sr. Coordinator, Prevention Services, Arpan

In the last class of Personal Safety, the trainer was explaining to children that even if they have faced an unsafe situation and had not been able to refuse or seek help it was never a child's fault. Post the session a child approached the trainer and disclosed for the first time that one of their family members had been touching her Private Body Parts whenever he came home. Though she identified the touch to be unsafe, she was scared and could not talk to anyone as it was a known and trusted person in the family. She even blamed herself for it. She thought that such an unsafe incident must have happened because she must have done something wrong. During the last lesson, she understood that it's never her fault because of which she felt comfortable to share about the incident with the trainer. When children can identify and seek help in an unsafe situation, the Personal Safety Education programme achieves its objective. – **Child, Grade 5**

**STORY
OF CHANGE**



PSE Individual Session



PSE lesson with Children

1.1.2 Awareness Sessions with Parents, Teachers and Non-Teaching Staff

In 2019 –20, we empowered over 25,672 caregivers through Personal Safety Education including parents, teachers and service staff of children. The PSE programme was conducted through Step Up and new schools and community centres. The breakdown is as follows:

- 18,113 parents, 1,417 teachers, 440 service staff were made aware of CSA and PSE through new schools, Step Up Schools and community centres.
- 5,702 adults were made aware of PSE. However, the programme is yet to be conducted with their children.

A teacher shared during field interaction, retold by Arpan staff:

“A new teacher who had not attended Arpan’s awareness session happened to ask a child about another child and the reasons behind him seeking counselling from Arpan. The child immediately turned around and said that he does not know anything about his friend and will also not ask him as we need to respect each other and we need to respect each other’s’ privacy and boundaries. The child said that such information should not be shared with anyone apart from Arpan didi (elder sister) or our trusted adults. The teacher was really surprised by the way the child responded.” The teacher added, “The organisation ensures not only their employees follow their core values but the way they work and the way they interact with others, it also enables others around them to follow similar values.”

“Arpan always comes with a positive thought and speaks with us. Arpan tries to keep us safe from an unsafe situation. The word that comes to mind when I think of Arpan is faith because as a child I have full faith as I feel comfortable and confident with them. Arpan is the space where I can speak confidently and share my opinion without any hesitation or fear and I know you will trust me. You are like one big circle with a big smile. Please continue your work and help those who need you.”

Grade 10 child

★ STORY OF CHANGE ★

In the Personal Safety awareness session with parents, a parent who was attending the session for the second time as his child attends a Step Up school where Arpan was repeating the programme shared his journey since the last session. He shared that he had communication gaps with his daughter as in a society like ours girls talk to their mothers and boys talk to their father. He wanted to change this but did not know

how to. Through Arpan's session, he received knowledge about safety and the issue of Child Sexual Abuse. But most importantly he understood the importance of having communication between a parent and child. He used the knowledge and skills he gained in the sessions and also read up the resources shared during the awareness session to start initiating communication with his daughter. He shared his gratitude to Arpan for supporting him in creating the foundation for a strong and friendly relationship with his child. – **A Parent**

★ STORY OF CHANGE ★

A parent who had attended Arpan's Personal Safety Education programme came across a child in her relative's house who complained about pain in her Private Parts. Based on the information and skills she has picked up from the session on PSE, she calmly took the child to another room and asked her about the incident. She created a safe space for the child to talk and promised her that she would help. The child disclosed that the school van helper was abusing her every day by touching her Private Parts as she was the last to be dropped home. The lady spoke to the mother of the child who was reluctant to believe the child. However, the parent convinced the mother that children needed to be believed when they disclose about unsafe situations. With the school's support, they filed a case against the van staff. The mother and the school were thankful to the lady for being able to support the child and also playing a role in stopping abuse for other children. These incidents reinforce our belief that knowledge can be powerful in keeping children safe.

"You are trustworthy for our children. Children share with you first about an unsafe incident which they even didn't share with us. This shows that children trust you. You think about children first when you work with children. Because of your sessions children have understood how and when to say No to people."

Parent of 4th Grade Child

★ STORY OF CHANGE ★

In a post awareness session conducted with teachers after the Personal Safety Education, a male teacher shared that a programme focussing on sexual abuse can rob children of their innocence. The other teachers disagreed and said after having gone through the programme they feel that the programme is critical as it opens up safe space for children to muster up the courage to talk about unsafe incidents that

have happened to them. The Principal also shared that, “We have done this programme this year and will do it again next time because that is how important it is to know about it.” Another teacher added, “This is a very sensitive topic and we may not know how to teach it to the students effectively, that is why it is great that Arpan has begun this conversation with children.” The principal also shared that a 9th grade student was being bullied for a year by other students and she had not disclosed to anyone and had lost all hope that it will stop. But after the session, she disclosed to the Arpan trainer and even spoke to a teacher about it. Currently the child is safe and the bullying has stopped. When the school staff becomes the advocate of Personal Safety Education and has the confidence to rationalise the importance of the programme, Arpan’s objective of creating a safety net for children is achieved. – Teachers and Principal

“I started my career in the private sector. So when I received an offer from Arpan, I was scared and hesitant to take the offer, because I thought it meant drastic changes in my work and lifestyle. My only thought was – should I make the move? It’s been one and a half years since then and I am glad I made the move. After joining Arpan, I have learned so many things. This transition has been an adventure and in some ways, a journey of self discovery. It has opened my eyes to realities I didn’t know existed and challenged preconceived notions that I held. I have developed newfound care for children and my role in their safety. It provides me with a platform to learn and explore. I will always be thankful to the people who believed in me and allowed me to grow, not only within the organisation but also as a person. There are many things that I love about Arpan. I love Arpan’s work environment, companionship, leadership, values and culture. I am especially amazed by Arpan’s dedication towards the very sensitive cause of Child Sexual Abuse. I like being a tiny part of something larger that makes a huge difference in the world.”

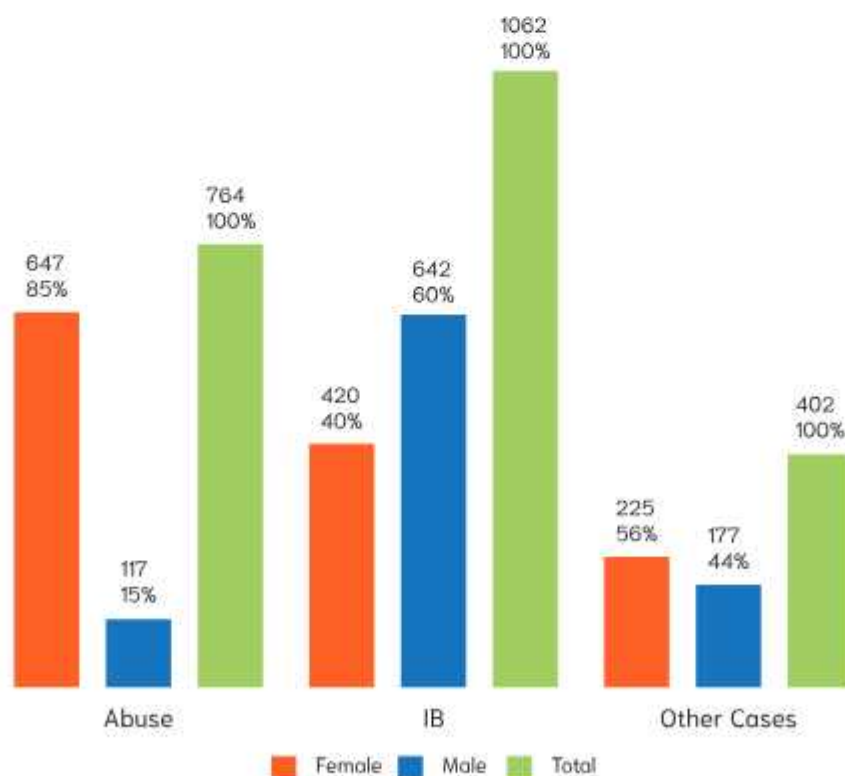
Kavita R. Vishwakarma, Hindi Translator – Resource Development, Arpan

1.1.3 Psychotherapeutic Services with children after PSE

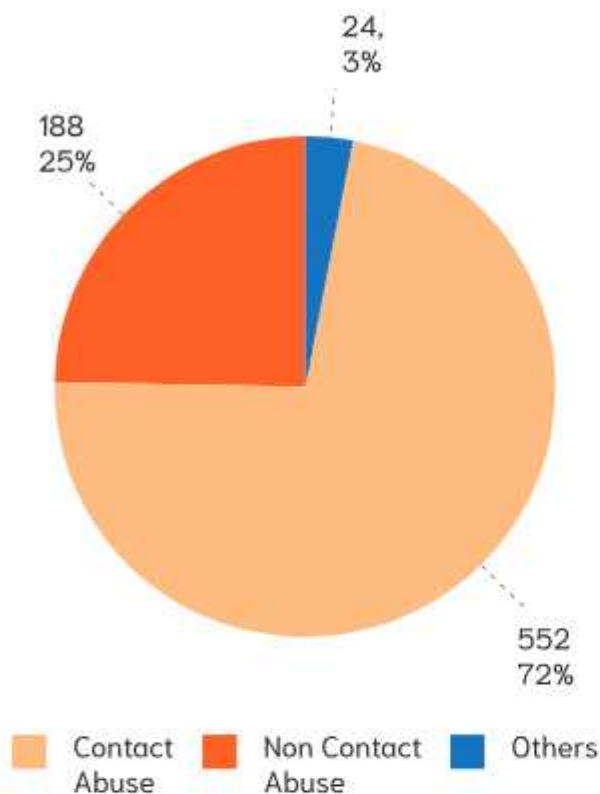
In 2019 –20, after the Personal Safety Education programme children who reported instances of Child Sexual Abuse and indicated the need to undergo therapeutic intervention were referred for psychotherapeutic support to Arpan's in-house counsellors:

- 2,680 children were supported with 7,188 Individual sessions and 213 group counselling sessions. Of these, 2019 cases were referred following PSE in 2019 –20; 661 cases were being continued from 2018–19.
- 844 family members and carers of these children were supported with psycho-education and psychotherapeutic support through 779 individual and 56 joint sessions.
- Of the 2,680 children, 2,228 cases have been closed and counselling services are ongoing with the remaining 451 cases. In one case, forced closure had to be done as the parents withdrew the child from the therapy process.
- Of the 2,228 closed cases, 764 were identified as cases of Child Sexual Abuse and 1,062 as cases of inappropriate behaviour.
- 402 'Other Cases' were handled. These children have not experienced sexual abuse but were referred either for psycho-education, 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 60% of boys reported experiencing inappropriate behaviour. However, 85% of girls reported being sexually abused.



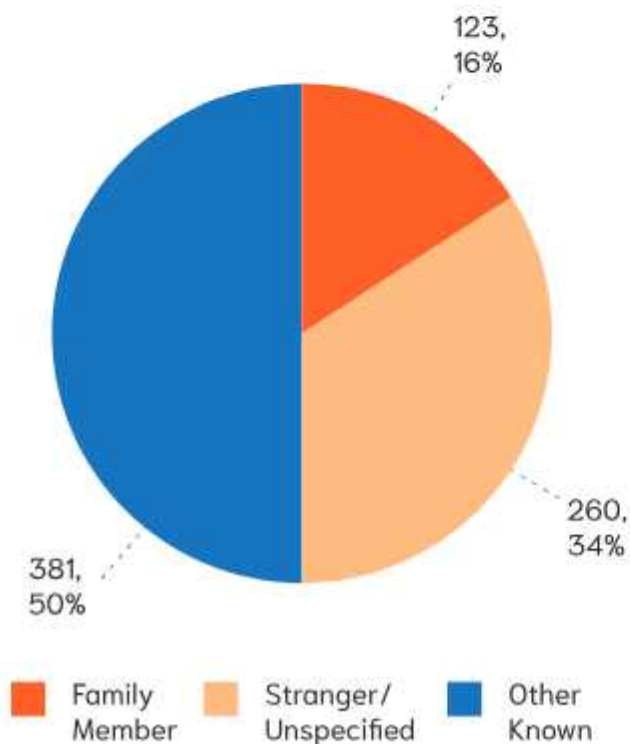
Gender segregation of cases



Types of Abuse

Child Sexual Abuse can be categorised as 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, 72% of the cases were of sexual assault or contact abuse and 25% of the cases were of sexual harassment or non-contact abuse and in 3% cases, it was unspecified. Penetrative Sexual Abuse comprised 4% 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. 81% of cases were related to fondling of the child's Private Body Parts. In the case of non-contact abuse, 48% of cases were of showing sexual content to children.



Relationship of the Abuser in Cases of Sexual Abuse

People with whom the child is familiar, including family members, accounted for 66% 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.



"We run a school in a slum, which is the second-largest slum in Mumbai. Our overall population is of 5 Lakh people in diameter of 2 Kms. Getting a counsellor for a student who is facing an unsafe situation especially in the context of sexual abuse is very luxurious for a school like ours. But I am very happy to say with Arpan, once I have called the team, it becomes their responsibility. It's really exceptional work. The other thing about Arpan is that they take students' privacy very seriously. Arpan's team is very protective of the children with whom they are working. With Arpan coming in, we have seen a positive change in the teachers and even in students."

Principal, Holy Star English High School

"Embracing their lives to make them feel safe;
Where they can live freely without guilt or shame,
No matter the weather cold, heat or rain;
We stand by their side, to deal with their pain,
As we move ahead, we keep our spirits high;
We hold our heads up towards the sky,
As now we stand here and them on the border,
We fight this battle like a true warrior."

Sanju Tamang, Programme Associate,
Prevention Services, Arpan



★ STORY OF CHANGE ★

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

A 14 year old child shared that a young adult man who used to come to their house asked the child to marry him. Since then he has been touching the child on her Private Parts. This young man was a trusted person in the child's household and was also vested with the responsibility of keeping an eye on the child while she was commuting to school. In the counselling session, it was further revealed that the young man sexually assaulted the child and the child was afraid that she will become pregnant. The girl was not ready to disclose it to her mother as the mother trusted the young man far more than her daughter. She was unable to identify anyone in her ecosystem to be a trusted adult. As no recovery from trauma is possible without attending to issues of safety, self-care and reparative connections to other human beings – these became the theme for counselling. The first objective of the counselling process was to ensure the safety of the child. Hence, the need was to go beyond individual therapy and look at a more holistic psychosocial intervention to really being able to help the child. Psychosocial refers to the child's inner world and the relationship with their environment. Psychosocial support is important to maintain a continuum of family and community-based care and support. The child was willing to get out of the house and stay in a hostel as it will help her deal with her fear of reoccurrence of abuse. She wanted us to report it and initiate the necessary processes to include other rescue agencies and CWC. When the incident was disclosed to the mother, she was shocked and terrified. The situation was complicated as the child was not ready to interact with the mother and the mother did not want the child to be taken to the police station.

Sessions continued with both the child and the mother. The mother was angry as the child was separated from her. The mother was provided psychoeducation about CSA, the grooming process and the impact. The mother could connect the incident and understand the behaviour pattern of the abuser. She was overwhelmed and her feelings were validated and stabilization was done. This process also helped the mother and child bond together by healing the mistrust that has developed between them.

Hence, when the child was uncomfortable to stay in her foster care due to stigmatization, the mother decided to take up a job and rent a house for them to stay together. This further helped in building a trustworthy relationship between them and renew the lost connection. The child is safe and the counselling session continues so that the child makes sense of her past, has the opportunity to live in the present and thrive in the future.

"Arpan to me is synonymous with safety because every year Arpan comes to our school and teaches us about our safety. They are a helping hand to every child. Arpan is doing wonderful work for us and they should keep doing this in future."

Grade 10 child

STORY OF CHANGE

After Personal Safety Education, a child shared that when he was in 6th grade he was shown pornographic content by his friends. Since then, watching pornography became his habit and he would continue to watch pornographic content continuously for hours. Due to excessive exposure, the child lacked concentration in studies, was irritated and had continuous urge to view pornography. In this situation, the first step was to psycho-educate the child. The use of psycho-education had two purposes here. It taught the child in understanding how pornography showed sexual practices in an amplified manner, far from reality. It also helped him understand the triggers, how to recognize them, how to anticipate them, what they mean, and how to manage them. He also understood the symptoms that he was displaying and he was receptive to channeling his urges in positive ways by focussing on studies, physical fitness, exploring new hobbies and also reviving hobbies which he had left behind. The psycho-educational input given in empathic and empowering language also helped him battle his sense of guilt, shame and confusion. The child in his process of recovery was able to stay away from pornography and his emotional wellbeing was also enhanced. The child also took up a challenge for himself to stay away from pornography and launched a campaign with the hashtag #SAYNO to Porn Videos for 150 days. This empowering journey helped the child believe in himself and boosted his self-esteem as he perceived himself to be smart, creative, resourceful, and having the ability to take charge of himself.

"Every organisation has its value which is reflected in the work they do. When I think of Arpan a few things that come to my mind are respect, quality-driven excellence, passion, compassion, and transparency. I have been working with Arpan for the past four years and from my experiences, the entire Arpan team is working with compassion towards keeping children safe. Everyone at Arpan is treated with respect no matter which position they hold in the organisation. Arpan to me is like a saviour, providing a helping hand towards children in an unsafe or difficult situation. Also, while working on child safety, I came across various principals, teachers, parents and other stakeholders who described Arpan as a professional NGO working dedicatedly on the issue of Child Sexual Abuse in India."

Swati Khanderao, Prevention Coordinator, Arpan

1.2 Resource Development

Resource development is an integral part of all programmes at Arpan. 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 that much time to 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 two hours was developed and piloted for younger children last year. This year we piloted the module with older age groups and finalised a story-based personal safety curriculum from Grades 1 to 10. To make this version interactive 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.

While we had focussed on the Personal Safety Education programme for children in grade 1 to 10 in the past, since 2018-19 we have started our work with pre-primary children. This year, we developed the modules on Personal Safety further for this age group and conducted a few pilots.

This year Arpan also published a book for adolescents focussing on 'Frequently Asked Questions'. This resource is based on our years of experience of working with adolescents. After the Personal Safety Education programme, adolescents often would reach out to the facilitators asking questions on puberty, relationships, Child Sexual Abuse and internet safety. The facilitators would address their questions, clarify their doubts and support them. This made us think about those adolescents whom we are unable to reach out to and those who are unsure about sourcing this information from authentic sources. This inspired us to develop this book, titled, "Answers to questions you cannot ask otherwise." The book is divided into sections on relationships, puberty, sexual abuse, internet safety and where to seek help. Along with this, we have translated a host of resources in Hindi and Marathi to make our resources accessible to wider audiences.

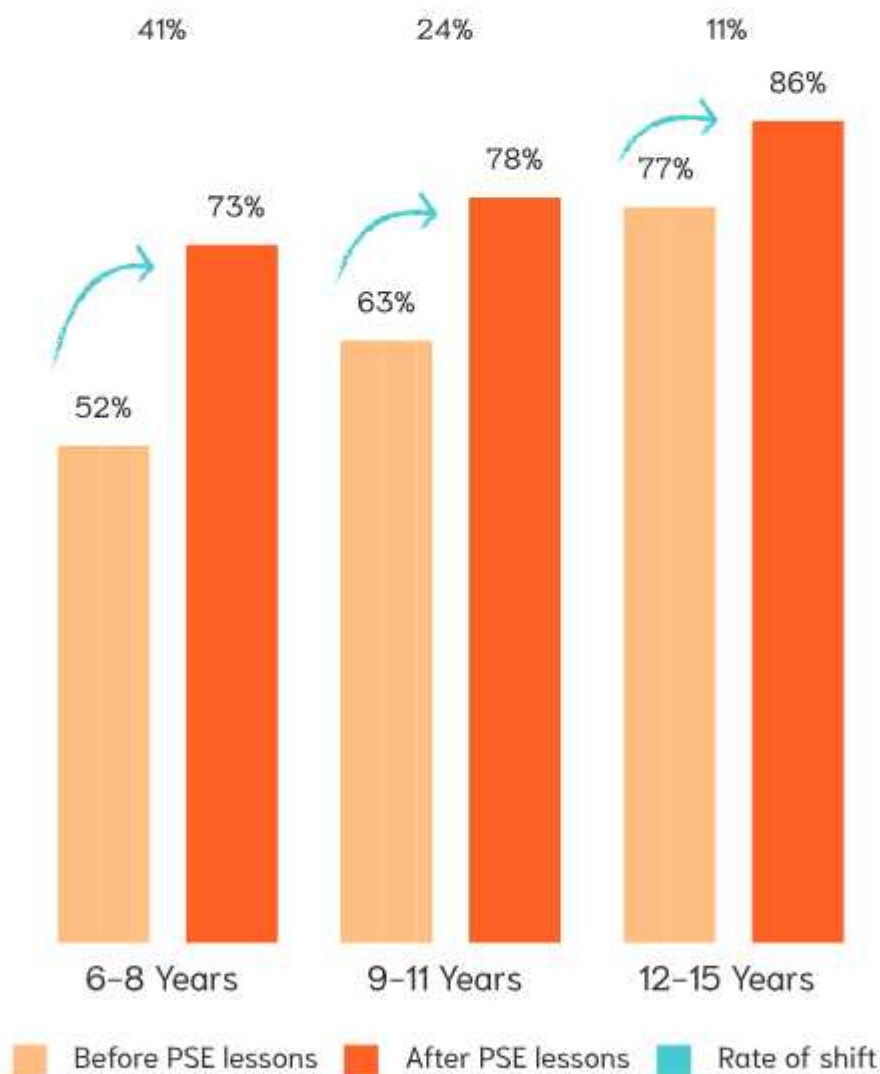


FAQ for Adolescents

1.3 Monitoring and Evaluation

Arpan has believed since its inception that prevention investment must include greater provision for scientifically rigorous, outcome evaluation studies. Continuous monitoring has also been a prerequisite for all our programmes. Arpan regularly conducts pre and post-tests to assess the impact of interventions.

Pre and post evaluations with a sample size of children of 820 children were conducted to assess the shift in their knowledge, potential skills and attitudes 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 overall rate of shift is 41% in the younger age group, 24% in middle age group and 11% for the higher age group. '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 standardised way of calculating 'the magnitude of change in scores in terms of percentage. The rate of shift is highest among younger age groups. There is a pattern of higher prior knowledge and a lesser rate of shift as age advances. The graphical representation of the overall shift for different age groups is given below:



Graph Showing Shift in Knowledge, Attitude and Skills of Children in different age groups

1.4 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, many factors are roadblocks to programme delivery. One of the biggest roadblocks faced for the last two years was challenges in scheduling PSE lesson plans in schools due to the unplanned baseline exam that was announced at the last minute by the education department. Besides, this year we faced a challenge in completing the programme in BMC schools because of sudden directives which stopped all NGOs from working in BMC schools from January 2020 for a few months.

"For me, Arpan is not just an organisation where I work, it is a family where I live. I live a lot of values with Arpan which I learn and also adopt in my personal life. I am passionate about teaching personal safety to children with the values that I have learnt from the organisation. Such as gender equality, respect towards stakeholders, transparency in communication, accountability and equal opportunity for all. At Arpan, I have many role models who shaped my personality. When I think about Arpan, I associate it with a safe place for women and a place for sharing. It's a place where we all feel safe and cared for."

Sujata Dhoble, Coordinator, Prevention Services, Arpan



PSE Session with Parents

Individual Session with Children



PSE Session with Teachers



PSE Session with Parents



PSE Classroom Session

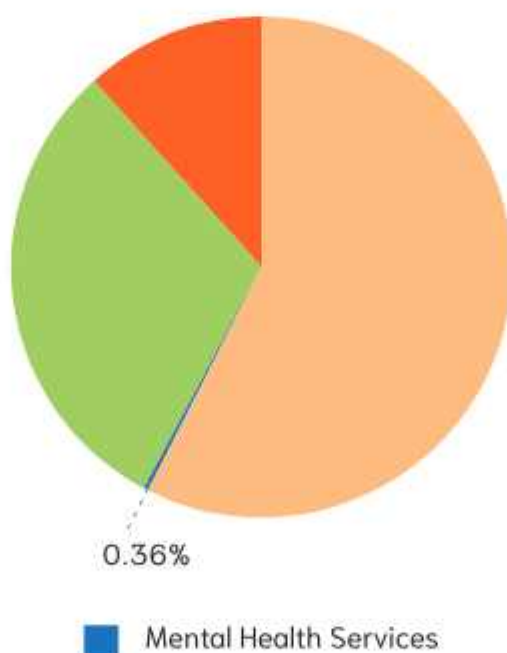


PSE Session with Service Staff

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. 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 are permanent. However, both of these notions are far from being completely true. Children who have experienced Child Sexual Abuse can suffer from trauma that can alter their life experiences, even as adults. On the other hand, children who have the support of an understanding caregiver and access to effective treatment can recover without long-term effects.

Arpan has been providing psychotherapeutic intervention in the institutions, Advait and Transition Home, which house rescued minors and adult survivors respectively. Counselling and psychotherapeutic services are also offered to individual clients or groups of clients within Arpan centres and at the community level with the support of other NGOs and social service organisations. Arpan also provides its services to family members to respond to the family's emotional crisis as well as prepare them to respond to the child effectively and create a support network for the child. The role of Arpan's mental health work has also evolved to equip other organisations, institutions and individuals to handle cases of CSA.



Programme 2 Comprises of 0.36% of Arpan's budget

"Arpan is extremely good to learn from. We got awesome awareness about how we should share about our unsafe situation with parents. It's great for children who need counselling."

A Child Client

2.1 Delivering Mental Health Services

2.1.1 Long-Term Psychotherapeutic Services with Rescued Minors in Institutions

In 2019–20, Arpan worked with:

- 24 adolescent girls from Advait through 7 group sessions and 28 crisis intervention sessions.
- 2 adult survivors from Transition Home through 7 individual sessions.
- 2 caretakers were supported with 1 session.
- 19 caretakers from Snehasadan were supported with 3 capacity building sessions.

Psychotherapeutic services provided by Arpan in Advait and Transition home have been able to develop a model for the psychotherapeutic intervention in an institutional setting. Arpan has been working in these institutions for the last ten years. Process documentation of the programme and evaluation studies done in the last few years have given us the confidence that the intervention has been instrumental in supporting the healing of clients. It has also provided a reference to a model that evolved to work with children and caretakers simultaneously to create trauma informed services. The process documentation and the annual evaluation conducted recommended an exit strategy to be in place as the highest success of the intervention would be when it becomes sustainable and therapeutic intervention continues without Arpan's involvement. It will also provide Arpan with the opportunity to work in an institution with different demographics of children and work towards developing a model for psychotherapeutic intervention in those settings. A three month exit process was planned and executed with the Arpan counsellor and the counsellor from the institution co-facilitating the sessions to ensure a smooth transition. Closure is critical in a therapeutic process as it ensures clients separate themselves from their attachment and reliance on the therapist, to mourn the end of a relationship and to prepare them for new relationships with renewed confidence, competence and resilience. We are happy that the exit process had been completed successfully and currently the institutions are leading the intervention.

"My first impression of Arpan was the passion for the cause when I attended one of their awareness sessions. It came to my realization later that my first impression was just a teaser. Arpan for me stands out in ways with which we approach our stakeholders, the process that has been built over the years for smooth functioning and quality work and the values that it has infused in the employees. As an employee, it also brought many changes in me as a person. A few to mention here is to have an open conversation and keep transparency, be solution-focussed rather than problem-focussed. The personal bond we have within our organisation is what motivates us to stick together."

Shweta Mitta, Coordinator– Healing Services, Arpan

★ STORY OF CHANGE ★

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

To prepare clients for the exit of Arpan counsellor, the concept of change was introduced in the session using plantation as a metaphor. Metaphors are a symbolic approach for implying similarity between experiences, thoughts, emotions, actions

or objects. The metaphor of planting a seed, the growth of a seedling and finally the tree became a significant metaphor to internalize stages of life and growth and change related to it. The other critical metaphor that helped clients visualize their counselling journey was that of "A Boat That Sails Through." While sharing their visualizations with the group, one client said, "As and when more people were added in the boat they also brought in useful things (resources). Like a rope, a safety jacket, water, food and medical aids. Similarly, in the journey of counselling we developed new resources – writing, expressing, and deep breathing." Another client shared, "On the way, there were many obstacles as it was often challenging. But at the end of the day, each one had the responsibility to keep sailing with the help of each other. Fighting could only shake the boat and would not take it in the right direction. Talking about the challenges, created companions in the journey because everyone has challenges that help them to relate to each other. In future while the boat continues to travel, it may still come across many obstacles but holding on to the existing resources and creating new resources are important." One of the clients shared, "I never thought there were any companions in the journey until I participated in the group sessions and heard about the challenges others are facing. I realized there were so many commonalities between us. I felt accepted and validated that I am not alone. In the journey, I understood the strength of being together. I envision this journey to take me to a space where I feel empowered to take care of myself and others." These stories of change leave us with profound learning of how sustained therapeutic intervention can bring in a significant change in the life view of children with a traumatic past.



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

In 2019–20, Arpan provided counselling to:

- 47 children through 109 individual sessions
- 11 adult survivors of Child Sexual Abuse through 57 sessions
- 26 family members were psycho-educated through 39 sessions and 2 group sessions

The adult survivors 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. 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 reach out, or other NGOs and schools refer them.

"Arpan means "giving", "sharing something valuable with someone." Arpan has been in this field for many years and has been on the mission of spreading awareness amongst the milieu about CSA. They are the most wonderful, approachable and resourceful people to work with. Arpan makes sure to use content and language according to the group that they are catering to. Their discussions and workshops are easy to understand. They also take regular feedback and suggestions from the organisation which also shows their teamwork. We at Snehasdan are grateful for their association."

Counsellor, Snehasdan – A Home for Homeless Children

A young male client was living independently in a metro city because of work. His parents were in another city. The client reported that when he was in his higher grades of school years, he was sexually abused by an older female relative in the absence of his parents. He was also subjected to physical violence if he did not comply. The client approached therapy as he was planning to settle down in his life and wanted to make sense of his past before entering a new phase. His presenting concerns were fear of commitment, difficulty to communicate his feelings or express love, getting flashbacks when he was intimate with his partner. He also reported having difficulty concentrating in his current job, had performance anxiety and experienced a few episodes of panic attacks.

**STORY
OF CHANGE**

The focus was on stabilization through psycho-education so that the client understood the connection of present triggers and symptoms and its roots in the past. The focus was to let the client know about trauma in ways that celebrate and emphasize that. If he had the ability as a small child to survive these traumatic experiences, then he also has the required resources to recover from the symptoms of those experiences. The therapy process helped the client to understand that all of these symptoms make perfect sense as a response to traumatic experiences. Each of these represents either a deeply encoded memory or an attempt to cope with the trauma that he faced as a child. By using expressive art techniques, he was able to identify and build internal and external resources like writing a diary, affirmations, using a cue word like sunshine and talking to individuals he was emotionally connected with. During the processing phase, the client came across the abuser which aggravated his symptoms and the frequency of the panic attacks increased drastically. This meant that the therapy process had to refocus on stabilization as recovery from a traumatic experience cannot take place before sufficient stability is obtained and the client can remember the past without becoming overwhelmed by it. As for a trauma survivor to have a meaningful, productive life, doing the work of stabilization is of prime importance. After a few months in the therapy process, the client reached a point where the frequency of his panic attacks reduced and he was able to concentrate on his work. The client was able to reflect on his journey, identify his triggers and successfully able to use the resources well. He was also able to disclose the abuse to his trusted family member. The client could also use grounding skills which are a set of skills for use whenever he is feeling any level of distress, particularly when he is overwhelmed or experiencing escalating anxiety. This helped the client not only to have his "feet on the ground" but also his "mind on the ground." He could master the skills crucial for stabilization which will be ultimately helpful in processing and integration of the trauma. The client feels ready to work on the more intense negative memory of his trauma and feels a sense of mastery over the process of remembering the traumatic past. There is a long road ahead but as it is said, in trauma work "slow" is "fast."



"Arpan is an NGO that works towards providing safety education and protection from Child Sexual Abuse. It is an NGO that puts in 100 % for Child safety. I admire the responsibility that each employee carries towards this purpose and works together for it. I have learnt tremendously in my work experience with Arpan, the resilience has reflected not only in my professional but personal life as well. Each day there is some or the other way in which Arpan is striving to reach out in creating a safer environment and building awareness on personal child safety. I am glad to be associated with such an Organisation."

Giselle Braggs, Senior Counsellor- Healing Services, Arpan

2.2 Challenges Encountered

All cases could not be closed due to the sudden lockdown because of the pandemic. Though we ensured that we meet almost all the children at least once and prepare them for the process, it was not possible to close all the cases. We also faced a significant challenge in connecting to the clients and their caregivers and having regular sessions with them as schools were non-functional.

"I used to associate Arpan with 'prevention of Child Sexual Abuse' or 'trauma rehabilitation'. After having partnered with them for a project, I also realized that Arpan is a place of compassionate, ambitious and passionate people who I have learnt from immensely. What really stood out to me was Arpan's ability to not leave any child behind and achieving depth in impact, while also being able to scale their work to have policy-level implications. I truly believe in the work that Arpan is doing and I hope to continue partnering with them in the future."

Programme Manager, Partner Organisation Swasti

"The core of the organisation is very well reflected in its name Arpan. The word itself describes the amount of dedication it puts into all the work it does. Since the time I have joined Arpan – there is one utmost important thing that will stay with me as learning – how it is important to give space so that everyone can freely share without any fear of being judged. Arpan has a very friendly work environment which motivates the employees to work with full potential."

Ankita Shetye, Coordinator, Healing Services, Arpan

"In my experience, Arpan stands for going all out for its cause. When I think of Arpan as an organisation it stands out to me as rooted in values and ethics. It explores every area for improvement and strives to keep doing enriching work. Transparency is a beautiful concept in Arpan in terms of hierarchy and processes. Every challenge, every achievement is collectively faced and celebrated together. Arpan provides enriching learning and constantly motivates that learning must go on."

Raksha Chauhan, Senior Counsellor, Healing Services, Arpan

"I consider Arpan as a reliable and trustworthy partner in engaging with children, families and schools regarding Child Sexual Abuse. I have understood now after working with them, how their sensitive and clear approach helps in having conversations with others and providing complete support for those who need it."

Partner, Loreto School Counsellor

"I remember the first day I visited Arpan. I was a bit skeptical, my knowledge about therapy was strictly restricted to movies and television shows. The first session was where all my worst nightmares came true. I shared my trauma with a stranger, little did I know that this stranger will be the gateway to a new life. Arpan gave me a new life, I started feeling like I was needed, and I had a purpose. I have come a long way in the past year. I know I still have a long way to go but I feel like I am much better now. I would like to thank the entire team at Arpan for guiding me and helping me in my journey."

An Adult Client



Group Therapy Session
at Advait

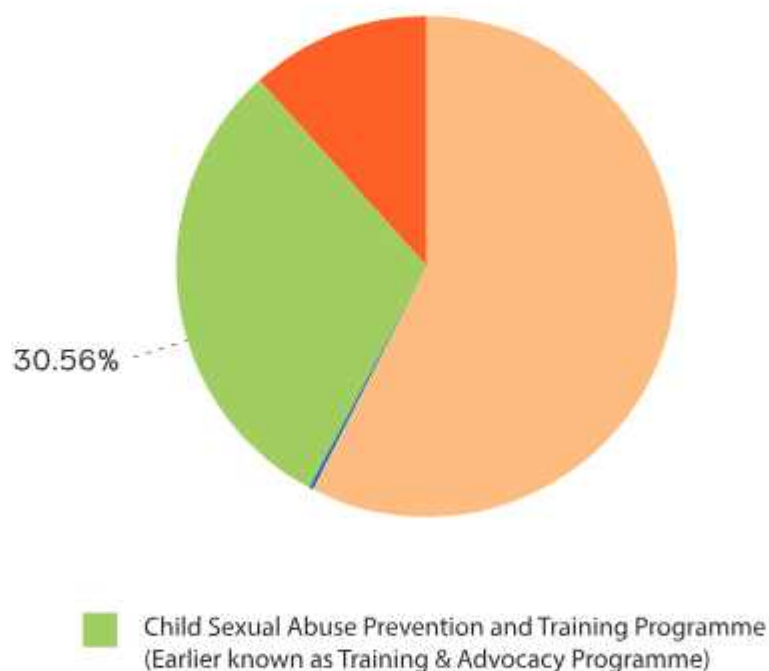


Group Therapy Session

PROGRAMME 3: CHILD SEXUAL ABUSE PREVENTION AND TRAINING PROGRAMME

Arpan builds professional capacities through training to replicate and scale Arpan's model of prevention and intervention and advocating for robust child protection mechanisms to address the gaps both at the policy level as well as curriculum and interventions on the ground. Arpan also creates awareness and sensitisation through public advocacy and communication campaigns. Arpan focusses on training and building capacities of NGO professionals, school teachers, institutional staff, health and mental health professionals and government duty bearers. Once the training has been conducted, Arpan supports 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 advocates for the replication of Arpan's prevention and intervention strategies, strengthening systems at the organisational and institutional level to create a safe environment for children. These efforts are 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.



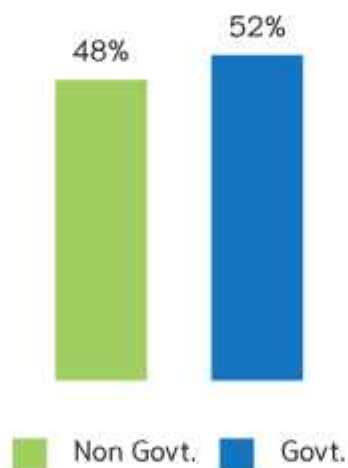
Programme 3 Comprises of 30.56% of Arpan's budget

This programme encompassed:

- Conducting Awareness talks on CSA with Specific Stakeholders
- Training and capacity building of Teachers and Master Trainers
- Training and capacity building of mental health professionals, social workers, caregivers, support personnel, both from NGOs and government bodies as well as police

"Arpan is promoting awareness about Safe and Unsafe touch which is the need of the era. This dedicated team at Arpan has developed a comprehensive project to address this issue and create a channel of communication not only for parents but also for children. They handle each child with focussed attention and cater to every child's needs. Arpan has come up with an evaluation and a good set of studies to build knowledge on the prevention of the issue. The team has dissolved the myths present in society and taken a step forward to create a platform for discussing concerns which are often unsaid and raise a voice against it. The team does exceptional work with the purest vision."

Chief Minister Fellow



Diversification of Training Stakeholders

"Arpan has been one of the very few organisations consistently leading the crusade against Child Sexual Abuse. Their content, methodology and strategy are visionary. Arpan with its team of extremely committed and dedicated warriors has been a very reliable source of referral to provide support for children facing distress. We take pride in associating with Arpan."

Ms Sonali Patankar – Founder, Responsible Netism

3.1 Delivering Child Sexual Abuse Prevention and Training

3.1.1 Conducting Awareness talks on CSA with Specific Stakeholders

In 2019–20, Arpan conducted awareness talks on Child Sexual Abuse with parents, teachers, principals, students, police officials and duty bearers through 52 organisations, institutions including government departments, corporate houses, schools, colleges, Universities and Non-Governmental Organisations. Some of these organisations were Apne Aap Women's Collective, Bahujan Hitay Society, Kaivalya Education Foundation–A Piramal Initiative, Mumbai Mobile Creches, Magic Bus, Akanksha Foundation, Tata Institute of Social Sciences and Teach For India. Some of the schools included Billabong High International School, Noida, Diamond Jubilee High School, Jasudben M.L. School, Mother Teresa English Primary and Holy Star English Medium School. Some of the government departments included Central Institute of Education, University of Delhi, Directorate of Education, Govt. of Delhi, Gadchiroli District Government, NCERT, SCERT, Delhi, Tribal Development Department, Gadchiroli and Maharashtra Municipal Administration.

We reached out to 2,827 individuals through this initiative which included:

- 1,168 Teachers
- 134 Principals
- 320 College students
- 42 Corporate employees
- 142 Police officials and cadets
- 136 NGO Professionals and support personnel both from NGOs and government bodies
- 22 Health and Mental health professionals
- 99 Administrative Officers
- 16 Village Child Protection Committee
- 627 individuals through housing societies, rotary clubs and other networks
- 121 individuals and volunteers

★ STORY OF CHANGE ★

The facilitator noticed that throughout the session there was a participant who sat at the back and hardly interacted during the session. However, after the session ended, she came up to the facilitator and spoke of a case of sexual abuse that her daughter had faced a few years ago at a neighbour's house. Her daughter had disclosed this to her. However, after the disclosure, her daughter became distant and started wetting

her bed. She thought her daughter was under stress and was not being able to talk to her. She even asked her daughter to speak to her if something was troubling her. But the daughter simply said, "What's the point in talking to you? How will it help me?" The woman admitted that she thought she had not handled her daughter's case well at that time, but now after having undergone the session, she understood she has a role to play to support her daughter. – An awareness session participant

3.1.2 Training and Capacity building

In 2019-20, we conducted the training and capacity building with 2,422 diverse stakeholders with these objectives:

- Equipping the organisations and institutions to explore the issue of CSA and understand diverse ways in which they can engage in responding to it. 20% of all training solely focussed on this.
- Training participants to integrate Personal Safety Education in their settings as well as provide them with skills to handle disclosure effectively. 70% of all training was focussed on mainstreaming child protection in diverse settings.
- Training participants on barefoot counselling to help them become effective first respondents while handling cases of CSA. Additionally, training counsellors and mental health professionals and equipping them to work with individuals who have survived trauma.

60% of our training stakeholders were teachers and Master Trainers. Some of the critical partnerships included Directorate of Education, New Delhi, CBSE Centre of excellence, Allahabad, CBSE Centre of Excellence, Dehradun, ChildLine India Foundation, Maharashtra SCERT, Kolhapur Zilla Parishad and Kaivalya Education and Akanksha Foundation. The focus was to support the institutions and organisations mainstream child protection in their setting. The focus was also to train teachers in schools where Arpan has previously conducted Personal Safety Education to support the schools to integrate the programme into their curricula. 32 such schools were trained to integrate the programme. Acknowledging that CSA as an issue is complex, multifaceted and dynamic, Arpan supported the partner organisations after the training with the objective of handholding and confidence building. We have supported participants by observing them while they conducted awareness sessions with other adults, trained other adults and conducted PSE lesson plans with children. Some critical handholding sessions were conducted with trainers from Kolhapur Zilla Parishad and Bihar Education Project Council.

"Thank you for being open in sharing and allowing us access to your knowledge, wisdom and experiences. I think the bit that impressed us was the effort that you would have taken to ensure that your PSE programme is replicable by stakeholders even outside your own organisation and context. And also in being very thoughtful about how you develop resource materials that are available in convenient kits to support the delivery of PSE as well as the creation and implementation of the training programme, to promote its replication. Very often we see organisations for whom scale comes in merely growing the organisation, but we have been heartened to see how you think about scale as growing the work and not necessarily the organisation, and about being open and generous in sharing your knowledge and learnings and tools."

Gautam John, Rohini Nilekani Philanthropies, Funder to Arpan

"My acquaintance with Arpan is only a few years old, with the many interactions during curriculum setting and deciding case studies of the newly launched School Health Programme (SHP) under Ayushman Bharat. Yet during this time, I have come to admire the dedication and hard work of its staff, their clarity of thought and open-mindedness to hear the other person's point of view. We shared many experiences and I came out richer and better informed of the two! Their work is essential to ensure that our children are kept safe and develop skills to look after themselves and support peers. Their child-centric attitude and the warmth and support they provide to child's caregivers and supporters is worth a lot of praise. During the training of State Resource Group members for SHP, they put the trainees at ease immediately and were able to make those teachers and health officials comfortable enough to bring out their doubts and thoughts, which I believe is a super quality. Their sessions were greatly admired by all who attended. Even when a State asked for quick help they were immediately ready to burn the midnight oil to support it."

Dr Zoya Rizvi, Deputy Commissioner, Ministry of Health & Family Welfare

We conducted training with Kolhapur Zilla Parishad in July 2019. In November, we went to handhold the master trainers and observe them as they implemented Personal Safety Education (PSE) in their classrooms. During one such observation, a teacher shared an incident. In the morning during the upcoming sports event practice, while children of grades 3 and 4 were playing "Kho-Kho", he observed that one child pulled down the pants of another child. The Grade 7 students who had undergone the Personal Safety Education course, immediately intervened and said, "It is unsafe to pull each other's pants or touch private body parts or even look at them. We can get punished for this under an Act. It's unsafe, we shouldn't do this and we shouldn't let anyone else do that to us. Even the child who has been touched may feel sad or shy." The teacher said that the children not only displayed awareness but also showed empathy towards each other during this incident." When training participants create a safe world for children, they become an integral part of our shared vision of child safeguarding.

STORY OF CHANGE

Supporting Master Trainers for PSE training
in Kolhapur Zilla Parishad



Training of Master Trainers in Kolhapur
Zilla Parishad



Supporting trainers for conducting PSE in
Kolhapur Zilla Parishad

★ STORY OF CHANGE ★

Making people change their mind is difficult but not impossible. This is what we realized again. This reinstates our hope and helps us to continue to be true to our values of being perseverant and respectful. We were conducting a 5-day training with the Master Trainers (MTs) of Bihar Education Council Project. As the training focussed on the larger gamut of Child Abuse and touched on the topic of corporal punishment, the participants were taken aback and

resistance started surfacing. The MTs strongly believed that disciplining a child by using physical means or emotional taunt cannot be considered to be abusive as it is directed at their improvement. We had engaging discussions and debates on this and other similar concerns the participants had. In the end, we saw some participants being open to understanding a different perspective, whereas others were still battling their age-old belief with new-found knowledge. The facilitators left with the feeling that the participants would need significant handholding to take the programme ahead.

After this training the Master Trainers lead sessions with other teachers in the district. Arpan was present to observe a few sessions and support them. One of the sessions was being conducted by a Master Trainer, who at the time of our training, had held a very strong opinion that children being punished is not abuse. We witnessed a huge transformation in him. Confident in his acquired knowledge and skills and 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. It was a wonderful shift to see the same person engaging with participants on this topic and conveying the messages from a space of belief and conviction. He even shared his journey of unlearning and the positive shift that he had seen in his interaction with children and the overall school environment. He shared that now children feel safer with him and can voice their opinions without fear. He also shared how a discussion on these issues with children have helped them respect their own boundaries and also of those around them. This shows that the training does not only equip the participants with knowledge and skills to replicate the programme in their professional environment but helps them to create a child-friendly environment around them. These incredible changes and the sustaining motivation of teachers show that 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.

This translation of knowledge gets communicated through this note of appreciation:

"A big thanks to you all for your efforts in supporting the divisional level training of trainers as part of Phase II intervention of UNICEF's partnership with Arpan in rolling out guidelines in schools in collaboration with Bihar Education Project Council (BEPC), Bihar. Indeed, the overall role played by Arpan and your specific role in providing handholding support to MTs will go a long way in building their confidence, sharpening their skills and in enhancing their understanding of the issues of protection and abuse within the spheres of schools and beyond. It was a beautiful process to witness the transition of knowledge from one level to the next and hopefully, it will eventually benefit every child coming to schools. Your contribution will be remembered for this very reason. Bravo!" – Child Protection Specialist, UNICEF, Bihar

STORY OF CHANGE

A group of participants that we were conducting the training with had a considerable number of years of experience of working on the issue of Child Sexual Abuse. It was imperative for us as facilitators to understand the expectations they had from this training. Through the discussion, it was clear that they wanted information on how to talk to children and adults on the issue, how to help children and heal those who have experienced CSA. The training was an attempt to address their needs and challenges on the ground. The training created a safe space where participants opened up with their inhibitions and limitations. One of the senior-most participants shared, "I wished I had undergone this training at the beginning of my career." Sharing his experience he said, "When I started working, I worked with young girls who were subjected to commercial sexual exploitation. In one of my meetings with a girl, I felt uncomfortable as she came too close to me and I felt my physical space was getting violated. I immediately left that place without even addressing her. I was disturbed for many days as I felt unsure. Today when I understood trauma, neurobiology and impact in terms of sexualized behaviours, I think this understanding would have helped me deal with the situation much better. I would have been able to take care of myself and the child." Another participant shared: "I have always found it challenging to talk with children and adults on the issue of CSA, although there are so many cases in my field of work. Through this training, I have learned the language to talk and communicate with the audience in a non-threatening way." As an immediate impact of our training, participants conducted awareness sessions with a group of teachers from various parts of India with confidence and conviction.

"I have been with Arpan for 5 years now. Arpan as an organisation believes in respect and that can be seen in all of our interactions. The participant who is conducting the session for the first time is made to feel part of the process, the approach throughout is that the Arpan representative is there to support them and not to put them down for any mistake they may make. The organisation also respects the space our partner organisations come from and the realities of their work. There is always a language of respect when addressing their values, opinions and lifestyle. The work is done with full integrity and without any biases or discrimination against any individual or organisations. The organisation also keeps evolving based on what is happening in the field of child safety and CSA. This is visible in the way content goes through periodic change to update it as and when required. I have observed that our partners have this faith in Arpan, that we deal with this issue sensitively and will continue to do so in future."

Deepali Kadam – Executive Training & Advocacy, Arpan

"My journey at Arpan began 9 years ago as a facilitator of the PSE programme and there is so much to tell about the last so many years. Arpan is a treasure of knowledge and I grew here not just professionally but personally as well. Working here not only gives me new energy to work, but it also helps to develop a new perspective towards life. Here I got the confidence to focus on the mental health of children and their family rather than the suffering or abuse of children. At Arpan, I learned to take care of myself, I started prioritizing myself and that helped me to find a new identity. I embraced a wide range of new values as a parent which made my parenthood more interesting. Working here provides me with exceptional motivation. Being a child centric organisation with outstanding teamwork, Arpan provides foremost attention to the overall safety of the children. When I look back and introspect, this journey brings a smile on my face and I wonder, "Am I that same Sonali who I used to be 9 years ago?" Arpan has given me the most precious gift of self-awareness and an opportunity to meet my newer brighter self."

Sonali Parab – Senior Manager Training & Advocacy, Arpan

3.2. Policy Advocacy

Policy Advocacy for child protection at Arpan focuses on strengthening the child protection systems at systemic level. This year Arpan consolidated its linkages with diverse government bodies and this paved the way for creating an efficient systemic environment conducive to child protection. The policy advocacy focussed 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) 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 significant achievements this year include:

- Arpan has been part of a Life Skills think-tank initiated by the Ministry of Human Resource Development since 2017-18, working closely with National Council of Educational Research and Training and Central Board of Secondary Education towards creating a content framework for a curriculum on Life Skills. Arpan had worked closely with NCERT on the curriculum especially the module for Safety and Security against Violence and Injuries and the module for Promotion of Safe Use of Internet, Gadgets and Media for Health and Wellness of school-going adolescents under the aegis of the school health programme of Ayushman Bharat – an initiative by the Ministry of Education and the Ministry of Health and Family Welfare. This was completed and launched in February 2020 by Dr Harsh Vardhan, Union

Minister of Health and Family Welfare and Mr Ramesh Pokhriyal, Union Minister of Human Resource Development, now called Education.

- Arpan has worked closely with Maharashtra SCERT in the development of the module on school safety and security module focussing on incorporating the curriculum on Sexual Abuse and Handling Disclosures to sensitise teachers and parents. Also, Arpan's story-based Personal Safety Education module for children has been included in the module for teaching children to identify unsafe situations, refuse assertively and seek help. The training of the Master Trainers including the DIET staff and State Education officers has also been started.
- Arpan initiated a collaboration with the Women and Child Welfare Department, Thane district, Government of Maharashtra and distributed the My Safety Book in Marathi which is a storybook to teach preschool children about safety from sexual abuse to Anganwadi workers. A selected group of these Anganwadi workers were also trained to use this book with pre-primary children.
- Arpan was approached by the Navi Mumbai Municipal Corporation to train teachers and Master Trainers after their training under NISHTHA which is a capacity building programme for "Improving Quality of School Education through Integrated Teacher Training" Samagra Shiksha. This was conducted to further handhold teachers so that they are confident to create awareness on Child Sexual Abuse and POCSO with adult stakeholders.
- Arpan has also engaged with the Directorate Municipal Administration, Maharashtra, to integrate Personal Safety Education in the Municipal and Zilla Parishad schools of the state. The training of teachers to meet this objective has been initiated.
- Arpan initiated a collaboration with the Directorate of Education, Govt. of Delhi, whereby Mentor Teachers were trained to implement Personal Safety Education in the schools of Delhi.
- Arpan was invited by the State Council Educational Research and Training, Delhi to conduct awareness sessions on Understanding Child Sexual Abuse and the Protection of Children from Sexual Offences Act with teachers as part of Samagra Shiksha Abhiyan and independent DIET programmes. Delhi SCERT also invited Arpan to be a part of the induction programme for education and vocational counsellors under the Directorate of Education Government of Delhi, and conduct sessions with them on Understanding Child Sexual Abuse and POCSO.

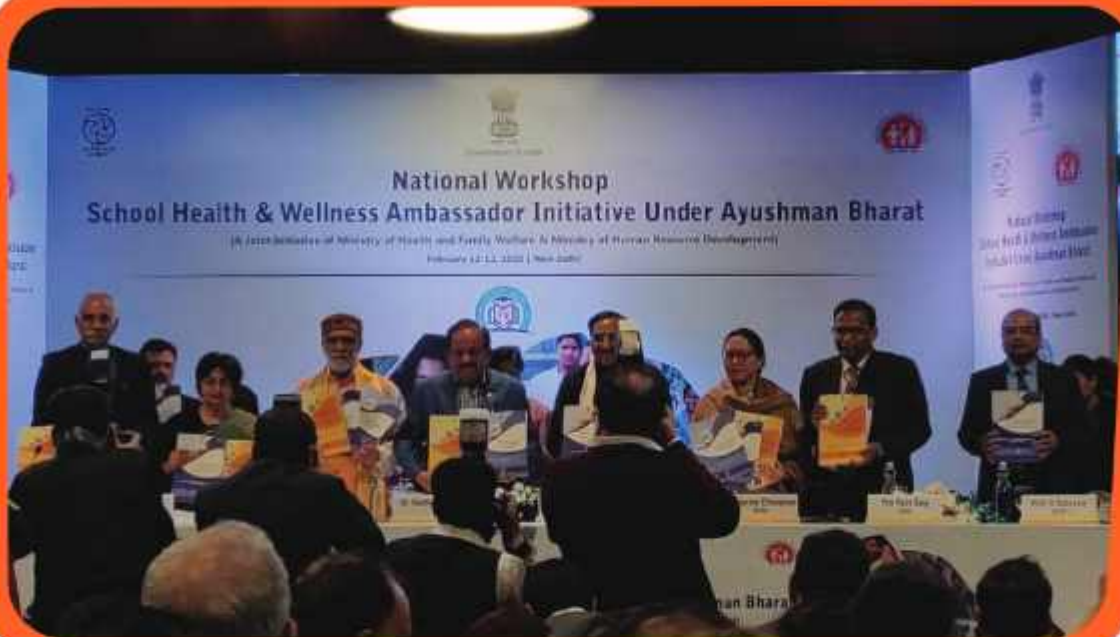
Arpan also actively participated in diverse conferences, seminars, roundtable conferences and spaces of networking to advance positive changes at the systemic level:

- Ms Pooja Taparia, CEO and Founder of Arpan was invited to deliver the prestigious Asha A Bhende memorial lecture, 2019 in IIPS. She gave a lecture on "Child Sexual Abuse- Ground Realities and Way Forward."
- Ms Pooja Taparia, CEO and Founder of Arpan was invited by Tata Trust to join a closed-door consultation to debate and discuss the draft National Education Policy 2020. Ms Taparia recommended the integration of child protection as an integral part of education policy. The key recommendation was submitted to the Ministry of Education.
- Dr Manjeer Mukherjee, Senior Director at Arpan was invited by Bihar Education Project Council as a resource person on State Design Consultation Workshop on School Safety for children in High Schools. Dr Mukherjee presented on Arpan's Personal Safety Education curriculum on online

safety. Ms Chandrika Rambiya, Senior Manager at Arpan, Training also joined the consultation and contributed to the theme of online personal safety curriculum and in identifying the content-flow, methodology and tools required.

- Ms Aditi Ray, Director, Training at Arpan, was invited as a National Expert for the session on 'Violence Free Education Systems Conference' in the conference on 'Violence Free Childhood' organised by Child Resource Centre (CRC), HCM-RIPA and UNICEF Rajasthan. The objective of the conference is to make education systems violence free for children to allow the development of children to the fullest. Ms Ray introduced Arpan's school-based prevention model and made recommendations for the state to adopt it.
- Ms Aditi Ray, Director, Training at Arpan was invited to present on Preventing and Responding to Violence in Schools in UNICEF India's National Conference.
- Ms Juanita Kakoty, Senior Manager, Training represented Arpan on a Consultation in May 2019 organized by the National Commission for Protection of Child Rights (NCPCR). The focus was to review the content of 'Project Umbrella', a nation-wide campaign to address Child Sexual Abuse developed by IIT Kanpur. After this, Arpan was invited to be a part of its advisory committee for 'Project Umbrella'.
- Ms Juanita Kakoty, Senior Manager, Training was invited to a consultation on Aftercare, organised by DCPCR and Udayan Care in November 2019. It was attended by the chairpersons of Child Welfare Centres and District Child Protection Units, and other NGOs like SOS Children's Villages, STOP, Prayas, CEAC, Rainbow Homes, and Miracle. The consultation was presided over by DCPCR Chairperson, Mr Ramesh Negi. After the consultation, DCPCR invited Arpan to be part of its Aftercare programme as a capacity building and training resource, related to their Aftercare Suvidha Kendra.
- Ms Juanita Kakoty, Senior Manager, Training represented Arpan on Aam Admi Party's Manifesto Development discussion concerning education. Arpan advocated for integrating Personal Safety Education curriculum as part of the education curriculum.
- Ms Juanita Kakoty, Senior Manager, Training was invited by the Indian Alliance for Child Rights (IACR) in November 2019 to review the National Policy for Children 2013.





Launch of Training and Resource Material: Health and Wellness of School Going Children, under Ayushman Bharat, Feb 2020



Arpan attended the consultation organised by DCPCR to plan Safety Week in schools of Delhi. Aug 2019

'When I stepped into the field of preventing abuse and violence, especially for children, I came across programmes that were looking at case management where the process started after violence or abuse had happened or were looking at taking children away from environments where they were abused and placing them at 'safe spaces' like hostels and child care institutions or were aimed at generating awareness marches and campaigns around child rights in neighbourhoods. I joined Arpan in August 2018 and I gained an important insight into how life-skills education can be an effective method for prevention. Arpan's Personal Safety Education programme is a contribution to the global discourse. I have had many progressive people and successful professionals come up to me and tell me that they find it a little daunting to talk to their children about a topic like sexual abuse. It is not surprising because I would have been in that group had I not been exposed to Arpan's Personal Safety Education. As a parent, I have gained immensely from this programme and through my association with Arpan I have learnt how we should talk to children not from the language of abuse, but safety. At Arpan, everyone carries the wisdom to keep the child at the centre. It is the child's best interest that everyone works towards, without any fanfare. Everyone at Arpan brings domain knowledge expertise along with years of on the ground exposure. This makes intervention based on evidence truly possible."

Juanita Kakoty, Senior Manager, Training and Advocacy, Arpan

3.3. Public Advocacy

To develop 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.

This year, Arpan launched Child Safety Week on the 14th of November, 2019 as an initiative towards building a people-led movement for collective action for change towards addressing concerns of Child Sexual Abuse by dedicating a concentrated time annually for conversations, actions and change efforts for child safety. Through the week that followed, we saw 123 organisations come together to drive change. 90,666 pledges were taken and appeals were made for child safety. 196 activities took place during Child Safety Week, with our digital reach being over 600, 000 people. It was heartening to see a wide range of organisations coming together – government bodies, corporates, not for profits and schools. The week focussed on igniting conversations and sharing information through heightened engagement to communicate the urgency of addressing the issue of Child Sexual Abuse. We had enlightening conversations across social media channels through the week, especially on a Facebook Live conversation and Tweetathon. On Twitter, #iStandForChildSafety & #ChildSafetyWeek were trending in the top 10 in Mumbai and top 30 in India during that week. The true spirit of Child

Safety Week was seen in the ownership of partner organisations while driving offline engagement, be it through awareness sessions, conversations, or other activities across various cities. This is what some of our stakeholders said about Child Safety Week:

"I think Child Safety Week was a fantastic initiative. I hope you continue to do it and it gains strength year on year." – Ms Vidya Balan, Arpan's Goodwill Ambassador

"Child Safety Week was a great platform to raise awareness about the prevention of Child Abuse, in general, and Child Sexual Abuse, in particular. It also provided the opportunity to consolidate the efforts of various organisations working on the issue in the city." – Jyoti Rathee, Member, Delhi Commission for the Protection of Child Rights.

"The Hut family strongly believes that the way we treat our children reflects on us as a society. We chose to support Arpan in this fight against child abuse due to their two-fold approach of mobilizing adults as well as empowering children with information that is understandable and relatable. Our continued support and best wishes are with Arpan in this mission to protect children" – Merrill Pereyra, MD, Pizza Hut India Subcontinent

"I have been working at Arpan for 10 years and my journey so far has been very good. Arpan ensures complete transparency in all its efforts, following requisite rules and regulations and consistently strives to be approachable and agreeable in every regard. We respect each other's views and feelings. We are given space to express ourselves, our opinions, suggestions and feelings. Arpan's vision to have a world free of Child Sexual Abuse has kept me motivated over the years and I feel a sense of pride in the work that I do at Arpan. My seniors believe in me and they always give me support to do my work better. I can proudly say that Arpan is the best place to work."

Mayur Barve – Associate – Public Engagement, Arpan

"Our association with Arpan has continued for more than a decade so far. Arpan has been practising various innovative forms of teaching personal safety against CSA, a concept that is imperative for healthy psycho-social development of every individual. They are the torchbearers in creating awareness and educating every individual in society about this sensitive topic that is always brushed under the carpet. We appreciate their approach of experimenting and providing opportunities to create a community that is empowered and can practice self-safety measures to stand against CSA."

CEO, Goenka & Associates Educational Trust

Child Safety Week 2019



Child Safety Week 2019



Child Safety Week 2019

As well as initiating Child Safety Week, Arpan also participated in various events across diverse platforms. We have reached out to 9,120 individuals through these platforms. Some of the key activities in which Arpan participated are listed below:

To create more visibility around the issue, Arpan every year participates in the Tata Mumbai Marathon. This year Arpan raised INR 121,402 through this. 57 Arpan members took part in the 'Dream Run' and ran for 6 km to raise awareness by chanting slogans on the issue of Child Sexual Abuse in India. Through this, we were able to reach out to 4,500 people.

The Tables, a restaurant in Colaba had planned Twelve Days of Christmas where they were partnering with different charities to uphold a social cause. They had partnered with Arpan on 31st December 2019 and shared 50% of the day's proceeding as a contribution to Arpan. Through this, we reached out to around 200 people.

The students of Bharatiya Vidyapeeth College of Engineering, Navi Mumbai gave a stall during their college festival called "Carnival Day" in February 2020. This allowed us to initiate a conversation with the students and teaching fraternity. We reached out to over 300 people through this activity.

Windmill Festival is India's largest festival for kids. The festival aims at curating outdoor entertainment for urban families, with the focus on children. While the festival has no age limit, activities are curated to suit the 0-3, 4-7 and 8-14 age groups. The key objectives of the festival are to give the urban child an outlet to be creative, gain information and have a recreational experience along with an avenue to spend quality time with their parents and friends in an outdoor setting. Participating in this event allowed Arpan to interact with children and parents. The Arpan staff organised a colouring activity for the children and fun games for parents which were enjoyed by all. Parents and caregivers were also made aware of the issue of Child Sexual Abuse and resources were disseminated. We reached out 3,200 parents, caregivers and children through this event.

The GOQii Trail Challenge was held in December 2019 at Mandangad. The total distance that the participants covered was 50 km in 18 hours. 122 walkers participated in this challenge. The walkers raised funds of INR 32,151 for Arpan.

At the Oberoi International Festival 2020, Arpan had set up a stall to display its resources on CSA. The Arpan staff interacted with the parents and made them aware of CSA and also promoted the online personal safety course available on www.arpanelearn.com. Through this event, we were able to reach out to 700 parents and students.

At the India Budget Private School Ranking Awards ceremony in February 2020 we got an opportunity to connect with 200 top educationists of the country and create awareness regarding the importance of child protection in the education system.

Interviews and articles about Arpan and our response to CSA were featured in diverse offline and online spaces:

Ms Pooja Taparia, CEO and Founder of Arpan was interviewed by Patna Pirates, a kabaddi team based in Patna, Bihar that plays in the Pro Kabaddi League. The interview titled "Arpan ki Kahani, Pooja Taparia ki Zubani" has been posted on their social media platforms.

Ms Pooja Taparia was also interviewed for iMPACT Magazine, Asia Society for Social Improvement and Sustainable Transformation and an upcoming documentary focussing on the making of the 'rape culture'.

Dr Manjeer Mukherjee, Senior Director at Arpan was interviewed by Eros Now for their film "Break the

Maunn" directed to spread awareness on Child Sexual Abuse. Dr Mukherjee spoke on breaking the silence on Child Sexual Abuse.

Dr Manjeer Mukherjee, Senior Director and Ms Vandita Morarka, Consultant authored an article on, "Empowering Children through Personal Safety Education" in the February Edition of the EducationWorld magazine. EducationWorld is India's one of the most comprehensive education website for the educators, parents and students communities.

Dr Manjeer Mukherjee authored an article, 'Featured Counter-Trafficking Programme: Arpan' in Child Abuse and Neglect, International Journal. This invited article is one of several comprising part of a special issue of Child Abuse and Neglect focused on child trafficking and health. The purpose of each invited article is to describe a specific programme serving trafficked children.

Arpan entered into a partnership with Maya Digital with the objective of edutainment. They had rendered their famous cartoon characters Vir and the RoboCop to give key Personal Safety messages so that children can connect safety messages with their favourite animation characters. These creatives were shared on WowKidz digital platforms which is one of the fastest-growing kids' platforms from Asia.

"EduWorld salutes Arpan's dedicated team and their advocacy to reduce the occurrence of Child Sexual Abuse. The Quality Driven Excellence that Arpan shows in its work is commendable. Through their perseverance I see Arpan reaching closer towards its vision to have a world free of Child Sexual Abuse. We at EduWorld describe Arpan as a bunch of passionate people who with their excellent programmes are healing and creating an impact in making the environment safe and supportive for kids across all strata."

CEO, EducationWorld

Story of Collectively Owning Child Safety

The biggest hurdle in combating the issue of Child Sexual Abuse is the silence and stigma associated with it. Child Safety Week was curated by Arpan to address this very challenge. This concentrated period of one week helped me mobilize a lot of support for the cause. Godrej Industries and CMS Info Systems were two large organisations that I was able to connect to and they joined this initiative. The two organisations lent their voice to the cause by pledging for child safety; they sent out a communication to more than 25,000 employees educating them on the issue. During this week, I also created an online support group on Whatsapp where we have more than 60 concerned parents and leaders of children's institutes participating in discussions on POCSO, ways to handle disclosure, how to spot signs and symptoms of CSA. A lot has happened during Child Safety Week and yet there are miles to go before we stop. Child Safety Week helped us mobilise action to speak up and stand up for our children's safety.

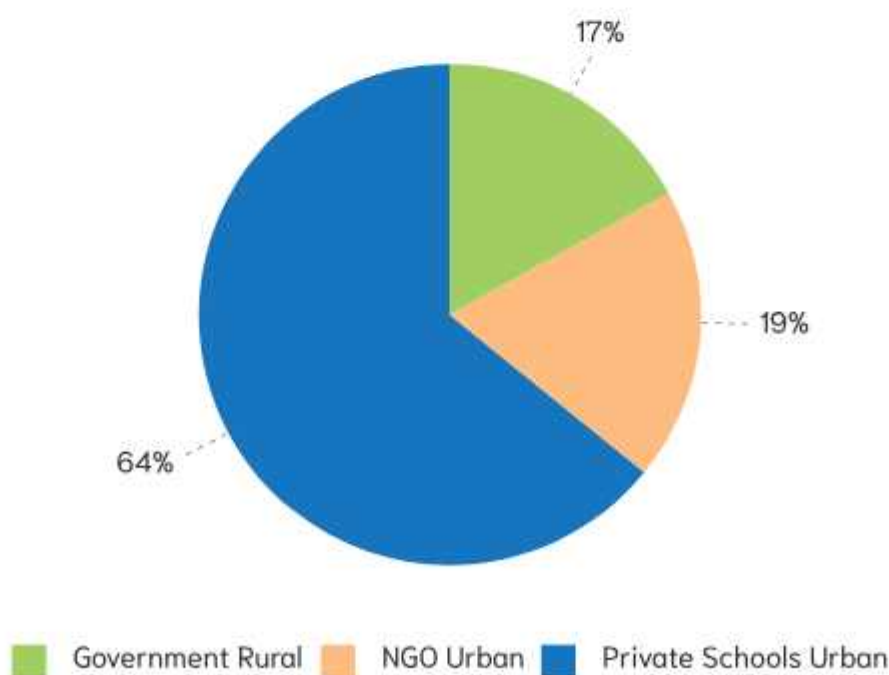
An individual participating in Child Safety Week

3.4 Resource Development

Design thinking is core to developing training and advocacy content as it can improve learning solutions and make a greater impact. A robust content and curriculum design based on the needs of the participants, understanding different mind-sets is central in delivering training which can lead to sustainable change. Resource development this year focussed on creating content in consultation with NCERT for Auyushman Bharat which has the potential to reach out to millions of children of the country. The resource development also included creating customized content for different stakeholder group based on their needs and time availability. This meant the creation of modules ranging to be delivered in a span of five days to one day responding to the needs of the external environment. This also meant that we guarantee that the content remains true to its goal of empowering stakeholders and replication of violence prevention model in their settings.

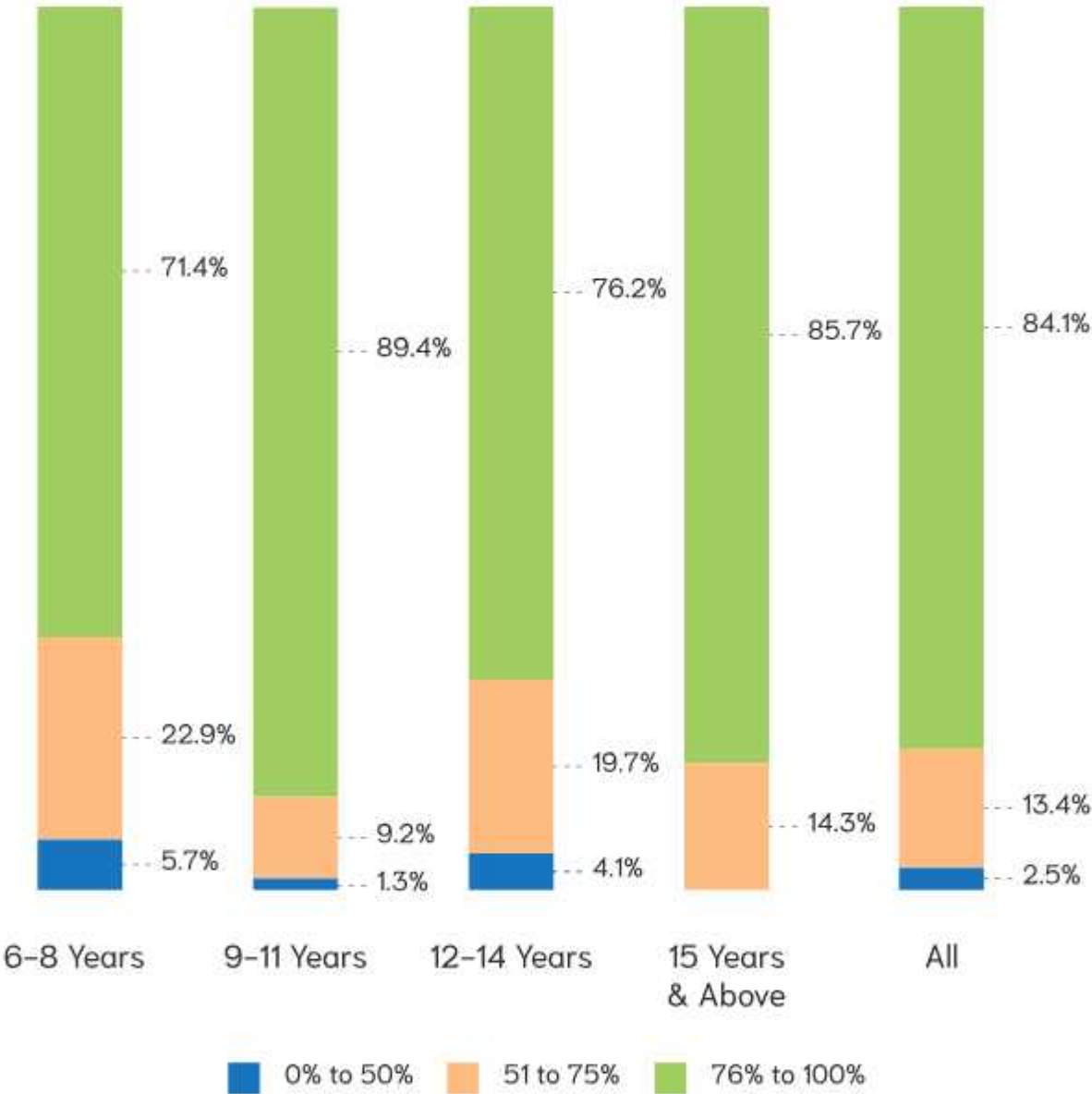
3.5 Monitoring and Evaluation

Arpan initiated an evaluation to understand the effectiveness of the Personal Safety Education –Training of Trainers model to measure the success of the model in building the capacity of implementers to replicate the programme in their own setting by empowering children. A mixed-method approach was adopted for the study; the quantitative component aimed at measuring knowledge and potential skills among children who had received Personal Safety Education from PSE TOT implementers trained by Arpan. The qualitative component helped explore the factors and processes that enabled or discouraged implementers from replicating the programme after their training, and the behaviours demonstrated by PSE empowered children in the face of an unsafe situation. The data for the study was collected through surveys conducted across multiple locations in India in rural and urban areas. The distribution of the sample based on location is represented graphically below:



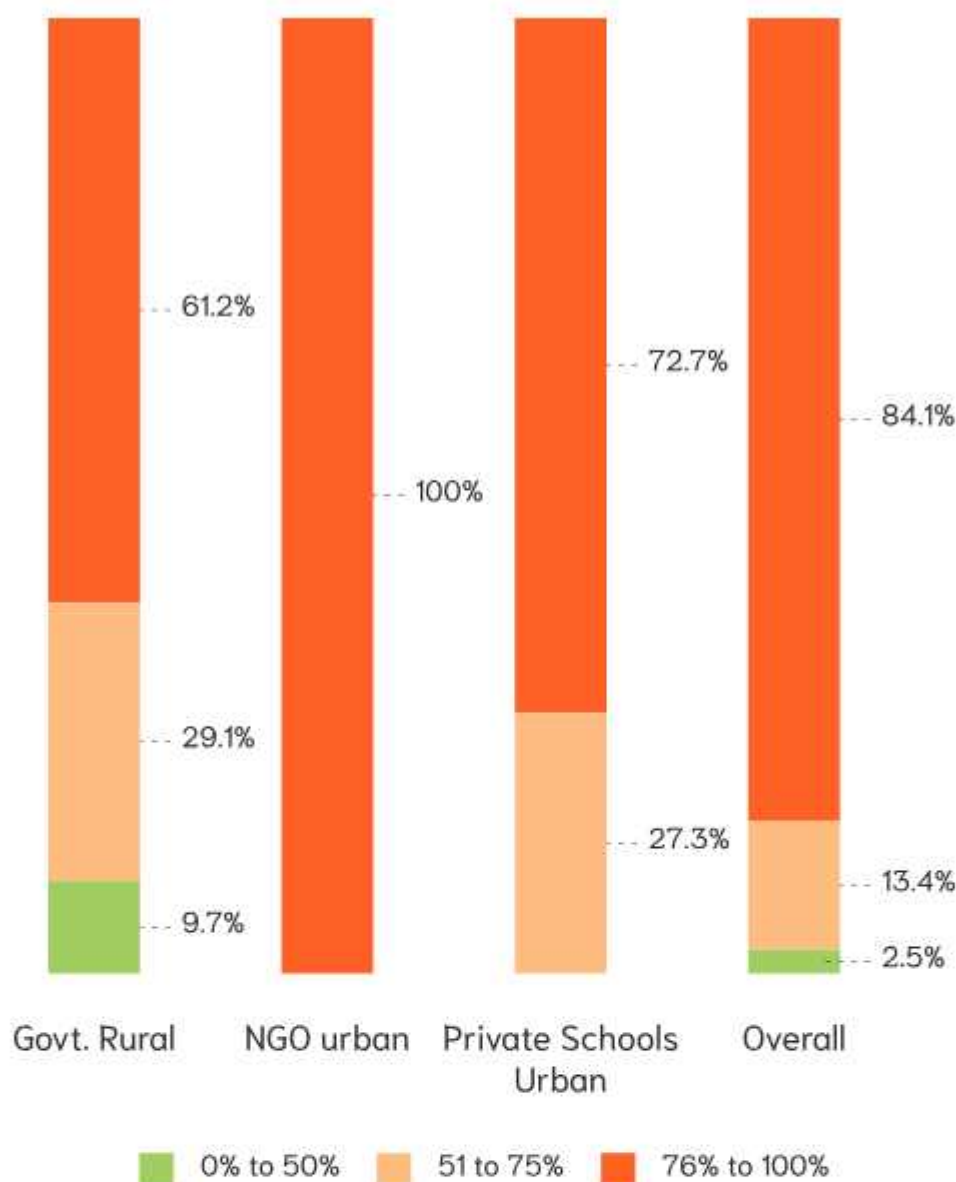
Bifurcation of Sample by Types of Organisation

The evaluation observed that the indicators for retention of key PSE concepts were consistent with significant knowledge and potential skills among children – more than 70% of children retained more than 75% of the key concepts across all age groups as depicted in the graph below. The median overall score was significantly higher (p. Value < 0.05) among the children aged 9 to 11 years (95.0%) as compared to the ones aged 12 to 14 years (84.5%). While overall retention of children was high, lesser proportion of children from rural set up retained more than 75% of the key concepts, whereas the proportion was relatively higher in other two groups in urban areas.



Proportion of Children with a Particular Range of Score of PSE key concepts, by the Age





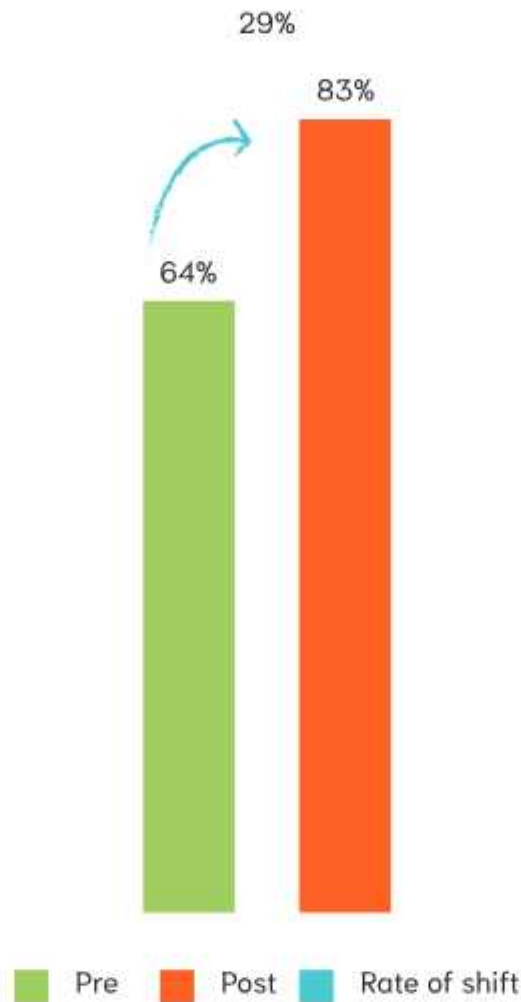
Proportion of Children with a Particular Range of Score of PSE key concepts, by the location of implementing organisation

Desirable behaviour in the face of potential incidents of CSA was also observed among the children who had faced an unsafe situation after undergoing PSE. The study noted that intrinsic factors such as the implementers' own motivation and extrinsic factors, such as the support from their organisation play a determining role in their initiative to replicate the programme. A significant influence common across all participants was the facilitation of the implementation process by their organisation. In less rigid hierarchical structures, particularly non-government / private set ups, the participant's personal proactivity to translate the learning into action was successful in initiating the programme. The trainers demonstrated appreciable recall and understanding of key topics covered in training including PSE key concepts.

As a recommendation, the evaluation provides comprehensive guidelines on strengthening the PSE TOT model by making the structure more action-oriented, based on identified needs of the implementers. The observations from this study will help provide strategic direction for the effective

use of the TOT model to scale up and replicate PSE across diverse geographical locations.

In addition to evaluation, to assess the shift in knowledge, skill and attitude of participants at a regular interval pre-post assessment was conducted with 83% of all participants totalling to 1,205 participants. The overall change in the rate of shift across diverse training is 29% which is represented in the graph below:

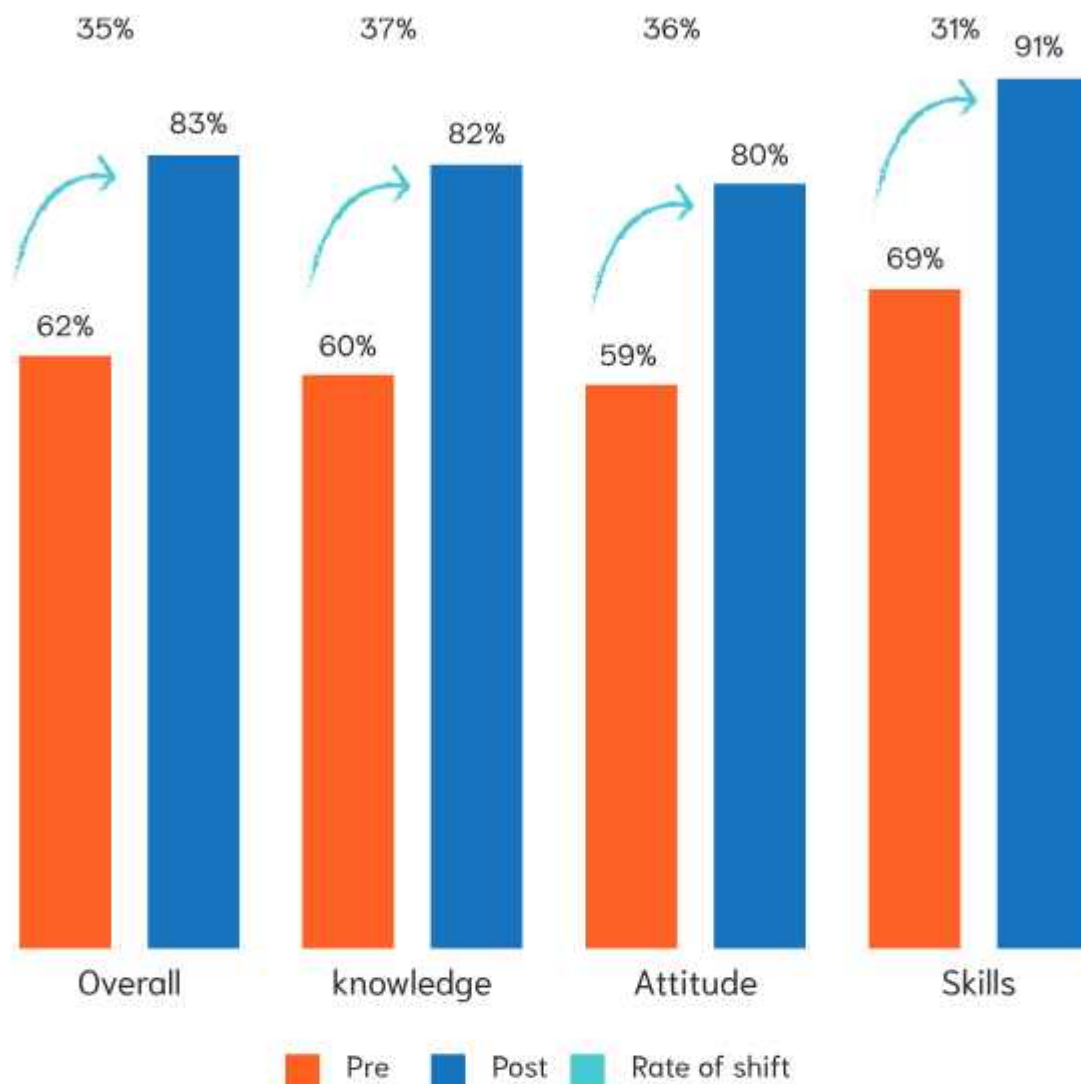


Overall change in the rate of shift across training sessions

"Arpan's commitment to child safety is exemplary. In our partnership, we have found them to be prompt and knowledgeable about the various complexities that entail child safety protocols. They are thorough and most importantly follow through on each case to ensure the child is supported."

CEO, The Akanksha Foundation

The rate of the shift in knowledge, attitude and skill for training stakeholders on integrating Personal Safety Education in their settings which comprised of 70% of all training sessions shows an overall shift of 35% as represented below. These stakeholders have conducted the programme with 60,562 children and 64,603 adults.



Graph showcasing shift in Knowledge, Attitude and Skills of Participants Before and After the Training

"The virtue of 'selflessness' is something Arpan picks up, bringing smiles on countless faces. We got an opportunity to be a part of the journey in 2020. This experience made us learn the importance of communication with our parents and our younger ones and to raise voice against any form of sexual abuse."

Student of Bharati Vidyapeeth College of Engineering

3.6 Challenges Encountered

Training and advocacy is the way forward to usher changes both at the systemic and ground level. 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 and training design. Some partners translated the learnt knowledge and integrated the prevention model in their settings. However, there were significant gaps between training and on-ground implementation for some partners which had the potential to impact the quality of implementation. As large scale training was being scheduled at a short interval, senior members of the team needed to spend more time on the ground.

"We decided to work on prevention of CSA, but we didn't know how to start with it. CSA being a very sensitive issue, we knew that having the right knowledge and attitude is extremely important to teach children personal safety skills. Then we came across the wonderful work Arpan has been doing. They have been very supportive. Arpan's Personal Safety Education material answered many of our questions and concerns as it is so beautifully and carefully prepared. I can see how all their experience made the material so rich with examples and sample situations. I would say that Arpan has been that elder sister to Learning Space Foundation who helped us take our first steps towards this cause."

Founder & Executive Director, Learning Space Foundation



Shree Ekveera Vidyalay - Supporting
training participants during implementation



Training Session in Gadchiroli with
superintendents of Ashramshala



PSE TOT with staff and teachers

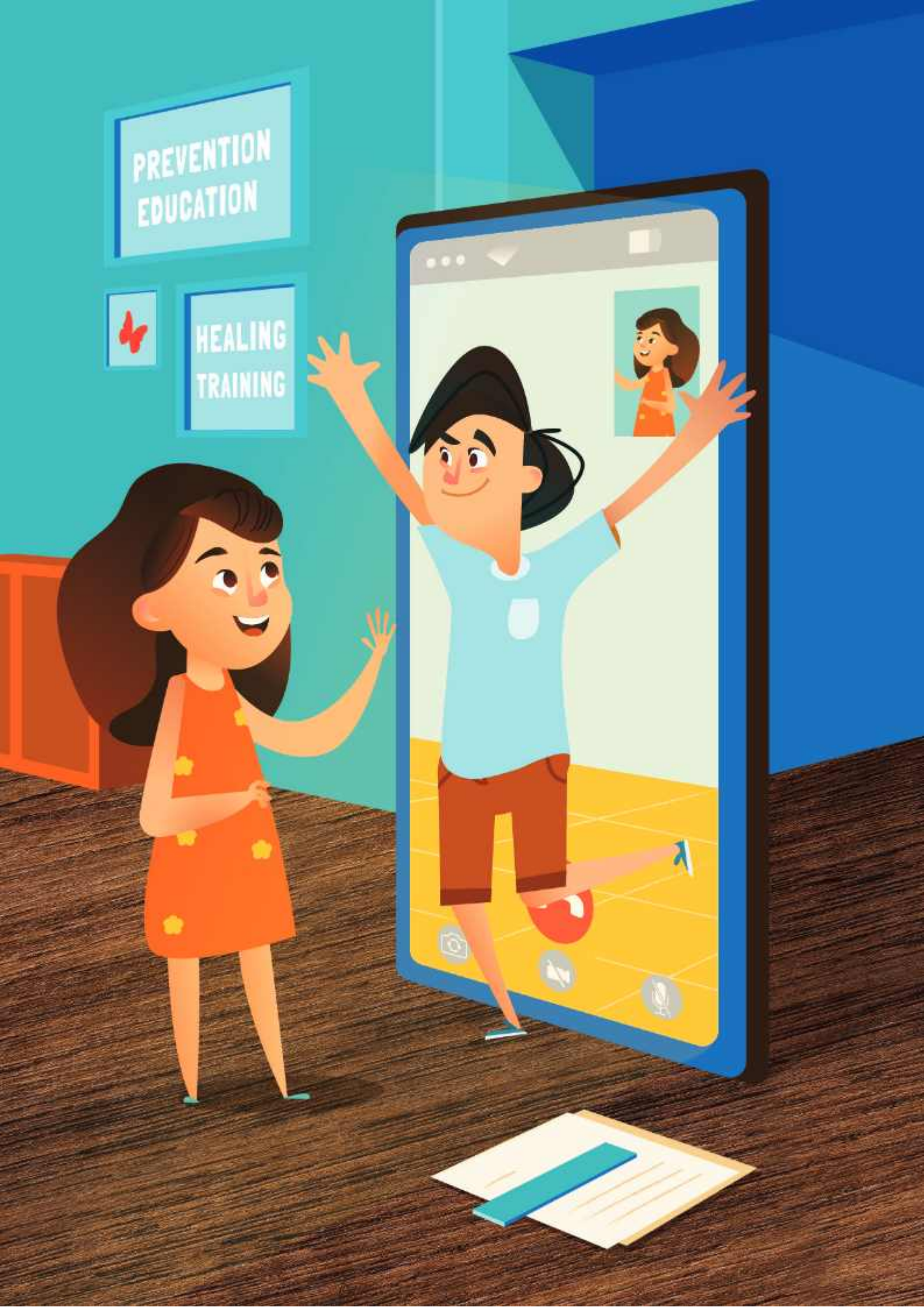
Training Session in Gadchiroli with the teachers of Ashramshala



Training Session with the Directorate of Education, Delhi



Training Session with the Akanksha Foundation

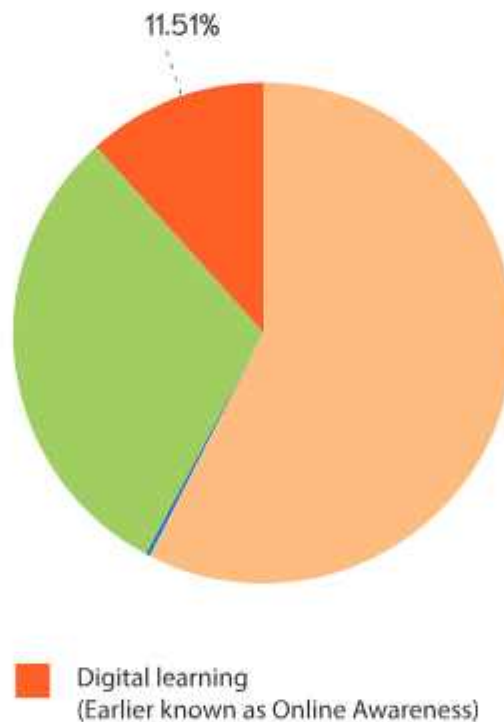


PREVENTION
EDUCATION

HEALING
TRAINING

PROGRAMME 4: DIGITAL LEARNING

The pervasiveness and ubiquity of all things digital have accelerated over the last few years and continues to grow exponentially. Digital technology is becoming increasingly intertwined with everyday life and schooling and education are no different. In the current situation with the pandemic and lockdown all over the world, digital learning is driving innovation and is touching our lives in different and often profound ways. Digital Learning 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 geographic boundaries. The seed for Digital Learning was germinated in 2017. It was a component of the Personal Safety Education Programme and came into being as a response to the questions around scaling that we were asking ourselves. As we initiated integrating technology into the core of our programme a couple of years back, it will help us immensely to reach out to children with whom we do not have offline communication due to school closure.



Programme 4 Comprises of 11.51% of Arpan's Budget

"Arpan's online programme is awesome. This is my belief that if knowledge is given using joyful methods, students never forget received knowledge. Arpan has taught this difficult topic to our tiny tots in the form of cartoons. Arpan is offering its service with dedication for the awareness of prospective citizens."

Principal, Swami Vivekananda Prathamik Shala

"It is a pleasure to work with Arpan's team. Your professionalism, dedication to investing in team capacity, and data-driven decisions make Arpan stand out as an organisation. We especially appreciate your investment in staff mental health and wellbeing. This shows you take a sustainable and long-term approach to your challenging work. We've been impressed this year by how you've carefully pivoted your regular work, while also addressing needs that are cropping up in light of Covid. Your team is 100% focused on an aligned end goal, which has guided your decisions through these difficult times—this is exactly the type of partner we aim to work with."

Maggie Anderson, Manan Trust and Funder to Arpan

4.1 Delivering Digital Learning

Realising the potential of an interactive e-Learning platform as an easy and efficient learning tool last year we launched a responsive website www.arpanelearn.com, where children can learn about Personal Safety and adults, can acquire awareness about Child Sexual Abuse prevention and intervention. This year, we launched the 'My Safety Book' as a flipbook in Hindi and Marathi. This is a colourful, pictorial book for young children to learn about Personal Safety. We know it is hard for parents and carers to talk to children about Child Sexual Abuse. It is an issue that is difficult to talk about, and often, difficult to even acknowledge. This book is an endeavour to start a conversation with young children aged 5 and over on personal safety and to set boundaries – knowing when to say 'No' and how to seek help. Being available in Hindi and Marathi and over the digital platform will ensure that this book is available to a wider audience. Personal Safety Course for 8 to 10 year olds was launched in 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 interactive drag and drop games 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. We have created opportunities within the course and at the end of it to record students' responses which will help to monitor the efficacy of the course. We are also in the process of creating a Personal Safety Course for 11 to 13 year olds which will be launched next year.

- In 2019-20, digital learning programme was accessed by 54,860 children and adults.
- Of these 54,860 children and adults, UNICEF conducted group lessons with 50,000 children using the Arpan digital courses, 3,429 self-availed the course on arpanelearn.com and the programme was directly implemented with 1,377 individuals.

We are at the initial stage of this journey of digitalization. However, there is growing confidence that through the online curriculum we will be able to reach the desired social outcome of teaching children personal safety. This confidence stems from the fact that our stakeholders are showing interest to navigate the www.arpanellearn.com platform and access it to teach their children personal safety. This course has been accessed by UNICEF who has used this to take safety skills to more than 50,000 children. The resources for teaching children personal safety and adult resources have also been incorporated in the DIKSHA platform which is launched by MHRD as a unique initiative to leverage existing highly scalable and flexible digital infrastructures while keeping teachers at the centre.

"Culture is what motivates and retains talented employees," said Betty Thompson. I started believing in these lines when I started my journey with Arpan, 5 years back. Today, when I think about Arpan I look at it as an ethical organisation which is committed to the cause and provide care and support for employees. Arpan also believes in providing a mutual space for sharing, learning and participatory decision making within the organisation. Arpan's culture & environment have been assessed by an international level organisation and has been certified as 'Great Place To Work' in the social sector. I believe this does not happen in one day but it happens because of a responsible and dedicated workforce and inclusive culture at Arpan. Our Consultants from HR Fraternity members also speak about Arpan as "a policy & process-driven organisation thriving on values, culture and innovations in the social space."

Priyanka Sawant, Manager, HR & Admin, Arpan

"Arpan is relentless in this pursuit to make this world a better place. Arpan is genuine, concerned and connected in modern times. They use technology to make sure that they reach children all over the country. Driven to bring about change to every child."

Connie D'Souza, Head – Consumer Insights, GOQii

4.2 Challenges Encountered

Development of an interactive digital course which provides edutainment by combining education and entertainment on a sensitive issue within a restrictive budget has been a learning process. Thus, a lot of time is invested in developing and piloting a module. The challenge also has been to market the existence of the course and push it through other digital players. While schools have shown interest, their ask is to have courses for all age groups at once. It is difficult to meet that requirement at the early developmental stage as the focus is to develop a course for one age group at a time and move on to the next.

"Arpan as an organisation embodies passion, commitment, dedication, and determination. It is a children's welfare centric organisation that works relentlessly in building awareness and capacity in society about Personal Safety Education. Arpan has worked hard to bring about substantial change in the mind-set of people, when it comes to the subject of personal safety and continues to empower people through their accessible and easily understandable content and ethical, well designed, and tailor-made programmes for schools and other institutions."

Counsellor, Bombay International School

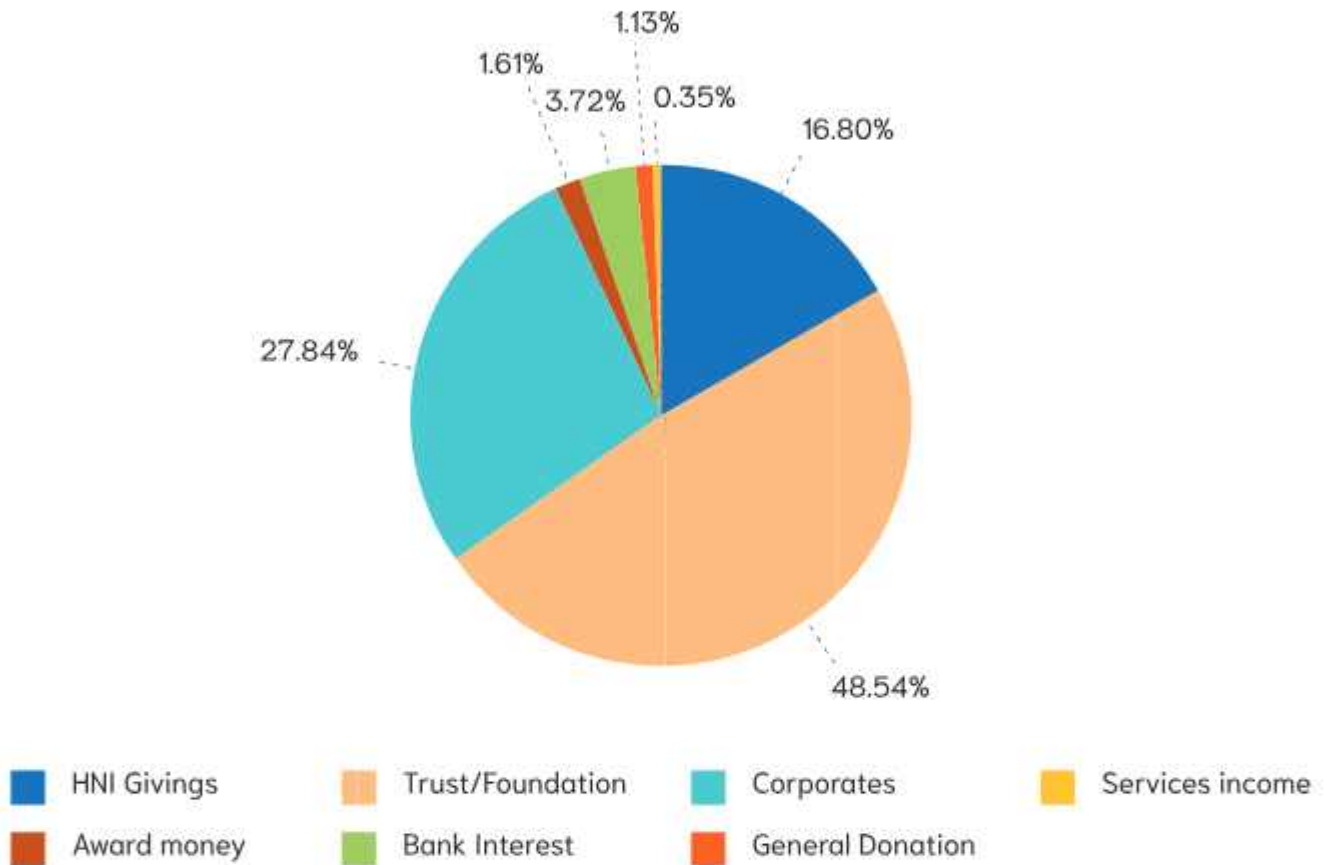






FINANCIAL PERFORMANCE

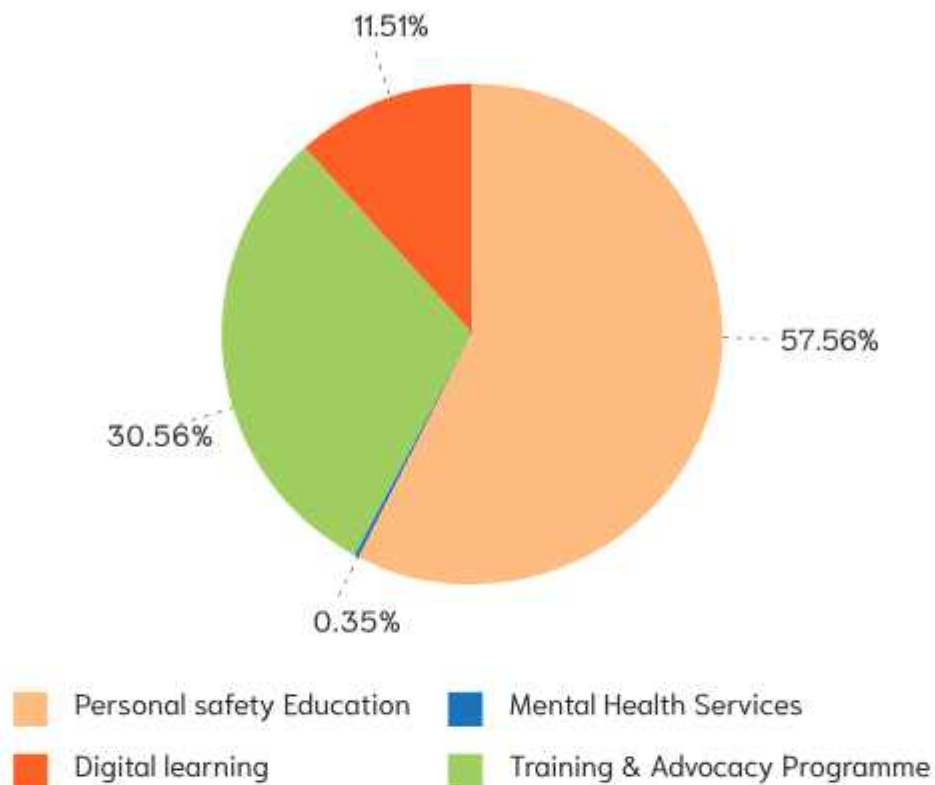
Arpan has received an income of ₹ 8.81 cr in the Financial Year 2019-20



INCOME PATTERN FY 19-20

INCOME SOURCE	AMOUNT IN LAC	% CONTRIBUTION
Individuals/HNI Givings	148	16.80%
Trust/Foundation	427.68	48.54%
Corporates	245.3	27.84%
Award money	14.17	1.61%
Bank Interest	32.81	3.72%
General Donation	9.97	1.13%
Services income	3.08	0.35%
	881.01	100%

Arpan's total expenses amounted to ₹ 9.4 cr in the Financial Year 2019-20



PROGRAMME-WISE EXPENDITURE FY 2019-20

PROGRAMME	AMOUNT	% CONTRIBUTION
Personal safety Education	5,41,32,205	57.664%
Mental Health Services	3,35,332	0.357%
Training & Advocacy Programme	2,87,43,061	30.565%
Digital learning	1,08,28,366	11.515%
	9,40,38,964	100%



Significant Accounting Policies and Notes on accounts

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 Assets

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

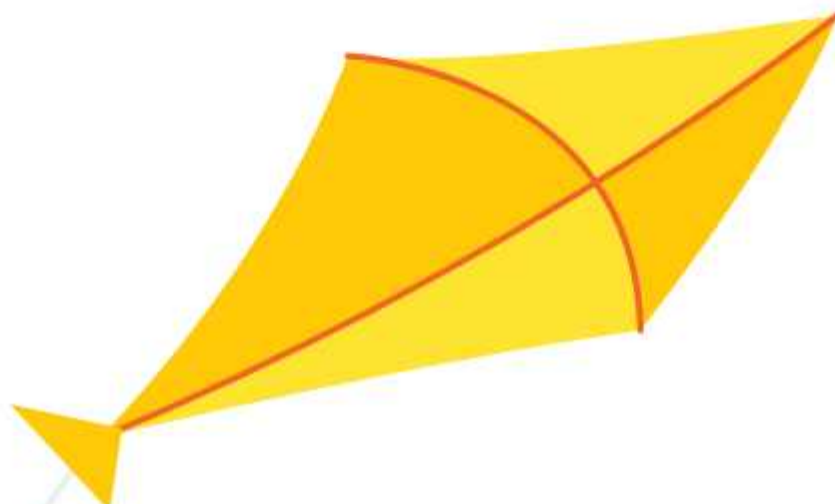
The provisions of Provident Fund Act are applicable for the charitable trust. The trust has not complied with the provisions of Provident Fund. In case of other retirement benefits like gratuity, leave encashment, etc, the charitable trust follows 'pay as you go' method.

10. Reserve fund

During the year the trust has transferred an amount of ₹ 10,10,900/- 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.

11. Remuneration to trustees

Child Sexual Abuse fund utilised includes Remuneration to trustees of ₹ 44,46,100/-.





FEARLESS

PSE

FREEDOM

LOOKING FORWARD TO 2020-21

We look back at 2019-20 as a year where we have been able to take another step toward our vision of 'A World Free of Child Sexual Abuse' by creating awareness, initiating dialogues, supporting organisations and institutions to replicate the model of prevention from CSA and touching lives of children. We also engaged on a 5 year strategic review exercise. At Arpan, engaging in these processes of strategic planning have always been a reflective one, which helps us with more nuanced learnings of our own work in the past, 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.

The below are targets we set out for FY 20-21 before the pandemic. However, what we achieve will be different than what we had planned but will still be aligned to our strategies.

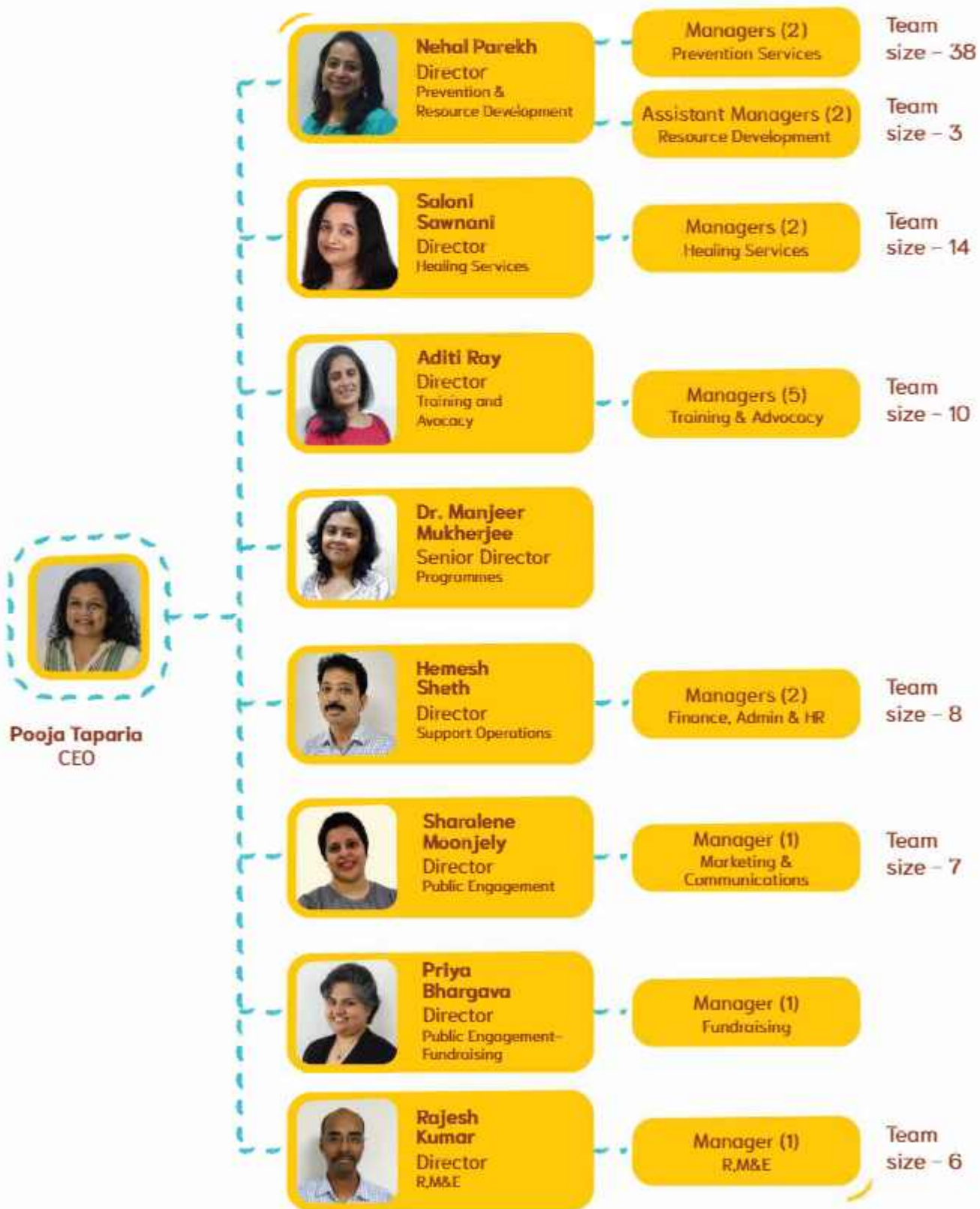
- We will consolidate the **Personal Safety Education Programme** and will continue to teach personal safety skills to 20,000 children.
- We will provide **Mental Health Services** to 85 children and adult survivors and initiate to work with boys who show sexual misbehaviour.
- We will work with 3,600 professionals in 6 States through our **Training and Advocacy Programme** and sustain our advocacy efforts to mainstream child protection mandates at the local, state and national level.
- We will broaden the scope of our **Digital Learning Programme** to cater to children of all age groups and will develop for Personal Safety e-learning courses for both 11 to 13 year old and 14 to 16 year olds in English.
- **Resource development** will focus on finalizing Personal Safety resources for pre-primary children, young adults and developing a case management manual.
- **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 organisation.

SENSITIVE
SAFETY

HAPPY



ORGANIZATIONAL STRUCTURE



Total Team Size - 111

Notes on Staff

- International travel undertaken by staff in 2018-19 includes: ₹ 271,847 was spent on travel by Ms Pooja Taparia to Sweden and Qatar.

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

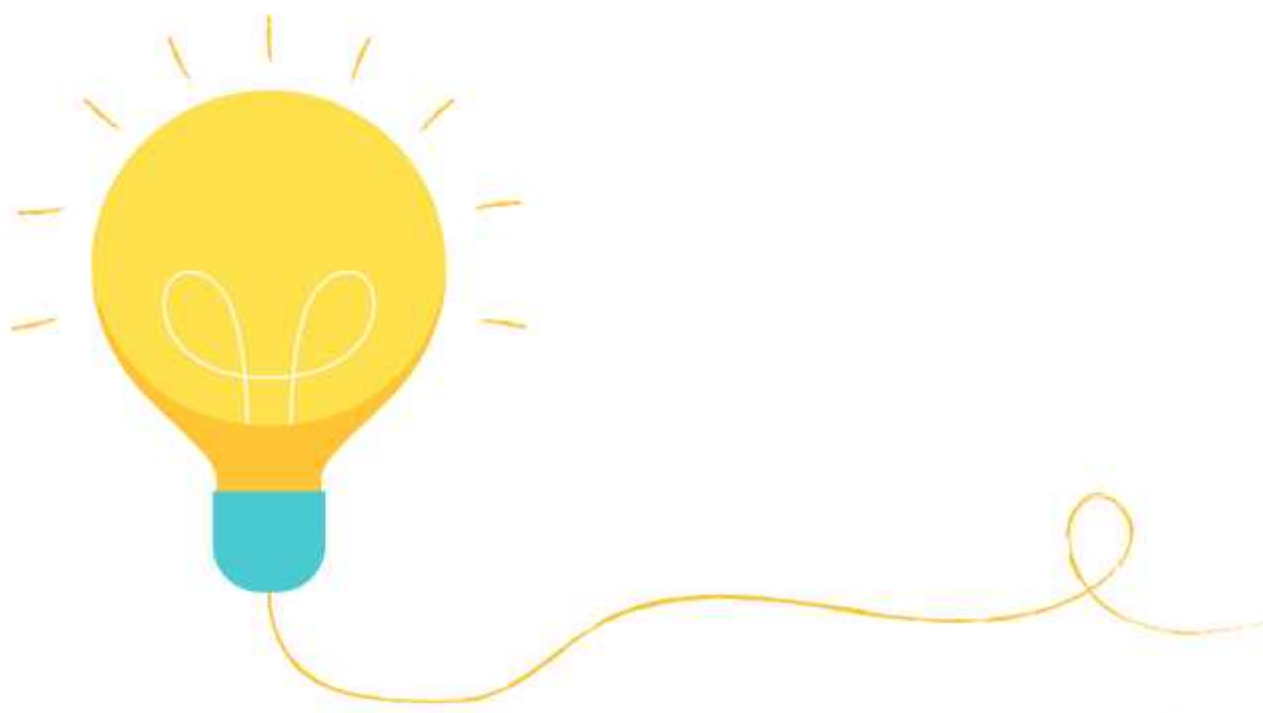
NAME	PROFESSION	DESIGNATION IN BOARD	AREA OF COMPETENCY
Achama Mathew	CEO, Bombay Cambridge Gurukul schools	Trustee	Strategic Direction, Programme Development
Arjun Raychoudhuri	MD & CEO at MMTC-PAMP	Trustee	Strategy, Governance, Digital Transformation
Pooja Taparia	CEO, Arpan	Trustee	Administration, Operations, Communication, Programme Development, Fundraising

Notes on the Board of Trustees

- None of the Board Members is related to each other
- No other Board Members have received any remuneration from the organisation In 2018-19, 3 board meetings were conducted.

Our Advisors

NAME	AREAS OF SUPPORT TO ARPAN	BACKGROUND
Mr Anil Swarup	Strategic Direction, Networking	Founder Chairman, Nexus of Good; Former Secretary, School Education and Coal, Govt of India
Dr David Finkelhor	Programme Development	Leading Sociologist on Child Sexual Abuse
Kiran Khalap	Marketing and Communications	Co-founder and Managing Director, chlorophyll
Dr Lois Engelbrecht	Programme Development	Founder Trustee, Centre for Prevention and Treatment of Child Sexual Abuse, Manila, Philippines
Dr Nachiket Mor	Strategic Direction	Visiting Scientist, The Banyan Academy of Leadership in Mental Health Senior Research Fellow, Centre for Information Technology and Public Policy (CITAPP), IIIT Bangalore
Mr Rizwan Tayabali	Organisation Development	Director, Fraktal Consulting (Social Effect)
Sarath Divella	Technology, Monitoring & Evaluation	India Country Head, Lionbridge Technologies
Shireen Vakil	Strategic Direction, Advocacy	Director, Policy and Advocacy, Tata Trusts
Dr Usha Ram	Research, Monitoring and Evaluation	Professor and Head, Department of Public Health & Mortality Studies, International Institute for Population Sciences (IIPS), Mumbai (India).





OUR ALLIES



Schools, Colleges and Universities

Abhyudaya Education Society's High School, Mumbai, MH.

Ahilya Vidya Mandir English Medium, Mumbai, MH.

Ajmera Global School, Mumbai, MH.

Al Mu'Minah School, Mumbai, MH.

Andheri (W) Municipal Secondary Urdu School, Mumbai, MH.

Andheri West BMC MPS School, Mumbai, MH.

Andheri West BMC UP Marathi School, Mumbai, MH.

Andheri West English UPS Primary School, Mumbai, MH.

Andheri West Municipal English Secondary School, Mumbai, MH.

Andheri West Municipal Upper Primary Hindi School, Mumbai, MH.

Andheri West Municipal, Urdu School, Mumbai, MH.

Anuyog Vidyalaya English Medium Secondary School, Mumbai, MH.

Anuyog Vidyalaya and Jr. College, Mumbai, MH.

Army Public School, Meerut, UP.

B G Tilak English Medium School, Ulhasnagar, MH.

B E S. ENGLISH PRIMARY SCHOOL, Mumbai, MH.

B K S English High School & Junior College, Mumbai, MH.

B N G International School, Meerut, UP.

Bai RFD Panday Girls High School, Mumbai, MH.

Bal Vikas Vidya Mandir Primary School, Mumbai, MH.

Bal Vikas Vidya Mandir Secondary School, Mumbai, MH.

Bhai Joga Singh Public School, Meerut, UP.

Bhaktivedanta Swami Mission School, Mumbai, MH.

Bharat English High School, Thane, MH.

Bombay Cambridge Gurukul, Mumbai, MH.

Bulbul English School, Mumbai, MH.

Chaitanya Public School, Kolhapur, MH.

Chatrapati Shivaji Vidyalaya, Hindi, Mumbai, MH.

Chatrapati Shivaji Vidyalaya, English, Mumbai, MH.

Chatrapati Shivaji Vidyalaya, Marathi, Mumbai, MH.

Chatrapati Shivaji Vidyalaya, Urdu, Mumbai, MH.

Chhatrapati Shahu Vidyalaya, Kolhapur, MH.

Chhatrapati Shivaji Vidyalaya, Kolhapur, MH.

Chinchavali English M P S, Mumbai, MH.

City Vocational Public School, Meerut, UP.

Cosmos High School, Mumbai, MH.

D A V Public School Sreshtha Vihar, New Delhi, DL.
D M Bhatia English Medium Primary School, Mumbai, MH.

D S English Secondary School, Mumbai, MH.

DALIMSS Sunbeam School, Rohania, Varanasi, UP.

Darshan Academy, Meerut, UP.

Dayawati Modi Academy, Meerut, UP.

Dehradun Public School, Varanasi, UP.

Delhi Public School, Varanasi, UP.

Dnyanprakash Vidyalaya, Mumbai, MH.

Dominic Savio Vidyalaya, Mumbai, MH.

Dr Sarvapalli Radhakrishnan Vidyalaya, Mumbai, MH.

Dream English School, Mumbai, MH.

Eden High School, Mumbai, MH.

Eden Primary School, Mumbai, MH.

Eklavya Parivartan Vidyalaya, Mumbai, MH.

Family Service Centre, Mumbai, MH.

G. J. Vartak Vidyalaya, Vasai, MH.

Gandhi Bal Mandir High School, Mumbai, MH.

Gandhinagar High School, Kolhapur, MH.

Godwin Public School Meerut, UP.

Goenka and Associates Educational Trust, Mumbai, MH.

Goregaon Municipal Hindi Secondary School, Mumbai, MH.

Goregaon Municipal Marathi Secondary School No. 1, Mumbai, MH.

Green Lawns School, Mumbai, MH.

Guru Govind Singh T High School & Junior College of Commerce and Science, Mumbai, MH.

Gururanak English Primary School, Mumbai, MH.

Gyandeep Academy Varanasi, UP.

Holy Family High School, Mumbai, MH.

Holy Mother English School, Mumbai, MH.

Holy Star English High School, Mumbai, MH.

Ideal English Primary School, Mumbai, MH.

Imperial Public School, Varanasi, UP.

JBCN International School, Mumbai, MH.

Jeevandeep Public School, Varanasi, UP.

KMS Dr Shiroadkar High School, Mumbai, MH.

KMS English Medium School CBSE, Mumbai, MH.

KL Mehra UBS English Primary School, Mumbai, MH.

KVK Ghatkopar School, Mumbai, MH.

KVN. Public School, Varanasi, UP.

Kagal Education Society, Kolhapur, MH.
 Kalina Education Society's Primary School, Mumbai, MH.
 Kendriya Vidyalaya School No. 2, Mumbai, MH.
 Kendriya Vidyalaya, Mumbai, MH.
 Khernagar Municipal Secondary English School, Mumbai, MH.
 Khernagar Municipal Secondary School No. 1 (Hindi and Marathi Medium), Mumbai, MH.
 Khernagar Municipal Secondary School No. 2, Mumbai, MH.
 Khernagar Municipal Upper Primary English School No. 1, Mumbai, MH.
 Khernagar Municipal Upper Primary English School No. 2, Mumbai, MH.
 Kolhapur Public School, Kolhapur, MH.
 Krishna Public School, Meerut, UP.
 Little Flower English High School, Mumbai, MH.
 Little Flower English Medium High School, Kolhapur, MH.
 Lodha World School, Mumbai, MH.
 Lokmanya Tilak High School, Mumbai, MH.
 Lokmanya Vidya Mandir High School, Mumbai, MH.
 Loreto Convent School, Mumbai, MH.
 MK Nakhwa High School, Thane, MH.
 MS Heritage School Pnachi Meerut, Meerut, UP.
 MV Mandali's Swami Muktananda High School, Andheri West, Mumbai, MH.
 Madhyamik Vidyalaya Primary, Mumbai, MH.
 Maharani Saibai Vidyamandir, Mumbai, MH.
 MH, Vidyalaya, Mumbai, MH.
 Mahatma J F Public School, Varanasi, UP.
 Mary Immaculate Girls' High School, Mumbai, MH.
 Matunga Lions Pioneer English School, Mumbai, MH.
 Michael High School, Mumbai, MH.
 MIRC Primary School, Ahmednagar, MH.
 Modern School, Vasant Vihar, New Delhi, DL.
 Mother Teresa English Pre Primary High School, Mumbai, MH.
 Mother Teresa English Secondary High School, Mumbai, MH.
 Mount Litera Zee School, Varanasi, UP.
 Mumbai Public School, Mumbai, MH.
 Nahar International School, Mumbai, MH.
 Navy Children School, Mumbai, MH.
 Netaji English Medium School, Ulhasnagar, MH.
 New High School, Marathi Shakha, Kolhapur, MH.
 Nirmala Niketan College of Social Work, Mumbai, MH.
 Oxford English School, Mumbai, MH.
 Oxford High School, Thane, MH.
 PGM International School, Meerut, UP.
 Parijat Bal Kendra, Mumbai, MH.

Parle Tilak Vidyalaya English Medium School, Mumbai, MH.
 Pioneer Convent School, Kashipur, Varanasi, UP.
 Powai English High School, Mumbai, MH.
 Pragati Vidyalay and Jr College, Marathi, Mumbai, MH.
 Pragati Vidyalaya and Jr. College, English, Mumbai, MH.
 Pragnya Bodhini High School, Mumbai, MH.
 Presidency Public School, Meerut, UP.
 Princess Padmaraje Girls High School, Kolhapur, MH.
 Priyadarshini Vidya Mandir, Marathi Medium, Mumbai, MH.
 Priyadarshini Vidyamandir English Medium, Mumbai, MH.
 Punarwas Special School, Mumbai, MH.
 R J Thakur English Medium School, Thane, MH.
 R N Gandhi High School, Mumbai, MH.
 Radha Govind Public School, Meerut, UP.
 Rajesh Shahu Nagar Municipal U. P. Primary English School, Mumbai, MH.
 Ramkrishna High School, Secondary, Mumbai, MH.
 Ramkrishna School, Primary, Mumbai, MH.
 Ravindra Bal Vidyarniketan Marathi Primary School, Mumbai, MH.
 Rudra International School, Meerut, UP.
 SAH Educational Centre, Varanasi, UP.
 SBM Padwal Vidyalaya Marathi Medium, Secondary Section, Mumbai, MH.
 SK Somaiya Junior College of Education, Vidyavihar, Mumbai, MH.
 SSM Mohanbai Chunilal Mehta Girl's High School, Mumbai, MH.
 SSM Shivaji Vidyalaya, Mumbai, MH.
 Sadhana Education Society's Malati Jayant Dalal High School, Secondary section, Mumbai, MH.
 Sadhana Vidyalay, Secondary, Marathi Medium, Mumbai, MH.
 Sailee International School Primary Section Old MHB English, Mumbai, MH.
 Sandesh Vidyalaya English Medium School, Mumbai, MH.
 Sandesh Vidyalaya Hindi Medium School, Mumbai, MH.
 Sandesh Vidyalaya Marathi Medium School, Mumbai, MH.
 Saraswati Mandir High School, English, Mumbai, MH.
 Saraswati Mandir High School, Marathi, Mumbai, MH.
 Saraswati Vidya Mandir, English, Primary, Mumbai, MH.
 Saraswati Vidyamandir, English, Secondary, Mumbai, MH.
 Sardar Vallabhbhai Patel Vividhlakshi Vidyalaya, English, Mumbai, MH.

Sardar Vallabhbhai Patel Vividhlakshi Vidyalaya, Gujrati, Mumbai, MH.
 Seth MR Jaipuria School, Banaras Parao, Varanasi, UP.
 Sheth BM Padwal Vidyalay English Medium Primary Section, Thane, MH.
 Sheth Babanrao M Padwal Vidyalaya, Marathi Medium, Primary Section, Thane, MH.
 Sheth Virchand Dhanji Devshi (SVDD) English Medium School, Mumbai, MH.
 Shishu Vikas Trust, Mumbai, MH.
 Shivaji Shikshan Sansthan Primary English Medium School, Mumbai, MH.
 Shiv Shikshan Sanstha's Secondary School English Medium, Mumbai, MH.
 Shivaji University, Kolhapur, MH.
 Shree Ekveera Vidyalaya, Mumbai, MH.
 Shri Harkrishan English High School, Thane, MH.
 Shri R R Khadake Academy's Panhala Valley English Medium School & Jr College, Kolhapur, MH.
 Shri Ram Vidyapeeth Global Academy, Meerut, UP.
 Shri Sai Academy, Meerut, UP.
 Shri Shri Vidyalaya, Pune, MH.
 Shri Vasantrao Jaywantrao Deshmukh School, Kolhapur, MH.
 Shrimant Harsitaraje English Medium High School, Pune, MH.
 SIES College, Mumbai, MH.
 Sir Jacob Sassoon High School, Mumbai, MH.
 Smt R N Sheth English Girls Primary School, Mumbai, MH.
 Smt Rajdevi Hindi High School, Mumbai, MH.
 SPJIMR Abhyudaya, Mumbai, MH.
 Sri Dasmesh Public School, Mumbai, MH.
 St Anthony High School, Primary Section, Mumbai, MH.
 St Anthony's Convent Higher Secondary School, Thane, MH.
 St Catherine's High School, Mumbai, MH.
 St Francis Xavier School, Mumbai, MH.
 St John's Senior Secondary School, Meerut, UP.
 St Joseph's Convent High School, Mumbai, MH.
 St Joseph's High School, Mumbai, MH.
 St Mary's High School, ICSE, Mumbai, MH.
 St Mary's High School, SSC, Mumbai, MH.
 St Michael's School, Ahmednagar, MH.
 St Rock's High School Primary Section, Mumbai, MH.
 St Rock's High School, Mumbai, MH.
 St Theresa High School, Mumbai, MH.
 St Thomas English Medium School, Meerut, UP.
 St Xavier's High School, Kolhapur, MH.
 Success International School, Meerut, UP.

Sunbeam English School, Varanasi, UP.
 Swami Nityanand Hindi High School, Mumbai, MH.
 Swami Vivekanand High School, Mumbai, MH.
 Tararani Vidyapeeth Prince Shivaji Vidyalaya , Kolhapur, MH.
 The Adhyayan School, Meerut, UP.
 The Diamond Jubilee High School, Mumbai, MH.
 The North Mumbai Welfare Soc. Primary School, Mumbai, MH.
 Thomas Baptist High School, Vasai, MH.
 Tilak MH. Vidyapith, Kharghar, Navi Mumbai, MH.
 Translam Academy International, Meerut, UP.
 Udayachal Primary & Pre Primary School, Mumbai, MH.
 Vakola MCGM UP Hindi School No. 2, Mumbai, MH.
 Vakola UP Mun Hindi School No. 1, Mumbai, MH.
 Vakola UP Mun Marathi School No. 2, Mumbai, MH.
 Veer Bhagat Singh International School, Mumbai, MH.
 VIBGYOR Group of Schools, Mumbai, MH.
 VIBGYOR HIGH SCHOOL, Kolhapur, MH.
 Vidya Vikas Mandal Vidyalaya, Mumbai, MH.
 Vijay Nagar High School, Mumbai, MH.
 Vile Parle Mahila Sangh Shree Madhaorao Bhagwat High School, Marathi Medium, Mumbai, MH.

Non-Governmental Organisations, Institutions and Associations

Aadhar, Bhopal, MP.
 Agastya Foundation, Belgaum, KA.
 Angels Social Development and Research Association, Bhopal, MP.
 Antar Bhartiya, Amravati, MH.
 Anugrah, Mumbai, MH.
 Apeksha Homio Society Gadchiroli, MH.
 Asha Sadan, Mumbai, MH.
 Astitva Amravati, MH.
 Australian Medical Students Association, Barton, Canberra, Australia
 Bahujan Hitay Society, Amravati, MH.
 Bahujan Hitay Trust, Pune, MH.
 Boys & Girls Christian Home, Amravati, MH.
 Bundesvertretung der Medizinstudierenden in Deutschland, Berlin, Germany
 Childline India Foundation, Multiple locations
 Children Fellowship of India, Amravati, MH.
 Citizens Association for Child Rights, Mumbai, MH.
 Committed Communities Development Trust, Mumbai, MH.
 Eagle Livelihood Foundation, Mumbai, MH.
 Family Service Centre, Mumbai, MH.
 Federation of Medical Students, Taipei city, Taiwan

Georgian Medical Students Association, Tbilisi, Georgia
 Healing Lives, Mumbai, MH.
 Hi5 Youth Foundation, Mumbai, MH.
 Hifazat Network, Bhopal, MP.
 Indian Development Foundation, Mumbai, MH.
 Inner Wheel Club, Mumbai, MH.
 Jan Sahas Social Development Society, Dewas, MP.
 Janjagruiti Vidyarthi Sangh, Mumbai, MH.
 Jeevan Dhara, Mumbai, MH.
 Jeevan Dhara, Mumbai, MH.
 Kaivalya Education Foundation, Dholka, Gujarat and Mumbai, MH.
 Kotak Education Foundation, Mumbai, MH.
 Manthan, Amravati, MH.
 Medical Students Association of India, New Delhi, DL.
 Muskaan-Foundation For Child Protection, Pune, MH.
 National Institute of Woman Child And Youth Development, Nagpur, MH.
 OASIS, Amravati, MH.
 One Act of Kindness, OAK Foundation, Mumbai, MH.
 One Future Collective, Mumbai, MH.
 Panchsheel Foundation, Mumbai, MH.
 Para Legal Volunteers, (PLV), Bhopal, MP.
 PRATHAM, Mumbai, MH.
 Prayas Ek Koshish, Mumbai, MH.
 Rahee Foundation, Mumbai, MH.
 Sachha Prayas Jabalpur, MP.
 Sahara Sakshrta Educational & Social Welfare Society, Bhopal, MP.
 Salaam Baalak Trust, Mumbai, MH.
 Sankalp Samajik Vikas Samiti, Bhopal, MP.
 Seva Sadan, Mumbai, MH.
 Siddha Shakti Samiti, Betul, MP.
 Snehasadan, Mumbai, MH.
 Soroptimist International, Hyderabad, TG.
 SOS Children's Villages of India, Faridabad, HR.
 St. Jude India Child Care Centres, Mumbai, MH.
 Stree Sanvedana Manch (ACWAW), Amravati, MH.
 Sukhavati Foundation Thane, MH.
 Swasti, Bangalore, KA.
 The Akanksha Foundation, Mumbai, MH.
 Trailokya Buddha Mahasangh Sahayak Gana, Pune, MH.
 Vacha Charitable Trust, Mumbai, MH.
 Vikalp, Bhopal, MP.
 Yuva, Amravati, MH.

Government Departments

BR. Education Project Council (BEPC) Patna, BR.
 Directorate of Education, Government of Delhi-New Delhi, DL.
 Integrated Tribal Development Project, Chandrapur, MH.
 Juvenile Justice Board, Kolhapur, MH.
 Kolhapur Zilla Parishad, Kolhapur, MH.
 MH. State Council of Educational Research and Training, Pune, MH.
 Navi Mumbai Municipal Corporation, Navi Mumbai, MH.
 Tribal Development Department, Gadchiroli, MH.
 Women and Child Development, Thane, MH.

**Note: State abbreviations are as follows:
 Bihar- BR; Delhi- DL; Haryana- HR; Karnataka- KA;
 Madhya Pradesh- MP; Maharashtra- MH; Telangana- TG;
 Uttar Pradesh- UP.*



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You can continue to help by talking about the issue

- Talk to your friends and family about Child Sexual Abuse. Learn more about Child Sexual Abuse on www.arpan.org.in
- If you have experienced Child Sexual Abuse or know of someone who has, reach out to us on support@arpan.org.in or +91 98 1908 6444

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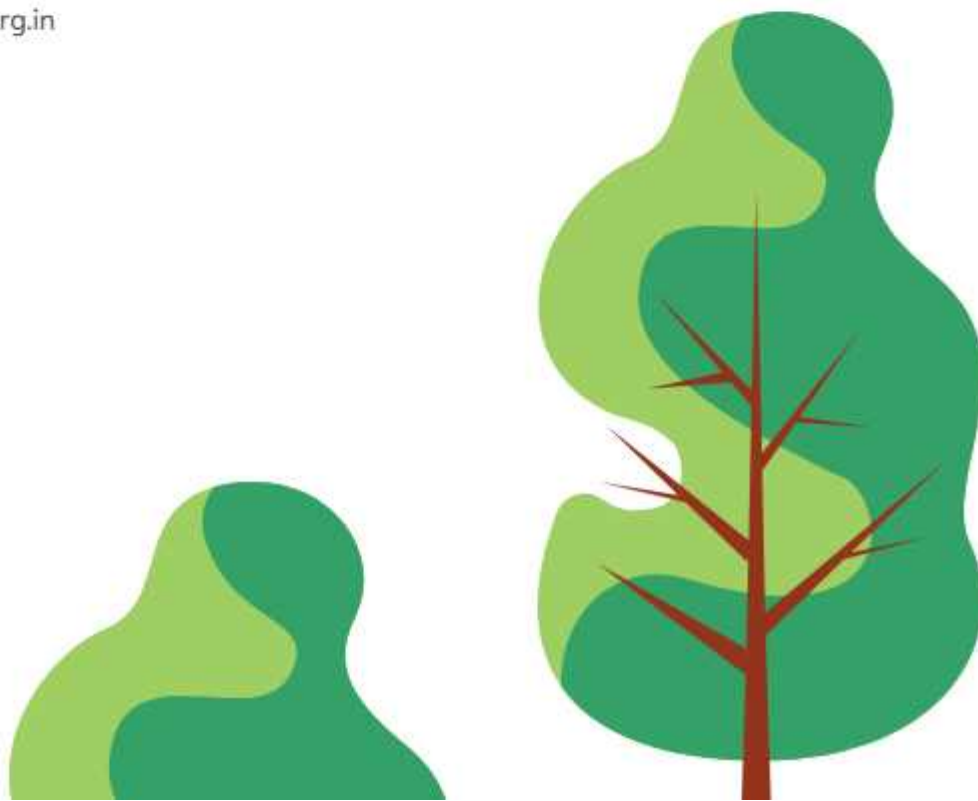
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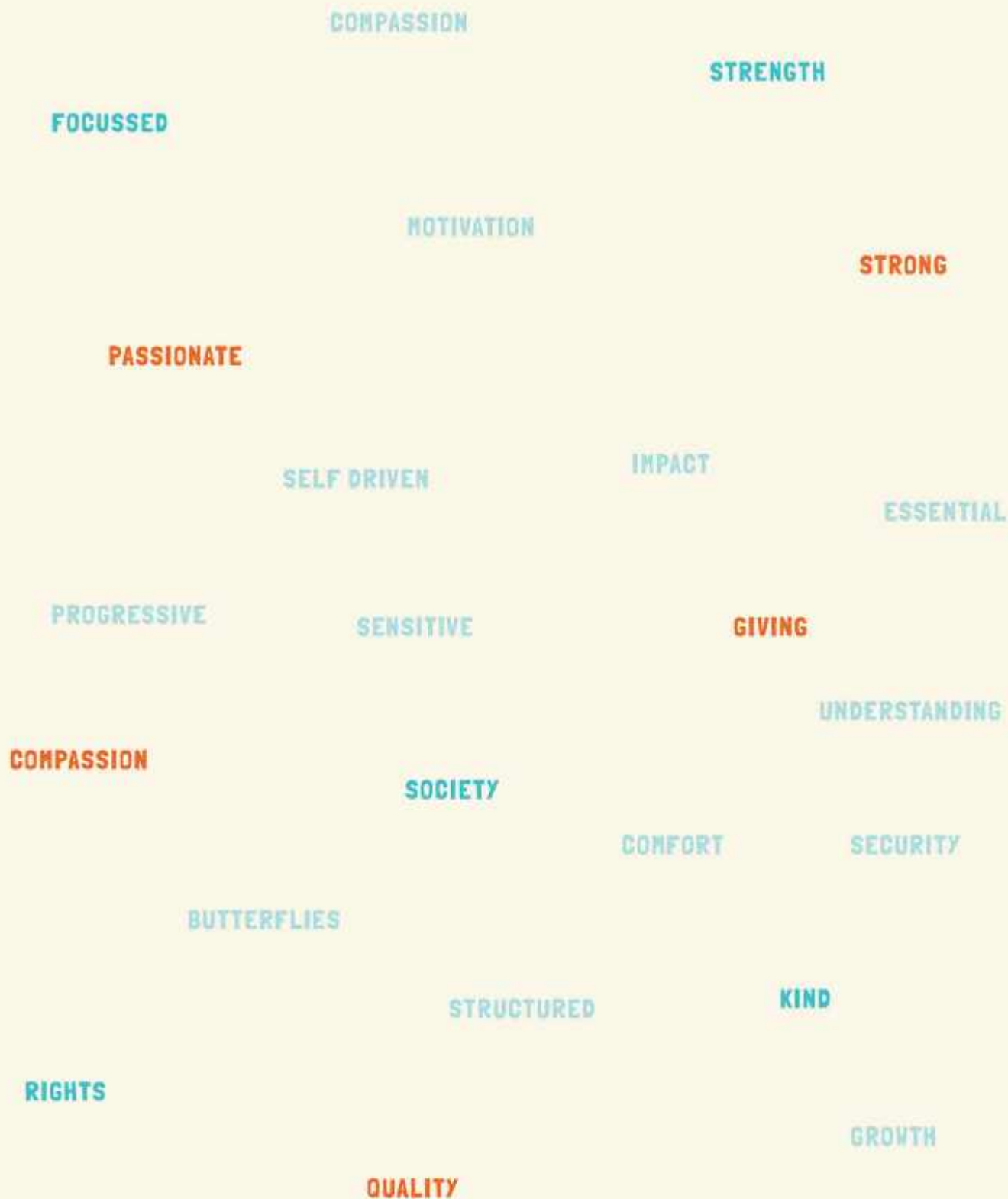
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